Board of Public Education Meeting
Montana School for the Deaf and the Blind
3911 Central AVE
Great Falls, MT

May 12-13, 2022

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

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

Thursday May 12, 2022
8:30 AM

CALL TO ORDER

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

PUBLIC COMMENT

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

CONSENT AGENDA

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

A. March 10-11, 2022, April 28, 2022 Meeting Minutes
B. Financials

ADOPT AGENDA

**************************************MSDB STUDENT ACTIVITIES**************************************

INFORMATION ITEMS

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

Item 1 **CHAIRPERSON'S REPORT** – *15 Minutes*
Tammy Lacey
- **CSPAC Update**
- **Committee List**
- **Student Representative Last Meeting**

Item 2 **EXECUTIVE DIRECTOR REPORT** - *15 Minutes*
McCall Flynn

ACTION Item:
- **ACTION on CSPAC Administrator Position**

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

Item 4 **COMMISSIONER OF HIGHER EDUCATION'S REPORT** – *15 Minutes*
Angela McLean

Item 5 **GOVERNOR'S OFFICE REPORT** – *15 Minutes*
Dylan Klapmeier

Item 6 **STUDENT REPRESENTATIVE'S REPORT** – *15 Minutes*
Paige Lepard

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

Item 7 **MSDB REPORT – (INFORMATION)** – 45 *Minutes*
Paul Furthmyre

ACTION ITEMS:
- **Action on Personnel Items**
- **Action on MSDB Policies: 5120, 5120F, 5120P, 5122, 5122F**
- **Action on 2022-23 School Calendar**
- **Action on Golden Triangle Cooperative Agreement**
- **Action on Out of State Travel Request**

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

Item 8 **MACIE REPORT – (INFORMATION)** – *20 Minutes*
Jennifer Smith

- **American Indian Regalia Protections Statement**
- **American Indian Regalia Protections Resolution**

ACTION ITEMS:
- **Action on MACIE Appointments**

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

Item 9 **REQUEST APPROVAL OF THE 2023 PROPOSED K-12 BASE AID PAYMENT SCHEDULE – (ACTION)** – *15 Minutes*
Barb Quinn

Item 10 **FEDERAL PROGRAMS REPORT – (INFORMATION)** – *15 Minutes*
Dr. Julie Murgel

Item 11 **MUS COLLEGE ACCESS PORTAL PRESENTATION – (INFORMATION)** – *15 Minutes*
Scott Lemmon, OCHE

Item 12 **REVIEW SEAL OF BILITERACY RECOMMENDATION – (INFORMATION)** – *15 Minutes*
McCall Flynn

*****

*****

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

CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if requested

A. March 10-11, 2022 and April 28, 2022 Meeting Minutes

B. Financials

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

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

March 10, 2022
8:30 AM

CALL TO ORDER
The Chair called the meeting to order at 8:30 AM and led the Board in the Pledge of Allegiance. Ms. Stockton took Roll call. The Chair welcomed newest Board member Renee Rasmussen and Lt. Governor Juras to the meeting. The Chair read the Statement of Public Participation, outlined the Public Comment process, and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Renee Rasmussen; Ms. Anne Keith; Ms. Susie Hedalen; Ms. Jane Hamman; Ms. Mary Heller. Ex Officio members: Lt. Governor Kristen Juras; Superintendent of Public Instruction Arntzen. Staff members present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests: Mr. Paul Furthmyre, Superintendent MSDB; Ms. Amanda Curtis, MFPE; Ms. Barbara Brown, CSPAC Member; Dr. Trent Bayless, OPI; Ms. Caroline Olson, OPI; Mr. Rob Stutz, Chief Legal Counsel, OPI; Ms. Crystal Andrews, OPI; Dr. Julie Murgel, OPI; Ms. Sharyl Allen, Deputy Superintendent, OPI; Ms. Jule Walker, MTSBA.

PUBLIC COMMENT
No public comment was made.

CONSENT AGENDA

Ms. Madalyn Quinlan moved to approve the Consent Agenda. Motion seconded by Ms. Susie Hedalen.

No comment. Motion passed unanimously.

ADOPT AGENDA
The Chair noted that the Board will break for lunch before the Time Certain Item at 1:00, and that several reports normally listed on Thursday morning have been moved to Friday morning

Ms. Susie Hedalen moved to amend the agenda by adding an Action item regarding the Code of Ethics to Item 4. Ms. Jane Hamman seconded the motion.

The Chair asked for more information regarding the request.

Ms. Hedalen explained the reason for her request was due to the memo from the Lieutenant Governor that requested the Board act on the Code of Ethics at this meeting.

Ms. Quinlan noted that the Chair will provide an update on the Code of Ethics under her report.

Ms. Hedalen thanked Ms. Quinlan for her clarification but stated that it is important that the Board be able to act upon the request.

The Chair noted that Board precedence is to have an item as an information item at one meeting with action at the next, to provide members of the public the opportunity to provide public comment. Acting on an item that is listed as "information" would not afford the public the ability to provide comment on the item.

The Chair conducted a Roll Call Vote:

Roll call vote: Hamman – Yes; Hedalen – Yes; Keith – No; Quinlan – No; Rasmussen – Yes; Heller – Yes; Lacey – No.

Motion passed.

Superintendent Arntzen expressed her concerns and disagreement with the Licensure Panel listed for Item 29 on Friday. The Superintendent noted that she believes the panel "weights" the public comment process. Chair Lacey explained the reasons behind having the Licensure Panel is to provide more information to the public and most importantly to Board members.

Ms. Hamman noted that the panel is listed as an Information item and inquired if the panel was already set and if there could be another public hearing as requested by the Superintendent. The Chair noted that the request would be taken under advisement and called for a motion to adopt the agenda.

Ms. Susie Hedalen moved to adopt the agenda as modified with Action added to Item #4. Ms. Renee Rasmussen seconded the motion.

No comment. Motion passed with Chair Lacey dissenting.

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

INFORMATION ITEMS

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

Item 1 CHAIRPERSON'S REPORT
Tammy Lacey

Chair Lacey welcomed the Board and noted there is an outline of her report in the agenda packet. The Chair discussed the sobering world events ongoing in Ukraine and noted the upcoming Spring Break for many Montana students. The Chair noted that March is Women's History Month, thanked Ms. Stockton for her work with the Executive Committee creating the agenda and thanked Executive Director Flynn on her work for the Board. The Chair updated the Board on her activities since the last Board meeting including Executive Committee meetings, Licensure Committee meetings, MSDB Committee Meetings, Chapter 57 Public Hearing, and the CSPAC Meeting on February 9th. The Chair announced that CSPAC member Dr. Watson is leaving the Council and his position as the Superintendent of Missoula Public Schools to take a new position as the Executive Director of the School Administrators of Montana. Dr. Watson will be replacing Dr. Miller who is retiring at the end of this year.

The Chair reported that at the February 9, 2022 CSPAC meeting, the Council voted to adopt the Code of Ethics, and gave a brief history of the CSPAC Code of Ethics. In 1990 the first Code was created by the

Council and the Board acted on three items: 1) "accept" the Code of Ethics, 2) "encourage" a proactive approach in implementing the Code, and 3) the Board recognized the Council as the appropriate body to "define, interpret, and revise the Code." In 1990 it was decided that the Code would be aspirational and not have any "teeth" by which educators could be punished if the Code was not adhered to. The Chair reviewed the July 2011 Joint meeting of the Board and CSPAC where it was discussed whether the Code should be elevated to a policy or Administrative Rule. At that meeting the decision was made that the Code should remain an aspirational document and not a policy. The Chair then reviewed concerns from the Governor's Office over the word "equity" in the Code adopted by the Council on February 9, 2022. The Chair reviewed the February 15, 2022, meeting between herself, Ms. Flynn, CSPAC Chair Elder, Lt. Governor Juras, and Mr. Klapmeier, to discuss their concerns with the Code, and belief that the Code is a policy, which should require the Board adopt the Code. At this meeting it was clear the concern had shifted from the use of the word "equity", to one of a legal concern regarding CSPAC's legal authority to adopt the Code of Ethics, and that it is important that the Board take time and gather as much information as possible before acting upon the request from the Governor's Office asking the Board to approve the Code of Ethics. The memo also requested that the Code be placed on the Board agenda which has been done, but as an information item. The Chair noted that a full legal analysis be completed before the Board have the discussion regarding the Code, and to determine if action is required by the Board. The Chair answered Board member questions regarding the revision process to the Code of Ethics. Ms. Rasmussen asked clarifying questions of the process that CSPAC has gone through over the years in revising and adopting the Code and presenting to the Board in the Annual Report. Ms. Rasmussen also questioned if the most recent version is the "final" adopted version, and noted her concern that school districts are in the process of reviewing their local policy and adopting it locally, and questioned if that action makes the Code a policy? Ms. Rasmussen noted that some districts adopt the Code because they believe it is policy. The Chair noted that these are important discussions that the Board needs to have, but that local districts could adopt their own local policy, but that doesn't mean that the Code itself has "teeth" to act upon an educator who may violate part of the Code. Ms. Keith asked if the Code is also on the OPI website and questioned how educators access the Code? Superintendent Arntzen noted that there is an acknowledgement that the educator must note when completing the application for licensure. Ms. Keith asked if the Code is printed on the back of the license and the Superintendent said it is not. The question was asked if local districts distribute the Code to their educators, and the answer from the Chair was that most districts do so. Ms. Heller noted that this is a delicate matter, that using the word "equity" is a dangerous path and opens Pandora's Box. Member Heller also stated that although local control is important, the past thirty-two-year history of the Code is a good guideline and reminder to educators of an ethical approach to teaching, but that this time of year is when districts revise their handbooks. Member Heller questioned that if the 2/9/2022 Code is being used as policy at the local level, should the Board now send out communication to the field to inform them that the Code is not policy, but aspirational. The Chair thanked Ms. Heller for her comments and expressed that her concerns are why she, as Chair, would like more time to consider the 3 requests for action made by Governor Gianforte's Office before voting on them. Ms. Hamman noted that she has attended many of the CSPAC meetings, including the July 2021 meeting where she had significant concerns that the Code was being adopted by a "subcommittee" without the Board's approval and that the Code is being distributed to every teacher in the state. Ms. Hamman noted that she needs more information and asks that a halt be made to the distribution of the Code to all teachers in the state. Member Hedalen requested clarification as to why the MACIE Native American Language Statement required a Board approved resolution, but the Code of Ethics did not. The Chair noted that the Board's action in 1990 has been the rule since then, and that the Code remained with CSPAC. The Chair pointed out the newest version of the BPE Committee List in the Board packet.

Item 2 **EXECUTIVE DIRECTOR REPORT**
McCall Flynn

Ms. Flynn gave her report to the Board including that CSPAC will have recommendations for Chapter 57. Ms. Flynn reviewed the Public Hearing held on February 24th for the revisions to Chapter 57, reminding people that the public comment period remains open through April 8th, 2022. Ms. Flynn then discussed the open School Administrator position on CSPAC, replacing Dr. Rob Watson who has been named the new Executive Director for the School Administrators of Montana, replacing Dr. Kirk Miller. Ms. Flynn

thanked Dr. Miller for his work for public education in Montana, and for the guidance he has offered her. The CSPAC position is listed on the Board's website and is currently open until April 22nd. Ms. Flynn asked that the Chair appoint a subcommittee to review any applications that may come in before the Board meets in May to appoint the new member. The Chair asked that anyone interested to please email Ms. Flynn.

Item 3 STATE SUPERINTENDENT'S REPORT
State Superintendent Elsie Arntzen

Superintendent Arntzen gave her report to the Board, recognizing Board member Hamman who was inducted as Montanan of the Month in January by Senator Daines. The Superintendent reported on the Executive Leadership Academy ongoing at the OPI funded by COVID-19 relief money, and the new Teacher Residency Program Task Force that has been formed to look at a program to pay teachers for a residency, and to offer stipends to the teacher mentor. The Superintendent discussed the revisions to Chapter 57, noting that a great deal of research was conducted prior to the rules being opened for revision, and that if the Board needs more time to review the proposals, that can be done. The Superintendent noted that as a quasi-judicial Board, the Board understands transparency. In being transparent, the Superintendent requested the Board open a portal for all public comment to be viewed online so anyone can see what others are commenting. A new press release regarding Chapter 57 is going out today from the OPI. The Chair asked for clarification of the request from the Superintendent to post the public comments. The Superintendent answered Board member questions regarding the request, pointing out that she doesn't know the Board's procedure's regarding public comment, but she believes that it is important for all Montanans to be able to see and read the public comment as it comes in, who it is from, and when it was given. The Superintendent wants to ensure that equal weight is being given to written and oral comment, and that certain group's comments are not given more weight than other comments. The Chair noted that she will seek a legal interpretation before deciding, noting that individual privacy may also play into that decision. Deputy Superintendent Sharyl Allen answered questions regarding the Teacher Residency Program and reviewed further details of the program.

Item 4 GOVERNOR'S OFFICE REPORT
Lt. Governor Kristen Juras

Lt. Governor Kristen Juras updated the Board on education related items the Governor is working on, including visits made to schools across Montana, and ongoing projects with trades, Work-Based Learning Initiatives , and Jobs for Montana Graduates. The Governor will also be reaching out to each Board member to schedule a conversation to discuss topics important to Board members and any areas of concern members might have. The Lt. Governor discussed two areas of concern with the Code of Ethics: 1) The view that the Code is policy. It was clarified that a policy does not need to be in Administrative Rule to be a policy. The Lt Governor explained that if the Code has obtained this much attention from the public then it must be important, that many districts statewide have adopted the code locally, and that there is a great deal of confusion surrounding the Code. The Board should be the responsible party that determines approval of the Code, therefore, it is the responsibility of the Board to clarify whether the Code is policy, to approve a Code of Ethics, and determine what it means. 2) that the Board take action to say that CSPAC is acting outside their statutory authority, and that the Board needs to adopt the Code and determine its merits. It was noted that the Governor's main concern is that CSPAC is acting outside its Legislative authority, and that the Board be the body that adopts the Code, not a subsidiary body. The Lt. Governor read the statute that defines CSPAC, stating that CSPAC does not have the authority to adopt policy, only to study and make recommendations to the Board. It is the Board that has the authority to approve, disapprove, or modify, any recommendations from CSPAC. The Lt. Governor asked that the Board act on the three action requests contained in the Governor's memo. The Chair noted that the agenda was amended for an action item, and asked Board legal counsel for clarification on whether the Board can act on the Code of Ethics if the item was not listed as an Action item on the agenda. Board Counsel Katherine Orr noted that MCA 2-3-103 would prohibit the Board from acting on this item today since it has not been noticed to the public. The Chair clarified that answer, and asked Ms. Orr to read the statute. The Lt. Governor noted that she is familiar with that statue, and that she disagrees with that analysis because the item is listed on the agenda in two separate places, and that the Governor's memo asks for action. The Chair noted that the agenda lists the items as "information" and that she believes

that had the item been listed as Action on the agenda there would be public comment provided. The Chair noted that she is not comfortable acting on an item that was listed on the agenda as information because it does not provide for public participation. Ms. Quinlan asked the Lt. Governor what her thoughts were if the Board took action to decide that additional consideration needs to be made, but not act on the Code itself until a later meeting. The Lt. Governor noted that the action today would be to bring the Code of Ethics before the board, not on the merits of the code, and to determine if CSPAC is the proper place for the code to be approved because she believes that they do not have the authority to approve it. The Lt. Governor stated her concern that a delay on the decision would only be more confusing for the field. Ms. Quinlan stated that in her opinion the Code is a model "policy" like the model policies that the Montana School Board's Association puts out for school districts to use. The Lt. Governor agreed that the Code is a model policy and noted that the Board needs to decide today to determine whether CSPAC has the authority to approve and adopt model policy, and that she believes the Board has the information they need to make that decision. Ms. Heller noted that she feels there has been ample time to address the issue and that the Board has enough information to move forward and asked for clarification as to why the Board should not move forward today. The Chair noted that she does not feel that she has enough information to move forward. Ms. Orr stated that it has been established in the law that a decision on these action items today would be invalidated because there has not been public notice. Ms. Orr noted that it is important that CSPAC be available to address the topic and provide input to the Board and expressed again her concern that any action taken would be invalidated. Also noted was a statute addressing public comment on items not on the agenda, but the item was not noted on the agenda. Ms. Hamman explained her concerns about the Code, the process taken to adopt it, and that the Board is not dealing today with the contents of the Code, but to determine if the Code of Ethics adopted by CSPAC has no effect until CSPAC reconsiders it and brings it to the Board as a formal recommendation for approval. Her concerns lie with the confusion in the field surrounding the Code and that the Board needs to act today. Ms. Hedalen noted that it is important to establish today that the Code needs to come before the Board in a formal fashion like the MACIE resolution. Ms. Hedalen agreed that there is confusion in the field as to which version of the Code should be used, the 2016 version or the 2022 version. Ms. Heller noted she agrees with members Hedalen and Hamman, and with the Lt. Governor, and that it is important to stifle the confusion in the field right now.

Ms. Renee Rasmussen moved the Board take the following actions as requested by the Governor to be voted on as a single action item : 1) determine that CSPAC did not have authority to adopt and publish a Code of Ethics at its February 9th, 2022 meeting but is limited to recommending changes to the Educator Code of Ethics for submission to the Board for its approval/action/review 2) issue a statement that the revised language to the Code of Ethics purportedly adopted by CSPAC at its February 9, 2022 meeting has no effect unless and until the revisions are presented to and approved by the Board where there is open discussion with public input and the final version is determined, 3) request CSPAC present the proposed revisions to the Educator Code of Ethics to the Board at a future Board meeting at our determination. Jane Hamman seconded the motion.

Deputy Superintendent Sharyl Allen asked that if historical practice is that CSPAC is the body that writes, edits, revises, and adopts the code is there even a Code any longer since the Board hasn't approved one.

Ms. Amanda Curtis, President of MFPE, noted that she can see the writing on the wall with the vote and though she hates to be at odds, wanted to go on record that CSPAC is an advisory body to the Board, appointed by the Board, to bring forward matters related to public education. This is their Code of Ethics, and there is not confusion among teachers regarding the Code. Any alleged confusion in the public has been manufactured and not caused by any actions of CSPAC and the Board. Ms. Curtis noted that local boards of trustees can make the Code their own policy if they so

choose. Ms. Curtis urged the Board to leave the Code to the professionals in the field, and the decision to be left to local school boards as to how to use the code, and to exercise local control in their own districts.

Ms. Quinlan made a subsidiary motion to postpone the motion for a decision to the July 2022 Board meeting. Ms. Anne Keith seconded the motion.

Ms. Quinlan explained the reason for her motion, that she believes the comments are important and all discussion is valid, and that it is important to clarify what the Code means and how it is applied, but is concerned with violation of open meeting laws, and believes the public should be able to come and make comment.

Ms. Rasmussen asked a clarifying question of Ms. Quinlan, inquiring if Ms. Quinlan could amend her motion to add that the current code is suspended until the Board is able to decide.

Ms. Quinlan amended her motion to include that the Code of Ethics adopted by CSPAC at their February 9, 2022 meeting has no effect until the Board can have a conversation at the July 2022 meeting. Ms. Anne Keith seconded the motion.

Clarifying questions on the motion.

Ms. Quinlan restated her motion with the amendment included is intended to postpone the motion on the floor with the statement that the current Code of Ethics has no effect.

Ms. Heller asked clarifying questions of the motion on the floor, and Ms. Quinlan restated her motion for clarification which is to postpone the original motion on the floor to the July Board meeting, and to add that the current Code of Ethics has no effect until a decision can be made at the July 2022 meeting.

Ms. Heller then asked if the Board had authority to tell districts not to use current code. Ms. Hedalen noted that local districts can adopt and use whatever they want, so the Board cannot direct them what to use. Ms. Hedalen stated that it may be helpful to have a note on the Board website that the current code is not in effect and that the 2016 version is the current version in effect.

Ms. Hamman stated that she believes there is considerable confusion and expressed her concern that she does not think the motion is appropriate because a decision still needs to be made regarding the process and to what the Code is and how it can be used.

Chair Lacey clarified the original motion on the floor.

Ms. Hamman asked for a full reading of what the motion is.

Ms. Heller asked for the three points to be stated again.

Ms. Quinlan stated that the motion is to postpone action on the original motion on the floor until the July 2022 Board meeting and to issue a

statement that the Educator Code of Ethics adopted by CSPAC at its February 9th 2022 meeting has no effect until the revisions are brought before the Board in July for consideration. ***Motion seconded by Ms. Anne Keith.***

Lt. Governor Juras asked for clarification on the motion and asked if public comment was going to be allowed. The Lt. Governor noted there is still confusion regarding the motion.

Ms. Quinlan noted her intention was to make clear that what CSPAC adopted on February 9th has no effect until the Board resolves the question as to CSPAC's authority to adopt the Code of Ethics and whether it needs to come before the Board for action. The question as to whether the code is appropriate wasn't necessarily the discussion for the July meeting. But the code adopted February 9th is not in effect.

Ms. Rasmussen asked Ms. Quinlan to clarify that if she said that she wanted to postpone the motion made by Ms. Rasmussen, then she would expect all three points in that motion to be considered at the July meeting, including CSPAC presenting its recommendations, and the Board determining if that was the appropriate course of action, and at that time there would be discussion and public comment. Ms. Quinlan agreed that is her intent.

The Lt. Governor again noted that the motion is unclear as to when the Board would consider the revised Code of Ethics.

The Chair asked Ms. Quinlan if she would like to withdraw her motion to begin again. Ms. Quinlan agreed.

The motion on the floor was withdrawn.

Ms. Renee Rasmussen amended her motion that the Board take the following actions as requested by the governor: 1)At the July meeting determine whether or not CSPAC had the authority to adopt the Code of Ethics at its' February 9, 2022 meeting or is limited to recommending changes to the Educator Code of Ethics for submission to this board for approval 2) request CSPAC to present its proposed revisions to the Educator Code of Ethics to the Board as a recommendation at the July meeting for action 3) immediately issue a statement that the revised language to the Code of Ethics purportedly adopted by CSPAC at their February 9th, 2022 meeting has no effect until presented to the Board and action is taken. Ms. Madalyn Quinlan seconded the motion.

Ms. Hedalen stated her appreciation of everyone's efforts, but her concern is that she believes that advisory councils can only make recommendations to the Board. The Governor and others requested additional action to take place at this meeting, and it is important to discuss the specific code revisions that she believes have added additional controversy in the current educational climate.

Ms. Heller echoed Ms. Hedalen's concerns and asked that the motion be read again for clarification.

The motion was read again.

No further comment. Roll call vote: Opposed – members Lacey, Hedalen, Heller, Hamman, Rasmussen. For: Quinlan, Keith

Motion failed.

Original motion on the floor was re-read

Ms. Renee Rasmussen moved the Board take the following actions as requested by the Governor to be voted on as a single action item : 1) determine that CSPAC did not have authority to adopt and publish a Code of Ethics at its February 9th, 2022 meeting but is limited to recommending changes to the Educator Code of Ethics for submission to the Board for its approval/action/review 2) issue a statement that the revised language to the code of ethics purportedly adopted by CSPAC at its February 9, 2022 meeting has no affect unless and until the revisions are presented to and approved by the Board where there is open discussion with public input and the final version is determined, 3) request CSPAC present the revisions to the Educator Code of Ethics to the Board at a future Board meeting at our determination. Jane Hamman seconded the motion.

Ms. Keith noted her concern that by making this motion the Board is violating the law, and that she does not have enough information to determine that CSPAC did not have the authority to adopt a Code of Ethics.

Chair Lacey echoed Ms. Keith's concerns.

Motion passed with members Keith, Quinlan, Lacey dissenting.

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

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

Mr. Furthmyre welcomed Ms. Rasmussen to the Board, and congratulated Ms. Hamman on her award from Senator Daines. Mr. Furthmyre updated the Board on his participation in the Executive Leadership Academy and gave an update on the grant written to update the classrooms at the MSDB with more television screens and equipment. The grant was approved by the Governor and is now awaiting approval by the Treasury Department. The electricity project to make MSDB the first state agency with new lighting that can change color to help the low-vision students is ongoing. Mr. Furthmyre reported there are 47 students on campus right now with two students currently doing ten-day observations. Mr. Furthmyre reviewed the action items before the Board before requesting action.

Ms. Mary Heller moved to approve the MSDB Out -of -State Travel Requests as presented in the packet. Motion seconded by Ms. Madalyn Quinlan.

No discussion. Motion passed unanimously.

Ms. Mary Heller moved to approve the MSDB Personnel Actions as presented in the packet. Motion seconded by Ms. Anne Keith.

No discussion. Motion passed unanimously.

Ms. Mary Heller moved to approve the MSDB Policy 1910: COVID-19 Emergency Measures: Personnel Use of Leave. Motion seconded by Ms. Madalyn Quinlan.

No discussion. Motion passed unanimously.

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

Chair Lacey opened the item and asked Ms. Flynn to review the process to date and pointed out changes in the contract. Ms. Flynn noted that once the contract is approved today, Mr. Furthmyre will receive retroactive pay to begin at the date of his hire in January. Ms. Flynn also noted minor changes to the pay, and a stipend to assist in his completion of his doctoral degree. Ms. Flynn noted that State Human Resources has reviewed the contract.

Ms. Mary Heller moved to approve the MSDB Superintendent Contract to Mr. Paul Furthmyre for 2022-2023. Motion seconded by Ms. Jane Hamman.

Chair Lacey congratulated Mr. Furthmyre and thanked the Board for their work on the process.

No further discussion. Motion passed unanimously.

Ms. Heller asked for Mr. Furthmyre to let everyone know when the MSDB graduation date is. The date is May 27th, 2022 at 2:00 pm.

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

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

Ms. Smith updated the Board on new hires at OPI in the Indian Education for All division and noted that Montana continues to struggle with the achievement gap for Native American students, especially due to challenges brought on by COVID-19. MACIE is looking at different ways to offer Native American students options for high school graduation and completion. MACIE will be meeting in person in April for the first time in two years and Ms. Smith reviewed items that will be on the agenda. Ms. Smith reviewed work on the Native American Language Statement, upcoming conferences surrounding Indian Education for All, and that MACIE will be bringing the Regalia Statement to the Board in May. Additionally, MACIE will also be bringing new members to the Board for approval. Ms. Smith answered Board member questions. Ms. Hamman asked if Board members could participate in the Indian Education for All Conference in May and Ms. Smith noted that it is open to anyone to participate and they welcome Board member's participation. Ms. Hedalen thanked Chair Smith for being diligent in making the April meeting an in-person meeting, and thanked Ms. Allen at OPI to offer funding to hold the meeting in person.

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

Item 8 **SCHOOL NUTRITION PROGRAMS ANNUAL REPORT – (INFORMATION)**
Caroline Olson

Ms. Caroline Olson, Assistant Director of School Nutrition Programs at OPI, presented the School Nutrition Program Annual Report to the Board. Ms. Olson discussed the USDA Flexibility Waiver and reported that it provided schools a great deal of creativity in how they provided meals to their students. Ms. Olson highlighted other grants awarded which allowed schools to upgrade kitchen equipment and other areas of their school nutrition program. The OPI provided weekly training sessions throughout the year for schools as an aid to school districts. The Summer Foods program, After School Program, Milk Program, and Fresh Fruit and Vegetable Program were also highlighted. Chair Lacey thanked Ms. Olson for the thorough report.

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

Mr. Rob Stutz, Chief Legal Counsel for the Office of Public Instruction, presented the Notice of Adoption for the School Bus Standards. Mr. Stutz clarified that the notice says 2022 and the document says 2021 because 2021 is when the drafting of the revisions began, but that date will be updated after adoption. Mr. Stutz noted that the extended stop arm requirement says "should", and that it is recommended but not required. Ms. Hedalen asked clarifying questions and noted that rural school districts have concerns with this requirement due to extended usage of buses on gravel roads.

Ms. Susie Hedalen moved to approve the Notice of Adoption of ARM Title 10, Chapter 64, Bus standards, and authorized filing of the notice with the Secretary of State's Office for publication in the Montana Administrative Register. Motion seconded by Ms. Anne Keith.

No discussion. Motion passed unanimously.

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

Ms. Flynn reviewed that this item was before the Board in January for the Notice of Proposed Amendment and noted there was no public comment.

Ms. Susie Hedalen moved to approve the Notice of Adoption to ARM Title 10, Chapter 66, pertaining to Montana Youth Challenge. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

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

Dr. Julie Murgel, Chief Operating Officer at the OPI, provided an update on the Federal Every Student Succeeds Act (ESSA) Accountability System, and the American Rescue Plan/Elementary and Secondary School Emergency Relief (ARP/ESSER) Funding. Dr. Murgel reviewed federal waivers the OPI applied for to assist schools in Comprehensive status and announced that a director for the Emergency Assistance to Non-Public Schools (EANS) program has been hired. Dr. Murgel answered Board member questions.

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

*****

Question from member Hedalen as to whether there are any requirements that parents are notified of teachers facing charges. Mr. Stutz noted that the school districts may choose to do so, but the licensure process does not allow for parental notification.

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

Ms. Crystal Andrews presented the Unusual Case Request to the Board and reviewed the reasons for the request to extend a Class 5 Provisional License for one year.

Ms. Madalyn Quinlan moved to approve the Unusual Case Request for a one-year extension of a Class 5 Provisional License in BPE Case 2022-02, Morand. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

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

Ms. Crystal Andrews presented the Unusual Case Request to the Board and reviewed the reasons for the request to extend a Class 5 Provisional License for one semester. Ms. Mavrinac attempted to find another university that offered the class in spring 2022 semester but was not successful.

Ms. Madalyn Quinlan moved to approve the unusual case request for a one-year extension of a Class 5 Provisional License in BPE Case 2022-03, Mavrinac. Motion seconded by Ms. Susie Hedalen.

No discussion. Motion passed unanimously.

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

Ms. Andrews presented the Unusual Case Request for the Board's review. Mr. Estrada was available via Zoom and discussed the class that he will be teaching should this license be granted.

Ms. Madalyn Quinlan moved to approve the Unusual Case Request for a Class 4A License in BPE Case #2022-04, Estrada. Motion seconded by Ms. Anne Keith.

No discussion. Motion passed unanimously.

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

Ms. Andrews reviewed the Unusual Case Request for the Board. Ms. Shrider was available via Zoom and explained her background in School Counseling for the Board. Ms. Andrews answered Board member questions.

Ms. Madalyn Quinlan moved to approve the Unusual Case Request to add a School Counseling endorsement to an existing Class 1 Professional License in BPE Case #2022-05, Shrider. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

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

Ms. Andrews reviewed the Unusual Case Request for the Board.

Ms. Madalyn Quinlan moved to approve the Unusual Case Request for a Class 1 Professional License endorsed in Music in BPE Case #2022-06, Giffin. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

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

Ms. Andrews reviewed the Unusual Case Request for the Board. Ms. Andrews answered clarifying questions for Board members.

Ms. Madalyn Quinlan moved to approve the Class 2 Standard License in BPE Case #2022-07, Neufeld Lilly. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

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

Ms. Andrews reviewed the process for the review of a new cut score for the Math component of the PRAXIS exam. In alignment with other states, Montana is proposing adopting a passing score of 159, and has received approval from the Montana Council of Deans of Education for a score of 159. Ms. Andrews, Ms. Kristi Steinberg, University of Montana, and Nick Bellack, ETS, were part of the review committee. Ms. Andrews answered Board member questions.

Item 19 UPDATE ON NEW LICENSING SYSTEM – (INFORMATION)
Crystal Andrews, Zam Alidina

Ms. Andrews and Mr. Alidina presented an update on the new licensing system migration at OPI. Mr. Alidina reviewed the progress and what is upcoming in the next two months. Ms. Andrews reviewed communication that is going out to the field and to Education Preparation Programs, as well as how the license renewals are going with a paper process. The Licensure unit will be gaining an Administrative Specialist to assist with the migration of the system.

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

Mr. Stutz reviewed for the Board the proposal to revise the timeline for the revisions to Chapter 58 due to feedback from the field on the process. Mr. Hawkins reviewed for the Board that the original plan was to bring the full revisions to Chapter 58, but due to recommendations from the Task Force, and other feedback, the Superintendent is recommending slowing down the process. Mr. Hawkins answered Board member questions regarding the proposed timeline. Mr. Stutz reviewed the two proposed timelines in the packet and pointed the differences in the two and reasoning behind each one. Mr. Stutz answered Board member questions.

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

Ms. Madalyn Quinlan moved to accept the proposed Chapter 58 recommended timeline from the Superintendent. Ms. Jane Hamman seconded the motion.

Ms. Lacey thanked the Superintendent and OPI for the proposal to amend the timeline.

No discussion. Motion passed unanimously.

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

Item 23 ASSESSMENT REPORT – (INFORMATION)
Ashley McGrath

Ms. Ashley McGrath, Assessment Director at OPI, presented the Assessment report to the Board, discussing 2021-2022 testing windows, test window and completions for English Language Learners (ELLs), and an FAQ page for Testing, Accountability, and Reporting. An overview of the Statewide Assessment for 2021-2022 was also reviewed. Ms. McGrath reviewed the new process for a pilot program for a summative assessment system, which was made allowable in Every Student Succeeds Act. Ms. McGrath also discussed the Montana Alternative Student Testing (MAST) Pilot Program before answering Board member questions.

Meeting adjourned at 2:46 PM.

****

Friday March 11, 2022
8:30 AM

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

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Renee Rasmussen; Ms. Anne Keith; Ms. Mary Heller; Ms. Jane Hamman; Ms. Susie Hedalen; Ms. Paige Lepard, Student Representative. Ex Officio members: Mr. Dylan Klapmeier, Governor Gianforte's Office; Dr. Angela McLean, Commissioner of Higher Education Office. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests present: Mr. Nathan Miller, OPI; Ms. Kristi Steinberg, University of Montana; Dr. Kirk Miller, School Administrators of Montana; Mr. Dennis Parman, Montana Rural Education Association; Dr. Tricia Seifert, MSU; Ms. Amanda Curtis, MFPE; Mr. John Melick, MSU; Dr. Julie Murgel, OPI; Ms. Jule Walker, MTSBA.

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

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

Dr. McLean thanked the Board for being flexible by moving her report to Friday morning as she was attending the Board of Regents Meeting the previous day. Updates were given in the following areas: American Indian Minority Achievement; College Application Process (CAP) – a second process will be held this spring with no application fee for Montana students applying to Montana schools, a FAFSA completion process to assist students in applying for financial aid, Decision Day on May 3rd where students can announce the school they will be attending post high school, MUS College Access Portal update, upcoming Statewide ACT for all high school juniors, OCHE participation in OPI's new Teacher Residency Program, and the Grow Your Own Educator Program. New classes for this program have begun at Stone Child College, MSU Northern, and Blackfeet Community College. Dr. McLean answered Board member questions about the Grow Your Own program.

Item 25 STUDENT REPRESENTATIVE REPORT – (INFORMATION)
Paige LePard

Ms. Lepard updated the Board on the State Swimming results for the Great Falls High Schools and her personal results. Ms. Lepard also noted other athletic results in the community, the upcoming ACT for all Juniors, CMR Prom planning and fundraising, spring break, Senior Class events, events planned by the Junior, Sophomore, and Freshman classes, State Student Rep interviews planned in March, and the

State Student Conference which will be in April. Ms. Lepard announced the newly designed State Student Council website and encouraged Board members to review it. Business Professionals or America (BPA) and DECA have state and national competitions this spring as well as the HOSA competitions. Ms. Lepard answered Board member questions. Ms. Heller also announced upcoming state conferences for FFA, and Skills USA. Dr. McLean thanked Ms. Lepard for all her work as an ambassador and a student voice across the state.

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

Item 26 **CHAPTER 55 TASK FORCE UPDATE – (INFORMATION)**
Dr. Julie Murgel

Dr. Julie Murgel updated the Board on the progress of the Chapter 55 Revisions, including the Quality School Taskforce, Negotiated Rulemaking Committee, the proposed timeline for the revisions, and communications from the OPI regarding the revisions process. The Task Force has held two initial meetings and a survey has gone out to the stakeholders to assist the Task Force in creating the revisions. The Negotiated Rulemaking Committee will begin meetings March 17th. Dr. Murgel noted that all information on the process for revising Chapter 55 can be found on the OPI website.

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

Mr. Nathan Miller, Accreditation Program Director, and Ellery Bresler, Accreditation Data Specialist, explained the Step 1, Step 2, and Ongoing Assistance program within the Accreditation Unit at OPI. They also highlighted the assistance and support the OPI offers schools to assist them in obtaining full accreditation status. Mr. Miller answered Board member questions.

Ms. Mary Heller moved to approve Superintendent Arntzen's recommendation to maintain the current status for schools in Step 1, Step 2, and Ongoing Assistance of Intensive Assistance per ARM 10.55.605 for an additional year. Motion seconded by Ms. Jane Hamman.

Ms. Heller commended OPI for working with these schools.

No further discussion. Motion passed unanimously.

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

Mr. Miller and Ms. Bresler presented the 2021-2022 Accreditation Status of All Schools. They explained areas in the report and how data is gathered and used for the accountability purposes.

Ms. Mary Heller moved to approve the 2021-2022 Accreditation Status for All Schools as recommended by the State Superintendent per ARM 10.55.601, 10.55.605, and 10.55.606. Motion seconded by Ms. Susie Hedalen.

No discussion. Motion passed unanimously.

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

Item 29 **LICENSURE PANEL DISCUSSION – (INFORMATION)**
Mr. Dennis Parman, MREA; Dr. Kirk Miller, SAM; Amanda Curtis, MFPE; John Melick, Montana State University; Dr. Tricia Seifert, Montana Council of Deans of Education; Kristi Steinberg, University of Montana (Note: Mr. Dennis Parman, MREA

Chair Lacey thanked the members of the panel for their work and for offering their expertise to the proposed revisions. Ms. Flynn reviewed that the Chapter 57 revisions are open and public comment can be made through April 8, 2022. The Board will hold a special meeting on April 28th, 2022, and adoption of the proposed revisions is scheduled for May 12-13, 2022 at the next regular scheduled meeting in Great Falls. Licensure Chair Quinlan explained how the panel will work and that members of the BPE Licensure committee have prepared questions they will ask the panel. Ms. Quinlan noted that the Board is currently in the process of revising the Licensure rules and requested that anyone with comments please send comments to the Board. Ms. Quinlan asked each member of the panel to introduce themselves.

Board members asked questions of the panelists regarding specific areas of the Superintendent's recommendations.

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

Ms. Quinlan opened the item. Ms. Andrews and Dr. Murgel introduced themselves to the Board. Dr. Murgel addressed some of the concerns discussed by the panel including the grade levels, "approved" vs. "accredited" programs, successful teaching experience, adding endorsements, and Class 3 licenses. Dr. Murgel and Ms. Andrews answered Board member questions.

FUTURE AGENDA ITEMS May 12-13, 2022, Great Falls

CSPAC Appointments
Student Representative Last Meeting & Recognition
Approve K-12 Schools Payment Schedule
Assessment Update
CAEP – MOU Discussion
Accreditation Report
Variance to Standards Requests & Renewals
Federal Update
MACIE Update
Approve MSDB School Calendar
MCDE Update
Educator Licensure System Update
Chapter 57 Notice of Adoption
Superintendent Recommendations to Chapter 58 Presentation
Praxis for Math Action
Executive Director Performance Evaluation

PUBLIC COMMENT

Tricia Siefert gave public comment regarding the difference between approved and accredited educator preparation programs.

Ms. Moffie Funk gave public comment regarding the action on the Code of Ethics on Thursday and the lack of decorum that was exhibited in the room. Ms. Funk was most concerned about lack of protocol and the bullying that went on during the meeting.

Deputy Director Sharyl Allen complemented the Board on their thoughtfulness on their decisions and addressed some of the challenges facing the state in licensing teachers, the increasing use of Emergency Authorizations, and need for the Board to approve Unusual Case Requests for licensure.

DRAFT

Dr. Stevie Schmitz, Rocky Mountain College, gave public comment thanking the Board for the time, attention, and care in making decisions regarding teacher licensure. Being flexible, collaborative, and looking at the research are the right things to do.

Board member Heller made comment that she found the Licensure Panel and the OPI Staff answering questions to be extremely helpful, but would like to see the public comments that are coming in. Chair Lacey explained that the Board will see the comments and will make decisions at the April 28th meeting.

ADJOURN

The meeting adjourned at 12:26PM.

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

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

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

DRAFT

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

April 28, 2022
Montana State Capitol Building, Room 152
Helena, MT

Thursday, April 28, 2022
9:30 AM

CALL TO ORDER

The Chair called the meeting to order at 9:30 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Dr. Tim Tharp; Ms. Anne Keith; Ms. Susie Hedalen; Ms. Renee Rasmussen; Ms. Jane Hamman. Ex-Officio members: Mr. Dylan Klapmeier, Governor's Office; Dr. Angela McLean, Commissioner's Office. Staff members present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests present: Ms. Crystal Andrews, OPI; Dr. Julie Murgel, OPI; Mr. Dennis Parman, MREA; Ms. Diane Fladmo, MFPE.

PUBLIC COMMENT

No public comment was made.

ADOPT AGENDA

Ms. Madalyn Quinlan moved to adopt the agenda. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

- **LICENSURE COMMITTEE – Madalyn Quinlan (Items 1-2)**

Item 1 **UNUSUAL CASE REQUEST BPE CASE #2022-08, EMMONS - (ACTION)**
– 15 Minutes
Crystal Andrews

Ms. Quinlan opened the item and turned the item to Ms. Crystal Andrews, OPI. Ms. Andrews reviewed the ARM Rule for Class 5 Provisional licenses and explained the reasons behind the request to extend the Class 5 license for one year. Mr. Emmons explained the reason for his request.

Ms. Madalyn Quinlan moved to approve the Superintendents recommendation for an extension of the Class 5 Provisional License in

<u>BPE Case #2022-08, Emmons.</u> Ms. Jane Hamman seconded the motion.

Chair Lacey extended condolences from the Board to Mr. Emmons.

No discussion. Motion passed unanimously.

Item 2 REVIEW OF AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON SUPERINTENDENT'S RECOMMENDATIONS FOR REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE – (ACTION) McCall Flynn

Chair Lacey reviewed the process for reviewing and revising the Chapter 57 Administrative Rules regarding Educator Licensure over the past year, extending her appreciation to Ms. Flynn and Vice Chair Quinlan for their work in preparing for today's meeting. The Chair reviewed the process Vice Chair Quinlan will be using to review the public comments and determining what actions the Board will take.

Ms. Quinlan discussed the purpose of today's meeting which is to review the public comments made and determining as a group whether the Board agrees or disagrees with the comments, and to provide enough information to Board staff to write the responses in the adoption notice, which will be presented to the Board at the May meeting for final action. Only sections of the rules in which public comment was made need to be reviewed. If a section of the proposed rule had no public comment made, that portion of the proposed rule revision will move forward as proposed. Ms. Quinlan reviewed the document for potential areas on consensus for the Board to review and act on.

<u>Ms. Madalyn Quinlan moved to agree with items 1-16 as areas of consensus as proposed by the Board's Licensure Committee.</u> Ms. Anne Keith seconded the motion.

No discussion. Motion passed unanimously.

The Board went through each section of rule in which comments were submitted, reviewing the comments, and determining action.

<u>NEW RULE I RECIPROCITY FOR MILITARYSPOUSES/DEPENDENTS – Pages 103-104</u>

Comments 1-4

Ms. Madalyn Quinlan moved to agree with comments 1-4 for reciprocity for military spouses and dependents and the definition provided. Ms. Susie Hedalen seconded the motion.

Mr. Dennis Parman, MREA expressed support of the motion.

Mr. Dylan Klapmeier asked for clarification of whether the motion included

spouses.

Dr. Tharp asked clarification regarding Class 3 endorsements. Dr. Murgel noted the rule should read 10.57.413.

Ms. Hamman stated it is important to note in the record when changes are made.

No further discussion. Motion passed unanimously.

NEW RULE II EDUCATOR PREPARATION PROGRAMVERIFICATION – Page 104

Discussion regarding why this new rule is being proposed as it is defined in the definitions and the Superintendent has this authority already. Dr. Murgel clarified that it is not clarified well in the definitions and felt it needed a specific rule. Chair Lacey stated she agreed with the language and that the Superintendent should have the authority to do so,

Ms. Madalyn Quinlan moved to disagree with Comment #5 and supports the change in rule. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

10.57.102 DEFINITIONS – Pages 104-108

Comments 6-28

Approved vs. Accredited Preparation Programs definitions. Discussion ensued on how to prevent alternative types of licenses that may not be up to par or meeting state accreditation requirements. Board members discussed how other areas of rule have parameters that will prevent these situations from occurring.

Comment from Mr. Klapmeier that he believes this covers OPI's intent for the definition of approved but asked for Dr. Murgel to confirm, which she agrees it does.

Ms. Madalyn Quinlan moved to agree with comment #19, and to include the definition proposed in comment 19, and to direct Board staff to respond to comments 6, 7, 16 – 19 consistent with the definition adopted by the Board under comment 19. Ms. Jane Hamman seconded the motion.

Question of clarification from Ms. Hamman.

No further discussion. Motion passed unanimously.

Definition of Grade Levels Age 3-21

Comments 7

Ms. Madalyn Quinlan moved to disagree with comment #7, and to direct Board staff to draft responses to comments 8-15, 46, 47, 67, 68,

95, and 96. Ms. Renee Rasmussen seconded the motion.

Mr. Dennis Parman, MREA, explained the rationale from MTPEC in their comments regarding defining ages rather than grade levels.

Ms. Quinlan emphasized that when the board adopts content and performance standards, and accreditation standards, those define the grade level expectations in rule, and are also defined in statute.

Ms. Hedalen noted her agreement with Ms. Quinlan's remarks.

No further discussion. Motion passed unanimously.

Comment 20:

Ms. Madalyn Quinlan moved to agree with comment 20 to use "approved educator preparation program" in place of "accredited educator preparation program" in the definition of Certification. Dr. Tharp seconded the motion.

No discussion. Motion passed unanimously.

Comment 21:

Ms. Madalyn Quinlan moved to agree with comment 21 including the recommendation to include content area coursework within the scope of teacher education program course requirements and the recommendation to describe how the weighted average is calculated for coursework GPA. Ms. Jane Hamman seconded the motion. Comment from Ms. Angela McLean thanking Ms. Quinlan and the Licensure committee for their work.

No further discussion. Motion passed unanimously.

Comments 23-25:

Ms. Madalyn Quinlan moved to agree with comments 23-25 including the proposed definition of "student-teaching portfolio" included in comment 23, which better aligns with the capstone assessments used by Montana EPP's. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Comment 26:
Definition of "unrestricted license" left out the creation of "lifetime licenses" created under revisions to Class 7. Define as "current renewable or unrestricted license".

Ms. Madalyn Quinlan moved to agree with comment 26 including the definition of unrestricted license. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT– Pages 108-109

Comment 29-32

Ms. Madalyn Quinlan moved to agree with comments 29-32 regarding emergency authorization of employment. Ms. Anne Keith seconded the motion.

Dr. Murgel noted that she thinks this revision cleans up the language and makes it better.

No further discussion. Motion passed unanimously.

10.57.109 UNUSUAL CASES – Pages 109-110

Comments 33-35

Discussion on this topic of moving the authority back to the Superintendent. Dr. Tharp recommended changing the reporting to the Board on an annual basis to a twice-yearly basis.

Chair Lacey noted her concerns in not having this authority lie with the Board explaining that it has been helpful to know the ins and outs of the unusual cases and how the licensure rules play into that. It was noted that it helps the Board to know what is happening in the field, and how would the appeals process work if the Superintendent denied an unusual case request. Discussion ensued on how this process worked at the OPI prior to the rule change in 2017. Mr. Dennis Parman discussed with the Board how the process worked at the OPI prior to the rule change when he was Deputy Superintendent. Ms. Andrews noted that by giving the authority to the Superintendent it would speed the process up by not having to come to the Board before, and that there is an urgency from the candidates that this process needs to be more efficient. Ms. Andrews noted that the Annual Licensure Report given to the Board each January notes the number of Unusual Cases.

Ms. Madalyn Quinlan moved to agree with comment 33 and to direct the Board staff to draft responses to comments 34-35, and to change reporting from "annual basis" to "semi-yearly". Dr. Tharp seconded the motion.

Dr. Murgel gave public comment that if the reporting is changed to semiannually, then 10.57.101 would also need to be changed.

Ms. Susie Hedalen commented that Board staff work with OPI to respond to comment 35 regarding the process.

No further discussion. Motion passed unanimously.

10.57.112 LICENSE OF EXCHANGE TEACHERS – Page 110
Consensus motion

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK –Pages 110-11
Consensus motion

10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWALREQUIREMENTS – Pages 111-112
Consensus motion

Ms. Madalyn Quinlan moved without objection to direct BPE staff to correct the incomplete sentence as recommended in comment 41.

10.57.216 APPROVED PROFESSIONAL DEVELOPMENT ANDRENEWAL ACTIVITY – Pages 112-113
Consensus motion

10.57.217 APPEAL PROCESS FOR PROFESSIONALDEVELOPMENT - ACTIVITY – Page 113
Consensus motion

10.57.218 PROFESSIONAL DEVELOPMENT UNITVERIFICATION – Pages 113-114
Consensus motion

10.57.301 ENDORSEMENT INFORMATION – Pages 114-115
Comments 45-52

Dr. Murgel explained this revision is for adding additional endorsements specifically, and to add two additional pathways to earning endorsements. Dr. Murgel answered Board member questions. Comments from Dr. Tharp and Mr. Klapmeier. Dr. Angela McLean added her comments surrounding adding endorsements and programs at the Universities to aid in this process.

Ms. Madalyn Quinlan moved to approve comment 49 which recommends edits to subsection (3)(a) to use language for granting an additional endorsement that aligns with the language used for granting an initial endorsement. Ms. Jane Hamman seconded the motion.

Clarifying question from Ms. Keith regarding adding endorsement through PRAXIS only. Ms. Rasmussen clarified how Superintendents may use that process. Chair Lacey noted that salary schedules come into play as well. Ms. Quinlan also noted that a person could be going back to school as well.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 45 and 50 and to strike subsection (3)(c) which allows a license teacher with 2 years of teaching in any field to add an endorsement by passing the PRAXIS Subject Assessment applicable to the requested endorsement. Ms. Anne Keith seconded the motion.

Comment from Mr. Klapmeier that striking this section goes against what the Superintendent has asked and from what Board members from rural schools have discussed.

Dr. Tharp noted that this is not preferrable, but that it does help rural schools.

Ms. Hedalen stated that thinking about critical shortage areas it is challenging to find teachers in rural areas. It is always preferable to have the most qualified teacher, but flexibility is also needed.

Dr. Tharp made a substitute motion to disagree with comment 45 and agree with comment 50. Ms. Renee Rasmussen seconded the motion.

Mr. Klapmeier noted comment 48 should also be considered.

No further discussion. Motion passed 4-3.

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE – Pages 115-117
Comments 53 -62

Mr. Dennis Parman discussed the MT-PEC recommendation for obtaining a Class 2 Standard Teaching License, which is to add (3)(e)(iv) "verified completion of an educator preparation program, a current standard, unrestricted out-of-state license, and two years of successful teaching experience as defined in ARM 10.57.102 as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the superintendent of public instruction".

Ms. Madalyn Quinlan moved to agree with comments 53-56 and allow a teacher with a current standard unrestricted out of state educator license and two years of teaching experience as defined in ARM 10.57.102 to become licensed and endorsed in Montana based upon the endorsement areas included in the teacher's current license. Ms. Renee Rasmussen seconded the motion.

Clarification question from Ms. Keith on who may qualify under this new area.

No further discussion. Motion passed unanimously.

Staff are directed to respond to comments 57-62.

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE – Pages 117-118
Comments 63-66

Ms. Madalyn Quinlan moved to agree with comment 63to approve the changes as proposed, and to disagree with comment 65 to provide lifetime licenses for National board-certified teachers as they are required to renew every 10 years. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.
Staff are directed to respond to comments 64 and 66.

10.57.412 CLASS 1 AND 2 ENDORSEMENTS – Pages 118-119
Comments 67-72

Dr. Murgel explained the reasons behind the revisions.

Ms. Madalyn Quinlan moved to agree conceptually with comments 69-72 to allow a teacher with a current standard unrestricted out-of-state license and two years of successful teaching experience as defined in ARM 10.57.102 to become licensed and endorsed in Montana based upon the endorsement areas included in the teacher's current license, and to disagree with the need to repeat this language in 10.57.412 because it is already stated in 10.57.410. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

Staff is directed to draft responses to remaining comments.

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE – Pages 119-120
Comments 73-77

Ms. Madalyn Quinlan moved to agree with comments 73 & 75 which recommend re-inserting the language in subsection (4) of the existing rule but requiring the verification of two years of successful administrative experience rather than 5 years. Ms. Anne Keith seconded the motion.

After discussion Ms. Quinlan withdrew her motion. Ms. Keith withdrew her second from the motion.

Ms. Madalyn Quinlan moved to disagree with comment 77 for a pathway for

<u>school psychologists to become administrators.</u> Ms. Jane Hamman seconded the motion.

Ms. Hedalen commented on her experience with school psychologists and her thoughts on making a pathway to administration for them in the future.

No further discussion. Motion passed unanimously.

Staff directed to draft response to comment 76.

<u>10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT – Pages 120-121</u>
Comments 78-79

Dr. Murgel explained the reasons for the revisions and recommendations from the Superintendent.

<u>Ms. Madalyn Quinlan move to agree with comments 78 and 79 except the suggested requirement that the approved professional development provider must have provided approved courses for at least five consecutive years in the require areas for which a candidate submits evident to qualify for licensure.</u> Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

<u>10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – PRINCIPAL ENDORSEMENT – Page 121</u>
Comments 80-81

<u>Ms. Madalyn Quinlan moved to agree with comment 80 to approve the changes as proposed and disagree with comment 81 that opposed the proposed rules.</u> Ms. Jane Hamman seconded the motion.

Comment from Dr. Tharp regarding comment 81 regarding differences in school law and finance from state to state, and that hopefully the approved professional development providers can offer the coursework required.

No further discussion. Motion passed 6-1.

<u>10.57.418 CLASS 3 ADMINISTRATIVE LICENSE –SUPERVISOR ENDORSEMENT – Page 122</u>
Comments 82-83

<u>Ms. Madalyn Quinlan moved to agree with comment 82 to provide a pathway to for an educator with a Class 6 school counseling license to be eligible for a Class 3 Administrative – Supervisor endorsement.</u> Ms. Jane Hamman seconded

the motion.

No discussion. Motion passed unanimously.

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE – SPECIALEDUCATION SUPERVISOR ENDORSEMENT – Pages 122-123
Comments 84-86

Dr. Murgel explained the reasons for the proposed revisions.

Ms. Madalyn Quinlan moved to agree with comments 84 and 85. Ms. Jane Hamman seconded the motion.
No discussion. Motion passed unanimously.

Staff is directed to respond to comment 86.

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATIONLICENSE – Pages 123-124
Consensus motion

10.57.421 CLASS 4 ENDORSEMENTS – Pages 124-126
Consensus comment 90

Board staff directed to respond to comment 91

10.57.424 CLASS 5 PROVISIONAL LICENSE –Pages 126-128
Comment 92 and 94 consensus motion

Ms. Madalyn Quinlan moved to agree with comment 93 to move the sentences under (3) to relate to all Class 5 licenses, not just Class 5B. Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

10.57.425 CLASS 5 PROVISIONAL LICENSE ENDORSEMENT – Pages 128-129
Consensus motion

10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT – Page 129
Comments 97 and 98

Ms. Madalyn Quinlan moved to agree with comments 97 and 98 and to apply action from comment 78 to 10.57.427. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

10.57.428 CLASS 5 PROVISIONAL LICENSE – PRINCIPALENDORSEMENT – Pages 129-130

Comments 99-100

Ms. Madalyn Quinlan moved to disagree with comments 97-98 in relation to 10.57.427 and comments 99-100 in relation to 10.57.428. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed 6-1.

10.57.431 CLASS 5 PROVISIONAL LICENSE – SUPERVISORENDORSEMENT – Page 130

Comments 101-102

Ms. Madalyn Quinlan moved to agree with comments 101 and 102. Ms. Anne Keith seconded the motion.

No discussion. Motion passed unanimously.

10.57.432 CLASS 5 PROVISIONAL LICENSE – SPECIALISTENDORSEMENT – Page 132

Comment 103

Ms. Madalyn Quinlan moved to agree with comment 103. Dr. Tharp seconded the motion.

No discussion. Motion passed unanimously.

10.57.433 CLASS 6 SPECIALIST LICENSE – Pages 131-132

Comment 104

Ms. Madalyn Quinlan moved to agree with comment 104. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

10.57.434 CLASS 6 SPECIALIST LICENSE – SCHOOLPSYCHOLOGIST – Page 132

Comments 105-106

Ms. Madalyn Quinlan moved to agree with comments 105-106. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

10.57.435 CLASS 6 SPECIALIST LICENSE – SCHOOLCOUNSELOR – Pages 132-133
Comments 107-108

Ms. Madalyn Quinlan moved to agree with comments 107-108. Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE ANDCULTURE SPECIALIST – Page 133
Comments 109 – 110

Ms. Flynn explained the comment from MACIE. Ms. Susie Hedalen added remarks from the tribes that they want to be held to the same standard as other licensed educators.

Ms. Madalyn Quinlan moved to agree with comment 110 from Montana Advisory Council on Indian Education (MACIE) and to direct BPE staff to draft response to comment 109. Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARYFACULTY – Pages 133-135
Comment 111 on consensus

Comments 112-113

Ms. Madalyn Quinlan moved to agree with comment 112 regarding formatting and disagree with comment 113 because CSPAC is tasked with making recommendations on the issuance of Class 8 licenses. Ms. Anne Keith seconded the motion.

No discussion. Motion passed unanimously.

10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION Not included in Notice
Comment 114-115

Ms. Madalyn Quinlan moved to agree with comment 115 to keep the original rule as written. Ms. Susie Hedalen seconded the motion.

Ms. Hedalen noted concerns with defining the phrase to ensure no one is left out.

Ms. Rasmussen noted that the way the OPI determines that now is acceptable.

No further discussion. Motion passed unanimously.

Staff directed to draft response to comment 114.

10.57.601A DEFINITION OF "IMMORAL CONDUCT" – Pages 135-136
Consensus motion

10.57.601B REVIEW – Pages 136-137
Comment 117

Ms. Madalyn Quinlan moved to agree with comment 117. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

10.57.607 APPEAL FROM DENIAL OF AN EDUCATOR/SPECIALIST LICENSE – Pages 137-138
Consensus motion

Comment 121

Ms. Madalyn Quinlan moved to agree with comment 121 to repeal rules as listed. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved without objection to direct BPE Staff to respond to comments 119, 120, 122, 124, 127, 128, 130-125 consistent with the Board's action.

Dr. Tharp made summarizing comments of the revisions. Chair Lacey thanked Vice Chair Quinlan for all her hard work in organizing the comments and motions. Ms. Flynn summarized the process the Board staff will take in drafting the adoption notice and responding to the comments.

Chair Lacey summarized the May 12-13, 2022 meeting in Great Falls at the Montana School for the Deaf and the Blind, and that the school is excited to host the Board.

Ms. Hamman noted that in recent school board meetings she has attended class size has been a discussion and asked if that is something that can be looked at. Ms. Flynn noted that class size is contained in Chapter 55 Accreditation Standards which are being reviewed right now. Ms. Flynn encourage public comment to be made especially regarding class size during the Chapter 55 revisions process. Ms. Hedalen noted that class size overage can be handled using paraprofessionals but there is a shortage of paraprofessionals right now.

PUBLIC COMMENT

Mr. Dennis Parman gave public comment commending Ms. Quinlan on her hard work, as well as Ms. Flynn.

ADJOURN
Chair Lacey adjourned the meeting at 3:15.

DRAFT

CONSENT AGENDA

FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2022 through 11 (May)/2022

OBPP Program	Subclass	Fund	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					404,169.00	258,295.10	0.00	145,873.90
	235F1 FY21 CARRYFORWARD				10,638.00	10,638.00	0.00	(0.00)
		01100 General Fund			10,638.00	10,638.00	0.00	(0.00)
			1 BOARD OF PUBLIC EDUCATION		10,638.00	10,638.00	0.00	(0.00)
				62000 Operating Expenses	10,638.00	10,638.00	0.00	(0.00)
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
	235H1 ADMINISTRATION				334,813.00	213,701.73	0.00	121,111.27
		01100 General Fund			148,936.00	133,592.94	0.00	15,343.06
			1 BOARD OF PUBLIC EDUCATION		148,936.00	133,592.94	0.00	15,343.06
				61000 Personal Services	133,721.00	133,388.68	0.00	332.32
				62000 Operating Expenses	15,215.00	204.26	0.00	15,010.74
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
		02122 Advisory Council			122,873.00	46,476.12	0.00	76,396.88
			30 Advisory Council Program 01		122,873.00	46,476.12	0.00	76,396.88
				61000 Personal Services	122,873.00	46,476.12	0.00	76,396.88
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
		02219 Research Fund			63,004.00	33,632.67	0.00	29,371.33
			50 Research Program 01		63,004.00	33,632.67	0.00	29,371.33
				61000 Personal Services	0.00	0.00	0.00	0.00
				62000 Operating Expenses	63,004.00	33,632.67	0.00	29,371.33
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
	235H2 AUDIT (RST/BIEN)				17,243.00	1,712.40	0.00	15,530.60
		01100 General Fund			17,243.00	1,712.40	0.00	15,530.60
			1 BOARD OF PUBLIC EDUCATION		17,243.00	1,712.40	0.00	15,530.60
				62000 Operating Expenses	17,243.00	1,712.40	0.00	15,530.60
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
	235H3 LEGAL FEES (RST/OTO/BIEN)				25,000.00	19,392.88	0.00	5,607.12
		01100 General Fund			25,000.00	19,392.88	0.00	5,607.12
			1 BOARD OF PUBLIC EDUCATION		25,000.00	19,392.88	0.00	5,607.12
				62000 Operating Expenses	25,000.00	19,392.88	0.00	5,607.12
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				(blank)	0.00	0.00	0.00	0.00
	235H4 STATE ITSD/RST				16,392.00	12,850.09	0.00	3,541.91
		01100 General Fund			16,392.00	12,850.09	0.00	3,541.91
			1 BOARD OF PUBLIC EDUCATION		16,392.00	12,850.09	0.00	3,541.91

OBPP Program	Subclass	Fund	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC/	235H4 STATE	01100 General Fund	1 BOARD OF PUBLIC EDUCATION	62000 Operating Expenses	16,392.00	12,850.09	0.00	3,541.91
			ALL All Organization Rollup		**0.00**	**0.00**	**0.00**	**0.00**
				(blank)	0.00	0.00	0.00	0.00
	235T1 PS CONTINGENCY				**0.00**	**0.00**	**0.00**	**0.00**
		01100 General Fund			**0.00**	**0.00**	**0.00**	**0.00**
			1 BOARD OF PUBLIC EDUCATION		**0.00**	**0.00**	**0.00**	**0.00**
				61000 Personal Services	0.00	0.00	0.00	0.00
			ALL All Organization Rollup		**0.00**	**0.00**	**0.00**	**0.00**
				(blank)	0.00	0.00	0.00	0.00
	235Z1 WORKERS COMP. REDUCTION				**83.00**	**0.00**	**0.00**	**83.00**
		01100 General Fund			**49.00**	**0.00**	**0.00**	**49.00**
			1 BOARD OF PUBLIC EDUCATION		**49.00**	**0.00**	**0.00**	**49.00**
				61000 Personal Services	49.00	0.00	0.00	49.00
			ALL All Organization Rollup		**0.00**	**0.00**	**0.00**	**0.00**
				(blank)	0.00	0.00	0.00	0.00
		02122 Advisory Council			**34.00**	**0.00**	**0.00**	**34.00**
			30 Advisory Council Program 01		**34.00**	**0.00**	**0.00**	**34.00**
				61000 Personal Services	34.00	0.00	0.00	34.00
			ALL All Organization Rollup		**0.00**	**0.00**	**0.00**	**0.00**
				(blank)	0.00	0.00	0.00	0.00
Grand Total					**404,169.00**	**258,295.10**	**0.00**	**145,873.90**

INFORMATION

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

ITEM 1

CHAIRPERSON'S REPORT

- **CSPAC Update**
- **Committee List**
- **Student Representative Last Meeting**

Tammy Lacey

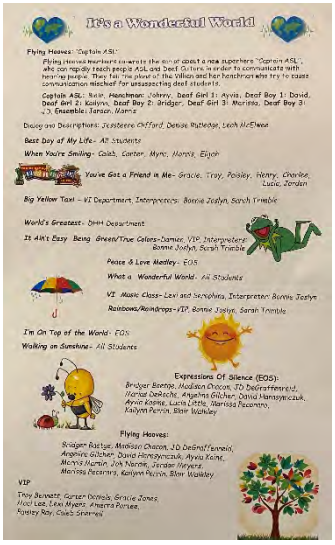
BPE CHAIR REPORT OUTLINE
May, 2022

OPENING REMARKS

COMMITTEE LIST UPDATE

CHAIR ACTIVITIES SINCE LAST MEETING REPORT

- Attended weekly Executive Committee Zoom meetings
- Attended four Licensure Committee meetings
- Attended one Assessment Committee meeting
- Attended one Accreditation Committee meeting
- Wrote a welcome letter to Dr. Tharp
- Attended agenda planning meeting with Executive Director Flynn and Superintendent Arntzen
- Prepped for and attended BPE Special Meeting on April 28
- Received briefings on legal issues
- Prepared Executive Director Flynn's evaluation



MSDB LIAISON REPORT

- MSDB Bimonthly Zoom Call, April 19
- Spring Concert, May 3, 2022

CSPAC REPORT:

- Attended the April 20 CSPAC meeting via Zoom.
    - Agenda:
        - Recognition of Dr. Watson
        - Review of the Draft Annual Report
        - Presentation by Western Governor's University
        - Presentation by Board Member Keith regarding MentorMT
        - Presentation and Action to recommend to BPE regarding the Math Praxis
        - Review of one Class 8 License Application and recommendation to the Superintendent to license
- CSPAC Appointment

Interpreters are a vital part of the program too!

Seniors! Graduation May 27

Retirees: Over 100 years of service to MSDB

Expressions of Silence

Board of Public Education
Committee Assignments
2022-2023

STANDING COMMITTEES

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

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

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

MSDB Committee
Tammy Lacey, Acting Chair

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

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

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

ADVISORY GROUP LIAISONS

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

INFORMATION

ITEM 2

EXECUTIVE DIRECTOR'S REPORT

ACTION

- **Action on CSPAC Administrator Position Appointment**

McCall Flynn

APPLICATION FOR APPOINTMENT TO THE MONTANA CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL 2022-2025

Position on council: SCHOOL ADMINISTRATOR

Name_Hannah Nieskens_____ E-mail_hnieskens@whitehallmt.org_____

Home/cell phone__406-600-1120_____ Work phone__406-287-3455_____

Address_1 Yellowstone Trail Whitehall, MT 59759 work address
564 MT Hwy 359 Cardwell, MT 59721 personal address _____

Current employer__Whitehall School District _____

Please attach a resume and provide a summary of your experiences below:
(Use additional paper if needed)
Professional preparation, including degrees, dates, institutions, and majors:
Graduate:
2016 – Executive Juris Doctor with Honors; Concord Law School of Purdue University
2008 – PK-12 School Administration; University of Nevada Las Vegas
2004 – M.Ed. Education Technology; Lesley University
Undergraduate:
2000 – B.S. Elementary Education with Honors Baccalaureate; MSU Bozeman
Professional experience, including dates, employers, and locations:
2019 – current PK-12 Superintendent; Whitehall School District, MT
2015 – 2019 Middle and High School Principal; Whitehall School District, MT
2011 – 2015 Elementary School Principal; Wolf Point Public School District, MT
2009 – 2011 High School Dean of Students; Wolf Point Public School District, MT
2006 – 2009 Educational Computing Strategist; Clark County School District, NV
2004 – 2006 MS Computer Literacy Teacher; Clark County School District, NV
2000 – 2004 Elementary School Teacher; Billings School District #2, MT
Professional and community activities:
American Association of School Superintendents (member 3 years)
Montana Association of School Superintendents (member 3 years)
2021-22 Montana Association of School Superintendents 4 Rivers Region President / MASS Board of Directors
National Association of Secondary School Principals (member 4 years)
Montana Association of Secondary School Principals (member 4 years)
MASSP Region III Treasurer (4 years)
National Association of Elementary and Middle School Principals (member 4 years)
Montana Association of Elementary and Middle School Principals (member 4 years)
Awards and honors:
2019 – NASSP National Principal of the Year finalist
2018 – MASSP Montana Principal of the Year
2017 – Elizabeth Dole Foundation Fellowship
2011 – Montana Coaches Association Spouse of the Year award
2008 - Nevada Department of Education Award recipient
2003 - Fulbright Memorial Fund Award recipient - Fulbright Japan Teacher Exchange Program
2000 – Montana State University Women of Achievement Award recipient
1996 – Montana State University Presidential Scholarship recipient

Employer/District Release: G Ossello

I, Gina Ossello, Board Chair, Whitehall School District (employer/district), will release Hannah Nieskens (employee) for service on the Montana Certification Standards and Practices Advisory Council.

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

1. Name Gina Ossello Position Whitehall School District School Board Chair

   Address P.O. Box 731, Whitehall, MT 59759

   E-mail gina.ossello@whitehallmt.org

   Phone Number 406-491-4462

2. Name Tim Norbeck Position Jefferson High School District Superintendent

   Address P.O. Box 838, Boulder, MT 59632

   E-mail tim.norbeck@jhs.k12.mt.us

   Phone Number 406-498-4539

3. Name Casey Klasna Position Ennis Schools Superintendent

   Address PO Box 517, Ennis, MT 59729

   E-mail cklasna@ennisschools.org

   Phone Number 406-600-3642

Statement of Participation:

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

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

Initials HN

Deadline for application is **April 22, 2022**.

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

Hannah Nieskens

I wish to be a member of the Montana Certification Standards and Practices Advisory Council because I believe CSPAC plays an important role in advising the Board of Public Education and Office of Public Instruction, and I would like to contribute to the advancement and success of the Montana educational system should I be appointed to CSPAC. I believe my unique skillset combined with my professional and professional background would be an asset to providing recommendations to the Board of Public Education in keeping with 20-4-133, MCA. I believe I am one of the few if only school administrators in Montana with a Juris Doctorate degree, and I do believe my legal training would be beneficial to navigating many of the topics that CSPAC considers and makes recommendations upon. In addition, I have school administration experience as an elementary principal, middle school principal, high school principal, and as a district superintendent, which contributes to my ability to view education decisions from those varied perspectives. Thank you for considering me for this school administrator appointment.

HANNAH NIESKENS

564 MT Highway 359
Cardwell, MT 59721
(406) 600-1120
hnieskens@whitehallmt.org

EDUCATION

Graduate:

2016 – Executive Juris Doctor with Honors; Concord Law School of Purdue University
2008 – PK-12 School Administration; University of Nevada Las Vegas
2004 – M.Ed. Education Technology; Lesley University

Undergraduate:

2000 – B.S. Elementary Education with Honors Baccalaureate; MSU Bozeman

CREDENTIALS

State of Montana Folio #69127
Class 3 Administrator: Superintendent K-12
Class 3 Administrator: Principal K-12
Class 1 Professional Teaching: Elementary K-8

PROFESSIONAL EXPERIENCE

2019 – current *PK-12 Superintendent*; Whitehall School District, MT
2015 – 2019 *Middle and High School Principal*; Whitehall School District, MT
2011 – 2015 *Elementary School Principal;* Wolf Point Public School District, MT
2009 – 2011 *High School Dean of Students;* Wolf Point Public School District, MT
2006 – 2009 *Educational Computing Strategist;* Clark County School District, NV
2004 – 2006 *MS Computer Literacy Teacher;* Clark County School District, NV
2000 – 2004 *Elementary School Teacher;* Billings School District #2, MT

ACCOLADES

- 2019 – NASSP National Principal of the Year finalist
- 2018 – MASSP Montana Principal of the Year
- 2017 – Elizabeth Dole Foundation Fellowship
- 2011 – Montana Coaches Association Spouse of the Year award
- 2008 - Nevada Department of Education Award recipient
- 2003 - Fulbright Memorial Fund Award recipient - Fulbright Japan Teacher Exchange Program
- 2000 – Montana State University Women of Achievement Award recipient
- 1996 – Montana State University Presidential Scholarship recipient

COMMUNITY & PROFESSIONAL ORGANIZATIONS

- School Administrators of Montana (11 years)
- 2021-22 MASS 4 Rivers Region President / MASS Board of Directors
- 2020 AASA Aspiring Superintendents Academy certification
- AASA American Association of School Superintendents (3 years)
- Montana Association of School Superintendents (3 years)
- National Association of Secondary School Principals (4 years)
- Montana Association of Secondary School Principals (4 years)
- MASSP Region III Treasurer (4 years)
- National Association of Elementary and Middle School Principals (4 years)
- Montana Association of Elementary and Middle School Principals (4 years)

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

April 4, 2022

Chair Lacey and the Montana Board of Public Education
Board of Public Education
46 N Last Chance Gulch, Suite 2B
PO Box 200601
Helena, MT 59620

Dear Chair Lacey and members of the Board,

I stand in full support of Whitehall District Superintendent Hannah Nieskens' appointment for the School Administrator position on the Certification Standards and Practices Advisory Council (CSPAC). Superintendent Nieskens has served the students of Montana as an educator, Dean, Principal, and Superintendent. She understands the needs of both our rural and urban Montana students.

Superintendent Nieskens' knowledge of our Montana public schools, her dedication to professionalism, and her experience as a teacher and administrator give her the tools necessary to make recommendations on certification issues, professional standards, ethical conduct, and educator preparation programs.

Superintendent Nieskens, throughout her career, has put Montana students, families, and teachers first and will be a great addition to CSPAC. Please appoint Superintendent Nieskens to the School Administrator position on CSPAC.

Thank you for putting Montana students first with this appointment!

Sincerely,

Elsie Arntzen

Elsie Arntzen
State Superintendent

March 29, 2022

McCall Flynn
Executive Director
Board of Public Education
PO Box 200601
Helena, MT 59620-0601

Members of the Board of Public Education,

I am writing to you with regard to Ms. Hannah Nieskens, who has requested that I write a letter of recommendation on her behalf. Hannah and I discussed her recent decision to pursue an appointment to the Montana Certification Standards and Practices Advisory Council. I applaud her decision and strong desire to take her dedication and skill in administration and leadership to the next level.

Hannah is an outstanding candidate for this council. Hannah has an impeccable reputation and a vast array of skills and experience that is rarely found in an educational leaders resume. She has served as an elementary teacher, computer teacher, elementary and high school principal, K-12 superintendent, and has served as the MASS 4 Rivers Region President. She has utilized her leadership ability to serve within the Elizabeth Dole Foundation Fellowship and has been a staunch advocate for our disabled veterans.

I have worked with and have known Hannah for the last 7 years; she is, in my opinion, one of the top educational leaders in the state of Montana. She has knowledge in all areas of school district operations and is well-versed in curriculum, instruction, assessment and testing data, school finance, school law, school board policy, and teacher preparation needs and qualifications. Her extensive computer background and law experience makes her skill level and knowledge exceed that of the normal outstanding candidate. She checks every box and then some in regard to a well-qualified candidate.

Hannah is a natural leader and an effective communicator. She cares about her students, parents, staff, and her community. She is extremely competent with the Montana Education System and this is vital to the position which she is applying for. I have always found Hannah to be very intelligent, versatile, hard-working and she is sincere and has a great personality. She is dependable and honest and will always do her best to make sure you have accurate information and have the complete story. She was a pleasure to work with and I would recommend her for any position that she applies for.

Hannah is constantly looking for new challenges, and is always developing a resourceful network of colleagues that respect and admire her. I am confident that Hannah will both grow from and give back to your council.

Sincerely,

John T. Sullivan

John T. Sullivan
Superintendent
Anaconda School District #10

March 29, 2022

McCall Flynn
Executive Director
Board of Public Education
46 N Last Chance Gulch, #2B
Helena, MT 59620-0601

Members of the Board of Public Education:

My name is James Reiff, I serve as the Vice Chair of the Whitehall combined school district's Board of Trustees. I am also a graduate of the University of Montana School of Law. I have had the privilege of working with Hannah Nieskens in my capacity as a Board Trustee for the past 7 years. My first interaction with Hannah was in her capacity as the Principal of the high school, where I was consistently impressed with her knowledge, dedication, and nuanced leadership. She quickly gained the respect of her teachers and fellow administrators, both by demonstrating a strong understanding of school policy, and combining that knowledge with appropriate application. In her time as the principal our school's academic standards and performance steadily increased, and the overall status of our high school improved dramatically.

In 2019 Hannah was hired as the PK-12 Superintendent and has continued her excellent leadership. She has handled many difficult decisions with a superb knowledge how Montana law interacts with the running of our combined school districts. I have yet to experience a situation in which Hannah was not prepared with both the applicable legal standards, as well as the comprehension and nuanced approach that best fits the needs of our students, staff, and community.

Hannah's unique combination of a Juris Doctorate, two Master's in education, and 22 years of experience in roles as a teacher, principal and superintendent make her imminently qualified for any education or administration related role, board or advisory council. The Whitehall community and school system benefits greatly from her knowledge and dedication. I have no doubt the Montana Certification Standards and Practices Advisory Council would benefit from her breadth of knowledge and experience as well.

Thank you for your consideration,

J Reiff

James Reiff
Whitehall Schools Board of Trustees- Vice Chair

INFORMATION

ITEM 3

STATE SUPERINTENDENT'S REPORT

Superintendent of Public Instruction
Elsie Arntzen

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12 - 13 2022

Presentation	Superintendent's Report
Presenter	Elsie Arntzen
Position Title	State Superintendent
Overview	Superintendent's Report
Requested Decision(s)	None
Related Issue(s)	None
Recommendation(s)	Informational

WHOLE CHILD APPROACH HOPE
TEACHER & EDUCATIONAL LEADERS TEACH
ACADEMIC ACHIEVEMENT LEARN
COMMUNITY, COLLEGE & CAREER READY

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

Superintendent Arntzen's Report to BOPE as of April 22, 2022

Congratulations, Dr. Tim Tharp on your appointment to the Board!
"Dr. Tharp's educational experiences and knowledge will be a great addition to the Montana Board of Public Education. He will provide a reflection of the unique student and family needs of rural Montana. I look forward to working with Dr. Tharp and the Board to seek quality education while being accountable to our Montana taxpayers."

- Elsie Arntzen, State Superintendent of Public Instruction

Graduation is nearing and the closure of this great 2021–2022 year of learning. Join all Montana graduates as they are celebrating being Montana Ready!

Student Mental Health Committee:

The Montana Student Well-being Advisory Committee (MSWAC), a group consisting of diverse stakeholders such as the Montana School Counselors Association, state agencies, tribal, rural, and urban partners, non-profits, school administrators, and school staff is expanding its scope around mental health and wellness for students. MSWAC is seeking additional participants including students, parents, state agencies, family engagement organizations, health providers, workforce development organizations, and others. The expanded MSWAC will be introducing new task force committees to focus on workforce development, youth voice, statewide mapping of mental health and wellness resources, CSCT, and family engagement; with a focus on evidence-based and data-informed practices. MSWAC will utilize the Youth Behavior Risk Survey, the Montana Prevention Needs Assessment, and other relevant data to inform the creation of a strategic plan, goals, and outcomes. The MSWAC leadership team is actively reaching out to new stakeholders and partners.

Mental health and wellness resource mapping are underway, and the Youth Voice Taskforce is taking shape to elevate student voice across Montana. Through partnerships with students, parents/caregivers, and schools, we are working to collect student voice video submissions to gather students' experiences and suggestions to strengthen school-based delivery of mental health and wellness services. For more information, please visit our School Safety Student Voice webpage

For more information, please contact Jamey Peterson at jamey.petersen@mt.gov
or (406) 444-0773.

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

As of April 18, 2022, 57 school districts have signed the MOU, this is an increase of 9 schools since February 23rd.

In February, 47 claims were submitted, and 29 claims were released.
In March, 50 claims were submitted, and 41 claims were released.

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

School Quality Task Force and Negotiated Rulemaking:

I have opened a Negotiated Rulemaking Committee (NRC) on School Quality for revisions to Chapter 55 Montana school accreditation standards, which guide student learning success. School accreditation standards include rules on curriculum, class sizes, teacher and staff qualifications, Indian Education for All, and student learning assessment to ensure all students receive a quality education.

The negotiated rulemaking process is required by § 20-7-101, MCA, when changes to school accreditation rules occur. The NRC's recommended changes to the school standards of

accreditation will be presented to the Board of Public Education (BPE) in July 2022. The cost associated with the changes, an economic impact statement, will be sent in September 2022 to the Education Interim Committee and then to the 2023 legislative session.

The NRC meets:

- March 17, 2022 (In-Person, Helena) 10:00AM - 5:00PM.
- March 18, 2022 (In-Person, Helena) 8:00AM - 2:00PM.
- April 13, 2022, 3:30PM - 5:00PM.
- April 20, 2022, 3:30PM - 5:00PM
- May 2, 2022 (In Person, Helena) 10:00AM - 5:00PM
- May 3, 2022 (In Person, Helena) 8:00AM - 2:00PM
- May 9, 2022 (In Person, Helena) 10:00AM - 5:00PM
- May 10, 2022 (In Person, Helena) 8:00AM - 2:00PM
- **May 18, 2022, 3:30PM - 5:00PM**
- **May 25, 2022, 3:30PM - 5:00PM**
- **June 6, 2022, 3:30PM - 5:00PM**
- **June 16, 2022 (In Person, Helena) 10:00AM - 5:00PM**
- **June 17, 2022 (In Person, Helena) 8:00AM - 2:00PM**

To view recorded meetings, please click here.

Please watch this video on the Negotiated Rulemaking Committee.

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

Montana Alternative Assessment Testing Program (MAST):

The Montana Alternative Student Testing (MAST) Pilot Program is an initiative taken by the Office of Public Instruction (OPI) to radically modernize, improve, and ease federally mandated end-of-year student assessments. The Federal Government requires that all school systems conduct student assessments with a single massive end-of-year assessment which occurs each spring.

The MAST program is developing pathways to modernize the traditional testing system while preserving local control, easing the burdens on teachers and administrators, and ensuring that the federally mandated summative assessment can provide both flexibility and actionable data. The OPI is developing future pilots through contracts with New Meridian, the Center for Assessment, and Education First. The goal of the MAST Program is to provide a complete methodology for developing a summative assessment system more amenable to our school system, and that will pass federal peer review.

The MAST program includes several phases of piloting, peer review, analysis, and study. Ultimately, the program will develop a peer-reviewed defensibility proposal for the Federal Government that will:

- utilize a through-course model of student testing
- break up the single end-of-year-summative into an autumn, winter, and spring assessment

- measure student growth, development, and maintain scholastic standards that we Montanans can be proud of

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

Hutterite Attendance Centers:

On April 20, 2022, the Assistant Superintendent and other Office of Public Instruction staff met with Hutterite colony members, county representatives and school district officials for a listening session. The listening session was on the topic of Attendance Centers residing outside of the territorial boundaries of the resident district and being served by a non-located district. Much of the discussion presented was associated with fulfilling the needs of students in these special situations and the financial considerations associated with school funding and special education cooperative burden. The discussion provided much needed insight to the history and development of Attendance Centers and allowed time to hear various points of view on the situation. This meeting provided the OPI with new information to contemplate possible future consideration in respect to Attendance Center expansion.

For more information, please contact Paul Taylor at ptaylor2@mt.gov or (406) 444-1257.

Data Modernization Survey:

The OPI is conducting a short data modernization survey between April 29 and May 12. The goal of the survey is to:

- Listen to our users concerns and identify current risk
- Assess and analyze responses to identify commonalities and differences between our users
- Provide the Data Modernization project team visibility of high-level needs and current issues
- First phase of developing a requirements framework and preparing for follow-up requirements gathering sessions

The guiding principle of this program is to:

- Save Time
- Secure Data
- Support Data Use
- Be Sustainable Beyond the Initial Implementation

On May 17 a presentation of the initial data will be given during the Education Advocates meeting.

For more information, please contact Zam Alidina at zam.alidina@mt.gov or (808) 726-0219.

OPI Summer Institute:

SAVE THE DATE:
OPI Summer Institute – June 20 – 24, 2022
WHERE:
Montana State University- Bozeman

The OPI Summer Institute is five days of learning and professional conversations around a variety of educational topics. The Summer Institute has a long-standing history of sessions around a tiered framework for behavior, academics, and mental health. Session topics include:

- Multi-tiered System of Support (MTSS)
- Diagnostic Tools, Data, Assessments, Statewide Assessment
- Literacy, Writing, Mathematics, Science & Social Studies
- Culturally Linguistically Responsive
- Family and Community Engagement, Youth Voice
- Integrated Mental Health
- Positive Behavioral Interventions and Supports
- School Climate, Counseling, Leadership, School Safety
- Special Education

Summer Institute Vision and Mission

- To promote a sustainable system using effective data collection alongside decision-making procedures and evidence-based practices to improve student outcomes in the areas of social/emotional/behavioral competencies and academic achievement for ALL students.

- To provide quality training to Montana school personnel in promoting a positive and safe school climate that provides a multi-tiered system of support for students, families, and staff focusing on social/emotional/behavioral competencies and academic achievement.

Learn more about the OPI Summer Institute

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

Tribal Regalia at Graduation:

As graduation approaches, I would like to remind everyone that in 2017 SB 319 was passed. This bill allows tribal regalia to be worn during graduation ceremonies ion our public schools.

§2-1-315. Tribal regalia and objects of cultural significance — allowed at public events. (1) The purpose of this section is to help further the state's recognition of the distinct and unique

cultural heritage of the American Indians and the state's commitment to preserving the American Indians' cultural integrity as provided in Article X, section 1(2), of the Montana constitution.

(2) A state agency or a local government may not prohibit an individual from wearing traditional tribal regalia or objects of cultural significance at a public event.

(3) For purposes of this section, the following definitions apply:

(a) "Individual" means a human being regardless of age.

(b) "Local government" has the meaning provided in 2-2-102.

(c) "Public event" means an event held or sponsored by a state agency or a local government, including but not limited to an award ceremony, a graduation ceremony, or a public meeting.

(d) "State agency" has the meaning provided in 1-2-116.

History: En. Sec. 1, Ch. 229, L. 2017.

Proficiency Based Diploma:

I have filed a notice of proposed rulemaking with the Secretary of State's office regarding a proficiency-based (state) diploma. The 2021 Montana Legislature passed HB 556 (2021) establishing a Montana proficiency-based diploma for Montana residents who require an alternative path to completing their education. The Legislature required Superintendent Arntzen to establish the eligibility and qualification requirements for a state diploma by administrative rule.

A steering committee helped draft the proposed rule and included Madison County Representative Ken Walsh (R) – HD 71, sponsor of HB 556, and representatives from Montana Youth Challenge Academy, Pine Hills Youth Correctional Facility, and the Office of Public Instruction. The Superintendent expects the rule for the state diploma to become effective on June 10, 2022.

Public comment about the state diploma requirements is welcomed and encouraged throughout the rulemaking process. Public comment is open from April 15 to May 13, 2022. To submit public comment, please send it to Brian O'Leary at brian.o'leary@mt.gov.

For more information on the rulemaking process, please contact Rob Stutz, OPI Chief Legal Counsel, at rob.stutz@mt.gov or (406) 444-4399.

OPI Announces New Special Education Director:

Superintendent Elsie Arntzen hired **JP Williams** as the Office of Public Instruction's (OPI) State Special Education (SPED) Director. The SPED Director is responsible for managing the OPI's special education unit, which serves 19,156 students between 3 and 21 years old. Special education students account for 13.2% of the total student population in Montana.

JP Williams has been in school leadership for 10 years and is in his 17th year as a professional educator. Currently, JP serves as the Principal of Butte Central High School in Butte, Montana. His focus has been on developing the Public/Private educational partnership at the state level with OPI and the Governor's office. JP also served as the Chairman of the Office of Public Instruction Special Education Advisory Committee in the 2020-2021 school year. Now in his fourth year of service

to the committee, JP continues to serve as a member of the OPI Montana School Safety Advisory Committee and is deeply committed to youth advocacy across Montana. JP believes every student, in every classroom, deserves every opportunity to learn.

Mary Heller named OPI's Montana Ready Coordinator:

Superintendent Elsie Arntzen welcomes **Mary Heller** as the Office of Public Instruction's (OPI) Montana Ready Coordinator. Montana Ready is one of four initiatives that Superintendent Arntzen championed when she was elected as state superintendent in 2016. Montana Ready focuses on Career and Technical Education (CTE) to create partnerships with industries, the military, and the university system to develop Montana's workforce.

The Montana Ready Coordinator will help strengthen the Workforce Learning Program in CTE at the OPI. Other duties include working closely with the Governor's office, Department of Labor and Industry, and stakeholders to grow workforce development in our K-12 schools. The coordinator will focus on building relationships between the public and private sectors.

Mary has been a secondary education teacher, an administrator for state and federal regulations at oil refineries, and a Legislative Assistant in the United States Congress. Mary has also been the Director of the Career Center and Industry Relations at Montana State University-Northern, the State Director for SkillsUSA Montana, and a member of the Montana Board of Public Education. Mary will start her new position in June.

INFORMATION

ITEM 4

COMMISSIONER'S OFFICE REPORT

Dr. Angela McLean

Montana University System Report

Montana Board of Public Education

May 2022

- AIMA Update
- Decision Day- Tuesday, May 3
- MUS College Access Portal Visits
    - Northwestern MASS
        - Flathead High School
    - Western MASS
        - Missoula County Public Schools
    - Central MASS
        - Lewistown High School
- Statewide ACT
- Educator Recruitment and Retention Efforts

INFORMATION

ITEM 5

GOVERNOR'S OFFICE REPORT

Dylan Klapmeier

OFFICE OF THE GOVERNOR
STATE OF MONTANA

Greg Gianforte
GOVERNOR

Kristen Juras
LT. GOVERNOR

DATE: May 5, 2022
TO: Montana Board of Public Education
FROM: Dylan Klapmeier, Governor's Education Policy Advisor
RE: Governor's Office updates for the May 2022 Board of Public Education meeting

I want to thank Superintendent Furthmyre, his staff, and students for hosting us at MSDB this week.

New BPE Appointment

Tim Tharp was recognized at the special board meeting last month but I want to welcome Tim to the board and thank him for volunteering for this important role. He comes to the board with a variety of leadership positions at the state and local level with an emphasis on rural education. The Governor was happy to appoint Tim and I look forward to continuing to work with him.

I also want to thank Mary Heller for her service on this board and her strong advocacy for CTE programs. I'm glad that we'll still be working with Mary in her new capacity at OPI.

School Visits

Governor Gianforte has visited several K-12 schools across Montana since the last BPE meeting including:

- Harlem and Havre Public Schools to discuss HB 143 (TEACH Act) implementation
- Chinook High School to present senior Halle Mitchell with a Spirit of Montana Award for creating a successful small business
- Cut Bank High School to tour their welding program
- Terry High School's CTE programs
- Glasgow High School's work-based learning CNA pilot
- Townsend Public Schools to recognize their Purple Star designation for service to military families and sign a Month of the Military Child proclamation
- Helena Middle School for School Lunch Hero Day and Teacher Appreciation Week
- Youth support programs such as the YMCA in Missoula and Florence Crittenton in Helena
- The Montana state FFA convention
- Hosted Shelby Elementary, TeenPact, and Ennis High School at the Capitol and had a Zoom Q&A with the Hamilton High School senior government class

Chapter 57

The Governor applauded the board for your work last month to modernize Montana's educator licensure regulations which make our state more regionally competitive to attract teachers and reduces unnecessary red tape. I enjoyed participating in the discussion on behalf of the Governor and look forward to similar work on accreditation and educator prep regulations.

June Education Summit

The Education Interim Committee and Interim Budget Committee for Education are bringing together a summit of the constitutional education officers in the state on June 6-7 at the Capitol. It's being spearheaded by Rep. Jones and includes Legislators, the BPE, the Regents, the Governor's office, OPI, OCHE, and MTSBA. We're still waiting to see a draft agenda and list of participants but it should be a good opportunity to identify common policy goals that we can move in the same direction on before the legislative session. I know that broadly, I'll be looking at programming that moves the needle on proficiency-based and individualized learning.

Work-Based Learning Partnership Updates

The Governor has been proactive in aligning the workforce development and educational programs at various state agencies. I am working to bring together the key workforce leads from agencies such as OPI, OCHE, DLI, Commerce, Indian Affairs, and even Corrections and DPHHS for more deliberate coordination. The goal is seamless transitions between K-12, post-secondary, and careers. Data modernization and data sharing will be key to success.

One of the ways that we are doing this is through the Governor's State Workforce Innovation Board or SWIB which in addition to private partners includes DLI, Commerce, OPI, OCHE, DPHHS, Legislators, and local government. SWIB met last month with half of the board being new. They increased their terms from 2 years to 3 years to allow more continuity and will now be meeting quarterly instead of just twice per year. Additionally, they will be more focused on being a lead entity for workforce development initiatives as opposed to just a federal WIOA compliance board.

I discussed the MCC/Glasgow High School/Valley View nursing home WBL pilot at the BPE meeting in March. I'm happy to report the pilot has been a success and we have 8 students on track to earn CNA certification through MCC online while getting training hours at valley view and high school credit under HB 246.

Another pilot that DLI is working on with the Billings Public Schools Career Center and St. Johns United is an urban horticulture and culinary training program that will be organized as a registered apprenticeship. Private funding is supporting 30-40% of the cost and it will point students towards careers in culinary arts and restaurant management which are in high demand.

INFORMATION

ITEM 6

STUDENT REPRESENTATIVE REPORT

Paige Lepard

INFORMATION

❖ MSDB LIAISON – (Items 7)

Tammy Lacey

ITEM 7

MSDB REPORT

ACTION ITEMS:

- **Action on Personnel Items**
- **Action on MSDB Policies: 5120, 5120F, 5120P, 5122, 5122F**
- **Action on 2022-23 School Calendar**
- **Action on Golden Triangle Cooperative Agreement**
- **Action on Out of State Travel Request**

Paul Furthmyre

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

Agenda Action Items:

1. **Personnel Action Report**
   1 Retirement
   4 Hires

2. **Policy Updates**
   2nd Reading for the following:
   5120 Hiring Process and Criteria
   5120F
   5120P
   5122 Fingerprints and Criminal Background Investigations
   5122 F

   1st Reading for the following:
   4301 Visitors to the School and Residential Facilities

3. **2022-23 School Calendar Adoption**

4. **Golden Triangle Cooperative Agreement Adoption**

5. **Out of State Travel**
   AER International Conference – St. Louis

Attached Documents:

- Personal Action Report
- Policies 5120, 5120F, 5120P, 5122, 5122F, 4301
- 2022-23 Proposed Calendar
- Golden Triangle Cooperative Agreement
- Out of State Travel Forms
- MSDB Committee Minutes
- MSDB Allocation Balance as of 2/13/2022
- MSDB Cottage Bulletin
- Current Enrollment Numbers as of 2/18/2022

MSDB Personal Action for BOPE Meeting
May Meeting 2022

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

Retirement
Sheryl Lute – Lead Interpreter 33 Years Experience at MSDB

Resignation

Hire
Katherine Lynch – Educaitonal Audiologist
Melissa Miller – TVI Teacher
Julie-Dee Alt – Principal
Victoria Brooking – TVI Teacher

Positions open at MSDB Currently
LPN Nurse (2)
FT Paraprofessional
PT Paraprofessional
PT Maintenance
FT Interpreter (Will be held open)
Lead Interpreter
School Psychologist (Will open with next teacher position)

Montana School for the Deaf and Blind
PERSONNEL SERIES

Hiring Process and Criteria **5120**

~~The Superintendent~~ The Board of Public Education and Superintendent/administrator will determine the screening and hiring process upon the existence of each vacancy~~. is responsible for recruiting personnel, in compliance with Board policy, and for making hiring recommendations to the Board. The principal and dean of students will initially screen applicants for Education and Student Services program positions~~ The Montana School for the Deaf and the Blind will hire ~~highly qualified~~ personnel appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules, consistent with budget and staffing requirements and will comply with Board policy and state law on equal employment opportunities and veterans' preference. All applicants must complete a ~~School~~ State of Montana application form to be considered for employment.

Every applicant must provide The Montana School for the Deaf and the Blind with written authorization for fingerprint/criminal background investigation. The Superintendent will keep any conviction record confidential as required by law and ~~School~~ The Montana School for the Deaf and the Blind policy. ~~The Superintendent will keep any conviction record confidential as required by law and School policy. Every newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law. District~~ The Montana School for the Deaf and the Blind will create a determination sheet from the criminal history record. The determination sheet will be kept on file at The Montana School for the Deaf and the Blind Business Office. The Criminal History Record with no disqualifiers will be shredded on site immediately after review. Criminal History Record with disqualifiers will be retained on file at District Montana School for the Deaf and the Blind according to law. Every newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

~~Every newly hired employee must provide the School documentation of the results of a tuberculin skin test done within the year prior to initial employment, along with the name of the tester and the date and type of test administered, unless the person provides written medical documentation that he/she is a known tuberculin reactor.~~

Certification

The ~~District~~ Montana School for the Deaf and the Blind requires ~~it's~~ contracted certified staff to hold valid Montana teacher or specialist certificates endorsed for the roles and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. No salary warrants may be issued to a staff member, unless a valid certificate for

the role to which the teacher has been assigned has been registered with the county superintendent within sixty (60) calendar days after a term of service begins. Every teacher and administrator under contract must bring their current, valid certificate to the personnel office at the time of initial employment, as well as at the time of each renewal of certification.

~~The personnel office~~ The custodian of records will register all certificates, noting class and endorsement of certificates, and will update permanent records as necessary. The custodian of records also will retain a copy of each valid certificate of a contracted certified employee in that employee's personnel file.

Reference Checks

The Board of Public Education authorizes the Superintendent or the Superintendent's designee to inquire of past employers about an applicant's employment on topics including but not limited to: title, role, reason for leaving, work ethic, punctuality, demeanor, collegiality, putting the interests of students first, and suitability for the position at the District Montana School for the Deaf and the Blind. Responses to these inquiries should be documented and considered as part of the screening and hiring process.

Cross Reference:	5122	Fingerprints and Criminal Background Investigations
Legal Reference:	§ 20-4-202, MCA	Teacher and specialist certification registration
	§ 39-29-102, MCA	Point preference or alternative preference in initial hiring for certain applicants – equivalent selection Procedure

Policy History:
Adopted on: 10/14/1992
Reviewed on:
Revised on: 5/11/2006

Montana School for the Deaf and the Blind

Montana School for the Deaf and the Blind

3911 Central Ave
Great Falls, MT 59405

Determination of Eligibility for Hire - Policy 5120F

(Date)

RE: [NAME OF APPLICANT]

In regards to the determination of eligibility for hire/licensure; based on the minimum criteria as specified in The ~~School District~~ Montana School for the Deaf and the Blind Applicant Background Check Procedure, the individual listed below:

Name Date of Birth

☐ **Meets eligibility criteria**
☐ **Does NOT meet eligibility criteria**

Please contact The ~~School District~~ Montana School for the Deaf and the Blind with any questions regarding this determination or to be provided with a copy of The ~~School District~~ Montana School for the Deaf and the Blind Applicant Screening Policy.

Determination Completed By:

Signature Printed Name

Title Date

Privacy Act Statement - Policy 5120F

This privacy act statement is located on the back of the FD-258 fingerprint card.

Authority: The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal regulations. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting, licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

~~School District~~ Montana School for the Deaf and the Blind
Determination of Eligibility for Hire

			Fingerprint/Criminal History Check			
Name	Date of Birth	Position Applied for	Date Received	Meets Eligibility Criteria	Does NOT Meet Eligibility Criteria	Date Determination Completed

Determination of Eligibility has be completed by

Signature Printed Name

Federal Background Check Fingerprint and Information Handling Procedure **5120P**

1. Who needs to be fingerprinted: All individuals 18 years of age or older to be volunteers or recommended for hire by the Montana School for the Deaf and the Blind need to be fingerprinted under the National Child Protection Act and Volunteers for Children's Act (NCPA/VCA).

2. Montana School for the Deaf and the Blind will obtain a signed waiver from all applicants and provide written communication of Applicant Rights and Consent to Fingerprint Form at 5122F. Applicants shall also be provided the Applicant Privacy statement at 5120F. The Applicant Rights and Consent to Fingerprint Form will be kept on file for 5 years or for the length of employment, which ever is longer. The form will be filed in the employees Personnel File.

Basis to Collect and Submit Fingerprints for Purposes of Federal Background Check

Fingerprints are obtained via local law enforcement agencies: Police and Sheriffs Dept.

A spreadsheet of those fingerprinted is kept by the Business Office to identify the individual, position being hired for, date of fingerprint, date print received and date print billed.

The Montana School for the Deaf and the Blind staff that have received training by CRISS will process the fingerprints and send them to the DOJ.

LASO

Executive Secretary has been appointed as the Local Agency Security Officer and acts as the primary point of contact between the Montana School for the Deaf and the Blind and CRISS. Executive Secretary is responsible for ensuring CJIS Policy compliance by all authorized recipients within the Montana School for the Deaf and the Blind LASO is also responsible of any Privacy and Security Agreements with those who do not use CHRI on a regular basis. Any change in appointment of the LASO or other authorized personnel will be reported to CRISS immediately.

Access of CHRI

All background results are received by Superintendent, Business Manager and the Executive Secretary through the State File Transfer Service. Results are printed and stored in a locked filing cabinet in the business office until a determination for employment is made. Only authorized personnel that have undergone Privacy and Security Information have access to printed criminal history record information. Authorized recipients of CHRI include Superintendent, the Business manager and Executive Secretary.

Printed background checks are reviewed by the Superintendent and a determination form is completed. If any adverse results are present on the background check, it is given to the Superintendent, and for final determination of eligibility. The Montana School for the Deaf and the Blind utilizes a determination form and the CHRI is then shredded.

Determination Procedures

Personnel staff that have been trained by CRISS and granted access to criminal history record information will receive the background results through their Montana State File Transfer account.

a. Results are reviewed for determination of eligibility to hire.
b. Any adverse reports are presented to the appropriate administrator for final approval.
c. Determination is noted on a determination form and kept in a locked file cabinet.

Retention and Storage Procedure

All criminal history record information is stored in a locked filing cabinet within the business office. Only authorized personnel, Superintendent, and the Business Manager as noted in this policy have access to this information. Only authorized personnel are present during the determination process when the criminal record is being reviewed.

Printed background checks are stored until a final determination for employment has been made, two weeks or less. A determination form is then completed and CHRI is then destroyed in accordance with the Destruction Procedure outlined in this document.

Dissemination Logs are maintained for a period of 3 years from the date of dissemination or between audits, and the Applicant Rights and Consent to Fingerprint form is maintained for at least five years or the length of employment, whichever is longer.

Dissemination Procedure

The Montana School for the Deaf and the Blind does not disseminate criminal history record information with any other agency. A copy of our determination form can be provided to outside agencies upon request.

Destruction Procedure

At the end of the retention and storage period outlined in this document, all CHRI and related information is shredded in house by LASO

Applicant procedures for challenging or correcting their record

All applicants are given the opportunity to challenge or complete their record before a final determination is made.

Applicants wishing to challenge their record are advised how to obtain a copy of their background report.

The applicant is then given 10 days to contact the state or agency in which the record was created to make corrections. After the allotted time, the applicant must then provide the Montana School for the Deaf and the Blind with a copy of the corrected background report provided by and notarized by the State Identification Bureau. The fee associated for a copy of the state record provided by the State Identification Bureau will be the responsibility of the applicant.

Policy and procedures for misuse of CHRI

The Montana School for the Deaf and the Blind does not allow dissemination of CHRI to persons or agencies that are not directly involved in the hiring and determination process. If CHRI is disseminated outside of the authorized receiving department, Montana School for the Deaf and Blind LASO will report this to CRISS immediately and provide CRISS with an incident response form.

The incident response form will include the nature of the incident; any internal reprimands that may have resulted from the incident, as well as our agencies plan to ensure that this incident does not get repeated.

Training Procedure

- Local Agency Security Officer (LASO)
    - Signed user agreement between district and CRISS
- Privacy and Security Training
    - CRISS training on CHRI required to receive background reports

Policy History:
Adopted on:
Reviewed on:
Revised on:

Federal Background Check Fingerprint and Information Handling Procedure **5120P**

1. Who needs to be fingerprinted: All individuals 18 years of age or older to be volunteers or recommended for hire by the Montana School for the Deaf and the Blind need to be fingerprinted under the National Child Protection Act and Volunteers for Children's Act (NCPA/VCA).

2. Montana School for the Deaf and the Blind will obtain a signed waiver from all applicants and provide written communication of Applicant Rights and Consent to Fingerprint Form at 5122F. Applicants shall also be provided the Applicant Privacy statement at 5120F. The Applicant Rights and Consent to Fingerprint Form will be kept on file for 5 years or for the length of employment, which ever is longer. The form will be filed in the employees Personnel File.

Basis to Collect and Submit Fingerprints for Purposes of Federal Background Check

Fingerprints are obtained via local law enforcement agencies: Police and Sheriffs Dept.

A spreadsheet of those fingerprinted is kept by the Business Office to identify the individual, position being hired for, date of fingerprint, date print received and date print billed.

The Montana School for the Deaf and the Blind staff that have received training by CRISS will process the fingerprints and send them to the DOJ.

LASO

Executive Secretary has been appointed as the Local Agency Security Officer and acts as the primary point of contact between the Montana School for the Deaf and the Blind and CRISS. Executive Secretary is responsible for ensuring CJIS Policy compliance by all authorized recipients within the Montana School for the Deaf and the Blind LASO is also responsible of any Privacy and Security Agreements with those who do not use CHRI on a regular basis. Any change in appointment of the LASO or other authorized personnel will be reported to CRISS immediately.

Access of CHRI

All background results are received by Superintendent, Business Manager and the Executive Secretary through the State File Transfer Service. Results are printed and stored in a locked filing cabinet in the business office until a determination for employment is made. Only authorized personnel that have undergone Privacy and Security Information have access to printed criminal history record information. Authorized recipients of CHRI include Superintendent, the Business manager and Executive Secretary.

Printed background checks are reviewed by the Superintendent and a determination form is completed. If any adverse results are present on the background check, it is given to the Superintendent, and for final determination of eligibility. The Montana School for the Deaf and the Blind utilizes a determination form and the CHRI is then shredded.

Determination Procedures

Personnel staff that have been trained by CRISS and granted access to criminal history record information will receive the background results through their Montana State File Transfer account.

a. Results are reviewed for determination of eligibility to hire.
b. Any adverse reports are presented to the appropriate administrator for final approval.
c. Determination is noted on a determination form and kept in a locked file cabinet.

Retention and Storage Procedure

All criminal history record information is stored in a locked filing cabinet within the business office. Only authorized personnel, Superintendent, and the Business Manager as noted in this policy have access to this information. Only authorized personnel are present during the determination process when the criminal record is being reviewed.

Printed background checks are stored until a final determination for employment has been made, two weeks or less. A determination form is then completed and CHRI is then destroyed in accordance with the Destruction Procedure outlined in this document.

Dissemination Logs are maintained for a period of 3 years from the date of dissemination or between audits, and the Applicant Rights and Consent to Fingerprint form is maintained for at least five years or the length of employment, whichever is longer.

Dissemination Procedure

The Montana School for the Deaf and the Blind does not disseminate criminal history record information with any other agency. A copy of our determination form can be provided to outside agencies upon request.

Destruction Procedure

At the end of the retention and storage period outlined in this document, all CHRI and related information is shredded in house by LASO

Applicant procedures for challenging or correcting their record

All applicants are given the opportunity to challenge or complete their record before a final determination is made.

Applicants wishing to challenge their record are advised how to obtain a copy of their background report.

The applicant is then given 10 days to contact the state or agency in which the record was created to make corrections. After the allotted time, the applicant must then provide the Montana School for the Deaf and the Blind with a copy of the corrected background report provided by and notarized by the State Identification Bureau. The fee associated for a copy of the state record provided by the State Identification Bureau will be the responsibility of the applicant.

Policy and procedures for misuse of CHRI

The Montana School for the Deaf and the Blind does not allow dissemination of CHRI to persons or agencies that are not directly involved in the hiring and determination process. If CHRI is disseminated outside of the authorized receiving department, Montana School for the Deaf and Blind LASO will report this to CRISS immediately and provide CRISS with an incident response form.

The incident response form will include the nature of the incident; any internal reprimands that may have resulted from the incident, as well as our agencies plan to ensure that this incident does not get repeated.

Training Procedure

- Local Agency Security Officer (LASO)
    - Signed user agreement between district and CRISS
- Privacy and Security Training
    - CRISS training on CHRI required to receive background reports

Policy History:
Adopted on:
Reviewed on:
Revised on:

Montana School for the Deaf and Blind
COMMUNITY RELATIONS SERIES

Visitors to the School and Residential Facilities 4301

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

Education Program

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

Residential Program

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

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

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

Montana School for the Deaf and the Blind
2022 – 2023 School Calendar

PIR ORIENTATION
15-19 Orientation
21 Students Return
22 First Day of School

5 Labar Day – No School (Cottages Open)
16 Travel Home
19 Travel Return
School in Session

19 Travel Home **
20-21 Teacher Convention
23 Travel Return
24 Classes Resume
?? End of 1st Quarter (45 Days)

22 Travel Home
23-27 Thanksgiving Vacation
No School
27 Travel Return
28 Classes resume

9 Gallaudet Day
22 Travel Home
Christmas Vacation
December 23 - January 2
No School

2 Travel Return
3 Classes Resume
11 End of 2nd Quarter (45 Days)
13 Travel Home
15 Travel R
16 MLK Jr. Day – No School (Cottages Open)

17 Travel Home
20 Travel Return
School not in Session
21 Classes Resume

9 Travel Home
14 Travel Return
School not in Session
15 Classes Resume
22 End of 3rd Quarter (45 Days)
31 Travel Home
Spring/Easter Vacation
April 5-April 10

5 Travel Home
8 Travel Return
School in Session
26 Graduation 2:00 PM
29 Memorial Day – No School (Cottages Open)

10 Travel Return No School
11 Classes Resume

2 Last Day of School
Awards Assembly 10:30 AM
Dismissed at noon
End of 4th Quarter (45 Days)
Teacher Check-out

1st Quarter: October 26, 2022
2nd Quarter: January 11, 2023
3rd Quarter: March 22, 2023
4th Quarter: J, 2023
https://www.msdbmustangs.org/
1 800 882-MSDB
3911 Central Avenue
Great Falls, MT 59405-1967

IMPORTANT PHONE NUMBERS

Administration	406 771-6000
Education	406 771-6030
ER/IEP Information	406 771-6060
Cottage Office	406 771-6120
Health Services	406 771-6104
FAX	406 771-6164
Videophone	406 205-0016

Approved:
Board of Public Education: 0/00/2022
Updated: 2/16/2022

Golden Triangle Cooperative

RECEIVED APR 2022 MONTANA SCHOOL FOR THE DEAF AND BLIND

Phone: (406) 434-2745
Fax: (406) 434-2751
E-Mail: brianna@gtccmt.org
Website: www.gtccmt.org

COOPERATIVE AGREEMENT

2022 – 2023 School Year

A. The Board of Trustees of Montana School for the Deaf and the Blind, LEA #9258 (Elementary/High School), Cascade County, in a meeting held_____, 2022, authorize by resolution_____, District Superintendent, Authorized Representative, to file an application for the district(s) to make representations and to make commitments on behalf of the district(s) under the provisions of this Agreement.

B. The Board of Trustees further agrees that the persons named in Item C be designated the administrators for the project and are authorized to receive and expend for the conduct of this project, funds belonging to the above district(s).

C. The designated administrators for the project are the Superintendent and the Director of Curriculum, Shelby Public Schools.

D. The designated fiscal agent for the project is the District Clerk, Shelby Public Schools, 1010 Oilfield Avenue, Shelby, MT 59474.

E. Annual membership dues are $3,025.00 plus $10.00 per student based on Spring 2022 Student Count (combined K-12) enrollment figures for the district.

F. The Board of Trustees of Montana School for the Deaf and the Blind ,LEA# 9258 has reviewed all information and data contained in this Cooperative Agreement and agrees to pay the host District Three Thousand Four Hundred Sixty-Five and 00/100 dollars ($3,465.00) as itemized on the attached statement no later than October 1, 2022.

G. The original of this Cooperative Agreement must be filed with the administrators of the Project.

_____ _____

Signature/Chairperson of the Board of Trustees Date

STATE OF MONTANA

REQUEST AND JUSTIFICATION FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name	2) Division
Montana School for the Deaf and the Blind	

3) Org Number	4) Name of Person(s) Traveling/Employee ID#
	Paul Furthmyre / Sharon Woods / Kerri Norrick / Amy Tangen

5) Justification

The 2022 AER Biennial International Conference is the largest gathering of professionals who provide services to those who are blind or visually impaired. Marked as the top-rated educational and networking event of the year, this conference boasts a wide range of sessions led by thought leaders, esteemed practitioners, and seasoned experts. The goal of the conference is to help you advance your performance by connecting you with information, resources, data and so much more!

6) Itinerary

Destination: St. Louis, MO

Travel Dates: July 19 - July 25

7) Estimated Costs

Transportation $ 3800 Meals $ 1200 Lodging $ 2835 Other $ 495

Total estimated cost $ 8330

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Union Station Hotel (314 231 1234)
Price includes everything but ground transportation

8) Submitted By	Title	Date
Paul Furthmyre	Superintendent	4/27/22

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

Board of Public Ed Meeting

BOPE Meeting – April 19, 2022
Those in attendance - Paul Furthmyre, Jim Kelly, Carol Clayton-Bye, Donna Schmidt, Julie-Dee Alt, McCall Flynn, Tammy Lacey
Note Taker – Paula Mix
Approval of Agenda

Meeting Objectives:
- Provide BOPE Information about all MSDB Programs
- Seek guidance from the BOPE

Administration
- Personnel Action Plan
  - No retirements or resignations
  - New Hires-
    - Audiologist - hired from Central Michigan, also Speech and Language pathologist
    - TVI - Melissa Miller
    - Principal by the Board Meeting
    - TVI- Second one hired by the Board Meeting
  - Nursing Situation
  - Zero Applications
    - Have CMA Interest - received a rough draft from the State using CMA, waiting to hear back
  - OYO Positions from 2021-22
    - TVI – Will Be Filled - have given an offer to an applicant, accepted into Portland State TVI, has a Special Ed degree, and she is a Teacher of the Deaf.
    - Principal – Will Be Filled - 3 applicants, will interview next week
    - TOD – Will Be Filled - depends on the Principal position, Julie-Dee if she receives it the TOD will be filled
  - School Psych Position to TVI Teacher
    - one applicant in 3 ½ years, would like to use this position TVI and then open it up to a School Psych.
    - We had three good applicants for the TVI position
  - Librarian Position to Reading Interventionist
    - Need this for Accreditation, help our teachers and kids in reading as they are behind
  - Deaf Mentors / Family Advisors
    - next fall would like to bring them to the Board for approval
  - Para Broadband Request
    - for Para Professionasl, Looked at GFPS pay scale, need to have Governor's office approve 3 Para's will receive $2.03 per hour, still working with James Castleberry, working on a MOU with the Union

- Policy Information
  - Action Items (Policy Updates) Fingerprinting from our Audit
    - Policy 5120 (2nd Reading)
    - Policy 5120P (2nd Reading)
    - Policy 5122 (2nd Reading)
  - First Reading - Visitors to our School, Raptor Screening, asking for ID when them come in, badge will consist of a photo, destination
    - Policy 4301
    - **McCall-** going to let board members, visitors know about this process. Will this take some extra time?
    - **Paul-** I will get back to you on this.Will ask Judy about this.
- 2022 - 2023 School Calendar - days match up pretty close the public school calendar
  - Calendar to Adopt
  - Stakeholder Input
  - 80% responded and Plan B will be the calendar for the Board to approve
- MSDB Accreditation
  - Cognia- accredited
  - Applied for CEASD- Council of Educational Administrators
  - Applied for AER - since 2017 should have been accredited by the former organizations that AER took over. We are applying for accreditation for next year. This will be our Blind Accreditation
  - Goal is to be known as a solid educational program through COGNIA, solid Outreach Program, Residential Program through both CEASD, AER
- Golden Triangle Curriculum Consortium
  - 2022 - 2023 Membership Dues
    - I like to have this as an action item to approve it, sign and start putting this on the May agenda.
    - **Tammy** - do you have teachers that participate on the committees?
    - **Paul-** Yes we do. School Counselor has participated, Have 8-9 teachers doing the book study. I have attended the Admin meetings. Put my name in to be on the Executive committee.
    - Aug 15, PIR day, for our Education staff. Eric Scheninger
- Foundation meetings -
  - **McCall**- been asked to attend the Foundation Board meetings, if I could get a copy of the schedule.
  - **Paul**– there is a meeting next Monday at 10, might have a virtual option, I will get Kristina Rosenberg to contact you to put you on the invite.
- Out of Planned budget Programs
  - Deaf Mentor / Family Advisors
    - work with our outreach consultants, getting more referrals in the younger age
    - Newborn hearing grant that provides $2700 for Deaf Mentors
    - Family Advisors are paid two ways
      - IDEA Part B grant- serves ages 3-6, $15,000, Next year we will extend it to graduation
      - Askin OPI to increase some fending or the Legislature
      - **Tammy**- Legislatures about Family engagement- take advantage of this
      - **Paul**- we had our Easter Dinner and for the first time we invited the Legislatures and three Legislatures that came, Mr. Hoven, grandson attends, Galloways came, spent quite a bit of time with them.
      - **Paul** - for graduation, is it you that we invite to come?
      - **Tammy**- yes, the date for graduation is?

        - **Paul**- Graduation is May 27th at 2:00, Diplomas can we have you sign them at the May meeting?
        - **Tammy** - Yes, if not I will drop by the office and sign them.
    - Summer Programs
        - week long camp for VI students
        - week long camp for deaf students
        - Outreach staff comes in and works with the FLW's
            - Parents and family members come on campus.
            - Going to have these events this year
            - Foundation - pays for the supplies for the camps
            - State - pay for personal services
            - We paid for these camps with opened positions- we don't have any open positions now.
            - Asking the Legislature to see if we can get some money for these activities.
            - Jim and Carol are working on how they can cut the number in have for this year
            - **Tammy**- Is there any way to do trade time or anything during the school year for the summer programs to give some flexibility, they can have days off during the school year?
            - **Paul**- if we were at full staff we could. We want educational staff involved but we don't have Paras. The camps are paid stipends, not the true hourly rate. The big difference between why we went over budget in the camps versus family learning weekends, a family learning weekends paid true hourly rates.

- ESSER II Grant
    - Summer School
        - Postponed for one year due to construction going on
        - **Tammy**- can you use these funds for your summer programs
        - **Paul**- we'd have to rewrite it and have them do it. The goal for the summer camp was to hit intervention with the preschool-kindergarten and these kids wouldn't be attending the camps
        - **McCall**-there was a significant amount of money that was given to the state for nonpublic schools. And almost 13 million of that went unspent. OPI had to divert that to the governor's office to use his GEAR funds. Maybe reach out to Dylan Clapmeyer in the governor's office. and request that some of those gear funds possibly go to MSDB for some of these different purposes.
        - **Paul**- That is a great idea. I have met with Dylan. One of the projects we are looking at is an updated Database for Outreach. Carol is working and looking at a Databases. And JAG, funding for 3-5 yrs for a job coach
- ESSER III Grant
    - Social Emotional Learning
        - Panorama Cost to High
            - Zero to 900 kids fee is the same price - $8000
        - Looking at 2nd Step
            - Going to go with 2nd Step
- DPHHS Grant
    - Paid for nursing services $95,000, have depleted this
    - DPHHS - saying that if schools expanded their money this year, they'll be eligible for the same grant come the fall. So we plan on applying for that grant.

- 23 HB 5 Projects
  - Drop Off Loop- this is much safer for kids to be dropped of for school
  - Bitterroot Roof
  - Camera System
    - Install
    - Have 10 cameras already on the outside of the buildings - don't cover everything
    - be good for students that have seizures to see what started the seizures
    - Parent - custody battle, walk through the building
    - **Tammy**-cameras in the classrooms too?
    - **Paul**- good question- this bid doesn't include this. But the Union has come and asked if we would be willing to have them in the classroom
    - **Tammy**- might have to collectively bargain that as a working condition
    - **Paul**- had a police officer show up,had a report of inappropriate behavior of one of our teachers, which turned out to be nothing after they investigated it. If we would have had a camera in there would have been a lot easier to say no.
- Lighting Project
  - Currently 2 Classrooms Installed in Bitterroot
  - Pre-Construction Meeting Notes
    - project will start in the Cottage in May
    - Abatement will start June 13 - in four different sections, replace the ceiling tiles
- Out of State Travel
  - AER International (July 19 - July 24) -Paul, Carol, Julie-Dee and could be few more that might want to go
  - Georgia ?
    - The Department of Ed has a Community of Practice Group for deaf education which I am part of. listened to Stacy Tusi,She oversees the two deaf schools and the one blind school. A founder of one of the three main early literacy interventions for deaf students.
    - Talked with OPI and asked will you pay for her to come here and be our consultant. They have given me the okay to partner with Stacy
    - Georgia - we implemented the Wonders curriculum Reading curriculum as well as Study sync. And talking with her they're going to implement the same programs at their schools.
    - Training in Georgia has invited us to attend these training sessions. Stacy will also come here for training for the State
    - **Tammy**- I know one of the goals that we discussed is to get together with other folks across the country and share that expertise. So thank you.
    - **Paul**- Julie-Dee, myself, two Outreach will be going to Salt Lake this weekend- CEASD Administrators of school for the Deaf. Will meet with superintendents and principals of all the deaf blind schools that are combined schools not just deaf.
- Legal Updates -Asking the Legislature to set aside money for this
  - Fees for Past 6 Years
  - Discrimination Case – No Reasonable Cause
    - had 14 days to bring it to a committee- we have not heard anything
    - she had 90 days to file in court and have not heard anything
  - Working with Kaleva on Possible Due Process Claim

- Current Foundation Projects
  - Mustang Center Cardio
    - Foundation is buying new equipment $50,000
  - Mustang Center Bowling Alley
    - Joel submitted this bid $70,000, up to date

- State Lions Convention
  - Will share with the members what is going on here at MSDB
  - Lions will be handing out an award to Kathy Johnson
  - **Paul**- Outreach will be giving an Award to the Lions Club- AER -Northern Rockies Chapter. Carol will have someone present the award
  - Mark Willmarth- Called the State President for an all call to replenish the broken parts for the prodigies. They have stepped up to help with this.
  - **Tammy**- will be in the audience in the afternoon as a member.

Maintenance/Business Office

- 2022 Expenditure to Appropriations Report
  - Spending is a little down, Grant work needs to be done, waiting on the Governor's office.
  - **Paul**- can you explain to the board? Last time we met with them we had a little bit of mess up.
  - **Donna**-we were a little bit overspent in our operating expenses. I worked with Nancy Hall, and I got a budget change document, to pull some funding from the education program expenditures, up into the admin to cover that difference. And you'll see now that we're, we've got $2,300.
  - **Paul**- can you tell us why? What did that come down to?
  - **Donna**- a fee that we pay each year for the State Information Technology Services, ITSD. And we were just under funded for that. I'll be watching when we go into our next budget session to make sure that that's a little bit better alignment.
  - **Tammy**-was that an unexpected increase from year over year? Or was it just put in the budget wrong?
  - **Donna**-misunderstanding of the services that we use. So we were actually under budgeted in that program.
- MSDB Budget Tracking
  - The different grants for Literacy for the ESSER grants you have to spend the money to request the money. I was spending that out of our general fund. And then as soon as we get the money, I do a journal entry to expand it to the right fund. Towards the end of the fiscal year, spending the money and turning into requests right away to cover that, because we don't have as much leeway.
  - **McCall**- we have the same situation with our State Specials. Thank you for doing that and being thoughtful about that process because it does matter, definitely matters for auditors.

- Foundation Financials
  - Spending is down a little bit due to some programs that didn't happen. The Academic Bowl team did not travel, they did it all remotely online.

- Foundation Restricted Accounts
    - Funds that have come in are exclusively for a project. Lending library maintenance is the money that has come in from the Lions club
    - **Paul-** McCall maybe you can remind them of the finding that the Board of Public Ed's audit that they have not done an audit.
    - **McCall-**we need to update our MOU or talking about an actual audit?
    - **Paul-** in the contract MOU from the Board to the Foundation, says they will do an audit every two years. And it's been like seven or eight years. The gal that did our audit of MSDB last year caught it. And she actually told us it would be a finding for the Board since the contracts between you and the foundation, and not the school in the foundation.
    - Foundation has done a great job in the recent new hires. Kristina Rosenberg, Secretary and Donovan Schmidt as the Accountant
    - **McCall-** does the foundation go through a state audit process or paid out of their pocket?
    - **Paul**- they pay for it.- that is the hesitation as a board
    - **Tammy** - you could maybe suggest that they contact the Great Falls Public Schools Foundation director, Stephanie Schneider, maybe they can use the same auditor.
    -

Residential

- Cottage Newsletter
    - Counselors putting it together and sending it the day before the kids travel home, then the parents are aware of what is going on at MSDB
- Department Meetings
    - Cottage wings-meet once a month or twice a month, talk about the students they work with
- Spring/Easter Formal Dinner
    - Kitchen staff did a wonderful job
- Student Council update
    - This year we are staying in Great Falls a little different from previous years.
    - Will do some entertainment around town, and then come to the Cottage
    - Have done a number of fundraisers with the store and a raffle - this is how they pay for this event.
    - End of the year party will be April 30
    - **Tammy-** How often does the Cottage Newsletter go out?
    - **Jim** - once a month before the kids travel home
    - **Tammy-** a lot of great information! Is there any way that the Board Members could be added to the distribution list?
    - **Jim-** I will let the staff know to add the Board to the list
    - **Paul-**In addition to that, we're getting ready to share our COGNIA strategic plan for the next five years. And communication is one of the four main goals.
    - **McCall-**Tammy, that if you want to send that bulletin to me, I could get that out to all of our board members and suspect members each month. I just think it's so well done. And I think it'll make people very happy as they read through it.

Education: School

- Current Numbers
  - 44 students on campus
  - DEW and VIEW here on campus, kids excited to have kids on campus, asking if they were new students
  - LEAP participants - 3 on campus,
    - We are accepting applications and we are up to 5 and expect 10
    - What happens when a child needs more time - we are looking to extend their time if they are under 22 yrs.
    - Had one move out. And participate in our programs
  - **Tammy-** in relation to the LEAP program, I was thinking about that program. You know, as we're kind of following everything that was happening in Billings, with the change in policy there, and I'm just really proud of MSDB is already recognizing that need and moving forward with it. So good work.
- Referral numbers
  - 2 Students Accepted – DHH / VI - fall placements
  - 1 10 Day Current – DHH
  - 2 Students 10 Day Set Up – DHH / VI after Mother's day
  - 4 DHH Referred
  - 3 VI Referred
- Literacy Grant Update
  - First year being involved with that. Great things are coming out of it. The group is starting to reevaluate where we're at and we're looking at plans for next year. We have two more visits with our consultant. Heidii Fettinger, Literacy Coach on board, she has been a good addition
- Easter Egg Hunt - collaboration with MAFB
  - Sophomore class usually hosts this event. We don't have a Sophomore class.
  - MAFB wanted to help with the Easter Egg Hunt at the school and they coordinated the whole event.This will be an annual event for the Base.
- Tours with GFPS classes
  - GFPS - Child Development classes came on campus and were given tours, with the Audiologist and our O & M Specialist
- Shop Class selling project
  - Cornhole games- customized and they are selling them
- ACT testing - finishing up this week
- Upcoming events:
  - Spring Program May 3rd at 1:00 streaming and will open it up to the public and we will honor our Seniors and retirees with planting the trees
  - Art Exhibit May 9-13 - second annual
  - **McCall-** going to work on what activities we want to do while we are campus
  - Graduation May 27th

Education: Outreach

- UTD - Untangling the Dots
  - we have an Arm that states that anytime there's a student in need of Braille within a public school setting, that school district has a responsibility of getting someone trained in Braille
  - There were two options. One, you didn't use Braille or two, you automatically went to MSDB,. third option, which we wrote in there, that a para would oversee the implementation of Braille with the support of the special ed teacher who was getting

supportive the TVI, which would be an MSDB consultant on a consultative basis
    - We're looking for more support to that Braille component through maybe some legislation that would support our young Braille learners and support our outreach folks with more ability to train and to support the people around the state doing Braille.
    - **Tammy-** are you asking for funding for a trainer, consultant?
    - **Carol-** would really be focused on the training, the implementation of Braille,consultants do the Braille assessments, Once you have the Braille assessment completed, then having someone fall through it. We have worked with OPI. How can we look at the ways that monitoring happens or things can happen to give those schools that additional support?
    - **McCall-**This is one of the Board of Public Education rules. And it's actually in chapter 55, which is accreditation, the board is undergoing a revision to chapter 55 right now. So I would suggest not seeking legislation and rather working with the groups who are working on this. I'm on both that taskforce and the negotiated rulemaking committee. There's not anybody on the committee that has this type of background or knowledge to really help provide the changes that you're speaking to. So I can maybe help try to be that catalyst for you.
    - The links https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E55%2E717 and https://rules.mt.gov/gateway/ruleno.asp?RN=10%2E55%2E718 assignment of persons providing sign language interpreting for students who are deaf and hard of hearing.
    - **Carol** - we have the data and information on both those two rules to support that. Thanks
- VIEW and DEW
    - When families come and see how their student interacts with others and see them happy is encouraging.
    - Be involved in programs on campus, cottage activities, etc
- FLWD & FLWB- June
    - family engagement piece is really the key component - families are the forever teachers of our students
    - Receive the information that will be given to them during the weekend
    - working to get presenters from all over the country, Sherry Cook
    - Encourage the LEAP program to be a part
    - We are the only state I'm proud to say in the entire United States that puts on a Family Learning Weekend where we allow the parents, siblings, and the deaf or blind child to come at no cost.
    - Montana Telecommunications, Gallaudet University will be a part of the FLW
- Legislature Proposals
    - Family Advisors- extension of our campus program
        - Early intervention piece of our program -weekly meeting with student and family
        - Offset the cost in our general fund
    - Lisa Cannon- Audiologist
        - Newborn screening coordinator - looking at the trends
        - Visit with Shodair 4years ago - 200 genetic syndromes predispose children to hearing loss, they are know at 400
- Increase our Outreach Program with a few more Outreach Consultants
- Riding along with Outreach Consultant
    - Paul had a good visit going around to the differend schools and visiting with the Administrators.

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

AS OF: 4/17/2022

YEAR TO DATE

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2022 4/17/2022	PERCENT YEAR TO DATE FY 2021 4/21/2021
ADMINISTRATION PROGRAM BUDGET (01)	627,635.00	3,364.00	0.00	630,999.00		
EXPENDITURES YEAR TO DATE	461,861.66			461,861.66	73.20%	81.65%
UNSPENT ALLOCATED BUDGET:	165,773.34	3,364.00	0.00	169,137.34	26.80%	18.35%
GENERAL SERVICES PROGRAM BUDGET (02)	768,888.00	0.00	0.00	768,888.00		
EXPENDITURES YEAR TO DATE	615,391.78			615,391.78	80.04%	92.24%
UNSPENT ALLOCATED BUDGET:	153,496.22	0.00	0.00	153,496.22	19.96%	7.76%
STUDENT SERVICES BUDGET (03)	1,769,165.00	0.00	34,662.00	1,803,827.00		
EXPENDITURES YEAR TO DATE	1,159,026.01		23,078.30	1,182,104.31	65.53%	79.12%
UNSPENT ALLOCATED BUDGET:	610,138.99	0.00	11,583.70	621,722.69	34.47%	20.88%
EDUCATIONAL PROGRAM BUDGET (04)	4,990,825.00	291,190.74	847,954.00	6,129,969.74		
EXPENDITURES YEAR TO DATE	3,576,742.09	71,616.77	355,282.70	4,003,641.56	65.31%	68.49%
UNSPENT ALLOCATED BUDGET:	1,414,082.91	219,573.97	492,671.30	2,126,328.18	34.69%	31.51%
ALLOCATED TOTALS:	8,156,513.00	294,554.74	882,616.00	9,333,683.74		
TOTAL EXPENDITURE TO DATE:	5,813,021.54	71,616.77	378,361.00	6,262,999.31	67.10%	73.03%
UNSPENT ALLOCATED BUDGET:	2,343,491.46	222,937.97	504,255.00	3,070,684.43	32.90%	26.97%

C:\Users\pfurthmyre\Downloads\2022 EXPENDITURE TO APPROPRIATIONS (2)

The MSDB Cottage Bulletin

April 2022
Vol. 8

Message from the Director

By Jim Kelly II

Today the students are heading home for the Spring/Easter break. Hard to believe we are closing in on the end of the school year. After the students return next Tuesday we will have about six weeks of school remaining – wow! As always, don't hesitate to contact me if you have questions, suggestions or concerns for your child!

Giving Back to the Campus Community

By Cheri Luongo

It's hard to believe today as we look out onto the snow, but the weekend of March 26th and 27th was beautiful. The students and staff took advantage of the great weather that Sunday to help give back to our campus. They put on some gloves, grabbed garbage bags and gathered up all the debris that had blown onto the grounds over the long winter months. By the end of a short 30 minutes, the hard working crew had completely filled the dumpster behind the kitchens! All this work was rewarded with a trip to Dairy Queen and some time to run and play at Lions Park. Needless to say we are all looking forward to more weather like that!

KITCHEN KORNER

Hello, this is Mo! I work in the kitchen at MSDB. A special event the kitchen hosts three times a year is an event called the formal dinner. The formal dinners are a way to show appreciation to students and staff and where staff's families and friends get an opportunity to come on campus to enjoy a meal with the cottage students around the holidays. The students dress up in fancier clothes, help prepare food for the dinners, do the place settings for each table, and assist with clean up afterwards. The students and staff from the cottage also make really cool centerpieces for each table. One of my favorite things about hosting the dinners is the guests' reactions to special displays that we make using the food. Here are some photos of the displays that we have done in the past.

Emily LaSalle, outreach consultant, wrote the following and agreed to let us share. Thank you Emily for your kind words and constant support.

It was an amazing dinner! Bobbi and Mo went beyond expectations. There was an appetizer table with a watermelon bowl full of fruit cut in shapes of flowers, a variety of cheeses and crackers, a tossed salad with cucumber curls, a relish dish including artichoke hearts, asparagus spears, two kinds of olives, a baked ham, green beans, mashed potatoes and gravy, potatoes and so much more. The dessert table was not only cute as can be, but delicious. I'm going to attach a few photos because you need to see the creativity to appreciate it. Bobbi and Mo thank you for the long hours you put into this amazing meal. We do appreciate all you do for all of us.

The students looked wonderful and had impeccable manners. The tables were decorated with Easter placemats, napkins and a sweet chocolate treat at each place. The dining room was decorated with bunnies and Easter baskets filled with eggs and flowers. Each staff and student put their heart and soul into decorating and making this event so special.

Outings/Activities

Weekly

- EOS (Mon/Wed)
- VIP (Tues)
- Academic Bowl (Tues)
- Jogging Jokers (Tues/Thurs)
- Student Council (Wed)
- School Store (Wed/Fri)
- Recreation Activ. (Wed/Sun)
- Flying Hooves (Thurs)
- Goal Ball (Fri/Sat)

Look what we did!

- Ice Cream and the Park (3/19)
- ILSP Wrkshp: Unexpected Expenses
- DEW (3/25-3/26)
- Movie Night (3/26)
- Craft (3/27)
- Bowling (4/2)
- ILSP Wkshp: Job Readiness (4/5)
- VIEW (4/8-4/9)
- Class of 2023 Bingo Night (4/9)
- Easter Formal Dinner (4/10)

Coming Soon-

- ILSP: Money Vocab Review (4/19)
- Ice Breaker Race (4/24)
- ILSP: Money Vocab.-Borrow. (4/26)
- Student Council Trip (4/30-5/1)
- ILSP Wkshp: Moving Out (5/3)
- Travel Home (5/6)
- Travel Return (5/9)

Staff Buzz

Hi, my name is Tami Kelly. I am one of the LPN's at MSDB. I started working at the school in 1988. A lot of things have happened since that time. I got married, and raised my children, I grew up, and grew old ! I have taken care of many students over the past 30(+) years! Working at MSDB for me has been a roller coaster of fun. Like when I was a class sponsor, the time I went to Washington DC with a group of students, when I'm working summer camps, and learning weekends, all those events hold special memories for me.

Student Hub

Students are involved in many activities on and off campus. On-campus, students participate in extracurricular clubs. These include EOS, VIP, Goal Ball, Jogging Jokers, Flying Hooves and JrNAD. Some of our students participate in clubs at their local public schools, such as art club and volleyball. In the past students have participated in activities through Eaglemount, such as rock climbing and sled hockey. We also have students who choose to participate in individual activities, such as rock climbing, music lessons, and art lessons.

LEAP REPORT

Hello from LEAP!

As the year is coming to an end, we have completed more job shadows and have set an expectation of a 30-hour work week. Our hope is for participants to build their stamina and understand what the typical world of work expects. A couple of participants have moved into apartments in the community but still come to campus for LEAP-related trainings and activities. Others are on waiting lists to get an apartment. We are so proud of our participants!

If you haven't heard - our application opened on April 1st and will close on May 1st. We have already received a couple. When the application closes, we will go over each application thoroughly and set up interviews with potential candidates. Some interviews will be in person, and others will be over Zoom. Next, we will send letters to each applicant letting them know if they will join us in the fall. We hope to announce our next cohort at MSDB's graduation!

As always, if you have any questions, please let us know! We can be reached at leap@msdb.k12.mt.us.

Carrie and Mackenzie

HEALTH CENTER

Hi Everyone,

Today I will tell you some of the "behind the scene," happenings of the Health Services/ Infirmary! We are located on the Glacier side of the Residential program. We are a small department with a huge responsibility! Our main goal is to provide care for the students. That care ranges from dispensing medications, implementing treatments, tube feeding, asthma treatments as well as taking students to medical appointments. We accompany students off campus when needed for field trips and outings and we teach CPR to the staff. Sometimes we even give a little extra dose of "TLC" on those days when growing up is hard! We are staffed 16 hours a day, and on call during the nights. Our staff consists of 2 LPN's and the director of nursing, an RN. We are considered Pediatric "global" nurses. That just simply means that the nurses will go to the student when possible, so as not to disrupt their day. We function under the students' doctors' orders, as well as parental permission. In the event that a child is sick or contagious and needs to be monitored in the Infirmary, we are then staffed 24 hours a day until the student can return to their cottage. Day students remain with us until a parent is able to take them home.
Hope that helps explain some of what the Health Services does!

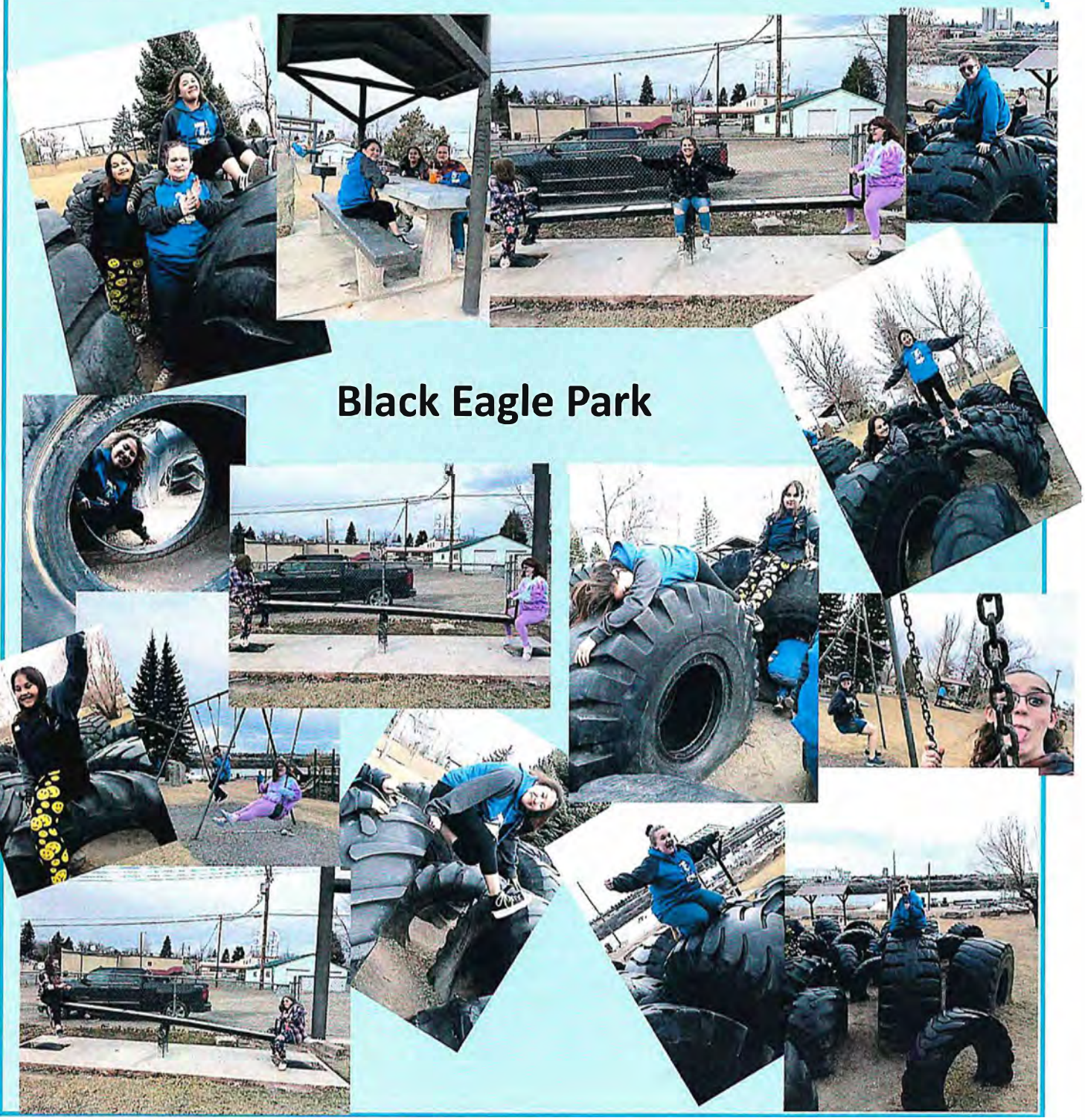
Tami Kelly, LPN

Cottage Website: https://sites.google.com/msdb.k12.mt.us/msdbresidencelife/

Keeping Busy with Springtime Fun

By Erin Faulkner

After two years of limited interactions with the community, it has been so good to see the joy that the students have been experiencing getting to do different activities! In the past month, we have gone to the park several times, gotten ice cream and gone BOWLING!!! In addition to these planned activities, students are still finding ways to occupy their time with personal interests, such as gym time, video games, and flying kites!



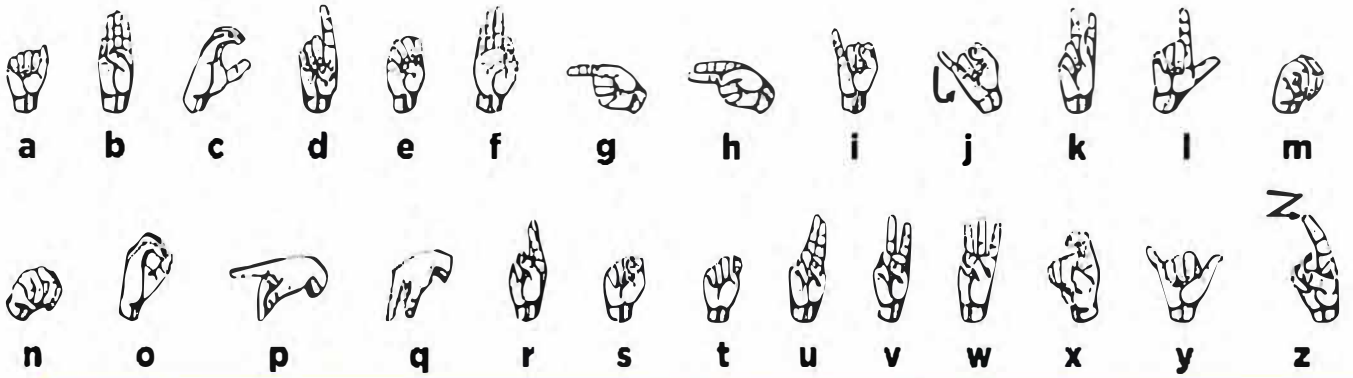
Black Eagle Park

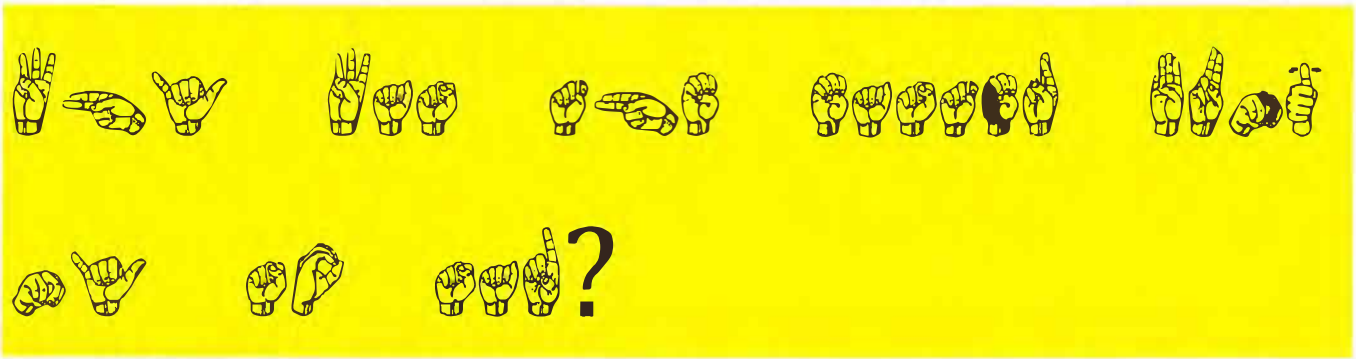
BOWLING
video games
fly a kite

PUZZLE PAGE

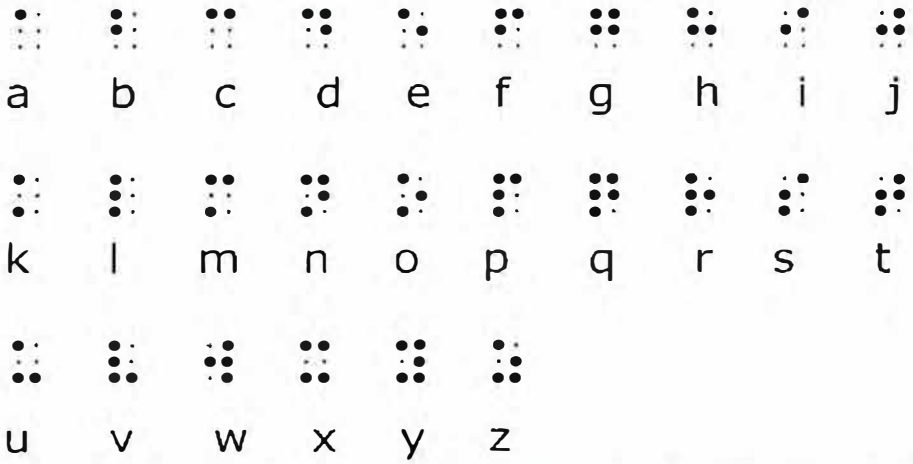
Decode the phrases using ASL Fingerspelling and Braille!

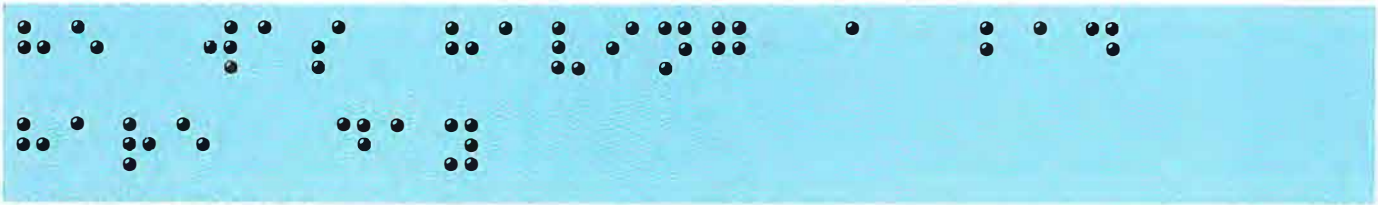
Fingerspelling is the process of spelling out words by using hand shapes that correspond to the letters of the word. A set of hand shapes used to spell words is know as a "manual alphabet."





Braille is a system that enables blind and visually impaired people to read and write through touch. It was devised by Louis Braille in 1821 and consists of raised dots arranged in "cells." A cell is made up of six dots that fit under the fingertips, arranged in two columns of three dots each.





January Puzzler Answers:

Fingerspelling: Why do Leprechauns love to garden? Braille: Because they have green thumbs.

9089 Mont Sch for Deaf & Blind District	Student Enrollment Summary Report
3911 Central Avenue, Great Falls, MT 59405	Effective Date: 04/18/2022 Enrollment Types: P, S, N
Generated on 04/18/2022 02:56:22 PM Page 1 of 1	Total Race/Ethnicities: 6 of 7 Total Schools: 2
	Race/Ethnicity Source: Federal Male/Female/Total: 24/20/44

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

MT Sch For Deaf & Blnd El

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
01	-	-	-	-	-	2/1/3	-	2/1/3
02	-	-	-	-	-	1/0/1	1/0/1	2/0/2
04	-	-	-	0/1/1	-	0/3/3	-	0/4/4
05	-	-	1/0/1	-	-	1/0/1	-	2/0/2
06	-	1/0/1	-	-	-	0/2/2	-	1/2/3
07	-	-	-	-	-	1/1/2	-	1/1/2
08	-	1/0/1	-	-	-	2/3/5	-	3/3/6
PK	-	-	-	-	-	4/0/4	-	4/0/4
PS	0/1/1	-	-	-	-	2/2/4	-	2/3/5
All Grades	0/1/1	2/0/2	1/0/1	0/1/1	-	13/12/25	1/0/1	17/14/31

MT Sch For Deaf & Blnd HS

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
09	-	0/1/1	-	0/1/1	-	2/1/3	-	2/3/5
11	-	-	-	-	-	3/1/4	-	3/1/4
12	-	-	0/1/1	-	-	2/1/3	-	2/2/4
All Grades	-	0/1/1	0/1/1	0/1/1	-	7/3/10	-	7/6/13

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blnd El	6	19.35%
MT Sch For Deaf & Blnd HS	3	23.08%
Total	9	20.45%

Plus:
3 LEAP Students

INFORMATION

❖ MACIE LIAISON – (Item 8)

Susie Hedalen

ITEM 8

MACIE REPORT

- **American Indian Regalia Protections Statement**
- **American Indian Regalia Protections Resolution**

ACTION

- **Request Approval of MACIE Appointments**

Jennifer Smith

Montana Board of Public Education
MACIE Summary
May 2022

Presentation	MACIE Report
Presenter	Jennifer Smith
Position Title	MACIE Chair
Overview	The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:
Requested Decision	Approve new MACIE members: Marcy Cobell, Montana Indian Education Association Representative Jonathan Jay Eagleman, Chippewa-Cree Tribal Representative Review American Indian Regalia Protections Resolution
Related Issue(s):	April meeting overview
Recommendations	Approve new members

Resumes:

Marcy Ann Cobell

Marcy is a proud member of the Blackfeet tribe and was born and raised on the Blackfeet Indian Reservation. She attended school from K-12 in Browning Public Schools. Marcy is the daughter of Judy Cobell and the late Eugene Cobell. She is the great, great, great granddaughter of Mountain Chief, a prominent Chief of the Blackfeet Tribe. Most of her professional career has been within the public-school systems in Montana, predominantly those on the reservations, working directly with American Indian students. She most recently served as the Superintendent, JH/HS Principal for the Lame Deer Public School System, and the Director of Indian Education for GFPS in Great Falls, MT. Other roles include serving on the MACIE as a board member, and she is the current President of the MIEA (Montana Indian Education Association). She also served on Missing Indigenous Persons Task Force, the United Way, North Central Montana

Human Trafficking Task Force, Murdered & Missing Indigenous People Task Force, Prevention of Child Abuse and Neglect Task Force, Rocky Mountain Turn-Around Leaders, and Circle of Schools in Southeastern Montana. She is an alumnus of both MSU and of UM, having earned degrees in Education, Curriculum and Instruction, and Educational Leadership.

Jonathan Jay Eagleman
*does not have bio

MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

MACIE Position Statement:
On American Indian Regalia Worn in High School Graduation Ceremonies

It is the goal of the Montana Advisory Council on Indian Education (MACIE) to ensure the education of school Board of Trustees, administrators, teachers, staff, and community members who serve American Indian students and families within the state of Montana of the legal language and protections concerning the wearing and use of regalia during public ceremonies.

Although Montana Senate Bill 319 (signed 2017), MCA 2-1-315, protects and supports American Indian students' right to wear traditional regalia during all public events, including graduation ceremonies, lack of awareness of this law still remains prevalent. MACIE continues to receive reports of students being denied protection provided by the regalia law. This protection includes the wearing of beaded mortarboards, gowns, and associated traditional attire that is inherent among our sovereign Native nations. It is best to reiterate the rights of students provided by the regalia law in order to avoid unnecessary legal situations which may arise when districts are either underinformed or noncompliant with this law.

MACIE recommends and advises the Office of Public Instruction and Board of Public Education address this ongoing lack of awareness by informing and preparing all school affiliated personnel in the area of legal protections of wearing and use of American Indian regalia by:

- affirming Montana Senate Bill 319 to all Trustees, Superintendents, Principals, and personnel
- defending the rights of American Indian students entitled to protection under Montanan Senate Bill 319
- addressing these specific issues in administrator and teacher preparation programs

Thank You,

Montana Advisory Council on Indian Education

Approved April 6, 2022

BOARD MEMBERS

APPOINTED MEMBERS:

Tammy Lacey - Chair
Fairfield

Madalyn Quinlan – Vice-Chair
Helena

Renee Rasmussen
Clancy

Anne Keith
Bozeman

Susie Hedalen
Townsend

Jane Lee Hamman
Clancy

Tim Tharp
Savage

Paige Lepard, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Clayton Christian,
Commissioner of
Higher Education

Elsie Arntzen,
Superintendent of
Public Instruction

Greg Gianforte,
Governor

EXECUTIVE DIRECTOR:

McCall Flynn

RESOLUTION

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

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

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

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

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

RESOLVED BY THE MONTANA BOARD OF PUBLIC EDUCATION ON XX.

Tammy Lacey, Chairperson
Board of Public Education

MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

April 5, 2022

Harlan Baker, Chairperson
Chippewa Cree Tribe
96 Clinic Road
Box Elder MT 59521

RE: Montana Advisory Council on Indian Education
Member nomination for Chippewa Cree Tribe

Dear Chairperson Baker:

The Montana Advisory Council on Indian Education (MACIE) was established in 1984 by the Office of Public Instruction and the Board of Public Education to act in an advisory role in matters related to Indian Education in Montana.

Membership in the council consists of representatives of Indian education in the state of Montana selected in consultation with tribes, Indian organizations, and major education organizations in which Indians participate. The council currently meets virtually to ensure the safety of members. Once in-person meetings become the norm again, usually in Helena, travel expenses for members will be reimbursed by the Office of Public Instruction. However, virtual participation will still be allowed as necessary.

The MACIE constitution provides membership for the Chippewa Creek Tribe. We understand the current representative, Voyd St. Pierre is resigning effective April 6, so we are requesting appointment of another member. We are looking for an individual who knows the issues and challenges surrounding American Indian student achievement and who is willing to be an active member in meetings and discussions regarding the goals set by the advisory council in its Constitution and Bylaws (located at https://opi.mt.gov/Educators/Teaching-Learning/Indian-Education-for-All/Indian-Student-Achievement#87111462-macie.

Please let Joan Franke know the person you will be appointing to the advisory council. Her email is jfranke@mt.gov.

We look forward to a representative from the Montana School Board Association Indian School Board Caucus.

Sincerely,

Jennifer Smith
MACIE Chairperson

Please fill out this form and return to:
Joan Franke
Administrative Assistant
jfranke@mt.gov

X Yes, our tribe wishes to appoint the person listed below as our representative to Montana Advisory Council on Indian Education (MACIE).

Name: Jonathan Jay Eagleman
Address: 150 Summer Wind Road
City, ZIP Box Elder, MT 59521
Phone 406-262-4446
Cell Phone " "
Email

Please provide a brief bio articulating the nominee's qualifications for membership on MACIE.

Jay served in a variety of leadership roles for the Chippewa Cree Tribe. His knowledge of language, culture and history of the Chippewa-Cree people will inspire & promote healing for Indigenous people.

X **Yes, I have contacted our nominee who has agreed to represent our tribe as an active member of MACIE.**

___ No, our tribe does not wish to be represented on the Montana Advisory Council on Indian Education.

Tribe: Chippewa Cree
Chairperson signature:
Date: 4/29/22

ACTION

❖ EXECUTIVE COMMITTEE – (Items 9-12)

Tammy Lacey

ITEM 9

REQUEST APPROVAL OF THE 2023 PROPOSED K-12 BASE AID PAYMENT SCHEDULE

Barb Quinn

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12th and 13th, 2022

Presentation	FY23 Proposed K-12 Payment Schedule
Presenter	NAME: Barb Quinn
Position Title	OPI School Finance Senior Manager
Overview	As required by 20-9-344, MCA, the Board of Public Education must approve the distribution of K-12 payments for public education.
Requested Decision(s)	Approval of dates
Related Issue(s)	
Recommendation(s)	Approval of Schedule

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

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

PROPOSED PAYMENT SCHEDULE - FISCAL YEAR 2023

The following distribution dates for FY 2023 BASE aid payments to K-12 schools are proposed to the Montana Board of Public Education and are scheduled according to 20-9-344, MCA.

August 26 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, Technology, and Transportation Prepayment

September 27 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

October 26 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

November 21 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, State Coal Mitigation Block Grant, and Indian Language Immersion Payment

December 16 Guaranteed Tax Base Aid for General Fund, State Lands Block Grant, and County Retirement

January 26 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education,

February 23 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

March 28 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Transportation

April 25 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

May 25 Guaranteed Tax Base Aid, State Lands Block Grant, State Coal Mitigation Block Grant, State Major Maintenance Aid, and Debt Service Assistance

June 27 Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Transportation

INFORMATION

ITEM 10

FEDERAL PROGRAMS REPORT

Dr. Julie Murgel

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12 - 13 2022

Presentation	Update on Federal American Rescue Plan-Elementary and Secondary School Relief Fund (ARP-ESSER) and the Federal Accountability System
Presenter	Dr. Julie Murgel
Position Title	Chief Operations Officer
Overview	
Requested Decision(s)	1. Addendum for ESSA Accountability 2. Approved Federal Waiver- 5th yr. Funding for Schools 3. Report Card 4. ESSR General Information 5. EANs General Information 6. USDA Policy Memos
Related Issue(s)	None
Recommendation(s)	Informational only

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION

TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

May 12-13, 2022
Update on Federal Programs

1. ESSA Accountability Addendum

Due to the waivers that Montana received from the accountability requirements of the Elementary Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year, we have not implemented all aspects of the statewide accountability system or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, the Montana Office of Public Instruction agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

As a result, the US Department of Education has provided a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA to make accountability determinations and identify schools in fall 2022.

On March 7, 2022, the OPI submitted the MT Accountability Template to the US Department of Education and is awaiting a response.

Click Here for the Montana Accountability Waiver Template.

In this waiver, Montana is requesting the following one-time adjustments due to COVID-19 pandemic:

- Shifting timeline for long term goals and measurements of interim progress forward by two years.
- Using non-consecutive 3 years of data (2019, 2021 and 2022) for annual Targeted Support and Improvement (TSI) identification for School Year 2022-2023.
- Not counting 2019-2020 or 2020-2021 in the four-year limit to exit Comprehensive and Support Improvement (CSI) status, allowing schools additional time to exit before additional requirements are imposed.
- Allowing schools identified CSI in Fall 2022 to exit after one year. The Exit Criteria for Fall of 2023:

- The first criteria are to exit out of the lowest performing 5 percent of Title I schools and for all high schools that have improved graduation rates to be at or above 67 percent; and
- The second criteria are to meet the academic growth goals (ELA and Math) set in a school's Continuous School Improvement Plan (CSIP). The plan will be driven by a comprehensive needs assessment and the school's report card and growth goals that include the same growth percentages each year as the long-term and interim goals set by the state.

2. Federal Waiver for School Improvement Funding Request Approved:

Attached is a letter that indicates approval of Montana's waiver request to extend for an additional, fifth year an ESEA section 1003 subgrant to an LEA to implement school improvement interventions for schools previously identified for comprehensive support and improvement.

3. Report Cards

The fourth year of issuing the federally mandated public school report card required by the Every Student Succeeds Act (ESSA). Individual schools received their data on March 11 before the public data was released on March 18. The state report card holds data from the previous school year, 2020-2021, and is displayed in an accessible digital report card. There is an individual report card for each of Montana's 825 schools plus a report card for our 402 school districts.

The federal government required the state-wide assessment without any relief or waivers as in the previous year. Each report card shows data on:

- student achievement scores in math and reading
- student growth in math and reading
- student enrollment
- per-pupil expenditure at local/state, and federal (The federal allocation of Covid relief dollars is not reflected)
- educator qualifications
- graduation rates

The federal requirement for accountability designation as Comprehensive, Targeted, or Universal was carried forward from 2019. The previous annual state accreditation status for schools was also maintained.

Additional information about the differences from the previous year's report card can be found here.

4. ESSER Information

- **Federal ESSER Data Collection Compliance**
  The Federal Data collection for ESSER spending from October 1, 2020, to September 30, 2021, was submitted from districts to the OPI through the Data Collection Tool on March 18, 2022. This data reporting is a requirement of ESSER grant funding.

- **ESSER Summer School application** is anticipated to be available under the ESSER link on the OPI website in mid-April. The application will be like the after-school program application. Our goal is to make award announcements by the first week in May. After school and summer school ESSER grants will have data collection requirement and OPI is working to pull as much data from applications as possible to avoid duplication of work effort.

ESSER Allocation and Status Information

(Elementary and Secondary School Emergency Relief)

April 2022

	CARES ESSER I	CRRSA ESSER II	ARP ESSER III
Total Number of Applicants	305 Approved 265 Amendments	311 Approved 181 Amendments	317 Plans Submitted 284 Approved 96 Amendments
Total LEA Allocation	$40,779,698	$160,309,519	$347,337,312
Total Budgeted by LEAs	$40,729,650	$144,973,176	$303,760,761
Total Expended by LEAs	$31,070,328	$50,295,233	$20,726,9100
Types of Usage	*Percentages based on actual expenditures.*	*Percentages based on budgets to date.*	*Percentages based on budgets to date.*
	50% Staffing: Educators, Technology Support, Facilities, Health and Wellness	43% Staffing: Educators/Paraprofessionals, Counseling Support, Administration, Facilities	50% Staffing: Educators/Paraprofessionals, Summer Program Staff, Counseling Support, Administration, Facilities
	42% Supplies: Technology and PPE	29% Supplies: Technology, Curriculum, PPE	21% Supplies: Curriculum, Technology, PPE
	6% Property& Property Services: Renovation and HVAC upgrades	25% Property & Property Services: HVAC Replacement/Upgrades, Facility Renovations, Facility Expansion	27% Property & Property Services: HVAC Replacement/Upgrades, Facility Renovations, Facility Expansion
	2% Professional/Technical Services: Technology Support and Capacity, Facility Maintenance	3% Professional/Technical Services: HVAC Maintenance, Technical Support Capacity, Other Facility Maintenance	2% Professional/Technical Services: HVAC Maintenance, Technical Support Capacity, Other Facility Maintenance

* CARES ESSER I expended by 11/10/22, CRSSA ESSER II by 11/10/23, and ARP ESSER III by 11/10/24

Wendi Fawns, ESSER/EANS Director, wendi.fawns@mt.gov

5. EANS (Emergency Assistance to Non-Public Schools)

This relief funding is unique as it is designated to provide services or assistance to eligible non-public schools to address educational disruptions caused by COVID-19. In Montana, Non-Public Schools includes homeschool families and private schools.

ARP EANS (current funding)

The ARP EANS *Intent to Apply* application went live on October 24th. As the eligibility requirements for the ARP EANS funds differs from the CRRSA EANS funds, applicants will be asked to take a short survey to determine their eligibility.

The *Intent to Apply* survey is available to all non-public school participants. If your school received funding under CRRSA EANS, you could log into the e-grants system and the *Intent to Apply* button will be available. For new applicants, please refer to the OPI website at and click on the red EANS button. You will find *New Applicant* information in the EANS Update box on the right. Applicants will have until September of 2024 to expend funds.

FACTS Solutions has been contracted to assist nonpublic schools, who have been awarded EANS funding, in processing their purchase requests. A webinar was provided on March 9, 2022 and is available for review for those who were unable to attend. The webinar and other information regarding what funds can be used for is available on the OPI website under the EANS red tab.

CRRSA EANS I (application period closed)

The application for these funds closed on August 27, 2021. The *Cash Request* application for allowable reimbursement costs started on September 22, 2021. The *Additional Needs* survey for CRRSA EANS I applicants closed on November 22, 2021. The additional requests are being reviewed for approval. Applicants have until September of 2023 to expend funds.

Questions? Contact:

Wendi Fawns, ESSER/EANS Director

6. USDA Policy Memos

Resource | Policy Memos | FNS-GD-2020-0109
State Guidance on Coronavirus P-EBT
USDA is committed to providing nutrition assistance to hard-hit families across the country due to the coronavirus pandemic. In support of President Biden's call to action on hunger, USDA announced that it is increasing the Pandemic EBT benefit by approximately 15 percent, providing more money for low-income families and millions of children missing meals due to school and childcare closures.
03/21/2022
Resource | Policy Memos | FNS-GD-2020-0109

State Guidance on Coronavirus P-EBT in Schools
USDA is committed to providing nutrition assistance to hard-hit families across the country due to the coronavirus pandemic. In support of President Biden's call to action on hunger, USDA announced that it is increasing the Pandemic EBT benefit by approximately 15 percent, providing more money for low-income families and millions of children missing meals due to school and childcare closures.
03/07/2022
Resource | Policy Memos

Meal Requirements Under the NSLP & SBP: Q&A for Program Operators Updated to Support the Transitional Standards Effective July 1, 2022
These questions and answers provide guidance for recently published transitional standards for milk, whole grains and sodium.
SP 05-2022
03/02/2022
Resource | Policy Memos

Question & Answer Guidance on the Final Rule, Child Nutrition Programs: Transitional Standards Effective July 1, 2022
These questions and answers provide guidance for recently published transitional standards for milk, whole grains and sodium.
SP04-2022, CACFP04-2022
03/02/2022
Resource | Policy Memos | FNS-GD-2021-0121

Allocation of Supply Chain Assistance Funds to Alleviate Supply Chain Disruptions in the School Meal Programs
This guidance describes $1 billion being provided by FNS to enhance local school districts' ability to purchase foods for school meals by offering resources needed to address supply chain challenges directly to schools and school districts.
SP 03-2022
12/17/2021

Contact Christine Emerson at cemerson@mt.gov or 406-444-2502 with questions.

INFORMATION

ITEM 11

MUS COLLEGE ACCESS PORTAL PRESENTATION

Scott Lemmon, OCHE

INFORMATION

ITEM 12

REVIEW SEAL OF BILITERACY RECOMMENDATION

McCall Flynn

Montana Seal of Biliteracy Advisory Committee

Recommendations to the Board of Public Education

May 12-13, 2022

Introduction and Summary

Efforts in Montana to enact the Seal of Biliteracy began in November 2020. Stakeholders from the Montana Association of Language Teachers (MALT) held discussions and meetings and shared information with Board of Public Education leaders. The Board of Public Education requested the Certification Standards and Practices Advisory Council (CSPAC) review the request prior to the Board of Public Education receiving a presentation. CSPAC received the presentation in February 2021 and recommended that the Board of Public Education review the request.

The Board of Public Education received a presentation on the Seal of Biliteracy in May 2021 and requested the Montana Advisory Council on Indian Education (MACIE) receive the same presentation prior to any action. MACIE received the presentation in July 2021 and recommended that the Board of Public Education consider approving the Seal of Biliteracy. In July 2021, the Board of Public Education voted unanimously to approve the Seal of Biliteracy in Montana and asked that an advisory committee be formed to determine the criteria for implementation.

In August 2021, the Montana Seal of Biliteracy Advisory Committee conducted their first meeting. Members of the Committee are as follows:

McCall Flynn	Executive Director, Board of Public Education
Lisa Werner	Seal of Biliteracy Facilitator
Blakely Hay	Montana Association of Language Teachers
Teresa Mountains	Montana Association of Language Teachers JNCL-NCLIS representative
Beth Janney	Montana Association of Language Teachers
Susie Hedalen	Administrator, Board of Public Education member, MACIE liaison
Jason Cummins	Administrator, MACIE member, Class 7 licensure representative
Evelyn Paz	English Learner Specialist, Office of Public Instruction
Jacob Barto	Assessment Specialist, Office of Public Instruction
Paul Furthmyre	Superintendent, Montana School for the Deaf and Blind
Galen Brokaw	Modern Languages and Literatures, Montana State University
Marton Marko	World Languages and Cultures, University of Montana
Angela McLean	AIMA, Office of the Commissioner of Higher Education
Aria Peters	HS English Language Learner Teacher, Missoula County Public Schools
Irina Mills	English Learner Teacher, Great Falls Public Schools
Tony Campeau	Registrar, Montana State University

The Advisory Committee met nine times over the course of their work and followed the National 2020 Guidelines for Implementing the Seal of Biliteracy [https://sealofbiliteracy.org/state-guidelines], which are indicated in the following steps:

- Clarify the Purpose(s) and Rationale
- Determine the Level of Pathway Awards to be granted
- Define the Criteria for Granting the Awards
- Develop Outreach Strategies and an Application Process

- ❖ Design the Award and the Process for Award Presentation
- ❖ Advocacy: Seek Endorsements! Spread the Word

Background

The Seal of Biliteracy is awarded to students who have demonstrated a certain level of proficiency in both English and at least one other world language before graduation from high school. The Seal was created to encourage students with a first language other than English to maintain and/or develop their home language while learning English and challenge students whose first language is English to attain proficiency in an additional world language. The seal is affixed to the high school diploma or on a separate certificate and the accomplishment is noted on the transcript of the graduating senior.

As stated in the *Guidelines for Implementing the Seal of Biliteracy,* 2020, "The Seal of Biliteracy builds upon strong research about the benefits of mastery of two or more languages for individual students, and the increasing awareness of the need in our communities, state, nation, and world for people with biliteracy and cross-cultural skills. It will benefit learners in the labor market and the global society while strengthening intergroup relationships and honoring the multiple cultures and languages in a community" (p.3).

Montana Focus

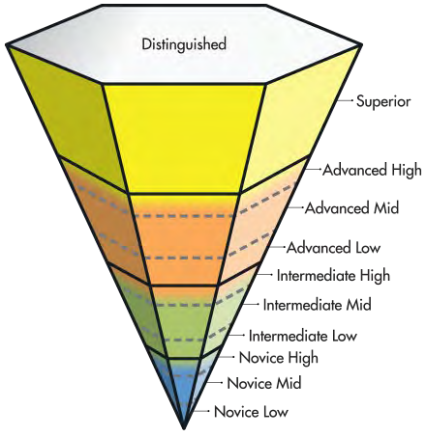
The first Committee meeting resulted in the need for further information on the current roles that languages play in Montana. Knowing that we would look to other states for guidance in the implementation process, the Committee first worked to establish what makes Montana unique and emphasized the importance of considering these factors before making any recommendations to the Board of Public Education.

At the October meeting, Lisa Werner, Seal of Biliteracy facilitator, provided information on World Languages, including languages offered, and Advanced Placement and International Baccalaureate programs. Committee members stressed that Indigenous language revitalization is currently receiving attention nation-wide and that the Class 7 license is imperative to ensure that there are Native Language teachers in the classroom, including teachers of Plains Sign Language for the non-verbal students proficient in that language, and expressed the need for a more efficient means of identifying students with Native Language proficiency. Additionally, the Committee talked about the need for American Sign Language (ASL) interpreters and encouraged the recognition of proficiency in ASL. Lisa ended the discussion by educating the Committee on the original design of the Seal of Biliteracy and how it was used to acknowledge the Heritage Languages of English Learners and that care was needed in providing appropriate methods of measuring language proficiency.

Explaining Language Proficiency

The next task for the Committee was to discuss language proficiency. With few exceptions, states that have adopted the Seal of Biliteracy acknowledge the ACTFL scale as the standard for measuring proficiency in the awarding of the seal for World Languages.

ACTFL Proficiency Scale
https://www.languagetesting.com/actfl-proficiency-scale



Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

Developed from the Federal Government's Interagency Language Roundtable scale by ACTFL, the ACTFL proficiency scale has four main levels (Novice, Intermediate, Advanced, Superior).

The first three levels are each subdivided into three sublevels—Low, Mid, and High. The ACTFL scale provides a great deal of definition, especially at the lower levels of proficiency usually achieved in foreign language learning. It is widely used in many arenas, but particularly in academia.

Understanding Proficiency
https://www.languagetesting.com/lti-information/understanding-proficiency
Proficiency refers to the ability to perform an action or function. It refers to one's ability to use language for real-world purposes to accomplish real-world linguistic tasks across a wide range of topics and settings. ACTFL Proficiency Tests reflect and measure the candidate's ability to carry out these real-world tasks.

Differing from an achievement test, which measures knowledge of specific information (what a person knows), a proficiency test targets what an individual can do with what he or she knows. For example, in a driver's test, an achievement test would represent the paper and pencil questions on the written examination, while a proficiency test determines how well the person can drive the car. The language proficiency test is an evaluation of how well a person can use language to communicate in real life.

ACTFL proficiency tests compare a person's unrehearsed ability against a set of language descriptors. These guidelines categorize proficiency along a continuum from the very top of the scale (full professional proficiency) to the very bottom (little or no functional ability). Each of the ten levels of proficiency outlined in these guidelines define language abilities in terms of tasks, text type, accuracy, and content areas. A rating on the proficiency scale does not consider how many semesters or years someone has been learning a language, what textbooks or other materials they have used, or even a speaker's knowledge of grammar, rather is solely based on the speaker's demonstrated ability to use language to accomplish real-life tasks. Achievement tests, in contrast, typically focus on what an individual has learned based on the specific content or subject matter of what has been taught and tend to be limited in scope to a specific textbook or curriculum.

Unlike an achievement test, in which it is possible to "get all the answers right," a proficiency test does not allow for a "perfect score," nor does it compare the results of the test to those of other test takers. In proficiency tests, one's performance is compared to a set of criteria, as defined in the ACTFL Proficiency Guidelines 2012.

Research

In order to proceed with the next steps of implementation, the Committee looked to other states with well-articulated processes and considerations for implementation. Particular focus was given to rural, low-populated states, states with Native Languages, and those with World Languages offerings similar to those in Montana. The following states provided guidance with the following implementation steps:

- Washington: Protocol for Implementation Process
- Wisconsin, Ohio, South Carolina: Overview and Guidelines
- Colorado, Wisconsin: Pathways to Biliteracy, Pathway Awards
- Tennessee, Rhode Island, Missouri, Kansas, South Carolina: Criteria for granting awards at the Intermediate and Advanced Low levels
- Minnesota, New Mexico, Arizona, Wisconsin, Utah: Native Languages
- Utah: Application

Purpose and Rationale

After research, discussion, drafting, and editing, the Committee reached consensus on the Purpose Statement and Rationale for the Montana State Seal of Biliteracy.

Purpose Statement
The Montana Seal of Biliteracy will honor and serve in efforts to revitalize Montana’s native languages, recognize the rich cultural and linguistic assets of our heritage language speakers, and support all students seeking recognition of proficiency in a world language. The Montana Seal of Biliteracy will recognize bilingualism and cultural competence as personal and community assets and serve as a catalyst for students who speak languages other than English to sustain and

advance their linguistic skills and connect with their cultural heritage through their language. In addition, the Montana Seal of Biliteracy will encourage global citizenship for our students acquiring proficiency and cultural competence in a world language.

The Montana Seal of Biliteracy will communicate a policy-level commitment to develop proficiency in two or more languages in an ever-shifting global landscape so that Montana students have the opportunity to graduate prepared and equipped with the cultural and linguistic capacity to participate effectively in a multilingual and global 21st century society.

Rationale
In this 21st century, our communities demand the expertise of socioculturally competent and multilingual individuals who can navigate diverse cultural contexts and are also culturally and linguistically proficient. As such, multilingualism should be nurtured within Montana's students.

The Montana Seal of Biliteracy seeks to develop, maintain, and revitalize the attitudes and dispositions regarding high levels of bilingualism and biliteracy, raise awareness of the benefits of bilingualism and biliteracy, and elevate the status of languages other than English.

With the establishment of the Montana Seal of Biliteracy, the state publicly demonstrates that it values high levels of multilingualism in its communities and workforce.

Pathways to the Montana Seal of Biliteracy

The Committee discussed the unique aspects of languages and language instruction in Montana and the need to provide guiding questions for schools to consider when creating routes to identify students' language proficiency, assist in developing and strengthening their literacy skills, and create a pathway with intermediary stages to chart and celebrate the student progress in reaching language proficiency goals.

Creating Pathways
To award a Montana Seal of Biliteracy, schools must establish or recognize clear and intentional language development pathways open to students of all language backgrounds, including speakers of heritage or native languages.

Districts are encouraged to maximize the linguistic and cognitive benefits of early language learning through elementary school programs that extend into the secondary level. Districts are not required to provide specialized programs for students to be able to learn a specific language but are encouraged to describe how they plan to be responsive to their local linguistic landscape and community context for language learning and use.

School-based language education programs should be standards and proficiency based. Time dedicated to the development of bilingualism and biliteracy will vary by program model. Districts are encouraged to innovate and expand access to languages through facilitated language study, online courses, and partnerships with community-based education programs.

A district's language-learning pathways will depend on a number of factors, including but not limited to staff capacity, resources, student demographics, and community interest. In the progress of designing a framework for language learning, districts should reflect upon these overarching questions:

- What school-based language programs are designed to prepare students to be bilingual, biliterate, and bicultural;
- What early-start, extended, and sustained language-learning pathways exist for students to reach, or exceed, language proficiency by graduation;
- Do school-based language courses target and assess proficiency development through standards-based curricula and benchmarks;
- Do all student groups have equitable access to sustained language learning;
- Is additive bilingualism supported for English, Native, and world language learners;
- What home languages are spoken in the school community for which pathways to the Seal of Biliteracy may be validated or developed;
- What community-based language programs and community partners can help prepare students to be bilingual, biliterate, and bicultural;
- How does the district plan to assess language proficiency for languages learned at school, in the community, or at home;
- How does the district support the development of intercultural skills through language learning and civic engagement;
- How does the Seal of Biliteracy program align with other district priorities;
- What district hiring criteria and professional development plans ensure educator effectiveness with development of language proficiency and socio-cultural competence;
- Which district personnel will administer and manage the Seal of Biliteracy program;
- How will Seal of Biliteracy program information be communicated to students, families, and community members;
- How will students' progress toward the Seal of Biliteracy be measured and reported; and
- How will students' progress and achievement toward the Seal of Biliteracy be recognized and celebrated?

Pathway Awards

The Committee has yet to consider which pathway awards to suggest, but Eagle County School District in Colorado, a state we turned to for examples, has developed this model: https://www.eagleschools.net/departments/multilingual-education/seal-of-biliteracy

- 5th Grade Pathway Award
- 8th Grade Pathway Award

Determining Award Levels and Criteria for Granting the Awards

The Committee recommends adopting a two-level award model for the Montana Seal of Biliteracy. Committee members agreed that this would both recognize language learners at the Intermediate Mid/Functional Fluency and the Advanced Low/Working Fluency Levels. The Committee believes this will embolden all language learners to grow and maintain fluency in both their first and second languages to the greatest degree possible and be appropriately recognized for their linguistic accomplishments.

Award Levels

- ❖ Gold - Intermediate Mid
- ❖ Platinum - Advanced Low

Criteria for Granting the Awards

* *Additional testing options for attaining the Platinum Award (Advanced Low) in English*

Assessment Options	Languages	Score / Proficiency Level
Native Languages of Montana		Montana tribes will mirror the Class 7 Licensure process and set their own proficiency measures and criteria for the awarding of the Montana Seal of Biliteracy.
*** STAMP 4S**	Arabic, English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Chinese (Mandarin), Polish, Portuguese (Brazilian), Russian, Spanish, Swahili, Yoruba Upcoming: ASL, Latin, Kurdish, Cape Verdean and Ukrainian	IM: 5 AL: 7
STAMP WS	Less-Commonly Taught/Tested Languages	IM: 5 AL: 7
*** APPLL (ACTFL Assessment of Performance toward Proficiency in Languages)**	Arabic, Chinese (Mandarin), English, French, German, Italian, Japanese, Korean, Portuguese (European), Spanish	IM: I-4 AL: A-1
ACTFL OPI (interview) & WPT (writing tasks)	Less-Commonly Taught/Tested Languages	IM: 14 AL: A-1
ACTFL ALIRA	Latin	IM: 1-2 AL: A-1
Advanced Placement Exam (AP / College Board)	Chinese (Mandarin), French, German, Italian, Japanese, Latin, Spanish, English	IM: 3 AL: 5
*** International Baccalaureate (IB)**	French, Spanish, English	IM: 4 AL: 6
SLPI	National Technical Institute for the Deaf (SLPI),	IM: Intermediate Plus AL: Advanced Plus
ASLPI	Gallaudet University (ASLPI)	IM: Level 3 AL: Level 4
*** WIDA ACCESS for ELLs**	English	IM: Completion of English graduation requirements as set forth by the Montana Board of Public Education AL: 4.7

*** ACT** **(ELA Composite Score)**	English	AL: 20

Application for the Montana Seal of Biliteracy

The Committee agreed that there should be a common application available to all school districts in Montana that can be personalized with a district logo if desired.

The application we hope to model is from Utah:
https://www.uen.org/advocacy/downloads/BiliteracySealApplicationMurray.pdf

Award Design and Presentation

The Committee has started discussion on the kind of awards to be offered, including foil seals affixed to high school diplomas, foil seals affixed to certificates, and medals. We recommend that the Seal is acknowledged on the transcripts of all graduating seniors along with a description of the criteria met for either the Gold or Platinum Level. The design of our Seal has yet to be discussed or determined, but it has been mentioned that other states have requested students to design their seal.

The Committee has yet to determine the process for the Award Presentation. Typically, the awards are presented at a special language award celebration, at a district-wide award assembly, or as a part of the graduation ceremony. Other than the Seal being documented on the high school transcript and the design of the Seal itself, the Committee agrees that the school districts have the freedom to decide on all other matters concerning the presentation of the award.

District Responsibilities
The Montana Seal of Biliteracy is a state-level award. The Committee recommends that school districts who choose to participate assume the responsibilities listed below:

- Disseminating of Information
- Testing
- Awarding
- Record Keeping

Timeline for Reporting Data and Obtaining the Seal
The Committee has discussed the need to create and provide school districts with a detailed timeline for reporting data and obtaining scores as well as other considerations to keep in mind based on the experience of other states.

Conclusion

The Montana Seal of Biliteracy Advisory Committee would like to thank the Board of Public Education for the opportunity to participate in this work. The information and recommendations provided in this document are well-researched and have proven to be highly successful in other states. By approving these recommendations, students who are successful in attaining proficiency in two or more language will receive the recognition they deserve. We owe it to our students to help them recognize the value of their academic success.

ACTION

LICENSURE COMMITTEE – (Items13-23)

Madalyn Quinlan

ITEM 13

REQUEST APPROVAL OF THE NOTICE OF ADOPTION PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE

Rob Stutz

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEWRULES I and II; the amendment of ARM 10.57.102, 10.57.107, 10.57.109, 10.57.112, 10.57.201A, 10.57.215, 10.57.216, 10.57.217, 10.57.218, 10.57.301, 10.57.410, 10.57.411, 10.57.412, 10.57.413, 10.57.414, 10.57.415, 10.57.418, 10.57.419, 10.57.420, 10.57.421, 10.57.424, 10.57.425, 10.57.427, 10.57.428, 10.57.431, 10.57.432, 10.57.433, 10.57.434, 10.57.435, 10.57.436, 10.57.437, 10.57.601A, 10.57.601B, 10.57.607; and the repeal of ARM 10.57.416, 10.57.417, 10.57.426, 10.57.429, and 10.57.430 pertaining to Teacher Licensing	)	NOTICE OF ADOPTION, AMENDMENT, AND REPEAL

TO: All Concerned Persons

1. On January 28, 2022, the Board of Public Education [board] published MAR Notice No. 10-57-288 pertaining to the public hearing on the proposed amendment and repeal of the above-stated rules at page 103 of the 2022 Montana Administrative Register, Issue Number 2.

2. The board has repealed the following rules as proposed: ARM 10.57.416, 10.57.417, 10.57.426, 10.57.429, and 10.57.430.

3. The board has adopted the following rules as proposed: NEW RULE II (ARM 10.57.222), 10.57.109, 10.57.112, 10.57.201A, 10.57.216, 10.57.217, 10.57.218, 10.57.411, 10.57.412, 10.57.413, 10.57.415, 10.57.421, 10.57.425, 10.57.428, 10.57.432, 10.57.433, 10.57.601A, 10.57.601B, 10.57.607, to be effective upon adoption.

4. The board has adopted the following rules as proposed, but with the following changes from the original proposal, new matter underlined, deleted matter interlined:

<u>NEW RULE I RECIPROCITY FOR MILITARY SPOUSES/DEPENDENTS (ARM 10.57.221)</u>

(1) and (2) remain as proposed.

(3) The applicant must:

(a) be the spouse and/or a dependent of an active-duty member of the United States armed forces who has been transferred to Montana, is scheduled to be transferred

to Montana, is domiciled in Montana~~.~~, or has moved to Montana on a permanent change-of-station basis; and

(b) Remains as proposed.

(c) An applicant for a Class 3 administrative license must submit verified completion of the requirements of ARM 10.57.~~415~~ 413.

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) Remains as proposed.

~~(2) "Accredited educator preparation program" means:~~

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

~~(i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and~~

~~(ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant.; or~~

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

(3) Remains as proposed but is renumbered as (2).

(4) Remains as proposed but is renumbered as (3).

(5) Remains as proposed but is renumbered as (4).

~~(6)~~ (5) "Approved preparation program" means: ~~an educator preparation program approved by a state board of education or a state agency that leads to licensure in the state of preparation.~~

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

(i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and

(ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant then a (accredited/traditional); or

(b) An educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or state education agency; or

(c) An educator preparation program approved by a state board of education

or state education agency that leads to licensure in the state of preparation.

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

(8) Remains as proposed but is renumbered as (7).

~~(9)~~ (8) "Course work GPA" means the weighted average of teacher education program course grades, weighted by credit hours, and calculated over the defined period of study at a regionally accredited college or university. The weights reflect the relative contributions of teacher education program course requirements ~~measured in arbitrary units, calledcredit value, based on contact hours or presumed total student workload.~~, including content area coursework, based on contact hours or credits earned. The weighted average is calculated as follows:

(a) For each course required by the program, multiply the numeric grade value earned by the number of credits for the course;

(b) Sum the products for all the courses included in (a); and

(c) Divide the sum calculated in (b) by the total credits for all the required courses.

(10) and (11) remain as proposed but are renumbered as (9) and (10).

~~(12)~~ (11) "Lapsed license" means:

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

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

(13) Remains as proposed but is renumbered as (12).

(13) "Military Dependent" means an adult dependent of a member of the armed forces of the United States, or a reserve component of the armed forces of the United States, stationed in Montana in accordance with military orders or stationed in Montana before a temporary assignment to duties outside of the state.

(14) Remains as proposed.

(15) "Student-teaching portfolio" ~~is~~ means a ~~collection of artifacts to document evidence of student learning outcomes for teacher education program course requirements.~~ type of performance assessment that asks candidates to demonstrate what they have learned, how they engage in the learning process, and how they apply their knowledge demonstrating their preparedness for the teaching profession.

(16) and (17) remain as proposed.

(18) "Year of administrative experience" means employment as a licensed administrator at any level within a P-12 school system, or in an educational institution specified in 20-9-707, MCA, for a minimum of a 180-day school year or its equivalent in minimum aggregate hours as defined by 20-1-301, MCA, and during that year, must have been at least a 0.5 full time employee (FTE). Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:

(18)(a) and (b) remain as proposed.

(19) "Year of teaching experience" means employment as a licensed teacher at any level within a P-12 school system, or in an educational institution specified in 20-9-707, MCA, for a minimum of a 180-day school year or its equivalent in minimum aggregate hours as defined by 20-1-301, MCA, and during that year, must have been at

least a 0.5 full time employee (FTE). Experience gained prior to initial licensure is not considered.

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

(a) Remains as proposed.

(b) The position must have been advertised at least statewide far enough in advance to reasonably enable qualified applicants to submit applications and be interviewed. The obligation of a statewide advertisement may be satisfied through any reasonable means, including use of the Montana Jobs for Teachers Service of the Office of Public Instruction.

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

(i) through (iv) remain as proposed.

(2) An emergency authorization of employment is valid for one year and is eligible for continued authorization from year to year depending on satisfaction of conditions set forth in this rule.

(3) and (4) remain as proposed.

10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS (1) Remains as proposed.

(1)(a) Applicants for an initial Montana Class 1, 2, 3, and 6 license whose degree is more than five years old and who do not have a current out-of-state ~~licensure~~ license may be issued with verification of 60 professional development units earned within the five-year period preceding the effective date of the license.

(2) through (5) remain as proposed.

10.57.301 ENDORSEMENT INFORMATION (1) through (3) remain as proposed.

(3)(a) ~~Endorsement program completion and recommendation for the endorsement from the appropriate official from an approved professional program,and~~ An additional endorsement may be granted upon completion of a program of study as verified by the appropriate official, defined in ARM 10.57.102, and

(3)(a)(i) through (4) remain as proposed.

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE

(1) through (3)(e)(ii) remain as proposed.

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

(3)(e)(iv) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two years of successful teaching experience as defined in ARM 10.57.102 as documented by a recommendation from the

out-of-state P-12 school employer on a form prescribed by the superintendent of public instruction.

(4) and (5) remain as proposed.

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT (1)(a) and (b) remain as proposed.

(c) completion of courses covering Montana ~~requirements through online professional development courses or graduate coursework in each of the following areas:~~ School Finance, Montana School Law, and Montana Collective Bargaining and Employment Law, in order to qualify, such courses must have been provided either by:

(i) ~~Montana school law; and~~ an approved professional development provider pursuant to ARM 10.57.216; or

(ii) ~~Montana school finance; and~~ an approved school administrator preparation program.

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

(1)(d) through (2) remains as proposed

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR ENDORSEMENT (1)(a) through (b) remain as proposed

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

(1)(d) through (f) remain as proposed.

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION SUPERVISOR ENDORSEMENT (1) (a) and (b) remain as proposed.

(c) three years of teaching experience or three years of experience in a P-12 school setting with a standard, unrestricted license as a fully licensed and assigned related services provider;

(1)(d) through (g) remain as proposed.

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

(1) through (2)(a) remain as proposed.

(2)(b) A Class 4B license issued to individuals with a certificate of completion from an apprenticeship program or associate or 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

(2)(c) through (5) remain as proposed.

10.57.424 CLASS 5 PROVISIONAL LICENSE (1)(a) through (c) remain as proposed.

(2) A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4 license, or a Class 7 or 8 license.

(2) remains as proposed but is renumbered as (3).

~~(3)~~(4) A Class 5B provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Class 5B provisional license will be issued to those individuals who hold a bachelor's degree from a regionally accredited college or

university but have not completed an approved educator preparation program. ~~A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4 license, or a Class 7 or 8 license.~~

(4) and (4)(a) remain as proposed but are renumbered as (5) and (5)(a).

(5) and (5)(a) remain as proposed but are renumbered as (6) and (6)(a).

~~(5)(b)~~(6)(b) a current Montana address or job offer from ~~an accredited or~~ a ~~state-funded~~ P-12 school in Montana; and

(5)(c) remains as proposed but is renumbered as (6)(c).

(6) remains the as proposed but is renumbered as (7).

10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT

(1) through (1)(e) remain as proposed.

(f) for those applicants who have not completed the courses covering Montana ~~requirements through online professional development courses or graduate coursework in each of the following areas:~~ School Finance, Montana School Law, and Montana Collective Bargaining and Employment Law, in order to qualify, such courses must have been provided either by:

(i) ~~Montana school law; and~~ an approved professional development provider pursuant to ARM 10.57.216; or

(ii) ~~Montana school finance; and~~ an approved school administrator preparation program.

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

(2) Remains as proposed.

10.57.431 CLASS 5 PROVISIONAL LICENSE - SUPERVISOR ENDORSEMENT (1) and (1)(a) remain as proposed.

(b) three years of appropriately licensed experiences as a teacher or counselor in the area requested for supervisory endorsement or three years of experience in a P-12 school setting as a fully licensed and appropriately assigned related services provider; and

(c) Remains as proposed.

10.57.434 CLASS 6 SPECIALIST LICENSE - SCHOOL PSYCHOLOGIST

(1) through (1)(a) remain as proposed.

(b) completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200-hour internship, of which 600 hours were in a P-12 school setting; or

(c)(i) Remains as proposed.

(ii) recommendation from a NASP accredited specialist program defined in ARM 10.57.102, attesting to the applicant's qualifications being equivalent to NASP training standards, which included a 1200-hour internship experience of which 600 hours were in a P-12 school setting.

10.57.435 CLASS 6 SPECIALIST LICENSE - SCHOOL COUNSELOR

(1) through (1)(a) remain as proposed.

(b) completion of a CACREP accredited school counselor program which included an internship in a P-12 school setting of 600 hours; or

(c) through (c)(i) remain as proposed.

(ii) recommendation from an approved specialist program defined in ARM 10.57.102, which included an internship in a P-12 school setting of 600 hours.

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST

(1) A Class 7 American Indian language and culture specialist license is valid for a period of five years ~~the lifetime of the license holder~~.

(2) through (5) remain as proposed.

(6) A Class 7 American Indian language and culture specialist license may be renewed upon meeting the terms of the renewal as provided in the memorandum of understanding in (2).

(6) remains the same but renumbered as (7).

10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE (1) through (3)(a) remain as proposed.

(b) compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201, and 10.57.201A; ~~and~~

(c) recommendation from the Chief Academic Officer from a regionally accredited college or university verifying ~~the following:~~ the applicant plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor; and

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

(3)(c)(ii) through (6) remain as proposed.

4. The board has thoroughly considered the comments and testimony received. A summary of the comments received, and the boards responses are as follows:

COMMENT 1: 16 commenters, including NWMASS and MTPEC, supported licensure reciprocity for military spouses in New Rule I.

COMMENT 2: The Board Licensure Committee commented that the term “military dependent” in New Rule I should be defined and worked with Malmstrom Air Force Base to suggest the following definition: “Military dependent” is an adult dependent of a member of the armed forces of the United States or a reserve component of the armed forces of the United States stationed in Montana in accordance with military orders or stationed in Montana before a temporary assignment to duties outside of the state.

COMMENT 3: CSPAC recommended the Board either define the use of “dependents” or remove the new rule entirely in New Rule I.

COMMENT 4: The Governor's Office and Republican Legislators commented that they support automatic reciprocity for military spouses and dependents in New Rule I and would encourage the Board and OPI to enter into multi-state reciprocity agreements with states who have similar licensing standards to Montana.

RESPONSE: The Board of Public Education agreed with Comments 1-4 in regard to New Rule I, with the exception that reference in New Rule I (3)(c) refers to 10.57.413 and not 10.57.415.

COMMENT 5: 14 commenters, including NWMASS and MTPEC, oppose proposed New Rule II, as it is duplicative and allows the superintendent to change rules, which are covered under other proposed rules.

RESPONSE: The Board of Public Education disagreed with the commenters, as this information is already allowable under current rule in 10.57.102(3)(b)(ii).

COMMENT 6: 14 commenters, including NWMASS and MTPEC, support the following proposed changes in 10.57.102:

(2)(b): Accredited educator preparation program-suggested the Board remove the stricken language in the first sentence to read "an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or a state education agency"

(3)(b)(ii): Accredited educator preparation program-suggested the Board include education to read "state education agency"

(4): Age 3-21-suggested the Board add a new definition for "Age 3-21" which would be defined as, "denotes a scope of service to children by licensed educators beginning at age 3, including preschools, kindergartens, and other early childhood programs authorized by law and continuing through the age of 21 under circumstances authorized by law"

COMMENT 7: CSPAC recommended support of the changes from grade to age in 10.57.102(4).

COMMENT 8: The Governor's Office disagreed with changes in 10.57.102(4) and stated that licensure definitions are commonly described by grade levels.

(6): Approved preparation program-suggested changing the definition to "means an accredited educator preparation program as defined in (2) of this rule.

(10): Endorsement-

(a) change to "Age 3-Grade 3 (early childhood programs, including preschool or other early childhood programs authorized under exceptional circumstances pursuant to 20-5-101)";

(f) change to "Age 3-21"

COMMENT 9: CSPAC recommended support of the changes from grade to age 10.57.102(10).

COMMENT 10: The Governor's Office disagreed with changes in 10.57.102(10) and stated that licensure definitions are commonly described by grade levels.

(18): Year of administrative experience-suggested changing the definition to "Age 3-21" and "for the equivalent of at least .5 full time employee (FTE) for a school year comparable to a 180-day school year.

COMMENT 11: CSPAC recommended support of the changes from grade to age in 10.57.102(18).

COMMENT 12: The Governor's Office disagreed with changes in 10.57.102(18) and stated that licensure definitions are commonly described by grade levels.

(19): Year of teaching experience-suggested changing the definition to "Age 3-21" and "for the equivalent of at least .5 full time employee (FTE) for a school year comparable to a 180-day school year. Experience gained prior to initial licensure is not considered unless such experience is gained as a student teacher engaged in "supervised teaching experience" as defined in ARM 10.57.102(16)"

COMMENT 13: CSPAC recommended support of the changes from grade to age10.57.102(19).

COMMENT 14: The Governor's Office disagreed with changes in 10.57.102(19) and stated that licensure definitions are commonly described by grade levels.

RESPONSE: The Board of Public Education recognized Comments 6-14 and disagreed with the proposed changes, with the exception that the Board agreed with the Governor's Office opposition to the MTPEC recommendation to move from grade to age.

COMMENT 15: 16 commenters, including the MCDE, are concerned by the replacement of "accredited professional educator preparation program" with "approved educator preparation program" in 10.57.102.

COMMENT 16: The MCDE commented that by approving the Superintendent's proposed revisions, Montana EPPs are being held to higher standards set forth in Chapter 58 and those from out-of-state who have not completed accredited programs. Additionally, they suggest trusting data that shows alternatively prepared teachers from approved programs are more likely to leave the profession.

RESPONSE: The Board of Public Education appreciates Comments 15 and 16 and thanked MCDE for voicing concerns and believes that the proposed definition, as currently written in rule under 10.57.102(5), is a compromise between all parties.

COMMENT 17: CSPAC recommended the Board consult with MCDE to define "approved program" and outline more clearly what that is and how is differs from "accredited program" under 10.57.102.

COMMENT 18: One commenter and the Governor's Office supported adding the proposed definition for approved educator preparation programs and accredited programs in 10.57.102 and recognizes the diverse ways in which educators gain experience and can be licensed.

COMMENT 19: The Board Licensure Committee commented that the definition of 10.57.102(2) "Accredited preparation program" should be struck and instead included under the new definition for (6) "Approved educator preparation program", which is the umbrella term for traditional and alternate educator preparation programs. They proposed the following definition: "Approved educator preparation program" means: (a) an educator preparation program accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP) or the Montessori Accreditation Council for Teacher Education (MACTE). A MACTE educator preparation program is subject to the following restrictions: (i) Completion of a MACTE accredited program may only be used by an applicant for licensure who has also completed at least a bachelor's degree; and (ii) The resulting license granted to an applicant for licensure who has completed a MACTE accredited program shall be limited to early grades or middle grades licensure and only for the grade levels covered by the MACTE accredited program completed by the applicant then a (accredited/traditional); or (b) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or state education agency; or (c) an educator preparation program approved by a state board of education or state education agency that leads to licensure in the state of preparation.

RESPONSE: The Board of Public Education agreed with Comments 17-19 and thanked the Board Licensure Committee for bringing forward a solution that encompasses all educator preparation program pathways. The Board has incorporated the new definition under Comment 19 in 10.57.102(5).

COMMENT 20: The Board Licensure Committee commented that the definition of 10.57.102(7) "Certification" was not revised consistent with the proposed changes in the rest of ARM. They recommended the use of the term "approved" in place of "accredited". They've suggested the following definition: "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator, or specialist program of an approved educator preparation program. Certification includes grade level(s), endorsement(s), and classification.

RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for bringing language consistent with other proposed changes. The Board has incorporated this new definition in 10.57.102(6).

COMMENT 21: The Board Licensure Committee commented that the definition of 10.57.102(9) "Coursework GPA" is confusing. They suggested the following definition: "Coursework GPA" means the weighted average of teacher education program course grades, weighted by credit hours, and calculated over the defined period of study at a regionally accredited college or university. The weights reflect the relative contributions

of teacher education program course requirements, including content area coursework, based on contact hours or credits earned. The weighted average is calculated as follows: (a) For each course required by the program, multiply the numeric grade value earned by the number of credits for the course; (b) Sum the products for all the courses included in (a); and (c) Divide the sum calculated in (b) by the total credits for all the required courses.

RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for bringing proposed language to define Coursework GPA. The Board has incorporated this new definition in 10.57.102(8).

COMMENT 22: The Board Licensure Committee commented that the definition of 10.57.102(12) “Lapsed license” still refers to “renewal units” in (a) and (b). They suggested removing “renewal” and inserting “professional development” to be consistent with the other proposed changes.

RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for the proposed language. The Board has made these corrections in 10.57.102(11).

COMMENT 23: The Board Licensure Committee commented that in the proposed definition of 10.57.102(15) “Student-teaching portfolio,” it is unclear whether student learning outcomes refers to the learning outcomes for the teaching candidate or the students in the K-12 classroom. They suggested the following definition: “Student-teaching portfolio” is a type of performance assessment that asks students to demonstrate what they have learned, how they engage in the learning process, and how they apply their knowledge demonstrating their preparedness for the teaching profession.

COMMENT 24: CSPAC recommended the Board to work with the MCDE to define “student teaching portfolio” in 10.57.102(15).

COMMENT 25: The Governor’s Office commented that student-teaching portfolio as defined in 10.57.102(15) recognizes the diverse ways educators can demonstrate their knowledge and skills.

RESPONSE: The Board of Public Education agreed with Comments 23-25 and thanked the Board Licensure Committee for bringing a proposed definition. The Board has incorporated these recommendations in the new definition for 10.57.102(15).

COMMENT 26: The Board Licensure Committee commented that the definition of (17) “Unrestricted license” is confusing and leaves out lifetime licenses. They have suggested the following language: “Unrestricted license” means a current renewable or lifetime license.

RESPONSE: The Board of Public Education initially agreed with the changes to the Board Licensure Committee, as the proposed definition from the Superintendent

conflicted with her original recommendation for the Class 7 License to be a lifetime license. The Board approved MACIE's recommendation to revert to the current rule that requires the renewal process for the Class 7 license, therefore, the definition of unrestricted license is no longer needed to include lifetime licenses. The Board has reverted to the Superintendent's original recommendation that reads, 10.57.102(17) "Unrestricted License" means a current renewable license that is not an emergency or provisional license.

COMMENT 27: The Board Licensure Committee commented that the proposed definition for 10.57.102(18) "Year of administrative experience" refers to a 180-day school year. Given that many schools operate on a 4-day school week, they recommended the following language: "Year of administrative experience" means employment as a licensed administrator at any level… for a minimum of a 180-day school year, or its equivalent in minimum aggregate hours as defined by 20-1-301, MCA, and during that year, must have been at least a 0.5 full-time employee (FTE)…

COMMENT 28: The Board Licensure Committee commented that the proposed definition for 10.57.102(19) "Year of teaching experience" refers to a 180-day school year. Given that many schools operate on a 4-day school week, they recommended the following language: "Year of administrative experience" means employment as a licensed teacher at any level… for a minimum of a 180-day school year, or its equivalent in minimum aggregate hours as defined by 20-1-301, MCA, and during that year, must have been at least a 0.5 full-time employee (FTE)…

RESPONSE: The Board of Public Education agreed with Comments 27 and 28 and thanked the Board Licensure Committee for providing a proposed definition that is inclusive to school districts with 4-day school weeks. The Board has incorporated these changes in 10.57.102(18) and (19)

COMMENT 29: 13 commenters, including NWMASS and MTPEC, support the following proposed changes in 10.57.107:

(1): suggested an edit to the last sentence to strike "consideration" and insert "approval".

(1)(b): added a sentence that reads "The obligation of a statewide advertisement may be satisfied through any reasonable means, including use of the Montana jobs for teachers service of the Office of Public Instruction"

COMMENT 30: CSPAC agreed with MTPEC's recommendation in 10.57.107(1)(b).

(1)(c): struck "shall not be currently endorsed in the area of a requested authorization"

(2): added to the end of the sentence to read "…and is eligible for continued authorization from year to year depending on satisfaction of conditions set forth in this rule"

COMMENT 31: CSPAC agreed with MTPEC's recommendation in 10.57.107(2).

COMMENT 32: CSPAC recommended the Board accept the Superintendent's recommendation in 10.57.107(1)(c)(iv) and (4).

RESPONSE: The Board of Public Education agreed with Comments 29-32 and thanked CSPAC for their support of the recommendations. The Board has incorporated these changes in 10.57.107.

COMMENT 33: 12 commenters, including the Governor's Office, NWMASS and MTPEC, agreed with the proposed changes in 10.57.109.

RESPONSE: The Board of Public Education agreed with the commenters in 10.57.109 and accepted the rule as proposed by the Superintendent.

COMMENT 34: Two commenters concurred with the task force recommendation in 10.57.109, rather than the Superintendent's recommendation, and stated the Board does not have the authority to abdicate its responsibility.

COMMENT 35: One commenter stated that the Superintendent should not decide on certification for unusual cases in 10.57.109, as it paves the way for partisan politics to enter the process.

RESPONSE: The Board of Public Education disagreed with Comments 34 and 35 and noted that OPI convenes an Education Licensure Review Committee that reviews licensure applications and finds appropriate resolution to recommend to the Superintendent. Though the Board takes their responsibility very seriously, they believe this OPI Review Committee is sufficient to review and recommend unusual cases.

COMMENT 36: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.112.

RESPONSE: The Board of Public Education agreed with the commenters in 10.57.112 and accepted the rule as proposed by the Superintendent.

COMMENT 37: One commenter stated that the proposed language in 10.57.112 does not specify which Class 5 license the exchange teacher is eligible for.

RESPONSE: The Board of Public Education thanked the commenter for their input in 10.57.112 and explained that the appropriate Class 5 license would be issued based on the educators' qualifications.

COMMENT 38: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.201A.

RESPONSE: The Board of Public Education agreed with the commenters and accepted the rule as proposed by the Superintendent in 10.57.201A.

COMMENT 39: One commenter stated we need to focus on background checks and drug testing of educators and that substitute teachers should go through the same types of testing.

RESPONSE: The Board of Public Education thanked the commenter for their input and stated that school districts have discretion to adopt local policy requiring criminal background checks and drug testing staff and employees.

COMMENT 40: The Board Licensure Committee commented that the language in 10.57.215(1)(a) is an incomplete sentence and recommended the following language: (a) Applicants for an initial Montana Class 1, 2, 3 and 6 license whose degree is more than five years old and who do not have a current out-of-state license may be issued a license with verification of 60 professional development units earned within the five-year period preceding the effective date of the license.

COMMENT 41: 16 commenters, including CSPAC, NWMASS, Lindsay School Board, and MTPEC, agreed with the changes as proposed in 10.57.215.

RESPONSE: The Board of Public Education agreed generally with the commenters in Comments 40 and 41 and thanked the Board Licensure Committee for proposing clean up language. The Board has incorporated the changes in 10.57.215.

COMMENT 42: 16 commenters, including CSPAC, NWMASS, Lindsay School Board, and MTPEC, agreed with the changes as proposed in 10.57.216.

COMMENT 43: 16 commenters, including CSPAC, NWMASS, Lindsay School Board, and MTPEC, agreed with the changes as proposed in 10.57.217.

COMMENT 44: 16 commenters, including CSPAC, NWMASS, Lindsay School Board, and MTPEC, agreed with the changes as proposed in 10.57.218.

RESPONSE: The Board of Public Education agreed with the commenters in Comments 42-44 and accepted the rules as proposed by the Superintendent in 10.57.216, 10.57.217, and 10.57.218.

COMMENT 45: 17 commenters, including UM Professional Education Unit Faculty, are concerned with the proposed changes for adding an endorsement in 10.57.301, stating that an educator cannot have the qualifications, experience, and background knowledge in specialized fields by completing two years of teaching and passing the Praxis.

RESPONSE: The Board of Public Education disagreed with the commenters and believes the addition of 10.57.301(3)(c) allows for more flexibility for local school districts to find licensed educators to teach under multiple endorsement areas. The Board has retained the Superintendent’s proposed recommendation.

COMMENT 46: 14 commenters, including CSPAC, NWMASS, and MTPEC, supported the changes from grade to age in 10.57.301.

RESPONSE: The Board of Public Education disagreed with these comments in 10.57.301, as this is inconsistent with language in other Board rules.

COMMENT 47: The Governor's Office disagreed with the suggestion in 10.57.301 and stated licensure definitions are commonly described by grade levels.

RESPONSE: The Board of Public Education agreed with the Governor's Office and has retained the Superintendent's recommendation in 10.57.301.

COMMENT 48: Six commenters, including the Governor's Office, Republican Legislators, and Lindsay School Board, supported the current changes in 10.57.301 making it easier to add an endorsement, based on the ability to take the Praxis exam, rather than attend an educator preparation program.

COMMENT 49: CSPAC recommended the Board accept the Superintendent's proposed changes to 10.57.301(3)(a) and (b).

RESPONSE: The Board of Public Education agreed with Comments 48 and 49 and believe that the additional flexibilities proposed in 10.57.301 are good for public education in Montana. The Board has retained the Superintendent's recommendations in 10.57.301.

COMMENT 50: The Board Licensure Committee commented that the language in 10.57.301(3)(a) refers to "endorsement program" completion, a term that is not used elsewhere in ARM. They proposed the following language to reflect the same language used in subsection (2): (3)(a) completion of a program of study as verified by the appropriate official, defined in ARM 10.57.102…

RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for proposing clean up language in 10.57.301(3)(a). The Board has incorporated these changes in rule.

COMMENT 51: One commenter stated they are unable to obtain a specific endorsement, as they have a different endorsement from another state. (Health and Physical Education vs. Health Enhancement).

COMMENT 52: One commenter supported the BPE Internship Program to assist teachers in adding endorsements.

RESPONSE: The Board of Public Education acknowledged Comments 51 and 52 and believe that the approved changes will provide for more flexibility that could ultimately assist out-of-state educators in getting their license in Montana.

COMMENT 53: 14 commenters, including NWMASS and MTPEC, supported adding the following language in 10.57.410(e) "verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two years of successful teaching experience as defined in ARM 10.57.102 as documented by a

recommendation from the out-of-state accredited P-12 school employer on a form prescribed by the superintendent of public instruction”

COMMENT 54: 13 commenters, including NWMASS and MTPEC, commented that by requiring a Praxis score that meets Montana cut scores is duplicative and unnecessary, as any recent licensed education graduate from another state with a standard license and two or more years of experience already has a pre-licensure assessment score. MTPEC recommended the following language under 10.57.410(3)(e)(iv) “verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two years of successful teaching experience as defined in ARM 10.57.102 as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the superintendent of public instruction.”

COMMENT 55: 12 commenters, including NEMASS, supported the recognition of teaching licenses from other states.

COMMENT 56: Nine commenters, including the Governor’s Office, Republican Legislators, NEMASS, and Lindsay School Board, supported the revisions in 10.57.410 that allow for multiple pathways to licensure to show competency beyond the Praxis exam.

RESPONSE: The Board of Public Education agreed with Comments 53-56 and have incorporated the recommendation to add an additional pathway to licensure for out-of-state educators 10.57.410(3)(e)(iv).

COMMENT 57: Seven commenters opposed the revisions in 10.57.410 that allow for multiple pathways to licensure and stated the Praxis does not indicate one’s teaching ability, rather one should have to demonstrate competency through teaching experience.

RESPONSE: The Board of Public Education disagreed with these commenters in 10.57.410 and stated the additional flexibilities will support recruitment and retention of educators.

COMMENT 58: Three commenters supported lifetime licenses and stated it is difficult to work another job in the private sector and still be able to get enough renewal units for licensure. Additionally, they stated that lifetime licenses may keep them in the profession to assist in substitute teaching or emergency authorizations.

COMMENT 59: Two commenters are concerned about lifetime licenses and stated that educators should continue to receive professional development and renewal process, as it relates to checks and balances.

RESPONSE: The Board of Public Education acknowledged Comments 58 and 59 and commented that lifetime licenses will be recognized, and licensees will receive the appropriate license in Montana, based on their experience and education that meets the

provisions under 10.57.410. Professional development is still required for all classes of licensure.

COMMENT 60: One commenter and the Board Licensure Committee supported retaining the requirement for successful teaching experience in 10.57.410.

RESPONSE: The Board of Public Education determined that successful teaching experience is no longer required for licensure, except for the new section that requires proof of two years successful teaching experience if out-of-state educators cannot meet the requirements in 10.57.410(e)(i), (ii), and (iii).

COMMENT 61: The Governor's Office supported removing the required years of experience in 10.57.410 for out-of-state educators and adding professional development opportunities to university coursework for recency requirements.

RESPONSE: The Board of Public Education agreed with the Governor's Office and has retained the Superintendent's recommendations in 10.57.410.

COMMENT 62: One commenter opposed changing the required years of experience from 5 years to none in 10.57.410. Additionally, they do not believe the TEACH program is an incentive for new teachers, as it does not address the problem or low pay, long hours, affordable housing, and local of community support.

RESPONSE: The Board of Public Education determined that successful teaching experience is no longer required for licensure, except for the new section that requires proof of two years successful teaching experience if out-of-state educators cannot meet the requirements in 10.57.410(e)(i), (ii), and (iii). The TEACH Act is not under the supervision of the Board of Public Education, rather is part of the Governor's budget and is intended to increase starting teacher pay.

COMMENT 63: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.411.

COMMENT 64: Three commenters supported license reciprocity for National Board Certified Teachers.

COMMENT 65: The Governor's Office supported removing the required years of experience for out-of-state educators in 10.57.411 and adding professional development opportunities to university coursework for recency requirements.

RESPONSE: The Board of Public Education agreed with Comments 63-65 and have retained the Superintendent's recommendations in 10.57.411.

COMMENT 66: Two commenters supported lifetime licenses for National Board Certified Teachers.

RESPONSE: The Board of Public Education commented that lifetime licenses will be recognized, and licensees will receive the appropriate license in Montana, based on their experience and education that meets the provisions under 10.57.410.

COMMENT 67: 14 commenters, including CSPAC, NWMASS, and MTPEC, supported the changes from grade to age in 10.57.412.

RESPONSE: The Board of Public Education disagreed with these commenters in 10.57.412, as this is inconsistent with language in other Board rules.

COMMENT 68: The Governor's Office disagreed with the suggestion in 10.57.412, as licensure definitions are commonly described by grade levels.

RESPONSE: The Board of Public Education agreed with the Governor's Office and have retained the Superintendent's recommendations in 10.57.412.

COMMENT 69: 14 commenters, including NWMASS and MTPEC, supported adding the following language in 10.57.412 "completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two years of successful teaching experience as defined in ARM 10.57.102 documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the superintendent of public instruction"

COMMENT 70: 13 commenters, including NWMASS and MTPEC, commented that requiring a Praxis score that meets Montana cut scores is duplicative and unnecessary, as any recent licensed education graduate from another state with a standard license and two or more years of experience already has a pre-licensure assessment score. MTPEC recommended the following language under 10.57.412(6) "completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two years of successful teaching experience as defined in ARM 10.57.102 documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the superintendent of public instruction."

COMMENT 71: One commenter and the Board Licensure Committee supported retaining the requirement for successful teaching experience in 10.57.412.

RESPONSE: The Board of Public Education conceptually agreed with Comments 69-71 and does not plan to repeat the language in this section, as it is already included under 10.57.410, which they believe is sufficient.

COMMENT 72: One commenter stated that years of experience should be required in 10.57.412 for those coming from out of state alternative preparation programs.

RESPONSE: The Board of Public Education stated that required experience is already included in 10.57.410 for out-of-state educators who cannot meet the requirements under 10.57.410(e)(i), (ii), and (iii).

COMMENT 73: 13 commenters, including NWMASS and MTPEC, supported additional language in 10.57.413 that reads “an applicant for a Class 3 Administrative License who completed an educator preparation program, which does not meet the definition in arm 10.57.102, who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of two years of successful administrative experience as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the superintendent of public instruction and approved by the Board of Public Education”

COMMENT 74: The Board Licensure Committee supported retaining the requirement for successful administrative experience in 10.57.413.

RESPONSE: The Board of Public Education conceptually agreed with Comments 73 and 74 and does not plan to repeat the language in 10.57.413, as it is already included under specific endorsement areas, which they believe is sufficient.

COMMENT 75: Three commenters, including CSPAC and the Governor’s Office, supported the counselor to administrator pathway throughout ARM.

RESPONSE: The Board of Public Education agreed with the commenters and recognized through their work with unusual cases that this is an area of need for increased flexibility. The Board has retained the Superintendent’s recommendations in 10.57.413.

COMMENT 76: The Governor’s Office supported removing the required years of experience for out-of-state educators in 10.57.413 and adding professional development opportunities to university coursework for recency requirements.

RESPONSE: The Board of Public Education agreed with Governor’s Office and have retained the Superintendent’s recommendations in 10.57.413.

COMMENT 77: One commenter supported a pathway for school psychologists in 10.57.413 to be licensed as principals, like the proposed revisions allow for school counselors.

RESPONSE: The Board of Public Education disagreed with the commenter and stated that this is not an issue that has been previously brought before the Board and that they would like more information before moving forward. The topic of a pathway to administrative licensure for school counselors has been brought before the Board on a number of occasions as unusual cases and discussions with education partners.

COMMENT 78: 15 commenters, including NWMASS and MTPEC, suggested changes to 10.57.414(1)(c) that read “(c) completion of courses covering Montana School Finance, Montana School Law and Montana Collective Bargaining and Employment Law, in order to qualify, such courses must have been provided either by: (i) an approved professional development provider pursuant to ARM 10.57.216 that has provided approved courses for at least five consecutive years in the required areas for which a candidate submits

evidence to qualify for licensure; or (ii) an approved school administrator preparation program"

COMMENT 79: The Governor's Office and Republican Legislators supported adding the option in 10.57.414 for professional development in addition to traditional university coursework in Montana school law, finance, and collective bargaining.

RESPONSE: The Board of Public Education generally agreed with Comments 78 and 79, with the exception to Comment 78 that required the professional development provider to have provided approved courses for at least five consecutive years. The Board has incorporated these changes in 10.57.414.

COMMENT 80: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.415.

RESPONSE: The Board of Public Education agreed with the commenters and have retained the Superintendent's recommendations in 10.57.415.

COMMENT 81: One commenter opposed the proposed rules that remove Montana before school law in 10.57.415.

RESPONSE: The Board of Public Education disagreed with this commenter and stated that Montana-specific school law, which is required under 10.57.414, is more appropriate for school superintendents.

COMMENT 82: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.418.

COMMENT 83: The Board Licensure Committee suggested the deletion of the word "requirements" in subsection 10.57.418(1)(c). The concept is that the applicant must provide verification of eligibility for a Class 1 or Class 2 teaching license endorsed in the field of specialization or Class 6 school counseling license.

RESPONSE: The Board of Public Education generally agreed with Comments 82 and 83 and thanked the Board Licensure Committee for providing clean up language. The Board has incorporated the changes from Comment 83 into 10.57.418.

COMMENT 84: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.419.

COMMENT 85: The Board Licensure Committee recommended retaining the words "school setting" in 10.57.419(1)(c). According to OPI, the intent was to delete the word "accredited", not "school setting". They have suggested the following language: (1)(c) three years of teaching experience in a P-12 school setting…

RESPONSE: The Board of Public Education generally agreed with Comments 84 and 85 and thanked the Board Licensure Committee for providing clean up language. The Board has incorporated the changes from Comment 85 in 10.57.419.

COMMENT 86: One commenter opposed removing state-accredited in 10.57.419, as it opens the door to where one receives experience from.

RESPONSE: The Board of Public Education noted that by adding in "P-12 school-setting", as agreed upon in Comment 85, the required experience will be reinstated in 10.57.419(1)(c).

COMMENT 87: 15 commenters, including the Governor's Office, NWMASS and MTPEC, agreed with the changes as proposed in 10.57.420.

COMMENT 88: CSPAC recommended support of the changes from 10,000 to 5,000 hours of experience in 10.57.420, and the reduction of professional development hours from 80 to 60.

RESPONSE: The Board of Public Education agreed with Comments 87 and 88 and thanked them for their support. The Board has retained the recommendations from the Superintendent in 10.57.420.

COMMENT 89: The Board Licensure Committee commented that edits are needed in 10.57.420(2)(b) acknowledge completion of education. They have suggested the following language: A Class 4B license issued to individuals with a certificate of completion from an apprenticeship program, or an associate or bachelor's degree from a regionally accredited college or university…

COMMENT 90: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.421.

RESPONSE: The Board of Public Education generally agreed with Comments 89 and 90 and thanked the Board Licensure Committee for including additional language. The Board has incorporated the changes from Comment 89 in 10.57.420.

COMMENT 91: One commenter supported creating a group of cybersecurity experts to address the omission of a cybersecurity endorsement in 10.57.421.

RESPONSE: The Board of Public Education noted that this endorsement would likely be allowable under Class 4 licensure. The Board stated that they need more information before including the specific endorsement under 10.57.421.

COMMENT 92: The Board Licensure Committee and CSPAC commented that the last two sentences under 10.57.424(3) should be moved to the beginning of the rule as new (2), as the sentences are relevant to all Class 5 licenses, not just Class 5B.

RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for providing clean up language. The Board has incorporated these changes under 10.57.424.

COMMENT 93: Five commenters, including the Governor's Office, Lindsay School Board, and NWMASS, agreed with the changes as proposed in 10.57.424.

COMMENT 94: The Board Licensure Committee commented that the term "state-funded school" in 10.57.424(5)(b) traditionally refers to MSDB, Pine Hills, and Riverside. They believe the current language is confusing and proposed the following language: 10.57.424(5)(b) a current Montana address or job offer from an accredited P-12 school in Montana.

RESPONSE: The Board of Public Education generally agreed with Comments 93 and 94 and thanked the Board Licensure Committee for bringing proposed language to clear up any confusion on state-funded schools. The Board has incorporated the changes in 10.57.424.

COMMENT 95: 14 commenters, including CSPAC, NWMASS, and MTPEC, supported the changes from grade to age in 10.57.425.

RESPONSE: The Board of Public Education disagreed with the commenters in reference to 10.57.425, as this is inconsistent with language in other Board rules.

COMMENT 96: The Governor's Office disagreed with the suggestion in 10.57.425 and stated that licensure definitions are commonly described by grade levels.

RESPONSE: The Board of Public Education agreed with the Governor's Office and retained the Superintendent's recommendation in 10.57.425.

COMMENT 97: 13 commenters, including NWMASS, and MTPEC, suggested the inclusion of the following language to 10.57.427(b) "…and two years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the superintendent of public instruction"

COMMENT 98: The Board Licensure Committee supported retaining the requirement for successful supervisory experience in 10.57.427.

COMMENT 99: 13 commenters, including NWMASS, and MTPEC, suggested the inclusion of the following language to 10.57.428(b) "…and two years of successful supervisory experience as a licensed administrator as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the superintendent of public instruction"

COMMENT 100: The Board Licensure Committee supported retaining the requirement for successful supervisory experience in 10.57.428.

RESPONSE: The Board of Public Education conceptually agreed with Comments 97-100 and does not plan to repeat the language in 10.57.427 and 10.57.428, as it is already included under the specific endorsement areas.

COMMENT 101: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.431.

COMMENT 102: The Board Licensure Committee supported adding “P-12” to the “school setting” language in 10.57.431(1)(b) to be consistent with the rest of rule.

RESPONSE: The Board of Public Education agreed with Comments 101 and 102 thanked the Board Licensure Committee for providing clean up language. The Board has incorporated these changes in 10.57.431.

COMMENT 103: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.432.

RESPONSE: The Board of Public Education agreed with this comment and retained the Superintendent’s recommendations in 10.57.432.

COMMENT 104: 14 commenters, including NWMASS, Lindsay School Board, and MTPEC, agreed with the changes as proposed in 10.57.433.

RESPONSE: The Board of Public Education agreed with this comment and retained the Superintendent’s recommendations in 10.57.433.

COMMENT 105: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.434.

COMMENT 106: The Board Licensure Committee supported adding “P-12” to the “school setting” language in 10.57.434(1)(b) and (c)(ii) to be consistent with the rest of rule.

COMMENT 107: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.435.

COMMENT 108: The Board Licensure Committee supported adding “P-12” to the “school setting” language in 10.57.435(1)(b) and (c)(ii) to be consistent with the rest of rule.

RESPONSE: The Board of Public Education agreed with Comments 105-108 and thanked the Board Licensure Committee for providing clean up language. The Board has incorporated these changes in 10.57.434 and 10.57.435.

COMMENT 109: 14 commenters, including CSPAC, NWMASS, and MTPEC, agreed with the changes as proposed in 10.57.436.

RESPONSE: The Board of Public Education disagreed with the commenters and approved recommendations provided by MACIE in Comment 110.

COMMENT 110: MACIE recommended the Class 7 License to only require a tribal delegate signature on the initial application in 10.57.436. They suggested the Board retain the five-year renewal process and allow for all professional development opportunities, including those required by the tribe as described in the MOU, to be acceptable under the renewal process.

RESPONSE: The Board of Public Education agreed with MACIE and thanked them for their involvement in the process. The Board has incorporated these changes in 10.57.436

COMMENT 111: 15 commenters, including CSPAC, the Governor's Office, NWMASS, and MTPEC, agreed with the changes as proposed in 10.57.437.

RESPONSE: The Board of Public Education agreed with the commenters and retained the Superintendent's recommendations in 10.57.437.

COMMENT 112: The Board Licensure Committee commented that revisions needed to be made in 10.57.437(3)(c) to include (i), given the deletion of language in (ii). They have suggested the following language: (3)(c) recommendation from the Chief Academic Officer from a regionally accredited college or university verifying the applicant plans to teach…

RESPONSE: The Board of Public Education agreed with the Board Licensure Committee and thanked them for providing clean up language. The Board has incorporated these changes in 10.57.437.

COMMENT 113: The Governor's Office encouraged the Board to consider striking 10.57.437(4), as they believe CSPAC should not be reviewing Class 8 applications.

RESPONSE: The Board of Public Education disagreed with the Governor's Office, as CSPAC is tasked in 10.57.437 with making recommendations on the issuance of Class 8 licenses.

COMMENT 114: Two commenters agreed with the task force recommendation in 10.57.601 to strike "or from any other credible source" or if the Board would like to keep the language, then a definition should be provided for "credible source".

RESPONSE: The Board of Public Education disagreed with this comment and stated that this language needs to remain in rule and that a definition could possibly harm the flexibility regarding who could be considered a credible source.

COMMENT 115: The Governor's Office agreed with the Superintendent in 10.57.601 to keep the current rule as written to ensure members of the public are able to file a complaint about official misconduct.

RESPONSE: The Board of Public Education agreed with the Governor's Office and the current language in 10.57.601 remains in rule.

COMMENT 116: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.601A.

RESPONSE: The Board of Public Education agreed with the commenters and retained the Superintendent's recommendations in 10.57.601A.

COMMENT 117: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.601B.

RESPONSE: The Board of Public Education agreed with the commenters and retained the Superintendent's recommendations in 10.57.601B.

COMMENT 118: 13 commenters, including NWMASS and MTPEC, agreed with the changes as proposed in 10.57.607.

RESPONSE: The Board of Public Education agreed with the commenters and retained the Superintendent's recommendations in 10.57.607.

COMMENT 119: 30 commenters, including MCDE, stated that Montana could retain our educators by incentivizing better pay, affordable housing, and more affordable health insurance coverage. Additionally, they stated that educators need to feel supported, respected, and appreciated for the professionals they are.

RESPONSE: The Board of Public Education recognizes that there are many factors related to the recruitment and retention issues facing the state, and that educator licensure is one small piece. The Board has long respected and appreciated the work of public educators in Montana.

COMMENT 120: 17 commenters stated if standards are lowered, our state is doing a disservice to our youth.

RESPONSE: The Board of Public Education acknowledged the concern and will continue to support high-quality education in Montana

COMMENT 121: 13 commenters, including NWMASS and MTPEC, agreed with the repeal of the following rules: 10.57.416, 10.57.417, 10.57.426, 10.57.429, 10.57.430.

RESPONSE: The Board of Public Education agreed with the commenters to repeal the rules listed in Comment 121.

COMMENT 122: Five commenters, including CSPAC and the Governor's Office, supported the Indian Education for All requirements throughout the proposed revisions.

RESPONSE: The Board of Public Education agreed with the commenters and retained the Superintendent's proposed revisions to incorporate Indian Education for All requirements throughout rule.

COMMENT 123: Two commenters, including Governor's Office, supported the changes to Chapter 57 to help school districts recruit and retain qualified educators.

RESPONSE: The Board of Public Education agreed with the commenters and will continue to support the recruitment and retention of qualified educators in Montana and believes the changes in rule will provide more flexibility.

COMMENT 124: Three commenters, including MCDE, stated there is no evidence that relaxing or streamlining certification standards will attract more teachers to fill open positions and fix the teacher shortage. They have asked the Board to show the data that proves that teacher candidates are waiting to come to Montana to take advantage of the lowered standards. Additionally, they've suggested the Board decrease class sizes, provide more preparatory time, and investigate how to make the career of teaching more attractive to our younger generation.

COMMENT 125: The MCDE asked the Board to consider the following suggestions: address number of seniors pursuing post-secondary education, invite students to see themselves as educators by creating pathways, work with the Board of Regents to allow EPPs to offer endorsements in any area in which their resources permit, support students with scholarships who agree to teach in rural areas for a certain period of time, scale "grow your own" models, and ensure housing exists.

RESPONSE: The Board of Public Education acknowledged Comments 124 and 125 and agreed that these are very important topics in public education and stated they needed more information before making any changes in rule.

COMMENT 126: One commenter asked the Board to consider how these policy adjustments will impact current teachers and argued that the current changes will not benefit those who are currently in our Montana classrooms. They are concerned about licensing being under the direction of the superintendent/OPI.

RESPONSE: The Board of Public Education responded that there are many revisions that could positively impact current classroom teachers such as the opportunity to add endorsements without seeking a traditional educator preparation program, pathways for school counselors to become administrators, and automatic reciprocity for National Board Certified Teachers. The Educator Licensure Unit has always been at the Office of Public Instruction.

COMMENT 127: NEMASS commented that they support local control and returning the authority for classroom teachers to a simpler process.

RESPONSE: The Board of Public Education has always respected local control and will continue to support their work at the local school district level.

COMMENT 128: One commenter urged people to keep politics out of schools and stated that it's not always about the money—a few thousand dollars will not fix the lack of support from government for public education.

RESPONSE: The Board of Public Education recognizes that there are many factors related to the recruitment and retention issues facing the state, and that educator licensure is one small piece. The Board of Public Education does not determine, issue, or have authority over K-12 school funding.

COMMENT 129: One commenter asked the Board why the Montana Lottery profits were changed in 1990 from going to the teacher's retirement system to the school equalization account at the Office of Public Instruction. Additionally, they're curious why school boards allow teachers to live outside the district they work in.

RESPONSE: The Board of Public Education responded that these questions are outside the purview of the Board, and that the allocation of lottery revenues is the responsibility of the Legislature and residency requirements for teachers is the responsibility of local school boards of trustees.

COMMENT 130: One commenter stated that we should look at teacher training as an apprenticeship program, especially for elementary teachers, and would be able to recruit more teacher's aids, support staff, and volunteers with on-the-job training.

COMMENT 131: One commenter stated we should focus more on training programs to support teacher education training, especially for para educators. Additionally, they would like the Board to incentivize senior citizens to give back to their communities through property tax breaks.

RESPONSE: The Board of Public Education acknowledges Comments 130 and 131 and thanks the commenters for their interest in workforce development as it relates to educator preparation. The Board does not have authority over property tax incentives.

COMMENT 132: One commenter stated that the reforms that have been proposed, and those in the past, have the underlying goal of undermining public schools to promote future privatization.

RESPONSE: The Board of Public Education stated that they take their responsibility of general supervision over the K-12 public school system very seriously and are not advocates for privatization of public schools.

COMMENT 133: One commenter stated that the Board needs to make it easier on teachers that have J1 Visas. They would also like to see people in the licensure department that can answer licensure questions.

RESPONSE: The Board of Public Education recognizes that there are many factors related to the recruitment and retention issues facing the state and thanked the

commenter for their concerns. The Board acknowledged the Educator Licensure Unit at the Office of Public Instruction that is tasked with responding to licensure questions.

COMMENT 134: One commenter stated she has worked with good and bad teachers, and the teachers they perceived as bad were pertaining to their sexual identity.

RESPONSE: The Board of Public Education acknowledges the comment.

COMMENT 135: One commenter supported the recruitment of teachers from within communities by supporting dual-credit teacher education coursework, 2+2 programs, and online/distance coursework. Additionally, they recommended the facilitation of cohort or “cluster hire” partnerships to assist staffing and provide an expanded social and professional network for new teachers.

RESPONSE: The Board of Public Education agreed that these are very important topics in public education and determined they needed more information before making any changes in rule.

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Tammy Lacey
Tammy Lacey
Chair
Board of Public Education

Certified to the Secretary of State May 17, 2022.

INFORMATION

ITEM 14

LEGAL UPDATE

Katherine Orr, Agency Legal Services

***************Time Certain @ 1:30 PM**************

ACTION

ITEM 15

INITIAL REVIEW OF BPE CASE #2020-10, SANTALA

Tara Harris, Counsel

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12th and 13th, 2022

Presentation	Intial Review of BPE Case #2020-10, Santala
Presenter	Intial Review of BPE Case #2020-10
Position Title	Contract Attorney for Office of Public Instruction
Overview	
Requested Decision(s)	Action.
Related Issue(s)	
Recommendation(s)	Review documentation and set matter for hearing

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION

TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

ACTION

ITEM 16

UNUSUAL CASE REQUEST, BPE CASE #2022-09, BLOOM

Crystal Andrews

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12 - 13, 2022

Presentation	Unusual Case for May 2022 1. McBrayer 2. Bloom 3. Bulluck 4. Cordier
Presenter	Crystal Andrews Office of Public Instruction
Position Title	Director of Licensing
Overview	
Requested Decision(s)	Action Item - Approve the Unusual Cases
Related Issue(s)	
Recommendation(s)	Approval

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

ACTION

ITEM 17

UNUSUAL CASE REQUEST, BPE CASE #2022-10, BULLUCK

Crystal Andrews

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12 - 13, 2022

Presentation	Unusual Case for May 2022 1. McBrayer 2. Bloom 3. Bulluck 4. Cordier
Presenter	Crystal Andrews Office of Public Instruction
Position Title	Director of Licensing
Overview	
Requested Decision(s)	Action Item - Approve the Unusual Cases
Related Issue(s)	
Recommendation(s)	Approval

ACTION

ITEM 18

UNUSUAL CASE REQUEST, BPE CASE #2022-11, MCBRAYER

Crystal Andrews

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12 - 13, 2022

Presentation	Unusual Case for May 2022 1. McBrayer 2. Bloom 3. Bulluck 4. Cordier
Presenter	Crystal Andrews Office of Public Instruction
Position Title	Director of Licensing
Overview	
Requested Decision(s)	Action Item - Approve the Unusual Cases
Related Issue(s)	
Recommendation(s)	Approval

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

ACTION

ITEM 19

UNUSUAL CASE REQUEST, BPE CASE #2022-12, CORDIER

Crystal Andrews

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12 - 13, 2022

Presentation	Unusual Case for May 2022 1. McBrayer 2. Bloom 3. Bulluck 4. Cordier
Presenter	Crystal Andrews Office of Public Instruction
Position Title	Director of Licensing
Overview	
Requested Decision(s)	Action Item - Approve the Unusual Cases
Related Issue(s)	
Recommendation(s)	Approval

INFORMATION

ITEM 20

UPDATE ON NEW MONTANA EDUCATOR LICENSURE SYSTEM

Crystal Andrews

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

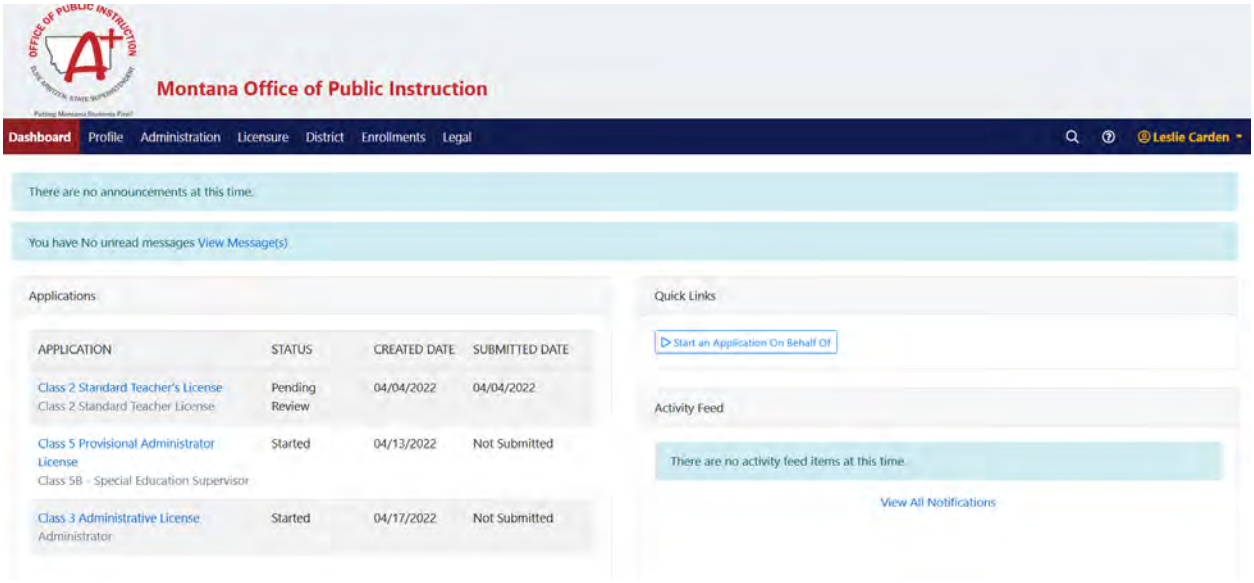
Montana Board of Public Education
Executive Summary

Date: May 12 - 13 2022

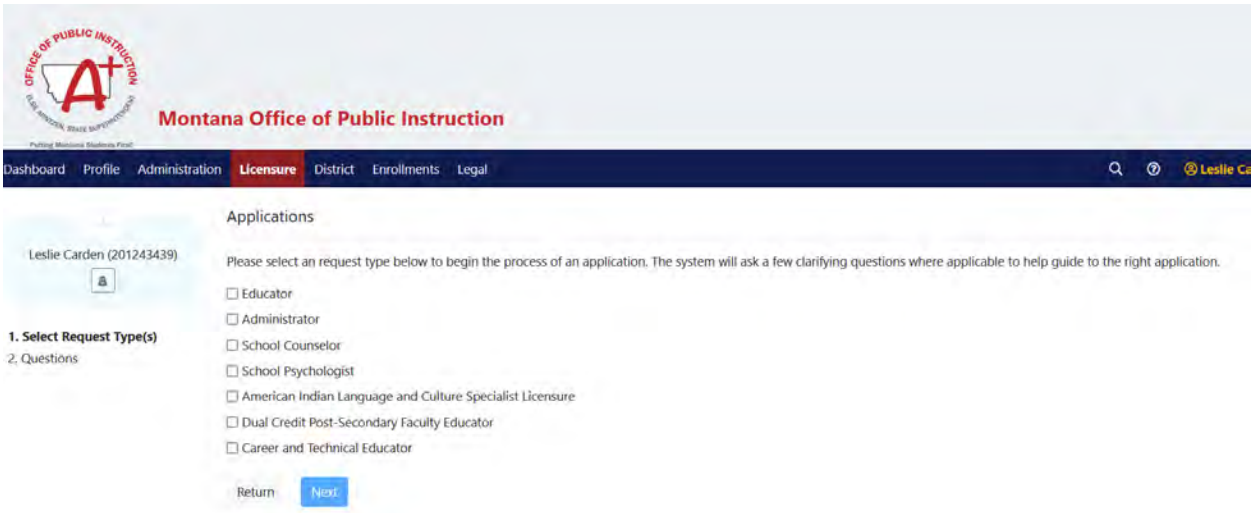
Presentation	This is a brief update on the new Montana Educator Licensing System.
Presenter	Crystal Andrews Director of Educator Licensing and Zam Alidina, Project Manager
Position Title	The Montana State Educator Information System (MSEIS) is transitioning to an upgraded, more efficient, user friendly licensing system designed with the educator in mind. We will be giving a demostration.
Overview	
Requested Decision(s)	None
Related Issue(s)	None
Recommendation(s)	Informational

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

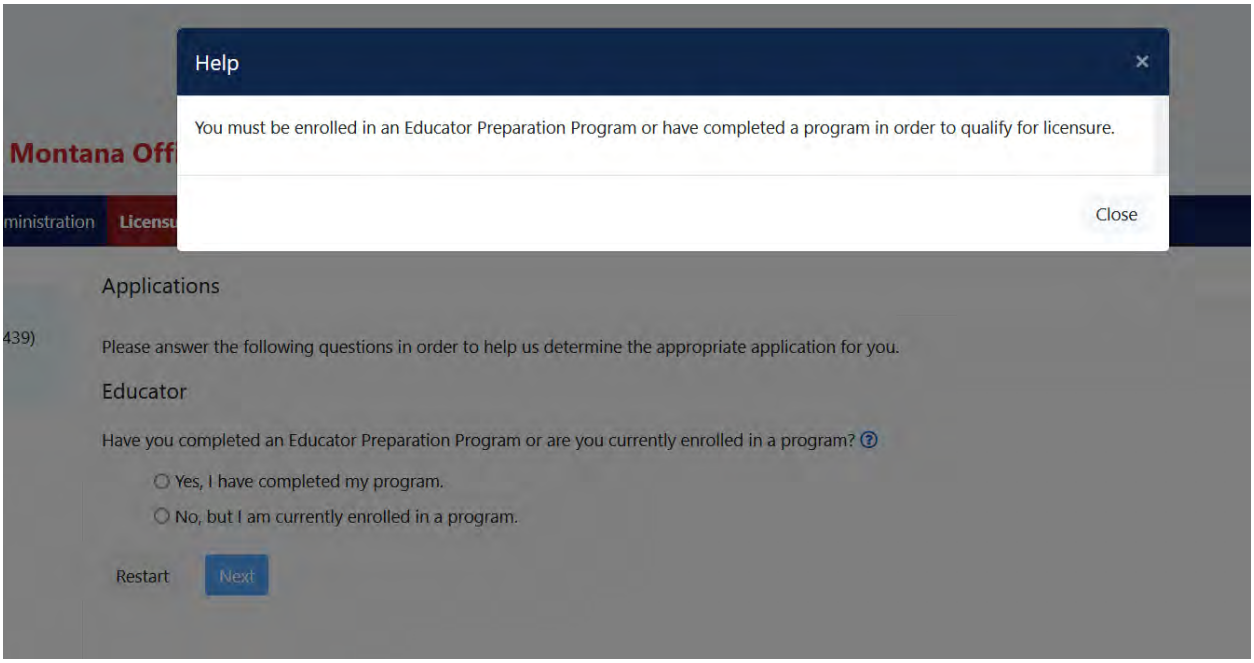
Dashboard with quick links to items such as applications in progress and active license(s).



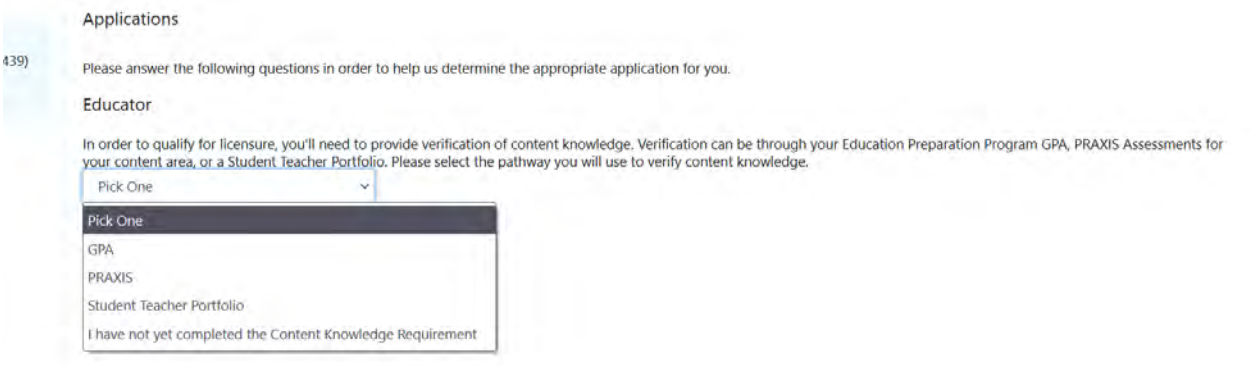
Application wizard to direct educators to the correct application type.



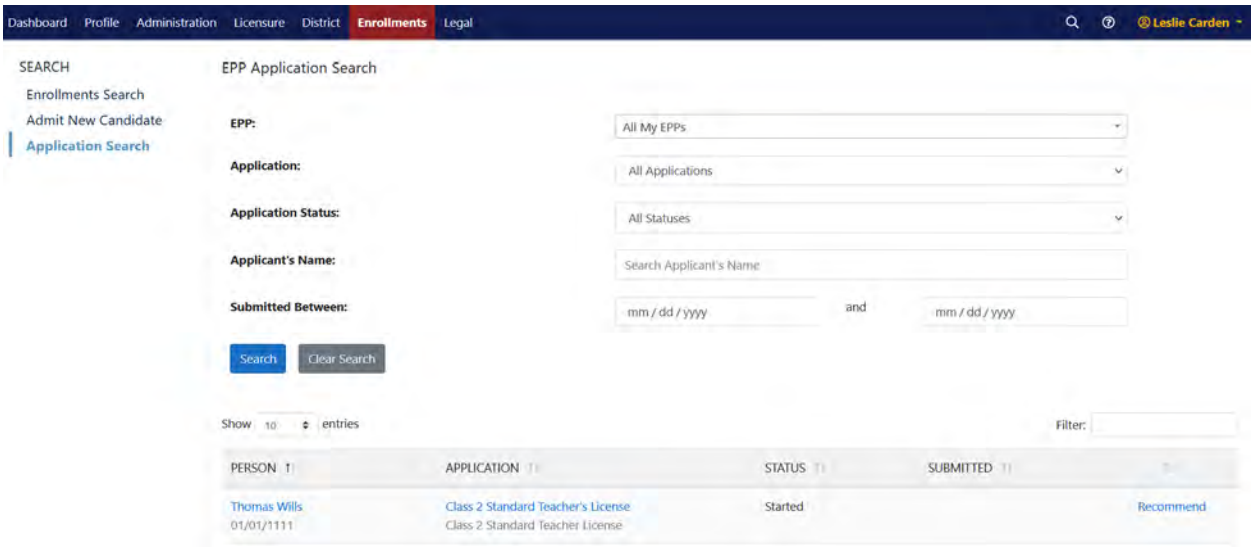
Help text within the application wizard to help clarify choices.



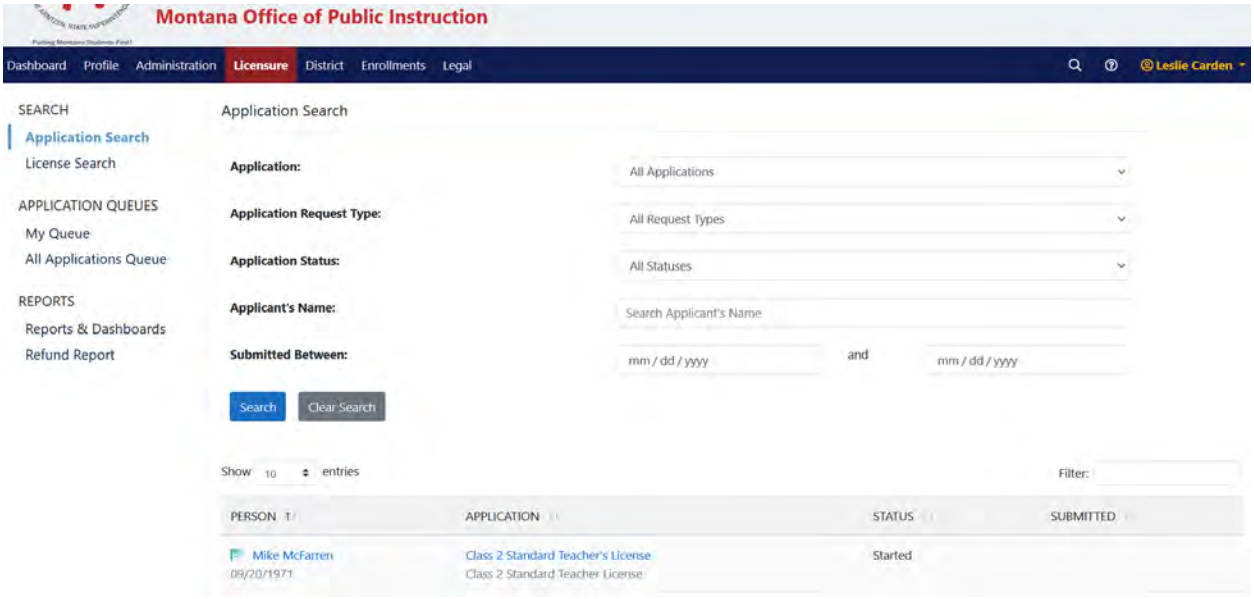
Wizard questions not only direct the applicant to the correct type of application but also only includes components of the application that are needed.



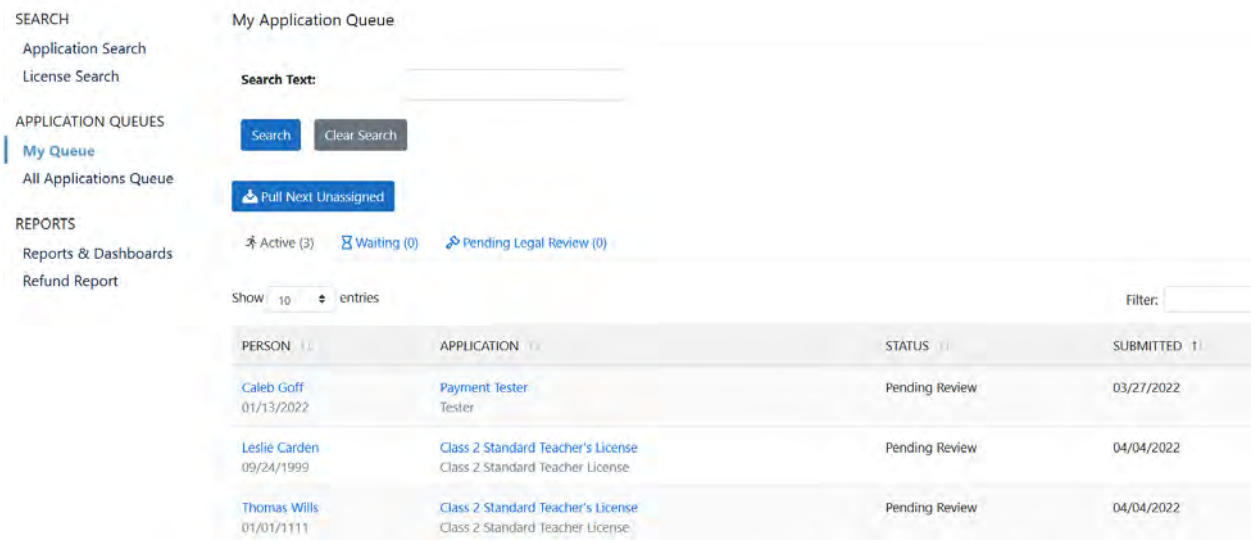
Application dashboards which allow EPP's to report enrollments and know when applicants are ready for an electronic Recommendation to be completed.



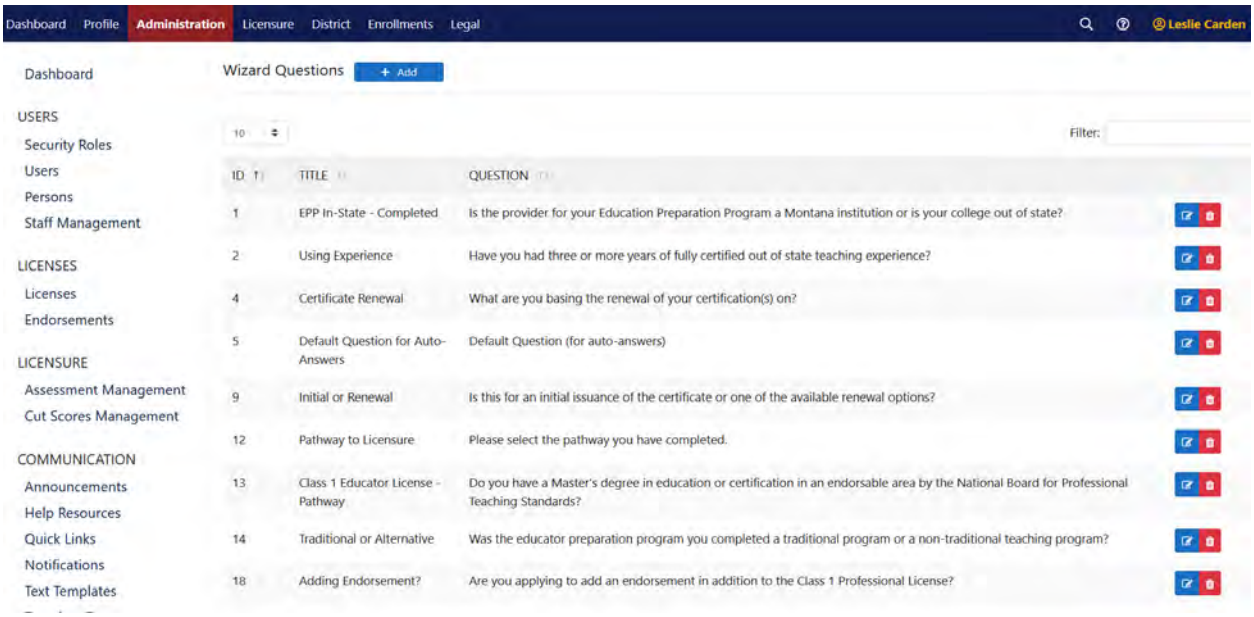
Licensure tools to quickly search for applications, people, licenses, reporting and dashboards.

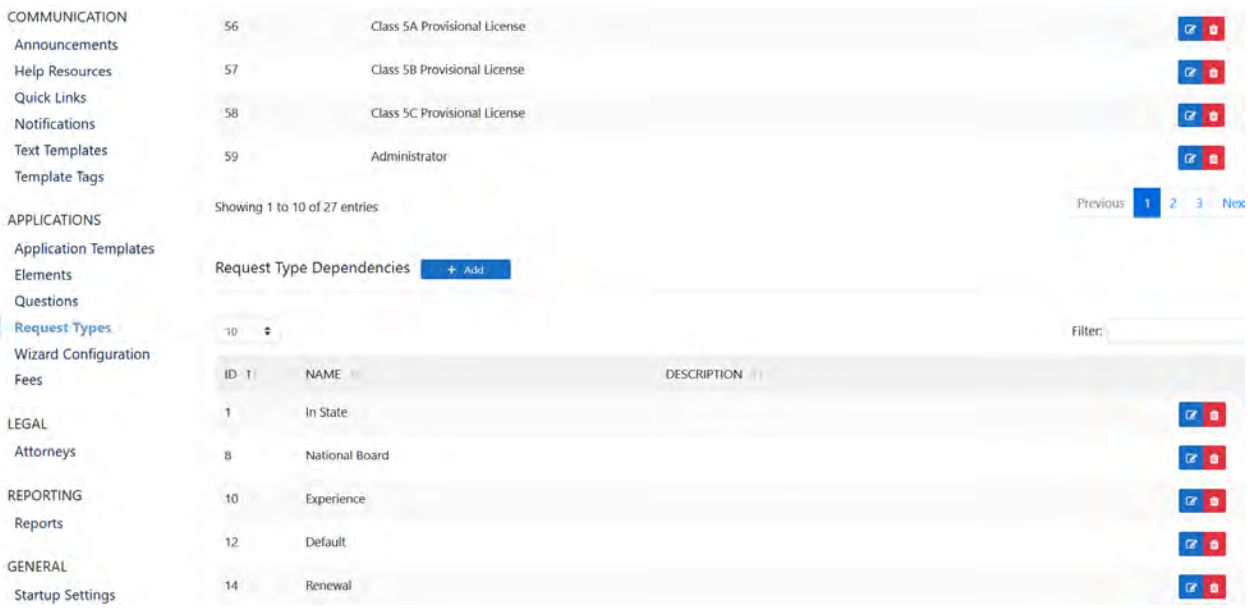


Application Queue which allows only completed, paid applications to move to a specialist queue to be processed. If any issues remain, upon processing the deficiency, the application is moved to the "waiting" tab until the applicant resubmits to correct the missing elements. Upon resubmission, the application will automatically move back to the "active" tab with an indicator new information is available.

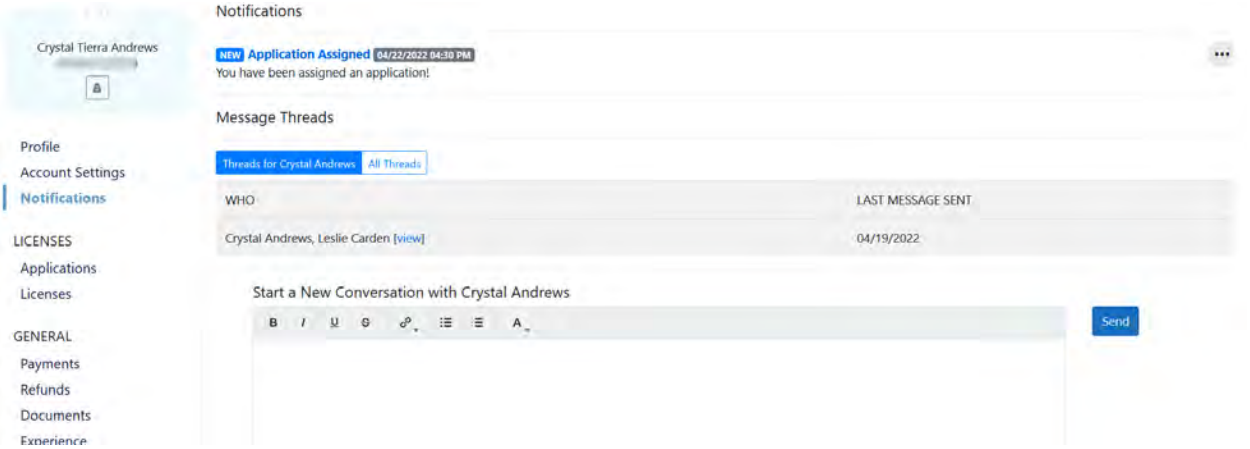


While not end user facing, robust tools for application configuration, updates, and versioning without vendor involvement.





Threaded communication tool to allow specialist to communicate with educators/applicants within the system.



ACTION

ITEM 21

REQUEST APPROVAL OF THE ETS PRAXIS MATHEMATICS 5165 REVIEW

Crystal Andrews

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12 - 13, 2022

Presentation	ETS Praxis: Mathematics 5165 Review
Presenter	Crystal Andrews Office of Public Instruction
Position Title	Director of Educator Licensure
Overview	Proposed timeline for Montana's current Mathematics Praxis test.
Requested Decision(s)	Action Item - To approve the passing score of 5165 for the new Mathematics test.
Related Issue(s)	
Recommendation(s)	Approval

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

ETS Praxis Test Review: Mathematics Timeline

Date	Meeting	Subject
Jan. 26, 2022	Planning Meeting	Nick Bellack, Kristi Steinberg, Crystal Andrews
Jan. 27, 2022	Montana Council of Deans	*Information Only*- Flyer for nominations shared
Feb. 9, 2022	-	Nominations due for review panel
Feb. 22, 2022 10:30-2:30	ETS Praxis Test Review	Virtual review panel
Feb. 23, 2022	Praxis Working Committee	*Action Item*- review panel recommendation and approve Mathematics test and score
*Before Mar. 10	Montana Council of Deans	*Action Item*- review panel recommendation and approve Mathematics test and score
Mar. 10, 2022	Board of Public Education	*Information Only*- initial review overview of mathematics test and timeline, along with panel's recommendations
Apr. 20, 2022	CSPAC Meeting	*Action Item*- approve Mathematics test and score
May 12, 2022	Board of Public Education	*Action Item*- approve and adopt new Mathematics test and score

Contact Information

OPI: Crystal Andrews, crystal.andrews@mt.gov
ETS: Nick Bellack, nbellack@ets.org
PWC: Kristi Steinberg, Kristine.steinberg@mso.umt.edu

INFORMATION

ITEM 22

REVIEW OF DRAFT CAEP MOU

Dr. Julie Murgel

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12th and 13th, 2022

Presentation	Council for the Accreditation of Educator Preparation (CAEP)
Presenter	Dr. Julie Murgel
Position Title	Chief Operation Officicr for Office of Public Instruction
Overview	The Office of Public Instruction will be rolling over the MOU for a one year period. Content will not change, once the Board of Public Education approves the MOU will be sent to BPE for the Board Chairman Lacey's signature
Requested Decision(s)	Action
Related Issue(s)	
Recommendation(s)	Approval of the MOU

WHOLE CHILD APPROACH HOPE
TEACHER & EDUCATIONAL LEADERS TEACH
ACADEMIC ACHIEVEMENT LEARN
COMMUNITY, COLLEGE & CAREER READY

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

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

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

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

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

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

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

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

1. CAEP Standards and Scope of Accreditation

The Parties understand and agree that:

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

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

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

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

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

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

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

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

The Parties understand and agree that:

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

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

3. State's Responsibility for Program Approval

The Parties understand and agree that:

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

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

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

4. CAEP Accreditation Cycle

The Parties understand and agree that:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Opportunities for State Input

The Parties understand and agree that:

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

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

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

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

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

The Parties understand and agree that:

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

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

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

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

7. Data Sharing

The Parties understand and agree that:

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

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

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

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

The Parties understand and agree that:

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

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

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

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

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

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

10. State and CAEP Contacts

The Parties understand and agree that:

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

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

11. Agreement Term and Amendments

The Parties understand and agree that:

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

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

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

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

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

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

Board of Public Education, Chair — DATE
Tammy Lacey

5-6-2022

State Superintendent of Public Instruction — DATE
Elsie Arntzen

Appendix A: State Dues Structure

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

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

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

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

CLOSED SESSION

DISCUSSION

ITEM 23

LITIGATION STRATEGY REGARDING STATES NEWSROOM ET AL V. BPE

Tammy Lacey

INFORMATION

ITEM 24

INITIAL REVIEW OF SUPERINTENDENT'S RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS

Dr. Julie Murgel
Zach Hawkins

BEFORE THE DEPARTMENT OF [NAME OF DEPARTMENT]
OF THE STATE OF MONTANA

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

TO: All Concerned Persons

1. On [Month Day, 20##], at [Time]:00 [a.m./p.m.], the Department of [Department Name] will hold a public hearing in Room [###] of [Building], at [City], Montana, to consider the proposed amendment of the above-stated rules.

2. The Department of [Department Name] will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact Department of [Department Name] no later than [Time]:00 [a.m./p.m.] on [Month Day, 20##], to advise us of the nature of the accommodation that you need. Please contact [Contact Name], Department of [Department Name], [Address], [City], Montana, [Zip Code]; telephone (406) 444-[####]; fax (406) 444-[####]; [TDD/Montana Relay Service/etc (406) 444-]; or e-mail [contact]@mt.gov.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10.58.103 ACCREDITATION SITE REVIEWS (1) remains the same.

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

(3) remains the same.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1)(e) remains the same.

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

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

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

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

10.58.314 INITIAL PROGRAM IMPACT (1) The provider:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1)(c) remains the same.

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

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

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

(1)(h) remains the same.

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

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

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

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

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

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

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

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

(1)(e) remains the same.

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

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

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

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

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

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

(c) engage in inquiry into the ~~history~~ diverse histories of art, enabling ~~them~~ learners to ~~acquire~~ be exposed to ~~knowledge of~~ the cultural ~~context~~ contexts in which artworks ~~have been~~ are created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;

(d) develop abilities to critically study, see, and respond to the diverse qualities within artworks, ~~both in~~ including the process of creating their own artworks and ~~in observing~~ curating the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written ~~language~~ languages;

(e) ~~develop competence and~~ demonstrate a working vocabulary in art production through developing the ability to create and present imaginative and original artworks ~~ideas and feelings by creating images in~~ with a concentration of one or more of the visual art forms;

(f) use appropriate art technologies as tools of expression, research, and assessment; and

(g) ~~comprehend and appropriately use copyright laws in relation to original art works and reproductions;~~ demonstrate an awareness of copyright purposes and practices, reproduction, and diverse methods of appropriation, including cultural appropriation.

~~(h) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media.~~

(2) The program requires that successful candidates demonstrate an understanding of:

(a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is ~~age~~ developmentally appropriate;

(2)(b) through (c) remain the same.

(d) budgeting and purchasing; ~~and~~

(2)(e) remains the same.

(f) appropriate assessment strategies for evaluating student progress and accomplishments in the visual and media arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;

(2)(g) remains the same.

(h) diverse career opportunities in art and art related fields to provide encouragement and advice to students about future options.

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

10.58.505 BUSINESS EDUCATION (1) The program requires that successful candidates:

(a) create, analyze, revise, and implement business education curricula that ~~facilitates the learning of dynamic~~ communicates the challenges and opportunities for students in a global economy and the impact of evolving demographic trends, international competition, and technological innovation within subject matter in diverse learning environments;

(b) ~~build professional relationships with stakeholders to produce a relevant learning environment that reflects the~~ develop partnerships with members of the educational, business, and other communities to improve programs, develop new programs, ensure a curriculum based on real world ~~and provides benefits to the student and the community,~~ experience and provide students access to advanced learning opportunities, including development of career pathways and work-based learning experiences;

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

(d) demonstrate and apply ~~ethical~~ professional practice based on the principles ~~and philosophy~~ of business education and career and technical education through civic engagement, advocacy, and active participation in professional development and professional growth activities;

(e) integrate professional ~~student~~ student-directed organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;

(f) identify ~~methods for selection~~ and ~~application of~~ demonstrate appropriate technology tools ~~relating~~ to enhance academic, business, and personal ~~and~~

~~business~~ decision making, including but not limited to current and emerging devices, input technologies, operating systems, applications, digital media, and web development and design;

(g) ~~demonstrate and apply the use of current and emerging technologies used by business, industry, and education;~~

~~(h)~~ (g) demonstrate effective communication skills to facilitate learning, incorporate quality standards in all forms of communications, and recognize that ~~culture impacts~~ business communication is founded on respect, fairness, and honesty;

~~(i)~~ (h) determine the nature and extent of the information needed, access needed information effectively and efficiently, and evaluate information and its sources critically;

~~(j)~~ (i) demonstrate ~~ethical and social~~ professional responsibility related to all elements of business and the legal framework for personal, business, and social interactions;

~~(k)~~ (j) ~~identify careers and~~ promote student access and use a variety of resources to gather information, present personal data, and explore educational and career opportunities in business and related occupational fields;

~~(l)~~ (k) demonstrate the importance of employment communications to career success (e.g., resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines), interview techniques, and the skills needed to successfully obtain and maintain employment;

~~(m)~~ (l) assess ~~student interests, aptitudes, personal qualities,~~ students personal skills, abilities, and aptitude for a career; use career resources to explore opportunities in business; develop workplace expectations; assist students in transitioning from school to work; and other information necessary for students to make informed career choices;

~~(n)~~ (m) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources;

~~(o)~~ (n) apply marketing concepts through responsible marketing practices, including usage of marketing technologies and management fundamentals;

~~(p)~~ (o) organize, manage, and synthesize information to make wise business decisions;

~~(q)~~ (p) demonstrate techniques for business problem solving and critical thinking skills needed to function as citizens, consumers, workers, managers, business owners, and directors of their own economic futures;

~~(r)~~ (q) apply interpersonal, teamwork, and leadership skills necessary to function with civility in multicultural business and social settings;

(r) develop an understanding of legal principles and systems and how law impacts commerce, society, regulations, and participation in the global business environment;

(s) demonstrate an awareness of the interrelatedness of ~~one country's political~~ policies and economic practices on ~~another~~ other nations, including interactions with sovereign tribal nations and an understanding of the global business environment, including the ~~interconnectedness of~~ connection between social, cultural, political, legal, economic, and ~~ethical~~ technological systems;

(1)(t) through (v) remain the same.

(w) demonstrate accounting procedures and ~~use of~~ application of generally accepted accounting principles, accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources;

(1)(x) remains the same.

(y) demonstrate understanding of professional behavior by respecting intellectual property, personal privacy, and information security;

(z) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and

~~(z)~~ (aa) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities.

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

10.58.507 THEATRE (1) through (2)(a) remain the same.

(b) the relationship between the ~~actor~~ practitioner, the literature, and the audience, including the actor's ability to assess personal growth; and

(2)(c) through (5) remain the same.

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

10.58.509 ENGLISH/LANGUAGE ARTS (1) through (1)(b) remain the same.

(c) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues ~~related to social justice, diversity, and democracy~~;

(1)(d) remains the same.

(e) demonstrate understanding of legal and ~~ethical~~ societal issues in English/language arts such as freedom of expression, censorship, and bias;

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

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

10.58.510 ~~STUDENTS WITH DISABILITIES~~ SPECIAL EDUCATION P-12 (1) through (1)(a) remain the same.

(b) ~~understand how~~ demonstrate the ability to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning ~~environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;~~ that:

(i) are based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices; and

(ii) allow all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;

(c) ~~use~~ demonstrate knowledge of ~~general and specialized curricula, including curricula~~ standards used in Montana schools, and the ability to use general and specialized curricula to implement individualized learning opportunities that align with the needs of students with exceptionalities;

(d) use multiple methods of assessment and data sources to evaluate and identify individualized learning needs and make a variety of education decisions, including: ~~(i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPS) (34 CFR 300.320(a)(1)), write measurable goals and objectives, and use data to monitor progress);~~

(i) ability to identify, collect and understand quantitative and qualitative data;

(ii) ability to accurately prepare Present Level of Academic Achievement Functional Performance;

(iii) ability to accurately prepare Measurable Annual Goals,

(iv) ability to accurately administer, score, and analyze the results of formative, summative and standardized assessments; and

(v) ability to accurately interpret and present the assessment results and make ongoing adjustments to instruction;

(e) select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic instruction, and assistive technology, whole group instruction, small group instruction, and individual instruction to support and self-regulate learning ~~to advance learning of individuals with exceptionalities~~;

(f) ~~guide professional practices by using~~ use foundational knowledge of the field ~~along with professional ethics and standards~~, of professional standards, and of ethical concerns unique to special education;

(g) collaborate, ~~and~~ communicate, and advocate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families ~~(i.e., facilitating meetings, scheduling services, implementing accommodations and modifications)~~, including, but not limited to, facilitating meetings, scheduling services, working with paraeducators and related providers, and implementing accommodations and modifications;

(h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education including:

(i) identification of social and cultural movements in special education law;

(ii) knowledge of court cases which shaped special education law; and

(iii) understanding of legal resources to assist decision making;

(1)(i) remains the same.

(j) demonstrate ~~knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and~~ appropriate instructional strategies and techniques to support students with ~~social-emotional/behavioral needs (e.g., positive behavior intervention plans/supports)~~ social, emotional, or behavioral needs, or any combination of these; ~~and~~

(k) demonstrate proficiency in ~~Montana~~ special education procedural competencies including knowledge of state and federal regulations and rules, knowledge of the state data collection system and state forms, and knowledge of

state and federal education processes; ~~laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law, understand legal resources to assist decision making, and the ability to navigate federal and Montana law.~~

(l) demonstrate an understanding of disability categories and characteristics to the extent necessary to use eligibility criteria to make informed decisions concerning learner identification; and

(m) demonstrate the ability to determine service and transitional needs and placement in least restrictive environment (LRE) in order to ensure a free and appropriate public education (FAPE) once a student has been identified and qualified for services.

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

10.58.511 WORLD LANGUAGES (1) The program requires that successful candidates:

(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and ~~describe~~ explain the rules that govern the structure, function, and meaning of target language discourse;

~~(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;~~

~~(c)~~ (b) identify and explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;

~~(d)~~ (c) demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;

~~(e) in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect~~ (d) narrate and describe in past, present, and future using connected discourse;

~~(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;~~

~~(g)~~ (e) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;

~~(h)~~ (f) understand conventional written narrative and descriptive texts~~, such as descriptions of persons, places, and things and narrations about past, present, and future events~~;

~~(i)~~ (g) write narratives, descriptions, and summaries on topics of general interest in all major time frames with ~~good~~ some control of aspect;

~~(j)~~ (h) demonstrate understanding of language as an essential element of culture;

~~(k)~~ (i) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;

~~(l)~~ (j) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;

~~(m)~~ (k) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;

~~(n)~~ (l) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;

~~(o)~~ (m) provide opportunities for students to connect to the target language and culture through a variety of means, including technology, as a key component of their classroom practice;

~~(p)~~ (n) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;

~~(q) tailor language use to students' developing proficiency levels and use a variety of strategies to help students understand oral and written input;~~

~~(r)~~ (o) use the target language to the maximum extent in the classroom at all levels of instruction;

~~(s)~~ (p) demonstrate an understanding of the national and state standards for ~~foreign~~ world language learning to make instructional decisions;

~~(t)~~ (q) understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;

~~(u)~~ (r) design and use authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies; and

~~(v)~~ (s) design a content-based curriculum ~~which~~ that integrates content from other subject areas into instruction~~; and~~.

~~(w) demonstrate knowledge of language proficiency in the second language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination.~~

(2) The classical language program requires that successful candidates:

~~(a) demonstrate knowledge and understanding of the preceding standards;~~

~~(b)~~ (a) demonstrate knowledge and understanding of the specific classical language; and

~~(c)~~ (b) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.

~~(3) The English as a Second Language (ESL) program requires that successful candidates:~~

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

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

~~(c) demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement;~~

~~(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;~~

~~(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;~~

~~(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and~~

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

~~(4)~~ (3) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.

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

10.58.513 HEALTH (1) through (1)(m) remain the same.

(n) demonstrate the dispositions and communication skills to facilitate cooperation among ~~health~~ educators, ~~other teachers~~ families, and other appropriate professionals ~~school staff~~;

(1)(o) through (w) remain the same.

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

10.58.514 FAMILY AND CONSUMER SCIENCES (1) The program requires that successful candidates:

(a) analyze family, community, and work interrelationships, investigate career paths through work-based learning activities;~~,~~ examine family and consumer sciences careers in education and human services, hospitality and food production, and visual arts design;~~, and~~ apply career decision making and transitional processes; and implement service learning;

(b) illustrate how each domain of human well-being ~~including social, economic, financial, emotional, spiritual, physical, and intellectual~~ can be enriched in every family and consumer sciences content area;

(c) ~~manage~~ use local and global resources responsibly to address the diverse needs and goals of individuals, families, and communities worldwide in all family and consumer sciences areas, including, but not limited to, practices related to ~~human, economic, and environmental resources~~ resource management, consumer economics, financial literacy, living environments, and textiles and apparel;

(d) apply culturally responsive principles of ~~early childhood,~~ human development~~,~~ and interpersonal family relationships to strengthen ~~relationships for~~ individuals ~~in the family, workplace, and communities throughout the life span~~ and

families across the lifespan in contexts such as parenting, caregiving, and the workplace;

(e) ~~apply principles of~~ promote nutrition, ~~culinary arts, and sustainability of wellness practices~~ science, and food literacy practices; develop food preparation and production skills in personal and professional settings that enhance individual and family well-being across the lifespan; and address related concerns in a global society;

(f) develop, justify, and implement course curricula that address perennial and evolving family, career, and community issues;~~, and~~ reflect the integrative nature of family and consumer sciences~~,~~; integrate core academic areas; and reflect high quality career and technical education practices ~~across all academic areas~~;

(1)(g) remains the same.

(h) ~~demonstrate~~ engage in ~~ethical~~ professional practice based on the history~~,~~ ~~and~~ philosophy of family and consumer sciences~~,~~ and relationship to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development;

(i) collect student and program data to assess, evaluate, and improve student learning and programs in family and consumer sciences using ~~appropriate~~ evidence-based criteria, standards, and processes;

(j) integrate leadership strategies ~~from Family, Career, and Community Leaders of America (FCCLA) or other sources~~ into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development; and

(k) facilitate ~~each student's~~ students' critical ~~thinking~~ literacy and problem solving in family and consumer sciences through varied instructional strategies and technologies by experiences modeling ~~and through~~ responsible management of resources in schools, communities, and the workplace~~.~~; and

(l) develop, implement, and demonstrate laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure both the safety of students and clients.

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

10.58.515 INDUSTRIAL ~~TRADES AND TECHNOLOGY EDUCATION~~ TECHNICAL SCIENCES (1) The program requires that successful candidates:

(a) demonstrate knowledge of a curriculum and curriculum design consistent with current national and Montana standards, including:

(i) a mission statement with stated goals and objectives that reflect the intent of industrial trades and technology education programs, as guided by the national professional organizations;

(ii) an organized set of concepts, processes, and systems that are technological in nature; ~~and~~

(iii) content orientated toward industrial trades and technology education; and

(iv) classroom and laboratory instruction; experiential, project and work-based learning; and leadership and personal development;

(b) demonstrate knowledge/competency in applied science, technology, engineering, mathematics, and communication, including:

(i) knowledge about the development of technology, its effects on people, industry, the environment, and society;

(ii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;

(iii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts;

(iv) construction technology, which includes physical-related technology that uses resources to build structures or construct work on site;

(v) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods;

(vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; ~~and~~

(vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching; and

(viii) energy and engineering technology, including information related to engineering and robotics;

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

(k) apply and use content knowledge from other disciplines to ~~solve~~ address individual and social problems ~~inclusive of gender equity and culturally sensitive opportunities~~;

(1)(l) remains the same.

(m) ~~demonstrate and apply safe laboratory skills including OSHA 10 requirements, with emphasis on the facilities, personal safety equipment, and environmental concerns~~ demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library media, and electronic technology, and maintain a safe environment, and create a culture of safety during classroom, laboratory, and supervised industrial technical experiences;

(n) demonstrate and apply ~~ethical~~ professional practice based on principles and philosophy of industrial trade and technology education and career technical education (CTE) through civic engagement, advocacy, and active participation in professional development and professional growth activities;

(1)(o) remains the same.

(p) ~~demonstrate a knowledge of the value of building professional relationships with stakeholders to produce a relevant learning environment and provide benefits to the student and the community including development of career pathways and work-based learning experiences~~ demonstrate knowledge of experiential, project, and work-based learning by enhancing student learning through continuous experiential, project, and work-based learning experiences with community stakeholders;

(q) ~~articulate industrial trades and technology education to the school and the local community~~ demonstrate knowledge of program marketing by engaging key

stakeholders through involvement, recognition, and the sharing of information about all components of the program;

(1)(r) through (s) remain the same.

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

10.58.516 JOURNALISM (1) through (1)(f) remain the same.

(g) demonstrate knowledge of and apply journalism ~~ethics~~ professional standards;

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

(n) develop a plan and apply strategies on how to ~~organize staffs~~ recruit and develop a student journalism staff and demonstrate skills in leadership and group dynamics;

(1)(o) through (1)(q) remain the same.

(r) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; ~~and~~

(s) incorporate instruction in reading literacy and writing literacy in journalism as required by the Montana Content Standards, understanding that course organization needs to allow continuous student learning~~.~~; and

(t) design a variety of assessment tools that guide students in assessing their learning.

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

10.58.517 LIBRARY MEDIA K-12 (1) The program requires that successful candidates:

(a) demonstrate the ability to collaboratively design, implement, and assess~~, and evaluate an~~ information literacy ~~program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum~~ efforts that engage diverse learners in critical thinking and inquiry processes;

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

(i) ~~manage~~ curate library collections through evaluation, selection, acquisition, and organization of all formats of library materials;

(ii) collaborate with teachers and students ~~in the selection of reading materials in print and digital formats~~ to ensure that the collection meets the interest of all learners and is aligned to state standards; and

(iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana; and

~~(d) demonstrate knowledge of technical services and the policies and procedures that govern these services; and~~

~~(e)~~ model and facilitate the effective use of ~~current and emerging digital~~ information ~~tools to locate, analyze, evaluate, and efficiently and ethically use~~

~~information to~~ and use varying instructional strategies and technologies to support research, learning, creating, and communicating in a digital society.

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

10.58.518 MATHEMATICS (1) through (1)(b) remain the same.

(c) ~~demonstrate an appreciation for~~ promote mathematical rigor and inquiry;

(1)(d) remains the same.

(e) demonstrate understanding of the mathematical modeling process by interpreting, ~~and~~ analyzing, and explaining mathematical results and models in terms of their reasonableness and usefulness;

(1)(f) through (1)(j)(i) remains the same.

(ii) different perspectives on algebra including knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures ~~and results in abstract algebra,~~ and linear algebra;

(1)(j)(iii) through (1)(j)(vii)

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

10.58.521 READING SPECIALISTS K-12 (1) The program requires that successful candidates:

(a) ~~understand the~~ demonstrate knowledge of: ~~theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including:~~

(i) ~~understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components~~ the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, their correlation to Montana Content Standards, and the role of the reading/literacy specialist in schools;

(ii) ~~understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners~~ the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension) development throughout the grades and its relationship with other aspects of literacy; ~~and~~

(iii) ~~demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana~~ the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising and audience), and foundational skills (e.g., spelling sentence construction and word processing) and their relationships with other aspects of literacy;

(iv) demonstrate knowledge of theoretical conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, and visually representing) and its relationships with other aspects of literacy; and

(v) demonstrate knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;

(1)(b) through (1)(b)(ii) remain the same.

(iii) developing and implementing strategies to advocate for ~~equity~~ equality of opportunity;

(c) use ~~instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing~~ foundational knowledge to design literacy curricula to meet the unique needs of learners by:

(i) ~~utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum~~ designing, selecting, critiquing, adapting, and evaluating evidence-based literacy curricula that meet the needs of all learners;

(ii) ~~utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections, including the use of appropriate technology; and~~ designing, selecting, adapting, teaching, and evaluating evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent;

(iii) ~~utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;~~ selecting, adapting, teaching, and evaluating evidence-based, supplemental, and intervention approaches and programs while using instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and

(iv) demonstrating the ability to collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum;

(d) ~~use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction~~ understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders by:

(i) understanding ~~types of assessments and their purposes, strengths, and limitations~~ the purposes, attributes, formats, strengths/limitations (including, but not limited to, validity, reliability, inherent language and culture, and dialect), and influences of various types of tools in a comprehensive literacy and language assessment system and applying that knowledge when using assessment tools;

(ii) ~~selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data~~ collaborating with colleagues to administer, interpret, and use for decision making

student assessment, instruction, intervention, and evaluation for individuals and groups of students; ~~and~~

(iii) ~~using assessment information to plan, evaluate, reflect on, and adjust instruction;~~ participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; and

(iv) using both written and oral communication, explaining assessment results, and advocating for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians;

(e) ~~create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments~~ meeting the developmental needs of all learners and collaborating with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrating digital technologies in appropriate, safe, and effective ways; and fostering a positive climate that supports a literacy-rich learning environment by:

(i) ~~designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction~~ in consultation with families and colleagues, meeting the developmental needs of all learners;

(ii) ~~designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and~~ collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;

(iii) ~~utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).~~ integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts; and

(iv) facilitating efforts to foster a positive climate that supports a literacy-rich learning environment; and

(f) demonstrating ability to work collaboratively with individuals and groups of colleagues; demonstrating their coaching skills; and advocating on behalf of, students and families by:

(i) designing and practicing in professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, and workshops) while using collaborative data collection, analysis, and decision-making processes.

(ii) using their knowledge of adult learning to support teacher inquire and reflectivity through coaching tools and processes (e.g., modeling, problem solving, observation feedback cycles, and coteaching) in their work with teachers; and

(iii) facilitating and working with teachers and other school leaders to advocate on behalf of students and families, for effective literacy programs, practices, and policies.

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

10.58.522 SCIENCE (1) through (2)(a) remain the same.

(i) recent significant changes in the field, as reflected by Montana Content Science Standards, the science framework and their impact on the content knowledge necessary for teaching K-12 students;

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

(e) practice ~~ethical~~ humane treatment of living organisms in the classroom; and

(f) conceptual understanding of ~~ethical and~~ human implications of such contemporary issues as the impact of technologies on earth systems; and

(2)(g) through (4)(b)

(c) conceptual understanding of living organisms, ~~ethical~~ humane laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;

(4)(d) through (7)(l) remain the same.

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

10.58.523 SOCIAL STUDIES (1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional content chosen from economics, geography, psychology, sociology, Native American studies, or anthropology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana ~~and national~~ standards.

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

(b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards for civic competence;

(2)(c) remains the same.

(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana, including an awareness and application of the Montana 7 Essential Understandings of Montana's Indian Education for All; ~~and~~

(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and range of abilities~~.~~; and

(f) plan and implement a variety of pedagogical practices that engage students and promote understanding of contemporary events.

(3) The economics endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:

(3)(a) through (3)(b) remain the same.

(c) the basic economic goals for society, through a fee market economy, including freedom of choice, personal financial literacy, ~~ethical~~ lawful action, efficiency, ~~equity~~ equality of opportunity, full employment, price stability, growth, and security;

(3)(d) through (3)(d)(iv) remain the same.

(v) the influence of political events on ~~the~~ national and international economic ~~order~~ conditions.

(4) The geography endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:

(4)(a) through (4)(c) remain the same.

(d) the use of maps and other tools of geographical investigation or presentation, including the use of emerging technology, to process and evaluate information from a spatial perspective.

(5) through (8)(d) remain the same.

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

10.58.524 COMMUNICATION (1) through (1)(c) remain the same.

(d) demonstrate understanding of diagnostic techniques, assessment, designing, and prescriptions applying formative and summative assessments for improving students' formal and informal communication skills and communicate with students providing appropriate and targeted feedback about their performance in ways that actively involve them in their own learning by encouraging them to analyze their own communication skills;

(e) design instruction that incorporates students' home and a variety of community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;

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

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

10.58.526 TRAFFIC EDUCATION (1) through (1)(b) remain the same.

(c) demonstrate an understanding of the state requirements regarding vehicle usage ~~(i.e.,~~ including, but not limited to, required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, course completion certificates, and insuring~~)~~;

(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program ~~(i.e.,~~ including, but not limited to, approval and reimbursement forms~~)~~;

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

(i) demonstrate an understanding of the consequences resulting from violations ~~(i.e.,~~ including, but not limited to, driving record, loss of driving privilege, higher insurance premiums, and license retesting~~)~~;

(1)(j) remains the same.

(k) demonstrate an understanding of the importance of positive attitudes toward safe driving ~~(i.e.,~~ including, but not limited to, mental, social, and physical tasks performed through a decision-making process~~)~~;

(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system ~~(i.e.,~~ including, but not limited to, pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways~~)~~;

(m) demonstrate an understanding of the responsibilities of contemporary vehicle ownership ~~(i.e.,~~ including, but not limited to, basic mechanical operation, maintenance, and insuring~~)~~;

(1)(n) remains the same.

(o) demonstrate an understanding of current traffic education issues ~~(i.e.,~~ including, but not limited to, parent involvement, zone control, reference points, distracted, drowsy, impaired, and aggressive driving, and graduated driver licensing~~)~~;

(1)(p) through (1)(q) remain the same.

(r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle ~~(i.e.,~~ including, but not limited to, controlled but varied situations and environments~~)~~;

(s) demonstrate knowledge, application, and evaluation of specific student competencies ~~(i.e.,~~ including, but not limited to, scanning, vehicle balance and control, roadway markings, maneuvers, intersections, and highways~~)~~;

(t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations ~~(i.e.,~~ including, but not limited to, Office of Public Instruction and American Driver and Traffic Safety Education Association~~)~~;

(u) design educational strategies for visual perceptual skill development ~~(i.e.,~~ including, but not limited to, scanning, zone control, limiting distractions, risk management, and defensive driving principles~~)~~;

(1)(v) through (1)(w) remain the same.

(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse and current legislation as they relate to use of the highway transportation system;

(1)(y) through (1)(ac) remain the same.

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

10.58.528 COMPUTER SCIENCE (1) through (1)(b)(iii) remain the same.

(iv) knowledge of ~~at least one of the programming languages, C++, Java, C#, or Ada, and one other~~ a current programming language and current programming language trends;

(1)(c) through (1)(g)(i)

(ii) the social~~, ethical,~~ and legal issues and impacts of computing and information systems;

(1)(g)(iii) remains the same.

(iv) and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, equitable access to technology resources~~, gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change~~; and

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

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

10.58.531 EARLY CHILDHOOD EDUCATION (1) The program requires that successful candidates:

(a) identify, apply, and reflect on their knowledge of child development by:

(i) ~~demonstrate~~ demonstrating an understanding of ~~young children's~~ early childhood (birth-age 8) characteristics and needs ~~encompassing~~ across multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes, bilingual/multilingual development, and motivation to learn; and

(ii) understanding and valuing developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning for all children;

(b) base their practice on coherent early childhood theoretical perspectives, current understanding of the influence of theory and research about brain growth and development, executive function, motivation, ~~and~~ the importance of play, and dispositions toward learning on development;

(c) apply their understanding of the multiple influences on the contexts of young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;

(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; and

(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for ~~each child;~~ children, with full family engagement in establishing the most effective environment for their child.

(2) The program ensures that successful candidates identify, apply, and reflect on their knowledge of family and community partnerships by:

~~(f) know~~ (a) knowing about~~, understand,~~ and ~~value~~ valuing the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, ~~stresses, childhood trauma and adverse childhood experiences,~~ supports, and community resources;

~~(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and~~

~~(ii) demonstrate a knowledge of the implications of secondary trauma;~~

~~(g)~~ (b) collaborating with families as equal partners in creating ~~create~~ respectful, reciprocal relationships ~~with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten~~;

~~(h) promote and encourage~~ (c) promoting and encouraging family ~~involvement~~ engagement in all aspects of children's development and learning including assisting families to find curriculum and refer resources concerning parenting, mental health, health care, and financial assistance; and

~~(i)~~ (d) ~~demonstrate~~ demonstrating essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning~~, including identification of children's strengths and needs;~~.

(3) The program ensures that successful candidates identify, apply, and reflect on their knowledge of observation, documentation, and assessment by:

(a) understanding the importance of different types of developmentally appropriate assessments, including but not limited to observation, portfolio assessment, and work samples, as well as the importance of providing play-based experiences for children to demonstrate their skills and abilities;

(b) understanding the goals of assessment to summarize, analyze, and use assessment information gathered to:

(i) learn about the unique qualities of American Indians;

children's characteristics, including

(ii) document all children’s growth in all developmental domains and promote positive outcomes for each child

(iii) make data-driven decisions to guide curriculum planning and instruction; and

(iii) evaluate effective curriculum to maximize children’s development and learning; and

~~(j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to:~~

~~(i) learn about children's unique qualities;~~

~~(ii) guide instruction; and~~

~~(iii) evaluate effective curriculum to maximize children's development and learning;~~

~~(k) make ethical considerations when administering and interpreting assessments including:~~

(c) understanding assessments that have established reliability and validity that consider children’s development, ability, culture, and language.

~~(i) an understanding of family context and involving families in the assessment process;~~

~~(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and~~

~~(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;~~

(4) The program ensures that successful candidates identify, apply, and reflect on their knowledge of teaching and engagement by:

(a) utilizing the environment, schedule, and routine as learning opportunities, including:

(i) designing learning centers and interest areas for indoor and outdoor spaces;

(ii) scheduling extended time for play; and

(iii) teaching through individual and small group contexts that personalize the learning for the child;

~~(l) create~~ (b) creating a caring community of learners that:

(i) supports positive relationships between educators, families, and children;

(ii) promotes the development of children's ~~social, emotional, and~~ friendship skills; and

(iii) assists children in the development of security, ~~self-regulation~~ self-discipline, responsibility, and problem solving;

~~(m) utilize~~ (c) utilizing a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as:

(i) incorporating play, project based and experiential learning as a core teaching practices;

(ii) integrating curricular areas;

(iii) scaffolding learning;

(iv) personalization of learning

(v) teaching through social interactions;

(vi) providing meaningful child choice;

(vii) implementing positive guidance strategies; and

(viii) making appropriate use of technology; and

~~(n)~~ (d) provide curriculum and learning experiences that reflect the principles of universal design for learning, the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana~~;~~.

~~(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;~~

(5) The program ensures that successful candidates identify, apply, and reflect on their knowledge of curriculum by:

~~(p)~~ (a) ~~design, implement, and evaluate~~ designing, implementing, and evaluating developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All; and

~~(q)~~ (b) ~~integrate and support~~ integrating and supporting in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science;

mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by:

(i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement;

(ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;

(iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

(iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;

(v) demonstrating knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;

(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and

(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students~~;~~.

~~(r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;~~

(6) The program ensures that successful candidates identify, apply, and reflect on their knowledge of professionalism by:

(a) identifying and involving oneself with the distinctive history, values, knowledge base, and mission of the early childhood field to become an informed advocate for all young children and their families.

~~(s) uphold and use~~ (b) upholding and using state ~~and national~~ codes of ~~ethical~~ conduct for the education of young children and other applicable regulations and guidelines ~~to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community~~;

~~(t) collaborate~~ (c) collaborating with multiple stakeholders, including:

(i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades;

(ii) families and interdisciplinary professionals to meet the developmental needs of each child; and

(iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;

~~(u) use~~ (d) using formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;

~~(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;~~

~~(w) engage in informed advocacy for young children and the early childhood profession; and~~

~~(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings:~~

~~(i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and~~

~~(ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.~~

(e) engaging in continuous, collaborative learning to inform practice; and

(f) developing and sustaining the habit of reflective and intentional practice in their daily work with young children.

(7) The program ensures successful completion of clinical and student teaching experiences that:

(i) are well-planned and sequenced in a variety of settings (i.e. state-licensed child care, Head Start, or community programs);

(ii) provide the opportunity to connect early childhood classroom experiences to home and community settings;

(iii) include experience in two different age groups (3-6 and 5-8); and

(iv) include a -Kindergarten through -3rd grade student teaching experience in a formal school setting.

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

10.58.532 ELEMENTARY (1) through (1)(a) remain the same.

(b) demonstrate knowledge, understanding, and ~~use~~ application of ~~the~~ central concepts as outlined in Montana content standards~~, tools of inquiry, and structures of content for students across grades K-8~~ and engage students in meaningful learning experiences that ~~develop students' competence in subject matter and skills for various developmental levels~~ support students in meeting standards;

(c) demonstrate ~~knowledge and understanding of theory and research and~~ and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication; apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, ~~print and non-print texts, which are inclusive of~~ new literacies, and technology; include texts from and about American Indians and tribes in Montana; ~~and technology, and~~ plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement; be able to teach children how to read and recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition and the role of a heritage language in learning to listen, speak, read, and write in a new language;

(d) demonstrate knowledge, understanding, and ~~use~~ application of the fundamental concepts of physical science, life science, earth~~,~~ and space sciences, and engineering design to design and implement ~~age-appropriate~~ developmentally appropriate inquiry lessons based in the history and nature of science, including tribal ways of knowing and scientific contributions related to tribes in Montana, ~~to teach science,~~ to build student understanding for personal and social applications~~, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana~~;

(e) demonstrate knowledge, understanding, and ~~use~~ utilization/application of the major concepts and procedures that define number and operations in base ten, fractions, operations, algebraic thinking ~~algebra~~, geometry, measurement, data, ~~analysis and~~ ratios and proportional relationships, the number system, expressions and equations, statistics, data science, probability, and functions to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation~~, including~~ through culturally inclusive instruction, including tribal ways of knowing and lessons and examples relating to American Indians and tribes in Montana;

(f) demonstrate knowledge, understanding, and ~~use~~ application of the major concepts and modes of inquiry from the social studies, which include the integrated study of history, civics and government, geography, and economics, including personal financial literacy, ~~and an understanding of the social sciences and other related areas~~ to promote elementary students' abilities to make informed decisions as citizens of an interdependent world that includes ~~a culturally diverse democratic society, including the cultural~~ diversity of American Indians and tribes in Montana~~, and interdependent world~~;

(g) demonstrate knowledge, understanding, and ~~use~~ application of the content, functions, and achievements of dance, music, theater, media arts, and ~~the~~ visual arts, including the art of American Indian artists and tribes in Montana, as ~~primary media for~~ an essential part of communication, inquiry, perspective, and

engagement among elementary students~~, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana~~;

(h) demonstrate knowledge, understanding, and ~~use~~ application of the major concepts in ~~the subject matter of~~ health education to create opportunities for ~~student development~~ students to develop and practice ~~of~~ skills that contribute to good physical and mental health ~~for all elementary students~~;

(i) demonstrate knowledge, understanding, and ~~use~~ application of human movement and physical activity as central elements to foster students' active, healthy ~~life styles~~ habits in order to promote mental well-being and enhanced quality of life ~~for all elementary students~~;

(1)(j) remains the same.

(k) plan and implement instructional strategies based on knowledge of individual students, families, learning theory, content, connections across the curriculum, curricular goals, and community;

(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction ~~for learners of all cognitive abilities~~ to meet the needs of individual students;

(1)(m) remains the same;

(n) demonstrate knowledge and ~~understanding~~ application of ~~individual and group motivation and behavior and apply this knowledge and understanding~~ relationship building and developmentally-appropriate behavior responses to create learning communities that foster active engagement in learning, self-motivation, self-discipline, and positive, healthy interactions ~~interaction and to create supportive learning environments~~;

(o) ~~use~~ demonstrate knowledge and ~~understanding~~ application of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive ~~interaction~~ interactions among students and transparency with students' families; and

(p) demonstrate knowledge and understanding of formative and summative assessment ~~strategies and use this knowledge and understanding~~ to support data-driven decision making to monitor student growth ~~evaluate~~ and ensure the continuous intellectual~~, social-emotional,~~ and physical development of elementary students.

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

10.58.533 MIDDLE GRADES (4-8) (1) remains the same.

(a) knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and apply this knowledge and understanding when making curricular decisions, planning and implementing instruction, and participating in ~~middle grades programs and practices~~ professional development activities;

(b) ~~knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs, and interests, and~~ apply ~~this~~ knowledge of young adolescents to create healthy,

respectful, supportive, and challenging learning environments for all young adolescents;~~, including those whose language and cultures are different from their own;~~

~~(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies;~~

~~(ii) demonstrate a knowledge of the implications of secondary trauma;~~

(1)(c) through (2) remain the same.

(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking, and listening; reading and writing processes; literature, print, and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and effective technology integration; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking, critical analysis, and creative engagement for young adolescents;

(2)(b) through (2)(d) remain the same.

(e) knowledge, understanding, and use of the content, functions, and achievements of the performing arts ~~(dance, music, theater)~~ and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;

(f) knowledge, understanding, and use of health enhancement education to create opportunities for middle grades student development and practice of skills that contribute to good ~~physical, social, emotional, and behavioral~~ health for all young adolescents; and

(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy habits ~~life styles~~, including health nutrition and enhanced quality of life for all young adolescent students.

(3) through (4) remain unchanged.

(a) knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, ~~employing inclusive ideas and issues~~ that engage middle grades students' ideas, interests, concerns, and experiences;

(4)(b) through (4)(f) remain unchanged.

(g) knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous ~~intellectual, social-emotional, behavioral, and physical~~ development of middle grades students.

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

10.58.604 ADVANCED PROGRAMS (1) ~~Advanced programs are offered at postbaccalaureate levels for~~ Advanced-level preparation is provided through programs at the graduate level leading to licensure, certification, or endorsement. Advanced-level programs are designed to develop P-12 teachers who have already completed initial licensure, currently licensed administrators, and other licensed

school professionals for employment in P-12 districts. Advanced programs reviewed include the following:

(a) ~~the continuing education of teachers who have previously completed initial preparation~~ programs for the preparation of school counselors and school psychologists, if the program is not currently accredited through another national approved accreditor; or

(b) ~~the preparation of other school professionals~~ educational leadership programs leading to the preparation of principals, curriculum directors, supervisors, and superintendents.

(2) ~~Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include~~ Advanced-level programs not reviewed include the following:

(a) ~~teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement~~ any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 districts;

(b) ~~programs for teachers who are seeking a master's degree in the field in which they teach~~ any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); and

(c) ~~programs not tied to endorsement, such as programs in curriculum and instruction; and~~

~~(d) programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors~~ educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 districts.

History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2014 MAR p. 2936, Eff. 7/1/15.

10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE (1) The provider ensures that advanced program candidates:

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

(b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline to effectively work with all P-12 students and their families;

(c) ~~use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline;~~ demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, by:

(i) utilizing data literacy;

(ii) using research and understanding of qualitative, quantitative, and mixed methods research methodologies;

(iii) employing data analysis and evidence to develop a supportive learning environment;

(iv) leading and participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; and

(v) supporting appropriate applications of technology for their field of specialization; and

(vi) applying laws, policies, and professional standards appropriate to their field of specialization;

(d) ~~apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies~~ have opportunities to learn and apply specialized content and discipline knowledge contained in approved state or national discipline-specific standards; and

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

~~(f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.~~

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

10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE (1) The provider:

(a) ensures that effective partnerships and high-quality clinical practice are central to candidates' preparation ~~so that candidates~~ to develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development and appropriate for their professional specialty field;

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

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

(ii) establishing mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ~~ensure~~

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

(iv) sharing accountability for advanced program candidate outcomes; and

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

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

(d) works with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development. Clinical experiences~~, including technology-enhanced learning opportunities,~~ are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.605, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.

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

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND ~~SELECTIVITY~~ SUPPORT (1) The provider:

(a) demonstrates that the quality of advanced program candidates ~~is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program~~ is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable;

(b) develops and implements plans and efforts to know and address local, state, regional, and national needs for hard to staff schools and shortage fields. The goals and evidence show progress toward a high-quality advanced candidate pool, which reflects the diversity of Montana's P-12 students ~~presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:~~

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

~~(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields~~;

(c) sets admissions requirements, including ~~the CAEP~~ a minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, ~~providing~~

including data points that are reliable and valid predictors of advance candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence~~:~~

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

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

(d) ~~establishes and~~ monitors ~~attributes and~~ dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program~~, and selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and~~ using valid and reliable measures;

(e) creates criteria for program progression and ~~monitors candidates' advancement~~ uses data to monitor advanced candidates from admissions through completion. ~~All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains.~~ The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider documents the need for candidate support, so advanced candidates meet milestones; and

(f) implements a system for effectively maintaining records of advanced candidate formal complains and resolution documentation.

(2) ~~Prior~~ Ensures that prior to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:

(a) ~~has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning~~ possesses academic competency to help facilitate learning with positive impacts on all P-12 student learning and development through application of content knowledge, data literacy and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought; and

(b) understands the expectations of ~~the profession, including codes of ethics,~~ professional standards of practice~~,~~ and relevant laws and policies.

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

10.58.608 ADVANCED PROGRAM ~~IMPACT~~ SATISFACTION WITH PREPARATION (1) The provider:

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

~~(b) documents advanced program completers' impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys;~~

~~(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;~~

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

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

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

10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:

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

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

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

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

(e) ensures that data from the quality assurance system ~~measures of advanced program completer impact on the P-12 learning environment, including~~

~~available outcome data,~~ are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to advanced programs, resource allocation, and future direction; and

(f) assures that ~~appropriate~~ internal and external stakeholders, including, but not limited to, faculty, staff, candidates, completers, ~~alumni,~~ employers, practitioners, and school and community partners~~, and others defined by the provider,~~ are ~~involved~~ engaged in advanced program design, evaluation, and continuous innovative improvement processes~~, and identification of models of excellence~~.

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

10.58.610 SCHOOL COUNSELING K-12 (1) through (1)(d) remain the same.

~~(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana;~~

~~(f)~~ (e) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;

~~(g)~~ (f) demonstrate competence in elementary, middle, and high school counseling in:

(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives;

(ii) appraising and interpreting interviews, observations, and formal assessments ~~(e.g.~~ including, but not limited to, aptitude, interest, achievement, and personality tests~~)~~ and other assessments relevant to K-12 education;

(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness~~, equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement~~;

(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group contexts such as personal/social counseling, parent conferences, teaching ~~guidance~~ curriculum lessons using lesson planning and classroom management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;

(1)(g)(v) through (1)(g)(vi) remain the same but are renumbered (1)(f)(v) through (1)(f)(vi).

(vii) managing school counseling programs by using accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data ~~(e.g.,~~ including, but not limited to, standardized test scores, grades, retention, and placement) that advocate for students and programs;

(viii) demonstrating new knowledge and skills, and refining existing skills through professional renewal ~~(e.g.,~~ including, but not limited to, self-reflection, continuing education, and professional development~~)~~;

(1)(g)(ix) through (1)(g)(xii) but are renumbered (1)(f)(ix) through (1)(f)(xii).

(h) demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning~~, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA)~~; and

(i) demonstrate knowledge of ~~the ASCA~~ national standards ~~for student development~~ related to mindsets and behaviors for student success (academic, career, and personal/social developmental domains) and demonstrate competence integrating ~~the~~ these national standards throughout the school counseling program.

(2) through (2)(c) remain the same.

(d) an internship of 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include ~~delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation)~~ designing and implementing developmentally appropriate classroom lessons, individual student planning (assisting students in the development of educational, career, and personal plans), responsive services (groups, individual counseling, and crisis response), indirect student services (referrals, consultation, and collaboration), and program planning and school support;

(2)(e) through (2)(g) remain the same.

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

10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS (1) through (1)(a)(iv) remain the same.

(b) promote the development of the full educational potential and well-being of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:

(1)(b)(i) through (1)(b)(v) remain the same.

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential and well-being of each person with the use of data and time management and:

(1)(c)(i) through (1)(c)(iii) remain the same.

(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential and well-being of each person and:

(1)(d)(i) through (1)(d)(iii) remain the same.

(e) act with integrity, fairness, and respectfulness ~~in an ethical manner~~ in order to develop the full educational potential and well-being of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and professionalism ~~ethics and:~~

~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~

~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~

~~(iii) safeguard the values of democracy, equity, and diversity; and~~

~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling~~;

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential and well-being of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and

(1)(g) remains the same.

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

10.58.706 SUPERINTENDENTS (1) The successful candidate completes the requirements of ARM 10.58.705 and the following requirements. The program requires that successful candidates:

(a) ~~facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and:~~

~~(i)~~ collaboratively develop, implement, and promote a commitment to a shared district vision and mission integrated throughout the school system by strategic planning, aligning districtwide curriculum, and facilitating policy-making processes;

~~(ii)~~ (b) promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing and adjusting plans to achieve goals; and

~~(iii)~~ (c) demonstrate skill in working with school boards;

~~(b)~~ (d) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth ~~and:~~

~~(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards~~;

~~(ii)~~ (e) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders;

~~(iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;~~

~~(iv)~~ (f) develop districtwide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; ~~and~~

~~(v)~~ (g) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;

~~(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and:~~

~~(i)~~ (h) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;

~~(ii)~~ (i) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory;

~~(iii)~~ (j) advocate, promote, and protect the ~~social, emotional, and physical~~ safety of students and staff;

~~(iv)~~ (k) demonstrate knowledge of information systems;

~~(v)~~ (l) demonstrate knowledge of student transportation laws and best practices; and

~~(vi)~~ (m) demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;

~~(d)~~ (2) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential and well-being of each person and:

~~(i)~~ (a) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners; and

~~(ii)~~ (b) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; ~~and~~

~~(iii) collect and analyze data and information pertinent to the educational environment~~;

~~(e)~~ (3) act with integrity, fairness, and respectfulness ~~in an ethical manner~~ in order to develop the full educational potential and well-being of each person through our public schools; ~~and:~~

~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~

~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~

~~(iii) safeguard the values of democracy, equity, and diversity;~~

~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and~~

~~(v)~~ (4) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA);

~~(f)~~ (5) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential and well-being of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and

~~(g)~~ (6) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

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

10.58.707 SCHOOL PSYCHOLOGISTS (1) through (1)(b) remain the same.

(i) applying data-based decision making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs~~,~~; developing effective interventions, services, and programs~~,~~; and measuring progress and outcomes within a multi-tiered system of supports;

(ii) using a problem-solving framework as the basis for all professional activities;

(iii) collecting data systematically from multiple sources as a foundation for decision making at the individual, group, and systems levels, and considering ecological factors (including, but not limited, to classroom, family, and community characteristics) as a context for assessment and intervention;

~~(ii)~~ (iv) applying varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;

~~(iii)~~ (v) applying effective interventions and instructional support to develop academic skills through a thorough understanding of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies;

~~(iv)~~ (vi) applying interventions and mental and behavioral health services to develop social and life skills to promote ~~social-emotional~~ understanding of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies;

~~(v)~~ (vii) understanding individual differences, abilities, disabilities, and other individual student characteristics, principles, and research related to diversity factors

for children, families, and schools, factors related to culture, including American Indians and tribes in Montana, context, and individual and role difference; ~~and~~ evidence-based strategies and adaptive skills to enhance services and address potential influences related to diversity in development, ~~and~~ learning, and behavioral health;

~~(vi)~~ (viii) applying evidence-based schoolwide practices, implementation science, systems' structures, ~~and systems~~ organization and theory, policy development, and climate to promote learning, positive behavior, and mental health;

~~(vii)~~ (ix) applying principles and research related well-being, ~~to~~ resilience, and risk factors in learning and mental and behavioral health, supporting services in schools and communities, multi-tiered prevention, and evidence-based strategies to create and maintain safe, effective, and supportive learning environments for students and school staff ~~for effective crisis response~~;

~~(viii)~~ (x) applying principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools;

(xi) applying evidence-based strategies to enhance services in both general and special education and to address potential influences by providing professional services that promote effective functioning for individuals, families, and schools;

~~(ix)~~ (xii) applying research, design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings;

~~(x)~~ (xiii) applying the history and foundations of school psychology; multiple service models and methods; ~~ethical, legal, and~~ professional standards; and other factors related to professional identity and effective practice as school psychologists ~~legal, ethical, and professional practice~~; and

~~(xi)~~ (xiv) integrating information technology into school psychologist practice and utilizing varies techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and system levels.~~;~~

~~(d) demonstrate knowledge and understanding of orientation to the educational process, assessment for intervention, direct intervention, and indirect intervention.~~

(2) The provider shall ensure candidates complete supervised and sequenced practica experience that:

(a) ~~practica experiences~~ are distinct from and occur prior to the internship;

(b) ~~practica~~ occur at scheduled time(s), are of sufficient length, and are in settings appropriate and relevant to the specific training program objectives ~~of the program~~ and student competency development;

(c) ~~there is~~ have a direct and obvious relationship between practica experiences, ~~and~~ the objectives for which the practica are intended, and is a collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies;

(d) ~~practica experiences~~ occur under conditions of supervision appropriate to the specific training objectives of the program;

(e) ~~practica experiences are provided~~ provide appropriate recognition through the awarding of academic credit;

(f) ~~practica experiences~~ occur with university involvement appropriate to the specific training objectives of the program and has program oversight to ensure appropriate placement, diverse activities to address national practice model and program objectives, adequate supervision, and collaboration between the practicum site and practicum site supervisors;

(g) ~~the quality of practica experiences~~ is systematically evaluated in a manner consistent with the specific training objectives of the program and uses performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and competencies; and

(h) ~~practica experiences~~ are conducted in accordance with current ~~legal-ethical~~ standards for the profession~~;~~.

~~(i) candidates demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and~~

~~(j) candidates demonstrate knowledge of available school and community resources.~~

(3) through (3)(a)(ix) remain the same.

(x) is conducted in a manner consistent with the current ~~legal-ethical~~ standards of the profession; ~~and~~

(3)(a)(xi) remains the same.

(xii) is a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities;

(xiii) addresses all national domains of practice;

(xiv) has a written agreement that specifies the term of appointment terms of compensation;

(xv) supports services for the intern commensurate as to what is provided the agency's school psychologist;

(xvi) provides access to continuing educational activities;

(xvii) has appropriately and regularly scheduled supervision; and

(xviii) is provided appropriate recognition through the awarding of academic credit; and

~~(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;~~

~~(c)~~ (b) accept an internship placement that provides appropriate support for the internship experience including:

(i) a written agreement specifying the period of appointment and any terms of compensation;

(ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;

(iii) provision for participation in continuing professional development activities;

(iv) release time for internship supervision; and

(v) a commitment to the internship as a diversified training experience.

(4) The provider ensures that ~~school psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality.~~ school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (including, but not limited to, products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program. The provider ensures that school psychology graduate programs ~~shall~~:

(a) establish and maintain an accountability program ~~to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers~~ that employ a variety of methods to assess the candidate knowledge, skills, and professional work characteristics consistent with the national practice model, including results on licensing exams, course-embedded methods, practicum and capabilities of school psychology candidates intern evaluations, and performance-based products that include assessment of the impact that interns and graduates have on of services to children, youth, families, and other consumers;

(b) incorporate different sources of process and performance information (~~e.g.,~~ including, but not limited to, instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program. The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and program faculty. The assessment is expected to focus on specific competencies and professional work characteristics and be based on observations or other evaluation methods. The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica;

(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. ~~The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability)~~ The internship outcomes include formative and summative performance-based evaluations completed by faculty and field-based supervisors that are systematic, address the academic and professional competencies, and ensure that interns attain the competencies, as well as and demonstrate the professional work characteristics, needed for effective practice as early career, independent school psychologist;

(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth~~,~~ where the candidate must:

(i) demonstrate evidence of the ability to provide and evaluate the impact of direct and indirect intervention-based services for children and youth, families, and schools; and

(ii) provide evidence of services in the form of two performance-based products, one of which can be completed during practica and one product must have a primary focus on academic/cognitive skills and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products;

(e) systematic procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations) are used, as appropriate, to evaluate and improve the program;

~~(e) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program ;~~

(f) is comprehensive, sequential, and experiential, and it fosters the number of development credit hours acquired candidates' professional identity as school psychologists, as reflected in the following:

(i) clear identification as a "school psychology program" and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain;

(ii) an integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and are consistent across candidates;

(iii) full-time, part-time, or alternative types of enrollment that provide multiple and systematic opportunities through courses, seminars, coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession;

(iv) multiple instructional delivery methods including, but not limited to, online, face to face, or hybrid may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences not open exclusively to graduate students in a systematic manner;

(v) use of a systematic process to no more than one-third to ensure that candidates demonstrate the student's knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across national domains of school psychology practice; and direct, measurable effects on children and youth, families, schools, and other consumers; and

(vi) use of data from multiple measures, including performance-based evaluation regarding candidates and program; graduates (including, but not limited

to, employment, licensure/certification, satisfaction) to improve the quality of the program;

~~(f)~~ (g) exclude credit requirements for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission; and

~~(g)~~ (h) include a full-time continuous residency or an alternate planned experience for all students and programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.

(5) The provider ensures that specialist-level programs follow the standards described by ~~NASP~~ a national accrediting entity, and:

(5)(a) through (5)(c) remain the same.

(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours, including a minimum of 600 hours in a school setting.

(6) The provider ensures that doctoral programs follow the standards described by ~~NASP~~ a national accrediting entity. Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards. The provider ensures that:

(6)(a) through (6)(b) remain the same.

(c) the program includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours, including a minimum of 600 hours in a school setting, as part of doctoral program or prior specialist degree, or 600 hours of advanced practicum experience.

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

REASON:

5. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: [Contact Name], Department of [Department Name], [Address], [City], Montana, [Zip Code]; telephone (406) 444-[####]; fax (406) 444-[####]; or e-mail [contact]@mt.gov, and must be received no later than 5:00 p.m., [Month Day, 20##].

6. [Presiding Person], Department of [Department Name], has been designated to preside over and conduct this hearing.

7. The department maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in [##] above or may be made by completing a request form at any rules hearing held by the department.

8. An electronic copy of this proposal notice is available through the Secretary of State's web site at http://sos.mt.gov/ARM/Register. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

9. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

10. With regard to the requirements of 2-4-111, MCA, the department has determined that the amendment of the above-referenced rules [will significantly and directly impact small businesses.] [will not significantly and directly impact small businesses.]

/s/ [type name of reviewer]
[Name]
Rule Reviewer

/s/ [type name of director]
[Name]
[Title]
[Department Name]

Certified to the Secretary of State [Month Day, 20##].

Administrative Rules of Montana
Education Chapter 58, Professional Educator Preparation Program Standards Review and Revision
November 2020 to April 2022

Task Force Facilitators

Zach Hawkins, Director of Indian Education for All, OPI
Tristen Loveridge Project Manager, OPI
Jacqueline Rafael, System Improvement Specialist, Education Northwest

Task Force Members

Name	Role
Alison Harmon	Dean of College of Education Health and Human Development, MSU
Barbara Frank	Elementary School Principal, Missoula County Public Schools
Curtis D Smeby	Education Professor, MSU Northern
Dr. Stephanie "Stevie" Schmitz	Director of Education, Rocky Mtn. College
Emily Dean	Director of Advocacy, MTSBA
Gail Staffanson	Richland County Superintendent
Gary Lusin	Bozeman School District Trustee
Karie Orendorff	Assistant Professor, MSU
Kirk J Miller	Executive Director, School Administrators of Montana
Lisa Schmidt	Agricultural Practitioner and Parent, Conrad
Mary DuCharme	School Occupational Therapist, Foster Parent, Assistive Technology Professional, Kalispell
McCall Flynn	Executive Director, BPE
Susan Gregory	University Professor, MSU Billings

Feedback Group Members

Name	Role
Ann Ewbank	Education Faculty, MSU
Erin Lipkind	Missoula County Superintendent of Schools
Christopher Busch	Education Faculty, MSU
Renee Rasmussen	Superintendent Bainville Public Schools
Emily Sallee	Assistant Director of Counseling; Director of Montana Safe Schools Center, UM
Estee Aken	Education Faculty, UM Western
Adrea Lawrence	Dean of College of Education, UM
Tena Versland	Education Faculty, MSU
Sarah E. Pennington	Assistant Professor of K-8 Language Arts; Teacher Education Program Leader
Tricia Seifert	Professor Adult & Higher Education, MSU
Megan Chilson	Faculty, UM Western
Christine Lux	Associate Professor Early Childhood Education

Outline of Task Force Recommendations to the Superintendent

Prepared for: Montana Board of Public Education

Prepared by: Zach Hawkins, Director Indian Education for All
Julie Murgel, Chief Operating Officer
Tristen Belnap, OPI Executive Assistant
Rob Stutz, OPI Chief Legal Counsel

Introduction

The Research and Review of Chapter 58 AMR was launched with the Constitution of the State of Montana, Article X, Education and Public Lands as the foundation.
In Article X, Section 1, the Educational Goals and Duties are:

(1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.
(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.
(3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

Per Admin. R. Mont. 10.58.102
(1) The Board of Public Education shall adopt procedures for the accreditation review of educator preparation providers.
(2) The Superintendent of Public Instruction shall implement the Board of Public Education procedures by conducting accreditation site reviews.

The last comprehensive review was completed in 2014 and took effect on July 1, 2015. In Summer 2020, we began the comprehensive research and review process as required, completing that review in May of 2021. A task force composed of stakeholders and partners in education met weekly from June 10, 2021 through September 30,2021, to provide recommendations for proposed changes to State Superintendent Arntzen. Substantive change recommendations to subchapters 3,6, and 7 were developed and voted upon during this time period. Due to time constraints, specific endorsement areas were not addressed during this timeframe. Revision recommendations for the specific endorsement areas in subchapter 5 as well as the advanced endorsements in subchapter 7 have been ongoing since Jan 19, 2022. This process has involved outreach to endorsement area content experts to review existing endorsements, consider their alignment with national or professional area standards, and make recommendations that might more closely align Montana with national standards or include critical elements that do not currently exist in Montana ARM.

Summary of Research and Review of Chapter 58:

The research plan for Chapter 58 focused on 3 research questions.

1. How do other states approach counselor, general science, social studies, and ESL preparation? Across each content area,
    - What are the standards for counselors?
    - What are the standards/accreditation processes for programs?
2. What do districts need from educator preparation programs?
    - What are the strengths and weaknesses of current first-year teachers prepared in Montana educator preparation programs?
    - What are the core competencies and skills needed today, such as teaching across learning environments (including remote), individualized learning?
3. What are evidence-based practices for facilitation to meaningfully engage diverse stakeholders?

To explore these questions, the Montana Office of Public Instruction (OPI) facilitated 10 virtual focus groups between April 19 and April 27, 2021 with support from the Region 17 Comprehensive Center (CC). The focus groups were intended to inform OPI's efforts to refine or enhance Montana's educator preparation and licensure policies to provide Montana's K–12 districts and students with an adequate and sustainable supply of quality, effective educators. A total of 86 participants, identified and recruited by OPI, were asked about their perspectives on the knowledge, skills, and preparation they see as most essential for educator quality and effectiveness. Participants were recruited, grouped assigned to focus group breakout rooms, and asked targeted questions based on their role or interest in public education to yield detailed responses and a range and diversity of input. Focus group participants included school based groups, community members, educator preparation program professionals, and K-12 students. A total of 20 virtual discussions were hosted with participants in virtual breakout rooms; some focus groups had multiple breakout discussions, while others only had one. An analysis of the focus group discussions identified several cross cutting themes including:

- High-quality educators embody and apply content knowledge, pedagogical skills (e.g.,classroom management and differentiation of instruction), and positive communication and relationship-building skills.
- Aspiring teachers need to gain a variety of hands-on teaching experiences in real classrooms as early as possible in their preparation.
- Newer teachers benefit from mentorship and support from experienced colleagues
- Participants want increased flexibility in educator preparation and licensure.
- Teachers need to be able to support all aspects of students' well-being, particularly in a post-COVID-19 educational environment

Additionally, the most common responses within the focus groups related to the value of interpersonal skills, particularly the ability of educators to build strong relationships with students, peers, and families/community members. For example, students in educator preparation programs felt developing relationships to identify the best way to address each individual student's needs to be an essential skill. This group also expressed the need to work productively with counselors to help provide the best education for all students. Educators work in increasingly complex and diverse classrooms. As such, participants in a breakout discussion for teachers and teacher leaders noted that educators need adequate preparation to support students with special needs in their social and behavioral development, and community members want educators to support families to participate in their children's education.

Participants in half the focus group breakout discussions emphasized the importance of an educator's pedagogical knowledge (i.e., how to teach content effectively to a wide range of students). For example, pre-service teachers focused on being able to teach a specific grade level and to adapt teaching styles to meet different students' needs. Parent breakout discussions referred to approaches to differentiation of content; the terms "Universal Design for Learning" and "tiered instruction" were mentioned specifically. High school students participating in a focus group breakout session shared that their best teachers used a variety of strategies to ensure students learn, including hands-on activities and the ability to break down complex tasks and explain solutions in a step-by-step manner.

Educator preparation coursework, even in classroom management, does not necessarily provide pre-service teachers with the practical skills needed to work effectively with students in their classrooms, and teachers who cannot manage their classrooms often struggle the most. Other gaps in educator knowledge and skills mentioned in focus group breakout discussions included educators' inability to teach diverse student populations, apply principles of social-emotional learning, and engage students with different learning styles.

Focus groups expressed that teacher retention is a challenge, particularly in rural and reservation communities, that there are technology proficiency gaps between teacher groups, and that there should be more flexibility in educator licensure paths and processes.

The focus group themes listed above were provided to the Chapter 58 task force members at the onset of the revision recommendations meetings. In coordination with the OPI and Education Northwest facilitators, task force members came up with 6 broad themes for discussion which they felt would allow them to collectively develop a vision for Education Preparation Program accreditation that would address the thematic shortcomings. Through conversations centered in the lever topics, the task force members sought to then identify the appropriate sections of the Chapter 58 ARM where impactful change recommendations could be made. The lever topics were as follows.

- Pedagogical shift to a more complete balance between knowledge versus critical teaching skills (i.e. active learning, individualized learning, multiple teaching strategies).
- Increased opportunities for real world experiences
- More robust observations and mentorship opportunities
- Continuous improvement
- Stronger relationships with students, parents, and communities
- Appropriate technical skills and knowledge

Through the discussions around these lever topics, the task force made substantive change recommendations to subchapters 3, 6, and 7 as well as section 10.58.501 teaching standards. The major conceptual changes made are listed below:

Topic	Discussion of Change
Emphasis the importance of Tribal Languages	Language emphasizes basic understanding of tribal language for educators working with American Indian students.

Awareness of English Language Learners	Broad recommendation to consider English Language Learners as an endorsement area similar to Special Education is included.
Individualized Instruction	Language added to Section 501 General Teaching Standards to emphasize individualized instruction
Council for Accreditation of Educator Programs (CAEP) alignment	Significant changes to sections 3, 6, and 7 to bring Montana ARM in closer alignment of national accreditation standards
Endorsement Areas	Review of each endorsement area for relevance and accuracy, as well as alignment with national standards.

Conceptual Changes to ARM Chapter 58 Table

Topic	Discussion of Change	Superintendent's Response to Task Force Recommendation	Rationale
MT ARM 10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE	Adds language to specify the diverse areas of understanding teachers must have to provide meaningful, appropriate learning experiences for students. Emphasizes professional learning and knowledge of the INTASC standards and progressions	Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.	Seeks to maintain a connection for candidates to advance learning of all students toward college and career readiness standards.
ARM10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE	Emphasizes increased time and diversity of clinical experiences. Articulates increased opportunities for partnerships and teacher placements.	Superintendent Arntzen agrees with this recommendation and considers this change imperative.	Survey data indicated that more clinical experiences that enhance knowledge and skill development are needed prior to licensed teaching. Intended to provide more flexibility for districts to place and provide clinical experiences for educator candidates with ties to the community, improving likelihood of long term retention and district stability.

ARM 10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	Seeks to provide more specificity regarding specific supports that should be used to ensure candidate improvement and success. Seeks to better align educator diversity and understandings with diverse student needs and populations. Better aligns program requirements with CAEP standards. Moves data elements to ARM 10.58.315. Moves candidate content area knowledge standards to MT ARM 10.58.314	Superintendent Arntzen agrees with this task force recommendation.	Increased articulation of necessary supports and procedures within the EPP programs that will increase overall educator quality.
ARM 10.58.314 INITIAL PROGRAM IMPACT	Includes state P-12 data in evidence and evaluation of impact. Includes placement school data in assessment of candidate effectiveness. Provides examples of observation evaluation instruments.	Superintendent Arntzen agrees with this task force recommendation.	Utilizing state and placement school in overall evaluation of candidate effectiveness will ensure EPPs are evaluated using data and instruments beyond those currently utilized. Providing more articulated and consistent data and evaluation modes and methods will augment more consistent evaluation EPP quality and impact across the state.

ARM 10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT	Provides additional specifics regarding the quality assurance system. Provides examples of assessment tools. Strengthens data driven decision making in EPPs. K-12 clinical evaluation augments the quality assurance system. Strengthens understanding of reliable data practices and instruments.	Superintendent Arntzen agrees with this task force recommendation.	Better articulating the critical data elements that support continuous improvement as well as diversifying the methods and modalities of data collection will augment EPP data driven decision making processes.
ARM 10.58.501 TEACHING STANDARDS	Articulates skills and proficiency in the areas of individualized instruction and social emotional learning. Stresses use of evidence based best practices to meet the diverse academic, social, and emotional needs of all students. Includes language that strengthens awareness and understanding of tribal languages.	Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.	These recommendations are in line with other recommendations that focus on the importance of individualized instruction and recognition of the mental well-being of all students. For American Indian students, recognition and appreciation of their tribal languages creates a more culturally responsive learning environment, augmenting the learning experience and improving academic and student outcomes.

ARM 10.58.502-534 ENDORSEMENT AREAS	Includes a new endorsement for English Language Development that is separate from World Language, updates the endorsement title for Special Education, and reviews each individual endorsement for accuracy and relevancy.	Superintendent Arntzen agrees with this task force recommendation.	This process involved outreach to endorsement area content experts to review existing endorsements, consider their alignment with national or professional area standards.
ARM 10.58.604 ADVANCED PROGRAMS	Recommends overall changes to better align MT ARM with CAEP. More clearly articulates which programs are considered advanced with more specificity. Clarifies the types of programs that fall outside of the CAEP review process.	Superintendent Arntzen agrees with this task force recommendation.	These recommendations follow the consensus of the Chapter 58 Task Force that this chapter should be more aligned with national standards.
ARM 10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE	Recommends overall changes to better align MT ARM with CAEP. Emphasizes the importance of fostering and facilitating success among all student groups. Articulates awareness of personal biases and their potential impacts on leadership. More clearly details necessary skills necessary for effective	Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.	These recommendations provide deeper detail and articulation of leadership programs that ensure all students have meaningful learning opportunities and experiences, data and research are utilized to improve teaching and learning, and that schools prepare students for successful and meaningful college and career experiences.

	educational leadership. Expands explanation and details of effective research and data use. Stresses P-12 standards and importance of college and career readiness as a school focus.		
ARM 10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE	More clearly articulates the critical elements of a quality clinical experience. Includes language to support grow your own administrator models and aligns with change recommendations in ARM 10.58.312. Stresses the importance of positive learning outcomes for all P-12 students. Includes basic edits that enhance flow and clarity and align with CAEP standards.	Superintendent Arntzen agrees with this task force recommendation.	More clearly aligning quality clinical experiences ensures EPP expectations are clear and can be more objectively assessed during accreditation review. Provides more flexibility for districts to develop grow your own administrator models, enhancing school and district stability and community educational outcomes.
ARM 10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	Recommends basic edits for flow and clarity. Articulates more specifics regarding data use and monitoring of candidate progress. Better aligns MT ARM with CAEP	Superintendent Arntzen agrees with this task force recommendation.	Increased emphasis on effective data usage improves recruitment, retention, and development of quality administrators.

ARM 10.58.608 ADVANCED PROGRAM IMPACT	Provides more specific language regarding evidence of impact. Specifies All P-12 students and includes language to include valid and reliable data.	Superintendent Arntzen agrees with this task force recommendation.	Providing more specifics regarding instruments and tools for impact evaluation will support more consistent, meaningful assessment of impact across preparation programs.
ARM 10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT	Provides additional specifics regarding quality assurance systems for advanced programs similar to those in 10.58.315. Specifies involvement in external stakeholders in development of the quality assurance system. Provides more specifics on how data is utilized in the quality assurance system.	Superintendent Arntzen agrees with this task force recommendation.	Increased specifics regarding the ways data is collected and utilized increases likelihood of continuous improvement through the quality assurance system. Explicit inclusion of internal and external stakeholders in the quality assurance and continuous improvement process increases scope of perspectives and contributions to the process.
ARM 10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS	Minor recommendations to add the words “well-being” to parts (b), (c), (d) and (f)	Superintendent Arntzen agrees with this task force recommendation.	Change is consistent with recommendations and task force discussions that focus on well-being and individualized instruction.

ARM 10.58.706 SUPERINTENDENTS	Emphasizes that all program requirements must be met for successful completion. Stresses leadership through development of a shared district vision. Edited for CAEP alignment in part (b). Emphasizes the importance of family and community engagement and collaboration. Emphasis on well being similar to recommendations to 10.58.705	Superintendent Arntzen agrees with this recommendation and considers this change imperative.	Robust family and community engagement would likely result in increased teacher and administrator retention, improving long term district stability and student learning outcomes.

The table below outlines existing law in sections 3, 5, 6, and 7 with the proposed language changes with a brief explanation/rationale

Subchapter 3 General Program Standards

Existing Rule	Proposed Change(s)	Comment/Rationale
10.58.102 PROCESS LEADING TO ACCREDITATION OF EDUCATOR PREPARATION PROVIDERS (1) The Board of Public Education shall adopt procedures for the accreditation review of educator preparation providers. (2) The Superintendent of Public Instruction shall implement the Board of Public Education's procedures by conducting accreditation site reviews. (a) The Superintendent of Public Instruction shall establish a cadre of qualified educators to serve on review teams. Team members representing accredited K-20 education entities shall: (i) be nominated by K-20 teachers, administrators, supervisors, and members of professional organizations, educational boards, and agencies; and (ii) have a minimum of five years of professional education experience. (b) The Superintendent of Public Instruction shall conduct workshops that prepare educators to serve as team members of site reviews. (c) Performance of team members shall be evaluated by the team chairperson and the Office of Public Instruction's educator preparation program director. (d) Team chairpersons and members shall not be assigned to serve in the review of educator preparation	(1) The Board of Public Education shall adopt procedures for the accreditation review of educator preparation providers. (2) The Superintendent of Public Instruction shall implement the Board of Public Education's procedures by conducting accreditation site reviews. (a) The Superintendent of Public Instruction shall establish a cadre of qualified educators to serve on review teams. Team members representing accredited ~~K-20~~ P-20 education entities shall: (i) be nominated by ~~K-20~~ P-20 teachers, administrators, supervisors, and members of professional organizations, educational boards, and agencies; and (ii) have a minimum of five years of professional education experience. (b) The Superintendent of Public Instruction shall conduct workshops that prepare educators to serve as team members of site reviews. (c) Performance of team members shall be evaluated by the team chairperson and the Office of Public Instruction's educator preparation program director. (d) Team chairpersons and members shall not be assigned to serve in the review of educator preparation providers where a conflict of interest may interfere with the integrity of the review.	Replace K-20 with P-20 through-out to include Pre-Kindergarten and to align with language in Chapter 57: Licensure.

providers where a conflict of interest may interfere with the integrity of the review. (3) Members of the Board of Public Education shall be invited to observe accreditation site reviews.	(3) Members of the Board of Public Education shall be invited to observe accreditation site reviews.	
10.58.103 ACCREDITATION SITE REVIEWS (1) Educator preparation providers (EPPs) shall sponsor an accreditation site review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of the EPP or the Board of Public Education. (2) Joint accreditation site reviews and cooperation with the Council for the Accreditation of Educator Preparation (CAEP) will be encouraged. (3) Educator preparation providers are required to engage in continuous improvement.	(1) Educator preparation providers (EPPs) shall sponsor an accreditation site review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of the EPP or the Board of Public Education. (2) Joint accreditation site reviews and cooperation with ~~the Council for the Accreditation of Educator Preparation (CAEP)~~ with national accreditation agencies will be encouraged. (3) Educator preparation providers are required to engage in continuous improvement.	Provide flexibility for an EPP to select the accreditation agency of their choice if they choose to use a national accreditation agency. Ensure that Montana ARM do not contain specific references to outside organizations and their acronyms.
10.58.104 ACCREDITED PROGRAMS (1) The Superintendent of Public Instruction shall report to the public the educator preparation providers' accreditation status in meeting the Board of Public Education's standards for professional educator preparation. (2) Pursuant to 20-4-121, MCA, the report shall include educator preparation providers and the corresponding regional and national accreditation agencies. The report shall include the initial and expiration dates of all accredited programs. (a) Each educator preparation provider shall annually provide information pursuant to (2) to the Office of Public Instruction. (b) The report shall be accessible to K-20 educators and the general public within the state, and to other state education	(1) The Superintendent of Public Instruction shall report to the public the educator preparation providers' accreditation status in meeting the Board of Public Education's standards for professional educator preparation. (2) Pursuant to 20-4-121, MCA, the report shall include educator preparation providers and the corresponding regional and national accreditation agencies. The report shall include the initial and expiration dates of all accredited programs. (a) Each educator preparation provider shall annually provide information pursuant to (2) to the Office of Public Instruction. (b) The report shall be accessible to ~~K-20~~ P-20 educators and the general public within the state, and to other state	Replace K-20 with P-20 through-out to include Pre-Kindergarten and to align with language in Chapter 57: Licensure.

agencies, and shall be posted to the Office of Public Instruction and Board of Public Education websites.	education agencies, and shall be posted to the Office of Public Instruction and Board of Public Education websites.	
10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE		The initial standards from 10.58.311 to 10.58.315 have been tightly aligned to the national standards for initial programs.
(1) The provider ensures that candidates:	(1) The provider ensures that candidates:	
(a) demonstrate a deep understanding of the critical concepts and principles of their discipline and are able to use discipline specific practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards;	(a) ~~demonstrate~~ develop ~~a deep~~ an understanding of the critical concepts and principles of their discipline, and are able to use discipline-specific practices flexibly to advance the learning of all P-12 students toward attainment of college- and career readiness standards;	Word change to emphasize the development of skills and concepts necessary to show development prior to demonstration.
(b) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility;"	(b) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) ~~within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility;"~~ that apply to critical concepts and principles of learner development, learning differences and create safe and supportive learning environments in order to work effectively with all P-12 students and their families.	Seeks to provide more detailed explanation of the critical teaching skills outlined in section 10.58.501.
(c) use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice;	(c) ~~use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice;~~ demonstrate knowledge and concepts of their content area and are able to apply the content in developing learning experiences for all P-12 students;	Based on desire to further explain specific content skills and concepts.
(d) apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of	(d) ~~apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of~~	Seeks to expand the cycle of teaching and learning to include lesson planning, instructional strategies, and

professional associations and national or other accrediting bodies;	~~professional associations and national or other accrediting bodies;~~ assess, plan for instruction, and utilize a variety of instructional strategies to provide learning experiences for all P-12 students.	assessment.
(e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; and	(e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; ~~and~~	
	(f) engage in professional learning, take responsibility for student learning, and collaborate with others to work effectively with all P-12 students and their families; and	Addresses on-going relevant professional development and ability of educators to interact and work effectively with all students and families.
(f) integrate technology in the design, implementation, and assessment of learning experiences to engage P-12 students, improve learning, and enrich professional practice.	~~(f)~~(g) ~~integrate~~ select and utilize appropriate technology in the design, delivery, ~~implementation~~, and assessment of learning experiences to engage P-12 students and families, improve learning, and enrich professional practice.	Emphasize the use of technology as an integrated tool of the teaching and learning process.
10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE		
(1) The provider:	(1) The provider:	
(a) ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;	(a) ensures that effective partnerships and high-quality clinical practice, in different settings and modalities, are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;	Stresses diversity of experiences in preparation and further outlines parameters of schools of placement and EPP relationship.
(b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology based collaborations for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions.	(b) ~~ensures that partners co-construct~~ co-constructs mutually beneficial P-12 school and community arrangements~~, including technology based collaborations~~ for clinical preparation and share responsibility for continuous improvement of candidate preparation by: (i) ensuring partnerships ~~Partnerships~~ for clinical	Seeks to address concerns from K-12 task force members that grow your own candidates sometimes do not get placed in their home district. Technology is not an add on is part of all programming and learning.

They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes;	preparation ~~can~~ follow a range of forms, participants, and functions; (ii) ~~They~~ ~~establish~~ establishing mutually agreeable expectations for candidate entry, preparation, and exit~~;~~. (iii) ~~ensure~~ ensuring that theory and practice are linked~~;~~ by ~~maintain~~ maintaining coherence across clinical and academic components of preparation; ~~and~~ (iv) sharing ~~share~~ accountability for candidate outcomes; and (v) to the extent possible, providing opportunities for candidates to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements among providers;	
(c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, the provider uses multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and	(c) ensures that partners co-select, prepare, evaluate, and support~~, and retain~~ high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development; ~~In collaboration with their partners, the provider~~ ~~uses multiple indicators and appropriate technology-based~~ ~~applications to establish, maintain, and refine criteria for~~ ~~selection, professional development, performance evaluation,~~ ~~continuous improvement, and retention of clinical educators in~~ ~~all clinical placement settings;~~ and	Removed language addressed through recommended revisions above.
(d) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key	(d) works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences~~, including technology enhanced learning opportunities,~~ are	Emphasizes implementation of various modalities.

points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.311.	structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.311.	
10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	10.58.313 INITIAL CANDIDATE QUALITY~~,~~ RECRUITMENT, PROGRESSION, AND ~~SELECTIVITY~~ SUPPORT	Expanding from only recruitment and selection of candidates to supporting candidates from recruitment to completion.
(1) The provider:	(1) The provider:	
(a) demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure;	(a) demonstrates that the development of candidate quality ~~of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure;~~ is the goal of educator preparation and provides support services in all phases of the program;	Seeks to highlight the overarching goal of educator preparation programs from recruitment to completion.
(b) presents plans and goals to recruit and support completion of high-quality initial candidates from a broad range of backgrounds and diverse populations to accomplish its mission:	(b) ~~presents plans and goals to recruit and support completion of high-quality initial candidates from a broad range of backgrounds and diverse populations to accomplish its mission:~~ develops and implements plans and efforts to know and address local, state, regional, and national needs for hard-to-staff schools and shortage fields. The goals and evidence show progress toward a high-quality candidate pool which reflects the diversity of Montana's P-12 students;	Seeks to better address challenges of rural schools as well and show progress toward shortage areas.
(i) admitted candidates reflect the diversity of Montana's P-12 students; and	~~(i) admitted candidates reflect the diversity of Montana's P-12 students; and~~	Incorporated above in (b).
(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, national, or regional	~~(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, national, or regional~~	Incorporated above in (b).

needs for hard-to-staff schools and current shortage fields;	~~needs for hard-to-staff schools and current shortage fields;~~	
(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, gathers data to monitor the applicants and selected pool of candidates and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, including:	(c) sets admissions requirements, ~~including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates~~ gathers data to monitor the applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, including ~~-~~data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence;	Clarify that admission requirements are based on overall, individual student performance and not limited to GPA or GPA of a cohort.
(i) data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and	~~(i) data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and~~	Include within c above.
(ii) data that is regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;	~~(ii) data that is regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;~~	Seeks to combine changes with changes made in 10.58.315.
(d) establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program, including selecting criteria, describing the measures used and evidence of the reliability and validity of those measures, and reporting data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching;	(d) ~~establishes and~~ monitors ~~attributes and~~ dispositions beyond academic ability that candidates must demonstrate at admissions and during the program, using valid and reliable measures. ~~including selecting selects criteria , describing the measures used and evidence of the reliability and validity of those measures, and reporting data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching;~~	Seeks to combine changes with changes made in 10.58.314.
(e) creates criteria for program progression and monitors	No change	

candidates' advancement from admissions through completion; ensures candidates demonstrate the ability to teach to college- and career ready standards; and presents multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains;		
(f) prior to recommending any completing candidate for licensure, documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and	~~(f) prior to recommending any completing candidate for licensure, documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and~~	Seeks to combine changes with changes made in 10.58.314.
(g) prior to recommending any completing candidate for licensure, documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	(f) ~~(g)~~ prior to recommending any completing candidate for licensure, documents that the candidate understands the expectations of the profession, including ~~codes of ethics,~~ professional standards of practice~~,~~ and relevant laws and policies; and	Alignment to current status regarding code of ethics (Aspirations versus expectations).
	(g) implements a system for effectively maintaining records of candidate formal complaints and resolution documentation.	Includes language around maintaining records and candidate complaints.
10.58.314 INITIAL PROGRAM IMPACT		
(1) The provider:	(1) The provider:	
(a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;	(a) demonstrates the effectiveness ~~impact~~ of its ~~completers~~ completers' instruction on P-12 student learning and development~~, classroom instruction, and schools,~~ and completer and employer ~~the~~ satisfaction ~~of its completers~~ with the relevance and effectiveness of ~~their~~ preparation;	Includes placement schools as an evaluator of candidate impact.
(b) documents impact on P-12 student learning and development using state-supported P-12 data and other	(b) ~~documents impact on P-12 student learning and development using state-supported P-12 data and other~~	Broadens data to determine effectiveness of completers beyond one data point.

measures employed by the provider, including employer surveys and program completer surveys;	~~measures employed by the provider, including employer surveys and program completer surveys;~~ demonstrates that program completers effectively contribute to P-12 student learning using valid and reliable data, including employer and program completer surveys;	
(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions as delineated in ARM 10.58.501;	(c) demonstrates, through structured and validated ~~observation~~ instruments, including, but not limited to, ~~and~~ surveys, interviews, and observations, that ~~which~~ program completers effectively apply the professional knowledge, skills, and dispositions as ~~delineated~~ described in ARM 10.58.501;	Provides examples of validated observation instruments
(d) demonstrates, using measures that result in valid and reliable data that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students; and	(d) demonstrates, using ~~measures that result in~~ valid and reliable data, that employers are satisfied with the program completers' preparation for their ~~assigned~~ responsibilities ~~in~~ working with P-12 students and their families; and	Uses more clear and concise language.
(e) demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective.	(e) demonstrates, using ~~measures that result in~~ valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they ~~confront~~ encounter on the job and that the preparation was effective.	Uses more clear and concise language.
10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT		
(1) The provider:	(1) The provider:	
(a) maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development; supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its completers; and uses the	(a) ~~maintains~~ develops a quality assurance system ~~comprised~~ that consists of valid and reliable data from multiple measures ~~including evidence~~ of candidates' and completers' positive impact on P-12 students ~~learning and development;~~ and supports continuous improvement that is sustained and evidence-based ~~and that evaluates the~~	Provides additional specifics regarding the quality assurance system.

results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development;	~~effectiveness of its completers.~~ The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and ~~test~~ highlight innovations ~~to improve completers' impact on P-12 student learning and development~~;	
(b) develops a quality assurance system comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness;	(b) ~~develops~~ implements and maintains a quality assurance system comprised of multiple measures that can monitor candidate progress, completer ~~achievements~~ impacts, and provider operational effectiveness. The provider documents the process of data entry and how data are reported and used in decision making to make programmatic improvement;	Provides emphasis on data driven decision making for EPPs.
(c) ensures that its quality assurance system relies on data that are relevant, verifiable, representative, cumulative; provides specific guidance for improvement; and produces empirical evidence that interpretations of data are valid and consistent;	(c) ensures that ~~its~~ the quality assurance system relies on ~~data that are~~ relevant, verifiable, representative, cumulative, and actionable measures ~~provides specific guidance for improvement; and produces empirical evidence that~~ to ensure interpretations of data are valid and consistent;	Changes language regarding data requirements
(d) regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes;	(d) regularly and systematically assesses program performance against its goals and relevant standards, ~~tracks~~ monitors results over time, tests innovations, ~~and the effects of selection criteria on subsequent progress and completion,~~ and uses results to improve program elements and processes;	Changes “tracks” to “monitors”
(e) ensures that measures of completer impact on P-12 learning and development are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction; and	(e) ensures that data from the quality assurance system ~~measures of completer impact on P-12 learning and development~~ are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction; and	Language changes for clarity and intent
(f) assures that appropriate stakeholders, including alumni,	(f) assures that ~~appropriate~~ internal and external	Provides specifies examples of stakeholders and

employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.	stakeholders, including, but not limited to, faculty, staff, candidates, ~~alumni~~, completers, employers, practitioners, and school and community partners, ~~and others defined by the provider,~~ are ~~involved~~ engaged in program design, evaluation, and continuous innovative improvement processes ~~and identification of models of excellence~~.	partners. Changes the language from involvement to engagement to emphasis authentic partnerships focused on student learning.

Subchapter 5

Existing Rule	Proposed Language	Comment
10.58.501 TEACHING STANDARDS		
(1) All programs require that successful candidates:	(1) All programs require that successful candidates:	
(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;	(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practice ~~and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities~~;	Changed to address in individualized/personalized learning.
(b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;	(b) use understanding of individual differences and diverse cultures, languages, and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;	Includes recognition of tribal languages as a critical piece of candidate understanding
(c) work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;	No change recommended	

(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;	(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create~~individualized~~ personalized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;	Changed to recognize personalized learning—which is customized to the individual learner.
(e) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;	No change recommended	
(f) use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;	No change recommended	
(g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;	(g) plan and implement ~~individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context~~ evidence-based practices that support the well-being, behavioral, and academic needs of all students;	Changed to include evidence-based practices and whole child efforts.
(h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;	No change recommended	

(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;	(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of their ~~candidate's~~ choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;	
(j) interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;	No change recommended	
(k) engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and	No change recommended	
(l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.	(l) demonstrate understanding of and ability to integrate history, cultural heritage, language, and contemporary status of American Indians and tribes in Montana.	Includes recognition of tribal languages as a critical piece of candidate understanding
10.58.502 AGRICULTURAL EDUCATION		
(1) The program requires that candidates have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program and that successful candidates:	(1) The program requires that candidates have one year (~~2000~~ minimum 500 hours) of practical farm or agricultural-related experience within five years prior to completion of the program and that successful candidates:	To be more consistent across CTE Programs for the amount of time for practical experience.
(a) demonstrate essential skills and knowledge including the scientific/technical, safety, and career information in the areas of: (i) agricultural, natural, and environmental resource science; (ii) agricultural business management and entrepreneurship;	No change recommended	

(iii) horticultural science; (iv) animal science; (v) crop science; (vi) soil science; (vii) food science; (viii) agriculture mechanical technology; (ix) biotechnology; and (x) technology applications in agriculture;		
(b) demonstrate a philosophy of career and technical education, which reflects the unique student/community and industry interaction and includes the biological, physical, and applied sciences, personal leadership, and school-to-career components of a comprehensive agricultural education program;:	No change recommended	
(c) demonstrate competence in the development of a comprehensive instructional program based on identified agriculture industry demographic and technological advances, including current and evolving issues and ongoing practices of Montana American Indian agricultural contributions, while recognizing the social, economic, and demographic diversity of the community in conjunction	No change recommended	
(d) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork)	(d) demonstrate the development of personal and organizational leadership competencies (~~e.g.,~~ including but not limited to citizenship, community awareness, personal development, goal setting, parliamentary procedure, and teamwork);	Replacing the phrase for example to be more broad.
(e) demonstrate the skills and abilities to implement and manage student supervised agricultural experience programs including: (i) accounting practices;	No change recommended	

(ii) career experiences; (iii) entrepreneurial activities; (iv) student portfolio development; (v) on-site instruction; and (vi) job-related skills		
(f) demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, and maintain a safe environment during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1))	(f) demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, ~~and~~ maintain a safe environment, and create a culture of safety during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1))	Including the culture of safety wording, that reflects the importance of the Montana Safety Culture Act of 1993. https://erd.dli.mt.gov/_docs/safety-health/Safety-Culture-Act.pdf
(g) demonstrate the scientific process of critical thinking and problem-solving in the preparation of research experiences in the classroom, laboratory, greenhouse, leadership, and supervised agricultural experiences; and	No change recommended	
(h) demonstrate research-based strategies to meet the diverse learning needs of all students by applying and integrating the state's learning goals, agricultural workplace competencies, and essential academic learning requirements in program implementation and assessment, including American Indians and tribes in Montana.	No change recommended	
10.58.503 ART K-12 (1) The program requires that successful candidates:	No change recommended	
(a) demonstrate understanding of and engage in the processes of art making involving traditional and contemporary studio approaches,	(a) demonstrate proficiency ~~understanding of~~ in and engage in the process of art making involving traditional and contemporary studio approaches, concentrating in one or more	"Understanding" cannot be measured, thus changing the language to proficiency.

concentrating in one or more studio area;	studio area;	
(b) demonstrate understanding of historical and contemporary theories of art education curriculum and instruction, enabling them to reflect and refine personal art education practices	(b) demonstrate understanding and application of global, historical, and contemporary theories of art education curriculum and instruction; visual culture; and cross-curricular and interdisciplinary skills, enabling them to reflect and refine personal art education practices	Additionally, the field of Art Education has broadened to include more global perspectives, as well as be inclusive of Visual Culture, interdisciplinary, cross-curricular, and reflexive/reflective practices. These need to become part of the contemporary curriculum to better inform pre-service teachers and K-12 students
(c) engage in inquiry into the history of art, enabling them to acquire knowledge of the cultural context in which artworks have been created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;	(c) engage in inquiry into the ~~history~~ diverse histories of art, enabling ~~them~~ learners to ~~acquire knowledge of~~ be exposed to the cultural ~~context~~ contexts in which artworks ~~have been~~ are created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;	Change in language includes diverse histories and recognizes Indigenous nations for the impact they have had in Montana.
(d) develop abilities to critically study, see, and respond to the qualities within artworks, both in the process of creating their own artworks and in observing the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written language;	(d) develop abilities to critically study, see, and respond to the diverse qualities within artworks, ~~both in~~ including the process of creating their own artworks and ~~in observing~~ curating the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written ~~language~~ languages;	Curating artworks is a responsibility of the Art Educator under several different circumstances throughout their career, thus it should be part of their training; one does not observe a work of art unless it is a piece of performance art, thus the verb is made specific.
(e) develop competence and a working vocabulary in art production through developing the ability to present imaginative and original ideas and feelings by creating images in a concentration of one or more of the visual art forms	(e) ~~develop competence and~~ demonstrate a working vocabulary in art production through developing the ability to create and present imaginative and original artworks ~~ideas and feelings by creating images in a~~ with a concentration of one or more of the visual art forms;	Art Teacher candidates should be able to demonstrate processes in order to teach successfully and visual culture is equally addressed.
(f) use appropriate art technologies as tools of expression, research, and assessment;	(f) use appropriate art technologies as tools of expression, research, and assessment; and	
(g) comprehend and appropriately use copyright laws in relation to original art works and reproductions	~~(g) comprehend and appropriately use copyright laws in relation to original art works and reproductions~~ demonstrate an awareness of copyright purposes and practices, reproduction,	Comprehension of these concepts is not enough. Art Teachers must exercise these concepts when teaching K-12 students.

	and diverse methods of appropriation, including cultural appropriation.	
(h) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media.	~~(h) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media.~~	We combined 1H with 2A.
(2) The program requires that successful candidates demonstrate an understanding of:	No change recommended	
(a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age appropriate;	(a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is ~~age~~ developmentally appropriate;	We combined 1H with 2A.
(b) the necessity of creating an environment of empathy, tolerance, and emotional safety in the art classroom;	No change recommended	
(c) the health and safety aspects of studio work, including materials, tools, equipment, classroom design, and procedures;	No change recommended	
(d) budgeting and purchasing; and	(d) budgeting and purchasing; ~~and~~	
(e) censorship issues and their complexity	No change recommended	
(f) assessment strategies for evaluating student progress and accomplishments in the visual arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;	(f) appropriate assessment strategies for evaluating student progress and accomplishments in the visual and media arts as aligned to the Montana for visual arts, as well as other standards where the arts are integrated with technology and the content areas;	Includes media arts as outlined in MT Arts Standards.
(g) collaborative skills and practices of art in interdisciplinary curriculum and instruction with other disciplines; and	No change recommended	

(h) career opportunities in art and art related fields to provide encouragement and advice to students about future options.	(h) diverse career opportunities in art and art related fields to provide encouragement and advice to students about future options.	
10.58.505 BUSINESS EDUCATION		
(1) The program requires that successful candidates:	No change recommended	
(a) create, analyze, revise, and implement business education curricula that facilitates the learning of dynamic subject matter in diverse learning environments;	(a) create, analyze, revise, and implement dynamic business education curricula that ~~facilitates the learning of dynamic~~ communicates the challenges and opportunities for students in a global economy and the impact of evolving demographic trends, international competition, and technological innovation within diverse learning environments;	To add an increased emphasis on diverse global workplace as technology continues to advance. Also, aligns standards with the Business Teacher Education Program Standards from NBEA-CBTR.
(b) build professional relationships with stakeholders to produce a relevant learning environment that reflects the real world and provides benefits to the student and the community, including development of career pathways and work-based learning experiences;	(b) ~~build professional relationships~~ develop partnerships with ~~stakeholders to produce a relevant learning environment that reflects~~ members of the educational, business, and other communities to improve programs, develop new programs, ensure a curriculum based on real-world ~~and provides benefits to the student~~ experience, and ~~the community,~~ provide students access to advanced learning opportunities including development of career pathways and work-based learning experiences;	To build relationships with stakeholder groups, including post secondary partners and business/industry representatives, to provide a learning environment reflecting the real world and to provide opportunities to further enhance their learning through a rigorous career pathway, dual enrollment opportunities, and work-based learning experiences. Also, algins standard with the Business Teacher Education Program Standards from NBEA-CBTR.
(c) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, and collaboration)	(c) demonstrate the development of personal and leadership competencies (~~e.g.,~~ including but not limited to citizenship, personal development, goal setting, and collaboration~~)~~;	Aligns standard with the Business Teacher Education Program Standards from NBEA-CBTR.
(d) demonstrate and apply ethical professional practice based on the principles and philosophy of business education and career and technical education through civic engagement, advocacy, and active participation in professional	No change recommended	

development and professional growth activities		
(e) integrate professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;	(e) integrate professional student-directed organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;	When looking at student organizations it is important to realize that they are an extension of the classroom and that they are student directed. Also, aligns standards with the Business Teacher Education Program Standards from NBEA-CBTR.
(f) identify methods for selection and application of technology tools relating to personal and business decision making;	(f) identify ~~methods for selection~~ and ~~application of~~ demonstrate appropriate technology tools to enhance academic, business, and personal decision making; including but not limited to current and emerging devices, input technologies, operating systems, applications, digital media, web development and design.	Updates the standards to address the content area of Technology. Within the *National Standards for Business Education* (2020), Information Technology includes: IV Devices and Components, V Operating Systems, VI Input Technologies, VII Applications, VIII Digital Media, IX Web Development and Design
(g) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;	~~(g) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;~~	
(h) demonstrate effective communication skills to facilitate learning, incorporate quality standards in all forms of communications, and recognize that culture impacts business communication;	~~(h)~~(g) demonstrate effective communication skills to facilitate learning, incorporate quality standards in all forms of communications, recognize that ~~culture impacts~~ business communication is founded on respect, fairness, and honesty;	It is important that a business educator is a good communicator with all stakeholders and is a voice of advocacy for the discipline. Also, aligns standards with the Business Teacher Education Program Standards from NBEA-CBTR.
(i) determine the nature and extent of the information needed, access needed information effectively and efficiently, and evaluate information and its sources critically;	~~(i)~~ (h) determine the nature and extent of the information needed, access needed information effectively and efficiently, and to be able to evaluate information and its sources critically;	Updates the standards to address the content area of Information Technology. Within the *National Standards for Business Education* (2020), I Impact on Society, II Information Literacy, and III Digital Citizenship
(j) demonstrate ethical and social responsibility related to business and the legal framework for personal, business, and social interactions	~~(i)~~ (i) demonstrate ~~ethical and social~~ professional responsibility related to all elements of business and the legal framework for personal, business, and social interactions;	This aligns and updates according to the updated *National Standards for Business Education* (2020).
(k) identify careers and opportunities in business and related occupational fields;	~~(k)~~ (j) ~~identify careers and~~ promote student access and use a variety of resources to gather information, present personal	This aligns and updates according to the updated *National Standards for Business Education* (2020).

	data, and explore educational and career opportunities in business and related occupational fields;	
(l) demonstrate the importance of employment communications to career success (e.g., resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines), interview techniques, and the skills needed to successfully obtain and maintain employment	~~(l)~~ (k) demonstrate the importance of employment communications for career success (e.g., resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines), interview techniques, and the skills needed to successfully obtain and maintain employment	
(m) assess student interests, aptitudes, personal qualities, and other information necessary for students to make informed career choices;	~~(m)~~ (l) assess ~~student interests, aptitudes, personal qualities~~ students personal skills, abilities, and aptitude for a career; use career resources to explore opportunities in business; develop workplace expectations; assist students in transitioning from school to work; and other information necessary for students to make informed career choices	Updates standard to reflect the updated Career Development Standard in the *National Standards for Business Education* (2020) and the Business Teacher Education Program Standards from NBEA-CBTR..
(n) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources	~~(n)~~ (m) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources	Aligns with the Management Standards in the *National Standards for Business Education* (2020)
(o) apply marketing concepts and management fundamentals;	~~(o)~~ (n) apply marketing concepts through responsible marketing practices, including usage of marketing technologies and management fundamentals;	Updates standard to address the development of and rapidly changing marketing technologies, including social media, dashboards, and web tools.
(p) organize, manage, and synthesize information to make wise business decisions	~~(p)~~ (o) organize, manage, and synthesize information to make wise business and entrepreneurial decisions	Updates standard to include both Management and Entrepreneurial standards in the *National Standards for Business Education* (2020).
(q) demonstrate techniques for business problem solving;	~~(q)~~ (p) demonstrate techniques for business problem solving and critical thinking skills needed to function as citizens, consumers, workers, managers, business owners, and directors of their own economic futures;	Updates standard to include both problem solving and critical thinking workplace employability skills as addressed in the updated *National Standards for Business Education* (2020).
(r) apply interpersonal, teamwork, and leadership skills necessary to function in multicultural business and social settings	~~(r)~~ (q) apply interpersonal, teamwork, and leadership skills necessary to function with civility in multicultural business and social settings;	Updates standard for Management in the *National Standards for Business Education* (2020).

NEW STANDARD	(r) develop an understanding of legal principles and systems and how law impacts commerce, society, regulations, and participation in the global business environment.	Updates the standards to address the content area of Business Law.
(s) demonstrate an awareness of the interrelatedness of one country's political policies and economic practices on another including interactions with sovereign tribal nations and an understanding of the global business environment, including the interconnectedness of cultural, political, legal, economic, and ethical systems;	(s) demonstrate an awareness of the interrelatedness of ~~one country's political~~ policies and economic practices on ~~another~~ other nations, including interactions with sovereign tribal nations and an understanding of the global business environment, including the ~~interconnectedness of~~ connection between social, cultural, political, legal, economic, and ~~ethical~~ technological systems;	Updates standard to align to the updated *National Standards for Business Education* (2020) for International Business.
(t) demonstrate and apply principles of economics, free enterprise, and global economies;	No change recommended	
(u) demonstrate and apply the basic concepts of personal finance skills, social and government responsibility, and business practices;	No change recommended	
(v) demonstrate the role of entrepreneurship in economies and the process of starting and maintaining a business;	No change recommended	
(w) demonstrate accounting procedures and use of accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources	(w) demonstrate accounting procedures and ~~use of~~ application of generally accepted accounting principles, accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources	Updates standard to include reference to the generally accepted accounting principles (GAAP).
(x) demonstrate the ability to use technology as a tool for facilitating business functions, coordinate information technology instruction in business education and across the curriculum, and explain the value of information technology and the potential impact it may have on students' lives;	No change recommended	
NEW STANDARD	(y) demonstrate understanding of professional behavior by respecting intellectual property, personal privacy, and information security;	Increases the emphasis on cybersecurity and student use of technology and the increased business and consumer

		activity and information sharing via web-based applications and cloud-based platforms.
(y) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and	~~(y)~~ (z) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and	
(z) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities	~~(z)~~ (aa) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities	
10.58.507 THEATRE		
(1) The program requires that successful candidates:	No change recommended	
(a) demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, including: (i) generating and conceptualizing creations; (ii) analyzing, interpreting, selecting, organizing, developing, and refining artistic techniques; conveying meaning; and completing performances; and (iii) perceiving and analyzing, interpreting intent and meaning in, and apply criteria to evaluate responses;	No change recommended	
(b) demonstrate knowledge of program goals, procedures, and rationales for a school theatre program	No change recommended	

(c) integrate activities with outside performances utilizing the latest methods of theatre practice and appreciation; and	No change recommended	
(d) model pedagogy and attitudes which reflect current research on the theory and practice of teaching theatre	No change recommended	
(2) The program requires that successful candidates demonstrate understanding and knowledge of:	No change recommended	
(a) theatre as a social and aesthetic experience, reflecting on authentic representation, including cultures of American Indians and tribes in Montana and the unique history of theatre and acquaintance with representative plays of past and present, and candidates will be able to synthesize and relate knowledge and personal experiences to make art	No change recommended	
(b) the relationship between the actor, th e literature, and the audience, including the actor's ability to assess personal growth; and	(b) the relationship between the ~~actor~~ practitioner, the literature, and the audience, including the practitioner's ability to assess personal growth; and	The focus on acting precludes student involvement in other aspects of the theatrical process. Practitioner is more inclusive of designers and technicians required to make theatre happen.
(c) the educational function of theatre in the school setting, helping students develop life skills and better understand themselves, others, and the world.	No change recommended	
(3) The program requires candidates have experience with performance and that successful	No change recommended	

candidates:		
(a) direct/supervise a theatrical production with artistic integrity, including supervision of appropriate selections (being mindful of community standards), analysis, casting, rehearsal, and performance;	No change recommended	
(b) manage/supervise the technical requirements and use current and emerging technologies of a theatrical production by effectively planning and executing scenery, lights, make-up, sound, properties, costumes, special effects, promotion and publicity; and	No change recommended	
(c) use production as a measurement/evaluation of current and future goals and objectives.	No change recommended	
(4) The program requires candidates interact with the community as a resource and successful candidates:	No change recommended	
(a) contribute in the development of facilities;	No change recommended	
(b) supervise classroom projects, assembly programs, or any activity that involves elements of theatre	No change recommended	
(c) assist planning comprehensive theatre and/or other fine arts curriculum including video/film; and	No change recommended	
(d) advocate in their school and the larger community for theatre instruction and	No change recommended	

performances.		
(5) The program requires candidates demonstrate knowledge and use of educational theatre resources and professional organizations.	No change recommended	
10.58.509 ENGLISH/LANGUAGE ARTS		
(1) The program ensures that successful candidates:	No change recommended	
(a) apply theory, research, and practice in English/language arts to plan standards-based learning experiences for all students;	No change recommended	
(b) plan, implement, assess, and reflect on instruction that increases motivation and active student engagement; builds sustained learning of English/language arts and responds to diverse students' needs;	No change recommended	
(c) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues related to social justice, diversity, and democracy;	(c) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues ~~related to social justice, diversity, and democracy~~;	Complex issues in literacy are include more than social justice, diversity, and democracy.
(d) engage students in learning experiences that demonstrate the role of the arts, humanities, and other content areas in English/language arts;	No change recommended	
(e) demonstrate understanding of legal and	(e) demonstrate understanding of legal and ~~ethical~~ societal	

ethical issues in English/ language arts such as freedom of expression, censorship, and bias;	issues in English/ language arts such as freedom of expression, censorship, and bias;	
(f) demonstrate understanding of theory and research and apply knowledge in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology;	No change recommended	
(g) plan, implement, assess, and reflect on standards-based instruction that incorporates knowledge of language, including structure, history, and conventions; and facilitate students' comprehension and creation of oral and written discourse and print and non-print texts	No change recommended	
(h) plan, implement, assess, and reflect on standards-based instruction that incorporates knowledge of oral communication and interpersonal (verbal/non-verbal) communication for various contexts, purposes, and audiences	No change recommended	
(i) plan, implement, assess, and reflect on standards-based instruction that integrates individual and collaborative approaches and that demonstrates a variety of reading comprehension strategies appropriate for reading purposes and genres	No change recommended	
(j) plan, implement, assess, and reflect on standards-based instruction that integrates	No change recommended	

individual and collaborative approaches and technologies and that demonstrates an understanding of writing processes and strategies in different genres for a variety of purposes and audiences;		
(k) plan, implement, assess, and reflect on standards-based instruction in literature, integrating an extensive range of authors, print and non-print texts and genres, including historic and contemporary works by and about American Indians and tribes in Montana;	No change recommended	
(l) plan, implement, assess, and reflect on standards-based instruction integrating technologies and/or digital media to compose multimodal discourse; and	No change recommended	
(m) prepare to interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles; engage in leadership and/or collaborative roles in English/language arts professional learning communities; and continue to develop as professional educators.	No change recommended	
10.58.510 STUDENTS WITH DISABILITIES P-12	**10.58.510** ~~STUDENTS WITH DISABILITIES~~ SPECIAL EDUCATION P-12	Align with Chapter 57 endorsement title.
(1) The program requires that successful candidates:		

(a) understand how exceptionalities may interact with development and learning and use this knowledge to provide culturally responsive, meaningful, and challenging learning experiences for individuals with exceptionalities;	No change recommended	
(b) understand how to create and implement personalized, safe, inclusive, and culturally responsive learning environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;	(b) demonstrate the ability ~~understand how~~ to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning that: ~~environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;~~ (i) are based on ongoing analysis of student learning; self-reflection; and professional standards, research and contemporary practices; and (ii) allow all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;	Ensure that candidates emphasize the potential of all students to become active and effective learners with positive social interactions, self-determination, and healthy well-being;
(c) use knowledge of general and specialized curricula, including curricula used in Montana schools, to implement individualized learning opportunities that align with the needs of students with exceptionalities;	(c) demonstrate ~~use~~ knowledge of standards ~~general and specialized curricula, including curricula~~ used in Montana schools and the ability to use general and specialized curricula, to implement individualized learning opportunities that align with the needs of students with exceptionalities;	Curricula is typically determined by the district. Understanding the standards and how they are met through curricula is the intention of this standard.
(d) use multiple methods of assessment and data sources to identify individualized learning needs and make a variety of education decisions (i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPS) (34 CFR	(d) use multiple methods of assessment and data sources to evaluate and identify individualized learning needs and make a variety of education decisions including: ~~(i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPS) (34 CFR 300.320(a)(1)), write measurable goals and objectives,~~	Emphasizes that assessment data is used to develop the components of an IEP based on individualized student needs.

300.320(a)(1)), write measurable goals and objectives, and use data to monitor progress);	~~and use data to monitor progress);~~ (i) ability to identify, collect and understand quantitative and qualitative data; (ii) ability to accurately prepare Present Level of Academic Achievement Functional Performance; (iii) ability to accurately prepare Measurable Annual Goals, (iv) ability to accurately administer, score, and analyze the results of formative, summative and standardized assessments; and (v) ability to accurately interpret and present the assessment results and make ongoing adjustments to instruction;	
(e) select, adapt, and use a repertoire of evidence-based instructional strategies and assistive technology to advance learning of individuals with exceptionalities;	(e) select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic instruction, ~~and~~ assistive technology, whole group instruction, small group instruction, individual instruction to support and self-regulate learning; ~~to advance learning of individuals with exceptionalities;~~	Providing specificity in the repertoire of strategies necessary.
(f) guide professional practices by using foundational knowledge of the field along with professional ethics and standards;	(f) ~~guide professional practices by using~~ use foundational knowledge of the field ~~along with professional ethics and standards~~, of professional standards, and of ethical concerns unique to special education;	Removed ethical concerns from section (j) and inserted here to broaden application to all areas of special education
(g) collaborate and communicate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals	(g) collaborate, ~~and~~ communicate and advocate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their	Added language examples of ways to advocate.

with exceptionalities and their families (i.e., facilitating meetings, scheduling services, implementing accommodations and modifications);	families, including, but not limited to, facilitating meetings, scheduling services, working with paraeducators and related providers, and implementing accommodations and modifications; ~~(i.e., facilitating meetings, scheduling services, implementing accommodations and modifications);~~	
(h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;	(h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education including: (i) identification of social and cultural movements in special education law; (ii) knowledge of court cases which shaped special education law; and (iii) understanding of legal resources to assist decision making;	Moved all legal components from K and consolidated in one standard.
(i) demonstrate knowledge of typical and atypical language development and use systematic evidence-based instruction to enhance language development and teach communicative competence;		
(j) demonstrate knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and appropriate instructional strategies and techniques to support students with social-emotional/behavioral needs (e.g., positive behavior intervention plans/supports); and	(j) demonstrate ~~knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and~~ appropriate instructional strategies and techniques to support students with ~~social-emotional/behavioral needs~~ social, emotional, or behavioral needs, or any combination of these, ~~(e.g., positive behavior intervention plans/supports);~~ ~~and~~	Removed items covered in other areas.
(k) demonstrate proficiency in Montana special education procedural competencies including	(k) demonstrate proficiency in ~~Montana~~ special education procedural competencies including knowledge of state and	Restructured to make sure all federal and state components are included. Removed the name of the state system in case

knowledge of state and federal laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law, understand legal resources to assist decision making, and the ability to navigate federal and Montana law.	federal regulations and rules, knowledge of the state data collection system and state forms, knowledge of state and federal education processes; ~~laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law, understand legal resources to assist decision making, and the ability to navigate federal and Montana law.~~	the name changes.
(k) NEW STANDARD	(l) demonstrate an understanding of disability categories and characteristics to the extent necessary to use eligibility criteria to make informed decisions concerning learner identification; and	The former (k) was too expansive and did not specifically tie the learning to the ability to use state systems and the need to use eligibility guidelines to make informed decisions regarding LRE and FAPE.
(l) NEW STANDARD	(m) demonstrate the ability to determine service and transitional needs and placement in least restrictive environment (LRE) in order to ensure a free and appropriate public education (FAPE) once a student has been identified and qualified for services.	Ensure LRE and FAPE are addressed in an individual standard.
10.58.511 WORLD LANGUAGES		
(1) The program ensures that successful candidates:	No change recommended	
(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and describe the structure, function, and meaning of	(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and ~~describe~~ explain the rules that govern the structure, function, and meaning of target language discourse;	Lanugage clean-up.

target language discourse;		
(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;	~~(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;~~	Incorporated into (a) above.
(c) identify and explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;	~~(c)~~ (b) identify and explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;	
(d) demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;	~~(d)~~ (c) demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;	
(e) in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect;	~~(e)~~ (d) ~~in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect;~~ narrate and describe in past, present, and future using connected discourse;	This ability, if consistent, is a feature of the Advanced level. Language learners will often have different proficiency levels for different skills.
(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;	~~(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;~~	Covered in (a) and ()
(g) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;	~~(g)~~ (e) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;	

(h) understand conventional written narrative and descriptive texts, such as descriptions of persons, places, and things and narrations about past, present, and future events;	~~(h)~~ (f) understand conventional written narrative and descriptive texts, ~~such as descriptions of persons, places, and things and narrations about past, present, and future events~~	Removed prepositions and examples to keep things more broad.
(i) write narratives, descriptions, and summaries on topics of general interest in all major time frames with good control of aspect;	~~(i)~~ (g) write narratives, descriptions, and summaries on topics of general interest in all major time frames with ~~good~~ some control of aspect;	
(j) demonstrate understanding of language as an essential element of culture;	~~(j)~~ (h) demonstrate understanding of language as an essential element of culture;	
(k) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;	~~(k)~~ (i) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;	
(l) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;	~~(l)~~ (j) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;	
(m) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;	~~(m)~~ (k) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;	
(n) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;	~~(n)~~ (l) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;	
(o) provide opportunities for students to connect to the target language and culture through a	~~(o)~~ (m) provide opportunities for students to connect to the target language and culture through a variety of means,	

variety of means, including technology, as a key component of their classroom practice;	including technology, as a key component of their classroom practice;	
(p) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;	~~(p)~~ (n) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;	
(q) tailor language use to students' developing proficiency levels and use a variety of strategies to help students understand oral and written input;	~~(q) tailor language use to students' developing proficiency levels and use a variety of strategies to help students understand oral and written input;~~	This outcome is redundant. The reference to “a wide variety of strategies to meet the linguistic needs of their students at various developmental levels” would include tailoring language use in this way.
(r) use the target language to the maximum extent in the classroom at all levels of instruction;	~~(r)~~ (o) use the target language to the maximum extent in the classroom at all levels of instruction;	
(s) demonstrate an understanding of the national and state standards for foreign language learning to make instructional decisions;	~~(s)~~ (p) demonstrate an understanding of the national and state standards for world ~~foreign~~ language learning to make instructional decisions;	Added the word world for foreign.
(t) understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;	~~(t)~~ (q) understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;	
(u) design authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies;	~~(u)~~ (r) design and use authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies; and	Language clean-up.
(v) design a content-based curriculum which integrates content from other subject areas into instruction; and	~~(v)~~ (s) design a content-based curriculum ~~which~~ that integrates content from other subject areas into instruction; ~~and~~	Language clean-up.

(w) demonstrate knowledge of language proficiency in the second language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination.	~~(w) demonstrate knowledge of language proficiency in the second language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination.~~	Not applicable.
(2) The classical language program requires that successful candidates:	No change recommended	
(a) demonstrate knowledge and understanding of the preceding standards;	~~(a) demonstrate knowledge and understanding of the preceding standards;~~	The modified language in the above criteria corresponds to a level that ranges from Intermediate High to Advanced Low. But the point is that the above criteria already determine the proficiency level.
(b) demonstrate knowledge and understanding of the specific classical language; and	~~(b)~~ (a) demonstrate knowledge and understanding of the specific classical language; and	
(c) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.	~~(c)~~ (b) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.	
(3) The English as a Second Language (ESL) program requires that successful candidates:	~~(3) The English as a Second Language (ESL) program requires that successful candidates:~~	New language proposed for ESL endorsement under new section in chapter 10.58.534.
(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;	~~(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;~~	~~We include comments below, but it would be a good idea to get ESL folks to comment.~~
(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic	~~(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;~~	

content areas;		
(c) demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement;	~~(c) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;~~	
(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;	~~(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;~~	
(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;	~~(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;~~	
(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and	~~(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and~~	
(g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.	~~(g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.~~	
(4) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.	~~(4)~~ (3) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.	

10.58.513 HEALTH		
(1) The program requires that successful candidates:	No change recommended	
(a) utilize health-related data about the social and cultural environments impacting growth and development, needs and interests of students to promote healthy lifestyles and behaviors inclusive of American Indians and tribes in Montana;	No change recommended	
(b) distinguish between behaviors and external factors (family, peers, culture, media, technology) that promote health enhancement and those that hinder well-being;	No change recommended	
(c) conduct needs assessments that provide appropriate data to determine health education needs of the learners and diverse populations;	No change recommended	
(d) use advocacy and communication skills to recruit school and community representatives to support and assist in health education program planning;	No change recommended	
(e) develop a logical scope and sequence plan for a health education program that includes a display of functional knowledge of health promotion and disease prevention concepts related to alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, suicide	No change recommended	

prevention, personal and consumer health, including goal settings, interpersonal communication, and decision skills to enhance health and community and environmental health;		
(f) formulate appropriate and measurable learner goals and objectives that promote healthy lifestyles and behaviors;	No change recommended	
(g) design health education strategies consistent with specified learner goals and objectives to encourage the practice of healthy behaviors to promote physical and cognitive health;	No change recommended	
(h) analyze factors affecting the successful implementation of health education and coordinated school health programs;	No change recommended	
(i) select resources and media best suited to implement program plans for diverse learners, including relevant resources for American Indians and tribes in Montana;	No change recommended	
(j) demonstrate competence in delivering planned health education programs;	No change recommended	
(k) evaluate health education programs, adjusting objectives and instructional strategies as necessary;	No change recommended	
(l) assess student achievement based on health education program objectives, interpret results, and determine future program needs;	No change recommended	

(m) design and develop a plan for coordinating health education with other components of a school health program;	No change recommended	
(n) demonstrate the dispositions and communication skills to facilitate cooperation among health educators, other teachers, and appropriate school staff;	(n) demonstrate the dispositions and communication skills to facilitate cooperation among ~~health~~ educators, ~~other teachers~~ families, and other appropriate ~~school staff~~professionals;	Included families and professionals.
(o) formulate strategies of collaboration among health educators in all settings;	No change recommended	
(p) utilize health information retrieval systems effectively, i.e., current and emerging technologies;	No change recommended	
(q) establish effective and appropriate consultative relationships with those requesting assistance in solving health-related problems;	No change recommended	
(r) synthesize valid and reliable health data and respond to requests for health information;	No change recommended	
(s) select effective, valid, and reliable health resource materials for dissemination;	No change recommended	
(t) interpret concepts, purposes, models, and theories of health promotion and health education;	No change recommended	
(u) predict the impact of societal value systems on health education programs;	No change recommended	
(v) select a variety of communication techniques	No change recommended	

and adapt health information to a specific target audience; and		
(w) develop effective communication between health care providers and consumers working cooperatively as an advocate for improving personal, family, and community health.	No change recommended	
10.58.514 FAMILY AND CONSUMER SCIENCES		
(1) The program requires that successful candidates:	No change recommended	
(a) analyze family, community, and work interrelationships, investigate career paths, examine family and consumer sciences careers, and apply career decision making and transitional processes;	(a) analyze family, community, and work interrelationships, investigate career paths through work-based learning activites; examine family and consumer sciences careers in education and human services, hospitality and food production, and visual arts design;- develop employability skills and 21st century skills; ~~and~~ apply career decision making and transitional processes; and implement service learning.	Verbiage updated to reflect the National FCS CTE Career pathways.
(b) illustrate how each domain of human well-being including social, economic, financial, emotional, spiritual, physical, and intellectual can be enriched in every family and consumer sciences content area;	No change recommended.	
(c) manage resources responsibly to address the diverse needs and goals of individuals, families, and communities in all family and consumer sciences areas, including, but not limited to,	(c) use local and global ~~manage~~ resources responsibly to address the diverse needs and goals of individuals, families, and communities worldwide in all family and consumer sciences areas including, but not limited to, resource	Verbiage updated to have a stronger global sustainability focus as that at the core of the professional's emphasis within resource management.

practices related to human, economic, and environmental resources;	management, consumer economics, financial literacy, living environments, and textiles and apparel; ~~including, but not limited to, practices related to human, economic, and environmental resources;~~	
(d) apply principles of early childhood, human development, and interpersonal relationships to strengthen relationships for individuals in the family, workplace, and communities throughout the life span;	(d) apply culturally responsive principles of ~~early childhood,~~ human development, and interpersonal family relationships to strengthen ~~relationships for~~ individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace; ~~in the family, workplace, and communities throughout the life span;~~	Modified to emphasize the importance of culturally responsive practices.
(e) apply principles of nutrition, culinary arts, and sustainability of wellness practices and address related concerns in a global society;	(e) promote ~~apply principles of~~ nutrition science and food literacy practices and develop food preparation and production skills in personal and professional settings that enhance individual and family well-being across the lifespan, ~~culinary arts, and sustainability of wellness practices~~ and address related concerns in a global society;	Modified to utilize current verbiage driving professional practices within nutrition (a more holistic view).
(f) develop, justify, and implement curricula that address perennial and evolving family, career, and community issues, and reflect the integrative nature of family and consumer sciences, across all academic areas;	(f) develop, justify, and implement course curricula that address perennial and evolving family, career, and community issues; ~~and~~ reflect the integrative nature of family and consumer sciences integrate core academic areas; and reflect high quality career and technical education practices; ~~across all academic areas;~~	Modified to emphasize the importance of the multidisciplinary approach.
(g) create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians and tribes in Montana;	No change recommended.	
(h) demonstrate ethical professional practice	(h) ~~demonstrate~~ engage in ~~ethical~~ professional practice based	Modified to reflect the importance of collaboration for

based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development;	on the history, ~~and~~ philosophy of family and consumer sciences, and relationship to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development;	professional growth.
(i) assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes;	(i) collect student and program data to assess, evaluate, and improve student learning and programs in family and consumer sciences using evidence-based ~~appropriate~~ criteria, standards, and processes;	Modified to have a program data emphasis as this is a part of the Perkins funding requirements in CTE.
(j) integrate leadership strategies from Family, Career, and Community Leaders of America (FCCLA) or other sources into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development; and	(j) integrate leadership strategies ~~from Family, Career, and Community Leaders of America (FCCLA) or other sources~~ into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development; and	Language to emphasize leadership strategies that are embedded in content.
(k) facilitate each student's critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.	(k) facilitate students' ~~each student's~~ critical literacy ~~thinking~~ and problem solving in family and consumer sciences through varied instructional strategies and technologies by experiences modeling ~~and through~~ responsible management of resources in schools, communities, and the workplace.	Modified critical thinking to critical literacy as critical literacy is more holistic to reflect our professional practice.
(l) NEW STANDARD	(l) develop, implement, and demonstrate laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure both the safety of students and clients.	Added to include a standard about laboratory management.

10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION	**10.58.515** INDUSTRIAL ~~TRADES AND~~ TECHNICAL SCIENCES ~~TECHNOLOGY EDUCATION~~	Suggested change to more accurately reflect modern contexts and aspects of this content area
(1) The program requires that successful candidates:	No change recommended	
(a) demonstrate knowledge of a curriculum and curriculum design consistent with current national and Montana standards, including: (i) a mission statement with stated goals and objectives that reflect the intent of industrial trades and technology education programs, as guided by the national professional organizations; (ii) an organized set of concepts, processes, and systems that are technological in nature; and (iii) content orientated toward industrial trades and technology education;	(a) demonstrate knowledge of a curriculum and curriculum design consistent with current national and Montana standards, including: (i) a mission statement with stated goals and objectives that reflect the intent of industrial trades and technology education programs, as guided by the national professional organizations; (ii) an organized set of concepts, processes, and systems that are technological in nature; ~~and~~ (iii) content orientated toward industrial trades and technology education; and (iv) classroom and laboratory instruction; experiential, project and work-based learning; and leadership and personal development.	Expands the learning experience beyond classroom.
(b) demonstrate knowledge/competency in applied science, technology, engineering, mathematics, and communication, including: (i) knowledge about the development of technology, its effects on people, industry, the environment, and society; (ii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential; (iii) information about industry's organization,	(b) demonstrate knowledge/competency in applied science, technology, engineering, mathematics, and communication, including: (i) knowledge about the development of technology, its effects on people, industry, the environment, and society; (ii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential; (iii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts; (iv) construction technology, which includes physical-related	Now a major component in most states.

personnel systems, techniques, resources, products, and social impacts; (iv) construction technology, which includes physical-related technology that uses resources to build structures or construct work on site; (v) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods; (vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; and (vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching;	technology that uses resources to build structures or construct work on site; (v) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods; (vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; ~~and~~ (vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching; and (viii) energy and engineering technology which including information related to engineering and robotics.	
(c) demonstrate knowledge of quality workmanship and work ethics;	No change recommended	
(d) develop insight and understanding in the application of technological concepts, processes, and systems;	No change recommended	
(e) develop and demonstrate skills in utilizing tools, materials, machines, processes, and technical concepts relative to content organizers, safely and efficiently;	No change recommended	
(f) demonstrate skills, creative abilities, positive self-concepts, and individual potentials relating to	No change recommended	

technology;		
(g) demonstrate problem-solving and decision-making abilities involving human and material resources and technological processes and systems;	No change recommended	
(h) demonstrate activity-oriented laboratory instruction that reinforces abstract concepts with concrete experiences;	No change recommended	
(i) demonstrate knowledge and skills regarding how technological systems function and the attitudes to evaluate those systems;	No change recommended	
(j) demonstrate knowledge of past, present, and future technological systems by applying knowledge and skills developed in the study of other systems;	No change recommended	
(k) apply and use content knowledge from other disciplines to solve individual and social problems inclusive of gender equity and culturally sensitive opportunities;	(k) apply and use content knowledge from other disciplines to ~~solve~~ address individual and social problems ~~inclusive of gender equity and culturally sensitive opportunities~~;	
(l) know and understand the rules and requirements and how to obtain access to industry certifications (i.e., automotive, welding, machining);	No change recommended	
(m) demonstrate and apply safe laboratory skills including OSHA 10 requirements, with emphasis on the facilities, personal safety equipment, and	(m) ~~demonstrate and apply safe laboratory skills including OSHA 10~~ ~~requirements, with emphasis on the facilities, personal safety~~ ~~equipment, and environmental concerns;~~ demonstrates the skills and abilities to develop,	

environmental concerns;	utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library media, and electronic technology, ~~and~~ maintain a safe environment, and create a culture of safety during classroom, laboratory, and supervised industrial technical experiences;	
(n) demonstrate and apply ethical professional practice based on principles and philosophy of industrial trade and technology education and career technical education (CTE) through civic engagement, advocacy, and active participation in professional development and professional growth activities;	(n) demonstrate and apply ~~ethical~~ professional practice based on principles and philosophy of industrial trade and technology education and career technical education (CTE) through civic engagement, advocacy, and active participation in professional development and professional growth activities;	
(o) demonstrate an awareness of professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and industry community; and recognize the potential for these organizations to provide personal leadership development;	No change recommended	
(p) demonstrate a knowledge of the value of building professional relationships with stakeholders to produce a relevant learning environment and provide benefits to the student and the community including development of career pathways and work-based learning experiences;	(p) ~~demonstrate an awareness of professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and industry community; and recognize the potential for these organizations to provide personal leadership development;~~ demonstrate knowledge of experiential, project and work-based learning by enhancing student learning through continuous experiential, project, and work-based learning experiences with community stakeholders.	Adds community partnerships.

(q) articulate industrial trades and technology education to the school and the local community;	~~(q)~~ (r) ~~articulate industrial trades and technology education to the school and the local community;~~ demonstrate knowledge of program marketing by engaging key stakeholders through involvement, recognition, and the sharing of information about all components of the program;	Expands methodology for stakeholder engagement.
(r) develop and coordinate partnerships, advisory boards, and work-related experiences into the curriculum; and	No change recommended	
(s) demonstrate knowledge of and how to gain access to services and financial resources available from state and federal agencies and operate within applicable laws and regulations governing education	No change recommended	
10.58.516 JOURNALISM		
(1) The program requires that successful candidates:	No change recommended	
(a) demonstrate knowledge of and apply press law, particularly as it affects the rights and responsibilities of student journalists;	No change recommended	
(b) demonstrate knowledge of and apply the history, technological development, and impacts of the mass media;	No change recommended	
(c) demonstrate knowledge of the functions of the news media in a democratic society and ensure	No change recommended	

students understand their role in preserving free and independent news media;		
(d) demonstrate knowledge of the organizational structure of the news media and the value of news for today's media consumers;	No change recommended	
(e) demonstrate knowledge of styles and purposes of journalistic forms, including news, features, columns, and editorials;	No change recommended	
(f) demonstrate knowledge of and apply the concepts of accuracy, fairness, objectivity, and comprehensiveness in news reporting;	No change recommended	
(g) demonstrate knowledge of and apply journalism ethics;	(g) demonstrate knowledge of and apply journalism ~~ethics~~ professional standards;	
(h) demonstrate knowledge of precomposition strategies, including generating sources, determining angle, interviewing, and researching;	No change recommended	
(i) demonstrate knowledge of and apply skills in using multiple drafts, conferences, and self-assessment as guides for revision and editing, matching language use and style with the intended audience;	No change recommended	
(j) demonstrate a variety of publishing/production methods;	No change recommended	
(k) demonstrate knowledge of and apply methods of effective evaluation of journalistic forms, including advertisements;	No change recommended	

(l) demonstrate the values and skills needed to package multimedia products effectively using various forms of journalistic design with a range of visual, auditory, and interactive media;	No change recommended	
(m) demonstrate the value of auditory, visual, still photography, and photojournalism to tell stories in compelling ways;	No change recommended	
(n) develop a plan and apply strategies on how to organize staffs and demonstrate skills in leadership and group dynamics;	(n) develop a plan and apply strategies on how to ~~organize~~ recruit and develop a student journalism staff ~~staffs~~ and demonstrate skills in leadership and group dynamics;	Recruiting and developing student journalists.
(o) demonstrate knowledge of and apply sound business practices for advertising, sales, consumer relations, bookkeeping, and circulation;	No change recommended	
(p) create effective journalism programs by demonstrating sound practices in selecting, designing, organizing, and employing objectives, strategies, and materials;	No change recommended	
(q) communicate components of curriculum and instruction to students, parents, lay audiences, and other educators;	No change recommended	
(r) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; and	(r) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; ~~and~~	
(s) incorporate instruction in reading literacy and writing literacy in journalism as required by the	(s) incorporate instruction in reading literacy and writing literacy in journalism as required by the Montana Content Standards,	

Montana Content Standards, understanding that course organization needs to allow continuous student learning; and	understanding that course organization needs to allow continuous student learning; and	
New Item	(t) design a variety of assessment tools which guide students in assessing their learning.	Adding an self-assessment component.
10.58.517 LIBRARY MEDIA K-12		
(1) The program ensures that successful candidates:	No change recommended	
(a) demonstrate the ability to design, implement, assess, and evaluate an information literacy program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum;	(a) demonstrate the ability to collaboratively design, implement, and assess, information literacy efforts that ~~prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum~~ engage diverse learners in critical thinking and inquiry processes;	Emphasizes critical thinking and inquiry processes.
(b) demonstrate the ability to manage the library facility to meet school district goals by: (i) utilizing current practices in the areas of policy development, budgeting, needs assessment, and collaboration with students and colleagues; and (ii) demonstrating competency and professionalism in library program administration including budgeting, facilities, equipment, public relations, and program advocacy;	No recommended changes.	

(c) promote reading for learning and enjoyment by demonstrating the ability to: (i) manage library collections through evaluation, selection, acquisition, and organization of library materials; (ii) collaborate with teachers and students in the selection of reading materials in print and digital formats; and (iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana;	(c) promote reading for learning and enjoyment by demonstrating the ability to: (i) ~~manage~~ curate library collections through evaluation, selection, acquisition, and organization of all formats of library materials; (ii) collaborate with teachers and students ~~in the selection of reading materials in print and digital formats~~ to ensure that the collection meets the interests of all learners and is aligned to state standards; and (iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana; and	Curate is a more accurate word than manage. Adds language to collaborate and engage learners on their interests aligned with standards.
(d) demonstrate knowledge of technical services and the policies and procedures that govern these services; and	~~(d) demonstrate knowledge of technical services and the policies and procedures that govern these services; and~~	Eliminate technical services which is embedded in (1)(b)(i).
(e) model and facilitate the effective use of current and emerging digital information tools to locate, analyze, evaluate, and efficiently and ethically use information to support research, learning, creating, and communicating in a digital society.	~~(e)~~ (d) model and facilitate the effective use of ~~current and emerging digital~~ information ~~tools to locate, analyze, evaluate, and efficiently and ethically use information to~~ and use varying instructional strategies and technologies to support research, learning, creating, and communicating in a digital society.	Recognition of varying instructional strategies and embedded technologies used for student learning.
New Item		
10.58.518 MATHEMATICS		
(1) The program requires that successful	No change recommended	

candidates:		
(a) demonstrate knowledge and understanding of and apply the process of mathematical problem solving;	No change recommended	
(b) reason mathematically in constructing, evaluating, and communicating mathematical arguments;	No change recommended	
(c) demonstrate an appreciation for mathematical rigor and inquiry;	(c) ~~demonstrate an appreciation for~~ promote mathematical rigor and inquiry;	Replace appreciation to promote math rigor.
(d) recognize, formulate, and apply connections between mathematical ideas and representations in a wide variety of contexts;	No change recommended	
(e) demonstrate understanding of the mathematical modeling process by interpreting and analyzing mathematical results and models in terms of their reasonableness and usefulness;	(e) demonstrate understanding of the mathematical modeling process by interpreting, ~~and~~ analyzing, and explaining mathematical results and models in terms of their reasonableness and usefulness;	Includes ability to move from the concrete to abstract by including explaining with interpreting and analyzing.
(f) recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding including the ability to: (i) attend to precision in mathematical language, notation, approximations, and measurements by consistently and appropriately applying mathematical definitions and procedures; and (ii) choose appropriate symbolic representations and labels such as specifying units of measure,	No change recommended	

calculating accurately and efficiently, and expressing numerical answers with a degree of precision appropriate for the context and the data used in calculation;		
(g) appropriately use current and emerging technologies as essential tools for teaching and learning mathematics;	No change recommended	
(h) look for and recognize repeated reasoning patterns and the mathematical structures behind those patterns to organize and generalize mathematical methods and results in mathematical problem solving and inquiry;	No change recommended	
(i) demonstrate how students learn mathematics and the pedagogical knowledge specific to mathematics teaching and learning by demonstrating: (i) how learners develop mathematical proficiency through the interdependent processes of integrating conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition; (ii) an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments in mathematics and ensure high standards of mathematical work for all students; (iii) an understanding of learning environments that promote mathematical learning, including individual and collaborative learning, positive	No change recommended	

social interaction about mathematics, active engagement in mathematics learning, and promote self-motivation among mathematical learners; (iv) an understanding of multiple methods of assessment of mathematical learner growth, progress, and decision making; (v) an understanding of a variety of instructional strategies that encourage learners to develop deep understanding of mathematics; and (vi) an understanding of grades 5-12 mathematics curriculum as specified by the State of Montana Content Standards and of the assessment process as specified by the Montana statewide assessment;		
(j) demonstrate content knowledge in: (i) numbers and operations including knowledge and understanding of number systems, arithmetic algorithms, fundamental ideas of number theory, proportion and rate, quantitative reasoning, modeling, and applications; (ii) different perspectives on algebra including knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures and results in abstract algebra, and linear algebra; (iii) geometry and trigonometry including knowledge and understanding of Euclidean and non-Euclidean geometries, geometric	(j) demonstrate content knowledge in: (i) numbers and operations including knowledge and understanding of number systems, arithmetic algorithms, fundamental ideas of number theory, proportion and rate, quantitative reasoning, modeling, and applications; (ii) different perspectives on algebra including knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures ~~and results in abstract algebra,~~ and linear algebra; (iii) geometry and trigonometry including knowledge and understanding of Euclidean and non-Euclidean geometries, geometric transformations, axiomatic reasoning and proof, formulas and calculations related to classical geometric objects, and properties of trigonometric functions;	Eliminate abstract algebra, which is a specific course study at the post-secondary level.

transformations, axiomatic reasoning and proof, formulas and calculations related to classical geometric objects, and properties of trigonometric functions; (iv) calculus including knowledge and understanding of limit, continuity, differentiation, integration involving single and multiple-variable functions, sequences and series, and a thorough background in the techniques and application of the calculus; (v) discrete mathematics including knowledge and understanding of basic discrete structures, counting techniques, iteration, recursion, formal logic, and applications in the formulation and solution of problems; (vi) data analysis, statistics, and probability including knowledge and understanding of descriptive statistics using numbers and graphs, survey design, sources of bias and variability, empirical and theoretical probability, simulation, and inferential statistics related to univariate and bivariate data distributions; and (vii) historical development and perspectives of various branches of mathematics including contributions of significant historical figures and diverse cultures, including American Indians and tribes in Montana.	(iv) calculus including knowledge and understanding of limit, continuity, differentiation, integration involving single and multiple variable functions, sequences and series, and a thorough background in the techniques and application of the calculus; (v) discrete mathematics including knowledge and understanding of basic discrete structures, counting techniques, iteration, recursion, formal logic, and applications in the formulation and solution of problems; (vi) data analysis, statistics, and probability including knowledge and understanding of descriptive statistics using numbers and graphs, survey design, sources of bias and variability, empirical and theoretical probability, simulation, and inferential statistics related to univariate and bivariate data distributions; and (vii) historical development and perspectives of various branches of mathematics including contributions of significant historical figures and diverse cultures, including American Indians and tribes in Montana.	.
10.58.519 MUSIC K-12		

(1) The program requires that successful candidates:	No change recommended	
(a) perform solo and small to large ensemble repertoire in candidate's specialty area;	No change recommended	
(b) perform in both vocal and instrumental ensembles;	No change recommended	
(c) demonstrate proficiency on keyboard and fretted instruments in order to use the instruments for demonstration and rehearsal;	No change recommended	
(d) demonstrate a comprehensive knowledge of musical notation and terminology;	No change recommended	
(e) arrange and/or transpose music in an age- and level-appropriate manner for ensembles and classroom situations;	No change recommended	
(f) demonstrate basic competence in performing and teaching voice, winds, string, and percussion instruments, including a comprehensive knowledge and skill in conducting and score reading, in order to instruct and conduct choral and instrumental ensembles	No change recommended	
(g) demonstrate through analysis and performance an understanding of aural perception to distinguish tonal and temporal relationships;	No change recommended	
(h) demonstrate through analysis and performance an understanding of the elements of	No change recommended	

music, including melody, harmony, rhythm, tempo, timbre, tone, dynamics, and form;		
(i) demonstrate through analysis and performance knowledge of acoustics and the physics of sound as it relates to instrumental sound production, timbre, and tone quality;	No change recommended	
(j) develop an understanding of post K-12 opportunities available to students, including post-secondary, other post K-12 education, and career opportunities related to the study and performance of music and music-related fields;	No change recommended	
(k) identify music in terms of style, historical period, and cultural significance as it relates to instruction, rehearsal, and performance;	No change recommended	
(l) demonstrate knowledge, awareness, and appreciation of musical cultures, including those of American Indians and tribes in Montana;	No change recommended	
(m) demonstrate understanding of the diversity of students with regard to culture, backgrounds, and abilities, including the cultures of American Indians and tribes in Montana	No change recommended	
(n) demonstrate knowledge of the relationship of music to other performing and visual arts, and other disciplines outside the arts;	No change recommended	
(o) demonstrate an understanding of the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the	No change recommended	

individual and society;		
(p) demonstrate knowledge and understanding of how children learn and develop, both as individuals and as part of a group, with regard to music instruction;	No change recommended	
(q) use a variety of age-appropriate instructional strategies to develop students' performance skills;	No change recommended	
(r) demonstrate competency in promoting student creativity through age- and ability-appropriate instruction in interpretation, improvisation, and composition;	No change recommended	
(s) plan instruction based on candidate's musical knowledge and needs of the curriculum, the candidate's students, school, and the community;	No change recommended	
(t) demonstrate understanding of and use varied age-appropriate assessment strategies to evaluate and ensure continuous and consistent musical development of students;	No change recommended	
u) demonstrate continuing competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, online resources, amplification, and recording technology and their relationship to acoustics and sound;	No change recommended	

(v) demonstrate understanding of how to structure appropriate learning environments for K-12 music instruction, including appropriate pacing, modeling, and rehearsal organization;	No change recommended	
(w) demonstrate an understanding of the need for positive relationships with colleagues, parents, and community members to support student learning and program continuity;	No change recommended	
(x) demonstrate an understanding of strategies for managing a music program in terms of equipment management and maintenance, instructional materials, co-curricular activities including music performance and participation, and finance management including fundraising, grants, and sponsorships; and	No change recommended	
(y) demonstrate an understanding of the implementation of age-appropriate classroom management for the music classroom.	No change recommended	
10.58.520 PHYSICAL EDUCATION		
(1) The program requires that successful candidates:	No change recommended	
(a) identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning;	No change recommended	

(b) demonstrate competent motor skill performance in a variety of physical activities;	No change recommended	
(c) describe performance concepts and strategies related to skillful movement and physical activity including fitness principles, game tactics, and skill improvement principles;	No change recommended	
(d) describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness;	No change recommended	
(e) demonstrate knowledge and understanding of state and national content standards, current law, including those related to American Indians and tribes in Montana, and local program goals in physical education;	No change recommended	
(f) identify, select, and implement appropriate learning/practice opportunities of K-12 physical education students based on developmental needs, expected progression, level of readiness, understanding the student, the learning environment, and the task;	No change recommended	
(g) demonstrate understanding and use of current and proven instructional strategies, services, and resources to promote skillful movement and physical activities;	No change recommended	
(h) use organizational and managerial skills to create efficient, active, and equitable learning	No change recommended	

experiences in physical education and development that are responsive to students' strengths, interests, challenges, individual prior experiences, and diverse cultural heritages including the distinct cultural differences of American Indians and tribes in Montana;		
(i) use a variety of developmentally and culturally appropriate practices to motivate K-12 students to participate in indoor and outdoor physical activity to promote physical and cognitive health;	No change recommended	
(j) use strategies to help students demonstrate responsible personal and social behaviors including mutual respect, support of others, safety, and cooperation that promote positive relationships and a productive learning environment;	No change recommended	
(k) demonstrate knowledge and use of instructional strategies to enhance communication among students in physical activity settings;	No change recommended	
(l) demonstrate knowledge and use technology tools and instruments to monitor students' motor skills, development, and performance;	No change recommended	
(m) demonstrate strategies to become an advocate in the school and community to promote a variety of health-enhancing opportunities; and	No change recommended	

(n) participate in the professional health education and physical education community (e.g., school, district, state, tribal, and national) and within the broader education field.	No change recommended	
10.58.521 READING SPECIALISTS K-12		
(1) The program ensures that successful candidates:	No change recommended	
(a) understand the theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including: (i) understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components; (ii) understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners; and (iii) demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;	(a) demonstrate knowledge of major ~~understand the~~ theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, their correlation to Montana Content Standards, and the role of the reading/literacy specialist in schools; ~~reading and writing processes and instruction as outlined in the Montana Content Standards, including:~~ (i) demonstrate knowledge ~~understanding~~ of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy; ~~historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components;~~ (ii) demonstrate knowledge ~~understanding~~ of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling sentence construction, word processing) and their	Recognition of how to teach students to read write, speak and listen.

	relationships with other aspects of literacy; ~~role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners; and~~ (iii) demonstrate knowledge of theoretical conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy; ~~demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;~~ and (iv) demonstrate knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;	
(b) create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by: (i) recognizing, understanding, and valuing the forms of diversity that exist in society and their importance in learning to read and write; (ii) using a literacy curriculum and engaging in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity; and (iii) developing and implementing strategies to advocate for equity;	(b) create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by: (i) recognizing, understanding, and valuing the forms of diversity that exist in society and their importance in learning to read and write; (ii) using a literacy curriculum and engaging in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity; and (iii) developing and implementing strategies to advocate for ~~equity;~~ equality of opportunity.	Aligns to MT Constitution, article X, section I.

(c) use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing by: (i) utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum; (ii) utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections, including the use of appropriate technology; and (iii) utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;	(c) use foundational knowledge to design literacy curricula to meet the unique needs of learners; by ~~use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing~~ (i) utilizing foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners; ~~utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum;~~ (ii) designing, selecting, adapting, teaching, and evaluating evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent; ~~utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic~~	Expanding and updating effective instructional approaches and materials.

	~~knowledge, and reading/writing connections, including the use of appropriate technology; and~~ (iii) selecting, adapting, teaching, and evaluating evidence-based, supplemental, and intervention approaches and programs while using instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; ~~utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;~~ and (iv) demonstrating the ability to collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.	
(d) use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction by: (i) understanding types of assessments and their purposes, strengths, and limitations; (ii) selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data; and (iii) using assessment information to plan, evaluate, reflect on, and adjust instruction;	(d) understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders by: ~~use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction by:~~ (i) understanding the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language and culture, dialect), and influences of various types of tools in a comprehensive literacy and language assessment system and applying that knowledge when using assessment tools ~~understanding types of assessments and their purposes, strengths, and limitations~~;	Expanding on all elements of assessment.

	(ii) collaborating with colleagues to administer, interpret, and use for decision making student assessment, instruction, intervention, and evaluation for individuals and groups of students; ~~selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data; and~~ (iii) participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; ~~using assessment information to plan, evaluate, reflect on, and adjust instruction;~~ (iv) using both written and oral communication, explaining assessment results, and advocating for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/ guardians.	
(e) create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by: (i) designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction; (ii) designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for	(e) meeting the developmental needs of all learners and collaborating with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrating digital technologies in appropriate, safe, and effective ways; and fostering a positive climate that supports a literacy-rich learning environment by; ~~create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by:~~ (i) in consultation with families and colleagues, meeting the developmental needs of all learners; ~~designing the~~	Incorporates a learner focused environment.

learning to read and write; and (iii) utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).	~~physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction;~~ (ii) collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners; ~~designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and~~ (iii) integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts; ~~utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).~~ (iv) facilitating efforts to foster a positive climate that supports a literacy-rich learning environment.	
(f) NEW STANDARD	(f) demonstrating ability to work collaboratively with individuals and groups of colleagues; demonstrating their coaching skills; and advocating on behalf of, students and families by: (i) designing and practicing in professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, workshops) while using collaborative data collection, analysis, and decision-making processes. (ii) using their knowledge of adult learning to support teacher inquire and reflectivity through coaching tools and processes (e.g., modeling, problem solving, observation feedback cycles, coteaching) in their work with teachers; and	Including key elements for a reading specialists to collaborate and coach.

	(iii) facilitating and working with teachers and other school leaders to advocate on behalf of students and families, for effective literacy programs, practices, and policies.	
10.58.522 SCIENCE	No change recommended	
(1) The science program ensures that successful candidates follow the subject major and/or minor program of study or the broadfield major program of study. Subject major and/or minor teaching endorsement programs are limited to biology, earth science, chemistry, and physics. The physical science endorsement is a balanced combination of physics and chemistry. The broadfield major includes a concentration in one of the endorsable disciplines, coupled with balanced study in three other endorsable science disciplines. Science disciplines selected adhere to a scope and sequence which ensures a thorough grounding in the basic concepts, skills, and dispositions associated with Montana and national K-12 content standards.	No change recommended	
(2) The science endorsement requires that successful candidates:	No change recommended	
(a) demonstrate a thorough understanding of the nature of science and essential science engineering practices, including: (i) recent significant changes in the field, as	(a) demonstrate a thorough understanding of the nature of science and essential science engineering practices, including: (i) recent significant changes in the field, as reflected by Montana Content Science Standards, the science framework	Added the word Science to specify content standards

reflected by Montana Content Standards, the science framework and their impact on the content knowledge necessary for teaching K-12 students; (ii) understanding and articulating the knowledge and practices of contemporary science and engineering; (iii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching; (iv) preparation and experience in environmental science, including American Indians and tribes in Montana and their traditional relationships to the environment; and (v) methods to engage in active inquiry lessons where students ask questions, develop and use models, plan and carry out investigations, analyze and interpret data using applicable science-specific technology, mathematics, and computational thinking, in order to construct explanations and solutions and communicate concepts by engaging in argument from evidence;	and their impact on the content knowledge necessary for teaching K-12 students; (ii) understanding and articulating the knowledge and practices of contemporary science and engineering; (iii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching; (iv) preparation and experience in environmental science, including American Indians and tribes in Montana and their traditional relationships to the environment; and (v) methods to engage in active inquiry lessons where students ask questions, develop and use models, plan and carry out investigations, analyze and interpret data using applicable science-specific technology, mathematics, and computational thinking, in order to construct explanations and solutions and communicate concepts by engaging in argument from evidence;	
(b) demonstrate knowledge and skills in obtaining, evaluating, and communicating information using multiple sources in order to communicate claims, methods, and designs to others;	No change recommended	
(c) use a variety of strategies that demonstrate the candidates' knowledge of the appropriate	No change recommended	

teaching and learning activities, including laboratory or field settings and applicable instruments and technology, or both;		
(d) demonstrate safe laboratory management skills;	No change recommended	
(e) practice ethical treatment of living organisms in the classroom; and	(e) practice ~~ethical~~ humane treatment of living organisms in the classroom; and	
(f) interrelate and interpret important concepts, ideas, and applications in their field of endorsement and supporting disciplines.	No change recommended	
(3) The candidate for an endorsement in earth science demonstrates the following core competencies:	No change recommended	
(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change, constancy, measurement, evolution and equilibrium, form and function;	No change recommended	
(b) systematic and quantitative study of the fundamental topics in earth science interrelated and illustrated with descriptive and historical perspectives, as well as the applications of earth science in society;	No change recommended	
(c) conceptual understanding of astronomy, geology, paleontology, meteorology, and oceanography, and their relations with each other;	No change recommended	

(d) conceptual understanding of biology, chemistry, or physics, emphasizing the interrelationships among the sciences and their relations to earth science;	No change recommended	
(e) conceptual understanding of mathematics, including a working knowledge of trigonometry and statistics;	No change recommended	
(f) conceptual understanding of ethical and human implications of such contemporary issues as the impact of technologies on earth systems; and	(f) conceptual understanding of ~~ethical and~~ human implications of such contemporary issues as the impact of technologies on earth systems; and	
(g) ability to design, develop, and evaluate field, demonstration, and laboratory instructional activities, and use special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in earth science and especially techniques and strategies for using the local environment as a teaching/learning laboratory.	No change recommended	
(4) The candidate for an endorsement in biology demonstrates the following core competencies:	No change recommended	
(a) conceptual understanding of the life processes in living systems including organization of matter and energy;	No change recommended	
(b) conceptual understanding of the similarities and differences among animals, plants, fungi, microorganisms, and viruses;	No change recommended	

(c) conceptual understanding of living organisms, ethical laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;	(c) conceptual understanding of living organisms, ~~ethical~~ humane laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;	
(d) conceptual understanding of the principles and practices of biological classification and the theory and principles of biological evolution;	No change recommended	
e) understanding of the ecological systems including the interrelationships and dependencies of organisms with each other and their environments;	No change recommended	
(f) conceptual understanding of population dynamics and the impact of population on its environment;	No change recommended	
(g) understanding of general concepts of genetics and heredity;	No change recommended	
(h) conceptual understanding of organizations and functions of cells and multi-cellular systems;	No change recommended	
(i) understanding of the regulation of biological systems including homeostatic mechanisms;	No change recommended	
(j) conceptual understanding of the fundamental processes of modeling and investigating in the biological sciences;	No change recommended	
(k) understanding of the applications of biology in environmental quality and in personal and community health;	No change recommended	

(l) conceptual understanding of bioenergetics including major biochemical pathways;	No change recommended	
(m) understanding of biochemical interactions of organisms and their environments;	No change recommended	
(n) conceptual understanding of molecular genetics and heredity and mechanisms of genetic modification;	No change recommended	
(o) understanding of molecular basis for evolutionary theory and classification;	No change recommended	
(p) conceptual understanding of the causes, characteristics, and avoidance of viral, bacterial, and parasitic diseases;	No change recommended	
(q) understanding of the issues related to living systems such as genetic modification, uses of biotechnology, cloning, and pollution from farming; and	No change recommended	
(r) conceptual understanding of applications of biology and biotechnology in society, business, industry, and health fields.	No change recommended	
(5) The candidate for an endorsement in chemistry demonstrates the following core competencies:	No change recommended	
(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and	No change recommended	

equilibrium, form and function;		
(b) understanding of exploration and inquiry as tools in investigating all aspects of the natural environment and demonstrates knowledge of application and instruction using these methods when instructing students	No change recommended	
(c) conceptual understanding of the fundamental structures of atoms and molecules;	No change recommended	
(d) understanding of the basic principles of ionic, covalent, and metallic bonding;	No change recommended	
(e) conceptual understanding of the physical and chemical properties and classification of elements including periodicity;	No change recommended	
(f) understanding of chemical kinetics and thermodynamics;	No change recommended	
(g) conceptual understanding of the principles of electrochemistry;	No change recommended	
(h) understanding of the Mole concept, stoichiometry, and laws of composition;	No change recommended	
(i) conceptual understanding of solutions, colloids, and colligative properties;	No change recommended	
(j) understanding of transition elements and coordination compounds;	No change recommended	
(k) conceptual understanding of acids and bases, oxidation-reduction chemistry, and solutions;	No change recommended	

(l) understanding of fundamental biochemistry;	No change recommended	
(m) conceptual understanding of the applications of chemistry in personal and community health and environmental quality;	No change recommended	
(n) understanding of the molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter;	No change recommended	
(o) conceptual understanding of the advanced concepts of chemical kinetics, and thermodynamics;	No change recommended	
(p) understanding of Lewis structures and molecular geometry;	No change recommended	
(q) conceptual understanding of major biological compounds and natural products;	No change recommended	
(r) understanding of solvent system concepts;	No change recommended	
(s) conceptual understanding of chemical reactivity and molecular structure including electronic and steric effects; and	No change recommended	
(t) understanding of organic chemistry including syntheses, reactions, mechanisms, and aromaticity.	No change recommended	
(6) The candidate for an endorsement in physics demonstrates the following core competencies, including:	No change recommended	
(a) conceptual understanding of energy, work,	No change recommended	

and power;		
(b) understanding of motion, major forces, and momentum;	No change recommended	
(c) conceptual understanding of Newtonian physics with engineering applications;	No change recommended	
(d) understanding of conservation, mass, momentum, energy, and charge;	No change recommended	
(e) conceptual understanding of the physical properties of matter;	No change recommended	
(f) understanding of kinetic-molecular motion and atomic models;	No change recommended	
(g) conceptual understanding of radioactivity, nuclear reactors, fission, and fusion;	No change recommended	
(h) understanding of wave theory, sound, light, the electromagnetic spectrum and optics;	No change recommended	
(i) conceptual understanding of electricity and magnetism;	No change recommended	
(j) understanding of the fundamental processes of investigating in physics;	No change recommended	
(k) conceptual understanding of the applications of physics in environmental quality and to personal and community health;	No change recommended	
(l) understanding of thermodynamics and energy-matter relationships;	No change recommended	

(m) conceptual understanding of nuclear physics including matter-energy duality and reactivity;	No change recommended	
(n) understanding of angular rotation and momentum, centripetal forces, and vector analysis;	No change recommended	
(o) conceptual understanding of quantum mechanics, space-time relationships, and special relativity;	No change recommended	
(p) understanding of models of nuclear and subatomic structures and behavior;	No change recommended	
(q) conceptual understanding of light behavior, including wave-particle duality and models;	No change recommended	
(r) understanding of electrical phenomena including electric fields, vector analysis, energy, potential, capacitance, and inductance;	No change recommended	
(s) conceptual understanding of issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems, and weapons development;	No change recommended	
(t) understanding of historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and evolution of theories in physics; and	No change recommended	
(u) conceptual understanding of the applications of physics and engineering in society, business,	No change recommended	

industry, and health fields.		
(7) The candidate for an endorsement in broadfield science demonstrates the following core competencies:	No change recommended	
(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;	No change recommended	
(b) ability to collect and interpret empirical data using applicable science-specific technology to develop science and engineering practices, understand the cross-cutting concepts and processes, relationships, and natural patterns;	No change recommended	
(c) interdisciplinary study of the fundamental topics in biology, chemistry, physics, and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;	No change recommended	
(d) study and experiences emphasizing interrelationships among all the sciences, as well as cross-cutting concepts of the sciences with other areas of study such as mathematics, technology, and engineering;	No change recommended	
(e) understanding of mathematics, including a working knowledge of calculus and statistics;	No change recommended	
(f) conceptual understanding of the relationships	No change recommended	

among science, science technologies, and the study of environmental education;		
(g) designing, developing, and evaluating field experiences, demonstrations, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and specimens which support and enhance curricula and instruction in all sciences including laboratory and field studies that promote the science and engineering practices, investigation and inquiry, and the use of experimental methods;	No change recommended	
(h) conceptual understanding of earth sciences including content in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;	No change recommended	
(i) conceptual understanding of biology including content in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other;	No change recommended	
(j) conceptual understanding of chemistry including content in organic, inorganic, analytical, and biochemistry and their relationships with each other;	No change recommended	
(k) conceptual understanding of physics including content in classical mechanics, electricity and magnetism, heat and thermodynamics, waves,	No change recommended	

optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics and their relationships with each other; and		
(l) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and, especially, using questions to define problems and potential solutions.	No change recommended	
10.58.523 SOCIAL STUDIES		
(1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional content chosen from economics, geography, psychology, sociology, Native American studies, or anthropology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards	(1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional content chosen from economics, geography, psychology, sociology, Native American studies, or anthropology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana ~~and national~~ Standards.	Focus on Montana standards.

(2) The social studies endorsement requires that successful candidates: (a) demonstrate knowledge of the purposes of social studies, how to select content appropriate to those purposes, how to use emerging technology, and how to assess student learning in terms of social studies goals; (b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards; (c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines for use in social studies instruction; (d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana, including an awareness and application of the Montana 7 Essential Understandings; and (e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and range of abilities;	(2) The social studies endorsement requires that successful candidates: (a) demonstrate knowledge of the purposes of social studies, how to select content appropriate to those purposes, how to use emerging technology, and how to assess student learning in terms of social studies goals; (b)-demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards for civic competence; (c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines for use in social studies instruction; (d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana, including an awareness and application of the Montana 7 Essential Understandings of Montana's Indian Education for All; ~~and~~ (e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and range of abilities; and (f) plan and implement a variety of pedagogical practices that engage students and promote understanding of contemporary events.	Increased attention to civic competence Incorporates IEFA
(3) The economics endorsement program requires that successful candidates demonstrate knowledge of: (a) economic theory;	(3) The economics endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:	Uses more precise language that is representative of a range of economic situations and better recognizes the complexity of international economic activities; also recognizes that political events influence national economics

(b) the basic economic problems confronting societies and the examination of the ways in which economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact; (c) the basic economic goals for society, including freedom of choice, personal financial literacy, ethical action, efficiency, equity, full employment, price stability, growth, and security; (d) the nature of comparative economic systems, including: (i) the organization and importance of the international economic system; (ii) the distribution of wealth and resources on a global scale; (iii) the struggle of developing nations to attain economic independence and a better standard of living for their citizens; (iv) the role of the transnational corporation in changing rules of exchange; and (v) the influence of political events on the international economic order	(a) economic theory; (b) the basic economic problems confronting societies and the examination of the ways in which economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact; (c) the basic economic goals for society, through a free market economy, including freedom of choice, personal financial literacy, ~~ethical~~ lawful action, efficiency, ~~equity~~ equality of opportunity, full employment, price stability, growth, and security; (d) the nature of comparative economic systems, including: (i) the organization and importance of the international economic system; (ii) the distribution of wealth and resources on a global scale; (iii) the struggle of developing nations to attain economic independence and a better standard of living for their citizens; (iv) the role of the transnational corporation in changing rules of exchange; and (v) the influence of political events on national and ~~the~~ international economic ~~order~~ conditions.	
(4) The geography endorsement program requires that successful candidates demonstrate knowledge of: (a) the geographic themes of location (absolute and relative), place (physical and human	(4) The geography endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to: (a) the geographic themes of location (absolute and relative), place (physical and human characteristics), human-	Recognizes both content and content-specific pedagogy requirements.

characteristics), human-environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change); (b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography; (c) human geography, including cultural, social, historical, political, and economic concerns; and (d) the use of maps and other tools of geographical investigation or presentation, including the use of emerging technology, to process information from a spatial perspective	environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change); (b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography; (c) human geography, including cultural, social, historical, political, and economic concerns; and (d) the use of maps and other tools of geographical investigation or presentation, including the use of emerging technology, to process and evaluate information from a spatial perspective	
(5) The government endorsement program requires that successful candidates demonstrate knowledge of: (a) the nature of individual dignity, human rights, sovereignty (popular, tribal, and national), political power, citizenship, and political authority; (b) American democracy as a form of government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation; (c) the organization, powers, and politics of the national, state, tribal, and local units of American government; (d) the role of public opinion, the press, elections, interest groups, and political leaders in building compromise and policy making;	No change recommended	

(e) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order; and (f) American democracy as compared and contrasted with other forms of government, political systems, and philosophies throughout history and today		
(6) The history endorsement program requires that successful candidates demonstrate knowledge of: (a) U.S. history, including the history of the many peoples who have contributed to the development of North America; (b) the history of diverse civilizations throughout the world; (c) the origin, development, and ramifications of present local, tribal, national, and world affairs; (d) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record by using appropriate content standards; (e) the cultural, economic, political, scientific/technological, and social activity of humans in the analysis of contemporary issues and problems; (f) the history, cultural heritage, political development, and contemporary status of American Indians and tribes in Montana; and (g) the changing role of culture, ethnicity, gender, class, and identity in human affairs.	No change recommended	

(7) The psychology endorsement program requires that successful candidates demonstrate knowledge of: (a) the basic psychological theories including developmental, personality, learning, motivation, cognition, biological/physiological, social behavior, and psychological disorders; (b) the application of the processes of scientific inquiry and descriptive statistics to questions concerning human behavior; (c) the behaviors which are most effective in coping with stresses in life, understanding the effects of historical trauma upon cultures, and in improving interpersonal and cross-cultural relationships; (d) human development in terms of physiological, social, and environmental influences throughout the lifespan; and (e) the theories and factors which contribute to psychological dysfunction of individuals and families.	No change recommended	
(8) The sociology endorsement program requires that successful candidates demonstrate knowledge of: (a) the basic structure and history of the world's dominant and indigenous social systems; (b) the factors, including the effects of changing communications, which hold groups together or which change and weaken them; (c) the application of knowledge and techniques	No change recommended	

to practical problems in the everyday world of individuals, groups, organizations, and government; and (d) the importance of diversity in society.		
10.58.524 COMMUNICATION		
(1) The program ensures that successful candidates:	No change recommended	
(a) demonstrate understanding of the composing process, including research, organization, and context development to plan standards-based, coherent, and relevant learning experiences for all students;	No change recommended	
(b) demonstrate understanding of theories of human communication including symbolic development, transference of meaning, both cognitively and affectively, nonverbal communication, and language, including social and cultural factors affecting language use;	No change recommended	
(c) demonstrate understanding of context (practices) of human communication, including public speaking, rhetoric, argumentation, persuasion; oral interpretation, interpersonal, small group, and organizational communication; cross-cultural communication, including American Indians and tribes in Montana;	No change recommended.	
(d) demonstrate understanding of diagnostic	(d) demonstrate understanding of diagnostic techniques,	Teachers need to demonstrate understanding that

techniques, assessment, and prescriptions for improving students' formal and informal communication skills and communicate with students about their performance in ways that actively involve them in their own learning;	assessment, designing and prescriptions applying formative and summative assessments for improving students' formal and informal communication skills and communicate with students providing appropriate and targeted feedback about their performance in ways that actively involve them in their own learning by encouraging them to analyze their own communication skills;	incorporating regular checks for understanding with appropriate feedback and opportunity for students to analyze their own performance will be key to student growth.
e) design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;	e) design instruction that incorporates students' home and a variety of community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;	Added a “variety of” community languages to point out that with online platforms, students have a huge variety of “communities” with which they engage.
(f) demonstrate positive attitudes for teaching communication and demonstrate knowledge and understanding of students' social, linguistic, and cultural backgrounds affecting symbolic cognition; and	No change recommended	
(g) select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media.	No change recommended	
10.58.526 TRAFFIC EDUCATION		
(1) The program requires that successful candidates:	No change recommended	
(a) demonstrate an understanding of the state requirements for approval of a traffic education	No change recommended	

program (i.e., school and teacher, student age, scheduling, program length, and liability);		
(b) demonstrate an understanding of the state requirements to be eligible as an approved teacher of traffic education (i.e., educator license, driver's license, driving record, specific coursework, and professional development);	No change recommended	
(c) demonstrate an understanding of the state requirements regarding vehicle usage (i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring);	(c) demonstrate an understanding of the state requirements regarding vehicle usage ~~(i.e.,~~ including but not limited to required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, course completion certificates, and insuring~~)~~;	Adds course completion certificates.
(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program (i.e., approval and reimbursement forms);	No change recommended	
(e) demonstrate knowledge of the driver licensing process and the responsibilities associated with having that license;	No change recommended	
(f) demonstrate a working knowledge and administration of the cooperative driver testing program (CDTP) leading to instructor certification to administer the CDTP driver's license knowledge and road skills tests and issue the	No change recommended	

traffic education learner license;		
(g) demonstrate a working knowledge of perceptual and physical screening techniques;	No change recommended	
(h) demonstrate an understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process;	No change recommended	
(i) demonstrate an understanding of the consequences resulting from violations (i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting);	No change recommended	
(j) demonstrate the ability to effectively assist students in examining and clarifying their beliefs, attitudes, and values as they relate to traffic safety;	No change recommended	
(k) demonstrate an understanding of the importance of positive attitudes toward safe driving (i.e., mental, social, and physical tasks performed through a decision-making process);	No change recommended	
(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system (i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways);	No change recommended	
(m) demonstrate an understanding of the responsibilities of vehicle ownership (i.e., basic mechanical operation, maintenance, and insuring);	(m) demonstrate an understanding of the responsibilities of contemporary vehicle ownership (i.e., basic mechanical operation, maintenance, and insuring);	Since vehicle technology is always changing, this now will be worded to ensure the instructors are up to date with their knowledge of this changing information.

(n) demonstrate an understanding of vehicle dynamics and balance as they relate to operator control, vehicle safety technology, and the effects of occupant restraint systems;	No change recommended	
(o) demonstrate an understanding of current traffic education issues (i.e., parent involvement, zone control, reference points, distracted, drowsy, impaired, and aggressive driving, and graduated driver licensing);	No change recommended	
(p) acquire opportunities for student teaching experiences in classroom and behind-the-wheel situations with novice driving students under the direct supervision of a qualified teacher;	No change recommended	
(q) design educational strategies for appropriate classroom and driving experiences for diverse learners;	No change recommended	
(r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle (i.e., controlled but varied situations and environments);	No change recommended	
(s) demonstrate knowledge, application, and evaluation of specific student competencies (i.e., scanning, vehicle balance and control, roadway markings, maneuvers, intersections, and highways);	No change recommended	
(t) demonstrate an understanding of specific competencies as defined by recognized agencies	No change recommended	

and organizations (i.e., Office of Public Instruction and American Driver and Traffic Safety Education Association);		
(u) design educational strategies for visual perceptual skill development (i.e., scanning, zone control, limiting distractions, risk management, and defensive driving principles);	No change recommended	
(v) experience and demonstrate an understanding of driving skills required to operate and control a vehicle from both the driver's and instructor's seats to successfully handle adverse and emergency situations;	No change recommended	
(w) demonstrate an understanding of crash facts, causation, and current crash avoidance and injury prevention strategies;	No change recommended	
(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse as they relate to use of the highway transportation system;	(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse and current legislation as they relate to use of the highway transportation system;	Adding “current legislation” will ensure instructors will stay up to date with any changes of legislation moving forward.
(y) demonstrate skills and techniques using potential equipment to assist learning for students with special needs;	No change recommended	
(z) demonstrate an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;	No change recommended	
(aa) identify and implement teaching trends and	No change recommended	

materials which will help assure continued program enhancement;		
(ab) demonstrate an understanding of, and provide tools for, student and program assessment; and	No change recommended	
(ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network within the community.	No change recommended	
10.58.528 COMPUTER SCIENCE		
(1) The program requires that successful candidates	No change recommended	
(a) demonstrate knowledge of computer science content, models, important principles, and concepts through: (i) knowledge of, and proficiency in, the use of primitive data types; (ii) understanding of data representation; (iii) knowledge of, and proficiency in, the use of static and dynamic data structures; (iv) knowledge of, and proficiency in, the use of common data abstraction mechanisms (e.g., abstract and generic classes such as stacks, trees, etc.); and (v) effective use, manipulation, and explanation of external data stores – various types (text,	No change recommended	

images, sound) and various locations (local, server, cloud);		
(b) demonstrate knowledge of algorithm design, analysis, and implementation in an object-oriented programming language using data structures and abstract data types covering: (i) algorithm problem solving techniques and strategies and design methodologies; (ii) algorithm verification; (iii) algorithm complexity and efficiency; and (iv) knowledge of at least one of the programming languages, C++, Java, C#, or Ada, and one other current programming language and current programming language trends;	(b) demonstrate knowledge of algorithm design, analysis, and implementation in an object-oriented programming language using data structures and abstract data types covering: (i) algorithm problem solving techniques and strategies and design methodologies; (ii) algorithm verification; (iii) algorithm complexity and efficiency; and ~~(iv) knowledge of at least one of the programming languages, C++, Java, C#, or Ada, and one other~~ knowledge of a current programming language and current programming language trends;	Broadens types of programming languages used.
(c) demonstrate effective design, development, and testing of programs by: (i) using a modern high-level programming language; constructing correctly functioning programs involving simple and structured data types; using compound Boolean expressions; and sequential, conditional, iterative, and recursive control structures; (ii) designing and testing programming solutions to problems in different contexts (i.e., textual,	No change recommended	

symbolic, numeric, graphic) using advanced data structures; (iii) demonstrating knowledge of and skills regarding the syntax and semantics of two high-level programming languages other than those covered in (b)(iv), their control structures, and their basic data representation; (iv) demonstrating knowledge of and skill regarding program correctness issues and practices (i.e., testing, test data design, and proofs of correctness); (v) demonstrating knowledge of and skill regarding at least three different program development environments in widespread use; (vi) demonstrating knowledge of and the ability to construct multi-threaded client-server applications; (vii) demonstrating knowledge of and the ability to construct web sites that utilize complex data bases; (viii) demonstrating knowledge of and the ability to construct artificial intelligence and robotic applications; and (ix) demonstrating knowledge of the principles of usability and human-computer interaction and be able to apply these principles to the design and implementation of human-computer interfaces;		
(d) demonstrate knowledge of computer systems	No change recommended	

and networks and be able to: (i) describe the operation of a computer system, CPU and instruction cycle, peripherals, network components, and applications, indicating their purposes and interactions among them; (ii) demonstrate an understanding of operating systems; (iii) demonstrate an understanding of computer networks; and (iv) demonstrate an understanding of the issues involved in building and fielding mobile services		
(e) demonstrate an understanding of software engineering and be able to demonstrate an understanding of: (i) the difference between computer science and software engineering; (ii) software development methodologies and the software development life cycle; and (iii) the purpose and contents of the software engineering body of knowledge	No change recommended	
(f) demonstrate an understanding of the key concepts of computer/information security and be able to: (i) demonstrate an understanding of the concept of "attack surface" and the various methods used to minimize an attack surface; (ii) demonstrate an understanding of the importance of maintaining logs of all system activity related to security; and (iii) demonstrate an understanding of the purpose	No change recommended	

and general functionality of a firewall;		
(g) demonstrate an understanding of the role computer science and software engineering plays in the modern world and be able to demonstrate an understanding of: (i) significant historical events relative to computers and information systems; (ii) the social, ethical, and legal issues and impacts of computing and information systems; (iii) the contributions that computer and information science and software engineering make to science, the humanities, the arts, commerce, and entertainment; (iv) and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, equitable access to technology resources, gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change; and (v) the many different careers that are closely related to the development and use of computer and information systems	(ii) the social~~, ethical,~~ and legal issues and impacts of computing and information systems;	
(h) demonstrate effective content pedagogical strategies that make the discipline comprehensible to students and: (i) design projects that require students to effectively describe computing artifacts and communicate results using multiple forms of	No change recommended	

media; (ii) identify problematic concepts and constructs in computer science and appropriate strategies to address them; and (iii) promote and model the safe, effective, and ethical use of computer hardware, software, peripherals, and networks and develop digital citizenship.		
10.58.531 EARLY CHILDHOOD EDUCATION		
(1) The program ensures that successful candidates:	(1) The program ensures that successful candidates:	Added identify, apply, and reflect language that is consistent with the 2022 Montana Early Childhood Education Knowledge Base
(a) demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes and motivation to learn;	(a) identify, apply, and reflect on their knowledge of child development by: (i) ~~demonstrate~~ demonstrating an understanding of ~~young children's~~ early childhood (birth-age 8) characteristics and needs ~~encompassing~~ across multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes, bilingual/multilingual development, and motivation to learn; and	Updates the wording to best describe domains of development and adds emphasis to working with bilingual/multilingual children.
(ii) NEW STANDARD	(ii) understanding and valuing developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning for all children.	Added language to highlight the importance of understanding variations in development.

(b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play;	(b) base their practice on coherent early childhood theoretical perspectives, current understanding of the influence of theory and research about brain growth and development, executive function, motivation, ~~and~~ the importance of play; and dispositions toward learning on development.	Clarified language to focus on brain development, executive function, motivation, and dispositions toward learning.
(c) apply their understanding of multiple influences on young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;	(c) apply their understanding of the multiple influences on the contexts of young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;	
(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children;	(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; and	
(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child;	(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for children ~~each child~~; with full family engagement in establishing the most effective environment for their child.	Recognizing importance of family.
(2) NEW STANDARD	(2) The program ensures that successful candidates identify, apply, and reflect on their knowledge of family and community partnerships by:	

(f) know about, understand, and value the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources;	(a) ~~(f)~~ knowing ~~know~~ about~~, understand,~~ and ~~value~~ valuing the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, ~~stresses, childhood trauma and adverse~~ childhood experiences, supports, and community resources;	
(g) create respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;	~~(g)~~ (b) collaborating with families as equal partners in creating ~~create~~ respectful, reciprocal relationships; ~~with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;~~	
(h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance;	~~(h)~~ (c) ~~promote~~ promoting and ~~encourage~~ encouraging family ~~involvement~~ engagement in all aspects of children's development and learning, including assisting families to find curriculum and refer resources concerning parenting, mental health, health care, and financial assistance; and	
(i) demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs;	~~(i)~~ (d) ~~demonstrate~~ demonstrating essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage and value families' participation in curriculum and program development as well as assessment of children's learning, ~~including identification of children's strengths and needs;~~	
(3) NEW STANDARD	(3) The program ensures that successful candidates identify, apply, and reflect on their knowledge of observation, documentation, and assessment by:	

	(a) understanding the importance of different types of developmentally appropriate assessments, including but not limited to observation, portfolio assessment, and work samples, as well as the importance of providing play-based experiences for children to demonstrate their skills and abilities;	Added clarifying language about different types of assessment. Also included play-based experiences as an important place to demonstrate skills.
	(b) understanding the goals of assessment to summarize, analyze, and use assessment information gathered to: (i) learn about children's characteristics, including the unique qualities of American Indians; (ii) document all children's growth in all developmental domains and promote positive outcomes for each child (iii) make data-driven decisions to guide curriculum planning and instruction; and (iii) evaluate effective curriculum to maximize children's development and learning;	Added specific language about understanding American Indians.
(k) make ethical considerations when administering and interpreting assessments including: (i) an understanding of family context and involving families in the assessment process; (ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and (iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;	(c)(~~k)~~ understanding assessments that have established reliability and validity ~~make ethical considerations when administering and interpreting assessments including:~~ that consider children's development, ability, culture, and language. ~~(i) an understanding of family context and involving families in the assessment process;~~ ~~(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people);~~	Clarifies the purpose of assessment.

	~~(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity; and~~ ~~(iv) considering children's development, ability, culture, and language.~~	
(4) NEW STANDARD	(4) The program ensures that successful candidates identify, apply, and reflect on their knowledge of teaching and engagement by:	Individualized programming including the environment.
	(a) utilizing the environment, schedule, and routine as learning opportunities, including: (i) designing learning centers and interest areas for indoor and outdoor spaces; (ii) scheduling extended time for play; and (iii) teaching through individual and small group contexts that personalize the learning for the child;	
(l) create a caring community of learners that supports positive relationships; promotes the development of children's social, emotional, and friendship skills; and assists children in the development of security, self-regulation, responsibility, and problem solving;	(b) ~~(l)~~ ~~create~~ creating a caring community of learners that: (i) supports positive relationships between educators, families, and children; (ii) promotes the development of children's ~~social, emotional, and~~ friendship skills; and (iii) assists all children in the development of security, self-~~regulation~~ discipline, responsibility, and problem solving;	Incorporates relationship skills.
(m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating	~~(m)~~ (c) utilize a broad repertoire of developmentally appropriate teaching skills and strategies ~~supportive~~ supported of young learners such as:	Modified to more clearly list teaching and engagement strategies.

curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology;	(i) incorporating play, project based and experiential learning as a core teaching practices; (ii) integrating curricular areas; (iii) scaffolding learning; (iv) personalization; (v) teaching through social interactions; (vi) providing meaningful child choice; (vii) implementing positive guidance strategies; and (viii) making appropriate use of technology;	
(n) provide curriculum and learning experiences that reflect the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;	~~(n)~~ (d) provided curriculum and learning experiences that reflect the principles of universal design for learning, the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;	Updates the wording by adding universal design
(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;	~~(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;~~	Moved to top of section
(5) NEW STANDARD	(5) The program ensures that successful candidates identify, apply, and reflect on their knowledge of curriculum by:	

(p) design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All;	~~(p)~~ (a) design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All;	
(q) integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by: (i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement; (ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the	~~(q)~~ (b) integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by: (i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement; (ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;	

nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana; (iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana; (iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world; (v) demonstrating knowledge, understanding, and use of the content, functions, and achievements	(iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana; (iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world; (v) demonstrating knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;	

of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana; (vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and (vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students;	(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and (vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy ~~life styles~~ habits, including health nutrition, and enhanced quality of life for all students;	
(r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;	~~(r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;~~	Moved this to (c)
(6) NEW STANDARD	(6) The program ensures that successful candidates identify, apply, and reflect on their knowledge of professionalism by:	
	(a) identifying and involving oneself with the distinctive history, values, knowledge base, and mission of the early childhood field to become an informed advocate for all young children and their families.	

(s) uphold and use state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;	~~(s) uphold and use~~ (b) upholding and using state ~~and national~~ codes of ~~ethical~~ conduct for the education of young children and other applicable regulations and guidelines~~ to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community~~;	Simplifying language
(t) collaborate with multiple stakeholders, including: (i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades; (ii) families and interdisciplinary professionals to meet the developmental needs of each child; and (iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;	~~(t)~~(c) ~~collaborate~~ collaborating with multiple stakeholders, including: (i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades; (ii) families and interdisciplinary professionals to meet the developmental needs of each child; and (iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;	
(u) use formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;	~~(u)~~(d) use formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;	
(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;	~~(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;~~	Moved to (a)
(w) engage in informed advocacy for young children and the early childhood profession; and	~~(w) engage in informed advocacy for young children and the early childhood profession; and~~	Combined above

(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings: (i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and (ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.	~~(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings:~~ ~~(i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and~~ ~~(ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.~~	Combined above
New Item	(e) engaging in continuous, collaborative learning to inform practice; and	
New Item	(f) developing and sustaining the habit of reflective and intentional practice in their daily work with young children.	
(7) NEW STANDARD	(7) The program ensures successful completion of clinical and student teaching experiences that: (i) are well-planned and sequenced in a variety of settings (i.e. state-licensed child care, Head Start, and/or community programs); (ii) provide the opportunity to connect early childhood classroom experiences to home and community settings; (iii) include experience in two different age groups (3-6 and 5-8); and (iv) include a Pre-Kindergarten-3rd grade student teaching experience in a formal school setting.	Modified to clarify guidance for student teaching. Updated to match current teacher candidate experiences with early childhood.

10.58.532 ELEMENTARY		
(1) The program ensures that successful candidates:	No change recommended	
(a) demonstrate knowledge and understanding of the major concepts, principles, theories, and research related to the development of children and young adolescents and apply these understandings to construct learning opportunities that support individual student development, acquisition of knowledge, and engagement in learning;	No change recommended	
(b) demonstrate knowledge, understanding, and use of the central concepts as outlined in Montana content standards, tools of inquiry, and structures of content for students across grades K-8 and engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels	(b) demonstrate knowledge, understanding, and application ~~use~~ of ~~the~~ central concepts as outlined in Montana content standards~~, tools of inquiry, and structures of content for students across grades K-8~~ and engage students in meaningful ~~implement~~ learning experiences that ~~develop~~ support students~~' competence in subject matter and skills for various developmental levels.~~ in meeting standards;	Simplify wording
(c) demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and	(c) demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication; ~~demonstrate knowledge and understanding of theory and research and~~ apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, new literacies, and technology; ~~print and non-print texts, which are inclusive of~~ include texts from and about American Indians and tribes in Montana; ~~and technology,~~	Reword for conciseness.

literacy instruction that promotes critical thinking and creates engagement;	~~and~~ plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement; and be able to teach children how to read and recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition and the role of a heritage language in learning to listen, speak, read, and write in a new language;	
(d) demonstrate knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;	(d) demonstrate knowledge, understanding, and ~~use~~ application of the fundamental concepts ~~utilization/application~~ of physical science, life science, earth~~,~~ and space sciences and engineering design to design and implement developmentally ~~age~~-appropriate inquiry lessons based in the history and nature of science, including tribal ways of knowing and scientific contributions related to tribes in Montana, to ~~teach science, to~~ build student understanding for personal and social applications~~, to convey the nature of science, the concepts in science and technology,learning the history and nature of science, including scientific contributions of American Indians and tribes in Montana;~~;	Demonstrate knowledge and utilization of physical, life, earth, and space sciences to plan and implement learning experiences that focus on the history and nature of science, scientific inquiry, and personal and social application of science advancement. Includes IEFA contributions.
(e) demonstrate knowledge, understanding, and use of the major concepts and procedures that define number operations, algebra, geometry, measurement, data analysis and probability to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;	e) demonstrate knowledge, understanding, and utilization/application of the major concepts and procedures that define number and operations in base ten and fractions, operations and , algebraic thinking, geometry, measurement, and data, ~~analysis and~~ ratios and proportional relationships, the number system, expressions and equations, statistics and probability, and functions to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, ~~including~~ through culturally inclusive ~~lessons~~ instruction, including tribal	Reword for conciseness.

	ways of knowing and lessons and examples relating to American Indians and tribes in Montana;	
(f) demonstrate knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, including personal financial literacy, and an understanding of the social sciences and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;	(f) demonstrate knowledge, understanding, and ~~use~~ application of the major concepts and modes of inquiry from the social studies, which include the integrated study of history, civics and government, geography, and economics, including personal financial literacy, ~~and an understanding of the social sciences and other related areas~~ to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world that includes~~, including the cultural~~ diversity of American Indians and tribes in Montana~~, and interdependent world~~;	Reword for conciseness.
(g) demonstrate knowledge, understanding, and use of the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, perspective, and engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;	(g) demonstrate knowledge, understanding, and ~~use~~ application of the content, functions, and achievements of dance, music, theater, media arts, and ~~the~~ visual arts including the art of American Indian artists and tribes in Montana, as an essential part of ~~primary media for~~ communication, inquiry, perspective, and engagement among elementary students~~, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana~~;	Reword for conciseness.
(h) demonstrate knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students	(h) demonstrate knowledge, understanding, and ~~use~~ application of the major concepts in ~~the subject matter of~~ health education to create opportunities for student to develop~~ment~~ and practice ~~of~~ skills that contribute to ~~good~~ physical and mental health ~~for all elementary students;~~	Reword for conciseness.
(i) demonstrate knowledge, understanding, and use of human movement and physical activity as	(i) demonstrate knowledge, understanding, and ~~use~~ application of human movement and physical activity as central elements	Reword to place emphasis on the well-being of the student.

central elements to foster active, healthy life styles and enhanced quality of life for all elementary students;	to foster students' active, healthy ~~life styles~~ habits in order to promote mental well-being and enhanced quality of life ~~physical and mental well-being for all elementary students~~;	
(j) demonstrate knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;	No change recommended	
(k) plan and implement instructional strategies based on knowledge of individual students, learning theory, content, connections across the curriculum, curricular goals, and community;	(k) plan and implement instructional strategies based on knowledge of individual students, families, learning theory, content, connections across the curriculum, curricular goals, and community;	Added Families
(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities;	(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction ~~for learners of all cognitive abilities;~~ to meet the needs of individual students;	Reworded for simplicity and consistency
(m) demonstrate knowledge of proven instructional strategies and use this knowledge to develop elementary students' ability to use critical thinking, problem solving, and current and emerging technologies;	No change recommended	
(n) demonstrate knowledge and understanding of individual and group motivation and behavior and apply this knowledge and understanding to foster active engagement in learning, self-motivation, and positive interaction and to create supportive	(n) demonstrate knowledge and ~~understanding~~ application of ~~individual and group motivation and behavior and apply this knowledge and understanding~~ relationship building, and developmentally-appropriate behavior responses to create learning communities that foster active engagement in learning,	Reworded to simplify

learning environments;	self-motivation, self-discipline, and positive healthy interactions ~~and to create supportive learning environments~~;	
(o) use knowledge and understanding of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interaction among students; and	(o) ~~use~~ demonstrate knowledge ~~and understanding~~ application of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interactions among students; and transparency with students' families; and	Emphasize types of communication and technology
(p) demonstrate knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of elementary students.	(p) demonstrate knowledge and understanding of formative and summative assessment ~~strategies and use this knowledge and understanding~~ to support data-driven decision making to monitor student growth, ~~evaluate and ensure the continuous intellectual, social-emotional, and physical development of elementary students.~~	Reworded to simplify
10.58.533 MIDDLE GRADES (4-8)		
(1) The program ensures that successful candidates demonstrate knowledge of young adolescent development and an understanding of the middle grades learner and learning. Candidates demonstrate:	No change recommended	
(a) knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and apply this knowledge and understanding when making curricular decisions,	(a) knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and apply this knowledge and understanding when making curricular decisions, planning and implementing instruction, and participating in ~~middle~~	

planning and implementing instruction, and participating in middle grades programs and practices;	~~grades programs and practices~~ professional development activities;	
(b) knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs, and interests, and apply this knowledge to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own; (i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; (ii) demonstrate a knowledge of the implications of secondary trauma;	(b) ~~knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs, and interests, and~~ apply ~~this~~ knowledge of young adolescents, to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, ~~including those whose language and cultures are different from their own;~~ ~~(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies;~~ ~~(ii) demonstrate a knowledge of the implications of secondary trauma;~~	Simplified purpose.
(c) knowledge and understanding of the implications of diversity on the development of young adolescents and apply that understanding to implement curriculum and instruction that is responsive to young adolescents' local, tribal, Montana, national, and international histories, language/dialects, and individual identities;	No change recommended	
(d) understanding of young adolescent development and apply that understanding when planning and implementing middle grades curriculum and when selecting and using	No change recommended	

instructional strategies; and		
(e) knowledge of young adolescent development when making decisions about their role in creating and maintaining developmentally responsive learning environments and when participating in effective middle grades instructional and organizational practices, including interdisciplinary team organization and advisory programs.	No change recommended	
(2) The program ensures that successful candidates demonstrate in-depth interdisciplinary knowledge of the middle grades content, standards, and curriculum and the ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. Candidates demonstrate:	No change recommended	
(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking, and listening; reading and writing processes; literature, print, and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement for young adolescents;	(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking, and listening; reading and writing processes; literature, print, and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and effective technology integration; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking, critical analysis and creative engagement for young adolescents;	Clarified technology integration and critical analysis
(b) knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-	No change recommended	

appropriate inquiry lessons to teach science, to build middle grades student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, and the history and nature of science, including scientific contributions of American Indians and tribes in Montana;		
(c) knowledge, understanding, and use of the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability to engage young adolescent students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;	No change recommended	
(d) knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote middle grades students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and the interdependent world;	No change recommended	
(e) knowledge, understanding, and use of the content, functions, and achievements of the	(e) knowledge, understanding, and use of the content, functions, and achievements of the performing arts ~~(dance,~~	Took out specific performing arts to broaden possibilities for visual arts

performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;	~~music, theater)~~ and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;	
(f) knowledge, understanding, and use of health education to create opportunities for middle grades student development and practice of skills that contribute to good physical, social, emotional, and behavioral health for all young adolescents; and	(f) knowledge, understanding, and use of health enhancement education to create opportunities for middle grades student development and practice of skills that contribute to good ~~physical, social, emotional, and behavioral~~ health for all young adolescents; and	Changes health to health enhancement
(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition and enhanced quality of life for all young adolescent students.	(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy habits ~~life styles~~, including health nutrition and enhanced quality of life for all young adolescent students.	
(3) The program ensures that successful candidates demonstrate knowledge and understanding of middle grades philosophy and school organization. Candidates demonstrate:	No change recommended	
(a) knowledge and understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle grades programs and schools and apply this knowledge and understanding to work skillfully within the middles grades organizational components;	No change recommended	

(b) knowledge of the philosophical foundations of developmentally responsive middle grades programs and schools; and	No change recommended	
(c) knowledge of the effective components of middle grades programs and apply this knowledge in order to function effectively within a variety of school organizational settings (e.g., grades K-8, 4-6, 6-8, 7-8).	No change recommended	
(4) The program ensures that successful candidates demonstrate knowledge and understanding of middle grades curriculum, instruction, assessment, and learning. Candidates demonstrate:	No change recommended	
(a) knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage middle grades students' ideas, interests, concerns, and experiences;	(a) knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, ~~employing inclusive ideas and issues~~ that engage middle grades students' ideas, interests, concerns, and experiences;	
(b) abilities to plan and implement instructional strategies for middle grades classrooms based on knowledge of individual students, learning theory, content, cross-curricular connections, curricular goals, and an understanding of community;	No change recommended	
(c) understanding of how middle grades students differ in their development and approaches to learning, and apply this understanding to differentiate instruction to meet the learning	No change recommended	

needs of all young adolescents;		
(d) knowledge of proven instructional strategies and use this knowledge to develop middle grades students' ability to use critical thinking, problem solving, and current and emerging technologies;	No change recommended	
(e) knowledge and understanding of individual and group motivation and behavior among students at the middle grade level to foster active engagement in learning, self-motivation, and positive interaction, and to create supportive learning environments;	No change recommended	
(f) knowledge and understanding of effective verbal, nonverbal, and media communication techniques in middle grades learning environments to foster active inquiry, collaboration, and supportive interaction in the middle grades classroom; and	No change recommended	
(g) knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, behavioral, and physical development of middle grades students	(g) knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous ~~intellectual, social-emotional, behavioral, and physical~~ development of middle grades students	

10.58.534 ENGLISH AS A SECOND LANGUAGE (ESL)	10.58.534 ENGLISH AS A SECOND LANGUAGE (ESL)	Revised and moved from 10.58.511
	(1) The English as a Second Language (ESL) program requires that successful candidates:	

	(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;	
	(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;	
	(c) apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote EL students' academic English language proficiency;	
	(d) facilitate students' use of their first language as a resource to promote academic learning and further development of the second language;	
	(e) implement a repertoire of research and evidence-based strategies that promote students' critical thinking and problem solving at all stages of language development;	
	(f) demonstrate understanding of Montana's major language and cultural groups and how cultural histories and identities affect language learning and achievement;	
	(g) establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity, promotes respect for linguistic differences, and creates a culturally responsive classroom environment;	
	(h) demonstrate understanding of language proficiency assessment tools used for identification, placement, and reclassification of ELs;	
	(i) demonstrate the ability to use a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance;	
	(j) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for EL students;	

	(k) apply knowledge of historical, theoretical, and policy factors in EL education to the planning, implementation, evaluation, and improvement of instructional programs; and	
	(l) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.	

Subchapter 6 Curriculum Principles and Standards: Advanced Programs

Existing Rule	Proposed Language	Comment
10.58.604 ADVANCED PROGRAMS		
(1) Advanced programs are offered at postbaccalaureate levels for:	(1) ~~Advanced programs are offered at postbaccalaureate levels for:~~ Advanced-level preparation is provided through programs at the graduate level leading to licensure, certification, or endorsement. Advanced-level programs are designed to develop P-12 teachers who have already completed initial licensure, currently licensed administrators, and other licensed school professionals for employment in P-12 districts. Advanced programs reviewed include the following:	Defining advanced programs.
(a) the continuing education of teachers who have previously completed initial preparation; or	(a) ~~the continuing education of teachers who have previously completed initial preparation; or~~ programs for the preparation of school counselors and school psychologists, if the program is not currently accredited through another national approved accreditor.	
(b) the preparation of other school professionals.	(b) ~~the preparation of other school professionals~~ educational leadership programs leading to the preparation of principals, curriculum directors, supervisors, and superintendents.	Clarifies who other school professionals are.

(2) Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include:	(2) ~~Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include~~ Advanced-level programs not reviewed include the following:	
(a) teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement;	(a) ~~teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement~~ any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 districts;	Clarifies advanced level programs.
(b) programs for teachers who are seeking a master's degree in the field in which they teach;	(b) ~~programs for teachers who are seeking a master's degree in the field in which they teach~~ any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); and	Clarifies advanced level programs.
(c) programs not tied to endorsement, such as programs in curriculum and instruction; and	(c) ~~programs not tied to endorsement, such as programs in curriculum and instruction; and~~ educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 districts.	Clarifies advanced level programs.
(d) programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors.	~~(d) programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors.~~	
10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE		
(1) The provider ensures that advanced program candidates:		

(a) develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards;	(a) develop ~~a deep~~ an understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices ~~flexibly~~ to advance the learning of all students toward attainment of college- and career-readiness standards specific to their discipline;	Simply language
(b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline;	(b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline to effectively work with all P-12 students and their families.	Expands detail of skills specific to their discipline
(c) use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline;	(c) ~~use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline;~~ demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, by: (i) Utilizing data literacy; (ii) Using research and understanding of qualitative, quantitative and/or mixed methods research methodologies; (iii) Employing data analysis and evidence to develop a supportive learning environments; (iv) Leading and participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; and (v) Supporting appropriate applications of technology for their field of specialization; and (vi) Applying laws, policies, and professional standards appropriate to their field of specialization.	Expands detail of research and evidence

(d) apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;	(d) ~~apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;~~ have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards; and	Expanded to include standards and accreditation groups
(e) demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards; and	(e) demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards. ~~and~~	
(f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.	~~(f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.~~	Added section includes technology standards removed above.
10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE		
(1) The provider:	The provider	
(a) ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;	(a) ensures that effective partnerships and high-quality clinical practice are central to candidates'preparation ~~so that candidates~~ to develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development and appropriate for their professional specialty field;	Changed to include specific field
(b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of	(b) ~~ensures that partners co-construct~~ co-constructs mutually beneficial P-12 school and community arrangements~~, including technology-based collaborations~~, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation by:	Aligning advanced program language with initial program language in 300's.

advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes;	(i) Ensuring partnerships ~~Partnerships~~ for clinical preparation ~~can~~ follow a range of forms, participants, and functions; (ii) ~~They~~ ~~establish~~ Establishing mutually agreeable expectations for candidate entry, preparation, and exit~~;~~. (iii) ~~ensure~~ Ensuring that theory and practice are linked~~;~~ by ~~maintain~~ maintaining coherence across clinical and academic components of preparation; (iv) sharing accountability for advanced program candidate outcomes; and (v) to the extent possible, providing opportunities for advanced candidates to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements among providers;	
(c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and	(c) ensures that partners co-select, prepare, evaluate, and support~~, and retain~~ high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development. ~~In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings;~~ and	Aligning advanced program language with initial program language in 300's.
(d) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that	(d) works with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students' learning and	Aligning advanced program language with initial program language in 300's.

support all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.605, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.	development. Clinical experiences~~, including technology-enhanced learning opportunities,~~ are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.605, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.	
10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	10.58.607 ADVANCED CANDIDATE QUAILITY RECRUITMENT, PROGRESSION, AND SUPPORT ~~SELECTIVITY~~	
(1) The provider:	The provider:	
(a) demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program;	(a) demonstrates that the quality of advanced program candidates is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable. ~~a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program;~~	Aligning advanced program language with initial program language in 300's.
(b) presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:	(b) ~~presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:~~develops and implements plans	Aligning advanced program language with initial program language in 300's.

	and efforts to know and address local, state, regional, and national needs for hard to staff schools and shortage fields. The goals and evidence show progress toward a high-quality advanced candidate pool, which reflects the diversity of Montana's P-12 students	
(i) admitted candidates reflect the diversity of Montana's P-12 students; and	~~(i) admitted candidates reflect the diversity of Montana's P-12 students; and~~	Included above
(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields;	~~(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields;~~	Included above
(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, providing:	(c) sets admissions requirements, including ~~the CAEP~~ a minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, ~~providing~~ including data points that are reliable and valid predictors of advance candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence;	Aligning advanced program language with initial program language in 300's.
(i) data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and	~~(i) data points are reliable and valid predictors of advanced candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and~~	Included above
(ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;	~~(ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;~~	Included above

(d) establishes and monitors attributes and dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program, and selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and	(d) ~~establishes and~~ monitors ~~attributes and~~ dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program using valid and reliable measures, ~~and selects criteria, describes the and measures used, and describes evidence of the reliability and validity of those measures. and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and~~	Aligning advanced program language with initial program language in 300's.
(e) creates criteria for program progression and monitors candidates' advancement from admissions through completion. All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains.	(e) creates criteria for program progression and uses data to monitor advanced candidates ~~candidates' advancement~~ from admissions through completion. The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider documents the need for candidate support, so advanced candidates meet milestones; and ~~All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains.~~	Includes specifics regarding monitoring
	(f) implements a system for effectively maintaining records of advanced candidate formal complaints and resolution documentation.	Aligning advanced program language with initial program language in 300's.

(2) Prior to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:	(2) Ensures that prior ~~Prior~~ to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:	
(a) has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning; and	~~(a) has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning; and~~ (a) possesses academic competency to help facilitate learning with positive impacts on all P-12 student learning and development through application of content knowledge, data literacy and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought; and	Aligning advanced program language with initial program language in 300's.
(b) understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	(b) understands the expectations of ~~the profession, including codes of ethics~~, professional standards of practice, and relevant laws and policies.	Aligns to current policies.
10.58.608 ADVANCED PROGRAM IMPACT	10.58.608 ADVANCED PROGRAM ~~IMPACT~~ SATISFACTION WITH PREPARATION	
(1) The provider:	The provider:	
(a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;	(a) ~~demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;~~	

(b) documents advanced program completers' impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys;	(b) ~~documents advanced program completers' impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys~~;	
(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;	~~(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;~~	
(d) demonstrates, using measures that result in valid and reliable data that employers are satisfied with the advanced program completers' preparation for their assigned responsibilities in working with P-12 students; and	~~(d)~~ (a) demonstrates, using ~~measures that result in~~ valid and reliable data that employers are satisfied with the advanced program completers' preparation for their ~~assigned~~ responsibilities ~~in~~ working with P-12 students and their families; and	Simplified to include only employer and candidate satisfaction surveys.
(e) demonstrates, using measures that result in valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.	~~(e)~~ (b) demonstrates, using ~~measures that result in~~ valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they ~~confront~~ encounter on the job and that the preparation was effective.	Simplified to include only employer and candidate satisfaction surveys.
10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT		
(1) The provider	The provider	

(a) maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development; supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers; and uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development;	(a) ~~maintains~~ develops a quality assurance system ~~comprised~~ that consists of valid and reliable data from multiple measures ~~including evidence~~ that documents the advanced program's operational effectiveness ~~candidates' and completers' positive impact on P-12 students learning and development;~~ and supports continuous improvement that is sustained and evidence-based ~~and that evaluates the effectiveness of its completers.~~ The provider uses the results of inquiry and data collection to establish priorities, enhance advanced program elements and capacity, and ~~test~~ highlight innovations ~~to improve completers' impact on P-12 student learning and development~~;	Provides additional specifics regarding the quality assurance system similar to those in section 315 above. This just addresses advanced instead of basic programs
(b) develops a quality assurance system which is comprised of multiple measures, that can monitor candidate progress, completer achievements, and provider operational effectiveness;	(b) ~~develops~~ implements and maintains a quality assurance system comprised of multiple measures that can monitor advanced program candidate progress, ~~completer achievements~~ impacts, and provider operational effectiveness. The provider documents the process of data entry and how data are reported and used in decision making to make advanced programmatic improvement;	Aligning advanced program language with initial program language in 300's.
(c) ensures that its quality assurance system relies on data that are relevant, verifiable, representative, cumulative, and provides specific guidance for improvement, and produces empirical evidence that interpretations of data are valid and consistent;	(c) ensures that ~~its~~ the quality assurance system relies on ~~data that are~~ relevant, verifiable, representative, cumulative, and actionable measures ~~provides specific guidance for improvement; and produces empirical evidence that~~ to ensure interpretations of data are valid and consistent;	Aligning advanced program language with initial program language in 300's.
(d) regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations, and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and	(d) regularly and systematically assesses advanced program performance against its goals and relevant standards, ~~tracks~~ monitors results over time, tests innovations, ~~and the effects of selection criteria on subsequent progress and completion,~~ and uses results to improve program elements and processes;	Aligning advanced program language with initial program language in 300's.

processes;		
(e) ensures that measures of advanced program completer impact on the P-12 learning environment, including available outcome data, are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction; and	(e) ensures that data from the quality assurance system ~~measures of advanced program completer impact on P-12 learning environment, including available outcome data~~ are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to advanced programs, resource allocation, and future direction; and	Aligning advanced program language with initial program language in 300's.
(f) assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.	(f) assures that ~~appropriate~~ internal and external stakeholders, including, but not limited to, faculty, staff, candidates, ~~alumni~~, completers, employers, practitioners, and school and community partners, ~~and others defined by the provider,~~ are ~~involved~~ engaged in advanced program design, evaluation, and continuous innovative improvement processes ~~and identification of models of excellence~~.	Aligning advanced program language with initial program language in 300's.
10.58.610 SCHOOL COUNSELING K-12		
(1) The program requires that successful candidates:	The program requires that successful candidates:	
(a) demonstrate knowledge of school counseling program models, the history, development, trends, philosophy, leadership, advocacy, qualities and styles of effective leadership in schools, and professional activities related to the practice of professional school counseling K-12	No change recommended	
(b) demonstrate understanding of models of school-based collaboration and consultation, as	No change recommended	

well as competence in developing relationships with community resources such as public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success;		
(c) demonstrate competence in the use of theories of individual and family development and transitions across the life span, theories of learning and personality development, and human behavior including developmental crises, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior;	No change recommended	
(d) demonstrate knowledge of educational philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development, as well as the school counselor's role in student support and school leadership teams;	No change recommended	
(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana;	~~(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana;~~	Included in above items.
(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts	(e)~~(f)~~ demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as	

of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;	the roles of leaders, advocates, and systems change agents in schools;	
(g) demonstrate competence in elementary, middle, and high school counseling in: (i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives; (ii) appraising and interpreting interviews, observations, and formal assessments (e.g., aptitude, interest, achievement, and personality tests) and other assessments relevant to K-12 education; (iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement; (iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group contexts such as personal/social counseling, parent conferences, teaching guidance curriculum lessons using lesson planning and classroom management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;	(f)~~(g)~~ demonstrate competence in elementary, middle, and high school counseling in: (i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives; (ii) appraising and interpreting interviews, observations, and formal assessments including, but not limited to ~~(e.g.,~~ aptitude, interest, achievement, and personality tests and other assessments relevant to K-12 education; (iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, ~~equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement;~~ (iv) (iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group contexts such as personal/social counseling, parent conferences, teaching ~~guidance~~ curriculum lessons using lesson planning and classroom management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools; (v) consulting with family members, school personnel, community agencies, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development	Simplifying language.

(v) consulting with family members, school personnel, community agencies, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development of all students; (vi) utilizing prevention and intervention programs that address issues such as drugs and alcohol, wellness, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and programs related to emergency management plans, crises, disasters, and other trauma-causing events; (vii) managing school counseling programs by using accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement) that advocate for students and programs; (viii) demonstrating new knowledge and skills, and refining existing skills through professional renewal (e.g., self-reflection, continuing education, and professional development); (ix) demonstrating knowledge of special education laws, rules, and regulations and competence in the knowledge of developmental and educational issues of exceptional students and their families;	of all students; (vi) utilizing prevention and intervention programs that address issues such as drugs and alcohol, wellness, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and programs related to emergency management plans, crises, disasters, and other trauma-causing events; (vii) managing school counseling programs by using accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data including, but not limited to ~~(e.g.,~~ standardized test scores, grades, retention, and placement that advocate for students and programs; (viii) demonstrating new knowledge and skills, and refining existing skills through professional renewal including, but not limited to ~~(e.g.,~~ self-reflection, continuing education, and professional development; (ix) demonstrating knowledge of special education laws, rules, and regulations and competence in the knowledge of developmental and educational issues of exceptional students and their families; (x) demonstrating knowledge of the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders including the signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs; (xi) demonstrating knowledge of common medications that	

(x) demonstrating knowledge of the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders including the signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs; (xi) demonstrating knowledge of common medications that affect learning, behavior, and mood in children and adolescents; and (xii) demonstrating knowledge of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;	affect learning, behavior, and mood in children and adolescents; and (xii) demonstrating knowledge of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;	
(h) demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA); and (i) demonstrate knowledge of the ASCA national standards for student development (academic, career, and personal/social developmental domains) and demonstrate competence integrating the national standards throughout the school counseling program.	(h) demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning~~, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA)~~; and (i) demonstrate knowledge of the ~~ASCA~~ national standards ~~for student development~~ related to mindsets and behaviors for student success (academic, career, and personal/social developmental domains) and demonstrate competence integrating ~~the~~ these national standards throughout the school counseling program.	There are no longer “national standards” from ASCA - they were replaced with “Student Standards” several years ago.
(2) The candidate will successfully complete a supervised counseling practicum and internship experience, which includes observation and practice of counseling and other professional skills	No change recommended	

related to professional school counseling. The counseling practicum and internship experience shall include the following requirements:		
(a) a practicum with a minimum of 100 hours, which includes 40 hours of supervised direct service to K-12 students providing individual counseling and group work;	No change recommended	
(b) a practicum supervised by a program faculty member or a supervisor under the supervision of a program faculty member, a minimum of one hour per week in an individual supervision session and one and one-half hours per week in a group supervision session;	No change recommended	
(c) an internship that begins after the successful completion of a counseling practicum and a minimum of 600 hours in a school setting;	No change recommended	
(d) an internship of 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation);	(d) an internship of 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include ~~delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation);~~ designing and implementing developmentally appropriate classroom lessons, individual student planning (assisting students in the development of educational, career and personal plans), responsive services (groups, individual counseling and crisis response), indirect student services (referrals, consultation and collaboration), and program planning and school support.	Clarification
(e) an internship that is supervised at a minimum	No change recommended	

of one hour per week in an individual supervision session (provided by a site supervisor) and one and one-half hours per week in a group supervision session (provided by a program faculty member);		
(f) regular and adjunct program faculty who provide individual or group practicum and/or internship supervision have a doctoral degree and/or appropriate clinical preparation from an accredited school counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience; and	No change recommended	
(g) site supervisors who have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certification or licensure, a minimum of two years of experience as a school counselor, and knowledge of the program's expectations, requirements, and evaluation procedures for trainees.	No change recommended	

Subchapter 7 Specializations: Supervisory and Administrative

Existing Rule	Proposed Language	Comment
10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS		
(1) The program requires that successful candidates:	No change recommended	

(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community and: (i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision; (ii) promote continuous and sustainable school and program improvement through the use of decision-making and problem-solving skills, an organized climate, application of change theory, and use professional leadership behaviors including self-awareness and reflective practice; (iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and (iv) design, implement, assess, and adjust plans to achieve goals through prioritization, flexibility, and adaption	No change recommended	
(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student	(b) promote the development of the full educational potential and well-being of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based	

learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and: (i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory; (ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities; (iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning; (iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and (v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices	research for effective teaching and learning; and exhibiting genuine concern for students and: (i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory; (ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities; (iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning; (iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and (v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development	

and knowledge of child development		
(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and: (i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy; (ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and (iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;	(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential and well-being of each person with the use of data and time management and: (i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy; (ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and (iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;	
(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and: (i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;	(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential and well-being of each person and: (i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;	Changed to emphasize the importance of well-being

(ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and (iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research	(ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and (iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research	
(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and: (i) ensure a system of accountability for every student's academic, social, and emotional success; (ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior; (iii) safeguard the values of democracy, equity, and diversity; and (iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;	(e) act with integrity, fairness, and respectfulness ~~in an ethical manner~~ in order to develop the full educational potential and well-being of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and professionalism ~~ethics and:~~ ~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~ ~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~ ~~(iii) safeguard the values of democracy, equity, and diversity; and~~ ~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling~~;	Changed to emphasize importance of well being and clarity.
(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public	(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential and well-being of each person through our public schools and assess, analyze, and	Changed to emphasize the importance of well being

schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and	anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and	
(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit	No change recommended	
10.58.706 SUPERINTENDENTS		
(1) The successful candidate completes the requirements of ARM 10.58.705 and the following requirements. The program requires that successful candidates:	No change recommended	Broad Recommendation to keep 3 Superintendent level courses as they currently are recommended in existing rules
(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and: (i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system by strategic planning, aligning districtwide curriculum, and facilitating policy-making processes;	~~(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and~~: (a) ~~(i)~~ collaboratively develop, implement, and promote a commitment to a shared district vision and mission integrated throughout the school system by strategic planning, aligning district wide curriculum, and facilitating policy-making processes; (b) ~~(ii)~~ promote continuous and sustainable district	Includes the word district to specify shared vision

(ii) promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing and adjusting plans to achieve goals; and (iii) demonstrate skill in working with school boards	improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing and adjusting plans to achieve goals; and (c) ~~(iii)~~ demonstrate skill in working with school boards;	
(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth and: (i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards; (ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders; (iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;	(d) ~~(b)~~ promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth and:~~(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards;~~ (e) ~~(ii)~~ develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders; ~~iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;~~ (f)~~(iv)~~develop district wide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; ~~and~~	

(iv) develop district wide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and (v) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills	(g)~~(v)~~maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;	
(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and: (i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning; (i) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; (iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff; (iv) demonstrate knowledge of information systems; (v) demonstrate knowledge of student transportation laws and best practices; and (vi) demonstrate knowledge of Montana school	~~(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and:~~ (h) ~~(i)~~develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning; (i) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; (j)~~(iii)~~advocate, promote, and protect the ~~social, emotional, and physical~~ safety of students and staff; (k)~~(iv)~~ demonstrate knowledge of information systems; (l)~~(v)~~demonstrate knowledge of student transportation laws and best practices; and (m)~~(vi)~~demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;	

law, Montana school finance, and Montana collective bargaining and employment law;		
(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential of each person and: (i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners; (ii) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and (iii) collect and analyze data and information pertinent to the educational environment;	(2) ~~(d)~~ collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential and well-being of each person and: (a) ~~(i)~~ promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners; and (b) ~~(ii)~~ promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and ~~(iii) collect and analyze data and information pertinent to the educational environment;~~	
(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools and: i) ensure a system of accountability for every student's academic, social, and emotional success; (ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior; (iii) safeguard the values of democracy, equity,	~~(e)~~ (3) act with integrity, fairness, and respectfulness ~~in an ethical manner~~ in order to develop the full educational potential and well-being of each person through our public schools; ~~and:~~ ~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~ ~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~ ~~(iii) safeguard the values of democracy, equity, and diversity;~~	

and diversity; (iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and (v) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA)	~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and~~ ~~(v)~~ (4) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA);	
(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and	(5) ~~(f)~~ understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential and well-being of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and	
(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	(6) ~~(g)~~ complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	

10.58.707 SCHOOL PSYCHOLOGISTS		
(1) The program ensures that successful candidates:	No change recommended	
(a) demonstrate an understanding of the integrated and comprehensive training philosophy/mission, goals, objectives, program of study, and supervised practice;	No change recommended	
b) demonstrate knowledge of these domains in the field of school psychology by: (i) applying data-based decision making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes; (ii) applying varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services; (iii) applying effective interventions and instructional support to develop academic skills through a thorough understanding of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies; (iv) applying interventions and mental health services to develop social and life skills to promote social-emotional understanding of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on	(b) demonstrate knowledge of these domains in the field of school psychology by: (i) applying data-based decision making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs, developing effective, interventions, services and programs, and measuring progress and outcomes within a multi-tiered system of supports; (ii) using a problem-solving framework as the basis for all professional activities; (iii) collecting data systematically from multiple sources as a foundation for decision making at the individual, group, and systems levels, and considering ecological factors (including but not limited to classroom, family, and community characteristics) as a context for assessment and intervention; (iv) ~~(ii)~~ applying varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;	Providing clarity to the role of a school based psychologist.

learning and life skills, and evidence-based strategies; (v) understanding individual differences, abilities, disabilities, and other individual student characteristics, principles, and research related to diversity factors for children, families, and schools, factors related to culture, including American Indians and tribes in Montana, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity in development and learning; (vi) applying schoolwide practices and systems organization, policy development, and climate to promote learning; (vii) applying principles and research related to resilience and risk factors in learning and mental health, supporting services in schools and communities, multi-tiered prevention, and evidence-based strategies for effective crisis response; (viii) applying principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools; (ix) applying research, design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings; (x) applying the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other	(v) ~~(iii)~~applying effective interventions and instructional support to develop academic skills through a thorough understanding of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies; (vi) ~~(iv)~~ applying interventions and mental and behavioral health services to develop social and life skills to promote social-emotional understanding of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies; (vii) ~~(v)~~ understanding individual differences, abilities, disabilities, and other individual student characteristics, principles, and research related to diversity factors for children, families, and schools, factors related to culture, including American Indians and tribes in Montana, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity in development and learning; (viii) ~~(vi)~~ applying evidence-based schoolwide practices, implementation science; ~~and systems~~ systems' structures, organization and theory, policy development, and climate to promote learning, positive behavior, and mental health. (ix) ~~(vii)~~ applying principles and research related to resilience and risk factors in learning and mental health, supporting services in schools and communities, multi-tiered prevention, and evidence-based strategies to create and maintain safe, effective, and supportive learning environments for students and school staff ~~for effective crisis response;~~	

factors related to professional identity and effective practice as school psychologists legal, ethical, and professional practice; and (xi) integrating information technology into school psychologist practice;	(x) ~~(viii)~~ applying principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools; (xi) applying evidence-based strategies to enhance services in both general and special education and to address potential influences by providing professional services that promote effective functioning for individuals, families, and schools. (xii) ~~(ix)~~ applying research, design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data and evaluating programs in applied settings; ~~(x)~~ (xiii) applying the history and foundations of school psychology; multiple service models and methods; ~~ethical, legal, and~~ professional standards; and other factors related to professional identity and effective practice as school psychologists ~~legal, ethical, and professional practice~~; and (xiv) ~~(xi)~~ integrating information technology into school psychologist practice and utilizing varies techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or system levels.	
(d) demonstrate knowledge and understanding of orientation to the educational process, assessment for intervention, direct intervention, and indirect intervention.	~~(d) demonstrate knowledge and understanding of orientation to the educational process, assessment for intervention, direct intervention, and indirect intervention.~~	

(2) The provider shall ensure that:	(2) The provider shall ensure candidates complete supervised and sequenced practica experience that:	
(a) practica experiences are distinct from and occur prior to the internship;	(a) ~~practica experiences~~ are distinct from and occur prior to the internship;	
(b) practica occur at scheduled time(s), are of sufficient length, and are in settings appropriate to the specific training objectives of the program;	(b) ~~Practica~~ occur at scheduled time(s), are of sufficient length, and are in settings appropriate and relevant to the specific training program objectives ~~of the program~~; and student competency development;	
(c) there is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended;	(c) have ~~there is~~ a direct and obvious relationship between practica experiences, ~~and~~ the objectives for which the practica are intended, and is a collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies;	
(d) practica experiences occur under conditions of supervision appropriate to the specific training objectives of the program;	(d) ~~practica experiences~~ occur under conditions of supervision appropriate to the specific training objectives of the program;	
(e) practica experiences are provided appropriate recognition through the awarding of academic credit;	(e) ~~practica experiences are praovided~~ provide appropriate recognition through the awarding of academic credit; or recognition;	
(f) practica experiences occur with university involvement appropriate to the specific training objectives of the program;	(f) ~~practica experiences~~ occur with university involvement appropriate to the specific training objectives of the program and has program oversight to ensure appropriate placement, diverse activities to address national practice model and program objectives, adequate supervision, and collaboration	

	between the practicum site and practicum site supervisors;	
(g) the quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program;	(g) ~~the quality of practica experiences~~ is systematically evaluated in a manner consistent with the specific training objectives of the program and uses performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and competencies; and	
(h) practica experiences are conducted in accordance with current legal-ethical standards for the profession;	(h) ~~practica experiences~~ are conducted in accordance with current ~~legal-ethical~~ standards for the profession~~;~~.	
(i) candidates demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and	~~(i) candidates demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and~~	
(j) candidates demonstrate knowledge of available school and community resources.	~~(j) candidates demonstrate knowledge of available school and community resources.~~	
(3) The comprehensive internship is the culminating experience in school psychology graduate preparation. The successful school psychologist candidates:	(3) The comprehensive internship is the culminating experience in school psychology graduate preparation. The successful school psychologist candidates:	

(a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services and the internship experience: (i) is provided at or near the end of the formal training period; (ii) is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services; (iii) occurs in a setting appropriate to the specific training objectives of the program; (iv) is provided appropriate recognition through the awarding of academic credit; (v) occurs under conditions of appropriate supervision (field-based internship supervisors shall hold a valid credential as a school psychologist for that portion of the internship that is in a school setting, and the portion of the internship, which appropriately may be in a nonschool setting, requires supervision by an appropriately credentialed psychologist); (vi) is supervised (field-based internship supervisors are responsible for no more than two interns at any given time, and university internship supervisors are responsible for no more than 12 interns at any given time); (vii) is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student and university internship supervisors provide at least one on-site contact per semester with each intern and supervisor; (viii) is a provision for participation in continuing	(a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services and the internship experience: (i) is provided at or near the end of the formal training period; (ii) is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services; (iii) occurs in a setting appropriate to the specific training objectives of the program; (iv) is provided appropriate recognition through the awarding of academic credit; (v) occurs under conditions of appropriate supervision (field-based internship supervisors shall hold a valid credential as a school psychologist for that portion of the internship that is in a school setting, and the portion of the internship, which appropriately may be in a nonschool setting, requires supervision by an appropriately credentialed psychologist); (vi) is supervised (field-based internship supervisors are responsible for no more than two interns at any given time, and university internship supervisors are responsible for no more than 12 interns at any given time); (vii) is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student and university internship supervisors provide at least one on-site contact per semester with each intern and supervisor;	

professional development activities; (ix) is systematically evaluated for quality in a manner consistent with the specific training objectives of the program; (x) is conducted in a manner consistent with the current legal-ethical standards of the profession; and (xi) occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years, and at least 600 hours of the internship are completed in a school setting;	(viii) is a provision for participation in continuing professional development activities; (ix) is systematically evaluated for quality in a manner consistent with the specific training objectives of the program; (x) is conducted in a manner consistent with the current ~~legal-ethical~~ standards of the profession; ~~and~~ (xi) occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years, and at least 600 hours of the internship are completed in a school setting; (xii) is a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities; (xiii) addresses all NASP domains of practice; (xiv) has a written agreement that specifies the term of appointment terms of compensation; (xv) supports services for the intern commensurate as to what is provided the agency's school psychologist; (xvi) provides access to continuing educational activities; (xvii) has appropriately and regularly scheduled supervision; and (xviii) is provided appropriate recognition through the awarding of academic credit;	

(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;	~~(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;~~	
(c) accept an internship placement that provides appropriate support for the internship experience including: (i) a written agreement specifying the period of appointment and any terms of compensation; (ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (iii) provision for participation in continuing professional development activities; (iv) release time for internship supervision; and (v) a commitment to the internship as a diversified training experience.	(b) ~~(c)~~ accept an internship placement that provides appropriate support for the internship experience including: (i) a written agreement specifying the period of appointment and any terms of compensation; (ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (iii) provision for participation in continuing professional development activities; (iv) release time for internship supervision; and (v) a commitment to the internship as a diversified training experience.	
(4) The provider ensures that school psychology training programs employ systematic, valid evaluation of candidates, coursework, practicam, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. The provider ensures that school psychology graduate programs shall:	4) The provider ensures that ~~school psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. the~~ school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and	

	indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (including but not limited to products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program.The provider ensures that school psychology graduate programs ~~shall~~:	
(a) establish and maintain an accountability program to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers;	(a) establish and maintain an accountability program ~~to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers;~~ that employs a variety of methods to assess the candidate knowledge, skills, and professional work characteristics consistent with the national practice model, including results on licensing exams, course- embedded methods, practicum and capabilities of school psychology candidates intern evaluations, and performance-based products that include assessment of the impact that interns and graduates have on of services to children, youth, families, and other consumers;schools.	
(b) incorporate different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program;	(b) incorporate different sources of process and performance information (~~e.g.,~~ including but not limited to instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program;The assessment of practicum outcomes must include a formal	

	evaluation process of all candidates conducted by field supervisors and/or program faculty. Such assessment is expected to focus on specific competencies and professional work characteristics and be based on observations and/or other evaluation methods. The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica.	
(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability);	(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. ~~The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability)~~ The internship outcomes include formative and summative performance-based evaluations completed by faculty and field-based supervisors that are systematic, address the academic and professional competencies, and ensure that interns attain the competencies, as well as and demonstrate the professional work characteristics, needed for effective practice as early career, independent school psychologist;	
(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that	(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the	

effectively respond to the educational and mental health needs of children and youth;	educational and mental health needs of children and youth; where the candidate must: (i) demonstrate evidence of the ability to provide and evaluate the impact of direct and/or indirect intervention-based services for children and youth, families, and schools; and (ii) provide evidence of services in the form of two performance-based products, one of which can be completed during practica and one product must have a primary focus on academic/cognitive skills and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products. (e) systematic procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations) are used, as appropriate, to evaluate and improve the program.	
(e) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program;	~~(e)~~ (f) ~~limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program;~~ is comprehensive, sequential, and experiential, and it fosters the number development of credit hours acquired candidates' professional identity as school psychologists, as reflected in the following: (i) clear identification as a "school psychology program" and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and	

	objectives for school psychology competencies that candidates are expected to attain; (ii) an integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and are consistent across candidates; (iii) full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through courses, seminars, coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession; (iv) multiple instructional delivery methods including but not limited to online, face to face, or hybrid may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences not open exclusively to graduate students in a systematic manner; (v) use of a systematic process to no more than one-third of ensure that candidates demonstrate the student's knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across the NASP domains of school psychology practice; and direct, measurable effects on children and youth, families, schools, and other consumers; and (vi) use of data from multiple measures, including performance-based evaluation regarding candidates and program; graduates (including but not limited to employment, licensure/certification, satisfaction) to improve the quality of the program.	

(f) exclude credit requirements for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission; and	No change recommended	
(g) include a full-time continuous residency or an alternate planned experience for all students and programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.	No change recommended	
(5) The provider ensures that specialist-level programs follow the standards described by NASP, and:	(5) The provider ensures that specialist-level programs follow the standards described by national accrediting entity, and:	
(a) specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level;	No change recommended	
(b) the program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience;	No change recommended	
(c) institutional documentation of program completion shall be provided; and	No change recommended	
(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours.	(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours including a minimum of 600 hours in a school setting.	

(6) The provider ensures that doctoral programs follow the standards described by NASP. Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards. The provider ensures that:	No change recommended	
(a) doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level;	No change recommended	
(b) the program includes a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation; and	No change recommended	
(c) the program includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours.	(c) the program includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours, including a minimum of 600 hours in a school setting, as part of doctoral program or prior specialist degree, or 600 hours of advanced practicum experience.	

Subchapter 8: Innovative and Experimental Programs

Existing Rule	Proposed Language	Comment
10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS (1) The provider may request the approval of a new curricular program by describing the purpose, need, and objectives of the program and the	No change recommended	

impact on P-12 education. (2) The provider: (a) ensures that the program of study is based on current research, proven practice, and emerging trends in this field of P-12 school curriculum; (b) works cooperatively with accredited school districts, education organizations, agencies, and P-20 stakeholders to design the program; (c) implements, assesses, and evaluates the program's impact on the identified P-12 needs; (d) submits regular and systematic reports of the program's impact on P-12 education to the state superintendent and the Board of Public Education; and (e) updates and maintains program information on its Web page. (3) The provider: (a) articulates initial or advanced candidates' learning expectations pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; (b) aligns learning expectations and outcome assessments to the program objectives; (c) describes the professional learning process, plan, and timeline to prepare personnel; (d) establishes assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidate's progress in the program; (e) ensures that the program is supported by identifiable human and physical resources available to the program and resources not under		

the control of the institution shall be outlined and confirmed by the Board of Public Education; (f) creates a timetable that includes: (i) the program's proposed implementation date; (ii) the sequence of activities that will occur; (iii) selection and schedules of regular and systematic intervals of candidate and program evaluations; and (iv) the approximate date for submitting the program plan, timeline, and reports for program approval to the appropriate institutional officials and to the Superintendent of Public Instruction; and (g) ensures that program evaluations have definite provisions for performance criteria and follow-up at specified intervals and the evaluations: (i) align to initial or advanced standards pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; and (ii) ensure continuous program improvement by using data to inform decisions that provide positive impact on candidates' professional growth and on program development. (4) The provider shall establish and administer the program and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies.		

INFORMATION

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

Anne Keith

ITEM 25

ASSESSMENT REPORT

Ashley McGrath

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406.444.5643
In State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

Montana Board of Public Education
Executive Summary
Date: May 12-13, 2022

Presentation	Assessment Update
Presenter	Ashley McGrath
Position Title	State Assessment Director Assessment Unit Teaching and Learning Department Montana Office of Public Instruction
Overview	The Office of Public Instruction will present updates on (1) preview expected reporting timelines and next year's testing windows, (2) share summative test completions and frequently asked questions from the field, and (2) present plans for innovation including updates on the Montana Alternative Student Testing (MAST) Pilot Program.
Requested Decision(s)	None. This is informational only.
Related Issue(s)	Chapter 56 Assessment ESEA-ESSA Section 1111(b) (2)
Recommendation(s)	None.

Montana

Office of Public Instruction

May Board of Public Education Meeting

OPI Assessment Update

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

May 12-13, 2022

Note: *slides have been updated with new test completion results as of 4/22/2022.*

Presentation Overview

1. Preview expected reporting timelines for the 2021-2022 school year and see next year's testing windows

2. Share current summative test completions and frequently asked questions from the field

3. Present OPI's plans for innovation including updates on the Montana Alternative Student Testing (MAST) Pilot Program

opi.mt.gov

Test Windows and Expected Reporting Timelines

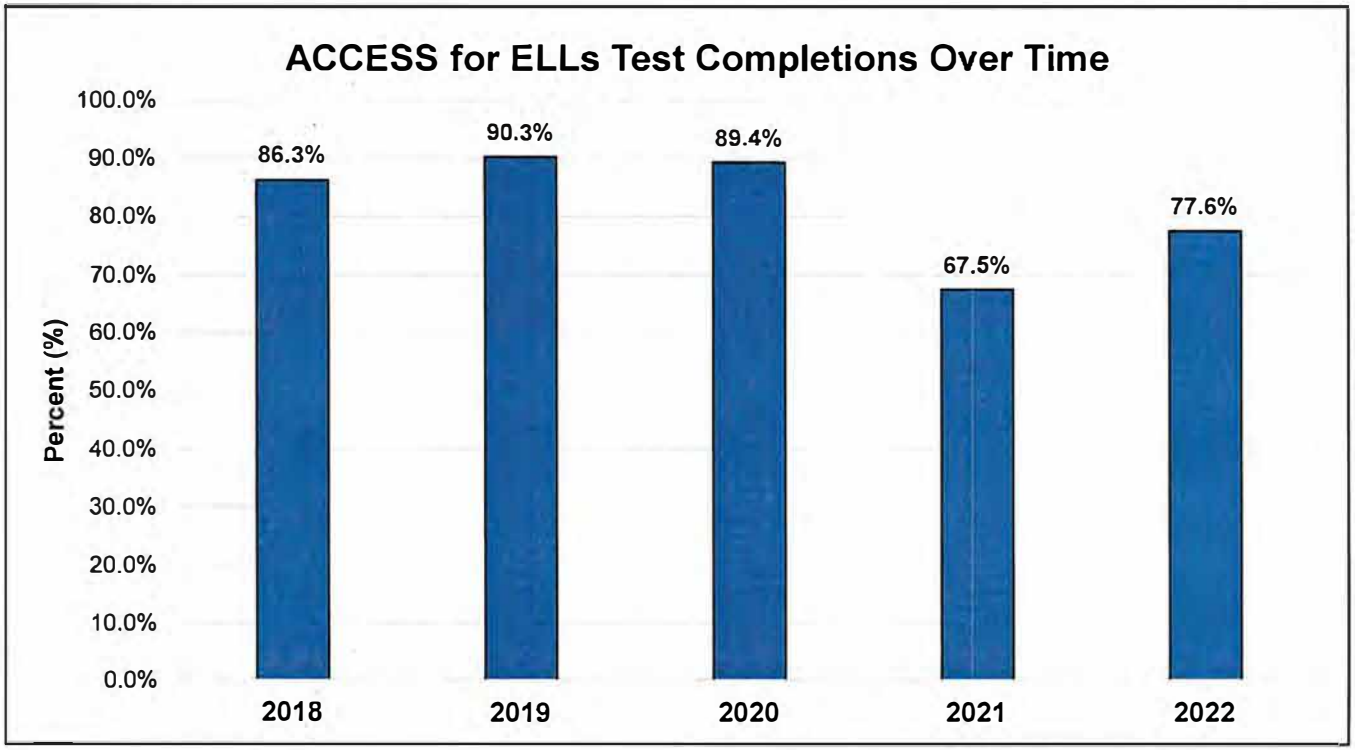
	ACCESS for ELLs	MSAA	AMSA	MSA	Smarter Balanced	ACT with Writing
Required Subjects	ELP	Math and ELA	Science	Science	Math and ELA	Math, ELA, and Science
Grades Tested	Grades K–12	Grades 3–8, 11	Grades 5, 8, 11	Grades 5, 8	Grades 3–8	Grade 11
Student Group	English learners	SwSCDs	SwSCDs	General	General	General
SY2022 Testing Period	14 weeks	7 weeks	7 weeks	12 weeks	12 weeks	3 Opportunities
SY2022 Test Window	Dec 1 – Mar 11	Mar 14 – Apr 29	Mar 14 – Apr 29	Mar 7 – May 27	Mar 7 – May 27	Date 1: March 29 Date 2: April 12 Date 3: April 26
Anticipated District/ Student Access	Online - May 3 Printed - May 13	Jul 18. – Sept. 9	TBD - Fall	TBD - Fall	10 days after completed test is submitted	3–8 weeks after testing
Anticipated State Access	Early May 2022	Early July 2022	Early July 2022	Early July 2022	Early July 2022	Early July 2022
Anticipated SY2023 Test Windows	**Dec 2 – Mar 11**	**Mar 13 – Apr 28**	**Mar 13 – Apr 28**	**Mar 6 – May 26**	**Mar 6 – May 26**	**Date 1: March 28 Date 2: April 11 Date 3: April 25**

Note: Some of these dates may be subject to change. For Smarter Balanced, MSA, and AMSA Individual Student Reports (ISRs) these will not be sent to districts. **Chart key:** ELP = English Language Proficiency; SwSCDs = student with significant cognitive disabilities; SY = school year. The OPI will publish any changes to the test windows on the Published Test Windows.

opi.mt.gov

ACCESS for ELLs Summative Test Completions

ACCESS for ELLs is the English Language Proficiency assessment intended for academic achievement reporting for English Learners (EL) in Grades K–12.



Students registered:
3,680

Students tested:
2,855

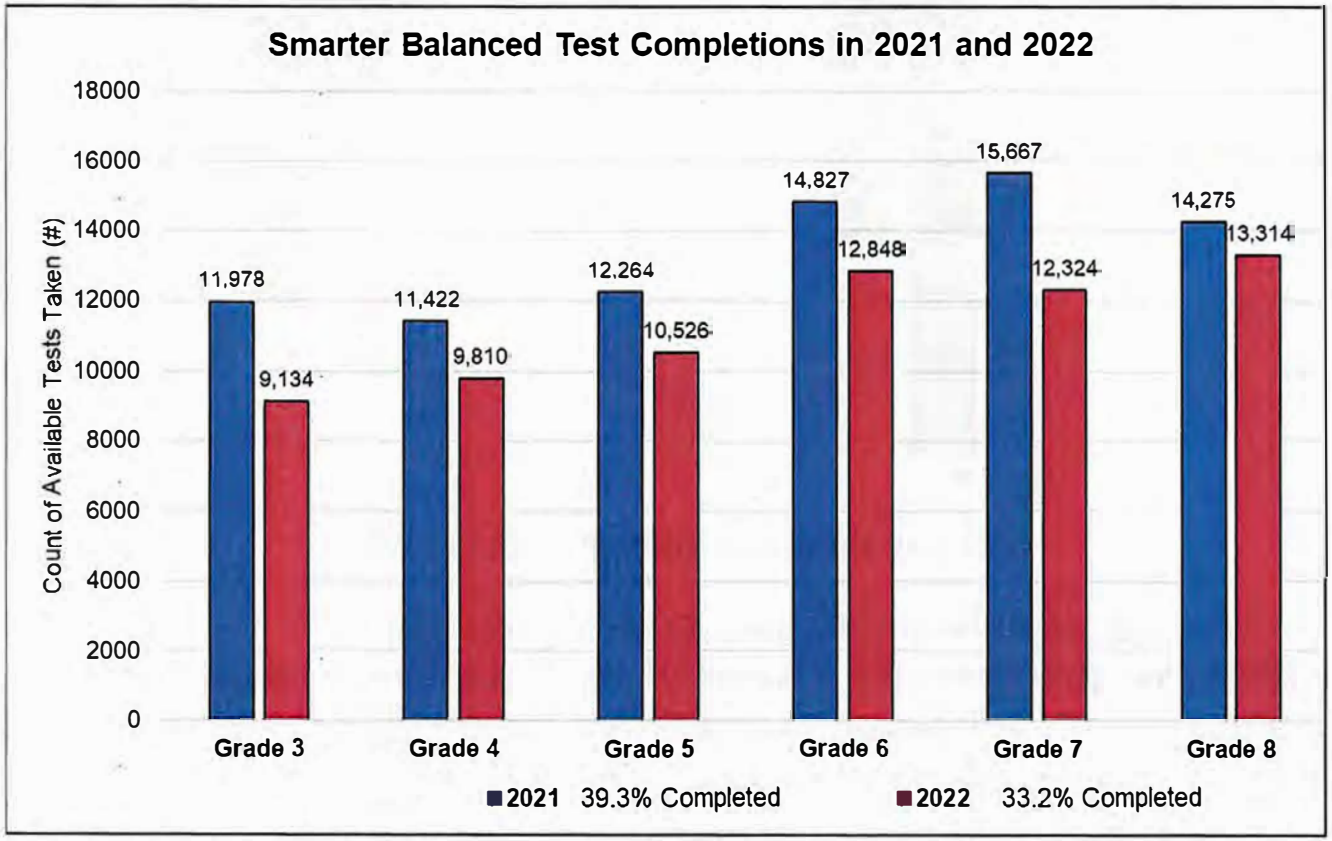
About **78%** of all students registered for ACCESS participated this year.

Data accurate as of 4/19/2022.
Note: some data may not sum to totals due to rounding rules and estimations.

opi.mt.gov

Math and ELA Summative Test Completions

The Smarter Balanced assessment is intended for general population students in math and reading/language arts (ELA) for academic achievement reporting in Grades 3–8.



Students registered:
68,600

Students tested:
22,650

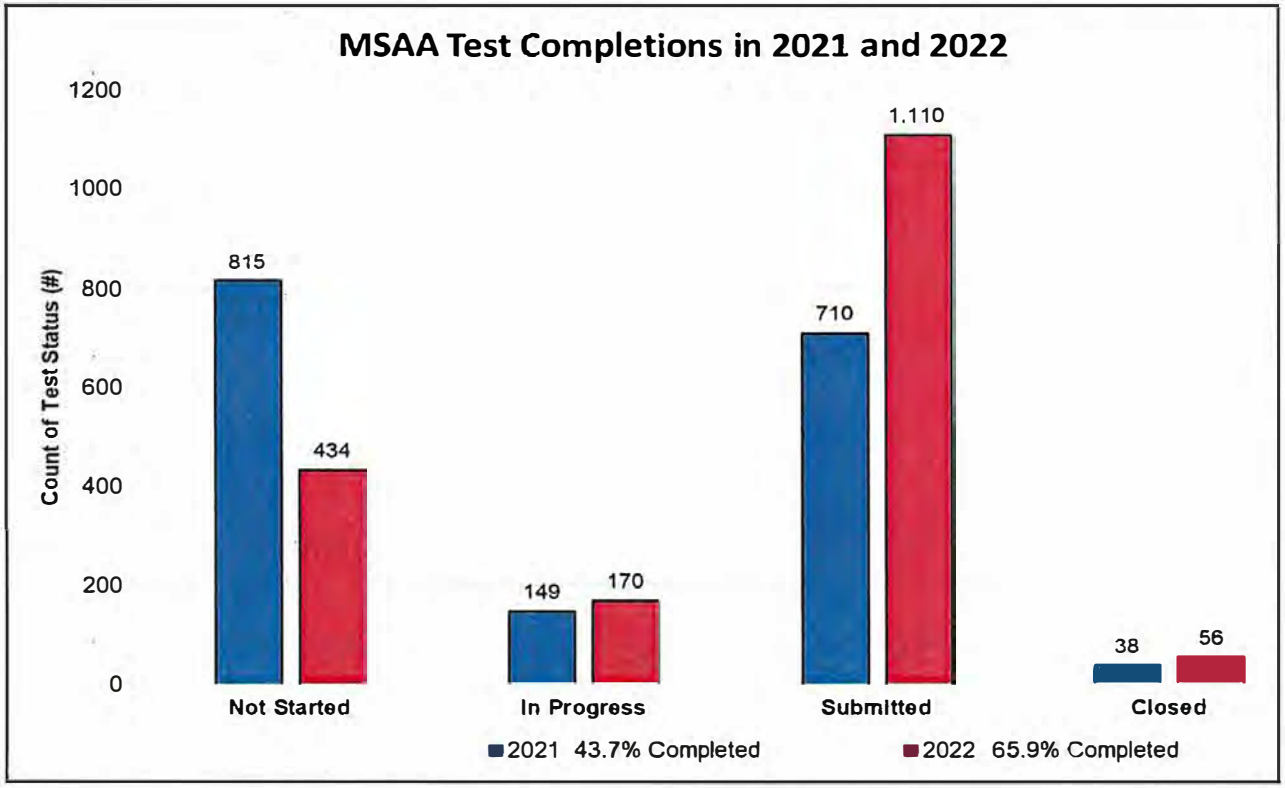
About **33%** of all students registered for the test have completed it.

Note: Each student must complete 3 tests (i.e., ELA CAT, Math CAT, and Math PT)

Data accurate as of 4/22/2022. Total Available Tests: 204,430 which includes the 3 tests as PT = Performance Task, CAT = Computer Adaptive Testing. **Note:** some data may not sum to totals due to rounding rules and estimations.

Alternate Math and ELA Summative Test Completions

The Multi-State Alternate Assessment (MSAA) is the alternate math and reading/language arts (ELA) assessment for academic achievement reporting in Grades 3–8 and 11 for Students with Significant Cognitive Disabilities (SwSCD).



Students registered:
880

Students tested:
580

About **66%** of all students registered for the test have completed it.

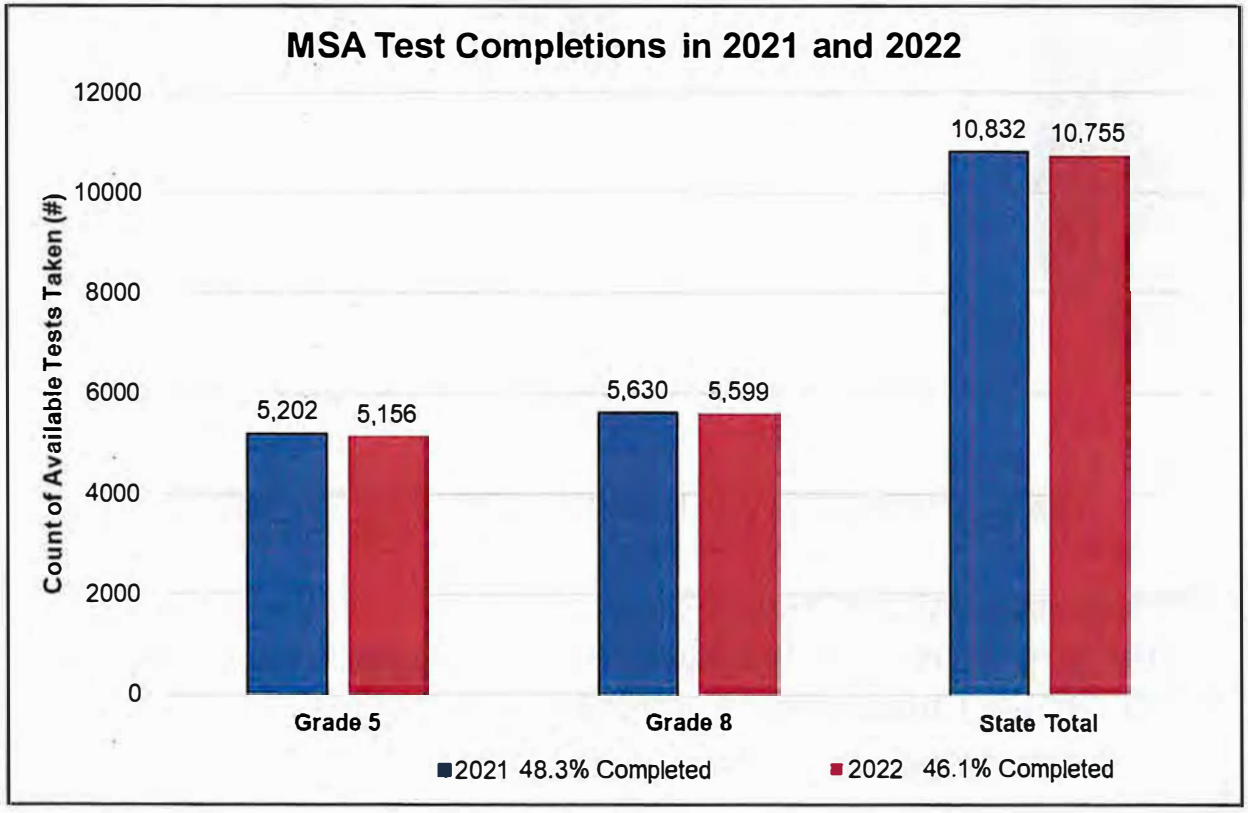
Note: Montana must also adhere to the 1.0 percent student cap for the total student population identified as eligible to participate in the alternate assessment(s) (see ESEA-ESSA Section 1111(b)(2)(D)).

Data accurate as of 4/22/2022. Total Available Tests = 1,750. **Note**: each student must complete 2 tests (i.e., ELA and Math).
Note: some data may not sum to totals due to rounding rules and estimations.

opi.mt.gov

General Science Summative Test Completions

The Montana Science Assessment (MSA) is intended for general population students in science for academic achievement reporting in Grades 5 and 8.



Students registered:
23,317

Students tested:
10,755

About **46%** of all students registered for the test have completed it.

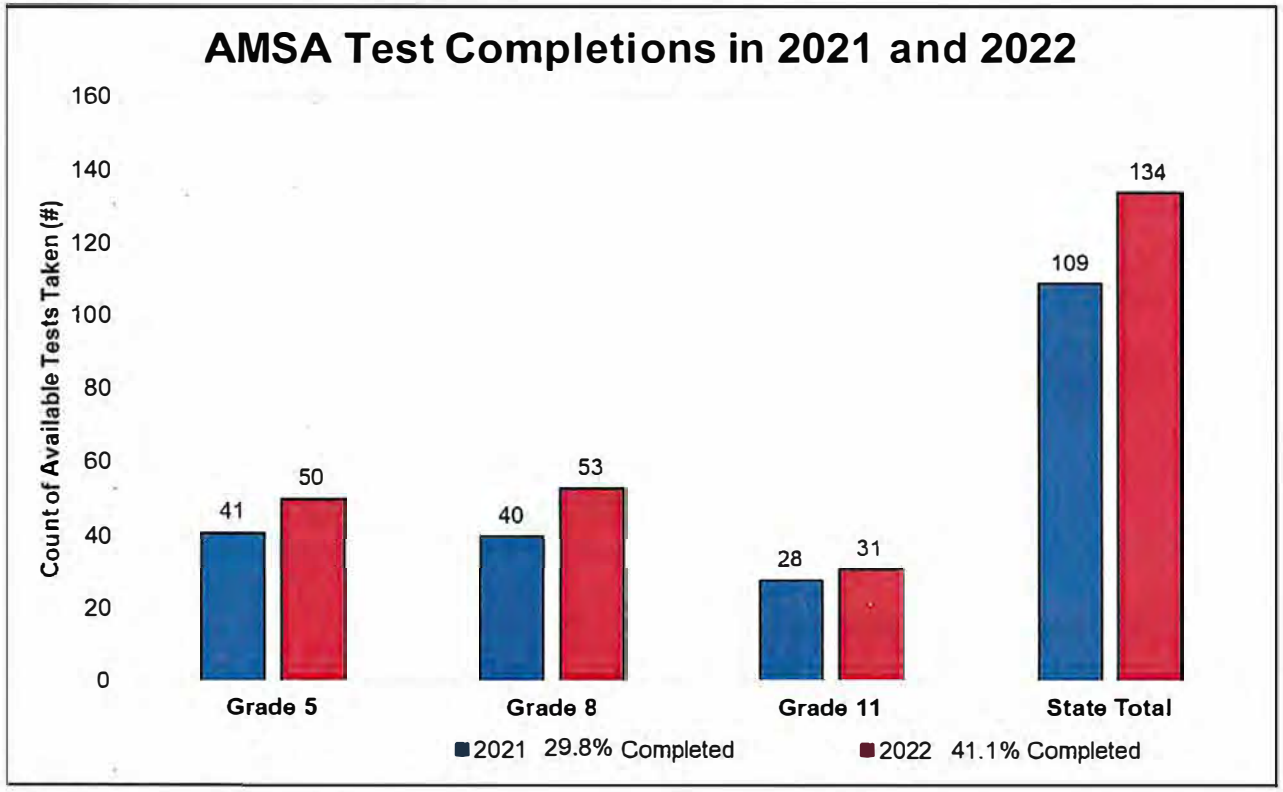
Q: When will I be able to access my MSA scores from Spring 2022?
A: Scores will be accessible in Fall of 2022 after Standards Setting work occurs in August 2022.

Data accurate as of 4/22/2022. **Note:** some data may not sum to totals due to rounding rules and estimations.

opi.mt.gov

Alternate Science Summative Test Completions

The Alternate Montana Science Assessment (AMSA) is the alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for Students with Significant Cognitive Disabilities (SwSCD).



Students registered:
326

Students tested:
134

About **41%** of all students registered for the test have completed it.

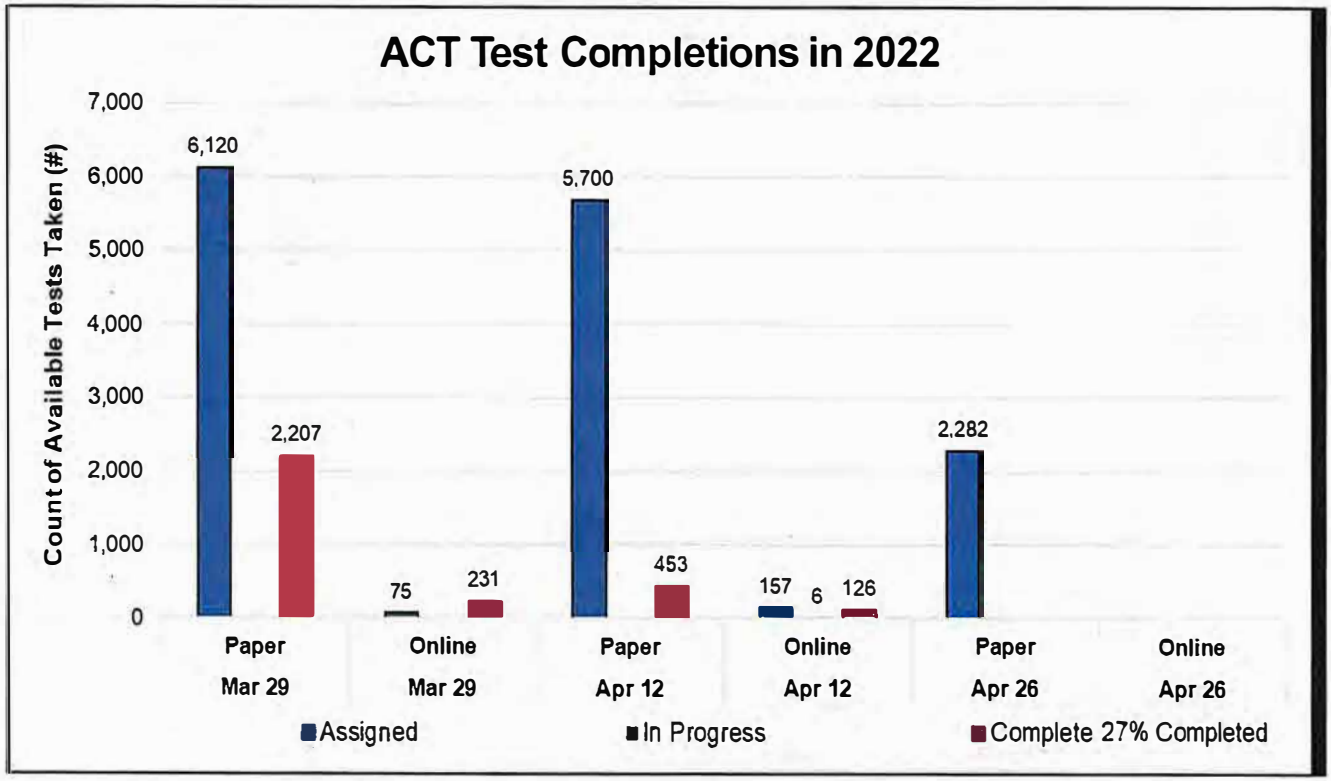
Note: Montana must also adhere to the 1.0 percent student cap for the total student population identified as eligible to participate in the alternate assessment(s) (see ESEA-ESSA Section 1111(b)(2)(D)).

Data accurate as of 4/22/2022. **Note:** some data may not sum to totals due to rounding rules and estimations.

opi.mt.gov

ACT with Writing Summative Testing Completions

The ACT assessment is intended for general population students in math, reading/language arts (ELA), and science for academic achievement reporting in Grade 11.



Students registered:
11,115

Students tested:
3,017

About **27%** of all students registered for the test have completed it.

Note: There are five subtests English, Reading, Writing, Math, and Science.

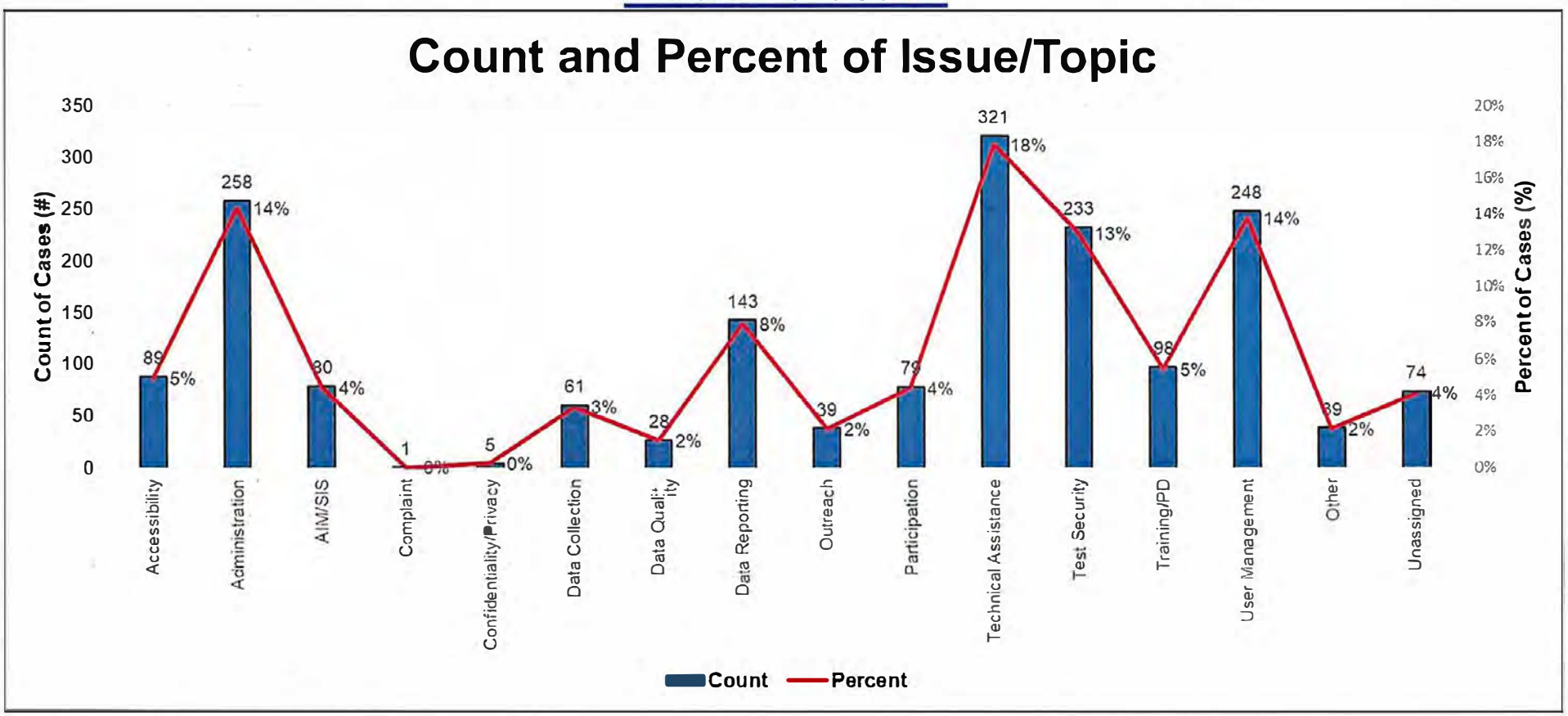
Data accurate as of 4/18/2022. **Note:** Final counts will not be available until June. **Note:** some data may not sum to totals due to rounding rules and estimations.

opi.mt.gov

We are here to help. Contact us.

Assessment Help Desk: 1-844-867-2569

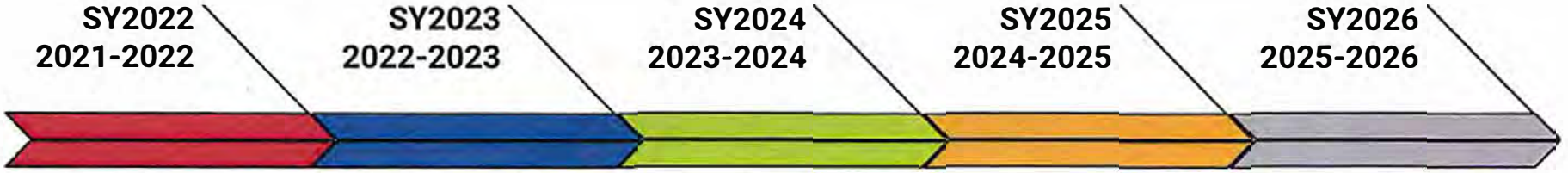
Assessment Team



Note: some data may not sum to totals due to rounding rules and estimations.

opi.mt.gov

Exploring Innovation in State Testing



Test Delivery Roadmap	Transition Started	Field Test	Operational Test	Measuring Growth
ACCESS for ELLs	Maintain Test Delivery Contracts and Services from SY2022	Expanded Pilot/Field Test Through Course [Grades 4 and 6]	Expanded Pilot/Field Test Through Course [Grades 3 and 8]	Operationalize Through Course System [Grades 3–8]
Smarter Balanced	Pilot Through Course [Grades 5 and 7]		Submit ESSA State Plan Revisions to Accountability System by Feb. 1	Submit Through Course Assessment for Peer Review
Multi-State Alternate				Measure Student Growth on Academic Achievement Indicator
ACT with Writing				
Science Assessment				
Alt Science				
Issue Procurement Options for Through Course				

"Through-course summative assessment means an assessment system component or set of assessment system components that is administered periodically during the academic year. A student's results from through-course summative assessments must be combined to produce the student's total summative assessment score for that academic year."

–U.S. Department of Education, 2010

Questions?

Ashley McGrath
Director of Assessment
Department of Teaching and Learning
Montana Office of Public Instruction
Phone: 406.444.3656
E-mail: amcgrath@mt.gov

ACTION

❖ ACCREDITATION COMMITTEE – (Items 26-27)

Susie Hedalen

ITEM 26

RECOMMEND APPROVAL OF THE INITIAL AND RENEWAL VARIANCE TO STANDARDS APPLICATIONS

- **Action 1: Action on Three Requests for Initial Variance to Standards**
- **Action 2: Action on Nine Requests for Renewals to Variance to Standards**

Dr. Julie Murgel
Ellery Bressler

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12 - 13 2022

Presentation	Recommend Approval of 2022 Initial and Renewal Variances to Standards
Presenter	Ellery Bresler; Dr. Julie Murgel
Position Title	Accreditation Data Specialist; Chief Operations Officer
Overview	
Requested Decision(s)	This presentation provides to the Board of Public Education recommendations from Superintendent Arntzen to approve Initial and Renewal Variances to Standards. The primary report is attached.
Related Issue(s)	None
Recommendation(s)	Action 1: Approve State Superintendent Arntzen's Recommendations of the three requests for Initial Variances to Standards. Action 2: Approve State Superintendent Arntzen's Recommendations of the nine requests for Renewal of Variances to Standards.

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) **"A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."**

DUE DATES (check one)

- [x] First semester implementation; first Monday in March
- [ ] Second semester implementation; first Monday in July

COUNTY: Hill County

DISTRICT: Havre Public Schools 16&A

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Havre High School

---

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.709, 10.55.1801

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed variance. Community stakeholder groups include parents, community members, and students as applicable.**

   We have had ongoing conversations both at the Board Meeting level and at the Strategic Planning Table, with community members and parents present, about our declining student population at Havre High School. These discussions have been centered on reduction in programming and staffing as a result of our student population at the high school dipping below 500 students

3. **Provide evidence that local school stakeholders were involved in the consideration and development of the proposed variance. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   The Board of Trustees has been appraised of this situation through continued conversations at board meetings regarding our declining student population at the high school. During monthly administrative meetings, the administrative team discusses new students, students who have transferred from the districts, and those students who have dropped out. Student enrollment is an important topic for all stakeholders, and we discuss the impact of student retention well beyond count days.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting.**

5. **Describe the variance requested.**

   We have been employing 1.5 librarians to meet accreditation. Our Spring count is below 500 and we are not planning to hire a .5 librarian for Havre High Schoo. If our enrollment exceeds 500 by the Fall count, we will utilize instructional para assistance or additional staff to assist with library media services.

6. **Provide a statement of the mission and goals of this proposed variance.**

   Our mission is to follow the accreditation standards and provide quality educators and educational services to our students, their parents, and the community. The request for this variance is in line with the expectations and reqirements of ARM.

7. **List specific measurable objectives that demonstrate the proposed variance will meet or exceed the results under the current standard(s).**

   If our enrollment is below 500, we, by accrediation standards, only need to employ 1.0 FTE in our high school for Library Media Services.

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives?**

   We will use the fall count to make determinations related to additional staffing or support services, if necessary.

9. **Describe how and why the proposed variance would be:**

   a. **Workable.**

   We currently employ a full time Library and Media Services teacher. This individual will continue in this position for 2022-2023.

   b. **Educationally sound.**

   By accreditation standards, we are meeting the requirements of administrative rules of Montana.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

Program standards outline the minimum requirements for fullfillment of the position, which HPS and HHS are currently meeting.

d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.

We will continue to offer libary and media services to students in the manner outlined in the content standards. Our librarian is well versed in the standards and serves both students and teachers as a researcher, content expert, and facilitator for small and large groups.

Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

Required school district signatures:

Board Chair Name: Dr. Curtis Smeby

Board Chair Signature: _____ **Date:** 2-22-22

Superintendent Name: Mr. Craig Mueller

Superintendent Signature: _____ **Date** 2-22-22

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ **Date** April 13 2022

☑ **Approve** ☐ **Deny**

Board of Public Education Chair _____ **Date**_____

☐ **Approve** ☐ **Deny**

ELEMENTARY SCHOOL DISTRICT NO.16
HIGH SCHOOL DISTRICT "A"

ROBINS ADMINISTRATIVE BUILDING
BANNER ROOM

Februaruy 22, 2022

SPECIAL MEETING, BOARD OF TRUSTEES
SCHOOL DISTRICT No. 16 AND HIGH SCHOOL DISTRICT "A"

A special meeting of the Board of Trustees, Elementary School District #16 and High School District "A", was held at the Havre Robins Administrative Building Banner Room at 12:16 pm, February 22, 2022 for the purpose of considering any business that comes before the Board of Trustees. Curtis Smeby presided and Lorraine Larson led the Pledge of Allegiance.

ROLL CALL

MEMBERS PRESENT	Cindy Erickson, Brittnee' Loch, Garrit Ophus, Curtis Smeby, Lorraine Larson, Timothy Scheele
MEMBERS ABSENT	Jacob Ingram, Theresa Miller
	Superintendent, Assistant Superintendent and District Clerk were present throughout the meeting.
WELCOME	Presiding Chair welcomed the visitors in attendance.
AGENDA ADDITION/DELETION	None

ITEMS OF NEW BUSINESS

B.1. Personnel

Superintendent Mueller presented the personnel report. No board discussion.

Motion to accept the personnel report as presented.

Motion: Lorraine Larson; Second: Theresa Miller
For: Erickson, Larson, Loch, Ophus, Scheele, Smeby
Against: None;
Motion Carried 6:0

B.2. Appl. for a Variance of Standard

Superintendent Mueller presented. No board discussion.

Motion to accept the Application for a Variance of Standard as presented.

Motion: Cindy Erickson; Second: Lorraine Larson
For: Erickson, Larson, Loch, Ophus, Scheele, Smeby
Against: None;
Motion Carried 6:0

PUBLIC COMMENT

None

CLOSING

With no further business, Cindy Erickson moved the meeting to be adjourned at 12:24 pm, Lorraine Larson seconded.
For: Erickson, Larson, Loch, Ophus, Scheele, Smeby
Against: None;
Motion Carried 6:0

The next scheduled meeting: March 8, 2022 at 6:30 pm
Havre Middle School

ELEMENTARY SCHOOL DISTRICT NO.16
HIGH SCHOOL DISTRICT "A"

ROBINS ADMINISTRATIVE BUILDING
BANNER ROOM

X _____
Presiding Chair

X _____
Minutes Clerk

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

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) **"A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."**

DUE DATES (check one)

- [x] First semester implementation; first Monday in March
- [ ] Second semester implementation; first Monday in July

COUNTY: Ravalli County

DISTRICT: Stevensville Public School District #2

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Stevensville Elementary K-8

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.708 1.5 FTE for schools with 501-1000 students
   10.55.1801 Library Media Program Delivery

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed variance. Community stakeholder groups include parents, community members, and students as applicable.**

   The Stevensville School Board meeting agenda and minutes from February 8, 2022 are included.

3. **Provide evidence that local school stakeholders were involved in the consideration and development of the proposed variance. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   The Stevensville School Board meeting agenda and minutes from February 8, 2022 are included. The minutes will include discussion of the proposed variance and the Board of Trustees approval.

   Administration has discussed applying for the variance because we have been unable to hire a certified librarian to fill a vacancy. The variance would also allow us to put some funds from salary into other areas such as additional sections to reduce class sizes or provide academic interventions.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting.**

5. **Describe the variance requested.**

   Stevensville School District is requesting approval for an alternative standard regarding our library staffing. We are proposing to staff the K-8 library with a 1.0FTE librarian and 1.0FTE library aide.

   The current standard requires 1.5FTE certified librarian for over 500 students. Stevensville K-8 enrollment approximately 500-550 students.

6. **Provide a statement of the mission and goals of this proposed variance.**

   Stevensville Public Schools are committed to creating a safe, collaborative learning environment centered on students, facilitated by staff and supported by community to ensure growth and achievement for all.

   District Goal #1: Student Achievment - We are committed to ensuring that all students will achieve at their highest potential socially, academically and professionally.

   The library a component of student achievment. Our library is a resource center for students and teachers, a media center and comfortable area for recreational reading and research.

7. **List specific measurable objectives that demonstrate the proposed variance will meet or exceed the results under the current standard(s).**

1. The 1.0FTE librarian and 1.0FTE library aide will provide full time library access for all students K-8. The library can be staffed from 8:00-4:00pm each day, including recesses and lunch periods to provide adequate time for students to access the library resources.

2. The librarian and aide will work closely to maintain the library collection and a variety of media for grades K-8 students and teachers. This structure will continue to allow classroom teachers to collaborate with the librarian and bring classes to the library on a routine basis. The librarian will be able to fulfill the administrative needs of the program (10.55.1801)

3. The district will provide time for the librarian and aide during professional development days throughout the school year.

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives?**

1. Full library access 8:00-4:00 -
The building principal will assign the librarian's classes and the library aide's hours and duties.

2. Provide and Maintain Library Collection -
Circulation data is available from Destiny Library Manager. A schedule of classes and master schedule for the year will be provided.

3. Professional Development -
We will review Montana Content Standards for Library Media to ensure our students are receiving adequate education in the requrired areas.

9. **Describe how and why the proposed variance would be:**

   a. **Workable.**

   This variance is fiscally responsible for the district by allowing us to hire an aide instead of a .5-1.0FTE librarian. The current library aide transfered from a classified position within the district and is familiar with distrcit staff, policies and procedures.

   b. **Educationally sound.**

   The 1.0FTE librarian and 1.0FTE aide has been in place since fall 2021 when we were not able to find a certified librarian. It has been successful in meeting the needs of our students and teachers this year.

c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

The librarian is fulfilling the adminsitrative duties as outlined in 10.55.1801

d. **Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

The current District librarians will continue to work together to ensure we have aligned instructional resources.

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

Required school district signatures:

Board Chair Name: Cathi Cook

Board Chair Signature: Cathi Cook Date: 3/3/2022

Superintendent Name: Robert P. Moore

Superintendent Signature: Robert P. Moore Date 3-2-2022

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: Elsie Arntzen Date Aug 13, 2022

☑ Approve ☐ Deny

Board of Public Education Chair _____ Date _____

☐ Approve ☐ Deny

Stevensville Public Schools
School District #2
300 Park Street
Stevensville, Montana 59870
Telephone: (406)777-5481
Fax: (406)258-1246

Regular Board Meeting

February 8, 2022 **7:00 p.m.** **Music Center Choir Room**

1. Opening of meeting – call to order – present – salute to flag:

Chairwoman Cathi Cook called the board meeting to order at 7:00 p.m. in the Music Center Choir Room (Also Broadcast via Zoom). Cathi led the Pledge of Allegiance. Trustees present were Dan Mullan, Sean Lenahan, Jennifer Gunterman, Stephanie Esch, Sarah Armijo, Ben Meyer, and Kris McKoy. Superintendent Bob Moore, Eric Larson, Angie Armour, Tracey Rogstad, Jessica Shourd, and Business Manager/Clerk Bill Schiele were present.

2. Recognize Visitors/Public Comment:

Board Comment:

Chairwoman Cathi Cook told the audience the district has selected four candidates for the district superintendent position. Cathi read the names of the four candidates. Cathi also told the audience they will be conducting interviews on February 15 and February 17, 2022.

Public Comment:

There was no Public comment.

3. Approval of Minutes:

A. January 11, 2022
B. February 1, 2022

Chairwoman Cathi Cook asked the trustees if they had any questions or comments on the Regular Board Meeting minutes held on January 11, 2022 as presented. Sean Lenahan made a motion to approve the January 11, 2022, Regular Board Meeting minutes as presented. Jennifer Gunterman seconded the motion. All voted aye.

Chairwoman Cathi Cook asked the trustees if they had any questions or comments on the Special Board Meeting minutes held on February 1, 2022 as presented. Stephanie Esch made a motion to approve the February 1, 2022, Special Board Meeting minutes as presented. Sarah Armijo seconded the motion. All voted aye.

4. Approval of Claims:

Chairwoman Cathi Cook asked if there were any questions or comments on the claims or students' accounts. Cathi told the Board the district has claims in the amount of $496,291.05 starting with claim #38807 and ending with claim #38897 and students' accounts in the amount of $34,613.19. There were no questions or comments on claims. Sarah Armijo made a motion to approve the claims and students' accounts as presented. Sean Lenahan seconded the motion. All voted aye.

5. Consent Agenda

A. Resignation – Angela Marble – Assistant Clerk
B. Employment
i. Steve Lewis – MS Track
ii. Steve Lewis – MS Track
iii. Steve Lewis – MS Track
iv. Steve Lewis – MS Track
v. Substitute List
***All employments are pending Background Checks**

Chairwoman Cathi Cook told the Board they will now approve the consent agenda items. Cathi asked the Board if there were any questions or comments on the consent agenda items. Cathi asked the Board if there were any consent agenda items they would like to remove from the list. There were no items to be removed. Cathi told the Board the consent of any trustee pertains only to the items they have the authority to decide on and if there is no objection, the agenda items will be adopted by unanimous consent. There was no objection and the consent agenda items were approved by unanimous consent.

6. Informational Item

A. Board Committee Reports

Negotiation Committee – Cathi told the Board the districts negotiations team has met with the teacher's negotiation committee and talked about the upcoming negotiations and that both committees have set ground rules for the upcoming negotiations.

Resource Committee – Did not meet in January.

Facility Committee – Cathi talked about the punch lists they have been working on, the moving of the High School office to the new entry, the moving of teachers into the southwest classrooms, the welding booths, the new gas hookup for the welding booths, the bus barn remodel and the girl's locker room showers.

After a comment from the Board on the High School girl's locker room showers, Cathi moved onto the next agenda item.

Calendar Committee – No report from the calendar committee.

B. Student Representative Report

Garrett Schreiber, the student representative, was not present tonight.

C. Athletics and Activities – Mr. Edman

i. Long Range Planning Document

Chance Edman, the District Athletic Director, went over the long-range planning report that was in the board packet. Chance talked about the sports programs that he feels need attention and talked about the sports programs that are doing a good job at the district. Chance also talked about how to implement the changes into the sports program for the district. After comments from the Board on what Chance means by making the sports programs more successful programs, how and when to implement the changes, the long term changes to the sports programs, encouraging the students to stay eligible for the sports program they are in, how does the district know they are meeting the needs of all students including curricular and co-curricular activities and doing a student survey, Cathi moved onto the next agenda item.

ii. Baseball Cost

Chance told the Board if the district was to implement a district baseball team the upfront

cost would be around $20,000.00 dollars and the yearly expense would be around $12,000.00 to $15,000.00 dollars. Superintendent Bob Moore told the Board this is just information for them at this time and the district will come to the Board with a recommendation to consider starting a baseball sports program here at the district.

iii. Shot Clock Cost Analysis

Chance told the Board that MHSA is making it mandatory for all school districts to implement a shot clock for next year's basketball season. Chance told the Board it will cost around $5,725.00 dollars for the High School gym shot clocks and around $1,000.00 dollars for the Elementary shot clocks. After comments from the Board on if there is a phase-in timeline to make this happen, will it be for all school districts in Montana, when will the new shot clock requirement start and if the school district can find donations to help with the cost of the purchase, Cathi moved on to the next agenda item.

D. Enrollment Information

Superintendent Bob Moore went over the ANB enrollment numbers that was taken on February 7, 2022. Bob told the Board there was a decrease of 25 students in the High School and that the Elementary numbers were holding steady.

7. Business Items for Action:

A. Recommendation for Leave of Absence – Cathy Ballinger

Chairwoman Cathi Cook told the Board and the audience as Chairwoman of the Stevensville School board and according to Montana Code 2-3-203 that she determined that the demands of the individual's privacy clearly exceeds the merit of public disclosure and closed the meeting. Cathi reopened the meeting. Cathi asked the Board if anyone would like to make a motion. Ben Meyer made a motion to grant a leave of absence for classified employee Cathy Ballinger to June 30, 2022. Sean Lenahan seconded the motion. All voted aye

B. Transportation Contract

Superintendent Bob Moore told the Board the district only received one bus contract bid and that was from Harlow's Bus Service Inc. Bob and the Harlow's representatives went over the contract. After comments from the Board and the audience about the contract the different bid

options and the fair market of the yellow buses, Sarah Armijo made a motion to approve the RFP submitted by Harlow's for a five-year contract as presented. Sean Lenahan seconded. After more discussion on the motion and what it should state, Sean withdrew his second and Sarah withdrew her motion. Sarah Armijo made another motion to accept to accept the RFP submitted by Harlow's Bus Services with Bid Option One in recognition that it isn't feasible for the district to operate its own transportation program and to direct the Superintendent to negotiate the sale prices of the current district's yellow bus fleet, (not including the two activity busses and one yellow bus) bussing equipment and the occupation of the district's bus barn upon completion of the construction. Sean Lenahan seconded the motion. Dan Mullan, Sean Lenahan, Stephanie Esch, Jennifer Gunterman, Cathi Cook, Sarah Armijo, and Kris McKoy voted aye. Ben Meyer abstained from voting.

C. Out-of-District Enrollments

i. Elementary

ii. High School

Chairwoman Cathi Cook asked the Board if they had any questions on the Elementary out-of-district students as presented. After comments on some of the enrollment forms, Sarah Armijo made a motion to approve student A and C and to decline student D enrollment into the district for the 2021-2022 school year. Dan Mullan seconded the motion. All voted aye. Dan Mullan, Sean Lenahan, Stephanie Esch, Cathi Cook, Sarah Armijo, Ben Meyer, and Kris McKoy voted aye. Jennifer Gunterman could not vote.

Chairwoman Cathi Cook asked the Board if they had any questions on the High School out-of-district students as presented. Sean Lenahan made a motion to approve the High School out of district students for the 2021-2022 school year as. Stephanie Esch seconded the motion. All voted aye.

D. Call for Election

Superintendent Bob Moore told the Board they need to call for a trustee election that will be held on May 3, 2022. Bob told the Board there are three positions open for the Elementary/High School district. Cathi Cook asked the Board if they had any questions on the

election resolution as presented. Jennifer Gunterman made a motion to approve the resolution calling for a trustee election on May 3, 2022. Sarah Armijo seconded the motion. All voted aye.

E. Alternative Standard Library Staffing

Superintendent Bob Moore explained the situation to the Board about the 4-8 library position and that the State of Montana allows school district to propose alternative standards to accreditation standards under unique circumstances. Bob told the Board it has been very difficult to find a certified librarian to fill the open position. Bob told the Board the alternative staffing would include a 1.0 FTE paraprofessional to fill the position but the Board needs to approve it. After comments from the Board on alternative standard library staffing, if this is a yearly waiver and if the person in this position becomes tenure after three years, Stephanie made a motion to direct the Stevensville Administration to file for an alternative library staffing standard to include a 1.0 FTE certified librarian for the K-8 district and 1.0 FTE library paraprofessional for the K-8 district. Sean Lenahan seconded the motion. Dan Mullan, Sean Lenahan, Stephanie Esch, Cathi Cook, Sarah Armijo, Ben Meyer, and Kris Mckoy voted aye. Jennifer Gunterman could not vote.

F. Sinking Fund Reinvestments

Superintendent Bob Moore told the Board the district has received three quotes from the local banks. Bob went over the rates. After comments from the Board on the term of the CD's and the interest rates, Ben Meyer made a motion to invest the money at .25 percent for a term of one year with Farmers State Bank. Sean Lenahan seconded the motion. All voted aye. Dan Mullan abstained from voting.

G. Policy – Seconding Reading Policies 2140, 2240, 2332, 3233, 3550, 3550F and 4331.

Chairwoman Cathi Cook asked the Board if they had any questions on the second reading of the policies as presented. After a question on some of the policies, Jennifer Gunterman made a motion to approve policies 2140, 2240, 2332, 3233, 3550, 3550F, and 4331 as presented. Sarah Armijo seconded the motion. All voted aye.

H. Obsolete Equipment and Materials Disposal

Chairwoman Cathi Cook asked the Board if they had any questions on the disposal list as presented. Sean Lenahan made a motion to dispose of the School District property as obsolete,

undesirable, or unsuitable for school purpose as presented. Kris McKoy seconded the motion. All voted aye.

I. Election Contract with Ravalli County

Superintendent Bob Moore told the Board the district needs to have a contract with Ravalli County election office for them to run the school election. Chairwoman Cathi Cook asked the Board if they have any questions on the election contract as presented. Stephanie Esch made a motion to approve the Ravalli County election contract as presented. Jennifer Gunterman seconded the motion. All voted aye.

8. Adjourn:

Sarah Armijo a motion to adjourn the meeting. Sean Lenahan seconded the motion. All voted aye.

Board Chairman: Cathi Cook

Date: 3/8/2022

School Board Clerk: William T. Daniels

February 6, 2023

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

VARIANCES TO STANDARDS APPLICATION

Initial Application (two years)

Purpose: ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

DUE DATES (check one)

- [x] First semester implementation; first Monday in March
- [ ] Second semester implementation; first Monday in July

COUNTY: Missoula County

DISTRICT: Target Range School District #23

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Target Range Elementary / Target Range 7-8

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   Standard 10.55.709 Library Media Services
   Standard 10.55.1801 Library Media Program Delivery

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed variance. Community stakeholder groups include parents, community members, and students as applicable.**

The Target Range Parent Teacher Organization (PTO) maintains a strong partnership with the Librarian and library program. They support the district's efforts to find a more sustainable solution for meeting the needs of students in this area. A meeting took place on Wednesday, February 2, 2021 where the Superintendent and Principal were available to answer questions about the requested variance as well as share how the Library program will function if approved.

Target Range School is also extremely fortunate to have a long standing volunteer within the Library. She is not only dependable and hardworking, she holds a Master's Degree in Library Sciences; therefore, she has a thorough understanding of the importance of cataloging and circulation.

3. **Provide evidence that local school stakeholders were involved in the consideration and development of the proposed variance. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

When preparing the request, the school Principal and Librarian collaborated on the program proposal and then shared the information and gathered feedback with staff in a weekly meeting. Follow up conversations and questions were addressed separately, after the meeting with the appropriate staff members.

In addition to sharing information with staff, the school Superintendent, Principal and Librarian met with the long-standing volunteer to discuss all avenues for meeting this accreditation requirement as well as each individuals role within the Library if the requested variance is approved as well as next steps if not approved.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting.**

5. **Describe the variance requested.**

The mission of the Target Range Library is to create a space "where students become effective users and producers of ideas and information." The goal of the requested variance is to provide a full-time instructional aide who would support and assist the licensed Librarian with materials check-out, data entry, the organization processes and shelving of books. This support would provide opportunity for the Librarian to support the information Literacy and Library Media Standards through direct student instruction. This would also allow time to collaborate with classroom teachers in support of their curricular goals. The District's student population remains stable enough that in order to meet the standards of accreditation, we need to employ an additional .5FTE licensed librarian. In previous years, Target Range has struggled to recruit and maintain staff in this half-time position. Budgetary constraints keep the district from creating a full-time position, which in turn has been a detriment to the library program. The additional support of a full-time instructional aide, who would serve under the direction of the licensed librarian, would ensure consistent assistance for the teacher as well as the students and program as a whole.

6. **Provide a statement of the mission and goals of this proposed variance.**

The mission of the proposed variance is to create consistent, dependable support for our certified librarian, students, and teachers within the Library program. The ability to recruit an individual that is eager to be in this position and enjoys supporting the work of our Librarian will be invaluable and appreciated by many within the district.

7. **List specific measurable objectives that demonstrate the proposed variance will meet or exceed the results under the current standard(s).**

Objective 1: Resource Availability - The resources available to teachers and students will increase and be available on a more consistent basis because there will be a dedicated individual conducting those duties daily. The additional time of a support employee will also make the licensed librarian available to help teachers prepare resources for their lessons. Success will be measured by data generated by our circulation system and logs of resources being made available.

Objective 2: Master Schedule Coordination - The addition of an instructional aide will maximize the amount of time two people will be available in the Library. This will allow for more classes to be scheduled to visit the library to receive instruction as well as check out books. For example, the instructional aide could keep the Library open during the lunch hour so middle school students could read while they eat their lunch or check out a new book. Success will be measured in feedback received on the master schedule as well as in the check out logs of the Library and review of previous master schedules and contact time calculation.

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives?**

Objective 1: The objective will be met if more books and resources are in circulation throughout our school. This will be measured by using the data received from the library circulation system.

Objective 2: This objective will be met if we are able to provide Library class or consistent Library time to all students within the building. This will be measured by a comparison of previous years maters schedule and contact time circulation.

9. Describe how and why the proposed variance would be:

a. Workable.

The requested variance is workable because as a district we would be able to successfully recruit an employee that not only has interest in library services but also can assist in other areas of our school. This opportunity is also very fiscally responsible for our district in light of budgetary losses we are facing in the upcoming school years due to enrollment related to the COVID-19 pandemic.

b. Educationally sound.

The requested variance is educational sound because it allows the district to provide more consistent support to the Library program as well as the students and teachers within the school. The increased access to the Library space by having someone available more regularly will be of great value and open up many possibilities within our scheduling process.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

10.55.1101 Communication Art - Access to Materials: This variance to standard would allow students as well as teachers to have access to materials not only in print, but also non-print. It allows the Librarian and the Instructional Aide the opportunity to ensure that the resources available are diverse and represent many perspectives and include the importance of the American Indian population represented in our school as well as in our state.

10.55.1201 Arts Program -Material Acquisition: This variance would create support for our current art teacher and the acquisition of materials to share with students.

10.55.1601 Social Studies Programs - Access to Materials: This variance, would again, create support for teachers. When learning about primary and secondary resources, the Librarian is a wealth of knowledge. With a second individual available to support library functions, more time can be alloted for the research of sources and support of the social studies programming throughout the school.

d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.

The requested variance is applicable in the support of all area content standards found in Chapters 53 and 54. Although resources can be easily found through current technologies, the time and attention needed to research and examine the resources for appropriateness, fact and relevance is important. The addition of a dependable, vested, consistent person in the Library will ensure that the program can continue to grow and provide assistance to all curricular areas within the school.

Required school district signatures:

Board Chair Name: Thomas Buchholz

Board Chair Signature: _____ **Date:** 02/07/2022

Superintendent Name: Heather Davis Schmidt

Superintendent Signature: _____ **Date** 02/07/2022

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ **Date** April 13 2022

☑ **Approve** ☐ **Deny**

Board of Public Education Chair _____ **Date** _____

☐ **Approve** ☐ **Deny**

February 2, 2022

To Whom It May Concern,

The Target Range Parent Teacher Organization has supported Target Range Library programs in many ways through the years. The PTO has provided volunteers, put on book fairs, and done other programs. The PTO stays committed to helping to provide resources and be supportive to the Target Range students and their staff. In a recent discussion with Mrs. Droessler about the library, it was shared that the school has had a difficult time maintaining a consistent employee for the half-time position. It would be a great benefit to the school to hire a full-time employee, and now there might be a possibility of that happening with an applied standard variance. The school board would need to provide approval for the administration to apply for the variance with The Office of Public Instruction, then The Office of Public Instruction would need to approve the variance for Target Range School.

The PTO and I appreciate the efforts of the administration to find ways to improve programs and to continue to support the Library programs as they have in the past. As we all know a student's love of reading can inspire them to explore the world, and fuel a great imagination. Thank you for taking the time to read my letter of support for the library while keeping the best interest of the students and teachers at the heart of your decision.

Sincerely,

Amy Frandsen

President, Target Range School PTO

General Board Meeting (Monday, February 7, 2022)
Generated by Jessica Pyette on Monday, February 7, 2022

1. OPENING ITEMS
Action (Consent), Procedural: A. Call to Order/Pledge of Allegiance

Board Chair Buchholz called the meeting to order at 6:01 p.m.

Procedural: B. Roll

- Thomas Buchholz, Chair
- Jennifer Long, Vice Chair
- Sharon Sterbis, Trustee
- Bob Carter, Trustee - joined at 6:05
- David Wright, Trustee

Action: C. Board Approval of Agenda

Motion: Trustee Sterbis moved to approve the agenda
2nd: Trustee Wright
Call for public comment: none
Vote: 4-0

Procedural: D. Official Guests

- Heather Davis Schmidt, Superintendent
- Jessica Pyette, District Clerk
- Barbara Droessler, Principal
- Megan Hopper, Assistant Principal
- Elaine Higuera, Technology Director

Information: E. Board Correspondence
Board Correspondence

Procedural: F. Public Comment on Items Not on the Agenda:

Amy Frandsen – reported about the PTA, the received the request to help volunteer and fill in for some duties, staff and parents are both trying to do a lot. Parents are not comfortable filling in for staffing shortages but will try to help out the best ways they can.

Action: G. Board Approval of Minutes

Motion: Trustee Buchholz moved to approve the January 10th, 2022 minutes
2nd: Trustee Sterbis
Call for public comment: none
Vote: 4-0
2. CONSENT AGENDA

Action (Consent): A. Accounts Payable and Payroll
Action (Consent): B. UChicago Impact Data Privacy Agreement
Action (Consent): C. University of Montana Cooperating Teachers Payment Agreement
Action (Consent): D. Semester I Bus Route Reimbursement Claim TR-6

Motion: Trustee Wright moved to approve the consent agenda.
2nd: Trustee Long
Call for public comment:
Vote: 4-0

3. PRESENTATIONS

Information: A. 2022-2023 Budget Study Session (Pyette)

Business Manager/District Clerk Jessica Pyette shared the 2022-2023 Budget Study projections based on information that we have as of now. Enrollment, ANB, and budget projections for the 2022-2023, 2023-2024, and 2024-2025 school year are estimates

Discussion: B. Trustee Handbook (Wright)

Trustee Wright shared a draft of the Trustee Handbook. The Trustee Handbook Committee (Trustees Wright and Sterbis, Superintendent Davis Schmidt) worked over the last several weeks to develop this draft for the Board of Trustees to consider. At the March 15, 2022 General Board Meeting the Board will again discuss this document and approve the final version.

Discussion: C. Reflex Protect for School Safety (Hopper)

Assistant Principal and facilitator of the Target Range School District Safety Team, Megan Hopper, along with other members of the District's safety team will share a presentation about Reflex Protect, a product that many schools in Montana and across the country are using in the event of an active threat within the school setting. This product is also used in many hospitals and was developed here in Missoula. Please see the Reflex Protect website for more information. The TRSD Safety Committee is considering this product and a corresponding policy for recommendation to the Board of Trustees at the March 14, 2022 General Board Meeting.

4. COMMUNITY ENGAGEMENT

Reports: A. TREA Update (Swentik/Smart)

- Everyone is working incredibly hard to do all they can to keep the school open and running - we appreciate everyone's hard work
- Met with TREA/TRCA/TRSD to problem solve solutions created by the short staffing
- MAP testing is in full swing
- Teachers are prepping for conferences
- Enjoying the delicious new breakfast and lunch menus. Thanks Devin and crew!

Reports: B. TRCA Update (Mangan)

This month the paraeducators at Target Range School have been working very hard: filling in for duties and absences due to the surge in COVID cases, planning future trainings, and training on our new Raptor system for school emergencies. While it has been a challenging time, the paras have really risen to the challenge and proved to be a great support to the teaching staff.

We have been happy to welcome two new paraeducators and they seem to be settling into the TRS family. TRCA is also hoping to recruit some new members. We are meeting and discussing strategies to add more members.

5. DISCUSSION ITEMS

Discussion: A. Strategic Plan Update (Davis Schmidt)
Superintendent Davis Schmidt shared the current progress on the Strategic Plan Action Steps Timeline.

Discussion: B. Update on Added Bus Route #4 (Droessler)
Principal Droessler provided an update on ridership of the new bus route #4 added in the 2021-2022 school year. The new route has been greatly utilized and is very popular.

6. ACTION ITEMS

Action: A. Review TR Safe Return to Schools and Continuity of Services Plan (Davis Schmidt)
The TR COVID-19 Task Force met on Monday, January 31st.

- See the current Missoula City-County Health Department's data dashboard **HERE**.
- Recommended updates to the *Safe Return to School and Continuity of Services Plan*, including metrics for moving between universal masking and masks recommended. See the proposed plan metrics and data **HERE**.
- Recommended updates to TR COVID-19 Safety and Health Protocols **HERE**.
- See the District's 2021-2022 COVID-19 information website page **HERE**.
- See parent, staff, and community feedback and other guidance related to COVID-19 received since the January 7, 2022 General Board Meeting **HERE**. (All Board correspondence is also attached in the Board correspondence section of the agenda).
- See the TR COVID Task Force Overview **HERE**, including links to Task Force Meeting agendas and other resources.

Motion: Trustee Sterbis moved to approve the updated plan as presented.
2nd: Trustee Buchholz
Call for public comment: none
Vote: 5-0

Action: B. Declaration of Unforeseen Emergency School Closure for Wednesday, January 12 (Davis Schmidt)

Motion: Trustee Buchholz moved to approve the declaration.
2nd: Trustee Wright
Call for public comment: none
Vote: 5-0

Action: C. Garden City Little League and Target Range School District Agreement (Davis Schmidt/Ries)

Motion: Trustee Sterbis moved to approve the agreement.
2nd: Trustee Buchholz
Call for public comment: none
Vote: 5-0

Action: D. Science Olympiad Field Trip Request to Bozeman (Paulson/Swentik)

Motion: Trustee Carter moved to approve to approve the field trip.
2nd: Trustee Long
Call for public comment: none
Vote: 5-0

Action: E. Comprehensive School and Community Treatment Program, OPI, DPHHS Memorandum of Understanding (Pyette)

Motion: Trustee Buchholz moved to approve the MOU.
2nd: Trustee Sterbis
Call for public comment: none
Vote: 5-0

Action: F. Library Program Variance to Standards (Droessler)

Motion: Trustee Sterbis moved to approve the library variance request.
2nd: Trustee Buchholz
Call for public comment: none
Vote: 5-0

Discussion was held we need to work toward increasing the number of hours the para-educator spends in the library.

Action: G. Proposed temporary substitute bonus (Davis Schmidt)

Due to COVID-19 and recently the Omicron variant, Target Range School is again experiencing significant staffing shortages. We appreciate the many TR parents and family members who are stepping in as substitutes on a regular basis. In addition to our parents/TR family members, we also have substitutes with which we are competing with other area school districts. We wish to continue to recruit and retain high quality substitutes, while also recognizing that we still do not have longitudinal data to help us determine whether or not we can financially sustain a long-term increase in substitute pay.

Proposal: beginning Wednesday, February 1, 2022 any substitute for Target Range School District will receive a $165 bonus for every 75 hours of substituting at Target Range School District. This bonus will remain in place through the remainder of the 2021-2022 school year, ending on June 9, 2022. Administration recommends the Board of Trustees approve this proposal.

Motion: Trustee Buchholz moved to approve the proposed bonus for the remainder of the 2021-2022 year.
2nd: Trustee Carter

Call for public comment: none
Vote: 5-0

Discussion was held the hourly rate would not exceed any current staff hourly rate.

Action: H. Personnel Report (Davis Schmidt)

Recommendations for Hire:

- Alyssa Jurgensmeier, Speech Pathologist .20 FTE
- Isaac Gjefle - short term Extra Duty Kitchen Assignment (stipend)

Recommendations for Hire - Extra Curricular:

- Elaine Higuera, Girls Basketball Head Coach

Recommendations for Hire - Substitutes:

- Magda Podlipny
- Kira Allen
- Amy Baier

For information only, Resignations/Retirements

- Caitlin Boyer, part-time Assistant Cook
- James Bergman, Custodian
- Tara Anderson, Girls Basketball Head Coach

Motion: Trustee Carter moved to approve the personnel recommendation as presented.
2nd: Trustee Carter
Call for public comment: none
Vote: 5-0

7. ITEMS FOR INFORMATION

Reports: A. Principal Report (Droessler)

Our school continues to be busy with the day-to-day activities of a typical school year. While we have exactly gotten back to "normal" the students of Target Range have had many more opportunities brought back into practice. Middle school athletics/activities are an ever-popular challenge for many students. Girls' basketball started for the 7th and 8th grades while boys' and girls' wrestling will begin on the 14th for all 6th through 8th-grade students. The Science Olympiad team has started practicing and preparing for their April competition. The yearbook club has started meeting and collecting photos and quotes for the yearbook and MathCounts is set to compete virtually in the next couple of weeks.

Students on the elementary end of the building have also been busy with activities. The kindergarten and first-grade classrooms invited families into the building for Reader's Theater and an Arctic Museum. Second graders have been learning to compose friendly letters as part of their writing curriculum and third graders have been working on opinion pieces. For every kind letter I receive from a second-grader, I receive another from a third-grader expressing their opinion on why snow days should be more frequent. Either way, it is fun to see the written product that is coming out of our elementary classrooms. It is also important to note that all elementary classrooms were eager to report that Punxsutawney Phil did see his shadow, so we can plan for six more weeks of winter.

This month also includes the return of more field trips. Thanks to the approval from the Board of Trustees, the fifth-grade students are excited to embark on their first of two ski trips to Lookout Ski Resort. Sadly, the fourth grade trip to the Missoula Symphony has been postponed and may not be feasible for TR students to attend this year, so we will search for another adventure for those students to take as soon as possible. Creating experiences for students within our community and surrounding areas has been greatly missed and we are delighted to bring back these valuable pieces to our student's learning process.

Later in the month, the special education staff will be conducting the district's annual Child Find. For all those that might know of a future Target Range Tiger out there that could benefit from an early childhood screening, please encourage their family to call the school and make the necessary arrangements. This is a free service to all in-district families but does not indicate kindergarten readiness. Enrollment for the 2022-2023 school year is set to being on Monday, March 28, 2022.

Reports: B. Business Manager Report (Pyette)

- W-2's and 1099's completed and uploaded
- Quarterly Reports October-December completed
- Budget Forecasting - most of January was working on projections for the next three years budget based on enrollment numbers from December 2021
- Spring Student count is February 7, 2022
- Preliminary Budget Data Sheets from OPI released March 1, 2022
- Attending Budget workshop sponsored by MASBO in Missoula on March 3, 2022
- Continue to work with OPI and DPPHS to implement new CSCT procedures
- Emergency Connectivity Funding was approved for 20 devices at $400 each. We will use this funding for our replacement laptops (normally ordered at end of year)

Reports: C. Superintendent Report (Davis Schmidt)

Upcoming Events and Important Dates

- Wednesday, Thursday, Friday, February 16-18, Parent/Teacher Conferences
- Friday, February 17, Early Release for Students (K-3 released at 12pm; 4-8 released at 12:30pm)
- Friday, March 4, Trimester 2 Ends
- Monday, February 21, 2022 President's Day Holiday, No School
- Monday, March 14, 2022 @ 6pm, Next scheduled Board Meeting
- Monday, March 21-Friday March 25, Spring Break, No School

Enrollment Report

8. Discussion Items

Discussion: A. Superintendent Evaluation (possible Executive Session to be determined by the Board Chair pursuant to Montana law)

The Board entered executive session at 8:21 p.m.

The Board resumed regular session at 8:59 p.m.

9. ADJOURNMENT – without further objection the meeting was adjourned at 8:59 p.m.

Attendance:

Anne Swentick

Michelle Glennon

Maggie Richardson

Tara Smart

Melody Paulson

Sandy Squillace

Jeffrey Serviss

Paige Judnich

Bob Carter

Shelby Midboe

Zonda Berry

Bethany Morris

Michal Farley

Dan Ries

Melody Paulson

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

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Missoula

DISTRICT: Hellgate Elementary

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Hellgate Elementary Early Childhood Building and Hellgate Elementary Primary Building

---

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   Standard 10.55.709 - Library Media Services (K-12)

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

At the March 2, 2022 scheduled school board meeting for the Hellgate Elementary Board of Trustees, in an open meeting format, school trustees, school administrators, school teachers, and local community stakeholders (parents as well as taxpayers) were provided the opportunity to hear the school district's position on why the variance request was being put forth, as a renewal of the variance, as well as given the opportunity to engage in conversation on the merits of that request. See the attached school board meeting agenda as well as the unofficial school board meeting.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

At the March 2, 2022 regularly scheduled school board meeting for the Hellgate Elementary Board of Trustees, in an open meeting format, school trustees, school administrators, school teachers, and local community stakeholders (parents as well as taxpayers) were provided the opportunity to hear the school district's position on why the variance request was being put forth, as a variance renewal, as well as given the opportunity to engage in conversation on the merits of that request. See the attached school board meeting agenda as well as the unofficial school board meeting.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

5. **Reflection upon initial variance:**
   a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

      By any reasonable measure, Hellgate Elementary students compete and compare favorably with other Montana students in terms of academic, social, and emotional achievement and development. Hellgate Elementary will continue to use specific measurable objectives that were listed in the initial variance application to show that its students achieve at a high rate in comparison to other Montana students whether the comparisons be on the Smarter Balanced Assessment or on local assessments, such as the NWEA "Measurement of Academic Progress", Dibels, MobyMax assessments, FastForward program assessments, and/or the Montana Digital Academy "Ed Ready" program assessments.

   b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**

      Hellgate Elementary used quantitative data gathered from a plethora of assessment programs to document progress toward meeting measurable objectives in terms of student academic achievement. Assessments such as Smarter Balanced Assessment and/or local assessments, likes the NWEA "Measurement of Academic Progress", Dibels, MobyMax, Fast Forward, and/or the Montana Digital Academy, and authentic classroom assessments were used to gather the necessary documentation to indicate whether or not the school district is meeting its state/district measurable goals. In addition, on the qualitative side, the school district gathered necessary data from the administration of the school district's "Student School Community Perception" survey which sought to measure student feelings, perceptions, and comfort levels as a student in the school community.

c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

Hellate Elementary does not believe that any adjustments to the initial variance needs to be made to meet the specific needs of the student(s) in the school.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

As with all things that Hellgate Elementary embarks on with respect to the education of its K-8 students, it is the mission of the school district to provide an educational learning environment that supports and sustains academic achievement, academic excellence, and life-long learning for all students. In partnership, is the vision of the school district that each student be actively involved in their learning, motivated for the future, and prepared to successfully embrace future opportunities and meet future academic, social, and emotional challenges.

Hellgate Elementary believes that its current library staffing configuration with two licensed and endorsed librarians working hand-in-hand with two library paraprofessionals keeps the school district true to its mission and vision.

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

By any reasonable measure, Hellgate Elementary students compete and compare favorably with other Montana students in terms of academic, social, and emotional achievement and development. Hellgate Elementary will continue to use specific measurable objectives that were listed in the initial variance application to show that its students achieve at a high rate in comparison to other Montana students whether the comparisons be on the Smarter Balanced Assessment or on local assessments, such as the NWEA "Measurement of Academic Progress", Dibels, MobyMax, FastForward, and/or the Montana Digital Academy. In addition, on the qualitative side, the school district will continue to gather necessary data from the

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

Hellgate Elementary will continue to use quantitative data gathered from a plethora of assessment programs to document progress toward meeting measurable objectives in the renewal variance request. Assessments such as Smarter Balanced Assessment and/or local assessments, likes the NWEA "Measurement of Academic Progress", Dibels, MobyMax assessments, Fast Forward program assessments, and/or the Montana Digital Academy "EdReady" program assessments, and authentic classroom assessments.

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

Hellgate Elementary is committed to ensuring that its library media services staffing configuration not diminish a non-negotiable core value that district curriculum be aligned with state content program standards and state content-specific grade level learning progressions. Moreover, the district will commit that its library media services staffing configuration positively interfaces across all curriculum areas to provide the necessary educational support to maximize opportunities for students.

10. **Describe how and why the proposed variance would be:**

a. **Workable**

The school district has two certified librarians on staff and two library para-professionals. At this point in time, the school district believes that the staffing arrangement has, anecdotally for the purposes of this section of the variance request, proven to be manageable, effective, and efficient in meeting the school district's library specialist needs. The variance renewal request is because of the unique characteristic of having all four educational buildings on one campus.

b. **Educationally sound.**

Hellgate Elementary will use quantitative data gathered from a plethora of assessment programs to determine the educational effectiveness of the plan, such as Smarter Balance, NWEA "Measurement of Academic Progress", Dibels, MobyMax, Fast Forward, the Montana Digital Academy and authentic classroom assessments. On the qualitative side, the school district will gather necessary data from the "Student School Community Perception" survey to measure student perceptions on program effectiveness.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

Outside of the variance request for standard 10.55.709, Hellgate Elementary is in compliance with all other Montana Office of Public Instruction and Montana Board of Public Education program accreditation standards under ARM 10.55.1101 through 10.55.2101. Moreover, the school district is committed to ensuring that its library specialist staffing configuration not diminish the core values that district curriculum be aligned with state content program standards and grade-level learning standards.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

Outside of the variance request for standard 10.55.709, Hellgate Elementary is in compliance with all other Montana Office of Public Instruction and Montana Board of Public Education content accreditation standards under ARM Chapter 53 (Content Standards) and 54 (Content Standards and Performance Descriptors) and is committed to ensuring that its library media services positively interfaces across all curriculum areas to provide the necessary educational support for students.

Required school district signatures:

Board Chair Name: Tom McLaughlin

Board Chair Signature: Tom McLaughlin **Date:** March 2, 2022

Superintendent Name: Douglas Reisig

Superintendent Signature: Douglas Reisig **Date** March 2, 2022

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: Elsie Arntzen **Date** April 13 2022

[V] **Approve** [ ] **Deny**

Board of Public Education Chair _____ **Date** _____

[ ] **Approve** [ ] **Deny**

Hellgate Elementary Board of Trustees
Special Meeting March 2, 2022
6:00 p.m.

OPENING

The Board of Trustees of Hellgate Elementary School District #4 met in special session on Wednesday, March 2, 2022 at 6:00 p.m. The meeting was held in-person and also broadcast by virtual video conferencing. The meeting was called to order by Board Chairman, Tom McLaughlin. Trustees participating were: Tom McLaughlin, Jack Babon, Kate Walker, Lori Christensen, Rich Thornock, and Rod Sharkey. Trustee Diane Beck joined the meeting via Zoom video conference. There were up to 38 in-person and online participants in the meeting.

CONSIDER ACCREDITATION VARIANCE RENEWAL REQUEST

A motion was made by Jack Babon to authorize the superintendent to submit an accreditation variance renewal waiver (for three additional years) to the Montana Office of Public Instruction to standard 10.55.709 (Library Media Services K-12). The motion was seconded by Rod Sharkey. There was discussion on the item. Voting in favor of the motion were Tom McLaughlin, Jack Babon, Kate Walker, Lori Christensen, Rich Thornock, and Rod Sharkey. Voting against the motion were none. The motion passed.

SUPERINTENDENT CANDIDATE FINALIST INTERVIEWS

The first two of four candidate finalists were interviewed by the Board of Trustees. The interview for Mr. Scott Kinney opened 6:15pm and closed at 7:25pm. The interview for Mr. Jon Konen opened at 7:30pm and closed at 9:00pm. Trustees asked each candidate a set of fifteen questions (copy of question set included with official minutes).

The Board is scheduled for another special session Thursday, March 3, 2022 to interview two additional candidates.

ADJOURN

The meeting was adjourned at 9:00 p.m.

Tom McLaughlin, Board Chair

Shara Blair, Business Manager/Clerk

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

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Yellowstone

DISTRICT: Laurel Public School 7 & 7-70

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

South Elementary School

---

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.709: Library Media Services - .5 FTE for schools with 126-250 students

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

   The need to submit a renewal application was discussed at the School Board Committee for Learning and Leadership on Feb. 17th, 2022. The renewal application was presented to the full School board on the Feb. 28th, 2022 meeting.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   The sign in sheet for the February 28th meeting of the Laurel School District Board of Trustees will be included. Review meetings were held with the South & West elementary librarian and administration of both buildings to review the variance renewal application and also current practices to best identify ways in which we could support service delivery for students.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

5. **Reflection upon initial variance:**
   a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

      The specific objectives of the initial application were for all students to have weekly scheduled resource time in the library media center with instruction delivered by the para-professional library assistant in direct collaboration and support from the licensed library media specialist. The licensed library media specialist has maintained a collection that is current and balanced in accordance with specific reading objectives for kindergarteners that can be supported through the library services. These reading objective include but are not limited to RF.K.1a & RI.K.2 retell familiar stories, RF.K.2a rhyming words, RF.K.4 read emergent-reader texts with purpose and understanding, RL.K.3 Identify story elements.

      We feel we are able to meet the needs of students and also adress educational standards with the present plan for support.

   b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**

      Collaborative and flexible scheduling arranged between administrators of South and West elementary schools has occured to provide consistent availability of services in the library media centers. We have maintained a shared folder of lesson plans during the time of the initial variance to ensure that student's needs are being met. Our pre/post data of Kindergarten reading scores has been challenging mostly due to COVID -19 and limitations of accessiblity to the library media center, but we have supported alternatives to resources as appropriate and outlined in our return to schools plan.

c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**
The initial variance indicated " Weekly support and direct instruction from the licensed library media specialist at South elementary four days a week for 30 minutes." We found this limited flexibility in scheduling and would adjust this to read, Weekly support of 2 hours each week, from the licensed libraray media specialist at West elementary to create lesson plans for the para-professional to deliver at South elementary school.

We found that putting a set daily time created more conflict in the scheduling aspect of shared staff. The amount of time allocated is the same, however, the wording allows more flexibility in scheduling.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**
The mission of this proposed renewal variance is to continue to ensure all students have weekly scheduled resource time in the library media center. The goal is to ensure the instruction is consistent and aligned with our state standards and that as little disruption to student learning as possible is mitigated through collaborative planning and shared scheduling committments.

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**
A shared schedule of the library media specialist is maintained and supported by both South Elementary and West Elementary administrators.

Weekly support is provided from the library media specialist to the para-professional at South Elementary

Lesson planning is aligned to state standards specific to reading objectives and are maintained for the duration of the variance.

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

Copies of the master schedules for both schools to include shared time weekly for the library media specialist.
Lesson plans from the library media specialist including identified reading goals for students.
Benchmark data from Fall and Winter segments to ensure Reading skills are continuing to be a priority for South elementary students.

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

Students will continue to consistently access the library media center without disruption. The focused instruction aligned with reading standards will support classroom instruction for all students.

10. **Describe how and why the proposed variance would be:**

a. **Workable**

We currently employ one full time library media specialist, one .5 para-professional library assistant and would like to continue staffing the library for both buildings in this same manner. The para-professional library assistant is highly qualified, and has been employed in the school district for the past 4 years and has been the same employee involved with the variance from the onset.

b. **Educationally sound.**

The current staffing arrangement has worked well for supporting student learning and flexibility of access to resources.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

10.55.1801 LIBRARY MEDIA PROGRAM DELIVERY STANDARD(1) In general, a basic program in library media shall:(a) meet the following condition:(i) establish flexible scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning.

The fullfillment of further duties as outlined in 10.55.1801 are dependent upon this first item of establishing flexible scheduling to meet the needs of our students.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

The current licensed library media specialist in Laurel Public Schools has aligned instructional resources with the Montana content standards, and this practice will continue at South Elementary school.

Required school district signatures:

Board Chair Name: Karen Teeters

Board Chair Signature: Karen Teeters **Date:** 3-2-22

Superintendent Name: Linda Filpula

Superintendent Signature: Linda Filpula **Date** 3/2/22

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: Elsie Arntzen **Date** April 13, 2022

☑ **Approve** ☐ **Deny**

Board of Public Education Chair _____ **Date** _____

☐ **Approve** ☐ **Deny**

Laurel Board of Trustees
Monday, February 28, 2022

School Board Meeting
High School Library 6:00 PM

MINUTES

I. Call to Order, Pledge to Flag, Welcome
A regular meeting of the Board of Trustees was called to order at 6:00 p.m. by Chairman Karen Teeters.
Trustees present: Dale Ahrens, Dan Fettig, Brittani Hunter, Dak Fike, and Mike Creeden
Trustees absent: Emilee Sarkela
Administration Present: Superintendent Linda Filpula and Business Manager Julie Jones
Others present: Zada Stamper, Wayne Fjare, Loir Kraft, Peggy Pollock, Stacy Hall, Lynne Petersen, Rene Roth, Allyson Robertus, Charla Wetsch, Sara Evans, Riley Mayo, Karla Miller, Lindsey McNeiley, Maggie Lowell, Bruce Teeters, Shawnda Zahara, Guy Atkins, Jessical Contreraz, Connie Love, Lori Hodges, Justin Klebe, Brett Scott, Kethleen Linger, Traci Salo, and Devan Rodabough

II. Public Comment – There was no public comment.

III. Correspondence- Chairman Karen Teeters stated that she is always thankful for the donations contributed to the Laurel Schools.
a. CHS, Inc. - T Beach
b. Test Donation

IV. Presentation - Employee Engagement Survey – HR Director Peggy Pollock presented the results of the employee engagement survey taken in December. Of 277 surveys sent out, 201 were returned, which equates to 74%. All results of the 95 page survey would be sent out to staff on Tuesday, March 1st.

V. Action Items
a. Laurel Public Schools Capital Improvement Plan
1. LPS Capital Improvement Plan
2. South Timeline and Funding
3. West Timeline and Funding
4. Graff Timeline and Funding
5. MS Timeline and Funding
6. HS Timeline and Funding

It was moved and seconded to accept the Laurel Public Schools Capital Improvement Plan.
Motion: Dan Fettig Second: Dale Ahrens Passed 5-1 with Mike Creeden voting no.

b. Policy 3141: Discretionary Nonresident Student Attendance
1. 3141 Discretionary Nonresident Students Attendance

2. Tuition Rates FY 21-22

It was moved and seconded to accept the change in tuition rates to the Kinderboost Program.

Motion: Brittani Hunter Second: Dak Fike Passed: 5-1 with Mike Creeden voting no.

c. Library Variance Renewal

1. Renewal Variances to Standards Application for South

It was moved and seconded to accept the renewal variances to standards application for the library at South.

Motion: Brittani Hunter Second: Dak Fike Passed: 6-0

d. One to One Device Handbook Changes

1. One to One Device Handbook

It was moved and seconded to accept the handbook changes to the one to one device handbook.

Motion: Dak Fike Second: Dale Ahrens Passed: 6-0

e. Activity Account Addition

1. Science Inquiry Class

It was moved and seconded to accept the Science Inquiry Class as an activity account addition:

Motion: Dan Fettig Second: Brittani Hunter Passed: 6-0

f. Superintendent Search - Discussion and Selection of Candidate Interviews

After a discussion of the candidates that were interviewed for Superintendent among the Board and the Public, it was moved and seconded to request a 2nd in person interview with Monte Silk and Michael Robey and to have MTSBA repost the position as opened until filled, with first day of review after 14 days.

Motion: Brittani Hunter Second: Dak Fike Passed: 6-0

VI. Superintendent's Report – There were no comments regarding the Superintendents report.

a. Resignations
b. Laurel School District Safe Return to Schools and Continuity of Services Plan
c. Yellowstone County Report

VII. Discussion Items

a. MHSA Rules and Policies
    1. 8th grade Participation
    2. Shot Clock
    3. HS Baseball Addition

Athletics Director, Riley Mayo explained to the Board the new MHSA Rules and Policies. 8th graders are now allowed to participate in all high school sports with the exception of football.

It is now a rule that all schools have to have a 35 second shot clock for all levels of play. Rlley stated that the cost to the district would be around $7,000 to purchase the additional clock.

MHSA has also added High School Baseball as a sport. Riley estimated it would be between $25,000 and $30,000 for start up cost and $13,000 to $16,000 a year to maintain the Baseball program.

All three of these new rules would be brought back to the Board for approval at the next regular Board meeting.

b. Capital Improvement Plan - Transportation and Land Development

The Board and Public discussed the Capital Improvement Plan extensively from moving the Bus Barn to selling the land that was purchased to building a CTE School where the existing bus barn is. It was decided that Facilities Director, Wayne Fjare and Transportation Director, Zada Stamper would look into how big a footprint is needed for a new Bus Barn at West School or Mogan Field.

VIII. Consent Agenda

a. Approval of Claims
    1. Claims Warrants #7074431-7074463
    2. Claims Warrants Direct Deposit
b. Personnel Hiring
    1. LHS Assistant Track Coach - A Curtiss
    2. LHS Assistant Track Coach - J Gage
    3. 8th Grade Science Teacher -A Lorash
    4. LHS Long-Term Substitute-Science - C Fourbear
    5. MS Softball Coach - H Gregerson
c. Substitute List
d. Financial Information
    1. Payroll Fund Totals
        1. July
            a. Payroll Vouchers 1001-1027
            b. Gross Pay
        2. August
            a. Payroll Vouchers 1029-1045
            b. Gross Pay
        3. September
            a. Payroll Vouchers 1047-1078
            b. Payroll Vouchers 1088-1091
            c. Payroll Voucher 1088
            d. Gross Pay
        4. October
            a. Payroll Vouchers 1080-1087
            b. Payroll Vouchers 1092-1104
            c. Payroll Vouchers 1124

d. Gross Pay

5. November
    a. Payroll Vouchers 1107-1123
    b. Payroll Vouchers 1128-1146
    c. Gross Pay
6. December
    a. Payroll Vouchers 1148-1154
    b. Payroll Vouchers 1156-1162
    c. Payroll Vouchers 1165-1180
    d. Payroll Vouchers 1182-1184
    e. Payroll Vouchers 1183
    f. Gross Pay
7. January
    a. Payroll Vouchers 1187-1204
    b. Payroll Vouchers 1208-1213
    c. Gross Pay

It was moved and seconded to accept the Consent Agenda with removing Joy Fike off the Substitute list.

Motion: Dan Fettig Second: Dale Ahrens Passed: 6-0

IX. Adjournment – With no further business, Chairman Karen Teeters adjourned the meeting at 9:02 p.m.

Chairman

District Clerk

Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) **"Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."**

DUE DATE:

First Monday in March

COUNTY: Big Horn County

DISTRICT: Hardin Elementary

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Fort Smith Elementary

---

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.709

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

The PTO at Ft Smith Elementary School has always been a constant and positive support for the students. This committee helped to write and implement the River of Knowledge grant for the school library. This grant allowed the library to update it's reading materials and it's technology. The PTO continues to support the library with donations of books or funds to purchase books. A meeting of the PTO took place on Thursday the 4th of January. At this meeting the data from the report and the request for the renewal of the Library variance was shared with the parents.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

1) The PTO was informed of the Variance renewal process on Thursday, January 4th. A letter of support is attached.

2) The staff met multiple times to determine and collect the data that would best represent the students growth in reading.

3) The student data and the renewal plan was then presented to the Hardin School Board on Feb. 9th. The Board Minutes from this meeting, with approval of the renewal, are attached.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

5. **Reflection upon initial variance:**
   a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

      1) Maintain a .5 Library Aide that provides weekly services for our students.
      2) Schedule two classes per week for each classroom that will consist of Literature appreciation, book checkout, and covering content from the Library Media Standards.

   b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**

      1) Class structure continues as one class dedicated to exploration of literature through read alouds and selection of books for checkout. The second class will be for skill building activities in research, with 4th and 5th graders completing a research project. All students are encouraged to check out 3-5 books per week and many of the students check out additional books for AR reading challenges that are set for each quarter. The 20/21 Library Schedule is attached.
      2) Mrs. Miller attends all meetings with the District Librarians which will include working on implementing the 2021 Library Media Standards.
      3) Looking at academic data for our students, we chose three to demonstrate student growth in reading. Data Attached A)ISIP Reading Percentile Rank - this data shows that students making yearly improvements in reading and they are making growth in their percentile ranking overall. B) ISIP Lexile scores, showing yearly growth in reading levels. C) Average AR points attained yearly.

c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

At this time we see no adjustments that need to be made to this variance. Mrs. Miller is doing an excellent job maintaining the Library. She has attended training on the newer version of software used for check out and she consults frequently with the district Librarians on issues that arise. We have made a renewed effort to update books in the Library and with a focus on informational texts and chapter books that appeal to our 4th and 5th grade boys. Mrs. Miller still works as a .5 Library aide with 2 classes weekly for each classroom. She develops lessons that are in alignment with the MT Standards and collaborates with classroom teachers to support other curricular areas.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

The goal of the renewal variance is to continue to provide high quality Library services and materials for the students of Ft. Smith Elementary.

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

1) The Library will continue with a yearly schedule that meets the requirements in the variance.
2) The Library aide will continue to attend all meetings with the District Librarians and work with them on implementing the new standards for Library Media.
3) We will continue to monitor the academic data that has been identified for student growth in reading. -ISIP Reading Percentile Rank - this data shows that students making yearly improvements in reading and they are making growth in their percentile ranking overall. -ISIP Lexile scores, showing yearly growth in reading levels. -AR Points, showing student reading of materials checked out.

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

1) The 20/21 Library schedule

2) The Librarian will keep notes from meetings attended with district Librarians.

3) We will continue to collect data in the academic areas that have been identified for showing student growth in reading.

-ISIP Reading Percentile Rank

-ISIP Lexile scores

-AR points

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

This variance will allow Ft Smith Elementary to maintain its Library and to continue to provide all services for students that are required by the state. With only 25 students and the remote location, the district is not able to hire a certified Librarian due to availability and cost. By maintaining an open library with a .5 Library aide we are providing our students with a classroom and resources that are beneficial for their education.

10. **Describe how and why the proposed variance would be:**

a. **Workable**

This variance is workable because the district is committed to supporting this small school with the necessary staff to support all areas of instruction. The position of the Library aide is given a .5 time slot to fulfill the requirements as needed. Full time positions are desirable in this location so by dedicating .5 of a full time aide position to the Library we are able to keep it staffed with an employee that has experience in the school, in the Library, and in the community.

b. **Educationally sound.**

Ft Smith Elementary will continue to provide library services to our students. With this plan we guarantee that the students will continue to receive instruction that meets and exceeds the state accreditation standards.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

10.55.1101 Communication Arts Program Delivery Standards
This standard is integrated in the Library instruction that the students receive at Ft Smith Elementary. With a focus on:
1. a. ii. Make available a variety of print and non-print materials encompassing fiction and nonfiction, classic and contemporary works, and diverse perspectives including Montana American Indian works.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

Mrs. Miller collaborates with our classroom teachers to identify resources that are needed in the library. The classroom teachers have the background and instructional knowledge of all the elementary educational standards set for their grade levels. Information is shared with Mrs. Miller on what resources are needed and if additional resources are needed to supplement the current collections. These would include curriculum specific and Montana American Indian primary sources.

Required school district signatures:

Board Chair Name: Jodeen Marston

Board Chair Signature: _____ **Date:** 2/9/21

Superintendent Name: Eldon C. Johnson

Superintendent Signature: _____ **Date** 2/9/21

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ **Date** April 13 2022

☑ Approve ☐ Deny

Board of Public Education Chair _____ **Date**_____

☐ Approve ☐ Deny

REGULAR MEETING – February 9, 2021

The Board of Trustees of the County of Big Horn Big Horn Co School District 17H & 1 met in regular session on Tuesday, February 9, 2021, via ZOOM.

The Boardroom was set up to follow the guidelines of social distancing protocol for the following who attended on-site: Board Chair Jodeen Marston; Trustee Crystal Uffelman; Superintendent E. Chad Johnson; and District Clerk Kym Kern. Those in attendance via ZOOM: Vice Chair Cori Watson; Trustee Newton Old Crow, Jr.; and Trustee Jordan Straley. Trustee absent: Darwin Spotted, Sr – no reason provided.

Also, in attendance: Kathi Kerr-Taylor and Thor Torske were on-site. Guests attending via ZOOM: Sasha Schuman, Mark Schoen, Kelsey Torske, Travis Krieger, Jenny Krieger, Lindsey Ramsey, Riley Ramsey, Teri Wagner, Sandra Francis, Jennifer Baumann, Sheri Koyama, Roxanne Not Afraid, and Zorana Other Medicine.

Chairman Marston called the meeting to order at 5:38 pm and the meeting began with the Pledge of Allegiance.

MINUTES / CLAIMS

Chairman Marston asked if there was any objection to approving the minutes of the January 26, 2021, regular meeting, without being read. There being no objection the minutes were approved.

Mrs. Uffelman reviewed claims in the amount of $212,231.22 and $5,259.68 for student activities and recommended approval. Chairman Marston asked if there was any objection to approving the claims; there being no objection, the claims were approved.

SUPERINTENDENT'S REPORT

Superintendent Johnson provided a copy of the information from OPI stating Crow Agency Public School was awarded the Indian Language Immersion Program Grant, one of two schools who received the grant. The Board and Superintendent Johnson congratulated Mr. Cummins and his school.

The Montana School Counselor Association recognized Haley Pardy, counselor at Hardin Primary School. Superintendent Johnson and the Board congratulated Ms. Pardy.

Superintendent Johnson provided Legislative updates with many items still out there being considered.

Superintendent Johnson provided enrollment numbers as of today: *(O)=Onsite; (R)=Remote*

FSES – 25 (O), 0 (R)	HPS – 203 (O), 48 (R)	HIS – 202 (O), 75 (R)
HMS – 373 (O), 99 (R)	HHS – 400 (O), 100 (R)	CAPS – Not Reported

Superintendent Johnson reported that Polson was awarded the State swim meet and discussion followed. He provided information from MHSA regarding winter activities in the packet.

STAFFING ISSUES

The following staff changes were presented for approval:

CLASSIFIED – RETIREMENT

- Patricia Schaff, Paraprofessional – Hardin Primary School *Retirement-44 years*

CLASSIFIED – NEW HIRES

- Raheem Red Star, Assistant Cook – School Nutrition Department Hardin/Crow Agency
- Daniel Lowe, Vegetable Prep/Kitchen Assistant (temporary COVID position) – School Nutrition Department Hardin/Crow Agency

TRANSFER/REASSIGNMENT

- Francesca Galaz, Assistant Cook – School Nutrition Department Hardin/Crow Agency *(Reassignment: Applied, Interviewed and Hired for this position – Previous position: Meal Server/Custodian – Kindergarten Readiness Center*

Superintendent Johnson and the Board recognized and thanked Patti Schaff for her 40 plus years of service to the District.

Mr. Straley, made a motion, seconded by Mrs. Uffelman, to approve the staffing changes as presented. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

Overtime for the payroll dated 1/28/2021 was reviewed by Superintendent Johnson. He stated the reasons for the OT remains the same, custodial shortages and soon it will be affected by the additional hours for snow removal.

BUILDING ISSUES

Superintendent Johnson presented a Trustee Resolution Calling for an Election by Mail Ballot for the purpose of electing two (2) trustees for a three-year term for Zone 1 and 5, and one (1) trustee for a two-year term for Hardin High School District No. 1 – Decker. A separate Trustee Resolution Calling for an Election by Mail Ballot for the purpose of electing one (1) trustee for a three-year term to serve on the 17HK Decker-Kirby Cooperative School Management Board. Superintendent Johnson explained the reason for the separate resolutions, why the one trustee position is for two years, and the rotation of the trustees on the Management Board.

Superintendent Johnson recommended the Board approve the Trustee Resolution Calling for an Election by Mail Ballot as presented for Hardin School Districts 17H & 1. Mrs. Uffelman made a motion, seconded by Mrs. Watson, to approve the Resolution as recommended by Superintendent Johnson. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

Superintendent Johnson recommended the Board approve the Trustee Resolution Calling for an Election by Mail Ballot as presented for 17HK Decker-Kirby Cooperative School Management Board. Mrs. Watson, made a motion, seconded by Mrs. Uffelman, to approve the Resolution as recommended by Superintendent Johnson. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

Superintendent Johnson talked to the Board about touring the buildings and the possibility of scheduling a spring board meeting at Crow Agency School and one at Fort Smith School. It was determined that a building tour and board meeting could not be done the same evening at the Crow Agency School; however, this has been done at Fort Smith. Superintendent Johnson asked the trustees to provide him with dates they are available for building tours and he will schedule them.

Superintendent Johnson presented the letter from ARETE Design Group dated February 4, 2021, recapping the bid opening on 2/3/21 for the Hardin Community Activity Center. One bid was received from TW Clark with the Base Bid at $3,550,000.00 and the Alternates totaling an additional $655,650.00. It was ARETE's recommendation to decline the bid due to cost and lack of other bids. Superintendent Johnson stated the project is back out for bid and discussion followed. March 4th is the pre-bid and there may possibly be 2-3 additional bidders this time. The timeline was reviewed.

Superintendent Johnson recommended following ARETE's advice NOT to award the bid to TW Clark and rebid the project. Mrs. Watson made a motion, seconded by Mr. Straley, to follow the recommendation of Superintendent Johnson based on the advice of ARETE Design Group. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

Superintendent Johnson welcomed Thor Torske and he provided a brief history on the new playground planned for Hardin Primary School. He stated that in 2018 he wrote a Land and Water Conservation Fund (LWCF) grant which was awarded in 2019. The $150k matching grant was delayed due to an emergency situation; however, the new playground is expected to be installed this summer. He thanked Mayor Joe Purcell and County Commissioners Real Bird, Fitzpatrick and Vandersloot for all writing letters. He explained the playground will have to be available to the public as this is part of the grant.

Superintendent Johnson stated we will have to be mindful of the playground that is currently there as he is aware of how the community came together to create the playground. He also said a new generation will have a say in the schematics of the new playground. Discussion followed.

Roxanne Not Afraid thanked Mr. Torske and the Board, stating the students and staff are excited.

The Variances to Standards Renewal Application for Fort Smith Elementary School Library Media Specialist was presented to the Board. Superintendent Johnson reviewed that the school does not have a Librarian but they do have a Library Aide and discussion followed.

Superintendent Johnson recommended approving the Variances to Standards Renewal Application for Fort Smith Elementary School Library Media Specialist as presented. Mrs. Watson made a motion, seconded by Mrs. Uffelman, to accept Superintendent Johnson's recommendation. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

BUDGETING ISSUES

Superintendent Johnson reviewed the budget as of December 2020. He stated the School Nutrition budget has struggled this year due to the demands of COVID.

TRANSPORTATION ISSUES

There were no transportation issues to report.

PAC / PTO / COMMUNITY MEMBERS

There were no requests to comment.

OTHER

With no further business to come before the Board, Chairman Marston adjourned the meeting at 6:51 pm.

Jodeen K. Marston, Board Chair

ATTEST:

Kym Kern, District Clerk

REGULAR MEETING – FEBRUARY 23, 2021

The Board of Trustees of the County of Big Horn, Big Horn Co School District 17H & 1 met in regular session on Tuesday, February 23, 2001, via ZOOM.

The Boardroom was set up to follow the guidelines of social distancing protocol for the following who attended on-site: Board Chair Jodeen Marston, Superintendent Chad Johnson and District Clerk Kym Kern. Those in attendance via ZOOM: Vice Chair Cori Watson, Trustee Crystal Uffelman, Trustee Newton Old Crow, Jr, and Trustee Jordan Straley. Trustee absent: Darwin Spotted, Sr. – reason unknown.

Chairman Marston called the meeting to order at 5:30 pm and the meeting began with the Pledge of Allegiance.

Chairman Marston stated the matter to come before the Board is a student appeal to re-enter school and the demand of individual privacy in this matter clearly exceeds the merits of public disclosure.

EXECUTIVE SESSION

Chairman Marston convened the Board of Trustees of Hardin School Districts 17H & 1 in Executive Session at 5:32 pm.

Chairman Marston called the meeting to open session at 5:52 pm.

Those in attendance: Kathi Kerr-Taylor attended on-site. ZOOM attendees: Sandra Francis, Mark Schoen, Travis Krieger, Jenny Krieger, Sasha Schuman, Lindsey Ramsey, Riley Ramsey, Kole Passes, Melvin Ware, Teri Wagner, Kelsey Torske and Jenny Millar.

Superintendent Johnson recommended Student 109175 be allowed to re-enter school effective 2/24/2021 based on the behavior contract as discussed. Mr. Old Crow, Jr, made a motion, seconded by Mr. Straley, to approve the recommendation as presented by Superintendent Johnson. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

Mrs. Watson made a motion, seconded by Mr. Old Crow, Jr, to approve the executive session minutes. Chairman Marston called on each Trustee and asked them to vote aye or nay. All voted aye; the motion carried unanimously.

MINUTES / CLAIMS

Chairman Marston asked if there were any corrections to the minutes of the February 9, 2021, regular meeting. Mrs. Kern reported Thor Torske was added to the draft minutes as an on-site attendee. There being no other changes, the minutes were approved with the correction as presented.

Chairman Marston reviewed claims in the amount of $317,422.37 and student activity claims in the amount of $6,401.38 and she recommended approval. She asked if there was any objection to approving the claims; there being no objection, the claims were approved.

SUPERINTENDENT'S REPORT

Superintendent Johnson reviewed Senate and House bills which passed second and third readings by week eight of the Legislative Session. Information provided by MTSBA on additional Bills was included in the board packet.

Summer school plans are being discussed at each of the schools and Superintendent Johnson stated that transportation will need to be expanded and educational opportunities need to be creative. Discussion followed.

Both March meetings will be held by ZOOM and they are March 9, 2021 at 5:30 pm and March 23, 2021 at 5:30 pm. Superintendent Johnson proposed holding the April 13 meeting at Fort Smith Elementary School and touring the building the same evening. The May 11th meeting will be held at Crow Agency Public School with the building tour scheduled separately. The building tours are scheduled as follows: Friday, April 16, 2021 – CAPS, KRC, HPS; Friday, April 30, 2021 – HIS, HMS, HHS.

Superintendent Johnson reported the meeting for the Hardin Primary Playground is scheduled for tomorrow.

Superintendent Johnson provided the following student enrollment updates: CAPS 282 (+3); FSES 24 (-1); HPS 302 (-4); HIS 276 (+1); HMS 474 (+4); HHS 495 (+5) = *1,911 (+8)*.

Superintendent Johnson reported on the pre-bid walkthrough which took place today at HCAC and stated the pre-bid opening is scheduled for Thursday, March 4, 2021 at 1:30 at the Parent Center.

STAFFING ISSUES

The following staff changes were presented for approval:

CLASSIFIED – RETIREMENT/RESIGNATION

- Eileen Muhlbeier, Paraprofessional – Hardin Primary School *Retirement 20+ years*
- Clement Other Medicine, Custodian – Hardin High School

CLASSIFIED – NEW HIRE

- Lainey Butkey, Paraprofessional I – Hardin Primary School

TRANSFER/REASSIGNMENT

- C. Amberly Howe, Federal Program Director – District-Wide *(Reassignment: Applied, Interviewed and Hired for this position – Previous position: Assistant Principal – Hardin High School*

Mr. Old Crow, Jr, made a motion, seconded by Mr. Straley, to approve the staffing changes as presented. Chairman Marston asked each Trustee to state their name and vote aye or nay. All voted aye; the motion carried unanimously.

Superintendent Johnson reviewed the overtime report for the payroll dated 2/12/21, stating it was similar to last year. There were not any questions on the overtime.

BUILDING ISSUES

Superintendent Johnson stated the 2020 Fall Report showed student enrollment in Hardin High School exceeding five hundred (500) which put the school short .50 FTE for accreditation requirements for Library Media Services. When the student enrollment is 501-1,000, the requirement changes from one

full-time certified employee to one and one-half full-time certified employees. A Variance to Standards Renewal Application for Hardin High School for the 2021-2022 has been completed following the guidelines provided to show how HHS is accommodating for the additional half-time position.

Superintendent Johnson recommended the Board approve the Variance to Standards Renewal Application for Hardin High School for the 2021-2022 School Year for Library Media Services, K-12, as presented. Mrs. Uffelman made a motion, seconded by Mr. Straley, to accept Superintendent Johnson's recommendation as presented. Chairman Marston asked each Trustee to state their name and vote aye or nay. All voted aye; the motion carried unanimously.

Superintendent Johnson stated that upon approval of the board minutes on March 9, they need to be sent immediately for the Variance application.

A Resolution of Intent to Impose an Increase in Levies for FY22 was presented to the Board. Superintendent Johnson stated that Senate Bill 307 requires the District to provide notice of potential intent to increase levies. He said these are permissive levies and do not need to be voted on. He reviewed the funds, the estimated change in revenues, mills and impact to home values.

Superintendent Johnson recommended the Board approve the Resolution of Intent to Impose an Increase in Levies for FY2022. Mr. Straley made a motion, seconded by Mrs. Watson, to accept Superintendent Johnson's recommendation as presented. Chairman Marston asked each Trustee to state their name and vote aye or nay. All voted aye; the motion carried unanimously.

BUDGETING ISSUES

There were no budgeting issues to report.

TRANSPORTATION ISSUES

There were no transportation issues to report.

PAC / PTO / COMMUNITY MEMBERS

There were no requests to comment.

OTHER

Superintendent Johnson stated Mr. Straley submitted his letter of resignation to the Board of Trustees, with this being his last meeting. Mr. Straley thanked the Board and Superintendent Johnson and each of the Trustees thanked him in return.

With no further business to come before the Board, Chairman Marston adjourned the meeting at 7:01 pm.

Jodeen K. Marston, Board Chair

ATTEST:

Kym Kern, District Clerk

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

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Flathead County

DISTRICT: Flathead High School District

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Flathead High School

---

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.709, Library Media Services, K-12

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

   The Kalispell Public Schools Trustees reviewed and approved the proposal for the variance to standard 10.55.709 at their February 8, 2022 board meeting. Minutes are attached. Parents, students, and community members were in the audience and had the opportunity to speak at the meeting.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   Our Administrative Leadership Team reviewed the variance to standard on January 24, 2022. The K-12 Administrators reviewed the variance and discussed library support provided in the district on January 25, 2022. There was strong support for the variance at both meetings.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

5. **Reflection upon initial variance:**
   a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

Objectives

1. Continue to allow flexible scheduling to accommodate multiple classes.
2. Continue to collaborate with teachers to meet both library content standards as well as classroom standards.
3. Model and support ethical use of information.
4. Develop and maintain a collection that is current and balanced.
5. Participate in district wide technology and telecommunication planning.

Specific Goals

1. All Freshmen receive an annual orientation scheduled by the Business Academy teaches in conjunction with the librarians during the first semester of the year. This collaboration allows Freshman to be introduced to the library collection, online resources, research skills, as well as completion of a research project. The scheduling of

   b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**

1. Librarians continued to support collaboration opportunities with classroom teachers.
2. Librarians continued to collaborate with teachers to ensure library media standards are being met.
3. Librarians continued to provide an annual orientation for all Freshmen students. The students begin their high school years with a solid foundation concerning the library collection, online resources, and research skills.
4. The International Baccalaureate program continued to collaborate with the librarians to support student research, resources and various I.B. projects.
5. The library hours continued to ensure full utilization of the library by both students and staff.

Specific Goals

1. All Freshmen receive an annual orientation scheduled by the Business Academy teaches in conjunction with the librarians during the first semester of the year. This collaboration allows Freshman to be introduced to the library collection, online resources, research skills, as well as completion of a research project. The scheduling of the orientation is done on a master calendar hosted by the librarians.

2. International Baccalaureate classes collaborate with the librarians for resources and completed by the I.B. director.

3. Library hours ensure access by staff and students.

c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

After a strategic discussion on the long-term support for the library services, it was decided that the emphasis should still remain on building library media capacity with our students. We have finished aligning our library standards with the OPI standards and we are confident that with the current model the students will be able to demonstrate proficiency.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

The mission of Flathead High School Library is to ensure that students and staff are effective inquirers of information. Our library is full of rich information that will empower our users and help them become knowledgeable, be critical thinkers, enthusiastic and open minded readers, skillful researchers, worldwide communicators and ethical users of information. This will not change with the proposed renewal variance.

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

1. Continue to allow flexible scheduling to accommodate multiple classes. Gather data using the master calendar.
2. Continue to collaborate with teachers to meet both library content standards as well as classroom standards. Gather data using the curriculum summit model already in place.
3. Model and support ethical use of information. Gather data used in the student orientation.
4. Develop and maintain a collection that is current and balanced to meet the needs of our students. Gather year-end summary data that is part of the library close-out procedures.

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

Our librarians will continue to track and monitor collaboration opportunities with classroom teachers. They will also collaborate with teachers to ensure library media content standards are being met.

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

Our library media model is designed around students demonstrating proficiency in the library media content areas. We spent the 2021-2022 school year aligning our goals and objectives to the OPI standards. As a result, we are in a strong position to support our students.

10. **Describe how and why the proposed variance would be:**

a. **Workable**

Flathead is a 9-12 campus with 2 full time librarians. These librarians support the Linderman Education Center through collaborating with teachers as well as inter library loaning materials the teachers may need. We also have paraprofessionals on the library staff that support our student services model.

b. **Educationally sound.**

We have two full time librarians that serve our 9-12 students and staff. We employ two library assistants who work closely with the two librarians to help meet all needs of students and staff members.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

Our current library media standards are aligned with Montana Content Standards. Our Library Media Specialist provides support to all classes to implement our Library Media Standards.

Required school district signatures:

Board Chair Name: Sue Corrigan

Board Chair Signature: Sue Corrigan **Date:** 2-8-22

Superintendent Name: Micah Hill

Superintendent Signature: Micah B. Hill **Date** 2-8-22

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: Elsie Arntzen **Date** April 13, 2022

☑ Approve ☐ Deny

Board of Public Education Chair _____ **Date** _____

☐ Approve ☐ Deny

BOARD AGENDA ITEM
KALISPELL PUBLIC SCHOOLS
School District 5, Flathead County
High School District 5, Flathead County
Kalispell, MT

February 8, 2022

Title: Flathead High School "Variance to Standards" Renewal Application

Action Item: Action

Situation: Kalispell Public Schools is applying to OPI to renew a variance to a standard as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction. Specifically, we are requesting another variance for Flathead High School concerning 10.55.709 Library Media Services, K-12. The first variance approved by the Board of Public Education covered the school years 2020-2021 and 2021-2022. This request will be valid for three additional years with an expiration in June 2025.

The standard requires licensed and endorsed library media specialists at the ratio of 2.5 FTE for schools with 1,501-2,000 students. The FHS library has two full-time licensed and endorsed library media specialists and two full-time library paraprofessionals which makes the sum total above and beyond the standard. We believe that our library services still provide a high level of support for students with the addition of the two library paraprofessionals.

Flathead Enrollment (includes Flathead LEC students)
2014 1,511
2015 1,474
2016 1,491
2017 1,529
2018 1,542
2019 1,517
2020 1,579
2021 1,602

Financial Implications: None

Recommendation: Approve the Flathead High School "Variance to Standards" renewal application.

Prepared by: Callie Langohr, Assistant Superintendent

Tuesday, February 22, 2022
Special Board Meeting and Work Session

The Monthly Work Session of the Kalispell Public Schools Board of Trustees, usually held on the fourth Tuesday of the month in the Flathead High Flex Room beginning at 6:00pm.

1. SPECIAL BOARD MEETING AND WORK SESSION

Subject	**A. Accommodations**
Meeting	Feb 22, 2022 - Special Board Meeting and Work Session
Category	1. SPECIAL BOARD MEETING AND WORK SESSION
Type	Information

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES
The Board of Trustees for the Kalispell Public Schools will make reasonable accommodations for persons with disabilities who wish to attend and/or participate in this public meeting or need an alternative accessible format of this agenda.
If you require an accommodation, contact the Superintendent's Office no later than 4:30 p.m. three business days prior to the meeting to advise us of the nature of accommodation that you need. Please contact: Beth Kornick, Assistant to the Superintendent at (406) 751-3417; FAX at (406) 751-3416 or email kornickb@sd5.k12.mt.us

Subject	**B. Call To Order**
Meeting	Feb 22, 2022 - Special Board Meeting and Work Session
Category	1. SPECIAL BOARD MEETING AND WORK SESSION
Type	Procedural

The Chair of the Board of Trustees will call the meeting to order.

Subject	**C. Pledge of Allegiance**
Meeting	Feb 22, 2022 - Special Board Meeting and Work Session
Category	1. SPECIAL BOARD MEETING AND WORK SESSION
Type	Procedural

Please stand for the Pledge of Allegiance

Subject	**D. Approval of Minutes**

Meeting	Feb 22, 2022 - Special Board Meeting and Work Session
Category	1. SPECIAL BOARD MEETING AND WORK SESSION
Type	Action, Minutes
Recommended Action	Approve the minutes of the February 08, 2022 Board meeting as presented.

Prepared by: Micah Hill

2. MONTHLY FINANCIAL REPORTS

Subject	**A. Budget Report**
Meeting	Feb 22, 2022 - Special Board Meeting and Work Session
Category	2. MONTHLY FINANCIAL REPORTS
Type	Discussion, Information

File Attachments
Budget Report Jan 22.pdf (169 KB)

Subject	**B. Cash Flow Report**
Meeting	Feb 22, 2022 - Special Board Meeting and Work Session
Category	2. MONTHLY FINANCIAL REPORTS
Type	Discussion, Information

File Attachments
Cash Flow Report Jan 22.pdf (47 KB)

Subject	**C. Health Insurance Financial Report**
Meeting	Feb 22, 2022 - Special Board Meeting and Work Session
Category	2. MONTHLY FINANCIAL REPORTS
Type	Discussion, Information

File Attachments
KPS Insurance Financials Jan 22.pdf (181 KB)

Subject	**D. Food Service Financial Report**
Meeting	Feb 22, 2022 - Special Board Meeting and Work Session
Category	2. MONTHLY FINANCIAL REPORTS

Regular School Board Meeting (Tuesday, February 8, 2022)
Generated by Beth Kornick on Wednesday, February 9, 2022

Members present
Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt (remotely)

Others present
Superintendent Micah Hill, Assistant Superintendent Callie Langohr, HR Director Tracy Scott, Facilities Director Greg Naslund, Special Services Director Sara Cole, LEC Principal Jodi Barber, Beth Kornick

Meeting called to order at 8:05 PM

1. REGULAR BUSINESS MEETING - FHS Flex Room - 6:00pm

Information: A. Accommodations

Procedural: B. Call To Order

Procedural: C. Pledge of Allegiance

Action, Minutes: D. Approval of Minutes
Move to approve the minutes as presented.

Motion by Mark Kornick, second by Diane Morton Stout.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

2. RECOGNITIONS AND REPORTS

Information: A. Student Reports
FHS Senior Class President Hania Halverson updated the Board as presented.

- Basketball is halfway through season
- Speech and Debate just came away with a 3rd place finish at State
- State swimming in Great Falls
- Boys and Girls Wrestling is headed to Billings for State to defend title
- DECA went to State at Fairmont Hot Springs: 73 students involved, won Biggest Chapter award
- Snowball dance, 400 students to conclude semester
- Beginning registration for 9th 10th and 11th graders, about 400 students so far for upcoming freshman class from KMS and 11 other partner districts

KMS students Virginia Smith and Porter Pitts, both members of the Mountain Leadership Club, updated the Board as presented.

- Over 50 students, from 6th, 7th, and 8th grades, are participating in the school musical, Frozen Jr., which will be performed on March 4th, and 5th.
- Basketball has started
- Life Skills students are competing at Big Mountain for the Special Olympics.
- Wrestling
- Currently registering for classes for next year
- KMS Drive for the Flathead Warming Center

GHS Choir Teacher, Nathan Connell, spoke to the Board about Glacier Choir.

- Connell stated that students didn't have the opportunity to register for Choir last year and class sizes have dropped significantly. Connell and FHS Choir Teacher, Jennifer Stephens, presented at the Freshman registrations to help increase numbers.
- 9 students made it to All Choir, which ties GHS's all time record.
- Honor Choir, a regional choir that students from AK, OR, MT, WA, ID, can audition for. GHS is sending 10 students.
- AV Concert, a full concert that has visual representation of all the pieces. Project on the screen during the performance. Very engaging, Feb. 24th.
- Connell and Stephens have been collaboratively teaching, once a month he will come go to FHS and teach with Stephens and then she will come and spend one day with Connell at GHS. Really makes a difference for the different voices.
- Great Falls Choirs and GHS and FHS, Festival, 4 schools working with composers who are looking to take our model and run with it elsewhere.
- Connell touched on a few other happenings in the choir classes as well as GHS Orchestra, like Choir Cup, Mario Cart tournament, etc

Move to approve HR Departments recommendation to purchase BenefitsElect Software as presented, contingent upon the lower cost analysis of EFinance vs. BenefitsElect.

Motion by Ursula Wilde, second by Kim Wilson.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

Action: E. Life and LTD Insurance Recommendation
Move to approve recommendation to change from Voya to Horace Mann for our Life and LTD.

Motion by Scott Warnell, second by Heather Asher.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

Action: F. Dental Insurance Recommendation
Trustee Isaak thanked the committee for staying the course, very grateful to be here as opposed to 5 yrs ago.

Move to approve the recommendation to move the District dental insurance to MetLife as presented.

Motion by Kim Wilson, second by Lance Isaak.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

4. BUSINESS

Action: A. Flathead High School "Variance to Standards" Renewal Application
Assistant Superintendent Langohr explained the variance that was granted to FHS for 2 yrs. Stating that the District is at the end of that variance so we are applying for another variance which would last for 3 yrs. The District is .5 FTE short for a Library media specialist. We contend that the actual sum total of our staffing in the Library puts us above the requirements. LEC students are included in the numbers and if we removed those students we would be under. Board must approve the variance request and the approved minutes must be included in the variance request.

Move to approve the Flathead High School "Variance to Standards" renewal application.

Motion by Diane Morton Stout, second by Kim Wilson.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

Information: B. Calendar Presentation
Assistant Superintendent Langohr updated the Board on the Calendar recommendations for School Year 2022-2023 and the major dates for School Year 2023-2024 as presented.
Langohr touched on the Calendar Committee Membership (largest committee to date), relevant Board policies, rules and regulations, aggregate hour requirements and reminded the Board that these calendars are focusing on Certified contracts (Teachers=187 days, Students=180 days). Langohr stated that there was great input and a lot of debate. Early Releases were felt to be critical to teachers in the coming year to really wrap their arms around all of the changes with transformational learning goals.

Action: C. KPS Calendar for 2022-2023
Isaak thanked the committee and for the explanation.
Linden thinks the first semester should end before Winter Break instead of extending for a couple weeks after break.
Langohr stated that there are always a lot of students enrolling at that time and it makes it a challenge on our counseling departments.

Move to approve the recommended 2022-2023 district calendar draft #9 as presented.

Motion by Ursula Wilde, second by Mark Kornick.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

and your leadership was what got us through and thank you for that
Trustee Wilde: National qualifiers for Speech and Debate also needs judges. The library and the school district have tried to work together and it's another source of learning and support for particularly vulnerable and low income community, put it on your radar and glad that is not where we are right now. I think some of the stress at the library, losing people, does trickle into the lives of our students in ways we may not see.
Trustsee Fallon: Gyroscope. I didn't realize how long I knew the person that I am going to present this to. Someone I even coached a team with. Interesting how its designed to be a stabilizing force related to gravity on the earth as you move around the earth, both stabilizes and grounds. Ingtegral to a lot of things, whether its your cell phone or your tablet. This is going to someone that's been a quiet force, around for a long time and participates in a lot of things. Thank you Scott Warnell.

Information: B. Administrator Reports
Superintendent Hill stated that his Administration report is coming as acting District Clerk:

- Transportation and Maintenance building is moving forward
- Our audit report back this week, very favorable with two exceptions that we previously had.
- spent about 5 hours today putting our budget into EFinance, been quite fun and caught some things that we can make work better for us.
- Went to Savannah for an IB training, leadership through the lens of IB. FHS IB Director Kelli Higgins, amazing in her role, FHS Assistant Principal Andrew Stiger and FHS Principal Michele Paine all went. It was very productive, whether you are IB or not, came away with good sound principals.
- ESSER compliance report work has begun by Assistant Superintendent Langor.
- Sent out Student Surveys on school climate, had about 98% of our students fill this out. Want to share it with you. Sent one to Staff also, so far have collected 227 responses to that. These will be presented at a later date.

7. SAFE RETURN TO SCHOOLS AND CONTINUITY OF SERVICE PLAN

Information: A. SRSCS Plan

- looking at how much money, ESSER related, was spent from this date to that date, a lot of info coming from this Plan to go into ESSER

Information: B. COVID Update
Hill shared the Average Daily Attendance by week. Predominantly hovered in the 90% range, still want that to be better.
Positive COVID cases: currently at 5 staff and 4 students out with COVID.
Back and up and running at full capacity at our testing sites.

8. PUBLIC COMMENT

Information: A. Public Comment Guidelines

9. ADJOURNMENT

Action: A. Adjourn Meeting
Move to adjourn the meeting. 8:46pm

Motion by Rebecca Linden, second by Scott Warnell.
Final Resolution: Motion Carries
Aye: Diane Morton Stout, Heather Asher, Jack Fallon, Kim Wilson, Lance Isaak, Mark Kornick, Rebecca Linden, Scott Warnell, Ursula Wilde, Will Hiatt

Information: B. Upcoming Meetings

Sue Corrigan 2-22-22
Board Chair

Mina R. Hill 2-22-22
District Clerk (acting)

Beth J. Kornick 2-22-22
District Secretary

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Fergus

DISTRICT: Lewistown School District #1

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Highland Park Elementary

---

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.709 Library Media Specialist FTE for Highland Park School

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

   Parents, community members, Lewistown City Library and students have been involved in the initial and now the renewal application for variances of standards. Lewistown Public Schools has a very good relationship with the City Library and its patrons.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   Lewistown School Board of Trustees, all Elementary Principals, Elementary Teachers, including the Elementary Library/Media Specialist, and Classified Staff have all worked together with the Lewistown City Library. We have really relied on the City Library to meet accreditation standards with our Library staffing and have enjoyed the Library Patrons reading to our kids. This relationship has been invaluable to our Highland Park students.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

5. **Reflection upon initial variance:**
   a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

      The extra time in the City Library has exceeded the current Library/Media Standards. Highland Park students get to enjoy another library with multiple resources and we even have our retired community read to our kids. The City Librarian has been amazing in helping our kids research and take advantage of the resourcees that our school library does not have. This has been an incredible partnership with the City of Lewistown and Lewistown Public Schools.

   b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**

      The extra time for Highland Park students in the City Library have exceeded the results outlined under the established standard. Highland Park students have been introduced to another library with many resources that our school library does not have. In addition, many of our students take advantage of the City Library's resources in the summer and on weekends that without that exposure, they may never had known. All of our Highland Park students and most of their parents, have their City of Lewistown Library Pass.

c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

We have made adjustments to actually increase our time at the City Library and we have added a paraprofessional to help our Special Needs students during their time in the City Library. The Lewistown City Library Staff has established strong relationships with the students and staff at Highland Park.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

The mission and goals of this renewal variance is to meet accreditation standards for staffing and library time for our Highland Park Elementary students. Another goal is provide a different library experience for our students so they can enjoy the City Library on weekends and in the summer months. The City Library has additional staff and volunteers that create a life-long learning experience.

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

The measurable objectives of increased library staffing and library time in the City Library for all Highland Park Students for one hour each month in addition to their library time at Highland Park will exceed the results under the current standard(s).

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

Highland Park students are provided an additional one hour each month of library time under the tutelage of the City of Lewistown Library staff and volunteers. We collect data on the library activities and resources that students receive at the City of Lewistown Library. This exceeds the measurable objectives of the renewal variance.

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

This variance meets or exceeds the specific needs of students at Highland Park by providing addtional library time and staffing at the City of Lewistown Library.

10. **Describe how and why the proposed variance would be:**

a. **Workable**

Every school day, we bus one classroom to the City of Lewistown Library in the morning and afternoon. In this manner, we easily exceed the standards for accreditation. The City Library is about 5 blocks from Highland Park so this arrangement is very workable.

b. **Educationally sound.**

We believe our kids are receiving an even better educationally sound practice because they are exposed to another library with additional resources that can be accessed in the summer and on weekends in addition to the normal school library time.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

This renewal application for variance of standards aligns with 10.55.709 Library Media Specialist FTE.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

NA

Required school district signatures:

Board Chair Name: Doreen A Heintz

Board Chair Signature: Doreen A. Heintz **Date:** 3/3/2022

Superintendent Name: Thom T. Peck

Superintendent Signature: Thom T. Peck **Date** 3/3/22

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction Elsie Arntzen **Date** April 13 2022

☑ **Approve** ☐ **Deny**

Board of Public Education Chair _____ **Date** _____

☐ **Approve** ☐ **Deny**

UNOFFICIAL MINUTES
LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES

Lincoln Board Room and via Google Meet
215 Seventh Avenue South
Lewistown, Montana 59457

Monday, March 2, 2022

SPECIAL BOARD MEETING

CALL TO ORDER (5:00 P.M.)

1. ROLL CALL
   TRUSTEES PRESENT:
   Phil Koterba, Kris Birdwell, Zane Fulbright, Doreen Heintz, CJ Bailey, Jeff Southworth
   TRUSTEES ABSENT:
   Board Chair Jennifer Thompson
   STAFF PRESENT:
   Superintendent Thom Peck, Business Manager Rebekah Rhoades and others via Google Meet
   OTHERS PRESENT:
   Sletten Construction Representatives
2. PLEDGE OF ALLEGIANCE
   The group recited the Pledge of Allegiance.

PUBLIC PARTICIPATION

3. RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO ADDRESS THE BOARD
   There was no public participation.

ACTION

INDIVIDUAL ITEMS

4. APPROVE ADDITIONAL BUS STOP AT 494 US HIGHWAY 191 – Approved Unanimously (Birdwell/Southworth)
5. APPROVE SLETTEN CONSTRUCTION AS THE GENERAL CONTRACTOR FOR THE ELEMENTARY DISTRICT BOND CONSTRUCTION – Approved Unanimously (Southworth/Fulbright)
6. APPROVE RENEWAL APPLICATION FOR VARIANCE OF STANDARDS AT HIGHLAND PARK ELEMENTARY – Approved Unanimously (Fulbright/Southworth)
7. APPROVE PERSONNEL REPORT – Approved Unanimously (Bailey/Southworth)

ADJOURNMENT

The meeting was adjourned at 5:12 p.m. (Heintz – unanimous).

Doreen A. Heintz

DOREEN HEINTZ
BOARD VICE CHAIR

REBEKAH RHOADES
BUSINESS MANAGER

Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) **"Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."**

DUE DATE:

First Monday in March

COUNTY: Lake

DISTRICT: Polson School District #23

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE: Polson Middle School

---

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.709: Library Media Services - 1.5 FTE for schools with 501-1000 students
10.55.1801: Library Media Program Delivery Standards

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

The sign-in sheet for the February 6, 2020 Read-In hosted by our Library is attached.

At each Read-In we mention that having two dedicated people in the Library allows us to offer read-in type activities as well as a more robust educational support program.

The sign-in sheet for the March 14, 2022 meeting of the Polson School District Board of Trustees will be submitted after the meeting.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

The sign-in sheet for the March 14, 2022 meeting of the Polson School District Board of Trustees will be submitted with this application. The agenda and draft minutes for the meeting, including approval of this application, are attached. The official minutes will follow upon approval of the Board.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

See attached Board of Trustee minutes from March 14, 2022

5. Reflection upon initial variance:

a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

Polson Middle School Library fulfills the Library/Media Program Delivery Standards which include the essential functions of a teacher-librarian; information technology instruction, digital reading advocacy, and information management. The teacher librarian also performs in a leadership role as a teacher and program administrator.

Polson Middle School Library fulfills the Library/Media Program Standards which include the essential functions of a teacher-librarian; Information Technology Instruction, Reading Advocacy, and Information Management. Standard 4 of the Montana Standards for Information Literacy/Library Media addresses the students' ability to use information safely, ethically, and legally. Benchmarks at the end of 8th grade for Standard 4 include the ability to appropriately credit ideas and works of others and participate and collaborate in intellectual and social networks following safe and accepted practices. Standard 5 of the Montana Standards for Information Literacy/Library Media addresses the students' ability to pursue personal interests through literature and other creative expressions.
These skills are taught during twelve 35 minute class periods consisting of fifth and sixth graders weekly and reinforced in the upper grades through teacher collaboration and student work on assigned classroom projects. The proposed Alternative Standard allows the teacher librarian to teach all fifth and sixth grade classes on a weekly basis and allows the librarian to interact and provide guidance and assistance to all 7th and 8th grade teachers

and students during their weekly assigned blocks of time in the library . The teacher librarian delivers content on the skills needed to access the library's print and electronic resources for research and pleasure, digital citizenship and literacy skills, Internet search skills,and exposure to a variety of genres for personal growth in the library through demonstrations, activities, on-line content and video content during 85% of the school day, while the paraprofessional staffs the library. The library paraprofessional ensures skilled assistance and access to the library when the teacher librarian is engaged in lesson planning and delivery. The Alternative Standard of 1 FTE teacher librarian and 1 FTE para-professional fulfills the needs of our school, library program and patrons

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

*The number of hours of instructional time and library usage with each ELA teacher was recorded using Google calendar. A snapshot of the schedule in Google calendar is included for October 2021 and February 2022. Library Master Schedule for the 2020--2022 school years are attached.

* Collection circulation and patron library statistics were retrieved from Destiny Library Manager software. We would like to maintain and continue to see a monthly circulation for print materials at or above 1000 items. Circulation is currently above 1000 items. Circulation statistics are included from the 2020-21 school year and the 2021-22 school year to date.

*STAR testing will be provided and assessed by the classroom teachers to assess student literacy achievements.

c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

On reflection, the staffing variance in place at Polson Middle School continues to meet the needs of our school, library program, students and staff. A para-professional has been on the library staff for

one and a half years. This staff member is highly valued as she provides an exceptional level of support to students and staff.

6. Provide a statement of the mission and goals of this proposed renewal variance.

Polson Middle School's mission is to be a safe, thriving, dynamic educational environment that teams with families and the community to inspire self-directed learners in an interconnected world.

The Polson Middle School Library is a curriculum–oriented facility which provides information and resources in a variety of formats and is committed to supporting all members of the school community. The library environment encourages student and staff productivity and collaboration, as well as recreational reading and relaxation.

The library is staffed by the teacher librarian and paraprofessional from 7:45 am until 4:00 pm each school day. The role of the library paraprofessional is to support the teacher librarian, staff and students. Working together, the teacher librarian and paraprofessional provide a strong library program that includes consistent hours of operation and flexible scheduling. This allows the teacher librarian to schedule twenty-six English Language Art classes, grades 5-8, for teaching/collaboration time weekly. This also allows for the teacher librarian to teach a reading and advisory class daily. All Polson Middle School staff are able to schedule classes for research in print and non-print resources, selection of books, computer-based testing, and group projects. Students are able to use the library before school, after school and during their lunch recess and other free time.

The presence of the full-time FTE para-professional provides skilled assistance to patrons and access to the library while the teacher librarian is collaborating with staff and teaching students. The teacher librarian is also supported in fulfilling the administrative duties of the library outlined in Standard 10.55.1801.

7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

Polson Middle School Library fulfills the Library/Media Program Delivery Standards which include the essential functions of a teacher-librarian; information technology instruction, digital reading advocacy, and information management. The teacher librarian also performs in a leadership role as a teacher and program administrator.

Polson Middle School Library fulfills the Library/Media Program Standards which include the essential functions of a teacher-librarian; Information Technology Instruction, Reading Advocacy, and Information Management. Standard 4 of the Montana Standards for Information Literacy/Library Media addresses the students' ability to use information safely, ethically, and legally. Benchmarks at the end of 8th grade for Standard 4 include the ability to appropriately credit ideas and works of others and participate and collaborate in intellectual and social networks following safe and accepted practices. Standard 5 of the Montana Standards for Information Literacy/Library Media addresses the students' ability to pursue personal interests through literature and other creative expressions.

These skills are taught during twelve 35 minute class periods consisting of fifth and sixth graders weekly and reinforced in the upper grades through teacher collaboration and student work on assigned classroom projects. The proposed Alternative Standard allows the

teacher librarian to teach all fifth and sixth grade classes on a weekly basis and allows the librarian to interact and provide guidance and assistance to all 7th and 8th grade teachers and students during their weekly assigned blocks of time in the library . The teacher librarian delivers content on the skills needed to access the library's print and electronic resources for research and pleasure, digital citizenship and literacy skills, Internet search skills,and exposure to a variety of genres for personal growth in the library through demonstrations, activities, on-line content and video content during 85% of the school day, while the paraprofessional staffs the library. The library paraprofessional ensures skilled assistance and access to the library when the teacher librarian is engaged in lesson planning and delivery. The Alternative Standard of 1 FTE teacher librarian and 1 FTE para-professional fulfills the needs of our school, library program and patrons.

8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

*The number of hours of instructional time and library usage with each ELA teacher was recorded using Google calendar. A snapshot of the schedule in Google calendar is included for September 2020 and February 2022. Library Master Schedule for the 2021-22 school years are attached.

* Circulation and patron statistics will be retrieved from Destiny Library Manager software from school years 2020-21 and 2021-22 to date . We would like to maintain/ and or exceed monthly circulation for print materials at or above 1000 items.

*STAR testing will be provided and assessed by the classroom teachers to assess student literacy achievements.

9. In what way does this variance meet the specific needs of the students in the school(s)?

The presence of the FTE library para-professional allows the teacher librarian to collaborate with staff and teach students throughout the day in the classroom or the library. Teachers can access the link to check availability of the library classroom areas and computer workstations. Information skills, including the research process, ethical use of information, the use of school-wide resource

databases and educational software subscriptions are taught in grades 9 - 12. The library staff wo with classes and individual students to assist with information seeking strategies, giving proper credit for information sources and the synthesis and presentation of classroom assignments.

10. Describe how and why the proposed variance would be:

a. Workable

In past history, Polson Middle School library has been staffed with a 1 FTE certified teacher librarian and a 0.5 FTE certified teacher librarian. Employing a 1 FTE paraprofessional to replace the 0.5 FTE teacher librarian is not only fiscally responsible to taxpayers in our community, but the addition of 4 hours allows greater opportunities and support for student interaction with library staff, workability of the library space, more productive library administration and conitual coverage of the library for students and staff to access books and computers for research projects and reading for pleasure. As this change in staffing is not a change financially, Polson Middle School has the financial resources to staff the library through the employment and retention of a highly qualified 1 FTE library paraprofessional. The job description of the library paraprofessional is attached to this application. It is revised as needed to reflect changes in library services and the duties and skills required. This document provides a basis for job performance evaluation and serves as a model for recruitment, hiring and training. The current library paraprofessional transferred internally from a position at Polson Middle School and has a strong relationship with the librarian, staff and students, therefore making for a smooth transition to the library.

b. Educationally sound.

The library staffing arrangement of 1 FTE certified teacher librarian and 1 FTE para-professional has been in place at Polson Middle School beginning June 2019. The support of the paraprofessional has been very important to the development of many aspects of library services including the expansion of reader's advisory, book displays,and smooth operation for students and staff.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

The teacher librarian is fulfilling the administrative duties of the library which are outlined in Standard 10.55.1801. Selection and management of the print collection and electronic resources, long range planning and program development, communication and cooperation with local and regional libraries and staff, and participation in school-wide and district level committees are priorities, including the K-12 Technology Committee, the Middle School English Language Arts Professional Learning Community and collaboration with the Indian Education for All committee members. Polson Schools K-12 teacher librarians meet regularly to develop and implement curriculum, plan for teacher training, cooperative purchases and professional development. The teacher librarian participates in the district's Professional Growth and Evaluation Process which includes a teacher librarian strand. Polson Schools Professional Growth and Evaluation Process is attached. The process guides continued growth and improvement. Polson Middle School aims to be compliant with Administrative Rule 10.55.1801.

d. Where applicable, aligned with content standards under ARM Chapters 53 and 54

Required school district signatures:

Board Chair Name: Chanel Lake **Board Chair**

Signature: _____ **Date:** 3/14/2022

Superintendent Name: Mike Cutler **Superintendent**

Signature: _____ **Date** 3/14/2022

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ Date_____

_____Approve _____Deny

Board of Public Education Chair _____ Date_____

___Approve _____Deny

REGULAR BOARD MEETING
March 14, 2022
POLSON SCHOOL BOARD TRUSTEES
DISTRICT BOARD ROOM

ITEM 1 - CALL TO ORDER

Vice-Chair McGinnis called the Regular Board Meeting to order at 5:30 pm.

In attendance were Vice Chair McGinnis Trustee Anderson, Trustee Hewankorn, Trustee Mercer, Trustee Orien, Superintendent Cutler, and Business Manager Clary.

Also in the board room; Cherry Valley Principal Gustafson, Linderman Principal Wilson, Middle School Principal Yarbrough, Vice Principal Mills, High School Principal Fors, Vice Principal/AD Bucarey, Curriculum Coordinator DiGiallonardo, HR/Communications Director Boen, IT Coordinator Fansher, Special Education Director Berg, Assistant Business Manager Anderson and PEA President Crosby. List of others included.

WELCOME AND DIRECTIONS FOR PUBLIC PARTICIPATION

PLEDGE OF ALLEGIANCE

BOARD COMMENTS

PUBLIC COMMENTS Trustee Anderson congratulated the High School Pirate Boys Basketball team for the third place finish at the state tournament.

ITEM 2 - APPROVAL OF MINUTES

Approval of Minutes - February 14, 2022 Regular Board Meeting -
Trustee **Mercer** made the motion to approve the Regular Board Meeting minutes from February 14, 2022 with amended clerical correction. Trustee **Anderson** seconded the motion. The motion passed uncontested.

ITEM 3 - COMMUNICATIONS/DISCUSSION

Polson High School Update - Student Representative – N/A

Indian Education Committee (IEC) Update - N/A

Polson Scholarship and Education Foundation -N/A

Superintendent's Report - Mike Cutler, Superintendent
Mr. Cutler asked if there were any interested trustee to attend the Chamber Banquet. He told trustees of the committees formed for getting bond information out to the public. He reported the enrollment trend totals and included a graph showing trends from 2009-2010 to present.

MHSA Class A Baseball - Ethan Bucarey, Asst. Principal/Activities Director
This was tabled until the April meeting.

Principals Reports - *Each Principal submits a short summary of what is currently going on in their building, which was included in the packet. They answer any questions Trustees may have.*
High School - A Fors
Middle School - J Yarbrough
Linderman - K Wilson
Cherry Valley - J Gustafson

Board Committee Updates -
1. **Facilities Committee - Anderson, Muzquiz**
2. **Policy Committee - McGinnis, Hewankorn, adding Mercer**
3. **Budget Committee - Lake, Orien**
4. **Negotiations Committee - PEA - Lake, Hewankorn**
5. **Negotiations Committee - PCEA - Lake, Orien**
6. **Class A Caucus Committee - Mercer**
7. **Transportation - Anderson, Muzquiz**
8. **Superintendent Evaluation Report - McGinnis, Anderson**
9. **Calendar Committee - Lake, Muzquiz, and Anderson**

Budget Update - Pamela Clary
Clary told trustee of the current budget and expenditures of the general funds. She reminded all of the last day of which to sign an intent for trustee election. Clary also gave brief description of the current projects of importance she is working on including impact aid review and preliminary budgets.

ITEM 4 - CONSENT AGENDA
Approval of Payroll, Claims, Travel Requests and Activity Fund Requests
Trustee **Anderson** made a motion to approve the Consent Agenda. Trustee **Hewankorn** seconded the motion and it passed uncontested.

ITEM 5 -NEW BUSINESS
Recommendation to Approve Out of State Travel - Andy Fors, HS Principal
Fors asked trustees to approve the travel for the Western Civilization class of Students to take a trip to Chicago. Trustee **Mercer** made a motion to approve the travel. Trustee **Anderson** seconded the motion and it passed uncontested.

Recommend to Approve Polson Middle School Library Variance to Standards - Mike Cutler, Superintendent
Cutler asked trustees to approve the Middle School variance. Trustee **Mercer** made a motion to approve the variance. Trustees **Hewankorn and Orien** seconded the motion and it passed uncontested.

Recommendation to Approve Resolution for Senate Bill 307 - Pamela Clary, Business Manager/Board Clerk
Clary answered questions about the resolution and advertisement. Trustee **Orien** made a motion to approve the resolution as presented. Trustee **Anderson** seconded the motion and the motion passed uncontested.

Recommend to Approve the Purchase of a Bus - Mike Anderson, Transportation Director
Anderson asked trustees to approve the purchase of a 2023 Thomas Built Bus. Trustee **Orien** made a motion to approve the purchase. Trustee **Anderson** seconded the motion and it passed uncontested.

Recommend to Approve the Re-hire of Tenured Staff - Mike Cutler, Superintendent
Mr. Cutler asked trustee to approve the hire of the tenured High School staff. Trustee **Orien** made a motion to approve the tenured listing for hire. Trustee **Anderson** seconded the motion and it passed uncontested.

Cutler asked trustee to approve the hire of the tenured Elementary staff. Trustee **Hewankorn** made a motion to approve the tenured listing for hire. Trustee **Anderson** seconded the motion and it passed uncontested.

Recommendation to Approve Personnel Reports - Scott Boen, HR/Communications Director
Mr. Boen asked the trustees to approve the High School report as submitted.
Trustee **Orien** made the motion to approve the Personnel report for the High School as corrected. Trustee **Hewankorn** seconded the motion and it passed uncontested.

Mr. Boen asked the trustees to approve the Elementary report as submitted.
Trustee **Anderson** made the motion to approve the Personnel Report for the Elementary with the correction as well. Trustee **Hewankorn** seconded the motion and it passed uncontested.

Recommendation to Approve Out of District Reports - Mike Cutler, Superintendent
Mr. Cutler asked the trustees to approve the Elementary report as submitted.
Trustee **Hewankorn** made the motion to approve the Elementary report as submitted. Trustee **Anderson** seconded the motion and it passed uncontested.

Mr. Cutler asked the trustees to approve the High School report as submitted.
Trustee **Mercer** made the motion to approve the High School out of District report as submitted. Trustee **Orien** seconded the motion and it passed uncontested.

ITEM 6 - ADJOURN

Board Vice Chair McGinnis adjourned the meeting at 6:20 p.m.

Vice Chair Tim McGinnis

Business Manager/Board Clerk Pamela Clary

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

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Toole County

DISTRICT: Shelby Public School District #14

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Shelby Elementary School

---

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.709 Library Media Services, K-12

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

   Shelby School District has maintained three staff members in our two Libraries to exceed student needs. As of February 2022, Shelby Elementary School had 262 students. To exceed student needs we maintain a full-time paraprofessional and a .5 Librarian in the elementary library. We posted this variance to standards on our March Board meeting agenda (see attached).

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   The Shelby School Board will discuss the Variance to Standards regarding our elementary Library at the March 8, 2022, Board Meeting (See Board Agenda).

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

5. **Reflection upon initial variance:**
   a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

      1. We will continue to create a schedule that allows our Librarian to support student learning where and when it is needed. We will be able to measure this by reviewing the schedule and ensuring student contact time (30 minutes per week per student) is met.
      2. We will measure the number of AR tests completed and at what level those tests are completed to ensure student growth in reading and comprehension.
      3. Star reading data will be evaluated to determine future needs and opportunities for improvement
      4. Shelby's yearly teacher evaluation system will evaluate the Librarian's ability to continue delivering effective institution in meeting the Library Media Standards.

   b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**

      1. We created a schedule that allows our Librarian to support student learning where and when it was needed including a 30 minute lesson each week to all K-6 groups.
      2. AR testing levels were maintained during the variance time frame.
      3. Star reading data was completed and evaluated.
      4. The Librarian was evaluated by District Administration.

c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

No additional changes need to be created to meet student needs

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

To achieve the goals listed in 10.55.709, Shelby Elementary School offers weekly lessons taught by the .5 Librarian to grades K-6. These 30 minute lessons focus on achieving the requirements stated in 10.55.709. As our Library is staffed by a paraprofessional as well as the .5 Librarian the facility is open throughout the entirety of the school day for independent student use (AR Testing, book check-out, research, or other needed activities).

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

1. Create a schedule that allows our Librarian to support student learning where and when it is needed, including 30 minutes per week per student class time.
2. We will measure the number of AR tests completed and at what level those tests are completed to ensure student growth in reading and comprehension.
3. Star reading data will be evaluated to determine future needs and opportunities for improvement
4. Shelby's yearly teacher evaluation system will evaluate the Librarian's ability to continue delivering effective institution in meeting the Library Media Standards.

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

Shelby Elementary School will gather evidence as stated in question 7. We will evaluate the schedule, measure AR data, evaluate Star Testing data, and evaluate the Librarian using our adopted Danielson model evaluation tool.
In addition to the aforementioned data gathering, sample lessons and assessments will also be gathered to document the Elementary School's deliverance of the Library Media Standards.

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

By completing the aforementioned goals and processes we will meet student needs regarding library services

10. **Describe how and why the proposed variance would be:**

a. **Workable**

Funding - No additional funding is needed to meet our current needs.
Staff - The .5 Librarian had over 20 years of experience in Library Education along with her K-12 Librarian certification, she also has a K-12 Reading Endorsement and a K-8 Elementary Endorsement.
Facilities - Our facilities meet the needs of our current student population
Scheduling - We already have a schedule designed to meet the needs of our K-6 students

b. **Educationally sound.**

Shelby School District has a 1.0 FTE certified K-12 Librarian who serves our K-6 building and our 7-12 building. We employ two paraprofessional that assist our librarian as stated above. All K-6 students are scheduled to receive between 30 minutes per week of instruction in the Library Media Standards, that instruction is delivered by our K-12 certified Librarian with paraprofessional support when needed. The library is always open for student use.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

Shelby Elementary School aligns with 10.55.1801 in the following 2 areas:
1. develops & maintains a library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians; and
2. engages in comprehensive long range planning to administer and manage, in a secure area, the human, financial, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

Shelby Elementary School's current library program meets each benchmark for grade 4. All students in grades K-6 have 30 minutes of scheduled library time in which our librarian adheres to those benchmarks and standards. Students are educated in the inquiry process and how to retrieve information. Additionally, students have time throughout the week to visit our library, practice their research skills and get individualized support from our Certified Librarian.

Required school district signatures:

Board Chair Name: Rikki James

Board Chair Signature: Rikki James Date: 3/8/22

Superintendent Name: Elliott Crump

Superintendent Signature: _____ Date 2/22/22

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: Elsie Arntzen Date April 13 2022

☑ Approve ☐ Deny

Board of Public Education Chair _____ Date _____

☐ Approve ☐ Deny

Shelby Public School District #14

1010 Oilfield Ave ~ Shelby, MT 59474
www.ShelbyPublicSchools.org
Phone: (406) 424-8910 ~ Fax: (406) 434-2959

SHELBY SCHOOL BOARD MEETING AGENDA

Location: Boardroom
Date: Tuesday, March 8, 2022
Time: 7:00 PM

1. Call To Order	Ms. James
2. Pledge Allegiance	Ms. James
3. Review and Approval of Minutes	Ms. James
4. Review and Approval of Claims and Voided Checks	Ms. Flynn
5. Public Comment	Ms. James
6. Reports	
a. Elem Principal Report	Mr. Smith
b. JH/HS Principal Report	Mr. Fisher
c. Superintendent Schedule	Mr. Crump
7. Action Items	Mr. Crump
a. Resignation/Retirement - John Pastrana	
b. Hire	
i. School Play Co-Directors - Tanner Dean and Rikki Bleeker	
ii. Ass't HS Track Coach - Miranda Dupree	
c. COVID-19 Update	
d. JH/HS Principal Renewal	
e. Extended Contracts	
f. Dress Code Update	
g. Renewal of Variance to Standards	
h. Consideration and Adoption of Resolution Estimating Changes in Revenues/Mills from Tuition, Adult Education, Building Reserve, Transportation and Bus Depreciation Levies for School Fiscal Year 2023	
i. Establish Elementary and High School Levy Election Amounts	
j. Attendance/Transportation Agreements	
8. Discussion Items	Mr. Crump
a. Trustee Election	
b. Hiring Update	
c. SEA Negotiations	
9. Correspondence	Mr. Crump
10. Next Meeting of the Board - Tuesday, April 12, 2022 at 7 PM	Ms. James
11. Adjournment	Ms. James

Elliott Crump
Superintendent

Melit Flynn
District Clerk

Rikki James
Chairman of the Board

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

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) **"Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."**

DUE DATE:

First Monday in March

COUNTY: Yellowstone County

DISTRICT: Shepherd Public Schools

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Shepherd Middle School

---

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

   10.55.709 - Library Media Services, K-12

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

We held a variance committee meeting on January 26, 2022. The people who were in attendance were; Drea O'Donnell (Superintendent), Rich Hash (MS Principal), Robin Hofmann (Science Teacher), Sarah Clark (Parent), Danielle Robison (Parent), Brooklyn Robison (Student), Kate O'Donnell (Student). Rich Hash explained to the committee members the situation we are in with OPI, and why we need a variance. He also explained to the committee why he made the decision not to fill the half-time library position for the past couple years, and how we are using the money to help educate students in other areas. We explained that through discussions with teachers and students, everyone involved felt the needs of the students are being met with the current FTE of 1 for the elementary and 1 for the MS/HS to share. The community stakeholders agreed with this and thought applying for the variance was the best option.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

This is the fifth year that we have not employed a half-time librarian position for the middle school. We were not deficient until school year 2017-2018. The middle school principal met with our superintendent, administration team, as well as the certified teachers in the building and explained the need for the variance. The reasoning at that time was there were not any applicants, we were meeting the needs of the students without the extra half-time FTE, and we could use that money to help in areas of intervention for MS students. This group agreed this was the best way to move forward. The enrollment in the high school and middle school varies, and sometimes we are over the numbers required for one librarian, and sometimes we are okay with just one librarian according to our student enrollment. In a meeting on February 16, 2022, our board of trustees agreed with the assessment of not hiring a half-time librarian at the end of the 2022 school year and for subsequent years.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

5. **Reflection upon initial variance:**
   a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

      1. We will continue to establish flexible scheduling to ensure that libraries respond to information needs and support learning. We will keep the library open and available to all students from 7:45-4:00 except on early out days. 2. We will ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process with the help of the library and librarians. 3. We will continue to develop and maintain a library collection that is current, balanced, and reflects authentic contributions of Montana's American Indians. 4. We will engage in comprehensive long range to ensure financial and physical resources of the library and to allow constant access. 5. Our 1 FTE librarian will continue to collaborate with classroom teachers of all disciplines to create links between and among the curricular areas.

   b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**

      Our 1 FTE librarian has the library open from 7:45 am to 4:00 pm most of the week. Students are allowed to go to the library during the day, and during lunch recess. Our LA teachers take part of a period weekly to get our students to the library to check out books for AR reading. Here is some data of the books checked out compared to our high school. Fall 2020- MS= 1,771, HS= 622, Spring 2021- MS= 1356, HS= 558, Fall 2021- MS=1457, HS=505. Our middle school students check out more than double the amount of books than our high school students. We continue to provide financial help yearly for our librarian to update books as well as continue to purchase materials that address Indian Education For All as well as make sure we have a variety of topics for our students and staff. Our librarian comes to each of the LA classrooms twice a month to teach library materials as well as other curriculum areas utilize the library for research to help write reports for specific academic areas.

c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

We feel that the information that we put in the initial variance has worked very well for us at Shepherd Public Schools. We are able to provide our students everything they need from the library with the current 1 FTE that we are sharing with the high school. No adjustments are needed at this time.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

(See Attached Sheet)

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

(See Attached Sheet)

Question #6

Our goal is to continue to provide an education in library media to our students. We have been capable of doing this for the past 20+ years. Our elementary (K-5) will continue to have scheduled library/media time to cover the standards they are required to meet. Out MS/HS librarian will then continue to serve our 6-12 students and cover the standards required in 10.55.1801. We have tracked the amount of books that are being checked out by the high school students, as well as the middle school students. After the first semester of this year, there were only 200 books checked out by high school students, and roughly 2,100 books by the middle school. We have shared the librarian with the high school, and they have been able to provide us instruction in our classrooms, as well as maintain the library without any difficulty. Our 1FTE librarian currently has our library open all day. In fact, our librarians open the library at 7:45 (15 minutes before school) and close it at 4:00 (30 minutes after schools) to allow students adequate time to access the library. During her lunch period, we have an aide cover the library so it is continually open and available to students. We will continue to provide someone to staff the library during the day so that it is available to meet the needs of all our students.

Question #7

1. We will continue to establish flexible scheduling to ensure that libraries respond to information needs and support learning. We will keep the library open and available to all students from 7:45-4:00 except on early out days. 2. We will ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process. Our librarian will continue to go into classrooms and work with not only our language arts teachers but our science and social studies teachers as well to ensure they have adequate resources available. 3. We will continue to develop and maintain a library collection that is current, balanced, and reflects authentic contributions of Montana's American Indians. The district just supported our library with $1500 in Indian Ed for all funding to help enhance the selection of books and materials available to students. 4. We will engage in comprehensive long range to ensure financial and physical resources of the library and to allow access. We currently passed a bond to building a new building on our campus. Half of the second floor of the new building will be a new dedicated library space that is accessible to students and community. 5. Our 1 FTE librarian will continue to collaborate with classroom teachers of all disciplines to create links between and among the curricular areas. 6. We have planned PIR days with surrounding school districts in order to allow our librarians the opportunity to cooperate and join with other school libraries to encourage partnerships and promote its integration into all instructional programs.

Question #8

Shepherd School District will continue to support our libraries in providing adequate facilities, funding as well as professional development to our staff to ensure student needs are being met. According to our goals in question 7, we will gather evidence based on each of those goals. We will look at classroom data, MAPS scores in the area of language and reading, as well as SBAC scores to determine if students are receiving an adequate education in the area of Library Media Standards. We currently have Accelerated Reader and are looking at ways to be able to better meet the ELA standards of promoting literacy and integrating reading, literature, with a balanced approach through more independent reading. Our district just completed an eleven million dollar construction project, and included in this project was a brand new state of the art library right in the center of our district. This availability will hopefully improve the amount of students in the high school and middle school who utilize our library.

8. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

(See Attached Sheet)

9. **In what way does this variance meet the specific needs of the students in the school(s)?**

Our students have constant access to the library whenever they need a book for our AR program. When students utilize the library, our librarian is always willing to help them and answer questions as needed. Librarian continues to provide classroom instruction to our students when requested and always makes time to assist our students when asked. We will continue to provide financial assistance to the library to make sure we provide updated reading material.

10. **Describe how and why the proposed variance would be:**

a. **Workable**

If this variance is given; it will allow us to continue to share our full-time librarian as we have in the past. We were not able to find a half-time librarian several years ago, and it has allowed us to use this money to educate students in other areas. We will continue to meet the students' needs and have the library open and accessible during our school day.

b. **Educationally sound.**

We currently employ 2 FTE librarians for our 793 K-12 students. We are meeting the needs of those students with the current employment. If it were one school, only 1.5 FTE would be required for that number of students. Educationally our students are receiving the appropriate education in the area of Library Media and meeting the program standards.

c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

Our current set up, employment and access to the library allows our students to be educated to meet the program standards of 10.55.1801.

d. **Where applicable, aligned with contend standards under ARM Chapters 53 and 54.**

Our classroom teachers work closely with the library to ensure that standards in both ELA as well as other areas such as science standards of Chapter 53 are being met. The librarians also attend PLC meetings with other curricular areas to guarantee they are helping meeting standards in Chapter 54 in the area of Information Literacy/Library Media Performance Descriptors as well.

Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

Required school district signatures:

Board Chair Name: Carl Openshaw

Board Chair Signature: _____ Date: 2-16-22

Superintendent Name: Drea O'Donnell

Superintendent Signature: _____ Date 2/16/22

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ Date_____

☐ Approve ☐ Deny

Board of Public Education Chair _____ Date_____

☐ Approve ☐ Deny

BOARD MINUTES

February 15, 2022

A regular meeting of the Board of Trustees for Shepherd School District #37 was held Tuesday, February 15, 2022 in the Board Room of the Adminstration Building. Chairman, Carl Openshaw called the meeting to order at 6:30pm.

Pledge of allegiance was recited.

Members present: Jeff Branson, Shane Flowers, Carl Openshaw, Carl Parker, Julie Hinkle, and Shayne Vandivort.

Members excused: Shane Rekdal.

Superintendent – Drea O'Donnell, Clerk – Janice Ripley, Clerk in Training – Kinsey Szillat, Elem. Principal – Autumn Arlian, MS Principal – Rich Hash, High School Principal – KJ Poepping, AD - Tina Downing, and Transportation Director – Bobby Trotter were present for the entire meeting.

CONSENT AGENDA

An Elementary motion was made by Shane Flowers, seconded by Julie Hinkle, to approve the Elementary business claims and accounts, to include January claims 131245 - 131318.

A High School/Joint motion was made by Shayne Vandivort, seconded by Jeff Branson, to approve the High School business claims and accounts, to include January claims 131245 - 131318 and the approval of the January regular meeting minutes.

Both motions passed unanimously.

HEARING OF THE PUBLIC

None

COMMUNICATIONS

1) Gabby Heggem presented her speech that won her the State B Speech and Drama Championship. Gabby is a National Qualifier and will represent Shepherd in Kentucky later this year.

INFORMATIONAL

1) Building use requests: As posted in the agenda.
2) Water Report
3) Nurse's Report
4) Resignations:
   Cindy Todd – 4th Grade Math
   Brandon Arlian – Elementary/MS PE

5) Missing Children
6) Spring ANB Count
7) Rental of the Old Administration Building

The individual is no longer interested in taking on the daycare for the district. More information to come if this will move forward from the district side. A Co-Op is interested in renting 3 upstairs rooms for $1,000.00 per month.

No Action

OLD BUSINESS

Building Project Update

The vaporizer for the propane line is working as expected. There is currently a temporary fence around the vaporizer, and the next step is adding a chain link fence. The new system in the water treatment plant went down and is now back on the original system until the new one can be fixed.

COVID Update

None.

Final Reading of Policies 3300, 5122P, 8450 and 8450P

A High School/Joint motion was made by Carl Parker, seconded by Julie Hinkle, to approve the final reading of policies as listed.

The motion passed unanimously.

NEW BUSINESS

Human Resources

Todd Rose – Head Golf Coach
Tyler Gilfeather – Asst. HS Wrestling Coach
Sub list as attached

A High School/Joint motion was made by Julie Hinkle, seconded by Jeff Branson, to approve hiring the employees and substitutes as listed.

The motion passed unanimously.

Out-of-District Students

An Elementary motion was made by Julie Hinkle, seconded by Shane Flowers, to approve the out-of-district student for the 2021-2022 school year.

The motion passed unanimously.

Bus Purchase 2022

Mr. Trotter presented bids from Thomas (I State) and Bluebird (Hartley's Bus Co) for two new buses. He is looking to purchase one Front Engine (FE) and one Rear Engine (RE). He discussed the costs and maintenance issues with both companies. He recommended the two buses from I State.

A High School/Joint motion was made by Shane Flowers, seconded by Jeff Branson, to approve the purchases of two buses from I State at $164,900 for the FE and $139,953 for the RE, for a total of $304,853.

The motion passed unanimously.

Additional Bus Route

An additional bus route was added for a student who returned to school at the start of the semester and only attends half day. The additional route is to take him home each day after lunch.

A High School/Joint motion was made by Julie Hinkle, seconded by Jeff Branson, to approve the additional 2021-2022 bus route as presented.

The motion passed unanimously.

MS Library Requirement Variance

It was recommended to approve the 3-year MS Library requirement variance with the state to not have an extra .5 librarian position. Approving the variance will keep the MS in compliance for accreditation.

An Elementary motion was made by Julie Hinkle, seconded by Jeff Branson, to approve the MS Library requirement variance with the State.

The motion passed unanimously.

Appoint District Clerk

A High School/Joint motion was made by Shayne Vandivort, seconded by Carl Parker, to appoint Kinsey Szillat as District Clerk starting March 1, 2022.

The motion passed unanimously.

Elementary Heat Pump

A heat pump in the old first grade, now music/GT/media room, is not working. The heat pump was not replaced during the original construction. There is enough money in the bond to purchase a new pump.

An Elementary motion was made by Shane Flowers, seconded by Julie Hinkle, to purchase a heat pump for the elementary building to replace heat pump 191 from Allied Controls.

The motion passed unanimously.

MHSA Proposals

Mrs. Downing presented two MHSA Proposals. The first proposal is to allow 8th grade students to participate in High School athletics. The second proposal is to add boys' baseball as a MHSA sanctioned High School sport.

Mrs. Goodell spoke in favor of allowing 8th grade students to participate and discussed the benefits this would provide to her Softball program. She also asked the Board to consider allowing this on a sport by sport and season by season basis.

The proposal to allow 8th graders to participate in High School athletics was tabled until further information can be provided to the Board.

A High School motion was made by Carl Parker, seconded by Julie Hinkle, to Not Approve the MHSA proposal of adding boys baseball as a MHSA sanctioned High School sport.

The motion passed unanimously.

Principal Rehires and Administration Salaries

An Elementary motion was made by Julie Hinkle, seconded by Jeff Branson, to rehire Mr. Richard Hash as the Middle School Principal and Mrs. Autumn Arlian as the Elementary Principal as well as provide the same % salary increase to the Middle School and Elementary Principals that the District provides to the certified teaching staff.

The motion passed unanimously.

A High School motion was made by Shayne Vandivort, seconded by Julie Hinkle, to rehire Mr. KJ Poepping as the High School Principal as well as provide the same % salary increase to the High School Principal that the District provides to the certified teaching staff.

The motion passed unanimously.

A High School/Joint motion as made by Julie Hinkle, seconded by Shayne Vandivort, to provide the same % salary increase to the Superintendent that the District provides to the certified teach staff.

The motion passed unanimously.

STANDING COMMITTEE REPORTS

- Negotiations Committee – The SEA asked the Board to negotiate this spring. This request was made after the December 1st deadline which is stated in their Collective Bargaining Agreement.

ADMINISTRATION REPORTS

The Administrators recapped their reports.

EXECUTIVE SESSION

None.

OPEN SESSION TOPICS FOR NEXT MEETING

None

EXECUTIVE SESSION TOPICS FOR NEXT MEETING

None

ANNOUNCEMENTS

None

ADJOURNMENT

Time of adjournment: 8:33pm.

Chairman Carl Openshaw

Clerk Kinsey Szillat

Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose 10.55.604(4): "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Yellowstone

DISTRICT: Independent School District #52

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery/content standard, be sure to list it as well, e.g., 10.55.1801.**
   10.55.704 and 10.55.705
2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**
   See attached documentation.
3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**
   See attached documentation.
4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**
5. **Reflection upon initial variance:**
   a. **Describe the specific goals, measureable objectives, and rationale that describe the initial variance and how the proposed variance was to meet or exceed the results under the current standard(s). Include how the variance was workable and educationally sound.**
      See attached documentation.
   b. **How were these goals and objectives met or exceeded? (Implementation)**
      See attached documentation.

c. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard. (Examples may include, but are not limited to: student performance trends, if applicable, specific goals being addressed through AdvancED, etc. Do not include lesson plans, library monthly checkout logs, or calendars).**

See attached documentation.

d. **What evidence, do you anticipate, will be collected for the renewal application's goals/ objectives?**

See attached documentation.

6. **After reflection of the evidence/data gathered on the initial variance, what is the status of your renewal application?**

- [x] **Continue with current goals and measurable objectives (state)**
- [ ] **Propose new goals and measurable objectives for renewal application (state)**
- [ ] **Adjustments to implementation need to be made to meet or exceed standard (state)**

Required school district signatures:

Board Chair Name: Renae Scott

Board Chair Signature: _____ **Date:** 2/23/22

Superintendent Name: SHEILA CHOUINARD

Superintendent Signature: _____ **Date** 2/23/23

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ Date_____

_____Approve _____Disapprove

Board of Public Education Chair _____ Date_____

_____Approve _____Disapprove

VARIANCES TO STANDARDS APPLICATION

RENEWAL APPLICATION

Due Date: March 7, 2022

County: Yellowstone

District: Independent School District 52

Independent School

1. Standard(s) for which a variance is requested. 10.55.704 and 10.55.705

2. This is a renewal of a variance that was previously approved. The initial process started with a determination that the district budget could not support the additional administrative requirement. The situation was described in newsletters during the lead up to the original application. Teachers, parents, and Trustees were invited to provide input, but the bottom line remains the same. State funding does not provide for the required administrative FTE, especially when other needs are factored in, such as class size and special education needs.

See attached Board minutes. No public comment was received.

3. See attached Board minutes and newsletter. No public comment was received.

5. a. The initial objectives are listed below. The reality is the district chose not to implement the variance until 2021-2022. Prior to 2021-2022, the district was able to contract with the previous administration at a significantly reduced amount to perform the duties of Superintendent at .5 FTE. However, the previous individual retired in June 2021. Therefore, an extension of the variance is desired by the district.

The most critical objective of this variance request is to reduce the cost of school administration. The current Standard requires 1.5 FTE administrators is estimated to cost, at a minimum $160,400 assuming the district could find someone who would actually want to work the .5 FTE. Otherwise, this district would have to create a full-time position which would cost an additional $40,000. In addition, there are numerous performance objectives that can be sited which can be carried out by one administrator.

A few of those are listed below:

1. The Superintendent/Principal shall attend 100% of School Board meetings serving the role of advisor as prescribed in School Board policy.

2. The Superintendent/Principal shall conduct at least one formal observation of each of the 23 FTE certified staff on an annual basis.

3. The Superintendent/Principal shall complete all reports required by the Office of Public Instruction.

4. The Superintendent/Principal shall monitor student behavior.

5. The Superintendent/Principal shall publish a periodic newsletter.

6. The Superintendent/Principal shall carryout all duties assigned by the Board of Trustees and the State of Montana.

5. b. As stated above, the variance was not implemented until 2021-2022. However, the principle data point of cost savings on unnecessary administration is still in play. This variance was requested in order to allow the district to provide a cost effective, bureaucratically efficient, and educationally sound administrative model. The goals of the variance were as follows: (1) provide cost effective administration, (2) reduce unnecessary bureaucracy, and (3) provide an educationally sound administrative model.

To that end, the district will save approximately $30,000 to $50,000 in unnecessary administrative costs.

5. c. None.

5. d. None.

6. The status of the renewal application is to continue with current goals and measurable objectives.

INDEPENDENT SCHOOL BOARD MEETING
JANUARY 11, 2022

A regular meeting of the Board of Trustees, Independent School District #52, Yellowstone County, Montana was held in the library. The meeting was called to order by Chair Renae Scott at 7:10 p.m.

Members present: Renae Scott and Amy Lierow. Jamee Wilson was absent. Jake Detling and Adam Zelka participated in the meeting via telephone. Also present were Superintendent/Principal Sheila Chouinard and District Clerk Debi Orelup.

APPROVAL OF MINUTES

A motion was made to approve the minutes of the November 9, 2021 meeting as presented. Motion – Jake Detling / Second – Amy Lierow Unanimous vote

OLD BUSINESS

MTSBA Policy Services

Sheila reported MTSBA sent the draft policy manual for the District to her. The printed material fills two 3" binders. Kris Goss with MTSBA suggests one of three means to review the draft manual prior to the Board adopting it: review it together as a group, review it individually and meet as a group, or assign a committee to review it and then present it to the Board for their consideration. ***A motion was made to assign a committee to review the proposed district policies provided by MTSBA. The committee is to be comprised of Sheila, Renae and Debi. Motion – Amy Lierow / Second – Jake Detling Unanimous vote***

Superintendent Evaluation

To assist the trustees with her evaluation, Sheila presented a list of her job standards and citing her responsibilities and accomplishments as Superintendent/Principal. Renae stated she would provide the trustees with the evaluation form and requested the completed forms be returned to her prior to the February meeting.

Consideration of the Safe Return to Schools and Continuity of Services Plan

This document will be updated as needed to reflect current policy and must be posted on the school website through June 2024. The Consideration of Safe Return to Schools and Continuity of Services Plan has been submitted to the Office of Public Instruction (OPI) as requested by the State. No changes need to be considered at this time.

YBGR Comprehensive School and Community Treatment Services (CSCT) Funding

Sheila reported OPI continues to revise the procedures to report and pay for CSCT school services.

COMMUNICATIONS

Building Use Request

Joe & Amy Lierow request approval to use the gym twice a week January-March for girls' basketball practice. ***A motion was made to approve the request. The days and times of use are to be determined by school administration. Rental fees due per district policy. Motion – Adam Zelka / Second – Jake Detling Unanimous vote***

Lane Change Request

Jurell Linford submitted a Lane Change Request form to the Board. Sheila explained the administration now acknowledges receipt of the lane change forms rather than the Board.

ADMINISTRATION REPORT

News and updates are covered under agenda items.

NEW BUSINESS

Variance Renewal

Sheila recommends the Board seek renewal of the variance which would allow one individual to serve as the Superintendent/Principal of the District. ***A motion was made to approve seeking renewal of the variance.***
Motion – Amy Lierow / Second – Jake Detling Unanimous vote

Hire Volleyball Coaches

Sheila recommends hiring Jennifer Larsen and Jerry Flannery as the 2022 girls' volleyball coaches.
A motion was made to approve hiring the coaches as recommended.
Motion – Amy Lierow / Second – Jake Detling Unanimous vote

Building Use Approval Committee

Sheila recommends the creation of a committee to approve short term building use requests in between Board meetings. ***A motion was made to give Sheila the authority to make a temporary approval of a building use request until the next Board meeting.***
Motion – Amy Lierow / Second – Adam Zelka Unanimous vote

CSCT Memorandum of Understanding (MOU)

Sheila explained MTSBA is presently reviewing the CSCT Memorandum of Understanding (MOU) provided by OPI. She recommends approval of the MOU once MTSBA affirms the current version of the MOU. ***A motion was made to accept the MOU once it is approved by MTSBA.***
Motion – Amy Lierow / Second – Jake Detling Unanimous vote

Resolution Calling for School Election, May 3, 2022

The proposed election resolution states the School Election will be held Tuesday, May 3, 2022, for the purpose of electing one trustee for a three-year term. The term of office for Jamee Wilson expires in May. ***A motion was made to approve the resolution as presented for the May 3, 2022, School Election of one trustee. The election will be conducted by the Yellowstone County Election office by mail ballot.***
Motion – Adam Zelka / Second – Amy Lierow Unanimous vote

The next School Board meeting is scheduled for 7:00 p.m. on Tuesday, February 15, 2022. Payroll checks 82371-82426 and warrants 29902-29959 were approved for payment as presented.

A motion was made to adjourn the meeting at 7:45 p.m.
Motion – Amy Lierow / Second – Jake Detling Unanimous vote

Debi Orelup, District Clerk

Renae Scott, Chair

Independent Elementary School Newsletter Wednesday, February 9, 2022

SKYHAWK TALK

It is with Skyhawk Pride, Respect, and Cooperation that We Achieve.

STUDENT-LED PARENT CONFERENCES

Mon, Feb 14 – Thurs, Feb 17

The Student-Led Conferences are a special event at Independent when we empower students to share their pride in their accomplishments with parents. Students in grades 4-6 will be bringing home materials and projects to share with parents. Most primary (k-2) grade teachers are scheduling virtual conferences with Zoom. Check ClassDojo for your child's teachers specific directions.

If you child's teacher has set up times for meeting, please sign up today!

Follow the directions below to sign up today!

1) Click this link to see our Teacher's SignUp Pages on SignUp.com:
http://signup.com/go/fribtrx

2) Select your child's teacher, review the dates and times listed and choose the one you like.

3) Sign up! It's Easy - you will NOT need to register an account or keep a password on SignUp.com.

4) For additional Teacher's SignUp Pages when on a computer, repeat the steps.

CALENDAR

Thurs, Feb 10 • PTA Meeting 3:15 PM

Mon – Thurs, Feb 14-17 • Home School Conferences

Tues, Feb 15 • Board Meeting 7PM

Fri – Mon, Feb 18-21 • No School

SPELLING BEE WINNERS

The Independent School Spelling Bee was held Friday, February 4. Congratulations to winner, James L. (grade 6), and alternate, Emma B. (grade 6). James will be representing Independent School at the Yellowstone County Spelling Bee held Saturday, March 5 at 9 AM at MSU-B's Petro Theater.

SPRING BASEBALL/SOFTBALL SIGNUPS NOW OPEN

Registration for the 2022 Heights National Little League Baseball/Softball season is now open!! For more information and to register, check out www.heightsll.com

Anyone Missing a Jacket?! Gloves?!

Please take the time to check the **Lost and Found** outside the main office for missing jackets, winter coats, hats, gloves, clothing and other items. It is easier to return lost items if there is a name on it!

PLEASE LABEL ITEMS!

Board Again Requests Accreditation Variance

Two years ago, the School Board requested and received an accreditation variance from the State. This variance gives permission for Independent School to have one administrator cover two positions: principal and superintendent. Although the variance was in place, Mr. Laurent served as the part-time superintendent while Ms. Chouinard has served as the principal. Since Mr. Laurent's retirement in June 2021, Ms. Chouinard has fulfilled the role of Superintendent/Principal.

It is now time to renew the variance. The School Board would like to renew that variance to continue to allow Ms. Chouinard to act as both the principal and superintendent if needed.

Individuals interested in commenting on this process are directed to contact either Ms. Chouinard, or submit, in writing, comments to the Board of Trustees.

Please check the Independent School website **www.independent.k12.mt.us** for the monthly lunch menu, calendar of events, classroom websites, District information and more.

OPI USE ONLY

Superintendent of Public Instruction: _____ Date_____

_____Approve _____Deny

Board of Public Education Chair _____ Date_____

_____Approve _____Deny

INFORMATION

ITEM 27

REVIEW OF PROGRESS ON REVISIONS TO ARM, TITLE 10, CHAPTER 55, ACCREDITATION

Dr. Julie Murgel

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

Montana Board of Public Education
Executive Summary

Date: May 12 - 13 2022

Presentation	Update Accreditation Standards ARM Title 10, Chapter 55
Presenter	Dr. Julie Murgel
Position Title	Chief Operations Officer
Overview	
Requested Decision(s)	This is an update on the review and revision process for Accreditation Standards in ARM Title 10 Chapter 55 1. Quality School Task force 2. Negotiated Rule Making Committee 3. Timelines for Revisions 4. Avenues for Communication
Related Issue(s)	None
Recommendation(s)	Informational only

WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION
TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION
ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION
COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

May 12, 2022
Chapter 55 Update

OPI Link for Chapter 55 Taskforce and Negotiated Rule Making Committee Website

1. Quality School Taskforce:

The task force was charged with making initial recommendations for ARM Chapter 55 revisions to the superintendent of public instruction and the negotiated rule committee.

Task Force Work Items:

- Developed a field survey and summarized the results to inform recommendations.
- Drafted a Concept Memorandum (current rule, proposed red-lined rule, proposed conceptual changes, rationale) to capture initial recommendations to the Superintendent.

Conceptual Change Topics under consideration:

- Student growth-adding to proficiency for student performance standard
- Staffing ratios for library media specialists
- Graduation requirements and high school credits
- Basic Education Programs requirements for Elementary, Middle, and High School
- Staffing ratios for school counselors
- Mental wellness
- School Climate
- Postsecondary readiness
- Paraprofessional and substitute requirement
- Local control
- Family and Community Engagement
- Mentorship and Induction
- Accreditation process
- Categories of Accreditation
- Separate variance to standards for charter school

School Quality Task Force Members:

• Billi Taylor	Harrison K-12 Schools	District Superintendent
• Daniel Lee	University of Montana	Associate Professor
• David Pafford	Noxon Public Schools	Board Chairperson
• Emily Dean	MT School Board Assoc	Director of Advocacy
• Gary Lusin	Bozeman Public Schools	Board Chairperson
• Gayle Venturelli	Anaconda Public Schools	Board Chairperson
• Heather Hoyer	Great Falls Public Schools	Assistant Superintendent 7- 12
• Heather Jarrett	Reed Point Public Schools	District Superintendent
• Janelle Beers	MT Small Schools Alliance	Executive Director
• Jon Konen	Corvallis K-12 Schools	District Superintendent
• Tony Warren	Turner Public Schools	District Superintendent and Principal

Ex-Officio Member:

McCall Flynn Board of Public Education Executive Director

Task Force Schedule:

- January 11, 2022 (Orientation) 4:00PM-5:00PM
- January 25, 2022 (In Person) 10:00AM - 5:00PM
- January 26, 2022 (In Person) 8:00AM - 2:00PM
- February 8, 2022, 11:00 AM-1:00PM
- February 22, 2022, 11:00AM - 1:00PM
- March 8, 2022 (In Person) 10:00AM - 5:00PM
- March 9, 2022 (In Person) 8:00AM - 2:00PM
- March 22, 2022, 11:00AM - 1:00PM
- April 5, 2022, 11:00AM - 1:00PM
- April 14, 2022 (In Person) 10:00AM - 5:00PM
- April 21, 2022 (In Person) 10:00AM - 5:00PM

2. Negotiated Rule Making Committee:

The Chapter 55 Negotiated Rule Making Committee will review and revise the recommendations from the Superintendent. The recommendations presented to the Board of Public Education must include an economic impact statement that the negotiated rulemaking committee prepares.

It is anticipated that this committee will need to meet at least ten times before July 2022 to complete its work.

- February 24, 2022 (Orientation) 3:00PM - 5:00PM
- March 17, 2022 (In Person, Helena) 10:00AM - 5:00PM
- March 18, 2022 (In Person, Helena) 8:00AM - 2:00PM
- April 13, 2022, 3:30PM - 5:00PM
- April 20, 2022, 3:30PM - 5:00PM
- May 2, 2022 (In Person, Helena) 10:00AM - 5:00PM
- May 3, 2022 (In Person, Helena) 8:00AM - 2:00PM

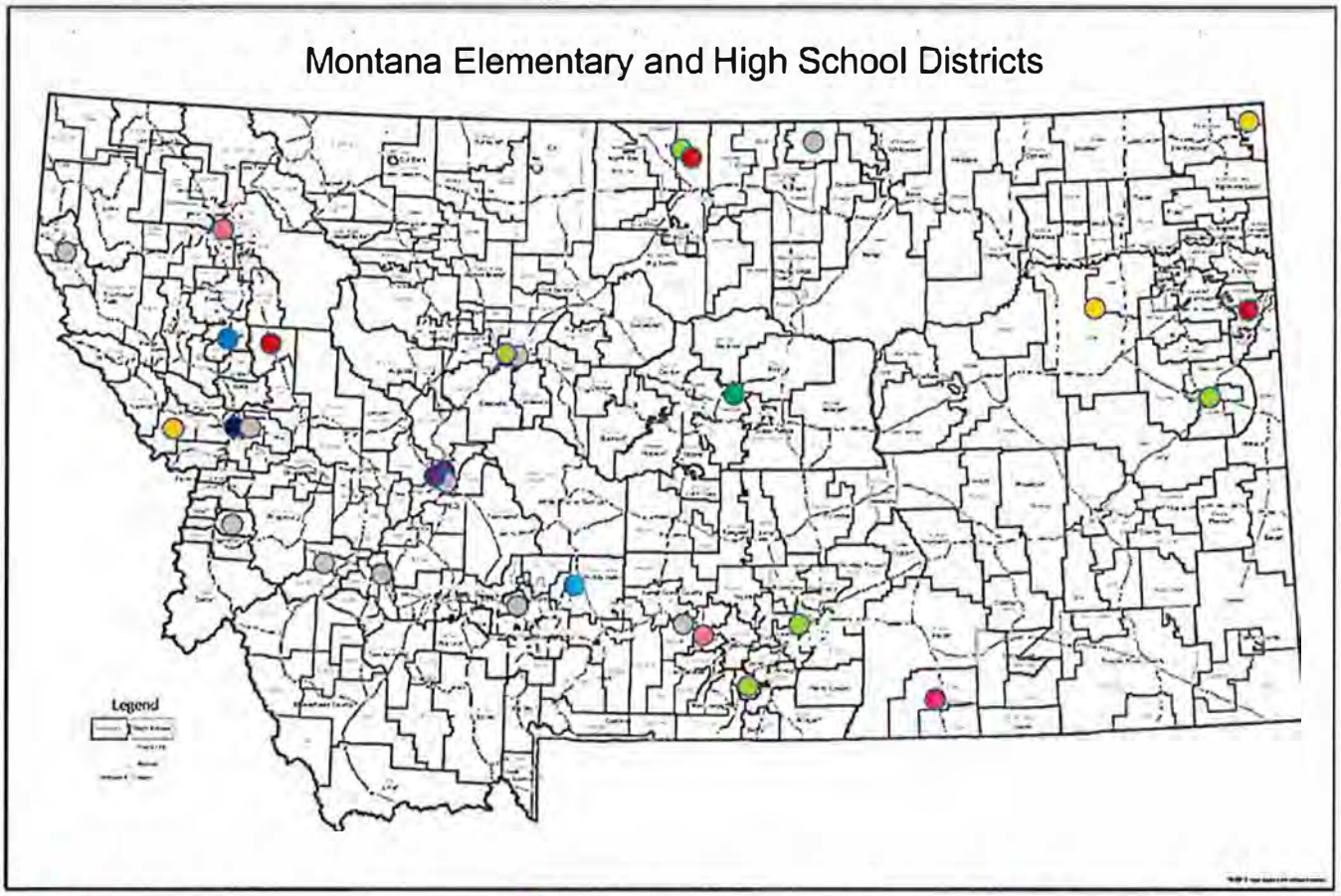
- May 9, 2022 (In Person, Helena) 10:00AM - 5:00PM
- May 10, 2022 (In Person, Helena) 8:00AM - 2:00PM
- May 18, 2022, 3:30PM - 5:00PM
- May 25, 2022, 3:30PM - 5:00PM
- June 6, 2022, 3:30PM - 5:00PM
- June 16, 2022 (In Person, Helena) 10:00AM - 5:00PM
- June 17, 2022 (In Person, Helena) 8:00AM - 2:00PM

Negotiated Rule Making Committee Members:

Adrea Lawrence - University of Montana, Dean of College of Education
Chris Olszewski - Billings Public Schools, Curriculum Director
Christina Wekkin - Alberton Public Schools, Teacher
Corey Barron - Lodge Grass Schools, Principal, Tribal Representative
Craig Mueller - Havre Public Schools, District Superintendent
Curtis Smeby - Havre Public Schools, Trustee
Julie Murgel - Office of Public Instruction, Chief Operating Officer
Kelly Dey - Sidney Public Schools, Trustee
Kitty Logan - Swan Valley School, Trustee
Krystal Zentner - Bridger MT, Parent
Lisa Petersen - Westby K-12 Schools, Teacher
Michele Paine - Flathead High School, Principal
. atti Drake - Whitehall School District, District Clerk/Business Manager
Renee Schoening - MT School Counselor Association, Executive Director
Rhonda Long - Fergus County, County Superintendent
Ruth Uecker - Great Falls Public Schools, Assistant Superintendent K-6
Sharyl Allen - Office of Public Instruction, Deputy Superintendent
Stephen Schreibeis - Glendive Public Schools, District Superintendent
Sue Corrigan - Montana School Board Association, Kalispell Municipal Director
Susan Lake - Montana Taxpayer
Tara Hubing - Circle Schools K-12, Teacher

McCall Flynn - Board of Public Education, Executive Director - Ex-Officio Member

Geographic Representation of Committee Members



- School District Trustees
- K-12 School Administrators
- K-12 Teachers and Counselors
- School Clerks/Business Officials
- School District Administrative Staff
- County Superintendents
- Parents
- Taxpayer
- EPP Representative
- Tribal Representative
- OPI Representative
- Association
- School Quality Task Force

3. Proposed Timeline for Revisions to ARM 55 (Shared as information item at BPE on 11/18/21)

Research	Revisions to ARM	Negotiated Rule Making Committee	Board of Public Education	Education Interim Committee	Board of Public Education	Implementation
November 2020 – April 2021 OPI Internal Work	November 2021 – April 2022 OPI Work	January – June 2022	July 2022 Proposed Amendments & Economic Impact	September 2022	MAPA Process	July 2023

4. Communication:

- Meeting minutes, zoom links, and agendas, task force members can be found on top left of the OPI main webpage at https://opi.mt.gov/
    - Quality Task Force
    - Negotiated Rule Making Committee Members
- Stakeholders can attend the meetings via zoom.
- Public comments will be taken at each meeting. Written public comment may be submitted to tristen.belnap@mt.gov and will be shared with the taskforce members and recorded in the meeting minutes. The public comment time frame will be published on the agenda, with a three-minute limit per comment. Taskforce and Committee members will not respond or ask questions during public comment.

INFORMATION

ITEM 28

ACCREDITATION COMMITTEE REPORT

McCall Flynn

CLOSED SESSION

ITEM 29

EXECUTIVE DIRECTOR ANNUAL EVALUATION

Tammy Lacey

FUTURE AGENDA ITEMS

July 14-15, 2022
Helena, MT

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