

***CERTIFICATION STANDARDS AND PRACTICES
ADVISORY COUNCIL MEETING***

Wednesday, April 18, 2018

***Wingate Inn Conference Room
2007 N Oakes
Helena, MT***

AGENDA

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

WEDNESDAY, APRIL 18, 2018

*Wingate Inn Conference Room
2007 N Oakes
Helena, MT*

Starting at 9:00 A.M.

CALL TO ORDER

- A. Call to Order – Mr. Kelly Elder
- B. Roll Call
- C. Statement of Public Participation
- D. Approval of the Agenda
- E. Approval of the February 7, 2018 Meeting Minutes

ITEM 1 EXECUTIVE COMMITTEE REPORT – Mr. Kelly Elder

- Review 2017 Annual Report

ITEM 2 BOARD OF PUBLIC EDUCATION REPORT – Mr. Pete Donovan

- Update on Progress for Suicide Prevention Rulemaking

ITEM 3 IMPLEMENTATION PLAN FOR AMERICAN SIGN LANGUAGE WORLD LANGUAGE ENDORSEMENT – Dr. Linda Peterson

ITEM 4 DRAFT LANGUAGE FOR CLASS 4 ENDORSEMENTS TO ADD EMERGENCY & FIRE SERVICES TRAINING TO ARM 10.57.421 – Renee Erlandsen

ACTION

ITEM 5 APPROVE REVISIONS TO ARM 10.57.421(e)(i) and (ii), TEACHER EDUCATION – Dr. Rob Watson

ITEM 6 REVIEW OF CLASS 8 LICENSE APPLICATIONS – Kris Thatcher

DISCUSSION

ITEM 7 FUTURE AGENDA ITEMS

PUBLIC COMMENT

ADJOURN

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

The Certification Standards and Practices Advisory Council 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.

MINUTES

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING MINUTES

WEDNESDAY, FEBRUARY 7, 2018

*Montana State Capitol Building, Room 102
Helena, MT*

Starting at 9:00 A.M.

CALL TO ORDER

Chair Elder called the meeting to order at 9:10 AM. Ms. Stockton took roll call. Chair Elder welcomed guests and read the Statement of Public Participation.

Council members present included: Mr. Kelly Elder, Chair; Ms. Noreen Burris, Vice Chair; Dr. Rob Watson; Ms. Leanne Lorenz; Ms. Debbie Hendricks; Ms. Angel Turoski. Staff present included: Mr. Pete Donovan, Executive Director Board of Public Education and CSPAC; Mr. Kris Stockton, Administrative Assistant. Guests present included: Dr. Linda Peterson, OPI; Ms. Kristine Thatcher, OPI; Dr. Kirk Miller, School Administrators of Montana; Mr. Lance Melton, Montana School Boards Administration; Mr. TJ Eyer, OPI; Ms. Colet Bartow, OPI; Mr. Hollis Fudge, MT Association of Deaf; Mr. Ray Severie, Great Falls; Ms. Katrina Kennett, America Campaign; Mr. Devin Holmes, America Campaign/Teachers Teaching Tech; Ms. Colet Bartow, OPI; Ms. Diane Burke, Montana Quality Education Coalition.

AGENDA APPROVAL

Mr. Elder noted that Item 7 will be heard in conjunction with Item 4.

Dr. Watson moved to approve the agenda as presented moving Item 7 to be heard between Items 3 and 4. Ms. Debbie Hendricks seconded the motion.

No discussion. Motion passed unanimously.

APPROVAL OF MINUTES

Ms. Leanne Lorenz moved to approve the October 5, 2017 Meeting Minutes. Ms. Debbie Hendricks seconded the motion.

No discussion. Motion passed unanimously.

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

ITEM 1 EXECUTIVE COMMITTEE REPORT – Mr. Kelly Elder

Mr. Elder thanked the Council members, specifically Dr. Watson, for their work on the suggested ARM Rule changes to address Computer Coding. Mr. Elder noted that he was able to attend the National College Football Championship game with other Teachers of the Year, and that they were able to be on the field during the National Anthem.

ITEM 2 BOARD OF PUBLIC EDUCATION REPORT – Mr. Pete Donovan

Mr. Donovan updated the Council with some data from the Licensure Report presented to the Board of Public Education at their January meeting, noting that new licenses have been given to teachers and administrators based upon changes to the Chapter 57 Licensure Rules that CSPAC worked on and the

BPE approved. Mr. Donovan also updated the Council on the upcoming changes to Bus Standards, and a rule change regarding Suicide Prevention in schools.

ACTION

ITEM 3 PROPOSAL TO ADD AMERICAN SIGN LANGUAGE AS WORLD LANGUAGE ENDORSEMENT – Dr. Linda Peterson

Dr. Peterson presented this item to the Council as a review from the October CSPAC meeting when the Council charged Dr. Peterson with providing information on how this process could begin. Dr. Peterson noted that the change would be made in Appendix B of the Chapter 55 Accreditation Standards ARM Rules. If approved today, CSPAC would forward this recommendation to the BPE. Dr. Peterson explained the difference between a Foreign Language and a World Language and how ASL fits into the definition of a Foreign Language. Dr. Peterson presented to the Council that the Office of Public Instruction recommends that ASL be added as a World Language to the list of Languages in Appendix B of the Accreditation Rules. Dr. Peterson fielded questions from the Council.

Ms. Debbie Hendricks moved to suggest ASL as a World Language to the list of endorsements. Ms. Angel Turoski seconded the motion.

Public Comment from Mr. Ray Sevrie thanking Dr. Peterson and the Council

Comment from Dr. Watson supporting the endorsement and that students at Bozeman High School frequently ask for this course and that there is a need for interpreters. He intends to support the motion.

Ms. Noreen Burris noted that a Billings high school student has started a sign language club.

No discussion. Motion passed unanimously.

DISCUSSION

ITEM 7 COMPUTER SCIENCE INFORMATION – Dr. Linda Peterson

Dr. Peterson presented the information to the Council along with Mr. TJ Eyer, Ms. Kristine Thatcher, Ms. Colet Bartow, all from OPI, and Dr. Tricia Seifert, MSU. Historically, Computer Science was under the Math content area and was more related to Computer Language. By this summer, three Educator Preparation Programs will offer Computer Science teaching options to students. Dr. Siefert presented the new Computer Science Education minor at MSU beginning Fall 2018. Dr. Siefert noted that the University of Montana also has Computer Science Education programs available. Ms. Kristine Thatcher discussed how current teachers can teach Computer Coding and the number of currently licensed teachers in Montana who could teach Computer Coding. Dr. Peterson fielded questions from Dr. Watson regarding course coding. Additional questions were asked by Council members regarding qualifications to teach coding. Ms. Colet Bartow discussed options for Educators to take courses through the Teacher Learning Hub to learn to teach Computer Coding. Ms. Tursoki voiced her concerns that without adding the Class 4A license, there would be a lack of consistency across what is being taught to students statewide. Clarification questions were asked of the panel by Council members. Comments and concerns were heard from Mr. Lance Melton, MTSBA, Dr. Katrina Kennett, Director of Research America Campaign, Mr. Devin Holmes, Director of American Campaign, and Dr. Kirk Miller, School Administrators of Montana.

ACTION

ITEM 4 REQUEST TO ADD COMPUTER CODING AND TEACHER EDUCATION AS ENDORSEMENT AREA – Pete Donovan

Mr. Donovan reviewed two conference calls in October and December regarding the Computer Coding item. Dr. Watson then discussed the 10,000 hours required in the Class 4A, and a discussion he had with Chair Carroll of the Board of Public Education and that these teachers for computer coding would need to have a Class 1 or Class 2 license and would not need the 10,000 hours. Dr. Watson discussed how the item got to this point and why the request is being made to put this in the Class 4A Endorsement area. Dr. Watson answered questions from the Council. Public Comment was heard from Devin Holmes, Director America Campaign; Mr. Eric Feaver, President, MEA-MFT, Mr. Lance Melton, Executive Director MT School Boards Association, Dr. Kirk Miller, Executive Director School Administrators of Montana, Ms. Diane Burke, Executive Director Montana Quality Education Coalition, Ms. Katrina Kennett, America Campaign, all in support of the proposal. Dr. Trica Siefert, MSU, spoke in opposition to the proposal.

Ms. Debbie Hendricks moved to accept and recommend to the Board of Public Education to add Computer Coding and Teacher Education to the list of Class 4A endorsement areas. Motion seconded by Ms. Noreen Burris.

Comment from Ms. Burris supporting the recommendation.

No additional discussion. Motion passed unanimously.

ITEM 5 CLASS 8 LICENSE APPLICATIONS – Kristine Thatcher

Three Class 8 license applications were reviewed by the Council. All three applications were approved.

Also reviewed was a request from Flathead Valley Community College asking if an educator with a Chemistry endorsement could teach a Forensic Science course. OPI did not feel comfortable making the decision and offered to bring it to the Council for review. The Council requested that if an educator wants to make the request that they complete a Class 8 application and submit the application for the Council to review.

DISCUSSION

ITEM 6 UPDATE ON SUICIDE PREVENTION AND RESPONSE TO NEGOTIATED RULEMAKING PROCESS – Dr. Linda Peterson

Dr. Peterson reviewed the meetings in recent months of the Negotiated Rulemaking Committee discussing an ARM rule change for Suicide Prevention in schools. Dr. Peterson reviewed the history of this topic which initially stemmed from SB 381 in the 2015 Legislative session and which was amended in the 2017 Legislative session and brought to the Board of Public Education by Senator McClafferty. Dr. Peterson reviewed the proposed language and the timeline for the proposed rule change with the Council. Dr. Peterson fielded questions from the Council.

ITEM 8 ENSURING EQUITABLE ACCESS TO QUALITY TEACHERS: DEFINING TERMS-INEFFECTIVE, OUT-OF-FIELD, INEXPERIENCED – Dr. Linda Peterson

Dr. Peterson presented this topic to the Council. Research is ongoing to collect data from all other 49 states and the District of Columbia to see how each state defines these terms. Data will be compiled, and

the process will begin to define these terms in Montana. The definitions will be presented to the Department of Education in December 2018.

FUTURE AGENDA ITEMS

Update on Suicide Prevention
Update on Ensuring Equitable Access
Draft – Annual Report

PUBLIC COMMENT

Mr. Eric Feaver commented on the definitions of “ineffective, Out of field, Inexperienced”, and that those terms should be carefully worded. Dr. Peterson noted that they are open to all suggestions and urged the public to present their comments to this process.

Chair Elder reminded the Council the next meeting is April 18.

ADJOURN

Meeting adjourned at 12:39 PM.

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

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CALL TO ORDER

- **Call to Order**
- **Roll Call**
- **Statement of Public Participation**
- **Approval of the Agenda**
- **Approval of the February 7, 2018 Meeting Minutes**

ITEM 1

EXECUTIVE COMMITTEE REPORT

- **Review 2017 Annual Report**

2017
Annual Report
of the
Montana Certification
Standards and Practices
Advisory Council



To The
Montana Board of
Public Education

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Mission Statement

The mission of the Certification Standards and Practices Advisory Council is to study and to make recommendations to the Board of Public Education on certification issues concerning teachers, administrators and specialists; professional standards and ethical conduct; the status and efficacy of approved teacher education programs in Montana; and policies related to the denial, suspension and revocation of educator certification and the appeals process.

The Certification Standards and Practices Advisory Council will submit a report to the Board of Public Education with recommendations for the above areas at least once annually.

Professional Educators of Montana Code of Ethics

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

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

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

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

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

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

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

Certification Standards and Practices Advisory Council
Members List 2017-2018

COUNCIL MEMBERS

Term Expires

6/01/18	Kelly Elder Chair Teacher K-8 kelder@hsd1.org	620 N Davis Helena MT 59601	W 324-2799 C 461-1995 F 324-2801
6/01/20	Noreen Burris Vice Chair K-12 Specialist nburris2727@hotmail.com	2721 Terrace Dr Billings, MT 59102	W 281-6802 H 248-5932 C 698-7632
6/01/18	Sabrina Steketee Trustee sabrina@gopantherz.com	PO Box 566 Boulder MT 59632	H 225-3428 W 616-396-7575
6/01/18	Debbie Hendricks Teacher 9-12 dahendricks@mcps.k12.mt.us	2610 Sky Dr Missoula, MT 59804	W 728-2400 x6641 C 240-6546
6/01/20	LeAnne Lorenz Teacher K-8 leanne.lorenz@bsd7.org	3880 Equestrian Ln. Bozeman, MT 59718	H 581-2845
06/01/19	Dr. Robert Watson Administrator Robert.watson@bsd7.org	213 Clifden Dr Bozeman MT 59718	H 570-4135 W 522-6001
06/01/20	Angel Turoski Post-Secondary angela.turoski@uprovidence.edu	1301 20 th St S Great Falls, MT 59401	H 455-9414 W 791-5347 F 791-5993

STAFF

Pete Donovan Executive Director pdonovan@mt.gov	Office 444-0300 Fax 444-0847 Cell 459-8813
Kris Stockton BPE Administrative Assistant kmstockton@mt.gov	Office 444-0302 Fax 444-0847 Cell 459-7729
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CSPAC Goals – 2017-2018

- 1) Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.
 - a. Participate in CAEP/Montana accreditation reviews.
 - b. Professional Educator Preparation Program Standards update recommended to BPE by CSPAC on a 5-year review cycle
 - c. Continue to work with OPI to encourage the implementation of mentor programs across Montana to facilitate the induction of beginning teachers into the profession of teaching

- 2) Study and make recommendations to the Board of Public Education in the area of licensure renewal requirements and procedures.
 - a. Continued review of Chapter 57.
 - b. As funding permits, attend the following conferences: Western States Certification, National Association of State Directors of Teacher Education and Certification, and National Commission on Teaching and America's Future.
 - c. Meet annually with the Board of Public Education and with the Council of Deans of Postsecondary Education.

- 3) Study and make recommendations to the Board of Public Education on policies related to the denial, suspension, and revocation of teachers' licenses and the appeals process.
 - a. Attend NASDTEC Professional Practices Institute.
 - b. Work with OPI Licensure staff on updates of Administrative Rules.

- 4) Study and make recommendations to the Board of Public Education regarding establishing standards of professional practices and ethical conduct.
 - a. Work with OPI to develop a framework for professional development based on best practices.
 - b. As funding permits, attend NASDTEC Professional Practices Institute.
 - c. 5-year review of the Professional Educators of Montana Code of Ethics (To begin January 2024).
 - d. CSPAC will study the process utilized in Montana for reviewing cases of suspension, revocation and denial of educator licensure.

- 5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.
 - a. Complete semi-annual reviews of Class 8 Dual Credit-Only Post Secondary Faculty License applications.
 - b. Gather information about diploma mills and find ways to inform teachers of this and other forms of fraud.
 - c. Continue the awareness that issues such as distance learning, dual enrollment, alternative certification models, etc. are multi-faceted and inter-related concepts that cannot be viewed in isolation from one another.
 - d. Continued involvement in the implementation of the Montana Content standards.

Other CSPAC Activities:

CSPAC to monitor any teacher licensure issues that may emerge from the implementation of distance learning programs (Montana Digital Academy).

CSPAC to participate in the School Staffing Project to develop a new state data system to track school staffing patterns in Montana.

Solicit input from the Board of Public Education and the Council of Deans regarding research priorities for CSPAC for 2017-2018.

Monitor addition of ASL as a World Language.

**Highlights of the July 12, 2017 CSPAC Meeting
Holiday Inn Express Conference Room
3170 N Sanders
Helena, MT**

On Wednesday July 12, 2017, the Certification Standards and Practices Advisory Council met at the Holiday Inn Express for their regularly scheduled summer meeting and the annual joint meeting with the Board of Public Education. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Mr. Kelly Elder, Teacher, Helena, Ms. Debbie Hendricks, 9-12 Teacher, Hellgate High School Missoula; Ms. Sabrina Steketee, Trustee, Boulder; Dr. Rob Watson, Bozeman Public Schools, Administrator; Ms. Leanne Yenny, K-8 Teacher, Bozeman; Ms. Noreen Burris, Specialist, Billings, Ms. Angel Turoski, representing the Council of Deans, from the University of Providence.

Meeting attendees included: Dr. Linda Vrooman Peterson, OPI; Ms. Kristine Thatcher, OPI; Dr. Tim Tharp, Deputy Superintendent, OPI; Mr. Hollis Fudge, Great Falls, Mr. Ray Severie, Great Falls, BPE Chair Sharon Carroll, Ms. Donna Sorensen, Superintendent of the MSDB. Also present were BPE Executive Director Mr. Pete Donovan, BPE Administrative Assistant Ms. Kris Stockton.

**CSPAC Meeting
July 12, 2017**

Executive Committee Report

Mr. Donovan opened nominations for CSPAC Chair. Mr. Kelly Elder was nominated Chair and Mr. Elder accepted the nomination. Mr. Donovan opened nominations for Vice Chair. Ms. Noreen Burris was nominated and accepted the nomination for Vice Chair. Committee Appointments were made, the 2017-2018 Calendar was set, CSPAC Goals were reviewed for the year, and the Annual Report was reviewed for presentation to the Board of Public Education.

Board of Public Education Report/Executive Director's Report

Mr. Donovan reviewed the 2016 Legislative Audit of the Board of Public Education which was completed, reviewed meetings and activities on his calendar since the last CSPAC meeting, announced the appointment of Mr. Scott Stearns to the Board of Public Education, and discussed Special Education funding as being reviewed by the Education Interim Committee.

Computer Science Endorsement Options

Dr. Rob Watson reviewed for the Council the possible options for a teaching endorsement in Computer Coding that he is pursuing. Dr. Watson, CSPAC members, and OPI staff reviewed and discussed how this arrangement could happen. Additional research will be done and presented to the Council at the October meeting.

Licensure for Teachers of the Deaf

A discussion was had to pursue the possibility of adding American Sign Language as a World Language teaching endorsement, as requested by Mr. Hollis Fudge and Mr. Ray Severie of Great Falls. This would allow high school students to take American Sign Language and for the course to count as a Foreign Language Credit. Options were discussed regarding the best way to make this happen, and Dr. Linda Peterson, OPI, suggested adding it to the list of endorsements contained in the Chapter 55 Appendix B. Action was taken on this item, and the Council moved to request a report from the OPI at the October CSPAC meeting.

Report on Accreditation Site Visits @MSU-Northern, MSU-Billings

Dr. Linda Peterson reviewed the on-site accreditation visits of the Educator Preparation Programs at MSU-Billings and MSU- Northern for the Council.

CLASS 8 License Applications

The Council reviewed 20 applications for Class 8 Licensure approving 16 applications, not approving 3 applications, and returning 1 application for additional information.

Future Agenda Items

Class 8 License applications

Action on Revised Goals

OPI Report on World Languages for ASL

Ongoing discussion on Computer Coding

**Highlights of the October 5, 2017 CSPAC Meeting
Reid Hall, Room 330
Montana State University
Bozeman, MT**

On Thursday October 5, 2017, the Certification Standards and Practices Advisory Council met at Reid Hall on the campus of Montana State University-Bozeman for their annual joint meeting and the annual joint meeting with the Council of Deans. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Mr. Kelly Elder, Teacher, Helena, Ms. Debbie Hendricks, 9-12 Teacher, Hellgate High School Missoula; Ms. Sabrina Steketee, Trustee, Boulder; Dr. Rob Watson, Bozeman Public Schools, Administrator; Ms. Leanne Lorenz, K-8 Teacher, Bozeman; Ms. Noreen Burris, Specialist, Billings, Ms. Angel Turoski, representing the Council of Deans, from the University of Providence.

Meeting attendees included: Dr. Linda Vrooman Peterson, OPI; Ms. Kristine Thatcher, OPI; Dr. Tim Tharp, Deputy Superintendent, OPI; Ms. Renee Erlandsen, OPI; Ms. Kristi Murphy, University of Montana. Also present were BPE Executive Director Mr. Pete Donovan, BPE Administrative Assistant Ms. Kris Stockton.

**CSPAC Meeting
October 5, 2017**

Executive Committee Report

Mr. Elder confirmed the Committee Assignments made at the July 2017 meeting, and the Council approved the 2017-2018 Goals as revised at the July 2017 meeting.

Board of Public Education Report/Executive Director's Report

Mr. Donovan updated the Council on happenings since the July meeting, and discussed the House Joint Resolution from 1995 which "encouraged" the Board of Public Education and the Board of Regents to add ASL as a World Language, though action was never taken by either board at that time. Mr. Donovan also discussed the possible budget cuts proposed by Governor Bullock, a new education program at Stone Child College, and a proposal for a new rule regarding Suicide Prevention, both items will be before the BPE at their November meeting. Mr. Donovan continues his participation in the Educator Recruitment and Retention Task Force through the Commissioner of Higher Education's Office.

Discussion of Potential Endorsement for Computer Coding

Dr. Watson noted this item will also be discussed further at the joint meeting with the Council of Dean's in the afternoon. Dr. Watson reviewed for the Council and guests the rationale behind this request and why it is important for students. Dr. Watson has discussed this issue with the education associations and they are aware the Council is reviewing this item.

Proposal for Class 4, Public Safety-Emergency & Fire Services Basic EMT Program

Dr. Tim Tharp, and Ms. Renee Erlandsen of OPI presented this request to the Council. Ms. Erlandsen reviewed the need to add this endorsement and that requests from the field are coming in to the OPI for this endorsement. Courses would be available for students to take and earn CTE credit. This item will be presented again for Action at the February 2018 CSPAC meeting.

Educator Preparation Program Update

Dr. Linda Peterson reviewed the following items which were presented to the Board of Public Education at their September meeting:

- BPE Grants Approval of MSU-N Regular Accreditation Status
- Proposed New Curricular Program-Elementary Ed/Special Ed at Carroll College
- Stone Child College Request for Provisional Accreditation for Bachelor of Science-Elementary Education for K-8 Endorsement

PRAXIS Working Committee 2017 Annual Report

Dr. Peterson reviewed the past year's work of the PRAXIS Working Committee to the Council

Class 8 License Applications

The Council reviewed 4 Class 8 applications, approving 3 applications and not approving 1 application

Future Agenda Items

Possible ARM Rule Change to Add ASL as a World Language

Class 8 License Applications

Class 4, Public Safety Programs

**Highlights of the February 7, 2018 CSPAC Meeting
Montana State Capitol Building, Room 102
Helena, MT**

On Wednesday, February 7, 2018, the Certification Standards and Practices Advisory Council met in room 102 of the Montana Capitol Building for their winter meeting. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Mr. Kelly Elder, Teacher, Helena, Ms. Debbie Hendricks, 9-12 Teacher, Hellgate High School Missoula; Ms. Sabrina Steketee, Trustee, Boulder; Dr. Rob Watson, Bozeman Public Schools, Administrator; Ms. Leanne Lorenz, K-8 Teacher, Bozeman; Vice Chair Ms. Noreen Burris, Specialist, Billings, Ms. Angel Turoski, representing the Council of Deans, from the University of Providence.

Meeting attendees included: Dr. Linda Vrooman Peterson, OPI; Ms. Kristine Thatcher, OPI; Dr. Kirk Miller, School Administrators of Montana; Mr. Lance Melton, Montana School Boards Association; Mr. TJ Eyer, OPI; Ms. Colet Bartow, OPI; Mr. Hollis Fudge, Great Falls; Mr. Ray Severie, Great Falls; Ms. Katrina Kennett, America Campaign; Mr. Devin Holmes, American Campaign/Teachers Teaching Tech; Ms. Diane Burke, Montana Quality Education Coalition; Dr. Tricia Siefert, MSU-Bozeman. Also present were BPE Executive Director Mr. Pete Donovan, BPE Administrative Assistant Ms. Kris Stockton.

**CSPAC Meeting
February 7, 2018**

Executive Committee Report

Mr. Elder thanked the Council, especially Dr. Watson, for their work on the proposed ARM rule change for Computer Coding and Teacher Education. Mr. Elder reviewed his recent trip to the National College Football Championship Game as part of his Teacher of the Year activities.

Board of Public Education Report/Executive Director's Report

Mr. Donovan updated the Council with data from the Annual Teacher Licensure Report as presented to the Board in January, and reviewed upcoming changes to the Bus Standards, and a new rule for Suicide Prevention.

Proposal to Add American Sign Language as a World Language Endorsement

Dr. Peterson presented this item to the Council which was carried over from the October CSPAC meeting in Bozeman. Dr. Peterson suggested the easiest route is to add American Sign Language as a World Language endorsement to Appendix B of Chapter 55. The Council agreed and voted unanimously to move this item to the Board of Public Education for approval.

Computer Science Information

Dr. Linda Peterson, Mr. TJ Eyer, Ms. Colet Bartow, Ms. Kristine Thatcher, and Dr. Tricia Siefert, MSU Bozeman presented to the Council a review of the history of Computer Science Education in schools, new and newly approved Computer Science Education programs at the University level, and the list of options available for teacher education candidates in Computer Science Education. The panel fielded questions from the Council. Additionally, comments were heard in support of Computer Science Education from Mr. Lance Melton, Montana School Boards Association, Dr. Kirk Miller, School Administrators of Montana; Dr. Katrina Kennett, Director of Research America Campaign, and Mr. Devin Holmes, Director of America Campaign

Request to Add Computer Coding and Teacher Education as Endorsement Area

Mr. Donovan reviewed the progress and work which has been done on this item since the Council last met in October 2017 regarding adding Computer Coding and Teacher Education as an endorsement area for CTE credit. After lengthy public comment from Mr. Melton, Dr. Miller, Dr. Kennett, Mr. Eric Feaver, MEA-MFT; Ms. Diane Burke, MQEC, and Mr. Devin Holmes in support of the proposal, and Dr. Tricia Siefert, MSU in opposition to the proposal, the Council voted unanimously to recommend the proposal to the Board of Public Education.

Class 8 License Applications

The Council reviewed three Class 8 applications, approving all three applications.

Update on Suicide Prevention and Response to Negotiated Rulemaking Process

Dr. Peterson reviewed for the Council the recent Negotiated Rulemaking process for the proposed ARM rule changes for Suicide Prevention, as requested by Senator Edie McClafferty. Dr. Peterson reviewed the proposed language and fielded questions from the Council members.

Ensuring Equitable Access to Quality Teachers; Defining Terms – *Ineffective, Out-of-Field, Inexperienced*

Dr. Peterson presented this item to the Council explaining that research is currently ongoing to determine how the other 49 states and District of Columbia define them. The data will be compiled, and terms defined and presented to the Department of Education in December 2018.

Future Agenda Items

Update on Suicide Prevention ARM rule change

Update on Ensuring Equitable Access

Draft – Annual Report

Class 8 Applications

ITEM 2

BOARD OF PUBLIC EDUCATION REPORT

- **Update on Progress for Suicide Prevention Rulemaking**

Mr. Pete Donovan

Meetings Attended by Peter Donovan

02/07/2018 – 04/18/2018

February

- | | | |
|----|---|------------|
| 1. | CSPAC Meeting | 02/07/2018 |
| 2. | Check in with Siri Smillie | 02/08/2018 |
| 3. | Recruitment and Retention Task Force Call | 02/09/2018 |
| 4. | OPI Assessment Conference | 02/12/2018 |
| 5. | February Education Advocate Meeting | 02/15/2018 |
| 6. | MSDB Committee Conference Call | 02/15/2018 |
| 7. | MACIE Meeting | 02/26/2018 |
| 8. | School Funding Sharing Meeting | 02/28/2018 |

March

- | | | |
|-----|--|------------|
| 9. | Call with Sharon | 03/01/2018 |
| 10. | Check in with Siri Smillie | 03/08/2018 |
| 11. | Montana Digital Academy Conference Call | 03/12/2018 |
| 12. | TLLC Quarterly Meeting | 03/13/2018 |
| 13. | Board of Public Education Meeting | 03/16/2018 |
| 14. | Recruitment & Retention Task Force Conference Call | 03/21/2018 |
| 15. | Education Interim Committee Meeting | 03/22/2018 |

April

- | | | |
|-----|---|------------|
| 16. | Variance to Standards Board Meeting | 04/04/2018 |
| 17. | Higher Education Consortium Conference Call | 04/05/2018 |
| 18. | Check-in w/Siri Smillie | 04/12/2018 |
| 19. | CSPAC Meeting – Helena | 04/18/2018 |

/

PROPOSED AMENDMENT LANGUAGE – ARM 10.55.701

10.55.701 BOARD OF TRUSTEES

(1) The local board of trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.

(2) Each school district shall make available to the staff and public:

PROPOSED AMENDMENT: a policy, procedure, or plan addressing suicide prevention and response as outlined in ARM NEW RULE.

PROPOSED NEW RULE LANGUAGE

NEW RULE: SUICIDE PREVENTION AND RESPONSE

(1) A local board of trustees shall establish policies, procedures, or plans related to suicide prevention and response that may include the following recommended elements:

(a) Promotes collaboration with families and with community providers in all aspects of suicide prevention and response;

(b) Implements a prevention and response program that is effective in reaching students, staff and parents using resources required of the Office of Public Instruction under MCA 20-7-1310;

(c) Includes high quality intervention services for students;

(d) Promotes interagency cooperation that enables school personnel to identify and access appropriate community resources for use in times of crisis;

(e) Includes reintegration of youth into a school following a crisis, hospitalization or residential treatment;

(f) Provides for leadership, planning, and support for students and school personnel to ensure appropriate responses to attempted or completed suicides;

(g) Ensures regular evaluation and revision of the policy and procedures.

(2) The term “response” includes both immediate response and postvention guidelines.





Negotiated Rulemaking Committee for Suicide Prevention and Response

Economic Impact Statement

**for implementation of a proposed
New Rule/Rule Amendment of Administrative
Rules of Montana (ARM) pertaining to
Suicide Prevention and Response**

January 2018

Economic Impact Statement for Suicide Prevention and Response

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Economic Impact Statement for Suicide Prevention and Response

Executive Summary

Using the negotiated rulemaking process, Superintendent of Public Instruction Arntzen has developed recommendations for accreditation standard changes pertaining to suicide prevention and response. The accreditation standard relates to the enactment of HB 381 from the 2015 Legislative session that added language to §20-1-1310, MCA, indicating that “(t)he trustees of a school district shall establish policies, procedures, or plans related to suicide prevention and response.” Based on that legislative action, the State Superintendent initiated the process for amending the accreditation standard to specifically recognize that new requirement.

In January 2018, the Montana Office of Public Instruction (OPI) surveyed school personnel and stakeholders about the probable economic impact of the proposed new rule/rule amendment for ARM 10.55 on challenges of implementation, district resources, personnel, professional development, and overall impact. Survey results show no indication that this new rule/rule amendment would create a significant economic impact for districts and their schools. *It is important to note that the proposed new rule/rule amendment and the legislation it is based upon simply require local school districts to adopt a policy, procedure, or plan addressing suicide prevention and response. The decision as to how many resources, fiscal or otherwise, to allocate toward the implementation of those policies, procedures, or plans will be left to the discretion of local school districts.*

The OPI provides guidance, training, and technical assistance to Montana schools on youth suicide awareness, prevention, and response from several divisions in the agency, including Health Enhancement, Indian Education, Special Education, and Educational Opportunity and Equity. These divisions provide training materials that meet the requirements for professional development and periodically review the materials. Partnerships have been developed with a vast array of organizations throughout the state. These partnerships provide educational opportunities and technical assistance, including the OPI Teacher Learning Hub online courses, the Department of Public Health and Human Services’ Signs of Suicide Programs (SOS), and the Jason Flatt Foundation. An extensive list of resources, including vital education and opportunities for schools, students, and parents, can be found on the [OPI Suicide Prevention website](#).

Based on the analysis of the survey results and the advice of the negotiated rulemaking committee, the OPI has concluded that school district expenditures are insubstantial under the proposed new rule/rule amendment and expenditures can be readily absorbed into the budgets of existing district programs.

Economic Impact Statement for Suicide Prevention and Response

Introduction

In 2015, the Montana Legislature (“Legislature”) enacted the “Suicide Awareness and Prevention Act” that required the OPI to provide training, guidance, and technical assistance to Montana schools regarding suicide awareness and prevention (§20-7-1310, MCA). In accordance with that act, the OPI has been focusing on and supporting evidence-based practices and offering districts technical assistance to build district-wide systems of support. Important laws that address suicide prevention and response in schools are now included on the OPI website along with resources to determine appropriate suicide prevention and response at school and in the home. Sample policies and procedures for best practice suicide prevention and response programs are also provided on the website.

In 2017, however, the Legislature amended the “Suicide Awareness and Prevention Act” to require that local school district trustees “establish policies, procedures, or plans related to suicide prevention and response.” Based on that legislative action, the State Superintendent has initiated the process for amending the accreditation standards to specifically recognize that new requirement. Proposed changes to the accreditation standards require that the State Superintendent establish an independent negotiated rulemaking committee (“Committee”) under §20-1-701, MCA. Superintendent Arntzen selected 16 members to serve on that Committee in accordance with §20-1-701(2), MCA.

That Committee completed its work and reached consensus on proposed language for amending the accreditation standards to recognize the new legislative requirement, and a copy of that proposed language is attached. (See [Attachment A](#)). As required by §20-7-101(1), MCA, the State Superintendent has prepared, in consultation with the Committee, this economic impact statement under the provisions of §2-4-405, MCA. Each of the elements required to be addressed in the economic impact statement are outlined below.

Affected Classes of Persons

Describe the classes of persons who will be affected by the proposed rule including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule. Refer to §2-4-405 (2)(a), MCA.

The *classes of persons* affected by the proposed new rule/rule amendment include individuals from the following groups: school district trustees, K-12 school administrators, K-12 teachers and counselors, school business officials, parents, and taxpayers. Members of the Committee *for developing the proposed new rule/rule amendment language* were selected based on the following criteria: cultural diversity, geography, suicide prevention experience, district and school size, and grade levels served.

Costs associated with the proposed new rule/rule amendment are the responsibility of local school districts. The beneficiaries of the proposed new rule/rule amendment are students, educators, and employees of local school districts as well as Montana communities served by accredited school

Economic Impact Statement for Suicide Prevention and Response

districts. The proposed new rule/rule amendment will help students, educators, parents, and communities to work toward increased awareness and more effective prevention of and response to suicide.

Economic Impact

Describe the probable economic impact of the proposed rule upon affected classes of persons including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact. Refer to §2-4-405 (2)(b), MCA.

The OPI surveyed school personnel and stakeholders about the probable economic impact of the proposed new rule/rule amendment for ARM 10.55 between January 12, 2018, and January 23, 2018. The survey was individually emailed to approximately 125 stakeholders and sent to 1,664 recipients through the OPI bulk email system. Thirty-eight responses were received.

Twenty respondents (53 percent) indicate that their school district policies DO include a policy addressing suicide prevention; 13 respondents (34 percent) indicate that their school district policies DO NOT include a policy addressing suicide prevention; five respondents (13 percent) are unaware whether their school district has implemented a policy.

Twenty-one respondents (53 percent) indicate that their school district policies DO include a policy addressing suicide response; 11 respondents (29 percent) indicate that their school district policies DO NOT include a policy addressing suicide response; 6 respondents (16 percent) are unaware whether their school district has implemented a policy.

Overall, the survey data show no indication that this new rule/rule amendment would create a significant economic impact for districts and their schools. It is important to note that the proposed new rule/rule amendment and the legislation it is based upon simply require local school districts to adopt a policy, procedure, or plan addressing suicide prevention and response. The decision as to how many resources, fiscal or otherwise, to allocate toward the implementation of those policies, procedures, or plans will be left to the discretion of local school districts.

Cost to State Agencies

Describe and estimate the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue. Refer to §2-4-405 (2)(c), MCA

The OPI, in accordance with §20-7-101, MCA, has incurred costs associated with the negotiated rulemaking process including contracting with a facilitator and convening the rulemaking committee. The OPI also pays for notices of rulemaking and corresponding publication notices with the Montana Office of Secretary of State. The OPI does not anticipate any additional costs associated with the accreditation of schools. The new standards will be incorporated into the OPI's accreditation review process within the existing budget of the OPI. Total cost to the OPI is approximately \$6,000.

Economic Impact Statement for Suicide Prevention and Response

The Board of Public Education is responsible for the notices of adoption of the new rule/rule amendment and the publication of notices with the Secretary of State (\$60 per page). The costs associated with board member attendance at public hearings will be paid within the existing budget of the Board of Public Education.

The OPI provides guidance, training, and technical assistance to Montana schools on youth suicide awareness, prevention, and response from several divisions in the agency, including Health Enhancement, Indian Education, Special Education, and Educational Opportunity and Equity. These divisions provide training materials that meet the requirements for professional development and periodically review the materials. Partnerships have been developed with a vast array of organizations throughout the state. These partnerships provide educational opportunities and technical assistance, including the OPI Teacher Learning Hub online courses, the Department of Public Health and Human Services' Signs of Suicide Programs (SOS), and the Jason Flatt Foundation. An extensive list of resources, including vital education and opportunities for schools, students, and parents, can be found on the [OPI Website](#).

Cost and Benefits of the Proposed Rule

Analyze and compare the costs and benefits of the proposed rule to the costs and benefits of inaction. Refer to §2-4-405 (2)(d), MCA.

Action on this topic is required by the Legislature's directive in HB 381, as codified in §20-1-1310, MCA. In 2017, the Legislature amended the "Suicide Awareness and Prevention Act" to require that local school district trustees "establish policies, procedures, or plans related to suicide prevention and response." Based on that legislative action, the State Superintendent has initiated the process for amending the accreditation standards to specifically recognize that new requirement and the proposed new rule/rule amendment fulfills that requirement. Accordingly, the agency did not undertake any analysis of the costs and benefits of "inaction."

As indicated above, the survey data show no indication that this new rule/rule amendment would create a significant economic impact for districts and their schools.

The Summary of Survey Responses (Attachment B) addresses five areas of potential economic impact on school district operations and budgets.

Less Costly or Less Intrusive Methods

Are there less costly or less intrusive methods for achieving the purpose of the proposed rule? Refer to §2-4-405 (2)(e), MCA.

As indicated above, the purpose of the proposed new rule/rule amendment is to incorporate the Legislature's directive from HB 381 into the accreditation standards. Because the language of the proposed new rule/rule amendment mirrors that of HB 381, there is no less costly or less intrusive method for achieving the purpose of the proposed new rule/rule amendment.

As also indicated above, the cost for implementation will vary by district based on choices made by individual school boards regarding the needs of their schools and local communities. The act of

Economic Impact Statement for Suicide Prevention and Response

simply adopting a policy, procedure, or plan will, in and of itself, carry a minimal cost.

Selection of Proposed Rule

Analyze any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule. Refer to §2-4-405 (2)(f), MCA.

The agency did not seriously consider alternative methods for achieving the purpose of the proposed rule because the purpose of the proposed new rule/rule amendment is to incorporate a specific legislative directive into the accreditation standards.

Efficient Allocation of Public and Private Resources

Does the proposed rule represent an efficient allocation of public and private resources? Refer to §2-4-405 (2)(g), MCA.

Neither the proposed new rule/rule amendment nor the legislation it is based upon involve any specific allocation of public and private resources. The agency is hopeful, however, that the Legislature's initiative in passing HB 381, and all of the public attention and effort that will go into the implementation of a new accreditation standard and subsequent actions by local school boards, will create opportunities for more efficient allocation of resources toward the subject of suicide prevention and response.

Data Gathering and Analysis

Quantify or describe the data upon which the economic impact statement was based and an explanation of how the data was gathered. Refer to §2-4-405 (2)(h), MCA.

[Attachment B](#) is the summary of the economic impact survey results.

Applicable Statute

2-4-405, MCA. Economic impact statement. (1) Upon written request of the appropriate administrative rule review committee based upon the affirmative request of a majority of the members of the committee at an open meeting, an agency shall prepare a statement of the economic impact of the adoption, amendment, or repeal of a rule as proposed. The agency shall also prepare a statement upon receipt by the agency or the committee of a written request for a statement made by at least 15 legislators. If the request is received by the committee, the committee shall give the agency a copy of the request, and if the request is received by the agency, the agency shall give the committee a copy of the request. As an alternative, the committee may, by contract, prepare the estimate.

(2) Except to the extent that the request expressly waives any one or more of the following, the requested statement must include and the statement prepared by the committee may include:

- (a) a description of the classes of persons who will be affected by the proposed rule,

Economic Impact Statement for Suicide Prevention and Response

including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule;

(b) a description of the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact;

(c) the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue;

(d) an analysis comparing the costs and benefits of the proposed rule to the costs and benefits of inaction;

(e) an analysis that determines whether there are less costly or less intrusive methods for achieving the purpose of the proposed rule;

(f) an analysis of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule;

(g) a determination as to whether the proposed rule represents an efficient allocation of public and private resources; and

(h) a quantification or description of the data upon which subsections (2)(a) through (2)(g) are based and an explanation of how the data was gathered.

(3) A request to an agency for a statement or a decision to contract for the preparation of a statement must be made prior to the final agency action on the rule. The statement must be filed with the appropriate administrative rule review committee within 3 months of the request or decision. A request or decision for an economic impact statement may be withdrawn at any time.

(4) Upon receipt of an impact statement, the committee shall determine the sufficiency of the statement. If the committee determines that the statement is insufficient, the committee may return it to the agency or other person who prepared the statement and request that corrections or amendments be made. If the committee determines that the statement is sufficient, a notice, including a summary of the statement and indicating where a copy of the statement may be obtained, must be filed with the secretary of state for publication in the register by the agency preparing the statement or by the committee, if the statement is prepared under contract by the committee, and must be mailed to persons who have registered advance notice of the agency's rulemaking proceedings.

(5) This section does not apply to rulemaking pursuant to 2-4-303.

(6) The final adoption, amendment, or repeal of a rule is not subject to challenge in any court as a result of the inaccuracy or inadequacy of a statement required under this section.

(7) An environmental impact statement prepared pursuant to 75-1-201 that includes an analysis of the factors listed in this section satisfies the provisions of this section.

Attachment A—Proposed New Rule/Rule Amendment

Proposed Amendment Language

10.55.701 BOARD OF TRUSTEES

(1) The local board of trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.

(2) Each school district shall make available to the staff and public:

PROPOSED AMENDMENT: a policy, procedure, or plan addressing suicide prevention and response as outlined in ARM NEW RULE.

Proposed New Rule Language

NEW RULE: SUICIDE PREVENTION AND RESPONSE

(1) A local board of trustees shall establish policies, procedures, or plans related to suicide prevention and response that may include the following recommended elements:

(a) Promotes collaboration with families and with community providers in all aspects of suicide prevention and response;

(b) Implements a prevention and response program that is effective in reaching students, staff and parents using resources required of the Office of Public Instruction under MCA 20-7-1310;

(c) Includes high quality intervention services for students;

(d) Promotes interagency cooperation that enables school personnel to identify and access appropriate community resources for use in times of crisis;

(e) Includes reintegration of youth into a school following a crisis, hospitalization or residential treatment;

(f) Provides for leadership, planning, and support for students and school personnel to ensure appropriate responses to attempted or completed suicides;

(g) Ensures regular evaluation and revision of the policy and procedures.

(2) The term “response” includes both immediate response and postvention guidelines.

Attachment B—Summary of Economic Impact Survey Responses

Suicide Prevention and Response

Between January 12-23, 2018, the OPI distributed a questionnaire to survey school personnel and stakeholders about the probable economic impact of the proposed new rule/rule amendment. The survey was individually emailed to approximately 125 stakeholders and sent to 1,664 recipients through the OPI bulk email system.

Thirty-eight questionnaires were completed and this attachment provides a summary of the data received in those responses. A results report containing all data received can be found on the [OPI Montana Suicide Prevention and Response Negotiated Rulemaking Committee website](#).

Attachment B—Contents

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RESOURCES	15
PERSONNEL	16
PROFESSIONAL DEVELOPMENT	17
OVERALL IMPACT	18
CONCLUSION	19

Economic Impact Statement for Suicide Prevention and Response

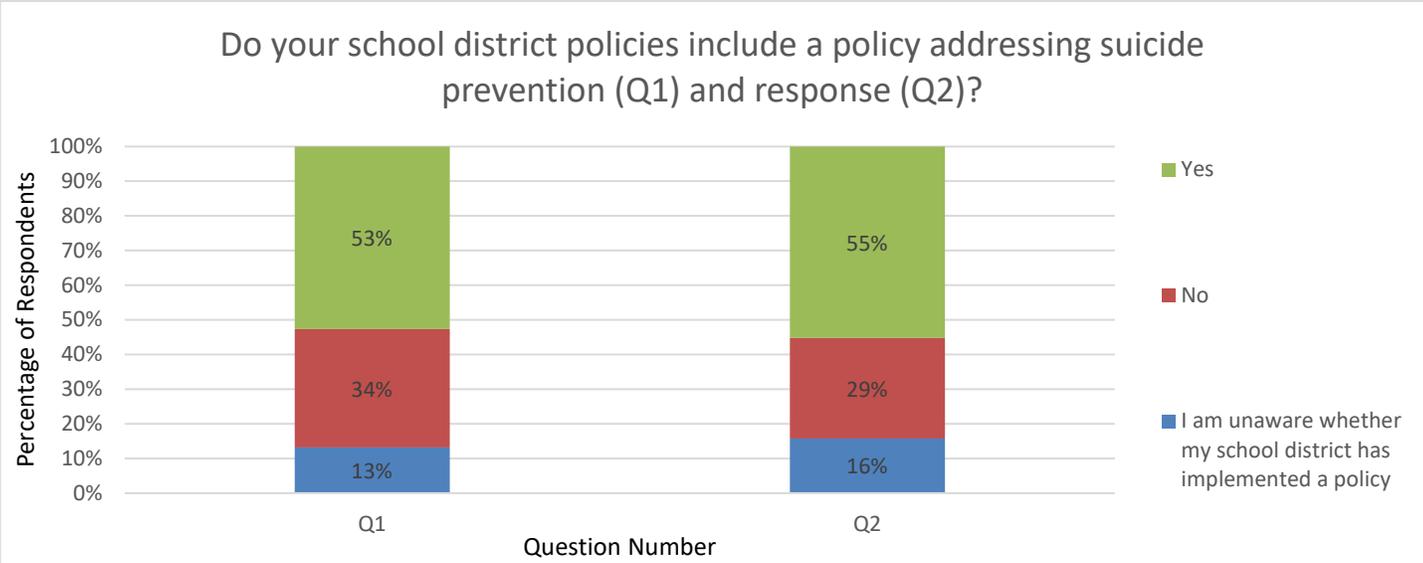
SURVEY QUESTIONS

Q1	Do your school district policies include a policy addressing suicide prevention?
Q2	Do your school district policies include a policy addressing suicide response?
Q3-13	Please indicate below which <i>challenges</i> your district is likely to face under the proposed new rule/rule amendment to the standard.
Q3	Difficulty finding OPI online training resources
Q4	Difficulty using OPI online training resources
Q5	Shortage of P-12 licensed employees trained in suicide prevention
Q6	Shortage of P-12 licensed employees trained in suicide response
Q7	Shortage of P-12 classified employees trained in suicide prevention
Q8	Shortage of P-12 classified employees trained in suicide response
Q9	Availability of professional development in suicide prevention
Q10	Availability of professional development in suicide response
Q11	Resources to support P-12 students
Q12	Resources to support P-12 licensed employees
Q13	Resources to support P-12 classified employees
Q14	Other challenges (please list)
Q15	Would the proposed new rule/rule amendment impact your <i>resources</i> budget?
Q16	Does your district use the suicide prevention and response training resources available on the OPI website?
Q17	What other suicide prevention and response training resources does your district use?
Q18	If additional resource expenditures are required, what increase in actual dollars would be required to cover the costs?
Q19	What new purchases would be needed for resources?
Q20	Would the proposed new rule/rule amendment impact your <i>personnel</i> budget?
Q21	If additional personnel development expenditures are required, what increase in actual dollars would be required to cover the costs?
Q22	What new purchases would be needed for personnel?
Q23	Would the proposed new rule/rule amendment impact your <i>professional development</i> budget?
Q24	If additional professional development expenditures are required, what increase in actual

Economic Impact Statement for Suicide Prevention and Response

	dollars would be required to cover the costs?
Q25	What new purchases would be needed for professional development?
Q26	How many licensed employees would need this professional development?
Q27	How many classified employees would need this professional development?
Q28	How many hours of professional development would be needed for each employee?
Q29	Would the proposed new rule/rule amendment impact your <i>overall</i> budget?
Q30	If additional overall expenditures are required, what increase in actual dollars would be required to cover the costs?
Q31	What new purchases would be needed overall?
Q32	Is there anything else you believe OPI should consider in determining a fiscal impact for a proposed new rule/rule amendment to require local school district implementation of a policy on suicide prevention and response?

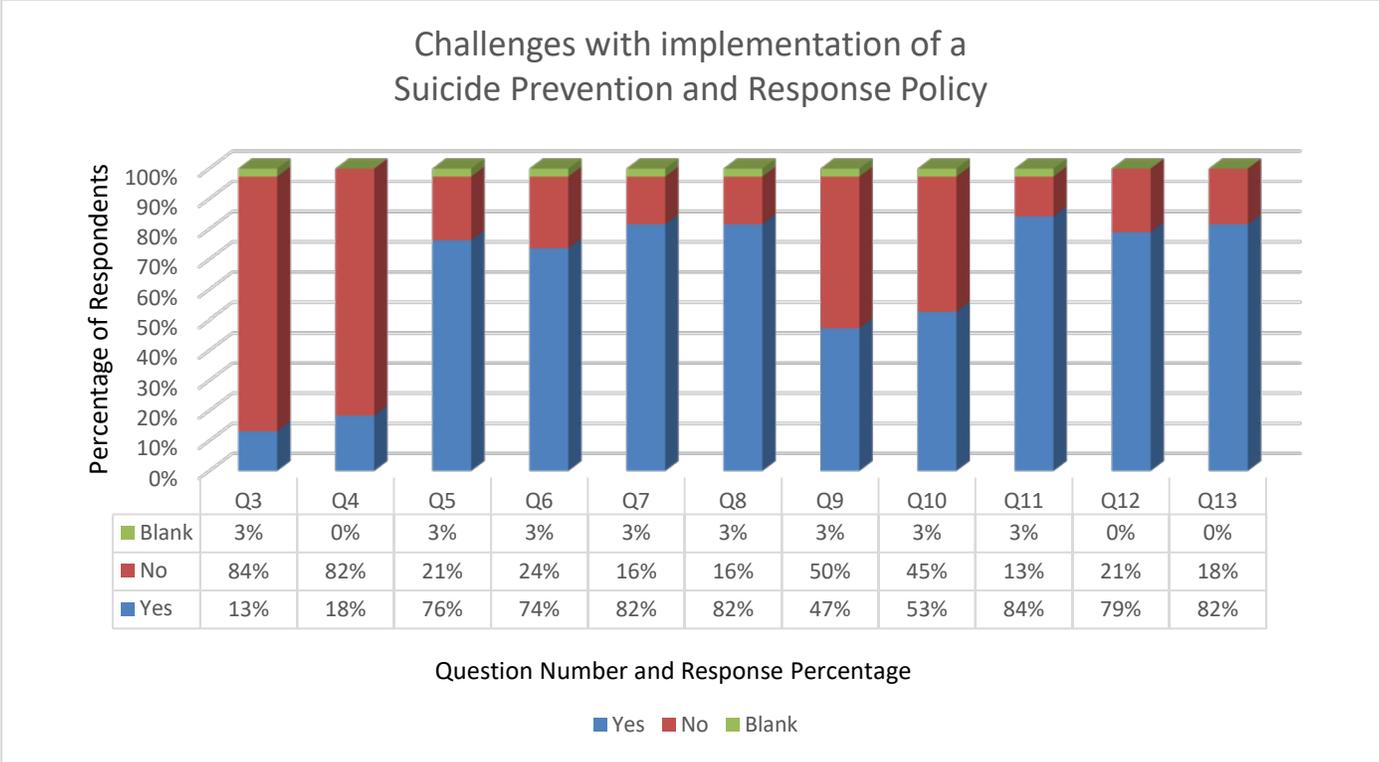
INTRODUCTION



Survey questions 1 and 2 address the respondent’s knowledge of existing policies on suicide prevention and response in their school districts. The data points were separated to assess individual responses regarding both suicide prevention and suicide response. Over half of respondents indicate that their school district policies already include a policy for both suicide prevention and suicide response, while between 13-16 percent of respondents are unaware whether their school district policies include a policy addressing either suicide prevention or suicide response. Approximately 30 percent of respondents indicate that their school district policies do not already include a policy for either suicide prevention or suicide response.

Economic Impact Statement for Suicide Prevention and Response

CHALLENGES WITH IMPLEMENTATION OF A SUICIDE PREVENTION AND RESPONSE POLICY



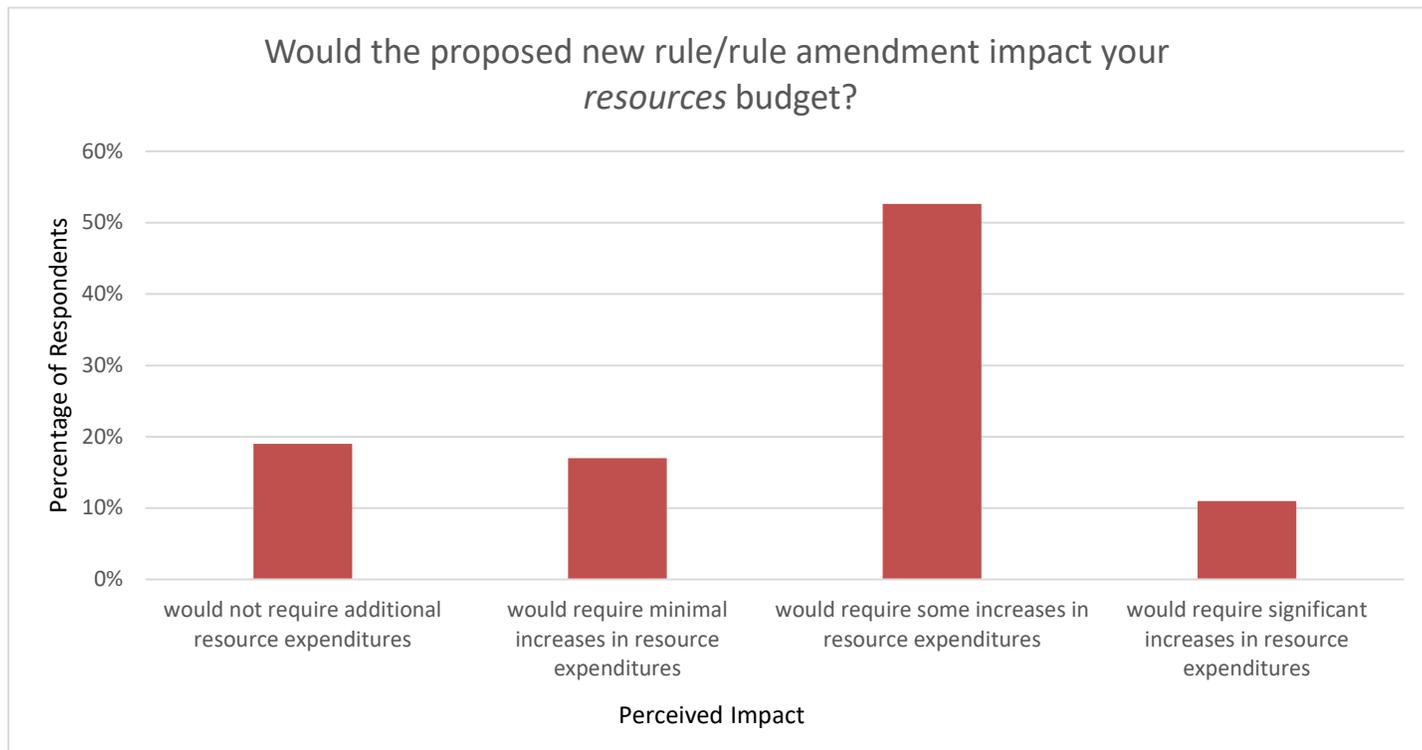
Based upon the prompt below, questions 3-14 address the perceived challenges respondents feel school districts would face under the proposed new rule/rule amendment.

“The OPI provides online training resources here: <http://opi.mt.gov/Educators/School-Climate-Student-Wellness/Suicide-Prevention>.

Please indicate below which challenges your district is likely to face under the proposed new rule/rule amendment to the standard.”

Question 14 provides respondents an opportunity to list other challenges in an open-ended format. Respondents perceive that finding and using the OPI online training resources will pose very little challenge for their districts. Participants perceive a shortage of both licensed and classified employees who are trained in both prevention and response will pose a challenge for their districts. Survey participants perceive that there is a significant shortage of resources to support both students and staff. Time, training, funding, and rurality of districts are among the other perceived challenges survey participants listed in question 14.

RESOURCES

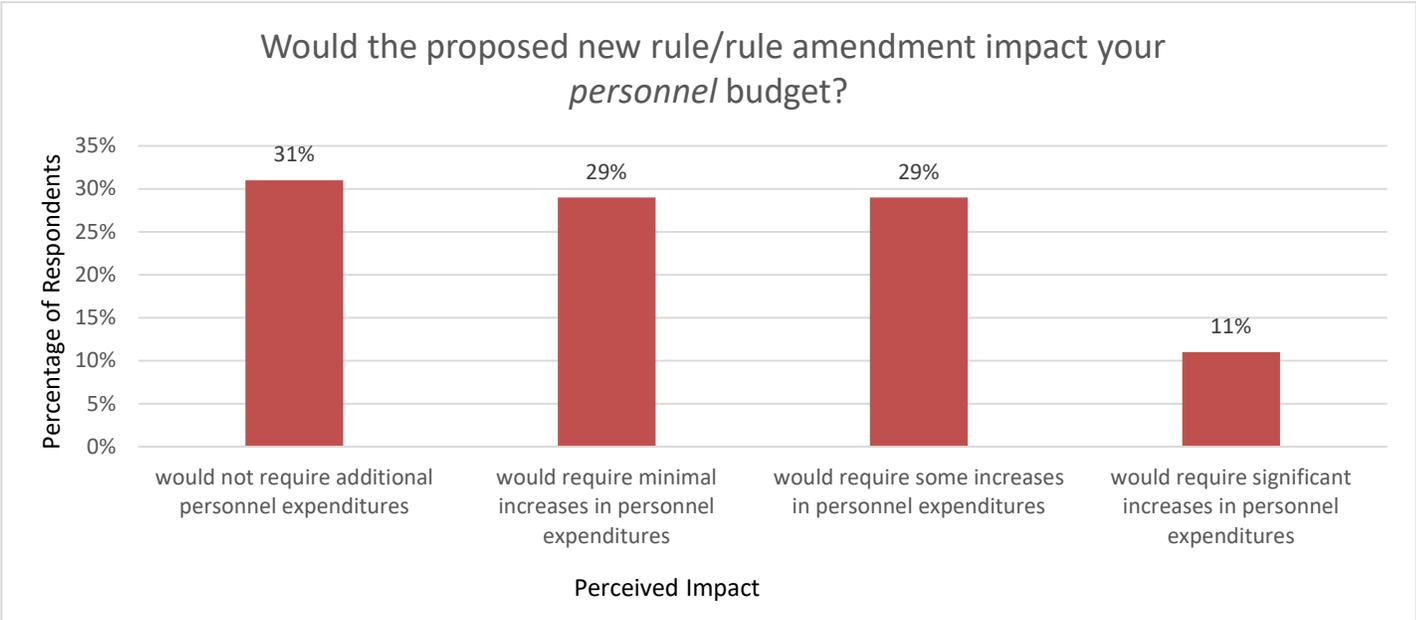


Questions 15 through 19 address the perceived impact the proposed new rule/rule amendment would have on a district’s *resources* budget. Over half of the respondents perceive that there would be some or minimal additional resource expenditures required in the implementation of the new rule/rule amendment, while only 11 percent perceive a significant increase in resource expenditures. 19 percent of respondents perceive that there would be no additional resource expenditures required.

Over half of the respondents indicate that their district uses existing OPI or other resources and list established programs (SOS, QPR, ASIST, YAM, Talk Saves Lives), in-school counselors or local licensed clinical professionals, webinars, and OPI staff as other resources used in districts.

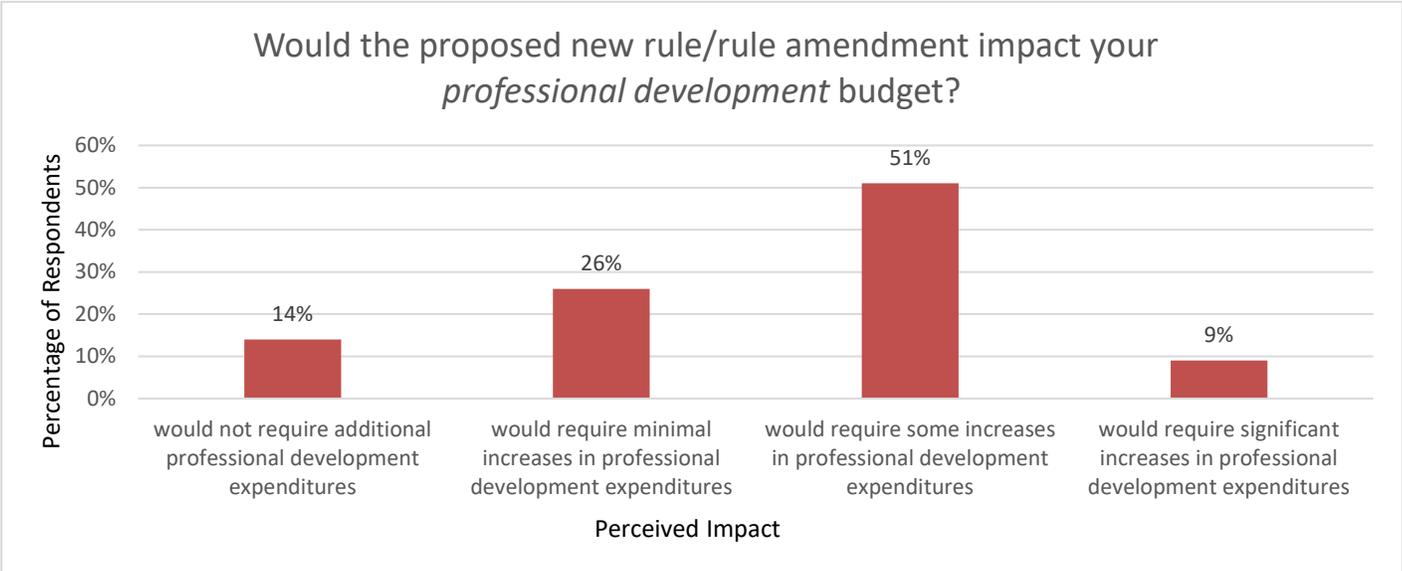
Respondents indicate a variety of perceived costs for additional resources, from no or unknown cost to \$25,000, and list training and materials, staff development and in-service, and the cost of time as actual purchases that would be needed for implementation.

PERSONNEL



Questions 20 through 22 address the perceived impact the proposed new rule/rule amendment would have on a district’s *personnel* budget. Over half of the respondents perceive minimal to some personnel expenditure increases will be necessary, while nearly 30 percent perceive that no additional personnel expenditures will be required. Only 11 percent of respondents perceive a significant increase in personnel expenditures will be required. Respondents indicate a variety of perceived costs for personnel expenditure increases, from no cost to \$350,000, listing time for staff development and training, additional mental health staff members, and using outside specialists as perceived additional actual purchases needed from the personnel budget.

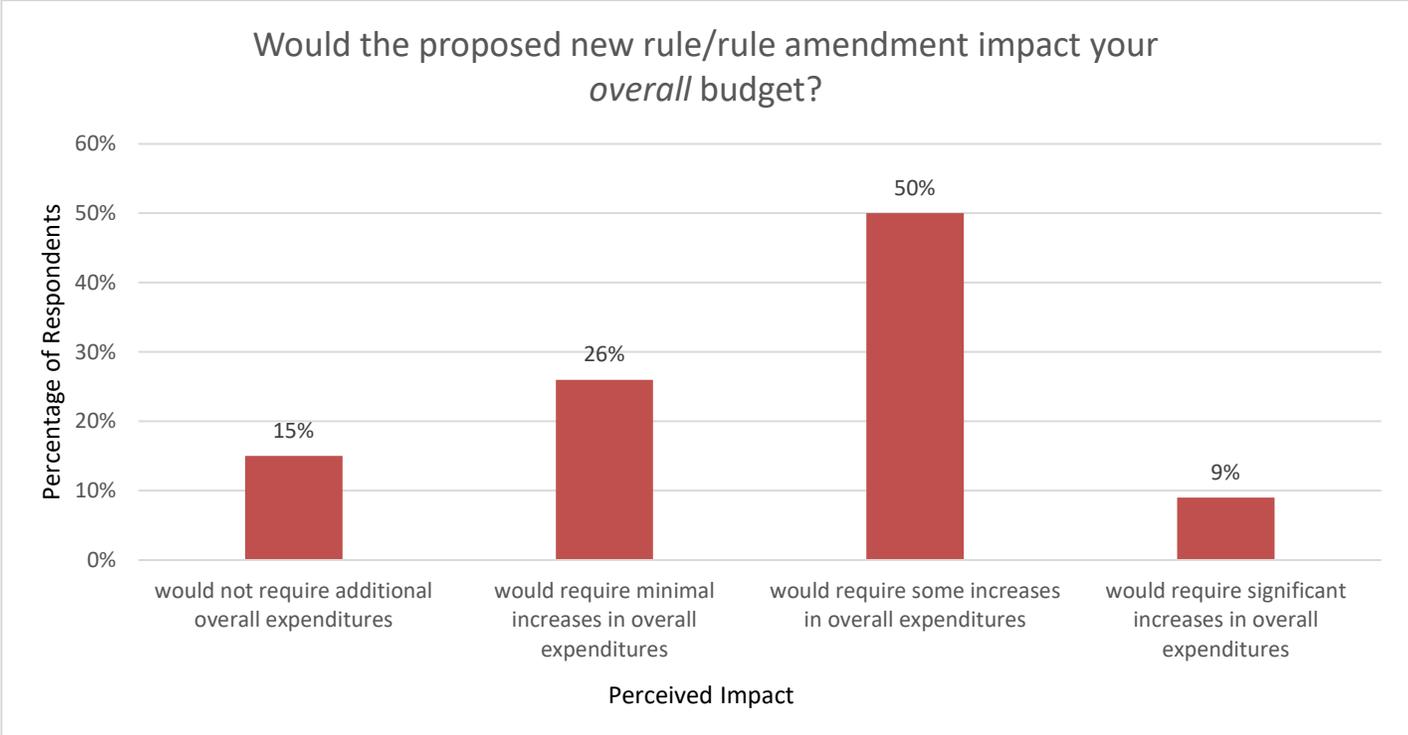
PROFESSIONAL DEVELOPMENT



Questions 23 through 28 address the perceived impact the proposed new rule/rule amendment would have on a district’s professional development budget and include questions referencing the actual number of staff (classified and licensed) needing professional development as well as the number of hours of training required for staff members. Nearly 85 percent of respondents perceive that minimal, some, or significant increases in professional development expenditures will be required when implementing the new rule/rule amendment. Respondents list a variety of costs, from no cost to \$14,000, as perceived additional professional development expenditures. Expenses for substitute staff costs, travel costs, and salary for on- and off-site training of staff are listed by respondents as actual expenditures. Most respondents perceive all licensed and classified staff would need professional development, listing hours needed for each staff member from 2 to over 8.

Economic Impact Statement for Suicide Prevention and Response

OVERALL IMPACT

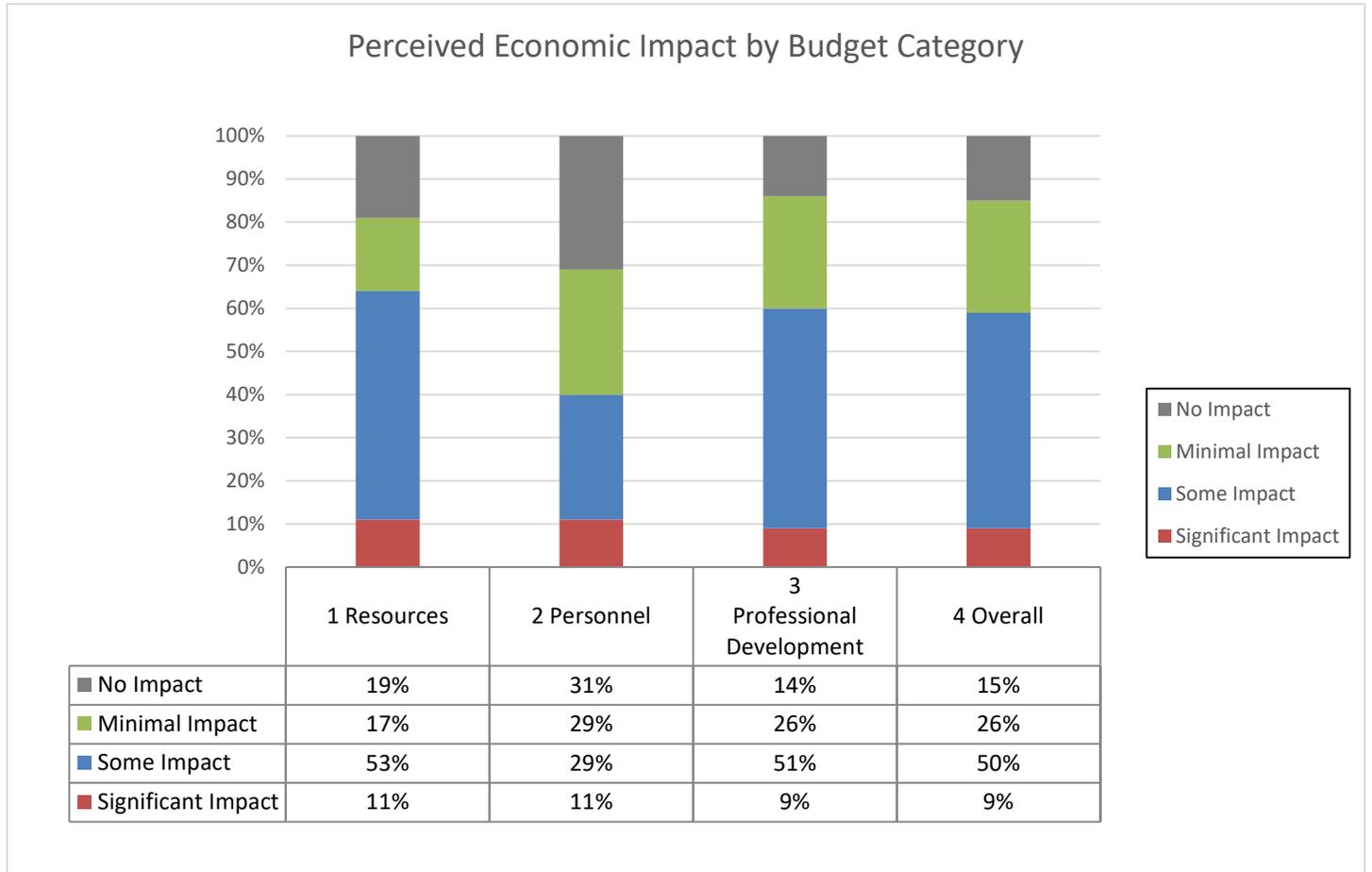


Questions 29 through 31 address the perceived impact the proposed new rule/rule amendment would have on a district’s overall budget and include questions referencing the actual dollar amount and purchases required with the perceived increase in overall expenditures. Nearly 85 percent of respondents perceive that minimal, some, or significant increases in overall expenditures will be required when implementing the new rule/rule amendment.

Question 32 provides respondents the opportunity to list anything else they believe the OPI should consider in determining a fiscal impact for a proposed new rule/rule amendment to require local school district implementation of a policy on suicide prevention and response. The 14 respondents completing this question list lack of community resources for rural areas/difficulty for small schools, a need for a statewide/centralized program, and the need to take continued implementation into account with initial fiscal impact as the most important perceived other needs for districts. Additionally, several respondents indicate that districts have already trained employees/have procedures in place or are unsure/unfamiliar with costs of creating and implementing policy. One respondent cuts to the heart of the matter: “You cannot put a dollar amount on saving a life.”

Economic Impact Statement for Suicide Prevention and Response

CONCLUSION



Overall, the survey data show no indication that this new rule/rule amendment would create a significant economic impact for districts and their schools. *It is important to note that the proposed new rule/rule amendment and the legislation it is based upon simply require local school districts to adopt a policy, procedure, or plan addressing suicide prevention and response. The decision regarding how many resources, fiscal or otherwise, to allocate toward the implementation of those policies, procedures, or plans will be left to the discretion of local school districts.*

Based on the analysis of the survey results and the advice of the negotiated rulemaking committee, the OPI has concluded that school district expenditures are insubstantial under the proposed new rule/rule amendment and expenditures can be readily absorbed into the budgets of existing district programs.

ITEM 3

**IMPLEMENTATION PLAN FOR AMERICAN SIGN
LANGUAGE WORLD LANGUAGE
ENDORSEMENT**

Dr. Linda Peterson

Certification Standards and Practices Advisory Council Meeting April 18, 2018

Implementation Plan for American Sign Language World Language Endorsement

Presentation by Linda Vrooman Peterson
Montana Office of Public Instruction (OPI)

This presentation outlines the plan to implement the American Sign Language (ASL) World Language (WL) Endorsement by the 2018-2019 school year.

Timeline and Summary

July of 2017	CSPAC discusses need for a world language endorsement in ASL.
February of 2018	Following the OPI report, CSPAC supports adding ASL as WL endorsement.
March of 2018	BPE approves the recommendation of the State Superintendent to add ASL WL endorsement to the Accreditation Standards and Procedures Manual, Appendix B, Licensure Endorsements.
April 18, 2018	Presentation of the Implementation Plan for ASL WL Endorsement.
May of 2018	Presentation of the Implementation Plan for ASL WL Endorsement.

- At the July meeting of the Certification Standards and Practices Advisory Council (hereafter referred to as Council), Ms. Sorenson, Superintendent of the MSDB, Mr. Ray Severie, and Mr. Hollis Fudge requested the Council considered adding ASL as a world language endorsement. The Council passed a motion requesting a report from the OPI at the October meeting.
- At the October meeting of the CSPAC, the OPI provided a report on the changing climate toward broad acceptance of ASL as a world language and a growing interest of schools to offer ASL courses as a world language option for high school credit.
- At the February meeting of the CSPAC, the Council supported adding ASL as a world language endorsement.
- At the March meeting of the BPE, the OPI reported that student interest in ASL courses continues to grow in Montana and across the country. School districts seek flexibility for program offerings in every content area. Adding ASL as a world language endorsement to Appendix B of the Accreditation Standards and Procedures Manual allows the OPI Educator Licensure to issue endorsements to qualified international and out-of-state applicants recommended for licensure by a Montana EPP that offers other world language teaching options. Chapter 58, PEPPS, contains the WL standards.
- The March of 2018 action of the BPE to add ASL as a world language endorsement to Appendix B, as recommended by the State Superintendent, will give Montana students the opportunity take ASL courses and will provide high schools with flexibility to offer ASL as a world language option. High school students may earn world language graduation credits, and the ASL WL credit(s) may meet the admission requirement of a growing number of institutions of higher education.

Implementation Plan for American Sign Language World Language Endorsement

Montana Office of Public Instruction will:

- By April of 2018—Complete agency protocol of ASL World Language.
 - Generate ASL endorsement codes.
 - Verify Montana common course codes for ASL.
 - Add ASL to WL Licensure Endorsements in the Accreditation Standards and Procedures Manual, Appendix B.
- By May of 2018—Develop and distribute guidance document describing pathways to licensure and endorsement for Montana teachers and out-of-state and international applicants seeking an ASL WL endorsement.
- By May of 2018—Notify Montana school districts, educator preparation programs, and educators about the opportunity to offer K-12 ASL courses and the flexibility for high school students to earn WL graduation credits for ASL courses.
- By August of 2018—Analyze TEAMS and Educator Licensure data on the following variables:
 - Number of Montana school districts' offering ASL courses.
 - District position openings for qualified ASL teachers.
 - Availability of endorsed teachers.
 - ASL courses Montana students are taking.
 - Equitable distribution of qualified ASL teachers.
- Annually—Report to the State Superintendent, BPE, CSPAC, and other state agencies, P20 education community, and professional education entities.

ITEM 4

DRAFT LANGUAGE FOR CLASS 4
ENDORSEMENTS TO ADD EMERGENCY & FIRE
SERVICES TRAINING TO ARM 10.57.421

Renee Erlandsen

Draft Language for ARM

3/29/2018

10.57.421 CLASS 4 ENDORSEMENTS (1) Recognized occupations eligible for a Class 4 license...

(We will need to Emergency & Fire Services to the list of career and technical education areas)

(4) For Health science education, engineering, computer information systems, (and Emergency & Fire Services), an alternative to the above requirement of 10,000 hours of work experience may be substituted as approved by the Superintendent of Public Instruction as follows:

(a) For Health Science Education: (already in Rule

- (i)
- (ii)
- (ii)
- (iv)

(b) For Engineering: (already in Rule)

- (i)
- (ii)

(c) For Computer Information Systems: (already in Rule)

Proposed:

(d) For Emergency and Fire Services:

(i) hold a Class 1 or 2 license with an endorsement in Emergency & Fire Services

(ii) hold a current CPR/First Aid certificate and a current license as a Lead Instructor, obtained through the Board of Medical Examiners. All EMT Lead Instructors are regulated under ARM- Section 24.156.27.

(iii) the candidate verifies they have a minimum of 2,000 hours of EMT experience

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

(v) Fire Services Endorsement verifies they have a minimum of 2,000 hours of Fire Services or Law Enforcement employment. The MT Division of Criminal Investigation Fire & Safety Training certificates-of-completion are also accepted along with the minimum 2,000 hours.

Law, Public Safety, Corrections and Security is the national Career Cluster title for occupations that fall under these headings.

For OPI purposes, we are interested in developing the Emergency & Fire Services Pathway in order to offer the most appropriate Class 4 Endorsement for persons wishing to teach Basic EMT and/or fire services skills in a secondary school.

This Teaching Endorsement will allow MT secondary students to receive secondary Career & Technical Education (CTE) credit to fulfill graduation requirements. Students must be 18 years of age to apply for EMT Certification.

Candidates applying for a Class 4 EMT Lead Instructor Endorsement must show a minimum of 2,000 hours of EMT experience, hold current CPR/First certificate, and a current License as a Lead Instructor, obtained through the MT State Board of Medical Examiners. All EMT Lead Instructors are regulated under ARM- Section 24.156.27. Copies of your license(s) will be required when applying for the endorsement. Candidates will also acknowledge that they have the skills listed below in a letter during the application process.

Candidates applying for a Class 4 Fire Services Endorsement must show a minimum of 2,000 hours of Fire Services or Law Enforcement employment. The MT Division of Criminal Investigation Fire & Safety Training certificates-of-completion are also accepted along with the minimum 2,000 hours.

THE FOLLOWING SKILLS COULD BE ADDED TO THE APPLICATION PAGE

Skills for Emergency & Fire Services Teachers:

- Speak and write using communication equipment and platforms common to emergency and fire management services in order to communicate effectively and professionally while facilitating work duties.
- Operate radio communication systems common to emergency and fire management services in order to convey and receive urgent information.
- Manage an incident scene as the first responder using emergency response skills in order to facilitate on-scene accident activities until relieved by a superior officer.
- Utilize up-to-date information technology applications to facilitate the management of emergency and fire management situations.
- Model behaviors, strategies and protocols that demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire services in order to carry out duties while responding to a variety of emergency incidents.
- Execute safety procedures and protocols associated with local, state and federal regulations in order to effectively and safely conduct duties within fire and emergency management services.
- Summarize laws, ordinances, regulations, and organizational rules that define guidelines governing emergency and fire management service in order to perform assigned duties within a set of established rules and protocols.
- Compare and contrast relevant aspects of different career fields available for professionals in fire and emergency management services in order to demonstrate an understanding of the opportunities available in the pathway of related careers.
- Execute protocols for handling emergency situations that range from minor medical and/or fire emergencies to area-wide incidents to demonstrate the application and enhancement of key skills used to respond effectively in such instances.
- Execute operational and repair requirements when using equipment in order to maintain functional equipment ready for use in fire and medical emergency situations.

DRAFT 9/12/2017 & 3/29/2018

- Examine equipment and summarize the various applications for equipment commonly used in emergency and/or fire management services in order to ensure one is prepared to use the equipment when needed.

NEW PROPOSAL:

The success at Billing Career Center in creating a year-long program for high school students is remarkable (100% pass rate), and I'd like to offer an OPI Learning Hub course to lay out the scope and pacing of the year-long model; not the Train-the-Trainer that the Board of Medical Examiners oversees. This would fall along the same guidelines for Health Science and Engineering in ARM.

Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Sample Career Specialties / Occupations	<p>Warden• Jail Administrator• Mid-level Manager• Program Coordinator and Counselor• Public Information Officer• Correctional Trainer• Case Manager • Attorney • Community Corrections Practitioner• Probation/parole officer• Corrections Educator• Corrections Officer• Detention Deputy• Detention and Deportation Officer• Case Manager Youth Services Worker• Facility Maintenance Workers• Transport Officer• Food Service Staff• Medical Staff• Dietitian• Support Staff</p>	<p>Emergency Management and Response Coordinator •Emergency Planning Manager•EMT•Fire Fighter•Mgr/Supv. of Fire Fighters•Forest Fire Fighter• Mgr/Supv. of Forest Fire Fighters•Forest Fire Inspector & Investigator•Hazardous Materials Responder •Emergency Dispatchers for Police, Fire and Ambulance •Training Officer •Grant Writer and Coordinator •Rescue Workers • Consequence Management Specialist • Surety Officer • Fire Protection Inspector • Paramedic (Licensed) • Training and Exercises Program Analyst • Canine Enforcement Officer (Training) • Fire Protection Engineer • Infrastructure Analyst Specialist • Operations Analyst • Program Specialist (National Security) • Program Specialist (Response, Preparedness, Recovery/Mitigation)</p>	<p>Security Director•Corporate/Agency Security Director/VP•Corporate Director of Sales•Security Systems Designer/Consultant•Physical Security Specialist Consultant•Student Trainee – Investigations •Computer Forensics specialist•Private/Corporate Investigator•Loss Prevention/Security Manager (e.g. Store, hotel)•Security Trainer/Educator•Security Sales Representative/Manager• Loss Prevention Specialist•Physical Security Assistant•Security Systems Technician (Install/maintain)•Investigative Assistant (private sector) •Security Trainer (Basics)•Canine Enforcement Officer• Transportation Security Supervisor•Information Security Assistant (Document Control)•Personnel Security Assistant•Executive Protection Officer (Private)• Supervisory Security officer (armed, unarmed)•Certified Security Officer (SPO, POST, Arrest Authority)•Armored Car Guard•Control Center Operator (e.g. ADT) (Monitoring Center)• Uniformed Security Officer (Unarmed -- proprietary and contract)•Security Clerk• Transportation Security Technician•Loss Prevention Assistant•Uniformed Security officer (armed)•Computer Security Specialist•Computer Forensics Examiner•Executive Protection Specialist•Gaming Surveillance Specialist•Information Security specialist•Information Technology Security•Armored Car Guards•Industrial Espionage Security•Life Guard, Ski Patrol, •Physical Property Security•Private Security Specialist •Infrastructure Analyst – Specialist •IT Specialist (Information Security) • Intelligence Research-Operations Specialist •Operations Analyst •Port Security Specialist •Transportation Security Screener</p>	<p>•Animal Control Officer •Bailiffs •Child Support •Missing Persons •Unemployment Fraud Investigators •Aircraft Operations Officer •Criminal Investigators & Special Agents • Adjudicator •Air Enforcement Officer •Gaming Investigator •Bomb Technician •Game Enforcement Officer •Highway Patrol Pilots •Immigration & Customs Inspectors •Mgr/Supv. Police & Detectives •Police Detectives and Criminal Investigators •Air Marshall •Police, Fire & Ambulance Dispatchers •Police & Patrol Officers •Private Detectives & Investigators •Sheriffs & Deputy Sheriffs •Training Officer •Transit & Railroad Police •Park Ranger •Evidence Technician •Federal Marshall •Border Patrol Agent •Canine Enforcement Officer •Customs and Border Protection Officer • Deportation Officer •Document Analyst • Fingerprint Identification Technician •Forensic Science Technician •Import Specialist •IT Specialist (Information Security) •Intelligence Research - Operations Specialist •Port Security Specialist •Marine Enforcement Officer</p>	<p>•Administrative Law •Attorney •Case Management Specialist •Court Reporter •File and Document Manager • Adjudicator •Information Officer • Student Trainee - Legal •Investigator •Judge • Asylum Officer – Hearings and Appeals •Law Clerk •Legal Assistant •Legal Secretary •Magistrate •Mediator/Arbitrator •Negotiator •Para legal</p>
	Pathways	Correction Services	Emergency and Fire Management Services	Security & Protective Services	Law Enforcement Services
CCTC /Career Ready Practices	<p>The Common Career Technical Core (CCTC) includes a set of standards for each of the 16 Career Clusters™ and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include 12 statements that address the knowledge, skills and dispositions that are important to becoming career ready.</p>				

ACTION

ITEM 5

**APPROVE REVISIONS TO ARM 10.57.421(e)(i)
and (ii), TEACHER EDUCATION**

Dr. Rob Watson

Administrative Rules of Montana
Proposed language changes to 10.57.421

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

- (1) A Class 4 license is specific to career and technical education and shall be valid for a period of five years.
- (2) There are three types of Class 4 licenses:
 - (a) A Class 4A license issued to individuals holding a valid Montana teaching license, but without an appropriate career and technical education endorsement;
 - (b) A Class 4B license issued to individuals with at least a bachelor's degree from a regionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and
 - (c) A Class 4C license issued to individuals who hold at least a high school diploma or high school equivalency diploma and meet the minimum requirements for endorsement.
- (3) To obtain a Class 4 career and technical educator license an applicant must meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM [10.57.421](#) .
- (4) A Class 4 license shall be renewable pursuant to the requirements of ARM [10.57.215](#) and the requirements specific to each type of Class 4 license.
 - (a) Class 4A licenses shall be renewable by earning 60 renewal units. Endorsement related technical studies may be accepted. Additionally, the first renewal must show evidence of renewal units earned in each of the following areas:
 - (i) curriculum and instruction in career and technical education; and
 - (ii) safety and teacher liability.
 - (b) Class 4B or 4C licenses shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following areas:
 - (i) curriculum and instruction in career and technical education; and
 - (ii) safety and teacher liability.
 - (c) Other professional development appropriate to renew a Class 4B or 4C license includes the following:
 - (i) principles and/or philosophy of career and technical education;
 - (ii) curriculum and instruction in career and technical education;
 - (iii) learning styles/teaching styles; including serving students with special needs;
 - (iv) safety and teacher liability;
 - (v) classroom management;
 - (vi) teaching methods;
 - (vii) career guidance in career and technical education; or
 - (viii) endorsement related technical studies, with prior OPI approval.
- (5) A lapsed Class 4 license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the validation date of the new license, including renewal units in:
 - (a) curriculum and instruction in career and technical education;
 - (b) safety and teacher liability; and
 - (c) endorsement related technical studies or industry validated training.

History: Mont. Const. Art. X, sec. 9, [20-4-102](#) , MCA; IMP , Mont. Const. Art. X, sec. 9, [20-4-106](#) , [20-4-108](#) , MCA; NEW , 2002 MAR p. 3309, Eff. 11/28/02; AMD , 2003 MAR p. 2081, Eff. 9/26/03; AMD , 2009 MAR p. 345, Eff. 3/27/09; AMD , 2009 MAR p. 2244, Eff.

11/26/09; AMD , 2014 MAR p. 2930, Eff. 7/1/15; AMD , 2016 MAR p. 2330, Eff. 1/1/17.

10.57.421 CLASS 4 ENDORSEMENTS

(1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, **computer coding**, computer information systems, culinary arts, diesel mechanics, drafting, electronics, engineering, graphic arts, health science education, heavy equipment

operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft, **teacher education**, videography, and welding.

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

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

(a) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;

(b) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;

(c) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or

(d) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS).

(4) For health science education, engineering, or computer information systems, **computer coding, or teacher education**, an alternative to the above requirement of 10,000 hours of work experience may be substituted as approved **recognized** by the Superintendent **Office** of Public Instruction **and approved by the Board of Public Education** as follows:

(a) For health science education:

(i) hold a Class 1 or 2 license with an endorsement in health or any of the science areas;

(ii) provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized ~~both nationally and~~ by the Office of Public Instruction **and approved by the Board of Public Education**;

(iii) successful completion of coursework in human biology or anatomy and physiology; or

(iv) hold a current professional license in a related health occupation field.

(b) For engineering:

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

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

(d) For computer coding:

(i) hold a Class 1 or 2 license;

And

(ii) provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized-~~both nationally and~~ by the Office of Public Instruction and approved by the Board of Public Education.

(e) For teacher education:

(i) hold a Class 1 or 2 license;

And

(ii) provide verification of successful completion of a ~~blended learning~~ 5 years of professional development course of at least 80 hours by a provider experience as a licensed educator.

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

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

History: Mont. Const. Art. X, sec. 9, [20-4-102](#) , MCA; IMP , Mont. Const. Art. X, sec. 9, [20-4-106](#) , [20-4-108](#) , MCA; NEW , 2002 MAR p. 3309, Eff. 11/28/02; AMD , 2003 MAR p.

2081, Eff. 9/26/03; AMD , 2009 MAR p. 345, Eff. 3/27/09; AMD , 2014 MAR p. 2930, Eff. 7/1/15; AMD , 2016 MAR p. 2330, Eff. 1/1/17.

ITEM 6

REVIEW OF CLASS 8 LICENSE APPLICATIONS

Kris Thatcher

DISCUSSION

ITEM 7

FUTURE AGENDA ITEMS