

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

***Wednesday, February 7, 2018***

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

# AGENDA

# CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

**WEDNESDAY, FEBRUARY 7, 2018**

*Montana State Capitol Building, Room 102  
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 October 5, 2017 Meeting Minutes

**ITEM 1 EXECUTIVE COMMITTEE REPORT – Mr. Kelly Elder**

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

## **ACTION**

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

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

**ITEM 5 CLASS 8 LICENSE APPLICATIONS – Kristine Thatcher**

## **DISCUSSION**

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

**ITEM 7 COMPUTER SCIENCE INFORMATION – Dr. Linda Peterson**

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

## **PUBLIC COMMENT**

## **ADJOURN**

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*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](mailto:kmstockton@mt.gov) or phone at 444-0302.*

# MINUTES

# CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

**OCTOBER 5, 2017**

*Reid Hall, Room 330  
Montana State University  
Bozeman, MT*

**Starting at 9:00 A.M.**

## **CALL TO ORDER**

Chair Kelly Elder called the meeting to order at 9:08 AM. Chair Elder read the Statement of Public Participation and welcomed guests. Ms. Stockton took roll call.

Council Members present included: Mr. Kelly Elder, Chair; Ms. Noreen Burris, Vice Chair; Ms. Leanne Lorenz; Ms. Sabrina Steketee; Ms. Debbie Hendricks; Ms. Angel Turoski. Staff present included: Mr. Pete Donovan, Executive Director, Board of Public Education and CSPAC; Ms. Kris Stockton, Administrative Assistant. Guests present included: Mr. TJ Eyer, OPI; Dr. Tim Tharp, OPI; Ms. Renee Erlandsen, OPI; Dr. Linda Peterson, OPI; Ms. Kristine Thatcher, OPI; Ms. Kristi Murphy, University of Montana; Ms. \*\*\*, University of Montana.

Mr. Donovan announced that Dr. Watson is attending another meeting across town this morning and will be calling in for Item 3.

## **APPROVAL OF AGENDA**

*Ms. Debbie Hendricks moved to approve the agenda. Ms. Noreen Burris seconded the motion.*

*No discussion. Motion passed unanimously.*

## **APPROVAL OF MINUTES**

*Ms. Sabrina Steketee moved to approve the minutes. Ms. Leanne Lorenz seconded the motion.*

*No discussion. Motion passed unanimously.*

## **ITEM 1 EXECUTIVE COMMITTEE REPORT – Mr. Kelly Elder**

- **Committee Assignments**

Committee assignments were confirmed by Mr. Elder as discussed at the July 2017 meeting. Ms. Stockton will relist the committees and forward to Council Members.

### **ACTION:**

- *Approve Revised Goals*

Mr. Elder reviewed the goals as discussed and revised at the July meeting. Add “monitor addition of ASL as a World Language” under Other CSPAC Activities. Discussion as to whether this specific activity should or should not be listed in the GOALS. Decided to place under 1(b).

*Ms. Debbie Hendricks moved to approve the 2017-2018 Goals as amended. Ms. Leanne Lorenz seconded the motion.*

*No discussion. Motion passed unanimously.*

## **DISCUSSION**

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

Mr. Donovan updated the Council regarding the House Joint Resolution from 1995 regarding adding ASL as a World Language. No activity could be found in Board of Public Education minutes from 1995 as taking any action. This item will be further discussed today under the Future Agenda Items. Mr. Donovan reviewed the September BPE meeting topics, the issues ongoing with the state budget and possible reductions. Mr. Donovan discussed the Legislative Committee meeting from the previous day that met to hear comments on possible reductions. Mr. Donovan discussed new education program proposals presented to the BPE from Carroll College and Stone Child College, and discussed the proposed new rule for Suicide Prevention that will be forthcoming. Mr. Donovan noted that he will continue his participation in the Educator Recruitment and Retention Task Force under the Commissioner of Higher Education's Office. Mr. Donovan noted upcoming conferences for both MCEL and the MEA-MFT Conference in Missoula.

### **ITEM 3 DISCUSSION OF POTENTIAL ENDORSEMENT FOR COMPUTER CODING Dr. Rob Watson**

Dr. Watson called in from the TAC meeting. Dr. Watson noted that he will be at the Council of Deans Meeting this afternoon for further discussion on this item. Mr. Donovan asked Dr. Watson for a review of the rationale and for the need for this type of endorsement in the Career and Technical area. Dr. Watson noted that students want and ask for these classes. Dr. Watson noted that he has reached out to the education associations so that they are aware that this item is being discussed, and that he has also spoken with Dr. Alison Harmon at MSU regarding his ideas on this topic. Council members and guests asked questions of Dr. Watson. Currently Computer Science is an endorsement area, but not in the CTE realm, so students do not get CTE credit because of the way it is defined under the CTE rules. Dr. Peterson and Mr. Eyer spoke to how the courses and endorsements are defined in Chapter 58 Administrative Rules. Discussion of adding computer science to the list of licensed teachers to teach the course.

### **ITEM 4 PROPOSAL FOR CLASS 4, PUBLIC SAFETY – EMERGENCY & FIRE SERVICES, BASIC EMT PROGRAM – Ms. Renee Erlandsen, OPI**

Ms. Renee Erlandsen presented this topic to the Council and discussed how the CTE endorsement areas were originally established and why there is a need to add additional endorsement areas to the CTE endorsements. Currently many small schools in Montana are ready to add these programs and have teachers who are ready to teach the courses. Similar to the Computer Coding discussion previously held, adding these courses for CTE credit for students and to help train them is the impetus. Additionally, Helena College has a Fire Services Training program that students could then expand to post-secondary education. Discussion regarding who can teach these courses, and Ms. Erlandsen noted that would fall under the Class 4 Licensure area and that potential instructors would have to meet that criteria in order to teach students. Mr. Donovan noted that the next step would be for OPI to work on draft language to begin the Administrative Rule process.

### **ITEM 5 EDUCATOR PREPARATION PROGRAM UPDATE- Dr. Linda Peterson**

Dr. Peterson reviewed each of the following topics for the Council which were presented to the Board of Public Education at their September meeting as well.

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

### **ITEM 6 PRAXIS WORKING COMMITTEE 2017 ANNUAL REPORT – Dr. Linda Peterson**

Dr. Linda Peterson reviewed the past year's work of the PRAXIS Working Committee, areas which have been reviewed, progress made in specific content areas, and areas to be reviewed in 2018.

**ITEM 7 CLASS 8 LICENSE APPLICATIONS**

Ms. Kristine Thatcher presented 4 applications for Class 8 Licenses to the Council for review.  
1 application was not approved.  
3 applications were approved.

**FUTURE AGENDA ITEMS**

Possibility of doing an Administrative Rule change to add ASL into the list of World Languages that schools can offer. This would be contained in the chapter 58 rules. Discussion was had surrounding potential ADA requirements that may need to be addressed, as well as any implications for Special Education. Discussion ensued on how this process could, or might, happen. Dr. Tharp noted that right now the request is simply to add ASL to the list of World Languages as a recognized language that can be taught if a school chooses to do so and has an instructor licensed to teach ASL.

**PUBLIC COMMENT**

Dr. Kirk Miller spoke to the Council, thanking them for their work as field educators and their work on the Council. Mr. Elder noted that the annual Teacher of the Year Celebration Dinner on October 19 is open to the public and encouraged members to attend. Mr. Donovan noted that the Legislative Finance Committee will delay their recommendation until this afternoon.

**ADJOURN**

Meeting adjourned at 11:36 AM

**\*\*\*\*\*LUNCH WITH COUNCIL OF DEANS @NOON, MARGA HOSAEUS FINTESS  
COMPLEX CONFERENCE ROOM\*\*\*\*\***

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## **CALL TO ORDER**

- **Call to Order**
- **Roll Call**
- **Statement of Public Participation**
- **Approval of the Agenda**
- **Approval of the October 5, 2017 Meeting Minutes**

## **ITEM 1**

### **EXECUTIVE COMMITTEE REPORT**

**ITEM 2**

**BOARD OF PUBLIC EDUCATION REPORT**

**Mr. Pete Donovan**

## *Meetings Attended by Peter Donovan*

*07/12/2017 – 10/05/2017*

### **October**

1. Legislative Fiscal Committee 10/04/2017
2. CSPAC/Council of Dean's Meeting 10/05/2017
3. Gifted and Talented Symposium 10/05/2017
4. Council of Dean's Meeting 10/06/2017
5. Educator Recruitment & Retention Task Force Call 10/12/2017
6. MEA-MFT Conference, Missoula 10/19,20/2017
7. Teacher of the Year Celebration 10/19/2017
8. Discussion on Computer Coding for CTE 10/24/2017
9. Complete College Montana Conference, Missoula 10/25/2017
10. Conference Call on MSDB Superintendent Evaluation 10/27/2017

### **November**

11. Board of Public Education Meeting 11/03/2017
12. Prior Learning Assessment 11/06/2017
13. Introduction to SCILLSS 11/06/2017
14. Continued Discussion on Montana ESSA & SB261 11/07/2017
15. Negotiated Rulemaking Work Session 11/08/2017
16. Check-in with Siri Smillie 11/09/2017
17. Montana Science Assessment Meeting 11/13/2017
18. Call with Sharon 11/15/2017
19. Initial Meeting for Negotiated Rulemaking 11/20/2017

- |  |            |
|--|------------|
| 20. Assessment Committee Call  | 11/20/2017 |
| 21. Meeting to Discuss Proposals for Additional CTE Courses          | 11/28/2017 |
| 22. Negotiated Rulemaking Committee Meeting: Suicide Prevention Rule | 11/29/2017 |
| 23. Celebrating Innovative Learning Conference                       | 11/30/2017 |

**December**

- |  |            |
|--|------------|
| 24. Celebrating Innovative Learning Conference                 | 12/01/2017 |
| 25. Economic Impact Meeting for Suicide Prevention Rule Change | 12/11/2017 |
| 26. Montana Digital Academy Conference Call                    | 12/11/2017 |
| 27. TLLC Quarterly Meeting                                     | 12/12/2017 |
| 28. Negotiated Rulemaking                                      | 12/12/2017 |
| 29. Check-in with Siri Smillie                                 | 12/14/2017 |
| 30. Meeting w/Dept of Administration Re: Pay Policies          | 12/18/2017 |
| 31. Negotiated Rulemaking                                      | 12/20/2017 |
| 32. Conference Call Re: CTE for Computer Coding/EDU 101        | 12/21/2017 |
| 33. MSDB Committee Conference Call                             | 12/21/2017 |

**January**

- |   |               |
|---|---------------|
| 34. Council of Deans Meeting                          | 01/04,05/2018 |
| 35. Montana Digital Academy Conference Call           | 01/08/2018    |
| 36. Economic Impact Review Survey and Updates Meeting | 01/08/2018    |
| 37. Conference Call with OPI Staff                    | 01/09/2018    |
| 38. Recruitment & Retention Task Force                | 01/11/2018    |
| 39. Check in w/Siri Smillie                           | 01/11/2018    |
| 40. Expanding Computer Science to All Students        | 01/11/2018    |

- |     |  |               |
|-----|--|---------------|
| 41. | Board of Regents                                 | 01/11,12/2018 |
| 42. | OPI Education Monthly Meeting                    | 01/16/2018    |
| 43. | Board of Public Education Meeting                | 01/19/2018    |
| 44. | Education Interim Committee                      | 01/22/2018    |
| 45. | First Look Survey Data                           | 01/23/2018    |
| 46. | BPE Conference Call-Bus Standards                | 01/24/2018    |
| 47. | Second Work Session – Fiscal Impact Study        | 01/25/2018    |
| 48. | Third & Fourth Work Sessions–Fiscal Impact Study | 01/26/2018    |
| 49. | Tentative Negotiated Rulemaking Committee        | 01/30/2018    |
| 50. | Budget Discussion                                | 01/31/2018    |

**February**

- |     |                           |            |
|-----|---------------------------|------------|
| 51. | Science Partner TaskForce | 02/05/2018 |
| 52. | CSPAC Meeting             | 02/07/2018 |

**ACTION**

**ITEM 3**

**PROPOSAL TO ADD AMERICAN SIGN  
LANGUAGE AS A WORLD LANGUAGE  
ENDORSEMENT**

**Dr. Linda Peterson**

**Licensure Endorsement Requirements Related to Teaching Assignments**

	<b>If you are teaching this subject:</b>	<b>You must have this endorsement:</b>						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
	Drama	22,25	055 DRA, 015 ENG					
<b>06</b>	<b>Foreign (World) Language and Literature</b>							
	French K-8	31	OGE FRE					
	French 5-12	31	065 FRE					
	French K-12	43	06A FRE					
	Spanish K-8	32	OGE SPA					
	Spanish 5-12	32	06S SPA					
	Spanish K-12	<b>44</b>	06ASPA					
	German K-8	33	OGE GER					
	German 5-12	33	06S GER					
	German K-12	45	06A GER					
	Russian K-8	34	OGE RUS					
	Russian 5-12	34	06S RUS					
	Russian K-12	46	06A RUS					
	Latin K-8	35	OGE LAT					
	Latin 5-12	35	06S LAT					
	Latin K-12	47	06A LAT					
	Mandarin Chinese K-8		OGE CHI					
	Mandarin Chinese 5-12		06S CHI					
	Mandarin Chinese K-1 2	<b>48</b>	06ACHI					
	Arabic K-8		OGE ARA					
	Arab ic 5-12		06S ARA					
	Arabic K-12	481	06AARA					
	Italian K-8	351	OGE ITA					
	Italian 5-12	351	06S ITA					

	Italian K-12	49	06AITA					
	Irish K-8		OGE IRI					
	Irish 5-12		06S IRI					
	Irish K-12		06A IRI					
	Japanese K-8		06EJAP					
	Japanese 5-12		06SJAP					
	Japanese K-12	48 2	06AJAP					

## Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
<b>062</b>	<b>Native American Language</b>							
	Assiniboine	3811, 38 62					062 ASB	
	Sioux	3812					062 SIO	
	Dakota	3813					062 DAK	
	Blackfeet	38 21					062 BLA	
	Chippewa	38 31					062 CHI	
	Cree	38 32					062 CRE	
	Salish	38 41					062 SAL	
	Kootenai	3842					062 KOO	
	Crow	38 51					062CRO	
	Gros Ventre	38 61					062GV	
	Little Shell	38 71					062 LS	
	Cheyenne	38 81					062 CHE	
	English as a Second Language K-8	421	06E ESL					
	English as a Second Language 5-12	421	06S ESL					
	English as a Second Language K-12	42	06A ESL					

# GALLAUDET UNIVERSITY

## DEPARTMENT OF AMERICAN SIGN LANGUAGE AND DEAF STUDIES

## DEPARTMENT OF AMERICAN SIGN LANGUAGE AND DEAF STUDIES

### B.A. IN AMERICAN SIGN LANGUAGE

- **Requirements**
- **Courses**

#### Requirements

##### *Summary of Requirements*

	<b>2017-2018</b>
<b>General Studies</b>	37
<b>Pre-Major Courses</b>	6
<b>Major and Related Courses</b>	54
<b>Free Elective Courses</b>	23
<b>TOTAL</b>	120

#### Required pre-major courses 6 hours

#### **CODE/TITLE/CREDITS**

ASL 270 ASL and English: Comparative Analysis 3

LIN 101 Sign Language & Sign Systems 3

## **Required major courses 48 hours**

### **CODETITLECREDITS**

ASL 302 Visual Language Resource Development 3  
ASL 304 ASL Data Analysis and Applications I 3  
ASL 305 ASL Data Analysis and Applications II 3  
ASL 314 American Sign Language Literature: Narratives 3  
ASL 315 ASL Literature: Poetry 3  
ASL 380 ASL Elocution: Applications 3  
ASL 405 Discourse Features in ASL 3  
ASL 410 Foundations and Practices in ASL Analysis and Criticism 3  
ASL 421 Introduction to ASL Instruction 3  
ASL 494 Senior Seminar 3  
DST 204 Deaf Culture 3  
DST 311 Dynamics of Oppression 3  
LIN 263 Introduction to the Structure of American Sign Language 3  
LIN 301 Introduction to Phonology and Morphology 3  
LIN 302 Introduction to Syntax and Discourse 3  
LIN 480 Linguistics Research Experience 3

## **One elective ASL course from the following: 3 hours**

### **CODETITLECREDITS**

ASL 490 ASL Internship 1-6  
ASL 495 Special Topics 1-5  
ASL 499 Independent Study 1-3

## **One elective LIN course from the following: 3 hours**

### **CODETITLECREDITS**

Take at least one 500-level course (3)

## FY 2017 Listing of All Montana K-12 Course Codes and Descriptions

### Prior to Secondary Courses

Grade	Code	Course Name	Endorsements	Description
<b>06 - Foreign Language and Literature</b>				
<b>Romance Languages</b>				
	56120 **	French	00E ELE, 06A FRE, 06E FRE, 06S FRE, 00E MS	French courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the French language and students' knowledge of French-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s).
	56121 **	IB Language B (French), Middle Years Program	00E ELE, 06A FRE, 06E FRE, 06S FRE, 00E MS	International Baccalaureate (IB) Language B (French), Middle Years Program courses enable students to gain competence in modern French and encourage respect for and understanding of other languages and cultures.
<b>Germanic Languages</b>				
	56200 **	German	00E ELE, 06A GER, 06E GER, 06S GER, 00E MS	German courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the German language and students' knowledge of German-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of German-speaking people to deepen their understanding of the culture(s).
<b>Classical Languages</b>				
	56300 **	Latin	00E ELE, 06A LAT, 06E LAT, 06S LAT, 00E MS	Latin courses introduce and then extend students' skills in reading and writing Latin language and students' knowledge of Roman life and culture. Initial courses emphasize structures, forms, grammar and syntax, and vocabulary, so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand original Latin texts), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Rome to deepen their understanding of the culture(s).
<b>East Asian Languages</b>				
	56400 **	Chinese	00E ELE, 06A CHI, 06E CHI, 00E MS	Chinese courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Chinese language and students' knowledge of Chinese-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Chinese-speaking people to deepen their understanding of the culture(s).
<b>American Sign Language</b>				
	56800	American Sign Language		American Sign Language courses introduce and then extend students' ability to communicate with deaf persons through finger spelling, signed words, and gestures. Initial courses emphasize vocabulary and physical expression so that students have an understanding of the language and its rules and conventions. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others), seeking to enable students to express more complex concepts, and to do so more easily. Course topics may include the culture of and issues facing deaf people.
<b>American Indian Languages</b>				
	56820 **	American Indian Language	06Z ASB, 06Z BLA, 06Z CHE, 06Z CHI, 06Z CRE, 06Z CRO, 06Z DAK, 06Z GV, 06Z KOO, 06Z SAL	American Indian Language courses introduce and then extend students' skills in speaking, reading, writing, and comprehending an American Indian language (e.g., Navajo, Cherokee, and Cree) and students' knowledge of Native American cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Native American people to deepen their understanding of the culture (s).

\*\* This course is considered a Core Course

**ITEM 4**

**REQUEST TO ADD COMPUTER CODING AND  
TEACHER EDUCATION AS AN ENDORSEMENT  
AREA**

Pete Donovan

**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 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.****

(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.



# Career Pathway: Software Developer



## Middle School

Math  
 Communication Arts  
 Art  
 Graphic Design-CJMS  
 Computer Science-CJMS  
 Video and Photo  
 Production- CJMS  
 Tech Ed-CJMS  
 PLTW: Design & Modeling  
 -CJMS & SMS  
 Multimedia-SMS  
 Tech Ed-SMS  
 Tech Ed Challenge-SMS

## High School

Coding Bootcamp or  
 Associate's Degree:

Required courses:  
 English I, II, III, IV  
 Algebra I, II  
 Geometry

Electives:  
 Coding I, II, III, IV  
 Entrepreneurship  
 Psychology  
 Graphic Design I, II  
 Intro to Engineering

## High School+

Bachelor's degree:  
 Pre-Calculus or Calculus  
 Statistics  
 AP Psychology





# Career Pathway: Game Designer



## Middle School

Math  
Communication Arts  
Art  
Graphic Design-CJMS  
Computer Science-CJMS  
Video and Photo  
Production- CJMS  
Tech Ed-CJMS  
PLTW: Design & Modeling  
-CJMS & SMS  
Multimedia-SMS  
Tech Ed-SMS  
Tech Ed Challenge-SMS

## High School

Coding Bootcamp or  
Associate's Degree:

Required courses:  
English I, II, III, IV  
Algebra I, II  
Geometry

Electives:  
Art  
Coding I, II, III, IV  
Entrepreneurship  
Creative Writing  
Science Fiction and  
Fantasy  
Psychology  
Graphic Design I, II  
Intro to Engineering

## High School+

Bachelor's degree:

Pre-Calculus or Calculus  
Physics  
AP Psychology





January 24, 2018

To the members of the Certification Standards and Practices Council,

I'm writing in support of the proposed language change that enables licensed Montana teachers to earn a Computer Science endorsement. As a former high school teacher and university instructor, I know first-hand the value of supporting teachers as lifelong learners and the impact their learning has on their students. Teachers' professional development is improved by access to quality opportunities provided through multiple pathways. I see this clearly in my current role as Director of Curriculum and Research for America Campaign. Our lead initiative, Teachers Teaching Tech, supports Montana teachers who are eager to learn Computer Science and pass their knowledge along to this generation of Montana's students.

As Code.org's Regional Partner for Montana, Teachers Teaching Tech (T3) offers no-cost Computer Science professional development for K-12 educators. In our T3 workshops, teachers engage in rigorous Computer Science instruction and share their evolving expertise in over 96 hours of training. The workshops are structured in two parts: teachers first participate in an intensive week-long training in the summer, then attend two weekend-long workshops during the academic year. In 2017, Teachers Teaching Tech trained 60 K-12 Montana teachers, fostering a state-wide community of invested and knowledgeable educators.

Upon leaving T3 summer training, teachers enter their classrooms with relevant, age-appropriate curriculum. Grades K-5 teachers are equipped to teach computational thinking concepts, grades 6-8 teachers are able to facilitate introductions to programming, and high school teachers can work through the AP Computer Science Principles curriculum and prepare students for the exam. During the school year, teachers reconvene to acquire further pedagogical skills and share expertise from classroom implementation. We foreground the resources and strategies for teaching Computer Science to students with diverse backgrounds and needs, truly believing that Computer Science is a field for all learners. We have seen our teachers, especially ones in small rural communities, flourish as intellectual leaders at their schools, advocates for their students, and creators of interdisciplinary curriculum. In addition, they grow as teacher leaders, one result being multiple members of our first cohort will be facilitators for our Summer 2018 trainings.

As you well know, the size of our state can make travelling difficult, creating barriers to access for teachers who want to attend in-person professional development or take ongoing coursework in even the closest institution of higher education. To combat these challenges, we are crafting online training to better meet the needs of our teachers in 2018/19 and beyond. These online offerings are being developed in partnership with Montana's Office of Public Instruction, collaboratively created by staff and T3-trained teachers.

To broaden opportunities available to Montana students, we must invest in teachers. Teachers Teaching Tech provides a pathway for motivated teachers to fulfill the proposed 80-hour endorsement at no cost to them or their district, responsive to their schedules and commitments. For the many Montana districts struggling with recruiting and retaining teachers, T3 supplies robust and relevant Computer Science education to already-licensed teachers to expand the horizons, skills, and knowledge of all of Montana's youth.

Thank you for your time,

A handwritten signature in black ink, appearing to read 'Katrina S. Kennett', is written over a light blue horizontal line.

Katrina S. Kennett, PhD  
Director of Curriculum & Research  
America Campaign  
katrina@americacampaign.org

January 20, 2018

To the members of the Certification Standards and Practices Council,

I grew up in a different generation, a time when "after-school programming" meant turning on Sesame Street. Every afternoon, The Count taught me numbers and Big Bird taught me the alphabet. However, kids these days aren't sitting in front of the TV, watching Snuffleupagus. They're on their phones, scrolling through their social media feeds. In that way, as consumers of digital media, they're not much different than me watching PBS. What is different, however, is that today's youth have the opportunity to be creators of digital media, not just consumers. For that to happen, they need to learn computer science. To empower these kids, we need to invest in the people they see every school day: their teachers.

I founded America Campaign in 2009 with the mission to improve lives through technology, education, and the arts. Over the years, I have seen increased interest in Computer Science as it becomes essential to all facets of modern life. According to a recent Code.org survey, 86% of Montana's K-12 principals believe that Computer Science can be used in many jobs. However, 74% of these principals reported that there were no teachers available at their school with the necessary skills to teach it. The rest of the country saw that barrier at just 50%. Clearly, Montana needs trained teachers, and America Campaign's lead initiative Teachers Teaching Tech provides a rigorous and relevant pathway for K-12 teachers to learn computer science.

I also approach this issue as a business owner. I run Digital Impact, a small software development company in Missoula. We struggle to find qualified software developers who are native to Montana. It's clearly a pipeline problem, and an unbalanced one. Montana universities graduated 75 Computer Science majors in 2015, only 8 of them were women. Montana's high schools aren't doing much better: only 9 Montana students took the AP Computer Science A exam in 2016, and none of them were women. In 2017, no Montana high school students took the AP Computer Science Principles exam. These inequitable numbers result from not having enough trained teachers in classrooms across the state to help students see themselves as computer scientists.

At America Campaign and Digital Impact, my staff and I are working with stakeholders across the state to reduce barriers to Computer Science education. We are participating in the development of the Governor's K-12 Computer Science initiative, contributing our expertise alongside other stakeholders. We are supporting the Office of Public Instruction to help develop Computer Science courses accessible to all Montana teachers via their Teacher Learning Hub. In partnership with the Department of Labor and Industry, we are creating pre-apprenticeship and apprenticeship pathways for motivated young people to enter high-tech fields upon graduation.

Alongside their math curriculum, our Kindergarteners need to learn binary numbers. Posters of the ABC's need to hang next to the alphabets that run our digital devices: HTML, CSS, JS, C++, JS, PHP. After school opportunities like our Montana Code Girls program need to be able to partner with our K-12 schools to ensure consistency in curriculum. High schoolers need to have Computer Science, the fastest growing workforce field, available to them as a legitimate Career and Technical Education offering. To make all this happen, we need knowledgeable, endorsed educators. Those educators need rapid pathways to CS endorsement that can be provided by our Teachers Teaching Tech program in partnership with Code.org.

Ultimately, if we don't invest in teachers, the opportunities to position our young people in the 21st century economy will simply pass us by. Our smart young people will continue to leave, lured to other places by the lives they want to create.

Thank you,



Devin B. Holmes  
Founder and CEO, America Campaign  
Founder and CEO, Digital Impact Media Group

## **ITEM 5**

### **CLASS 8 LICENSE APPLICATIONS**

**Kris Thatcher, OPI**

**Forensic Science I**  
**CHMY 280 01**  
Flathead Valley Community College

**COURSE SYLLABUS**

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Instructor:	Dr. Janice Alexander	Term:	Fall 2017
Office:	RH 107	Class Meetings	T 12-1:50pm Th 12-2:50 pm
Phone:	(406) 756-3948	Class Location:	RH 169
E-Mail:	jalexand@fvcc.edu		
Office Hours:	T/Th 10-10:50am; Th 4-4:50pm and by appointment		

**I. Welcome!**

Forensic Science is a great way to have fun and learn applied science skills in disciplines such as biology, chemistry, geology, and physics. I look forward to working with you! It is very important that you and I communicate often and effectively so that together we can find any areas that need strengthening and find ways to achieve that goal. Feel free to send me an email, find me in person, set up an appointment, or give me a call with any challenges and celebrations with the material and the course. It is critical you stay caught up on the readings, lab exercises, lab reports, and communication with your group and lab partner(s). It is also important you communicate with me each week for any help needed to master the material. We cover a lot of information in this course at a fairly rapid pace and whether you are heading into law enforcement, the crime lab, or another direction this course covers valuable information.

**II. Course Catalog Description**

A presentation of the techniques, skills, and limitations of the modern crime laboratory, including ancillary services, this course covers topics such as crime scene processing, pathology, anthropology, odontology, types of physical evidence, trace evidence (glass, soil, hair, paint), impression evidence (tools, tires, shoes, bite marks, serial numbers), friction ridge examination, firearms, and questioned documents. Laboratory work included.

**III. Course Overview**

This chemistry course emphasizes understanding, critical thinking, and rote learning of facts. Gaining science skills and wisdom is achieved more easily if one strives to understand, as opposed to memorize. Although a larger effort up front, once through that initial learning curve all becomes easier and more enjoyable. True in many disciplines such as art, foreign language, and becoming a pro at a new sport. We cover so many different disciplines and topics across the semester and year.

**IV. Course Learning Objectives**

Upon successful completion of this course, students should be able to:

- Know the various types of physical evidence and classify by type and probative value.
- Describe and demonstrate methods for collection and preservation of evidence from crime scenes.
- Describe how each type of evidence is analyzed by forensic scientists for course topics.

- Properly analyze a variety of types of physical evidence in the laboratory.
- Analyze how rules of evidence apply to scientific and physical evidence.
- Evaluate, synthesize, analyze, and apply the scientific method, units of measure, organic analysis, chromatography, and microscopy.
- Apply the scientific method to the course topics.
- Explain the significance of forensic science and its function in the criminal justice system.

CHMY 280 – Forensic Science I also fulfills the following General Education requirement:

- Natural Sciences: apply scientific concepts and methods of inquiry.

#### V. Course Prerequisites

*Appropriate placement test score in math OR grade of "C" or better in M 090; AND appropriate placement test score in writing OR a grade of "C" or better in WRIT 095.*

#### VI. Course Credits

This is a four (4) credit course in the natural sciences.

#### VII. Required Texts and Materials

**Textbook:** Saferstein, R. *Forensic Science: From the Crime Scene to the Crime Lab* -3<sup>rd</sup> edition. Pearson Education.

**Internet Access:** You will need to access course content via Eagle Online.

**Scientific Calculator:** You will need a calculator (doesn't have to be expensive) that is able to work with scientific notation and trigonometry. These may not be shared with another student during exams.

**Chemical Splash Goggles: These are required for lab. Available in the bookstore.**

#### VIII. Supplementary Materials

Powerpoint material, Exams, Lab procedures, Worksheets, and other material is located in Eagle Online for our class, CHMY 280. Thus if you are unsure how to access this and utilize the dropbox, discussion board, etc. it is your responsibility to seek out help from me, classmates, or the instructional design staff on campus.

#### IX. Grades

Your grade in this course will be computed using the percentages in the four categories shown below:

Assessment	Percent of Final Grade
Assignments	15%
Exams	30%
Lab Reports/Activities	25%
Lab Final	30%
	100%

If you are curious about your current grade, please feel free to speak with your instructor. ***Because the instructor cannot be 100% guaranteed of your identity on the telephone or via e-mail, questions regarding your grade must be done in person.*** You are also able to check your grades via Eagle Online.

Your final grade in this course will be based on the percentages indicated in the following table.

Grading Scale (%)	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0 - 59	F

**Assignments:** Students will be given various assignments in this course, including in-class presentations and exercises, online exercises and quizzes, participation with guest speakers, and classroom discussions.

**Examinations:** There will be three lecture exams during the semester, and these will be taken in class on computers via Eagle Online. Make-up exams are highly discouraged and will only be given in the case of an emergency. If you end up missing an exam, you must let the instructor know within 24 hours of the scheduled exam time in order to schedule a make-up time. **Failure to notify the instructor within the 24-hour timeframe will result in a grade of 0 (zero) for that exam.** Upon your timely return the situation will need to be verified. The student is responsible for scheduling a time to take the make-up exam. The student must make up the exam within one week from the original test date. Your lowest exam grade *is not* dropped at the end of the semester.

**Laboratory:** The laboratory grade is based on lab reports, attendance, active participation, respect for others, cooperative learning, cleanliness, and proper observation of lab rules and safety procedures. You are required to complete the safety module in Eagle Online. The last form requires you to type your name which is your legal agreement that you that you have read, understand, and will follow the lab safety rules. Failure to follow the laboratory safety rules can result in a loss of points or (in extreme cases) dismissal from the lab. In addition at the start of the semester you will be assigned a lab drawer with equipment that you share with a partner and the two of you will sign a form stating all equipment is present and in good condition and that you understand and agree you will pay for any missing or damaged equipment at the end of the semester.

CHMY 280 is a laboratory science course. In order to receive credit and a passing grade in a lab science course, you must participate in lab. **Any student who arrives to lab more than 15 minutes late will not be allowed to participate in that day's lab exercise. Missed labs cannot be made up!**

Laboratory exercises are described in documents available on Eagle Online and will be performed in groups of 2-5 persons. Some exercises will have lab reports written for them, while others will require only a summary. Unless notified otherwise, laboratory assignments are due **one week from the date the lab was done in class.** Laboratory assignments will be submitted electronically via the Dropbox in Eagle Online. Your lowest lab report grade will be dropped at the end of the semester.

**Lab Final:** Each student will be given a scenario and evidence to analyze, using the techniques learned during the semester. This will take place the last two weeks of the semester. Some students may need to spend additional

time in lab beyond the regular class times scheduled. Additional time must be scheduled in advance with your instructor. **The lab final is due finals week – Tuesday December 12th at 12:00 noon.**

**Assessment of Learner Outcomes:**

- Demonstration of proper laboratory techniques covered in course and successful completion of laboratory reports, including data, analysis and relevance of results.
- Demonstration of scientific knowledge of topics stated in learning objectives on exams and in lab reports.
- Demonstration of knowledge and understanding of significance of forensic science, function in the criminal justice system, types of evidence and value, rules of evidence, and crime scene processing on exams, lab reports and lab final.
- Lab final, including written report and experimental results, which demonstrates proper laboratory technique, scientific understanding of techniques, correct interpretation and analysis of results, correct selection of experiments run on evidence, correct analysis of probative value of results.

**X. Course Policies**

**Late Work Policy:** Late assignments and lab reports will be deducted 5% per day (including weekends) and will not be accepted more than one week late except under extreme circumstances.

**Grades of "Incomplete":** The current college policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies at the end of the semester prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**Disability Access:** FVCC is committed to providing reasonable accommodations for all persons with disabilities. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Disabilities Specialist, at 406-756-3881. The Office of Disabilities Support Services is located in the Learning Center, LRC 129.

**Attendance Policy (Lecture):** In lecture, attendance does not directly constitute a portion of your grade. However, excessive absences from lectures can affect your grade. Should it be necessary to miss a class, it is **YOUR** responsibility to contact the instructor for any work assigned in your absence. Due dates for assignments will still apply, so contact your instructor as soon as possible. Please arrive on time for all class meetings.

**Attendance Policy (Laboratory):** CHMY 280 is a laboratory science course. In order to receive credit and a passing grade in a lab science course, you must participate in lab. Any student who arrives to lab more than 15 minutes late will not be allowed to participate in that day's lab exercise. In laboratory, three or more absences will result in an automatic "F" in CHMY 280 for the semester, regardless of your performance in lecture. Missed labs cannot be made up!

**Professionalism Policy:** *I am very strict in enforcing the following policies: Cellular phones and other devices creating noise must be turned off during class sessions and in the labs (exception: during CSI exercises out in the field, cell phones will be needed to communicate amongst your group). No texting is allowed – any behavior of this kind will be perceived as disrespectful. No iPods or similar devices are allowed.*

**Please refer to the FVCC catalog for all college policies including the Student Conduct and Standards Policy, Drug and Alcohol Policy and Sexual Harassment Policy. All of these policies cover disruptive and inappropriate behavior. Inappropriate and disruptive behavior will be dealt with in accordance with these policies. This can range from an official individual reprimand to classroom or course dismissal. Any student suspected to be under the influence of drugs or alcohol will excused from class and FVCC can require they submit to a drug and/or alcohol test.**

**Academic Conduct Policy:** Cheating is absolutely not tolerated, including plagiarism. Not only is it damaging to the cheater, it is also not fair to others and their efforts. Any student found cheating will be disciplined according to FVCC policy. This can range from a “0” on an assignment for a first offense to an immediate “F” in the course for a second offense.

**Announcements and Course Information:** Check Eagle Online frequently for important announcements and to access course documents. In addition, email will be used to contact students of any changes in the schedule or other important messages. Note that emails will automatically be sent to your Eagle Mail email, but can be forwarded to whatever email address you choose.

## CHMY 280 SCHEDULE FALL 2017

	Tuesday 12-2	Thursday 12-3
8/28	Lecture: Chapters 1-4 Brief Safety Talk	Lab: Drawer Check-In (OUTDOORS) Secure/Search/Notes/ Sketch /Photo/Video/Collect
9/4	Lecture: Chapters 5-7 & Time of Death Assign: Autopsy	(OUTDOORS) CRIME SCENE INVESTIGATION 1
9/11	Lecture: Odontology, Archaeology Assign: Deductive Reasoning	(OUTDOORS) Lab: Bones, Bites, archaeology, CSI 1 due
9/18	EXAM 1 Chapters 1-7 + lab info (IN COMPUTER LAB)	(OUTDOORS) CRIME SCENE INVESTIGATION 2
9/25	Lecture: Fingerprint, palm, and toe impressions	Lab: Fingerprint Impressions
10/2	Lecture: Firearms & Microscopes	Lab: Firearms
10/9	Lecture: Tool marks, serial numbers, gunshot residue Lab: Finish Firearms lab	Lab: Serial Numbers and Tool Marks
10/16	Lecture: Shoes/Tires Lab: Shoes/Tires	Lab: Shoes and Tires
10/23	EXAM 2 Chpt. 8-9	Lab: Shoes and Tire
10/30	Lecture: Chapter 14 Lab: Refractive Index, Paint, Glass & Soil	Lecture: Chapter 13 Lab: Finish RI, Paint, Glass & Soil
11/6	Lecture: Chapter 17 MANDATORY: Dictation	Lab: Hair
11/13	Lab: Hair	Lab: TLC and QD
11/20	Lab: QD	Thanksgiving No Class
11/27	EXAM 3 Chpt. 13, 14, 17 Receive scenario and evidence	LAB FINAL
12/4	LAB FINAL	Lab check-out
12/11	Final report due	

# **DISCUSSION**

## **ITEM 6**

### **UPDATE ON SUICIDE PREVENTION AND RESPONSE TO NEGOTIATED RULEMAKING PROCESS**

**Dr. Linda Peterson**

# Negotiated Rulemaking Committee for Suicide Prevention and Response

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## Proposed Rule Amendment

### 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

### 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 high-risk youth into 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; and

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

# Negotiated Rulemaking Committee for Suicide Prevention and Response January 30, 2018

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**Montana School Boards Association, 4<sup>th</sup> Floor**  
**863 Great Northern Boulevard**  
**Helena, MT 59601**  
**10 a.m.-2 p.m.**  
**Lunch provided at 12 Noon**

## **Agenda**

- Welcome—Jeff Hindoien, Facilitator
- Committee Consideration of the Draft Economic Impact Statement
- Final Report of the Negotiated Rulemaking Committee for Accreditation Standard Changes
- Negotiated Rulemaking Timeline
- Closing

Thank you! Safe Travels!

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Under § 2-5-108(6), MCA, this meeting of the Negotiated Rulemaking Committee is a public meeting and subject to the requirements of Title 2, Chapter 3, Part 2, MCA. An opportunity for public comment on the listed agenda items will be afforded prior to any action by the Committee on those agenda items.

## **Superintendent Arntzen Announces Suicide Prevention and Response Negotiated Rulemaking Committee Members**

December 11, 2017

HELENA—State Superintendent Elsie Arntzen has selected 16 people to serve on the Suicide Prevention and Response negotiated rulemaking committee (Committee). The Committee will provide a recommendation to Superintendent Arntzen to amend ARM 10.55.701, requiring a policy on suicide prevention programs in schools, and will consult on the preparation of an economic impact statement for the amendment.

The committee members represent a diverse group of Montanans who are experts in education, business, suicide prevention and response, culturally relevant practices, and school finance including 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 were selected based on the following criteria: cultural diversity, geographic location, suicide prevention experience, district and school size, and grade levels served. The state agencies represented on the negotiated rulemaking committee are the Office of Public Instruction and the Board of Public Education.

“I am humbled to bring this highly qualified, diverse, and passionate group of Montanans together to discuss how we can best promote positive mental health for all of our students. Putting Montana students first through my Montana Hope initiative is my number one priority,” Arntzen said Monday.

Committee members include:

- Kim Aarstad, East Helena School Business Official
- Victoria Falls Down, Lodge Grass School Administrator
- Cynthia Glavin, Big Timber K-12 Teacher
- Dee Hensley-Maclean, Hamilton Parent of School Aged Children
- Heather Ireland, East Helena Parent of School Aged Children
- Heidi Kendall, Missoula School Trustee
- Matthew Kuntz, Helena Taxpayer
- Mary Kynett, Hobson K-12 Teacher
- Jeramie Robinson, Helena School Counselor
- Karl Rosston, Montana City Taxpayer
- Melody Sand, Harlem School Counselor
- Melissa Sanders, Savage K-12 Teacher
- Susan Sherman, Kalispell School Counselor
- Gail Staffanson, Brorson School Administrator
- Rex Wertz, Polson School Administrator
- Steven Ziegrowsky, Stevensville School Counselor

OPI and Board of Public Education staff on the Committee include:

- Timothy Tharp, Office of Public Instruction Deputy Superintendent
- Linda Vrooman Peterson, Office of Public Instruction Accreditation and Educator Preparation Division Administrator
- Karin Billings, Office of Public Instruction Health Enhancement and Safety Division Administrator
- Tracy Moseman, Office of Public Instruction Director of Coordinated School Health

- Kyle Moen, Office of Public Instruction Chief Legal Counsel
- Peter Donovan, Board of Public Education Executive Director

Once the negotiated rulemaking committee finishes its work, it will be up to the Board of Public Education to approve the suggested amendment. The Committee will convene its first meeting on December 20<sup>th</sup> in Helena.

Additional Resources:

OPI Suicide Prevention and Awareness Resources: <http://opi.mt.gov/Educators/School-Climate-Student-Wellness/Suicide-Prevention>

OPI Standards of Accreditation: <http://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation/Chapter-55>

OPI Administrative Rules Notice Page: <http://opi.mt.gov/Leadership/Management-Operations/Legal-Division/Administrative-Rules-Notices-Standards>

Board of Public Education Home Page: <http://bpe.mt.gov/>

OPI Call for Nominations for Suicide Prevention and Response Policy: <http://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation>

###



## Negotiated Rulemaking Committee for Suicide Prevention and Response Information Document

### PURPOSE

The Montana Office of Public Instruction (OPI) is charged with establishing an independent negotiated rulemaking committee (Committee) to propose an amendment to the Administrative Rules of Montana (ARM) to require local school district implementation of a policy on suicide prevention and response, and to consult on the preparation of an economic impact statement to reflect the most accurate needs of schools in order to facilitate local practice. The negotiated rulemaking process is required by §20-7-101, Montana Code Annotated (MCA).

### PROCESS STEPS AND ROLES

#### PROCESS STEPS

All process steps are pursuant to the general provisions of Titles 2 and 20, MCA.

- The OPI will establish a negotiated rulemaking committee.
- The Committee will consider the matters proposed by the OPI and will attempt to reach consensus on a proposed amendment to the ARM and recommend an economic impact statement to be presented to the Superintendent of Public Instruction.
- The Superintendent of Public Instruction will present the proposed amendment and the economic impact statement to the Board of Public Education and the Education Interim Committee.
- The proposed amendment will pass through the Montana Administrative Procedure Act (MAPA) Title 2, Chapter 4, MCA, prior to any formal adoption by the Board of Public Education.
- School district trustees are responsible for implementing the requirements established by the rulemaking process, pursuant to §2-3-324, MCA, and as outlined in the Constitution of the State of Montana, Article X, Part X, Section 8.

#### ROLES

**Education Interim Committee**—The Education Interim Committee has administrative rule review, draft legislation review, program evaluation, and monitoring functions for the Board of Public Education for administrative purposes, pursuant to §5-5-224, MCA. The Education Interim Committee will review the recommendation from the Superintendent of Public Instruction.

**OPI**—The OPI will establish the negotiated rulemaking committee, seeking applications from interested parties to serve on the Committee. The agency will seek individuals likely to be

significantly affected by the proposed rule amendment, including 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 will be selected based on the following criteria:

- Cultural diversity
- Geography
- Suicide prevention experience
- District and school size
- Grade levels served

The OPI will consult with the Committee on the preparation of an economic impact statement, as outlined in §2-4-405, MCA.

The individuals proposed to represent state agencies on the Committee are: Timothy Tharp, Deputy Superintendent, Office of Public Instruction; Linda Vrooman Peterson, Accreditation and Educator Preparation Division Administrator, Office of Public Instruction; Tracy Moseman, Director of Coordinated School Health, Office of Public Instruction; Karin Olsen Billings, Health Enhancement and Safety Division Administrator, Office of Public Instruction; Donald Wetzel, Education, Youth and Community Outreach Coordinator, Indian Education, Office of Public Instruction; Kyle Moen, Chief Legal Counsel, Office of Public Instruction; and Peter Donovan, Executive Director, Board of Public Education.

**Negotiated Rulemaking Committee (Committee)**—The Committee will consider issues for the purpose of reaching a consensus on the proposed amendment to the ARM. Policy creation and implementation will be the responsibility of the local board of trustees for each district. Upon consultation with the OPI, the Committee will prepare an economic impact statement, as outlined in §2-4-405, MCA.

**Negotiated Rulemaking Facilitator (Facilitator)**—The Facilitator will impartially aid in the discussions and negotiations among the members of the Committee. The Facilitator does not have decision-making authority. The Facilitator will apply the general provisions of §2-5-101, et seq., MCA.

**Board of Public Education (BPE)**—The BPE exercises general supervision over the public school system and such other public educational institutions as may be assigned by law, pursuant to the Constitution of Montana, Article X, Part X, Section 9, and will adopt standards of accreditation and establish the accreditation status of every school, pursuant to §20-2-121(6), MCA.

**School District Trustees (Trustees)**—The Trustees will implement the policies of the Board of Public Education, or the rules of the Superintendent of Public Instruction, pursuant to §20-3-324(31), MCA, and are responsible for the supervision and control of schools in their school district, pursuant to the Constitution of Montana, Article X, Part X, Section 8. Policy creation and implementation will be the responsibility of the local board of trustees for their school district.

## Montana Suicide Prevention and Response Negotiated Rulemaking Process Timeline

Date	Action	Responsible Party	Complete
<b>2017</b>			
November 17	Establish specific date and time of teleconference for first meeting		
November 17	Recommend committee membership to the State Superintendent for approval		
November 17	Negotiated Rulemaking committee membership list approved by State Superintendent		
November 20	Prepare proposed rule language for committee to review		
November 20	Agencies Committee work session - Packet Information		
	Meeting Invitation		
	Agenda		
	Timeline		
	Proposed NEW RULE		
	Economic Impact Survey Draft		
	Press Release		
November 21	Superintendent approves Committee membership recommendations (letter of appointment/ non-appointment)		
November 22	Mail letters of appointment (non-appointment) to applicants		
November 27	Identify and confirm facilitator		
November 29	Finalize Committee membership		
December 06	Agencies Committee Meeting		
December 6-8	Facilitator communicates with Committee Members		
December 07	Finalize Press Release		
December 07	Identify meeting location-State Capitol Building		
December 07	Post calendar information of Committee meeting date, time, location		
December 07	Distribute bulk email to Legislative partners, Interested Persons,		
December 07	Recommend approval of Press Release with Superintendent		
December 11	Distribute Press Release		



## Montana Suicide Prevention and Response Negotiated Rulemaking Process Timeline

Date	Action	Responsible Party	Complete
December 15	Negotiated Rulemaking Committee Packet distributed to Committee Members		
	Facilitator Statement		
	Proposed Process Timeline		
	HB 318; § 20-7-1310, MCA		
	Proposed NEW RULE		
	List of Committee Members, including the Facilitator and State Agency Representatives		
	Press Release		
December 20	Initial Negotiated Rulemaking Committee Meeting- MTSBA		
<b>2018</b>			
January 11	Distribute Economic Impact Survey		
January 23	Economic Impact Survey Due Date		
January 23	Economic Impact Survey Analysis First Look (3-5 PM) (Agencies Team)		
January 25	Economic Impact Survey Analysis Work Session (2-4:30 PM) (Agencies Team)		
January 26	Economic Impact Survey Analysis Work Session (9 AM- 12 PM) (Agencies Team)		
January 26	Economic Impact Survey Analysis Final Statement Development (2- 4 PM) (Agencies Team)		
January 30	Second Committee Meeting		
January 31	Recommendations to Superintendent		
February 01	Email NEW RULE and Economic Impact Statement to Education Interim Committee		
January	Develop Video of Negotiated Rulemaking Process for Suicide Prevention and Response		
January	Post Suicide Prevention Negotiated Rulemaking Process video		
February	Present New Rule and Economic Impact Statement to Education Interim Committee		
February	Prepare BPE agenda item for Superintendent approval-MAPA process begins		
March	Present information item to BPE on NEW RULE and Economic Impact Statement of the implementation of a suicide prevention and response programs in Montana schools		
May	BPE sets Amendend Tule Proposal for public hearing		
June	BPE Public Hearing on rule change		
July	BPE Meeting to review and adopt proposed amendments		



**ITEM 7**

**COMPUTER SCIENCE INFORMATION**

**Dr. Linda Peterson**

**Presentation to Certification Standards and Practices Advisory Council (CSPAC)**

**Kristine Thatcher, Educator Licensure**

**Linda Vrooman Peterson, Educator Preparation**

**Office of Public Instruction**

**Topics to discuss**

**Changes to the Computer Science Standards**

**Educator Preparation Programs-Current and Future**

**Teachers endorsed to teach computer science**

**Teachers with endorsements to teach a computer coding course**

**ITEM 8**

**ENSURING EQUITABLE ACCESS TO QUALITY  
TEACHERS: DEFINING TERMS – *INEFFECTIVE,  
OUT-OF-FIELD, INEXPERIENCED***

**Dr. Linda Peterson**

## Montana Office of Public Instruction (OPI) Draft Definition of Terms

*By May 15, 2019, Montana OPI must amend the consolidated State Plan. The amendment must describe how low-income and minority children enrolled in schools assisted with Title I, Part A funds are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Additionally, the State will describe the measures used to evaluate and publicly report progress toward reducing disproportionate rates pursuant to ESSA §1111(g)(1)(B).*

(Excerpt from U.S. Secretary of Education Letter to Superintendent Arntzen, January 19, 2018)

First step to determine the disproportionate rates is to define the terms inexperienced and out-of-field teachers, and to consider the proposed definition of ineffective teacher.

1. **Inexperienced:** Montana licensed teachers with less than one year of teaching experience.
2. **Out-of-Field:** Montana-licensed teachers teaching outside their endorsed subject areas.
3. Proposed Definition: **Ineffective**—A teacher who has received an *unsatisfactory, needs improvement or unacceptable* rating in the most recent summative evaluation.

### **Ineffective definition guidelines**

Beginning in the fall of 2018 the Terms of Employment, Accreditation, and Master Schedule (TEAMS) system will collect by accredited school the number of teachers who received an *unsatisfactory* rating in the most recent evaluation. As required by ESSA the OPI is required to publicly report the percentage of teachers categorized as ineffective in each LEA based on the state established definition, consistent with applicable state privacy.

### **Montana-EPAS Description of *Unsatisfactory* overall rating**

**Unsatisfactory** - Little or no knowledge and minimal implementation of teaching standards. Does not meet minimal teaching standards and needs substantial improvement.

### **Background Information for Montana-EPAS Teacher Guide**

The teacher and supervisor develop an Improvement Plan. This plan may include specific deficiencies and recommended areas of growth, measurable goals for improving, identify professional development to accomplish goals, timeline for the plan with intermediate checkpoints to determine progress, procedures for determining satisfactory improvement.

## **FUTURE AGENDA ITEMS**