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

March 10-11, 2022

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

March 10-11, 2022
Montana State Capitol, Room 152
Helena, MT

March 10, 2022
8:30 AM

CALL TO ORDER

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

PUBLIC COMMENT

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

CONSENT AGENDA

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

- **A. November 18-19, 2021, January 13-14, 2022 Meeting Minutes**
- **B. Financials**

ADOPT AGENDA

INFORMATION ITEMS

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

Item 1 **CHAIRPERSON'S REPORT** – *15 Minutes*
Tammy Lacey
- **CSPAC Liaison Information**
  - **Code of Ethics Update**
- **Committee List**

Item 2 **EXECUTIVE DIRECTOR REPORT –** *15 Minutes*
McCall Flynn
- **CSPAC Chapter 57 Recommendations**
- **Update on Chapter 57 Public Hearing**

Item 3 **STATE SUPERINTENDENT'S REPORT** – *15 Minutes*
State Superintendent Elsie Arntzen

- **OPI Executive Leadership Academy**
- **Teacher Residency Demonstration Project**

Item 4 **GOVERNOR'S OFFICE REPORT** - *15 Minutes*
Lt. Governor Kristen Juras

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

Item 5 **MSDB REPORT – (INFORMATION)** – *20 Minutes*
Paul Furthmyre

- **MSDB 2022-2023 Academic Calendar – 1st Reading**
- **First Reading of MSDB Policies: 5120, 5120F, 5120P, 5122, 5122F**

ACTION ITEMS:

- **Action on Out of State Travel Request**
- **Action on Personnel Items**
- **Action on MSDB Policy 1910**

Item 6 **ACTION ON MSDB SUPERINTENDENT 2022-2023 CONTRACT – (ACTION)** – *15 Minutes*
Tammy Lacey

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

Item 7 **MACIE REPORT – (INFORMATION)** – *15 Minutes*
Jennifer Smith, MACIE Chair

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

Item 8 **SCHOOL NUTRITION PROGRAMS ANNUAL REPORT – (INFORMATION)** – *20 minutes*
Christine Emerson

Item 9 **ACTION ON NOTICE OF ADOPTION, ARM TITLE 10, CHAPTER 64, BUS STANDARDS – (ACTION)** – *15 Minutes*
Rob Stutz, OPI Chief Legal Counsel

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

Item 11 **FEDERAL PROGRAMS UPDATE – (INFORMATION)** – *15 Minutes*
Dr. Julie Murgel

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

TIME CERTAIN AT 1:00PM*

Item 12 **INITIAL REVIEW OF BPE CASE #2020-10, SANTALA – (ACTION)** – *15 Minutes*
Tara Harris, Counsel

Item 13 **UNUSUAL CASE REQUEST, BPE CASE #2022-02, MORAND – (ACTION)** – *15 Minutes*
Crystal Andrews, Rob Stutz, OPI Chief Legal Counsel

Item 14 **UNUSUAL CASE REQUEST, BPE CASE #2022-03, MAVRINAC – (ACTION)** – *15 Minutes*
Crystal Andrews, Rob Stutz, OPI Chief Legal Counsel

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

Item 16 **UNUSUAL CASE REQUEST, BPE CASE #2022-05, SHRIDER – (ACTION)** – *15 Minutes*
Crystal Andrews, Rob Stutz, OPI Chief Legal Counsel

Item 17 **UNUSUAL CASE REQUEST, BPE CASE #2022-06, GIFFIN – (ACTION)** – *15 Minutes*
Crystal Andrews, Rob Stutz, OPI Chief Legal Counsel

Item 18 **UNUSUAL CASE REQUEST, BPE CASE #2022-07, NEUFELD LILLY – (ACTION)** – *15 Minutes*
Crystal Andrews, Rob Stutz, OPI Chief Legal Counsel

Item 19 **UPDATE ON NEW LICENSING SYSTEM – (INFORMATION)** *-15 Minutes*
Crystal Andrews

Item 20 **PRAXIS FOR MATH PRESENTATION – (INFORMATION)** – *15 Minutes*
Crystal Andrews

Item 21 **UPDATE ON REVISIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION – (INFORMATION)** – *15 Minutes*
Zach Hawkins, Rob Stutz, OPI Chief Legal Counsel

Item 22 **ACTION ON REVISED TIMELIME FOR REVISIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS – (ACTION)** – *15 Minutes*
Rob Stutz, OPI Chief Legal Counsel

- **ASSESSMENT COMMITTEE – Anne Keith – (Item 23)**

Item 23 **ASSESSMENT REPORT – (INFORMATION)** – *15 Minutes*
Ashley McGrath
- **Discussion on Statewide Assessment Implementation – (INFORMATION)**

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Friday March 11, 2022
8:30 AM

CALL TO ORDER

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

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

Item 24 **COMMISSIONER'S OFFICE REPORT – (INFORMATION)** *– 15 Minutes*
Dr. Angela McLean

Item 25 **STUDENT REPRESENTATIVE REPORT –** *15 Minutes*
Paige LePard

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

Item 26 **CHAPTER 55 TASK FORCE UDPATE – (INFORMATION)** *– 15 Minutes*
Dr. Julie Murgel

Item 27 **RECOMMEND MAINTAINING CURRENT STATUS FOR SCHOOLS IN STEP 1, STEP 2, AND ONGOING ASSISTANCE – (ACTION)** *- 15 Minutes*
Nathan Miller

Item 28 **RECOMMEND APPROVAL OF THE 2021-2022 ACCREDITATION STATUS OF ALL SCHOOLS – (ACTION) –** *15 Minutes*
Nathan Miller

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

Item 29 **LICENSURE PANEL DISCUSSION – (INFORMATION)** *– 1 Hour*
Lance Melton, MTSBA; Dr. Kirk Miller, SAM; Amanda Curtis, MFPE; John Melick, Montana State University; Dr. Tricia Seifert, Montana Council of Deans of Education; Kristi Steinberg, University of Montana

Item 30 **ADDITIONAL BOARD MEMBER QUESTIONS ON SUPERINTENDENT ARNTZEN'S RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE (INFORMATION) –** *30 minutes*
Dr. Julie Murgel and Crystal Andrews

FUTURE AGENDA ITEMS May 12-13, 2022, Great Falls
CSPAC Appointments
Student Representative Last Meeting & Recognition
Approve K-12 Schools Payment Schedule
Assessment Update
Approve CAEP - MOU
Accreditation Report
Variance to Standards Requests & Renewals
Federal Update
MACIE Update

Approve MSDB School Calendar
MCDE Update
Executive Director Performance Evaluation

PUBLIC COMMENT

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ADJOURN

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

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

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

CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if requested

A. November 17-19th, 2021 Meeting Minutes & January 13 -14, 2022 Meeting Minutes

B. Financials

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

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

Wednesday, November 17, 2021
2:00 PM
Missoula County Public Schools
Admin Building, Board Room

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

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

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

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

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

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

No discussion. Motion passed unanimously.

ADOPT AGENDA

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

No discussion. Motion passed unanimously.

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

Item 1 **CHAIRPERSON'S REPORT**
Tammy Lacey

Ms. Lacey gave the Chairperson's Report for the Board noting that she is learning her new role since being elected as Chair at the September meeting, thanking Ms. Stockton and Ms. Flynn for their assistance and for Vice Chair Quinlan for her support. The Chair noted her attendance at the October 14, 2021 CSPAC meeting, and the special CSPAC Meeting November 3rd to review the revisions to Chapter 57. Also noted were several education meetings, and the MSDB Listening Sessions held to prepare for hiring a permanent MSDB Superintendent. Ms. Lacey reviewed the updated Committee Assignments

Item 2 **EXECUTIVE DIRECTOR REPORT**
McCall Flynn

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

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

No discussion. Motion passed unanimously.

Ms. Flynn reviewed the revised Strategic Plan.

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

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

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

No further discussion. Motion passed unanimously.

Item 4 **COMMISSIONER OF HIGHER EDUCATION'S REPORT**
Angela McLean

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

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

Item 5 GOVERNOR'S OFFICE REPORT
Dylan Klapmeier

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

Item 3 STATE SUPERINTENDENT'S REPORT
Superintendent Elsie Arntzen

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

Item 6 STUDENT REPRESENTATIVE'S REPORT
Paige Lepard

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

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

Item 7 **MACIE REPORT – (INFORMATION)**
Jennifer Smith

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

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

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

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

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

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

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

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

EDUCATIONAL SITE VISITS WITH LEGISLATIVE EDUCATION INTERIM COMMITTEE

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

TIME CERTAIN AT 1:00 PM

CALL BACK TO ORDER

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

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

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

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

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

No discussion. Motion passed unanimously.

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

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

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

No discussion. Motion passed unanimously.

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

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

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

No discussion. Motion passed unanimously.

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Item 13 **UNUSUAL CASE REQUEST, BPE CASE #2021-17, MERCADO – (ACTION)**
Crystal Andrews

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

Ms. Madalyn Quinlan moved to approve the request to grant a Class 2 Standard License in BPE Case #2021-17. Mercado. Motion seconded by Ms. Mary Heller.

No discussion. Motion passed unanimously.

Item 14 **UNUSUAL CASE REQUEST, BPE CASE #2021-18, SCHWARTZ – (ACTION)**
Crystal Andrews

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

Ms. Madalyn Quinlan moved to approve the request to grant a Class 5A Provisional license endorsed in English, Language, and Literature 5-12, and Spanish 5-12. Motion seconded by Ms. Anne Keith.

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

No further discussion. Motion passed unanimously.

Item 15 **RECOMMEND APPROVAL OF THE GOOD CAUSE EXTENSION FOR MONTANA STATE UNIVERSITY PROFESSIONAL EDUCATOR PREPARATION PROGRAM – (ACTION)**
Dr. Julie Murgel

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

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

Item 16 **UPDATE ON TIMELINE TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION – (INFORMATION)**
Zach Hawkins and Dr. Julie Murgel

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

Item 17 **UPDATE ON TIMELINE TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE – (INFORMATION)**
Dr. Julie Murgel

Dr. Murgel and Ms. Andrews reviewed the Task Force to date, including the review of CSPAC on November 3rd. The Task Force will hold their final meeting on November 30th before the Superintendent

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

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

No discussion. Motion passed unanimously.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Motion passed unanimously.

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

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

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

No further discussion. Motion passed unanimously.

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

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

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

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

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

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

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

No discussion. Motion passed unanimously.

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

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

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

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

Item has been moved to the January 2022 Meeting.

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

Exiting Board Member – Last Meeting and Recognition
MSDB Superintendent Interviews
Transportation Report
MACIE Update
Assessment Update
Federal Update
Accreditation Report
Teacher Licensure Report
Qualify Transformational Learning & Advanced Opportunity Grant Applications
Critical Quality Educator Shortage Area Report

PUBLIC COMMENT

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

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

ADJOURN

Meeting adjourned at 1:15 PM.

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

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

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

DRAFT

MASBO | MFPE | MQEC | MREA | MTSBA | SAM

Montana Association of School Business Officials | Montana Federation of Public Employees | Montana Quality Education Coalition | Montana Rural Education Association | Montana School Boards Association | School Administrators of Montana

Public Comment to BPE, EDIC, and BOE November 17-19, 2021
Kirk J. Miller, EdD on behalf of MT-PEC

Good afternoon BPE or EDIC or BOE members,

For the record, I am Kirk Miller, 40-year Montana Educator serving six Montana school communities, father & grandfather of Montana public school children, past member of the Montana Board of Public Education serving for 3 governors, and current Executive Director of SAM, and today representing the MT-PEC (MASBO, MFPE, MQEC, MREA, MTSBA, SAM).

About two months ago I provided public comment at your meeting, pointing out the challenges that have been imposed on the schools in our communities due to the polarization regarding the pandemic; and made a request for our local communities and the education leaders in our state (those of you in this gathering) to rise up to protect the ability of our public schools to serve every community across our state with high quality, responsive services for our children.

Two months after meeting with you, I can tell you that we have done our part to promote the value our public schools bring to their communities; We have focused on four essential truths …

- Our community schools are safe, healthy centers for our children to engage their academic, social, emotional and brain health education.
- Our community schools are major drivers of the economic viability of our communities. In most communities across the state our public schools are one of the largest if not the largest employer. The employment of our neighbors who serve as educators, support staff, bus drivers, school food service, paraprofessionals, custodians are all working together to meet the educational needs of the children in our communities. The collective economic impact of the school and all of those who work in the school is significant for the economic health of every community across our state.
- Our community schools are the heart of our communities – the place where our towns gather, socialize, and work together to create a wonderful Montana life for our children and ourselves.
- Our community schools and pride for the community is fostered when all Montanans engage to support our children and their growth and development through supporting their successes in academics, the arts, activities, and athletics in every community across the state.

The Great Work of Montana's Public Schools 2021, Vol IX (MT-PEC collaboration) was released on October 21 with the four components of the strategy and the data showing strong support for our public schools among Montana voters. This statewide information about the Great work happening in our public schools can be used by each school/district/community to help tell the local story of the value our schools bring to the community. Thank you to all who have been involved in this positive approach.

Unfortunately, polarization of issues relating to our public schools has continued. Even more unfortunate is that some political leaders are contributing to this trend. The harm of this misguided, vitriolic, and angry approach is not only creating an inappropriate example for our children on how to resolve complicated issues, but is instilling a counterproductive culture of mistrust, harming the ability of our community schools to recruit and retain quality educators and support staff to meet the needs of our children and develop the full potential of each child in every public school.

The harm to the success of our public schools in successfully recruiting and retaining high quality educators should be of grave concern to all Montanans.

We respectfully request that political leaders refrain from further second guessing of local decision-making and cease instigating vitriol and anger directed toward Montana's public schools. Our public school leaders need empathy, encouragement and support for their extraordinary efforts to provide the safest and most effective learning environments for our children throughout Montana.

By working together, sorting out differences of opinion, ensuring a voice for students and families in each community, we can all work together to protect the value that our public schools bring to each community and ensure the preservation of a tradition of community ownership and local control that provides much benefit to our way of life as Montanans.

Thank you all for your service to Montana.

Denise Williams	Amanda Curtis	TBD	Dennis Parman	Lance Melton	Kirk Miller
MASBO	MFPE	MQEC	MREA	MTSBA	SAM
dwilliams@masbo.com	acurtis@mfpe.org	dburke@mqec.org	dparman@mrea-mt.org	lmelton@mtsba.org	samkm@sammt.org

MTPEC
Montana Public Education Center

MASBO | MEA-MFT | MQEC | MREA | MTSBA | SAM

Montana Association of School Business Officials | Montana Education Association-Montana Federation of Teachers | Montana Quality Education Coalition | Montana Rural Education Association | Montana School Boards Association | School Administrators of Montana

MTPEC Expresses Grave Concern Regarding Inadequate Technical Assistance from OPI

Over the past 10 months there has been a growing clamor among school leaders and business officials, which today is at a fever pitch. The overarching concern is having a reasonable expectation of getting timely and accurate information and assistance. from the Office of Public Instruction is no longer possible.

Despite the report you will hear later in your meeting, which is also contrary to an investigative article published by the Montana Free Press, it is our understanding that as of last week, there were 51 vacancies in this agency, and it is further our understanding that the Chief Data Officer worked his last day last Friday. This person was responsible for leading the project to upgrade and coordinate data systems at the OPI which is funded by a $13.5 million appropriation of ESSER funds from the recent legislative session. We are also aware that the Human Resources Manager will be leaving the OPI in just three short weeks.

When we couple the number of vacancies and the departure of the HR Manager we can only come to one conclusion, the OPI will not be able to even begin to turn this circumstance around in the coming months, meanwhile the needs and obligations for school leaders and business officials will continue.

We are not presenting any request to any state agency, rather we are here to let you all know that we feel compelled to collectively secure expert assistance for our members to fill in the gaps in service particularly for working with federally funded programs and offering experience, expertise, and legal assistance when dealing with state mandated programming such as accreditation, school finance, and educator licensure. In the past 5 years, due to staff turnover and shortages at the OPI we find ourselves increasingly called upon by our members for technical assistance in these last three areas.

Finally. we want to recognize the employees at the OPI who continue to show up every day with their dedication and commitment to providing service to those that need their assistance. But that number has continued to dwindle making their job harder.

To the Citizens of Montana:

As educational leaders across this glorious state of Montana, we are experiencing a very alarming trend. The Office of Public Instruction is unable to keep the employees that assist us in taking care of the schools in our charge. The turn-over rate at OPI has been nearly 90% in the last 5 years, and that aligns with and is the direct result of the "leadership" of Ms. Elsie Arntzen. Since her election in 2016 and taking office in January of 2017, there has been confusion, dramatic changes in personnel, loss of institutional and operational knowledge and poor communication or complete lack of response to questions that arise from teachers and administrators statewide. In our positions, we serve the smallest, most rural schools in our state and due to the lack of support from the elected head of education in the state of Montana, our rural schools are suffering.

It is time we voice our dissent. Ms. Arntzen's leadership is not in the best interests of the 10,686 educational personnel in our state, nor the approximately 147,000 public-school students. It is unacceptable for the top public education official in Montana to participate in forums which tear down the very system she was elected to uphold. Montana communities pride themselves on having wonderful, locally-controlled educational systems for our fine young citizens in the making. We are appalled that she, as a purported educational leader, would take part in a church sponsored anti-public education rally where threats made on the lives of well-respected school administrators garner a chuckle. This is shocking, unbelievable, and unacceptable. And a comment of "shoot em" might be in jest – until it is personally aimed at an innocent educator in our own backyards. Inciting school violence in a country with a horrific history of school shootings should be a criminal offense.

We suggest that Ms. Arntzen must change her course and begin to support public education and the Constitutions to which she pledged an oath to uphold. If she does this, OPI can re-build. If not, it will continue to flounder ineffectively and inefficiently, which makes our jobs and the jobs of everyone involved in public education much more difficult.

This condemnation of Elsie Arntzen and of the lack of direction at OPI does not apply to the hard working, committed, longstanding or newly hired employees of OPI that are doing their best under horrible circumstances. It has been a real challenge for our schools and administrators to deal with an understaffed, fragmented state agency—no replies to phone calls, no responses to

emails, and the inexpert, rushed work on Chapters 57 and 58 of the Administrative Rules of Montana. Of equal significance is OPI's failure to process licenses in a timely fashion, impacting a school's ability to hire teachers in these challenging times. We are deeply concerned about what will happen when Chapter 55, which governs school accreditation, is opened later this year for review and revision.

As distressing as all that may sound, the very idea that Ms. Arntzen would promote legislative changes allowing parents to opt out of school district policies is dangerous and absurd. Public education works because it is governed by federal law, state statute, administrative rule, and board policy - created by parents of students and community volunteers. These mechanisms ensure all students receive a safe, appropriate, rigorous public education. Children are non-partisan; our leadership should be too.

Ms. Arntzen's rhetoric perpetrates a false narrative and is divisive and offensive to the very people she took an oath to serve. The welfare of Montana's students and public education could and should become a priority in our great state again. How much is too much? When will the citizens of Montana see that we need to support the selfless public servants in education, those who chose education as a vocation and serve their students and communities tirelessly? We all deserve better state leadership.

Sincerely,

Erin Lipkind, Ed.D. Missoula County Superintendent of Schools

Cathy Maloney, M.Ed., Butte-Silver Bow County Superintendent of Schools

Susan Beley, Wheatland County Superintendent of Schools

Susan Metcalf, Sweet Grass County Superintendent of Schools

Montana Board of Public Education,

My name is Jeff Elliott and I am, currently, the Superintendent/Principal of Boulder Elementary and was previously the Superintendent of Three Forks Schools. During my time in Three Forks, we faced some incredible challenges in terms of finance. When I arrived in Three Forks, the district owed nearly $800.000 to the IRS, almost $280,000 to the Department of Revenue and had not input any revenues into the accounting system for 18 months. As a new Superintendent, this was a complete nightmare. I had stepped into a district that was operating not knowing if it had money to complete payroll from month to month. The employees had their health insurance canceled several times in the previous months for lack of payment. The only reason I stayed and worked my way through this mess was because of the employees at the Montana Office of Public Instruction.

As a Superintendent of a school district, you are responsible for many reporting items to the state and federal agencies as well as overseeing the financial issues with the district. It is a daunting task without having any other issues. But the issues I faced were completely overwhelming for even the most experienced Superintendents. My mentor had been a Superintendent in Montana for years and never saw anything like I was facing in Three Forks. OPI was my saving grace. Every person I worked with at the Office of Public Instruction was not only helpful, but understanding and willing to do whatever it took to get us back on track. From accreditation to the auditors, they all answered my phone calls and emails quickly and had the right information for me. I can't put into words how reassuring it was to have them in my corner willing to do whatever, it took any time of the day. In 2018 any phone call that wasn't answered on the first ring was returned within the hour. Not only were they easy to reach, but they all were experts in what they did and could walk me through any issue I had. As I mentioned, any department was willing and more than able to help and get me the answers I needed. I can truly say, if I didn't have that support in 2018-19, I would have not made it through my first years.

Fast forward to today. I have taken over a district, Boulder Elementary, that doesn't have the financial issues that Three Forks faced, but we do have other educational concerns where myself and our educators need guidance and support. I still have a few of the friends left that I had made during my tenure in Three Forks, but the response time is almost gone. I have tried recently to get help with a Special Education issue and have had to email and call many times and still haven't gotten the help I need. When I go to the OPI website and search Special Education, it says "No results found." Are you kidding me? No results for special education in Montana? This could end up being a legal issue and now I feel like Boulder Elementary School is left to fend for itself with no support from OPI.

Another issue we are facing is that we are losing several entities that have been a part of our district for years; Headstart and Day Treatment. Both of those have been a mainstay here and now our district will be forced to absorb the work that they had done for the kids in Boulder. As a Superintendent it is my responsibility to ensure that, financially we can take over both of those programs and receive ANB or other sources of funding to pay employees. Again, I reached out to my people at OPI and they got back to me fairly quickly, but forwarded my email on to someone else they thought might be able to help. I still have not received any word on ANB for a Pre-K classroom from OPI. I have reached out to other schools, but nothing from, what I consider the experts, OPI.

And it’s not just administrators but teachers as well. The licensure department is backed up so far we still don’t have licenses from teachers that submitted their renewals or new certificates in June. Which puts undue pressure on teachers in a time when teachers are leaving the profession daily.

Schools are facing more scrutiny now than ever before. We always are trying to do what is best for kids and every decision is based upon that. OPI was a huge resource to all districts when they had everyone in place in all departments. The people they have now are great people and willing to help, but they are stretched too thin. School Districts are not getting the support they need. The federal government has given more money to schools than they ever have with no support from OPI because they are having to do everything from licensure to accreditation. Schools and ultimately, kids are the losers because of the dramatic loss of employees at OPI. When we can’t get answers and support then we, as leaders, can’t make the best decisions to support learning and students.

I beg you to look at the leadership of the Office of Public Instruction and see what it is doing to our school districts. Our districts deserve better. Our teachers deserve better. Our kids deserve better.

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

January 13-14, 2022
Montana State Capitol Building, Room 152
Helena, MT

Thursday, January 13, 2022
8:30 AM

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

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Jane Hamman; Ms. Mary Heller; Ms. Susie Hedalen; Ms. Anne Keith; Dr. Darlene Schottle; Ms. Paige Lepard, Student Representative. Ex-Officio members: Superintendent of Public Instruction Elsie Arntzen; Mr. Dylan Klapmeier, Governor's Office; Dr. Angela McLean, Commission of Higher Education's Office. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests present: Ms. Amanda Curtis, MFPE; Ms. Jule Walker, MTSBA; Mr. Paul Furthmyre, MSDB Superintendent; Ms. Sarah Pennington; Ms. Renee Rasmussen; Ms. Jennifer Bogus, Western Governor's University; Ms. Ashley McGrath, OPI; Ms. Jennifer Smith, MACIE Chair; Ms. Sharyl Allen, OPI; Dr. Julie Murgel, OPI; Dr. Trent Bayless, OPI; Mr. Dennis Parman, MREA; Dr. Adrea Lawrence, University of Montana; Ms. Melissa Robbins.

PUBLIC COMMENT
No public comment.

CONSENT AGENDA
Chair Lacey noted the November 17-19, 2021 Minutes will be pulled so that public comment attachments can be added, and the revised minutes will be approved in March.

Ms. Madalyn Quinlan moved to adopt the Consent Agenda with the January 3, 2022 Minutes and Financial Statements, as presented. Dr. Darlene Schottle seconded the motion.

No discussion. Motion passed unanimously.

ADOPT AGENDA
The Chair noted that the Student Representative Report will be moved up to after Item 1. No other changes were noted.

Ms. Madalyn Quinlan moved to adopt the agenda with changes noted. Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

DRAFT

INFORMATION ITEMS

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

Item 1 CHAIRPERSON'S REPORT
Tammy Lacey

Chair Lacey wished everyone Happy New Year and discussed the hard work happening in the field with school superintendents, teachers, staff, and students during the most recent pandemic surge because of the Omicron variant. The Chair discussed meetings between the Executive Committee and Superintendent Arntzen's office, and with Governor Gianforte's office. The Chair noted her attendance at the MSDB Committee meeting and the MSDB Holiday program. The Chair thanked Dr. Schottle for her time on the Board. Her term is ending January 31, 2022. Members of the Board also expressed their thoughts and thanks to Dr. Schottle for her service and leadership.

Item 6 STUDENT REPRESENTATIVE'S REPORT

Ms. Lepard noted that Great Falls Public Schools are all in remote learning due to a COVID-19 outbreak amongst staff. Finals week is also in progress though all athletic and extracurricular activities have been postponed until the following week. Ms. Lepard updated the Board on other activities going on throughout the month of January and February at CMR High School and throughout the district. Chair Lacey asked for an update on the State Student Council and the search for a replacement for the Student Representative. Ms. Lepard noted that there has been a great deal of interest in the position and the interviews will take place March 22nd. The State Student Council Conference is currently being planned.

Item 2 EXECUTIVE DIRECTOR REPORT
McCall Flynn

Ms. Flynn highlighted a few items including introducing Ms. Renee Rasmussen, who will be the replacement for Dr. Schottle as the newest Board member. Ms. Flynn updated the Board on the Education Interim Budget Committee meeting in December, particularly regarding the Educator Licensure system process in Montana and how that differs from other states in the region. Ms. Flynn noted she is enrolled in a class on writing Administrative Rules, and that the Board received a comment from a member of the public regarding the required 60 renewal units for recertification. The Chair determined that this topic should be researched and assigned it to the Licensure Committee chaired by Ms. Quinlan.

Item 4 COMMISSIONER OF HIGHER EDUCATION'S REPORT
Dr. Angela McLean

Dr. McLean noted face to face learning will continue for the University System campuses for the spring semester, congratulated Dr. Schottle on her tenure on the Board, and welcomed Ms. Rasmussen to the Board. Dr. McLean noted that MACIE and AIMA had their first ever joint meeting and that hopefully that will continue in the future. A Tribal Language Conference, held in partnership with the Montana Legislature, took place on the campus of Montana State University-Billings. Dr. McLean highlighted additional activities at the Commissioner's Office including an update on the College Access Portal, and the Grown Your Own Educator efforts with the first courses beginning January 18, 2022. Dr. McLean answered Board member questions.

Item 5 GOVERNOR'S OFFICE REPORT
Dylan Klapmeier

Mr. Klapmeier thanked Dr. Schottle for her dedication to students and public education across the state and extended the Governor's appreciation to her for her service. Mr. Klapmeier discussed the appointment of Ms. Renee Rasmussen as the newest member of the Board. It was noted that three applicants were interviewed and there is a pool of applicants for future appointments. Mr. Klapmeier briefly discussed Ms. Rasmussen's professional and educational background. Mr. Klapmeier noted the

return of unused money from private schools of Emergency Relief funding that allows the Governor to turn that funding around to public education but that must be fulfilled by February 4, 2022. Workforce training and student mental health are the two areas being considered. The Good Jobs Challenge Grant from the US Department of Commerce is being applied for by the state. Mr. Klapmeier thanked the Board, OPI, and Chapter 57 Task Force members for their work. Mr. Klapmeier also discussed the Native Language Conference hosted by Representative Windy Boy at MSU Billings and that a second conference will be held at University of Montana in March. The next Board of Education meeting will take place in March via Zoom, with a focus on Workforce Development and Career and Technical Education/Training. Chair Lacey invited Ms. Rasmussen to introduce herself to the Board.

Item 3 STATE SUPERINTENDENT'S REPORT
State Superintendent Elsie Arntzen

Superintendent Arntzen gave her report to the Board thanking the Chair for pointing out the challenges already being faced in the New Year, and understanding that flexibility is needed, including the flexibilities in the Chapter 57 recommendations, as well as the Chapter 55 Accreditation standards revisions currently being revised. The Superintendent discussed student mental health, educator mental health, and noted the Governor's commitment to mental health funding as well. The Superintendent also noted flexibility the office is seeking from the Department of Education regarding data collection to ensure duplication is not happening. The Superintendent highlighted the Department of Agriculture grant for school nutrition programs and answered Board member questions.

- **MSDB LIAISON - Mary Heller (Item 7)**

Item 7 MSDB REPORT – (INFORMATION)
Paul Furthmyre

Ms. Mary Heller thanked Dr. Schottle for her service and turned the item over to MSDB Superintendent Paul Furthmyre for his report. Mr. Furthmyre discussed his participation in the Executive Leadership Academy. Mr. Furthmyre noted that the phone system may not be available until June due to supply chain issues with the phone switches. Mr. Furthmyre discussed COVID-19 funding available through the US Treasury Department which the MSDB is applying for that would allow the school to have cameras in every classroom to assist in remote learning, if necessary, and for online education. Mr. Furthmyre closed his report by requesting approval of the Action items for Personnel and Out of State Travel Requests.

Ms. Mary Heller moved to approve the Personnel Actions for the MSDB for the resignation of Ms. Burns. Ms. Quinlan seconded the motion.

Dr. Schottle noted the retirement date of Ms. Johnson until the end of the school year.

No further discussion. Motion passed unanimously.

Ms. Mary Heller moved to approve Out of State Travel Requests for the MSDB as contained in the agenda packet. Ms. Jane Hamman seconded the motion.

Chair Lacey thanked the MSDB Foundation for their support and funding for travel.

No further discussion. Motion passed unanimously.

- **MACIE LIAISON – Susie Hedalen (Item 8)**

Item 8 **MACIE REPORT – (INFORMATION)**
Jennifer Smith

Ms. Hedalen opened the item updating the Board on the recent MACIE meeting and turned the item over to Ms. Jennifer Smith, Chair, MACIE. Ms. Smith thanked Ms. Hedalen for her work on MACIE's behalf and updated the Board on recent activities including the joint meeting mentioned by Dr. McLean between MACIE and American Indian and Minority Achievement (AIMA) Council and discussed the importance to the reservations of the Grow Your Own program which allows community members to become licensed teachers in their communities. Ms. Smith noted MACIE will come forward with a request to reinforce the regalia law and discussed the new OPI hires in the Indian Education for All Department of the Office of Public Instruction. MACIE is discussing an upcoming in person meeting, which will be their first in two years.

- **ASSESSMENT COMMITTEE – Anne Keith (Item 9)**

Item 9 **ASSESSMENT REPORT – (INFORMATION)**
Ashley McGrath

Ms. McGrath updated the Board on the most recent activities in Assessment and gave an overview of the upcoming spring testing window, Peer Review Tour and Plans, and a report on the Testing requirements per Every Student Succeeds Act. Ms. McGrath answered Board member questions. Dr. Bayless answered questions regarding the Metametrics project for the Board.

- **ACCREDITATION COMMITTEE – Mary Heller (Item 10)**

Item 10 **UPDATE ON CHAPTER 55 TASK FORCE AND NEGOTIATED RULEMAKING COMMITTEE – (INFORMATION)**
Dr. Julie Murgel

Dr. Murgel updated the Board on the progress of the Chapter 55 Accreditation Revisions and Negotiated Rule Review process. OPI is working with the Region 7 Review Team and has organized the Task Force and Negotiated Rulemaking Committee. The groups held their first meeting on January 11th to review next steps and work the groups will be doing. Dr. Murgel noted the Task Force is responsible for making revisions, then the Superintendent and the Negotiated Rulemaking Committee will review the revisions and create the Economic Impact Statement to be presented to the Education Interim Committee. Dr. Murgel reviewed the charges for each group and that both in person and online meetings will be held. Board member questions were answered by Dr. Murgel at the completion of the presentation.

- **EXECUTIVE COMMITTEE –Tammy Lacey (Item 11)**

Item 11 **FEDERAL PROGRAMS REPORT – (INFORMATION)**
Dr. Julie Murgel

Dr. Murgel updated the Board on the Federal Accountability System and the ARP/ESSER funding general information. Dr. Murgel noted that an Accountability FAQ and a template was released by the US Department of Education in December and the USDOE is currently taking comments on the documents. Dr. Murgel reviewed the template and noted that it is only for changes that will impact the 2021-2022 school year. A brief update on the implementation of the ARP/ESSER State Plan was given including information on updates which are posted on the OPI website regarding funding that has been allocated, spent, and unspent. Weekly webinars are being offered to schools to assist them on how to spend and report their funding. Dr. Murgel provided examples of the innovations schools have implemented with the funding they have received. Dr. Murgel answered Board member questions.

DRAFT

- **LICENSURE COMMITTEE – Madalyn Quinlan (Items 12 - 17)**

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

Item 16 **SUPERINTENDENT RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE – (INFORMATION)**
Jacob Griffith, Chief Legal Counsel, Dr. Julie Murgel, Crystal Andrews

Ms. Quinlan opened the item and turned it over to Dr. Julie Murgel for review. Dr. Murgel reviewed the document and explained how the chart is displayed and asked that the Board ask questions along the way. Dr. Murgel and Ms. Crystal Andrews went through each section being amended and answered questions. Ms. Quinlan reviewed the dates that the recommendations will be seen again, including the CSPAC meeting February 9th, the Public Hearing on February 24th, the next BPE meeting March 10-11th, and the adoption of the rules at the May 12-13th meeting. Chair Lacey and Ms. Quinlan both thanked the team from OPI for all their hard work.

Ms. Amanda Curtis, MFPE, gave public comment with concerns about how the process has gone.

Dr. Pennington, MSU, gave public comment about her alternative certification experience that did not prepare her well for the classroom and is concerned by the options for allowing for alternative certification from other states.

Chair Lacey noted that public comment is open until April 8th.

Item 17 **REQUEST APPROVAL OF THE NOTICE OF PUBLIC HEARING PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE, AND AUTHORIZE FILING OF THE NOTICE WITH THE SOS FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER – (ACTION)**
Jacob Griffith, Chief Legal Counsel

Ms. Quinlan noted that the process of presentation at one meeting and approving the Notice of Public Hearing at the next meeting has been expedited for the revisions to be adopted by May.

Ms. Madalyn Quinlan moved to approve the Notice of Public Hearing for the amendment to ARM title 10 chapter 57 and authorize filing of the notice with the Secretary of State's Office for publication in the Montana Administrative Register. Dr. Darlene Schottle seconded the motion.

Chair Lacey thanked Mr. Griffith for his work on the notice.

No further discussion. Motion passed unanimously.

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

Item 18 **QUALIFY TRANSFORMATIONAL LEARNING GRANT APPLICATIONS AND ANNUAL REPORTS – (ACTION)**
Krystal Smith

Ms. Krystal Smith noted a couple of additions to the report for Elder Grove Elementary School whose Annual Report was not submitted for requalification. The district submitted hardship documents and they are now eligible for qualification and requalification.

Ms. Madalyn Quinlan moved to grant an exception to Elder Grove Elementary for the deadline to submit their documents and approve Elder Grove Elementary for qualification and requalification. Ms. Anne Keith seconded the motion.

No discussion. Motion passed unanimously.

Ms. Smith then reviewed the changes to the Transformational Learning Grant to a lottery process due to the passing of HB89. Ms. Smith reviewed that the application period has ended, and the lottery was completed on Tuesday, January 11th, 2022. The Board has been given the list of schools selected in the lottery process. Ms. Smith briefly reviewed the list of successful applicants.

Ms. Madalyn Quinlan moved to approve the Transformational Learning Grant applications and annual reports as presented. Ms. Susie Hedalen seconded the motion.
No discussion. Motion passed unanimously.

Item 19 **QUALIFY ADVANCED OPPORTUNITY GRANT APPLICATIONS AND ANNUAL REPORTS – (ACTION)**
Krystal Smith

Ms. Smith presented a hardship case for the Advanced Opportunity Grant from Drummond Public Schools, due to COVID-19 related issues. Ms. Smith has submitted the information to Chair Lacey who has reviewed the documents and agrees with the hardship. A question of clarification to ensure that this school is not taking the place of a school that was selected was asked, and Ms. Smith answered it is not.

Ms. Madalyn Quinlan moved to grant an exception to the application deadline for the Advanced Opportunity Grant to Drummond Public Schools for their initial application. Ms. Anne Keith seconded the motion.

Chair Lacey noted that whenever possible, deadlines should be upheld, but that exceptional circumstances do happen.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to accept the new applications and renewal applications and qualify districts for fiscal year 2023. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

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Friday January 14, 2022
8:30 AM

CALL TO ORDER

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

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Anne Keith; Ms. Jane Hamman; Ms. Susie Hedalen; Ms. Mary Heller; Dr. Darlene Schottle. Ex-Officio members: Dr. Angela McLean, OCHE; Mr. Dylan Klapmeier, Governor's Office. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests present: Ms. Amanda Curtis, MFPE; Ms. Renee Rasmussen; Mr. Jay Phillips, OPI; Ms. Susan Court, OPI; Ms. Donell Rosenthal, OPI; Mr. Trent Gibson, Montana Youth Challenge; Ms. Katie Madsen, OPI; Mr. Paul Furthmyre, MSDB; Ms. Shawn Tulloch, MSDB Foundation; Ms. Jule Walker, MTSBA.

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

Item 20 **YOUTH RISK BEHAVIOR SURVEY REPORT (INFORMATION)**
Susan Court

Ms. Susan Court gave the report on the Youth Risk Behavior Survey highlighting statistics on tobacco use, alcohol and drug use, sexual activity, mental health and suicide rates, texting and driving, and electronic cigarette use. Ms. Court answered Board member questions on the report and the survey. Dr. McLean thanked Ms. Court for her work over the years and for her collaboration with schools across the state in conducting this survey each year. Ms. Hedalen and Dr. Schottle echoed the comments from Dr. McLean. The Board congratulated Ms. Court on her upcoming retirement and extended many thanks for her hard work.

Item 21 **CRITICAL QUALITY EDUCATOR SHORTAGE AREA REPORT – (ACTION)**
Jay Phillips

Mr. Jay Phillips, Chief Financial Officer at the Office of Public Instruction, presented the 2021-2022 Critical Quality Education Shortage Area Report. Per statute, the Board must approve this report on an annual basis. Mr. Philips noted that funding had previously been removed from the program but was reinstated to offer loan repayment to educators who are employed in areas listed in the report. Mr. Philips reported that an update on the Loan Repayment information will be presented to the Education Interim Committee at their next meeting. Mr. Phillips reviewed a supplemental report he distributed to the Board reviewing the previous three years and how the shortage areas have changed and/or remained the same or similar. Mr. Phillips discussed areas of the report for the Board members and answered questions.

Ms. Madalyn Quinlan moved to approve the 2021-2022 Critical Quality Educator Shortage Area Report. Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

Item 22 **ANNUAL TRANSPORTATION REPORT – (INFORMATION)**
Donell Rosenthal

Ms. Donell Rosenthal presented the Annual Transportation Report to the Board highlighting areas of the report in particular the issue of bus driver shortages that is being experienced across the entire state. Ms. Rosenthal reviewed the statutes changed during the 2021 Legislative session and answered Board member questions.

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

Ms. Madalyn Quinlan moved to approve the 2022 Montana School Bus Standards as revised. Ms. Mary Heller seconded the motion.

Comments from Ms. Hedalen thanking the committee for their work noting that the stop arm statute may need to be revisited in the future.

Ms. Lacey asked if information would be compiled by the OPI as to the ease or difficulty districts may have in implementing the statutes, and Ms. Rosenthal answered they will be monitoring and assisting schools as needed.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to approve the Notice of Amendment to ARM Title 10, Chapter 64, and approve filing of the notice with the Secretary of State's Office for publication in the Montana Administrative Register. Ms. Mary Heller seconded the motion.

DRAFT

No discussion. Motion passed unanimously.

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

Ms. Flynn reviewed the purpose for amending ARM Title 10, Chapter 66 definitions to include Montana Youth Challenge Academy for the Board members. Mr. Trent Gibson of the Montana Youth Challenge Academy and Ms. Katie Madsen at the Office of Public Instruction also added input to the request.

Ms. Madalyn Quinlan moved to approve the Notice of Amendment to ARM Title 10, Chapter 66, pertaining to the Montana Youth Challenge Academy. Ms. Susie Hedalen seconded the motion.

Ms. Hedalen thanked Mr. Gibson and Ms. Madsen for their work on this and for the work they do for students.

Chair Lacey noted that due to this being a minor change a public hearing will not be held, but that the public comment period is still available through February 28, 2022 and thanked everyone for their work.

No further discussion. Motion passed unanimously.

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

FUTURE AGENDA ITEMS - March 10-11, 2022

Assessment Update
Federal Update
Draft – CAEP MOU
Accreditation Report
Annual School Food Services Report
MACIE Update
Initial Presentation of MSDB School Calendar

PUBLIC COMMENT

No public comment.

ADJOURN

Ms. Madalyn Quinlan moved to adjourn the meeting. Ms. Mary Heller seconded the motion.

No discussion. Motion passed unanimously.

Meeting adjourned at 12:00 PM.

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

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

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

DRAFT

CONSENT AGENDA

FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2022 through 09 (Mar)/2022

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					**404,169.00**	**200,472.42**	**0.00**	**203,696.58**
	235F1 FY21 CARRYFORWARD				10,638.00	7,670.36	0.00	2,967.64
		01100 General Fund			**10,638.00**	**7,670.36**	**0.00**	**2,967.64**
			62000 Operating Expenses		10,638.00	7,670.36	0.00	2,967.64
				1 BOARD OF PUBLIC EDUCATION	10,638.00	7,670.36	0.00	2,967.64
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H1 ADMINISTRATION				334,896.00	163,074.58	0.00	171,821.42
		01100 General Fund			**148,985.00**	**97,755.48**	**0.00**	**51,229.52**
			61000 Personal Services		133,770.00	97,551.22	0.00	36,218.78
				1 BOARD OF PUBLIC EDUCATION	133,770.00	97,551.22	0.00	36,218.78
			62000 Operating Expenses		15,215.00	204.26	0.00	15,010.74
				1 BOARD OF PUBLIC EDUCATION	15,215.00	204.26	0.00	15,010.74
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02122 Advisory Council			**122,907.00**	**38,397.96**	**0.00**	**84,509.04**
			61000 Personal Services		122,907.00	38,397.96	0.00	84,509.04
				30 Advisory Council Program 01	122,907.00	38,397.96	0.00	84,509.04
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02219 Research Fund			**63,004.00**	**26,921.14**	**0.00**	**36,082.86**
			61000 Personal Services		0.00	0.00	0.00	0.00
				50 Research Program 01	0.00	0.00	0.00	0.00
			62000 Operating Expenses		63,004.00	26,921.14	0.00	36,082.86
				50 Research Program 01	63,004.00	26,921.14	0.00	36,082.86
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H2 AUDIT (RST/BIEN)				17,243.00	622.35	0.00	16,620.65
		01100 General Fund			**17,243.00**	**622.35**	**0.00**	**16,620.65**
			62000 Operating Expenses		17,243.00	622.35	0.00	16,620.65
				1 BOARD OF PUBLIC EDUCATION	17,243.00	622.35	0.00	16,620.65
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H3 LEGAL FEES (RST/OTO/BIEN)				25,000.00	18,812.08	0.00	6,187.92
		01100 General Fund			**25,000.00**	**18,812.08**	**0.00**	**6,187.92**
			62000 Operating Expenses		25,000.00	18,812.08	0.00	6,187.92
				1 BOARD OF PUBLIC EDUCATION	25,000.00	18,812.08	0.00	6,187.92
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H4 STATE ITSD/RST				16,392.00	10,293.05	0.00	6,098.95
		01100 General Fund			**16,392.00**	**10,293.05**	**0.00**	**6,098.95**

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC/	235H4 STATE	01100 General Fund	**62000 Operating Expenses**		16,392.00	10,293.05	0.00	6,098.95
				1 BOARD OF PUBLIC EDUCATION	16,392.00	10,293.05	0.00	6,098.95
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235T1 PS CONTINGENCY				0.00	0.00	0.00	0.00
		01100 General Fund			**0.00**	**0.00**	**0.00**	**0.00**
			61000 Personal Services		0.00	0.00	0.00	0.00
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
Grand Total					**404,169.00**	**200,472.42**	**0.00**	**203,696.58**

INFORMATION

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

ITEM 1

CHAIRPERSON'S REPORT

- **CSPAC Liaison Update**
  - **Code of Ethics Update**
- **Committee List**

Tammy Lacey

CHAIR REPORT OUTLINE

OPENING REMARKS

CHAIR ACTIVITIES SINCE LAST MEETING REPORT

CSPAC REPORT:

- Attended the entire February 9 CSPAC meeting via Zoom.
    - Agenda:
        - a discussion regarding mentorship and induction
        - action to modify their bylaws
        - action to adopt their code of ethics
        - a review of the Superintendent's Chapter 57 recommendations
        - a lengthy deliberation as to what to recommend to this Board regarding Chapter 57.

- Rob Watson will be leaving CSPAC as he is leaving his position as the Superintendent of Missoula County Public Schools on June 30.

CODE OF ETHICS:

- On February 9, CSPAC unanimously voted to accept three changes to the 2016 code of ethics as part of the 5-year review process that was set forth in 2012.
- Historical information:
    - The first Code was finalized in 1990 with revisions in 1995, 1997, 2011, 2016 and now 2022.
    - In 1990, when the Codes were first written, as per a letter from the Board's Executive Secretary to CSPAC, the Board took 3 pieces of action after CSPAC presented that very first Code:
        1. That the Board accepted the code drafted by the Council; (according to the letter, they purposely did not "adopt" the Code),
        2. That the Board encouraged (rather than supported…again according to the letter) a proactive approach in regards to implementing the Code; and
        3. That the Board recognizes the Council as the appropriate body to define, interpret and revise the Code.
    - 1990 fall *Advisor* newsletter: code "a set of ideals"
    - Immoral Conduct defined by ARM 10.57.601A for license discipline
    - July of 2011 joint CSPAC/BPE meeting, where the question was asked if perhaps the aspirational code should be elevated to a formal policy or Administrative Rule. The group listened to testimony and weighed the pros and cons, and decided that the Code should stand as an aspirational model document.
- Since February 9, 2022:
    - Governor's press release
    - February 15 meeting with Lt. Governor Juras
    - February 25 email from Mr. Klapmeier
    - Memo from Lt. Governor Juras
- What's next:
    - Consult with our legal representative
    - Analyze information and take into consideration a plan for the regularly scheduled May and July Board meetings.

COMMITTEE APPOINTMENT UPDATE

Professional Educators of Montana
Code of Ethics

Preamble

The professional conduct of every educator affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues and the public, Montana educators strive to sustain the highest degree of ethical conduct.

Montana educators value the worth and dignity of every person and the pursuit of truth, knowledge and excellence. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

Members of the Profession of Education in Montana:

- *Make the well-being of students the fundamental value in all decisions and actions.*

- *Fulfill professional responsibilities with diligence and integrity.*

- *Protect the civil and human rights of students and colleagues.*

- *Know the policies, regulations, rules, and laws governing the professional conduct of educators.*

- *Pursue appropriate measures to change those policies, regulations, rules, and laws which are inconsistent with sound educational goals.*

- *Recognize parents and the public as integral parts of the school community, and encourage their involvement in education.*

- *Maintain professional standards and seek to improve the effectiveness of the profession.*

- *Exemplify and foster a philosophy of education which encourages a lifelong pursuit of learning.*

Professional Educators of Montana Code of Ethics

Preamble

Education in Montana is a public endeavor. Every Montanan has a responsibility for the schooling of our young people, and the state has charged professional educators with the primary responsibility of providing a breadth and depth of educational opportunities.

The professional conduct of every educator affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues and the public, Montana educators strive to sustain the highest degree of ethical conduct. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

The Professional Educator in Montana:

Makes the well-being of students the foundation of all decisions and actions.

- ☐ Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- ☐ Provides educational services with respect for human dignity and the uniqueness of the student.
- ☐ Safeguards the student's right to privacy by judiciously protecting information of a confidential nature.

Fulfills professional responsibilities with diligence and integrity.

- ☐ Enhances individual competence by increasing knowledge and skills.
- ☐ Exemplifies and fosters a philosophy of education which encourages a lifelong pursuit of learning.
- ☐ Contributes to the development and articulation of the profession's body of knowledge.
- ☐ Promotes professionalism by respecting the privacy and dignity of colleagues.
- ☐ Demands that conditions of employment are conducive to high-quality education.

Models the principles of citizenship in a democratic society.

- ☐ Respects the individual roles, rights, and responsibilities of the community; including parents, trustees, and colleagues.
- ☐ Assumes responsibility for individual actions.
- ☐ Protects the civil and human rights of students and colleagues.

Adopted by CSPAC July 21, 1995

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Preamble

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- ☐ Assumes responsibility for individual actions.
- ☐ Protects the civil and human rights of students and colleagues.

Adopted by the Certification Standards and Practices Advisory Council on October 30, 1997

Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior and will be used to judge their actions.

Principle I. Commitment to Students and Families. The ethical educator:

A. Makes the well-being of students the foundation of all decisions and actions.
B. Promotes a spirit of inquiry, creativity, and high expectations.
C. Assures just and equitable treatment of every student.
D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
F. Respects the roles, responsibilities and rights, of students, parents and guardians.
G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

A. Fulfills professional obligations with diligence and integrity.
B. Demonstrates continued professional growth, collaboration and accountability.
C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
D. Contributes to the development of the profession's body of knowledge.
E. Manages information, including data, with honesty.
F. Teaches without distortion, bias, or prejudice.
G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

A. Models the principles of citizenship in a democratic society.
B. Understands and respects diversity.
C. Protects the civil and human rights of students and colleagues.
D. Assumes responsibility for personal actions.
E. Demonstrates good stewardship of public resources.
F. Exemplifies a positive, active role in school-community relations.
G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council January 27, 2012

Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

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C. Assures just and equitable treatment of every student.
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E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
F. Respects the roles, responsibilities and rights, of students, parents and guardians.
G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

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B. Demonstrates continued professional growth, collaboration and accountability.
C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
D. Contributes to the development of the profession's body of knowledge.
E. Manages information, including data, with honesty.
F. Teaches without distortion, bias, or prejudice.
G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

A. Models the principles of citizenship in a democratic society.
B. Understands and respects diversity.
C. Protects the civil and human rights of students and colleagues.
D. Assumes responsibility for personal actions.
E. Demonstrates good stewardship of public resources.
F. Exemplifies a positive, active role in school-community relations.
G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council July 13, 2016

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A. Makes the well-being of students the foundation of all decisions and actions.
B. Promotes a spirit of inquiry, creativity, and high expectations.
C. Assures just and equitable treatment of every student.
D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
F. Respects the roles, responsibilities, and rights of students, parents, and guardians.
G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

A. Fulfills professional obligations with diligence and integrity.
B. Demonstrates continued professional growth, collaboration, and accountability.
C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
D. Contributes to the development of the profession's body of knowledge.
E. Manages information, including student data and assessments, with integrity.
F. Teaches without distortion, bias, or prejudice.
G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

A. Models the principles of citizenship in a democratic society.
B. Demonstrates an understanding of educational equity and inclusion, and respects human diversity.
C. Protects the civil and human rights of students and colleagues.
D. Assumes responsibility for personal actions.
E. Demonstrates good stewardship of public resources.
F. Exemplifies a positive, active role in school-community relations.
G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.
H. Uses social media and digital communications responsibly and professionally.

Approved by the Certification Standards and Practices Advisory Council February 9, 2022

Memorandum

Date: March 1, 2022
From: Lt. Governor Kristen Juras
To: McCall Flynn, Executive Director, Board of Public Education
CC: All Board of Public Education Members
Re: CSPAC Authority

You recently contacted Dylan Klapmeier for the "legal basis and documentation" underlying the Governor's decision that the Curriculum Standards and Practices Advisory Council (CSPAC) acted outside of its legal authority in purportedly adopting a Code of Ethics for Montana educators.

As discussed at our February 15, 2022 meeting attended by me, Dylan Klapmeier, you and Chairwoman Lacey and as reiterated in our February 25, 2022 email, CSPAC is a legislatively-created council that must act within the limited authority granted to it by the Legislature. The Montana Legislature has created a variety of boards, commissions, and councils and grants to each distinctive authorities and jurisdiction. From the origins of statehood, it has been an undisputed principle of Montana law that a board, commission, or council is a creature of statute and that "[a]ny and all authority which it possesses comes from the statute. Its power to act is subject to the limitations of the statute." *Williams v. Industrial Accident Bd.*, 109 Mont. 235, 242 (1939). The Montana Supreme Court has repeatedly affirmed this basic principle. See, e.g., *Montana Power Co. v. Public Serv. Comm'n*, 206 Mont. 359, 371 (1983) ("the [Public Service] Commission is a creature of, owes its being to, and is clothed with such powers as are clearly conferred upon it by statute"); *Carey v. McFatridge*, 115 Mont. 278 (1942) (the Montana State Liquor Control Board "has only such powers and duties as are conferred upon it by its creator, the state, acting by and through its legislative department); *State ex rel. State Highway Comm'n v. District Court*, 105 Mont. 44, 54 (1937) ("the State Highway Commission is the creature of the legislature and has no powers except those granted to it by the legislature").

The Montana Legislature has consistently distinguished between the authority of a board (such as the Board of Public Education) and advisory councils. As a general rule, "advisory councils" may **only** act in an "advisory capacity." MCA § 2-15-122. The Legislature has defined "advisory capacity" to mean "**furnishing advice, gathering information, making recommendations**, and performing other activities that may be necessary to comply with federal funding requirements and **does not mean administering a program or function or setting policy**." MCA § 2-15-102(1).

In creating CSPAC, the Montana Legislature clearly constrained CSPAC to an advisory role, with the limited authority **to conduct studies and make recommendations to the Board of Public Education for final approval and action**:

20-4-133. Duties of the council. (1) The council **shall study and make recommendations** to the board of public education in the following areas:

(a) teacher certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;

(b) administrator certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;

(c) specialist certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;

(d) **feasibility of establishing standards of professional practices and ethical conduct;**

(e) the status and efficacy of approved teacher education programs in Montana; and

(f) policies related to the denial, suspension, and revocation of teacher, administrator, and specialist certification and the appeals process. For the purpose of preparing recommendations in this area, the council is authorized to review the individual cases and files that have been submitted to the board of public education.

(2) The council **shall submit a written report annually to the board of public education with its recommendations for the above areas.** The council may submit recommendations to the board of public education at other times that the council considers appropriate.

(3) The board of public education shall:

(a) at a regularly scheduled meeting**, consider any recommendations and reports of the council**; and

(b) **approve, disapprove, or modify each recommendation of the council by majority vote of the board**.

The Board of Public Education promulgated A.R.M. 10.51.104 **acknowledging the limited advisory capacity of CPSAC:**

> The certification standards and practices advisory council **was statutorily created to study** relevant issues and advise the board of public education on matters related to teacher, school administrator, and specialist certification of individuals admitted to practice in the elementary and secondary schools of Montana. The scope of this study and advice includes preservice and inservice education, **professional practices and ethical conduct**, teacher education programs, and renewal, denial, suspension, or revocation of certificates. The advisory council may conduct appropriate research related to the forgoing areas of study by such means as trial programs and collection of data from current programs. **The advisory council must present its findings and recommendations to the board at least once each year and on other occasions as the advisory council deems necessary. The advisory council may not administer a program or function or set policy**.

In its 2020-2021 Annual Report, CSPAC acknowledges in its Mission Statement and on page 6 of the Report (excerpt below) **that its role is to make recommendations** to the Board of Public Education regarding any proposed revisions to the Code of Professional Ethics:

> **Study and make recommendations to the Board of Public Education regarding** establishing standards of professional practices and ethical conduct.
>
> a. Work with OPI to develop a framework for professional development based on best practices.
>
> b. As funding permits, attend NASDTEC Professional Practices Institute.
>
> c. **5-year review of the Professional Educators of Montana Code of Ethics (To begin January 2021).**
>
> d. CSPAC will study the process utilized in Montana for reviewing cases of suspension, revocation and denial of educator licensure.

The Governor is the chief executive officer of the State of Montana. Mont. Const., Art. VI, § 4; Mont. Code Ann. § 2-15-103. If a conflict arises as to the administration of the policies of the executive branch of state government, the governor has the executive authority to resolve the conflict and his decision is final.

As we advised you at our meeting last week, the Governor's Office has determined, based upon the foregoing statutes, rules, and documentation, that CSPAC exceeded its statutory authority when it purported to adopt the Educator Code of Ethics. CSPAC should have referred the proposed revisions as a recommendation to the Board of Public Education for its consideration and approval or disapproval. As the chief executive over all units of the executive branch of government (including the Board of Public Education, MCA § 2-15-104(1)(d)) and in his capacity

as an Ex-Officio Member of the Board, the Governor has requested the Board of Public Education to correct CSPAC's breach of its statutory authority by including on the Board's March 10-11, 2022 agenda an action item to consider CSPAC's February 9, 2022 revisions to the Educator Code of Ethics. The Governor's request is supported by a majority of Board members. To deny this request obstructs the Governor's duty and the Board's duty to the public to ensure that CSPAC acts within its statutory authority.

Pursuant to the Governor's constitutional and statutory authority as Montana's chief executive officer, including his authority to ensure that all boards, commissions, and councils act within their statutory authority, the Governor urges the Board of Education to include as an agenda item for its March 10-11, 2022 meeting the Code of Ethics purportedly adopted by CSPAC at its February 9, 2022 meeting and requests the Board take the following actions:

- determine that CSPAC did not have the authority to "adopt" a Code of Ethics at its February 9, 2022 meeting, but is limited to recommending changes to the Educator Code of Ethics for submission to the Board for its approval;
- issue a statement that the revised language to the Educator Code of Ethics purportedly adopted by CSPAC at its February 9, 2022 meeting has no effect unless and until the revisions are presented to and approved by the Board; and
- request CSPAC to present its proposed revisions to the Educator Code of Ethics to the Board as a recommendation at a future Board meeting for a vote.

Board of Public Education
Committee Assignments
2022-2023

STANDING COMMITTEES

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

Accreditation Committee
Mary Heller, Chair
Susie Hedalen, Member
Tammy Lacey, Ex-Officio Member

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

MSDB Committee
Mary Heller, Chair and Foundation Board Member
Tammy Lacey, Member

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

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

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

ADVISORY GROUP LIAISONS

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

INFORMATION

ITEM 2

EXECUTIVE DIRECTOR'S REPORT

- **CSPAC Chapter 57 Recommendations**
- **Update on Chapter 57 Public Hearing**

McCall Flynn

Certification Standards and Practices Advisory Council
Chapter 57-Educator Licensure Recommendations
February 9, 2022

The Certification Standards and Practices Advisory Council (CSPAC) presents the following recommendations to the Board of Public Education on the Superintendent's recommended revisions to Chapter 57-Educator Licensure:

- Retain the Indian Education for All requirements throughout the proposed revisions.
- Retain the replacement of Renewal Units with Professional Development Units.
- Retain the CTE hour changes in the Class 4 license from 10,000 to 5,000 hours of experience and from 80 hours to 60 hours of professional development.
- Retain the Counselor to Administrator pathway recommended throughout the ARM changes.
- Adopt the changes to the Class 7 License to obtain lifetime licensure.
- Define the use of dependents or remove in New Rule 10.57.221.
- Consider the MT-PEC suggested changes to the 180-day school year definition in 10.57.102 (18) and (19).
- Remove the grade requirements and replace with age requirements throughout the ARM as proposed by MT-PEC.
- Consider the MT-PEC revisions to 10.57.424 Class 5 Provisional License.
- Accept the recommendations from MT-PEC 10.57.107 (1)(b), and (2), and OPI's recommendation in (4) and (1)(c)(iv). (This excludes 10.57.107 (1)(c)(iii))
- Accept the changes to 10.57.301 (3)(a) and (b) from the Superintendent regarding additional endorsements, with the exception that the Board define "student teaching portfolio" with the Council of Deans. (This excludes 10.57.301 (3)(c))
- Accept the proposed revisions to 10.57.437, Class 8 license applications.
- Consult with the Council of Deans to define "approved program" and outline more clearly what that is, and how that differs from "accredited program".

CSPAC Members:

Mr. Kelly Elder, Chair	Teacher K-8
Ms. Teresa Marchant, Vice Chair	K-12 Specialist
Ms. Ann Wake	Trustee
Dr. Rob Watson	Administrator
Ms. Barbara Brown	Teacher K-8
Dr. Trent Atkins	Post-secondary
Dr. Kate Eisele	Teacher 9-12

Report on Public Hearing for ARM Title 10, Chapter 57, Educator Licensure

Thursday, February 24, 2022
9:00 AM
Montana State Capitol, Room 303

Approximately 20 individuals signed into the Sign in Sheet and participated via zoom for this hearing.

Ms. McCall Flynn, Executive Director, Board of Public Education welcomed everyone and read the hearing script describing the nature of the hearing, review of Administrative Rule function, and the role of the Education Interim Committee.

Ms. Flynn noted that they would not require members to testify as proponents or opponents and would not limit time.

COMMENTS:

1. Mr. Dennis Parman from the Montana Rural Education Association represented the Montana Public Education Center, which includes the Montana Rural Education Association, School Administrators of Montana, Montana School Boards Association, Montana Federation of Public Employees, Montana Quality Education Coalition, and Montana Association of School Business Officials. His comments are below. Additionally, he submitted the attached document of the full recommended changes for the public record.
   - 10.57.221: Reciprocity for Military Spouses/Dependents
     a. Remove dependents, since there is no clear definition of what a dependent is as it relates to this specific criterion.
   - Removal of new rule number 2, as it is unnecessary and duplicative. The Superintendent already has all of the discretion she needs to deny a license from another state if it is determined that the educator preparation program is not substantially equivalent or greater than the Montana standards.
   - 10.57.102(6): Add state *education* agency under new definition of "approved preparation program"
   - 10.57.301: Support recommendation of CSPAC around concerns of student teacher portfolios
   - 10.57.410, 412, 427, 428: Require 2 years of successful teaching experience.

2. Ms. Moffie Funk, Helena resident, gave the following comments:
   - Concerned of the large undertaking and that she would have liked more time given to the process.
   - Concerned on the recommended change from "accredited educator preparation program" to "approved educator preparation program" to create parity between traditional and alternative educator preparation programs.
   - Requirements for out of state applicants should be held to the same standard, or higher, as those in Montana

- Urge the Board to accept the MTPEC recommendations

3. Dr. Tricia Seifert from the Montana State University Department of Education gave written comments (attached) representing the Montana Council of Deans of Education and the following campuses: Carroll College, MSU Billings, Montana State University, MSU Northern, Rocky Mountain College, Salish Kootenai College, Stone Child College, University of Montana, UM Western, University of Providence:
   - Concerned that these recommendations lower the bar for students coming to Montana from out of state approved educator preparation programs, rather than accredited educator preparation programs
   - Studies show that traditional programs consistently produce stronger student achievement gains than graduates who graduated from an alternative educator preparation program.
   - Studies show that traditional preparation has a strong impact on teacher retention.
   - There is no compelling evidence that the 8 states who honor approved educator preparation programs should be emulated.
   - Accreditation is a critical process to determine accountability.
     - Are we leaving quality of education in Montana to other states?
   - We need to focus on other factors (teacher pay, housing, isolation in rural Montana, high school recruitment, etc.) to assess the teacher recruitment and retention issues in Montana
     - Students who do not pursue a bachelor's degree will likely not pursue a teacher's license.

4. Dr. Kristi Steinberg, Licensure Manager at the University of Montana made the following comments:
   - Initial licensure requirements: concerned that these are now listed as choose one, which measure different constructs
     - Coursework GPA: what does this definition mean for practical purposes?
     - Student teaching portfolios: it is not clear what "collection of artifacts" would include.
   - Definition of Years of Experience: should not remove "state-accredited" experience, as this is the only definition that describes a K-12 school system. Does this now include pre-k classrooms, homeschools, etc.?
     - 10.57.419: Special Education Supervisors: by removing the "state-accredited" language, could an educator receive this endorsement without ever being in the classroom?
   - 10.57.112: does not state which Class 5 license they are eligible for
   - 10.57.414: Completion of Montana specific coursework: this new language is not clear regarding which professional development courses meet this requirement. We can no longer ensure that the courses meet the standards that are deemed necessary for Montana.
   - 10.57.415: removes language for Montana specific law. There are Montana specific laws that administrators should know and understand.
   - Should require years of experience for Class 1 and Class 2 licenses. In the revisions the only differentiation is a master's degree or National Board Certification.
   - 10.57.301: Endorsements: the third pathway would allow those with a Class 5 license or a Board of Public Education internship the ability to be licensed without going through the Class 2 requirements.

    - Require pedagogy for licensure-it's important that teachers not only know the content, but that they know how to teach the content.

5. Dr. Morgen Alwell, Associate Professor from the University of Montana gave the following comments:
   - Concurred with Dr. Seifert's comments
   - Very concerned about teacher shortages across the state and work through the Montana Council of Deans of Education and School Administrators of Montana to find solutions.
     - There are other factors, such as low pay and rural nature of Montana.
   - 10.57.301 (3)(c): Concerned with adding endorsements by Praxis only

6. Ms. Anne Kish, Library Director at UM Western gave the following comments on her own, not representing any group:
   - 10.57.301 (3)(c): oppose this pathway, as it would allow educators to add Library Media endorsement by passing the Praxis. The passing score on a Praxis test is not indicative of the many skills librarians need in order to do their job effectively.

7. Dr. Stevie Schmitz, Director of Education at Rocky Mountain College gave the following comments:
   - Agrees with all comments made this morning
   - When determining revisions to content standards, we should focus on what is good for kids.
     - Are these changes going to augment the problem or help to solve it?
   - We shouldn't ever sacrifice quality for quantity, that will not serve children well.

No other parties or individuals testified, and at which point the hearing adjourned.

MASBO | MFPE | MQEC | MREA | MTSBA | SAM

Montana Association of School Business Officials | Montana Federation of Public Employees | Montana Quality Education Coalition | Montana Rural Education Association | Montana School Boards Association | School Administrators of Montana

ARM Chapter 57, Educator Licensure
Comprehensive Review and Revision

MT-PEC Combined Response to OPI Recommendations

February 9, 2022

MT-PEC extends thanks to the Task Force and Feedback Group members, Superintendent, and staff who dedicated hours to the statutorily required process of revisiting Montana educator licensure rules. We have provided detailed comments regarding several of the rule proposals below. Before providing rule by rule comments, we want to specifically call out and express our support for incorporation of Indian Education for All requirements throughout these administrative rules. We have organized our comments below by starting with the current text of the rule with any proposed changes highlighted in yellow and presented in red font, followed by our consensus recommendations regarding disposition of any proposed changes.

NEW RULE I RECIPROCITY FOR MILITARY SPOUSES/DEPENDENTS

(1) A Class 1, 2, 3, 4, or 6 license may be issued to a military spouse and/or dependents who holds a current, out-of-state unrestricted license.

(2) The license shall be valid for a term of five years.

(3) The applicant must:

(a) be the spouse and/or a dependent of an active-duty member of the United States armed forces who has been transferred to Montana, is scheduled to be transferred to Montana, is domiciled in Montana. or has moved to Montana on a permanent change-of-station basis; and

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

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-103, 20-4-106, MCA

MT-PEC Agrees with the changes to this rule as proposed.

NEW RULE II EDUCATOR PREPARATION PROGRAM VERIFICATION

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-103, 20-4-106, MCA

MT-PEC believes this rule is unnecessary and duplicative. There are options under current rule for someone to become regularly licensed when their prep program was comparable to Montana license standards and for someone to become alternatively licensed when they are successful in practice (which we have recommended at 2 years success). There is also provision for unusual cases in 10.57.109. Between these different rules, there is adequate provision and guidance in the rules without this supplemental guidance that creates a potential competing path for the exercise of discretion by the state superintendent.

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

10.57.102 DEFINITIONS The following definitions apply to this chapter.

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

(2) "Accredited educator preparation program" means:

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

(i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and (ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant.~~; or~~

~~(b) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or a state agency. The Superintendent of Public Instruction has discretion to deny licensure~~

~~consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.~~

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

(3) "Accredited specialist program" means:

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

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

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

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

(4) "AGE 3-21" DENOTES A SCOPE OF SERVICE TO CHILDREN BY LICENSED EDUCATORS BEGINNING AT AGE 3, INCLUDING PRESCHOOLS, KINDERGARTENS AND OTHER EARLY CHILDHOOD PROGRAMS AUTHORIZED BY LAW AND CONTINUING THROUGH THE AGE OF 21 UNDER CIRCUMSTANCES AUTHORIZED BY LAW.

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

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

(6) "Approved preparation program" means an ACCREDITED educator preparation program ~~approved by a state board of education or a state agency that leads to licensure in the state of preparation~~ AS DEFINED IN (2) OF THIS RULE.

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

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

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

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

(a) ~~age 3 P - grade 3~~ AGE 3 TO GRADE 3 (early childhood PROGRAMS, INCLUDING PRESCHOOL OR OTHER EARLY CHILDHOOD PROGRAMS AUTHORIZED UNDER EXCPETIONAL CIRCUMSTANCES PURSUANT TO 20-5-101);

(b) K-8 (elementary);

(c) 4-8 (middle grades);

(d) 5-12 (secondary, content-specific); (e) K-12 (as delineated in ARM 10.57.412); and

(f) ~~P-12~~ AGE 3-21 (special education and school psychologist).

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

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

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

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

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

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

(a) Higher Learning Commission;

~~(a)~~ (b) Middle States Association of Schools and Colleges;

~~(b)~~ (c) New England Association of Schools and Colleges;

~~(c) North Central Association of Schools and Colleges;~~

~~(d)~~ Northwest Commission on Colleges and Universities; (e) Southern Association of Schools and Colleges; or (f) Western Association of Schools and Colleges.

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

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

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

~~(13)~~ (18) "Year of administrative experience" means employment as a licensed administrator at any level within a ~~state accredited~~ ~~P-12~~ AGE 3-21 school system, or in an educational institution specified in 20-9-707, MCA, ~~for the equivalent of at least .5 full time employee (FTE) for a school year comparable to a 180 day school year~~ ~~for a minimum of a 180-day school year and during that year, must have been at least a 0.5 full time employee (FTE)~~ FOR THE EQUIVALENT OF AT LEAST .5 FULL TIME EMPLOYEE (FTE) FOR A SCHOOL YEAR COMPARABLE TO A 180 DAY SCHOOL YEAR. Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:

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

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

~~(14)~~ (19) "Year of teaching experience" means employment as a licensed teacher at any level within a ~~state accredited P-12~~ AGE 3-21 school system, or in an educational institution specified in 20-9-707, MCA, ~~for the equivalent of at least .5 FTE for a school year comparable to a 180 day school year~~ ~~for a minimum of a 180 day school year and during that year, must have been at least a 0.5 full time employee (FTE)~~ FOR THE EQUIVALENT OF AT LEAST .5 FULL TIME EMPLOYEE (FTE) FOR A SCHOOL YEAR COMPARABLE TO A 180 DAY SCHOOL YEAR. Experience gained prior to initial licensure is not considered UNLESS SUCH EXPERIENCE IS GAINED AS A STUDENT TEACHER ENGAGED IN "SUPERVISED TEACHING EXPERIENCE" AS DEFINED IN ARM 10.57.102(16).

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, MCA

MT-PEC proposes adjustments to the changes to this rule as noted. Please note that we believe describing programs by connecting them to the ages of the students served is a more student-focused method of doing so than by using system-based acronyms, hence our recommendations for 3-21 throughout.

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

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

(b) The position must have been advertised at least statewide far enough in advance to reasonably enable qualified applicants to submit applications and be interviewed. THE OBLIGATION OF A STATEWIDE ADVERTISEMENT MAY BE SATISFIED THROUGH ANY REASONABLE MEANS, INCLUDING USE OF THE MONTANA JOBS FOR TEACHERS SERVICE OF THE OFFICE OF PUBLIC INSTRUCTION.

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

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

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

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

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

(2) An emergency authorization of employment is valid for one year AND IS ELIGIBLE FOR CONTINUED AUTHORIZATION FROM YEAR TO YEAR DEPENDING ON SATISFACTION OF CONDITIONS SET FORTH IN THIS RULE.

(3) Experience as a classroom teacher when authorized pursuant to this rule qualifies as teaching experience as defined in ARM 10.57.102~~(14)~~(19).

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-111, MCA

MT-PEC proposes adjustments to the changes to this rule as noted.

Language was also added to the rule, to codify that the emergency authorization can be used as a way for paraprofessionals and student teachers to be a teacher of record, be compensated similar to a teacher salary rate, and earn teaching experience. Even though the teacher would not qualify the school district for the highly qualified educator payment, this would continue to ensure that the school would not earn a deficiency in accreditation for an unlicensed teacher.

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

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

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

(a) Such notice shall include:

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

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

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

(iv) a statement of the matters asserted;

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

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

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

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

MT-PEC Agrees with the changes to this rule as proposed.

The Office of Public Instruction (OPI) has an Educator Licensure Review Committee in place that reviews denial, suspension, unusual cases, and revocations matters. This committee currently drafts the letters for unusual cases for consideration for the Board of Public Education (BPE) and would continue to enact a review process.

Returning the authority back to the superintendent would reduce the time frame that an educator license remains in pending status while the unusual case is presented and considered by the BPE on a bimonthly schedule. This would also decrease the need to request a 30-day waiver, which is a result of attempting to hear the unusual cases in a timelier manner. If the OPI was to deny an unusual case, there is an appellate procedure for the prospective licensee.

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

~~(2)~~ (1) A Class 5 license may be issued to an exchange teacher as defined in ARM 10.57.102(11) ~~educator~~ who is on an exchange program with a school district or university.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-103, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK (1) The National Child Protection Act of 1993, as amended, (codified at 42 United States Code sections 5119a and 5119c) (the "Act") authorizes a state and national criminal history background check to determine the fitness of an employee, volunteer, or other person with unsupervised access to children, the elderly, or individuals with disabilities. The purpose of this rule is to support the Superintendent of

Public Instruction's duty to determine whether an applicant for licensure has been convicted of a crime that bears upon the applicant's fitness related to the safety and well-being of children and the integrity of the teaching profession.

(2) Each of the following applicants shall provide to the Montana Department of Justice information and material sufficient to obtain a fingerprint-based national criminal history background check:

(a) any applicant for initial Montana educator licensure;

(b) any applicant seeking to reinstate a lapsed, surrendered, revoked, or suspended educator license; or

(c) an individual for whom a school district is seeking emergency authorization of employment pursuant to ~~20-4-110~~ 20-4-111, MCA, and ARM 10.57.107.

(3) Neither the Superintendent of Public Instruction nor the Board of Public Education shall bear the costs of the background check.

(4) The Superintendent of Public Instruction shall not issue a Montana educator license pursuant to 20-4-101, et seq., MCA, until the applicant's background check has been completed and the results delivered to and reviewed by the Superintendent of Public Instruction.

(5) To initiate the criminal history background check process, the applicant must submit a set of fingerprints on the appropriate form to the Montana Department of Justice for the purpose of licensure. Criminal background checks submitted for other purposes will not be acceptable for licensure.

(6) As part of the licensure application process, the applicant must provide character and fitness information to the Superintendent of Public Instruction. If the applicant has any criminal history record, the applicant must provide a description and explanation of the circumstances of the crime.

(7) Each applicant who is the subject of a criminal history background check is entitled to receive a copy of the report from the Superintendent of Public
Instruction with the appropriate identification and signed release. The applicant may challenge the accuracy and completeness of any information contained in any such report through the Montana Department of Justice procedures.

(8) The Montana Office of Public Instruction shall make a determination whether the applicant has been convicted of, or is under pending indictment for, a crime that bears upon the applicant's fitness related to the safety and well-being of children or the teaching profession.

(9) Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the Superintendent of Public Instruction in the licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, theft, or any other offense related to public health, welfare, and safety as it applies to the teaching profession.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-103, 20-4-104, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS (1) Montana Class 1, 2, 3, and 6 educator licenses may be renewed with verification of 60 ~~renewal~~ professional development units earned during the five years of validity through August 31 of the year the license expires. (a) Applicants for an initial Montana Class 1, 2, 3, and 6 license whose degree is more than five years old and who do not have a current out-of-state licensure may be issued with verification of 60 professional development units earned within the five-year period preceding the effective date of the license.

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

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

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

(c) one semester college credit = 15 ~~renewal~~ professional development units. (3) ~~Renewal~~ Professional development activities used to renew or obtain all licenses must be a planned and structured experience, of benefit to the licensee's professional development as defined in ARM 10.55.714, an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4). (4) Activities acceptable to renew or obtain licenses are professional development, training, workshops, or coursework consistent with P~~K~~-12 public school curriculum and may include:

(a) credits earned from a regionally accredited college or university; (b) activities offered by ~~renewal~~ professional development unit providers approved pursuant to ARM 10.57.216 and documented on an OPI ~~renewal~~ professional development unit certificate;

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

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

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

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

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

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, 20-4-102, MCA IMP: Mont. Const. Art. X, sec. 9, 20-4-102, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

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

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

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

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

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

(i) the activity title and brief description;

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

(iii) program schedule, name, and number of participants; and (d) maintain records of all professional development activities for which ~~renewal~~ professional development unit awards are made for five years following the date of completion of the annual reporting requirement.

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.217 APPEAL PROCESS FOR ~~RENEWAL~~ PROFESSIONAL DEVELOPMENT ACTIVITY (1) Decisions of the Superintendent of Public Instruction on matters of ~~renewal~~ professional development unit activity or provider
status may be appealed to the Board of Public Education pursuant to ARM 10.57.603.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.218 ~~RENEWAL~~ PROFESSIONAL DEVELOPMENT UNIT VERIFICATION (1) Applications to the Superintendent of Public Instruction for license renewal shall include a listing of the activities completed for renewal as required by ARM 10.57.215. The licensee is responsible for maintaining official documentation verifying completion of ~~renewal~~ professional development activities during the term of the license.
(2) The Superintendent of Public Instruction may conduct an audit of any renewal applications submitted. Those licensees selected for audit will be required to submit official transcripts or original ~~renewal~~ professional development unit certificates within 60 days from the date the renewal application is submitted or from the date of the audit letter.
(3) Failure to respond within the time allowed to a request for ~~renewal~~ professional development unit activities in connection with an audit may result in denial of license renewal.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.301 ENDORSEMENT INFORMATION (1) The only endorsements on Montana teaching, administrative, or specialist licenses are those approved by the Board of Public Education.
(2) An initial endorsement may be granted by the Superintendent of Public Instruction based on the program of study completed as verified by the appropriate official defined in ARM 10.57.102.
(3) To add an additional endorsement to a Class 1 or 2 license, an applicant must submit verification of one of the three pathways:
(a) Endorsement program completion and recommendation for the endorsement from the appropriate official from an approved professional program, and
(i) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; on the endorsement related content area exam; or
(ii) evidence of a passing score on a student teaching portfolio as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or
(iii) evidence of a 3.00 or higher coursework Grade Point Average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program.
(b) Posted Degree, Major, Minor, or National Board for Professional Teaching Standards Certification: Evidence of completion of at least one of the following degrees in the area applicable to the requested endorsement:

(i) a doctorate degree;
(ii) a master's degree;
(iii) a baccalaureate degree, with a major or posted minor of at least 18 semester hours in the endorsement area requested; or
(iv) a certificate for National Board of Certification for Teaching; (v) This method is not available for early childhood (~~P-3~~ AGE 3 - GRADE 3), elementary education (K-8), reading (K-12), english as a second language (K-12); School Administrator (Superintendent, Principal, or Supervisor); Specialist (School Psychologist or School Counselor); and initial endorsements in Special Education fields.

(c) Content Area Knowledge and Teaching Experience: Evidence of two years of teaching experience while appropriately licensed documented by a recommendation from a ~~P-12~~ AGE 3-21 school employer on a form prescribed by the Superintendent of Public Instruction and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; on the endorsement-related content area exam. Only where content area exam(s) have been identified may endorsements be added with this method. (i) If the applicant has a categorical special education endorsement, the applicant must pass the state-designated content test for a K-12 special education endorsement. If the applicant has a ~~P-3~~ AGE 3 – GRADE 3 or K-8 special education endorsement, the applicant must have a minimum of two years of teaching experience as appropriately licensed in special education and pass the state-designated pedagogy test for the secondary level to add the K-12 special education endorsement.

(ii) This method is not available for early childhood (~~P-3~~ AGE 3 – GRADE 3), elementary education (K-8), reading (K-12), english as a second language (K-12); School Administrator (Superintendent, Principal, or Supervisor); Specialist (School Psychologist or School Counselor); and initial endorsements in Special Education fields.

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-103, 20-4-106, MCA

MT-PEC proposes adjustments to the changes to this rule as noted.

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE (1) A Class 2 standard teacher's license shall be valid for a term of five years.

(2) Applicants for an initial Montana Class ~~1,~~ 2~~, or 3~~ standard teacher's license whose degree is more than five years old and who do not have current outof-state licensure must have earned ~~six semester credits from a regionally accredited college or university~~ 60 professional development units as defined in ARM 10.57.215(4) within the five-year period

preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional~~,~~ or restricted~~, or lifetime~~ licenses.

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

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

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

(d) ~~a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana~~ verified completion of the online course "An Introduction to Indian Education for All in Montana"; and (e) proof of:

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

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

(iii) a 3.00 or higher course work grade point average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program.

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

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

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

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

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

(e) VERIFIED COMPLETION OF AN EDUCATOR PREPARATION PROGRAM, A CURRENT STANDARD, UNRESTRICTED OUT-OF-STATE EDUCATOR LICENSE, AND TWO YEARS OF SUCCESSFUL TEACHING EXPERIENCE AS DEFINED IN ARM 10.57.102 AS DOCUMENTED BY A RECOMMENDATION FROM THE OUT-

OF-STATE STATE ACCREDITED P-12 SCHOOL EMPLOYER ON A FORM PRESCRIBED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

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

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

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA

MT-PEC proposes adjustments to the changes to this rule as noted.

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE (1) A Class 1 professional teacher's license shall be valid for a period of five years.

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

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

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

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

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

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

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.

(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (~~age 3 to grade~~ ~~P-3~~ AGE 3 – GRADE 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education ~~P-12~~ AGE 3-21, special education ~~P-12~~ AGE 3-21 hearing impairment, special education ~~P-12~~ AGE 3-21 vision impairment, theater, traffic education, and world languages K-12.

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

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

(5) To obtain an early childhood (~~age 3 to grade 3~~ ~~P-3~~ AGE 3 – GRADE 3), elementary (K-8), ~~or~~ middle grades (4-8), secondary (5-12 content-specific), K-12, or ~~P-12~~ AGE 3-21 (special education) endorsement, an applicant must provide verification of completion of an ~~accredited teacher education~~ approved educator preparation program at the grade level(s) identified by the program, ~~in those areas to include~~ including supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.

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

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

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

COMPLETION OF AN EDUCATOR PREPARATION PROGRAM, A CURRENT STANDARD, UNRESTRICTED OUT-OF-STATE EDUCATOR LICENSE, AND TWO YEARS OF SUCCESSFUL TEACHING EXPERIENCE AS DEFINED IN ARM 10.57.102 DOCUMENTED BY A RECOMMENDATION FROM A STATE ACCREDITED P-12 SCHOOL EMPLOYER ON A FORM PRESCRIBED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

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

~~(a) completion of an accredited professional educator preparation program; or (b) completion of a state-approved special education P-12 professional educator preparation program from a regionally accredited college or university; and (c) supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.~~

(8) (6) Applicants must also submit a recommendation for any endorsement requested from the appropriate official from an approved educator preparation ~~accredited professional educator~~ program.
(9) (7) Applicants who have completed an approved ~~accredited professional~~ educator preparation program~~s~~ outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) ~~in another state~~ may qualify for a special education ~~P-12~~ AGE 3-21 endorsement in hearing and vision upon verification of program completion and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the special education endorsement.
(10) (8) Applicants with graduate degrees in an endorsable area may use experience instructing in relevant college or university courses as credit in that endorsement area for licensure.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC proposes adjustments to the changes to this rule as noted.

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) A Class 3 administrative license shall be valid for a period of five years.
(2) Appropriate administrative areas which may be approved for license endorsement are: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.
(3) To obtain a Class 3 administrative license, except pursuant to ARM 10.57.419, an applicant must be eligible for an appropriately endorsed Class 1, 2, or 5 teaching license or Class 6 School Counseling license to work ~~teach~~ in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM 10.57.414, 10.57.415, and ~~through~~ 10.57.418. (4) ~~An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in ARM 10.57.102, who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five three years of successful administrative experience as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction and approved by the Board of Public Education.~~

AN APPLICANT FOR A CLASS 3 ADMINISTRATIVE LICENSE WHO COMPLETED AN EDUCATOR PREPARATION PROGRAM WHICH DOES NOT MEET THE DEFINITION IN ARM 10.57.102, WHO IS CURRENTLY LICENSED IN ANOTHER STATE AT THE SAME LEVEL OF LICENSURE, MAY BE CONSIDERED FOR LICENSURE WITH VERIFICATION OF TWO YEARS OF SUCCESSFUL ADMINISTRATIVE EXPERIENCE AS DEFINED IN ARM 10.57.102 AS DOCUMENTED BY A

RECOMMENDATION FROM A STATE ACCREDITED P-12 SCHOOL EMPLOYER ON A FORM PRESCRIBED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND APPROVED BY THE BOARD OF PUBLIC EDUCATION.

The requirements of ARM 10.57.414(1)(c)(i) through (iii) must be met by an applicant seeking a superintendent endorsement.

(5) An applicant for a Class 3 administrative license must submit verified completion of the online course "An Introduction to Indian Education for All in Montana."

(6) A Class 3 administrative license shall be renewable pursuant to the requirements of ARM 10.57.215.

(7) A lapsed Class 3 administrative license may be reinstated by ~~showing~~ ~~verification of~~ earning 60 ~~renewal units earned~~ professional development units as defined in ARM 10.57.215(4) during the five-year period preceding the date of application for the new license.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC proposes adjustments to the changes to this rule as noted.

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT (1) To obtain a superintendent endorsement an applicant must provide verification of all of the following:

(a) an education specialist, master's, or doctoral degree from a regionally accredited college or university in education or education leadership; (b) completion of an approved ~~accredited professional~~ educator preparation program as defined in ARM 10.57.102 for superintendents with a recommendation for the license requested from the appropriate official from the educator preparation program;

(c) ~~a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree in education leadership and include three credits in each of the following: completion of Montana requirements through online professional development courses or graduate coursework in each of the following areas: (i) Montana school law; and~~

(ii)~~Montana school finance; and~~

(iii) ~~Montana collective bargaining and employment law;~~

COMPLETION OF COURSES COVERING MONTANA SCHOOL FINANCE, MONTANA SCHOOL LAW AND MONTANA COLLECTIVE BARGAINING AND EMPLOYMENT LAW, IN ORDER TO QUALIFY, SUCH COURSES MUST HAVE BEEN PROVIDED EITHER BY:
(I) AN APPROVED PROFESSIONAL DEVELOPMENT PROVIDER PURSUANT TO ARM 10.57.216 THAT HAS PROVIDED APPROVED COURSES FOR AT LEAST FIVE CONSECUTIVE YEARS IN THE REQUIRED AREAS FOR WHICH A CANDIDATE SUBMITS EVIDENCE TO QUALIFY FOR LICENSURE; OR
(II) AN APPROVED SCHOOL ADMINISTRATOR PREPARATION PROGRAM.
(d) completion of the online course "An Introduction to Indian Education for All in Montana";
(d) (e) a minimum of three years of ~~teaching~~ experience as an appropriately licensed teacher or school counselor;
(e) (f) licensure and endorsement as a principal ~~(P-12)~~; and ~~(f)~~ (g) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent.

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC proposes adjustments to the changes to this rule as noted.

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE - ~~ELEMENTARY~~ PRINCIPAL ENDORSEMENTS (1) To obtain an elementary, secondary, or K-12 principal endorsement an applicant must provide verification of: (a) a minimum of three years of teaching or school counseling experience with a standard, unrestricted license at the ~~elementary~~ level of the requested endorsement;
(b) a master's degree ~~in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102 or a master's degree related to education from a regionally accredited college or university~~ from a regionally accredited college or university in education or education leadership;
(c) completion of an approved ~~accredited professional~~ educator preparation program as defined in ARM 10.57.102 for ~~elementary~~ principals at the level of the requested endorsement with a recommendation from the appropriate official from the educator preparation program;
(d) completion of three semester credits of college courses in ~~Montana~~ school law, including special education law; and
(e) ~~recommendation for the endorsement from the appropriate official from an accredited professional principal program~~ verified completion of the online course "An Introduction to Indian Education for All in Montana."

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR ENDORSEMENT (1) ~~This administrative~~ To obtain a supervisor endorsement ~~is issued~~ in specific fields such as math, music, and school counseling~~.~~ an applicant must provide verification of: ~~This endorsement may be issued to applicants who submit verification:~~

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

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

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

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

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

(f) ~~of recommendation for the endorsement from the appropriate official from an accredited professional supervisor program~~ verified completion of the online course "An Introduction to Indian Education for All in Montana."

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION SUPERVISOR ENDORSEMENT (1) ~~This administrative~~ To obtain a supervisor endorsement ~~is issued~~ in the specific field of special education an applicant must provide ~~This endorsement may be issued to applicants who submit~~ verification of: (a) completion, at a regionally accredited college or university, of a master's degree in special education or a master's degree in the following special education- related service fields: school psychologist, speech-language pathologist, audiologist, physical therapist, occupational therapist, registered nurse, clinical social worker, or clinical professional counselor;

(b) full licensure in the field of specialization;

(c) three years of teaching experience ~~in an accredited school setting with a standard, unrestricted license~~, or ~~five~~ three years of experience ~~in an accredited school setting~~ with a standard, unrestricted license as a fully licensed and assigned related services provider;

(d) three semester credits in special education law;
(e) a supervised practicum/internship from an ~~accredited~~ approved special education supervisor program;
(f) verified completion of the online course "An Introduction to Indian Education for All in Montana;" and
~~(f)~~ (g) recommendation for the endorsement from the appropriate official from an ~~accredited~~ approved special education supervisor program.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE (1) A Class 4 license is specific to career and technical education and shall be valid for a period of five years.
(2) There are three types of Class 4 licenses:
(a) A Class 4A license issued to individuals holding a valid Montana teaching license, but without an appropriate career and technical education endorsement; (b) A Class 4B license issued to individuals with an apprenticeship program or associate or ~~at least a~~ bachelor's degree from a regionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and
(c) A Class 4C license issued to individuals who hold at least a high school diploma or high school equivalency diploma and meet the minimum requirements for endorsement.
(3) To obtain a Class 4 career and technical educator license an applicant must:
(a) meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM 10.57.421~~.~~; and
(b) verify completion of the online course "An Introduction to Indian Education for All in Montana."
(4) A Class 4 license shall be renewable pursuant to the requirements of ARM 10.57.215 and the requirements specific to each type of Class 4 license. (a) Class 4A licenses shall be renewable by earning 60 professional development ~~renewal~~ units. Endorsement related technical studies may be accepted. ~~Additionally,~~ The first renewal must show evidence of ~~renewal~~ professional development units earned in each of the following areas: (i) curriculum and instruction in career and technical education; and (ii) safety and teacher liability.
(b) Class 4B or 4C licenses shall be renewable by earning 60 ~~renewal~~ professional development units. The first renewal must show evidence of ~~renewal~~ professional development units earned in the following areas:
(i) curriculum and instruction in career and technical education; and (ii) safety and teacher liability.
(c) Other professional development appropriate to renew a Class 4B or 4C license includes the following:
(i) principles and/or philosophy of career and technical education;

(ii) curriculum and instruction in career and technical education;
(iii) learning styles/teaching styles; including serving students with special needs;
(iv) safety and teacher liability;
(v) classroom management;
(vi) teaching methods;
(vii) career guidance in career and technical education; or
(viii) endorsement related technical studies, with prior OPI approval.

(5) A lapsed Class 4 license may be reinstated by showing verification of 60 ~~renewal~~ professional development units earned during the five-year period preceding the validation date of the new license, including ~~renewal~~ professional development units in:

(a) curriculum and instruction in career and technical education;
(b) safety and teacher liability; and
(c) endorsement related technical studies or industry validated training.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

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

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

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

(a) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment; (b) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;
(c) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or
(d) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS). (4) For health science education, engineering, computer information systems, computer coding, teacher education, EMT, or fire and disaster services, an alternative to the above requirement of ~~10,000~~ 5,000 hours of work experience may be substituted as recognized by the Office of Public Instruction and the Board of Public Education as follows:

(a) For health science education:
(i) hold a Class 1 or 2 license with an endorsement in health or any of the science areas;
(ii) provide verification of successful completion of a blended learning professional development course of at least ~~80~~ 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education; and
(iii) successful completion of coursework in human biology or anatomy and physiology; or
(iv) hold a current professional license in a related health occupation field.

(b) For engineering:
(i) hold a Class 1 or 2 license with an endorsement in math or science; and (ii) provide verification of successful completion of a blended learning professional development course of at least ~~80~~ 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.

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

(d) For computer coding:
(i) hold a Class 1 or 2 license; and
(ii) provide verification of successful completion of a blended learning professional development course of at least ~~80~~ 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education. (e) For teacher education:
(i) hold a Class 1 or 2 license; and
(ii) provide verification of successful completion of five years of professional experience as a licensed educator.

(f) For EMT:
(i) hold a Class 1 or 2 license;
(ii) hold a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners;
(iii) provide verification of a minimum of 2,000 hours of EMT experience; and

(iv) provide verification of successful completion of a blended learning professional development course offered by the Office of Public Instruction. (v) In addition to renewal requirements outlined in ARM 10.57.420, renewal of this endorsement will also require a current CPR/First Aid certificate and a current license as a lead instructor obtained through the Montana Board of Medical Examiners.

(g) For fire and disaster services:

(i) hold a Class 1 or 2 license;

(ii) provide verification of a minimum of 2,000 hours of employment in fire services or law enforcement; and

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

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

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.424 CLASS 5 PROVISIONAL LICENSE (1) There are ~~two~~ three types of Class 5 licenses:

(a) a Class 5A provisional license that is valid for ~~three~~ one year~~s~~; ~~and~~ (b) ~~a Class 5A provisional license that is valid for one year.~~ a Class 5B provisional license that is valid for three years; and

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

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

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

specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4 license or a Class 7 or 8 license.

(3) (a) An applicant for a Class 5B provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading, within three years of the date of validity of the provisional license, to an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM 10.57.412, 10.57.414, 10.57.415, 10.57.418, ~~through~~ 10.57.419, or 10.57.434 and 10.57.435 ~~10.57.436~~. (4) A Class 5C provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Class 5C provisional license will be issued to those seeking a license in Montana whose degree is more than five years old, do not hold a current standard, unrestricted educator licensure, and have not earned 60 professional development units as defined in ARM 10.57.215(4) within the five-year period preceding the effective date of the license.

(a) An applicant for a Class 5C provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent to obtain 60 professional development units which lead, within three years of the date of validity of the provisional license, to an appropriately endorsed Class 1, 2, 3, or 6 license as provided in ARM 10.57.412, 10.57.414, 10.57.415, 10.57.418, 10.57.419, or 10.57.434 and 10.57.435.

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

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

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

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

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

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC proposes adjustments to the changes to this rule as noted.

10.57.425 CLASS 5 PROVISIONAL LICENSE - ~~ELEMENTARY LEVEL~~

ENDORSEMENTS (1) ~~To obtain a Class 5 provisional license with an elementary, middle, or early childhood level endorsement, an applicant must provide verification of:~~ Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.

~~(a) a bachelor's degree from a regionally accredited college or university; and~~ ~~(b) for those applicants who have not completed an accredited professional education preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:~~

(i) ~~can meet the requirements for full licensure within the three-year valid period of the license; and~~

(ii) ~~meets the professional educator preparation program's admission requirements.~~

(2) Areas approved for endorsement on Class 5 provisional license include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (~~P-3~~ AGE 3 – GRADE 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education ~~P-12~~ AGE 3-21, special education ~~P-12~~ AGE 3-21 hearing impairment, special education ~~P-12~~ AGE 3-21 vision impairment, theater, traffic education, and world languages K-12.

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

(4) To obtain an early childhood (~~P-3~~ AGE 3 – GRADE 3), elementary (K-8), middle grades (4-8), secondary (5-12 content-specific), K-12 (as delineated in ARM 10.57.412), or ~~P-12~~ AGE 3-21 (special education and school psychologist) endorsement, an applicant must provide verification of:

(a) a bachelor's degree from a regionally accredited college or university; and (b) for those applicants who have not completed an approved educator preparation program, a plan of study from an approved educator preparation program verifying that the applicant:

(i) can meet the requirements for full licensure within the three-year valid period of the license; and

(ii) meets the professional educator preparation program's admission requirements.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC proposes adjustments to the changes to this rule as noted.

10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT (1) To obtain a Class 5 provisional license with a superintendent endorsement, an applicant must provide verification of:

(a) a master's degree ~~in educational leadership from an accredited~~ ~~professional educator preparation program as defined in ARM 10.57.102~~ from a regionally accredited college or university in education or education leadership; (b) eligibility for a Class 1, 2, or 5 teaching license or school counseling license or a current standard, unrestricted out-of-state license ~~and five years of~~ ~~successful supervisory experience as a licensed administrator as defined in~~ ~~ARM 10.57.102, documented by a recommendation from a state accredited P-12~~ ~~school employer on a form prescribed by the Superintendent of Public Instruction~~;
AND TWO YEARS OF SUCCESSFUL SUPERVISORY EXPERIENCE AS A LICENSED ADMINISTRATOR AS DEFINED IN ARM 10.57.102, DOCUMENTED BY A RECOMMENDATION FROM A STATE ACCREDITED P-12 SCHOOL EMPLOYER ON A FORM PRESCRIBED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION

(c) a minimum of three years of experience as an appropriately licensed and assigned teacher or school counselor license at any level;
(d) one year of appropriately licensed experience as a principal;
(e) completion of an ~~accredited professional~~ approved educator preparation program, as defined in ARM 10.57.102, for superintendents; and
(f) for those applicants who have not completed the ~~required courses in~~ ~~Montana school law, Montana school finance, and Montana collective bargaining~~ ~~and employment law, a plan of intent as detailed in ARM 10.57.424.~~ Montana requirements through online professional development courses or graduate coursework in each of the following areas:
    (i) Montana school law; and
    (ii) Montana school finance; and
    (iii) Montana collective bargaining and employment law; a plan of intent as detailed in ARM 10.57.424.

(2) Applicants required to complete coursework other than Montana requirements in Montana school law, Montana collective bargaining and employment law, and Montana school finance are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC proposes adjustments to the changes to this rule as noted.

10.57.428 CLASS 5 PROVISIONAL LICENSE - ~~ELEMENTARY~~ PRINCIPAL ENDORSEMENT (1) To obtain a Class 5 provisional license with an elementary, secondary, or K-12 principal endorsement, an applicant must provide verification of: (a) a master's degree from ~~an accredited professional educator preparation~~ ~~program~~ a regionally accredited college or university in education or education leadership;

(b) eligibility for a Class 1, 2, or 5 teaching or school counseling license at the ~~elementary~~ level of the requested endorsement or a current standard, unrestricted out-of-state license ~~and five years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction~~
AND TWO YEARS OF SUCCESSFUL SUPERVISORY EXPERIENCE AS A LICENSED ADMINISTRATOR AS DEFINED IN ARM 10.57.102 AS DOCUMENTED BY A RECOMMENDATION FROM A STATE ACCREDITED P-12 SCHOOL EMPLOYER ON A FORM PRESCRIBED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION; and
(c) a minimum of three years of experience as an appropriately licensed and assigned teacher ~~at the elementary level~~ or counselor at the level of the requested endorsement.
(2) Applicants required to complete coursework requirements other than ~~Montana~~ school law, including special education law are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC proposes adjustments to the changes to this rule as noted.

10.57.431 CLASS 5 PROVISIONAL LICENSE - SUPERVISOR ENDORSEMENT (1) To obtain a Class 5 provisional license with a supervisor endorsement, an applicant must provide verification of:
(a) a master's degree from a regionally accredited college or university in the area requested for supervisory endorsement; and
(b) three years of appropriately licensed experience as a teacher or counselor in the area requested for supervisory endorsement or ~~five~~ three years of experience in a school setting as a fully licensed and appropriately assigned related services provider; and
(c) a plan of study from an ~~accredited professional~~ approved educator preparation program verifying that the applicant:
(i) can meet the requirements for full licensure within the three-year valid period of the license; and
(ii) meets the ~~professional~~ educator preparation program's admission requirements.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.432 CLASS 5 PROVISIONAL LICENSE - SPECIALIST ENDORSEMENT (1) To obtain a Class 5 provisional license with a specialist endorsement in school psychology, an applicant must provide:

(a) verification of a master's degree or greater in school psychology or related field from a regionally accredited college or university; and

(b) for those applicants who have not completed an ~~accredited~~ approved specialist preparation program, verification from an ~~accredited~~ approved specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.434.

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

(a) verification of a bachelor's degree; and

(b) verification from the ~~accredited~~ approved specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

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

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

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

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

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

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

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

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.434 CLASS 6 SPECIALIST LICENSE - SCHOOL PSYCHOLOGIST

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

(a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School Psychologists (NASP); or

(b) completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200-hour internship, of which 600 hours were in a school setting; or

(c) for those applicants who did not earn at least a specialist level school psychology degree from a NASP accredited program:

(i) a master's degree or higher in school psychology or a related field from a regionally accredited college or university; and

(ii) recommendation from a NASP accredited specialist program defined in ARM 10.57.102, attesting to the applicant's qualifications being equivalent to NASP training standards, which included a 1200-hour internship experience of which 600 hours were in a school setting.

MT-PEC Agrees with the changes to this rule as proposed.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.435 CLASS 6 SPECIALIST LICENSE - SCHOOL COUNSELOR

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

(a) a master's degree from a regionally accredited college or university; and (b) completion of a CACREP accredited school counselor program which
included an internship in a school setting of 600 hours; or

(c) for those applicants who did not earn a degree from a CACREP accredited program:

(i) a master's degree in school counseling from a regionally accredited college or university; and

(ii) recommendation from an ~~accredited~~ approved specialist program defined in ARM 10.57.102, which included an internship in a school setting of 600 hours.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST (1) A Class 7 American Indian language and culture specialist license is valid for ~~a period of five years~~ the lifetime of the license holder.

(2) The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the authorized representative of a tribal government, that has a memorandum of understanding with the Superintendent of Public Instruction, that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture.

(3) The Board of Public Education will accept and place on file the criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture.

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

(4) (5) A Class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

(5) ~~A Class 7 American Indian language and culture specialist license may be renewed upon verification by the tribe that the professional development plan, as defined by the memorandum of understanding in (2) is met.~~

(6) A school district may assign an individual licensed under this rule to only specialist services within the field of American Indian language and culture under such supervision as the district may deem appropriate. No other teaching license or endorsement is required for duties within this prescribed field.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-103, 20-4-106, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE (1) A faculty member of a college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 and properly endorsed, whenever a faculty member is teaching a dual credit course at the college or university for which one or more students will earn both high school and college credit.

(2) The license is valid for five years.

(3) To obtain a Class 8 dual credit postsecondary faculty license, an applicant shall provide the following:

(a) verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university; (b) compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A; and

(c) recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the following:

(i) the applicant plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor; and

(ii) ~~the applicant demonstrates adequate education and experience to instruct dual enrollment courses as demonstrated by the following criteria:~~

(A) ~~ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;~~

(B) ~~understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and~~

(C) ~~understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana.~~

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

(4) Class 8 dual credit license applications will be reviewed by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. Denial of an application for licensure shall be appealable to the Board of Public Education pursuant to ARM 10.57.607.

(5) A Class 8 dual credit postsecondary faculty license may be consecutively reissued upon submission and approval of an application for renewal. An educator with a lapsed Class 8 license must submit a new application.

(6) A Class 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited college or university.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.601A DEFINITION OF "IMMORAL CONDUCT" (1) "Immoral conduct" related to the teaching profession, under 20-4-110(1)(f), MCA, includes, but is not limited to:

(a) sexual contact, as defined in 45-2-101, MCA, or sexual intercourse as defined in 45-2-101, MCA, involving a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school;

(b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state:

(i) 45-5-502, MCA, (sexual assault);

(ii) 45-5-503, MCA, (sexual intercourse without consent);

(iii) 45-5-504, MCA, (indecent exposure);

(iv) 45-5-505, MCA, (deviate sexual conduct), if the conduct either was nonconsensual or involved a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school;

(v) 45-5-507, MCA, (incest);

(vi) 45-5-601, 45-5-602, or 45-5-603, MCA, (offenses involving prostitution);

(vii) 45-5-622(2), MCA, (endangering the welfare of children);

(viii) 45-5-623, MCA, (unlawful transactions with children);

(ix) 45-5-625, MCA, (sexual abuse of children);

(x) 45-8-201, MCA, (obscenity);

(xi) 45-5-627, MCA, (ritual abuse of minor);

(xii) any statute in Title 45, chapter 9, part 1, MCA, (dangerous drugs)~~, provided that a first offense under 45-9-102(2), MCA, shall not fall within this definition~~;

(xiii) 45-5-220, MCA, (stalking);

(xiv) 45-5-223, MCA, (surreptitious visual observation or recordation);

(xv) 45-10-103, MCA, (criminal possession of drug paraphernalia);

(xvi) 45-10-105, MCA, (delivery of drug paraphernalia to a minor);

(xvii) 45-8-334, MCA, (possession of a destructive device);

(xviii) 45-8-361, MCA, (possession or allowing possession of weapon in school building);

(xix) 45-8-403, MCA, (use of threat to coerce gang membership);

(xx) 45-8-406, MCA, (supplying of firearms to criminal street gang);

(xxi) 45-5-622(3), MCA (endangering welfare of children);

(c) repeated convictions for violations of any one or more of the criminal laws of this state, which violations are not otherwise grounds for suspension or revocation, if the repeated convictions, taken together, demonstrate that the teacher, specialist or administrator is unwilling to conform their conduct to the requirements of law;

(d) occurrences related to ARM 24.9.1003(3), (sexual harassment), defined as "unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature" when:

(i) submission to the conduct is explicitly or implicitly made a term or condition of education;
(ii) submission to or rejection of the conduct is used as the basis for an educational decision affecting the individual; and/or
(iii) the conduct has the purpose or effect of unreasonably interfering with school performance or creating an intimidating, hostile or offensive learning environment.
(e) submitting false credentials, omitting relevant information, or making any statement of material fact an applicant or licensee knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:
(i) college degrees or credit from non-accredited or -approved colleges or universities;
(ii) false professional development credit;
(iii) false academic awards; or
(iv) inaccurate employment history;
(f) significant misuse of technology or electronic communication involving a minor or a person an applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school, including but not limited to misuse of computers, cellular telephones, or other electronic devices; or
(g) intentionally falsifying or deliberately misrepresenting information regarding standardized assessment of students, including but not limited to providing or changing test answers or using inappropriate testing accommodations or modifications.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-110, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.601B REVIEW (1) Upon receipt of a request for disciplinary action by the trustees of a district or the Superintendent of Public Instruction pursuant to 20-4110(2), MCA, and ARM 10.57.601, the Board of Public Education shall review the allegations to determine whether there is sufficient cause to believe that professional misconduct occurred.
(2) This review shall include notifying the affected licensee of the request for discipline and allegations against the licensee by certified mail and allowing the licensee ten days to respond to those charges.
(3) If the ~~board~~ Board of Public Education determines there is sufficient cause to believe that professional misconduct occurred, the ~~board~~ Board of Public Education shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-110, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.607 APPEAL FROM DENIAL OF AN EDUCATOR/SPECIALIST LICENSE (1) Written notice of appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of an educator/specialist license must be submitted to the Board of Public Education. Written notice of appeal must be postmarked or received by the board no later than 30 days from the date of the letter of denial sent from the office of the Superintendent of Public Instruction.

(2) ~~The written notice of appeal may not be submitted by e-mail.~~ The written notice of appeal shall be submitted by email or sent via post mail. The notice must be signed by the appellant and must:

(a) summarize the appellant's responses to the superintendent's denial of licensure;

(b) provide preliminary statements supporting the appellant's contention that the superintendent's denial should be overturned; and

(c) if applicable, show that the appeal satisfies the requirements of ARM 10.57.608.

(3) When an appeal of a denial from the decision of the superintendent is before the Board of Public Education, the board shall provide notice by certified mail at least 30 days prior to a hearing of the appeal.

(a) Such notice shall include:

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

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

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

(iv) a statement of the matters asserted; and

(v) designation of who will hear the allegation pursuant to ARM 10.57.603. (b) The notice shall advise the applicant that the applicant has the right to contest the denial and that the applicant may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the applicant.

(c) The notice shall advise the licensee that the hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know. (d) The hearing officer or person designated pursuant to ARM 10.57.603 to hear the appeal shall conduct a pre-hearing conference to determine matters relevant to scheduling, evidence, witnesses, and other matters related to the hearing as delineated in ARM 10.57.603.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-102, 20-4-110, MCA

MT-PEC Agrees with the changes to this rule as proposed

5. The Board of Public Education proposes to repeal the following rules:

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE - SECONDARY PRINCIPAL ENDORSEMENT

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.417 CLASS 3 ADMINISTRATIVE LICENSE - K-12 PRINCIPAL ENDORSEMENT

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

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

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.429 CLASS 5 PROVISIONAL LICENSE - SECONDARY PRINCIPAL ENDORSEMENT

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

10.57.430 CLASS 5 PROVISIONAL LICENSE - K-12 PRINCIPAL ENDORSEMENT

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

MT-PEC Agrees with the changes to this rule as proposed.

MCDE Response to Proposed Changes for Ch. 57 ARM

Collectively prepared February 2022 by the Montana Council of Deans of Education

Carroll College
Montana State University - Billings
Montana State University
Montana State University - Northern
Rocky Mountain College
Salish Kootenai College
Stone Child College
University of Montana
University of Montana - Western
University of Providence

Presented by Dr. Tricia Seifert, Department Head of Education, Montana State University

While there is a desire to expedite teacher licensure for our K-12 classrooms, caution is needed in the treatment of preparation programs that are not accredited. We do not want today's decisions to create future conditions where Montana's students are taught by poorly prepared teachers who are not equipped to teach and stick with the profession. The critical questions are:

1. What kind of teachers do we want for our children? What does this mean for how teachers are prepared?
2. What changes in Chapter 57 will ensure we have well-prepared teachers for all of Montana's children?

The evidence presented below indicates that it would be a mistake to pursue equal treatment of approved and accredited teacher preparation programs.

1. **The evidence indicates that there is great variation in the quality of alternative preparation programs and thus, it would be irresponsible to treat all preparation programs as equal.**
   - Whitford, D., Zhang, D., & Katsiyannis, A. (2018). Traditional vs. Alternative Teacher Preparation Programs: A Meta-Analysis. *Journal of Child and Family Studies, 27*, 671–685.
     - There has been "a proliferation of alternative routes to certification," accompanied by a lack of an agreed upon definition for what constitutes alternative certification. This results in large variation in the quality of alternative certification programs.
     - Thus, teachers prepared via alternative certification programs yield different teaching effectiveness at different grade levels and for different subjects.
     - Of concern, disadvantaged students are more likely to have teachers prepared through alternative certification programs.

2. **The evidence offers mixed results regarding the impact of type of teacher preparation on student outcomes.**
   - Whitford, D., Zhang, D., & Katsiyannis, A. (2018). Traditional vs. Alternative Teacher Preparation Programs: A Meta-Analysis. *Journal of Child and Family Studies, 27*, 671–685.
     - A meta-analysis of 12 studies from 1998 to 2015, examined the academic achievement effects on students taught by teachers from alternative teacher preparation (ATP) programs, compared to students taught by teachers from traditional teacher preparation (TTP) programs.

- Findings indicate a small statistically significant difference between ATP and TTP programs, with the mean achievement of students who had ATP teachers being 0.03 standard deviations above that of students who had TTP teachers.
- The authors concluded that "students who have teachers from ATP programs, tend to do slightly better than students who have teachers from TTP programs. However, these findings differ depending on school level (elementary school, middle school, or high school), as well as academic subject area (English, mathematics, science, or social studies)."

- Darling-Hammond, L., Holtzman, D., Gatlin, S., & Vasquez Heilig, J. (2005). Does Teacher Preparation Matter? Evidence about Teacher Certification, Teach For America, and Teacher Effectiveness. *Education Policy Analysis Archives, 13*, 1–48.
  - This study used 7 years of student-level data from Houston.
  - Findings showed that "Traditionally prepared and certified teachers consistently produce stronger student achievement gains ...." p. 2
  - Teachers who "graduated from an approved teacher education program -- are more effective than other teachers in stimulating student achievement gains in both reading and mathematics on three different test batteries over a multi-year period." p.20
  - The authors concluded that, "Teachers' effectiveness appears strongly related to the preparation they have received for teaching." p.2

3. **The evidence indicates that preparation has a strong impact on teacher retention with higher attrition rates for teachers from alternative teacher preparation programs.**
   - Redding, C. & Smith, T. (2016). Easy in, Easy out: Are Alternatively Certified Teachers Turning Over at Increased Rates? *American Educational Research Journal*, 53, 4, pp. 1086–1125. DOI: 10.3102/0002831216653206
     - The researchers concluded that ... "alternatively certified teachers were still more likely than traditionally certified teachers to leave the profession." p. 1086
     - "The lack of substantial preservice training among alternatively certified teachers continues to concern critics who believe AC teachers are often unprepared to enter the teaching profession." p.1116

- Ingersoll, R., Merrill, L., and May, H. (2014). What are the effects of teacher education and preparation on beginning teacher attrition? Research Report (#RR-82). Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania.
    - This study found that beginning teachers with little coursework or student teaching are three times more likely to leave the profession than those who have had a complete preparation.

- National Commission on Teaching and America's Future, 2003
    - The extent of preparation teachers have upon entry is strongly related to the rate of teacher attrition; analysis found that "rates of beginning teacher attrition are almost half the level found for beginning teachers who have not had [traditional] preparation." p. 21

- Donaldson, M., & Johnson, S. (2011). Teach For America teachers: How long do they teach? Why do they leave? *Phi Delta Kappan, 93*, 2, 47–51.
    - The researchers surveyed members of 3 TFA cohorts (entering in 2000-2002) from across the country and found:
    - 60.5% of TFA teachers continued as a public-school teacher beyond the two-year commitment
    - 56.4% left their initial placement in low-income schools after two years
    - 35.5% taught for more than 4 years
    - 27.8% were still teaching after 5 years and only 14.8% continued to teach in the same low-income schools to which they were originally assigned.

4. **There is no compelling evidence that the set of 8 states which use "approved" programs should be emulated by Montana**. In fact,
    - Diamond, L., Demchak, M., & Abernathy, T. (2020). A survey of rural principals: Preferences regarding teacher candidates. *Rural Special Education Quarterly, 39*, 3, 138–151.
        - Research with 52 rural principals in a Western state found that a majority indicated that they preferred to hire from traditional college and university preparation programs as opposed to alternative pathways.
        - The principals reason, "respondents expressed concerns about online, for profit programs as having "lower standards" or as being "hit or miss" in terms of teacher preparation." p.144

5. **Finally, accreditation is a critical process to demonstrate responsibility and accountability.** Alternate programs can be accredited if they meet the standards. Therefore, if the goal is to indeed treat traditional and alternative educator preparation programs more equally, then alternative programs that need to demonstrate that they too meet the same standards, be accountable, and be accredited.

- Greenberg, J., Walsh, K., & McKee, A. (2014). 2014 teacher prep review: A review of the nation's teacher preparation programs. Washington, DC: National Center on Teacher Quality.
  - NCTQ research found that of the 85 alternative certification programs in their report, 88% had inadequate admission standards, 85% failed to ensure content proficiency, and all failed to offer adequate classroom supervision.

The research base indicates that simply providing alternative pathways into the teaching profession, particularly those that have not been externally accredited, does not result in enhanced instructional quality, improved student outcomes, or increased teacher retention. Quite the contrary.

We emphasize that state approved is not equivalent to externally accredited.
States, like Oklahoma and Florida, approve and issue teaching licenses to those who have completed an alternative pathway offered by a third-party provider (for-profit, not-for-profit like Teach for America, and others). At issue is whether Montana wishes to leave the quality mechanism of teacher licensure to the discretion of other states. This issue was acknowledged by Board of Public Education member, Tammy Lacey, at the January 2021 meeting, stating "So we're trusting other states, and any state agency within that state, to validate the quality of the nontraditional alternative educator prep program?"

It is unknown how this fundamental proposed change in licensure will address the real challenge of recruiting and retaining teachers in Montana's rural schools. It seems unlikely that large numbers of alternative pathway completers will seek employment in Class C schools across Montana like Broadus or Bainville, where the need for teachers is arguably the greatest and teacher retention is most tenuous. The question then becomes, how might districts attract and retain teachers?

Honest assessment of the teaching profession -> increased stress, chronic low pay.
In order to address the teacher recruitment and retention challenge the State of Montana faces and has arguably faced for 30 years requires a full recognition of the educational ecosystem.

Teachers work within a community and a context which influences their job satisfaction and intention to remain in the profession.

Prior to the pandemic, a report issued by REL Northwest noted

> "In the 2017/18 school year, 86 percent of teachers and 87 percent of principals in Montana returned to the same position and school system they were working in the previous school year. Among educators who did not stay in their position and school system from 2016/17 to 2017/18, more than half left the Montana public education system" (Yoon, Mihaly, & Moore, 2019, p. ii).

Certainly, part of the 14 percent teacher turnover includes those who are retiring, hence a departure from public education. But the report continues that among the teachers who changed schools, the shift was from rural to non-rural (29 percent) more than non-rural to rural (21 percent).

The Montana Educator Survey, administered by the Center for Research on Rural Education in Fall 2018, found superintendents nearly uniform in noting salary as the number 1 barrier to hiring teachers. In fact, when disaggregated by locale and size of school, 84 percent of responding superintendents from rural-remote compared to 66 percent in non-rural areas cited salary as the top barrier. This discrepancy was mirrored by size of school with 92 percent of superintendents from districts with < or equal to 100 students reporting salary as the top barrier compared to the superintendents at schools with 400+ students (68 percent) (Yoon, Mihaly, & Moore, 2019).

As we consider the multifaceted ways needed to address teacher recruitment and retention in Montana, it is imperative we recognize what students see and hear from their current teachers may influence their career choices.

Fewer people are pursuing the teaching profession.

National and state trends show decreased participation in teacher education programs offered by institutions of higher education. A 2019 national analysis of 2010-2018 Title II data conducted by the Center for American Progress concluded program completion has shrunk by 27 percent. The only program types in which an increase occurred were in alternative pathways, yet, their completers' effectiveness as teachers and their longevity in schools is not as great as more traditional pathways.

Analyzing Montana completer data from 2010-11 through 2018-19 show a 15.7 percent decline in the number of graduates completing teacher education programs. When we compare Montana to neighboring states whose populations, our decline is pronounced. See table below.

Table 1. EPP Completer Data from Title II reports and 2020 Starting Salary

	2010-11	2018-19	% Decline	2020 Avg. Starting Salary
Montana	788	614	0.157	32,871
Wyoming	240	211	0.117	46,558
South Dakota	775	700	0.062	39,636
Idaho	1235	1232	0.035	38,015
North Dakota	591	734	-0.088	40,106

*Number of completers are taken from Title II reports that each Education Preparation Provider files annually with the US Department of Education and compiled by Dr. Tricia Seifert (MSU).

** Average starting salary data was compiled by Lindsay Seril using Bureau of Labor Statistics data https://study.com/academy/popular/teacher-salary-by-state.html

It is worth noting that Montana has passed legislation to increase minimum starting teacher pay to $34,000 in 2023. Recently, the Idaho legislature passed a bill to allow districts to be part of the statewide health plan, lowering health care copays and deductibles shouldered by individual teachers. South Dakota's legislature is working on a bill to increase starting teacher pay.

Yet, in the same way that teacher retention does not begin and end with salary, teacher recruitment to the profession does not begin and end with what one studies in college. It begins with students selecting to pursue a baccalaureate degree.

Fewer Montana high school graduates are pursuing postsecondary education.
Compounding the problem of pursuing the teaching profession is the fact that Montana's University System has experienced a shift in the proportion of in-state to out-of-state students. In 2010, 74.4 percent of enrolled students in 4-year MUS institutions were in-state residents. In 2021, that changed to 59.6 percent.

This shift is influenced by the decline in seniors who enroll directly in the MUS after high school. In 2010, 36.5 percent of Montana public and private high school seniors entered the MUS. In 2021, this percentage dipped to below 30 percent (29.9%). Direct entry from high school to 4-year university has declined to 22.7 percent in 2021, down from a ten-year high of 30.2 percent in 2014.

To put this in a single institution's context, Montana State University has seen significant growth in its total student population, from 13,459 in Fall 2010 to 16,027 in Fall 2021. During that time span, the in- to out-of-state ratio shifted from 70/30 to 52/48. Within the Teacher Education program during this same time, the ratio shifted from 85/15 to 62/38.

The decline in Montana high school seniors pursuing postsecondary is concerning because all pathways to teacher licensure begin with a baccalaureate degree. If students are not seeing themselves as 'college material', then they likely do not see themselves as teachers either.

What does this mean in terms of the teacher recruitment and retention challenge, particularly in areas short of qualified staff either by content or location?

Fewer pre-service teachers are completing an education preparation program, necessary for licensure in Montana's public schools. Among those who complete a program within the Montana University System, an increasing number may return to their home state to pursue licensure and teach.

Complex challenges call for multi-pronged solutions. Teacher recruitment and retention is a trenchant problem, one that exists within a context and ecosystem that we must not ignore. The Montana Council of Deans of Education and the 10 educator preparation programs which we represent are part of this ecosystem. We continue to innovate and create, recruiting and graduating traditional undergraduate students in our programs as well as reaching out to community members who may wish a career change to become teachers. The bullet points below represent only some of the ways we have addressed the challenge of recruiting teachers to the profession.

- *College outreach to high schools*
- *Dual Enrollment*
- *Teacher Residency as part of Grow Your Own*
- *Added Endorsements*
- *Alternative delivery modalities of IHE initial teacher licensure programs*
- *2+2 programs between 2-year and 4-year campuses*

- *Tribal partnerships to foster culturally responsive, community-based teacher preparation*
- Creating *Educators Rising Collegiate* chapters

And yet, we are only one part of this ecosystem. The challenges that face teaching– like adequate compensation for professional work and community recognition and respect for the craft of educating the state's future leaders and citizens such that young people WANT to be teachers–these are challenges to which we may advocate but they are challenges that require effort from across the educational ecosystem. This includes the Legislature, state agencies and regulatory bodies (Office of Public Instruction, Board of Public Education), educational stakeholder organizations (Montana Federation of Public Employees, School Administrators of Montana, Montana School Board Association), school leaders, current teachers, pre-service teachers and the higher education programs that prepare them for the profession, and community members. We will go further together.

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INFORMATION

ITEM 3

STATE SUPERINTENDENT'S REPORT

- **Update on OPI Executive Leadership Academy**
- **Teacher Residency Demonstration Project**

Superintendent of Public Instruction
Elsie Arntzen

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: March 10 & 11, 2022

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

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION

TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Superintendent Arntzen's Report to BOPE as of February 24, 2022

Throughout my tenure as your Montana State Superintendent, I have consistently discussed and evaluated the need to recruit and retain quality teachers in our Montana public schools. Unprecedented pressures and intensified mandates have severely impacted the teacher role. As a former teacher, I empathize with the 16,305 licensed and paraprofessional educators in our Montana schools. Flexibility is demanded to recruit, retain, and support Montana teachers. All solutions for hiring, growing, and maintaining the highest quality educators must be on the table as we put Montana students first.

Please read my latest OpEd: Innovation and Flexibility is Critical to Montana Teacher Licensing

Teacher Retention and Recruitment:

Throughout my tenure as your Montana State Superintendent, I have consistently discussed and evaluated the need to recruit and retain quality teachers in our Montana public schools. Unprecedented pressures and intensified mandates have severely impacted the teacher role. As a former teacher, I empathize with the 16,305 licensed and paraprofessional educators in our Montana schools. Flexibility is demanded to recruit, retain, and support Montana teachers.

- In the 2021- 2022 school year, teacher license renewals and new endorsements resulted in a new low of 5,204, continuing a five-year downward trend.

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION · TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION · ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION · COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

- New teacher licenses are the highest in five years with 1,646 new licenses. This is attributed to 40% of the applications coming from out-of-state teachers.
- Our Montana-Made teachers, coming from our 10 Montana teacher preparations programs, have shown a decline of 21.47% since the 2015-2016 school year.

We must look to the future to support and encourage teachers while alleviating the burden our Montana teachers have faced. I would also like to thank all the legislators who worked to pass the TEACH Act, giving our new teachers a higher starting salary. The flexibilities I have laid out such as licensing flexibilities, the teacher residency program, and the teacher leader academy go hand in hand with the TEACH Act, encouraging new and current teachers to fill classrooms in Montana. All solutions for hiring, growing, and maintaining the highest quality educators must be on the table as we put Montana students first. There are 94 school districts across 33 counties participating in the TEACH Act's incentivized pay program. Every teacher in the participating counties will receive an extra $3,472 in the 2023 fiscal year.

Teacher Residency Program:
As State Superintendent understanding that teacher recruitment needs to be a top priority in our state, I created the Montana Teacher Residency Demonstration Project. This first-of-its-kind undergraduate program in Montana will help recruit, prepare, support, and retain K-12 teachers. This innovative new teacher preparation will provide a stipend for a full year in-classroom experience, possible district-provided housing, and teacher leader coaching to ensure student success.

The Montana Teacher Residency Demonstration Project is a full-year program that prepares education undergraduate majors to be effective teachers. The resident teacher, through classroom coaching by an effective teacher-leader, with support from the university and community, is a model for success for retaining quality teachers. The Montana Teacher Residency Demonstration Project begins in the fall of 2022 with a minimum of 8 demonstration schools, 16 resident teachers, and 16 teacher-leaders.

The program will begin with a two-week summer institute, followed by a year of residency under a teacher-leader in a school setting. The resident will participate in Office of Public Instruction (OPI) sponsored summits during the year while successfully completing undergraduate coursework toward their bachelor's degree from the Montana University System. Residents receive a stipend during the residency year, partial tuition support, along with district-provided housing. Resident teachers will commit to teaching in a Montana high-needs school district for a minimum of two years.

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

Teacher Leader Academy:
The Teacher Leader Academy is designed to empower teacher leaders to stay in the classroom, not move into administration. Qualities of teacher leaders include high-level classroom practitioner, active engagement in the profession, passion, commitment to excellence, and readiness to re-imagine the profession.

Flipping the script on what it means to advance professionally, the Teacher Leader Academy re-imagines career advancement as not just vertical but also as expanded impact and influence. The Academy recognizes that teacher leaders have extensive training and skills in curriculum, pedagogy, and instructional methods. The Academy brings a roster of faculty that includes

renowned scholars and leading practitioners from Montana and across the country. Participants work closely with Academy faculty and their K-12 peers to practice teacher leader skills and competencies focused around leadership, engagement, influence/advocacy, problem-solving, and the lessons learned from teaching and leading in a pandemic riddled environment.

For more information, please contact Tristen Loveridge at tristen.belnap@mt.gov or (406) 444-5643.

ESSER and EANS:

From our schools, as of February 2022, a total of 305 applications for ESSER grant funding have been approved under ESSER I, and 310 have been approved under ESSER II.

- There have been 317 ESSER applications submitted under ARP ESSER, with 290 approved.
- The total expended budget by School District or LEA is $32,320,046 of $41,295,230 for ESSER I, $42,805,536 of $170,099,465 under ESSER II, and $14,610,536 of $382,019,236 under ESSER III.

For more information, visit the information page on the OPI website or contact Wendi Fawns at wendi.fawns@mt.gov.

The state of Montana received the CRRSA Emergency Aid to Nonpublic Schools (EANS) I award in the amount of $12,816,385 and received the ARP EANS II award of $12,063,324.

- It is estimated that the total awarded under EANS I will be $6,522,933, with the remainder reverting to the Gov. Emergency Education Relief Fund (GEER).
- The EANS II award is still open for new applicants to submit an Intent to Apply. Information is available on the website. These are the parameters for the EANS II funds that nonpublic schools must meet to qualify for this award:
    1. Ability to show they are servicing a population that meets at least a 40% poverty level, and
    2. Living in an area in Montana that has been severely impacted by COVID.

For more information, visit the information page on the OPI website or call Janey Salomon, EANS Program Manager, at (406) 410-1246.

More information will be available per school district allocation.

MILP and ILIP:

I have been working with the OPI's Tribal Relations and Resiliency Unit to organize and administer the Montana Indian Language and Culture initiatives to develop a centralized hub of access and support for these vital efforts. This will allow for improved access for students in our school districts across the state.

I am excited to promote and celebrate the language legacy and cultural strength of Montana's Tribal Nations. Administration of the Montana Indian Language Program (MILP) was transferred from the Department of Commerce to the OPI. The Indian Language Immersion Program (ILIP) is a powerful effort happening in two schools with plans to expand to other districts across the state. The Class 7 American Indian Language and Culture Specialist certification is another very important aspect of this effort which is being updated to expand the positive influence of this historical licensure for our state.

The new American Indian Language and Culture webpage will educate and promote language and cultural efforts while highlighting the historical resolve of our Tribes and State around indigenous language and culture. This website will include the ability to share information on language apps, resources, and events while showcasing the efforts of those in the field, both past, and present.

MILP:
Monthly meetings will be held to share the good work from each program, build relationships, support, and collaborations going forward. The MILP team has been working with the Montana Historical Society to organize efforts and better understand the archival material and how to improve access to these materials for educational purposes.

Indian Language Immersion Program (ILIP):
Funding was awarded on November 10, 2021, for the Immersion programs in Browning and Crow Agency.

Browning School District has been allocated $57,850.01 and has identified 117 students participating in ILIP. There are 6 immersion teachers and 4 Blackfeet Native American Studies teachers that incorporate the Blackfeet Language in their classrooms 50% of the time, covering all subjects. The immersion program expands from K-6th grade. The following schools participate in the immersion program:

- KW/Vina
- Browning Elementary
- Napi Elementary
- Browning Middle School

Crow Agency School District has been allocated $39,119.99 and has identified 101 student participants. Crow has a cohort model with preschool through 5th-grade students. The teacher visits with the students in the Apsaalooke language. All classrooms in the school have a traveling teacher who utilizes the conversational teaching methodology along with the Plains Sign Language, or Physical Response Technique. Approximately 50% of the Crow tribe is fluent and bilingual, yet most are over the age of 40. They are working to revitalize their language and have established partnerships with:

- Other Crow Reservation schools
- Little Big Horn College
- The Crow Tribal Government
- The Crow Language Consortium

For more information, please contact Matt Bell at matthew.bell@mt.gov or (406) 431-6626 or Don Wetzel at dwetzel2@mt.gov or (406) 444-4527.

Maintenance of Equity:
Montana state's public school funding formula distributed to approximately 400 public school districts was accepted after months of negotiations with the US Department of Education (USED). The American Rescue Plan Act (ARP) of 2021, enacted on March 11, 2021, contained a new federal mandate as a requirement for receiving Elementary and Secondary School Emergency Relief (ESSER III) COVID-19 funds. This new federal calculation depends on an annual student enrollment that conflicted with Montana's complex school funding formula, which strives for the equitable distribution of state funding to public school districts as required by Article X of the Montana Constitution.

The Montana state funding formula is unique as it is driven by prior year student enrollment and a 3-year average. The formula has specific components that safeguard Montana's very rural schools and allow for student enrollment changes.

Funding Components:

- Per-ANB Entitlement
- Special Education Allowable Cost Payment
- Data for Achievement
- Indian Education for All
- Quality Educator
- At-Risk Student
- American Indian Achievement Gap
- Basic Entitlement

Through negotiations, a new FAQ was released that allowed for a reasonable level of tolerance for very small school districts. This permitted Montana the ability to have small schools funded fairly, based on a variation of tolerance, over the federal formula. The Office of Public Instruction (OPI) drafted and worked with the USED to create a two-tiered variance from the federal formula for small schools, which was subsequentially accepted by the USED on February 1, 2022.

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

CSCT – Student Mental Health Services:

As of February 23, 2022, 48 school districts have signed onto the CSCT MOU, our website is updated every Monday with a current list of districts. DPHHS and OPI worked with districts that had Board meetings past the February 11th deadline and accepted MOUs through the 15th. If the participating district submitted the match payment in addition to the signed MOU by the 15th OPI and DPHHS released submitted January claims for reimbursement.

The legislature moved the administration of Medicaid-Medicare and CHIP services, in schools, to the Office of Public Instruction (OPI). Services have included but are not limited to School-Based Outpatient Therapy services, CSCT, and Medicaid-Medicare appeals by schools on audits. In addition, the OPI has pursued grants to support mental health services in schools, such as the SAMSHA grant. The SAMSHA wraparound grant services end March 31, 2022. SAMSHA currently provides referrals to:

- mental health services
- navigation of resources
- coordination of services
- development of professional and natural supports
- one-on-one family and youth mental health planning
- motivational interviewing to engage youth and families in setting goals
- training for principles of wraparound services delivery community-wide
- Suicide intervention training for students, schools, and communities
- Trauma-Informed Care/Restorative Practices and Relational Circle training for schools and stakeholders
- development of system-wide mental health supports
- community-wide crisis response team development and family and youth engagement in the mental healthcare decision-making systems.

More of our Montana Schools are looking to expand School-Based outpatient therapy (SBOT) services. Districts report that this is a simpler model for them than CSCT and does not require an intergovernmental transfer (IGT) of funds to serve children and families. CSCT has gone through changes, and with the new IGT model, 43 districts have an IGT-MOU in place. This represents 87% of the districts with CSCT services at the beginning of the 2021-2022 school year. During the first claims cycle that required districts to provide the state match, 29 districts submitted a district match to meet the necessary Center for Medicaid-Medicare services state-mandated match to receive federal funds for claims.

The OPI is pleased to announce the employment of Crystal Hickman as our School Mental Health Support Services Coordinator. One of the first significant goals she will coordinate is developing a field team to work on school-based mental health solutions for our students. The first session of this team is on March 16, 2022.

The next monthly meeting with districts offering CSCT services is Monday, February 28, 2022, at 11:00 a.m. Support also continues to be provided to districts individually.

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

Accountability Addendum:

Due to the waivers that Montana received from the accountability requirements of the Elementary Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year, we have not implemented all aspects of the statewide accountability system or identified schools for support and improvement since fall 2019. In this waiver, Montana requested one-time adjustments due to the COVID-19 pandemic:

- Shifting timeline for long term goals and measurements of interim progress forward by two years;
- Using non-consecutive 3 years of data (2019, 2021, and 2022) for annual Targeted Support and Improvement (TSI) identification for School Year 2022-2023.
- Not counting 2019-2020 or 2020-2021 in the four-year limit to exit Comprehensive and Support Improvement (CSI) status, allowing schools additional time to exit before additional requirements are imposed;
- Allowing schools identified CSI in Fall 2022 to exit after one year.

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

INFORMATION

ITEM 4

GOVERNOR'S OFFICE REPORT

Lt. Governor Kristen Juras

OFFICE OF THE GOVERNOR

STATE OF MONTANA

Greg Gianforte
GOVERNOR

Kristen Juras
LT. GOVERNOR

DATE: March 4, 2022
TO: Montana Board of Public Education
FROM: Dylan Klapmeier, Governor's Education Policy Advisor
RE: Governor's Office updates for the March 2022 Board of Public Education meeting

School Visits

Governor Gianforte has visited several K-12 schools across Montana since the last BPE meeting with a focus on CTE as he proclaimed February "CTE Month". Visits included:

- Red Lodge High School to celebrate the grand opening of their CTE center
- Park High School in Livingston
- Whitehall High School
- Elysian Elementary in Billings to give students the Spirit of Montana Award for making gift bags for healthcare workers
- Hosted St. Regis students and teachers visiting the Capitol

Work-Based Learning Initiatives

The Governor's Office and DLI continue to proactively work with local high schools, employers, and colleges to establish work-based learning pilots while educating school trustees and administrators about their ability to free seat-time and declare course-equivalency under HB 246 (2021). One successful example already up and running is with Glasgow High School and some other eastern Montana schools with Miles Community College and area long-term care facilities. Students are taking MCC's online Certified Nursing Assistant courses while training in their local long-term care facilities and getting high school credit. Additional pilots are being explored as well as funding and programs to support them. We welcome any feedback from Board members on pilot opportunities.

WIOA/SWIB Update

The Governor's Office and DLI along with other state partners including OPI, OCHE, DPHHS, and Commerce are finalizing amendments to Montana's federal Workforce Innovation and Opportunity Act state plan and putting it out for public comment soon. Additionally, the Governor has fully appointed the State Workforce Innovation Board which will have its first meeting of the year in April to begin working on the state's workforce development goals. SWIB will serve as a leading entity in coordinating statewide efforts between schools, state partners, and industry to expand workforce development opportunities.

STATE CAPITOL • P.O. BOX 200801 • HELENA, MONTANA 59620-0801
TELEPHONE: 406-444-3111 • FAX: 406-444-5529 • WEBSITE: WWW.MT.GOV

Education Commission of the States

Montana's Education Commission of the States team met with ECS leadership for the first time this year on March 2nd for an overview of national education priorities within Governor's state of state addresses and legislatures across the country right now that might help inform Montana's legislative approach to similar topics. Areas identified by ECS included:

- Teacher recruitment and retention
- Youth mental health
- Learning loss from COVID-19 and the future role of remote learning in education
- Uses for federal COVID relief funding for education

Montana's current ECS Commissioners:

- Governor Gianforte
- Superintendent Arntzen
- Senator Dan Salomon
- Rep. Brandon Ler
- Allison Horne, 1st grade teacher in Helena
- Tim Tharpe, Savage Public Schools Trustee
- Craig Smith, VP Fort Peck Community College

JMG

Last year, the Governor joined the national Board of Directors for Jobs for America's Graduates of which Jobs for Montana's Graduates at DLI is an affiliate. JMG is currently in around 50 middle and high schools. The Governor and DLI are planning a campaign for this spring to get JMG into more schools because the model has a proven track record of success, especially for at-risk students. JMG students have around a 95% graduation and post-secondary placement rate. DLI is currently speaking with MSDB and Pine Hills to see if JMG would be a good fit for their students which could showcase the success of the program to students statewide.

Governor Education Meetings

The Governor has met one-on-one with each of the Regents. The Governor's scheduler, Anna Fiedler, will be reaching out to each Board Member in the near future as he would like to meet with each of you to discuss your priorities and his priorities for the Board in the coming years. Additionally, the Governor had a productive meeting with the new director of the Digital Academy where they discussed the opportunity for the Digital Academy to modernize and serve more students as hybrid learning grows.

CSPAC-Educator Code of Ethics

Lt. Governor Juras will be attending the Board meeting on March 10th on behalf of the Governor and will update the Board on the Office's position.

INFORMATION

❖ MSDB LIAISON – (Items 5-6)

Mary Heller

ITEM 5

MSDB REPORT

- **MSDB 2022-2023 Academic Calendar – First Reading**
- **First Reading of MSDB Policies: 5120, 5120F, 5120P, 5122, 5122F**

ACTION ITEMS:

- **Action on Out of State Travel Request**
- **Action on Personnel Items**
- **Action on MSDB Policy 1910**

Paul Furthmyre

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

Agenda Action Items:

1. **Personnel Action Report**
   3 Resignations
   2 Hires

2. **Policy Updates**
   1910 Personnel Use of Leave (Updated to show legal review)
   5120 Hiring Process and Criteria
   5120F
   5120P
   5122 Fingerprints and Criminal Background Investigations
   5122 F

3. **Out of State Travel**
   Class of 2022 Senior Trip - Salt Lake City, UT
   Carol Clayton-Bye APH Trustee Meeting - Louisville, KY

Attached Documents:

- Personal Action Report
- Policies 1910, 5120, 5120F, 5120P, 5122, 5122F
- Policy 5121
- Out of State Travel Forms
- MSDB Committee Minutes
- MSDB Broadband and Streaming Project Proposal
- MSDB Allocation Balance as of 2/13/2022
- MSDB Foundation Account Balance as of 12/31/2022
- Current Enrollment Numbers as of 2/18/2022

MSDB Personal Action for BOPE Meeting
March Meeting 2022

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

Retirement

Resignation

Darien McEwen -- PT Paraprofessional	1 Year of Service
Rhea Baylor – LPN Nurse	19 Years of Service
Ruben Ulibarri – PT Maintenance	2.5 Years of Service

Hire

Heidii Fettinger – Literacy Coach (Grant Funded)
Edward Andrew Jackson – FT Paraprofessional

Positions open at MSDB Currently

LPN Nurse (2)
FT Paraprofessional
PT Paraprofessional
PT Maintenance
FT Interpreter (Will be held open)
School Psychologist

Montana School for the Deaf and the Blind
COVID-19 EMERGENCY MEASURES

Montana School for the Deaf and the Blind has adopted the protocols outlined in this policy to govern ~~during the term of the declared public health emergency~~ leave options related to the impact of COVID19 on employees of Montana School for the Deaf and the Blind. Policy 1910 will be in effect as long as ESSER III are funds available to the district. The superintendent or designated personnel are responsible for providing notice of this Policy 1910 and are authorized to implement this policy.

Montana School for the Deaf and the Blind Leave

Montana School for the Deaf and the Blind staff may utilize accumulated leave granted in accordance with Montana law, Montana School for the Deaf and the Blind policy, a Collective Bargaining Agreement, or applicable Memorandum of Understanding through the regular procedures governing the type of leave requested.

Federal Law Controls Federal Leave Provisions

The Board of Public Education has adopted this policy and related forms on the referenced date based on the law and available federal and state guidance as of the date of such adoption. Federal and state guidance can change following adoption of this policy and forms. To the extent that any subsequently adopted guidance or federal regulation or other controlling interpretation of the law results in a conflict between such guidance, regulation or controlling interpretation and this policy or forms, the provisions of the guidance, regulation or controlling interpretation controls to the extent of any such conflict. Montana School for the Deaf and the Blind shall take reasonable steps to ensure that staff are notified of any change in guidance or federal regulation or other controlling interpretation of the law that creates a conflict with any provision of this policy of forms.

Duration of Paid Sick Leave

For the purposes of this policy, if any federal or state leave becomes available to The Montana School for the Deaf and the Blind employees; this policy will be suspended until that leave is no longer available.

The paid sick leave will not be paid for using The Montana School for the Deaf and the Blind's state general budget. The funding will come from ESSER III money provided to the district. ~~This policy will be suspended when that money has been depleted.~~

Emergency Paid Sick Leave
Employees may be eligible for one week of paid sick leave capped at 40 hours. In order to be eligible for the 40 hours of paid sick leave, employees must not have used more than 40 hours

from the Families First Coronavirus Response Act (FFCRA). If an employee did not use 40 or more hours, they are eligible for any remaining hours up to the 40 hours capped by this policy.

Employees may be eligible for paid sick leave at the employee's regular rate of pay when the employee is unable to work because the employee has been placed into isolation as a result of receiving a positive COVID-19 test. Employees may be eligible for paid sick leave at 2/3 the employee's regular rate of pay when the employee is unable to work because the employee has been quarantined in accordance with a Federal, State, or local government order or advice of a healthcare provider, and/or experiencing COVID-19 symptoms and seeking a medical diagnosis.

Employees may be eligible for paid sick leave at 2/3 the employee's regular rate of pay when the employee is unable to work because of a bona fide need to care for an individual subject to isolation and/or quarantine in accordance with a Federal, State, or local government order or advice of a healthcare provider, or to care for a child under 18 years of age whose school or child care provider is closed or unavailable for reasons related to COVID-19

Once the employee uses all 40 hours of paid leave, FFCRA and Emergency Paid Sick Leave combined, the staff are no longer eligible for paid sick leave under this policy.

Eligible employees may request leave available by completing Policy 1910F1 – Emergency Paid Sick Leave

Cross Reference:	Policy 1910F1	Emergency Paid Sick Leave Form
	Policy 1910F2	Emergency Family Medical Leave Form
	Policy 1909	Human Resources and Personnel

Legal Reference:

Policy History:
Adopted on: 11/28/21
Reviewed on:
Revised on:

MONTANA SCHOOL FOR THE DEAF AND THE BLIND - EMPLOYEE REQUEST FORM EMERGENCY PAID SICK LEAVE

Employees may be entitled to Emergency Paid Sick Leave if the employee satisfies eligibility standards. Employees can complete this form and submit it or any questions to the Superintendent.

Employee Name: _____

Mailing Address: _____ E-mail: _____

Home Phone Number: _____ Alternate Phone Number: _____

Anticipated Begin Date of Leave: _____ Expected Return to Work Date: _____

EMPLOYEE REQUEST FOR LEAVE AT FULL PAY

Employees satisfying the standards noted below are eligible for up to 40 hours paid at the employee's full regular compensation rate. For a part-time employee it is the number of hours equal to the average number of hours that the employee works over a typical two-week period. Please follow the related instructions.

- I have not previously used more than 40 hours of the Families First Coronavirus Response Act (FFCRA).

I am unable to work or telework for the following reasons:

- I am isolated due to a positive COVID-19 exam.

Please attach the applicable government order or documentation from the medical provider corresponding to the item.

EMPLOYEE REQUEST FOR LEAVE AT 2/3 PAY

Employees satisfying the standards noted below are eligible for 40 hours pay at 2/3 of the employee's regular compensation rate. For a part-time employee it is the number of hours equal to the average number of hours that the employee works over a typical two-week period.

- I have not previously used more than 40 hours of the Families First Coronavirus Response Act (FFCRA).

I am unable to work or telework for the following reasons:

- I am subject to quarantine pursuant to Federal, State, or local government order or advice of a healthcare provider.
- I need to care for an individual subject to quarantine pursuant to Federal, State, or local government order or advice of a healthcare provider. I represent that no other person will be providing care for the individual during the period for which I am receiving Emergency Paid Sick Leave.

Name(s) of the individual(s) being cared for: _____

Please attach the applicable government order or documentation from the medical provider corresponding to the item selected.

Section Continued from previous page

- I need to care for my child under age 18 because my child's elementary or secondary school, childcare provider, or child's place of care has been closed or is unavailable due to a public health emergency. During this period of unavailability or closure, I represent that no other person will be providing care for my child during the period for which I am receiving Emergency Paid Sick Leave.

Name(s) and Age(s) of Child or Children: _____

If the age of one or more of the child is between 14 and 18, the following special circumstances exist requiring me to care for the child during daylight hours: _____

Please attach notice or documentation related to the unavailability of the school, daycare, place of care or person providing care to the child. The School District reserves the right to request confirmation regarding the nature of the closure or unavailability.

SUPPLEMENT 2/3 PAY WITH ACCRUED DISTRICT LEAVE

An employee on Emergency Paid Sick Leave at 2/3 pay as noted above, may choose to supplement the 2/3 pay provided through Emergency Paid Sick Leave with accrued District leave to earn full compensation. Please indicate if you would like to use paid leave during your Emergency Paid Sick Leave absence to supplement your 2/3 Emergency Paid Sick Leave compensation. Requested leave is subject to availability based on confirmation by the School District.

• Vacation: _____Hours • Sick Leave: ____Hours • Personal: ____Hours

EMPLOYEE CERTIFICATION AND SIGNATURE

I certify that the above information is accurate and complete. I understand that if I fail to report for work on or before the scheduled return date indicated above or fail to communicate changes in the schedule with my supervisor, I may be subject to discipline in accordance with School District Policy.

Employee Signature: _____ Date: _____

FOR SCHOOL DISTRICT USE ONLY

Request Received By: _____Date: _____

Leave Approved By: _____Date: _____

Period of Leave: _____

Duration and Type of Supplemental Leave to Earn Fully Pay Approved:_____

Previous Hours of FFCRA and/or EPSL _____

The School District will retain all records related to this leave request for at least 4 years for auditing purposes.

Montana School for the Deaf and Blind
PERSONNEL SERIES

Hiring Process and Criteria **5120**

~~The Superintendent~~ The Board of Public Education and Superintendent/administrator will determine the screening and hiring process upon the existence of each vacancy~~. is responsible for recruiting personnel, in compliance with Board policy, and for making hiring recommendations to the Board. The principal and dean of students will initially screen applicants for Education and Student Services program positions~~ The Montana School for the Deaf and the Blind will hire ~~highly qualified~~ personnel appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules, consistent with budget and staffing requirements and will comply with Board policy and state law on equal employment opportunities and veterans' preference. All applicants must complete a ~~School~~ State of Montana application form to be considered for employment.

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

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

Certification

The ~~District~~ Montana School for the Deaf and the Blind requires ~~it's~~ contracted certified staff to hold valid Montana teacher or specialist certificates endorsed for the roles and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. No salary warrants may be issued to a staff member, unless a valid certificate for

the role to which the teacher has been assigned has been registered with the county superintendent within sixty (60) calendar days after a term of service begins. Every teacher and administrator under contract must bring their current, valid certificate to the personnel office at the time of initial employment, as well as at the time of each renewal of certification.

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

Reference Checks

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

Cross Reference:	5122	Fingerprints and Criminal Background Investigations
Legal Reference:	§ 20-4-202, MCA	Teacher and specialist certification registration
	§ 39-29-102, MCA	Point preference or alternative preference in initial hiring for certain applicants – equivalent selection Procedure

Policy History:
Adopted on: 10/14/1992
Reviewed on:
Revised on: 5/11/2006

Montana School for the Deaf and the Blind

Montana School for the Deaf and the Blind

3911 Central Ave
Great Falls, MT 59405

Determination of Eligibility for Hire - Policy 5120F

(Date)

RE: [NAME OF APPLICANT]

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

Name Date of Birth

☐ **Meets eligibility criteria**
☐ **Does NOT meet eligibility criteria**

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

Determination Completed By:

Signature Printed Name

Title Date

Privacy Act Statement - Policy 5120F

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

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

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

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

As of 03/1/2021

~~School District~~ Montana School for the Deaf and the Blind
Determination of Eligibility for Hire

			Fingerprint/Criminal History Check			
Name	Date of Birth	Position Applied for	Date Received	Meets Eligibility Criteria	Does NOT Meet Eligibility Criteria	Date Determination Completed

Determination of Eligibility has be completed by

Signature Printed Name

Montana School for the Deaf and Blind
PERSONNEL SERIES

Federal Background Check Fingerprint and Information Handling Procedure **5120P**

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

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

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

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

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

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

LASO

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

Access of CHRI

All background results are received by Superintendent, Business Manager and the Executive Secretary through the State File Transfer Service. Results are printed and stored in a locked filing cabinet in the business office until a determination for employment is made. Only authorized personnel that have undergone Privacy and Security Information have access to printed criminal history record information. Authorized recipients of CHRI include Superintendent, the Business manager and Executive Secretary.

Printed background checks are reviewed by the Superintendent and a determination form is completed. If any adverse results are present on the background check, it is given to the Superintendent, and for final determination of eligibility. The Montana School for the Deaf and the Blind utilizes a determination form and the CHRI is then shredded.

Determination Procedures

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

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

Retention and Storage Procedure

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

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

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

Dissemination Procedure

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

Destruction Procedure

At the end of the retention and storage period outlined in this document, all CHRI and related information is shredded in house by LASO

Applicant procedures for challenging or correcting their record

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

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

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

Policy and procedures for misuse of CHRI

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

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

Training Procedure

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

Policy History:
Adopted on:
Reviewed on:
Revised on:

Montana School for the Deaf and Blind
PERSONNEL SERIES

Fingerprints and Criminal Background Investigations **5122**

It is the policy of the Board of Public Education that any finalist recommended for hire ~~or appointment~~ to a paid or volunteer position with The Montana School for the Deaf and the Blind ~~that involves~~ involving regular unsupervised access to students in ~~the school or cottages~~, schools, as determined by the Superintendent, shall submit to ~~a fingerprint-based national criminal history background check conducted by the Federal Bureau of Investigation prior to consideration of the recommendation for employment.~~ a name-based and fingerprint criminal background investigation conducted by the appropriate law enforcement agency prior to consideration of the recommendation for employment or appointment by the Board of Public Education.

~~The~~ Any requirement of an applicant to submit to a fingerprint background check shall be ~~consistent~~ in compliance with the ~~National Child Protection Act of 1993~~ Volunteers for Children Act of 1998 and applicable federal regulations. If an applicant has any prior record of arrest or conviction by any local, state, or federal law enforcement agency, ~~including conviction following a plea or nolo contendere, a contendere, a conviction in which the sentence is suspended or deferred or any other adjudications treated by the court as a conviction,~~ for an offense other than a minor traffic violation, ~~the record~~ the facts must be reviewed by the Superintendent, who shall decide whether the applicant shall be declared eligible for ~~employment or appointment~~ appointment or employment in a manner consistent with the expectations and standards set by the Board of Public Education. ~~Arrests resolve without conviction shall not be considered in the hiring process unless the charges are pending.~~

~~Applicants to MSDDB~~ The following applicants for employment, as a condition ~~of to the following positions, must authorize in writing and submit to a fingerprint-criminal background investigation.~~ for employment, will be required, as a condition of any offer of employment, to authorize, in writing, a name-based and fingerprint criminal background investigation:

- ~~All employees in all program areas* at the Great Falls campus of~~ A certified employee seeking full- or part-time employment with The Montana School for the Deaf and the Blind;
- ~~All employees of the MSDB Education Program's Outreach Services Division*;~~ A non-certified or classified employee seeking full- or part-time employment with The Montana School for the Deaf and the Blind;
- ~~All substitute teachers*, teacher assistants, interpreters and cottage life attendants;~~ An employee of a person or firm holding a contract with The Montana School for the Deaf and the Blind, if the employee is assigned to the Montana School for the Deaf and the Blind;
- ~~Any~~ A volunteer assigned ~~within the education or residential program who has regular, unsupervised access to students~~ to work in The Montana School for the Deaf and the Blind, who has regular unsupervised access to students; and Substitute teachers.

~~Additionally, employees of contracted service providers or MSDB Foundation employees in the following positions, as a condition for approved access to the MSDB campus and facilities, must authorize in writing and submit to a fingerprint criminal background investigation:~~

~~• Any employee of the MSDB Foundation, Inc., who is assigned to MSDB and has regular, unsupervised access to students;~~

~~• Any employee of a person or firm holding a contract with MSDB, if the employee is assigned to the School and has regular, unsupervised access to students~~

~~The requirement that an applicant submit to a fingerprint background check shall be consistent with and in compliance with the National Child Protection Act of 1993 and the volunteers for Children Act of 1998 and applicable federal regulations.~~

~~Each applicant or employee who has been asked to submit to a fingerprint-based background check is entitled to:~~

~~• Obtain a copy of any background check report;~~

~~• Challenge the accuracy and completeness of any information contained in any such report;~~

~~• And, obtain a prompt determination as to the validity of such challenge before a final determination is made by the Superintendent.~~

~~**A fingerprint-based, national criminal history, background check is completed on all teachers, specialists and administrators who hold a valid Montana license initially issued after January 1, 2003*~~

Cross Reference:

Legal Reference:	§ 44-5-301, MCA	Dissemination of public criminal justice information
	§ 44-5-302, MCA	Dissemination of criminal history record information that is not public criminal justice information
	§ 44-5-303, MCA	Dissemination of confidential criminal justice information – procedure for dissemination through court
	10.55.716, ARM	Substitute Teachers
	105-251, Public Law	Volunteers for Children Act

Policy History:
Adopted on: 7/18/2003
Reviewed on:
Revised on:

Applicant Rights and Consent to Fingerprint – Policy 5122F

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for employment or a license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below.

- You must be provided written notification1 by_____that your fingerprints will be used to check the criminal history records of the FBI.
- You must be provided, and acknowledge receipt of, an adequate Privacy Act Statement when you submit your fingerprints and associated personal information. This Privacy Act Statement should explain the authority for collecting your information and how your information will be used, retained, and shared.
- If you have a criminal history record, the officials making a determination of your suitability for employment, license, or other benefit must provide you the opportunity to complete or challenge the accuracy of the information in the record.
- The officials must advise you that the procedures for obtaining a change, correction, or updating of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the employment, license, or other benefit based on information in the criminal history record.2

You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.3 If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge.

If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at https://www.fbi.gov/services/cjis/identity-historysummary-checks .

If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI at the same address as provided above. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency.

If a change, correction, or update needs to be made to a Montana criminal history record, or if you need additional information or assistance, please contact Montana Criminal Records and Identification Services at DOJCRISS@mt.gov or 406-444-3625.

Your signature below acknowledges this agency has informed you of your privacy rights for fingerprint-based background check requests used by the agency.

Signed: _____ _____

Name Date

1 Written notification includes electronic notification but excludes oral notification.
2 See 28 CFR 50.12(b).
3 See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).

NCPA/VCA Applicants

To: _____

You have applied for employment with, will be working in a volunteer position with, or will be providing vendor or contractor services to (write in Agency or Entity name)_____
for the position of (please be specific)_____.

The National Child Protection Act of 1993 (NCPA), Public Law (Pub. L.) 103-209, as amended by the Volunteers for Children Act(VCA), Pub. L. 105-251 (Sections 221 and 222 of Crime Identification Technology Act of 1998), codified at 42 United States Code (U.S.C.) Sections 5119a and 5119c, authorizes a state and national criminal history background check to determine the fitness of an employee, or volunteer, or a person with unsupervised access to children, the elderly, or individuals with disabilities.

1. Provide your name, address, and date of birth, as appears on a document made or issued by or under the authority of the United States Government, a State, political subdivision of a State, a foreign government, a political subdivision of a foreign government, an international governmental or an international quasi-governmental organization which, when completed with information concerning a particular individual, is of a type intended or commonly accepted for the purpose of identification of individuals. 18 U.S.C. §1028(D)(2).
2. Provide a certification that you (a) have not been convicted of a crime, (b) are not under indictment for a crime, or (c) have been convicted of a crime. If you are under indictment or have been convicted of a crime, you must describe the crime and the particulars of the conviction, if any.
3. Prior to the completion of the background check, the entity may choose to deny you unsupervised access to a person to whom the entity provides care.

The entity shall access and review State and Federal criminal history records and shall make reasonable efforts to make a determination whether you have been convicted of, or are under pending indictment for, a crime that bears upon your fitness and shall convey that determination to the qualified entity. The entity shall make reasonable efforts to respond to the inquiry within 15 business days.

Your Name: _____
First Middle Maiden Last

Date of Birth: _____

Address: _____

_____
City State Zip

I have been convicted of, or am under pending indictment for, the following crimes [include the dates, location/jurisdiction, circumstances and outcome]:

I have not been convicted of, nor am I under pending indictment for, any crimes

I authorize Montana Department of Justice, Criminal Records and Identification Services Section to disseminate criminal history record information to_____.

_____
Signature of Applicant Date

MSDB
PERSONNEL

Professional Staff Appointments and Salaries 5121

The Board of Public Education authorizes the Superintendent of the Montana School for the Deaf and Blind to appoint professional staff subject to Board confirmation and consistent with professional practices and standards within the specialized fields. At the April Board meeting each year the Superintendent will submit to the Board for approval a listing of all professional personnel by name, position, contract days, employment base, if other than Great Falls, and salary.

The Superintendent shall submit a staffing pattern and job description for each administrative staff member with the April quarterly report each year.

Policy History:
Adopted on: 10-14-92
Revised on:

Working with MTSBA on whether updated policy is available. Will bring to board in May 2022

2.18.22

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STATE OF MONTANA

REQUEST AND JUSTIFICATION FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name	2) Division
Montana School for the Deaf and Blind	

3) Org Number	4) Name of Person(s) Traveling/Employee ID#
	Lynda Loney 006464 Trevor Morse

5) Justification

Senior trip for the Class of 2022
(Paid through fundraisers and the foundation)

6) Itinerary

Destination: Salt Lake City, Utah

Travel Dates: May 15, 2022 to May 24, 2022 or May 17,2022 to May 23, 2022

7) Estimated Costs

Transportation $ 0 Meals $ 1,890 Lodging $ 1,600 Other $ 700

Total estimated cost $ 4,200

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

Drive to Fairmont stay in a cabin. Drive to Salt Lake stay in a hotel (haven't made reservations yet) Activates: Zoo, Boondocks, Lagoon and the Aquarium. We won't have the exact date until Lagoon put's out their schedule. We will be driving a state van.

8) Submitted By	Title	Date
Lynda Loney and Trevor Morse	2022 Class Sponsors	Feb 9, 2022

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

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

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name	2) Division
Montana School for the Deaf and the Blind	MSDB Outreach/ ExOfficio Trustee

3) Org Number	4) Name of Person(s) Traveling/Employee ID#
	Carol Clayton-Bye

5) Justification

It was brought to my attention at the January ExOfficio Trustee (EOT) meeting that our next meeting will be held in person in Louisville Kentucky in April . I do not have exact information from the American Printing House (APH) for the Blind except that they are working on details for the EOTs to meet in person. APH will be paying this travel for all EOTs.

6) Itinerary

Destination: Louisville Kentucky

Travel Dates: April 2022

7) Estimated Costs

Transportation $ 0 Meals $ 0 Lodging $ 0 Other $ 0

Total estimated cost $

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

8) Submitted By	Title	Date
Carol Clayton-Bye	Outreach Director/MT EOT	1/20/22

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

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

REVISED 11/17

Bi-Monthly MSDB Executive Committee Meeting

BOPE Meeting – February 17, 2022
Those in attendance - Paul Furthmyre, Jim Kelly, Carol Clayton-Bye, Donna Schmidt, Julie-Dee Alt, McCall Flynn, Mary Heller, Tammy Lacey, Yvette Smail
Note Taker – Paula Mix
Approval of Agenda

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

Future Agenda Items:
Policy 5120, 5122, 5121
Final Calendar Selected

Administration
- New Hires
  - Resignations
    - Darien McEwen - PT Paraprofessional
    - Rhea Baylor - LPN Nurse
    - Ruben Ulibarri - PT Maintanence
  - New Hires
    - Heidii Fettinger – Literacy Coach (Grant Funded)
    - Edward Andrew Jackson – FT Paraprofessional
  - Positions open at MSDB
    - Para- interviewed, offered and have not accepted
    - Don't work thru the summer it turns them away
- Nursing Situation
  - Zero Applications- Advertising for awhile
  - Have CMA Interest
    - Working with state on CMA
  - Current Descriptions
  - RN
  - LPN
  - Working with the State to see if we can have CMA's work for us
  - Would Need Union Approval As Well
- Policy Information
  - Action Items (Policy Updates)
    - Policy 1910
      Lawyer made minium changes
    - Policy 5120 (1st)
      CHRIS audit suggested we make these changes to our Policies

        - Policy 5120P (1st)
          New - fingerprint background check
          Tammy- first paragraph it says school district and you probably want to change that toMSDB
        - Policy 5122 (1st)
          Fingerprint Policy - three of us that receive the results
    - Policy 5121
        - **Paul-** goes to Tammy's question back in November. Why don't we bring up the names of all salaried employees in front of the board yearly?
        - We will start to follow this policy today
        - This was created in 1992 and we don't meet in April. Do we want March or May for the wording.
        - **Tammy-** this is for the upcoming year? May you have more staffing hired. If you were replacing teachers, they'd be included on the list. But if you're non renewing, or dismissing, there's deadline dates, that may be too late for that.
        - **Paul-** I was thinking March is better to get that initial list out. And then we can always add anybody if we need to in May or July.
        - **McCall-** you may want to put it yearly or at a yearly board meeting you don't have to continue to change this policy
        - **Paul-** will make the change and put it on the May meeting for the first reading
    - Admin Job Description
        - Superintendent
        - Paul- McCall can you make sure this is up to date
        - Principal
        - Business Manager
        - Dean of Students
        - Outreach Director
    - Professional Staff Salary
        - **Tammy-** did you check the current MTSBA current policy for this number?
        - **Paul-** I have not but I certainly will
        - **Tammy-** I think it's changed since 1992. Not sure this all has to be on the agenda. Or that may be contained in another policy number to

- 22-25 Strategic Plan
    - Determined Current Reality
    - Explored the Future
    - Synthesize the Results
    - Priority Statements Written
        - three to five priority statements that we want to work on over the next two to three years.
            - Improving our organizational effectiveness,
            - build leaders with clear vision and purpose and be transparent
            - improve strategies that create intentional areas of focus
            - providing consistent and responsible communication to all stakeholders

        - continuous student growth in support
    - Mission/Vision/Beliefs
        - Still working on this with our staff
- ESSER II Grant
    - Staff Stipend
        - $300 to every staff, show appreciation to our staff
        - Roughly $30,000
    - Summer School
        - Reading/Writing
        - Math
        - Expanded Core Curriculum
        - We don't have a summer school and it is not tied to ESY, this is done in the school districts
        - **Tammy-** part of that summer school program utilizes any paraprofessionals within the summer school be afforded to them so that you can get some interest in your positions?
        - **Paul-** When we surveyed staff on who would be interested and had a couple of Para's that signed up. The other group that we would probably need would be an interpreter as well. Four more weeks of pay. Haven't advertised yet.
        - **Tammy-** I think it's an example of thinking outside the box and looking at COVID recovery. A good use for the funds.
- ESSER III Grant -Policy 1910
    - Sick Leave Status
        - Still have 46 staff that have all remaining leave from sick leave since March 2020
        - 14 staff have some left
        - Used $8,930
    - Social Emotional Learning
        - Committee Pulled Together
        - Looking at Panorama to help Guide Implementation
        - Have staff take surveys- plan PD next year for staff needs, following year surveys to students and their needs
- 21 HB 5 Projects
    - Sprinkler Walkthrough- should be completed this summer
    - Lift Bid Being Developed - put on hold
    - Roofing project on the Cottage
    - Key Fobs Bitterroot and Mustang Building
    - Fire Sprinkler BItterroot - put on hold
- 23 HB 5 Projects
    - Need to Have Submitted by June 30th
        - Drop Off Loop, add a couple visitor parking spots, remove all of the lighting in the middle of the parking lot. help with snow removal. Safety concerns
        - Bitterroot Roof - leaks
        - Camera System - have 6 cameras outside that cover 20% of our grounds. Would like more cameras outside and inside in the hallways - Safety concerns

- Raptor Visitor Information System Implemented
  - Provide your state ID/driver's license
  - System searches sexual predator list inthe US and violent event offender sends administration an email right away creates a badge, says where they're going on campus gives a picture of them Produce reports - COVID Screener - asks people have you been sick in the last 24 hours? Have you had a fever, and that's how we could use COVID money to bring in the system Raptor doesn't have the capability to send sound. They are working on it. Our current system does .
  - **Tammy-** McCall we will have to put on our May agenda, that guests bring their ID's

- Lighting Project
  - Currently 2 Classrooms Installed in Bitterroot as mark ups
    - State's invested so much into this project. Director of DEQ will be here next Tuesday. They're looking at it being the model for state agencies.
    - **McCall** - it was nice to see the demo when we were on campus
  - Electrician Bid Walkthrough Happened
    - they will hire the Abatement people to do the project
  - During Pre-bid
    - Asbestos Located in Bitterroot
    - Need to be Abated
    - June 13 - Aug 1
    - Abatement Walkthrough March 10
    - State is paying for all the abatement portion
    - **Tammy-** Bitterroot Building is going to be closed for the summer for the asbestos abatement? Is there a plan for the offices?
    - **Paul** - waiting to hear on the bid.- They might be able to work in sections. Technology, Main office, classrooms.
    - State asked if we wanted them to move furniture- we said no. We can have Jim's staff and Bitterroot staff and pay them to do it.
    - Office staff can move to the Cottage portion, maybe work from home if it gets too hot.
  - Start Lighting in Other Buildings during abatement

- Phone Updates
  - Wiring Completed
  - Switches/Routers Might ship in July
- Pool Project
  - Need new filters
    - Current sand will go to canister
  - Need new pump, some plumbing
  - Bid will be awarded to Kalispell Company
  - Roughly $14,000
  - We have $44,000 set aside for this project
  - Gopher that chewed through some wiring and we are waiting for the electrical

box to be repaired.

- ARPA 604 Grant
  - Governors ARPA Money-
    - We submitted the grant to a committee at the state level, that committee approved seven of the projects and ours was one of the seven. Then it went to the Governor, he approved this grant as well. This is a $900,000 grant to increase bandwidth and capabilities here on our campus to provide some distance learning opportunities to kids around the state. It's now in front of the Treasury Department in DC for the final decision. Waiting to hear
- DPHHS Reopening Grant
  - Year 1 Budget and Expenditure
    - Propose to pay some of our nursing staff and PPE supplies $45,000
  - Year 2 Budget Approved
    - Approved for another $50,000, nursing salaries. We have enough PPE supplies.
- Out of State Travel
  - Senior Trip
    - Salt Lake City
    - They do their own fundraising for the trip
  - American Printing House for the Blind
    - Annual meeting for EOT's April 26
    - APH pays all the travel expenses for this
  - Early Intervention for the Deaf and Hard of Hearing Students in Cincinnati March has been canceled - some may do the online version

- 2022-23 School Calendars
  - Will Provide these Options to Staff for their vote and the majority will be presented to the board.
    - Plan A
    - Plan B
  - Instructional Minutes
    - Plan A
    - Plan B
  - GFPS Approved Calendar
    - Oct 28, Jan 13, March 24
    - GFPS amended their calendar on Wed. to have three Fridays off for staff training. Since we have students on campus, we didn't feel that was feasible.
- Legal Updates
  - Discrimination Case Investigation Complete - March 9 intial finding.
  - Working with Kaleva on Possible Due Process Claim- still going on

Maintenance/Business Office

- 2021 Expenditure to Appropriations Report

    - Spending versus last year Spending - no worries
- MSDB Budget Tracking
    - Admin Increase from HRIS Service Fee- Human Resources Information System
        - Staff Positions Filled - The more staff you have each pay period, the more they take out for per staff portion of payment. Last year we had nearly 15 open positions.
        - 12.4% Increase from Legislature had put in there last year.
        - And so we did have an almost $14,000 increase fee that we pay for this. We also had a large reduction in this Service Now program. When you go into the State Help desk, a program called ServiceNow. They did a reduction of that cost across all the agencies. Our budget is down about $9000 from last year. Nancy Hall felt it was a little odd that we are already in this negative. And so we're going to do BCD to move some funding

- Foundation Financials
    - Audit last year and Donna not supposed to be doing the financial reporting
    - Hired Donovan Schmidt- Financial Accountant
    - **Paul-** Foundation has also hired an Executive Secretary and they are much more focused.
- Foundation Restricted Accounts
    - For Specific purpose -track manually, Quickbooks.
    - These accounts will stay designated to these projects until they're completed
    - **Tammy-** Do they have a policy where they can close those accounts for inactivity and put them into a non restricted account?
    - **Donna-**Not that I'm aware of, that's something that I can follow up on.
    - **Tammy-** the policy would say how many years of inactivity there would be in the individual account and then after those years, here's what happens to that money.
    - **Paul-** The Secretary is very proactive, and she has convinced the board of pretty extensive training. Starting in March, I
- Unexpected large Expenditures:
    - Enterprise Electric - $2,794.58 to fix lighting contactor in the parking lot.
    - Johnson Controls - $719.30 to replace head on fire alarm sensor.
    - Fico - $577.00 the Boiler control went offline.
    - Hoven Equipment - $6,388.72 to repair the tractor.
- Weekend Snow Removal Contract.
    - Trying to reduce our Comp time with our Maintenance.
    - Cost to pay staff comp time their hourly pay, versus having a contract someone to come in to remove the snow
    - Received 4 bids.
    - Selected Terrascapes, and signed a contract. Cheaper to pay Terrascapes than to pay time and half
    - They will do our snow removal on the weekends if needed.
- New Maintenance Software - Dude Solutions
    - $2,249 yearly fee
    - Implementation started and is now in the testing phase.
    - Project will be completed in March. We will roll out to different groups over a few weeks that month or early April.

- Work is starting on the 2024/2025 Biennium Budget. The Legislature will meet in January of 2023. Tomorrow is the kick off meeting.
- Legislature - just received an email of any new legislative proposals we need to have in by May 9, so we'll bring those to you as well, in April
- Division of Criminal Investigation at mt.gov
    - Search for a criminal record in the state of Montana.
    - $20.00 each search.

Residential

- School Store-
    - Counselor has created some job opportunities within the store like a stock in inventory, cashier, waits on people
- Independent Living Skills Program
    - We have had it since we opened cottages in 1983. Again the Counselor, working with the older students. Revamping and adding a lot of components that really make the program from workshops training, homework and just tracking on kids meal preparation and cleaning. Getting students ready for Graduation then the LEAP program
- After School Activities- have went very well
- Student Council
    - Our Counselors and Lead Cottage Life Attendants are responsible for managing this.A lot more organized with structure and how meetings should be run, students are given reports on some given areas.
    - Service project- funds from Raffle were used to purchase Christmas gifts for a Cottage student and family that had some needs.
- Spring Formal Dinner -April 10th at 5.We will make sure you are invited

Education: School

- Current Numbers 44
- Referral Numbers 3 active - DHH, 2 VI preschool to start 10 day this Spring
- Academic Bowl -able to get to the 16th round. Everything was virtual this year. They qualified for the competition, they had four different matches. And they were against schools in California and then the Oregon School for the Deaf. And they were eliminated in that 16th round. So we're really proud of what they've done this year.
- Braille Challenge
    - It's a kind of challenge that allows students that are developing Braille skills with our students in a regional competition. There is actually a national one that the top numbers of the regional areas can be involved in.
- Flying Hooves -DHH
    - They will be traveling to Salt Lake City for competition in March
    - Students have been participating in those and they're learning skills about how to perform and how to show different things. There is a virtual competition and then an in person festival. Just found out a couple of actors, one from the movie CODA, and a couple from the Deaf West Theater, and one the National Theater of The Deaf that they will see.
- Mustang Magazine
    - New elective this year- Two issues have went out this year

Education: Outreach

- Completed Winter VIEW - it was very successful
  - was last week online
  - sent out technology to students. Had blind and low vision adults who are professionals in the areas of Science and Business and Education, talk about what they do and how to be successful.
- Planning
  - DEW March 25-26 -will be hybrid
    - **Paul**- We surveyed our DHH Staff and 100% that want kids that come in to be part of our classrooms during the 25th
  - VIEW April 8-9 - will be hybrid
    - Hope to have kids on campus, those that can not be on campus to have a virtual option.
  - UTD- May 5-7- Untangling the Dots. Braille Support Conference
    - bring those in the public schools who are working on their Braille certification to campus in May.
  - Parent trainings
    - Listening Under the Big Sky
      - is helping parents to understand the Audiogram and how to understand amplification and just the process of using listening for DHH
    - Bedrock Training -
      - For educators who are working with deaf students
  - FLW Blind June3-5
  - FLW Deaf June 10-12
- Started APH Census
  - is the Federal funds that we get for students who qualify visually for the quota funds to purchase American Printing House products
- Completed Deafblind census

MSDB Broadband and Streaming Project

Program Narrative

Program Summary

Bringing the Deaf/Hard of Hearing (DHH) and the Visually Impaired (VI) classroom to students around the great state of Montana will require a better broadband infrastructure on The Montana School for the Deaf and the Blind (MSDB) school campus. The current system, both broadband connection and network hardware, are inadequate. The network consists of out-of-date switch devices that cannot efficiently handle a broadband upgrade. Therefore, after fiber optic or multiple Very high data rate Digital Subscriber Lines (VDSL) are available to MSDB, the network infrastructure for the school needs to be updated. This will support the school's vision of supplying a streaming (on demand) instructional solution for DHH and VI students in the state.

The project is to bring the DHH and VI students together and provide quality educational experiences to students both on the MSDB campus, but also DHH and VI students in the MSDB outreach program. The population of both minorities is small and Montana is such a big state. Unfortunately, that creates educational problems for students that need specialized instruction in deaf or blind education. The problems include access to staff trained to work with the visually impaired or deaf/hard of hearing populations, lack of socialization due to the specific language needs of the students, and access to curriculum that is focused on the Expanded Core Curriculum (ECC).

MSDB had not looked at providing large scale instruction outside of our school walls before COVID. We envisioned education happening in our brick and mortar with our campus students and our outreach supporting schools around the state for students not on campus. After COVID, we were forced into a situation where we needed to provide instruction outside our school walls. We had to provide training for our staff to utilize the technology we had. In addition to training on the technology, which was highly insufficient, we needed to start providing training on how to provide instruction online. Over the course of the current pandemic, we realized that it would be possible to better meet the needs of our students if we had the correct infrastructure and training in place.

Since March 2020, we have begun designing our classrooms to support both in-person and on-line instruction. We have started to provide training on the Google Classroom platform to develop a meaningful scope and sequence of instruction for a dual system. However, the critical need of the project is essential. We need to have dedicated broadband to support several live streams at one time on campus. We need the network technology to allow for the data transmission within our school. We need to have the correct sound and video systems installed in classrooms to meet the needs of both staff and students. We believe that by addressing this need, we will offer better services to all students around the state that qualify for our school. We further believe that we will be ready to serve our students in the future if another disaster presents itself and we need to move instruction away from campus.

Therefore, the project would create an avenue for these specific students to be educated by appropriate individuals utilizing a video conferencing system for live streaming.

The specific objectives included with this project include:

- Ensuring that MSDB classrooms have the appropriate bandwidth in the classrooms to handle video and audio streaming
- Ensuring that MSDB has the correct hardware and software setup in multiple classrooms to provide effective streaming to the clientele we serve
- Ensuring that MSDB has the correct hardware to support the broadband requirements within its network
- Ensuring that MSDB staff is trained to effectively use the the technology installed in the classrooms
- Providing learning opportunities for deaf and blind children in Montana
- Providing social opportunities for deaf and blind children in Montana
- Providing mental health support for deaf and blind children in Montana

The project will start in June of 2022. The funding for the grant will end after the installation of the streaming technology in the classrooms. However, the complete project implementation will take five years involving the following yearly milestones:

Year 1 (June 1, 2022 to January 1, 2024)

- Work with A/E and state ITSD to identify state project partners
- Identify educational companies specializing in streaming
- Identify possible professional developers for future training
- Plan and design a deaf and hard of hearing classroom utilizing the streaming technology
- Plan and design a blind and low vision classroom utilizing the streaming technology

Year 2 (January 1, 2024 to September 1, 2025)

- Public bidding for the scope of the project
- Install streaming technology into the deaf and hard of hearing classrooms
- Install streaming technology into the blind and low vision classrooms
- Provide professional development for using the streaming technology to teacher leaders

Year 3 (September 1, 2025 to September 1, 2026)

- Continue providing professional development as needed
- Begin teaching streaming classes in both deaf and blind departments (teacher leaders)
- Begin developing a best practices professional development for all staff

Year 4 (September 1, 2026 to September 1, 2027)

- Provide professional development to all staff for using the streaming technology
- Provide professional development for teacher leaders on effective hybrid instruction
- All teachers with the streaming capabilities begin to teach streaming classes

Year 5 (September 1, 2027) to September 1, 2028)

- Provide professional development for all teachers on effective hybrid technology
- Continue providing professional development if needed for utilizing the equipment

Eligibility

Directly Enable Work

MSDB takes pride in developing youth who have visual or hearing impairments and guiding them to be productive citizens and live life independently. We currently have three programs on campus that help our students prepare for career readiness. First is our Life Skills, Employment, Academics, Post-High School (LEAP) program. This program is an eight month program for young adults who have graduated high school, but are not yet ready to live independently. The program has a heavy emphasis on career related activities. Second is our Independent Living Skills Program (ILSP) that helps our students age fourteen through graduation focus on being successful in high school and beyond. One of the four main components of this program is developing students in the area of work. Lastly, our Life Skills program in our education department provides opportunities for students to explore careers utilizing assessments in which the students then begin researching a variety of careers that may be of interest to them and/or match their strengths.

This project would allow our programs to elevate what we can do for our students. We would be able to have conferencing capabilities with others that have the same conditions as our students. These role models are critical to our students feeling they can overcome their challenges. With our current system, we cannot have more than one user on Zoom at a time. This creates frustration for students and does not appeal well to the role models providing their time to help our students. The project would allow for conferencing with other agencies around the state that will assist our students when they our campus programs. An example of this is connecting students with their Vocational Rehabilitation (VR) counselor from their hometown. If we are able to do this, then students can transition home with an established relationship built with the VR person and/or other individuals that will help them be successful citizens. This will ensure that an effective workplace plan is set up for the student prior to leaving campus.

Directly Enable Education

MSDB is the only facility in the State of Montana that has highly qualified staff that are able to educate students with visual or hearing impairments. The teaching staff at MSDB have received degrees that provide them with the necessary skills to best meet the needs of the student population. We have support specialists (OT, PT, Speech, etc.) that understand how to support our students. We have a residential program that supports our students that come from around the great State of Montana. We have an outreach program that serves students with the same impairments but have remained in their home schools. All of our programs focus on the education of students with a low-incidence disability. MSDB is considered the main resource for educating blind/low-vision, deaf/hard of hearing, and/or deafblind students. Only a few larger school districts in Montana employ certified teachers for students that are eligible to attend.

MSDB understands the difficulty our parents have to make when sending their students to our campus program. As a result, a good majority of qualified students don't attend class on our campus. With this project, MSDB can start to better support our outreach students. With the proper broadband and conferencing equipment, outreach students could have access to our

programming here at MSDB. They would be able to live stream into our classrooms to have instruction provided by our qualified staff.

Many students in rural communities in Montana are the only students in their community with a visual or hearing impairment. Rarely can a deaf/hard of hearing student have access to a teacher that can teach sign language. This leaves a large void in instruction for the student as language/communication cannot be developed. Even further, these students don't have access to teachers that provide actual instruction in a language that they can understand. This project would provide access to our staff that can provide language to students in need.

Directly Enable Health Monitoring

The mental and behavioral health of the students at MSDB are always of concern. Almost always, these students are rejected by their peers in the local communities. They are provided little hope by those that try to instruct them as they cannot meet their language and/or visual needs. In fact, many students come from homes that cannot meet their language and/or visual needs.

As professionals, we continually worry about the mental health of our campus students that do have access to appropriate surroundings and support. What is more concerning are the students that we serve in our outreach programs, as they don't have the appropriate surroundings and support to help meet the needs of their mental health. On campus, the students have access to a small population of individuals that can help meet their needs daily. However, even a portion of our campus students don't have access to a proper therapist(s) that can provide therapy utilizing the language needed by the student. They need to rely on an interpreter for this. At times, an interpreter is not available and our students are left in a situation that does not help meet their health needs. This project would allow for MSDB to partner with therapists around the country that can provide proper support to our students in the communication mode needed.

The project would also allow outreach students to have access to our campus behavioral counselor. Our behavioral specialist is our first response to the mental health of our students. She works daily with different groups to develop social-emotional skills, but has contact weekly with every student to check on the student's mental health. She works with the local therapist(s) to set up any further support that the student may need.

COVID Critical Need

In March of 2020, The Montana School for the Deaf and the Blind was asked to close the doors of our school. We remained in a remote educational environment for the remainder of the school year. At the beginning of COVID, MSDB was not prepared for any type of online function. Our broadband system lacked the strength, speed, and consistency to provide quality instruction to our students. In fact, if our staff were not working from home; our students most likely would not have received any quality instruction during this period of time. For the administrators left on campus, we could not even conduct virtual meetings as the bandwidth was so poor. If all of our staff members would have been on campus, our bandwidth would not have been able to handle it.

Our students come from around the great State of Montana. When we went to remote learning, we were providing instruction from Bainville to Stevensville. This included trying to provide academic instruction and access to our specialists. Many of our campus students were now back in a living environment with their loving families but an environment that lacked the expertise to meet their language and visual needs. The families did an outstanding job but our students suffered greatly, both educationally and mentally.

Our students need access to others that can provide them a social life. With COVID, the only place that provided this access, school, was taken away from them. This was even more apparent with our deaf/hard of hearing students. These students rely on sign language to communicate and learn. However, when the broadband system was glitchy and insufficient; the students did not have access to a system that appropriately allowed them to communicate. This then turned into a significant mental issue as they essentially had very little access to appropriate communication for nearly 6 months.

Not only did our campus students and staff feel the emotional stress, our outreach students felt the stress as well. Many school districts around the state closed their doors for the remainder of the year. Many of our outreach students and parents were left teaching students with packets of information with very little way to communicate with each other. With the schools closed, our outreach consultants lost connection with their students which only compounded the bad situation for the outreach students.

As a result, MSDB decided to have in-person instruction for the 2020-2021 school year. Our students were better off attending school on campus. However, during this time we did keep our campus closed to outside visitors. We went to online meetings completely. This turned into a nightmare situation as our broadband was not able to support several meeting participants at one time. We tried to remain socially distanced and attend the meetings in our offices or classrooms. However, all but one would need to turn off their video to make the meeting successful. In one case, we had a mediator helping with a situation that the school was working on with a family. We had to reschedule this meeting several times as the bandwidth did not allow for effective communication between all groups.

Community Critical Need

The students and staff at MSDB are unique. MSDB is the only public agency that has a mission to educate and prepare students that have one of the low-incidence disabilities from a vision or hearing loss. It is essential that these students have access to learning that allows them to use and build their language. Afterall, if one doesn't have a language; the odds of living successfully independently are low. A small percentage of students with these disabilities attend school on campus at MSDB. The campus students have access to others that can help facilitate learning with the appropriate language. However, the outreach students with the same disabilities do not have access to the appropriate language. This is a critical need for the future success of these students. With a better broadband and conferencing system on campus, we would be able better meet the needs of students in other communities.

Even though the campus students have access to the language that they need, they are still a part of a very small community. Montana does not have a large deaf, blind, or deaf/blind

community. With a better conferencing system in place, our school could facilitate activities with other schools around the nation. This would broaden the opportunities for our students and to let them feel that there is a community for them beyond what they know in Montana.

Data Used

No formal data was used for this project. However, considerable informal data was taken into consideration. Our outreach and campus staff are in constant contact with those who educate deaf and blind children in Montana. They have expressed the need to provide better instructional services to our population. MSDB continues to hear the desire to have different learning opportunities using a variety of mediums. We will also have the base program on our campus for those students that need that type of programming. However, this project will allow us to meet the needs of all students in the state, even if it is for one class.

Identify Communities of Critical Needs

All students in Montana deserve the right to have an appropriate education. For students with blind/low vision, deaf/hard of hearing, or deafblind; this can be a difficult task. The Montana School for the Deaf and the Blind is the only organization in the state that dedicates itself to the education of this community. The school has an educational program that provides instruction on campus in Great Falls. The students that attend school on campus have access to educators that have the appropriate training. The school also has an outreach program that provides support for other schools around the state. The students that are a part of the outreach program receive instruction by educators that most likely have not been trained to work with our population.

The students that are served by a local school are in isolation. In many rural communities around Montana, the school system might only have one student that is identified as part of our student population. This puts a lot of strain on the resources for that district. Many times the public schools cannot provide access to the student's language, sign language and/or braille. These students need to have access to socialization and opportunities to engage with their language. This is a critical need for our students, both on campus and off.

This project would meet the needs of all students in Montana by providing access to language and qualified educators. As Montana is a big state, this project would reach students in each corner of the state. Although we feel that campus instruction is the most appropriate for all students, we understand reasons why parents may keep the child at home with them. When our campus students are home due to medical reasons, this project would allow them to continue their education from their location at the time. MSDB would be able to provide education and support outside of our school walls.

Program Administration

Recipients Approach to Compliance

MSDB has the ability to meet the needs of the project by utilizing agency employees in addition to other state agency employees. The school envisions the budget manager, technology director, and superintendent as the main school employees that would steer the project to completion. The budget manager will keep the project team up-to-date with current finances with regards to the project. She will forecast future balances as decisions get made. The MSDB Technology

Director will work with the state IT team and any other consultants needed. This will ensure that we are meeting the state level requirements with regards to broadband and technology purchases. The technology director will also be responsible to make sure that the school is getting the best price for the technology that will be purchased and implemented. The Superintendent will work closely with the project team to make sure that the technology being implemented will best meet the instructional needs of the intended community.

The technology director and superintendent will also develop a professional development plan to ensure that staff are prepared to use the new technology. We will develop five staff members to be teacher leaders that will be responsible for mentoring all staff. This will help sustain the project as these teacher leaders will be able to train new staff members yearly.

Performance Measurement Framework

Year 1 Performance will be measured as followed by December 2023:

- Developing a project team that includes both MSDB staff, A/E staff and ITSD staff. This team will be documented and completed.
- Meeting minutes will be created for all meetings with the project team. Not all meetings need to have all members of the team but the school based staff will meet monthly and record minutes.
- School staff will participate in 3-5 training sessions (webinars) on various streaming technologies specialized for schools and/or similar settings.
- School staff will reach out to other deaf and blind schools that might be utilizing streaming technologies.
- Project team will explore the best options for broadband at MSDB to meet the needs of the project. This will include getting specs from 3-5 broadband providers.
- Project team will explore network needs to support a new network.
- Project team will develop a blueprint of what a deaf and hard of hearing classroom should include to meet the needs of the intended audience. This will include drawings that include both the sound system and video system.
- Project team will develop a blueprint of what a blind and visually impaired classroom should include to meet the needs of the intended audience. This will include drawings that include both the sound system and video system.

In summary, year one will produce documents that show the progress of the project. A comparison chart will be created to show the various streaming technologies, broadband opportunities, and hardware needs that could be utilized. Finally, drawings and spec sheets will be created for each type of classroom.

Year 2 (January 1, 2024 to September 1, 2025)

- Bidding using the state process will be used to find the appropriate consultant and/or technology company.
- Installation of the selected broadband will occur by June 30, 2024.
- Installation of needed hardware network equipment will occur by August 30, 2024.
- Using the documentation from Year One and in collaboration with the awarded bidder, one deaf classroom and one blind classroom will be installed by February 1, 2025.

- Project team will meet with the installation company to verify classrooms are meeting the needs of the intended audience by May 30, 2025. Any adjustments will be documented.
- Remaining classrooms will be installed by August 1, 2025.
- Professional development will be provided by September 1, 2025.

In summary, year two will produce bids from interested parties. The construction will be monitored and compared to specifications and checked off by the project team for broadband, internal network, and video/sound systems in classrooms. All classrooms should be ready to use the streaming technology. Professional development documents will be kept showing that the teacher leaders have been trained to use the technology.

Year 3 (September 1, 2025 to September 1, 2026)

- Continue providing professional development as needed
- Begin teaching streaming classes in both deaf and blind departments (teacher leaders)
- Begin developing a best practices professional development for all staff

Year three will include the professional development opportunities offered to all staff. The number of classes and students will be recorded to show the baseline number of students utilizing the new service. Evaluations from the schools, students, and parents that utilized the technology will be surveyed to assist with identifying needs of the program.

Year 4 (September 1, 2026 to September 1, 2027)

- Provide professional development to all staff for using the streaming technology
- Provide professional development for teacher leaders on effective hybrid instruction
- All teachers with the streaming capabilities begin to teach streaming classes

Year four will include the professional development opportunities offered to all staff. The number of classes and students will be recorded to show the increased number of students utilizing the service. Evaluations from the schools, students, and parents that utilized the technology will be surveyed to assist with identifying needs of the program. Teacher leaders will be surveyed on the perception of competence with engaging students with hybrid technology, including students from campus and those off campus.

Year 5 (September 1, 2027) to September 1, 2028)

- Provide professional development for all teachers on effective hybrid technology
- Continue providing professional development if needed for utilizing the equipment

Year five will include the same documents and survey as year four.

<u>Participation and Engagement of Communities</u>

MSDB has good engagement with the communities we serve around the State of Montana. We are currently building partnerships with all state affiliations of related national organizations. These include programs such as Montana Association of the Deaf etc. This has provided the school with valuable resources when understanding the needs of the specific population.

Resources that can help the school create the best learning and living environment for the students we serve.

In addition to the disability specific groups, the school continually works with the parents of all campus and outreach students. We work with the public schools that refer the students to our programs. We stay in contact with the Office of Public Instruction and other educational groups around the state. Engaging in activities with these stakeholders, allows us to create programming that meets the current and future needs of the students in Montana.

Specifically with this project, we will use all of the partners listed above to make sure that our educational classrooms are designed correctly. We will engage others in making sure that the correct sound equipment, video equipment, training etc is utilized to maximize the potential of the project. As we make decisions throughout the project, we will ask these partners to provide feedback to our team.

Once the project is complete, we envision utilizing the efforts of this project to provide needed classes and instruction for those in need around the state. This can include adult sign classes, braille classes etc. for families, communities, employers, students. We will continue to engage the partners listed in the foreseeable future to continue providing the best service we can as a result of this project. The engagement certainly will not stop after the implementation of the project timeline.

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

AS OF: 2/13/2022

YEAR TO DATE

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2022 2/13/2022	PERCENT YEAR TO DATE FY 2021 2/10/2021
ADMINISTRATION PROGRAM BUDGET (01)	612,635.00	3,364.00	0.00	615,999.00		
EXPENDITURES YEAR TO DATE	379,372.81			379,372.81	61.59%	60.57%
UNSPENT ALLOCATED BUDGET:	233,262.19	3,364.00	0.00	236,626.19	38.41%	39.34%
GENERAL SERVICES PROGRAM BUDGET (02)	768,888.00	0.00	0.00	768,888.00		
EXPENDITURES YEAR TO DATE	545,170.07			545,170.07	70.90%	74.93%
UNSPENT ALLOCATED BUDGET:	223,717.93	0.00	0.00	223,717.93	29.10%	25.07%
STUDENT SERVICES BUDGET (03)	1,769,165.00	0.00	34,662.00	1,803,827.00		
EXPENDITURES YEAR TO DATE	943,138.11		16,266.83	959,404.94	53.19%	58.08%
UNSPENT ALLOCATED BUDGET:	826,026.89	0.00	18,395.17	844,422.06	46.81%	41.92%
EDUCATIONAL PROGRAM BUDGET (04)	5,005,825.00	291,190.74	706,913.00	6,003,928.74		
EXPENDITURES YEAR TO DATE	2,775,008.54	41,445.40	273,627.00	3,090,080.94	51.47%	52.15%
UNSPENT ALLOCATED BUDGET:	2,230,816.46	249,745.34	433,286.00	2,913,847.80	48.53%	47.85%
ALLOCATED TOTALS:	8,156,513.00	294,554.74	741,575.00	9,192,642.74		
TOTAL EXPENDITURE TO DATE:	4,642,689.53	41,445.40	289,893.83	4,974,028.76	54.11%	55.34%
UNSPENT ALLOCATED BUDGET:	3,513,823.47	253,109.34	451,681.17	4,218,613.98	45.89%	44.66%

MONTANA SCHOOL FOR THE DEAF AND THE BLIND FOUNDATION, INC.
STATEMENT OF ACTIVITES
Year to Date Activites for the Month ending December 2021

DONATIONS AND REVENUE	BUDGET	RECEIVED	BALANCE
Donations	$ -	$ 32,571.02	$ 32,571.02
Restricted Donations	$ -	$ 50,047.50	$ 50,047.50
Dividends and Interest	$ -	$ 38,769.12	$ 38,769.12
	$ -	$ 121,387.64	$ 121,387.64

EXPENSES	BUDGET	EXPENDED	BALANCE
Administrative	$ 36,550.00	$ (10,521.18)	$ 26,028.82
Program Related	$ 179,042.00	$ (83,671.71)	$ 95,370.29
Restricted Expense	$ -	$ (23,992.65)	$ (23,992.65)
Public Relationship & Development	$ 37,500.00	$ (14,492.35)	$ 23,007.65
Professional Development	$ 30,000.00	$ (8,824.99)	$ 21,175.01
	$ 283,092.00	$ (141,502.88)	$ 141,589.12

9089 Mont Sch for Deaf & Blind District	Student Enrollment Summary Report
3911 Central Avenue, Great Falls, MT 59405	Effective Date: 02/18/2022 Enrollment Types: P, S, N
Generated on 02/18/2022 11:07:06 AM Page 1 of 1	Total Race/Ethnicities: 6 of 7 Total Schools: 2
	Race/Ethnicity Source: Federal Male/Female/Total: 24/20/44

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

MT Sch For Deaf & Blnd El

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
01	-	-	-	-	-	2/1/3	-	2/1/3
02	-	-	-	-	-	1/0/1	1/0/1	2/0/2
04	-	-	-	0/1/1	-	0/3/3	-	0/4/4
05	-	-	1/0/1	-	-	1/0/1	-	2/0/2
06	-	1/0/1	-	-	-	0/2/2	-	1/2/3
07	-	-	-	-	-	1/1/2	-	1/1/2
08	-	1/0/1	-	-	-	2/3/5	-	3/3/6
PK	-	-	-	-	-	4/0/4	-	4/0/4
PS	0/1/1	-	-	-	-	2/2/4	-	2/3/5
All Grades	0/1/1	2/0/2	1/0/1	0/1/1	-	13/12/25	1/0/1	17/14/31

MT Sch For Deaf & Blnd HS

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

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blnd El	6	19.35%
MT Sch For Deaf & Blnd HS	3	23.08%
Total	9	20.45%

ACTION

ITEM 6

ACTION ON MSDB SUPERINTENDENT 2022-2023 CONTRACT

Tammy Lacey

Contract of Employment for
Superintendent of the Montana School for the Deaf and Blind

1. Term. On behalf of the Montana School for the Deaf and Blind (hereinafter MSDB), the Montana Board of Public Education employs Mr. Paul Furthmyre as Superintendent. The term of the Contract is from January 19, 2022 to June 30, 2023, unless sooner terminated pursuant to Section 9 below. The Contract expires automatically at the end of the term. Neither party should have any expectation of renewal. The parties may by mutual written agreement extend or renew the term of this Contract prior to expiration.

2. Record of Authorization for Contract. This contract was approved by the Montana Board of Public Education (the hiring authority) at a properly noticed regular meeting dated **March 10, 2022** and is retroactive to January 19, 2022**.** Such approval shall be reflected in the official minutes of such meeting, which shall be available for review by the public upon request.

3. Duties. The Superintendent is the chief executive officer of the MSDB and shall perform the duties of Superintendent for the MSDB as prescribed in the job description and as may be assigned by the Board of Public Education. (Such job description is attached and identified as Exhibit A of this Contract). The Superintendent shall comply with Board of Public Education directives and other applicable state and federal law, Board of Public Education policies as they exist or may hereafter be adopted or amended, which are incorporated in and made a part of this Contract as though fully set forth herein. The Superintendent agrees to devote his or her time and energy to the performance of these duties in a faithful manner.

4. Professional Activities. The Superintendent may attend and participate in appropriate professional meetings at the local, state, and national levels with the reasonable expenses for such attendance to be borne by the MSDB. "Appropriate" and "reasonable" shall include those meetings and expenses incorporated into the budget or otherwise pre-approved by the MSDB.

5. Compensation. As prescribed by the Board of Public Education, the MSDB agrees to pay the Superintendent for his or her services an hourly wage of **$50.50/hour, equaling an annual salary of one hundred and five thousand and forty dollars ($105,040),** paid in equal monthly installments unless otherwise agreed to by the parties. As prescribed by the Board of Public Education, the MSDB agrees to pay the Superintendent a one-time doctoral stipend of $5,000 upon documentation of successful completion. Additional salary increases to the Superintendent position are incumbent upon any and all mandates passed by the Montana Legislature aligned with any statutory increases given to all state employees.

6. Evaluation. The Board of Public Education shall evaluate and assess in writing the performance of the Superintendent at least annually, prior to November 30th of each year. Following or concurrent with such evaluation, this Contract shall be reviewed by the Board of Public Education for consideration of renewal for an additional term of one year. Nothing herein shall require the Board of Public Education to make a decision on extension at such meeting. The evaluation format and procedure shall be in accordance with the Board of Public Education's policies.

7. Holidays, Vacation and Sick Leave. The Superintendent is entitled to days off with pay on those holidays specified in section 1-1-216, MCA, subject to the provisions of that

section. The Superintendent is entitled to the sick and vacation leave benefits under Title 2, Chapter 18, Part 6, MCA. Vacation days taken by the Superintendent shall be taken at such time or times as will least interfere with the performance of the Superintendent's duties as set forth in this Agreement.

8. Professional Liability. The Board of Public Education shall provide for the immunization, defense, and indemnification of the Superintendent as provided in section 2-9-305, MCA.

9. Termination. This Contract may be terminated by mutual agreement of the Superintendent and the Board of Public Education in writing upon such terms and conditions as may be mutually agreed. If the employee wishes to terminate the contract, they must give 30 days' notice in writing.

10. Retirement, Death, Disability. This Agreement shall be terminated upon the death of the Superintendent or upon the Superintendent's retirement.

11. Dismissal for Cause. The Board of Public Education may dismiss the Superintendent during the term of this Contract for good cause as provided by the Wrongful Discharge Act. "Good cause" means reasonable job-related grounds for dismissal based on a failure to satisfactorily perform job duties, disruption of the employer's operation, or other legitimate business reason.

12. Termination Procedure. No discharge shall be effective until written charges have been served upon the Superintendent and the Superintendent provided an opportunity for a fair hearing before the Board of Public Education after at least ten days' notice in writing.

The hearing shall be conducted in open or executive session, according to the determination of the Board of Public Education Chair pursuant to § 2-3-203, MCA. In making the determination regarding executive session, the Board of Public Education Chair shall take account of any assertion or waiver of the right of privacy by the Superintendent. The Superintendent may be represented by legal counsel at his or her own expense. If a discharge from employment is found by a court to be wrongful, the Superintendent is entitled to damages for any breach of this contract established by the court.

13. Controlling Law. This Contract will be governed by the laws of the state of Montana.

14. Complete Agreement. This Contract embodies the complete agreement of the parties hereto, superseding all oral and written previous and contemporary agreements between the parties. No alteration or modification of this Contract shall be valid unless evidenced by a writing signed by the parties to this Contract.

15. Savings Clause. In the event any one or more of the provisions contained in this Agreement shall, for any reason, be held invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

16. Successors and Assigns. This Contract shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and assigns, including any change of membership of the Board of Public Education.

17. Notices. All notices, consents, request, instructions approvals or other communications provided for herein shall be in writing and delivered by personal delivery or regular U.S. mail, return receipt requested, to the last known address of the party being provided such notice.

DATED March 10, 2022.

_____	_____
MONTANA SCHOOL FOR THE DEAF AND BLIND SUPERINTENDENT	DATE
_____	_____
MONTANA BOARD OF PUBLIC EDUCATION CHAIR	DATE

INFORMATION

- **MACIE LIAISON – (Item 7)**

Susie Hedalen

ITEM 7

MACIE REPORT

Jennifer Smith

Montana Board of Public Education
MACIE Summary
March 2022

Presentation	MACIE Report
Presenter	Jennifer Smith
Position Title	MACIE Chair
Overview	The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:
Requested Decision	None
Related Issue(s)	February: MACIE met February 9 for their regularly scheduled Informational Session. There were no action items at this meeting.
Recommendations	None

INFORMATION

❖ EXECUTIVE COMMITTEE – (Items 8-11)

Tammy Lacey

ITEM 8

SCHOOL NUTRITION PROGRAMS ANNUAL REPORT

Christine Emerson

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: March 10 & 11, 2022

Presentation	School Nutrition Programs 2021 Annual Report The presentation will include information about the National School Lunch Program, School Breakfast Program, Fresh Fruit and Vegetable Program, Afterschool Snack Program, Special Milk Program, USDA Foods Program, Summer Food Service Program, and Team Nutrition Program for the 2020-21 school year.
Presenter	Caroline Olson Office of Public Instruction
Position Title	School Nutrition Assistant Director
Overview	Discussion about program operation during the 2020-21 school year.
Requested Decision(s)	None. This is informational only.
Related Issue(s)	N/A
Recommendation(s)	N/A

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

MONTANA

SCHOOL NUTRITION PROGRAMS

School Year 2020-21

Photo courtesy of Sun River Valley Schools

Supporting Continued Access to School Meals

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

A look at the changes to school nutrition program access and participation

MONTANA SCHOOLS SERVED OVER

19.4 MILLION

TOTAL MEALS IN 2021

$70.5 MILLION

REIMBURSEMENT TO MONTANA DISTRICTS IN 2021

The Montana Office of Public Instruction (OPI) School Nutrition Programs (SNP) administers **nine** U.S. Department of Agriculture (USDA) Child Nutrition Programs:

- National School Lunch Program (NSLP)
- School Breakfast Program (SBP)
- Afterschool Snack Program (ASP)
- Special Milk Program (SMP)
- Summer Food Service Program (SFSP)
- **Seamless Summer Option (SSO)**
- USDA Food Distribution Program (USDA Foods)
- Fresh Fruit and Vegetable Program (FFVP)
- Montana Team Nutrition Program, including Farm to School

School Nutrition Programs reimburses schools, distributes USDA Foods for meals served to children, teaches workshops for school personnel, ensures that schools implement federal regulations, and provides nutrition education for students.

VISION

Local school nutrition program professionals are empowered as community leaders to provide equitable access to healthy food and environments that support the success of Montana's children.

MISSION

OPI's School Nutrition Programs collaborate with the child nutrition community to provide high-quality training, support, and resources to ensure program integrity and access to nourishing meals.

GUIDING PRINCIPLES

- We develop and maintain strong partnerships to collaborate on realistic, community driven solutions.
- We value self-efficacy as a desired outcome of all training and technical assistance activities.
- We empower and recognize the vital role of Montana's child nutrition professionals in ensuring children's health and academic success.
- We are committed to ensuring all communities have the resources they need to succeed.
- We are committed to creating a strong and inclusive culture of school wellness to support academic success and wellbeing.
- We are invested in promoting local and sustainable food sources, procurement, and practices.
- We are dedicated to providing exceptional customer service to schools, sponsors, and community partners.
- We are responsive and adaptable to changing circumstances.
- We value continuous learning and invest in ongoing professional development.
- We use data and evidence-based practices in decision making and operations management.
- We operate transparently and effectively as stewards of public resources.

CONTACT INFORMATION

Montana Office of Public Instruction
School Nutrition Programs
PO Box 202501
Helena, MT 59620-2501
406-444-2501

Montana Team Nutrition Program
Montana State University
PO Box 173370
Bozeman, MT 59717-3360
406-994-5641

STAFF

School Nutrition Programs

DIRECTOR	CHRISTINE EMERSON, MS, RD
ASSISTANT DIRECTOR	CAROLINE OLSON, RD, LN
PROGRAM SPECIALIST/FFVP MANAGER — MISSOULA	KELLI JOHNSON, RD
PROGRAM SPECIALIST — BOZEMAN	ERIN TURNER, DTR, SNS
PROGRAM SPECIALIST — HELENA	DEBORAH JONES, RD
PROGRAM SPECIALIST — MISSOULA	JUSTINE REESE, RD
PROGRAM SPECIALIST — BILLINGS	ROCHELLE DAVIES, RD
PROGRAM SPECIALIST — BELGRADE	JACKIE ROLLER, RD
SUMMER FOOD SERVICE PROGRAM MANAGER	VACANT
FOOD DISTRIBUTION MANAGER	PAMELA FRUH
DATA CONTROL SPECIALIST	CLAY HICKMAN
DATA ANALYST	ALIE WOLF
PROJECT MANAGER	BITSEY DRAUR
SOFTWARE DEVELOPER	KELLEY LARSEN

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Montana Team Nutrition

TEAM NUTRITION PROJECT DIRECTOR	KATIE BARK, RDN, LN, SNS
TEAM NUTRITION ASSISTANT PROJECT DIRECTOR	MOLLY STENBERG, RDN, LN
FARM TO SCHOOL COORDINATOR	AUBREE ROTH, MS
SCHOOL NUTRITION RESEARCH COORDINATOR	GRETCHEN GROVES, RDN
ADMINISTRATIVE COORDINATOR	SKYELER HUNTSMAN, MA
SOCIAL SCIENTIST	CARMEN BYKER SHANKS, PhD, RDN

CONTACT Phone: 406.994.5641 Email: kbark@montana.edu

2020-21 School Year Challenges and Opportunities

Many Montana districts provided instruction virtually or through a hybrid model during the 2020-21 school year. This change created challenges for schools to provide meals.

- School nutrition staff showed their creativity and resilience when preparing and providing meals. Waiver flexibilities allowed them to provide meals in ways to react to changing community conditions and continue to ensure that all students have the nutrition they need to learn, thrive, and grow.
- USDA waiver flexibilities made it possible for meals to be taken home, for parents to pick up, and for multiple days worth to be provided at one time.
- Meals were provided at no charge to all children through the Summer Food Service Program. There was no need for schools to collect free and reduced-price income information or meal money from parents. This reduced stigma for children and eased administrative burden on school staff.
- Supply chain disruptions added challenges for schools to provide meals that comply with meal pattern requirements when food items were not available and added expense to tight budgets with increased food prices.
- Schools received the higher Summer Food Service Program reimbursement. Those in rural areas or those that prepared their own meals were reimbursed at a higher rate.

Through December 31, 2020:

$2.38 for rural or self-prep breakfasts and $2.33 for vended breakfasts

$4.15 for rural or self-prep lunches and $4.09 for vended lunches

January 1, 2021 through the end of the 2020–21 school year:

$2.46 for rural or self-prep breakfasts and $2.42 for vended breakfasts

$4.32 for rural or self-prep lunches and $4.25 for vended lunches

—Grants—

EQUIPMENT ASSISTANCE GRANTS

$69,622

22 capital equipment grants were awarded to local schools by the OPI.

ADMINISTRATIVE REVIEW AND TRAINING (ART) GRANT

$1,549,279

School Nutrition Programs continues to support the integrity of programs by upgrading, integrating, and enhancing the comprehensive Child Nutrition system, in addition to existing usage and functionality.

—Training—

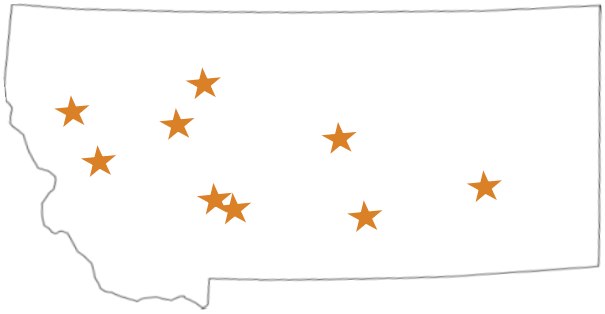
PROFESSIONAL STANDARDS

66 hours of continuing education provided by OPI School Nutrition Programs

97 hours of continuing education provided by MT Team Nutrition Program

REGIONAL OPI AND TEAM NUTRITION STAFF

OPI School Nutrition Programs and Team Nutrition have staff located around the state to better serve Montana's rural areas.



PROGRAMS

	TOTAL MEALS/SNACKS	TOTAL REIMBURSEMENT
School Breakfast Program	813,846	$1,518,919
National School Lunch Program	1,499,359	$3,494,873
Fresh Fruit and Vegetable Program	—	$1,424,135
Afterschool Snack Program	241,047	$217,807
Special Milk Program	21,652	$4,564
USDA Foods	—	$3,538,387
DOD Fresh	—	$741,000
Summer Food Service Program	16,871,992	$59,672,681
Seamless Summer Option	—	—
MT Team Nutrition	—	—

COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION

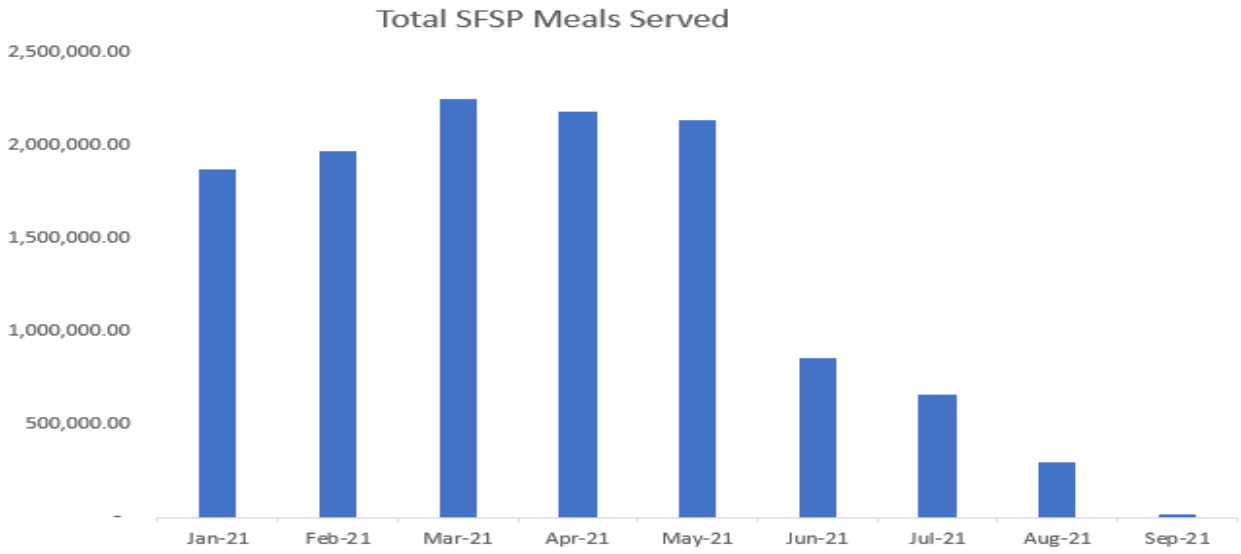
WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION

TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION

SUMMER FOOD SERVICE PROGRAM

The Summer Food Service Program provides free meals to all kids, age 18 and under, during the summer months, however to increase flexibility options, a USDA waiver allowed the program to operate during school year 2020-21.

69,626 MEALS SERVED DAILY

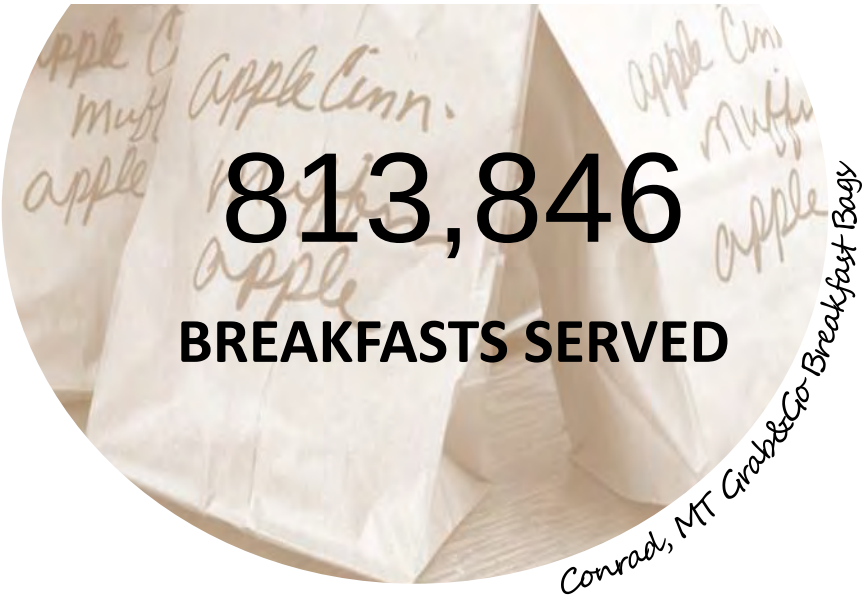


215 Sponsors at 416 Sites

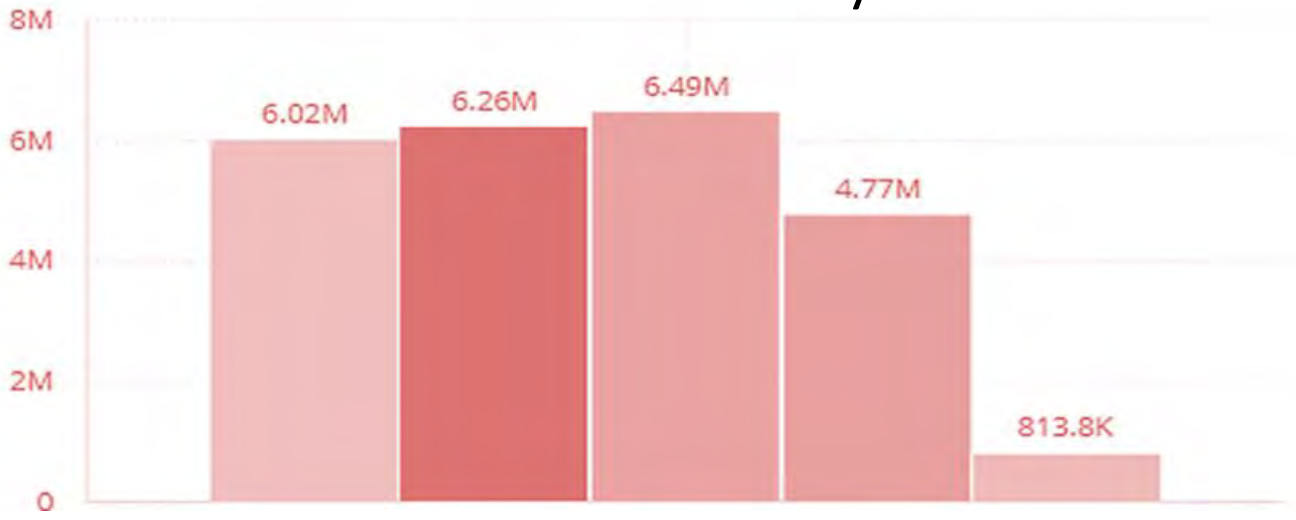
Including schools, home deliveries via bus routes, weekend and holiday meals, and drive-thru pick-up.

SCHOOL BREAKFAST PROGRAM

The School Breakfast Program provides reimbursement for breakfasts served to students during the school day.



SBP Total Meals by Year



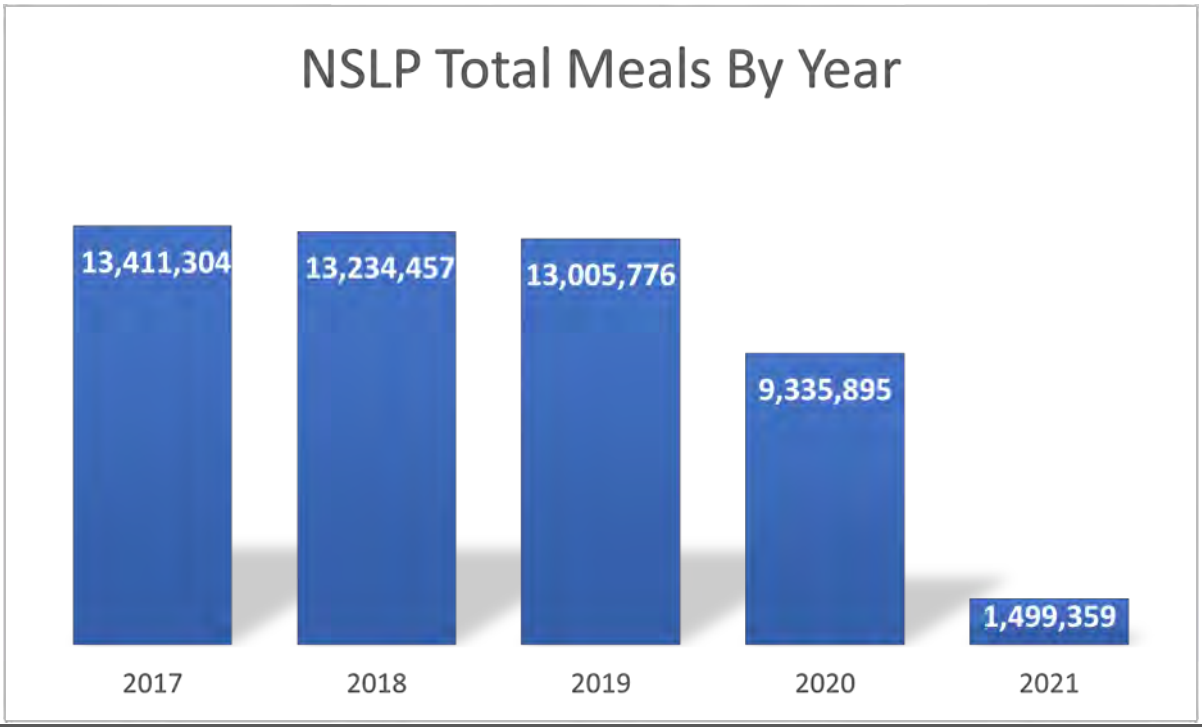
Total Breakfasts by Year

82% DECREASE

TOTAL BREAKFASTS DECREASED BY 82% FROM SY 2019-20 TO SY 2020-21. This difference represents schools who operated the Summer Food Service Program.

NATIONAL SCHOOL LUNCH PROGRAM

The National School Lunch Program provides reimbursement for lunches served to students during the school day.



83% DECREASE

TOTAL LUNCHES DECREASED BY 83% FROM SY 2019-20 TO SY 2020-21. This difference represents schools who operated the Summer Food Service Program.

FRESH FRUIT & VEGETABLE PROGRAM

The Fresh Fruit and Vegetable Program (FFVP) provides funds to elementary schools for fresh fruit and vegetable snacks during the school day.

$2.3 MILLION

TOTAL FUNDS

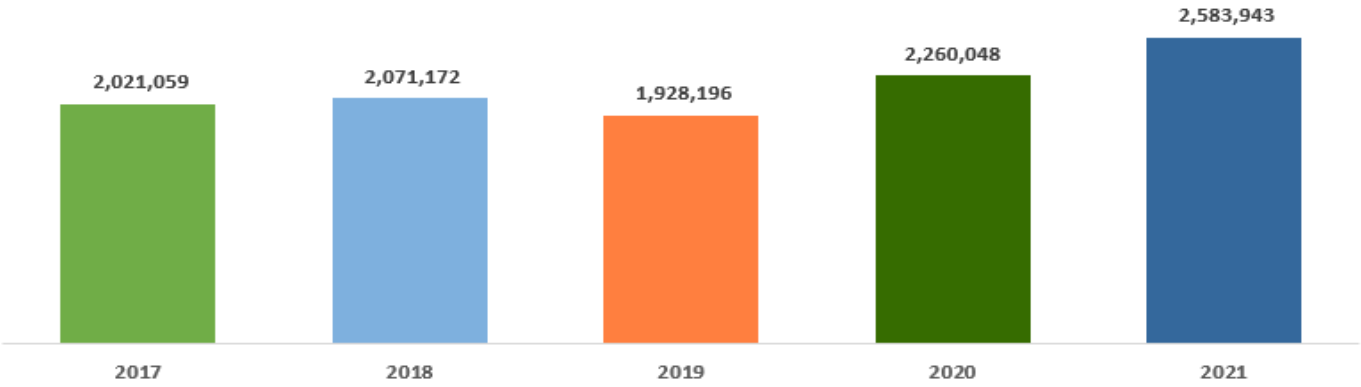
Carrot Prep @ 2018 MT Cook Fresh Institute

$51.62

ALLOTMENT PER STUDENT

106

Schools Participated in FFVP



FFVP Allocation by Year

43,775

STUDENTS HAD ACCESS TO FFVP

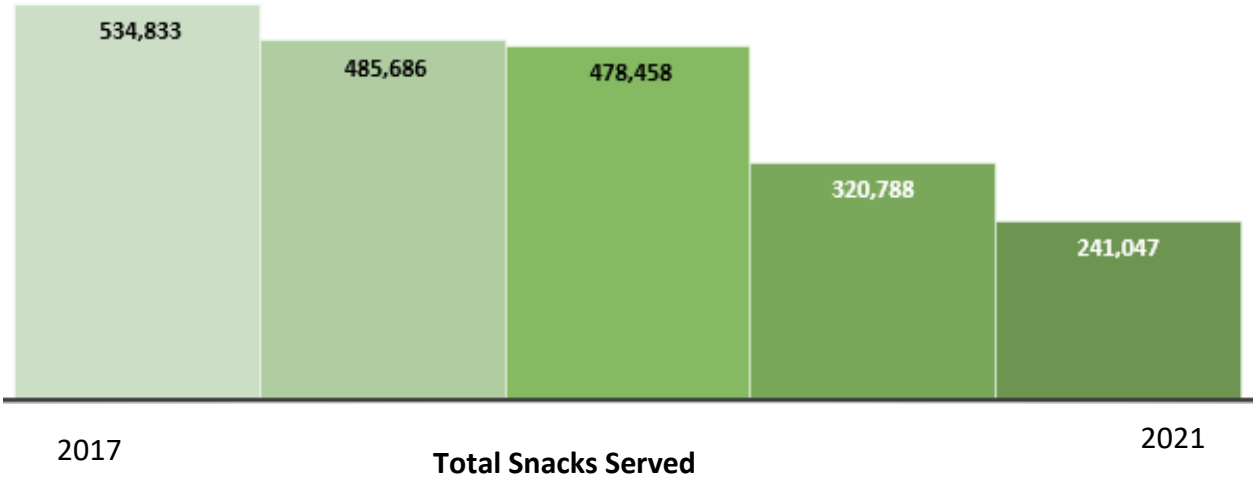
AFTERSCHOOL SNACK PROGRAM

The Afterschool Snack Program provides snacks to students in education and enrichment activities after school.

241,047

AFTERSCHOOL SNACKS SERVED

Corvallis Whole Grain Cinnamon Rolls



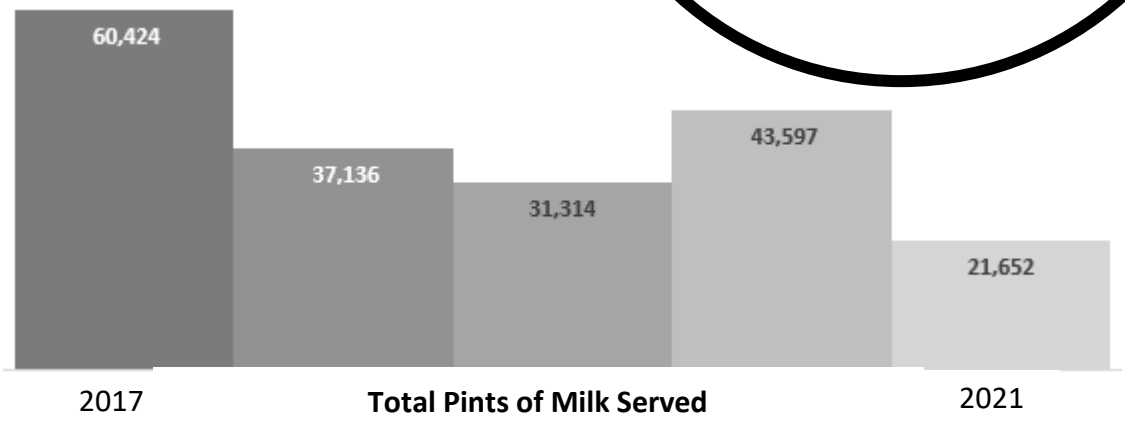
1,175

STUDENTS EAT A SNACK AFTER SCHOOL **EACH DAY**

SPECIAL MILK PROGRAM

The Special Milk Program provides reimbursement for milk served at schools that do not offer the National School Lunch Program or Summer Food Service Program.

The Special Milk Program operates at 12 small schools/summer camps that do NOT offer breakfast or lunch to students.



112

STUDENTS PARTICIPATE IN SPECIAL MILK PROGRAM **EACH DAY**

USDA FOODS and DOD FRESH

The USDA provides schools with USDA Foods and Department of Defense (DOD) Fresh Fruits and Vegetables for use in preparing school meals.

100%

of foods offered through USDA Foods/DOD Fresh are **AMERICAN GROWN**

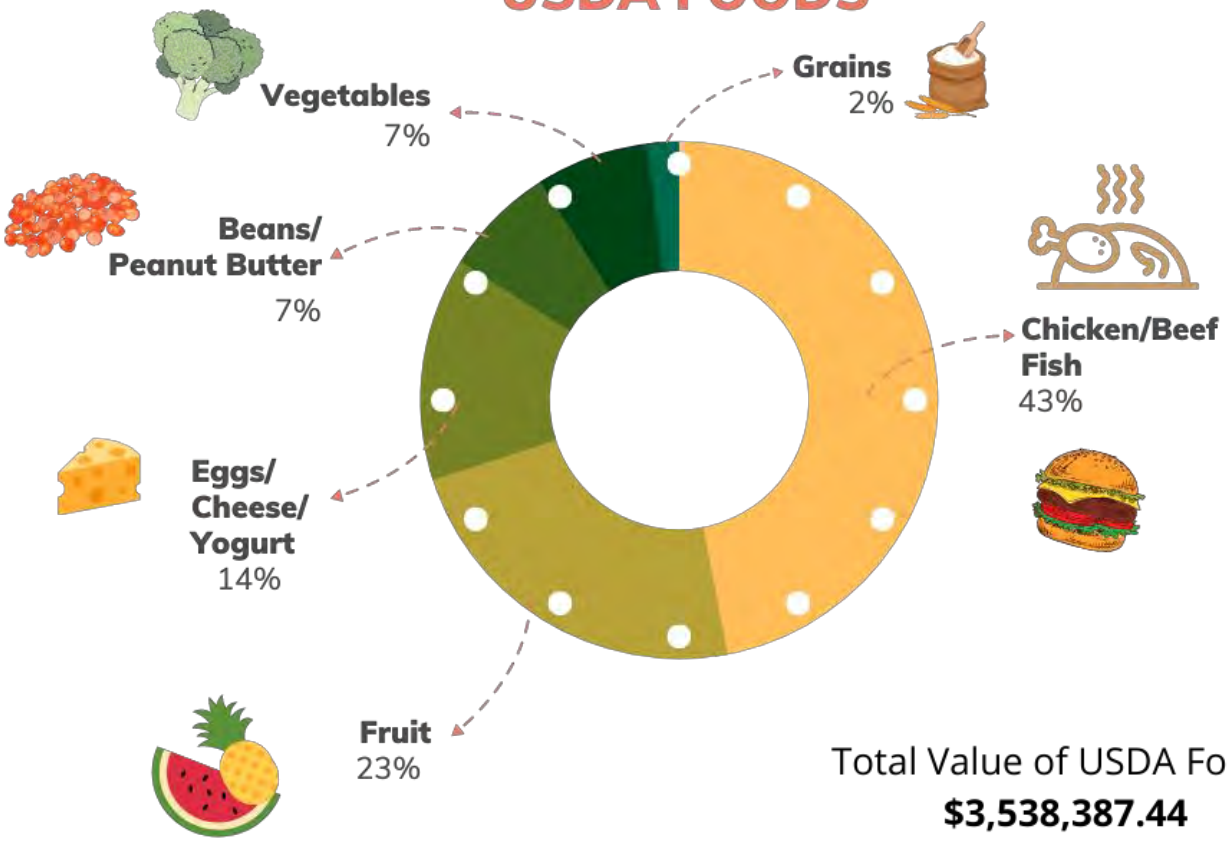
Veggie Cups @ Great Falls Public Schools

Did You Know….

On an average day, USDA Foods make up between 15 and 20 percent of the total products

Schools Received $741,000 in fresh produce through USDA DoD Fresh.

2021 Breakdown of USDA FOODS



Total Value of USDA Foods:
$3,538,387.44

Montana Team Nutrition

Annual Report: July 1 2020 – June 30 2021

Annual Report for FY2021

The COVID19 pandemic shifted the way that schools served meals all across the country. In Montana, school nutrition professionals rose to the occasion and continued to provide healthy, delicious meals to students despite challenges in staffing, supplies, and school closures. Montana Team Nutrition, with support from the Montana Office of Public Instruction School Nutrition Programs and Montana State University, is proud to have leveraged technology, creativity, and timely trainings to continue to support school nutrition professionals during this time.

Montana Team Nutrition Outreach Outcomes

97	259	86	51%
Hours of training offered to school nutrition professionals	Number of unique participants reached	Number of training opportunities offered	Percent of School Food Authorities in Montana reached

Adapting to the New Normal

As part of the 2019 USDA Team Nutrition Training Grant for Innovative State Training Programs, Montana Team Nutrition virtually offered a two-week Montana Cook Fresh Leadership Institute focused on culinary skills and school nutrition program management. Team Nutrition also conducted all staff trainings on whole grain baking and meal pattern and portion sizes, developed culinary instructional videos on demand and lead five OPI School Nutrition Program (SNP) Webinar Wednesdays and 16 SNP monthly chats. This was in addition to many hours of technical assistance offered directly to schools via phone call or video conferencing on topics such as emergency preparedness, bulk meal planning, school meal quality, school wellness, farm to school, and more.

PHOTO 1: SHARON SCHNACKENBERG AND ELLEN MILLS FROM LIBBY DURING THE 2020 COOK FRESH LEADERSHIP

Learn More

Web
www.montana.edu/teamnutrition

Facebook
www.facebook.com/MontanaTeamNutrition

Contact
Katie Bark
Program Co-Director

Molly Stenberg
Program Co-Director

Aubree Roth
F2S Coordinator

Gretchen Groves
Evaluation Coordinator

Skye Huntsman
Admin Coordinator

325 Reid Hall
PO Box 173370
Montana State University
Bozeman MT 59717-3370

The Montana Team Nutrition Program works in close collaboration with the Office of Public Instruction School Nutrition Programs and is funded by the United States Department of Agriculture (USDA), Team Nutrition Training Grant Program. This institution is an equal opportunity provider and employer.

Montana Team Nutrition also received a No Kid Hungry/Share Our Strength grant that allowed for the distribution of 9 mini-grants of approximately $1000 each for nine school districts to support equipment purchases for scratch cooking and professional development for staff. Read more about the mini grants here.

Harvesting Montana Recipes Contest

As part of the 2021 USDA Team Nutrition Grant, Montana Team Nutrition hosted a statewide recipe contest, Harvesting Montana Recipes, to collect recipes featuring local and indigenous Montana ingredients. These ingredients included barley, beets, bison, sweet cherries, and lentils. Six winning recipes were selected. Students and school staff are actively engaged in the recipe development and testing through a subgrant program to support nutrition education, student taste-testing, and meal service. Once the winning recipes have been fully standardized, these Montana Recipes will be featured at the state and national level for other schools to serve and enjoy. Read more about this project on our website.

PHOTO 2: A STUDENT FROM BELGRADE SHOWS HER BISON HARVEST OF THE MONTH MATERIALS AFTER A TASTE TEST OF BISON BARLEY SOUP

Montana Farm to School

Montana Team Nutrition and the Office of Public Instruction have collaborated to provide farm to school leadership in Montana since 2008. Farm to school is a growing component of school nutrition and nutrition education programming. Office of Public Instruction sponsors the Montana Farm to School Leadership Team, which is facilitated by the Montana Farm to School Coordinator at Montana Team Nutrition. The team works through partnerships across the state to build farm to school initiatives that help kids eat healthy, connect with agriculture and nutrition through education, support Montana farms and food producers, enhance local economies and strengthen communities. To learn more about Montana Farm to School, check out the 2021-2021 Montana Farm to School Annual Report.

Stronger Together

We want thank all of the partners and community members that we worked with this year and especially thank each and every school nutrition professional in Montana for their hard work and dedication over the last year. Montana Team Nutrition is proud to be part of this incredible community.

Pictured from left to right: Robin Vogler from Somers, Anna Blackburn from Belgrade, Tura Gruel and Olinda Jones from Belfry, and Cheryl Gertge from Choteau

Montana Farm to School Annual Report

Academic Year 2020 - 2021

Farm to School Participation Rates

2020-2021 58.6%

2019-2020 57.1%

2018-2019 54.8%

OVERALL PARTICIPATION
Sites participating in at least one F2S activity

20%
SCHOOL GARDENS
Creating and tending school gardens

51%
PROCUREMENT
Serving local products in school meals

23%
EDUCATION
Conducting educational activities

WHAT

What is farm to school?

Farm to school enriches the connection communities have with fresh, healthy food and local food producers by influencing food purchasing and education practices at K-12 schools and preschools. Students gain access to healthy, local foods as well as education opportunities through such avenues as school gardening, cooking lessons, and farm field trips. Through community-driven approaches, farm to school implementation differs by location but always includes one or more of the following core elements: procurement, education, and school gardens.

WHY

Why does farm to school matter?

Farm to school not only connects kids with locally grown food and food and nutrition education, but it helps foster more resilient food systems. COVID-19 has highlighted the need for farm to school to solve food supply issues and support the local economy.

60% of students ate vegetables one or more times per day in the past seven days, according to the 2021 Montana Youth Risk Behavior Survey.

49,780
An estimated **21.6%** (every 1 in 5) of Montana children faced food insecurity in 2020, meaning they may not know how they will get their next meal.

42% of Montana students are eligible for free and reduced-price meals. *Most recent data from 2019-20 school year.*

Agriculture remains the leading industry sector in Montana's economy, with a value of **$4.6 billion** in 2020. By connecting children with agriculture and exposing them to agricultural careers, farm to school initiatives are helping to prepare the next generation of farmers.

Montana Farm to School Leadership Team

The Montana Farm to School Leadership Team works through partnerships across the state to build farm to school initiatives that help kids eat healthy, connect with agriculture and nutrition through education, support Montana farmers and food producers, enhance local economies, and strengthen communities.

The Leadership Team consists of 14 member organizations with statewide focus and influence that are key to the success of farm to school in Montana. In 2020, the Leadership Team embarked on a yearlong strategic planning process to identify priorities and activities for the future. Check out the Montana Farm to School Leadership Team Strategic Plan Summary. The team has 7 working groups, which are open to the public. To get involved, contact the working group chair listed on the Leadership Team webpage.

The Office of Public Instruction sponsors the Montana Farm to School Leadership Team. The team is facilitated by the Montana Farm to School Coordinator at Montana Team Nutrition Program.

2020 Member Organizations

AERO
Mission West Community Development Partners
Montana Department of Agriculture
Montana Department of Livestock
Montana Department of Public Health and Human Services
Montana Farmers Union
Montana No Kid Hungry
Montana Office of Public Instruction
Montana School Nutrition Association
Montana State University Extension
Montana Team Nutrition Program, Montana State University
National Center for Appropriate Technology
Northern Plains Resource Council
USDA Office of Community Food Systems, Mountain Plains Region

The USDA is an equal opportunity provider and employer.

Montana Harvest of the Month

Each month participating sites focus on promoting one locally grown item (e.g., lentils) by serving it in at least one meal or snack, offering taste tests, conducting educational activities, and displaying or distributing Harvest of the Month materials.

Many sites reported barriers in HOM participation due to changes in school nutrition program operation, such as staffing shortages, changes to meal service, and overall uncertainty in program operation. Other challenges included changes in overall school district operation, such as in delivery of K-12 curriculum instruction.

In school year 2020-2021

92 schools and afterschool programs registered

17,434 children reached at K-12 and Early Care + Education sites

22 early care and education sites registered

98 local food producers sold to sites

$376,567 local foods purchased (not including fluid milk for K-12)

Training + Resources

There are many ways to learn about farm to school and access resources! Montana Farm to School hosts farm to school webinars and in-person trainings as well as an archive of previous webinars on the Montana Farm to School website.

13 Trainings in 2020-2021

39 Hours of events

196 Individuals reached

Celebrating Farm to School Month

Montana Crunch Time is a statewide event to celebrate National Farm to School Month and 'buy local' initiatives in Montana by crunching into locally and regionally grown apples on a designated day in October.

13,745 people participated in Montana Crunch Time 2020

Social Media Outreach

@montanafarmtoschool
1,382 likes during the 2020-21 school year

@mtfarmtoschool
1,459 engagements during the 2020-21 school year

MT Team Nutrition and Montana Harvest of the Month
4,243 views during the 2020-21 school year

GET INVOLVED + CONTACT

Website

Find resources and information at:
www.montana.edu/mtfarmtoschool

Contact Us

Aubree Roth, Montana Farm to School Coordinator
Montana Team Nutrition Program,
Montana State University

aubree.roth@montana.edu
(406) 994-5996

Garden City Harvest

Poly Drive Elementary

SOURCES

National School Lunch Program Annual Sponsor Agreement Form 2020-2021, Montana Office of Public Instruction

2021 Montana Youth Risk Behavior Survey, Montana Office of Public Instruction

Map the Meal Gap: Child Food Insecurity 2019, Feeding America

Montana Farm to School Leadership Team Participation 2020, Montana Team Nutrition

Montana Harvest of the Month Participation 2020-2021, Montana Team Nutrition Program

Montana Crunch Time Participation 2020, Montana Team Nutrition

Montana Farm to School Professional Development and Technical Assistance Tracker 2019-21, Montana Team Nutrition

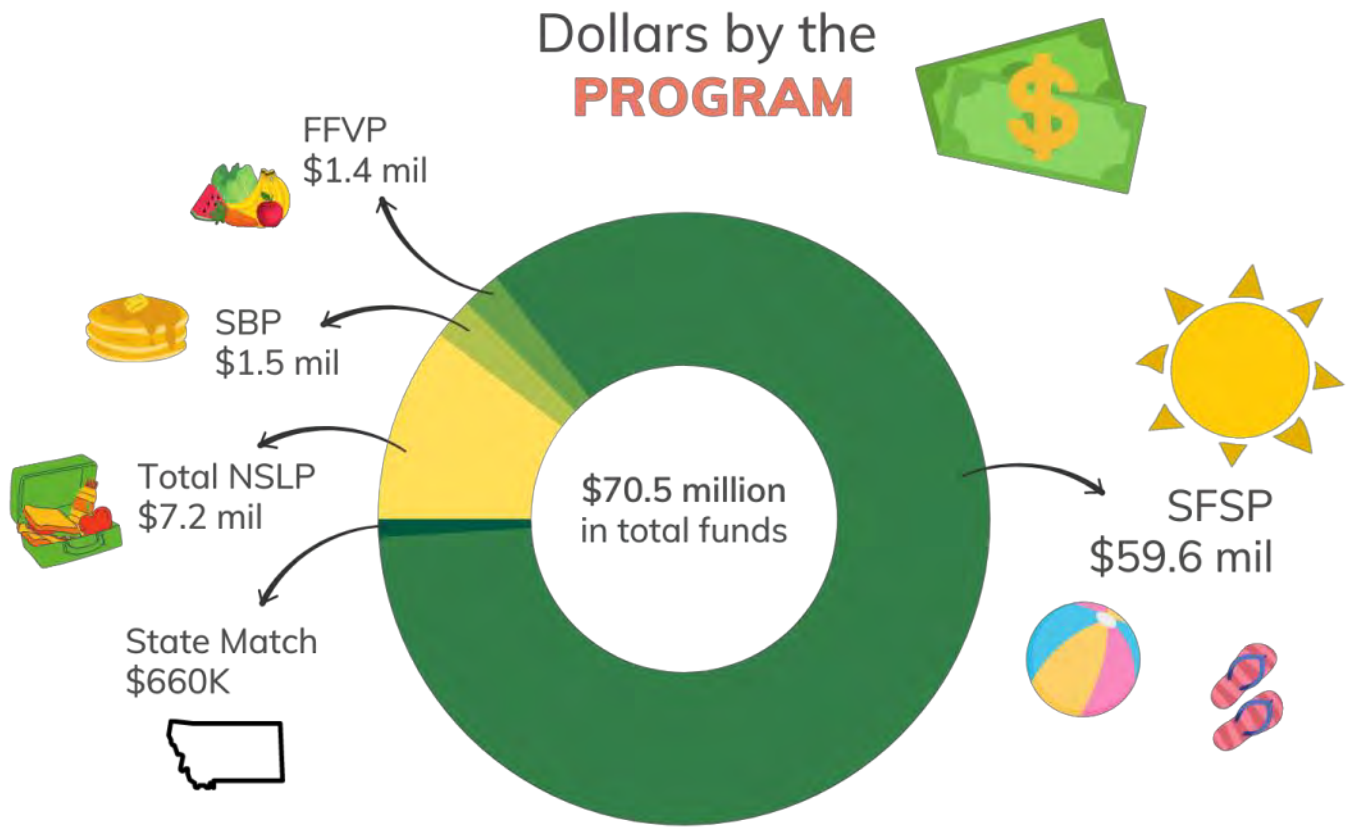
Montana Agriculture Statistics, 2021

Revenue

MONTANA SCHOOL NUTRITION PROGRAMS

July 1, 2020– June 30, 2021

National School Lunch Program Meals	$3,494,873
Afterschool Snacks	$217,807
USDA Foods Entitlement	$3,538,387
Total National School Lunch Program (lunches, snacks and commodities)	**$7,251,067**
School Breakfast Program	**$1,518,919**
Special Milk Program	**$4,564**
Fresh Fruit and Vegetable Program	**$1,424,135**
Summer Food Service Program	**$59,672,681**
Total Federal Funding	**$69,871,366**
Total State Matching Funds *(minimum required by USDA policy)*	**$663,862**
Total Federal and State Funding	**$70,535,228**



In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture

   Office of the Assistant Secretary for Civil Rights

   1400 Independence Avenue, SW

   Washington, D.C. 20250-9410;

2. fax: (202) 690-7442; or

3. email: program.intake@usda.gov.

Want to learn more about

School Nutrition Programs

in Montana?

VISIT:

opi.mt.gov/schoolnutrition

ACTION

ITEM 9

ACTION ON NOTICE OF ADOPTION, ARM TITLE 10, CHAPTER 64, BUS STANDARDS

Rob Stutz, OPI Chief Legal Counsel

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: March 10 & 11, 2022

Presentation	Presentation of proposed rule changes addressing Bus Standards in ARM Title 10, Chapter 64 and requesting approval of the rule changes and authorization to publish the Notice of Hearing.
Presenter	Rob Stutz
Position Title	Chief Legal Counsel Office of Public Instruction
Overview	The Superintendent of Public Instruction is recommending approval of the bus standards. The proposed Notice of Public Hearing is attached.
Requested Decision(s)	Action
Related Issue(s)	
Recommendation(s)	Vote to approve proposed rule changes, approve the Notice of Public Hearing and authorize filing of the Notice with the SOS for publication in the Montana Administrative Register.

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

BUS STANDARDS RULE REVISION LANGUAGE

The rule as proposed to be amended provides as follows, new matterunderlined, deleted matter interlined:

10.64.301 SCHOOL BUS REQUIREMENTS (1) The Board of Public Education adopts and incorporates the Standards for School Buses in Montana – ~~2018~~ 2022. A copy of this document is available from the Office of Public Instruction, Pupil Transportation Division, P.O. Box 202501, Helena, Montana 59620-2501 and is available at the following web address: bpe.mt.gov.

(2) The Board of Public Education adopts standards for school buses in Montana in part from the National School Transportation Specifications and Procedures, as adopted in 2015 by the Sixteenth National Congress on School Transportation (NCST). The NCST occasionally issues an interpretation on its adopted specifications and procedures. Any interpretation adopted by the NCST shall be the official interpretation of the corresponding Montana standard unless thatinterpretation is specifically redefined or preempted by a corresponding Montana standard, law, or regulation. The National School Transportation Specifications and Procedures and additional information regarding the NCST are available at www.NCSTOnline.org.

REASON: The Board of Public Education adopted Standards for SchoolBuses in Montana – 2022 with an effective date of January 14, 2022. The bus standards have been revised to conform with the passage of House Bills 207, 267,and 300.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of ARM 10.64.301 pertaining to school bus requirements	)))	NOTICE OF AMENDMENT

TO: All Concerned Persons

1. On January 28, 2022, the Board of Public Education published MAR Notice No. 10-64-283 pertaining to the proposed amendment of the above-stated rule at page ## of the 2022 Montana Administrative Register, Issue Number 2.

2. The Board has amended the above-stated rule as proposed.

3. No comments or testimony were received.

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Tammy Lacey
Tammy Lacey
Board Chair
Board of Public Education

Certified to the Secretary of State March ##, 2022.

ACTION

ITEM 10

ACTION ON NOTICE OF ADOPTION, ARM TITLE 10, CHAPTER 66, PERTAINING TO MONTANA YOUTH CHALLENGE ACADEMY

McCall Flynn

MONTANA YOUTH CHALLENGE ACADEMY RULE REVISION LANGUAGE

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

10.66.112 QUALIFICATIONS – EXCEPTIONS (1) Candidates 17 and 18 years of age are eligible to test and receive HSE diplomas provided the candidate:

(a) submits to the HSE testing center prior to testing, an original, official school document that clearly identifies the candidate by name, date of birth, and provides the last school enrollment date and signed by the chief education officer verifying that the candidate has been advised of in-school and alternative educational options; ~~or~~ and

~~(b)~~ (c) resides in a Montana-based job corps center, correctional facility, state-authorized group home, youth challenge, or treatment center and submits a written referral from the facility director or authorized agent (e.g., probation officer).~~; and~~

~~(c)~~ (b) is no longer enrolled in a regular high school program for credit; or~~.~~

(2) remains the same.

10.66.113 AGE REQUIREMENT – WAIVER (1) remains the same.

(2) A candidate 16 years of age who resides in a Montana-based job corps center, correctional facility, state-authorized group home, youth challenge, or treatment center may receive a waiver of the age requirement if the candidate submits a written referral from the facility director or authorized agent (e.g., probation officer) and is no longer enrolled in a regular high school program for credit.

(3) remains the same.

REASON: The Montana Youth Challenge Academy (MYCA) was inadvertently left out of ARM 10.66.112 and 10.66.113 and previously operated under the "state group home" exception. The Office of Public Instruction no longer grants that exception to allow MYCA to offer HiSET testing to their students without requiring students to first drop out of their local school district, based on the way the rule is currently written. The Board of Public Education is bringing these requested changes in ARM 10.66.112 and 10.66.113 to assist the MYCA in their efforts to continue offering HiSET testing to MYCA students while they are enrolled in their local school districts and MYCA.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of ARM 10.66.112 and 10.66.113 pertaining to adult secondary education credentials	)))	NOTICE OF ADOPTION

TO: All Concerned Persons

1. On January 28, 2022, the Board of Public Education (board) published MAR Notice No. 10-66-101 pertaining to the proposed amendment of the above-stated rules at page 142 of the 2022 Montana Administrative Register, Issue Number 2.

2. The board has amended the above-stated rules as proposed.

3. No comments or testimony were received.

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Tammy Lacey
Tammy Lacey
Chair
Board of Public Education

Certified to the Secretary of State March 15, 2022.

INFORMATION

ITEM 11

FEDERAL PROGRAMS UPDATE

Dr. Julie Murgel

Elsie Arntzen, Superintendent
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www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

Montana Board of Public Education
Executive Summary

Date: March 10 & 11, 2022

Presentation	Update on Federal American Rescue Plan-Elementry and Secondary School Relief Fund (ARP-ESSR) and the Federal Accountability System
Presenter	Julie Murgel, Chief Operating Officier
Position Title	Office of Public Instruction
Overview	1. Addendum for ESSA Accountability 2. ARP-ESSER and EANS General Accountability 3. ARP-ESSER Key Dates and OPI Technical Assistance Opportunity 4. ARP- ESSR Data Collection
Requested Decision(s)	Informational Item Only
Related Issue(s)	None
Recommendation(s)	Informational

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TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

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

ACTION

LICENSURE COMMITTEE – (Items12-22)

Madalyn Quinlan

ITEM 12

INITIAL REVIEW OF BPE CASE #2020-10, SANTALA

Tara Harris, Counsel

Elsie Arntzen, Superintendent
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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Montana Board of Public Education
Executive Summary

Date: March 11 & 12, 2022

Presentation	INITIAL REVIEW OF BPE CASE #2020-10, SANTALA
Presenter	Tara Harris
Position Title	Contract Attorney for Office of Public Instruction
Overview	Initial Review of BPE Case #2020-10
Requested Decision(s)	Action item to set hearing
Related Issue(s)	
Recommendation(s)	Review documentation and set matter for hearing.

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COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

ACTION

ITEM 13

UNUSUAL CASE REQUEST, BPE CASE #2022-02, MORAND

Crystal Andrews
Rob Stutz, OPI Chief Legal Counsel

Elsie Arntzen, Superintendent
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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Montana Board of Public Education
Executive Summary

Date: March 11 & 12, 2022

Presentation	Unusual Case Requests BPE Case # 2022-02 Morand BPE Case # 2022-03 Mavrinac BPE Case # 2022-04 Estrada BPE Case # 2022-05 Shrider BPE Case # 2022-06 Griffin BPE Case # 2022-07 Lilly
Presenter	Rob Stutz
Position Title	Chief Legal Counsel Office of Public Instruction
Overview	
Requested Decision(s)	Actions
Related Issue(s)	
Recommendation(s)	Accept the Superintendent's recommendations

ACTION

ITEM 14

UNUSUAL CASE REQUEST, BPE CASE #2022-03, MAVRINAC

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Montana Board of Public Education
Executive Summary

Date: March 11 & 12, 2022

Presentation	Unusual Case Requests BPE Case # 2022-02 Morand BPE Case # 2022-03 Mavrinac BPE Case # 2022-04 Estrada BPE Case # 2022-05 Shrider BPE Case # 2022-06 Griffin BPE Case # 2022-07 Lilly
Presenter	Rob Stutz
Position Title	Chief Legal Counsel Office of Public Instruction
Overview	
Requested Decision(s)	Actions
Related Issue(s)	
Recommendation(s)	Accept the Superintendent's recommendations

ACTION

ITEM 15

UNUSUAL CASE REQUEST, BPE CASE #2022-04, ESTRADA

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Rob Stutz, OPI Chief Legal Counsel

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Montana Board of Public Education
Executive Summary

Date: March 11 & 12, 2022

Presentation	Unusual Case Requests BPE Case # 2022-02 Morand BPE Case # 2022-03 Mavrinac BPE Case # 2022-04 Estrada BPE Case # 2022-05 Shrider BPE Case # 2022-06 Griffin BPE Case # 2022-07 Lilly
Presenter	Rob Stutz
Position Title	Chief Legal Counsel Office of Public Instruction
Overview	
Requested Decision(s)	Actions
Related Issue(s)	
Recommendation(s)	Accept the Superintendent's recommendations

ACTION

ITEM 16

UNUSUAL CASE REQUEST, BPE CASE #2022-05, SHRIDER

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Montana Board of Public Education
Executive Summary

Date: March 11 & 12, 2022

Presentation	Unusual Case Requests BPE Case # 2022-02 Morand BPE Case # 2022-03 Mavrinac BPE Case # 2022-04 Estrada BPE Case # 2022-05 Shrider BPE Case # 2022-06 Griffin BPE Case # 2022-07 Lilly
Presenter	Rob Stutz
Position Title	Chief Legal Counsel Office of Public Instruction
Overview	
Requested Decision(s)	Actions
Related Issue(s)	
Recommendation(s)	Accept the Superintendent's recommendations

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

ACTION

ITEM 17

UNUSUAL CASE REQUEST, BPE CASE #2022-06, GRIFFIN

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Montana Board of Public Education
Executive Summary

Date: March 11 & 12, 2022

Presentation	Unusual Case Requests BPE Case # 2022-02 Morand BPE Case # 2022-03 Mavrinac BPE Case # 2022-04 Estrada BPE Case # 2022-05 Shrider BPE Case # 2022-06 Griffin BPE Case # 2022-07 Lilly
Presenter	Rob Stutz
Position Title	Chief Legal Counsel Office of Public Instruction
Overview	
Requested Decision(s)	Actions
Related Issue(s)	
Recommendation(s)	Accept the Superintendent's recommendations

ACTION

ITEM 18

UNUSUAL CASE REQUEST, BPE CASE #2022-07, NEUFELD LILLY

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STATE OF MONTANA

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Montana Board of Public Education
Executive Summary

Date: March 11 & 12, 2022

Presentation	Unusual Case Requests BPE Case # 2022-02 Morand BPE Case # 2022-03 Mavrinac BPE Case # 2022-04 Estrada BPE Case # 2022-05 Shrider BPE Case # 2022-06 Griffin BPE Case # 2022-07 Lilly
Presenter	Rob Stutz
Position Title	Chief Legal Counsel Office of Public Instruction
Overview	
Requested Decision(s)	Actions
Related Issue(s)	
Recommendation(s)	Accept the Superintendent's recommendations

INFORMATION

ITEM 19

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

Crystal Andrews

Montana Board of Public Education
Executive Summary

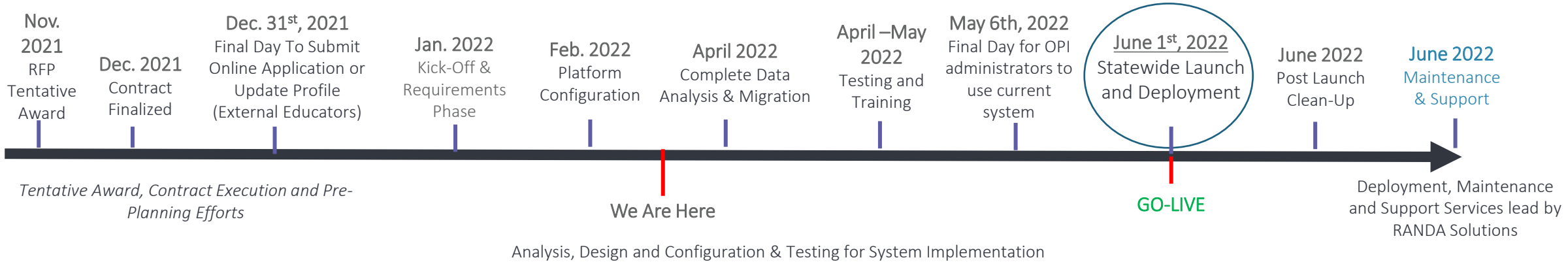
Date: March 10 - 11, 2022

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

Educator Licensure System Key Dates & Executive Summary

March 3, 2022

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

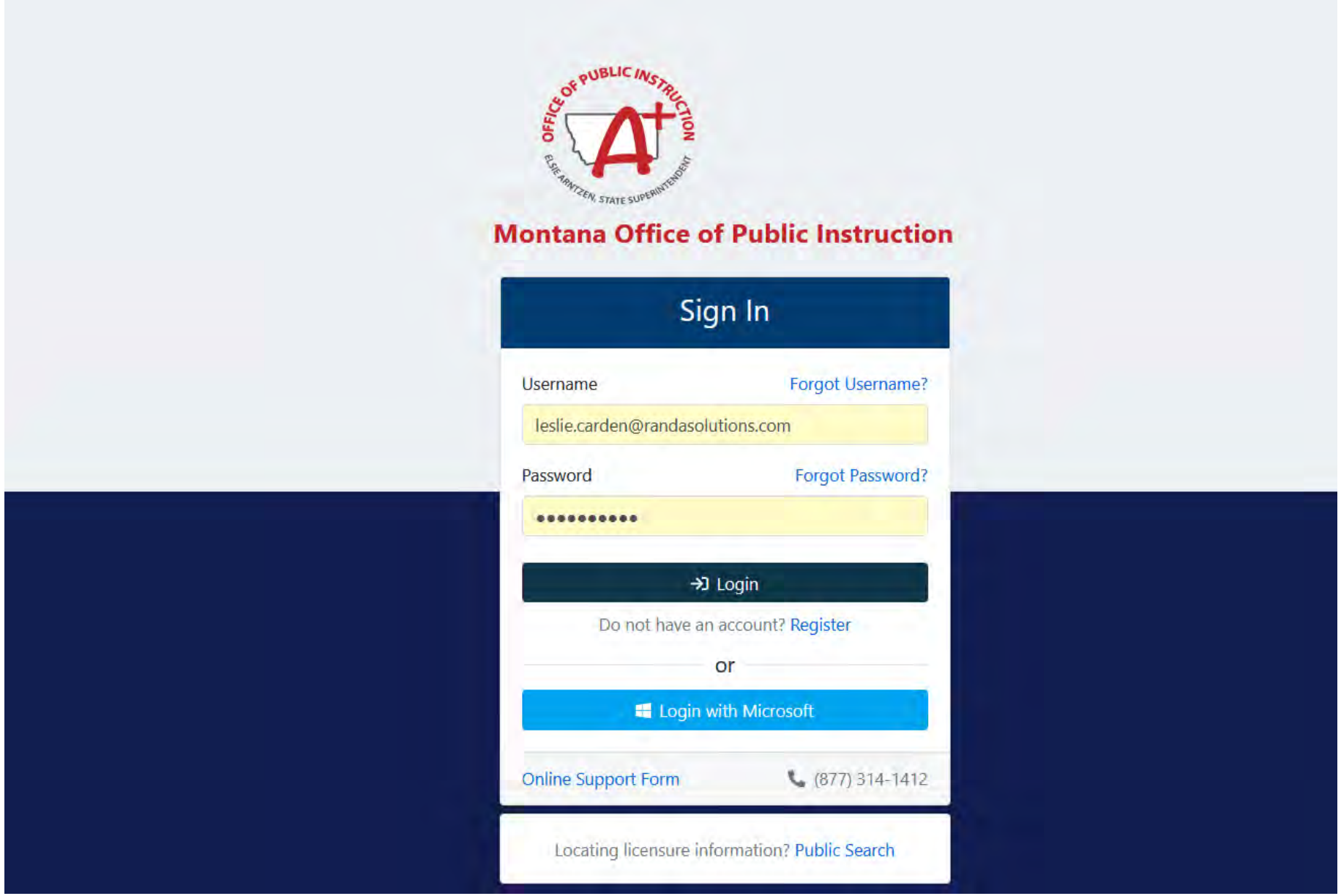


Executive Summary

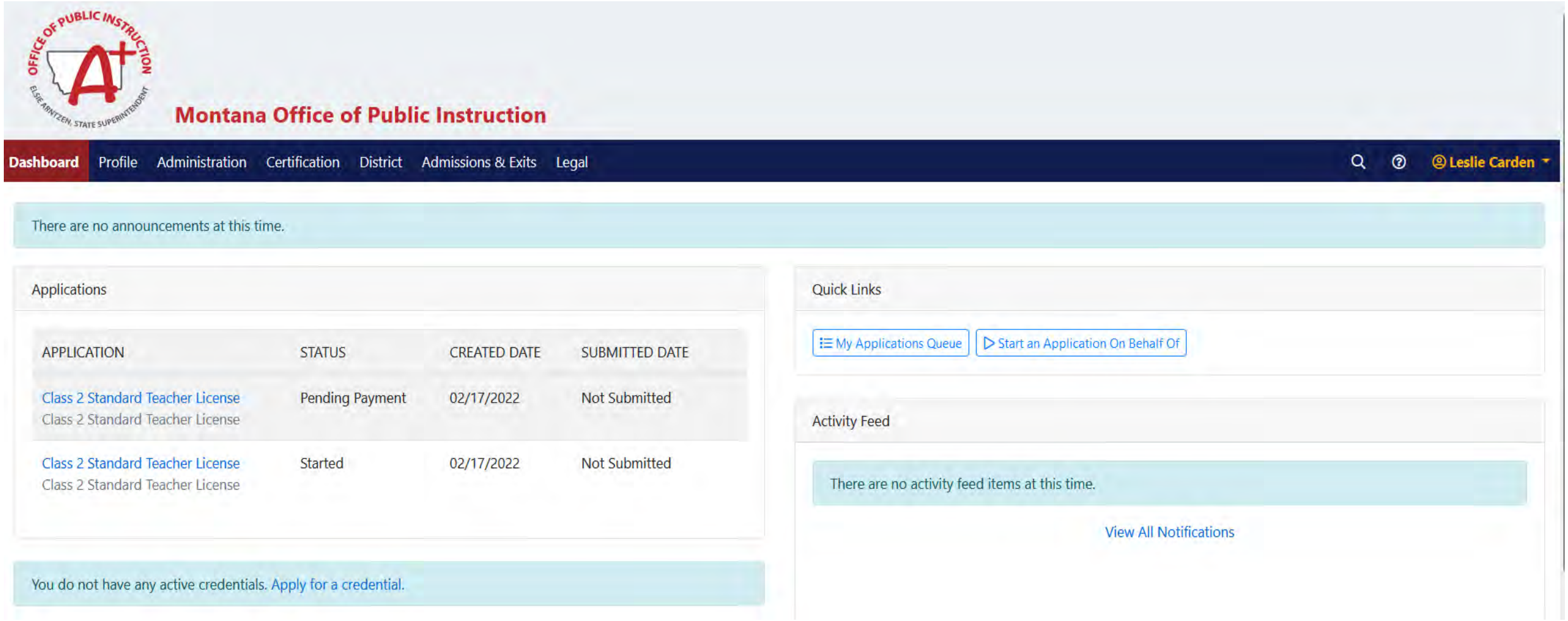
- Baseline Project Plan Reviewed and Confirmed
- Conducting Business Requirements and Analysis – *90% Complete*
  - Audits & Educator Application
  - Enforcements and Enforcements Audits
  - Evaluator Workflow
  - Licensure Process
  - Payment Processing
  - Foreign Application & Social Security
- Platform Configuration – *10% Complete*
- Data Migration – *40% Complete*
  - Received MSEIS Database for Technical Analysis
  - Clean-Up Data Activities Initiated
- Integration Confirmed and POC identified – *25% Complete*
- Single Sign-On (OKTA) Discovery & Design Initiated – *15% Complete*
- Prototype for Application Login and Home Page
- Application Workflow and Design – *20% Complete*

Next Steps: Complete Business Requirements, Integration Design, OKTA Solution, Application Demo with Stakeholders

New System Prototype Screenshots



New System Prototype Screenshots



New System Prototype Screenshots

Dashboard | Profile | Administration | **Certification** | District | Admissions & Exits | Legal | Lesli

Leslie Carden (201243439)

Class 2 Standard Teacher License
Started
Class 2 Standard Teacher License (National Board)

Overview

ELEMENTS
- Assessments
- Indian Education
- Out of State License
- National Board
- Background Check
- Character & Fitness

Payment
Summary

APPLICANT
View User Profile

- The character and fitness portion of this application has not been completed.

Application Summary

Montana Class 2 Educator Licensure

Requirements

ELEMENT	SUBMISSION STATUS	SUBMITTED BY	REVIEW STATUS
Assessments *		Applicant	
Indian Education *		Applicant	
Out of State License *		Applicant	
National Board		Applicant	
Background Check *		Applicant	
Character and Fitness *		Applicant	N/A

* indicates a required element

You must confirm all requirements and the charater and fitness portion before you may submit this application.

Application Notes

No records

New System Prototype Screenshots

Dashboard | **Profile** | Administration | Certification | District | Admissions & Exits | Legal

LC

Leslie Carden (201243439)

Profile
Account Settings
Notifications

CREDENTIALS
Applications
Credentials

GENERAL
Payments
Documents
Experience
Assessments

EDUCATION
Degrees
Admissions & Exits
Out of State License

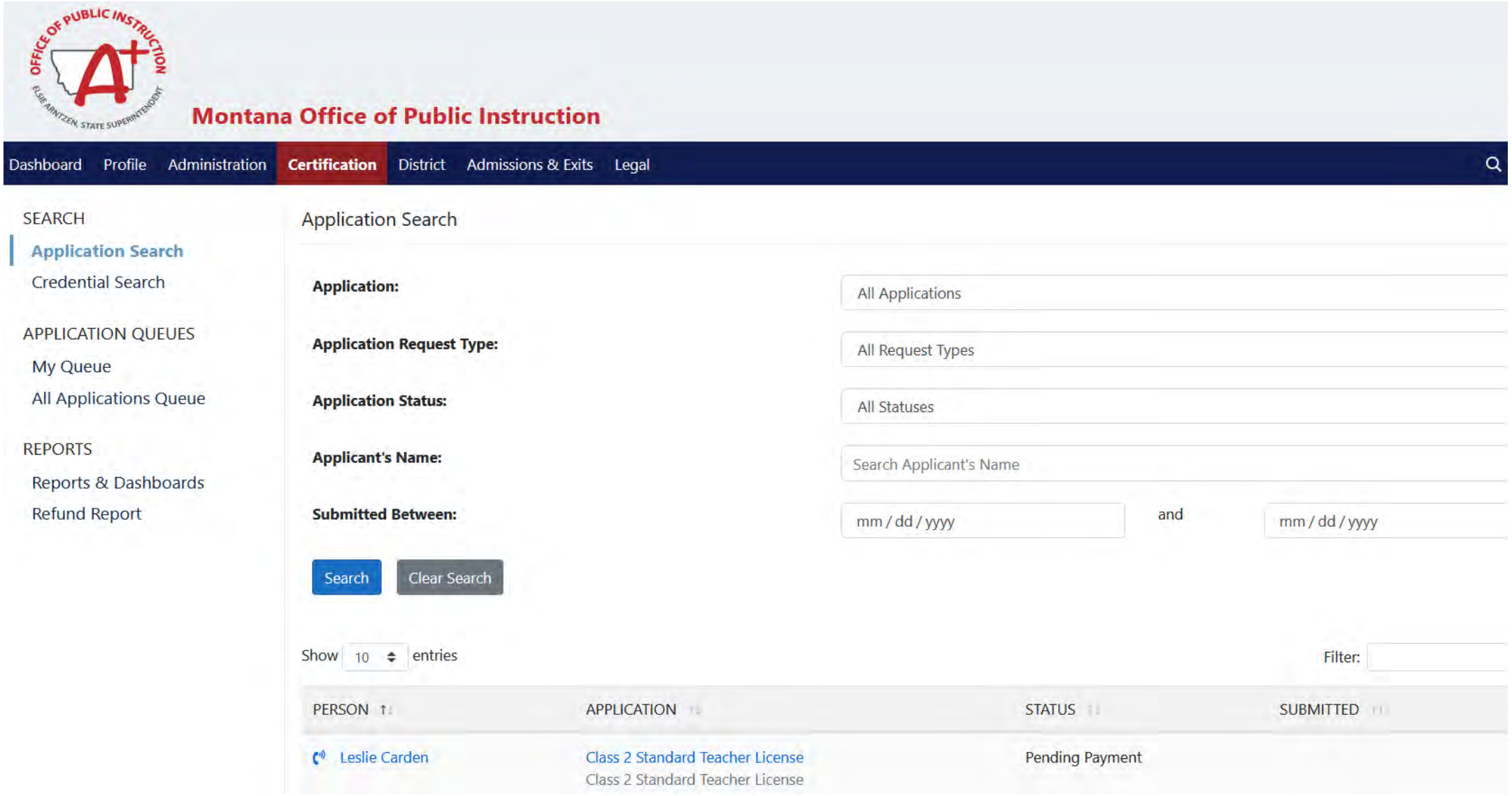
Personal Information

Edit

EPSB ID: The user EPSB ID	201243439
SSN:	
PIN:	Forgot your PIN?
Full Name: Full name including prefix and suffix	Leslie Carden
Date of Birth: Date of birth	
Email (Primary): The email account associated to this user and used for system notifications or logging in	leslie.carden@randasolutions.com
Email (Secondary): The email associated to this user	leslie.carden@randasolutions.com
Addresses:	+ Add
Phone Numbers:	+ Add
Preferred Timezone:	
Gender:	Gender Not Specified
Ethnicity:	

Staff Notes

New System Prototype Screenshots



INFORMATION

ITEM 20

PRAXIS FOR MATH PRESENTATION

Crystal Andrews

Elsie Arntzen, Superintendent
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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Montana Board of Public Education
Executive Summary

Date: March 10 & 11, 2022

Presentation	ETS Praxis: Mathematics 5165 Review
Presenter	Crystal Andrews Office of Public Instruction
Position Title	Director of Educator Licensure
Overview	This is the initial presentation of the proposed changes to the ETS Praxis: Mathematics 5165 test including the proposed timeline. Montana's current Mathematics Praxis test will no longer be available effective Summer 2022.
Requested Decision(s)	None. This is informational only.
Related Issue(s)	[Add Info if needed]
Recommendation(s)	Accept proposed timeline.

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OFFICE OF PUBLIC INSTRUCTION
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ETS Praxis Test Review: Mathematics Timeline

Date	Meeting	Subject
Jan. 26, 2022	Planning Meeting	Nick Bellack, Kristi Steinberg, Crystal Andrews
Jan. 27, 2022	Montana Council of Deans	*Information Only*- Flyer for nominations shared
Feb. 9, 2022	-	Nominations due for review panel
Feb. 22, 2022 10:30-2:30	ETS Praxis Test Review	Virtual review panel
Feb. 23, 2022	Praxis Working Committee	*Action Item*- review panel recommendation and approve Mathematics test and score
*Before Mar. 10	Montana Council of Deans	*Action Item*- review panel recommendation and approve Mathematics test and score
Mar. 10, 2022	Board of Public Education	*Information Only*- initial review overview of mathematics test and timeline, along with panel's recommendations
Apr. 20, 2022	CSPAC Meeting	*Action Item*- approve Mathematics test and score
May 12, 2022	Board of Public Education	*Action Item*- approve and adopt new Mathematics test and score

Contact Information

OPI: Crystal Andrews, crystal.andrews@mt.gov
ETS: Nick Bellack, nbellack@ets.org
PWC: Kristi Steinberg, Kristine.steinberg@mso.umt.edu

INFORMATION

ITEM 21

UPDATE ON REVISIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION

Zach Hawkins, Rob Stutz, OPI
Chief Legal Counsel

Montana Board of Public Education
Executive Summary

Date: March 10, 2022

Presentation	Request for an Amendment to the Administrative Rule Title 10, Chapter 58 Professional Educator Preparation Program Standards Timeline
Presenter	Rob Stutz Zach Hawkins
Position Title	Chief Legal Counsel of the OPI Chapter 58 Task Force Facilitator
Overview	The OPI has been working on the research and revisions to Chapter 58 well over a year with a good deal of preliminary work prior to the Chapter 58 task forces. At this time, and with the encouragement of the task force, the extension is needed to ensure that all of the endorsement areas are effectively reviewed by subject matter experts. This will ensure the Superintendent is able to provide a comprehensive recommendation on Chapter 58.
Requested Decision(s)	Approve the amended timeline for Chapter 58 as presented.
Related Issue(s)	
Recommendation(s)	Approve the amended timeline for Chapter 58 as presented.

ACTION

ITEM 22

ACTION ON REVISED TIMELINE FOR REVISIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS

Rob Stutz, OPI Chief Legal Counsel

Elsie Arntzen, Superintendent
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: March 10 & 11, 2022

Presentation	This is a request for BPE action: Approval of Revised time lines for addressing Professional Educator Preparation Program Standards in ARM Title 10, Chapter 58
Presenter	Rob Stutz,
Position Title	Chief Legal Counsel Office of Public Instruction
Overview	Request for extended time to complete Administrative Rule of Montana Title 10, Chapter 58 Professional Educator Preparation Program Standards
Requested Decision(s)	Approval of the proposed timeline change
Related Issue(s)	
Recommendation(s)	Vote to approve updated timelines for Title 10, Chapter 58 Professional Educator Preparation Program Standards

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TIMELINE – PROPOSED CHAPTER 58 RULES
March 10-11, 2022

• BPE approves rulemaking timeline	November 17-19, 2021
• BPE approves revised rulemaking timeline	March 10-11, 2022
• Proposal notice to BPE for authorization to publish, including public hearing date	May 12-13, 2022
• Proposal notice to SOS for publication in MAR	May 17, 2022
• MAR publication of proposal notice	May 27, 2022
• Public hearing date	mid-June, 2022
• Final public comment deadline	June 24, 2022
• Adoption notice to BPE for authorization to publish, including comments and responses	July 14-15, 2022
• Adoption notice to SOS for publication in MAR	September 13, 2022
• MAR publication of adoption notice	September 23, 2022
• Effective date of rules	September 30, 2022

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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TIMELINE – PROPOSED CHAPTER 58 RULES
March 10-11, 2022
(recommended)

• BPE approves rulemaking timeline	November 17-19, 2021
• BPE approves revised rulemaking timeline	March 10-11, 2022
• Proposal notice to BPE for consideration	May 12-13, 2022
• BPE authorization to publish proposal notice, including public hearing date	July 14-15, 2022
• Proposal notice to SOS for publication in MAR	July 26, 2022
• MAR publication of proposal notice	August 5, 2022
• Public hearing date	late-August, 2022
• Final public comment deadline	September 2, 2022
• Adoption notice to BPE for consideration, including comments and responses	September 15-16, 2022
• BPE authorization to publish adoption notice, including comments and responses	November 17-18, 2022
• Adoption notice to SOS for publication in MAR	January 2023
• MAR publication of adoption notice	January 2023
• Effective date of rules	January 2023 (<6 months from proposal)

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INFORMATION

❖ ASSESSMENT COMMITTEE – (Item 23)

Anne Keith

ITEM 23

ASSESSMENT REPORT

- **Discussion on Statewide Assessment Implementation**

Ashley McGrath

Elsie Arntzen, Superintendent
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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Montana Board of Public Education
Executive Summary

Date:March 10 and 11, 2022

Presentation	Assessment Update
Presenter	Ashley McGrath, State Assessment Director Dr. Trenin Bayless, Project Manager
Position Title	Assessment Unit Teaching and Learning Department Montana Office of Public Instruction
Overview	The Office of Public Instruction will present updates on testing, accountability, and reporting items including test window extensions, English language proficiency test completions, frequently asked questions on participation, contracts overview, plans for innovation, and updates on the MAST Pilot Program.
Requested Decision(s)	Informational Item
Related Issue(s)	Chapter 56 Assessment Esea- Essa Section 111)(b)(2) Contracts Summary and Overview
Recommendation(s)	None

Montana

Office of Public Instruction

March Board of Public Education Meeting

OPI Assessment Update

March 10-11, 2022

Note: *slides are current as of February 22, 2022.*

2021-2022 Test Windows

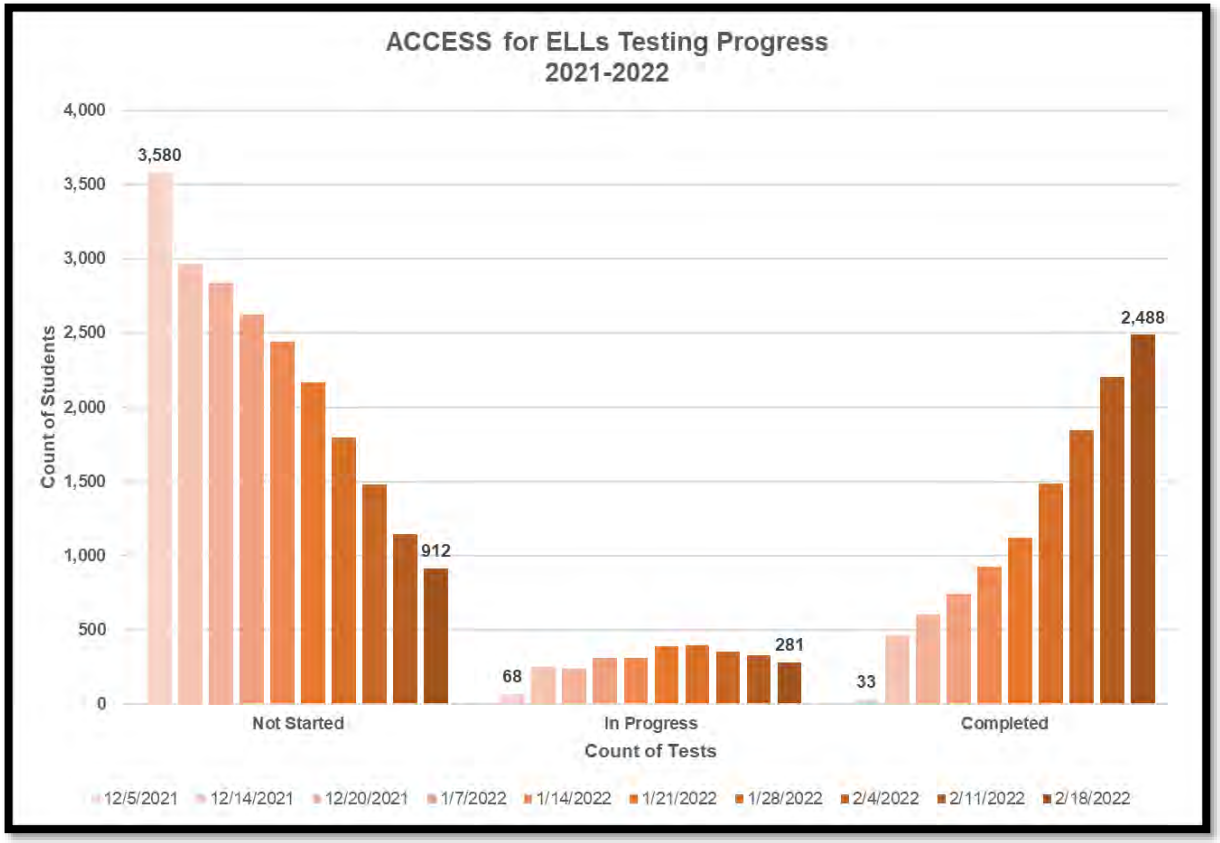
Assessment Name	ACCESS for ELLs	Alternate Science	Science	Multi-State Alternate	Smarter Balanced	ACT with Writing
Required Subjects	English Language Proficiency (ELP)	Science	Science	Math and ELA	Math and ELA	Math, ELA, and Science
Student Group	English learners	SwSCDs	General	SwSCDs	General	General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

Notes:
SwSCDs = Students with Significant Cognitive Disabilities
ELA = English language arts

2021-2022 OPI Published Test Windows

ACCESS for ELLs Test Window and Completions

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



Testing Window:
Dec. 2, 2021 – Mar. 11, 2022

As of 2/21/2022:
74% of registered ELs have completed testing

Window Progress:
Week 12 of 14

2021-2022 School Year
Frequently Asked Questions on Testing, Accountability, and Reporting

- The participation requirement to administer state assessments is required under federal and state law.

- School districts must provide students with the opportunity to assess when it is safe to do so. No student is expected to be brought into in-person learning for the sole purpose of taking statewide assessments.

- The OPI does not have a remote proctoring (at-home testing) service for remote learners. School districts must afford the opportunity for remote-only learners to participate in state assessments in-person and can use the sample parent letters on the OPI's Statewide Testing Parent Corner Page.

- All accountability and school identification requirements under ESEA-ESSA Section 1111 are in effect for the 2021-2022 school year.

- Data from this year's state assessments will be used within the OPI's accountability process for annual meaningful differentiation of schools.

2021-2022 School Year
Frequently Asked Questions on Testing, Accountability, and Reporting Cont…

- The OPI will continue to allow the shortened version of the Smarter Balanced assessment for Math and ELA in Grades 3–8.

- Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons must be reported to the OPI using the "Medical Exemption for COVID Reason" policy as defined within the MontCAS Policies and Procedures for Participation in State Assessments but only after all test opportunities have been exhausted throughout the published test window.

MontCAS Montana Comprehensive Assessment System
opi.mt.gov Montana Office of Public Instruction

Statewide Assessment Overview 2021–2022 School Year

Required Assessment	Statute References	Purpose	Subjects Assessed	Grades Assessed	Testing Window (20'-21')	Test Modality	Approx. Students Assessed	Approx. Testing Time	Funding Source
ACCESS for ELLs English Language Learners	SEC. 1111 (b)(2)(G)[1] (b)(1)(F)[2] & ARM 10.56	• Monitor English Learner progress • Provide state, district, school, and individual student data • Program Overview Video	☑ Speaking ☑ Listening ☑ Reading ☑ Writing	K – 12	Dec 2 – Feb 25	Online & Paper	~3,500 (~2.0% of students)	2 – 3 hours	*Federal Grant for State Assessments*
AMSA Alternate Montana Science Assessment	SEC. 1111 (b)(2)(D)[1] (b)(1)(E)[2] & ARM 10.56	• Provide state, district, school, and individual student data • Program Overview Video	☑ Science	5, 8 & 11	Mar 14 – Apr 29	Online	~350 (~1% of grade)	1 – 2 hours	*Federal IDEA Funding*
MSA Montana Science Assessment	SEC. 1111 (b)(2)(B)[1] (b)(1)(E)[2] & ARM 10.56	• Provide state, district, school, and individual student data • Program Overview Video	☑ Science	5 & 8	Mar 14 – May 27	Online	~23,000 (11,500/ grade)	1 – 2 hours	*Federal Grant for State Assessments*
MSAA Multi State Alternate Assessment	SEC. 1111 (b)(2)(D)[1] (b)(1)(E)[2] & ARM 10.56	• Provide state, district, school, and individual student data • Program Overview Video	☑ Math ☑ ELA	3 – 8 & 11	Mar 14 – Apr 29	Online	~800 (1% of grade)	2 – 3 hours	*Federal IDEA Funding*
SBAC Smarter Balanced Assessment Consortium	SEC. 1111 (b)(2)(B)[1] (b)(1)(B)[2] & ARM 10.56	• Provide state, district, school, and individual student data • Program Overview Video	☑ Math ☑ ELA	3 – 8	Mar 14 – May 27	Online	~69,000 (11,500/ grade)	3 – 4 hours*	*Federal Grant for State Assessments*
ACT with Writing American College Testing	SEC. 1111 (b)(2)(B)[1] (b)(1)(B)[2] & ARM 10.56	• Provide state, district, school, and individual student data • Program Overview Video	☑ Math ☑ English ☑ Writing ☑ Reading ☑ Science	11	March 29 April 12 April 26	Online & Paper	~10,500	3 – 4 hours	*Federal GEAR UP Grant*

Note: An asterisk (*) indicates a test modification, visit the STC Corner Site to learn more about the change. Follow the required assessment column and each icon to access the assessment profile document and to learn more about each assessment follow the program overview video links.

Exploring Innovation in State Testing

SY2022 2021-2022	SY2023 2022-2023	SY2024 2023-2024	SY2025 2024-2025	SY2026 2025-2026
Test Delivery Roadmap	**Transition Started**	**Field Test**	**Operational Test**	**Measuring Growth**
ACCESS for ELLs Smarter Balanced Multi-State Alternate ACT with Writing Science Assessment Alt Science Issue Procurement Options for Through Course	Maintain Test Delivery Contracts and Services from SY2022 Pilot Through Course	Field Test Through Course Submit ESSA State Plan Revisions to Accountability System by Feb. 1	Operationalize Through Course System Submit Through Course Assessment for Peer Review Seek ESSA State Plan Approval	Measure Student Growth on Academic Achievement Indicator

"Through-course summative assessment means an assessment system component or set of assessment system components that is administered periodically during the academic year. A student's results from through-course summative assessments must be combined to produce the student's total summative assessment score for that academic year."

–U.S. Department of Education, 2010

Updates to the MAST Pilot

- The Montana Alternative Student Testing (MAST) Pilot Program is funded by ESSER I for the purposes of innovation.
- The goal of the Pilot is to provide Phase I development research and exploration into an alternative assessment model to the traditional end-of-year state summative.
- ESEA-ESSA requirements remain in effect until the alternative model can be operationalized and scaled.
- The Pilot creates a roadmap for a novel system that is closer to the student and classroom.

Montana Office of Public Instruction

Seeking Innovation and Solutions

Last updated on February 23, 2022

Presented at the March 10-11, 2022 Meeting to the Montana Board of Public Education

OPI Assessment Contracts Summary and Descriptions

Executive Summary

Federal law for statewide assessments stem from the Title I Part A requirements under the Elementary and Secondary Education Act (1965) reauthorized as the Every Students Succeed Act (ESSA) for mathematics, reading/language arts (ELA), science, and English proficiency in specific grade-levels.

- **State testing** is intended to measure attainment of student proficiency and progress on state content standards over time and help Montana monitor and address these educational needs (see ESEA-ESSA Section 1111(**b**)).
- **Accountability** is intended to help the public understand individual school performances on these achievement indicators and to measure inequities across schools, so all students have equitable opportunities to access high-quality education (see ESEA-ESSA Section 1111(**c**)).
- **Reporting** is intended to provide timely and transparent information to the public and families on these achievement indicators and to support education information processes at the local and state levels (see ESEA-ESSA Section 1111(**h**)).

State testing primarily operates using the allocations from Title I Part B under the ESEA-ESSA State Assessment Grant. This formula grant provides a standard $3 million plus an additional allocation that is proportional to the number of school-aged children. As of June 18, 2021, the OPI received $3,658,862. The high school math and ELA in Grade 11 (i.e., ACT with Writing) state testing program is funded through the Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) grant awarded to the Office of Commissioner of Higher Education (OCHE). A portion of IDEA funds at $300,000 annually provides support for the alternate population math and ELA assessments in Grades 3–8 and 11 and the alternate science testing in Grades 5, 8, and 11.

At the July 2020 Board of Public Education (Board) meeting, the Montana Office of Public Instruction (OPI) presented an overview the assessment contracts including the COVID-19 test delivery savings due to the universal testing, accountability, and reporting waivers from that year as well as the term of each assessment contract and state-level membership. Disruptions to the state testing, accountability, and reporting systems started in the 2019-2020 school year after school closures on March 16, 2020, to combat the COVID-19 pandemic, and on March 30, 2020, the OPI received from the U.S. Department of Education (Department) approval for these universal waivers for provisions under ESEA-ESSA. The pandemic has caused continued disruptions since 2020, and on March 26, 2021, the OPI secured the accountability and reporting waivers offered by the Department that provided relief from the 95 percent participation requirement under the federal accountability process and school identification. To provide flexibility to schools and students across Montana, the OPI extended all testing windows to the greatest extent practicable using a balance with reporting information to families and educators. Further, the OPI has continued the shortened version of the Smarter Balanced assessment for Math and ELA and medical exemptions related to the effects of COVID-19. These flexibilities and waivers over the past two school years have impacted the Montana ESSA State Plan in its current design.

The OPI recognizes the impact the COVID-19 pandemic has had, and continues to have, on elementary and secondary schools across Montana; therefore, the OPI is planning forward. The OPI is in a position to address these impacts and to respond with ways to re-imagine how achievement results can be used to meet federal requirements. Presently, the OPI is seeking public comment on the accountability and reporting waivers using the Department's streamlined process to modify the Montana ESSA State Plan for the 2021-2022 school year as the OPI implements the accountability process to make determinations and identify schools in fall 2022. The OPI has not implemented all aspects of the accountability system or identified schools for support and improvement since fall 2019 [see the Accountability Waiver Public Comment letter]. It is important to illustrate these innovation explorations to the Board as any amendment[s] to the Montana ESSA State Plan require the Department's approval. Should the OPI make changes to state testing for the 2023-2024 school year, the agency would need to submit the amendment request no later than February 1, 2023.

INFORMATION

- **REPORTS – (Items 24-25)**

Tammy Lacey

ITEM 24

COMISSIONER'S OFFICE REPORT

Dr. Angela McLean

Montana University System Report

Montana Board of Public Education

March 2022

- AIMA Update
- CAP (Completing the Application Process)- First two weeks of April
- Decision Day- Tuesday, May 3
- MUS College Access Portal Visits
- Participation in NGA FAFSA Completion Conversation
- Statewide ACT
- Participation in Educator Residency Conversations
- Grow Your Own Educator Efforts

INFORMATION

ITEM 25

STUDENT REPRESENTATIVE REPORT

Paige Lepard

INFORMATION

❖ ACCREDITATION COMMITTEE – (Item 26-28)

Mary Heller

ITEM 26

CHAPTER 55 TASK FORCE UDPATE

Dr. Julie Murgel

Montana Board of Public Education
Executive Summary

Date: March 10-11, 2022

Presentation	Update Accreditation Standards ARM Title 10, Chapter 55
Presenter(s)	Julie Murgel, Chief Operating Officer
Position Title	Office of Public Instruction
Overview	This is a an update on the review and revision process for Accreditation Standards in ARM Title 10, Chapter 55 1. Quality School Taskforce 2. Negotiated Rule Making Committee 3. Timeline for Revisions 4. Avenues for Communication
Requested Decision(s)	Information Item only
Related Issue(s)	None
Recommendation(s)	None

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Chapter 55 Update

As of: March 3, 2022

The OPI is working in partnership with Region 17 Comprehensive Center to update ARM Chapter 55 on the 10-year revision cycle. Representing the OPI are Julie Murgel (Chief Operating Officer), Nathan Miller (Accreditation Program Director), and Tristen Loveridge (Project Manager). After engaging in a research phase, two working groups, **Quality School Task Force** and the **Negotiated Rule Making Committee** have been formed to complete the review and revision phase. Below are details and key dates for the two working groups.

> **Standards of accreditation** are outlined in the Montana Code Annotated (MCA) 20-7-101: Standards of accreditation for all schools must be adopted by the board of public education upon the recommendations of the superintendent of public instruction.

1. Quality School Taskforce:

The task force will be charged with making recommendations for ARM Chapter 55 revisions to the superintendent of public instruction and the negotiated rule committee. The task force orientation meeting was held on January 11, 2022, via Zoom and a two day in-person kick off meeting in Helena on January 25th and 26th. It is anticipated that the task force will need to meet at least seven times before April 2022 in order to complete its work. The scheduled is as follows:

- Tuesday, February 8 at 11am to 1pm (Via Zoom)
- Tuesday, February 22 at 11 am to 1 pm (Via Zoom)
- March 8 Helena in person (10 am to 5pm) & March 9 (8:00am to 2:00pm)
- Tuesday, March 22 at 11 am to 1pm (Via Zoom)
- Tuesday April 5 at 11 am to 1 pm (Via Zoom)
- Thursday, April 14 (10 am to 5 pm) & Friday, April 15 (8 am to 2 pm) in person in Helena

Critical documents that the Task Force must create to meet its charge:

- Develop a field survey document (To be deployed in February)
- Write a Concept Memorandum (current rule, proposed red-lined rule, proposed conceptual changes, rationale)

School Quality Task Force Members:

- Billi Taylor — Harrison K-12 Schools — District Superintendent
- Daniel Lee — University of Montana — Associate Professor
- David Pafford — Noxon Public Schools — Board Chairperson
- Emily Dean — Montana School Board Association — Director of Advocacy
- Gary Lusin — Bozeman Public Schools — Board Chairperson
- Gayle Venturelli — Anaconda Public Schools — Board Chairperson
- Heather Hoyer — Great Falls Public Schools — Assistant Superintendent 7- 12
- Heather Jarrett — Reed Point Public Schools — District Superintendent
- Janelle Beers — MT Small Schools Alliance — Executive Director
- Jon Konen — Corvallis K-12 Schools — District Superintendent
- Tony Warren — Turner Public Schools — District Superintendent and Principal

Ex-Officio Member:
McCall Flynn Board of Public Education Executive Director

2. Negotiated Rule Making Committee:

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

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

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

Negotiated Rule Making Committee Members:

Alex Ator	Roberts K-12 Schools	District Superintendent
Stephan Schrebis	Glendive Public Schools	District Superintendent
Craig Mueller	Havre Public Schools	District Superintendent
Lisa Petersen	Westby K-12 Schools	Teacher
Ruth Uecker	Great Falls Public Schools	Assistant Superintendent K-6
Michele Paine	Flathead High School	Principal
Melanie Blount-Cole	Frazer Public Schools	District Superintendent
Adrea Lawrence	University of Montana	Dean of College of Education
Chris Olszewski	Billings Public Schools	Curriculum Director
Christina Wekkin	Alberton Public Schools	Teacher
Kitty Logan	Swan School	School District Trustee
Kelly Dey	Sidney Public Schools	School District Trustee
Curtis Smeby	Havre Public Schools	School District Trustee
Krystal M. Zenter	Bridger	Parents
Susan Lake	Ronan	Taxpayer
Tara Hubing	Circle Schools K-12	Teacher
Corey Barron	Lodge Grass Schools	Tribal Representative-Principal
Sue Corrigan	Municipal Director	Municipal Director
Rhonda Long	Fergus County	County School Superintendent
Renee' Schoening	MT Sch Counselor Assoc.	Executive Director

Ex-Officio Member: McCall Flynn, Board of Public Education, Executive Director

Facilitator: Aislinn Brown, Montana DOJ, Assistant Attorney General

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

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

4. Communication:

- Meeting minutes, zoom links, and agendas, task force members can be found on top left of the OPI main webpage at https://opi.mt.gov/
    - Quality Task Force
    - Negotiated Rule Making Committee Members
- Stakeholders can attend the meetings via zoom.
- Public comments will be taken at the end of each meeting. Written public comment may be submitted to tristen.belnap@mt.gov and will be shared with the taskforce members and recorded in the meeting minutes. The public comment time frame will be published on the agenda, with a three minute limit per comment. Taskforce and Committee members will not respond or ask questions during public comment.

ACTION

ITEM 27

RECOMMEND MAINTAINING CURRENT STATUS FOR SCHOOLS IN STEP 1, STEP 2, AND ONGOING ASSISTANCE FOR ONE ADDITIONAL YEAR

Nathan Miller

Elsie Arntzen, Superintendent
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: March 10-11, 2022

Presentation	Recommend maintaining Current Status for Schools in Step 1, Step 2, and Ongoing Assistance of Intensive Assistance for an additional year.
Presenter	NAME: Nathan Miller TITLE: Accreditation Program Director Office of Public Instruction
Position Title	Accreditation Program Director Office of Public Instruction
Overview	This annual presentation provides to the Board of Public Education recommendations from the state superintendent to allow 58 schools to remain in Step 1, Step 2, and Ongoing Assistance.
Requested Decision(s)	Action
Related Issue(s)	None
Recommendation(s)	**Action One: Approve Superintendent Arntzen's recommendation to Maintain Current Status for Schools in Step 1, Step 2, and Ongoing Assistance of Intensive Assistance per ARM 10.55.605 for an additional year.**

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION

TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

2022 Intensive Assistance Recommendation

Due to the maintained accreditation statuses as determined for 2021-2022, we recommend the following Intensive Assistance actions:

- Do NOT enter new schools with 2 years of Deficiency status into the Intensive Assistance process.
- Maintain current Step1, Step 2, or Ongoing Assistance for 58 schools already in the Intensive Assistance Process from 2019-2020 and maintained for 2020-2021.

Schools in STEP 1 of Intensive Assistance - 26

Active Step 1
(Deficiency Accreditation Status for 2019-2020)

Bridger 7-8 (1672)
Bridger High School (0086)
Great Falls Central Catholic HS (9976)
Fairhaven Colony (1655)
Highland Park School (0355)
Big Sky School (1588)
Cut Bank Middle School (0544)
Cut Bank High School (0547)
St Regis High School (0771)
Savage 7-8 (1754)
Savage High School (0983)
Culbertson 7-8 (1758)
Forsyth 7-8 (1535)
St Labre High School (9059)
Thompson Falls 7-8 (1764)
Thompson Falls High School (1048)
Greenfield School (1165)
Greenfield 7-8 (1814)
Frazer 7-8 (1783)
Lustre Christian High School (9320)

Pending Exit from Step 1
(Regular, Regular MD, or Advice Status for 2019-2020)

F E Miley School (0197)
Big Sandy High School (0195)
Denton High School (0381)
Fair-Mont-Egan School (0410)
Capital High School (1547)
Hysham High School (1194)

Schools in STEP 2 of Intensive Assistance - 16

Active Step 2
(Deficiency Accreditation Status for 2019-2020)

Pryor 7-8 (1668)
Wyola 7-8 (1583)
Libby Elementary School (1526)
Libby Middle School (0704)
Circle High School (0733)
Poplar 7-8 (1550)
Southside School (1020)
Rosebud School (1470)
Hot Springs 7-8 (1766)
Hot Springs High School (1058)
Thompson Falls Elementary School (1047)
Frazer Elementary (1205)

Pending Exit from Step 2
(Regular, Regular MD, or Advice Status for 2019-2020)

Winifred 6-8 (1691)
Winifred High School (0392)
Box Elder 7-8 (1710)
Valley Christian High School (9710)

Schools in Ongoing Assistance - 16

Active Ongoing Assistance
(Deficiency Accreditation Status for 2019-2020)

Lodge Grass 7-8 (1669)
Northern Cheyenne Tribal Elem (9369)
Northern Cheyenne Tribal 7-8 (9946)
Northern Cheyenne Tribal HS (9370)
Roy 6-8 (1689)
Roy High School (0379)
Box Elder High School (0571)
Two Eagle River High School (9405)
Conrad High School (0893)
Sidney High School (0981)
Barbara Gilligan School (1025)
Poplar High School (1016)
Wolf Point 7-8 (1532)
Ashland 7-8 (1763)
Lustre School (1223)

Pending Exit from Ongoing Assistance
(Regular, Regular MD, or Advice Status for 2019-2020)

Helena High School (0661)

Intensive Assistance Statistics

Intensive Assistance Step	# of Schools *(839 Accred Schools)*	% of All Schools *(839 Accred Schools)*
Step 1 – Active	20	2.4%
Step 1 – Pending Exit	6	0.7%
Step 2 – Active	12	1.4%
Step 2 – Pending Exit	4	0.5%
Ongoing Assistance – Active	15	1.8%
Ongoing Assistance – Pending Exit	1	0.1%
TOTAL	**58 Schools**	**6.9%**

ACTION

ITEM 28

RECOMMEND APPROVAL OF THE 2020-2021 ACCREDITATION STATUS OF ALL SCHOOLS

Nathan Miller

Elsie Arntzen, Superintendent
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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: March 10-11, 2022

Presentation	Recommend approval of the 2021-2022 Accreditation Status of All Schools
Presenter	NAME: Nathan Miller TITLE: Accreditation Program Director Office of Public Instruction
Position Title	Accreditation Program Director Office of Public Instruction
Overview	The Superintendent of Public Instruction provides to the Board of Public Education the 2021-2022 Annual Montana Accreditation Report. Superintendent Arntzen recommends approval of the 2021-2022 Final Accreditation Status for All Accredited Schools as presented. The 2021-2022 Annual Montana Accreditation Report is embargoed until March 10, 2022.
Requested Decision(s)	Action
Related Issue(s)	None
Recommendation(s)	**Approve the 2021-2022 Accreditation Status for All Accredited Schools as recommended by the State Superintendent per ARM 10.55.601, 10.55.605, and 10.55.606.**

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION

TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

INFORMATION

❖ LICENSURE COMMITTEE – (Item 29-30)

Madalyn Quinlan

ITEM 29

LICENSURE PANEL

Lance Melton, MTSBA; Dr. Kirk Miller, SAM; Amanda Curtis, MFPE; John Melick, Montana State University; Dr. Tricia Seifert, Montana Council of Deans of Education; Ms. Kristi Steinberg, University of Montana

INFORMATION

ITEM 30

ADDITIONAL BOARD MEMBER QUESTIONS ON SUPERINTENDENT ARNTZEN'S RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE

Dr. Julie Murgel
Crystal Andrews

<u>FUTURE AGENDA ITEMS</u>

May 12-13, 2022
Great Falls, MT

CSPAC Appointments
Student Representative Last Meeting & Recognition
Approve K-12 Schools Payment Schedule
Assessment Update
Approve CAEP - MOU
Accreditation Report
Variance to Standards Requests & Renewals
Federal Update
MACIE Update
Approve MSDB School Calendar
Montana Council of Deans Update
Executive Director Evaluation