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

July 13 - 15, 2022

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

July 13-15, 2022
Montana State Capitol Building, Room 152
Helena, MT

Wednesday July 13, 2022
3:00 PM

STRATEGIC PLANNING SESSION – (INFORMATION) – Tammy Lacey

- **DISCUSSION ON CONSTITUTIONAL PLAYERS MEETING OUTCOMES**
  - **Support proficiency-based learning**
  - **Transform the teaching profession through formal education and promote the teaching profession through mentoring, student teaching residencies, etc.**
  - **Promote rigorous CTE programs**
  - **Focus on college preparation through CTE, dual enrollment, work-based learning, etc.**
  - **Prioritize BPE content standards to promote CTE programs**
  - **Support early childhood education, as an important part of a high-functioning education system**
  - **Encourage families and trustees to engage and work together**
  - **Understand that schools play a role in supporting students who may have social issues or problems, but should not be responsible to solve the problems**
- **AGENDA FORMAT DISCUSSION**
- **CSPAC AUTHORITY**

Thursday July 14, 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 time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized by the Board Chair. 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. May 12-13, 2022 Meeting Minutes
B. Financials

ADOPT AGENDA

STRATEGIC PLANNING SESSION (CONT.) – (INFORMATION) – Tammy Lacey

- **REVIEW STRATEGIC PLAN**
- **REVIEW BYLAWS**
- **COMMITTEE PREFERENCES**
- **LEGISLATIVE BUDGET REQUESTS**

TIME CERTAIN AT 9:30 AM*****************

- **MSDB LIAISON – Tammy Lacey (Item 9)**

Item 9 **MSDB REPORT – (INFORMATION)** *– 20 Minutes*
Paul Furthmyre

ACTION ITEMS:
- **Action on Personnel Items**
- **Action on 2nd Reading – Policy 4301**
- **Action on MHSA Dues**

- **MACIE LIAISON – Susie Hedalen (Item 10)**

Item 10 **MACIE REPORT – (INFORMATION)** *– 15 Minutes*
Jennifer Smith

ACTION ITEM:
- **Action on Native Regalia Resolution**
- **Action on Nomination of Hilary Gourneau**

- **ASSESSMENT COMMITTEE – Anne Keith (Item 11)**

Item 11 **ASSESSMENT REPORT (INFORMATION)** *– 20 Minutes*
Ashley McGrath

- **LICENSURE COMMITTEE – Madalyn Quinlan (Items 12-13)**

Item 12 **ACTION ON 2022-2023 CAEP MOU – (ACTION)** *– 15 Minutes*
Dr. Julie Murgel

Item 13 **WORK SESSION OF SUPERINTENDENT RECOMMENDATIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS – (ACTION)** *– 1 Hour*
Madalyn Quinlan

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Friday July 15, 2022
8:30 AM

CALL TO ORDER

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

- **EXECUTIVE COMMITTEE – Tammy Lacey (Items 14-19)**

Item 14 **ACTION ON CSPAC AUTHORITY – (ACTION) –** *15 Minutes*
Tammy Lacey

Item 15 **FINANCIAL LITERACY PRESENTATION – (INFORMATION)** *– 1 Hour*
Mike Paffhausen, State Farm; Dr. Carly Urban, Associate Professor of Economics, MSU; Jody Sandru, Teacher; Carl Shaw, Student

Item 16 **ACTION ON SEAL OF BILITERACY RECOMMENDATION – (ACTION)** *– 15 Minutes*
McCall Flynn

Item 17 **ANNUAL SPECIAL EDUCATION REPORT – (INFORMATION)** *– 15 Minutes*
Jessie Counts

Item 18 **INDIAN EDUCATION FOR ALL UPDATE AND REPORT – (INFORMATION)** *– 15 Minutes*
Zach Hawkins

Item 19 **FEDERAL PROGRAMS REPORT – (INFORMATION)** *– 15 Minutes*
Dr. Julie Murgel, Carrie Kouba

- **ACCREDITATION COMMITTEE – Susie Hedalen (Items 20-22)**

Item 20 **ACCREDITATION DEVIATION ANALYSIS REPORT – (INFORMATION)** *- 15 Minutes*
Dr. Julie Murgel, Ellery Bresler

Item 21 **ACCREDITATION OF DISTRICTS FOR THE 2022-2023 SCHOOL YEAR – (ACTION)** *– 15 Minutes*
Dr. Julie Murgel, Ellery Bresler

Item 22 **CHAPTER 55 UPDATE – (INFORMATION)** *– 15 Minutes*
Dr. Julie Murgel

- **LICENSURE COMMITTEE – Madalyn Quinlan (item 23)**

Item 23 **REQUEST APPROVAL OF THE NOTICE OF PUBLIC HEARING PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SOS FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER – (ACTION)** *– 15 Minutes*
Madalyn Quinlan

FUTURE AGENDA ITEMS – September 14-15, 2022
Election of Board Officers
Set Yearly Board Meeting Calendar - C
Set Annual Agenda Calendar – C
BPE Goal Review – C
MACIE Update
Digital Academy Update
Assessment Update
Federal Update
MACIE Renewal (Even Years)
MSDB Superintendent Evaluation – preview
OPI Staffing Report
Annual HiSet Report

PUBLIC COMMENT

(This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized by the Board Chair. 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

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

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

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

STRATEGIC PLANNING MEETING

JULY 13, 2022

3:00 PM

- **Discussion on Constitutional Players Meeting Outcomes**
- **Agenda Format Discussion**
- **CSPAC Authority**

STRATEGIC PLANNING MEETING

JULY 14, 2022

8:30 AM

- **Review Strategic Plan**
- **Review Bylaws**
- **Committee Preferences**
- **Legislative Budget Requests**

Board of Public Education
Strategic Plan 2021-2022

MISSION STATEMENT:

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

STRATEGIC PLAN:

1. **Exercise the Board's constitutional and statutory authority to improve Montana's education system.**
    - Work with legislators, education partners, and other entities to ensure they understand and respect the constitutional authority of the Board of Public Education.

2. **Promote a safe learning environment.**
    - Work with education partners to help school districts navigate federal and state regulations and funding.
    - Assign the Executive Director and a Board of Public Education representative to participate in the Montana School Safety Advisory Committee meetings.

3. **Evaluate and adopt the Board's accreditation standards to ensure they are contemporary and effective to improve quality education for all Montana students.**
    - Maintain the Board's commitment to rigorous standards and assessments, and support flexibilities within the current frameworks.
    - Collaborate with education partners in support of drafting and implementing state standards, including efforts around licensing, content, transportation, assessment, accreditation, educator preparation programs, and other standards under the Board of Public Education's purview.

4. **Foster quality teaching and administration.**
    - Work with legislators and other entities to ensure they understand the roles and responsibilities of the Board of Public Education.
    - Adopt revisions to the Administrative Rules of Montana that are within the Board of Public Education's authority.
    - Work with partners in K-12 and higher education to coordinate recruitment and retention efforts of teachers, staff, and school leaders.
    - Receive guidance from the Certification Standards and Practices Advisory Council and take action on its recommendations, when appropriate.

5. **Support the preparation of all Montana students for employment, post-secondary education, and civic life.**
    - Work to support and expand pathways to career and life success.
    - Collaborate with the Montana Digital Academy to support online instruction for students.
    - Plan and prepare for the Board of Education meetings to support P-20 priorities and adopt a unified education budget.
    - Receive guidance from the Montana Advisory Council for Indian Education and take action on its recommendations, when appropriate.

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

REVIEW BYLAWS

STATE OF MONTANA
BOARD OF PUBLIC EDUCATION

BYLAWS

Article I. Name

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

Article II. Objective

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

Article III. Membership

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

Article IV. Officers

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

Article V. Executive Director

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

Article VI. Meetings

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

In case of a conference call, twenty-four hours prior to the meeting shall be deemed adequate notice.

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

Article VII. Quorum

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

Article VIII. Committees

Standing committees shall be as follows:

1. An Executive Committee: composed of the Chairperson, Vice Chairperson and the Executive Director;

2. An Accreditation Committee;

3. A Licensure Committee;

4. A School for the Deaf and Blind Committee;

5. A Legislative Committee.

6. An Assessment Committee.

7. An Education and Local Government Committee.

Special committees may be appointed by the Chairperson of the Board as the Board shall deem necessary to carry out the responsibilities of the Board.

Duties of the committees shall be to review, report on, and make recommendations concerning any item referred to them and to alert the Board Chairperson and Executive Director on any matters which should be placed on the agenda for Board discussion action. The Chairperson and the Executive Director shall serve as ex officio, non-voting members of all committees.

The Board shall establish a School for the Deaf and Blind Committee. The committee is responsible for the general supervision and control over the school, subject to the powers of the Board set forth by this by-law. The committee shall meet on a regular basis, not less than six times annually. Meetings may be in person at the school, or via conference call. The Chairperson of the committee shall report on the activities of the committee to the full Board of Public Education at each regular Board meeting. The Board retains the power to overrule or amend any decision of the committee by majority vote of the Board at a duly convened Board meeting. Any member of the Board may by motion bring before the Board any matter on which the committee has acted.

Members of the MSDB Foundation Board are appointed by the MSDB Foundation Board of Directors.

Article IX. Sessions

All committee meetings, telephone conference calls, and regular sessions of the Board shall be open to the public. The Chairperson may close the meeting to the public if he or she determines:

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

This action will be taken by a decision of the Chairperson or a vote of the Board. The Chairperson shall read for the minutes the reason for the closing, or the minutes will show that the person in question requested a closed session. A record will be made of business conducted during a closed session and will be kept in a sealed file subject to opening only by a court order.

Telephone, video conference action, or a combination of the two, providing a quorum is participating in the call, shall be legitimate for transaction of business necessary in between meetings. The minutes of all telephone conference meetings shall be approved at the next regular meeting of the Board.

Article X. Order of Business

The regular order of business shall be as follows:

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Statement of Public Participation
5. Welcome Visitors
6. Items Pulled from Consent Agenda
7. Consent Agenda Adoption
8. Agenda Adoption
9. Agenda
10. Date and Place of Next Meeting
11. Adjournment

Article XI. Communications

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

Article XII. Parliamentary Procedure

The current edition of ***Robert's Rules of Order*** shall prevail on questions of parliamentary procedure.

Article XIII. Amendments

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

Article XIV. Professional Development

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

Request and Justification for Travel Form (mt.gov)

COMMITTEE PREFERENCES

Board of Public Education
Committee Assignments
2022-2023

STANDING COMMITTEES

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

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

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

MSDB Committee
Tammy Lacey, Acting Chair

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

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

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

ADVISORY GROUP LIAISONS

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

LEGISLATIVE REQUESTS

EPP
Agency Summary By Priority

Version: 2025-B01-51010

Date: 07/07/2022
Time: 08:09:56

Priority	Type	EPP Req #	Request Name	Status	Prog.#	Fiscal Year 2024 FTE	Fiscal Year 2024 General Fund	Fiscal Year 2024 Other	Fiscal Year 2025 FTE	Fiscal Year 2025 General Fund	Fiscal Year 2025 Other
51010 - BOARD OF PUBLIC EDUCATION											
001	NP	001	Legal Fees								
				Pending	01		$35,000	$0		$35,000	$0
002	NP	002	Reallocate State Special and General Fund								
				Pending	01		$19,725	($19,725)		$19,725	($19,725)
003	NP	3	Operations Funding								
				Pending	01		$10,000	$0		$10,000	$0
			Agency Totals				$64,725	($19,725)		$64,725	($19,725)

EPP
REQUEST DETAIL

Date: 07/07/2022
Time: 08:10:37

Department: 51010 - BOARD OF PUBLIC EDUCATION
Version: 2025-B01-51010

Priority: 001	**Status:** Pending	**Reporting Level:** 51010-01 K-12 EDUCATION
EPP Req #: 001	**Request Name:** Legal Fees	
CP Category: None		
CP Type: New Proposal	**Bill No:** HB0002	

Expenditure Request

		2024		2025		Biennium Total
62098E	Unallocated Operating Expenses	$35,000		$35,000		$70,000
	Total Request Expenditures	**$35,000**		**$35,000**		**$70,000**
Funding Request						
01100	General Fund	$35,000	100%	$35,000	100%	$70,000
	Total Funding	**$35,000**	**100%**	**$35,000**	**100%**	**$70,000**

EPP Justification

The Board of Public Education has One Time Only Legal fees of $25,000 per year, for the 2023 Biennium. The FY22 funds were expended in March 2022 leaving the Board to pay for legal expenses out of the operating budget. The Board is requesting $35,000 per year in Legal Funding on an ongoing basis, rather than One Time Only. Per 20-2-121 the Board of Public Education shall: (2) consider the suspension or revocation of teacher or specialist certificates and appeals from the denial of teacher or specialist certification in accordance with the provisions of **20-4-110**. The Board contracts with Agency Legal Services for legal counsel to handle contested case hearings for any requests to suspend or revoke a teacher or specialist certification. The Board has seen an increase in requests for revocation or suspension of teacher/specialist certifications. Additionally, the Board has had legal complaints filed that have created an additional legal expense to the Board.

Legislative Information

Is there related legislation for this EPP item?	No
Will the agency prepare this legislation?	No
Is this EPP item contingent upon proposed legislation?	No
Agency Legislation Number	
Short Title of Legislation	

EPP
REQUEST DETAIL

Date: 07/07/2022
Time: 08:11:05

Department: 51010 - BOARD OF PUBLIC EDUCATION
Version: 2025-B01-51010

Priority: 002	**Status:** Pending	**Reporting Level:** 51010-01 K-12 EDUCATION
EPP Req #: 002	**Request Name:** Reallocate State Special and General Fund	
CP Category: None		
CP Type: New Proposal	**Bill No:** HB0002	

Expenditure Request

		2024		2025		Biennium Total
61098E	Unallocated Personal Services	$0		$0		$0
62098E	Unallocated Operating Expenses	$0		$0		$0
	Total Request Expenditures	**$0**		**$0**		**$0**
Funding Request						
01100	General Fund	$19,725	0%	$19,725	0%	$39,450
02122	Advisory Council	($11,721)	0%	($11,721)	0%	($23,442)
02219	Research Fund	($8,004)	0%	($8,004)	0%	($16,008)
	Total Funding	**$0**	**0%**	**$0**	**0%**	**$0**

EPP Justification

The Board of Public Education is requesting a reallocation of funds to decrease the state special fund allocation and increase general fund allocation. For the 2023 Biennium, the Board received an allocation of $63,004 in 02219 State Special, but normal revenue is $55,000 per year. In the 02122 State Special fund, the Board received $133,721 allocation and normal revenue is $110,000. The Board is requesting the state special allocations be reduced to normal revenue amounts and increase general fund allocation by the difference. Previously the Board had a fund balance in each fund so the allocation was increased in state special, and general fund was decreased. The board has spent the balance in both funds and needs to bring the 02 fund allocations back to expected revenues, and increase general fund allocation so as not to lose spending authority.

Legislative Information

Is there related legislation for this EPP item?	No
Will the agency prepare this legislation?	No
Is this EPP item contingent upon proposed legislation?	No
Agency Legislation Number	
Short Title of Legislation	

EPP
REQUEST DETAIL

Date: 07/07/2022
Time: 08:11:24

Department: 51010 - BOARD OF PUBLIC EDUCATION
Version: 2025-B01-51010

Priority: 003	**Status:** Pending	**Reporting Level:** 51010-01 K-12 EDUCATION
EPP Req #: 3	**Request Name:** Operations Funding	
CP Category: None		
CP Type: New Proposal	**Bill No:** HB0002	

Expenditure Request

		2024		2025		Biennium Total
62098E	Unallocated Operating Expenses	$10,000		$10,000		$20,000
	Total Request Expenditures	**$10,000**		**$10,000**		**$20,000**
Funding Request						
01100	General Fund	$10,000	100%	$10,000	100%	$20,000
	Total Funding	**$10,000**	**100%**	**$10,000**	**100%**	**$20,000**

EPP Justification

The Board of Public Education is requesting an additional $10,000/year, $20,000 for the Biennium, in General Fund Operational Expenses. The Board's General Fund budget for operations has decreased by approximately 60% since 2012 and caused a significant impact to the Board's operations, eroding the Board's ability to pay for basic operational costs, and resulted in no professional development for staff or Board members, no travel to Educational conferences, and making significant efforts to save on costs for Board meetings.

Legislative Information

Is there related legislation for this EPP item?	No
Will the agency prepare this legislation?	No
Is this EPP item contingent upon proposed legislation?	No
Agency Legislation Number	
Short Title of Legislation	

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. May 12-13, 2022 Meeting Minutes
B. Financials

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

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

Thursday May 12, 2022
8:30 AM

CALL TO ORDER
The Chair called the meeting to order at 8:33 AM. Students from the MSDB led the Board in the Pledge of Allegiance. Ms. Stockton took Roll Call and the Chair read the Statement of Public Participation and welcomed guests.

Board members present include: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Renee Rasmussen; Ms. Susie Hedalen; Dr. Tim Tharp; Ms. Jane Hamman; Ms. Paige LePard, Student Representative. Ex-officio members: Superintendent of Public Instruction Elsie Arntzen; Mr. Dylan Klapmeier, Governor Gianforte's Office; Dr. Angela McLean, Commissioner of Higher Education Office. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Assistant. Guests present: Ms. Amanda Curtis, MFPE; Ms. Emily Dean, MTSBA; Ms. Sharyl Allen, OPI; Dr. Julie Murgel, OPI; Ms. Barbara Brown; Mr. Tom Cubbage; Mr. Scott Lemmon; Ms. Tara Harris, Counsel; Ms. Jule Walker, MTSBA.

PUBLIC COMMENT
No public comment was made.

CONSENT AGENDA

Ms. Renee Rasmussen moved to approve the consent agenda as presented. Dr. Tim Tharp seconded the motion.

No discussion. Motion passed unanimously.

ADOPT AGENDA

Ms. Jane Hamman moved to approve the agenda as presented. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

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

INFORMATION ITEMS

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

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

Chair Lacey reviewed the updated committee list, welcomed Dr. Tharp to the Board, and reviewed activities and meetings she has attended in her role as Chair. Activities include the MSDB Spring program, the April CSPAC meeting, and weekly meetings of the Executive Committee. The Chair noted Ms. LePard is in her last meeting as student representative and presented her with a gift card and card of appreciation.

Item 2 EXECUTIVE DIRECTOR'S REPORT
McCall Flynn

Ms. Flynn opened her remarks by thanking Mr. Furthmyre for his hospitality in hosting the Board on the campus of the school, then updated the Board on the Chapter 57 revisions being presented for adoption at this meeting. Ms. Flynn discussed the draft document for the Chapter 58 revisions, and the ongoing efforts on the revisions to Chapter 55, Accreditation Standards. Ms. Flynn announced that the individual in the CSPAC Trustee position did not win reelection in her district as a trustee, and that position will be posted soon. Ms. Hannah Nieskens, applicant for the CSPAC Trustee position joined the meeting and introduced herself to the Board.

Dr. Tharp moved to approve the application of Ms. Hannah Nieskens to the CSPAC Trustee position. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Ms. Flynn clarified that the financials listed in the agenda packet indicate a balance in the Legal Fees fund, but that has been expended since the report was run.

Item 3 STATE SUPERINTENDENT'S REPORT
State Superintendent Elsie Arntzen

Superintendent Arntzen gave a status report on the CSCT program before discussing the Chapter 55 Negotiated Rulemaking committee, the Chapter 55 Task Force, and the work both groups have been doing. The Superintendent noted that pending the Board's approval of the MACIE nominations, MACIE will have a full board. The Superintendent discussed the possibility of the Board and OPI developing a "Shared Goals Policy" before answering Board member questions.

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

Dr. McLean thanked Mr. Furthmyre for his hospitality, congratulated Ms. Lepard on her upcoming high school graduation, and welcomed Dr. Tharp to the Board. Dr. McLean updated the board on American Indian Minority Achievement Division activities, including the MACIE meeting the previous day, Decision Day on May 3rd for high school seniors to announce their post high school plans, MUS College Access update, Statewide ACT, and continuing efforts with Educator Recruitment and Retention. Dr. McLean answered Board member questions.

Item 5 GOVERNOR'S OFFICE REPORT
Dylan Klapmeier

Mr. Klapmeier thanked Mr. Furthmyre and MSDB Staff for hosting the Board meeting and announced that Montana has three Presidential Scholars this year. Mr. Klapmeier recognized Dr. Tharp as the newest member to the Board and recognized previous board member Ms. Heller for her service on the Board over the past year. Mr. Klapmeier reviewed the Governor's visits to schools across the state, highlighting discussions he had with schools regarding the TEACH Act as well as visits to youth and YMCA programs statewide. Mr. Klapmeier extended the Governor's thanks to the Board for the work completed on the Chapter 57 revisions for Educator Licensure and noted that as soon as the agenda and meeting information for the June Education Summit are finalized that information will be shared. Mr. Klapmeier ended his report with a summary of the Governor's efforts surrounding Work-Based Learning

DRAFT

partnerships. Mr. Klapmeier thanked Ms. Lepard for her service on the Board and presented Ms. Lepard with gifts from the Governor, and thanked Ms. Nieskens for her application to CSPAC.

Item 6 STUDENT REPRESENTATIVE'S REPORT
Paige Lepard

Ms. Lepard gave her report to the Board noting spring activities including graduation, Great Falls Scholarship Foundation awards, Decision Day at CMR, spring sports activities, DECA Nationals trip, BPA trip in Dallas, Student Council Activities, and Senior Activities to round out the year. The State Student Council met recently, and Charles Fox from Helena High was selected as the next Student Representative to the Board.

- **MSDB LIAISON – Tammy Lacey (Item 7)**

Item 7 MSDB REPORT – (INFORMATION)
Paul Furthmyre

Mr. Furthmyre gave a presentation to the Board on interpreters and the critical need for interpreters across the state. Mr. Furthmyre gave this presentation to the Great Falls Lions Club recently and Chair Lacey asked him to give the presentation to the Board. Mr. Furthmyre briefly reviewed the MSDB report to the Board reviewing new hires in the personnel area, student enrollment numbers, and Legislative priorities for the 2023 Session.

Ms. Susie Hedalen moved to approve the Personnel actions for the MSDB as listed in the packet. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

Ms. Susie Hedalen moved to approve the MSDB policies 5120, 5120P, 5120F, 5122, and 5122F. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Ms. Susie Hedalen moved to approve the 2022-2023 MSDB School Calendar. Dr. Tim Tharp seconded the motion.

No discussion. Motion passed unanimously.

Ms. Susie Hedalen moved to approve the Golden Triangle Cooperative Agreement with MSDB. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Ms. Susie Hedalen moved to approve the Out-of-State Travel Request for MSDB to attend AER. Ms. Renee Rasmussen seconded the motion.

Ms. Hedalen and Chair Lacey gave remarks about Mr. Furthmyre being able to attend this national conference. Chair Lacey thanked the MSDB Foundation for their fundraising to be able to pay for professional development opportunities for the MSDB.

No further discussion. Motion passed unanimously.

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

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

Ms. Smith discussed the MACIE meeting the previous day, including a request from Superintendent Arntzen to discuss Mental Health for Native American students, particularly depression experienced by high school students, and how to address those issues. Ms. Smith discussed the draft Regalia Protections Statement created by MACIE, and a draft Regalia Protections Resolution for the Board's consideration and approval at a later meeting. Chair Lacey and Director Flynn noted that this is the initial presentation of the Regalia Protections Resolution which will be presented to the Board at the July meeting for action. Ms. Hedalen added remarks on the work that MACIE has done on this project, and the purpose of the project. Dr. Tharp noted his frustration that there is still an issue with students being able to wear their regalia when it has been allowed by law for six years. Dr. McLean gave comments about the work between MACIE and AIMA. Ms. Smith thanked Board members for their comments and read the bios for the two MACIE Appointments.

Ms. Susie Hedalen moved to approve the MACIE appointments for Marcy Cobell and Jonathan Jay Eagleman. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

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

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

Ms. Barb Quinn, OPI, presented the proposed 2023 K-12 Base Aid Payment schedule to the Board. Ms. Quinn explained the process for determining the dates to ensure no holidays are included.

Dr. Tim Tharp moved to approve the fiscal year 2023 Base Aid Payment Schedule. Ms. Susie Hedalen seconded the motion.

Question from Ms. Renee Rasmussen if the schedule was much different than last year. Ms. Quinn noted it is similar and has been approved by the Office of Budget and Program Planning.

No further discussion. Motion passed unanimously.

Item 11 **MUS COLLEGE ACCESS PORTAL PRESENTATION – (INFORMATION)**
Scott Lemmon, OCHE

Mr. Lemmon presented the MUS College Access Portal to the Board, giving a live demonstration on how students access the website and move through the application process. This allows students to complete one application for all ten MUS campuses at no cost. Mr. Lemmon answered Board member questions.

❖ **LICENSURE COMMITTEE – Madalyn Quinlan (Items 13-23)**

Item 13 **REQUEST APPROVAL OF THE NOTICE OF ADOPTION PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE – (ACTION)**
McCall Flynn

Ms. Quinlan reviewed the process for the revisions to Chapter 57 which began with the Task Force, the public hearing, and the special Board meeting in April. Ms. Quinlan thanked Ms. Flynn, Ms. Stockton,

and the OPI staff for all the work and long hours put into the process and preparing the final document. Ms. Hamman asked if there had been any feedback on the final notice. Ms. Flynn responded that to this point there have been no comments.

Ms. Madalyn Quinlan moved to approve the Notice of Adoption pertaining to the amendment of ARM Title 10, Chapter 57, Educator Licensure. Ms. Renee Rasmussen seconded the motion.

Public comment from Ms. Amanda Curtis regarding the proposed revisions regarding out-of-state licensure.

Ms. Quinlan responded to Ms. Curtis' comments.

Ms. Lacey noted that the student teaching requirement remains in place, and a definition of "student teaching portfolio" has been amended to be more specific.

Ms. Lacey stated that she did receive a phone call with concerns over "approved" versus "accredited" and that there seems to be some concerns still over that change.

No further discussion. Motion passed unanimously.

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

Ms. Katherine Orr, Agency Legal Services representative updated the Board on the class action suit filed against the Board and the Office of Public Instruction by Shauna Yellow Kidney. Ms. Orr explained the basics of the suit for the two new Board members. Ms. Orr also reviewed the Oelkers case and gave the Board an update on that case. The parties have come to an agreement and a stipulation is being drafted and will be presented to the Board for approval at the July meeting.

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

Ms. Harris, Attorney for OPI, reviewed the case for the Board, reviewing the initial revocation request for the Board, and the events and rescheduling that has occurred since then..

Ms. Renee Rasmussen approved moving the Initial Review of BPE Case #2020-10, Santala to a contested case hearing at the July 2022 meeting. Ms. Madalyn Quinlan seconded the motion.

Procedural question from Ms. Hamman.

No further discussion. Motion passed unanimously.

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

Ms. Andrews reviewed the case for the Board before asking for approval of the Unusual Case Request.

Ms. Renee Rasmussen moved to approve the unusual case request in BPE Case #2022-09, Bloom. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

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

Ms. Andrews reviewed the case for the Board before asking for approval of the Unusual Case Request. Mr. Bulluck added information relevant to his case for the Board members to consider.

Ms. Renee Rasmussen moved to approve the Unusual Case Request in BPE Case #2022-10, Bulluck. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

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

Ms. Andrews reviewed the case for the Board before asking for approval of the Unusual Case Request.

Ms. Renee Rasmussen moved to approve the Unusual Case Request in BPE Case #2022-11, McBrayer. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

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

Ms. Andrews reviewed the case for the Board before asking for approval of the Unusual Case Request.

Ms. Renee Rasmussen moved to approve the Unusual Case Request in BPE Case #2022-12, Cordier. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

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

Ms. Andrews and Mr. Zam Alidina presented an update to the Board on the new Educator Licensing System, which will be named TEACH Montana, or TMT for short. Mr. Alidina shared updated information with the Board on the new system, noting that the project is still on track to go live on June 1st. Ms. Andrews answered Board member questions.

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

Ms. Andrews reviewed the process to change the mathematics test for the PRAXIS exam, including an initial presentation to the Board in March and a presentation to CSPAC in April.

Ms. Renee Rasmussen moved to approve the ETS Praxis Mathematics 5165 with a score of 159. Dr. Tim Tharp seconded the motion.

No discussion. Motion passed unanimously.

Item 22 **REVIEW DRAFT OF CAEP MOU – (INFORMATION)**
Dr. Julie Murgel

Dr. Murgel reviewed the draft for the CAEP MOU for the Board and explained the reasons for the MOU between CAEP, OPI, and the Board. Four EPPs in Montana are CAEP accredited. Dr. Murgel explained that the 2021-2022 agreement was only for one year, so it is time for the renewal process to take place. The Superintendent has signed off on the agreement and it is now in the Board's hands for signature and

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approval. The Board will take action on the agreement in July. Dr. Murgel answered Board member questions.

- **EXECUTIVE COMMITTEE – Tammy Lacey (Items 10 and 12)**

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

Dr. Murgel reviewed the status of the Federal American Rescue Plan-Elementary and Secondary School Emergency Relief Fund (AARP-ESSER) and the Federal Accountability System. Dr. Murgel discussed approval of waivers the OPI has applied for, the waiver template, report cards, and specific information on ESSER funding and EANS funding.

Item 12 **REVIEW SEAL OF BILITERACY RECOMMENDATION – (INFORMATION)**
McCall Flynn

Ms. Flynn reviewed the process over the past year for the Seal of Biliteracy. In May 2021 the Board heard an initial presentation from Ms. Lisa Werner about the Seal of Biliteracy. At that time the Board approved a group of stakeholders to come together to discuss the Seal, how it would look, and how it might work. Ms. Flynn and Ms. Werner formed an Advisory Group which met for the first time in August 2021, to discuss this project. The group reviewed the National Seal of Biliteracy information and determined how this could function in Montana. Ms. Flynn noted that implementing a Seal of Biliteracy is optional. School districts can choose to adopt and use the Seal, or they may choose not to use the Seal. The committee determined levels that would be denoted and the application process but determined that local school districts could determine how the Seal would appear, whether on a diploma or transcript. Ms. Hedalen, who was a member of the Advisory group, also made comments about the process. The Board discussed where the Seal would lie, with OPI, or with the Board. A discussion took place about how this could work and possible means for implementation. The Chair recommended the Assessment Committee work with the Seal of Biliteracy Advisory Group to develop an implementation strategy. The Chair thanked Ms. Flynn for her work on this process.

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

Item 23 **LITIGATION STRATEGY REGARDING STATES NEWSROOM ET AL V. BPE – (DISCUSSION)**

Tammy Lacey

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

The Board came back to open session at 4:04 PM.

Chair Lacey adjourned the meeting for the day at 4:05 PM.

Friday, May 13, 2022
8:30 AM

CALL TO ORDER

The Chair called the meeting to order at 8:31 AM and led the Board in the Pledge of Allegiance. Ms. Stockton took Roll Call and the Chair read the Statement of Public Participation and welcomed guests. The Board took a tour of the school and saw the new lighting system approved by the Legislature, and areas where new projects will be taking place over the summer.

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- **LICENSURE COMMITTEE – Madalyn Quinlan (Item 24)**

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

Chair Lacey opened the item and asked Ms. Flynn to explain the document the Board will be reviewing. Ms. Flynn noted that the Chapter 58 Task Force has completed their meetings and sent recommendations to the Superintendent. The Superintendent has reviewed the Task Force recommendations and has made her own recommendations, which is what the Board will be reviewing today. CSPAC will review these at their July meeting and make their recommendations to the Board for their review during a work session on Thursday of the July BPE meeting. On Friday of the July BPE meeting, the Board will act on the Notice of Public Hearing. Dr. Murgel and Mr. Zach Hawkins from OPI led the Board through the Superintendent's recommendations and answered questions. The Chair asked that Board members review the document in more detail before the July meeting and send any comments, questions, concerns, or revisions to Ms. Flynn.

- **ASSESSMENT COMMITTEE – Anne Keith (Item 25)**

Item 25 **ASSESSMENT REPORT – (INFORMATION)**
Ashley McGrath

Ms. McGrath reported to the Board on the updated test windows and expected reporting timelines for assessment for the remainder of the 2021-2022 school year and into the 2022-2023 school year. Ms. McGrath shared updated information on statewide test completions for the Spring 2022 testing window, and information on technical assistance provided by the OPI Assessment team to schools across the state. Ms. McGrath noted that the Assessment Division has completed a grant to the US Department of Education to assist in innovative state assessment.

- **ACCREDITATION COMMITTEE – Susie Hedalen (Items 26-28)**

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

Ms. Ellery Bresler reviewed the Variance to Standards Board's recent meeting to review the applications for Initial Variance to Standards. The board approved all three, and the Superintendent recommends approval of all three applications.

Ms. Susie Hedalen moved to approve the initial applications to Variance to Standards for: Havre Public Schools, Stevensville Public Schools, and Target Range School. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

The OPI reviewed the nine Renewal applications and approved all nine. The Superintendent is recommending approval of all nine.

Ms. Susie Hedalen moved to approve the nine renewal applications for Hellgate Elementary Early Childhood and Primary; South Elementary; Fort Smith Elementary; Shelby Elementary; Flathead High School; Highland Park Elementary;

Shepherd Middle School; Yellowstone Independent School; Polson Middle School.
Dr. Tim Tharp seconded the motion.

No discussion. Motion passed unanimously.
Chair Lacey thanked Ms. Bresler and the OPI staff for their work.

Item 27 **REVIEW OF PROGRESS ON REVISIONS TO ARM TITLE 10, CHAPTER 55, ACCREDITATION – (INFORMATION)**
Dr. Murgel

Dr. Murgel presented an update on the revisions to Chapter 55 Negotiated Rulemaking and the Quality Schools Task Force for the Board. Dr. Murgel reviewed conceptual change topics being considered for revision, noting that an extra meeting was requested by the Task Force. Dr. Murgel reviewed the members of the Task Force and the proposed timeline for revisions before answering Board member questions.

Item 28 **ACCREDITATION COMMITTEE REPORT – (INFORMATION)**
McCall Flynn

Ms. Flynn discussed a recent meeting of the Board's Accreditation Committee to review the timeline for revisions to Chapter 55. The committee discussed the possibility of a special meeting of the Board to meet the proposed timeline knowing that there has been a request from the Task Force to extend the timeline of the revisions. There are concerns about being able to conduct the survey and economic impact statement and still be able to meet the current timeline. The committee determined that a request be made to OPI to present an updated and extended timeline to the Board in July, and for the Board to act upon the revised timeline. OPI would like to keep the current timeline. Ms. Flynn noted that the revisions to Chapter 55 would be occurring at the same time as the revisions to Chapter 58. Ms. Sharyl Allen, Deputy Superintendent of Public Instruction, gave comments to the Board regarding why OPI does not want to extend the timeline for the revisions to Chapter 55. OPI has concerns that some areas of Chapter 55 have not been updated in a decade, specifically Library Media Specialists, and revisions need to be made. Ms. Allen noted that the survey will be completed in June and the Economic Impact Statement will be presented to the Board at the July BPE meeting and to the Education Interim Committee in September. OPI believes it is in the best interest of students and districts to keep the current timeline. Ms. Allen stated that if the timeline is delayed, this information would not be shared with the Education Interim Committee until the 2023 Interim, and not approved until the completion of the 2025 Legislative session. Chair Lacey shared her concerns with the current timeline. A discussion ensued on how the current timeline could work, concerns with the current timeline, and whether a revised timeline is necessary. Chair Lacey suggested that pulling out sections of Chapter 55 that are most problematic for schools and revising those now is also a possibility.

PUBLIC COMMENT
Ms. Sue Dickinson gave public comment as a former educator in Great Falls, and former legislator who was on the Education and Local Government Interim Committee.

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

Item 29 **EXECUTIVE DIRECTOR ANNUAL EVALUATION**
Tammy Lacey

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

Open session at 1:29 PM

FUTURE AGENDA ITEMS July 14-15, 2022
Strategic Planning Meeting

CSPAC/BPE Joint Meeting
CSPAC Annual Report
MACIE Update
Approve MSDB/Golden Triangle Co-op
Annual HiSET Report
Annual Special Education Report
Assessment Update
Federal Update
Educator Preparation Program Report
OPI Staffing Report
Accreditation Report

Ms. Flynn explained the schedule for the July meeting and the Joint meeting with CSPAC.

ADJOURN
Meeting adjourned at 1:32PM.

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". Public comment is welcome on all items listed as "Action" and as noted at the beginning and end of each meeting.

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

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CONSENT AGENDA

FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2022 through 12 (Jun)/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	319,412.36	0.00	84,756.64
	235F1 FY21 CARRYFORWARD				10,638.00	10,638.00	0.00	(0.00)
		01100 General Fund			10,638.00	10,638.00	0.00	(0.00)
			62000 Operating Expenses		10,638.00	10,638.00	0.00	(0.00)
				1 BOARD OF PUBLIC EDUCATION	10,638.00	10,638.00	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
	235H1 ADMINISTRATION				334,813.00	266,646.90	0.00	68,166.10
		01100 General Fund			148,936.00	133,592.94	0.00	15,343.06
			61000 Personal Services		133,721.00	133,388.68	0.00	332.32
				1 BOARD OF PUBLIC EDUCATION	133,721.00	133,388.68	0.00	332.32
			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			122,873.00	80,242.83	0.00	42,630.17
			61000 Personal Services		122,873.00	80,242.83	0.00	42,630.17
				30 Advisory Council Program 01	122,873.00	80,242.83	0.00	42,630.17
			(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	52,811.13	0.00	10,192.87
			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	52,811.13	0.00	10,192.87
				50 Research Program 01	63,004.00	52,811.13	0.00	10,192.87
			(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	1,712.40	0.00	15,530.60
		01100 General Fund			17,243.00	1,712.40	0.00	15,530.60
			62000 Operating Expenses		17,243.00	1,712.40	0.00	15,530.60
				1 BOARD OF PUBLIC EDUCATION	17,243.00	1,712.40	0.00	15,530.60
			(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	25,000.00	0.00	0.00
		01100 General Fund			25,000.00	25,000.00	0.00	0.00
			62000 Operating Expenses		25,000.00	25,000.00	0.00	0.00
				1 BOARD OF PUBLIC EDUCATION	25,000.00	25,000.00	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
	235H4 STATE ITSD/RST				16,392.00	15,415.06	0.00	976.94
		01100 General Fund			16,392.00	15,415.06	0.00	976.94

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	15,415.06	0.00	976.94
				1 BOARD OF PUBLIC EDUCATION	16,392.00	15,415.06	0.00	976.94
			(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
	235Z1 WORKERS COMP. REDUCTION				83.00	0.00	0.00	83.00
		01100 General Fund			49.00	0.00	0.00	49.00
			61000 Personal Services		49.00	0.00	0.00	49.00
				1 BOARD OF PUBLIC EDUCATION	49.00	0.00	0.00	49.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02122 Advisory Council			34.00	0.00	0.00	34.00
			61000 Personal Services		34.00	0.00	0.00	34.00
				30 Advisory Council Program 01	34.00	0.00	0.00	34.00
			(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	319,412.36	0.00	84,756.64

BPE MEETING BEGINS

TIME CERTAIN @9:30 AM

ACTION

ITEM 1

HEARING ON BPE CASE #2020-10, SANTALA

Tara Harris, Counsel for the Office of Public Instruction

ACTION

ITEM 2

PRESENTATION AND ACTION ON STIPULATION AGREEMENT IN BPE CASE #2018-12, OELKERS

Tara Harris, Counsel for the Office of Public Instruction

INFORMATION

ITEM 3

CHAIRPERSON'S REPORT

Tammy Lacey

BPE CHAIR REPORT OUTLINE
July, 2022

OPENING REMARKS

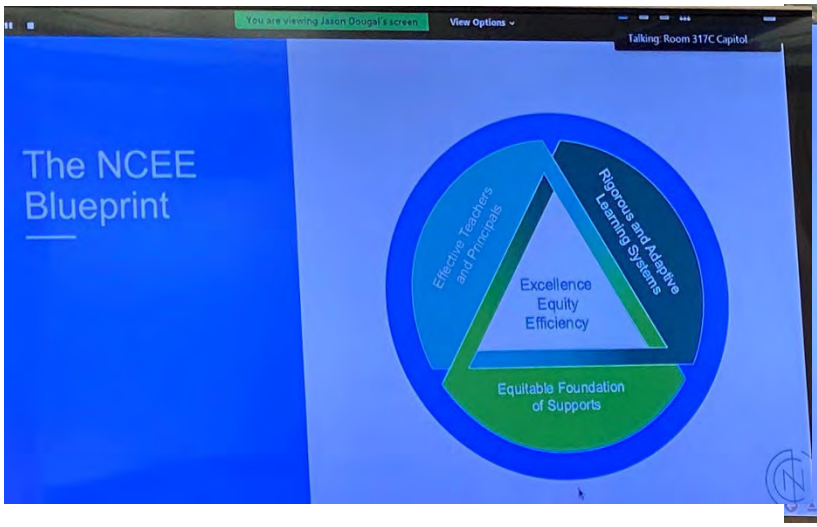
CHAIR ACTIVITIES SINCE LAST MEETING REPORT

- Attended weekly Executive Committee Zoom meetings
- Attended two Licensure Committee meetings
- Attended one Assessment Committee meeting
- Attended two Accreditation Committee meeting
- Attended "Constitutional Players" meeting on June 6, 2022 (See photos below)
- Attended agenda planning meeting with Executive Director Flynn and Superintendent Arntzen
- Received briefings on legal issues
- Attended CSPAC interviews for Trustee position

MSDB LIAISON REPORT

- MSDB Bimonthly Zoom Call, June 23, 2022
- Graduation attended by Vice Chair Quinlan, May 27, 2022

CLOSING REMARKS



ACTION

ITEM 4

EXECUTIVE DIRECTOR REPORT

- **Action on CSPAC District Trustee Position**

McCall Flynn

CSPAC TRUSTEE APPLICATION

#1

Jim Riley
58 Morning View Way
Kalispell, MT 59901

June 6, 2022

McCall Flynn
Executive Director
Board of Public Education
PO Box 200601
46 N Last Chance Gulch, #2B
Helena, MT 59620

McCall Flynn,

I humbly submit my application and supporting documents for the Board Seat in which you are seeking to fill on the Montana Certification Standards and Practices Advisory Council. On top of the application requests, I have also included my Business Bio and the book that I recently authored and launched this year. The materials provided should offer a great understanding of who I am and what I can offer the Board.

I have the capacity and time available to perform the duties of this role and would appreciate your consideration.

Thank you.

Sincerely,

Jim Riley

APPLICATION FOR APPOINTMENT TO THE MONTANA CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL 2022-2024

Position on council: SCHOOL DISTRICT TRUSTEE

Name Jim Riley E-mail Jim@LiveLifeDriven.com

Home/cell phone 949-228-0097 Work phone

Address 58 Morning View Way, Kalispell MT 59901

Current employer Self Employed

Please attach a resume and provide a summary of your experiences below:
(Use additional paper if needed)
Professional preparation, including degrees, dates, institutions, and majors:

Attached

Professional experience, including dates, employers, and locations:

Attached

Professional and community activities:

Attached

Awards and honors:

Attached

Employer/District Release:

N/A

I, _____ (employer/district), will release _____ (employee) for service on the Montana Certification Standards and Practices Advisory Council.

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

1. Name John Fuller Position STATE LEGISLATOR

Address P.O. Box 7002 Kalispell MT 59904

E-mail ApacheRider11@gmail.com

Phone Number 406-253-4897

2. Name Heidi Burkhalter Position TRUSTEE / TEACHER

Address BATAVIA, Kalispell MT 59901

E-mail TRUSTEEBurkhalter@SMITHValleySchool.ORG

Phone Number 541-991-7577

3. Name MIKE ANNIS Position Head of School, STILLWATER

Address 255 FFA DRIVE, Kalispell MT 59901

E-mail MANNIS@SCSCOUGARS.ORG

Phone Number 406-752-4400 x155

Statement of Participation:

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

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

Initials JR

Deadline for application is **June 24, 2022.**

All application forms must be sent via E-mail or hard copy to:
McCall Flynn
Executive Director
Board of Public Education
PO Box 200601
46 N Last Chance Gulch, #2B
Helena, MT 59620-0601
bpe@mt.gov

Jim@livelifedriven.com • 949-228-0097

Jim Riley

Accomplishments

- Successful Business Consultant, Life coach, Podcast Host
- Previous Republican Delegate for California
- Established brand "builder" for food and spirits – Ketel One Vodka, Azunia Tequila, In N Out Burger, Sierra at Tahoe Ski Resort, Galardi Group
- Successfully Managed over 150 employees as F&B Director at Booth Creek Ski Holdings
- Top Sales Manager for In N Out Burger as the first to sell over 1 million units in a year
- Successful Saturday morning Cable TV Broadcast as the "Host" promoting food and beverage offerings for two years with a supporting newspaper article

Professional Experience

Business Consultant/Life Coach – www.livelifedriven.com, Kalispell, Mt• April 2017 - Present

- Business consulting for CEO's, Managers, Business Owners across the country. This established practice has been generated from the successful podcast "The Answer is Yes".

CEO/Founder/Shareholder – Azunia Tequila, Glendora, Ca. 91740 • March -2009 – August 2017

- Developed and established a national Tequila brand selling in 43 states
- Built brand awareness and a supporting sales team across the country
- Maintained importation of goods, warehousing, traffic coordination to distributors and outlets across the country
- Created successful sales programs for all types of accounts including direct to consumer, regional accounts, national account and distribution partners

VP Public Relations – Ketel One vodka, Aliso Viejo, Ca.• Jan 2001 – April 2009

- Hired as the first official Marketing Employee for a world wide importation company, Nolet Spirits, with its primary product being sold in the United States, Ketel One Vodka.
- Worked closely with the National Sales team building case sales from 200k to over 2m in a period of nine years.

Food and Beverage Director – Sierra at Tahoe Ski Resort, Lake Tahoe, Ca. • Oct 97 – March 01

- Directed all Food and Beverage operations for 9 resort outlets
- Maintained direct relationships with purchasing and key vendors for supplies
- Booked and scheduled resort entertainment including a role as the local Cable TV personality on air host every Saturday for two years
- Purchased articles were printed in the quarterly 32-page magazine published by the museum.

Store Manager/Company Trainer - In N out Burger – Irvine, Ca. • Jan 86 – Sept. 97 –

- Ran and Operated the most successful location to sell 1 million Hamburgers in a year.
- Managed a team of over 120 employees with 5 assistant managers
- Played a key role in R&D for restaurant operations and customer movement

Programming and Software Skills

Microsoft Word, Excel, Power-point, maintaining current business practices on Mac software. Industry expert in Social Media, client communications through public platforms and cell phone technology.

Education

Cal Poly Pomona – Hotel and Restaurant Management Pomona Ca. 1989 ▪
Over 35 years of Industry Experience
Public Speaker and Educator on Marketing, Sales, Motivation, and Hard Work.

LIVELIFEDRIVEN

Jim Riley has spent his entire life saying yes to career changes and unique opportunities that align with his foundational values.

Riley runs a successful, consulting business in Kalispell, Montana. Known for supplying value to clients by providing strategic recommendations, Jim Riley is known for smart strategic thinking, insightful operations, successful business growth and high pressure transitions.

Jim is currently the host of two successful podcasts. "The Answer is "Yes" podcast features business leaders discussing both the power of saying "yes" and the decisions that made them successful. "The Liberty of Lose" podcast features local and national public figures discussing current politics and where the country is heading.

In addition, Riley actively consults for several successful companies and is known for helping businesses through transitional phases, marketing strategy, sales improvements, public relations, providing innovation and facilitating operational improvements. Riley oversees two of his own business and has an extensive background in marketing, food and beverage, and everything in between.

Well known work includes time spent with In-N-Out, Ketel One Vodka, Galardi Group, Booth Creek Ski Holdings, Azunia Tequila, and Baja United Group.

Jim Riley is a leading advocate for conservative political actions as School Board Trustee in Smith Valley District 89. He is a popular speaker on the subjects of education, veterans, 2nd Amendment Rights, freedom of religion, small government, public land use, legal immigration, the constitution, pro-life, first responders, and the Save the Cowboy movement in Montana.

JIM RILEY

CONSULTANT | SPEAKER | BUSINESS COACH

School Board Trustee, Smith Valley District 89, Kalispell, Montana

Jim@LiveLifeDriven.com | 406-257-1637 | www.livelifedriven.com

Attached summary information by topic:

Professional preparation, including degrees, dates, institutions, and majors:
I have been a leader and a manager of people since 1986 in a variety of companies. It has been my pleasure to train and develop people as they grow within the organizations, I have worked for the last 30 plus years. I have been tasked to run, oversee, and develop committees at each company I have worked for while contributing to the overall growth in business. I have also been tapped to sit on boards for my critical thinking ability as it relates to big picture thinking. My past does include a tailored educational experience at Cal Poly Pomona as provided for me by my employer. Dates and times are reflected on my resume. The entire history of my career has afforded me the professional preparation needed to sit on an advisory board.

Professional experience, including dates, employers, and locations:
My attached resume covers the bulk of the work I have performed in a traditional business capacity. This would certainly suffice the requirements for this advisory role. However, to add some additional "color" and expansion of my experience I will share two new projects that I recently started under the newly formed LLC, Warpath Alliance. They are as follows: The Young Entrepreneur Syndicate. This is a membership platform that provides the necessary skills to transition from the traditional job market into becoming an entrepreneur. The inspiration to form this syndicate was to provide and outlet for the Youth of tomorrow to find hope and purpose. I have observed that we are living in a society where depression and suicide rates are at an all time high. It is my desire to educate and expand those that are willing to consider an entrepreneurial future. The second project is the 1776 Syndicate. This organization offers training to those in society on a national level that wish to be trained to campaign for any elected office. We provide the tools necessary to develop a successful campaign such as, planning, marketing, strategy, team building, support groups, and more. Both syndicates were formed in January of 2022 and collectively have over 100 members. More information can be found on these websites:
https://www.youngentrepreneursyndicate.com
https://www.the1776syndicate.com

You can also find more background on my at my personal website www.livelifedriven.com
The site includes an expanded bio, over 250 podcast episodes, and several articles that have been written about me in a variety of publications.

Professional and community activities:
I have had a passion for helping others since my mid 20's. I have used my business platforms to help make a difference by donating to Orphanages in Baja Mexico the last 20 years. It has become my life's work to support the efforts of the leadership helping those in need. I started a company back in 2017 where 8% of our profits are directed towards the Orphanages. Locally my family supports the veterans Food pantry through our own fundraising efforts. I am also a participating member of the following organizations: Pachyderm, Republican Women of Flathead County, SVS Trustee, Canvas Church, and The National Elk Foundation.

Awards and Honors:
Over the last 40 years of my working career, I have received many awards and honors, some include: Most Single Store sales in company history, Safety awards, Training awards, and many more. I recently authored and published a book, "The Freedom To Say YES" that received Best Seller status on Amazon. Despite a lifetime of achievements, my most distinguished award is, being a father.

It is my hope that I have provided enough information and qualifications that you would consider my application for this Advisory Council as acceptable for the role. I would be happy to spend more time in person or over a zoom call to get to know me better.

I have included a copy of my book for further insights of my background and critical thinking process.

Jim Riley

Statement of Participation

It is often said that a parent that is involved in one's child's education, the child becomes a better student. After becoming a father in my mid 40's, I made the conscience decision to be as involved in my kids' lives as possible and to offer them every "tool in my chest". One of those precious tools is my personal time. With that, I have been involved every step of the way as it relates to my children's educational experience. My wife also shares the same principles.

I am currently serving as a School Board Trustee in Smith Valley. I have found the process to be very rewarding personally while bringing 30 plus years of business experience to the Board. As I continue to serve, I have enjoyed the notion that not only will my children benefit, but all of the students in Smith Valley.

I would be honored to contribute on a much larger scale within the education system while increasing the potential service I might provide to a larger audience. It is for this reason that I have a desire to apply for the advisory council. I have always been a strategic thinker that looks at the long-term effects of a decision. This appointment would allow me to contribute and make recommendations that would have a lasting impact for the future generations.

Jim Riley

Big Sky Country

MONTANA HOUSE OF REPRESENTATIVES

Representative John Fuller
House District 8

Re: Letter of Recommendation for James Riley for nomination to the Certification Standards and Practices Advisory Council

Dear Sir:

As a former member of the Montana Board of Public Education (2001-2008), I am very familiar with the duties and responsibilities of the Certification Standards and Practices Advisory Council (CSPAC). Consequently, I can recommend James Riley for membership on CSPAC as the School District Trustee representative without reservation. Since winning election to the Smith Valley School Board, Jim has demonstrated the work ethic, dedication and grasp of detail necessary to be an effective trustee.

Montana's educational system and administration is dependent on volunteers who freely give up their time and resources to serve Montana's young people and guarantee that they receive the quality education guaranteed in the Montana Constitution. Jim Riley is one of those individuals who is willing to devote himself to the mission of CSPAC, as well as his other responsibilities as a trustee.

Sincerely,

John Fuller

John Fuller

DURING THE SESSION
State Capitol Building
PO Box 200400
Helena MT 59620-0400
Phone: (406) 444-4800
leg.mt.gov

COMMITTEES
Appropriations
Appropriations-Education

HOME ADDRESS
248 Eagle View Trail
Whitefish MT 59937
Phone: (406) 253-4897
john.fuller@mtleg.gov
apachierider11@gmail.com

To Whom It May Concern,

I am writing in reference to Jim Riley. Jim and I serve on our local school board, Smith Valley District #89, located in Kalispell. Over the past year, I have had the honor and privilege to watch Jim apply his values and commitments and add value to our school and community. Jim believes in the foundational principles of supporting our students. Jim strives to make our school and district a place where students can access a robust academic foundation while supporting the teachers and encouraging their efforts to increase student achievement.

Jim brings his expertise in business, public relations, and community involvement to his role as a board trustee. I know he will continue to apply his skills to the CSPAC committee. Jim will continue to work hard to maintain our Montana values and meet the needs of our educators. Jim has a deep desire to support educators and ensure that our community hires, retains, and supports the most qualified candidates to ensure our schools continue to focus on student achievement.

As a board trustee and educator, I highly recommend Jim Riley as a Certification Standards and Practices Advisory Council member. I know he will add value to your council, supporting the mission to ensure that the certification process for licensed professionals in Montana is of the highest degree.

Please contact me for further discussion at 541-991-7577 or trusteeburkhalter@smithvalleyschool.org.

Sincerely,

Heidi Burkhalter

Heidi Burkhalter M. Ed in Special Ed
Smith Valley School District #89

STILLWATER
CHRISTIAN SCHOOL

Re: Letter of Recommendation for James Riley for nomination to the Certification Standards and Practices Advisory Council.

Dear Sir,

Over the last year, as the Head of School at Stillwater Christian School in Kalispell, Montana, I have had the privilege of getting to know Jim Riley. In all of my interactions with and observations of him, he has proven himself to be a man of conviction, dedicated to serving his community, and a devoted family man who is intent on raising his children to live their lives for the good of others.

His willingness to serve on the Smith Valley School School Board is further evidence of his desire to advance quality education for the students in that district. His passion for young people and equipping them well for the future quality extends far beyond the beneficiaries of his current work. He has proven his work ethic and an adherence to the essential values that are inseparable from education.

I recommend James Riley for membership on the CSPAC as the School District Trustee representative without reservation. He is one of those individuals who is willing to devote himself to the mission of CSPAC, as well as his other responsibilities as a trustee. He is deserving of serious consideration.

Sincerely,

Michael D. Annis

CSPAC TRUSTEE APPLICATION

#2

APPLICATION FOR APPOINTMENT TO THE MONTANA CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL 2022-2024

Position on council: SCHOOL DISTRICT TRUSTEE

Name_____Jill Rocksund_____ E-mail_____j_rocksund@cfmtschools.net_____

Home/cell phone__(h) 406-892-1822 (c) 406-212-0166___ Work phone_____N/A_____

Address____917 Vans Ave.; Columbia Falls, MT 59912_____

Current employer___Retired_____

Please attach a resume and provide a summary of your experiences below: (see attached)
(Use additional paper if needed)

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

1978	B.S. Ed in Elementary Education and Special Education (Elementary and Special Education)	University of Missouri-Columbia
1983	M.S. Ed. In Special Education	University of Missouri-Columbia (Special Education)
1999	K-12 Principal Administrative Endorsement Leadership- Elementary and Secondary Principal)	Montana State University-Bozeman (Educational
2008	K-12 Superintendent Endorsement Leadership))	Montana State University-Bozeman (Educational
2017	Ed. D. in Educational Leadership Leadership)	Montana State University-Bozeman (Educational

Professional experience, including dates, employers, and locations:

1978-1983	Woodhaven School, Inc.	Special Education Teacher and Program Director Columbia, Missouri
1990-1992	West Glacier Elementary (SD#8)	Special Education Teacher West Glacier, Montana
1992-1993	Canyon Elementary School (SD#6)	Special Education Teacher Hungry Horse, Montana
1993-2000	West Glacier Elementary School	Supervising Teacher West Glacier, Montana
2000-2016	Whitefish School District (SD#44)	Elementary Principal/ Secondary Principal/District Curriculum Director Whitefish, Montana

Professional and community activities:

1. Columbia Falls School Board – I have served on the Columbia Falls School board for 29 years including serving as the Board chair for the past 10 years. I have been a member of several committees including the Health Insurance Committee, the Negotiations Committee, the Title IX/Policy Committee, the Long-Range Planning Committee, the Facility Planning Committee, Students on Board group, Advisory Committee, and Professional Development Committee.

2. West Glacier Community Preservation Association – I am one of four founding board members of this community focused non-profit organization. I am the secretary/treasurer and media /communications person. Founded in 2017, this non-profit association serves as a communication conduit and fundraising organization for West Glacier and Middle Canyon community projects. We also monitor new major and minor land use development in the area. Recently, the WGCPA hired an environmental attorney and a hydrologist to monitor the building of a large RV Park in the West Glacier town area. Also, we partnered with the University of Montana to conduct a summer traffic study. We currently have about 130 subscribers to our newsletter/emails.

3. Whitefish Education Foundation – I am a member of this 13-person board that conducts, manages, and guides fundraising efforts and manages scholarship awards and other educational expenditures for the Whitefish Public Schools.

4. Regional Delegate to the Montana School Boards Association – I have served as a Regional Delegate (Flathead, Lincoln, and Lake Counties) to the Montana School Boards Association Delegate Assembly for several years. The MTSBA Delegate Assembly discusses and selects the issues that the MTSBA will support and lobby for during the Montana Legislative sessions.

5. Hungry Horse/ Glacier View Ranger Station Volunteer Fire Lookout – I have served as a volunteer fire lookout on both Cooney and Firefighter Lookouts along with my husband for the past 7 years.

6. Writing Coaches of Montana – I have served as a volunteer Writing Coach with High School and Junior High School students in both the Columbia Falls and Whitefish School Systems for the past 9 years.

7. Office of Public Instruction's K-12 Data Task Force – I served as one of about 20 members of this task force that studied and guided the collection and use of data in our public schools. This committee included several legislators and was created through legislation. I served on this committee for about 7 years.

8. OPI Title I Committee of Practitioners – I served on this committee as the Trustee representative for many years during the 2000s while B.J. Granberry was the state Director of Title I Services.

Awards and honors:

MTSBA (Montana School Boards Association) Golden Gavel Award Winner; Certified Trustee- Gold Level

A board member can become certified in any fiscal year by participating in a combination of MTSBA approved trainings of at least 12 hours in a fiscal year, starting July 1 through June 30. The Gold Level (at which point the trustee is provided the Marvin Heintz Award) is earned by any currently serving trustee who earns at least 96 hours of MTSBA approved training during his/ her lifetime.

Employer/District Release: (N/A-Retired)

I, _____ (employer/district), will release _____ (employee) for service on the Montana Certification Standards and Practices Advisory Council.

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

1. Name Barbara Riley_____ Position School Board Member_____

Address P.O. Box 1370; Columbia Falls, MT 59912_____

E-mail___b_riley@cfmtschools.net_____

Phone Number_406-253-7729_____

2. Name David Wick_____ Position School Administrator/Superintendent_____

Address P.O. Box 1259; Columbia Falls; MT 59912_____

E-mail__d_wick@cfmtschools.net_____

Phone Number___406-253-8170_____

3. Name Lance Melton_____ Position Executive Director MTSBA_____

Address 863 Great Northern Blvd., Suite 301; Helena, MT 59601_____

E-mail__lmelton@mtsba.org_____

Phone Number__406-442-2180_____

Statement of Participation:

On a separate piece of paper, briefly state why you wish to be a member of the Montana Certification Standards and Practices Advisory Council. (See attached)

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

Initials JR

Deadline for application is **June 24, 2022**.

All application forms must be sent via E-mail or hard copy to:
McCall Flynn

Executive Director
Board of Public Education
PO Box 200601
46 N Last Chance Gulch, #2B
Helena, MT 59620-0601
bpe@mt.gov

Jill Rocksund

917 Vans Ave, Columbia Falls, MT 59912 | 406-892-1822 | j_rocksund@cfmtschools.net

Objective

- Trustee Member of the Montana Certification Standards and Practices Advisory Council

Education

B.S.ED. | 1978 | UNIVERSITY OF MISSOURI- COLUMBIA

- Major: Elementary and Special Education

M.S.ED. | 1983 | UNIVERSITY OF MISSOURI-COLUMBIA

- Major: Special Education – Severe Disabilities

PK-8 PRINCIPAL ENDORSEMENT | 1999 | MONTANA STATE UNIVERSITY-BOZEMAN

- Major: Educational Leadership - Elementary Grades PK-8

PK-12 SUPERINTENDENT & PRINCIPAL ENDORSEMENTS | 2008 | MONTANA STATE UNIVERSITY-BOZEMAN

- Major: Educational Leadership- PK-12 Principal & Superintendent

ED.D. | 2017 | MONTANA STATE UNIVERSITY-BOZEMAN

- Major: Educational Leadership
- Dissertation Topic: Effective School Board Governance Behaviors of Montana School Board Members: a Delphi Study

Experience

SPECIAL EDUCATION TEACHER & PROGRAM DIRECTOR | WOODHAVEN SCHOOL, INC. | 1978-1983

- Worked for 3 years as a classroom teacher and 2 years as a Program Director

SPECIAL EDUCATION TEACHER | WEST GLACIER SCHOOL DISTRICT #8 | 1990-1992

- Special Education Resource Teacher for grades K-6

SPECIAL EDUCATION TEACHER | CANYON ELEMENTARY SCHOOL- COLUMBIA FALLS SCHOOL DISTRICT #6 | 1992-1993

- Special Education Resource Teacher for grades K-6

SUPERVISING TEACHER | WEST GLACIER SCHOOL DISTRICT #8 | 1993-2000

- Supervising teacher for 4 classrooms and 65 students
- Wrote and received one of Montana's first federally funded after-school programs

ELEMENTARY PRINCIPAL & DISTRICT CURRICULUM DIRECTOR | WHITEFISH ELEMENTARY SCHOOL- WHITEFISH SCHOOL DISTRICT # 44 | 2000-2016

- Assistant Principal- Muldown Elementary School for 2 years – about 80 staff members and 600 students
- Principal- Muldown Elementary School for 9 years
- District Curriculum Director for 4 schools and 1,600 students for 4 years

Community Service

- **Columbia Falls School Board –** (1987-present)- I have served on the Columbia Falls School board for 29 years including serving as the Board chair for the past 10 years. I have been a member of several committees including the Health Insurance Committee, the Negotiations Committee, the Title IX/Policy Committee, the Long-Range Planning Committee, the Facility Planning Committee, Students on Board group, Advisory Committee, and Professional Development Committee.
- **West Glacier Community Preservation Association –** (2017-present)- I am one of four founding board members of this community focused non-profit organization. I am the secretary/treasurer and media /communications person. Founded in 2017, this non-profit association serves as a communication conduit and fundraising organization for West Glacier and Middle Canyon community projects. We also monitor new major and minor land use development in the area. We currently have about 130 subscribers to our newsletter/emails.
- **Whitefish Education Foundation –** (2014- present)- I am a member of this 13-person board that conducts, manages and guides fundraising efforts and manages scholarship awards and other educational expenditures for the Whitefish Public Schools.
- **Regional Delegate** to the Montana School Boards Association – (2005-present)- I have served as a Regional Delegate (Flathead, Lincoln, and Lake Counties) to the Montana School Boards Association Delegate Assembly for several years. The MTSBA Delegate Assembly discusses and selects the issues that the MTSBA will support and lobby for during the Montana Legislative sessions.
- **Hungry Horse/ Glacier View Ranger Station Volunteer Fire Lookout –** (2017-present)- I have served as a volunteer fire lookout on both Cooney and Firefighter Lookouts along with my husband for the past 7 years.
- **Writing Coaches of Montana –** (2014-present)- I have served as a volunteer Writing Coach with High School and Junior High School students in both the Columbia Falls and Whitefish School Systems for the past 9 years.
- **Office of Public Instruction's K-12 Data Task Force –** I served as one of about 20 members of this task force that studied and guided the collection and use of data in our public schools. This committee included several legislators and was created through legislation. I served on this committee for about 7 years
- **OPI Title I Committee of Practitioners –** I served on this committee as the Trustee representative for many years during the 2000s while B.J. Granberry was the state Director of Title I Services.

SKILLS AND ABILITIES

- Budget management- manages 30-million-dollar budget
- Personal management- recruiting, hiring, supervising up to 80 staff members
- Collaboration with various board members and community members
- Orally communicates thoughts, ideas, and opinions respectfully in presentations and group settings
- Clear and concise written communications

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

I am uniquely qualified to serve as the trustee member on the Montana Certification and Standards and Practices Advisory Council. Primarily, I have served as a Columbia Falls Trustee for 29 years, serving my first term in 1987. I have served as the Columbia Falls Board Chair for the past 18 years. During my time as a trustee, I have acquired many skills and experiences including:

Cooperation and Collaboration: My work and board experiences have fostered a commitment to working with others to accomplish common goals. This requires listening to others, keeping an open mind, and being willing to adapt my opinions and ideas as new information becomes available. During the past two years, this skill has been very useful as our community has worked together to navigate the Covid-19 pandemic.

Committee participation: I have worked on many committees as both a committee member and committee chairperson. These include the Policy/Title IX Committee, Staff Negotiations committees, the Health Insurance committee, staff Advisory Committees, the Professional Development Committee, the Long-Range Planning Committee, and several hiring committees.

Personnel management and leadership: I have served in personnel management and leadership roles in both my occupation as a school administrator and as a school board member. In my position as elementary school principal I was responsible for hiring and supervising about 60 staff members. Staff supervision required observing staff while they are working and providing oral and written feedback and reports. As a board member, I assist in hiring and supervising the Superintendent and overseeing the hiring and firing process of all other staff.

Budget experience: As a school board member and board chair, I have participated in the development and oversight of a $20,000,000 annual budget. I understand the difficult decisions that must be made when financial resources are limited, and the provision of a quality education is mandatory. My 15 years as a school administrator have also contributed to my experience with budget development and management.

Research: I have experience in conducting and analyzing research as evidenced in my recent Doctoral Dissertation. https://scholarworks.montana.edu/xmlui/handle/1/13722 I strive to research topics to best understand all points of view and what is considered best practices.

Dedication and work ethic: I have committed to school board service for 29 years, demonstrated job dedication and longevity by working for one school district for 15 years and another for 9 years. I also persisted in my own education to complete a doctorate over a 10-year period. I have worked long hours to achieve a variety of accomplishments.

In summary, I have lived in Montana continuously since 1983, first moving to Montana in 1974. Being a Montanan means working hard, valuing our Montana lifestyle, respecting the diversity of our State needs both east and west of the divide, and contributing to the preservation of our Montana values. I have served my community and my State through volunteer service for decades and would appreciate the opportunity to serve Montana as a Trustee member of the Montana Certification and Standards and Practices Advisory Council.

June 15, 2022

Montana Board of Public Education
C/O McCall Flynn, Executive Director
46 N Last Chance Gulch, Suite 2B
PO Box 200601
Helena, MT 59620

Subject: Jill Rocksund's Application for Certification Standards and Practices Advisory Council School District Trustee position

Dear Members of the Montana Board of Public Education:

I recently learned of Jill Rocksund's interest in serving on the Certification Standards and Practices Advisory Council and requested the honor of submitting a letter in support of her application. Given Jill's unique background as both an elected trustee with decades of experience and a highly regarded professional educator with extensive leadership experience, I cannot imagine anyone more uniquely qualified for service on CSPAC than Jill Rocksund.

I first started employment with the Montana School Boards Association in the spring of 1996 and met Jill soon thereafter. Jill has stood out for as long as I can recall as being equally respected among her professional and elected peers, serving first as a supervising teacher for one of our independent elementary school district members while concurrently serving as an elected trustee in another district, Columbia Falls Public Schools. Jill has continued to excel and grow in her professional career over the years, adding an endorsement as a principal in 1999, superintendent in 2008 and earning a doctorate in educational leadership from Montana State University in 2017. During this same time, Jill took on greater professional responsibilities, first as an elementary principal and later as the curriculum director for Whitefish Public Schools.

In addition to her professional employment, Jill has continued her service as an elected trustee, now for just short of 30 years. Jill has been a key member of the MTSBA Delegate Assembly for 17 years, and has served on several state task forces, including the K-12 Data Taskforce created by legislation drafted and supported by MTSBA in the 2013 Legislative Session. Jill is one of only a handful of trustees in Montana with three decades of service as an elected trustee. No other trustee that I know has the corresponding length of service as an administrative leader to go with decades of service as an elected trustee.

Jill has excelled in every aspect of her involvement as an advocate for each child in Montana's public schools. Seamlessly moving from the local to the state level and informed by her perspectives as both an administrative and elected leader, Jill has always used the interests of children as the touchstone for her actions and she has worked tirelessly to ensure that each child in every public school enjoys an opportunity for individualized success.

Jill exemplifies the best in school board governance – a volunteer who demonstrates through both word and action that she is committed to the success of students in Montana's public schools. I cannot imagine anyone better suited to serve in the capacity of a trustee member of the Certification Standards and Practices Advisory Council, and I highly recommend Jill to fill this important vacancy.

Sincerely,

Lance L. Melton
Executive Director
Montana School Boards Association

BARBARA M. RILEY
P. O. BOX 1370
COLUMBIA FALLS, MT 59912
406.253.7729

June 19, 2022

To Whom It May Concern:

This is a letter of recommendation in support of Dr. Jill Rocksund, applicant for the MT Certification Standards & Practices Advisory Council.

I have had the privilege of knowing Jill for nearly 30 years, as our kids were in the same grade in school, as well as serving with her on the Columbia Falls School Board for the last 27 years. I have also worked with Jill in the Delegate Assembly efforts on behalf of the MT School Boards Association legislative advocacy.

Jill's expansive knowledge of the public education system is a critical resource to our school board conversations. Being familiar with the inner working of a school system as a previous teacher and administrator, Jill brings insights and credibility to the discussions, whether in committees, board meetings or community settings. I value her expertise, especially when it comes to hiring strategies and professional development for teachers.

Jill's preparation for meetings is thorough, approaching discussion with an open mindedness that invites conversation, critical questions and at times, frank deliberations. Her tone is always professional and respectful of others. She can keep the conversations focused on the topic and knows when to move things along.

I've worked with Jill on several committees over the years, ranging from parent, student and/or staff/teacher level work, as well as community-based groups. She is a good listener, and follows up with individuals, holding herself accountable to build trust and confidence in her care and passion for our school and community.

Jill and I have worked for over 20 years, fighting for adequate funding for public schools at the state and national level. Jill's expertise in knowing what it takes to make a classroom run, providing the necessary resources to staff to benefit students of all skill levels, has brought an important voice to the process.

When I learned that the state was seeking a school board trustee to serve on the CSPAC, I immediately contacted Jill to encourage her to apply. Oversight to the certification standards and practices of our public-school teachers, administrators and specialists is the most critical element of ensuring high quality educators are working with our children. Given Jill's 45 years of

commitment to public education, an appointment to this advisory council would be the perfect complement to her life's passions.

Growth in a person's career comes from the experiences they gain along the journey. I believe Dr. Rocksund is deserving of consideration for this appointment.

Thank you for your consideration.

Sincerely,

Barbara M. Riley

Barbara M. Riley
Trustee, Columbia Falls School District #6 (April 1995-present)
Director, Region 1 and Past President, MT School Boards Association (Oct 2005-present)
Director, National School Boards Association (April 2011-April 2017)

SCHOOL DISTRICT NUMBER SIX

P.O. BOX 1259
COLUMBIA FALLS, MONTANA 59912

June 17, 2022

McCall Flynn
Executive Director
Board of Public Education
P.O. Box 200601
46 N Last Chance Gulch #2B
Helena MT 59620-0601

Dear Ms. Flynn:

Jill Rocksund recently requested that I submit a letter of recommendation for her for the trustee position on the Certification Standards and Practices Advisory Council. Having known Dr. Rocksund for more than 25 years, I am honored to have the opportunity to recommend her for this position.

I first met Jill in 1997, when she and her fellow trustees in Columbia Falls hired me as the Columbia Falls Junior High Principal and Director of Elementary Education. In all of these years, I have witnessed Jill's professional and personal attributes on hundreds of occasions, at board and committee meetings, in her professional capacity as an administrator, and now as the board chair during my time as School District 6 Superintendent. As a result, I feel qualified to give my highest recommendation to Jill Rocksund for this position.

Upon review of Jill's resume, it is immediately apparent that her qualifications for this position are unmatched. Dr. Rocksund has a degree in elementary education and special education, a Master's degree in special education, endorsements in leadership in both the principal and superintendent categories, and her doctorate in Educational Leadership. I cannot imagine an educational resume more suited for this type of position.

Jill Rocksund also has an amazing tenure as a trustee in our district. Having served for 29 years, with the past 10 as chair, Jill has been a respected, reliable, and knowledgeable board member. Her volunteer service is invaluable to our school and community, and her leadership has been incredible during difficult times and instrumental to our district's success. Her many accomplishments in other groups in education and other arenas are evident.

Her educational career spans many levels and areas of expertise. Of particular note is her sixteen years as a principal and curriculum director in Whitefish Public Schools. Jill Rocksund's reputation and respect is evident in all Montana educational circles.

Jill's personal characteristics are absolutely perfect for a position with CSPAC. Besides her tremendous background and natural intellect, Dr. Rocksund is always thoughtful about the impacts of her decisions on our school district. Her calm demeanor allows her to never respond emotionally to topics which are

politically charged. Jill also possesses a great sense of humor and is held with the highest regard by everyone who meets her. Finally, she displays the grace and class needed for a position of leadership.

In conclusion, I give my highest recommendation to Dr. Jill Rocksund. In my nearly 40 years of education experience, she ranks among the people whom I most admire and respect. I believe that she would serve the state's education community very well in this position, and I can't imagine someone more qualified and deserving than Jill Rocksund.

If you have any questions or would like to discuss her qualifications further, please contact me at (406)253-8170. Thank you in advance for your consideration of Dr. Rocksund's application.

Sincerely,

David N. Wick
Superintendent, Columbia Falls School District
President, Montana Association of School Superintendents
Past President, National Association of Elementary Principals

CSPAC TRUSTEE APPLICATION

#3

John A. Mercer
312 First Street East
Polson, MT 59860
johnamercer@centurytel.net
406-883-5367
406-261-6030

June 10, 2022

McCall Flynn
Executive Director
Board of Public Education

Greetings,

I am interested in public service, and more particularly as it relates to education. I would like to learn more about certification issues, professional standards and educator preparation programs in Montana. I hope my life experience and enthusiasm will contribute to the work of the Council.

Sincerely,

John A. Mercer

APPLICATION FOR APPOINTMENT TO THE MONTANA CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL 2022-2024

Position on council: SCHOOL DISTRICT TRUSTEE

Name JOHN A MERCER E-mail johnamercer@centurytel.net

Home/cell phone 406-261-6030 Work phone 406-883-5367

Address 312 1ST ST E, POLSON, MT 59860

Current employer TURNAGE MERCER & WALL, PLLP

Please attach a resume and provide a summary of your experiences below:
(Use additional paper if needed)
Professional preparation, including degrees, dates, institutions, and majors:

Bachelor of Arts, Business Administration, University of Montana 1979
Juris Doctrate, Northwestern University 1982

Professional experience, including dates, employers, and locations:

Attorney, Polson, Montana 1982 – Present

Professional and community activities:

Montana House of Representatives 1985-2000
Montana Board of Regents 2001-2006
Polson School Board May 2021 - Present

Awards and honors:

Distinguished Service Award, State Bar of Montana
Community Service Award, University of Montana

Employer/District Release:

I, SELF EMPLOYED (employer/district), will release _____ (employee) for service on the Montana Certification Standards and Practices Advisory Council.

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

1. Name CHANEL LAKE Position CHAIR POLSON SCHOOL BOARD

Address 114 4th AVE E, POLSON, MT 59860

E-mail clake@polson.k12.mt.us

Phone Number 406 261 6285

2. Name MIKE CUTLER Position SUPERINTENDENT

Address 114 4th AVE E, Polson, MT 59860

E-mail mcutler@polson.k12.mt.us

Phone Number 406 883 6355

3. Name CAROLYN HALL Position COUNTY SUPERINTENDENT

Address 106 4th AVE E, Polson, MT 59860

E-mail lacosupt@lakemt.gov

Phone Number 406 883 7262

Statement of Participation:

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

I, JOHN A MERCER, am committed to the Montana Certification Standards and Practices Advisory Council's responsibilities as stated in 20-4-133, MCA.

Initials JAM

Deadline for application is **June 24, 2022.**

All application forms must be sent via E-mail or hard copy to:
McCall Flynn
Executive Director
Board of Public Education
PO Box 200601
46 N Last Chance Gulch, #2B
Helena, MT 59620-0601
bpe@mt.gov

John A. Mercer

312 1st St E, Polson, MT 59860, 406-261-6030, johnamercer@centurytel.net

Education

BA 1979 University of Montana

JD 1982 Northwestern University

Experience

Attorney, Private Practice, in Polson, Montana from 1982 to present
Turnage Mercer & Wall, PLLP

Member Polson School Board

Member Greater Polson Community Foundation Board

Former Member Montana University 2 Yr Commission

Former Member Montana Board of Regents

Former Member Montana House of Representatives

.

To: The Board of Public Education

From: Chanel Lake

Chair of Polson School District

I would like to recommend John Mercer from Polson Schools to sit on the Certification Standards and Practices Advisory Council School District Trustee position. John is an outstanding board member. His wealth of knowledge is very beneficial to our district.

Thank you for considering a John for your open position.

Chanel Lake

PSD Chair

406-261-6285

Lake County Courthouse
106 Fourth Avenue East
Polson, Montana 59860
Phone (406) 883-7262
Fax (406)-221-5913

Lake County

Carolyn 0. Hall, Superintendent of Schools

lacosupt@lakemt.gov
www.lakemt.gov/schools/

June 10, 2022

MT Board of Public Education
Cert. Standards and Practices Advisory Council

Helena, MT

Dear Members of the Board:

It is my pleasure to recommend to you, Mr. John Mercer, an individual from Lake County, who serves also as a school board Trustee for the Polson school district.

I have been acquainted with Mr. Mercer for over 20 years. He has served Lake County and Montana in the House of Representatives, and as a local attorney. He is known for his thoughtful research into issues, and his follow-up ability to communicate both verbally and in writing.

It is without reservation that I recommend him to you to serve on the Advisory Council for Certification Standards and Practices. If I may be of any further service, please do not hesitate to contact me.

Sincerely,

Carolyn O. Hall

Carolyn O. Hall
Lake County Supt. of Schools

Polson School District #23

June 9, 2022

To: McCall Flynn, Executive Director of the Board of Public Education

There is no better candidate for the Certification Standards and Practices Advisory Council than John Mercer. Mr. Mercer is currently one of the Board of Trustees of Polson School District #23. He has distinguished experience with Montana Public Schools as evidenced in his application. His time on the Montana House of Representatives, Montana Board of Regents and the Polson School board gives him a keen perspective on what is best for Montana Schools. I, without reservation, recommend John Mercer for this council.

You may call upon me at your convenience if I may be of any further service to you with this decision. I can be reached at 406-883-6355 or mcutler@polson.k12.mt.us

Sincerely,

Mike Cutler
Polson Schools Superintendent

111 4th Avenue E., Polson, MT 59860 ~ (406)883-6355 ~ Fax(406)883-6345
www.polson.k12.mt.us

OFFICE OF THE GOVERNOR
STATE OF MONTANA

GREG GIANFORTE
GOVERNOR

KRISTEN JURAS
LT. GOVERNOR

June 21, 2022

Board of Public Education
P.O. Box 200601
Helena, MT 59620

Dear Members of the Board of Public Education:

I am writing to offer my recommendation for John Mercer to fill the vacancy in the Certification Standards and Practices Advisory Council (CSPAC) School District Trustee position.

Mr. Mercer's incredible experience as the longest-serving Speaker of the Montana House of Representatives, a member of the Board of Regents, an accomplished attorney, and an active trustee on the Polson School Board would be a tremendous asset to CSPAC and the Board of Public Education (BPE). Additionally, after his service in statewide positions, Mr. Mercer has continued to stay engaged in state and federal education policy while serving in a local education leadership position.

I believe Mr. Mercer's experience and passion for education would allow him to bring a unique perspective and voice to CSPAC. Mr. Mercer would be able to hit the ground running and actively participate in CSPAC advisory functions to the benefit of the BPE.

Sincerely,

Greg Gianforte
Governor

STATE CAPITOL • P.O. BOX 200801 • HELENA, MONTANA 59620-0801
TELEPHONE: 406-444-3111 • FAX: 406-444-5529 • WEBSITE: WWW.MT.GOV

INFORMATION

ITEM 5

STATE SUPRINTENDENT'S REPORT

Elsie Arntzen

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: July 14-15, 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

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

Superintendent Arntzen's Report to BOPE as of June 24, 2022

Please read Superintendent Arntzen's latest OpEd: Achieving Educational Excellence through Local Control

Superintendent Arntzen's Message:

Happy 4th of July! Independence Day celebrates our freedom and liberty as our founders united under the Declaration of Independence which laid the groundwork for our Constitution. These original documents are the very foundation of our great nation. This is why I updated our Social Study Standards to include classroom learning that focuses on our original documents. I also recommended civics courses be a requirement for our high school graduates while revising our state accreditation standards in Chapter 55.

During the 4th of July, many proudly display our wonderful American flag. Our flag should have a prominent place in all of our classrooms. Through my Stars and Stripes Initiative, in partnership with the American Legion, all classrooms have the opportunity to display our great American flag.

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

Flag Day:

June 14 was Flag Day. Superintendent Arntzen was joined by Steve Allen, who gave the invocation, Aubrey and Catelyn Saunders, Children of the American Revolution who presented the flags and led the Pledge of Allegiance, Dylan Klapmeier, who read the Governor's Flag Day Proclamation, Jane Hamman, who spoke on the history of the flag, and OPI's Mike Jetty who performed an Honor Song.

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

There are 57 school districts that signed the MOU for this school year.

As of May 23, 2022:

- Number of students in CSCT: 2,612
- Number of CSCT Teams: 205

Claim information:

CSCT Claim Activity

Month	Summary of Claims Submitted	Total Claims Submitted	State Match
February	47	$ 1,390,132	$ 394,280
March	50	$ 2,381,967	$ 674,932
April	48	$ 1,669,209	$ 472,695
May	46	$ 2,323,143	$ 657,247
June	47	$ 2,513,017	$ 712,606

Month	Summary of Claims Released	Total Claims Released	State Match
February	29	$ 992,352	$ 280,775
March	41	$ 2,467,945	$ 699,512
April	47	$ 1,242,326	$ 352,096
May	51	$ 2,433,053	$ 689,447
June	49	$ 2,846,809	$ 805,665

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

Chapter 55 – School Quality Task Force and Negotiated Rulemaking:

The School Quality Task Force began meeting on January 11, 2022, and held its last meeting on May 19, 2022. The Negotiated Rulemaking Committee (NRC) began meeting on February 24, 2022, and will meet through June 30, 2022. All of my recommended changes have been submitted to the committee. In Chapter 55 there are 63 individual rules and the NRC has reached consensus on 58 of the proposed changes. Of the 63 rules, 13 have no recommended changes and five are new rules. An economic impact survey of 10 proposed rule changes was sent to school leaders, trustees, teachers, parents, and community members and will close on July 5. As of June 23, 102 people have completed the survey. This survey will be used to create the economic impact statement that will be forwarded to the Board of Public Education.

The economic impact survey focused on proposed changes to 10 of the 63 rules:

- 10.55.601 (3) Replacing the continuous School Improvement Plan (CSIP) with an Integrated Action Plan.
- 10.55.603 (3)- Including multiple measures in the district assessment plans.
- 10.55.712 – Providing flexibility for local school districts to determine the resources needed when elementary classrooms are overloaded.
- 10.55.714 – Updating the Professional Development section including defining a graduate profile.
- 10.55.723 – Enhancing the Mentorship and induction plans that must be implemented by local boards.
- 10.55.801 – Adding a tool to measure perceptions of stakeholders for school climate.
- 10.55.803 (1) (d) Within the learner access section-adding the need to appropriately assess and supply the hardware and software for each student.

- 10.55.806 - English Language Learners, a distinct student group, has been added. This recommended addition aligns with current federal requirements for districts to provide educational services for English learners.
- 10.55.904 (3) and 10.55.905 (2): Enhancing High School program offerings and graduation requirements to include Civics/Government and Economic or Financial Literacy.
- 10.55.908 (3) - Addition of state to federal accessibility standards for facilities.

The 13 rules with no recommended changes are:

- 10.55.713: Teacher Class size middle and high school
- 10.55.715: Para-professional qualifications and supervision
- 10.55.719: Student protection procedures
- 10.55.720: Suicide Prevention and Response
- 10.55.805: Special Education
- 10.55.910: Student Discipline Records
- 10.55.911: High School Transcripts
- 10.55.1201: Arts Program Delivery Standards
- 10.55.1401: Math Program Delivery Standards
- 10.55.1501: Science Program Delivery Standards
- 10.55.1601: Social Studies Program Delivery Standards
- 10.55.2201: Computer Science Program Delivery Standards
- 10.55.2301: Technology Integration Program Standards

The five new proposed rules are:

- 10.55.608 Charter School Application
- 10.55.722: Family and Community Engagement
- 10.55.723: Mentorship and Induction
- 10.55.724: Evaluation
- 10.55.806: English Language Learners

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

Montana Alternative Assessment Testing Program (MAST):

The Montana Alternative Student Testing (MAST) Program will utilize a new assessment model that supports Through-Year Assessments. These assessments are smaller tests taken closest to the learning of the skill throughout the school year. These tests will provide immediate feedback to parents, students, and teachers.

The Office of Public Instruction (OPI) is working with Education First, New Meridian, and the Center for Assessment to create a 24-member Task Force to write

a Theory of Action for the development of the MAST program. This Task Force will meet four times between May 2022 and July 2022. Members of the Task Force represent:

- Policymakers
- School Leaders
- Test Coordinators
- Educators
- Specialized Instructional Staff
- Higher Education
- School Trustees
- School Business Officials
- Parents
- Students

From July 11 to 15, Montana teachers with experience teaching math or English language arts in fifth or seventh grade will meet in Denver, Colorado for an assessment-writing workshop. These teachers will be trained on how to write assessment items and then play a role in creating tests for Montana's new MAST Program.

The MAST program will begin with a piloted test program in grades 5 and 7 during the 2022-2023 school year. Grades 4 and 6 will be added during the 2023-2024 school year. School districts will choose to participate in the pilot program. MAST will replace the statewide federally mandated tests.

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

Summer Math Enrichment Program:

The Montana Summer Enrichment Grant will fund math-based summer programs for Montana students. These math-based summer programs integrate math skills into innovative projects that address the academic needs of Montana students. This program is a federal requirement through the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Funding.

The $3.8 million grant is available to qualifying, established non-profit organizations and schools over a three-year period. Qualifying programs include:

- anticipated student participation is at least 40% low-income qualifying
- the organization has at least 3-5 years of past summer programming experience
- program/project focuses on Math and includes pre/post-testing of students

The initial award level for this grant is $15,000. The grant was provided through ARP - ESSER Funding. The Summer Enrichment Grant opened on May 18 and closed on June 7, 2022. There were 16 applicants and 8 programs were awarded the grant.

The programs that were awarded the grant are:

- ACE Big Forks
- Centerville School District
- Children's Museum Great Falls

- Code Girls United
- Exploration Works Helena
- Montana Science Center
- Upward Bound-Browning/Missoula
- Helena Family YMCA

For more information on the grant, please contact Wendi Fawns, ESSER/EANS Director at wendi.fawns@mt.gov or (406) 437-8595.

TeachMontana (TMT) – New Educator Licensing System:

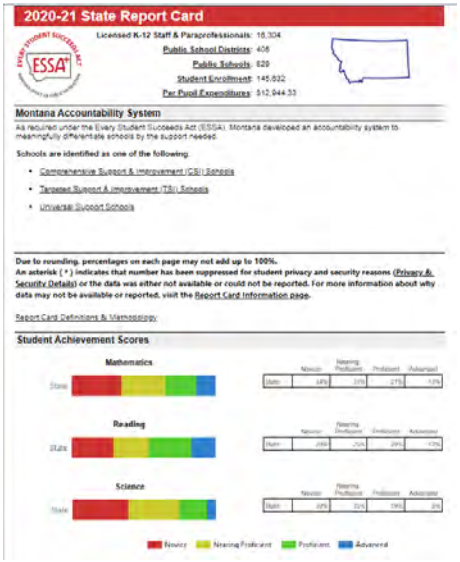
Our new educator licensing system, TeachMontana (TMT) launched on June 1. Between June 1 and June 22, the licensing unit approved and issued 895 licenses.

TMT offers educators:

- Self-guided application
- Streamlined access
- Portal for professional development and storage of all records
- Convenient link to employer

For more information, please contact Crystal Andrews at crystal.andrews@mt.gov, or (406) 444-6325.

Report Card Update:


2020-21 State Report Card

Licensed K-12 Staff & Paraprofessionals: 16,304
Public School Districts: 406
Public Schools: 820
Student Enrollment: 145,832
Per Pupil Expenditures: $12,944.33

Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- Comprehensive Support & Improvement (CSI) Schools
- Targeted Support & Improvement (TSI) Schools
- Universal Support Schools

Due to rounding, percentages on each page may not add up to 100%.
An asterisk (*) indicates that number has been suppressed for student privacy and security reasons (Privacy & Security Details) or the data was either not available or could not be reported. For more information about why data may not be available or reported, visit the Report Card Information page.

Report Card Definitions & Methodology

Student Achievement Scores

Mathematics

Reading

Science

Novice | Nearing Proficient | Proficient | Advanced

The OPI released the federally mandated report card data from the previous 2020-2021 school year in March of 2022. After the data was released, the United States Department of Education requested that more information be added to the report card. Superintendent Arntzen decided to enhance the report card while the data and information were reviewed and updated. During these updates, additional information such as the Covid ESSER allocation and expenditure will be added to ensure complete transparency for our schools and our communities. The updated 2020-2021 report card data became available on June 23.

Montana State Diploma:

I had the honor of presenting the first Montana State Diplomas to nine cadets at the Montana Youth Challenge Academy in Dillon on June 18.

The 2021 Montana Legislature passed HB 556 (2021), establishing a Montana proficiency-based diploma for Montana residents who require an alternative path to completing their education. This bill is codified in § 20-3-110, MCA. After completing the required rulemaking process this diploma became effective on June 10.

The new rule for the state diploma is ARM 10.66.301. There are three requirements to obtain this diploma:

- completes a high school equivalency exam under ARM Title 10, chapter 66, subchapter 1 with a score at least 20% above the minimum passing score
- completes a program that includes a community-based mentorship for the individual and that the Superintendent of Public Instruction has determined meets the requirements of 20-3-110(1)(b), MCA
- prepares a written plan for the individual's pathway to college or career readiness that has been approved by the mentor and the program under (1)(b)(ii)

Congratulations to the 46th class of cadets and thank you to Rep. Ken Walsh for sponsoring the legislation that made the diploma possible!

School Name

Name of Person

successfully completed the required course of study approved by the Montana Office of Public Instruction and is hereby awarded this State diploma pursuant to § 20-3-110, MCA.

This _____ day of June, 2022.

Administrator Signature

Superintendent Signature

State Diploma example

Safe Schools Act:

Senator Steve Daines is supporting the Safe Schools Act, which allows schools to utilize their Elementary and Secondary School Emergency Relief (ESSER) Funds to improve the safety and security of students and staff. This bill would allow Montana schools more flexibility in

spending their unused ESSER funds. Currently, Montana schools have used about 20.5% of the $0.6 billion in funding, which must be obligated by the end of 2024.

The Safe Schools Act would allow schools to use their ESSER funds on:

- Hiring and paying the salaries of qualified individuals, such as retired law enforcement officers or military veterans, to serve as armed school resource officers.
- Reinforcing or replacing classroom doors, locks, or window panels.
- Constructing fencing, bollards, planters, curbs, walls, or any other entry control measure to create a single point of entry to the campus.
- Acquisition and installation of technology for expedited notification of local law enforcement during an emergency.
- An evidence-based strategy or program to prevent violence, which may include the use of appropriate technologies, including the placement and use of metal detectors and other deterrent measures and emergency notification and response technologies.

On June 9, 2022, this bill was referred to the Committee on Health, Education, Labor, and Pensions.

OPI Summer Institute:

The 25th Summer Institute took place from June 20 – 24 at Montana State University in Bozeman. This year's theme was *Putting Montana Students First*. The Institute featured over 150 sessions that focused on my Montana Hope, Montana Teach, Montana Learn, and Montana Ready initiatives.

There were 518 attendees and 121 presenters including 36 OPI staff. There were four keynote addresses by:

- **Dr. Peter Liljedahl –** Building Thinking Classrooms
- **Tessie Rose Bailey** – Lessons Learned from 20 Years of MTSS Implementation
- **Dr. Bella Bikowsky** – Mental Health Embedded into MTSS
- **Tribal Elders and Youth Panel** – Youth Like to Run, Our Elders Know the Path

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

OPI Proposed Legislation:

My office submitted the following for proposed agency-requested legislation:

1. **Fulfill Legislative "Promise is a Promise" - Base Aid Plus Inflation:**

The Montana public school district system of funding is primarily calculated from what is termed BASE aid defined in section §20-9-306, MCA. BASE aid is made up of various components and includes the following:

(a) direct state aid for 44.7% of the basic entitlement and 44.7% of the total per-ANB entitlement for the general fund budget of a district;
(b) guaranteed tax base aid
(c) quality educator payment;
(d) at-risk student payment;
(e) Indian education for all payment;
(f) American Indian achievement gap payment;
(g) data-for-achievement payment; and
(h) special education allowable cost payment.

When the Superintendent of Public Instruction prepares the ensuing biennium's budget these components must be adjusted for inflationary changes defined in section §20-9-326, MCA. Currently, the rate of increase for these components is estimated at 2.7% for FY2024 and 3% for FY2025. Additionally, cost estimates are adjusted for enrollment growth, taxable valuation adjustments as well as other factors. At this time many of the needed factors are either not known or are currently being estimated but each will be known as we move closer to the legislative session and cost estimates will be adjusted accordingly.

Early Unofficial BASE Aid Estimate Biennium 2025

	FY 2023 Appropriations HB 2, HB 663, HB 143	FY 2024	FY 2025
		CPI = 2.70%	ESTIMATED CPI = 2.87%
TOTAL BASE Aid	$923,500,765	$951,485,952	$996,361,073
TOTAL BASE Aid Increase over Base		$27,985,187	$72,860,308

Mid August	Section 20-9-326, MCA, CPI calculation for year two of the biennium.
August	DOR Taxable Values are Adjusted.
August	Updated national live birth and other data used in projecting enrollment.
August/September	Section 20-9-366, MCA (HB 663) directs the general fund GTB multiplier to be adjusted in association with revenue transferred to the state general fund pursuant to 16-12-111, MCA.
Early November	OPI Fall enrollment collection occurs the first Monday in October and is used to update enrollment projections.
Early November	General fund GTB final determinations are estimated until all district BASE mills are finalized.
March	Spring Enrollment Count, FTE and other data available to calculate FY2024 Preliminary Budget Limitations.

2. Redirecting Educator License Fees:

This is a new proposal to redirect teacher license fees to the Office of Public Instruction to fund the costs of administering the teacher licensing program. Currently, under 20-4-109, MCA, 66.7% of collected license fees are distributed to fund an Advisory Council, and the remaining 33.3% is distributed to fund general Board of Public Education activities. OPI will use the license fee revenues to offset the ongoing maintenance costs of the new TeachMT licensing system. This is also a support of the Board of Public Education's funding request.

OPI Licensure Program

License Fee Historical Revenues (20-4-109, MCA)

	FY2019	FY2020	FY2021	FY2022 *(As of 6/9/22)*
Research Fund @ 33%	$ 53,255	$ 51,963	$ 54,917	$ 41,097
Advisory Council @ 67%	$ 106,552	$ 103,927	$ 109,835	$ 82,292
Total Revenues	**$ 159,807**	**$ 155,890**	**$ 164,752**	**$ 123,389**

Licensure Annual Program Costs

Personal Services (4 FTE)	
Salaries	$ 223,860
Fringe Benefits	$ 89,275
Total Personal Services	**$ 313,135**
Operating	
Other Services	$ 5,228
TeachMt Maintenance (Est)	$ 200,000
Supplies & Materials	$ 3,191
Communications	$ 10,295
Travel	$ 1,728
Rent	$ 11,770
Total Operating	**$ 232,212**
Total Program Costs	**$ 545,347**

3. Supporting School Mental Health:

This is a discussion with the Governor's office and DPHHS on federal dollars. There is a small steering committee that has been talking about possible solutions to implement and support a community-based mental health program.

On Wednesday, June, 22 Superintendent Arntzen joined the completion celebration for the Teacher Leader Academy in Bozeman.

INFORMATION

ITEM 6

COMMISSIONER OF HIGHER EDUCATION'S REPORT

Dr. Angela McLean

Montana University System Report

Montana Board of Public Education

July 2022

- AIMA Update
- MUS College Access Portal Visits Fall 2022
- Statewide ACT
- Educator Recruitment and Retention Efforts
- Dual Enrollment Summit
- New Grant-Montana's Future at Work

INFORMATION

ITEM 7

GOVERNOR'S OFFICE REPORT

Dylan Klapmeier

OFFICE OF THE GOVERNOR
STATE OF MONTANA

Greg Gianforte
GOVERNOR

Kristen Juras
LT. GOVERNOR

DATE: July 6, 2022
TO: Montana Board of Public Education
FROM: Dylan Klapmeier, Governor's Education Policy Advisor
RE: Governor's Office updates for the July 2022 Board meeting

New Student BPE Member

Governor Gianforte would like to congratulate Charles Fox from Helena High School on his appointment as the new BPE Student Member. The Governor's Office looks forward to working with Charles and we thank him for his service in this important position.

School Visits

Since the last BPE meeting, the Governor visited with several K-12 groups before the end of the school year:

- He hosted Ennis High School students at the Capitol
- He visited Conrad High School's trades academy
- He delivered the commencement speech at Hysham High School's graduation ceremony
- He hosted students participating in the SITSD Kids Safe Online Poster Contest
- He did a Q&A with Boys State participants
- The Lt. Governor hosted the Mansfield Center's 2022 cohort of international visiting teachers

Bylaws

The Governor's Office offers the below recommendations as you consider updates to your bylaws:

- Striking paragraphs three and four on page 3 regarding the MSDB committee. Paragraph three gives too much power to the MSDB committee when the Board as a whole is charged with supervising the MSDB. We recommend keeping it inline with other BPE committees which "review, report on, and make recommendations" to the full Board. Paragraph four seems unnecessary.

- We recommend a technical change to the language in the first paragraph on page 3 to read: "The Board may create special committees as deemed necessary to carry out the responsibilities of the Board. Members of the special committees shall be appointed by the Board Chairperson."

- We recommend stating in the bylaws that officer elections occur each September.

Agenda Format

The BPE only meets six times per year so the Board should not limit your capacity to take action. State law allows boards to take action on any items listed on their publicly noticed agendas. Similar to other boards (ie: Regents) and past practice of the BPE, we recommend your agendas include language such as **"Action may be taken on any item listed on the Board agenda."**

INFORMATION

ITEM 8

STUDENT REPRESENTATIVE REPORT

Charles Fox

INFORMATION

❖ MSDB LIAISON – (Item 9)

Tammy Lacey

ITEM 9

MSDB REPORT

- **Action on Personnel Items**
- **Action on 2nd Reading Policy 4301**
- **Action on MHSA Dues**

Paul Furthmyre

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

Agenda Action Items:

1. **Personnel Action Report**
   6 Resignations
   2 Probationary Layoffs
   6 Hires

2. **Policy Updates**
   <u>2nd Reading for the following:</u>
   4301 Visitors to the School and Residential Facilities

3. **MHSA Dues Approval**

4. **Out of State Travel**
   None

Attached Documents:

- Personal Action Report
- Policy 4301
- MHSA Dues and Insurance Premiums
- Bi-Monthly MSDB Committee Notes
- 2025 Biennium EPP Requests
- MSDB Strategic Plan
- MSDB PIR At-A-Glance 2022 (With some Descriptions)
- Literacy Grant Comprehensive Needs Analysis
- Literacy Grant Action Plan
- MSDB Expenditure to Appropriations Report
- Current Enrollment Numbers as of 5/27/2022

MSDB Personal Action for BOPE Meeting
July Meeting 2022

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

Retirement

Resignation
Arlee Hutchinson – Scheduling Secretary
Tierra Chapdelaine – FT Paraprofessional
Melanie Hesse – FT Paraprofessional
Leah McElwea – Educational Interpreter
Terri Knotts – Cook 2
Mitchell Aguon – Prep Cook

Probationary Layoff
Kristina Lockhart – CLA Housekeeping
Ruby Darko – CLA LEAP

Hire
Jamie Jones – FT Paraprofessional
Terri Knotts – CLA Housekeeping
Mitchell Aguon – Cook 2
Taylor Davis – PT Paraprofessional
Kiernan Monasmith – FT Interpreter
Andrea Reimer – FT Paraprofessional

Positions open at MSDB Currently
LPN Nurse (2)
FT Paraprofessional
PT Maintenance
Lead Interpreter
Prep Cook
CLA LEAP (2)
Scheduling Secretary

Positions currently on hold
School Psychologist (Filled with TVI currently)
FT Interpreter

Montana School for the Deaf and Blind
COMMUNITY RELATIONS SERIES

Visitors to the School and Residential Facilities **4301**

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

Education Program

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

Residential Program

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

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

Policy History:
Adopted on: 11/14/2003
Reviewed on:
Revised on:

MONTANA HIGH SCHOOL ASSOCIATION

PROMOTING SUCCESS ON THE COURT, ON THE FIELD, ON STAGE
AND EVERYWHERE ELSE UNDER THE BIG SKY SINCE 1921.

April 2022

TO: **MHSA MEMBER SCHOOL CONTACTS**
MHSA SCHOOL BUSINESS MANAGERS / DISTRICT CLERKS

FROM: **MARK BECKMAN, EXECUTIVE DIRECTOR**

RE: **ANNUAL APPLICATION AND FEES REMITTANCE FORM FOR 2022-23**
CATASTROPHIC INSURANCE REMITTANCE FORM FOR 2022-23
CONCUSSION INSURANCE REMITTANCE FORM FOR 2022-23

This email contains items which need to be addressed for the 2022-23 school year.

- A copy of the Annual Application and Fees Remittance form for the 2022-23 school year. One original copy is to be completed and returned with your remittance. **Make certain that the MHSA office receives an *original copy*, signed and dated by the appropriate personnel. If an original signed copy is not received by the MHSA office, it will delay the processing of your application.** The chairperson of the school board and the high school principal or superintendent must sign the annual dues application after being authorized to do so by official school board action. Please refer to the list of activities on the form when computing the amount of your remittance. **This payment is due by July 15, 2022.**

- A copy of the 2022-2023 Catastrophic Insurance form and a summary of benefits. A copy is to be completed and returned with your remittance. To determine your premium, you must use your high school's (grades 9-12) *FALL, 2021* enrollment as reported to OPI or for private schools, your enrollment as of November 1, 2021. **This payment is due by July 15, 2022.**

- A copy of the 2022-23 Concussion Insurance form. A copy is to be completed and returned with your remittance. To determine your premium, you must use your high school's (grades 9-12) *FALL, 2021* enrollment as reported to OPI or for private schools, your enrollment as of November 1, 2021. **This payment is due by July 15, 2022.**

Schools are required by MHSA rules to pay catastrophic and concussion insurance premiums. Annual dues and premiums are payable on or before July 15th of each year of membership. Any schools failing to pay the annual dues and premiums on or before August 1st of each year of membership shall become ineligible from that date until such dues and premiums are paid and shall be required to pay a penalty of $50.00 (for each) in addition to the regular fees before reinstatement. [Article I, Section (2) of the MHSA By-Laws; Section 17 of the MHSA Rules and Regulations]

All these forms are also available on our website (mhsa.org).

If there are questions on any of the above referenced items, please feel free to contact the MHSA office.

Attachments

MONTANA HIGH SCHOOL ASSOCIATION
1 South Dakota
Helena, MT 59601

Annual Dues Application and Fees Remittance Form

MT School Deaf/Blind High School of Great Falls Montana, hereby makes application for membership in the Montana High School Association (MHSA) for the school year **2022-23** in accordance with Article 1, Section (1) of the MHSA By-Laws, and appoints the Association as its representative in interscholastic activities for the current school year. The Board of Trustees adopts and agrees to comply with the rules and regulations of the MHSA as presently contained in its official MHSA Handbook, and acknowledge receipt of a copy of such handbook in effect. It is understood that each member school is entitled to one vote on any resolution presented to the Association membership. A resolution adopted by the Board and inserted in the minutes of a meeting of the Board on the date below directs the chairperson of the Board of Trustees to remit to the Association the yearly membership fees. If the school is registering for an activity in which the school district did not participate the previous year and did not request sanctioning for this activity in writing, students will not be permitted to compete in MHSA post-season contests, other than activities which are not assigned to districts and/or divisions. (Rules and Regulations, Sections 14 and 16). **Send payment to MHSA, 1 South Dakota Avenue, Helena, MT 59601.**

In the chart mark an "X" to the left of the activities in which your school wishes to participate.

BOYS		GIRLS		COMBINED ACTIVITIES	
☐	Baseball	☑	Basketball	☐	Band
☑	Basketball	☑	Cross Country	☐	Chorus
☑	Cross Country	☑	Golf	☐	Drama
☑	Football	☑	Soccer	☐	Orchestra
☑	Golf	☑	Softball	☐	Speech
☑	Soccer	☑	Swimming		
☑	Swimming	☑	Tennis		
☑	Tennis	☑	Track		
☑	Track	☑	Volleyball		
☑	Wrestling	☐	Wrestling		
9	<< TOTAL BOYS	9	<< TOTAL GIRLS		<< TOTAL COMBINED

TOTAL NO. OF ACTIVITIES (BOYS, GIRLS, & COMBINED) 18 **@ $250.00 = $** 4500

Remit this amount to the MHSA office before July 15th and *include an ORIGINAL SIGNED FORM*

Signed/Dated: _____ **Signed/Dated:** Paul Tolthy
Chair / Board of Trustees **Superintendent or Principal**

For MHSA Use Only:

Date Received: _____ Amount Received: _____

Check No. _____ Late Fee: _____

Total Amount Received: _____

MONTANA HIGH SCHOOL ASSOCIATION
2022-23 Catastrophic Insurance Renewal
Mutual of Omaha

Summary of Lifetime Benefits

- **Accident Medical Expense Benefit:** 100% of reasonable, customary and necessary covered expenses, with an overall lifetime limit of $1,000,000.
- **Deductible:** $50,000 per injury.
- **Incurral Period:** Two (2) year incurral period in which to meet the deductible.
- **Extended Care Facility Maximum** $365,000 per calendar year.
- **Combined Home Healthcare/Custodial Care Maximum:** $100,000 per calendar year.
- **Maximum Physical Therapy Benefit:** $50,000 per calendar year.
- **Accidental Death Benefit:** $10,000.
- **Cash Benefit:** $10,000 (for paralysis, including quadriplegia, paraplegia or hemiplegia).

Expanded Benefits (Total Disability Only):

- **Lifetime Special Expense Benefit:** $100,000 first decade; $50,000 each decade thereafter for home remodeling or adaptation and special vehicle purchase or adaptation.
- **Lifetime Adjustment Expense Benefit:** $50,000 Lifetime for family counseling, training, travel and loss of earnings of parents.
- **Lifetime Education Expense:** $50,000 for tuition, room and board and other related expenses.
- **Total Disability Benefit:** A catastrophically injured student who is totally disabled at age 18 may receive $1,500 per month for remainder of life
- **Partial Disability Benefit:** A catastrophically injured student who is partially disabled at age 18 may receive $1,000 per month for remainder of life.

MONTANA HIGH SCHOOL ASSOCIATION
1 South Dakota Avenue
Helena, MT 59601
(406) 442-6010

LIABILITY CATASTROPHE PLAN REMITTANCE FORM

We have enclosed our remittance in the amount of $ 206 based on the *HIGH SCHOOL ENROLLMENT* (schedule below) to cover our school's share of the Liability Catastrophe Plan insurance premium for **2022-23**.

School MSDB MT School for the Deaf and the Blind

Date 6.14.22

Signed [illegible]

High School Enrollment (Grades 9-12) as of **FALL REPORT TO OPI, 2021**

Enrollment	***Premium***
0-40	$206.00
41-110	$302.00
111-200	$381.00
201-300	$503.00
301-400	$625.00
401-800	$836.00
801+	$1,339.00

You must use your high school enrollment per your FALL, 2021 report to OPI or for private schools, use your enrollment as of November 1, 2021.

PLEASE RETURN THIS SIGNED FORM AND YOUR PAYMENT BY JULY 15, 2022.

For MHSA Use Only

Date Received: _____

Premium: _____

Check No: _____ Late Fee_____

MONTANA HIGH SCHOOL ASSOCIATION

PROMOTING SUCCESS ON THE COURT, ON THE FIELD, ON STAGE
AND EVERYWHEREELSE UNDER THE BIG SKY SINCE 1921.

TO: MHSA MEMBER SCHOOL ADMINISTRATORS

FROM: MARK BECKMAN, EXECUTIVE DIRECTOR

RE: CONCUSSION INSURANCE

The MHSA, through negotiations with our insurance broker, Dissinger Reed, can continue offering concussion insurance for all MHSA athletic participants and cheerleaders at only $1.35 per student. The coverage includes:

- Maximum - $25,000 per year
- Benefit Period – 1 year
- Deductible - $0 per claim
- Eligible Person – all athletes participating in MHSA sports (including cheerleading).
- Covered Activities – participating in practice or play of sports sponsored by the MHSA (including cheerleading.
- Definition of Injury: 1) Directly and independently caused by specific accidental contact with another body or object; 2) A source of loss that is sustained while the injured person is covered under the policy and while he or she is taking part in a covered activity; 3) Resulting in a concussion.

The participant's insurance would first be billed and would pay however there would be no out-of-pocket cost for the participant up to $25,000 per covered injury. For example, if the participant's insurance had a $3,000 deductible and none of that deductible was met, this insurance would pay the $3,000 so there would be no out-of-pocket cost to the family. Also, all co-pays would be covered and if there were tests not covered by the primary insurance this insurance would cover all those costs. The cost per year for schools is as follows:

Enrollment	***Premium***
0-40	$41
41-110	$66
111-200	$121
201-300	$141
301-400	$171
401-800	$191
801+	$226

Again, all MHSA athletes and cheerleaders would be covered, there is no deductible, and the maximum coverage per injury per year is $25,000. This is a very proactive approach to dealing with the issues of concussion that are nationwide including the threats of litigation in every state. It also demonstrates that each school is being proactive in the event of litigation.

If you so desire, payment may be made along with your Membership Application and Catastrophic Insurance applications.

Attachment (remittance form)

MONTANA HIGH SCHOOL ASSOCIATION
1 South Dakota Avenue
Helena, MT 59601
(406) 442-6010

CONCUSSION INSURANCE REMITTANCE FORM

We have enclosed our remittance in the amount of $ 41 based on the ***HIGH SCHOOL ENROLLMENT*** (schedule below) to cover our school's share of Concussion Insurance premium for 2022-23.

School MSDB

Date 6·14·2022

Signed [illegible]

High School Enrollment (Grades 9-12) as of **FALL REPORT TO OPI, 2021**

Enrollment	***Premium***
0-40	$41.00
41-110	$66.00
111-200	$121.00
201-300	$141.00
301-400	$171.00
401-800	$191.00
801+	$226.00

You must use your high school enrollment per your FALL, 2021 report to OPI or for private schools, use your enrollment as of November 1, 2021.

PLEASE RETURN THIS SIGNED FORM AND YOUR PAYMENT BY JULY 15, 2022.

For MHSA Use Only

Date Received: _____

Premium: _____

Check No: _____ Late Fee: ____

Board of Public Ed Meeting

BOPE Meeting – June 23, 2022
Those in attendance - Paul Furthmyre, Donna Schmidt, McCall Flynn,
Absent - Jim Kelly, Carol Clayton-Bye, Julie-Dee Alt, Tammy Lacey
Note Taker – Paula Mix
Approval of Agenda

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

Administration
- Personnel Action Plan
  - No retirements
  - **Resignation**
    - Arlee Hutchinson – Scheduling Secretary
    - Tierra Chapdelaine – FT Paraprofessional
    - Melanie Hesse – FT Paraprofessional
    - Leah McElwea – Educational Interpreter
    - Terri Knotts – Cook 2
    - Mitchell Aguon – Prep Cook
  - **Probationary Layoff**
    - Kristina Lockhart – CLA Housekeeping
    - Ruby Darko – CLA LEAP
  - **New Hires-**
    - Jamie Jones – FT Paraprofessional
    - Terri Knotts – CLA Housekeeping
    - Mitchell Aguon – Cook 2
    - Taylor Davis – PT Paraprofessional
    - Kiernan Monasmith – FT Interpreter
  - **Positions open at MSDB Currently**
    - LPN Nurse (2)
      - working with Union regarding CMA. State approved it. Have a nurse questioning it. They are not a school nurse, they are classified as a Residential nurse.
    - FT Paraprofessional (2) $13.58 plus .55 in Nov.
    - PT Maintenance
    - Lead Interpreter
    - Prep Cook
    - CLA LEAP
    - Scheduling Secretary
  - **Positions currently on hold**
    - School Psychologist (Filled with TVI currently)
    - FT Interpreter

    Not able to fill all these positions because we have positions tied up in raises until the next biennium

- 23 Proposed Legislative Budget Requests
    - EPP Requests
        - IBARS Document
            - Student travel
            - Four new Outreach positions
            - Extracurricular Compensation
            - Transition Specialist
            - Family Advisor additional funding
            - Family Engagement opportunities
            - Maintenance Supervisor
            - Professional Development
            - IDEA Grant $10,000
        - Outreach cases have increased since 2008
            - Deaf Mentors training and how they help Outreach.
            - The Bozeman area has really grown.
            - Referrals have changed and getting more referrals
    - Motor Pool Requests
        - Carol to have a car for Outreach
        - four cars for extra Outreach consultants
        - All wheel drive vehicle on campus
- Policy Information
    - Action Items (Policy Updates)
        - Policy 4301 Second reading
        - Visitors to our School, Raptor Screening, asking for ID when them come in, badge will consist of a photo, destination
- MSDB Cognia Accreditation
    - Strategy Map
        - worked on a new vision, mission and beliefs this year.
        - Identified four areas that we want to focus on the next three to five years
    - Improvement Plan
        - Identifies the critical initiatives that we will tackle during the year and identifies tools to measure success 4 times a year.
    - Implementation Plan
        - Tasks that we will be taking during the year to meet our strategic plan
- Inventory Checklists - update
    - Spring
        - found errors that we will correct for the Fall checklist
        - Currently correcting them over the summer
- PIR Week
    - Cottage, Education, Outreach
        - Dr Sullivan- work with Cottage staff
        - SEL- School Services of Montana, training throughout the year, ESSER Three money is being used for these trainings
        - COGNIA results, staff expectations, staff barbecue and awards
        - Education staff going to Eric Sheninger- Disruptive Learning, Great Falls Golden Triangle.- We will supply the Interpreters so the training will be free.
        - Outreach- hopefully they will be able to attend. Some of therthe schools have started so the Outreach are out in the community working.
- MHSA Dues and Insurance
    - Not sure if this needs a vote- but it needs to be signed by Tammy.

    - **McCall-** Do you typically have these approved by the board?
    - **Paul-** Darlene always wanted the Board to know about it.
    - **McCall-** Yes, I think they should see the contract
    - **Paul-** we don't pay the money like public school. If we have a boy that plays basketball, then they charge us for that. We don't submit the $4500 because they end up giving us our money back. We just send them money if we have a student that plays a sport
- 23 HB 5 Projects
    - Drop Off Loop
    - Mustang Sprinklers
    - Cafeteria Sprinklers
        - 2021 Legislature $150,000 for both, $800,000 for the project. Resubmitting for $550,000 for the Mustang and $100,000 for the Cafeteria
    - Broadband Project
    - Camera System
        - Long range building program.
- Infrastructure Projects
    - Lighting Project
        - Gym and Cottage are moving along very well
    - Cottage Roofing Project
        - been bidded and awarded to Kauffman Construction
    - Mustang Electric Project
        - Nancy Hall let us move $100,000 for the Electrical stuff- gopher chewed through the electrical wires
    - Mustang Pool Project
        - Pool filters complete, now just electrical and a little plumbing
    - Kitchen Condenser Project
    - Telephone Project
        - September install for our switches
    - Sprinkler Projects $850.000 we put in for $150,000 - off $700,000 - 2023 Biennium
        - Bitterroot Building
        - Mustang Athletic
        - Food Service
- Literacy Year 1 Review
    - Grant Guidelines
        - main areas of the grant that needed to be looked at
    - CNA Summary - Comprehensive Needs Assessment
        - All teaching staff took this, what are strengths and weaknesses and alignment to action plan
    - Action Plan
        - Focused on Tier 1 this past year, next year we're focusing on Tier 2 and 3,
        - Interventional Model - shifted our Librarian to part of our Intervention Teacher
        - Family Engagement- Cognia as well is working on this
- Out of State Travel (None Submitted)
- Action Items Needed from the Board
    - Personnel Action
    - Policy Adoption
    - MHSA - Paul will do this

Maintenance/Business Office

- 2022 Expenditure to Appropriations Report

    - Last year we were at 84.10% and this year we are 84.30%
    - We will have quite a bit in personal services not spent due to job vacancies
    - Transferred $100,000 to cover expenditures that Paul mentioned
    - **Paul-** DPHHS paid for $90,000 towards our Nurses salaries which made our personnel money go up.
- MSDB Budget Tracking
    - Projection tab $31,000 from the Admin page
    - Personal Services - a little overspent. This is just an estimate
    - $800,000 think that we have almost a million that we didn't spend, it's going to carry forward and grants - literacy grants
    - **McCall-** No concerns
- Foundation Financials (Not Provided by Foundation)
- Foundation Restricted Accounts (Not Provided by Foundation)

Residential - no report - Summer Break

Education: School

- Current Numbers
    - We ended the year with 44
    - Four graduates that are going into the LEAP program
- LEAP - finished with 3 Students
- Anticipating at least 50 if not low 60 students by next October

Education: Outreach - no report - Summer Break

McCall- looks great and will have Tammy reach out to MSDB if she has any questions..

2025 Biennium EPP Requests – MT School for the Deaf & Blind

Agency Priority 1 – Student Travel

EPP Request Number 3.1

Present Law

The school is requesting $45,000 each year of the 2025 biennium to pay for additional travel costs due to no commercial transportation available. The school has to charter buses to transport the children on visits home once per month. Due to COVID-19 and inflation we are expecting a big increase when this contract is renewed, which is currently out for bid. MCA 20-8-121 requires the school to use a carrier certified by the public service commission. The school was using commercial bus transportation until the bus lines ceased to run through Great Falls. We are asking for an increase this year due to higher fuel costs.

Agency Priority 2 – Four New Outreach Consultant Positions

EPP Request Number 4.2

New Proposal

The MSDB Outreach Program has consistently shown significant statewide growth in the number of children, aged birth through 21 years with both hearing and/or vision loss, who require consultative services, pursuant to MCA 20-8-102. The MSDB Outreach Program caseloads have more than doubled from 2008 to 2022 with no staff increase in 14 years. Montana has focused and mandatory reporting and referrals of infants and toddlers identified with any degree of permanent hearing loss, which has increased the number of very early referrals received by the MSDB that require extensive time to develop service plans. The electronic referral process has also resulted in more referrals of all ages of children with hearing loss by the reporting audiologists. Montana's Comprehensive Child Find System has allowed for specific state agencies across all regions to share referral information to coordinate early intervention, as well as school based hearing/vision services. Medical home providers also account for an increase in the number of referrals for both hearing and vision. Montana has consistently followed the national trends of increased numbers of preterm babies who survive and need extensive services for hearing and/or vision impairments. Montana also has reported a significant increase in the number of babies born with Neonatal Withdrawal Syndrome, which is a known cause of visual impairments for developing fetuses. The influx of families relocating to Montana as a result of COVID-19 has also increased the numbers of children who need support for hearing/vision impairments. Funding these four positons will cost $272,416.

Agency Priority 3 – Extracurricular Compensation

EPP Request Number 4.3

Present Law

MSDB is requesting $26,938 each year of the 2025 biennium for Extra-Curricular Activities. These funds pay stipends to staff for sponsoring sports, clubs and class sponsors. Without this funding participation in these events for our kids would not be possible. This allows the students at our school to participate in extra-curricular activities like their peers who attend public schools.

Agency Priority 4 – New Transition Specialist Position

EPP Request Number 4.4

New Proposal

MSDB has been transitioning the employability program to better meet the needs of our students. Last biennium we shifted positions around to create our LEAP Program (Living and Employment Assistance Program). In addition to a refocus with the LEAP program for post-graduates, MSDB has also better aligned our school based life and employability skills programs. Even with moving staff around to better meet the needs of the students, we are missing one key piece; a transition specialist that helps assist with the transition process for our students. This individual would be responsible for developing partnerships with businesses and organizations. This will help prepare students for future employment opportunities. This position would be responsible for acting as a job coach for employers and students. This position would be responsible for making sure our students are ready to be productive in the workforce in Montana. We are requesting $68.104 for this position.

Agency Priority 5 – Additional Funding for Family Advisors

EPP Request Number 4.5

New Proposal

The MSDB has historically relied upon a discretionary Part B grant and vacancies in staff positions to fund the Family Advisor program. This is no longer a feasible option, as campus programs are expanding in the areas of literacy, transition training, and general core curriculum, requiring more filled positions. Campus growth is a necessary and predictable result of the ever increasing numbers of deaf, hard of hearing, blind, low vision or deaf/blind children identified through statewide systems and served by the MSDB.

The data from 2008-2021 obtained from the Early Hearing Detection and Intervention (EHDI) annual reports to the Centers for Diseases Control (CDC) shows an average of 17 newborns identified with permanent hearing loss each year. Retinopathy of Prematurity (ROP) severe enough to require remediation and intervention is likely in 11 preterm newborns per year.

Agency Priority 6 – Family Engagement Opportunities

EPP Request Number 3.6

New Proposal

MSDB provides families and students with a variety of engagement opportunities. These opportunities allow interactions during the summer months with others that have similar disabilities. We provide two family learning weekends in the summer, one visually impaired and one deaf and hard of hearing. The families come to campus and learn strategies to assist their children in the home/community setting. Prior to COVID, the school would use empty staff openings to fund these activities. In 2019, this cost was just over $27,000 for the summer. In addition to family learning weekends, we have two week long camps for students across the state, again one for each disability group. This allows students the opportunity to meet other students with similar issues and develop friendships. Again in 2019, this cost us roughly $15,500 which was paid utilizing unfilled vacancies. In total, these family engagement activities cost the school $42,500. MSDB has been filling open positions lately and will continue to do so in the future. When that happens, we will not have the funding for these activities. We are asking for an additional $42,500 in funding to ensure these activities can continue into the future.

Agency Priority 7 – New Maintenance Supervisor

EPP Request Number 2.7

New Proposal

A few legislative sessions ago we lost our Maintenance Supervisor Positions in the 5% reduction plan. We are asking for the Maintenance Supervisor Position back. This person managed the day to day activities of the maintenance and custodial staff, requested quotes from and met with vendors for projects, filled out maintenance paperwork for accounting, worked with A&E on all long range building projects and made sure all our OSHA paperwork was in order. The state is now working on a statewide facility condition assessment including all major building components for planning for long range projects in the future which we have not been able to work on at this time. Without this positon most of these duties are being done by the Business Manager and the Lead Maintenance person who are both overwhelmed by their workload. We simply don't have time to work on statewide facility condition assessment project. Funding this positon would cost $68,918.

Agency Priority 8 – Professional Development

EPP Request Number 4.8

New Proposal

MSDB is requesting $35,000 each year of the 2025 biennium for Professional Development. MSDB is the state's resource for all schools in Montana to consult when they have a student with hearing or vision impairments. Training for our professional staff is not held in Montana, our staff must travel to other states to maintain their high level of training. The costs for travel have been increasing rapidly and it is imperative that the state invest in professional development to make sure all staff are up to date on all the latest changes in their job fields.

Agency Priority 9 – IDEA Part B Outreach Grant Expenses

EPP Request Number 4.9

New Proposal

MSDB is requesting to get ongoing OPI funding for the IDEA Part B Grant expenditures into the base budget. These are federal funds. The grant total every year is $110,000. $100,000 for the Personal Services portion of this grant is currently in the base budget. We are requesting the $10,000 to be added to the base budget also.

MONTANA SCHOOL *for the* Deaf *&the* Blind

2022-2025 Strategic Plan

Vision

To be Montana's leading resource for the stakeholders of MSDB by providing supports & services that empower individuals to attain their highest potential.

Mission

To foster the learning and growth of the whole-child with a hearing and/or vision loss, preparing them to become successful citizens.

Beliefs

All children are capable and confident and will receive an education through the whole-child education philosophy, which includes sensory specific access to communication and curriculum in safe learning & living environments.

Organizational Effectiveness

Objectives

- Create and sustain an organizational culture that fosters new learning by all staff.

Critical Initiatives

- Organize and advance an organizational mentoring program.
- Create a structure that will allow for leadership opportunities @ MSDB.
- Utilize PLCs to work collaboratively to build capacity of all staff.

Communication

Objectives

- Communicate pertinent information to all stakeholders consistently.

Critical Initiatives

- Identify and build relationships with key stakeholders.
- Utilize a communication plan to enhance stakeholder involvement.

Instructional Effectiveness

Objectives

- Improve instructional practices and outcomes for students.

Critical Initiatives

- Provide professional development specific to SPED, VI, DHH, curriculum, and instruction.
- Set clear expectations related to both academic and functional instruction and teacher feedback.
- Establish processes related to staffing and student placement based on instructional levels.
- Enhance collaboration for specified staff needs.

Student Growth/Support

Objectives

- Determine schoolwide and individual learning goals connected with meaningful assessment.

Critical Initiatives

- Utilize accessible sensory specific assessments from established lists at a predetermined frequency.
- Develop a clear and concise scope and sequence of all student learning expectations including academic, life, functional, and social skills.
- Include key team members in identifying student needs, development of student goals, monitoring, and reporting of student progress.
- Establish a process for students to be able to

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
			explain and showcase their present level of academic and functional performance. • Develop a system for EOY reporting that will aid the team for the next school year.
Key Measures	**Key Measures**	**Key Measures**	**Key Measures**
• Teacher-Staff Survey Results • Annual evaluation of improvement plan initiatives • Parent surveys • Student survey results	• Teacher-Staff Survey Results • Student survey results • Extended/Updated Stakeholder Database • Stakeholder survey results • Increased Newsletter Audience	• Teacher-Staff Survey Results • Student survey results • PD Pretest/Posttest • Observational walkthough data results • Academic/functional assessments • Milestone/Benchmark achievement	• Academic/functional assessments • Milestone/Benchmark achievement • Annual evaluation of improvement plan initiatives • Teacher-Staff Survey Results • Parent surveys • Student survey results

MSDB 2022 PIR At-A-Glance

Monday August 15, 2022	Tuesday August 16, 2022	Wednesday August 17, 2022	Thursday August 18, 2022	Friday August 19, 2022
Cottage At-A-Glance				
Dr. Sullivan: Team Building Effective E-mails Effective Meetings	SEL Day 1 Training	Strategic Plan Staff Expectations Staff BBQ Staff Awards	All Cottage Staff Soft Skills and our Kids Area Prep Department meetings	Safety Drills Forms and processes Area Prep Wrap Up
Education At-A-Glance				
Eric Sheninger	SEL Day 1 Training	Strategic Plan Staff Expectations Staff BBQ Staff Awards	New Teacher Orientation - GTCC Classroom / Meetings Non New	Classroom / Meetings for those that attended NT Orientation
Outreach At-A-Glance				
Outreach on Campus Outreach Whole Group meeting	Outreach on Campus		Outreach in the Field	Outreach in the Field

PIK 2022

Golden Triangle Curriculum Cooperative

Fall In-Service

Keynote Speaker: Eric Sheninger

Eric is an Associate Partner with the International Center for Leadership in Education. Prior to this, he was the award-winning Principal at New Milford High School. Under his leadership, his school became a globally recognized model for innovative practices. Sheninger is a CDE Top 30 award recipient, Bammy Award winner, NASSP Digital Principal Award winner, PDK Emerging Leader Award recipient, winner of Learning Forward's Excellence in Professional Practice Award, Google Certified Innovator, Adobe Education Leader, and ASCD 2011 Conference Scholar.

Eric has contributed on education for the Huffington Post, sits on the advisory board for many innovative companies, and was named to the NSBA "20 to Watch" list in 2010 for technology leadership. He now presents and speaks nationally to assist other school leaders and educators to transform teaching, learning, and leadership. His blog, A Principal's Reflections, was selected as Best School Administrator Blog in 2013 and 2011 by Edublogs. It was also recognized with an Editor's Choice Content Award in 2014 by Smartbrief Education.

Eric began his career in education as a Science Teacher at Watchung Hills Regional High School where he taught a variety of subjects (Biology, Chemistry, Marine Biology, Ecology). He then transitioned into the field of educational administration as an Athletic Director/Supervisor of Physical Education & Health and Vice Principal in the New Milford School District. During his administrative career, he has served as District Affirmative Action Officer and was the president of the New Milford Administrator's Association. During his tenure as high school principal he successfully implemented numerous initiatives including a new teacher evaluation system (McREL), Bring Your Own Device (BYOD), oversaw Common Core implementation, and initiated a new grading philosophy.

Date: August 15, 2022	**Important Details:**
Heritage Inn 1700 Fox Farm Road Great Falls, MT 59404 → **8:00-9:00** Registration & Breakfast → **9:00-12:00** Session 1 → **12:00-1:00** Lunch (provided) → **1:00-3:00** Session 2	★ Details: ~~$35~~ 35 ○ $20 for GTCC Members ○ $40 for Non-Members ★ Receive: ***6 OPI Renewal Units*** ★ **PRIZES: Show the most school spirit in attendance & school colors?** ★ Click for RSVP: OR brianna@gtccmt.org

$700

Montana School for the Deaf and the Blind

SEL Professional Learning Proposal

2022-23 School Year

Date: April 27, 2022

Professional Learning Cost Proposal

$1300/full day x 1 = $1300

$750/half day x 8 = $6000 12:15 – 3:00

Total = $7300, plus reasonable travel, as required - mileage, lodging, per diem meal expense (state rate)

Professional Learning Draft Plan Proposal

Title	Description/Topics	Date/Time

1. Strengthening Foundations for Social Emotional Learning: *Creating a Vision*	• Set norms for Professional Learning
	• Revisit the SEL Framework (CASEL and Montana's Competencies)
	• Experience social and emotional skills in relation to the following topics and set intentions:
	  ○ Self-care
	  ○ Emotional literacy
	  ○ Building positive interactions and focusing on relationships
	• Create a vision for SEL at the MSDB! Set the stage for building your own SEL framework that accounts for the needs of your schoolwide community (self, staff, students, families, community)
	• Set individual and group learning goals
	• Review SEL Approaches & Strategies (high level, then we'll dig in in subsequent sessions)
		Full Day
		Aug ~~17~~ 16

2. Best Practices for Integrating SEL with Academics: *Setting Shared Agreements*	• Connect & Reflect: What skills did you try out from last time? What will you try next? • Review examples and process for building shared classroom agreements/norms with students (how we want to treat each other) • Practice facilitating setting shared agreements • Make a plan together of who will try it out and how to collaborate across classes	2 ½ hours (early out day) 9-16
3. Best Practices for Integrating SEL with Academics: *Facilitation Techniques*	• Connect & Reflect: shared agreements trial • Learn and Practice Facilitative Techniques Supportive of SEL and Academic Learning • Make a plan to try out a facilitation skill you'd like to refine and use with intention before our next session.	2 ½ hours (early out day) 10-19
4. Best Practices for Integrating SEL with Academics: *Using a Variety of Cooperative Structures*	• Connect & Reflect: Facilitative Techniques • Learn how Cooperative Structures support SEL and Academic Learning • Review Cooperative Structure resources (experience one, view other examples, review resources and make a list of those new to you that you'd like to incorporate this year) • Make a plan to try out incorporating 1-2 new cooperative structures you'd like to try before our next session.	2 ½ hours (early out day) 11-22

5. Best Practices for Integrating SEL with Academics: *Embedding SEL Goals/ Competencies into Lessons or Units*	• Connect & Reflect: Cooperative Structures
	• Review sample lessons with SEL objectives integrated
	• Learn the steps for updating lessons to integrate SEL
	• Review and adapt one of your own lessons to adapt for SEL integration
	  ○ Brainstorm SEL focus areas that align with academic lesson objectives/standards - identify specific skills/concepts that connect
	  ○ Make adjustments to include use of cooperative structures, reflection questions and to carry through the SEL objective within the lesson
		2 ½ hours (early out day)
		1-13-23

6. Best Practices for Integrating SEL with Academics: *Setting Relevant Contexts for Learning*	• Connect & Reflect: Lesson Integration • Learn ways to enhance and plan for instruction that links to students' lived experiences and frames of reference (real world contexts for lessons) • Brainstorm learning situations that allow students to explore issues that are important to them and co-create solutions to improve the classroom, school, or community, as relevant to the standards of focus and SEL objectives	2 ½ hours (early out day) 2-17

7. Explicit SEL Instruction: *Overview of methods and resources*	• Connect & Reflect: Relevant Contexts for Units/Lessons
	• Explore a variety of ways to explicitly teach SEL
	  ○ Review sample lessons and resources
	  ○ Experience a mini lesson
	  ○ Select a lesson try with students and identify how you will adapt for individual needs, and relevance to students
		2 ½ hours (early out day)
		3-9

8. 7. Explicit SEL Instruction: *Using Restorative Practices/Class Meetings/Circles*	• Connect & Reflect: Explicit SEL Lesson • Experience and practice using circles for a variety of purposes • Make a plan for how you will try it out, considering SEL goal, academic purpose, building it to your schedule/plan/lesson, creating reflection questions you will use	2 ½ hours (early out day) 3-31
9. Planning for SEL Implementation for 2023-24	• Connect & Reflect: Explicit SEL lesson experiences • Revisit vision and goals • Revise/update vision/goals for SEL Implementation 2023-24 • Outline objectives and next steps	2 ½ hours (early out day) 5-5

Melissa Tovaas Bio

Melissa Tovaas is the Director of Education Services for School Services of Montana (SSoM). Melissa began her 20+ years in education as an elementary/special education teacher and has continued her work with schools across Montana by providing professional learning and curriculum leadership and support. She currently serves on the Board for the Montana ASCD and provides professional learning on behalf of SSoM and the Center for the Collaborative Classroom, a non-profit organization dedicated to educating hearts and minds. Melissa has recently collaborated with educators and organizations across Montana to launch SEL4MT, a grassroots alliance for promoting and advocating for SEL in Montana schools. Melissa works with schools to support implementation of best practices in curriculum design, literacy, social and emotional learning, STEM, and beyond.

CNA DATA MSDB School District 2021-2022

MSDB Summary	CNA Spring 2022 - Analysis (Responses from 19 (1 admin, 1 support, 17 teachers) Action Plan Goal #1 - Student achievement Goal #2 - Intervention Goal #3 - Family and community engagement Others	Not being implemented (Overall % for all sections) 1	2	3	sustained practice (overall % for all sections) 4
Q3 Climate:	Overall Percentage of responses in this section	19.88	19.88	39.18	21.06
Focus Areas	II. The use of Multi-Tiered Systems of Support Framework is clear, consistent, and evident within the school.	31.58	31.58	36.84	0
	III. Meaningful annual climate goals are developed, communicated clearly, written into required plans, and revisited at least monthly with staff	42.11	26.32	21.05	10.53
Strengths	V. School conditions are safe, healthy, and conducive to student learning.	5.26	0	42.11	31.58
	VIII. Identified support services for teachers, students and families promoted for usage, including homeless, foster care, English Learner, special education, at-risk, etc.	10.53	10.53	42.11	36.84
Q4 Communication: Focus Areas	Overall Percentage of responses in this section	12.25	29.32	39.85	17.29
	I. There is clear, consistent communication among teachers, staff, administration, analysis, and students to identify and meet the needs.	15.79	42.11	36.84	5.26
	III. School policies are clearly communicated to staff, students, and families regarding discipline, attendance, etc.	21.05	36.84	31.58	10.53
	VI. An effective school-wide discipline policy is utilized and supported by all staff consistently across the instructional day.	15,-.79	47.37	26.32	10.53
Strengths	II. Teachers, administration, and staff are provided a way to develop leadership skills through varied, quality professional learning opportunities, including introductory and ongoing training on trauma, secondary trauma, and positive behavior supports.	5.26	21.05	57.8	15.7
	IV. All school-affiliated calendars, including assessment schedule, are published and posted no later than August.	15.79	10.53	36.84	36.84
Q5: Program and/or content standards and curriculum Focus Areas	Overall Percentage of responses in this section	10.53	20.30	51.8	17.29
	I. The Program and/or Content Standards for each grade level and grade band continuum have been thoroughly studied and are understood.	10.53	36.84	47.37	5.26

Strengths	VII. Academic enrichment opportunities will be offered to help students meet the challenging state academic standards, especially those who attend low-performing schools.	10.53	31.58	47.37	10.53
	V. Curriculum and instruction are designed to be culturally sensitive to meet the learning needs of all students, taking into consideration cultural and environmental differences.	10.53	10.53	57.89	21.05
	VI. Indian Education for All is implemented school-wide	5.26	10.53	31.58	52.63
Q6: Evidence-based Strategies, Practices, and interventions Focus Areas	Overall Percentage of responses in this section	**12.05**	**31.58**	**37.60**	**18.80**
	III. Academic/Program leaders provide high-quality instructional materials and are readily available and accessible for all instruction and intervention settings.	10.53	36.84	42.11	10.53
	IV. Materials meet the needs of students for all instruction and intervention settings and include appropriate technology to meet the specific needs of the students to support and enhance learning.	10.53	36.84	36.84	15.79
	VII. Evidence-based strategies are delivered with fidelity across classrooms and across grade levels.	21.05	57.89	15.79	5.26
Strengths	II. Instructional materials and content are evidence-based and aligned to the Program and/or Content Standards.	5.26	21.05	47.37	26.32
	V. Chosen evidence-based strategies, practices, and interventions are aligned to the school's professional development plan	15.79	15.79	42.11	26.32
Q7: Assessment and Data-Driven Decision Making to Inform Instruction Focus Areas	Overall Percentage of responses in this section	**18.80**	**31.58**	**42.86**	**11.28**
	V. MTSS process of using data is implemented to ensure all students needs are being met academically and behaviorally.	21.05	31.58	36.84	10.53
	VII. Students are involved in setting individual learning goals	42.11	31.58	26.32	0
Strengths	I. A school-level data calendar and collection system is in place and technology support is available for continuous access to the data system.	15.79	10.53	52.63	21.05
	III. Assessment tools and procedures are aligned to the Program and/or Content Standards.	10.53	21.05	57.89	10.53
Q8: Amount and quality of instruction: Amount of Instruction Focus Areas	Overall Percentage of responses in this section	**18.95**	**32.63**	**29.47**	**18.95**
	III. Additional time is provided for learners with Tier 2 and Tier 3 needs through intensified interventions.	47.37	36.84	15.79	0
	IV. Additional instructional and planning time is present in the school schedule with optional afterschool instructional time through programs (e.g., 21st CCLC)	26.32	52.63	15.79	5.26

CNA DATA MSDB School District 2021-2022

Strengths	II. Academic/Program leaders ensure high-quality instructional materials are readily available for all instruction and intervention settings to maximize instructional time.	5.26	31.58	52.63	10.53
	V. Students with disabilities are being included in the academic process within the classroom	5.26	5.26	21.05	68.42
Q9: Quality of Instruction	Overall Percentage of responses in this section	**19.55**	**33.84**	**36.64**	**12.02**
Focus Areas	III. A plan for tiered instruction for all students is clearly defined and fully implemented across all content areas, including the use of explicit and systematic instruction in reading, writing, listening, and speaking.	31.58	42.11	21.05	5.26
	VII. Quality afterschool programs align with high-quality instruction (e.g., intervention and enrichment) during the school day.	31.58	31.58	26.32	10.53
Strengths	IV. Teachers understand the intention of the lesson and success criteria before clearly describing the skills, knowledge, attitudes, and the values to meet the needs of their students.	5.26	42.11	36.84	15.79
	V. Lessons are designed to ensure intentional access for all students and accommodate individual learning differences by using differentiated instructional approaches, such as re-teaching, acceleration, and enrichment opportunities. Other approaches include individual and small group instruction and discussion.	5.26	31.58	36.84	26.32

Q10: Quality of Materials	Overall Percentage of responses in this section	**10.53**	**12.28**	**52.63**	**24.56**
Focus Areas	None				
Strengths	II. Print and digital materials and programs are selected based on policy. They are intentionally considered for motivation, engagement, and cultural responsiveness of all students.	10.53	5.26	52.63	31.58
	I. Materials and programs are intentionally considered and accessible for explicit and systematic instruction to meet the needs of at-risk students.	10.53	15.79	57.89	15.79
	I. Materials and programs are intentionally considered for motivation and engagement of all students with the addition of technology to support and enhance learning.	10.53	15.79	57.89	15.79
Q11: At-Risk Students	Overall Percentage of responses in this section	**34.21**	**22.63**	**25.26**	**17.89**
Focus Areas	VI. Each student identified as an EL is annually assessed for English Language Proficiency (ELP) using the state-approved assessment.	63.16	10.53	21.05	5.26
	V. Home-Language Survey is given to new students at the start of each school year followed by a screener to identify English Learners (EL).	63.16	5.26	26.32	5.26

CNA DATA MSDB School District 2021-2022

	VIII. The Montana Early Warning System is being implemented to identify students in need of extra academic or other support (Grades 6-12 only).	57.89	21.05	15.79	5.26
	III. Instruction using Response to Intervention (MTSS) intentional design is provided to students identified for additional support in Tier 2 and Tier 3 interventions and data are frequently monitored to ensure effectiveness.	31.58	36.84	26.32	5.26
Strengths	X. Students with suspected disabilities are referred and evaluated for Special Education eligibility.	10.53	15.79	15.79	57.89
	I. The school has processes for identifying students requiring additional assistance (e.g., academic, behavioral, social-emotional, etc).	5.26	26.32	47.37	21.05
Q12: Motivation in Teaching and Learning Focus Areas	Overall Percentage of responses in this section	**15.79**	**29.32**	**45.11**	**9.77**
	III. The Academic Leadership's clear vision and mission is frequently presented to staff and students for them to determine the roles they will play in achieving the vision and mission as a part of a united front.	26.32	31.58	31.58	10.53
	IV. Academic Leadership creates a climate that promotes self efficacy to positively impact students and the school as a whole.	15.79	42.11	31.5	10.53
Strengths	II. Choice is provided to increase willingness to learn, attain goals, and impact change for the staff and students.	15.79	10.53	52.63	21.05
	VI. Educators' level of awareness and voice in decisions creates a motivation to remain invested in the school improvement process.	15.79	15.79	63.16	5.26
Q13: Academic/ program Leadership to improve instruction Focus Areas	Overall Percentage of responses in this section	**19.74**	**32.24**	**38.82**	**9.20**
	VI. Academic/Program leaders support and monitor all instruction and intervention expectations to ensure achievement of set measurable goals.	31.58	36.84	26.32	5.26
	II. Academic/Program leaders engage with the entire staff in continuous improvement planning and communicate a shared responsibility for student outcomes through the improvement plan.	26.32	26.32	42.11	5.26
	III. Academic/Program leaders facilitate collaboration among all educators within and across grade levels with a focus on achievement, effective instruction, and ensuring that all Continuous Improvement Components are a part of the processes for school improvement.	21.05	42.11	31.58	5.26
Strengths	VIII. Adequate fiscal resources are provided by the board of trustees to support improving instruction.	10.53	10.53	47.37	31.58
Q14: PD to Improve Instruction and outcomes: Improve and increase teachers' understanding and knowledge	Overall Percentage of responses in this section	**11.58**	**37.9**	**40**	**8.42**
	IV. PD is provided on appropriate language and academic support services for English Learners and other at-risk students or students with disabilities, including the appropriate use of curricula and assessments, effective instructional strategies that are evidencebased, strategies for improving academic achievement or substantially increasing the students' knowledge, and teaching skills of teachers.	26.32	36.84	31.58	5.26

CNA DATA MSDB School District 2021-2022

Focus Areas	II. Structures are in place for providing professional learning for all new staff members in explicit, systematic instruction, and frequent practice in Program and/or Content Standards across all content areas.	10.53	42.11	42.11	5.26
Strengths	I. Professional learning is provided for staff across all content areas and is aligned with the Program and/or Content Standards.	5.26	31.58	47.37	15.79
Q15: Job-Embedded and Classroom focused PD	Overall Percentage of responses in this section	**23.16**	**38.95**	**29.48**	**8.42**
	V. A cycle for follow-up training is created and implemented to ensure professional development leads to improved teaching and learning.	21.05	52.63	15.79	10.53
Focus Areas	III. Personalized improvement plans are developed for each educator to address the educator's specific needs identified in observation or other feedback.	31.58	36.84	26.32	5.26
Strengths	IV. Teachers, principals, and other school and community-based program leaders are provided training in the use of technology and digital resources, including education about respect for intellectual property, so that these tools and resources are appropriately and effectively used in the classroom to improve teaching and learning.	26.32	15.79	42.11	15.79
Q16: Data-Driven Decision-Making	Overall Percentage of responses in this section	**19.74**	**50**	**25**	**5.26**
Focus Areas	II. Professional Development focuses on improving student outcomes through teacher collaboration on planning, instruction, and assessing a child's progress.	15.79	47.37	31.58	5.26
	IV. Collaborative conversations occur amongst school staff to jointly address key transitions.	15.79	47.37	31.58	5.26
	III. Professional development in the use of data and assessments is provided to teachers to inform classroom practice, tiered systems of supports, and use of accommodations.	26.32	52.63	15.79	5.26
Strengths (None)	I. Professional Development improves and increases teachers' ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis.	21.05	52.63	21.05	5.26
Q17: Community and Family Engagement: Improve and increase teacher's understanding and knowledge of comprehensive instruction	Overall Percentage of responses in this section	**21.53**	**39.24**	**27.75**	**11.48**
	X. Parents and families are offered opportunities to engage in professional development activities that assist them in acquiring the skills and knowledge necessary to further their child's academic progress	21.05	47.37	21.05	10.53
Focus Areas	XI. The district has worked with the requested parental involvement committee to develop, implement, and evaluate the Title I Plan, which must take place yearly.	36.84	42.11	15.79	5.26
	V. Parents and families of all students are engaged as partners in culturally and linguistically sensitive ways.	21.05	31.58	31.58	15.79
	VI. Parents and families are informed of expectations outlined in the Program and/or Content Standards and are given meaningful data	21.05	36.84	31.58	10.53

	and information on individual student progress toward meeting those expectations a minimum of three times per year				
	VII. Parents and families with students receiving Tier 2 and Tier 3 interventions are given meaningful data and information on individual student progress toward meeting expectations outlined in the Program and/or Content Standards a minimum of six times per year.	36.84	47.37	10.53	5.26
	IX. Family and community engagement activities are clearly linked to the goals, expectations, and desired outcomes articulated in the school improvement plan.	21.05	47.37	26.32	5.26
	IV. Parents and families of all students are given the opportunity to understand the learning objectives and skills required for their student to succeed academically at each grade level and in each core subject.	21.05	36.84	21.05	21.05
	I. Administration collaborates and communicates goals and expectations with parents and other stakeholders to meet desired outcomes.	21.05	36.84	31.58	10.53
	II. Administration ensures materials are available for engaging families and communities (e.g., access to printed materials).	10.53	47.37	21.05	21.05
Strengths	III. Students successfully transition from one educational setting to the next through community-school partnerships that are focused on student success.	10.53	26.32	52.63	10.53
	VIII. A coordinated system of support links families with local community resources to provide greater support for students in achieving skills for career and college readiness.	15.79	31.58	42.11	10.53
MSDB District	**Overall Average Percentages of Rankings**	**17.9**	**30.78**	**37.43**	**14.11**

Montana School For the Deaf and the Blind MCLSDP Action Plan 2020-2021

Team Members:

Target Demographics:

SMART Goal #1: Utilizing the EasyCBM assessment as the measurement tool, we will decrease the percentage of students in Tier 3 by 10% by May 2022, and increase the percentage of students in Tier 2 by 10% by May 2022. (Students will be assessed at grade level and winter to spring data will be used).

Correlating Subgoals: Adopt, provide PD, and implement high quality reading program; adopt, provide PD, and implement diagnostic assessments; implement writing program; instructional practices.

Subgoal #1: Adopt core curriculum for whole school (Wonders/Study Sync)

Subgoal #2: Provide professional development for core curriculum implementation

Subgoal #3: Implement core curriculum for all MSDB ELA classes

Subgoal #4: Plan, create, communicate and distribute instructional framework for MSDB.

Correlating Subcomponents (CNA): professional development offered		Person	Resources	Logistics:	Timeline:	Completed or On-Going
Action Step #1	Research possible reading assessments for our population	Leadership Team (LT)			Summer 2021	Complete
Action Step #2	Ask for demonstrations to further inform our decision regarding adopting a reading assessment	LT			Summer 2021	Complete
Action Step #3	New program was agreed upon and purchased	LT			Summer 2021	Complete
Action Step #4	Train paras and utilize them to practice and reinforce skills	Classroom teachers, LT, Coach	Identified instructional strategies that paras will be	Support and training for teachers to provide para	Fall 2022 - ongoing as needed	
Action Step #5	Search for Tier I Reading Program	LT			Summer 2021	Complete
Action Step #6	Search for Tier I Writing Program	LT			Summer 2021	Complete
Subgoal #3 Action Step #7	Implement the Tier I Reading Program for MSDB (Wonders/StudySync is the Tier 1 program) with fidelity.	LT			June 2022-June 2023	
Action Step #8	Create walkthrough criteria aligned with literacy goals	admin	Google Forms		2022-2023	
Action Step #9	Complete walkthroughs (one per day, 20 per month)	admin	Google forms		2022-2023	
Subgoal #4 Action Step	Plan and create an instructional framework for MSDB	LT, IC	Instructional Framework		2022-2023	

Subgroup #2 Action Step #10	Professional development aligned with implementation of curriculum	LT, IC	Training to teachers - program is for students (Deaf and language deprived)- visual language learners	Peer support in Wonders, Fingerspelling our Way, StudySync, Bedrock, Creative Curriculum, Heggerty, Fairview	on-going	LIst dates of PD Wonders - 6/7/22

Reflection: Continuous Improvement Cycle:

Date Reviewed:	What's Working:	What needs	What is fully implemented:	Link to Data:
		Conducting Benchmark Testing- Fall, Winter,	In - progress to be fully implemented	
		Conducting Monthly Progress Monitoring -	In - progress to be fully implemented	

Montana School For the Deaf and the Blind MCLSDP Action Plan 2020-2021

Team Members:

Target Demographics:

SMART Goal #2: By Fall 2022, establish an intervention model that provides targeted instruction based on a student's assessment data for literacy skills.

Correlating Subgoals:

Subgoal #1: Define the Tiers and associated assessments for tier placement.

Subgoal #2: Identify materials and curriculum for each tier (example: for DHH, the use of Finger Spelling Your Way, Heggerty, Bedrock Literacy, Fairview etc. For VI, the use of Heggerty, Wilson Reading System, etc.)

Subgoal #3: Professional development to insure fidelity for all Tiered curriculums.

Subgoal #4: Establish Tier groups and schedule intervention time per best practices (Lester suggested: 30 minutes Tier 1 instruction for whole group, followed by 20-20-20 minutes Tier 2 and correlating activity group, and additional 30 minutes pull-out Tier 3 instruction)

		Person	Resources Needed:	Logistics:	Timeline:	Completed or On-Going
Action Step #1	Research and determine the model for intervention		Potential intervention		Feb. 2022	ongoing
Action Step #2	A plan for tiered instruction for all students is clearly defined (define role of our reading interventionist)	LT			Summer 2022	
Action Step #3	Identify high quality intervention materials - looks at materials we may already have on campus	LT & Teachers			Summer 2022	
Action Step #4	Scheduling for Intervention	Scheduling committee, Admin			Summer/Fall 2022	
Action Step #5	Progress monitoring system adopted and in place	intervention teacher			Summer/Fall 2022	
Action Step #6	Curriculum development aligned to support intervention	LT, Interventionist				
Action Step #7						
Action Step #8						
Action Step #9						
Action Step #10						

Reflection: Continuous Improvement Cycle:

Date Reviewed:	What's Working:	What needs Refinement:	What is fully implemented:	Link to Data:

Montana School For the Deaf and the Blind MCLSDP Action Plan 2020-2021

Team Members:

Target Demographics:

SMART Goal #3: Family and community engagement

Correlating Subgoals: Question 9-VII. Quality afterschool programs align with high-quality instruction (e.g., intervention and enrichment) during the school day. Question 12-IV. Academic Leadership creates a climate that promotes self efficacy to positively impact students and the school as a whole.Question 17-IV. Parents and families of all students are given the opportunity to understand the learning objectives and skills required for their student to succeed academically at each grade level and in each core subject.

Subgoal #1: Define afterschool programs, family engagement and cottage involvement.

Subgoal #2: Professional development to assist with the define activities from subgoal #1.

Subgoal #3: Implement this goal.

CNA alignment: Q9, Q12, Q17,		Person	Resources Needed:	Logistics:	Timeline:	Completed or On-Going
Action Step #1	Wonders, SS, Bedrock training for Cottage Staff, Parents to help build understanding and allow those working with students afterschool to have an understanding of programs. Question 9	Admin/ LT Subcommittee	Trainers and Time		22-23	
Action Step #2	Using a format/template to communicate with parents, cottage staff, etc. teachers will state the objectives/standards used in the classroom using family friendly language. Question 17 Provide on-going information to families to keep them updated on school events and opportunities for learning that they can access at home.	LT Subcommittee/ Classroom Teachers			22-23	
Action Step #3	Develop a consistent homework policy program-wide. (time expectation, grading, communication) (practice and reinforcement for concepts that have already been taught and can be completed independently.)	LT,			Summer 2022	
Action Step #4	Develop a variety of family engagement activities, both academic and enrichment-based events.	LT			Summer 2022	
Action Step #5						
Action Step #6						
Action Step #7						
Action Step #8						
Action Step #9						
Action Step #10						

Reflection: Continuous Improvement Cycle:

Date Reviewed:	**What's Working:**	**What needs Refinement:**	**What is fully implemented:**	**Link to Data:**

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

AS OF 6/14/2022

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2022 6/14/2022	PERCENT YEAR TO DATE FY 2021 6/14/2021
ADMINISTRATION PROGRAM BUDGET (01)	631,135.00	3,364.00	0.00	634,499.00		
EXPENDITURES YEAR TO DATE	560,514.58	3,364.00		563,878.58	88.87%	88.71%
UNSPENT ALLOCATED BUDGET:	70,620.42	0.00	0.00	70,620.42	11.13%	11.29%
GENERAL SERVICES PROGRAM BUDGET (02)	828,888.00	0.00	0.00	828,888.00		
EXPENDITURES YEAR TO DATE	712,612.17			712,612.17	85.97%	93.45%
UNSPENT ALLOCATED BUDGET:	116,275.83	0.00	0.00	116,275.83	14.03%	6.55%
STUDENT SERVICES BUDGET (03)	1,775,165.00	0.00	34,662.00	1,809,827.00		
EXPENDITURES YEAR TO DATE	1,501,708.54		30,538.81	1,532,247.35	84.66%	86.76%
UNSPENT ALLOCATED BUDGET:	273,456.46	0.00	4,123.19	277,579.65	15.34%	13.24%
EDUCATIONAL PROGRAM BUDGET (04)	4,921,325.00	291,190.74	924,514.00	6,137,029.74		
EXPENDITURES YEAR TO DATE	4,427,996.74	124,918.77	571,330.93	5,124,246.44	83.50%	81.69%
UNSPENT ALLOCATED BUDGET:	493,328.26	166,271.97	353,183.07	1,012,783.30	16.50%	18.31%
ALLOCATED TOTALS:	8,156,513.00	294,554.74	959,176.00	9,410,243.74		
TOTAL EXPENDITURE TO DATE:	7,202,832.03	128,282.77	601,869.74	7,932,984.54	84.30%	84.10%
UNSPENT ALLOCATED BUDGET:	953,680.97	166,271.97	357,306.26	1,477,259.20	15.70%	15.90%

9089 Mont Sch for Deaf & Blind District	Student Enrollment Summary Report
3911 Central Avenue, Great Falls, MT 59405	Effective Date: 05/27/2022 Enrollment Types: P, S, N
Generated on 06/21/2022 01:37:11 PM 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)

47

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
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	-	-	-	-	3/2/5	-	3/3/6
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%

3 LEAP

INFORMATION

❖ MACIE LIAISON – (Item 10)

Susie Hedalen

ITEM 10

MACIE REPORT

- **Action on Native Regalia Resolution**
- **Action on Nomination of Hilary Gourneau**

Jennifer Smith

Montana Board of Public Education
MACIE Summary
July 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	Approve new MACIE member: Hilary Gourneau, Tribal Head Start Ex-Officio Member Approve American Indian Regalia Protections Resolution
Related Issue(s)	None
Recommendations	Approve new member and resolution

<u>Biography:</u>
Hilary Gourneau
A member of the Fort Peck Assiniboine and Sioux Tribes, Hilary grew up with an appreciation for her Native culture and traditions. In May 2012, she received a Bachelor of Science degree in Elementary Education with a minor in Native American studies from Montana State University-Billings. Hilary soon accepted a teaching position at Poplar Schools where she dedicated five years of service to teaching within the elementary and junior high and currently holds a valid Montana K-8 Teaching License. In June of 2020, Hilary graduated from Portland State University in Portland, Oregon with a Master's in Counselor Education with a focus in School Counseling and a certificate in Trauma-Informed Services.

During the three year program Hilary was able to participate in various organizations including the Chi Sigma Iota Counseling Academic Society and the Professional Honor Society. While living in Portland, Hilary joined a leadership program designed specifically for Native Americans called Oregon LEAD. Their goals were to help Natives build their leadership skills

and put them into practice. While interning within the Portland Public School and David Douglas districts both located in the Portland metropolitan area, Hilary found a theme in which Native students were not well supported or reflected. She knew through prior experience teaching at a predominantly Native school and having performed research in her graduate program around racial identity, equity, and racism in public schools pertaining to discipline, that representation was a crucial piece for students, especially students who hold identities that are underrepresented. A sense of belonging and safety need to be established before true learning could take place within any level of education.

Hilary is currently giving back to her tribe by serving as Fort Peck Assiniboine and Sioux Tribes' Director of Head Start where she is able to help lay the foundation for her tribal members as they begin their educational journeys. Hilary believes in order for success to be possible within schools, Native students and their families need to feel connected, respected, supported, and reflected at all levels.

BOARD MEMBERS

APPOINTED MEMBERS:

Tammy Lacey - Chair
Fairfield

Madalyn Quinlan – Vice-Chair
Helena

Renee Rasmussen
Clancy

Anne Keith
Bozeman

Susie Hedalen
Townsend

Jane Lee Hamman
Clancy

Tim Tharp
Savage

Paige Lepard, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Clayton Christian,
Commissioner of
Higher Education

Elsie Arntzen,
Superintendent of
Public Instruction

Greg Gianforte,
Governor

EXECUTIVE DIRECTOR:

McCall Flynn

RESOLUTION

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

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

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

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

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

RESOLVED BY THE MONTANA BOARD OF PUBLIC EDUCATION ON JULY 14, 2022.

Tammy Lacey, Chairperson
Board of Public Education

INFORMATION

- **ASSESSMENT COMMITTEE – (Item 11)**

Anne Keith

ITEM 11

ASSESSMENT REPORT

Ashley McGrath

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: July 14-15, 2022

Presentation	Assessment Update (MAST)
Presenter	Ashley McGrath
Position Title	Education Manager
Overview	MAST Pilot Program
Requested Decision(s)	Informational
Related Issue(s)	None
Recommendation(s)	None

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
Office of Public Instruction

Montana Alternative Student Testing (MAST)

Education Interim Committee

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

June 14, 2022

Note: *slides have been updated as of 6/14/2022.*

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**	**Expanded Field Test**	**Expanded Field 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 [Grades 5 and 7]	Expanded Pilot/Field Test Through Course [Grades 4 and 6]	Expanded Pilot/Field Test Through Course [Grades 3 and 8] Submit ESSA State Plan Revisions to Accountability System by Feb. 1	Operationalize Through Course System [Grades 3−8] Submit Through Course Assessment for Peer Review 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

Vision for a Through-Year Assessment System

- Aligned to state standards and provide coverage of on-grade standards comparable to current statewide summative assessments.
- Testlets comprise approx. 8−12 items designed to measure a standard
- Use of technology to enhance student experience
- Testlets are modular and configurable such that they can be flexibly aligned with local scope and sequence
- Support reporting of finer grained information than typical summative scale scores

Example Student Experience

Content Area	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
ELA	A B	C D	Writing task	E F	G H	Writing task
Math	A B C	D E F	Performance task	G H I	J K L	Performance task

Montana Math and ELA Theory of Action

Inputs → **Processes** → **Outcomes**

What conditions or resources are needed?

What needs to take place?
In what order?

What is the intended outcome?

Date	Time	Meeting Format
May 4, 2022	12:30 PM - 3:30 PM	Webinar
June 1, 2022	10:00 AM - 1:00 PM	Webinar
June 20, 2022	9:00 AM - 4:00 PM	In Person, Helena
June 21, 2022	9:00 AM - 2:00 PM	In Person, Helena
July 6, 2022	9:00 AM - 1:00 PM	Webinar
TBD	As needed.	Webinar

Phase 1:
SY2022 Test Delivery Roadmap

Click Here

In accordance with state and federal law, the OPI will maintain the state-level end-of-year assessments to satisfy ESEA-ESSA Section 1111(b)(2) throughout the pilot period.

Required Assessment	Statute References	Purpose	Subjects Assessed	Grades Assessed	Testing Window (20'-21')	Test Modality	Approx. Students Assessed	Approx. Testing Time	Funding Source
ELLs	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 – Mar 11	Online & Paper	~3,500 (~2.0% of students)	2 – 3 hours	*Federal Grant for State Assessments*
AMSA	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	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	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	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	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*

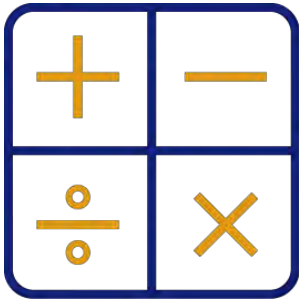
Key Activities

- Maintain Test Delivery Contracts and Services Identify and engage people most proximate to the problem
- Conduct empathy interviews and conduct focus groups to inform the testlet system design.
- Involve educators participating in the pilot.
- Design and administer surveys.
- Convene stakeholder task force to provide input on the assessment design process.

Phase 2:
SY2023 Transition Started

New Meridian will implement the MAST Pilot Program starting in the summer of 2022. New Meridian will assist the OPI with piloting the “Through Year Assessment” in Grades 5 and 7 during the 2022-2023 school year.

School Year: 2022−2023
Grades: 5 and 7



Math

English Language Arts (ELA)

Key Activities

- Item Writing Workshop – July 2022
- Identify Pilot Districts, Schools, and Educators
- Pilot Through Course Testlets in Grades 5 and 7
- Develop Additional Testlets Across Grades 4, 5, 6, and 7.

Examples of Montana Education Partners

opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
ELSIE ARNTZEN, STATE SUPERINTENDENT

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA

New Meridian

Bill & Melinda Gates Foundation

Center for Assessment

Montana Stakeholders

Students & Families

Educators

Montana School Districts

Chan Zuckerberg Initiative

educationfirst

Walton Family Foundation

ACTION

❖ LICENSURE COMMITTEE – (Items 12 – 13)

Madalyn Quinlan

ITEM 12

ACTION ON 2022-2023 CAEP MOU

Dr. Julie Murgel

Montana Board of Public Education
Executive Summary

Date: July 14-15, 2022

Presentation	Council for Accreditation of Educator Preparation (CAEP) Agreement
Presenter(s)	Julie Murgel, Chief Operating Officer
Position Title	Office of Public Instruction
Overview	The Partnership Agreement is between three parties: the Montana Board of Public Education, the Montana State Superintendent of Public Education, and the Council for the Accreditation of Educator Preparation (CAEP). **CAEP** is a nongovernment, voluntary association that is a nationally recognized accreditor by the Council for Higher Education Accreditation (CHEA). Through an Accreditation Council, CAEP accredits Educator Preparation Programs EPP). The purpose of this partnership agreement is to: • Outline preferences about program review options, • Review team compositions for accreditation site review conducted by CAEP of the Montana EPPs, and • Establish the responsibilities that each party has in supporting CAEP Accreditation activities for EPPS voluntarily requesting joint reviews. This partnership agreement is for MT EPPs that elect to have a joint accreditation for the State and CAEP. The agreement is for 1 year, from July 1, 2022, to June 30, 2023.
Requested Decision(s)	Action Item
Related Issue(s)	None
Recommendation(s)	None

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

Montana Board of Public Education, the Montana State Superintendent of Public Education
and
The Council for the Accreditation of Educator Preparation (CAEP)
Partnership Agreement

Whereas, CAEP is a nongovernmental, voluntary membership organization committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPPs) and advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor, having earned recognition by the Council for Higher Education Accreditation (CHEA), and is seeking recognition by the United States Secretary of Education, and, therefore, develops policy and procedures aligned with all applicable requirements of CHEA and, to the extent practicable, the U.S. Department of Education; and

Whereas, the Montana Board of Public Education (BPE), through its constitutional authority, has sole responsibility to approve new and continuing Montana Educator Preparation Providers (EPPs) programs. The State Superintendent of Public Instruction makes recommendations regarding approval to the BPE and encourages EPPs to voluntarily seek national accreditation through CAEP; and

Whereas, Montana supports continuous improvement in educator preparation ensuring the development of effective, competent, and caring educators who have a positive effect on the wellbeing, achievement, and ongoing growth of every P-12 learner.

Montana Board of Public Education and the State superintendent of Public Instruction shall be herein referred to as the State or Montana.

This contract is entered into between CAEP and the Montana Board of Public Education and State Superintendent of Public Instruction (collectively, State or Montana) hereby enter into this agreement detailing the State's preferences with regard to program review options and Evaluation Team composition for accreditation site review conducted by CAEP of EPPs operating within Montana and establishing the primary responsibilities each party has in supporting CAEP Accreditation activities involving such EPPs voluntarily requesting joint reviews.

1. CAEP Standards and Scope of Accreditation

The Parties understand and agree that:

The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for all accreditation reviews undertaken by CAEP.

1.1. As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the Board and may, as needed, make interim

amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from the State and its EPPs.

1.2. It is the responsibility of the State and any EPPs seeking or continuing CAEP accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.

1.3. The CAEP scope of accreditation, defined in policy, distinguishes between two levels of educator preparation:

1.3.1.1. Initial-Licensure Preparation is provided through programs at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers. All Initial-Licensure Preparation programs within the Scope of Accreditation will be reviewed under CAEP Standards for Initial-Licensure.

1.3.1.2. Advanced-Level Preparation is provided through programs at the post-baccalaureate or graduate level leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts. All Advanced-Level programs within the Scope of Accreditation will be reviewed under CAEP Standards for Advanced-Level Preparation.

2. CAEP's Responsibility for Education Preparation Provider (EPP) Accreditation

The Parties understand and agree that:

2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP accreditation to an EPP, and for supporting and overseeing National Council for the Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC) accredited EPPs through continuous accreditation and the CAEP eligibility processes described in CAEP policy.

2.2. The process required for accreditation by CAEP is outlined in policies and procedures. Policies and procedures may be revised from time to time. It is the responsibility of the State and any EPP seeking CAEP accreditation to stay informed of any such changes as they may impact the CAEP accreditation process from the time of their adoption or publication.

3. State's Responsibility for Program Approval

The Parties understand and agree that:

3.1. The State has responsibility for program approval. In granting program approval, the State will utilize information generated from CAEP's review(s) of an EPP, including but not limited to an Accreditation Council decision on CAEP accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in CAEP policy. Although the State may elect to have state-specific standards and/or requirements incorporated into the CAEP review, consistent

with the program review options outlined below, only information gathered on an EPPs compliance with CAEP Standards and requirements will be used by the Accreditation Council to make a decision.

3.2. The State will periodically review its program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

4. CAEP Accreditation Cycle

The Parties understand and agree that:

4.1. The CAEP accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP's high standards of quality required to improve P-12 student learning.

4.2. To merit full accreditation by CAEP, an EPP must meet all CAEP Standards on the basis of sufficient and accurate evidence.

4.3. A Site Review, carried out by an Evaluation Team, is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP's evidence, including the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with CAEP policy, CAEP may utilize a virtual site review or may have one or more Evaluation Team members participating using electronic means.

4.4. The State elects that CAEP's reviews of EPPs in the State will be carried out using Evaluation Teams composed as follows:

4.4.1. **Joint Review Team**. For any review except one required in conjunction with an accreditation decision of Accreditation with Stipulations or Probationary Accreditation, the composition of the Evaluation Team will be as follows:

4.4.1.1. For a Review involving only one level of accreditation (i.e., initial or advanced), the Joint Review Team includes four national reviewers appointed by CAEP and up to three reviewers appointed by the State.

4.4.1.2. For a Review involving both levels of accreditation, initial and advanced-level, the Evaluation Team will include five CAEP-appointed reviewers and up to four state-appointed reviewers.

4.4.1.3. For a Stipulation or Probation review, the Evaluation Team is comprised of two CAEP-appointed reviewers. The state may choose to add one reviewer for a total of a three-person team. The lead reviewer is appointed by CAEP.

4.4.1.3.1. The State shall provide CAEP with its recommended Evaluation Team members within any timelines established by CAEP. If the State is unable to appoint members, CAEP will appoint from its pool of volunteers trained to serve as Evaluation Team

members a CAEP-only team. All such teams are led by an Evaluation Team chair (or Evaluation Team leader) appointed by CAEP.

4.5. Prior to assignment to any CAEP Evaluation Team, an individual must have successfully completed CAEP training for Evaluation Team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.

4.6. Each Evaluation Team shall include a P-12 practitioner, when possible. The State will make recommendations for P-12 practitioners through the CAEP accreditation platform.

4.7. At the discretion of the State, the State's teachers' association(s) may appoint one representative per association to observe the Site Review. Any expenses associated with the attendance of an observer must be covered by the association(s) or State. Prior to participation, any observer must acknowledge understanding of an agreement to adhere to CAEP's policies and procedures regarding Site Reviews and the CAEP code of conduct, including with regard to confidentiality and conflicts of interest.

4.8. All Site Review activities undertaken by a CAEP Evaluation Team will be conducted in accordance with CAEP policies and procedures.

4.9. CAEP is not responsible for Site Review expenses for state-assigned personnel.

4.10. An EPP that is subject to the jurisdiction of the State may choose from among any of the following program review options for CAEP accreditation:

4.10.1. **Specialty Program Review with National Recognition**. The goal of the specialized professional association (SPA) Program Review with National Recognition is to align specialty licensure area data with national standards developed by SPAs in order to receive national recognition at the program level. The Evaluation Team will consider evidence that the EPP presents as gathered from the National Recognition decision-making process and made available in SPA program level reports to meet the sufficiency criteria related to CAEP Standard 1, Component R1.2 (Initial) and/or Standard A.1, Component RA1.2 (Advanced).

4.10.2. **State Review by State Authority**. The State conducts program reviews for purposes of State approval and to inform CAEP accreditation. An EPP undergoing the State Review option will follow State guidelines. The State provides forms and instructions on how to meet all State standards for licensure/certificate program approval. Upon an EPP's completion of the State authority forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval. The State makes the final decision on the approval of any program. The CAEP Evaluation Team will consider evidence that the EPP presents as gathered from the State Review process to meet the sufficiency criteria related to CAEP Standard 1, Component R1.2 (Initial) and/or Standard RA1, Component RA1.2 (Advanced).

4.10.3. **CAEP Evidence Review of Standard 1/A.1.** Evidence for the CAEP Evidence Review of Standard 1/A.1 process is developed through the analysis of an EPP's outcome assessment data aligned to specialty licensure area standards delineated in CAEP Standard 1, Component R1.2 (Initial) and/or Standard A1, Component RA1.2 (Advanced). CAEP's Evidence Review of Standard 1/A.1 provides information to the State on both the alignment of evidence with state standards in an area of licensure and the disaggregated results that may be used for internal review of programs to demonstrate candidates' ability to apply content and pedagogical knowledge in the area of licensure.

4.11. The specific timeline established for the review of an EPP, as well as CAEP's consideration of any request for an extension, will be decided by CAEP or the Accreditation Council, as appropriate, on a case-by-case basis and in accordance with CAEP policies.

4.12. Once granted full accreditation by CAEP, an EPP's term of accreditation shall be seven years. Shorter terms are granted with a decision of Accreditation with Stipulations or Probationary Accreditation. Throughout its term, to maintain accreditation, an EPP must comply with CAEP policies, including policies regarding payment of annual dues and the submission of annual reports.

4.13. An EPP for which the Accreditation Council issues a decision to deny or revoke accreditation may have a right to petition for an appeal subject to CAEP's policy on appeals.

4.14. The State will provide to CAEP its policy leading to a "Change in State Status." The State will notify CAEP within 30 days of action taken when a CAEP-accredited EPP has had a "Change in State Status" as a result of a decision on specialized professional association (SPA) program status by the State.

4.15. Accreditation-specific terminology and definitions used by CAEP as part of its EPP review and accreditation processes may vary from similar terms and definitions used by the State. Any definitions of key terms and glossaries created by CAEP are available on the CAEP website [http://caepnet.org/glossary]. The State should inquire with CAEP about the definition of any term if there is uncertainty regarding its meaning in the CAEP accreditation context.

5. Opportunities for State Input

The Parties understand and agree that:

5.1. CAEP will afford the State multiple opportunities to provide CAEP, the Evaluation Team, and members of the Accreditation Council with any information or data the State deems relevant to the accreditation of an EPP, as follows:

5.2. At least 16 weeks prior to any scheduled Site Review, CAEP will give the State notice of the upcoming Site Review. At any time, up to six weeks before the scheduled Site Review, the State may provide CAEP with comments and information on the EPP for consideration by the Evaluation Team. EPPs will be given an opportunity to respond to any such comments prior to the Site Review.

5.3. At any time, the State may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP's ongoing cycle of CAEP accreditation. In accordance with CAEP policy, adverse action may result from any such investigation.

5.4. In the event an EPP within the State petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify the State that such petition has been received. Any notification of a decision made by an ad-hoc appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in CAEP policy.

6. Decisions of the Accreditation Council and an Ad-Hoc Appeals Council

The Parties understand and agree that:

6.1. The Accreditation Council makes decisions regarding the accreditation of EPPs at meetings held not less than two times each year.

6.2. Following any decision of the Accreditation Council to deny or revoke the accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and appeal requirements. Appeals criteria and process information are included in CAEP's policies on appeals.

6.3. CAEP provides written notice of each decision of the Accreditation Council and an Ad-hoc Appeal Panel in accordance with CAEP policies.

6.4. The written notice CAEP provides regarding its accrediting decisions includes notice to the appropriate State licensing or authorizing agency, which may be a party to this agreement. CAEP's policies regarding notices specify the parties to which notice must be provided and the respective timelines for each.

7. Data Sharing

The Parties understand and agree that:

7.1. The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that the State maintains data necessary for CAEP's review of an EPP, subject to any data sharing agreement that may exist between an EPP and the State, CAEP expects that the State will make the relevant data available to EPPs at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP accreditation activities.

7.2. In order to facilitate the reviews necessary for CAEP accreditation, CAEP will provide the State and each dues paying EPP in the State with access to the CAEP accreditation platform, CAEP's data and information management system. Should the State or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.

7.3. CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP's confidentiality policy and agree to adhere to it.

8. **Partnership Dues, State Benefits, and Fees for Additional Services**

The Parties understand and agree that:

9. The State will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the State's annual State Partnership dues be changed during the term of this agreement, CAEP will notify the State of the new dues amount and the effective date.

9.1. CAEP will provide up to three individuals employed by the State with access to the CAEP accreditation platform.

9.2. During each year covered by this agreement, CAEP will waive the CAEP Conference registration fee for one designated State representative; however, the State or State representative must assume other expenses associated with conference participation.

9.3. During each year covered by this agreement, CAEP will assume all expenses for one designated State representative to participate in the annual CAEP Clinic. A registration fee will be assessed for any additional State staff and they must assume other expenses associated with participation in the clinic.

9.4. CAEP offers states access to CAEP National Training for up to five site reviewers a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in the State, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP's policies regarding fees and expenses for training.

9.5. The State will work with associations that represent P-12 educators (NEA, AFT, NBPTS), EPPs, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the State's P-12 educators' professional contributions to the work of CAEP as site Evaluation Team members

10. State and CAEP Contacts

The Parties understand and agree that:

10.1. The State will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.

10.2. CAEP will designate a liaison to serve as the primary contact for the State through the term of this agreement.

11. Agreement Term and Amendments

The Parties understand and agree that:

11.1. CAEP and the State enter into this partnership agreement for one-year beginning July, 1, 2022 and ending on June 30, 2023.

11.2. The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement of the Parties.

11.3. Should any provision of this agreement be determined to be in conflict with CAEP policy, CAEP policy will be the prevailing authority and this agreement will be required to be amended to resolve the conflict.

11.4. Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.

_____ _____

Christopher Koch, President DATE
Council for the Accreditation of Educator Preparation

By signing this agreement, the undersigned agrees to be bound by the terms outlined above and affirms that the undersigned has the authority to enter into this agreement on behalf of the State.

_____ _____

Board of Public Education, Chair DATE
Tammy Lacey

_____ 5-6-2022

State Superintendent of Public Instruction DATE
Elsie Arntzen

Appendix A: State Dues Structure

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP's accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed $1,500 annually (reviewed on an annual basis) to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

For example:
State A has 20 CAEP member EPPs, or 2.2% of total CAEP EPPs. The proportional amount will be set at 2.2% of $315,000 (current total), or $6,900. Therefore, the total fees for State A will be: $1,500 (fixed) + $6,900 (variable) = $8,400.

* This represents the dues structure in effect at the time this agreement is entered into by the Parties. CAEP reviews the dues structure annually and reserves the right to adjust the State's annual dues as needed to ensure that all costs of CAEP's accreditation activities are adequately covered. CAEP will notify the State upon the adoption of any changes to this structure and the data on which any new dues structure will take effect.

ACTION

ITEM 13

WORK SESSION OF SUPERINTENDENT RECOMMENDATION TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS

Madalyn Quinlan

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW RULE I and the amendment of 10.58.102, 103, 104, 311, 312, 313, 314, 315, 501, 502, 503, 505, 507, 509, 510, 511, 513, 514, 515, 516, 517, 518, 521, 522, 523, 524, 526, 528, 531, 532, 533, 605, 605, 606, 607, 608, 609, 610, 705, 706, 707 pertaining to professional educator preparation program standards	)	NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION AND AMENDMENT

TO: All Concerned Persons

1. On August 23, 2022, at 9:00 a.m., the Board of Public Education will hold a public hearing in Room 152 of the Montana State Capitol, in Helena, Montana, to consider the proposed amendment of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on August 16, 2022, to advise us of the nature of the accommodation that you need. Please contact Kris Stockton, Board of Public Education, 46 N Last Chance Gulch, Suite 2B, Helena, Montana, 59635; telephone (406) 444-0302; or e-mail bpe@mt.gov.

3. The rule as proposed to be adopted provides as follows:

NEW RULE I ENGLISH AS A SECOND LANGUAGE (ESL) (1) The English as a Second Language (ESL) program requires that successful candidates:

(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;

(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;

(c) apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote English learner (EL) students' academic English language proficiency;

(d) facilitate students' use of their first language as a resource to promote academic learning and further development of the second language;

(e) implement a repertoire of research and evidence-based strategies that promote students' critical thinking and problem solving at all stages of language development;

(f) demonstrate understanding of Montana's major language and cultural groups and how cultural histories and identities affect language learning and achievement;

(g) establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity, promotes respect for linguistic differences, and creates a culturally responsive classroom environment;

(h) demonstrate understanding of language proficiency assessment tools used for identification, placement, and reclassification of ELs;

(i) demonstrate the ability to use a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance;

(j) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for EL students; and

(k) apply knowledge of historical, theoretical, and policy factors in EL education to the planning, implementation, evaluation, and improvement of instructional programs; and

(l) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.

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

10.58.102 PROCESS LEADING TO ACCREDITATION OF EDUCATOR PREPARATION PROVIDERS (1) through (2) remain the same.

(a) The Superintendent of Public Instruction shall establish a cadre of qualified educators to serve on review teams. Team members representing accredited ~~K-20~~ P-20 education entities shall:

(i) be nominated by ~~K-20~~ P-20 teachers, administrators, supervisors, and members of professional organizations, educational boards, and agencies; and

(2)(a)(ii) through (3) remain the same.

AUTH: 20-2-114, MCA;
IMP: 20-2-121, MCA

10.58.103 ACCREDITATION SITE REVIEWS (1) remains the same.

(2) Joint accreditation site reviews and cooperation with ~~the Council for the Accreditation of Educator Preparation (CAEP)~~ with national accreditation agencies will be encouraged.

(3) remains the same.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.104 ACCREDITED PROGRAMS (1) through (2)(a) remain the same.

(b) The report shall be accessible to ~~K-20~~ P-20 educators and the general public within the state, and to other state education agencies, and shall be posted to the Office of Public Instruction and Board of Public Education web sites.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE (1) The provider ensures that candidates:

(a) ~~demonstrate a deep~~ develop an understanding of the critical concepts and principles of their discipline and are able to use discipline-specific practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards;

(b) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) ~~within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility;"~~ that apply to critical concepts and principles of learner development and learning differences, and that create safe and supportive learning environments in order to work effectively with all P-12 students and their families;

(c) ~~use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice~~ demonstrate knowledge and concepts of their content area and are able to apply the content in developing learning experiences for all P-12 students;

(d) ~~apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies~~ assess, plan for instruction, and utilize a variety of instructional strategies to provide learning experiences for all P-12 students;

(e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; ~~and~~

(f) engage in professional learning, take responsibility for student learning, and collaborate with others to work effectively with all P-12 students and their families; and

(g) ~~integrate~~ select and utilize appropriate technology in the design, delivery, ~~implementation,~~ and assessment of learning experiences to engage P-12 students and families, improve learning, and enrich professional practice.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE (1) The provider:

(a) ensures that effective partnerships and high-quality clinical practice, in different settings and modalities, are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;

(b) ~~ensures that partners co-construct~~ co-constructs mutually beneficial P-12 school and community arrangements~~, including technology-based collaborations~~ for clinical preparation and share responsibility for continuous improvement of candidate preparation~~.~~ by:

(i) ensuring partnerships ~~Partnerships~~ for clinical preparation ~~can~~ follow a range of forms, participants, and functions~~.~~;

(ii) establishing ~~They establish~~ mutually agreeable expectations for candidate entry, preparation, and exit;

(iii) ensuring ~~ensure~~ that theory and practice are linked~~; maintain~~ by maintaining coherence across clinical and academic components of preparation; ~~and~~

(iv) sharing ~~share~~ accountability for candidate outcomes; and

(v) to the extent possible, providing opportunities for candidates to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements among providers;

(c) ensures that partners co-select, prepare, evaluate, and support~~, and retain~~ high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development~~. In collaboration with their partners, the provider uses multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings~~; and

(d) works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences~~, including technology-enhanced learning opportunities,~~ are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.311.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.313 INITIAL CANDIDATE QUALITY~~,~~ RECRUITMENT, PROGRESSION, AND ~~SELECTIVITY~~ SUPPORT (1) The provider:

(a) demonstrates that the development of candidate quality ~~of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure~~ is the goal of educator preparation and provides support services in all phases of the program;

(b) develops and implements plans and efforts to know and address local, state, regional, and national needs for hard-to-staff schools and shortage fields. The goals and evidence show progress toward a high-quality candidate pool that reflects the diversity of Montana's P-12 students ~~presents plans and goals to recruit and~~

~~support completion of high-quality initial candidates from a broad range of backgrounds and diverse populations to accomplish its mission:~~

~~(i) admitted candidates reflect the diversity of Montana's P-12 students; and~~

~~(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, national, or regional needs for hard-to-staff schools and current shortage fields~~;

(c) sets admissions requirements, ~~including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates,~~ gathers data to monitor the applicants and selected pool of candidates and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, including data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence~~:~~

~~(i) data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and~~

~~(ii) data that is regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations~~;

(d) ~~establishes and~~ monitors ~~attributes and~~ dispositions beyond academic ability that candidates must demonstrate at admissions and during the program~~, including selecting criteria, describing the measures used and evidence of the reliability and validity of those measures, and reporting data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching~~ using valid and reliable measures;

(1)(e) remains the same.

(f) ~~prior to recommending any completing candidate for licensure, documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and~~

~~(g)~~ prior to recommending any completing candidate for licensure, documents that the candidate understands the expectations of the profession, including ~~codes of ethics,~~ professional standards of practice~~,~~ and relevant laws and policies~~.~~; and

(g) implements a system for effectively maintaining records of candidate formal complaints and resolution documentation.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.314 INITIAL PROGRAM IMPACT (1) The provider:

(a) demonstrates the ~~impact~~ effectiveness of its ~~completers~~ completers' instruction on P-12 student learning and development~~, classroom instruction, and schools,~~ and completer and employer ~~the~~ satisfaction ~~of its completers~~ with the relevance and effectiveness of ~~their~~ preparation;

(b) ~~documents impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including~~

~~employer surveys~~ demonstrates that program completers effectively contribute to P-12 student learning using valid and reliable data, including employer and program completer surveys;

(c) demonstrates, through structured and validated ~~observation~~ instruments, including but not limited to ~~and~~ surveys, interviews, and observations, that ~~which~~ program completers effectively apply the professional knowledge, skills, and dispositions as ~~delineated~~ described in ARM 10.58.501;

(d) demonstrates, using ~~measures that result in~~ valid and reliable data, that employers are satisfied with the program completers' preparation for their ~~assigned~~ responsibilities ~~in~~ working with P-12 students and their families; and

(e) demonstrates, using ~~measures that result in~~ valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they ~~confront~~ encounter on the job and that the preparation was effective.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:

(a) ~~maintains~~ develops a quality assurance system ~~comprised~~ that consists of valid and reliable data from multiple measures~~, including evidence~~ of candidates' and completers' positive impact on P-12 ~~student learning and development;~~ students and supports continuous improvement that is sustained and evidence-based~~ and that evaluates the effectiveness of its completers; and~~. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and ~~test~~ highlight innovations~~ to improve completers' impact on P-12 student learning and development~~;

(b) ~~develops~~ implements and maintains a quality assurance system comprised of multiple measures that can monitor candidate progress, completer ~~achievements~~ impacts, and provider operational effectiveness. The provider documents the process of data entry and how data are reported and used in decision making to make programmatic improvement;

(c) ensures that ~~its~~ the quality assurance system relies on ~~data that are~~ relevant, verifiable, representative, cumulative~~; provides specific guidance for improvement; and produces empirical evidence that~~, and actionable measures to ensure interpretations of data are valid and consistent;

(d) regularly and systematically assesses program performance against its goals and relevant standards, ~~tracks~~ monitors results over time, tests innovations, ~~and the effects of selection criteria on subsequent progress and completion,~~ and uses results to improve program elements and processes;

(e) ensures that ~~measures of completer impact on P-12 learning and development~~ data from the quality assurance system are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction; and

(f) assures that ~~appropriate~~ internal and external stakeholders, including, but not limited to, faculty staff, candidates, completers, ~~alumni,~~ employers, practitioners, and school and community partners~~, and others defined by the provider,~~ are

~~involved~~ engaged in program design, evaluation, and continuous innovative improvement processes~~, and identification of models of excellence~~.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.501 TEACHING STANDARDS (1) All programs require that successful candidates:

(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practice ~~and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities~~;

(b) use understanding of individual differences and diverse cultures, languages, and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

(1)(c) remains the same.

(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create ~~individualized~~ personalized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;

(1)(e) through (f) remain the same.

(g) plan and implement ~~individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context~~ evidence-based practices that support the well-being, behavioral, and academic needs of all students;

(1)(h) remains the same.

(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of ~~candidate's~~ their choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;

(1)(j) through (k) remain the same.

(l) demonstrate understanding of and ability to integrate history, cultural heritage, language, and contemporary status of American Indians and tribes in Montana.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.502 AGRICULTURAL EDUCATION (1) The program requires that candidates have one year (~~2000~~ minimum 500 hours) of practical farm or

agricultural-related experience within five years prior to completion of the program and that successful candidates:

(1)(a) through (c) remain the same.

(d) demonstrate the development of personal and leadership competencies (~~e.g.~~ including but not limited to, citizenship, personal development, goal setting, parliamentary procedure, and teamwork);

(1)(e) remains the same.

(f) demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, ~~and~~ maintain a safe environment, and create a culture of safety during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1));

(1)(g) through (h) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.503 ART K-12 (1) The program requires that successful candidates:

(a) demonstrate ~~understanding of~~ proficiency in and engage in the processes of art making involving traditional and contemporary studio approaches, concentrating in one or more studio area;

(b) demonstrate understanding and application of global, historical, and contemporary theories of art education curriculum and instruction~~,~~; visual culture; and cross-cultural and interdisciplinary skills, enabling them to reflect and refine personal art education practices;

(c) engage in inquiry into the ~~history~~ diverse histories of art, enabling ~~them~~ learners to ~~acquire~~ be exposed to ~~knowledge of~~ the cultural ~~context~~ contexts in which artworks ~~have been~~ are created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;

(d) develop abilities to critically study, see, and respond to the diverse qualities within artworks, ~~both in~~ including the process of creating their own artworks and ~~in observing~~ curating the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written ~~language~~ languages;

(e) ~~develop competence and~~ demonstrate a working vocabulary in art production through developing the ability to create and present imaginative and original artworks ~~ideas and feelings by creating images in~~ with a concentration of one or more of the visual art forms;

(f) use appropriate art technologies as tools of expression, research, and assessment; and

(g) ~~comprehend and appropriately use copyright laws in relation to original art works and reproductions;~~ demonstrate an awareness of copyright purposes and practices, reproduction, and diverse methods of appropriation, including cultural appropriation.

~~(h) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media.~~

(2) The program requires that successful candidates demonstrate an understanding of:

(a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is ~~age~~ developmentally appropriate;

(2)(b) through (c) remain the same.

(d) budgeting and purchasing; ~~and~~

(2)(e) remains the same.

(f) appropriate assessment strategies for evaluating student progress and accomplishments in the visual and media arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;

(2)(g) remains the same.

(h) diverse career opportunities in art and art related fields to provide encouragement and advice to students about future options.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.505 BUSINESS EDUCATION (1) The program requires that successful candidates:

(a) create, analyze, revise, and implement business education curricula that ~~facilitates the learning of dynamic~~ communicates the challenges and opportunities for students in a global economy and the impact of evolving demographic trends, international competition, and technological innovation within subject matter in diverse learning environments;

(b) ~~build professional relationships with stakeholders to produce a relevant learning environment that reflects the~~ develop partnerships with members of the educational, business, and other communities to improve programs, develop new programs, ensure a curriculum based on real world ~~and provides benefits to the student and the community,~~ experience and provide students access to advanced learning opportunities, including development of career pathways and work-based learning experiences;

(c) demonstrate the development of personal and leadership competencies (~~e.g.,~~ including but not limited to citizenship, personal development, goal setting, and collaboration);

(d) demonstrate and apply ~~ethical~~ professional practice based on the principles ~~and philosophy~~ of business education and career and technical education through civic engagement, advocacy, and active participation in professional development and professional growth activities;

(e) integrate professional ~~student~~ student-directed organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;

(f) identify ~~methods for selection~~ and ~~application of~~ demonstrate appropriate technology tools ~~relating~~ to enhance academic, business, and personal ~~and~~

~~business~~ decision making, including but not limited to current and emerging devices, input technologies, operating systems, applications, digital media, and web development and design;

(g) ~~demonstrate and apply the use of current and emerging technologies used by business, industry, and education;~~

~~(h)~~ (g) demonstrate effective communication skills to facilitate learning, incorporate quality standards in all forms of communications, and recognize that ~~culture impacts~~ business communication is founded on respect, fairness, and honesty;

~~(i)~~ (h) determine the nature and extent of the information needed, access needed information effectively and efficiently, and evaluate information and its sources critically;

~~(j)~~ (i) demonstrate ~~ethical and social~~ professional responsibility related to all elements of business and the legal framework for personal, business, and social interactions;

~~(k)~~ (j) ~~identify careers and~~ promote student access and use a variety of resources to gather information, present personal data, and explore educational and career opportunities in business and related occupational fields;

~~(l)~~ (k) demonstrate the importance of employment communications to career success (e.g., resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines), interview techniques, and the skills needed to successfully obtain and maintain employment;

~~(m)~~ (l) assess ~~student interests, aptitudes, personal qualities,~~ students personal skills, abilities, and aptitude for a career; use career resources to explore opportunities in business; develop workplace expectations; assist students in transitioning from school to work; and other information necessary for students to make informed career choices;

~~(n)~~ (m) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources;

~~(o)~~ (n) apply marketing concepts through responsible marketing practices, including usage of marketing technologies and management fundamentals;

~~(p)~~ (o) organize, manage, and synthesize information to make wise business decisions;

~~(q)~~ (p) demonstrate techniques for business problem solving and critical thinking skills needed to function as citizens, consumers, workers, managers, business owners, and directors of their own economic futures;

~~(r)~~ (q) apply interpersonal, teamwork, and leadership skills necessary to function with civility in multicultural business and social settings;

(r) develop an understanding of legal principles and systems and how law impacts commerce, society, regulations, and participation in the global business environment;

(s) demonstrate an awareness of the interrelatedness of ~~one country's political~~ policies and economic practices on ~~another~~ other nations, including interactions with sovereign tribal nations and an understanding of the global business environment, including the ~~interconnectedness of~~ connection between social, cultural, political, legal, economic, and ~~ethical~~ technological systems;

(1)(t) through (v) remain the same.

(w) demonstrate accounting procedures and ~~use of~~ application of generally accepted accounting principles, accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources;

(1)(x) remains the same.

(y) demonstrate understanding of professional behavior by respecting intellectual property, personal privacy, and information security;

(z) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and

~~(z)~~ (aa) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.507 THEATRE (1) through (2)(a) remain the same.

(b) the relationship between the ~~actor~~ practitioner, the literature, and the audience, including the actor's ability to assess personal growth; and

(2)(c) through (5) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.509 ENGLISH/LANGUAGE ARTS (1) through (1)(b) remain the same.

(c) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues ~~related to social justice, diversity, and democracy~~;

(1)(d) remains the same.

(e) demonstrate understanding of legal and ~~ethical~~ societal issues in English/ language arts such as freedom of expression, censorship, and bias;

(1)(f) through (m) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.510 ~~STUDENTS WITH DISABILITIES~~ SPECIAL EDUCATION P-12 (1) through (1)(a) remain the same.

(b) ~~understand how~~ demonstrate the ability to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning ~~environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;~~ that:

(i) are based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices; and

(ii) allow all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;

(c) ~~use~~ demonstrate knowledge of ~~general and specialized curricula, including curricula~~ standards used in Montana schools, and the ability to use general and specialized curricula to implement individualized learning opportunities that align with the needs of students with exceptionalities;

(d) use multiple methods of assessment and data sources to evaluate and identify individualized learning needs and make a variety of education decisions, including: ~~(i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPS) (34 CFR 300.320(a)(1)), write measurable goals and objectives, and use data to monitor progress);~~

(i) ability to identify, collect and understand quantitative and qualitative data;

(ii) ability to accurately prepare Present Level of Academic Achievement Functional Performance;

(iii) ability to accurately prepare Measurable Annual Goals,

(iv) ability to accurately administer, score, and analyze the results of formative, summative and standardized assessments; and

(v) ability to accurately interpret and present the assessment results and make ongoing adjustments to instruction;

(e) select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic instruction, and assistive technology, whole group instruction, small group instruction, and individual instruction to support and self-regulate learning ~~to advance learning of individuals with exceptionalities~~;

(f) ~~guide professional practices by using~~ use foundational knowledge of the field ~~along with professional ethics and standards~~, of professional standards, and of ethical concerns unique to special education;

(g) collaborate, ~~and~~ communicate, and advocate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families ~~(i.e., facilitating meetings, scheduling services, implementing accommodations and modifications)~~, including, but not limited to, facilitating meetings, scheduling services, working with paraeducators and related providers, and implementing accommodations and modifications;

(h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education including:

(i) identification of social and cultural movements in special education law;

(ii) knowledge of court cases which shaped special education law; and

(iii) understanding of legal resources to assist decision making;

(1)(i) remains the same.

(j) demonstrate ~~knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and~~ appropriate instructional strategies and techniques to support students with ~~social-emotional/behavioral needs (e.g., positive behavior intervention plans/supports)~~ social, emotional, or behavioral needs, or any combination of these; ~~and~~

(k) demonstrate proficiency in ~~Montana~~ special education procedural competencies including knowledge of state and federal regulations and rules, knowledge of the state data collection system and state forms, and knowledge of

state and federal education processes; ~~laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law, understand legal resources to assist decision making, and the ability to navigate federal and Montana law.~~

(l) demonstrate an understanding of disability categories and characteristics to the extent necessary to use eligibility criteria to make informed decisions concerning learner identification; and

(m) demonstrate the ability to determine service and transitional needs and placement in least restrictive environment (LRE) in order to ensure a free and appropriate public education (FAPE) once a student has been identified and qualified for services.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.511 WORLD LANGUAGES (1) The program requires that successful candidates:

(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and ~~describe~~ explain the rules that govern the structure, function, and meaning of target language discourse;

~~(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;~~

~~(c)~~ (b) identify and explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;

~~(d)~~ (c) demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;

~~(e) in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect~~ (d) narrate and describe in past, present, and future using connected discourse;

~~(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;~~

~~(g)~~ (e) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;

~~(h)~~ (f) understand conventional written narrative and descriptive texts~~, such as descriptions of persons, places, and things and narrations about past, present, and future events~~;

~~(i)~~ (g) write narratives, descriptions, and summaries on topics of general interest in all major time frames with ~~good~~ some control of aspect;

~~(j)~~ (h) demonstrate understanding of language as an essential element of culture;

~~(k)~~ (i) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;

~~(l)~~ (j) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;

~~(m)~~ (k) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;

~~(n)~~ (l) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;

~~(o)~~ (m) provide opportunities for students to connect to the target language and culture through a variety of means, including technology, as a key component of their classroom practice;

~~(p)~~ (n) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;

~~(q) tailor language use to students' developing proficiency levels and use a variety of strategies to help students understand oral and written input;~~

~~(r)~~ (o) use the target language to the maximum extent in the classroom at all levels of instruction;

~~(s)~~ (p) demonstrate an understanding of the national and state standards for ~~foreign~~ world language learning to make instructional decisions;

~~(t)~~ (q) understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;

~~(u)~~ (r) design and use authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies; and

~~(v)~~ (s) design a content-based curriculum ~~which~~ that integrates content from other subject areas into instruction~~; and~~.

~~(w) demonstrate knowledge of language proficiency in the second language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination.~~

(2) The classical language program requires that successful candidates:

~~(a) demonstrate knowledge and understanding of the preceding standards;~~

~~(b)~~ (a) demonstrate knowledge and understanding of the specific classical language; and

~~(c)~~ (b) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.

~~(3) The English as a Second Language (ESL) program requires that successful candidates:~~

~~(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;~~

~~(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;~~

~~(c) demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement;~~

~~(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;~~

~~(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;~~

~~(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and~~

~~(g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.~~

~~(4)~~ (3) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.

(4) The American Sign Language program requires that successful candidates:

(a) demonstrate understanding of first and second language acquisition;

(b) demonstrate knowledge and application of linguistics of American Sign Language;

(c) demonstrate understanding of aspects of the deaf culture and community;

(d) demonstrate understanding of methods of teaching American Sign Language;

(e) demonstrate knowledge and application of American Sign Language IV or higher; and

(f) demonstrate understanding of American Sign Language literature.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.513 HEALTH (1) through (1)(m) remain the same.

(n) demonstrate the dispositions and communication skills to facilitate cooperation among ~~health~~ educators, ~~other teachers~~ families, and other appropriate professionals ~~school staff~~;

(1)(o) through (w) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.514 FAMILY AND CONSUMER SCIENCES (1) The program requires that successful candidates:

(a) analyze family, community, and work interrelationships, investigate career paths through work-based learning activities;~~,~~ examine family and consumer sciences careers in education and human services, hospitality and food production, and visual arts design;~~, and~~ apply career decision making and transitional processes; and implement service learning;

(b) illustrate how each domain of human well-being ~~including social, economic, financial, emotional, spiritual, physical, and intellectual~~ can be enriched in every family and consumer sciences content area;

(c) ~~manage~~ use local and global resources responsibly to address the diverse needs and goals of individuals, families, and communities worldwide in all family and consumer sciences areas, including, but not limited to, practices related to ~~human, economic, and environmental resources~~ resource management, consumer economics, financial literacy, living environments, and textiles and apparel;

(d) apply culturally responsive principles of ~~early childhood,~~ human development~~,~~ and interpersonal family relationships to strengthen ~~relationships for~~ individuals ~~in the family, workplace, and communities throughout the life span~~ and families across the lifespan in contexts such as parenting, caregiving, and the workplace;

(e) ~~apply principles of~~ promote nutrition, ~~culinary arts, and sustainability of wellness practices~~ science, and food literacy practices; develop food preparation and production skills in personal and professional settings that enhance individual and family well-being across the lifespan; and address related concerns in a global society;

(f) develop, justify, and implement course curricula that address perennial and evolving family, career, and community issues;~~, and~~ reflect the integrative nature of family and consumer sciences~~,~~; integrate core academic areas; and reflect high quality career and technical education practices ~~across all academic areas~~;

(1)(g) remains the same.

(h) ~~demonstrate~~ engage in ~~ethical~~ professional practice based on the history, ~~and~~ philosophy of family and consumer sciences, and relationship to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development;

(i) collect student and program data to assess, evaluate, and improve student learning and programs in family and consumer sciences using ~~appropriate~~ evidence-based criteria, standards, and processes;

(j) integrate leadership strategies ~~from Family, Career, and Community Leaders of America (FCCLA) or other sources~~ into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development; and

(k) facilitate ~~each student's~~ students' critical ~~thinking~~ literacy and problem solving in family and consumer sciences through varied instructional strategies and technologies by experiences modeling ~~and through~~ responsible management of resources in schools, communities, and the workplace~~.~~; and

(l) develop, implement, and demonstrate laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure both the safety of students and clients.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.515 INDUSTRIAL ~~TRADES AND TECHNOLOGY EDUCATION~~ TECHNICAL SCIENCES (1) The program requires that successful candidates:

(a) demonstrate knowledge of a curriculum and curriculum design consistent with current national and Montana standards, including:

(i) a mission statement with stated goals and objectives that reflect the intent of industrial trades and technology education programs, as guided by the national professional organizations;

(ii) an organized set of concepts, processes, and systems that are technological in nature; ~~and~~

(iii) content orientated toward industrial trades and technology education; and

(iv) classroom and laboratory instruction; experiential, project and work-based learning; and leadership and personal development;

(b) demonstrate knowledge/competency in applied science, technology, engineering, mathematics, and communication, including:

(i) knowledge about the development of technology, its effects on people, industry, the environment, and society;

(ii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;

(iii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts;

(iv) construction technology, which includes physical-related technology that uses resources to build structures or construct work on site;

(v) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods;

(vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; ~~and~~

(vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching; and

(viii) energy and engineering technology, including information related to engineering and robotics;

(1)(c) through (1)(j) remain the same.

(k) apply and use content knowledge from other disciplines to ~~solve~~ address individual and social problems ~~inclusive of gender equity and culturally sensitive opportunities~~;

(1)(l) remains the same.

(m) ~~demonstrate and apply safe laboratory skills including OSHA 10 requirements, with emphasis on the facilities, personal safety equipment, and environmental concerns~~ demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library media, and electronic technology, and maintain a safe environment, and create a culture of safety during classroom, laboratory, and supervised industrial technical experiences;

(n) demonstrate and apply ~~ethical~~ professional practice based on principles and philosophy of industrial trade and technology education and career technical

education (CTE) through civic engagement, advocacy, and active participation in professional development and professional growth activities;

(1)(o) remains the same.

(p) ~~demonstrate a knowledge of the value of building professional relationships with stakeholders to produce a relevant learning environment and provide benefits to the student and the community including development of career pathways and work-based learning experiences~~ demonstrate knowledge of experiential, project, and work-based learning by enhancing student learning through continuous experiential, project, and work-based learning experiences with community stakeholders;

(q) ~~articulate industrial trades and technology education to the school and the local community~~ demonstrate knowledge of program marketing by engaging key stakeholders through involvement, recognition, and the sharing of information about all components of the program;

(1)(r) through (s) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.516 JOURNALISM (1) through (1)(f) remain the same.

(g) demonstrate knowledge of and apply journalism ~~ethics~~ professional standards;

(1)(g) through (1)(m) remain the same.

(n) develop a plan and apply strategies on how to ~~organize staffs~~ recruit and develop a student journalism staff and demonstrate skills in leadership and group dynamics;

(1)(o) through (1)(q) remain the same.

(r) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; ~~and~~

(s) incorporate instruction in reading literacy and writing literacy in journalism as required by the Montana Content Standards, understanding that course organization needs to allow continuous student learning~~.~~; and

(t) design a variety of assessment tools that guide students in assessing their learning.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.517 LIBRARY MEDIA K-12 (1) The program requires that successful candidates:

(a) demonstrate the ability to collaboratively design, implement, and assess~~,~~ ~~and evaluate an~~ information literacy ~~program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum~~ efforts that engage diverse learners in critical thinking and inquiry processes;

(1)(b) through (1)(c) remain the same.

(i) ~~manage~~ curate library collections through evaluation, selection, acquisition, and organization of all formats of library materials;

(ii) collaborate with teachers and students ~~in the selection of reading materials in print and digital formats~~ to ensure that the collection meets the interest of all learners and is aligned to state standards; and

(iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana; and

~~(d) demonstrate knowledge of technical services and the policies and procedures that govern these services; and~~

~~(e)~~ model and facilitate the effective use of ~~current and emerging digital~~ information ~~tools to locate, analyze, evaluate, and efficiently and ethically use information to~~ and use varying instructional strategies and technologies to support research, learning, creating, and communicating in a digital society.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.518 MATHEMATICS (1) through (1)(b) remain the same.

(c) ~~demonstrate an appreciation for~~ promote mathematical rigor and inquiry;

(1)(d) remains the same.

(e) demonstrate understanding of the mathematical modeling process by interpreting, ~~and~~ analyzing, and explaining mathematical results and models in terms of their reasonableness and usefulness;

(1)(f) through (1)(j)(i) remains the same.

(ii) different perspectives on algebra including knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures ~~and results in abstract algebra,~~ and linear algebra;

(1)(j)(iii) through (1)(j)(vii)

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.521 READING SPECIALISTS K-12 (1) The program requires that successful candidates:

(a) ~~understand the~~ demonstrate knowledge of: ~~theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including:~~

(i) ~~understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components~~ the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, their correlation to Montana Content Standards, and the role of the reading/literacy specialist in schools;

(ii) ~~understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the~~

~~needs of individual learners~~ the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension) development throughout the grades and its relationship with other aspects of literacy; ~~and~~

(iii) ~~demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana~~ the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising and audience), and foundational skills (e.g., spelling sentence construction and word processing) and their relationships with other aspects of literacy;

(iv) demonstrate knowledge of theoretical conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, and visually representing) and its relationships with other aspects of literacy; and

(v) demonstrate knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;

(1)(b) through (1)(b)(ii) remain the same.

(iii) developing and implementing strategies to advocate for ~~equity~~ equality of opportunity;

(c) use ~~instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing~~ foundational knowledge to design literacy curricula to meet the unique needs of learners by:

(i) ~~utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum~~ designing, selecting, critiquing, adapting, and evaluating evidence-based literacy curricula that meet the needs of all learners;

(ii) ~~utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections, including the use of appropriate technology; and~~ designing, selecting, adapting, teaching, and evaluating evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent;

(iii) ~~utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;~~ selecting, adapting, teaching, and evaluating evidence-based, supplemental, and intervention approaches and programs while using instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and

(iv) demonstrating the ability to collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum;

(d) ~~use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction~~ understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student

literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders by:

(i) understanding ~~types of assessments and their purposes, strengths, and limitations~~ the purposes, attributes, formats, strengths/limitations (including, but not limited to, validity, reliability, inherent language and culture, and dialect), and influences of various types of tools in a comprehensive literacy and language assessment system and applying that knowledge when using assessment tools;

(ii) ~~selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data~~ collaborating with colleagues to administer, interpret, and use for decision making student assessment, instruction, intervention, and evaluation for individuals and groups of students; ~~and~~

(iii) ~~using assessment information to plan, evaluate, reflect on, and adjust instruction;~~ participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; and

(iv) using both written and oral communication, explaining assessment results, and advocating for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians;

(e) ~~create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments~~ meeting the developmental needs of all learners and collaborating with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrating digital technologies in appropriate, safe, and effective ways; and fostering a positive climate that supports a literacy-rich learning environment by:

(i) ~~designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction~~ in consultation with families and colleagues, meeting the developmental needs of all learners;

(ii) ~~designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and~~ collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;

(iii) ~~utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).~~ integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts; and

(iv) facilitating efforts to foster a positive climate that supports a literacy-rich learning environment; and

(f) demonstrating ability to work collaboratively with individuals and groups of colleagues; demonstrating their coaching skills; and advocating on behalf of, students and families by:

(i) designing and practicing in professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams,

academic department teams, and workshops) while using collaborative data collection, analysis, and decision-making processes.

(ii) using their knowledge of adult learning to support teacher inquire and reflectivity through coaching tools and processes (e.g., modeling, problem solving, observation feedback cycles, and coteaching) in their work with teachers; and

(iii) facilitating and working with teachers and other school leaders to advocate on behalf of students and families, for effective literacy programs, practices, and policies.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.522 SCIENCE (1) through (2)(a) remain the same.

(i) recent significant changes in the field, as reflected by Montana Content Science Standards, the science framework and their impact on the content knowledge necessary for teaching K-12 students;

(2)(a)(ii) through (2)(d) remain the same.

(e) practice ~~ethical~~ humane treatment of living organisms in the classroom; and

(f) conceptual understanding of ~~ethical and~~ human implications of such contemporary issues as the impact of technologies on earth systems; and

(2)(g) through (4)(b)

(c) conceptual understanding of living organisms, ~~ethical~~ humane laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;

(4)(d) through (7)(l) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.523 SOCIAL STUDIES (1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional content chosen from economics, geography, psychology, sociology, Native American studies, or anthropology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana ~~and national~~ standards.

(2) through (2)(a) remain the same.

(b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards for civic competence;

(2)(c) remains the same.

(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in

Montana, including an awareness and application of the Montana 7 Essential Understandings of Montana's Indian Education for All; ~~and~~

(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and range of abilities~~.~~; and

(f) plan and implement a variety of pedagogical practices that engage students and promote understanding of contemporary events.

(3) The economics endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:

(3)(a) through (3)(b) remain the same.

(c) the basic economic goals for society, through a fee market economy, including freedom of choice, personal financial literacy, ~~ethical~~ lawful action, efficiency, ~~equity~~ equality of opportunity, full employment, price stability, growth, and security;

(3)(d) through (3)(d)(iv) remain the same.

(v) the influence of political events on ~~the~~ national and international economic ~~order~~ conditions.

(4) The geography endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:

(4)(a) through (4)(c) remain the same.

(d) the use of maps and other tools of geographical investigation or presentation, including the use of emerging technology, to process and evaluate information from a spatial perspective.

(5) through (8)(d) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.524 COMMUNICATION (1) through (1)(c) remain the same.

(d) demonstrate understanding of diagnostic techniques, assessment, designing, and prescriptions applying formative and summative assessments for improving students' formal and informal communication skills and communicate with students providing appropriate and targeted feedback about their performance in ways that actively involve them in their own learning by encouraging them to analyze their own communication skills;

(e) design instruction that incorporates students' home and a variety of community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;

(1)(f) through (1)(g) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.526 TRAFFIC EDUCATION (1) through (1)(b) remain the same.

(c) demonstrate an understanding of the state requirements regarding vehicle usage ~~(i.e.,~~ including, but not limited to, required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, course completion certificates, and insuring~~)~~;

(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program ~~(i.e.,~~ including, but not limited to, approval and reimbursement forms~~)~~;

(1)(e) through (1)(h) remain the same.

(i) demonstrate an understanding of the consequences resulting from violations ~~(i.e.,~~ including, but not limited to, driving record, loss of driving privilege, higher insurance premiums, and license retesting~~)~~;

(1)(j) remains the same.

(k) demonstrate an understanding of the importance of positive attitudes toward safe driving ~~(i.e.,~~ including, but not limited to, mental, social, and physical tasks performed through a decision-making process~~)~~;

(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system ~~(i.e.,~~ including, but not limited to, pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways~~)~~;

(m) demonstrate an understanding of the responsibilities of contemporary vehicle ownership ~~(i.e.,~~ including, but not limited to, basic mechanical operation, maintenance, and insuring~~)~~;

(1)(n) remains the same.

(o) demonstrate an understanding of current traffic education issues ~~(i.e.,~~ including, but not limited to, parent involvement, zone control, reference points, distracted, drowsy, impaired, and aggressive driving, and graduated driver licensing~~)~~;

(1)(p) through (1)(q) remain the same.

(r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle ~~(i.e.,~~ including, but not limited to, controlled but varied situations and environments~~)~~;

(s) demonstrate knowledge, application, and evaluation of specific student competencies ~~(i.e.,~~ including, but not limited to, scanning, vehicle balance and control, roadway markings, maneuvers, intersections, and highways~~)~~;

(t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations ~~(i.e.,~~ including, but not limited to, Office of Public Instruction and American Driver and Traffic Safety Education Association~~)~~;

(u) design educational strategies for visual perceptual skill development ~~(i.e.,~~ including, but not limited to, scanning, zone control, limiting distractions, risk management, and defensive driving principles~~)~~;

(1)(v) through (1)(w) remain the same.

(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse and current legislation as they relate to use of the highway transportation system;

(1)(y) through (1)(ac) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.528 COMPUTER SCIENCE (1) through (1)(b)(iii) remain the same.

(iv) knowledge of ~~at least one of the programming languages, C++, Java, C#, or Ada, and one other~~ a current programming language and current programming language trends;

(1)(c) through (1)(g)(i)

(ii) the social~~, ethical,~~ and legal issues and impacts of computing and information systems;

(1)(g)(iii) remains the same.

(iv) and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, equitable access to technology resources~~, gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change~~; and

(1)(g)(v) through (1)(h)(e) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.531 EARLY CHILDHOOD EDUCATION (1) The program requires that successful candidates:

(a) identify, apply, and reflect on their knowledge of child development by:

(i) ~~demonstrate~~ demonstrating an understanding of ~~young children's~~ early childhood (birth-age 8) characteristics and needs ~~encompassing~~ across multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes, bilingual/multilingual development, and motivation to learn; and

(ii) understanding and valuing developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning for all children;

(b) base their practice on coherent early childhood theoretical perspectives, current understanding of the influence of theory and research about brain growth and development, executive function, motivation, ~~and~~ the importance of play, and dispositions toward learning on development;

(c) apply their understanding of the multiple influences on the contexts of young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;

(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; and

(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for

~~each child;~~ children, with full family engagement in establishing the most effective environment for their child.

(2) The program ensures that successful candidates identify, apply, and reflect on their knowledge of family and community partnerships by:

~~(f) know~~ (a) knowing about~~, understand,~~ and ~~value~~ valuing the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, ~~stresses, childhood trauma and adverse childhood experiences,~~ supports, and community resources;

~~(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and~~

~~(ii) demonstrate a knowledge of the implications of secondary trauma;~~

~~(g)~~ (b) collaborating with families as equal partners in creating ~~create~~ respectful, reciprocal relationships ~~with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten~~;

~~(h) promote and encourage~~ (c) promoting and encouraging family ~~involvement~~ engagement in all aspects of children's development and learning including assisting families to find curriculum and refer resources concerning parenting, mental health, health care, and financial assistance; and

~~(i)~~ (d) ~~demonstrate~~ demonstrating essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning~~, including identification of children's strengths and needs;~~.

(3) The program ensures that successful candidates identify, apply, and reflect on their knowledge of observation, documentation, and assessment by:

(a) understanding the importance of different types of developmentally appropriate assessments, including but not limited to observation, portfolio assessment, and work samples, as well as the importance of providing play-based experiences for children to demonstrate their skills and abilities;

(b) understanding the goals of assessment to summarize, analyze, and use assessment information gathered to:

(i) learn about the unique qualities of American Indians;

children's characteristics, including

(ii) document all children’s growth in all developmental domains and promote positive outcomes for each child

(iii) make data-driven decisions to guide curriculum planning and instruction; and

(iii) evaluate effective curriculum to maximize children’s development and learning; and

~~(j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to:~~

~~(i) learn about children's unique qualities;~~

~~(ii) guide instruction; and~~

~~(iii) evaluate effective curriculum to maximize children's development and learning;~~

~~(k) make ethical considerations when administering and interpreting assessments including:~~

(c) understanding assessments that have established reliability and validity that consider children's development, ability, culture, and language.

~~(i) an understanding of family context and involving families in the assessment process;~~

~~(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and~~

~~(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;~~

(4) The program ensures that successful candidates identify, apply, and reflect on their knowledge of teaching and engagement by:

(a) utilizing the environment, schedule, and routine as learning opportunities, including:

(i) designing learning centers and interest areas for indoor and outdoor spaces;

(ii) scheduling extended time for play; and

(iii) teaching through individual and small group contexts that personalize the learning for the child;

~~(l) create~~ (b) creating a caring community of learners that:

(i) supports positive relationships between educators, families, and children;

(ii) promotes the development of children's ~~social, emotional, and~~ friendship skills; and

(iii) assists children in the development of security, ~~self-regulation~~ self-discipline, responsibility, and problem solving;

~~(m) utilize~~ (c) utilizing a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as:

(i) incorporating play, project based and experiential learning as a core teaching practices;

(ii) integrating curricular areas;

(iii) scaffolding learning;

(iv) personalization of learning

(v) teaching through social interactions;

(vi) providing meaningful child choice;

(vii) implementing positive guidance strategies; and

(viii) making appropriate use of technology; and

~~(n)~~ (d) provide curriculum and learning experiences that reflect the principles of universal design for learning, the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana~~;~~.

~~(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor~~

~~learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;~~

(5) The program ensures that successful candidates identify, apply, and reflect on their knowledge of curriculum by:

~~(p)~~ (a) ~~design, implement, and evaluate~~ designing, implementing, and evaluating developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All; and

~~(q)~~ (b) ~~integrate and support~~ integrating and supporting in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by:

(i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement;

(ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;

(iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

(iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;

(v) demonstrating knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;

(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student

development and practice of skills that contribute to good health for all young children; and

(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students~~;~~.

~~(r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;~~

(6) The program ensures that successful candidates identify, apply, and reflect on their knowledge of professionalism by:

(a) identifying and involving oneself with the distinctive history, values, knowledge base, and mission of the early childhood field to become an informed advocate for all young children and their families.

~~(s) uphold and use~~ (b) upholding and using state ~~and national~~ codes of ~~ethical~~ conduct for the education of young children and other applicable regulations and guidelines ~~to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community~~;

~~(t) collaborate~~ (c) collaborating with multiple stakeholders, including:

(i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades;

(ii) families and interdisciplinary professionals to meet the developmental needs of each child; and

(iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;

~~(u) use~~ (d) using formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;

~~(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;~~

~~(w) engage in informed advocacy for young children and the early childhood profession; and~~

~~(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings:~~

~~(i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and~~

~~(ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.~~

(e) engaging in continuous, collaborative learning to inform practice; and

(f) developing and sustaining the habit of reflective and intentional practice in their daily work with young children.

(7) The program ensures successful completion of clinical and student teaching experiences that:

(i) are well-planned and sequenced in a variety of settings (i.e. state-licensed child care, Head Start, or community programs);

(ii) provide the opportunity to connect early childhood classroom experiences to home and community settings;

(iii) include experience in two different age groups (3-6 and 5-8); and

(iv) include a -Kindergarten through -3rd grade student teaching experience in a formal school setting.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.532 ELEMENTARY (1) through (1)(a) remain the same.

(b) demonstrate knowledge, understanding, and ~~use~~ application of ~~the~~ central concepts as outlined in Montana content standards~~, tools of inquiry, and structures of content for students across grades K-8~~ and engage students in meaningful learning experiences that ~~develop students' competence in subject matter and skills for various developmental levels~~ support students in meeting standards;

(c) demonstrate ~~knowledge and understanding of theory and research and~~ and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication; apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, ~~print and non-print texts, which are inclusive of~~ new literacies, and technology; include texts from and about American Indians and tribes in Montana; ~~and technology, and~~ plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement; be able to teach children how to read and recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition and the role of a heritage language in learning to listen, speak, read, and write in a new language;

(d) demonstrate knowledge, understanding, and ~~use~~ application of the fundamental concepts of physical science, life science, earth~~,~~ and space sciences, and engineering design to design and implement ~~age-appropriate~~ developmentally appropriate inquiry lessons based in the history and nature of science, including tribal ways of knowing and scientific contributions related to tribes in Montana, ~~to teach science,~~ to build student understanding for personal and social applications~~, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana~~;

(e) demonstrate knowledge, understanding, and ~~use~~ utilization/application of the major concepts and procedures that define number and operations in base ten, fractions, operations, algebraic thinking ~~algebra~~, geometry, measurement, data, ~~analysis and~~ ratios and proportional relationships, the number system, expressions and equations, statistics, data science, probability, and functions to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation~~, including~~ through culturally inclusive instruction, including tribal ways of knowing and lessons and examples relating to American Indians and tribes in Montana;

(f) demonstrate knowledge, understanding, and ~~use~~ application of the major concepts and modes of inquiry from the social studies, which include the integrated

study of history, civics and government, geography, and economics, including personal financial literacy, ~~and an understanding of the social sciences and other related areas~~ to promote elementary students' abilities to make informed decisions as citizens of an interdependent world that includes ~~a culturally diverse democratic society, including the cultural~~ diversity of American Indians and tribes in Montana~~, and interdependent world~~;

(g) demonstrate knowledge, understanding, and ~~use~~ application of the content, functions, and achievements of dance, music, theater, media arts, and ~~the~~ visual arts, including the art of American Indian artists and tribes in Montana, as ~~primary media for~~ an essential part of communication, inquiry, perspective, and engagement among elementary students~~, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana~~;

(h) demonstrate knowledge, understanding, and ~~use~~ application of the major concepts in ~~the subject matter of~~ health education to create opportunities for ~~student development~~ students to develop and practice ~~of~~ skills that contribute to good physical and mental health ~~for all elementary students~~;

(i) demonstrate knowledge, understanding, and ~~use~~ application of human movement and physical activity as central elements to foster students' active, healthy ~~life styles~~ habits in order to promote mental well-being and enhanced quality of life ~~for all elementary students~~;

(1)(j) remains the same.

(k) plan and implement instructional strategies based on knowledge of individual students, families, learning theory, content, connections across the curriculum, curricular goals, and community;

(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction ~~for learners of all cognitive abilities~~ to meet the needs of individual students;

(1)(m) remains the same;

(n) demonstrate knowledge and ~~understanding~~ application of ~~individual and group motivation and behavior and apply this knowledge and understanding~~ relationship building and developmentally-appropriate behavior responses to create learning communities that foster active engagement in learning, self-motivation, self-discipline, and positive, healthy interactions ~~interaction and to create supportive learning environments~~;

(o) ~~use~~ demonstrate knowledge and ~~understanding~~ application of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive ~~interaction~~ interactions among students and transparency with students' families; and

(p) demonstrate knowledge and understanding of formative and summative assessment ~~strategies and use this knowledge and understanding~~ to support data-driven decision making to monitor student growth ~~evaluate~~ and ensure the continuous intellectual~~, social-emotional,~~ and physical development of elementary students.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.533 MIDDLE GRADES (4-8) (1) remains the same.

(a) knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and apply this knowledge and understanding when making curricular decisions, planning and implementing instruction, and participating in ~~middle grades programs and practices~~ professional development activities;

(b) ~~knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs, and interests, and~~ apply ~~this~~ knowledge of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents;~~, including those whose language and cultures are different from their own;~~

~~(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies;~~

~~(ii) demonstrate a knowledge of the implications of secondary trauma;~~

(1)(c) through (2) remain the same.

(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking, and listening; reading and writing processes; literature, print, and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and effective technology integration; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking, critical analysis, and creative engagement for young adolescents;

(2)(b) through (2)(d) remain the same.

(e) knowledge, understanding, and use of the content, functions, and achievements of the performing arts ~~(dance, music, theater)~~ and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;

(f) knowledge, understanding, and use of health enhancement education to create opportunities for middle grades student development and practice of skills that contribute to good ~~physical, social, emotional, and behavioral~~ health for all young adolescents; and

(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy habits ~~life styles~~, including health nutrition and enhanced quality of life for all young adolescent students.

(3) through (4) remain unchanged.

(a) knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, ~~employing inclusive ideas and issues~~ that engage middle grades students' ideas, interests, concerns, and experiences;

(4)(b) through (4)(f) remain unchanged.

(g) knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous ~~intellectual, social-emotional, behavioral, and physical~~ development of middle grades students.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.604 ADVANCED PROGRAMS (1) ~~Advanced programs are offered at postbaccalaureate levels for~~ Advanced-level preparation is provided through programs at the graduate level leading to licensure, certification, or endorsement. Advanced-level programs are designed to develop P-12 teachers who have already completed initial licensure, currently licensed administrators, and other licensed school professionals for employment in P-12 districts. Advanced programs reviewed include the following:

(a) ~~the continuing education of teachers who have previously completed initial preparation~~ programs for the preparation of school counselors and school psychologists, if the program is not currently accredited through another national approved accreditor; or

(b) ~~the preparation of other school professionals~~ educational leadership programs leading to the preparation of principals, curriculum directors, supervisors, and superintendents.

(2) ~~Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include~~ Advanced-level programs not reviewed include the following:

(a) ~~teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement~~ any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 districts;

(b) ~~programs for teachers who are seeking a master's degree in the field in which they teach~~ any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); and

(c) ~~programs not tied to endorsement, such as programs in curriculum and instruction; and~~

~~(d) programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors~~ educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 districts.

History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2014 MAR p. 2936, Eff. 7/1/15.

10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE (1) The provider ensures that advanced program candidates:

(a) develop ~~a deep~~ understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices ~~flexibly~~ to advance the learning of all students toward attainment of college- and career-readiness standards specific to their discipline;

(b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline to effectively work with all P-12 students and their families;

(c) ~~use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline;~~ demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, by:

(i) utilizing data literacy;

(ii) using research and understanding of qualitative, quantitative, and mixed methods research methodologies;

(iii) employing data analysis and evidence to develop a supportive learning environment;

(iv) leading and participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; and

(v) supporting appropriate applications of technology for their field of specialization; and

(vi) applying laws, policies, and professional standards appropriate to their field of specialization;

(d) ~~apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies~~ have opportunities to learn and apply specialized content and discipline knowledge contained in approved state or national discipline-specific standards; and

(e) demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards~~; and~~.

~~(f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.~~

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE (1) The provider:

(a) ensures that effective partnerships and high-quality clinical practice are central to candidates' preparation ~~so that candidates~~ to develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development and appropriate for their professional specialty field;

(b) ~~ensures that partners co-construct~~ co-constructs mutually beneficial P-12 school and community arrangements~~, including technology-based collaborations,~~ for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation~~. Partnerships~~ by:

(i) ensuring partnerships for clinical preparation ~~can~~ follow a range of forms, participants, and functions~~. They establish~~;

(ii) establishing mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ~~ensure~~

(iii) ensuring that theory and practice are linked~~; maintain~~ by maintaining coherence across clinical and academic components of preparation; ~~and share~~

(iv) sharing accountability for advanced program candidate outcomes; and

(v) to the extent possible, providing opportunities for advanced candidates to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements among providers;

(c) ensures that partners co-select, prepare, evaluate, and support~~, and retain~~ high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development~~. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings~~; and

(d) works with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development. Clinical experiences~~, including technology-enhanced learning opportunities,~~ are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.605, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND ~~SELECTIVITY~~ SUPPORT (1) The provider:

(a) demonstrates that the quality of advanced program candidates ~~is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program~~ is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable;

(b) develops and implements plans and efforts to know and address local, state, regional, and national needs for hard to staff schools and shortage fields. The goals and evidence show progress toward a high-quality advanced candidate pool, which reflects the diversity of Montana's P-12 students ~~presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:~~

~~(i) admitted candidates reflect the diversity of Montana's P-12 students; and~~

~~(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields~~;

(c) sets admissions requirements, including ~~the CAEP~~ a minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, ~~providing~~ including data points that are reliable and valid predictors of advance candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence~~:~~

~~(i) data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and~~

~~(ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations~~;

(d) ~~establishes and~~ monitors ~~attributes and~~ dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program~~, and selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and~~ using valid and reliable measures;

(e) creates criteria for program progression and ~~monitors candidates' advancement~~ uses data to monitor advanced candidates from admissions through completion. ~~All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains.~~ The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider documents the need for candidate support, so advanced candidates meet milestones; and

(f) implements a system for effectively maintaining records of advanced candidate formal complains and resolution documentation.

(2) ~~Prior~~ Ensures that prior to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:

(a) ~~has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning~~ possesses academic competency to help facilitate learning with positive impacts on all P-12 student learning and development through application of content knowledge, data literacy and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought; and

(b) understands the expectations of ~~the profession, including codes of ethics,~~ professional standards of practice~~,~~ and relevant laws and policies.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.608 ADVANCED PROGRAM ~~IMPACT~~ SATISFACTION WITH PREPARATION (1) The provider:

~~(a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;~~

~~(b) documents advanced program completers' impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys;~~

~~(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;~~

~~(d)~~ (a) demonstrates, using ~~measures that result in~~ valid and reliable data that employers are satisfied with the advanced program completers' preparation for their ~~assigned~~ responsibilities ~~in~~ working with P-12 students and their families; and

~~(e)~~ (b) demonstrates, using ~~measures that result in~~ valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they ~~confront~~ encounter on the job, and that the preparation was effective.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:

(a) ~~maintains~~ develops a quality assurance system ~~comprised~~ that consists of valid and reliable data from multiple measures~~, including evidence of candidates' and completers' positive impact on P-12 student learning and development;~~ that documents the advanced program's operational effectiveness and supports continuous improvement that is sustained and evidence-based~~, and that evaluates the effectiveness of its completers; and~~. The provider uses the results of inquiry and data collection to establish priorities, enhance advanced program elements and capacity, and ~~test~~ highlight innovations ~~to improve completers' impact on P-12 student learning and development~~;

(b) ~~develops~~ implements and maintains a quality assurance system ~~which is~~ comprised of multiple measures~~,~~ that can monitor advanced program candidate progress~~, completer achievements,~~ and provider operational effectiveness. The provider documents the process of data entry and how data are reported and used in decision making to make advanced programmatic improvement;

(c) ensures that ~~its~~ the quality assurance system relies on ~~data that are~~ relevant, verifiable, representative, cumulative, and actionable measures ~~provides~~

~~specific guidance for improvement, and produces empirical evidence that~~ to ensure interpretations of data are valid and consistent;

(d) regularly and systematically assesses advanced program performance against its goals and relevant standards, ~~tracks~~ monitors results over time, tests innovations, ~~and the effects of selection criteria on subsequent progress and completion,~~ and uses results to improve program elements and processes;

(e) ensures that data from the quality assurance system ~~measures of advanced program completer impact on the P-12 learning environment, including available outcome data,~~ are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to advanced programs, resource allocation, and future direction; and

(f) assures that ~~appropriate~~ internal and external stakeholders, including, but not limited to, faculty, staff, candidates, completers, ~~alumni,~~ employers, practitioners, and school and community partners~~, and others defined by the provider,~~ are ~~involved~~ engaged in advanced program design, evaluation, and continuous innovative improvement processes~~, and identification of models of excellence~~.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.610 SCHOOL COUNSELING K-12 (1) through (1)(d) remain the same.

~~(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana;~~

~~(f)~~ (e) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;

~~(g)~~ (f) demonstrate competence in elementary, middle, and high school counseling in:

(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives;

(ii) appraising and interpreting interviews, observations, and formal assessments ~~(e.g.~~ including, but not limited to, aptitude, interest, achievement, and personality tests~~)~~ and other assessments relevant to K-12 education;

(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness~~, equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement~~;

(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group contexts such as personal/social counseling, parent conferences, teaching ~~guidance~~ curriculum lessons using lesson planning and

classroom management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;

(1)(g)(v) through (1)(g)(vi) remain the same but are renumbered (1)(f)(v) through (1)(f)(vi).

(vii) managing school counseling programs by using accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data ~~(e.g.,~~ including, but not limited to, standardized test scores, grades, retention, and placement) that advocate for students and programs;

(viii) demonstrating new knowledge and skills, and refining existing skills through professional renewal ~~(e.g.,~~ including, but not limited to, self-reflection, continuing education, and professional development~~)~~;

(1)(g)(ix) through (1)(g)(xii) but are renumbered (1)(f)(ix) through (1)(f)(xii).

(h) demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning~~, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA)~~; and

(i) demonstrate knowledge of ~~the ASCA~~ national standards ~~for student development~~ related to mindsets and behaviors for student success (academic, career, and personal/social developmental domains) and demonstrate competence integrating ~~the~~ these national standards throughout the school counseling program.

(2) through (2)(c) remain the same.

(d) an internship of 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include ~~delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation)~~ designing and implementing developmentally appropriate classroom lessons, individual student planning (assisting students in the development of educational, career, and personal plans), responsive services (groups, individual counseling, and crisis response), indirect student services (referrals, consultation, and collaboration), and program planning and school support;

(2)(e) through (2)(g) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS (1) through (1)(a)(iv) remain the same.

(b) promote the development of the full educational potential and well-being of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:

(1)(b)(i) through (1)(b)(v) remain the same.

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential and well-being of each person with the use of data and time management and:

(1)(c)(i) through (1)(c)(iii) remain the same.

(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential and well-being of each person and:

(1)(d)(i) through (1)(d)(iii) remain the same.

(e) act with integrity, fairness, and respectfulness ~~in an ethical manner~~ in order to develop the full educational potential and well-being of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and professionalism ~~ethics and:~~

~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~

~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~

~~(iii) safeguard the values of democracy, equity, and diversity; and~~

~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling~~;

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential and well-being of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and

(1)(g) remains the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.706 SUPERINTENDENTS (1) The successful candidate completes the requirements of ARM 10.58.705 and the following requirements. The program requires that successful candidates:

(a) ~~facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and:~~

~~(i)~~ collaboratively develop, implement, and promote a commitment to a shared district vision and mission integrated throughout the school system by strategic planning, aligning districtwide curriculum, and facilitating policy-making processes;

~~(ii)~~ (b) promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing and adjusting plans to achieve goals; and

~~(iii)~~ (c) demonstrate skill in working with school boards;

~~(b)~~ (d) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth ~~and:~~

~~(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards~~;

~~(ii)~~ (e) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders;

~~(iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;~~

~~(iv)~~ (f) develop districtwide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; ~~and~~

~~(v)~~ (g) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;

~~(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and:~~

~~(i)~~ (h) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;

~~(ii)~~ (i) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory;

~~(iii)~~ (j) advocate, promote, and protect the ~~social, emotional, and physical~~ safety of students and staff;

~~(iv)~~ (k) demonstrate knowledge of information systems;

~~(v)~~ (l) demonstrate knowledge of student transportation laws and best practices; and

~~(vi)~~ (m) demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;

~~(d)~~ (2) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential and well-being of each person and:

~~(i)~~ (a) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners; and

~~(ii)~~ (b) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; ~~and~~

~~(iii) collect and analyze data and information pertinent to the educational environment~~;

~~(e)~~ (3) act with integrity, fairness, and respectfulness ~~in an ethical manner~~ in order to develop the full educational potential and well-being of each person through our public schools; ~~and:~~

~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~

~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~

~~(iii) safeguard the values of democracy, equity, and diversity;~~

~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and~~

~~(v)~~ (4) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA);

~~(f)~~ (5) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential and well-being of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and

~~(g)~~ (6) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.707 SCHOOL PSYCHOLOGISTS (1) through (1)(b) remain the same.

(i) applying data-based decision making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs~~,~~; developing effective interventions, services, and programs~~,~~; and measuring progress and outcomes within a multi-tiered system of supports;

(ii) using a problem-solving framework as the basis for all professional activities;

(iii) collecting data systematically from multiple sources as a foundation for decision making at the individual, group, and systems levels, and considering ecological factors (including, but not limited, to classroom, family, and community characteristics) as a context for assessment and intervention;

~~(ii)~~ (iv) applying varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;

~~(iii)~~ (v) applying effective interventions and instructional support to develop academic skills through a thorough understanding of biological, cultural, and social

influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies;

~~(iv)~~ (vi) applying interventions and mental and behavioral health services to develop social and life skills to promote ~~social-emotional~~ understanding of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies;

~~(v)~~ (vii) understanding individual differences, abilities, disabilities, and other individual student characteristics, principles, and research related to diversity factors for children, families, and schools, factors related to culture, including American Indians and tribes in Montana, context, and individual and role difference; ~~and~~ evidence-based strategies and adaptive skills to enhance services and address potential influences related to diversity in development, ~~and~~ learning, and behavioral health;

~~(vi)~~ (viii) applying evidence-based schoolwide practices, implementation science, systems' structures, ~~and systems~~ organization and theory, policy development, and climate to promote learning, positive behavior, and mental health;

~~(vii)~~ (ix) applying principles and research related well-being, ~~to~~ resilience, and risk factors in learning and mental and behavioral health, supporting services in schools and communities, multi-tiered prevention, and evidence-based strategies to create and maintain safe, effective, and supportive learning environments for students and school staff ~~for effective crisis response~~;

~~(viii)~~ (x) applying principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools;

(xi) applying evidence-based strategies to enhance services in both general and special education and to address potential influences by providing professional services that promote effective functioning for individuals, families, and schools;

~~(ix)~~ (xii) applying research, design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings;

~~(x)~~ (xiii) applying the history and foundations of school psychology; multiple service models and methods; ~~ethical, legal, and~~ professional standards; and other factors related to professional identity and effective practice as school psychologists ~~legal, ethical, and professional practice~~; and

~~(xi)~~ (xiv) integrating information technology into school psychologist practice and utilizing varies techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and system levels.~~;~~

~~(d) demonstrate knowledge and understanding of orientation to the educational process, assessment for intervention, direct intervention, and indirect intervention.~~

(2) The provider shall ensure candidates complete supervised and sequenced practica experience that:

(a) ~~practica experiences~~ are distinct from and occur prior to the internship;

(b) ~~practica~~ occur at scheduled time(s), are of sufficient length, and are in settings appropriate and relevant to the specific training program objectives ~~of the program~~ and student competency development;

(c) ~~there is~~ have a direct and obvious relationship between practica experiences, ~~and~~ the objectives for which the practica are intended, and is a collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies;

(d) ~~practica experiences~~ occur under conditions of supervision appropriate to the specific training objectives of the program;

(e) ~~practica experiences are provided~~ provide appropriate recognition through the awarding of academic credit;

(f) ~~practica experiences~~ occur with university involvement appropriate to the specific training objectives of the program and has program oversight to ensure appropriate placement, diverse activities to address national practice model and program objectives, adequate supervision, and collaboration between the practicum site and practicum site supervisors;

(g) ~~the quality of practica experiences~~ is systematically evaluated in a manner consistent with the specific training objectives of the program and uses performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and competencies; and

(h) ~~practica experiences~~ are conducted in accordance with current ~~legal-ethical~~ standards for the profession~~;~~.

~~(i) candidates demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and~~

~~(j) candidates demonstrate knowledge of available school and community resources.~~

(3) through (3)(a)(ix) remain the same.

(x) is conducted in a manner consistent with the current ~~legal-ethical~~ standards of the profession; ~~and~~

(3)(a)(xi) remains the same.

(xii) is a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities;

(xiii) addresses all national domains of practice;

(xiv) has a written agreement that specifies the term of appointment terms of compensation;

(xv) supports services for the intern commensurate as to what is provided the agency's school psychologist;

(xvi) provides access to continuing educational activities;

(xvii) has appropriately and regularly scheduled supervision; and

(xviii) is provided appropriate recognition through the awarding of academic credit; and

~~(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;~~

~~(c)~~ (b) accept an internship placement that provides appropriate support for the internship experience including:

(i) a written agreement specifying the period of appointment and any terms of compensation;

(ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;

(iii) provision for participation in continuing professional development activities;

(iv) release time for internship supervision; and

(v) a commitment to the internship as a diversified training experience.

(4) The provider ensures that ~~school psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality.~~ school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (including, but not limited to, products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program. The provider ensures that school psychology graduate programs ~~shall~~:

(a) establish and maintain an accountability program ~~to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers~~ that employ a variety of methods to assess the candidate knowledge, skills, and professional work characteristics consistent with the national practice model, including results on licensing exams, course-embedded methods, practicum and capabilities of school psychology candidates intern evaluations, and performance-based products that include assessment of the impact that interns and graduates have on of services to children, youth, families, and other consumers;

(b) incorporate different sources of process and performance information (~~e.g.,~~ including, but not limited to, instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program. The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and program faculty. The assessment is expected to focus on specific competencies and professional work characteristics and be based on observations or other evaluation methods. The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica;

(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for

candidate retention and progression in the program. ~~The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability)~~ The internship outcomes include formative and summative performance-based evaluations completed by faculty and field-based supervisors that are systematic, address the academic and professional competencies, and ensure that interns attain the competencies, as well as and demonstrate the professional work characteristics, needed for effective practice as early career, independent school psychologist;

(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth~~;~~ where the candidate must:

(i) demonstrate evidence of the ability to provide and evaluate the impact of direct and indirect intervention-based services for children and youth, families, and schools; and

(ii) provide evidence of services in the form of two performance-based products, one of which can be completed during practica and one product must have a primary focus on academic/cognitive skills and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products;

(e) systematic procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations) are used, as appropriate, to evaluate and improve the program;

~~(e) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program ;~~

(f) is comprehensive, sequential, and experiential, and it fosters the number of development credit hours acquired candidates' professional identity as school psychologists, as reflected in the following:

(i) clear identification as a "school psychology program" and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain;

(ii) an integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and are consistent across candidates;

(iii) full-time, part-time, or alternative types of enrollment that provide multiple and systematic opportunities through courses, seminars, coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession;

(iv) multiple instructional delivery methods including, but not limited to, online, face to face, or hybrid may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular

courses and field experiences not open exclusively to graduate students in a systematic manner;

(v) use of a systematic process to no more than one-third to ensure that candidates demonstrate the student's knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across national domains of school psychology practice; and direct, measurable effects on children and youth, families, schools, and other consumers; and

(vi) use of data from multiple measures, including performance-based evaluation regarding candidates and program; graduates (including, but not limited to, employment, licensure/certification, satisfaction) to improve the quality of the program;

~~(f)~~ (g) exclude credit requirements for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission; and

~~(g)~~ (h) include a full-time continuous residency or an alternate planned experience for all students and programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.

(5) The provider ensures that specialist-level programs follow the standards described by ~~NASP~~ a national accrediting entity, and:

(5)(a) through (5)(c) remain the same.

(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours, including a minimum of 600 hours in a school setting.

(6) The provider ensures that doctoral programs follow the standards described by ~~NASP~~ a national accrediting entity. Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards. The provider ensures that:

(6)(a) through (6)(b) remain the same.

(c) the program includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours, including a minimum of 600 hours in a school setting, as part of doctoral program or prior specialist degree, or 600 hours of advanced practicum experience.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

REASON:

5. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59635; telephone (406) 444-0300; or e-mail bpe@mt.gov, and must be received no later than 5:00 p.m., September 2, 2022

6. McCall Flynn, Executive Director, Board of Public Education has been designated to preside over and conduct this hearing.

7. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in paragraph 6 above or may be made by completing a request form at any rules hearing held by the Board of Public Education.

8. An electronic copy of this proposal notice is available through the Secretary of State's web site at http://sos.mt.gov/ARM/Register. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

9. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

10. With regard to the requirements of 2-4-111, MCA, the Board of Public Education has determined that the adoption, amendment, and repeal of the above-referenced rules will not significantly and directly impact small businesses.

/s/ McCall Flynn	/s/ Tammy Lacey
McCall Flynn	Tammy Lacey
Rule Reviewer	Chair
	Board of Public Education

Certified to the Secretary of State July 26, 2022.

ACTION

❖ EXECUTIVE COMMITTEE – (Items 14-19)

Tammy Lacey

ITEM 14

ACTION – CSPAC AUTHORITY

Tammy Lacey

INFORMATION

ITEM 15

FINANCIAL LITERACY PRESENTATION

Mike Paffhausen, State Farm
Dr. Carly Urban, Associate Professer of Economics, MSU
Jody Sandru, Teacher
Carl Shaw, Student

ACTION

ITEM 16

ACTION ON SEAL OF BILITERACY RECOMMENDATION

McCall Flynn

Montana Seal of Biliteracy Advisory Committee

Recommendations to the Board of Public Education

July 14-15, 2022

Introduction and Summary

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

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

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

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

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

- Clarify the Purpose(s) and Rationale
- Determine the Level of Pathway Awards to be granted
- Define the Criteria for Granting the Awards
- Develop Outreach Strategies and an Application Process

- Design the Award and the Process for Award Presentation
- Advocacy: Seek Endorsements! Spread the Word

Background

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

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

Montana Focus

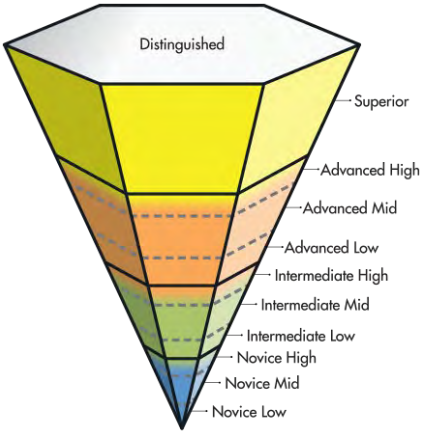
The first Committee meeting resulted in the need for further information on the current roles that languages play in Montana. Knowing that we would look to other states for guidance in the implementation process, the Committee first worked to establish what makes Montana unique and emphasized the importance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

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

Explaining Language Proficiency

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

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



ACTFL

Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

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

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

Understanding Proficiency
https://www.languagetesting.com/lti-information/understanding-proficiency
Proficiency refers to the ability to perform an action or function. It refers to one's ability to use language for real-world purposes to accomplish real-world linguistic tasks across a wide range of topics and settings. ACTFL Proficiency Tests reflect and measure the candidate's ability to carry out these real-world tasks.

Differing from an achievement test, which measures knowledge of specific information (what a person knows), a proficiency test targets what an individual can do with what he or she knows. For example, in a driver's test, an achievement test would represent the paper and pencil questions on the written examination, while a proficiency test determines how well the person can drive the car. The language proficiency test is an evaluation of how well a person can use language to communicate in real life.

ACTFL proficiency tests compare a person's unrehearsed ability against a set of language descriptors. These guidelines categorize proficiency along a continuum from the very top of the scale (full professional proficiency) to the very bottom (little or no functional ability). Each of the ten levels of proficiency outlined in these guidelines define language abilities in terms of tasks, text type, accuracy, and content areas. A rating on the proficiency scale does not consider how many semesters or years someone has been learning a language, what textbooks or other materials they have used, or even a speaker's knowledge of grammar, rather is solely based on the speaker's demonstrated ability to use language to accomplish real-life tasks. Achievement tests, in contrast, typically focus on what an individual has learned based on the specific content or subject matter of what has been taught and tend to be limited in scope to a specific textbook or curriculum.

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

Research

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

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

Purpose and Rationale

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

Purpose Statement
The Montana Seal of Biliteracy will honor and serve in efforts to revitalize Montana's native languages, recognize the rich cultural and linguistic assets of our heritage language speakers, and support all students seeking recognition of proficiency in a world language. The Montana Seal of Biliteracy will recognize bilingualism and cultural competence as personal and community assets and serve as a catalyst for students who speak languages other than English to sustain and

advance their linguistic skills and connect with their cultural heritage through their language. In addition, the Montana Seal of Biliteracy will encourage global citizenship for our students acquiring proficiency and cultural competence in a world language.

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

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

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

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

Pathways to the Montana Seal of Biliteracy

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

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

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

School-based language education programs should be standards and proficiency based. Time dedicated to the development of bilingualism and biliteracy will vary by program model. Districts are encouraged to innovate and expand access to languages through facilitated language study, online courses, and partnerships with community-based education programs.

A district's language-learning pathways will depend on a number of factors, including but not limited to staff capacity, resources, student demographics, and community interest. In the progress of designing a framework for language learning, districts should reflect upon these overarching questions:

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

Pathway Awards

5th Grade Pathway Award

The following criteria must be met to be eligible for this pathway award:

- Recommendation from an educator or engaged community member.
- Portfolio of language materials to map progress.
- Writing samples in both English and other languages that reflect on the importance of bilingualism.
- Community engagement component that shows the student is learning about people in the community who speak other languages and their connection to those languages.

8th Grade Pathway Award

The following criteria must be met to be eligible for this pathway award:

- Recommendation from an educator or engaged community member.
- Portfolio of language materials to map progress.
- Writing samples in both English and other languages that reflect on the importance of bilingualism.

- Electronic interviews and conversation samples to go along with written components.
- Community engagement component that shows the student is learning about people in the community who speak other languages and their connection to those languages.

**We understand that not all students will have access to language speakers or the ability to interact with their community. Online or digital opportunities should be considered. For languages that do not have an emphasis on written language, plan to show understanding and incorporation of additional aspects of heritages and cultures such as dance, ceremony, storytelling, sign language, film narration, etc.*

Determining Award Levels and Criteria for Granting the Awards

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

Award Levels

- Gold - Intermediate Mid
- Platinum - Advanced Low

Criteria for Granting the Awards

* *Additional testing options for attaining the Platinum Award (Advanced Low) in English*

Assessment Options	Languages	Score / Proficiency Level
Native Languages of Montana		Montana tribes will mirror the Class 7 Licensure process and set their own proficiency measures and criteria for the awarding of the Montana Seal of Biliteracy.
*** STAMP 4S**	Arabic, English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Chinese (Mandarin), Polish, Portuguese (Brazilian), Russian, Spanish, Swahili, Yoruba Upcoming: ASL, Latin, Kurdish, Cape Verdean and Ukrainian	IM: 5 AL: 7
STAMP WS	Less-Commonly Taught/Tested Languages	IM: 5 AL: 7
*** APPLL (ACTFL Assessment of Performance toward Proficiency in Languages)**	Arabic, Chinese (Mandarin), English, French, German, Italian, Japanese, Korean, Portuguese (European), Spanish	IM: I-4 AL: A-1
ACTFL OPI (interview) & WPT (writing tasks)	Less-Commonly Taught/Tested Languages	IM: 14 AL: A-1

ACTFL ALIRA	Latin	IM: 1-2 AL: A-1
Advanced Placement Exam (AP / College Board)	Chinese (Mandarin), French, German, Italian, Japanese, Latin, Spanish, English	IM: 3 AL: 5
*** International Baccalaureate (IB)**	French, Spanish, English	IM: 4 AL: 6
SLPI	National Technical Institute for the Deaf (SLPI),	IM: Intermediate Plus AL: Advanced Plus
ASLPI	Gallaudet University (ASLPI)	IM: Level 3 AL: Level 4
*** WIDA ACCESS for ELLs**	English	IM: Completion of English graduation requirements as set forth by the Montana Board of Public Education AL: 4.7
*** ACT (ELA Composite Score)**	English	AL: 20

Application for the Montana Seal of Biliteracy

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

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

Award Design and Presentation

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

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

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

- Disseminating of Information
- Testing
- Awarding
- Record Keeping

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

Conclusion

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

INFORMATION

ITEM 17

ANNUAL SPECIAL EDUCATION REPORT

Jessie Counts

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: July 14-15, 2022

Presentation	SPECIAL EDUCATION REPORT
Presenter	Jessie Counts, JP Williams
Position Title	Student Support Services Senior Manager, Director of Student Support Services
Overview	Special Education Annual Report
Requested Decision(s)	Informational
Related Issue(s)	None
Recommendation(s)	None

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

SPECIAL EDUCATION REPORT TO THE BOARD OF PUBLIC EDUCATION

June 2022

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Introduction

The Special Education Unit at the Office of Public Instruction (OPI) provides support to families, school districts, and other agencies to ensure effective education services are provided to Montana's children in the areas of early learning, high-ability/high-achieving students, and special education. These activities are in support of the superintendent's focus on HOPE (through a whole child approach), TEACH (by supporting teacher and educational leaders), LEARN (to improve academic achievement), and READY (to have students who are ready for community, college and careers).

To accomplish this, the department organizes the work into 3 areas which include: School Improvement, Continuing Education and Technical Assistance, and IDEA Part B Program management. Multiple workgroups are used within the department to accomplish the work along with strong collaborative relationships with other departments across the OPI and stakeholders outside the OPI. The Superintendent holds a high standard for collaboration and partnerships to support all Montana students. The Special Education staff have a strong presence in the public forum with interrelationships between agencies, associations, councils, and advisory panels with special education staff serving in advisory and liaison roles and participating in cross department and agency work.

This report includes a detailed description of activities of the special education department during the 2021-2022 school year. Please note that the data included demonstrates that Montana special education programs and OPI support are a success as evidenced by 1) the minimal number of corrective actions and complaints filed each year, 2) the number of special education students served each year aligns with the national average, and 3) the robust professional learning and technical assistance provided to school districts. One area that the special education department will continue to focus on in the coming year is the continuous improvement of the differentiated results-based monitoring system. This system will allow the individual needs of districts to be addressed while maintaining a focus on student achievement.

Special Education Activities and Data for 2021-2022 School Year

By accepting Individuals with Disabilities Education Act (IDEA) funds, the OPI assumes the responsibility of providing general supervision (§300.149) for the appropriate implementation of IDEA in Montana. The activities involved in general supervision include integrated monitoring activities, targeted technical assistance and professional development, fiscal management of special education dollars, effective dispute resolution processes and supports, and data collection and reporting.

The OPI has in place policies and procedures to ensure effective implementation of the IDEA regulations and the Administrative Rules of Montana (ARMs) governing special education (ARM 10.16). When any misalignment with the requirements of the IDEA or AMRs are identified, the OPI ensures correction. The OPI has the IDEA required General Supervision system and focuses on working with school districts to improve outcomes for students through a collaborative model. Throughout this report references to the IDEA and Montana Codes are included to demonstrate alignment.

The activities of the special education staff support an increased focus on student outcomes while still ensuring IDEA alignment. One example of this focus on outcomes is seen in the IDEA State Systemic Improvement Plan (SSIP) that is a part of the IDEA Annual Performance Report (APR). Montana's SSIP has a long-term goal of increasing the school completion rate for American Indian students with disabilities and there is a strong alignment between the SSIP and Every Student Succeeds Act (ESSA) state plan. The APR document is available on the OPI website for the interested reader.

Examples of the increased collaboration between the special education staff and other OPI program staff includes special education staff participation in the American Indian Achievement Task Force and comprehensive school support teams. Special education staff have worked closely to align the requirements of IDEA district reports with the Continuous School Improvement Plan (CSIP); worked with the staff from Coordinated School Health on school climate activities, student wellbeing; worked with Content Standards and Instruction to improve instruction, align professional development opportunities messaging, and support the Teacher Learning Hub; worked with Assessment to improve equitable access of students with disabilities to statewide assessments; and worked with Measurement and Accountability to improve data quality and ease data reporting burdens.

School Improvement

Under the requirements of the IDEA §300.149, the OPI must ensure each child with a disability is identified and provided with a Free Appropriate Public Education (FAPE). The OPI's monitoring activities is a primary requirement (§300.600) to meet the General Supervision requirements. The monitoring system has evolved, and continues to be refined, to use a model described as Differentiated Monitoring. This model allows the state to leverage the current monitoring system and state and district data to improve results and outcomes for students with disabilities while maintaining IDEA alignment.

By using a differentiated monitoring approach, the OPI is able to use the process to not only meet the monitoring requirements in IDEA but also individualize the technical assistance and professional learning for districts to address their individual needs. All school districts in the state are monitored on a five-year cycle, but the type of monitoring activities and the level of support provided to each district are determined from a wide range of district data available such as, graduation and dropout rates, student achievement, disciplinary removals, setting of special education services, assessment participation rates, and identification rates. These are compared to state rates for special and general education populations. Informally, staff and administrator turnover and access to services are considered while supporting districts.

Prior to the file reviews, technical assistance is provided to district staff to support maintaining alignment with the requirements of the IDEA regulations and Montana rules, and to address any concerns the district has identified. This work begins during the year prior to the formal monitoring process. When an instance of misalignment is identified, OPI staff works with the school district to make corrections and develop procedures that will lead to continued system improvements. In addition, on-site and phone consultation are provided for district staff to assist in developing and improving effective programs for children with disabilities.

Corrective actions are issued when a non-compliance has been identified and the district did not make the correction within the required timeline. The number of corrective action plans (CAP's) are reported to OSEP in the Annual Performance Report (APR). However, the OPI staff continues to work with the district, as required, to make the corrections even after the CAP has been issued. All CAPs must be resolved within one year of the initial monitoring.

Table 1.1 Monitoring Data

School Year	# Districts Monitored	# Districts Monitored with No SPED Students	# of Files Reviewed	# of Corrective Action Plans issued	Percentage of Corrective Actions Possible
2021-2022	107	12	366	Not yet available	Not yet available
2020-2021	102	3	579	18	0.034%
2019-2020	96	7	650	25	0.046%
2018-2019	69	5	629	20	0.038%

Table 1.1 includes data from the 2018-2019, 2019-2020, 2020-2021, 2021-2022 school years. In the 2021-2022 school year 366 files were reviewed. The decrease in files reviewed was due to process changes – rather than reviewing 2 files per case manager, the monitoring team only reviewed one per case manager. Corrective action plans were issued less than 1% (0.034%) of items reviewed in the 2020-2021 school year.

Continuing Education and Technical Assistance

The Continuing Education and Technical Assistance unit operates programs funded with IDEA discretionary grant monies (§300.704(b)(4)(i)) to support the professional development, personnel preparation, and technical assistance activities required in the IDEA as well as the competitive State Personnel Development Grant (SPDG) Montana has received. These programs include:

Comprehensive System of Personnel Development (CSPD)

The CSPD is a unified personnel development system that ensures quality educational programs and services for all children and youth. Montana CSPD is organized through a statewide council and five regional councils. Efforts to align personnel development delivered to schools identified both in ESSA and Special Education APR continues to be made. One alignment activity that has occurred the last three years is updating the spring report provided to regional CSPD coordinators and chairs showing the

performance of districts within their region on the APR and ESSA indicators. This system has been in place and the special education unit, in collaboration with the Teacher and Learning department and regional CSPD coordinators and councils, have begun to review the system looking for areas of improvement. Work that was begun in 2018-19 and continued is the deep dive into the current structures and alignment with state requirements (ARM 10.16.3135). A cross walk was completed that guided the activities for the 2020-2021 school year. During the 2021-2022 school year, professional development was delivered both in-person and virtually. This past spring, the OPI developed a searchable tool to share out CSPD Current Professional Learning Opportunities statewide in one central location.

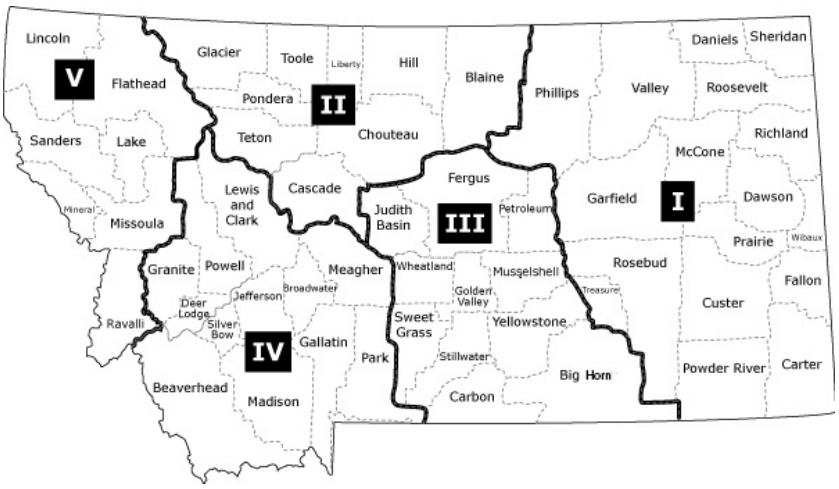


Table 1.2 CSPD Training Data

2021-2022	Region I	Region II	Region III	Region IV	Region V	State total
# of PL Opportunities	23	0*	34	26	24	107
# of Attendees	548	0*	650	774	384	2356
2020-2021	**Region I**	**Region II**	**Region III**	**Region IV**	**Region V**	**State total**
# of PL Opportunities	17	7	36	17	20	97
# of Attendees	303	236	955	442	291	2227
# Cancelled/Rescheduled Due to COVID	0	0	0	0	0	0
2019-2020	**Region I**	**Region II**	**Region III**	**Region IV**	**Region V**	**State total**
# of PL Opportunities	25	15	26	17	9	109
# of Attendees	529	546	611	530	189	2415
# Cancelled/Rescheduled Due to COVID	2	1	9	2	0	14

Table 1.2 shows the number of professional learning opportunities that occurred during the 2019-2020, 2020-2021, and 2021-22 school years in each region aligned with the number of total attendees. *Region 2 has a new director and has scheduled multiple events for the remainder of the budget period through the summer of 2022.

State Personnel Development Grant (SPDG)

The OPI completed the no cost extension year and final reporting in November 2021 for the 2015 SPDG. This grant supported the implementation of Multi-Tiered System of Supports (MTSS) in schools across the state. MTSS work is integrated into multiple areas of work the OPI supports to include ESSA, mental health, whole child supports, school climate, and literacy.

In September of 2020, Montana applied for and received a new 5-year State Personnel Development grant to expand district-level problem solving and systemic implementation of MTSS. The purpose of the new grant is to provide training and support to districts in building the capacity to implement a systems-level problem-solving approach at the district, school, classroom, and individual student level within the multi-tiered systems (MTSS) framework to facilitate the adoption of evidence-based academic and behavioral practices. Training will be available through a zoned implementation approach that corresponds with the regional CSPD zones. The first year of the new grant began on November 1, 2020. The focus for the past year has been on developing training materials for district and school teams, training MTSS Systems coaches, and supporting Cohort 1 with three school districts from CSPD region 1. We also accepted seven school districts into Cohort 2 from CSPD regions 2 & 3 and have begun initial grant onboarding with coaching support. CSPD regions 4 & 5 will begin in the 2023-2024 school year. Materials and trainings that were developed throughout the 2021-2022 have been made available on a MTSS training site that will eventually be available to all schools and districts in Montana.

Montana Autism Education Project (MAEP)

Educating students with autism requires specific skills and knowledge beyond what is acquired through teacher preservice programs. The goals of the OPI Montana Autism Education Project are:

- to increase district-level knowledge of how to educate students with autism through in-person training, interactive video training, on-site technical assistance and peer-to-peer collaboration; and
- to develop inter-agency collaboration between the OPI, school districts, Part C Agency providers, Department of Public Health and Human Services, the Montana Empowerment Center, and Institutes of Higher Education

The OPI Montana Autism Education Project (MAEP) provides public schools with free autism and/or behavior consultations for students who are qualified under the IDEA. OPI part-time consultants include Board Certified Behavior Analysts, Speech-Language Pathologists and experienced educators.

Chart 1.1 MAEP Consultation Data

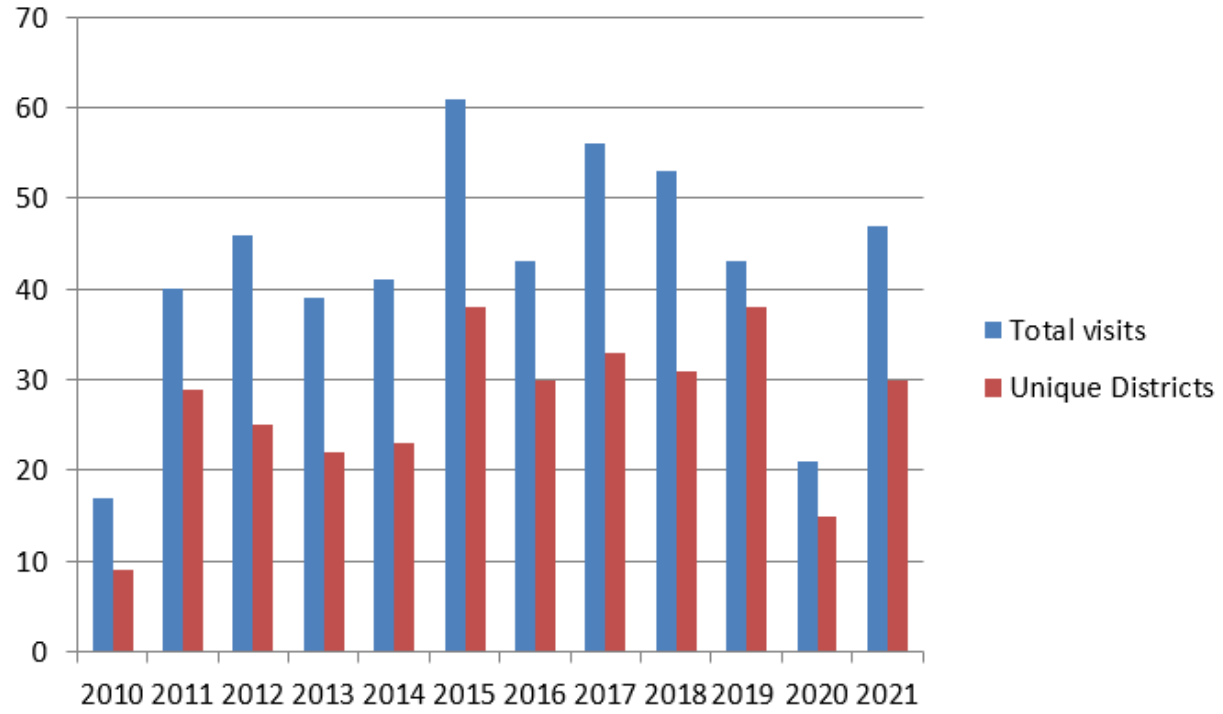


Chart 1.1 shows the total number of consultations visits completed each school year since 2010 and the number of different districts those visits happened in. In the 2021-2022 school year, 15 virtual and 32 on-site consultations were provided to 30 school districts statewide. Students to whom consultations were provided included students with autism, cognitive delay, emotional disturbance, learning

disabilities, other health impairment, speech-language impairment, traumatic brain injury and visual impairment.

The OPI MAEP provides in-person trainings statewide to all school staff, including general education teachers, paraeducators and administrators. The trainings are provided by MAEP staff and through contracts with Montana education professionals as well as national-level trainers in specific areas/curriculums (communication, behavior, educating students with autism).

The OPI MAEP has continued to provide trainings both virtually and in-person, with over 1400 educators attending 59 trainings and receiving over 6,000 hours of training. Training topics included: identifying students with autism, assistive technology, behavior management, brain differences in autism, executive functioning, life skills, self-advocacy, teaching communication to students who do not use verbal language and teaching social skills to all students.

These trainings were attended by educators from 125 Montana school districts and special education cooperatives. MAEP trainings had an average score of 4.7/5 on the post-training evaluation question of, "Would you suggest this training to others?" More information about the MAEP trainings can be found on the MAEP blog.

School-Based Mental Health

In collaboration with the Coordinated School Health Unit of the OPI and the Children's Mental Health Bureau at the Department of Public Health and Human Services (DPHHS) the Special Education unit works to address the mental health needs of Montana's children. Integrated work using the MTSS framework to provide professional development and supports promoting positive school climate and participation in the Whole Child Skill Development Competencies work group and MSWAC work group have been the primary focus in the 2020-2021 and 2021-2022 school year. You can find the compilation of much of this work on the OPI School Mental Health website.

Montana Higher Education Consortium

With the assistance of the Center for Technical Assistance for Excellence in Special Education (TAESE) at the Utah State University, the OPI continues to work with representatives of all Montana teacher preparation programs to improve pre-service instruction. The focus of the Consortium is to create a mechanism to foster greater involvement of the Institutes of Higher Education (IHEs) in important educational initiatives to ensure there is consistency between the message of the OPI and the IHEs regarding future teachers on important educational initiatives that impact all students.

The Higher Education Consortium met twice in person during the 2021-2022, in October and April. Topics in the fall included guided discussions/presentations on Gifted and Talented, MTSS, the Montana Autism Project, and Efforts to Expand Opportunities for Native Educators. The spring meeting included proficiency-based learning, review of teacher preparation program standards, and a presentation from MACIE on Indian Education for All and available resources.

IDEA Part B Program

The IDEA Part B Program Management unit oversees the application, allocation and distribution of approximately $80 million of state and federal special education funds, ensures the accountability for the use of those funds and oversees all related IDEA grant reporting and requirements. This unit also oversees the distribution of IDEA discretionary funds to support programs that are a specific need area in Montana as identified in the Annual Performance Report.

Each year the OPI distributes federal and state special education funds to Montana school districts (see figure 2.1). The program manager reviews and approves the applications for the IDEA funds, determines what expenditures are allowable, and works with other OPI staff to set the special education rates for state appropriations.

District eligibility for funds is determined through approved special education narrative of what and how services will be delivered and through meeting state and federal fiscal effort maintenance requirements.

Data and Accountability

Special education staff oversee the collection, analysis and reporting of all special education data required for federal (§300.601) and state reporting purposes. The staff provides technical assistance and support to local district staff in the management of student data related to special education. Please refer to Appendix A for an info graphic of the activities and reporting requirements that occur annually.

Recruitment and Retention

School districts and special education cooperatives have been struggling for many years to recruit and retain qualified professionals to services students with disabilities. The OPI continues to collaborate and partner with stakeholders across the state to actively address this need. Below is a description of the current activities and partnerships OPI is supporting around recruitment and retention of special education staff.

Traineeships – In partnership with the University of Montana and Montana State University-Billings, the OPI provides support for professional training programs for special education teachers, speech-language pathologists, and school psychologists. In the fall of 2023, the OPI will add a traineeship for occupational therapists. These traineeships help defray the costs of training for special education teacher, speech language pathologist (SLP), and school psychologist candidates. Additional fiscal supports to state university school psychology and speech pathology programs provide a structure for supervision of students as they complete their training. Students who participate in these programs agree to work in Montana schools for a minimum of two years after licensure.

As of May 2022 approximately $189,045 of federal IDEA funds are used to support the Special Education Teacher Endorsement program and students in that program. During the 2021-2022 academic year there were 32 students enrolled in the program. Beginning in the fall of 2022, an increase of $10,955 will be added to the Special Education Teacher Endorsement program for a total $200,000. This will allow for three more students to participate in this program.

Montana Recruitment Project –The Montana Recruitment Project is an activity of Montana Council of Administrators of Special Education (MCASE) that is actively supported by the special education department at the OPI. The purpose and goal of this project is to assist school districts and special education cooperatives to locate special education personnel who are highly qualified in the areas of expertise necessary. This project is fiscally supported by MCASE, participation fees, and OPI IDEA funds. A recruitment project annual report developed, reviewed with the committee and MCASE members, and posted on the MCASE website outlines progress on previous years goal, current year goals, and a summary of project activities.

Early Assistance Program for Special Education (300.704 (b)(3))

The Early Assistance Program (EAP) at the Montana Office of Public Instruction (OPI) provides technical assistance to help parents, adult students, guardians, school district staff, advocates and other members of the special education community understand the requirements of the Individuals with Disabilities Education Act (IDEA) and implementing Montana laws.

The EAP also provides informal dispute resolution for special education issues relating to a student's free and appropriate public education or any violation of Part B of the IDEA or implementing Montana laws. Parents and school districts may call the EAP and ask for assistance in resolving these special education concerns. Our philosophy is to resolve special education disagreements amicably with the lowest level of third-party involvement as possible, thereby preventing costly legal entanglements. Given the opportunity to discuss the issues at hand in a less formidable and confrontational venue, both parents and schools can reach agreement while remaining student focused and without undermining the relationships necessary to ensure the smooth delivery of special education services to students with disabilities.

In addition to the EAP, there are several other dispute resolution options available under the IDEA, including: Individualized Education Program (IEP) facilitation, mediation, state complaints, due process hearings, and expedited due process hearings.

The EAP is a voluntary and impartial process and does not provide legal advice to parents or school districts.

Table1.3 2021-2022 Dispute Resolution Data

Facilitations Requested	State Complaints	Mediations	Due Process Hearings	Expedited Due Process Hearings
11	6	0	0	0

Table 1.3 shows dispute resolution data for the 2021-2022 school year (from August 1, 2021, through June 1, 2022). In addition to the EAP's informal dispute resolution and technical assistance, the Dispute Resolution Office received the following:

- 11 facilitation requests (9 facilitated IEP meetings, 2 requests in process); and
- 6 state complaints (3 final reports issued, 1 dismissed, 2 complaints in process)

Students Served

Special Education Child Count and Student Enrollment

Under the IDEA, students with disabilities are eligible to receive special education and related services until age 21, unless the state has in place a law that limits the age of attendance. The Individuals with Disabilities Education Act (IDEA) provides that "A free appropriate public education [FAPE] must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended and expelled from school…" [See 34 CFR 300.101(a)]. However, the IDEA limits the obligation to make FAPE available when application to children aged 3, 4, 5, 18, 19, 20 or 21 would be inconsistent with State law or practice. [see 34 CFR 300.102(a)(1)].

Montana law provides that the trustees of a school board shall assign and admit a child to a school in the district when the child is: (a) 5 years of age or older on or before September 10 of the year in which the child is to enroll but is not yet 19 years of age. [see Montana Code Annotated (MCA) 20-5-101]. Therefore, in accordance with 34 CFR 300.102(a)(1) generally in Montana, a FAPE is available for students aged 3 through 18 [see Administrative Rule of Montana (ARM) 10.16.3122(1)], unless an LEA provides services to students age 19, 20 or 21, then students of the same age with disabilities must be provided a FAPE. [ARM) 10.16.3122 (3)].

Montana law does allow school districts to permissively admit students younger than 5 or older than 19: "[t]he trustees may at their discretion assign and admit a child to a school in the district who is under 5 years of age or an adult who is 19 years of age or older if there are exceptional circumstances that merit waiving the age provision of this section." [emphasis added, (MCA) 20-5-101(3)].

Additionally, "[t]he board of trustees of a school district or a state-operated adult health care facility providing special education services to its residents may provide or establish and maintain a special education program for a child with a disability who is 2 years of age or under or who is 19 years of age or older and under 22 years of age." [MCA 20-7-411(4)(a)]. Establishing such a program does not obligate a school district or state-operated adult healthcare facility to offer regular educational programs to a similar age group unless specifically provided by law. [MCA 20-7-411(4)(b)]. Several Montana school districts do provide services to students beyond age 19. As of the October 2021child count, there were 19 districts (including the Dept of Corrections – Adult) providing services to 38 students ages 19 through 21.

Public schools must make special education and related services available to all students who are eligible beginning at age three and continuing until the student is determined to be no longer eligible. Eligibility as a student with a disability is a two-part test. To be eligible a student must 1) meet the criteria for one, or more, of the 13 disability categories and 2) demonstrate a need for special education and related services. Students who are eligible for special education receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services such

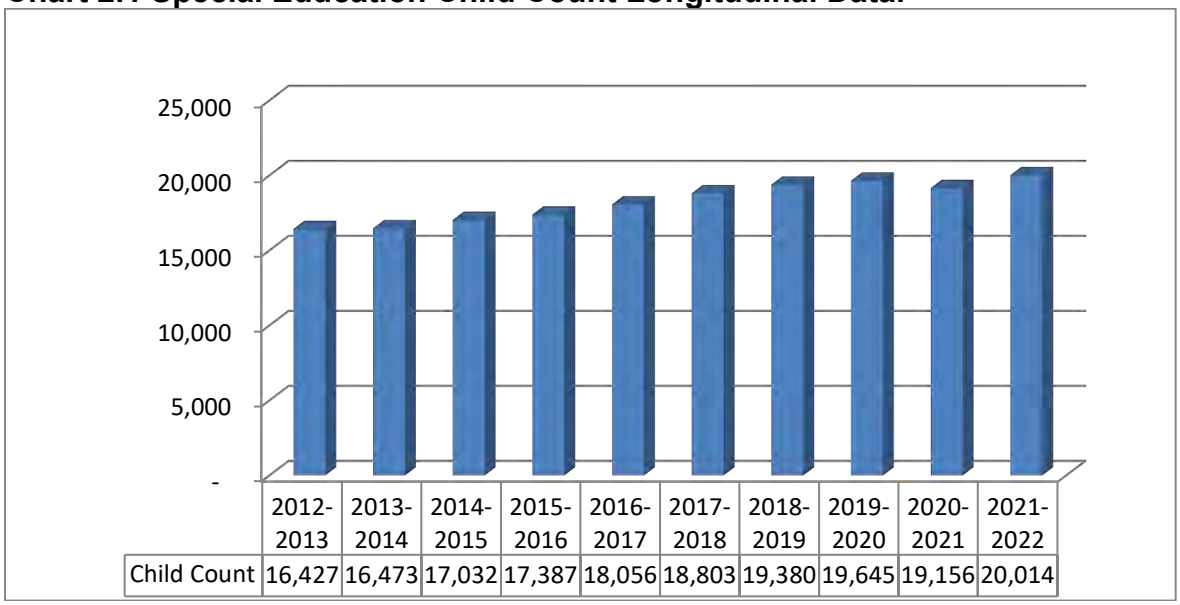
as speech-language therapy, interpreting services, occupational therapy, and physical therapy. The student's Individualized Education Program (IEP) team determines the type and amount of services that each student receives. Students exit special education by returning to regular education, graduating, or reaching the maximum age of attendance.

Students with disabilities that have been parentally placed in a private school, including home-schooled children, are eligible to receive special education and related services, although they are not entitled to a Free Appropriate Public Education (FAPE). The amount and type of services available to private school students are different than for public school students. The determination of the types of services made available to private school students is based on discussions between the local school district and the private school officials. The amount of services available is limited to the funding available under the Individuals with Disabilities Education Act (IDEA) proportionate share calculation.

The Special Education Child Count is conducted on the first Monday of October each year. This is a count of students with disabilities who have a valid IEP and are receiving special education services on that date. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI, and students who are in private or home schools and are receiving special education services from a public school under a Services Plan.

Chart 2.1 below shows the Child Count Trend data from the 2012-2013 school year to present.

Chart 2.1 Special Education Child Count Longitudinal Data.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Child Count	16,427	16,473	17,032	17,387	18,056	18,803	19,380	19,645	19,156	20,014

The data in Chart 2.1 show an upward trend in the overall Child Count numbers for Montana. Student enrollment for all students shows the same type of trend. Charts 2.2

and 2.3 below show the trend data for student enrollment and for the identification rates for students with disabilities.

Chart 2.2 Student Enrollment Data Grades Pre-Kindergarten through 12

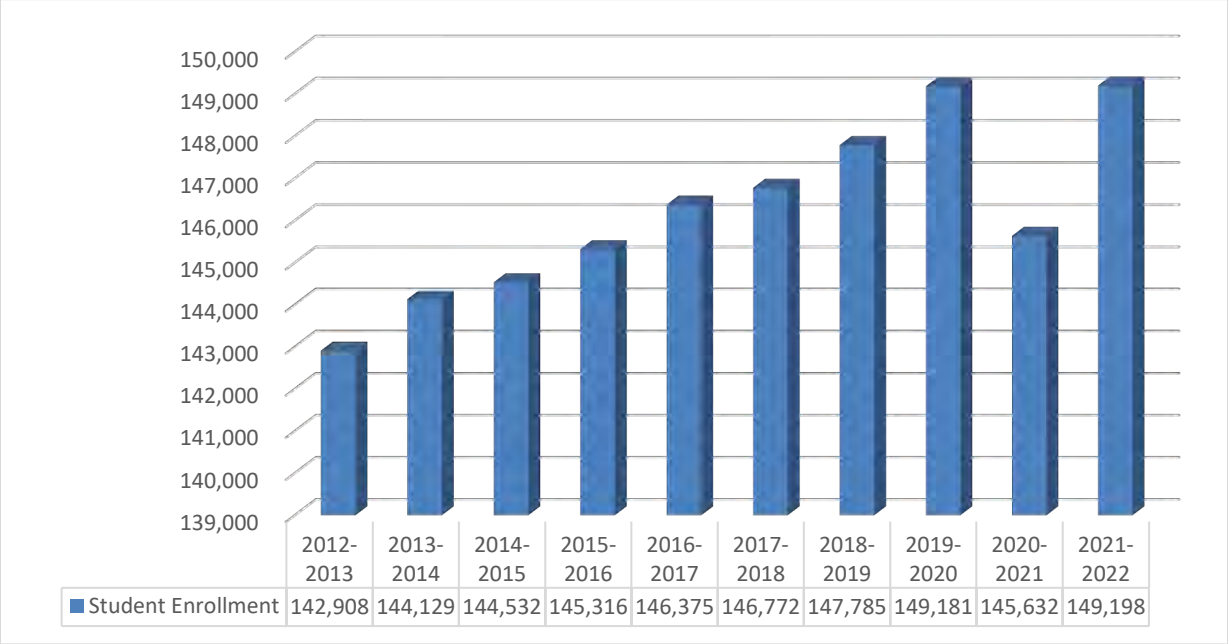
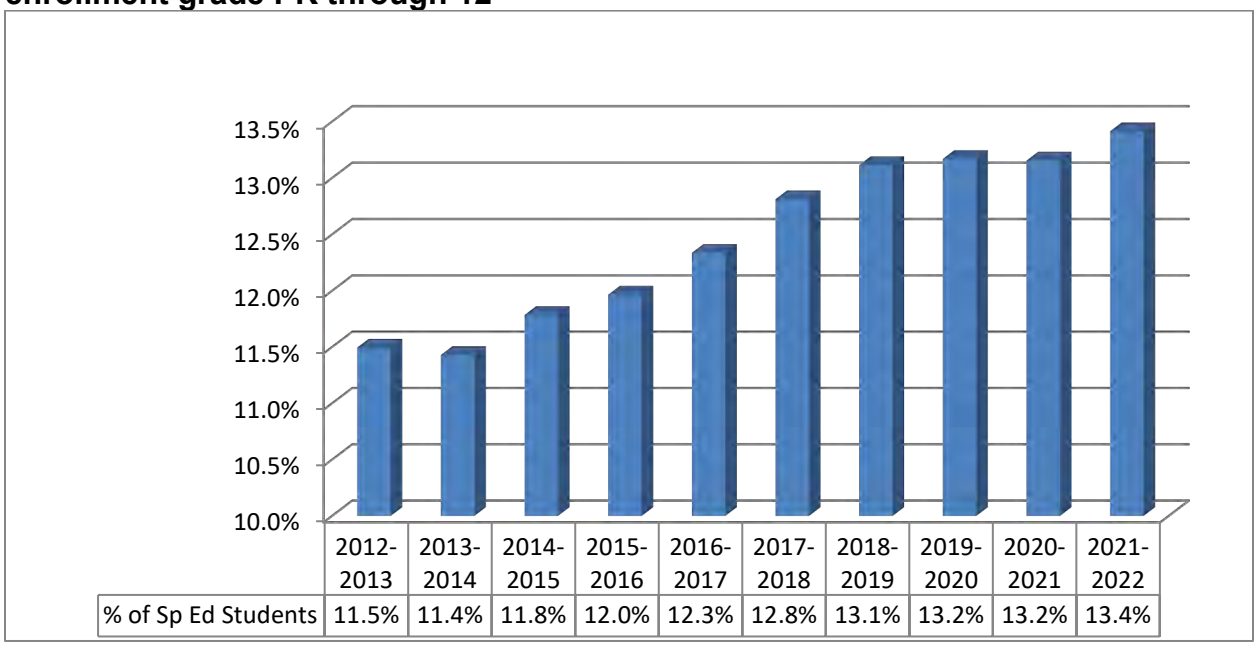


Chart 2.3 Special Education students aged 3-21 as a percentage of student enrollment grade PK through 12



The number of students with disabilities who are eligible for special education and related services in Montana had grown at a faster pace than the total enrollment. This resulted in an increase in the proportion of students identified as students with disabilities. The

identification rate of 13.4 percent puts Montana right at the national average for all IDEA programs.

Student Identification by Disability

Table 2.1 Child Count Disability Percentage Trend Data

	SFY 2016	SFY 2017	SFY 2018	SFY 2019	SFY 2020	SFY 2021	SFY 2022
Autism (AU)	4.37%	4.66%	5.15%	5.23%	5.58%	5.67%	5.70%
Cognitive Delay (CD)	3.33%	3.18%	3.10%	2.99%	2.95%	2.87%	2.69%
Deaf-Blindness (DB)	0.04%	0.04%	0.03%	0.03%	0.03%	0.04%	0.03%
Developmental Delay (DD)	3.96%	3.92%	3.78%	4.07%	4.27%	6.51%	8.14%
Deaf (DE)	0.10%	0.09%	0.09%	0.10%	0.08%	0.06%	0.06%
Emotional Disturbance (ED)	4.38%	4.53%	4.52%	4.57%	4.62%	4.47%	4.08%
Hearing Impairment (HI)	0.34%	0.32%	0.37%	0.31%	0.32%	0.34%	0.30%
Learning Disability (LD)	29.69%	29.47%	29.97%	30.20%	30.14%	29.61%	29.72%
Multiple Disabilities (MD)	20.35%	20.32%	20.16%	20.56%	21.21%	21.03%	21.13%
Other Health Impairment (OHI)	12.02%	12.18%	12.13%	11.99%	11.57%	11.23%	10.66%
Orthopedic Impairment (OI)	0.28%	0.19%	0.23%	0.24%	0.21%	0.20%	0.19%
Speech-Language Impairment (SLI)	20.61%	20.51%	19.89%	19.13%	18.45%	17.39%	16.81%
Traumatic Brain Injury (TBI)	0.23%	0.24%	0.27%	0.28%	0.27%	0.29%	0.23%
Visual Impairment (VI)	0.30%	0.34%	0.31%	0.31%	0.30%	0.29%	0.24%

Chart 2.4 Disabilities by Percentage of Total SFY2022 Child Count

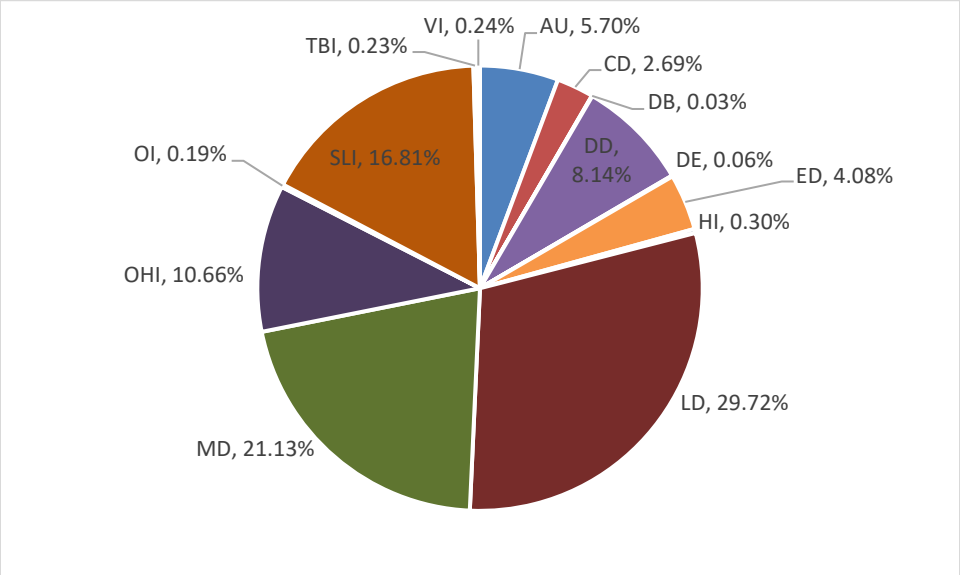


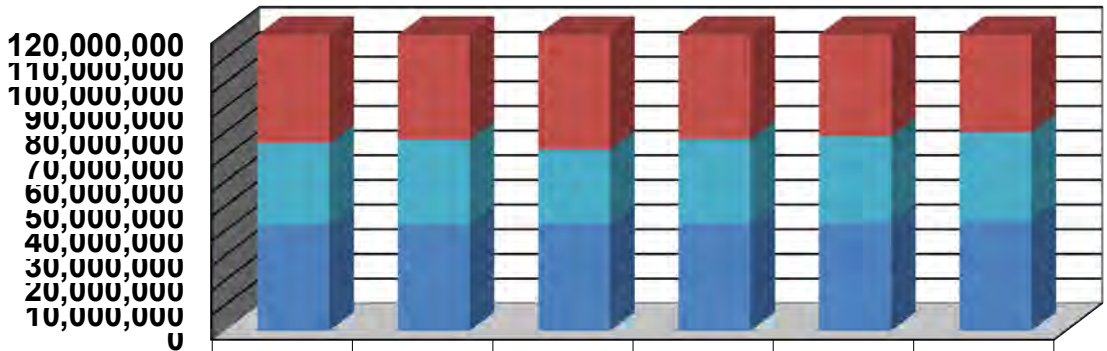
Table 2.1 shows that the proportions have remained relatively stable over the last several years. The data in Chart 2.4 shows the relative proportions of the SFY2022 Child Count made up by students with various disabilities.

Funding

There are three main funding streams for school districts to use in meeting the costs of providing special education and related services to students with disabilities in Montana, Local, state and federal funds. The expenditure of these funds is reported to the OPI using the Trustees' Financial Summary (TFS) report each year in September. The data from those reports are used to provide the summary information below and to ensure compliance with the fiscal regulations of the IDEA. Current year expenditure totals are not currently available and will be reported by the districts in September.

Charts 3.1 and 3.2 below show the amounts and relative percentages of the special education expenditures which come from each funding source.

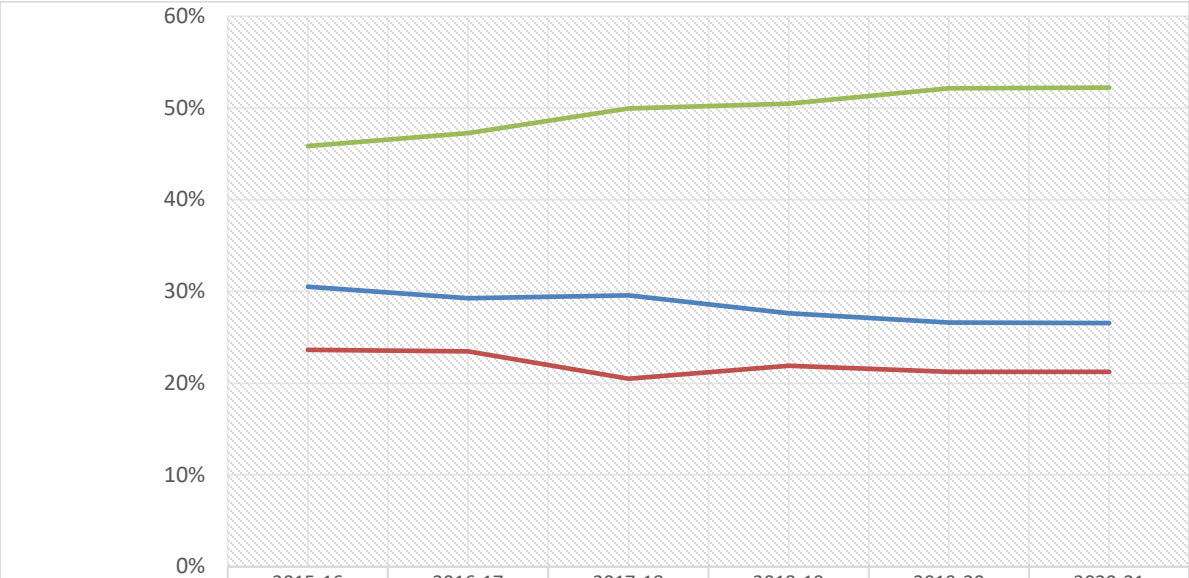
Chart 3.1 Amounts Expended for Special Education by School Year.



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Local $$	64,370,858	69,463,212	73,360,526	79,148,688	86,043,025	87,959,968
Federal $$	33,181,846	34,478,825	30,091,638	34,361,488	35,066,247	35,752,653
State $$	42,843,038	42,988,700	43,414,378	43,323,203	43,880,839	44,725,939

Chart 3.1 shows the amounts, in dollars, which were expended in each of the last seven years to cover the costs of providing special education and related services to Montana students with disabilities. The total expenditures for special education during the 2020-2021 school year (State Fiscal Year 2021) was approximately $168.4 million. This chart shows an increase of almost $3.45 million in total expenditures between SFY 2020 and SFY 2021. The amount of local funds used to pay for special education and related services has increased steadily over time.

Chart 3.2 Percentages of State, Federal, and Local Funds Used for Special Education.



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
State Share	30.52%	29.26%	29.56%	27.62%	26.60%	26.55%
Federal Share	23.63%	23.47%	20.49%	21.91%	21.25%	21.23%
Local Share	45.85%	47.28%	49.95%	50.47%	52.15%	52.22%

Chart 3.2 shows the relative percentages of the total expenditures that come from each source.

Federal Funding Under IDEA

Each year, Montana receives an award of funds from the U.S. Department of Education (ED) under the IDEA Part B (Section 611) and Preschool (Section 619). For the 2021-2022 school year Montana received a total IDEA allocation of $43,031,152. Of this amount, $5,010,415 was set aside for administrative purposes and $38,020,737 will be distributed to local school districts. The IDEA funds are allocated by school district and distributed to districts and special education cooperatives through the electronic grants management system (EGrants). School districts that are members of a cooperative or consortium submit a joint application to the OPI and the funds are then distributed to the cooperative/consortium.

Montana was awarded IDEA American Rescue Plan (ARP) Part B (Section 611) and Preschool (619) funds to be used during the 2021-2022 and 2022-2023 school year. Montana received a total of $8.6 million for Part B and $641,420 for Preschool. 100% of these funds were flowed through to the school districts. The funds were allocated through the same means as the annual IDEA funds.

State Special Education Funding

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment and expenditures. Seventy percent of the appropriation is distributed through the instructional and related services block grants, which are based on enrollment. Twenty-five percent of the funds are distributed through reimbursement for disproportionate costs, which is based on expenditures, and the remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. Chart 3.3 shows the breakout of state funding by percentage.

Chart 3.3 Percentage of State Special Education Funding by Category.

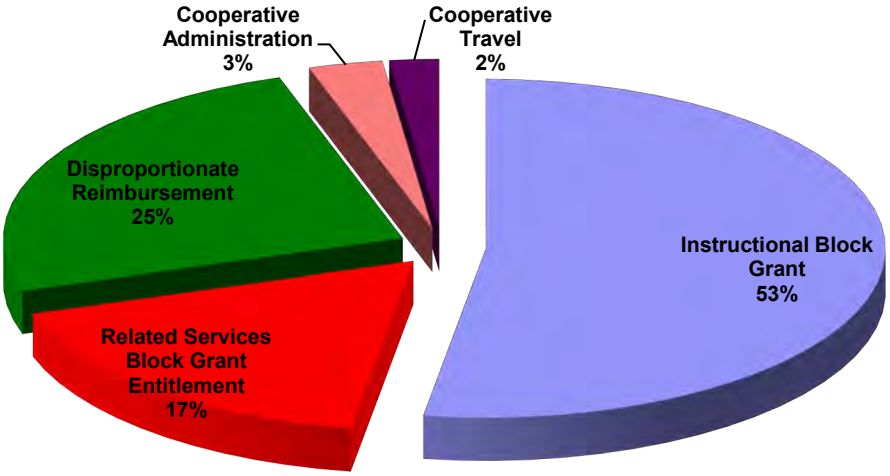


Table 3.1 below shows the state entitlements for the 2021-2022 school year in each funding category.

Table 3.1 State Entitlement for 2021-2022 School Year

Instructional Block Grant	$23,467.725
Related Services Block Grant Entitlement	$7,822.062
Disproportionate Reimbursement	$11,175.720
Cooperative Administration	$1,341,086
Cooperative Travel	$894,058
Total	$44,700,651

State Funding Trend Data

Chart 3.4 Instructional and Related Services Block Grant per Student Allocation

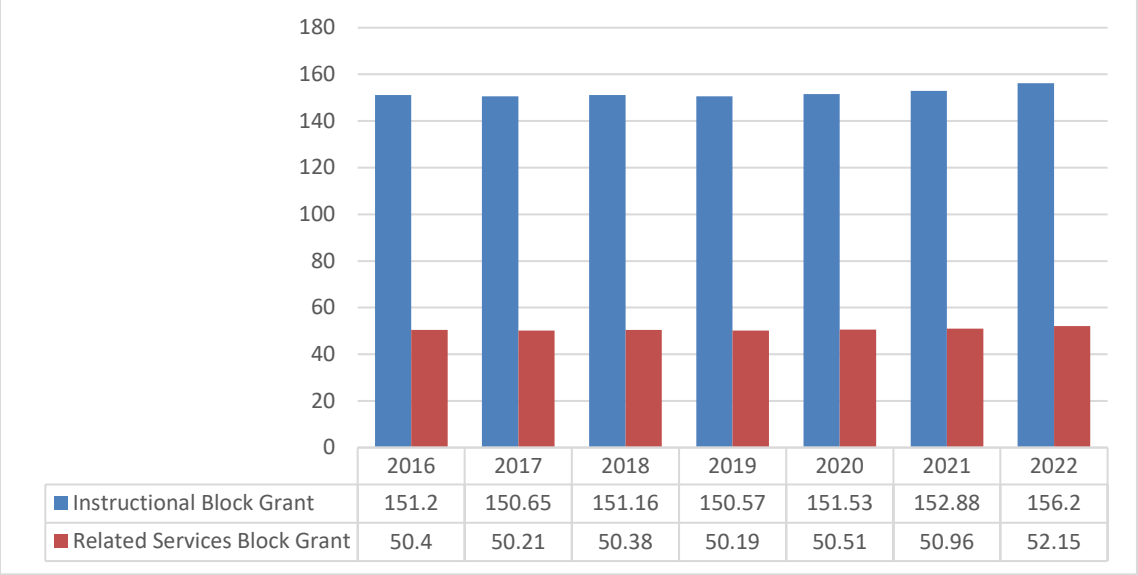


Chart 3.4 shows the Instructional Block Grant and Related Services Block Grant rates from state fiscal year 2016 to 2022. These rates are adjusted annually based on the amount of the legislative appropriation and the enrollment figures for the previous year. A small amount of the allocation is set-aside each year to allow for adjustments as enrollments change.

Reimbursement of Disproportionate Costs

The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs is set at 25 percent of the total appropriation for special education costs as set by the allowable cost payment for special education (ARM 20-9-321). Changes in the amounts distributed are a function of changes in the state appropriation.

Chart 3.5 shows the total dollar amount distributed for disproportionate cost reimbursements by year and Chart 3.6 shows the number of school districts receiving those reimbursements.

Chart 3.5 Total Amounts for Disproportionate Cost Reimbursement by Year

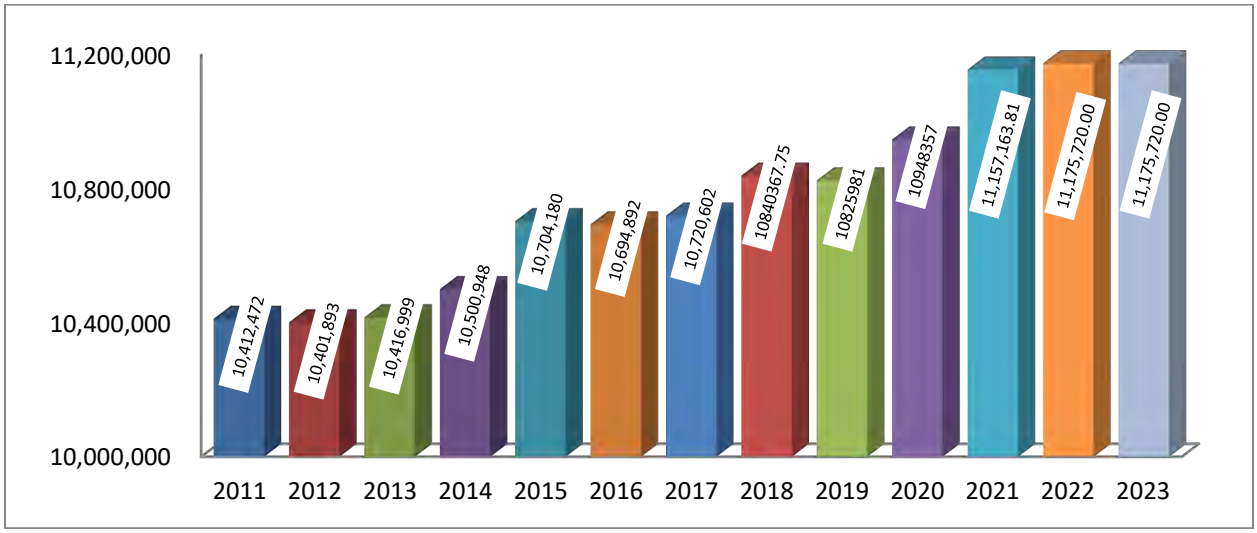
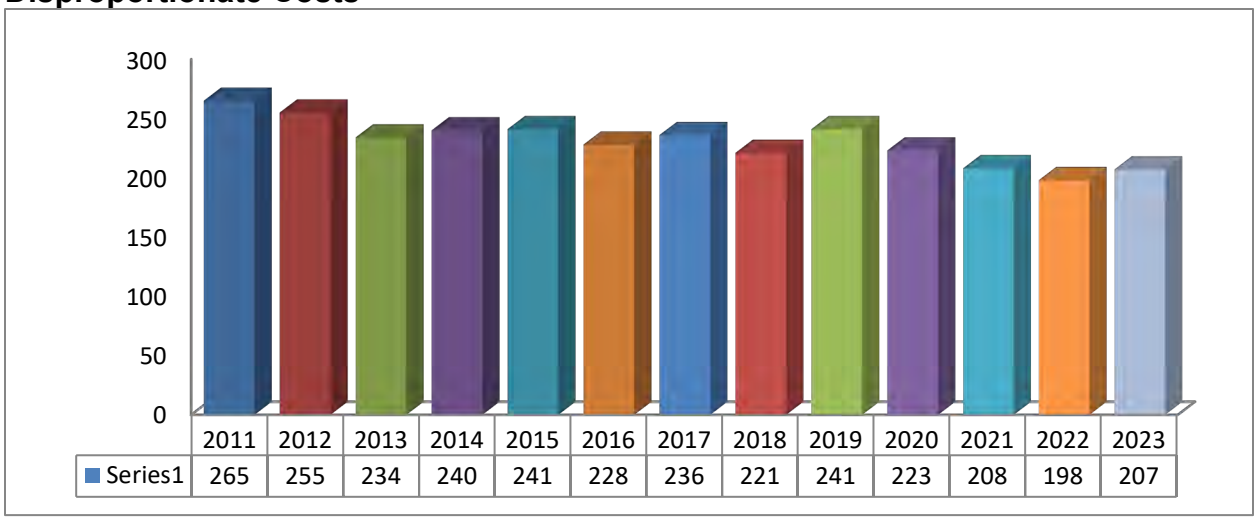


Chart 3.6 Numbers of School Districts Receiving Reimbursement for Disproportionate Costs



	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Series1	265	255	234	240	241	228	236	221	241	223	208	198	207

Charts 3.5 and 3.6 show the dollar amount distributed to school districts as disproportionate cost reimbursements and the number of districts that received those reimbursements. As the costs of education as a whole increase, the amount that must be spent to meet the requirements for the disproportionate costs also increases.

Local Funding

Of the three funding sources, federal, state, and local, for special education, local school districts have absorbed the largest portion of special education costs by increasing their contribution to over $87.96 million dollars in state fiscal year 2021. This amount represented over 50 percent of the total expenditures for special education.

Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year to year within the same district. The reasons for this variability are many; differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in a community, and the costs of serving students with significant educational needs who enroll and later withdrawal are some of the primary factors.

SPECIAL EDUCATION ANNUAL REPORT 2022

Jessie Counts,
Senior Manager
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OFFICE OF PUBLIC INSTRUCTION
ELSIE ARNTZEN, STATE SUPERINTENDENT
OPI.MT.GOV

Putting Montana Students First

SPECIAL EDUCATION ANNUAL REPORT

Period Covered: 2021-2022 School Year*

Purpose: Update on activities and outcomes for the school year with comparisons to previous years where appropriate.

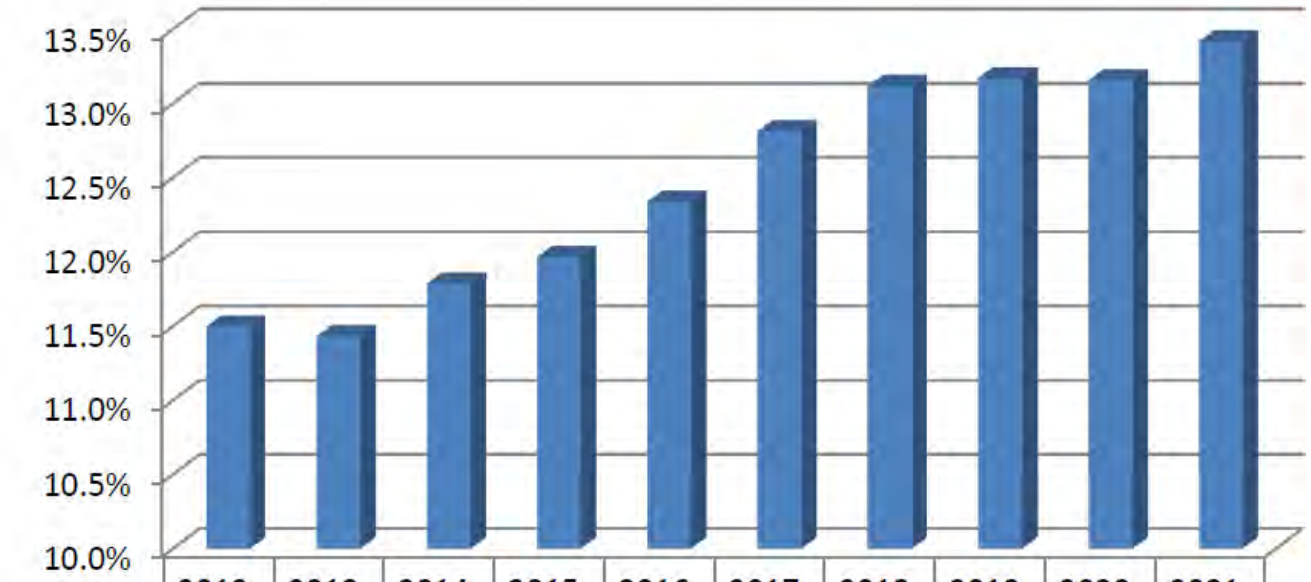
*Please note the report was prepared in June 2020 and some data sets were incomplete at that time.

ACCOUNTABILITY DIFFERENTIATED MONITORING

School Year	# Districts Monitored	# Districts Monitored with No SPED Students	# of Files Reviewed	# of Corrective Action Plans issued	Percentage of Corrective Actions Possible
2021-2022	107	12	366	Not yet available	Not yet available
2020-2021	102	3	579	18	0.034%
2019-2020	96	7	650	25	0.046%
2018-2019	69	5	629	20	0.038%

School districts are monitored on a 5-year schedule. Corrective Actions are only issued if items are not able to be resolved within the monitoring process.

SPECIAL EDUCATION STUDENTS AS A PERCENTAGE OF STUDENT ENROLLMENT



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
% of Sp Ed Students	11.5%	11.4%	11.8%	12.0%	12.3%	12.8%	13.1%	13.2%	13.2%	13.4%

The national average for the 2020-2021 school year was approximately 15%.

American Rescue Plan Special Education Funds

- IDEA American Rescue Plan (ARP) Funds were received for both Part B (section 611) and Pre-School (Section 619)
- $8.6 million for Part B and $641,420 for Preschool
- 100% of funds were flowed out to districs

QUESTIONS?

THANK YOU!

INFORMATION

ITEM 18

INDIAN EDUCATION FOR ALL UPDATE AND REPORT

Zach Hawkins

Montana Board of Public Education
Executive Summary

Date: July 14-15, 2022

Presentation	Update on Indian Education for All Unit Activities and Initiatives
Presenter	Zach Hawkins
Position Title	Director Indian Education for All School Innovation and Improvement Division MT Office of Public Instruction
Overview	1. Virtual PD Offerings 2. In School PD and Student Events 3. Grant Awards 4. 2022 Virtual Best Practices Conference 5. Other Initiatives 6. 2022-23 Events and Initiatives
Requested Decision(s)	Information only
Related Issue(s)	
Recommendation(s)	

Meet the Indian Education for All Team

ZACH HAWKINS
DIRECTOR OF INDIAN EDUCATION FOR ALL

Zach Hawkins has been Director of Indian Education for All at the Montana Office of Public Instruction since December, 2018. Prior to joining the OPI, he worked with American Indian students and school communities as a classroom teacher and Federal college access program administrator for 18 years. In previous positions, he led the Hays-Lodgepole Thunderbirds to their first football victory in five years, was chosen as a Helena Education Foundation Distinguished Educator, and co-led the National Council for Community Educational Partnerships' College and Career Readiness Evaluation Project.

As the IEFA team leader, he stresses the importance of Indigenous contributions to the Treasure State's rich history and integration of the Essential Understandings Regarding Montana Indians into curriculum and lesson planning. He relishes any and all opportunities to work with teachers, schools, and stakeholders in their efforts to realize Montana's constitutionally mandated IEFA implementation requirement.

Zach and his wife have two boys ages 9 and 13. In his free time, he attends his boys' sporting events, skis, and explores Montana with his family.

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JOAN FRANKE
ADMINISTRATIVE ASSISTANT

Joan Franke has worked in OPI's Indian Education office as an administrative assistant for over 20 years. Her rich experiences include supporting the development of curriculum and materials, coordinating professional development events, and distribution of materials. She provides invaluable support for Indian Student Achievement efforts as well as the implementation of Indian Education For All. She actively participates in Irish cultural activities and celebrations and is an avid reader.

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JENNIFER STADUM
INDIAN EDUCATION SPECIALIST

Jennifer Stadum is an Indian Education Specialist at the Montana Office of Public Instruction. Over the past ten years Jennifer has worked with every tribe in Montana on culturally relevant materials and tribally specific resources for implementation across all disciplines in K-12 public education. She is currently working on virtual professional development for PK-20 Teachers across Montana that is supportive of authentic and meaningful IEFA implementation.

Prior to joining the OPI, Jennifer published her Master of Science in Science Education thesis on her landscape level research on long-billed curlews and sandhill cranes at Red Rock Lakes National Wildlife Refuge. Being able to combine her love of science with Indian Education makes her job very exciting. Outside of work Jennifer loves Montana's seasons, gardening, and hiking.

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STEPHEN MORSETTE
INDIAN EDUCATION SPECIALIST

Stephen Morsette is an enrolled member of the Chippewa-Cree tribe of Rocky Boy. He is an Indian Education Specialist at the Montana Office of Public Instruction. Stephen has been in his current role for the past six years and in that time, has offered professional development across the state, worked with IEFA grants, wrote and edited curriculum, and was lead in creating the Making Montana Proud poster series. Prior to OPI, Stephen taught at Box Elder Public Schools for nine years. There he served as an elementary reading/math specialist for five years, before teaching sixth grade his remaining time there.

Stephen and his wife have one son, age five and one daughter, age one, they also have two cats. In his free time, he loves hanging out with the family, watching Griz football, hiking, and traveling.

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MIKE JETTY
INDIAN EDUCATION SPECIALIST

Mike Jetty is an enrolled member of the Spirit Lake Dakota Nation and a Turtle Mountain Chippewa descendant. Mike is currently working at the Montana Office of Public Instruction as an Indian Education Specialist. He has been working with Indian Education issues for the past 28 years and has teaching experience at both the K-12 and University level. He has a B.S. in History Education, a Master's in School Administration and an Education Specialist Degree. Mike is currently working on updating model social studies lesson plans to incorporate the recently adopted Social Studies Standards and adding new classroom activities and links to online resources. Please contact Mike if you are looking for ideas and resources to support your Indian Education for All instructional efforts. In addition to his work with K-12 education, he is an active member of the American Indian and Minority Achievement Council for the Montana University System.

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mjetty@mt.gov

OPI Indian Education for All Unit Summary

Virtual Professional Development Offerings

PD Event	# Live Sessions	# Completers	# Surveys Received	Rating
Building Your IEFA Mindset Facilitated Hub Course	2	27	27	3.81 out of 4
Ethnobotany Webinar Series	6	874*	630	4.63 out of 5
Ethnobotany Workshop Series	2	69	66	4.91 out of 5
Advocacy Award Winners Webinar Series	6	854*	307	4.42 out of 5

*Live completions only. Recordings also offered for renewal units on OPI IEFA website

"The resources listed were amazing! I am very excited to share the links through the Library of Congress for the primary source documents. I also know that many of my colleagues were at a loss of what activities to use in their classrooms during Native American Heritage month, the links that your provided will be so useful in the future." --Advocacy Award Winners Webinar Series Participant

In Person School PD and Student Events Since August 2021

School	Topic
Corvallis K-12	IEFA Overview and Resources
Ray Bjork Elem. (Helena)	Traditional Games
Smith Elem. (Helena)	Traditional Games
Project for Alternative Learning HS (Helena)	Traditional Games
Frazer K-12	IEFA Overview/Culturally Responsive Practices
Harlem K-12	IEFA Overview/Culturally Responsive Practices
Crow Agency K-5	IEFA Overview/Culturally Responsive Practices
Frenchtown K-12	IEFA Overview and Resources
East Helena K-12	IEFA Overview and Resources
Whitefish 7-12	IEFA Overview and Resources
Colstrip K-12	IEFA Overview and Resources
West Yellowstone	IEFA Overview and Resources
Stevensville	IEFA Overview and Resources Traditional Games
Helena K-5	Native Ethnobotany Lessons
	Traditional Games
Chief Dull Knife College	IEFA Overview and Resources/Traditional Games

OPI Indian Education for All Unit Summary

RESA and School Grant Awards

- $94,000 in total awards
- Activities Include: professional development, curriculum development, books and resource purchases, and development of building IEFA leaders

2022 Virtual Best Practices Conference

Montana Indian Voices: Providing Perspective for an Indigenized Future:

- 5 hours on May 14th; 4 hours on May 15th
- Keynote speakers included Julie Cajune, Dugan Coburn, and Misty Kuhl
- Thirteen 50-minute session offerings. Also recorded for IEFA website

Other Initiatives

- Bainville K-5 Social Studies lesson pilot project
- Elk Morning publication purchase and lesson plan contest

2022-23 Events and Plans

- American Indian Heritage Days September 23 & 30th
- Focus on student exchanges in school grants
- Updating Traditional Games videos
- Offering In-person and virtual BP Conferences on separate dates
- Launch of 2 more hub courses
- Continued webinar series offerings
- Launch of a new poster series
- Rotunda Day event during legislative session
- Essential Understandings video project with tribal youth voice

INFORMATION

ITEM 19

FEDERAL PROGRAMS REPORT

Dr. Julie Murgel

Montana Board of Public Education
Executive Summary

Date: July 14-15, 2022

Presentation	Update on Federal American Rescue Plan-Elementary and Secondary School Relief Fund (ARP-ESSER) and the Federal Programs
Presenter	Dr. Julie Murgel Carrie Kouba Wendi Fawns
Position Title	Chief Operating Officer Senior Manager of School Innovation and Improvement ESSER/EANS Director Office of Public Instruction
Overview	1. Egrants for 2022-23 school federal programs 2. HCY-ARP (Homeless) 3. ESSER/EAN Fiscal Update 4. ESSER General Information
Requested Decision(s)	Information only
Related Issue(s)	
Recommendation(s)	

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

July 14-15, 2022
Update on Federal Programs

1. Egrants Tour:

The Montana Office of Public Instruction will again be hosting the Summer E-grants Tour. Below are the dates, times, and locations

- July 18, 2022: Laurel High School 8:30 a.m. to 2:00 p.m.
- July 19, 2022: Dawson County HS (Glendive) 8:30 a.m. to 2:00 p.m.
- July 20, 2022: Glasgow HS 8:30 a.m. to 2:00 p.m.
- July 21, 2022: Fergus High School (Lewistown) 8:30 a.m. to 2:00 p.m.
- July 26, 2022: Evergreen Elementary (Kalispell) 8:30 a.m. to 2:00 p.m.
- July 27, 2022: Target Range Elementary (Missoula 8:30 a.m. to 2:00 p.m.
- July 28, 2022: Manhattan High School 8:30 a.m. to 2:00 p.m.
- August 10, 2022 Virtual 8:30 a.m. to 2:00 p.m.

At each meeting, the team provides an overview of the federal programs, expectations, and walks the participants through the application. The worktime provided during these sessions allows for in-person technical assistance.

2. ARP-HYC I and II (American Rescue Plan-Homeless Children and Youth)

Montana was recognized being the first state to get the funds out to the districts.

- ARP-HCY I Total Allocations of $469,206 to a total of 17 districts
- ARP-HCY II Total Allocations of $1,407,537 to a total of 32 districts

Districts in the state of Montana have used ARP-HCY funding to meet the needs of their local communities by:

- Focusing on basic needs allowable under McKinney-Vento including
  - Creating laundry rooms
  - Creating a shower room with hygiene supplies
  - Providing sleeping bags for students sleeping in tents
- Graduation Fees
- Summer activities/learning opportunities via YMCA
- Transportation
- Hiring additional staff to assist with identifying /outreach
- Working with other local organizations to remove educational barriers
- Providing specific professional development on students in transition and families experiencing homelessness

In the 2022-2023 school year, OPI plans to use the administrative funds from the ARP-HYC I and II

- Contract with Reach Higher Montana
  - 5 regions across the state will work directly with districts
  - Work directly with unaccompanied youth and their future plans
- MSU Conferences
  - 3-4 webinars through out the 22-23 year discussing students in transition and families experiencing homelessness
- Learning Hub courses and contract
  - Create a 3-hour Introduction course focusing on
    - students in transition, unaccompanied youth, and families experiencing homelessness
  - Create six to seven 1-hour courses on subtopics for example;
    - Identification
    - Preschool
    - FAFSA
    - resources

	Homeless Youth I	Homeless Youth II
Total Available for LEA Distribution	$469,205	$1,407,617
Total Expended	$135,893	$36,919
Total Balance	$333,312	$1,370,698
Types of Usage	*Percentages based on budgets to date*	*Percentages based on budgets to date*
	41% Local Personal Services: Family Engagement, Counselors, Family Advocates, , Coordinated Services Coordinators, Wrap Around Coaches	49% Local Personal Services: Family Engagement, Counselors, Family Advocates, Coordinated Services Coordinators, Wrap Around Coaches
	7% Professional & Technical: Consultants & Presenters Family/Community, Transportation for Students, AmeriCorps, Teacher Professional Development (Homeless Focused), Tutoring Services, Emergency Medical/Dental Services	18% Professional & Technical: Consultants & Presenters Family/Community, Transportation for Students, AmeriCorps, Teacher Professional Development (Homeless Focused), Tutoring Services, Emergency Medical/Dental Services
	8% Other Purchased Services: Temporary or Emergency Housing, Technology, Summer Transportation, Gas Cards or Bus Passes, Meals, Clothing, Family Engagement Education/Training (Families/Caregivers)	10% Other Purchased Services: Temporary or Emergency Housing, Technology, Summer Transportation, Gas Cards or Bus Passes, Meals, Clothing, Family Engagement Education/Training (Families/Caregivers)
	18% Supplies: Academic, Facilities Enhancement for Family Use(Locker Space, Laundry, Kitchen), Outreach, School Supplies, Technology (Phones/Equipment), Students with Disabilities Specific Technology, Personal Hygiene, PPE	13% Supplies: Academic, Facilities Enhancement for Family Use(Locker Space, Laundry, Kitchen), Outreach, School Supplies, Technology (Phones/Equipment), Students with Disabilities Specific Technology, Personal Hygiene, PPE
	22% Property & Equipment Leased Vehicles (Car/Van), Storage Containers	5% Property & Equipment Leased Vehicles (Car/Van), Storage Containers
	4% Other Student Fees/Dues, Other Gift Cards, Indirect Costs	5% Other Student Fees/Dues, Other Gift Cards, Indirect Costs

As of 6/13/2022

3. ESSER and EANS Fiscal Update

Label	Total Grant	Total Spent	Total Unspent	% Spent	% Unspent	Goal	Total Label	Funds Spent
ESSER I	$ 41,295,230	$ 34,025,059	$ 7,270,171	82%	18%	100%	ESSER I - $41,295,230	$34,025,059 (82%)
ESSER II	$ 170,099,465	$ 62,282,375	$ 107,817,090	37%	63%	100%	ESSER II - $170,099,465	$62,282,375 (37%)
ESSER III	$ 382,019,236	$ 35,172,703	$ 346,846,533	9%	91%	100%	ESSER III - $382,019,236	$35,172,703 (9%)
EANS	$ 11,904,804	$ 1,143,305	$ 10,761,499	10%	90%	100%	EANS - $11,904,804	$1,143,305 (10%)

ESSER Allocation and Status Information
(Elementary and Secondary School Emergency Relief)
June 2022

	ESSER I (CARES)	ESSER II (CRRSA)	ESSER III (ARP)
Total LEA Allocation	$40,779,698	$160,309,519	$347,337,312
Total Expended by LEAs	$31,458,575	$61,043,607	$34,647,863
Total Expended by LEAs	*Percentages based on actual expenditures.*	*Percentages based on **budgets** to date.*	*Percentages based on **budgets** to date.*
Types of Usage	**50% Staffing:** Educators, Technology Support, Facilities, Health and Wellness	**45% Staffing:** Educators/Paraprofessionals, Counseling Support, Administration, Facilities	**44% Staffing:** Educators/Paraprofessionals, Summer Program Staff, Counseling Support, Administration, Facilities
Types of Usage	**41.6% Supplies:** Technology and PPE	**22% Supplies:** Technology, Curriculum, PPE	**17% Supplies:** Curriculum, Technology, PPE
	5.6% Property& Property Services: Renovation and HVAC upgrades	**30% Property & Property Services:** HVAC Replacement/Upgrades, Facility Renovations, Facility Expansion	**33% Property & Property Services:** HVAC Replacement/Upgrades, Facility Renovations, Facility Expansion
	2% Professional/Technical Services: Technology Support and Capacity, Facility Maintenance	**2% Professional/Technical Services:** HVAC Maintenance, Technical Support Capacity, Other Facility Maintenance	**2% Professional/Technical Services:** HVAC Maintenance, Technical Support Capacity, Other Facility Maintenance

ESSER/EANS Director – Wendi Fawns at (406) 437-8595 or wendi.fawns@mt.gov
Program Manager – Rebecca Brown at (406) 444-0783 rebecca.brown@mt.gov

Emergency Assistance for Non-Public Schools
(Coronavirus Response and Relief Supplemental Appropriations)
June 2022

	EANS I	EANS II
Total Number of Applicants	147 applications (Final - Applications Closed September 10, 2021)	59 Preliminary Applications (to date)*
Total Allocation	$12,816,385	$12,063,324
Total Administrative	$200,000	$200,000
Total Available for PNP Distribution	$12,616,385	$11,863,324
Total Award Estimate	$6,322,933	TBD
Revert to Gov. Emergency Education Relief Fund	$6,293,452	TBD
Total Expended (As of 3/1/2022	$1,143,490	$ -
Types of Usage	*Percentages based on budgets to date.*	*Percentages based on budgets to date.*
	28% Professional/Technical Services: **Tutors, On-line courses, Technical Assistance for Educational Hardware and Software, Professional Development** **(Tutoring, On-Line Courses, Remote Learning Hubs)**	**TBD Professional/Technical Services:** **Tutors, On-line courses, Technical Assistance for Educational Hardware and Software**
	68% Computer, Textbook and Curriculum Supplies: **Instructional Supplies and materials, Textbooks, Library Materials Software, Tech Equipment** **(Chrome Books, Personal Computers, Internet Access)**	**TBD Computer, Textbook and Curriculum Supplies:** **Instructional Supplies and materials, Textbooks, Library Materials Software, Minor equipment**
	2% Equipment: **Equipment >$5,000** **(Printer, Facility Cleaner)**	**TBD Equipment:** **Equipment >$5,000**
	2% Other: **Activities for preparing, responding, or preventing COVID not listed in other object categories** **(Transportation, Facility Rentals)**	**TBD Other:** **Activities for preparing, responding, or preventing COVID not listed in other object categories**

ESSER/EANS Director – Wendi Fawns at (406) 437-8595 or wendi.fawns@mt.gov
Program Manager – Rebecca Brown at (406) 444-0783 rebecca.brown@mt.gov

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4. ESSER General Information

The Montana OPI key successes over the past year related to supporting LEAs on spending ESSER funding include:

1. **Robust, on-going communication efforts.**
2. **Detailed OPI website with resources for stakeholders.**
3. **Technical Assistance, webinars, and guidance documents**

4. **Development of District ARP ESSER Plans and feedback**
5. **Egrants-budget guidance documents and amendment process**
6. **ESSER Data Collection Tool**
7. **Acceleration Learning Guidance and PD opportunities**
8. **Weekly OPI internal planning and budget meetings**

Below are links to examples and evidence of the support for Districts:

1. **Communication**
   - The Compass: Monthly OPI Information to key stakeholders (21,000+ recipients)

2. **Website information**
   - OPI ESSER Webpage
   - OPI EANS Webpage

3. **Q&A Webinars and Office Hours on ARP ESSER**
   - ESSER District Resources
     - ARP Q&A (4 sessions) slide decks and video recordings
     - ARP ESSER LEA Plan Webinars (3 sessions) slide decks and video recordings
     - LEA Plan Updates and Data Collection Webinar slide deck and video recording
     - Sample Stakeholder Surveys and Bulletins
     - Content Area One-Pagers
     - ESSER Federal Data Collection Webinars (4 sessions) slide decks

4. **District ESSER plan template, official plans, feedback, and monitoring process**
   - LEA ARP ESSER Plan Template
   - LEA ARP ESSER Plans/Safe Return and Continuity of Services Plans
   - LEA ARP ESSER Plan Feedback Letter Template

   - Monitoring Process:
   - LEA ARP-ESSER Plan Review Tool
   - LEA Plan Review Printable Notes Sheet
     T

5. **Egrant ESSER budget guidance documents**
   - ESSER I Guidance Document
   - ESSER II Guidance Document
   - ESSER III Guidance Document
   - BASE Aid Payment Guidance
   - ESSER Construction & Capital Expenditures Video
   - Capital expenditure preapproval form
   - Petition for Reconsideration-draft
   - After-School Grant

- ARP-HCY Grant

Egrants Public Access for district budgets, expenditures, and monitoring tools

- Public Access
- Monitoring Tools

6. **ESSER District Data Collection Tool**
   - ARP ESSER Data Collection Tool

7. **Acceleration Learning Guidance: Building capacity of LEAs to select Evidenced-based interventions:**
   - Acceleration and Evidence-Based Instruction
   - OPI Acceleration Guidance Document
   - Learning HUB Courses-Free-self paced-online PD courses
   - Evidence Based Practice Course: This course discusses what it means for practices to be evidence-based, how to select evidence-based practices, and the recommendations set out by ESSA and the Montana OPI.
   - Professional Learning Opportunities
   - Summer Learning and Enrichment: State Guidance for District and School Leaders

District ARP ESSER Plans Review Process:

1. The OPI required each school district to submit an LEA ARP plan that addressed the evidenced strategies that districts were using to address the lost instructional time for the 20% set-aside.
   Here is the link to all the LEA plans that document the evidence-based strategies that districts are using for the 20%, which is in section 6 of each plan. Section 6 outlined pre-identified evidence-based strategies.

2. Each district plan was reviewed by an OPI team for compliance, including the use of evidence-based strategies. Each district received feedback letters on their plan in November 2021 with a link to update any required changes in the district's plans.

There are 345 school systems in Montana that are comprised of elementary and high school districts. Of these school systems, the number of plans requiring review and the specific areas can be found in the tables below.

This plan, at a minimum, includes how the district will:				
use funds to implement prevention and mitigation strategies	use the funds totaling not less than 20% to address lost instructional time	spend its remaining 80% of ARP ESSER funds	respond to needs of students disproportionately affected by the pandemic;	meaningfully engage with and consult stakeholders in crafting their plans
15 required edits	6 required edits	15 required edits	19 required edits	7 required edits

The plan has sufficient detail to allow the OPI to support and monitor the district's use of ARP ESSER funds for the required components in the following areas:		
implementation of evidence-based interventions	address the student groups specifically that were disproportionately impacted by the pandemic	identify, reengage, and support students who have experienced the impact of lost instructional time
18 required edits	24 required edits	13 required edits

Key challenges over the past year related to support for districts required spending for addressing learning loss include:

- Supporting districts on how to spend short-term funds to address lost instructional time while avoiding a funding cliff down the road.
- Supporting districts to identify how to use all the funding streams with different timelines and expectations that are cohesively impacting lost instructional time.
- Providing districts with real time support and technical assistance on utilizing and implementing short-term spending while guidance was shifting and still being developed.
- Capacity to provide high quality, timely technical assistance, complete additional reporting requirements, implement a new data collection, and monitor the use of ESSER funds for a state that is funded on a low student population with a high number of school districts (400+).
- Providing comprehensive support to districts on or near reservations that were disproportionately impacted during the pandemic.
- Ensuring that the school communities and key stakeholders see and value the investments, while also demonstrating real results for students.
- Monitoring, measuring progress, and communicating the connections between investments and student outcomes.
- Helping districts to pivot on spending as needed as they implement programs and determine if it is making a difference for students.

INFORMATION

❖ ACCREDITATION COMMITTEE – (Items 20-22)

Susie Hedalen

ITEM 20

ACCREDITATION DEVIATION ANALYSIS REPORT

Dr. Julie Murgel
Ellery Bresler

Montana Board of Public Education
Executive Summary
Date: July 14-15

Presentation	2021-2022 Annual Accreditation Deviation Analysis
Presenter	Julie Murgel and Ellery Bresler
Position Title	Chief Operations Officer Accreditation Data Specialist Office of Public Instruction
Overview	This presentation provides to the Board of Public Education (BPE) an analysis of deviations accredited schools received for 2021-2022.
Requested Decision(s)	None
Related Issue(s)	None
Recommendation(s)	None

2021-2022 ANNUAL MONTANA ACCREDITATION DEVIATION ANALYSIS

Accreditation and Educator Preparation Division

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ACCREDITATION STATUS HISTORY

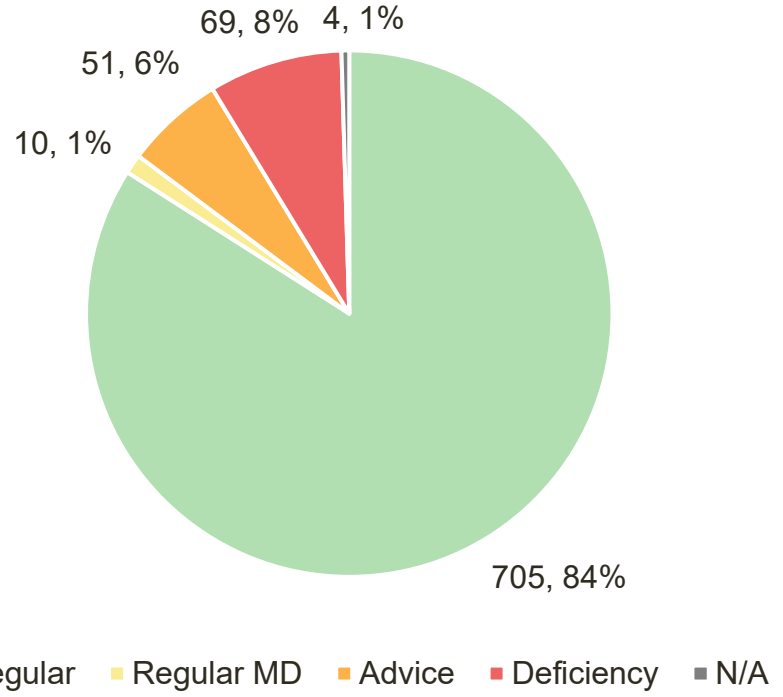
- **2017-2018 School Year:** Combination of assurance standards and student performance standards as outlined in ARM 10.55.605 and 10.55.606.
- **2018-2019 School Year:** Combination of assurance standards and student performance standards as outlined in ARM 10.55.605 and 10.55.606.
- **2019-2020 School Year:** Combination of assurance standards and student performance standards as outlined in ARM 10.55.605 and 10.55.606.
- **2020-2021 School Year:** Assurance standards only. Schools could maintain their 2019-2020 accreditation status or improve using 2020-2021 assurance standards.

ACCREDITATION STATUS FOR 2021-2022

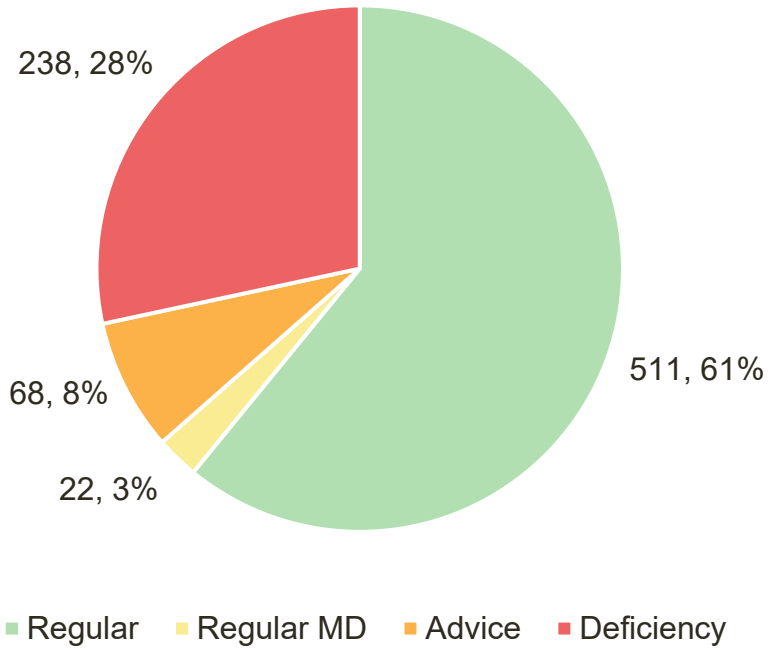
- At the request of Montana State Superintendent Elsie Arntzen, the Board of Public Education (BPE) gave its approval to extend the School Year 2020-2021 Accreditation Status of all schools through the 2021-2022 school year.
- Applied Assurance Standards deviations outlined in ARM Chapter 55 using TEAMS data. 2021-2022 Assurance Standards did not affect the Accreditation Status.
- 284 Schools (34%) maintained an Accreditation Status from 2020-2021 that was better than their assurance level for 2021-2022.
- 496 Schools (59%) maintained an Accreditation Status from 2020-2021 that was the same as their assurance level for 2021-2022.

ACCREDITATION STATUS FOR 2020-2021

2022 Accreditation Status
(Maintained Accreditation Status)



2022 Assurance Standards
(Did not affect Accreditation Status)

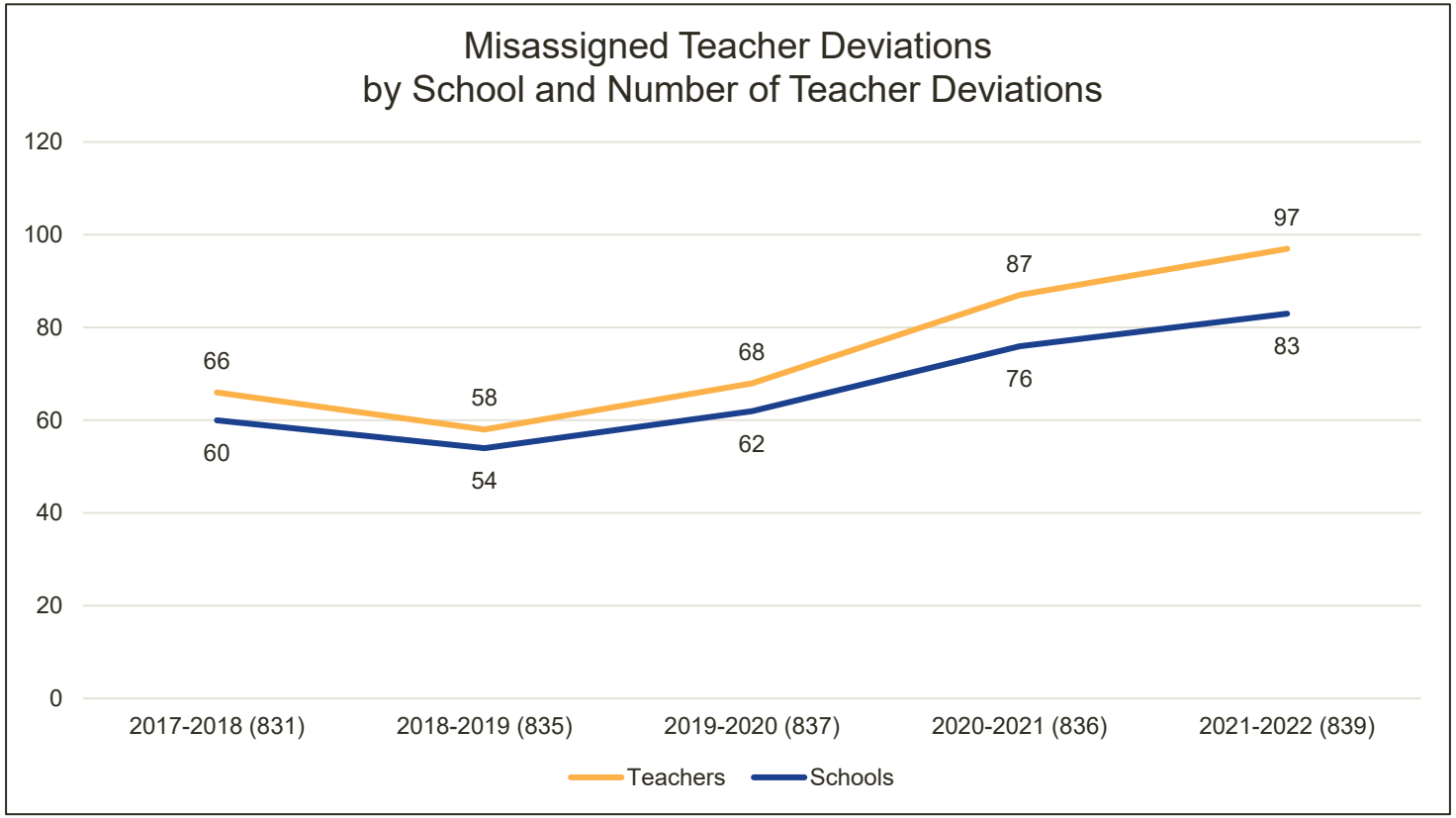


(839 Accredited Schools)

MISASSIGNED TEACHERS

- Misassigned teacher means a licensed educator teaching outside their endorsed teaching area and/or level (elementary K-8 and secondary 5-12).
- A misassigned teacher may teach at multiple schools within the same school system, but Accreditation is by school not system. Counted as a separate misassigned teacher for each school they teach at.
- The TEAMS licensure snapshot was taken December 1, 2021. Some teachers may have added an endorsement, internship, or Class 5 to their license after this date.
- 83 of 839 schools (10%) had a misassigned teacher deviation for school year 2021-2022.
- 97 misassigned teacher deviations as of December 1, 2021.

MISASSIGNED TEACHERS



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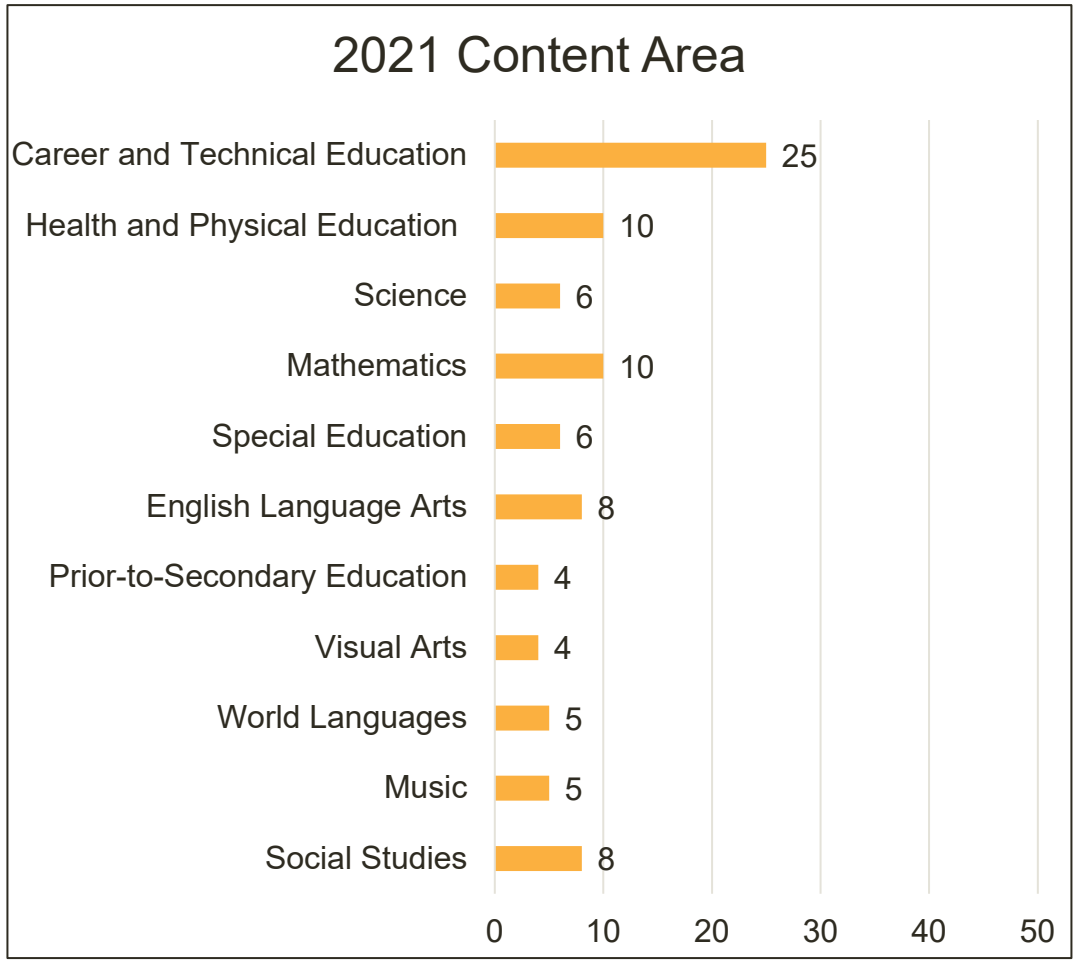
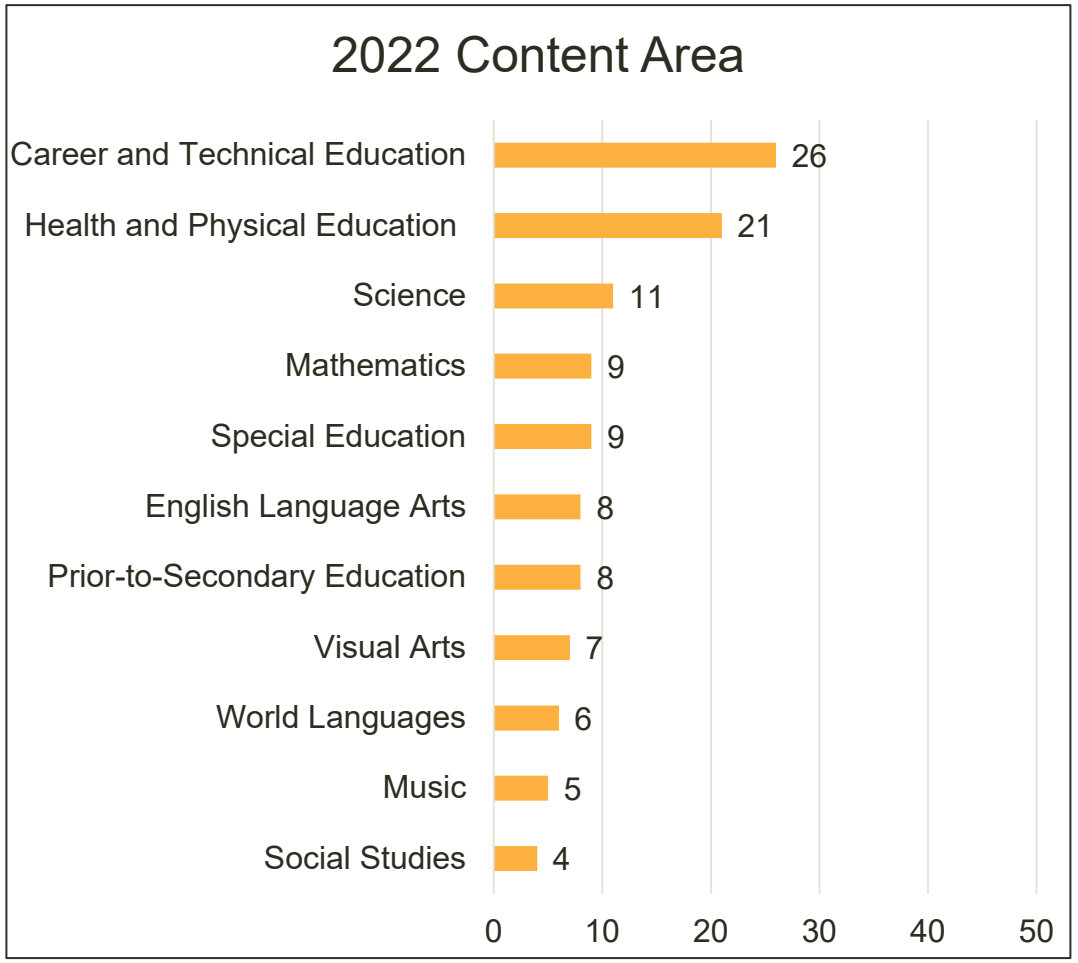
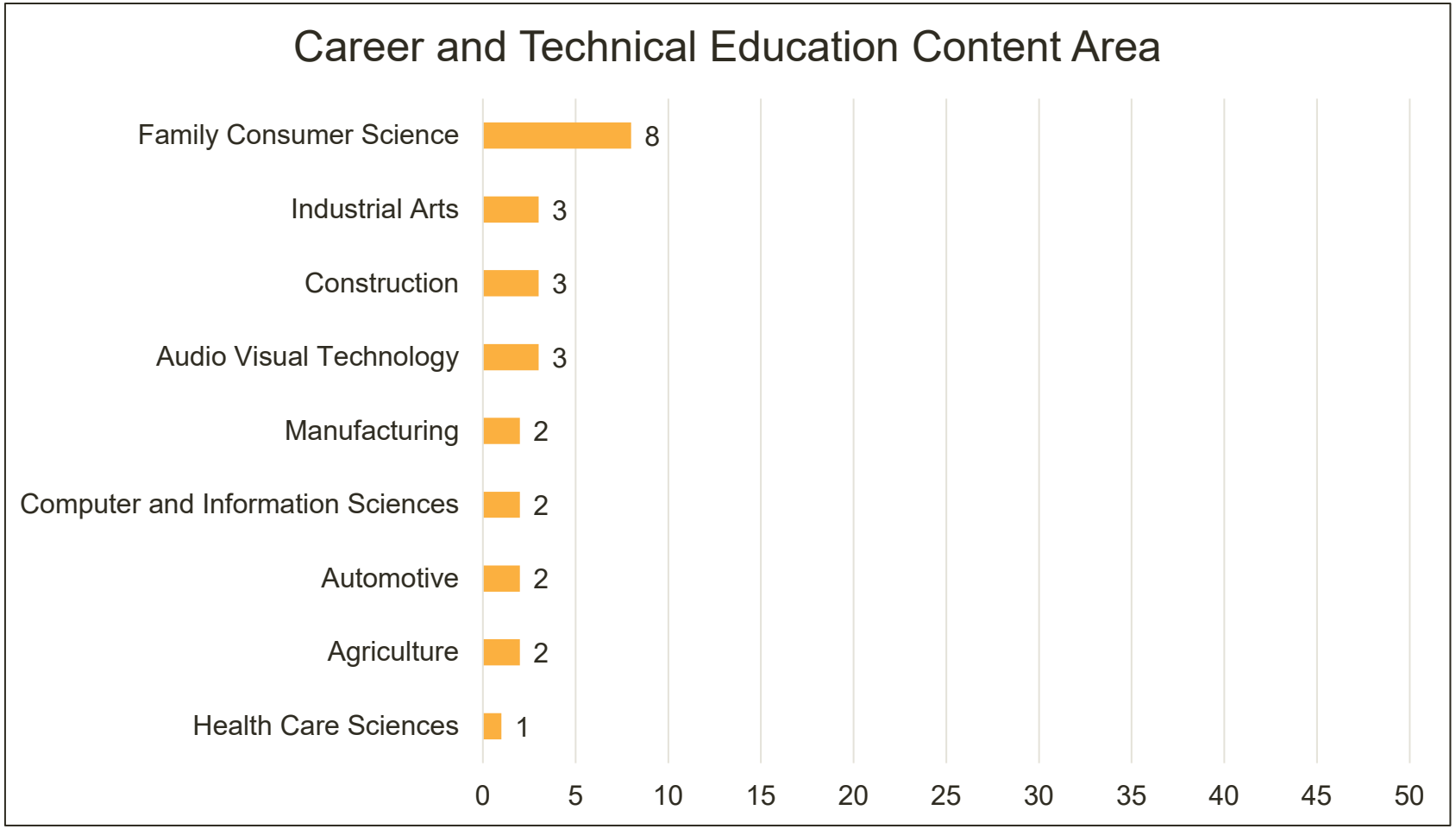
MISASSIGNED TEACHERS BY CONTENT AREA





(A misassigned teacher may teach multiple content areas)

MISASSIGNED TEACHERS BY CONTENT AREA

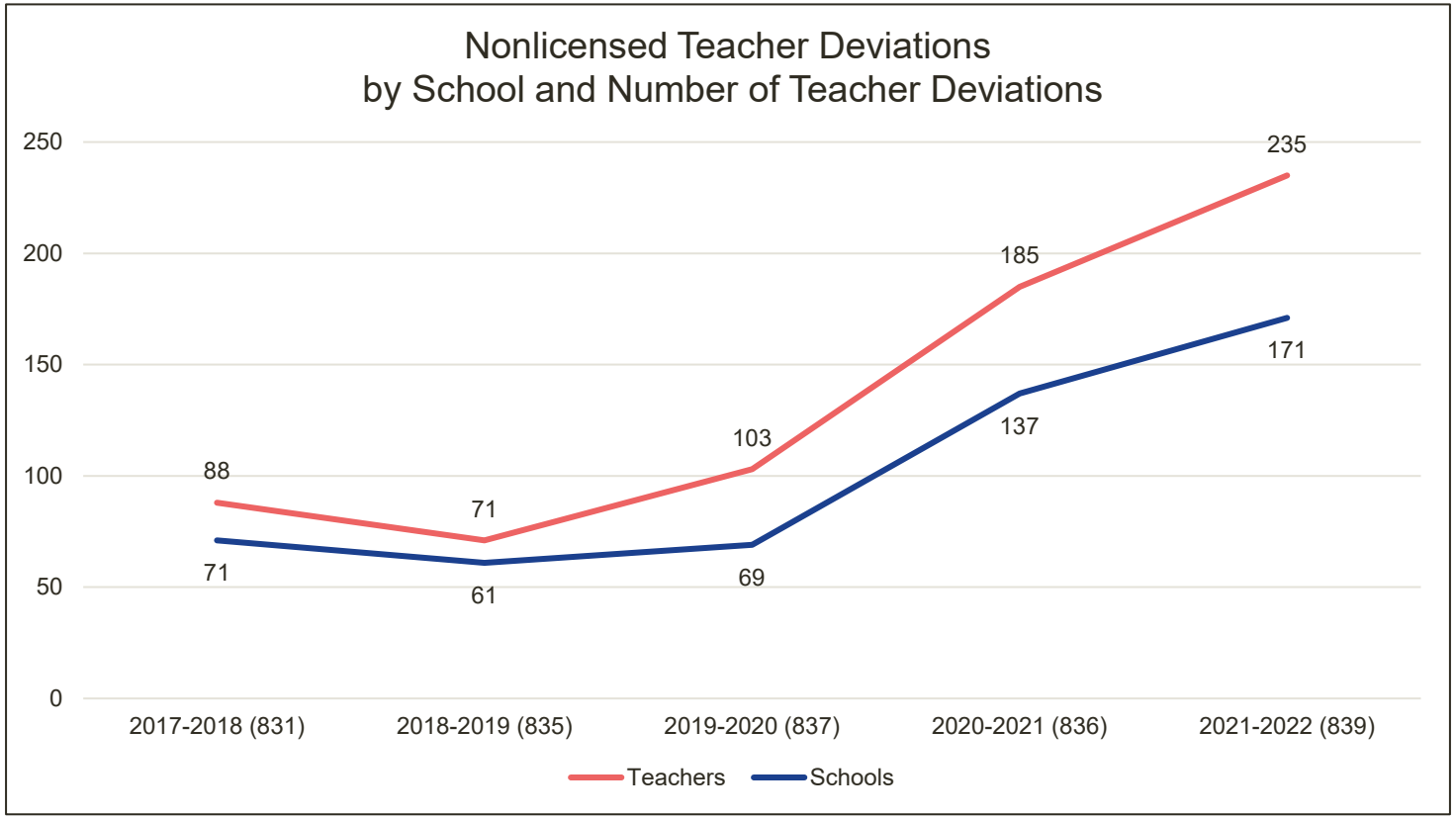


(A misassigned teacher may teach multiple content areas)

NONLICENSED TEACHERS

- A nonlicensed teacher may teach at multiple schools within the same school system. Counted as a separate nonlicensed teacher for each school they teach at.
- A teacher is considered nonlicensed if:
  - The teacher has not applied for a license
  - The teacher has applied for a license, but it was not issued by December 1, 2021
  - The teacher's license expired, but was not renewed by December 1, 2021
- The TEAMS snapshot was taken December 1, 2021. Some teachers may become licensed after this date.
- 171 of 839 schools (20%) had a nonlicensed teacher deviation for school year 2021-2022.
- 235 nonlicensed teacher deviations as of December 1, 2021.

NONLICENSED TEACHERS



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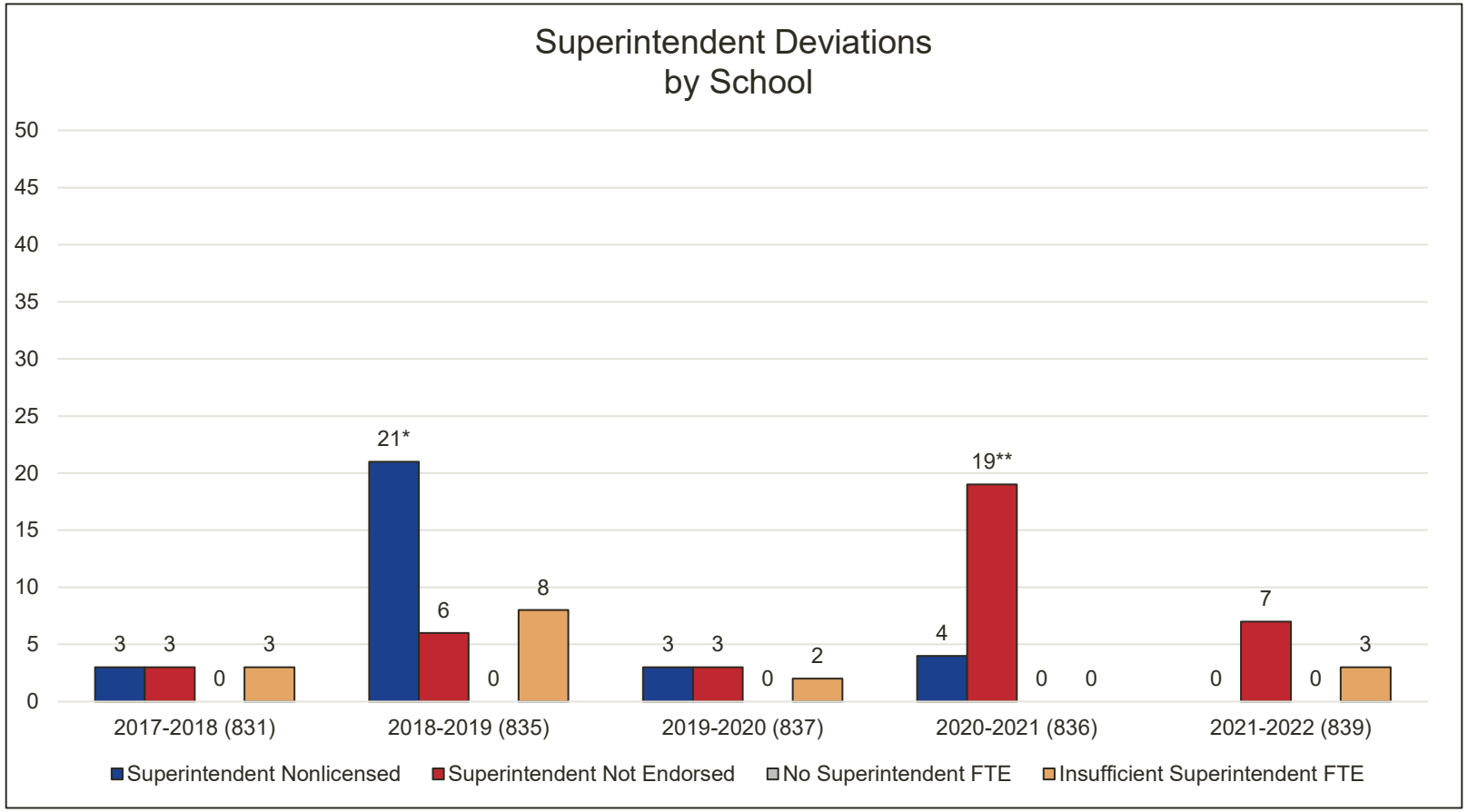
SUPERINTENDENT DEVIATIONS



*2018-2019 Superintendent Nonlicensed deviation was 3 Superintendents serving 21 schools.

**2020-2021 Superintendent Not Endorsed is 4 Superintendents serving 19 schools.

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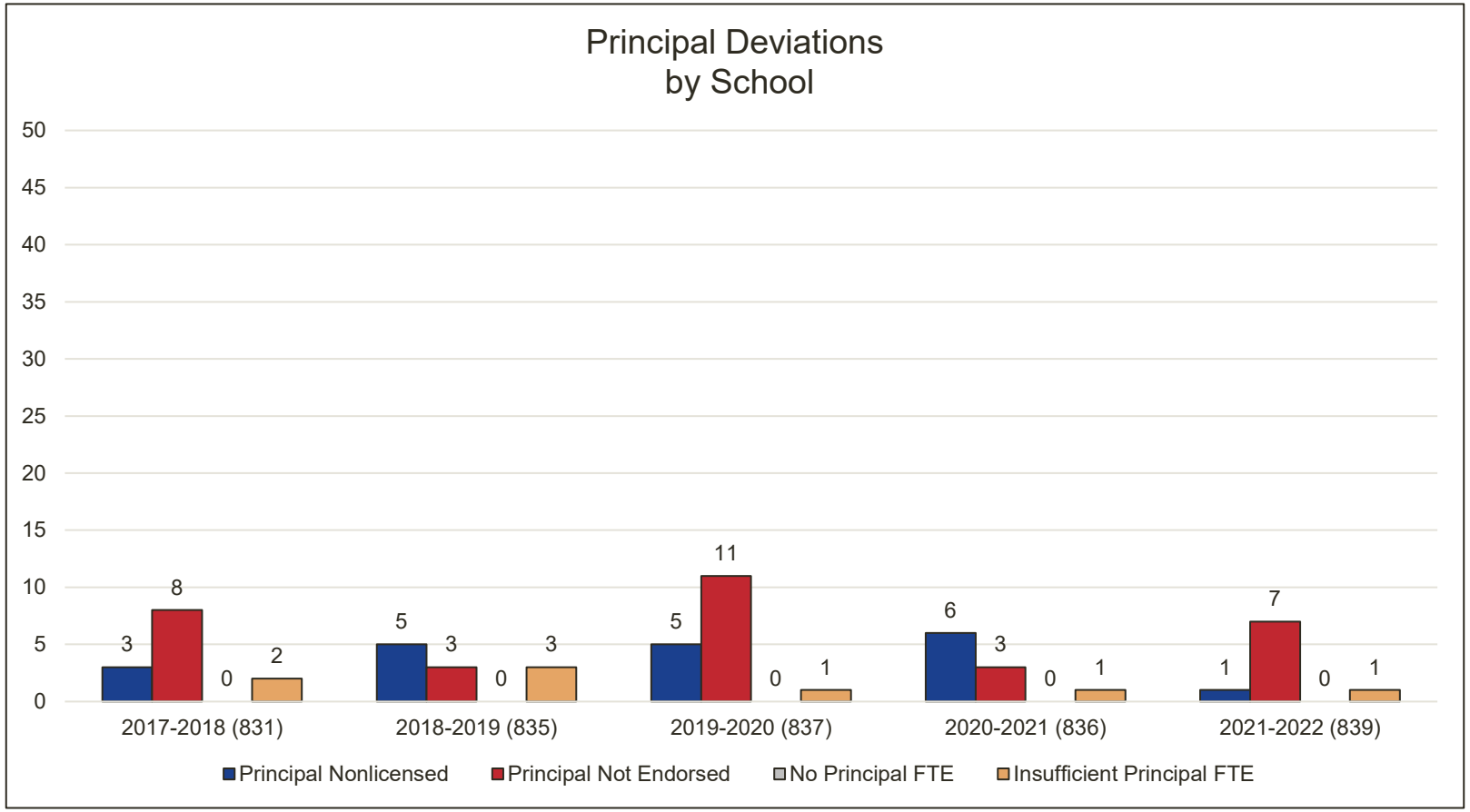
PRINCIPAL DEVIATIONS



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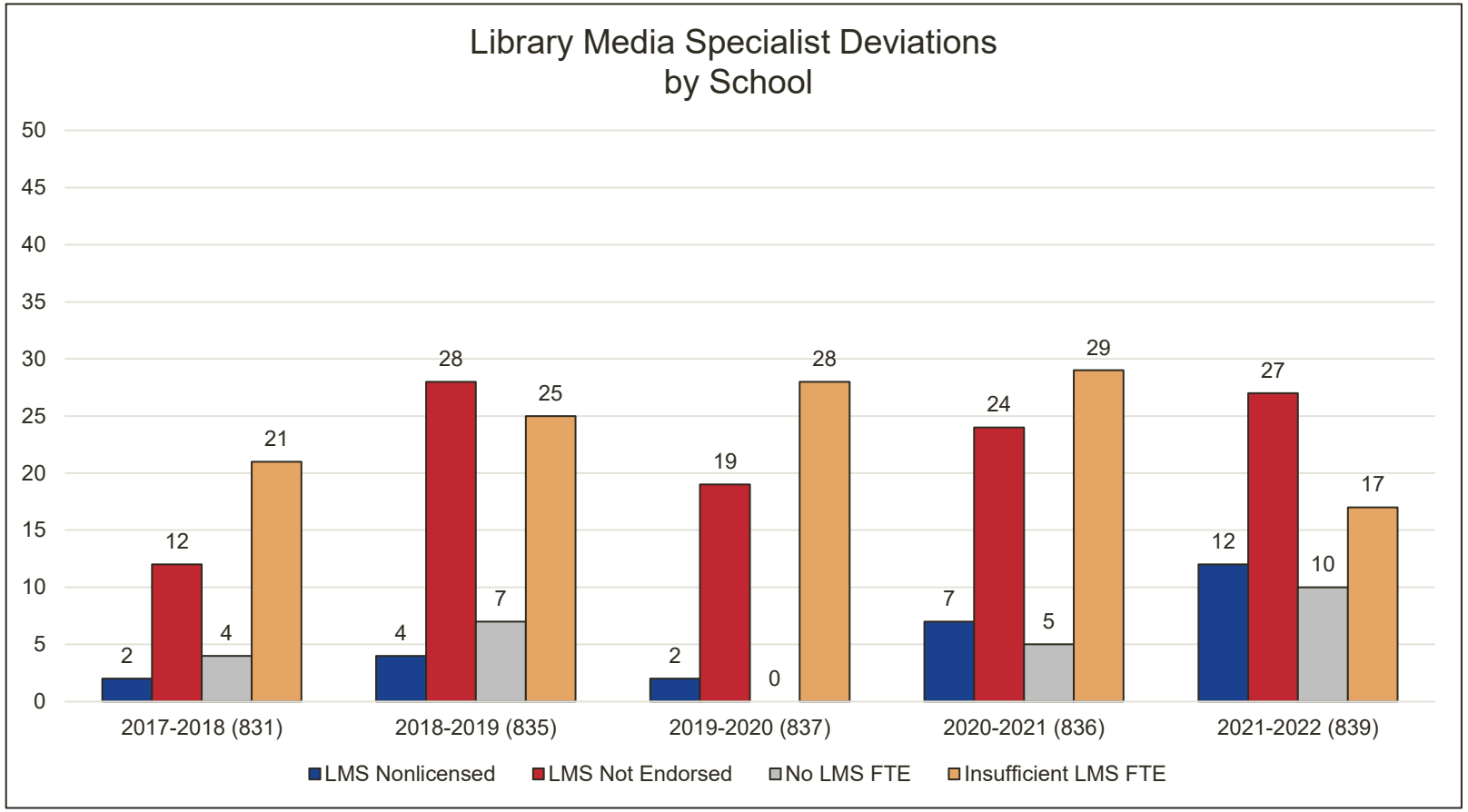
LIBRARY MEDIA SPECIALIST DEVIATIONS



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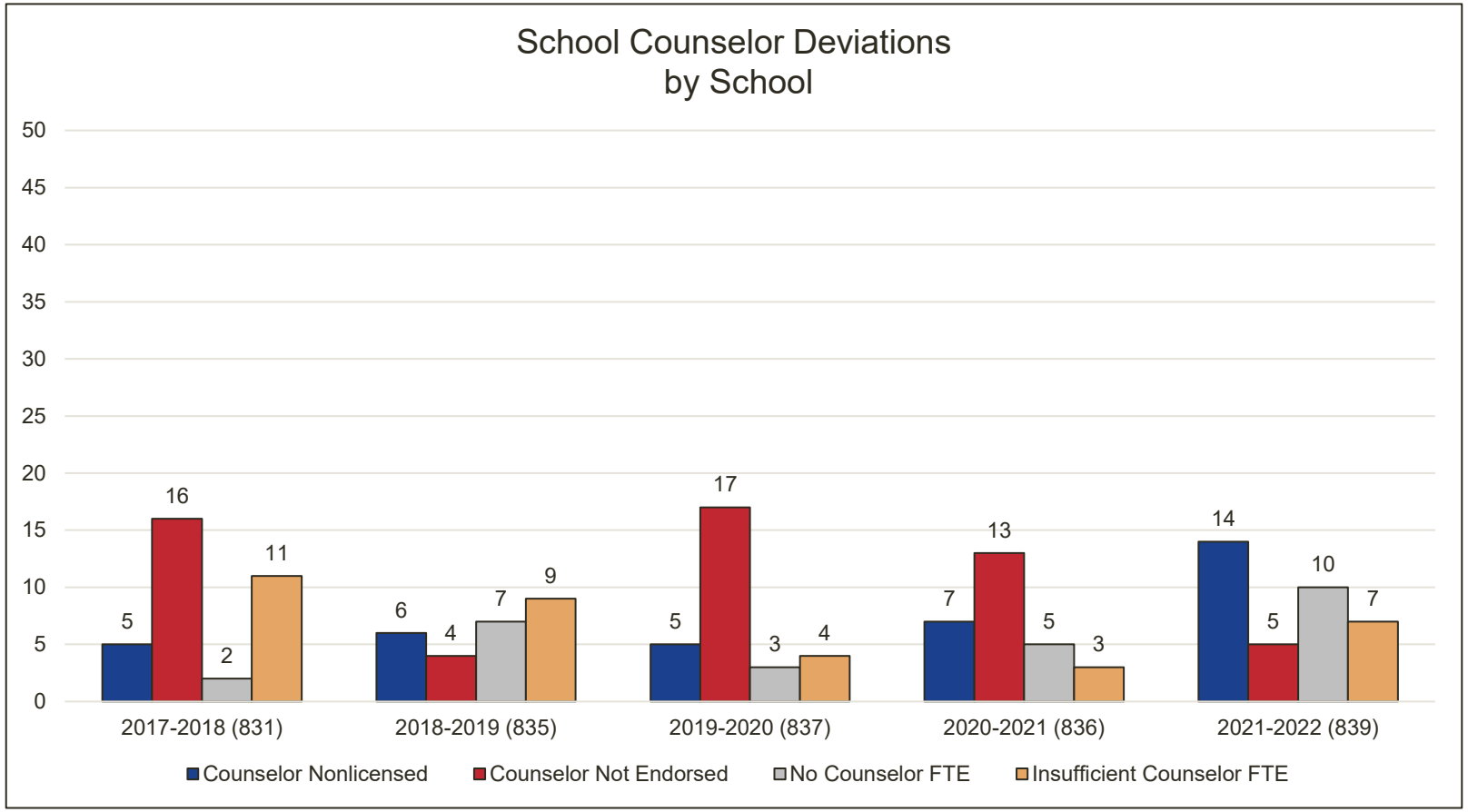
SCHOOL COUNSELOR DEVIATIONS



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Questions?

ACTION

ITEM 21

ACCREDITATION OF DISTRICTS FOR THE 2022-2023 SCHOOL YEAR

Dr. Julie Murgel
Ellery Bresler

Montana Board of Public Education
Executive Summary
Date: July 14-15

Presentation	Accreditation of Districts for the 2022-23 School Year
Presenter	Dr. Julie Murgel and Ellery Bresler
Position Title	Chief Operations Officer Accreditation Data Specialist Office of Public Instruction
Overview	Student Performance data for the 2021-2022 school year will be available for the accreditation process. In addition, ongoing federal requirements of an LEA plan updated every six months will continue till September 2023.
Requested Decision(s)	Action Item: Approval of the Recommendation
Related Issue(s)	Federal Funding ARP-ESSER, Valid-Reliable Assessment Data for Accountability Purposes
Recommendation(s)	The recommendation to the Board of Public Education for the 2021-2022 school year is: 1. Restart the number of consecutive years for deviations, such that, each deviation will be consider year 1 on the accreditation status reference criteria guide (attached) 2. Approve the Federal LEA plan required by all public-school districts accepted ARP-ESSER funds as the continuous school improvement plan for the 2022-2023 school year (ARM 10.55.601(3). This will allow school districts to have a single plan to meet the demands of continuous improvement of learning for Montana students while providing relief from multiple plans with the same intended outcome. Districts would not be required to submit corrective plans to deviations, as the federal LEA plan requires 6-month updates to the plan, and where workforce challenges, serving subgroups and other requirements by the federal government are not met, the updates would appear in the LEA plan.

	For public school districts declining these funds and private schools that are accredited, the continuous school improvement plans as outlined in ARM 10.55.601(3), would still be required.

Accreditation Status Criteria Reference Guide

Step 1: Determine Assurance Standards Level

Accreditation Status Criteria Reference Guide			Consecutive Years with this Deviation			
ARM	**Title**	**Description**	**Regular**	**Reg MD**	**Advice**	**Deficiency**
10.55.601(3)	Accreditation Standards: Procedures *(CSIP)*	School did not complete Continuous School Improvement Plan				1
10.55.701	Board of Trustees *(Policies)*	School does not have required policies		1	~~2~~	~~3~~
10.55.702	Licensure and Duties of District Administrator – District Superintendent	Superintendent is nonlicensed				1
10.55.702	Licensure and Duties of District Administrator – District Superintendent *(Endorsement)*	Superintendent is not properly endorsed			1	~~2~~
10.55.703	Licensure and Duties of School Principal	Principal is nonlicensed				1
10.55.703	Licensure and Duties of School Principal *(Endorsement)*	Principal is not properly endorsed			1	~~2~~
10.55.704(1)	Administrative Personnel: Assignment of District Superintendents	No superintendent assigned to school system				1
10.55.704(1)	Administrative Personnel: Assignment of District Superintendents	Insufficient superintendent FTE assigned to school system		1	~~2~~	~~3~~
10.55.704(2)	Administrative Personnel: Assignment of District Superintendents *(Curriculum Coordinator)*	No curriculum coordinator assigned to school system				1
10.55.704(2)	Administrative Personnel: Assignment of District Superintendents *(Curriculum Coordinator)*	Insufficient curriculum coordinator FTE assigned to school system		1	~~2~~	~~3~~
10.55.704(2)	Administrative Personnel: Assignment of District Superintendents (*Curriculum Coordinator)*	Curriculum coordinator is non-licensed				1
10.55.704(2)	Administrative Personnel: Assignment of District Superintendents (*Curriculum Coordinator)*	Curriculum coordinator is not properly endorsed			1	~~2~~
10.55.705	Administrative Personnel: Assignment of School Administrators/Principals	No principal assigned to school				1
10.55.705	Administrative Personnel: Assignment of School Administrators/Principals	Insufficient principal FTE assigned to school		1	~~2~~	~~3~~
10.55.707(1)	Teacher and Specialist Licensure	Nonlicensed teacher, specialist, or professional				1
10.55.707(1)	Teacher and Specialist Licensure	Library media specialist not properly endorsed			1	~~2~~
10.55.707(4)	Teacher and Specialist Licensure	School Counselor specialist not properly endorsed			1	~~2~~

Accreditation Status Criteria Reference Guide

Accreditation Status Criteria Reference Guide			Consecutive Years with this Deviation			
ARM	**Title**	**Description**	**Regular**	**Reg MD**	**Advice**	**Deficiency**
10.55.708	Teaching Assignments	Misassigned teacher			1	~~2~~
10.55.709(1)	Library Media Services, K-12	No library media specialist assigned to school				1
10.55.709(1) (a-f)	Library Media Services, K-12	Insufficient library media specialist FTE assigned to school		1	~~2~~	~~3~~
10.55.710(1)	Assignment of School Counseling Staff	No school counselor assigned to school				1
10.55.710(1-2)	Assignment of School Counseling Staff	Insufficient school counselor FTE assigned to school		1	~~2~~	~~3~~
10.55.712	Class Size: Elementary	Class size exceeds the maximum number – no paraprofessional assigned		1	~~2~~	~~3~~
10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	Class size exceeds maximum number		1	~~2~~	~~3~~
10.55.714(2)	Professional Development *(Required Hours)*	School does not have the minimum of three PIR days devoted to professional development			1	~~2~~
10.55.714(3)	Professional Development *(Advisory Committee)*	School does not have a Professional Development Advisory Committee		1	~~2~~	~~3~~
10.55.716(1)(b)	Substitute Teachers *(Long-Term Substitutes)*	Nonlicensed long-term substitute				1
10.55.902	Basic Education Program: Middle Grades	School does not meet basic education program requirements			1	~~2~~
10.55.902(4)	Basic Education Program: Middle Grades *(Minutes)*	Basic education program does not meet the required minutes		1	~~2~~	~~3~~
10.55.904(2)	Basic Education Program Offerings: High School	School does not meet basic education program requirements			1	~~2~~
10.55.904(2)	Basic Education Program Offerings: High School *(Minutes)*	Basic education program does not meet the required minutes		1	~~2~~	~~3~~
20-1-301, MCA	School fiscal year. *(Aggregate Hours)*	School does not meet required aggregate hours				1
20-9-344(2), MCA	Duties of board of public education for distribution of BASE aid. *(Submittal of required reports)*	School did not complete required reports				1

Step 2: Determine Student Performance Standards Level

Accreditation Status Criteria Reference Guide

Student Performance Measures (ARM 10.55.606(3))				
	Regular	**Regular MD**	**Advice**	**Deficiency**
Elem ELA and Math (SBAC)	More than 15% Proficient	10.01% - 15% Proficient	5.01% - 10% Proficient	5% or Less Proficient
HS ELA and Math (ACT)	More than 15% College Ready	10.01% - 15% College Ready	5.01% - 10% College Ready	5% or Less College Ready
Elem/HS Science (CRT)	More than 15% Proficient	10.01% - 15% Proficient	5.01% - 10% Proficient	5% or Less Proficient
HS Graduation Rate	100.0% - 80.0%	79.9% - 73.0%	72.9% - 66.8%	66.7% - 0.0%

*Schools with 9 or fewer students tested or 9 or fewer students in a graduation cohort will result in a Not Applicable (NA) status for that category.

Step 3: Use Assurance Standards Level and Student Performance Standards Level to Determine Final Accreditation Status

Final Accreditation Status Determination (ARM 10.55.605)		
if **Assurance Standards**	*and* **Student Performance Standards**	*then* **Final Accreditation Status**
Regular	Regular	**= REGULAR**
Regular	Regular MD	**= REGULAR**
Regular MD	Regular	**= REGULAR**
Regular MD	Regular MD	**= REGULAR WITH MINOR DEVIATION**
REGULAR WITH MINOR DEVIATION for three consecutive years		**= ADVICE**
Advice in either Assurance or Student Performance Standards		**= ADVICE**
ADVICE Status for two consecutive years		**= DEFICIENCY**
Deficiency in either Assurance or Student Performance Standards		**= DEFICIENCY**
DEFICIENCY Status for two consecutive years		**= Intensive Assistance**

ACCREDITATION PROCESS

Julie Murgel & Ellery Bresler

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ACCREDITATION STATUS HISTORY

- **2018-2019 School Year:** Combination of assurance standards and student performance standards as outlined in ARM 10.55.605 and 10.55.606.
- **2019-2020 School Year:** Combination of assurance standards and student performance standards as outlined in ARM 10.55.605 and 10.55.606.
- **2020-2021 School Year:** Assurance standards only. Schools could maintain their 2019-2020 accreditation status or improve using 2020-2021 assurance standards.
- **2021-2022 School Year:** Assurance standards only. Schools maintained their 2020-2021 accreditation status.

2022-2023 SCHOOL YEAR ACCREDITATION PROCESS – ARM 10.55.601

(1) The Board of Public Education adopts standards of accreditation upon the recommendation of the Superintendent of Public Instruction.

(2) The Board of Public Education and the Superintendent of Public Instruction establish procedures and schedules for reviewing the accreditation status of each school.

(3) To ensure continuous education improvement, the school district and each of its schools shall develop, implement, and evaluate continuous school improvement plans and make the plans publicly available. These plans shall be reviewed on a yearly basis to reflect a continuous improvement process.

PROPOSED ACCREDITATION PROCESS

1. Restart the number of consecutive years for deviations for the **assurance standards**, such that, each deviation will be consider year 1 on the accreditation status reference criteria guide
2. Utilize the Student Performance Assessment Results from 2022 for the **student performance standards**
   - 3rd-8th grade Smarter Balanced Assessment Consortium (SBAC) Math and English Language Arts proficiency rates
   - 11th grade ACT Math and English Language Arts proficiency rates
   - 4-year graduation cohort rate from 2022
3. Continue to use the ARP-ESSER district plan in place of the **Continuous School Improvement Plan** (CSIP)

STEP 1: ASSURANCE LEVELS

- Regular – Met the assurance standards
- Regular with Minor Deviation - school does not meet all the requirements of regular accreditation.
- Advice - school exhibits serious and/or numerous deviations from the standards.
- Deficiency - school ~~is in advice status for two years~~, ~~has not complied with the required corrective plan~~, and continues to have serious and/or numerous deviations, ~~or has substantially increased the seriousness of deviations over the previous year~~.
- Please reference the Accreditation Criteria Reference guide in your packet.

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STEP 2: STUDENT PERFORMANCE

Student Performance Measures (ARM 10.55.606(3))				
	Regular	**Regular MD**	**Advice**	**Deficiency**
Elem ELA and Math (SBAC)	More than 15% Proficient	10.01% - 15% Proficient	5.01% - 10% Proficient	5% or Less Proficient
HS ELA and Math (ACT)	More than 15% College Ready	10.01% - 15% College Ready	5.01% - 10% College Ready	5% or Less College Ready
Elem/HS Science (CRT)	More than 15% Proficient	10.01% - 15% Proficient	5.01% - 10% Proficient	5% or Less Proficient
HS Graduation Rate	100.0% - 80.0%	79.9% - 73.0%	72.9% - 66.8%	66.7% - 0.0%

*Schools with 9 or fewer students tested or 9 or fewer students in a graduation cohort will result in a Not Applicable (NA) status for that category.

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STEP 3: FINAL ACCREDITATION STATUS

Final Accreditation Status Determination - ARM 10.55.605 and ARM 10.55.606		
if **Assurance Standards**	*and* **Student Performance Standards**	*then* **Final Accreditation Status**
Regular	Regular	**= REGULAR**
Regular	Regular MD	**= REGULAR**
Regular MD	Regular	**= REGULAR**
Regular MD	Regular MD	**= REGULAR WITH MINOR DEVIATION**
~~REGULAR WITH MINOR DEVIATION for three consecutive years~~		**= ~~ADVICE~~**
Advice in either Assurance or Student Performance Standards		**= ADVICE**
~~ADVICE Status for two consecutive years~~		**= ~~DEFICIENCY~~**
Deficiency in either Assurance or Student Performance Standards		**= DEFICIENCY**
~~DEFICIENCY Status for two consecutive years~~		= ~~**Intensive Assistance**~~

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CORRECTIVE PLANS AND INTENSIVE ASSISTANCE

- **Corrective Plans will begin again based on a school's accreditation status for 2022-2023 school year.**
- **Intensive Assistance will begin in the 2023-2024 school year.**
- A school in advice or in deficiency status, the district administrator and the chair of the local board of trustees shall submit to the Superintendent of Public Instruction a corrective plan, including a systematic procedure and timeline for resolving the deviations noted.
- A school in deficiency status failing to comply with the required corrective plan shall be placed into the intensive assistance process as defined in the Accreditation Status Criteria Reference Guide.
- School remains in Intensive Assistance until the corrective plan is fully implemented within the designated timeline and the school achieves REGULAR accreditation status for two consecutive school years.
- Comprehensive Schools are excluded from Intensive Assistance

CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP) ARM 10.55.601

- The school district and each of its schools shall develop, implement, and evaluate continuous school improvement plans and make the plans publicly available. These plans shall be reviewed on a yearly basis to reflect a continuous improvement process.
  - Each plan shall include:
    - a school district level education profile;
    - the school district's educational goals pursuant to the requirements of ARM 10.55.701;
    - a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603;
    - a description of strategies for assessing student progress toward meeting all content standards, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101; and
    - a professional development component, in accordance with ARM 10.55.714.
- 2021-2022 School Year – the Board waived the requirements of 10.55.601 (3) and its accompanying parts of a continuous school improvement plan that can be replaced by the ESSER-ARP federally mandated LEA plan with a six-month update requirement in place of the CSIP.

RECOMMENDATIONS

1. Restart the number of consecutive years for deviations for the **assurance standards**, such that, each deviation will be consider year 1 on the accreditation status reference criteria guide

2. Continue to use the ARP-ESSER district plan in place of the **Continuous School Improvement Plan** (CSIP). Approve the Federal LEA plan required by all public-school districts accepted ARP-ESSER funds as the continuous school improvement plan for the 2022-2023 school year (ARM 10.55.601(3). This will allow school districts to have a single plan to meet the demands of continuous improvement of learning for Montana students while providing relief from multiple plans with the same intended outcome. For public school districts declining these funds and private schools that are accredited, the continuous school improvement plans as outlined in ARM 10.55.601(3), would still be required.

3. Utilize the Student Performance Assessment Results from 2022 for the **student performance standards**
   - 3rd-8th grade Smarter Balanced Assessment Consortium (SBAC) Math and English Language Arts proficiency rates
   - 11th grade ACT Math and English Language Arts proficiency rates
   - 4-year graduation cohort rate from 2022

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QUESTIONS?

INFORMATION

ITEM 22

CHAPTER 55 UPDATE

Dr. Julie Murgel

ACTION

❖ LICENSURE COMMITTEE – (Item 23)

Madalyn Quinlan

ITEM 23

REQUEST APPROVAL OF THE NOTICE OF PUBLIC HEARING PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SOS FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER

Madalyn Quinlan

FUTURE AGENDA ITEMS – (September 15-16, 2022)

Election of Board Officers
Set Yearly Board Meeting Calendar - C
Set Annual Agenda Calendar – C
BPE Goal Review – C
MACIE Update
Digital Academy Update
Assessment Update
Federal Update
MACIE Renewal (Even Years)
MSDB Superintendent Evaluation – preview
OPI Staffing Report
Annual HiSet Report