

***BOARD OF PUBLIC EDUCATION
MEETING AGENDA***

JANUARY 18-19, 2024

***Montana State Capitol Building, Room
152
Helena, MT***

AGENDA

BOARD OF PUBLIC EDUCATION MEETING AGENDA

January 18-19, 2024
Montana State Capitol Building, Room 152
Helena, MT

Thursday, January 18, 2024
8:30AM

CALL TO ORDER

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

PUBLIC COMMENT

This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized by the Board Chair. Members of the public who wish to share written public comment with the Board members must submit written public comment to the Executive Director at bpe@mt.gov no later than two (2) business days before the start of the meeting. Any written public comment received after this deadline will be shared with the Board members after the meeting. All written public comment will be included as part of the official public record.

Action may be taken on any item listed on the Board agenda. Per §2-3-103, MCA, the Board encourages public comment on any item prior to Board final action.

CONSENT AGENDA – page #10

(Items may be pulled from Consent Agenda upon request)

- A. November 15-17, 2023; November 27, 2023; November 30, 2023 Meeting Minutes
- B. Financials

ADOPT AGENDA

❖ REPORTS – Dr. Tim Tharp (Items 1-2)

Item 1 CHAIRPERSON REPORT – 15 Minutes, page #38
Dr. Tim Tharp

Item 2 EXECUTIVE DIRECTOR REPORT – 15 Minutes, page #39
McCall Flynn

❖ ACCREDITATION COMMITTEE – Madalyn Quinlan (Item 3)

Item 3 **PRESENTATION ON THE CROSSWALK BETWEEN COGNIA AND ARM TITLE 10, CHAPTER 55, ACCREDITATION STANDARDS – 45 Minutes, page #40**
Dr. Daniel Sybrant

❖ CHARTER COMMITTEE – Jane Hamman (Item 4)

Item 4 **WORK SESSION ON THE APPROVAL AND DENIAL OF PUBLIC CHARTER SCHOOLS – 2 Hours, page #74**
Jane Hamman

*****LUNCH BREAK*****

Lunch will be provided for Board Members

❖ MACIE LIAISON – Susie Hedalen (Item 5)

Item 5 **MACIE REPORT – 15 Minutes, page #78**
Jordann Lankford Forster

ACTION ITEM:

- Class 7 Representative

❖ REPORTS – Dr. Tim Tharp (Item 6)

Item 6 **STUDENT REPRESENTATIVE REPORT – 15 Minutes, page #80**
Gavin Mow

❖ ASSESSMENT COMMITTEE – Anne Keith (Item 7)

Item 7 **INITIAL REVIEW AND WORK SESSION OF EARLY LITERACY ADVISORY COUNCIL’S RECOMMENDATIONS PERTAINING TO EARLY LITERACY TARGETED INTERVENTION RULEMAKING IN ARM TITLE 10, CHAPTER 63, EARLY CHILDHOOD EDUCATION STANDARDS – 45 Minutes, page #81**
Lance Melton, Executive Director, Montana School Board Association; Dr. Christine Lux, Professor of Early Childhood Education, Montana State University; Marie Judisch, Senior Manager of Teaching and Learning, OPI; Dr. Anne Penn Cox, Principal, Winans Elementary School – Livingston

❖ LICENSURE COMMITTEE – Susie Hedalen (Items 8-12)

Item 8 **WORK SESSION ON THE PROPOSED NOTICE OF PUBLIC HEARING PERTAINING TO RULEMAKING IN ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE STANDARDS AND EXPERT PANEL – 45 Minutes, page #94**
Crystal Andrews, Director of Accreditation and Licensure, OPI; Dr. Julie Murgel, Chief Program Officer, OPI; John Melick, Director of Field Placement and Licensure, Montana State University; Rob Watson, Executive Director, School Administrators of Montana

*****TIME CERTAIN AT 3:00PM*****

Item 9 NOTICE OF THE SURRENDER OF BPE CASE #2023-07 – 5 Minutes, page #106
Brenton Craggs, OPI Legal Counsel

Item 10 ACTION ON INITIAL REVIEW OF BPE CASE #2022-13, HARNING – 15 Minutes, page #107
Brenton Craggs, OPI Legal Counsel

Item 11 ACTION ON INITIAL REVIEW OF BPE CASE #2023-08, RAUSCH – 15 Minutes, page #108
Brenton Craggs, OPI Legal Counsel

Item 12 ACTION ON APPEAL HEARING OF BPE CASE 2023-06, SWANSON – 1 Hour, page #109
Chad Vanisko, Board Legal Counsel

❖ MSDB LIAISON – Renee Rasmussen (Items 13-14)

Item 13 MSDB REPORT – 30 Minutes, page #110
Paul Furthmyre

ACTION ITEMS:

- Personnel Action
- Out of State Travel Requests
- 2nd Reading MSDB Policies

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

Item 14 MSDB SUPERINTENDENT EVALUATION – 30 Minutes, page #193
Dr. Tim Tharp

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

RECESS

Friday, January 19, 2024
8:30AM

CALL TO ORDER

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

❖ **REPORTS – Dr. Tim Tharp (Items 15-16)**

Item 15 GOVERNOR’S OFFICE REPORT – 15 Minutes, page #194
Dylan Klapmeier

Item 16 **STATE SUPERINTENDENT REPORT – 1 Hour, page #195**
State Superintendent Elsie Arntzen

- **Assessment Update**
- **MAST Update**
- **Federal Update**
- **Accreditation Report**
- **Rigorous Action Update**
- **Transportation Report**
- **Content Standards Revision Update**
- **Indian Education for All Payments in 20-9-329, MCA**
- **Data Modernization Update**

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Items 17-24)**

Item 17 **PRESENTATION ON DEPARTMENT OF LABOR AND INDUSTRY**
EDUCATION PROGRAMS – 45 Minutes, page #250
Sarah Swanson, Commissioner, Department of Labor and Industry

Item 18 **COMMISSIONER OF HIGHER EDUCATION REPORT – 15 Minutes, page #253**
Dr. Angela McLean

Item 19 **OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION PERKINS**
UPDATE – 15 Minutes, page #254
Jacque Treaster, Director of Dual Enrollment and Career and Technical
Education, OCHE

Item 20 **OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION MATH**
PRESENTATION – 15 Minutes, page #266
Crystine Miller, Director of Student Affairs and Student Engagement,
OCHE; Dr. Lauren Fern, Student Success Coordinator in Mathematics,
University of Montana; Ciera Franks-Ongoy, Perkins Equity and
Compliance Program Manager, OCHE

Item 21 **ACTION ON TRANSFORMATIONAL LEARNING GRANTS – 15 Minutes, page**
#277
Krystal Smith

ACTION ITEMS:

- **Qualify Applications**
- **Annual Reports**

Item 22 **ACTION ON ADVANCED OPPORTUNITY GRANTS – 15 Minutes, page #284**
Krystal Smith

ACTION ITEMS:

- **Qualify Applications**
- **Annual Reports**

Item 23 **INFORMATION ON THE QUALITY EDUCATOR LOAN ASSISTANCE**
PROGRAM – 15 Minutes, page #295
Jay Phillips

*****LUNCH BREAK*****

Lunch will be provided for Board Members

- Item 24 **PRESENTATION OF THE YOUTH RISK BEHAVIOR SURVEY REPORT – 30**
Minutes, page #315
Genie Zeeck
- ❖ **ACCREDITATION COMMITTEE – Madalyn Quinlan (Item 25)**
- Item 25 **ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING PERTAINING**
TO RULEMAKING IN ARM TITLE 10, CHAPTER 53, ENGLISH LANGUAGE
PROFICIENCY CONTENT STANDARDS, AND AUTHORIZE FILING OF THE
NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE
MONTANA ADMINISTRATIVE REGISTER – 15 Minutes, page #356
Madalyn Quinlan
- ❖ **MSDB LIAISON – Renee Rasmussen (Item 26)**
- Item 26 **ACTION ON MSDB SUPERINTENDENT 2024-2025 CONTRACT – 15 Minutes,**
page #382
Dr. Tim Tharp
- ❖ **ASSESSMENT COMMITTEE – Anne Keith (Items 27-28)**
- Item 27 **ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING PERTAINING**
RULEMAKING IN ARM TITLE 10, CHAPTER 63, EARLY CHILDHOOD
EDUCATION STANDARDS AND TIMELINE, AND AUTHORIZE FILING OF
THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE
MONTANA ADMINISITRATIVE REGISTER – 15 Minutes, page #383
Anne Keith
- Item 28 **ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON**
REVISIONS TO ARM TITLE 10, CHAPTER 54, EARLY LITERACY TARGETED
INTERVENTION STANDARDS – 15 Minutes, page #385
Anne Keith
- ❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 29-32)**
- Item 29 **ACTION ON PRAXIS TEST SCORE FOR AMERICAN SIGN LANGUAGE – 15**
Minutes, page #389
Crystal Andrews
- Item 30 **PRESENTATION OF ANNUAL EDUCATOR LICENSURE REPORT – 15**
Minutes, page #403
Crystal Andrews
- Item 31 **ACTION ON THE SUPERINTENDENT’S RECOMMENDATION TO INITIALLY**
APPROVE ABCTe AS AN ALTERNATIVE TEACHER CERTIFICATION AND
ENDORSEMENT PROGRAM – 30 Minutes, page #427
Dr. Julie Murgel and Crystal Andrews

Item 32 **ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING PERTAINING TO RULEMAKING IN ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER – 15 Minutes, page #432**
Susie Hedalen

❖ **CHARTER COMMITTEE – Jane Hamman (Item 33)**

Item 33 **ACTION ON THE RESOLUTIONS TO APPROVE AND DENY PUBLIC CHARTER SCHOOLS – 1 Hour, page #435**
Jane Hamman

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 34)**

Item 34 **RECOGNITION OF EXITING BOARD MEMBER – 15 Minutes, page #436**
Dr. Tim Tharp

FUTURE AGENDA ITEMS March 18-19, 2024

MACIE Update
Approve MSDB School Calendar
Assessment Update
Federal Update
Accreditation Report
Annual School Food Services Report
Draft – CAEP MOU
Content Standards Revision Update

PUBLIC COMMENT

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ADJOURN

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting either in person or via Zoom may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

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

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual’s ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 406-444-0302.

CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. November 15-17, 2023, November 27, 2023, November 30, 2023
Meeting Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION MEETING MINUTES

November 15-16, 2023

Missoula County Public Schools, Administration Building, Board Room
909 South Ave. West, Missoula, MT

November 17, 2023

University of Montana, College of Education, Room 334
32 Campus Drive, Missoula, MT

Wednesday, November 15, 2023

Missoula County Public Schools

1:00 PM

CALL TO ORDER

Chair Tharp called the meeting to order at 1:01 PM. Chair Tharp 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: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Ron Slinger; Ms. Anne Keith; Ms. Madalyn Quinlan; Ms. Renee Rasmussen; Ms. Jane Hamman. Ex-Officio members present: Superintendent Arntzen, Office of Public Instruction (OPI); Mr. Dylan Klapmeier, Governor's Office; Dr. Angela McLean, OCHE. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Superintendent Furthmyre, Montana School for the Deaf and Blind (MSDB); Ms. Jordann Lankford Forster, Chair, Montana Advisory Council on Indian Education (MACIE); Ms. Trish Schreiber, Chair, Community Choice School Commission; Mr. Chad Vanisko, Board Legal Counsel; Ms. Cedar Rose, OPI; Ms. Krystal Smith, OPI; Mr. Chris Gentile, New Meridian; Ms. Ashley Eden, New Meridian; Ms. Wendi Fawns, OPI; Ms. Crystal Andrews, OPI; Mr. Chris Sinrud, OPI; Mr. Brenton Craggs, Attorney, OPI; Mr. Bryant Stone; Mr. Doug Reisig, Montana Quality Education Coalition (MQEC); Ms. Jenny Murnane Butcher, Montanans Organized for Education (MOFE); Mr. Alex Sakariassen, Montana Free Press; Superintendent Tony Biesiot, Darby Public Schools; Superintendent Tom Korst, Hamilton Public Schools; Superintendent Pete Joseph, Corvallis Public Schools; Mr. Chip Lindenlaub.

PUBLIC COMMENT – 00:00:00

Mr. Chip Lindenlaub gave public comment regarding the 26 applications for Public Charter schools.

CONSENT AGENDA – 00:00:30

Board member Quinlan moved to adopt the Consent Agenda. Motion seconded by Board member Hamman.

No discussion. Motion passed unanimously.

ADOPT AGENDA – 00:01:33

Vice Chair Hedalen moved to adopt the agenda. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

❖ REPORTS – Dr. Tim Tharp (Items 1-6)

Rigorous Action Information – 01:04:13

Ms. Carrie Kouba discussed the Montana ESSA plan pertaining to Rigorous Action.

**Item 4 COMMISSIONER OF HIGHER EDUCATION REPORT – 01:07:44
Dr. Angela McLean**

Dr. Angela McLean presented the Commissioner of Higher Education report to the Board discussing work of the American Indian Minority Achievement (AIMA) Council, announcing that Fall 2023 has seen a record number of American Indian student enrollment across all but two campuses of the Montana University System (MUS). Dr. McLean discussed work pertaining to Education Lab which has helped develop micro pathways for students to obtain the credentials they need in 12 months. Dr. McLean reviewed the recent Montana's Future at Work Summit and closed by thanking everyone for the success of the Apply Montana program. Dr. McLean answered Board member questions.

**Item 5 GOVERNOR'S OFFICE REPORT – 01:22:18
Dylan Klapmeier**

Mr. Klapmeier announced that his report will be provided at the Board of Education meeting on Friday.

**Item 6 STUDENT REPRESENTATIVE REPORT – 01:22:33
Gavin Mow**

No student report was given.

❖ **MSDB LIAISON – Renee Rasmussen (Item 7)**

**Item 7 MSDB REPORT – 01:22:55
Paul Furthmyre**

Board member Rasmussen opened the item and noted that she and Executive Director Flynn traveled to Great Falls to the MSDB Foundation Meet and Greet the previous week. Board member Rasmussen turned the item over to Superintendent Furthmyre who gave his report to the Board by reviewing the Personnel Actions, Out of State Travel actions, Great Falls Public Schools MOU, Policy 2100 change, and the ESSER III Amendment, before asking the Board to act upon those items. Superintendent Furthmyre announced the hiring of a Nurse Practitioner at the school, a position the school has previously not had. Superintendent Furthmyre reviewed additional policies for First reading, then requested the Board approve the policies for Second reading before the first week of December. Members discussed the request and set a date of November 27th, 2023, to address and approve the Second reading of the policies and the MSDB Transformational Learning Application.

Board member Rasmussen moved to approve the Personnel Action report as listed in the agenda packet. Motion seconded by Board member Slinger.

No discussion. Motion passed unanimously.

Board member Rasmussen moved to approve the Out-of-State-Travel requests as amended by Superintendent Furthmyre. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

Board member Rasmussen moved to approve the MSDB Policy 2100 as listed in the agenda packet. Motion seconded by Board member Hamman.

No discussion. Motion passed unanimously.

Board member Rasmussen moved to approve the ESSER III Amendments as presented in the agenda packet. Motion seconded by Board member Slinger.

No discussion. Motion passed unanimously.

Board member Rasmussen moved to approve the MOU with Great Falls Public Schools for educational services as presented in the packet. Motion seconded by Board member Keith.

No discussion. Motion passed unanimously.

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

**Item 8 MACIE REPORT – 02:11:34
 Jordann Lankford Forster**

Ms. Jordann Lankford Forster updated the Board with details from the most recent MACIE meeting, noting new openings on the Council, and an update of their Bylaws, before reviewing the request from MACIE for the Board to support their letter to the National Education Association.

Vice Chair Hedalen moved to approve adding the Board of Public Education as a supporter to the MACIE letter to the National Education Association. Motion seconded by Board member Keith.

Chair Tharp asked Ms. Lankford Forster for some background information that led to the Council writing the letter.

Board member Keith asked if MACIE had requested the Montana Federation of Public Employees (MFPE) to sign on, and Ms. Lankford Forster indicated they will be making the request to MFPE following the Board meeting.

Board member Hamman voiced concerns over some wording in the letter.

Chair Tharp asked if there was an association supporting Native Americans and Indian Education that was aware of the situation and Ms. Lankford Forster noted that there is, and they are aware of the issue.

Vice Chair Hedalen thanked Ms. Lankford Forster for their work with Indian Education and Achievement.

No further discussion. Motion passed unanimously.

Vice Chair Hedalen thanked MACIE for their work. Ms. Lankford Forster answered Board member questions, and thanked Ms. Flynn and Vice Chair Hedalen for their support of MACIE.

❖ **CHARTER SCHOOL COMMITTEE – Jane Hamman (Items 9-10)**

**Item 9 UPDATE ON PUBLIC CHARTER SCHOOL APPLICATIONS AND SPECIAL
 MEETING – 02:27:04
 Jane Hamman**

Board member Hamman updated the Board on work the committee has done since the application deadline closed on November 1st. Board member Hamman noted 26 applications were received and one application did not qualify, so the Board will review 25 applications. Board member Hamman reviewed HB 549 which created the Public Charter School law for the Board, and outlined next steps required of

Board members prior to the Special meeting scheduled for November 30th, where applicants will be interviewed. Action will be taken by the Board at the January 18-19, 2024, BPE meeting. Ms. Flynn noted that each school has been notified of the date for the meeting and the time at which their interview will take place. Ms. Flynn explained the process for the special meeting for Board members.

**Item10 UPDATE ON COMMUNITY CHOICE SCHOOL COMMISSION – 02:38:08
Trish Schreiber**

Ms. Trish Schreiber updated the Board on work the Commission has done to date, including members who have been appointed, adoption of Bylaws, and election of officers. Chair Schreiber noted that with the assistance of the BPE staff and Office of Budget and Program Planning (OBPP), the state special revenue account and fund have been set up to receive donations for the Commission. Chair Schreiber gave special thanks to BPE staff for their assistance and support of the Commission’s work. Chair Schreiber noted that the Commission’s meeting dates are posted on the BPE website and meetings are open to the public.

*****TIME CERTAIN AT 4:00*****

❖ **LICENSURE COMMITTEE – Susie Hedalen (Item 11)**

**Item 11 ACTION ON APPEAL HEARING TO ADD AN ENDORSEMENT, BPE CASE
#2023-05, STONE – 02:54:32
Chad Vanisko, Board Legal Counsel**

Mr. Chad Vanisko, Board Legal Counsel, opened the item and reviewed the case for the Board. Mr. Vanisko turned the item over to Mr. Brenton Craggs, Attorney for the OPI who noted that Mr. Stone has provided new information to OPI, and that due to the presentation of this new evidence, OPI is requesting the Board remand the case back to OPI for review as an Unusual Case per ARM 10.57.109.

Board member Hedalen moved to remand BPE Case #2023-05 back to the Office of Public Instruction as an Unusual Case. Motion seconded by Board member Keith.

Board member Rassmussen asked if the Board was privy to the new information. Mr. Stone was present and stated that he had the information with him, and Mr. Stone provided Chair Tharp with the document. Chair Tharp reviewed the document for the Board, which was new information from the State of Alaska.

No further discussion. Motion passed unanimously.

Vice Chair Hedalen thanked Mr. Stone for traveling to the meeting and Chair Tharp thanked Mr. Stone for his work in education.

Ms. Flynn reviewed the following days’ schedule for the Board.

Thursday, November 16, 2023
Missoula County Public Schools
8:30 AM

❖ **BOARD OF PUBLIC EDUCATION TOURS WITH LEGISLATIVE EDUCATION
INTERIM COMMITTEE**

Board members and members of the Education Interim Committee (EIC) toured Lowell Elementary School, Hellgate High School, and Sentinel High School during the morning before convening for a joint meeting which began at noon.

CALL TO ORDER – 00:00:10

Chair Tharp welcomed everyone back to the Missoula County Public Schools building and thanked the district staff for their excellent tours that morning. Chair Tharp announced that the Board will be meeting jointly with the Legislative Education Interim Committee to review legislation and educational tours.

Board members present: Board members present: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Ron Slinger; Ms. Anne Keith; Ms. Madalyn Quinlan; Ms. Renee Rasmussen; Ms. Jane Hamman. Ex-Officio members present: Mr. Dylan Klapmeier, Governor's Office. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Dr. Rob Watson, School Administrators of Montana (SAM); Dr. Tammy Elser, Salish Kootenai College (SKC); Dr. Doug Ruhman, SKC; Ms. Kristi Steinberg, University of Montana (UM); Mr. Doug Reisig, MQEC; Dr. Tricia Seifert, Montana State University (MSU); Ms. Jenny Murnane Butcher, MOFE; Mr. Alex Sakariassen, Montana Free Press; Ms. Cedar Rose, OPI; Dr. Julie Murgel, OPI; Ms. Crystal Andrews, OPI; Ms. Lisa Colon Durham, Educational Testing Services (ETS); Ms. Melanie Olmstead, OPI; Ms. Kimberly Evans, OPI; Ms. Jackie Ronning, OPI; Mr. Chad Vanisko, Board Legal Counsel; Mr. Brenton Craggs, Attorney, OPI; Ms. Isabelle Welch; Superintendent Chad Johnson, Livingston Public Schools; Doug Rossberg, Title 1 Instructional Coach, Missoula County Public Schools; Dr. Laurie Barron, Superintendent, Evergreen School District; Dr. Christine Lux, Professor of Early Childhood Education, MSU; Colette Getten, Early Learning Family Center Administrator, Great Falls Public Schools; Senator Dan Salomon; Representative Sue Vinton; Representative Linda Reksten; Representative Melissa Romano; Senator Edie McClafferty; Representative John Fuller; Mr. Pad McCracken, Research Analyst; Ms. Laura Sankey Keip, Attorney.

❖ BOARD OF PUBLIC EDUCATION AND LEGISLATIVE EDUCATION INTERIM COMMITTEE JOINT MEETING – 00:00:11

The Board of Public Education met jointly with the EIC for a working lunch. The group reflected on the trip to Calgary that Board members Quinlan and Hedalen, and Executive Director Flynn participated in with the EIC where the group toured Bishop Carroll High School to see how the school uses proficiency-based learning. Members of the EIC shared with Board members the tour of Bonner School they took the previous day where they were able to see the reading program the school is using. EIC members shared with Board members some of the comments they received from teachers after the tour. The group reflected on the tours taken during the morning at Lowell Elementary, Hellgate High School, and Sentinel High School.

Ms. Flynn discussed work the Board has started towards implementing HB 352, Early Literacy Targeted Interventions, and noted that the Board will be hearing from a panel at their meeting later in the day from members of the Early Literacy Advisory Council.

Board member Hamman, Chair of the Charter School Committee, reviewed the work the Committee has done after receiving 26 applications for Public Charter Schools, 25 of which will be moving forward to the interview process. Board member Hamman noted that all 25 schools have been notified of their interview all of which are scheduled for November 30th, during a Special Meeting of the Board. Board member Hamman discussed how the applications are being reviewed by Board members. Senator Salomon noted his surprise at the number of applications. Board members and Legislators discussed the intent of the bill and pieces of the applications that should be considered, specifically that schools are doing something new and innovative.

Members briefly discussed the implementation of HB 562, Community Choice Schools, noting the Commission has been established and is moving forward.

Mr. Tyson Warner, Program Officer for the Mike and Maureen Mansfield Center, updated the group on work taking place pertaining to the Democracy Youth Engagement Program.

❖ **ASSESSMENT COMMITTEE – Anne Keith (Items 12-13)**

- Item 12** **ACTION ON THE SUPERINTENDENT’S REQUEST TO REVISE TITLE 10, CHAPTER 56, ASSESSMENT STANDARDS AND PROPOSED TIMELINE – 00:59:30**
Cedar Rose

Ms. Cedar Rose requested the Board approve opening Title 10, Chapter 56, Assessment, and the proposed timeline.

Board member Keith moved on behalf of the Board Assessment Committee to approve the Superintendent’s recommendation to revise Title 10, Chapter 56, Assessment Standards. Motion seconded by Board member Slinger.

Ms. Flynn reviewed the timeline for the Board.

No further discussion. Motion passed unanimously.

- Item 13** **INITIAL REVIEW AND WORK SESSION OF EARLY LITERACY ADVISORY COUNCIL’S RECOMMENDATIONS PERTAINING TO EARLY LITERACY TARGETED INTERVENTION RULEMAKING IN ARM TITLE 10, CHAPTER 54, EARLY LITERACY TARGETED INTERVENTION STANDARDS – 01:02:39**
McCall Flynn, BPE; Doug Rossberg, Title 1 Instructional Coach, Missoula County Public Schools; Dr. Laurie Barron, Superintendent, Evergreen School District; Dr. Christine Lux, Professor of Early Childhood Education, Montana State University; Colette Getten, Early Learning Family Center Administrator, Great Falls Public Schools

Executive Director Flynn explained the purpose of the panel for Board members before reviewing recommendations from the Council that are contained in the draft rule notice. Members of the panel introduced themselves to the Board, and Assessment Chair Keith began the Q&A session of the panel members. At the conclusion of the Q&A session, Ms. Flynn reviewed the report written by the Committee and answered Board members questions.

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 14-19)**

- Item 14** **INFORMATION ON THE SUPERINTENDENT’S RECOMMENDATION TO APPROVE ABCTe AS AN ALTERNATIVE TEACHER CERTIFICATION AND ENDORSEMENT PROGRAM – 02:12:14**
Dr. Julie Murgel and Crystal Andrews

Dr. Julie Murgel opened the item and requested Ms. Melanie Olmstead, American Board Certification for Teachers (ABCTe) review the ABCTe program, how teachers are certified, and what type of individuals enroll in the program. Ms. Olmstead discussed the areas of training the program offers to future teachers, and the pedagogical and training required before answering Board members questions. Dr. Murgel noted additional information will be provided to the Board about this program at the January 2024 meeting. Vice Chair Hedalen thanked Senator Salomon for the letter he provided to the Board supporting the alternative credential program.

- Item 15** **INITIAL REVIEW OF SUPERINTENDENT’S PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE STANDARDS – 02:30:55**
Dr. Julie Murgel and Crystal Andrews

Dr. Julie Murgel and Ms. Crystal Andrews reviewed the proposed revisions to Chapter 57 by leading the Board through the document and discussing the proposed revisions for each section. Dr. Murgel and Ms. Andrews answered Board member questions regarding the proposed revisions and reasons why some

revisions are being requested. Dr. Murgel noted this item will be an action item at the January meeting to begin the rulemaking process.

Item 16 ACTION ON PRAXIS TEST SCORE FOR ENGLISH AS A SECOND LANGUAGE – 03:13:18

Crystal Andrews, Lisa Colon Durham

Ms. Crystal Andrews explained the review process for the English as a Second Language (ESL) test score. The American Sign Language review process is not complete at this time and will be brought forward at the January 2024 Board meeting. Ms. Lisa Colon Durham, ETS, described the ESL PRAXIS test for Board members and Ms. Andrews reviewed the process which led to determining a score of 155 and the groups that participated in the process. Ms. Andrews answered Board member questions.

Board member Hedalen moved to approve adding English as a Second Language (ESL) with a qualifying score of 155 to the PRAXIS content area test. Motion seconded by Board member Hamman.

No further discussion. Motion passed unanimously.

Item 17 ACTION ON INITIAL APPROVAL OF THE SALISH KOOTENAI COLLEGE REQUEST TO IMPLEMENT K-12 READING ENDORSEMENT FOR A MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION PROGRAM – 03:23:33

Dr. Julie Murgel and Crystal Andrews

Dr. Julie Murgel reviewed the request from Salish Kootenai College (SKC) to implement a K-12 Reading endorsement for a Master of Education in Curriculum and Instruction. Dr. Murgel noted SKC has submitted all the necessary documentation to OPI for this request, and that preliminary approval will allow SKC to grant certification to 13 students who have completed the program. Dr. Murgel stated that OPI will complete an onsite visit at a future date. Dr. Doug Ruhman, Dean of the College of Education at SKC provided a brief overview of the program and Dr. Tammy Elser provided additional information and context for the Board about the program. Dr. Ruhman and Dr. Elser answered Board member questions, and members applauded the work done for this program.

Board member Hedalen moved to approve the Salish Kootenai College request to implement a K-12 Reading Endorsement for a Master of Education in Curriculum and Instruction. Motion seconded by Board member Quinlan.

No discussion. Motion passed unanimously.

*****TIME CERTAIN AT 3:45PM*****

Item 18 ACTION ON MOTION TO DISMISS DUE TO SURRENDER IN BPE CASE #2023-02, CLIFF – 03:45:19

Chad Vanisko, Board Legal Counsel

Mr. Chad Vanisko opened the item for the Board reviewing the revocation request from Superintendent Arntzen and noted that since the request was sent by the Superintendent, and the Board completed the Initial Review, the educator has surrendered his license. Mr. Vanisko turned the item over to Mr. Brenton Craggs who reviewed the reasons the Superintendent requested revoking the license. Mr. Craggs noted that OPI received the signed affidavit of surrender in September and requested the Board dismiss the case.

Board member Hedalen moved to approve the Motion to Dismiss due to surrender in BPE Case #2023-02, Cliff. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

echoed those concerns. Board member Rasmussen asked Representative Bedey if other states have fee structures like the requirements in HB 403. Representative Bedey noted that structures are different across states, and it is difficult to compare, but noted that his understanding of the Superintendent's proposal is that it is specific to the costs of the licensing system. Mr. Phillips assured the Board that the costs are specifically contained to the costs of funding licensure fee activities, and do not reflect funding other portions of the system.

Chair Tharp asked Ms. Flynn to display a potential proposal created by the Board Licensure Committee for an alternative fee structure depending upon the type of license. Chair Tharp asked Representative Bedey if the proposed structure would be acceptable per HB 403, and Representative Bedey stated it would. Vice Chair Hedalen gave remarks regarding the proposal presented, adding that the proposal from the Superintendent needed more work and that she believed the only option is to wait for a new proposal from the Superintendent. Board Chair Tharp asked Representative Bedey if the Board can set their own fee structure and Representative Bedey stated that the Superintendent has provided a proposal but at the end of the day it is the Board's responsibility to set the fee, and that it would be within the parameters of the law for the Board to set their own fee structure. Representative Bedey noted that he never imagined a situation where the Board would need to establish the fee structure and not approve the Superintendent's proposal.

Chair Tharp moved to accept the fee schedule as proposed by the Board licensure Committee. Motion seconded by Board member Hamman.

Board member Rasmussen asked when most educators begin renewing licenses and if that gave the Board latitude. Ms. Flynn stated the Board must approve a fee structure by December 1. Chair Tharp noted licenses cannot be renewed more than six months prior to the license expiration date.

Vice Chair Hedalen noted that the Board has two Special Meetings scheduled in November and that one of those meetings is available for the Superintendent to bring forward a new proposal.

Board member Hamman discussed her previous experience setting licensure fees for other Boards and commented that the Licensure Committee's fee structure should be adopted.

Ms. Jenny Murnane Butcher gave public comment on behalf of their members expressing concern that teachers are shouldering the burden of funding the licensing system, and asked what measures OPI could take to make budget cuts in other areas.

Ms. Casey Ballou encouraged the Board to consider waiting for a new proposal from the Superintendent, and allow public comment on the proposal from the Licensure Committee.

Dr. Rob Watson thanked the Board for their work on this topic, and commented on the proposal from the Superintendent as contained in the Board packet. Dr. Watson stated his understanding that for other licensing professions, the fees are required to be set according to the work it takes to license that profession, and asked if it truly takes seven and a half times more work to license an Administrator than a teacher, which is the fee structure contained in the Superintendent's proposal. Dr. Watson gave comments pertaining to the number of individuals who hold Class 3 Licenses in Montana.

Mr. Phillips stated that if the Board chooses to send the proposal back to the Superintendent, they will work to create a proposal that complies with the law but noted that the Superintendent is steadfast in not increasing teacher licensure fees.

No further discussion. Motion passed with Board member Hedalen dissenting.

❖ **ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 23-27)**

**Item 23 ACTION ON THE SUPERINTENDENT’S REQUEST TO REVISE TITLE 10, CHAPTER 55, HEALTH AND SCIENCE PROGRAM DELIVERY STANDARDS AND PROPOSED TIMELINE – 01:35:30
Dr. Julie Murgel and Marie Judisch**

Board member Quinlan welcomed Dr. Julie Murgel to share any comments with the Board regarding the request from the Superintendent to revise Title 10, Chapter 55, Health and Science Program Delivery Standards and the proposed timeline. Dr. Murgel explained the proposed revisions for the Board and explained the Chapter 53 Content Standards are not being revised, only the Program Delivery Standards contained in Chapter 55. Board member Quinlan noted that the Accreditation Committee met to review the proposal and discussed the role of the administrative rules and how they are to work with language in the statute. Chair Quinlan noted that statutory changes were made in the 2021 Legislative Session and that the Montana School Boards Association has already created policies to address these changes. The recommendation from the Board Accreditation Committee is that the proposed revisions are unnecessary and are not the role of the Board. Board member Rasmussen asked when these sections of rule are scheduled for review, and member Quinlan noted the next review is Fall 2026 and are scheduled every five years thereafter.

Board member Quinlan moved to deny the request by the Superintendent to revise Title 10, Chapter 55, Health and Science Program Delivery Standards and proposed timeline. Motion seconded by Board member Keith.

Public comment from Ms. Casey Ballou thanking the Board for the recommendation and explained that school boards use the model policies from MTSBA, and districts ensure these policies are updated per legislation.

Public comment from Ms. Jenny Murnane Butcher expressing her appreciation for the work the Board did reviewing MTSBA model policies.

No further discussion. Motion passed unanimously.

**Item 24 ACTION ON VARIANCE TO STANDARDS INITIAL REQUESTS AND RENEWALS – 01:46:52
Ellery Bresler and Crystal Andrews**

Ms. Ellery Bresler presented the 2023-2024 school year requests for Variance to Standards initial requests and renewals. The Variance to Standards Board met in October and reviewed five initial requests, approving four, as well as two requests for renewal. Ms. Bresler reviewed the four initial requests approved by the Variance to Standards Board.

Board member Quinlan moved to approve the four initial applications for Variance to Standards. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Ms. Bresler reviewed the two renewal requests for Variance to Standards.

Anne Keith

Board member Keith reviewed the panel that convened the previous day to discuss the proposed revisions recommended by the Early Literacy Advisory Council pertaining to rulemaking for Early Literacy Targeted Interventions. Ms. Flynn reviewed the process and answered Board member questions.

Board member Keith moved to approve the proposed Notice of Public Hearing and Timeline Pertaining to Rulemaking in ARM Title 10, Chapter 54, Early Literacy Targeted Intervention Standards, and Authorize Filing of the Notice with the Secretary of State for Publication in the Montana Administrative Register. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

FUTURE AGENDA ITEMS, January 18-19, 2024, Helena, MT – 02:15:36

Exiting Board Member – Last Meeting and Recognition

OCHE Math Presentation

Perkins Program Update

Review MSDB Superintendent Contract Extension (2026)

MACIE Update

Review individual Community Choice Schools' Annual Reports

Transportation Report

Assessment Update

Federal Update

Accreditation Report

Teacher Licensure Report

Qualify Transformational Learning & Advanced Opportunity Grant Applications

Quality Educator Loan Assistance Program Report

Content Standards Revision Update

MSDB Superintendent Performance Evaluation

PUBLIC COMMENT – 02:16:24

Public comment from Ms. Jenny Murnane Butcher pertaining to the proposal from the Superintendent to approve ABCTe as an Alternative Credentialing program. Ms. Murnane Butcher noted particular concern with ensuring Indian Education for All and Special Education are addressed. Ms. Murnane Butcher also discussed areas of concern for the Board to consider when reviewing the Public Charter School applications.

Public comment from Dr. Rob Watson pertaining to work that SAM is doing that involves the Board, particularly webinars offered by SAM that Board members are invited to attend. Dr. Watson reviewed previous webinars around Artificial Intelligence, Accreditation, and more. Dr. Watson thanked Ms. Flynn for including administrators on the Early Literacy Advisory Council, and discussed the new program at SAM, Aspiring Administrators Cohort, and the Learning 2025 Cohort, of which the MSDB is taking part in. Dr. Watson announced that SAM is the recipient of a Health Care Practice Grant, which will allow SAM to look at School Based Mental Health services and how to implement best practices for schools regarding Mental Health services.

Chair Tharp acknowledged Board staff in organizing the meeting and thanked them for their work, as well as the Missoula County Public Schools and the Phylliss J. Washington School of Education staff and leadership.

Chair Tharp reviewed the upcoming Special Meetings on November 27 and November 30, and the regularly scheduled meeting January 18-19, 2024, in Helena.

ADJOURN

The meeting adjourned at 10:57AM

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DRAFT

BOARD OF PUBLIC EDUCATION MEETING MINUTES

November 27, 2023
Zoom

Monday, November 27, 2023
1:00 PM

CALL TO ORDER

Chair Tharp called the meeting to order at 1:00 PM. The Chair led the Board in the Pledge of Allegiance and Ms. Kris Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Ms. Madalyn Quinlan; Ms. Renee Rasmussen; Dr. Ron Slinger; Ms. Jane Hamman. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests: Superintendent Paul Furthmyre, Montana School for the Deaf and Blind (MSDB).

ADOPT AGENDA

❖ LICENSURE COMMITTEE – Susie Hedalen (Item 1)

Item 1 **ACTION ON EDUCATOR LICENSURE FEES PERTAINING TO EMERGENCY AUTHORIZATION FEES IN 20-4-111, MCA – 30 Minutes** **Susie Hedalen**

Vice Chair Hedalen noted that it had come to the Board's attention that the licensing fee schedule the Board recently adopted did not set fees for those educators seeking emergency authorization pursuant to Montana Code Annotated section 20-4-111. Therefore, the Board is reconsidering the educator licensure fee schedule approved by the Board at its meeting on November 17, 2023, pertaining specifically to the emergency authorization fees.

Vice Chair Hedalen moved the emergency authorization fees be set at \$6, pursuant to Montana Code Annotated section 20-4-111. Motion seconded by Board member Rasmussen.

Chair Tharp noted that Representative Bedey stated this will be taken care of during the next session. Board member Quinlan questioned if this is specific to the initial licensure fee and application fee, and Chair Tharp noted it is.

No further discussion. Chair Tharp restated the motion.

Motion passed unanimously.

❖ MSDB LIAISON – Renee Rasmussen (Item 2)

Item 2 **MSDB REPORT – 30 Minutes** **Paul Furthmyre**

Board member Rasmussen explained the first Action item is to approve Policy 2050 and asked Superintendent Furthmyre to explain the reason the policy needs to be taken care of today. Superintendent Furthmyre noted this policy was implemented as part of the COVID-19 policies and should have been included in the group of COVID-19 policies that were expired.

Board member Rasmussen moved to approve MSDB Policy 2050 on Second Reading. Motion seconded by Board member Slinger.

No discussion. Motion passed unanimously.

Board member Rasmussen asked Superintendent Furthmyre to recap the application he is requesting be approved. Superintendent Furthmyre reviewed the Transformational Learning Grant Application for the Board.

Board member Rasmussen moved to approve the MSDB Transformational Learning Grant Application. Motion seconded by Vice Chair Hedalen.

Vice Chair Hedalen asked Superintendent Furthmyre to clarify the stakeholder pay listed in the application. Superintendent Furthmyre stated that relates to any mileage to be paid to community members to travel to the MSDB for meetings.

No further discussion. Motion passed unanimously.

PUBLIC COMMENT

No public comment.

ADJOURN

Chair Tharp reminded the Board of the meeting on Thursday, November 30, 2023 to interview the applicants for Public Charter Schools.

Meeting adjourned at 1:12 PM.

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BOARD OF PUBLIC EDUCATION MEETING MINUTES

November 30, 2023
Zoom

Thursday, November 30, 2023
8:00 AM

CALL TO ORDER – 00:03:09

Chair Tharp called the meeting to order at 8:00 AM and led the Board in the Pledge of Allegiance. Ms. Stockton took Roll Call, and the Chair read the Statement of Public Participation, welcomed guests, and thanked everyone for their participation. Chair Tharp announced that due to the tight schedule, the Board will take public comment on items not listed on the agenda at the end of the meeting.

Board members present: Dr. Tim Tharp, Chair; Ms. Susie Hedalen, Vice Chair; Ms. Jane Hamman; Ms. Renee Rassmussen; Dr. Ron Slinger; Ms. Madalyn Quinlan. Staff members present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Ms. Jeril Hehn, Billings Public Schools (BPS); Superintendent Erwin Garcia-Velasquez, BPS; Mr. Zack Terakedis, BPS School Board Trustee; Dr. Chris Olszewski, BPS; Dr. Gordon Klasna, BPS; Superintendent Erik Wilkerson, Jefferson Public Schools (JPS); Mr. Mike Moodry, JPS; Mr. Dan Mills, Principal, Bozeman High School; Superintendent Casey Bertram, Bozeman Public Schools; Superintendent Pete Joseph, Corvallis Public Schools (CPS); Ms. Jolene Tollenaar, District Clerk, CPS; Mr. Jason Wirt, Career Pathways Coordinator, CPS; Ms. Josie Hudspeth, Teacher, CPS; Ms. Amy Lewis, CPS School Board Trustee; Mr. Richie Borden, Principal, CPS; Ms. Stacy Jessop, Teacher and Counselor, CPS; Ms. Darci Herbstritt, Teacher, CPS; Ms. Patti Healy, Teacher, CPS; Ms. Jenifer Powell, Science Olympiad Coordinator, CPS; Ms. Lisa Nagel, Administrator, CPS; Ms. Becky Anderson, CPS School Board Trustee; Superintendent Dan Rispens, East Helena Public Schools; Mr. Brian Kessler, East Helena High School Principal; Ms. Lynsi Morris, East Valley Middle School Principal; Superintendent Les Meyer, Frenchtown Public Schools (FPS); Ms. Robyn Richarson, School Counselor, FPS; Ms. Beth Terzo, Assistant Principal, Frenchtown High School; Mr. Jake Haynes, Principal, Frenchtown High School; Ms. Shauna Anderson, District Clerk, FPS; Superintendent Tom Moore, Great Falls Public Schools (GFPS); Ms. Rachel Cutler, Curriculum Director, GFPS; Ms. Jackie Mainwaring, Executive Director of Student Achievement, GFPS; Ms. Marni Napierala, Elementary TSA; Superintendent Tom Korst, Hamilton Public Schools; Superintendent Rex Wertz, Helena Public Schools (HPS); Mr. Josh McKay, Assistant Superintendent, HPS; Ms. Barb Ridgway, Chief of Staff, HPS; Ms. Lona Carter, Student Health, HPS; Mr. Gary Myers, Director of Educational Technology, HPS; Ms. Joslyn Davidson, Curriculum Director, HPS; Ms. Kaitlyn Hess, Assessment and Federal Programs, HPS; Mr. Matt Jensen, Assistant Superintendent, Kalispell Public Schools (KPS); Mr. Jeff Hornby, Elrod School Principal; Mr. Bill Sullivan, Russel School Principal; Ms. Michele Paine, Flathead High School Principal; Mr. Peter Fusaro, Assistant Superintendent, KPS; Mr. Brad Holloway, Glacier High School Principal; Mr. Alan Stanfield, Glacier High School Assistant Principal; Mr. Dallas Stuker, Kalispell Middle School Assistant Principal; Mr. Todd Hanson, Managing Partner, 4 Poles Consulting; Mr. David Hofer, Liberty School District (LSD) School Board Chair; Superintendent Dan McGee, LSD; Ms. Jenine Synness, District Business Manager and Board Clerk, LSD; Ms. Lona Running Wolf, Instructional Program Expert, LSD; Superintendent Micah Hill, Missoula County Public Schools (MCPS); Ms. Barbara Frank, Director of P-12 Academic and Community Services, MCPS; Superintendent Dan Grabowska, Park City Schools (PCS); Ms. Breann Streck, PCS School Board Trustee; Amber Tilzey, PCS School Board Trustee; Ms. Jenny Murnane Butcher, Montanans Organized for Education (MOFE).

ADOPT AGENDA – 00:06:58

Board member Quinlan moved to approve the agenda as presented. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

❖ CHARTER SCHOOL COMMITTEE – Jane Hamman – 00:07:33

Board member Hamman, Chair, Charter School Committee, gave opening remarks, and thanked Board members for their work reviewing the applications. Chair Tharp clarified that this meeting is informational only and that the Board will act on the applications at the January 2024 BPE meeting. Ms. McCall Flynn reviewed the order for the meeting, how interviews will be conducted, how much time each applicant will have, and how long Board members will have for questions. Board member Rasmussen began the interviews for the Board.

8:10AM BILLINGS EARLY COLLEGE SCHOOL – 00:12:58

Jeril Hehn, Director of Advanced Academics; Erwin Garcia-Velasquez, Superintendent

Ms. Hehn gave the introduction for the Billings Early College School to the Board. The Billings Early College School will expand pathways to college for students with an emphasis on students who may not have previously considered college. Mr. Zack Terakedis, Billings Public School Trustee, spoke in support of the Billings Early College School. Ms. Hehn answered Board member questions.

8:30AM BILLINGS MULTILINGUAL ACADEMY CHARTER – 00:31:28

Chris Olszewski, Assistant Superintendent of Curriculum K-12; Erwin Garcia-Velasquez, Superintendent

Dr. Olszewski presented the application for the Billings Multilingual Academy Charter to the Board, explaining the need from the community for educating children whose first language is not English. Dr. Olszewski thanked the Board for their time and to the Legislature for enacting legislation to create charter schools in Montana. Dr. Olszewski and Superintendent Garcia-Velasquez answered Board member questions.

8:50AM BILLINGS OPPORTUNITY SCHOOL – 00:57:56

Gordon Klasna, Executive Director of Secondary Education; Erwin Garcia-Velasquez, Superintendent

Dr. Klasna reviewed the Billings Opportunity School for Board members and described the benefit students will receive from attending this newly proposed charter school. Dr. Klasna answered Board member questions.

9:10AM BOULDER JEFFERSON CHARTER ACADEMY – 01:13:02

Erik Wilkerson, Superintendent; Mike Moodry, High School Principal

Principal Moodry and Superintendent Wilkerson presented a short slide presentation to the Board to introduce their charter school proposal. Principal Moodry and Superintendent Wilkerson answered Board member questions.

9:30AM BOZEMAN BRIDGER CHARTER ACADEMY – 01:30:48

Dan Mills, Bozeman High School Principal

Principal Mills presented the application for the Bozeman Bridger Charter Academy to the Board, a proficiency-based model allowing students to move through the instruction at their own pace. Principal Mills and Superintendent Bertram answered Board member questions.

9:50AM

BOZEMAN CHARTER SCHOOL – 01:47:42

Casey Bertram, Superintendent

Superintendent Bertram presented the application for the Bozeman Charter School for the Board, noting that Bozeman Charter School originated during COVID-19 pandemic, and this allows the school an opportunity to expand the program as a competency-based, flexible program for students. Superintendent Bertram answered Board member questions.

10:20AM

CORVALLIS DISTANCE LEARNING CHARTER – 02:23:20

Pete Joseph, Superintendent; Jolene Tollenaar, District Clerk; Jason Wirt, Career Pathways Coordinator; Josie Hudspeth, Teacher; Amy Lewis, School Board Trustee; Richie Borden, Principal; Stacy Jessop, Teacher and Counselor

Superintendent Joseph introduced the individuals attending the interview with him and explained the intentions of the Corvallis Distance Learning Charter. The Charter will assist students who may be struggling in the traditional classroom, noting this is a new program not currently in existence. Superintendent Joseph answered Board member questions.

10:40AM

CORVALLIS GIFTED LEARNING CHARTER – 02:45:36

Pete Joseph, Superintendent; Jolene Tollenaar, District Clerk; Jason Wirt, Career Pathways Coordinator; Darci Herbstritt, Teacher; Patti Healy, Teacher; Jenifer Powell, Science Olympiad Coordinator; Lisa Nagel, Administrator; Becky Anderson, School Board Trustee

Superintendent Joseph described the proposed Gifted Learning Charter application, how students are identified, and how the new school will serve gifted students. Superintendent Joseph answered Board member questions.

11:00AM

CORVALLIS TRANSFORMATIONAL LEARNING CHARTER – 03:03:12

Pete Joseph, Superintendent; Jolene Tollenaar, District Clerk; Jason Wirt, Career Pathways Coordinator; Garrett Middleton, Teacher; Brittany Parson, Teacher; Jeff Kaiser, Teacher; Cammie Knapp, Administrator; Dan Wolsky, School Board Trustee

Superintendent Joseph described the Transformational Learning Charter program explaining the growing need the district sees for different learning pathways for students and families. Superintendent Joseph answered Board member questions.

11:20AM

EAST HELENA 227 ACADEMY – 03:19:39

Dan Rispens, Superintendent; Brian Kessler, East Helena High School Principal; Lynsi Morris, East Valley Middle School Principal

Superintendent Rispens presented the proposed application for a Charter School for High School and Middle School students who are at risk of failing academically, as well as students who are gifted academically but may not be sufficiently challenged. Superintendent Rispens explained there is currently no alternative program for middle school students and this program would allow them to help at-risk students in the middle school. Superintendent Rispens answered Board member questions.

11:40PM

FRENCHTOWN BRONC FAST TRACK PUBLIC CHARTER – 03:40:39

Les Meyer, Superintendent; Robyn Richarson, School Counselor; Beth Terzo, Assistant High School Principal; Jake Haynes, High School Principal; Shauna Anderson, District Clerk

Superintendent Meyer presented the Frenchtown Public Charter school which is designed to decrease the amount of time students spend in college by utilizing partnerships with Missoula College and the University of Montana, as well as the Montana Digital Academy. The program would allow students to earn college credits while in high school and offer families a reduced cost for college courses while attending Frenchtown High School. Superintendent Meyer answered Board member questions.

12:00PM

GREAT FALLS CORE ELEMENTARY SCHOOL – 04:01:38

Tom Moore, Superintendent; Rachel Cutler, Curriculum Director; Jackie Mainwaring, Executive Director of Student Achievement; Marni Napierala, Elementary TSA

Ms. Mainwaring, Superintendent Moore, Ms. Cutler, and Ms. Napierala presented the application for the Great Falls CORE Elementary Charter School concept. The school will be a regular elementary school that also hosts college classes onsite. Preservice teachers will work in the school giving students more time with teachers and allowing future teachers to build skills to be a better teacher upon graduation. Ms. Mainwaring, Superintendent Moore, Ms. Cutler, and Ms. Napierala answered Board member questions. Public comment was taken from Great Falls community members and Representative Anderson in support of the proposed charter school.

12:20PM

HAMILTON BITTERROOT POLYTECH – 04:24:10

Tom Korst, Superintendent

Superintendent Korst presented a short slide presentation on the proposed Bitterroot Polytech Charter School. The school hopes to offer proficiency-based learning combined with a flexible schedule to offer personalized learning opportunities for students. The proposed charter school intends to help address work-based learning needs and provide skilled graduates to the community, and to provide students with college credit prior to entering college. Superintendent Korst answered Board member questions.

1:10PM

HELENA MONTESSORI CHARTER SCHOOL – 05:12:45

Rex Wetz, Superintendent; Josh McKay, Assistant Superintendent; Barb Ridgway, Chief of Staff; Lona Carter, Student Health; Gary Myers, Director of Educational Technology; Joslyn Davidson, Curriculum Director; Kaitlyn Hess, Assessment and Federal Programs

Superintendent Wetz presented the Helena Montessori Charter School application noting that the current Montessori program within the district has a waiting list and that the opportunity to expand the program into a Charter school provides a new opportunity for families and students in Helena. Superintendent Wetz answered Board member questions. Public comment was given in support of the Montessori Charter School.

1:30PM

HELENA MOUNT ASCENSION LEARNING – 05:31:12

Rex Wetz, Superintendent; Josh McKay, Assistant Superintendent; Barb Ridgway, Chief of Staff; Lona Carter, Student Health; Gary Myers, Director of Educational Technology; Joslyn Davidson, Curriculum Director; Kaitlyn Hess, Assessment and Federal Programs

Superintendent Wetz presented the Mount Ascension Learning Academy Charter, a program that will assist students in transition in the community who don't fit into a traditional school setting. Superintendent Wetz noted that pieces of this program are currently running in both high schools, and this would allow the program to expand to meet the needs of students. Superintendent Wetz answered Board member questions.

1:50PM

HELENA PROJECT FOR ALTERNATIVE LEARNING CHARTER – 05:46:50

Rex Wetz, Superintendent; Josh McKay, Assistant Superintendent; Barb Ridgway, Chief of Staff; Lona Carter, Student Health; Gary Myers, Director of Educational Technology; Joslyn Davidson, Curriculum Director; Kaitlyn Hess, Assessment and Federal Programs

Superintendent Wetz reviewed the Helena Project for Alternative Learning Charter, which would expand the current Project for Alternative Learning from grades 10-12 to also include 9th grade students to provide a learning environment for students who need a "family style" learning experience. Learning is done in a block style with courses rotating every 3 weeks. Superintendent Wetz answered Board member questions.

school. Ms. Lona Running Wolf, Instructional Program Expert, also addressed the Board explaining components of the proposed Charter School. Mr. Hanson, Board Chair Hofer, Ms. Running Wolf, and Superintendent McGee answered Board member questions.

4:20PM **MISSOULA CONNECT ACADEMY CHARTER – 08:24:47**
Micah Hill, Superintendent; Barbara Frank, Director of P-12 Academic and Community Services

Superintendent Hill and Director Frank presented the Missoula Connect Academy Charter School proposal to the Board. Ms. Frank discussed components of the school which will provide personal relationships, a community school model, flexible timelines, and full support services for students. The school will utilize proficiency-based learning for students to provide the flexibility students' need. Superintendent Hill and Director Frank answered Board member questions.

4:40PM **MISSOULA TEACH ACADEMY CHARTER – 08:40:20**
Micah Hill, Superintendent; Barbara Frank, Director of P-12 Academic and Community Services

Superintendent Hill and Director Frank presented the Missoula TEACH Academy. This proposed charter school will serve K-5 students in Missoula County Public Schools and will weave Arts into all aspects of the curriculum to encourage creativity and critical thinking. The school also incorporates high school students enrolled in the educator pathway program for high school students. Superintendent Hill and Director Frank answered Board member questions.

5:00PM **PARK CITY MONTANA CONNECTIONS ACADEMY – 08:54:15**
Dan Grabowska, Superintendent; Breann Streck, School Board Trustee; Amber Tilzey, School Board Trustee

Trustee Tilzey opened the presentation for the Park City Montana Connections Academy, an online learning opportunity partnered with Pearson's online program to create a statewide online learning academy for students. Trustee Streck spoke in support of the school and its distinct and unique features for Montana students. Superintendent Grabowska described the type of students that could benefit from the online learning opportunities which will be offered through the Montana Connections Academy. Trustee Tilzey, Trustee Streck, and Superintendent Grabowska answered Board member questions. Public comment was received from Ms. Jenny Murnane Butcher, MOFE, who spoke with concerns on school budgets regarding the Montana Connections Charter and Mr. Chris Averill who spoke in support of the Montana Connections Charter.

PUBLIC COMMENT – 09:17:27
No public comment was made.

Board member Hamman reminded Board members of the tally sheets for the applications to be returned to the Board by January 5, 2024. Additional input is being given by education partners who have volunteered to review the applications and give their thoughts and considerations. Board member Rasmussen thanked the Board members for their thoughtful consideration and questions asked of the applicants.

ADJOURN
Meeting adjourned at 5:18 PM.

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DRAFT

CONSENT AGENDA

FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2024 through 07 (Jan)/2024

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					582,202.00	203,738.62	0.00	378,463.38
	235H1 ADMINISTRATION				537,722.00	196,425.91	0.00	341,296.09
		(blank)			537,722.00	196,425.91	0.00	341,296.09
			61000 Personal Services		264,502.00	128,690.14	0.00	135,811.86
				1 BOARD OF PUBLIC EDUCATION	264,502.00	128,690.14	0.00	135,811.86
				30 Advisory Council Program 01	0.00	0.00	0.00	0.00
			62000 Operating Expenses		273,220.00	67,735.77	0.00	205,484.23
				1 BOARD OF PUBLIC EDUCATION	273,220.00	67,735.77	0.00	205,484.23
				50 Research Program 01	0.00	0.00	0.00	0.00
			68000 Transfers-out		0.00	0.00	0.00	0.00
				50 Research Program 01	0.00	0.00	0.00	0.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H2 AUDIT (RST/BIEN)				0.00	0.00	0.00	0.00
		(blank)			0.00	0.00	0.00	0.00
			62000 Operating Expenses		0.00	0.00	0.00	0.00
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235H4 SITSD RST				44,480.00	7,312.71	0.00	37,167.29
		(blank)			44,480.00	7,312.71	0.00	37,167.29
			62000 Operating Expenses		44,480.00	7,312.71	0.00	37,167.29
				1 BOARD OF PUBLIC EDUCATION	44,480.00	7,312.71	0.00	37,167.29
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
	235Z1 WORKERS COMP. REDUCTION				0.00	0.00	0.00	0.00
		(blank)			0.00	0.00	0.00	0.00
			61000 Personal Services		0.00	0.00	0.00	0.00
				1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
				30 Advisory Council Program 01	0.00	0.00	0.00	0.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
Grand Total					582,202.00	203,738.62	0.00	378,463.38

❖ **REPORTS – Dr. Tim Tharp (Items 1-2)**

ITEM 1

CHAIRPERSON’S REPORT

Dr. Tim Tharp

ITEM 2

EXECUTIVE DIRECTOR'S REPORT

McCall Flynn

❖ **ACCREDITATION COMMITTEE – (Item 3)**

Madalyn Quinlan

ITEM 3

**PRESENTATION ON THE CROSSWALK
BETWEEN COGNIA AND ARM TITLE 10,
CHAPTER 55, ACCREDITATION
STANDARDS**

Dr. Daniel Sybrant

Accreditation and Improvement

Candidacy

LAUNCH YOUR JOURNEY

NEW MEMBERS ONLY



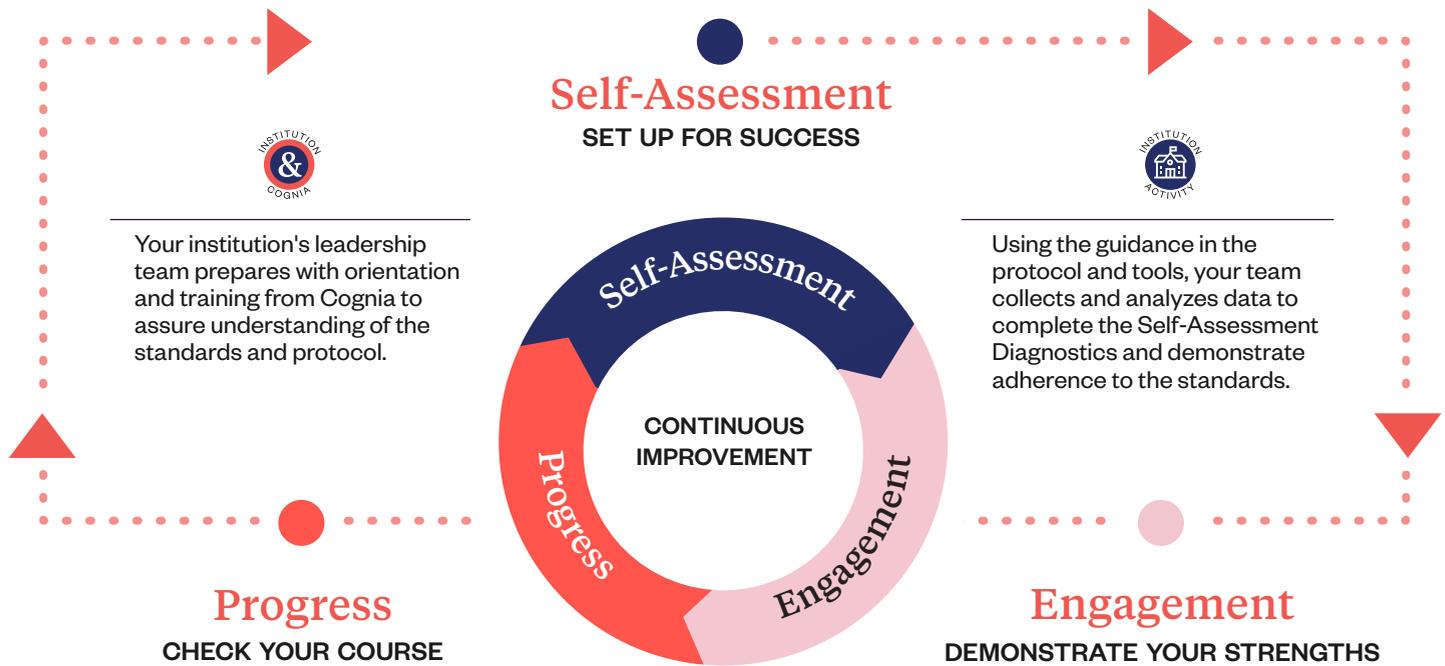
Become a member of the Cognia Improvement Network and start your school or system's journey to continuous school improvement. Cognia will guide you along the way.



Delve into the Cognia Performance Standards and Accreditation Policies; complete the Candidacy Diagnostics to gain understanding of where your institution stands.



A Cognia expert responds with a Candidacy Review and Candidacy Report, outlining your pre-accreditation needs and guiding you to efforts that will move you forward.



Your institution's leadership team prepares with orientation and training from Cognia to assure understanding of the standards and protocol.

Using the guidance in the protocol and tools, your team collects and analyzes data to complete the Self-Assessment Diagnostics and demonstrate adherence to the standards.

Toward the middle of your accreditation term, complete the institution's part of the Progress Report, describing your improvements in the areas outlined in your Engagement Review Report.

Upload your Self-Assessment Diagnostics, Assurances, and Accreditation Portfolio to the Cognia Improvement Platform.

Your Cognia team considers your progress toward the expectations from the Engagement Review Report and responds with feedback and support.

Coordinate with your Cognia evaluator to schedule and complete review activities.

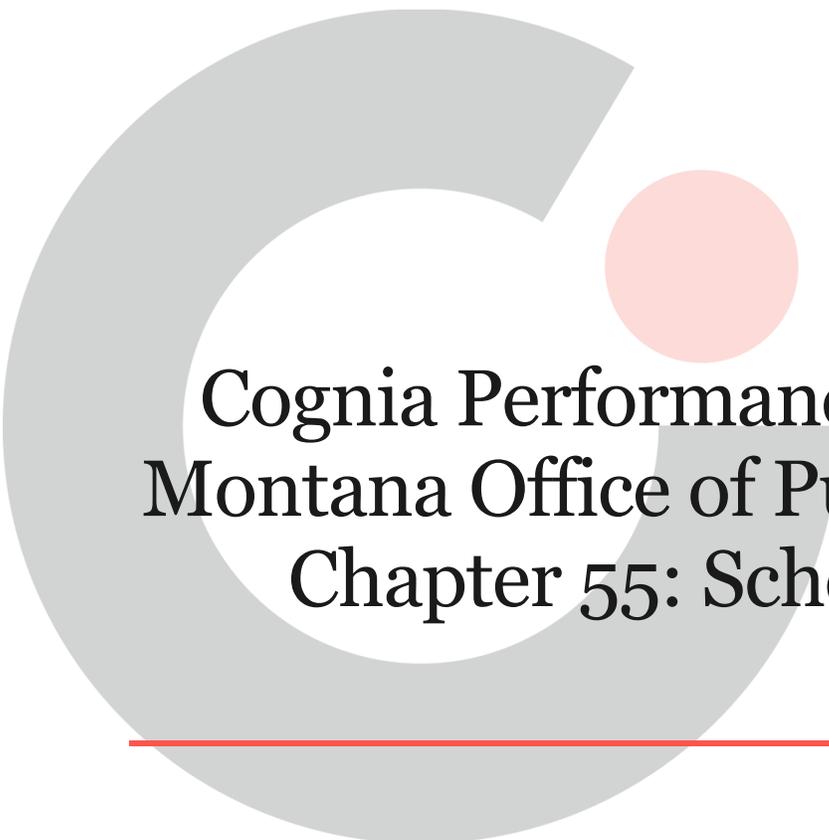
Work with your Cognia team to determine if you need to take any additional steps to stay on track.

You'll get an Engagement Review report that details Cognia's findings, highlights your noteworthy practices, and identifies areas for improvement.

Keep up the good work! Maintain your momentum for continuous improvement.

If your institution successfully meets accreditation standards, assurances, and policies, your accreditation will be confirmed at the next quarterly meeting of the Cognia Global Commission.





Cognia Performance Standards and Montana Office of Public Instruction, Chapter 55: School Accreditation

Standards Crosswalk

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Required Analyses: Student Performance Analysis.....	Error! Bookmark not defined.
Required Analyses: Stakeholder Feedback Analysis.....	Error! Bookmark not defined.
Cognia Accreditation Engagement Reviews.....	Error! Bookmark not defined.
Leadership Presentation (as needed)	Error! Bookmark not defined.
Evidence Review	Error! Bookmark not defined.
Stakeholder Interviews (as needed).....	Error! Bookmark not defined.
Observations.....	Error! Bookmark not defined.

Standards Crosswalk

Cognia Accreditation and Certification Policies and Procedures

All Chapter 55 Assurance Standards are addressed by Cognia Policy 2.2 (a) Compliance with Applicable Governmental Requirements.

Cognia Policy 2.2 (a) Compliance with Applicable Governmental Requirements. The institution or system must comply with all applicable governmental requirements, including any requirements for governmental approval, recognition, or accreditation. The system must ensure that all of its institutions also comply with all applicable governmental requirements, including any requirements for governmental approval, recognition, or accreditation. An institutions or system’s loss of its governmental approval, recognition, accreditation, or certification may be grounds for an accreditation review, monitoring review, or certification review that may result in a change in accreditation or certification status in accordance with the procedures outlined in this document. In the absence of governmental regulations, or if governmental regulations are less than Cognia’s, Cognia may choose to require the institution or system to meet the guidelines presented in the Cognia Educational Practices Reference Guide.

Cognia Performance Standards

Cognia Performance Standards, effective July 1, 2022, are designed to involve the work of the institution to meet current and future educational contexts. First, the standards are constructed with a learner-centered focus. Historically, accreditation standards are institutionally centered, describing the processes and performance of the institution. The standards now focus on the learner and how all the processes and practices serve to support and ensure the learner’s journey of learning.

Additionally, the standards now emphasize the importance and impact of ensuring equity for every learner, as well as the expectation that all learners, regardless of their circumstance, are included in the learning process.

Four key characteristics are evident when institutions effectively adopt the Cognia Performance Standards and engage in Cognia’s peer review process for accreditation and continuous improvement.

- 1. Culture of Learning:** the institution’s focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision
- 2. Leadership for Learning:** the responsibility of an institution’s leaders to influence and impact all aspects of the institution in positive ways
- 3. Engagement of Learning:** the inclusion of all learners in the learning process, and their development of confidence and love of learning
- 4. Growth in Learning:** the growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning

Standards Rubric

Each Cognia Performance Standard is rated using a four-point rubric. These rubrics embed the identified practices that institutions and systems should have in place. Level 4 of each rubric identifies the demonstration of noteworthy systematic and systemic practices producing clear results that positively impact learners, while Level 1 reflects areas with insufficient evidence and/or limited activity leading toward improvement.

OPI Requirements

OPI Requirement

Assurance Standards

School Leadership, Educational Opportunity, Academic Requirements, and Program Area Standards. **Met by Cognia Policy 2.2 (a)**

OPI Requirement

Comprehensive needs assessment with meaningful stakeholder input and feedback. Met by Cognia Policy 2.2 (a)

OPI Requirement

Integrated Strategic Action Plan (ISAP) embedded within ISAP. Met by Cognia Policy 2.2 (a) as well as Cognia Standards Listed Below.

- Family and Community Engagement (10.55.722)
- Professional Development (10.55.714)
- Academic Programming (10.55.901, 10.55.902, and 10.55.904) including how the education program enables students to recognize the district and unique cultural heritages of American Indians)
- Assurance checklist for required accreditation policies

Supportive Cognia Standards to Meet this Requirement.

STANDARD 3 Leaders actively engage stakeholders to support the institution’s priorities and guiding principles that promote learners’ academic growth and well-being.

Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners’ needs and consistent with guiding principles.

STANDARD 7 Leaders guide professional staff members in the continuous improvement process focused on learners’ experiences and needs.

Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners’ academic and non-academic needs and the institution’s organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

STANDARD 8 The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution’s priorities and to drive continuous improvement.

The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.

STANDARD 15 Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.

STANDARD 24 Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

STANDARD 29 Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

Professional learning is learner-centered, customized around the needs of individuals or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.

STANDARD 30 Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.

OPI Requirement

Graduate Profile: Centering on student experiences through the creation of a graduate profile. Graduate Profile is defined in ARM 10.55.602 (22) as a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate. The Graduate profile expands beyond minimum standards to the hopes, dreams and aspirations that a community has for its students. **Met by Cognia Policy 2.2 (a) as well as Cognia Standards Listed Below.**

Supportive Cognia Standards to meet this requirement.

STANDARD 3 Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.

STANDARD 8 The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.

STANDARD 15 Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.

STANDARD 25 Leaders promote action research by professional staff members to improve their practice and advance learning.

Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.

STANDARD 26 Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

OPI Requirement

Student Performance Standards

- Elementary and K-8 schools will submit evidence for student learning outcomes in Math and Reading/English Language Arts (ELA).
- Shifting our systems of measurement to focus on assessing student learning progression, proficiency and growth (10.55.603).
- Allows districts an opportunity to demonstrate the learning that is taking place and reflects what students can do, how much they are progressing and growing in their learning.
- High Schools will submit evidence for postsecondary (college and career readiness) outcomes.
- Encourages a system that is designed to provide more opportunities for learning, improve student outcomes, and aligns to the outcomes outlined in the district graduate profile.
- **Met by Cognia Policy 2.2 (a) as well as Cognia Standards Listed Below.**

•

Supportive Cognia Standards to meet this requirement.

Standard 2 Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.

Standard 11 Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.

Standard 14 Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.

Standard 18 Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration and design thinking.

Standard 19 Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.

Standard 20 Learners engage in experiences that promote and develop their self-confidence and love of learning.

Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.

Standard 24 Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Standard 25 Leaders promote action research by professional staff members to improve their practice and advance learning.

Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.

Standard 28 With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

Standard 30 Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.

Additional Cognia Resources

Cognia Assurances

Assurances are requirements that accredited institutions must meet. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all applicable Assurances and are expected to correct any deficiencies in unmet Assurances.

The following represent the Cognia Assurances that are required by all institutions, regardless of the educational model.

Institution Assurances

	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.
	The institution complies with all applicable governmental laws or regulations.
	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.
	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.
	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.
	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.
	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.

Accreditation Documents Required by Cognia

The Self-Assessment Workbook: A Guide for Systems and Institutions Seeking or Continuing Accreditation provides institutions with comprehensive information about the Cognia approaches to accreditation and continuous improvement. The workbook also provides space for institutions to draft responses to each of the required diagnostics below, which are then transferred to the online Cognia Improvement Platform (myJourney™/eProve™).

1. Standards Self-Assessment
2. Assurances
3. Executive Summary
4. Accreditation Portfolio
5. Student Performance Analysis
6. Learning Environment Observation Analysis
7. Stakeholder Feedback Analysis

Accreditation: Three Phase Improvement Process

Modern accreditation is a continuous improvement process. Today, accreditation is used at all levels of education and is recognized for its ability to effectively drive improved learner performance and continuous improvement in education.

Accreditation requires systems and institutions to continuously meet the applicable Cognia policies, standards, and requirements. Cognia refers to the collective efforts and actions of the institution to continuously meet accreditation expectations as the improvement journey. This journey should progress in ways that are personalized, relevant, and meaningful on behalf of the learners being served.

At least every six years, the institution formally engages the Cognia Performance Standards to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction. Cognia’s purpose-driven, strategic process is the most widely used continuous improvement process in the world.

The Cognia accreditation process has three phases: 1) Reflection and Analysis, also known as the Self-Assessment process, 2) Engagement, reflected below as the Accreditation Engagement Review, and 3) Progress and Feedback, which is determined via the Progress Review.



An institution that is evaluated with an Index of Educational Quality Score of below 220 is cited as Accredited Under Review status, and the institution must complete an on-site Monitoring Review each year until significant progress is found with the standards, assurances, policies and procedures.

Engaging in Continuous Improvement

Systems and institutions seeking to achieve or maintain accreditation understand, honor, and embrace the concept of continuous improvement. These systems and institutions are engaged every day in a process of continuous improvement. They are dynamic and continuously evolving, with an unrelenting focus on becoming better on behalf of the learners they serve. They operate in learning communities by demonstrating healthy cultures where individuals collectively analyze practices and results, engage in professional learning and dialogue, take meaningful action, and assume responsibility for results.

Cognia defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia’s Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Additional Cogna Required Diagnostics

Required Analyses: Student Performance Analysis

Cogna requires that institutions examine and analyze student performance data to see how well the institution's educational program is preparing learners for success in current and future academic work.

Using the four evaluative criteria below, an institution can rate the "assessment package" holistically. Each criterion is followed by the Level 4 rating.

Evaluative Criteria 1: Assessment Quality

Level 4 Rating - The array of assessment devices used by the institution to determine learners' performances is sufficiently aligned so that valid inferences can be reached regarding learners' status with respect to the full set of curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is persuasive. Almost all* assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias and instructional sensitivity.

Evaluative Criteria 2: Test Administration

Level 4 Rating - Almost all the assessments used by the institution to determine learners' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. The learners to whom these assessments were administered accurately represent the learners served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all learners' statuses with respect to all the institution's targeted curricular outcomes.

Evaluative Criteria 3: Quality of Learning

Level 4 Rating - Evidence of learner learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, learners' statuses, improvement and/or growth evidence indicates that the level of learner learning is substantially greater than what would otherwise be expected.

Evaluative Criteria 4: Equity of Learning

Level 4 Rating - Evidence of learner learning indicates no significant achievement gaps among subpopulations of learners, or the achievement gaps have substantially declined.

*Including more than 75 percent (e.g., learners, educators, programs, policies)

Required Analyses: Stakeholder Feedback Analysis

Cognia requires that institutions collect and analyze data from stakeholders; it is recommended that at least three populations (learners, teachers, and families) are included in the data, which Cognia believes can provide institutions with insights into “current reality.” Whether it is survey results, focus group results, or other types of perception data, analyzing perception data to make impactful changes that will result in improved stakeholder perceptions, ultimately will improve student performance.

- Evaluating Student Performance Standards Rubric
 - A. Learning Environment

Using the four evaluative criteria below, an institution can rate the learning environments holistically. Each criterion is followed by the Level 4 rating.

Evaluative Criteria 1: Item Quality

Level 4 Rating - Items in almost all surveys and focus group protocols have been tested and proven as reliable and valid.

Evaluative Criteria 3: Administration

Level 4 Rating - Surveys were administered to all members of the total population of the institution.

Evaluative Criteria 3: Number of Responses

Level 4 Rating: The total response rate was 75% or more and all participant populations were well represented.

Evaluative Criteria 4: Equity of Respondents

Level 4 Rating: Results indicate no significant gaps exist among subpopulations of respondents.

Required Analyses: Learning Environment Observation Analysis

Cognia requires that institutions examine and analyze learning environments to determine and evaluate the overall environment, which focuses primarily on what learners are doing, not teachers.

Using the three evaluative criteria below, an institution can rate the learning environments holistically. Each criterion is followed by the Level 4 rating.

- Evaluating Student Performance Standards Rubric
 - B. Learning Environment

Evaluative Criteria 1: Instrument Quality

Level 4 Rating - The specific purpose of the instrument(s) used is clearly to measure learner engagement in learning environments. Sufficient information has been reviewed to ensure the instrument(s) is reliable and valid.

Evaluative Criteria 2: Certification of Observers

Level 4 Rating - Almost all observations were conducted by observers who were trained and certified in using the instrument.

Evaluative Criteria 3: Observations

Level 4 Rating - The tool is used with fidelity for the time period indicated in the tool's instructions (e.g., “a minimum of 20 minutes per observation”). Data presented are from multiple observations conducted over an extended period of time, such as a school year. Observations represent a broad and representative range of content, grade level, and time of observation (beginning, middle, end of lesson or period).

Cognia Accreditation Engagement Reviews

Most U.S. reviews will be conducted through a review of the evidence and analyses the institution submits. The Regional Accreditation Evaluator will work with the institution to schedule leadership presentations and discussions as needed. For states requiring an on-site component for the review, the evaluator will schedule this at any point in the year of the review, typically in the fall or winter of the academic year. All other review activities will be conducted remotely at times convenient to the institution and the evaluator.

Leadership Presentation (as needed)

The Regional Accreditation Evaluator may schedule a leadership presentation with the institution to expand on information shared in the submitted Self-Assessment diagnostics. The leadership presentation should begin with a brief overview of the institution community and demographics (approximately five minutes) and then address the following questions:

- What are the current strategic priorities and/or key goals for the institution?
- What data was used to identify priorities and goals?
- How is the institution addressing these priorities and goals?
- What results does the institution have that measures progress in meeting these priorities and goals?

The leader's overview should last no more than 30 minutes. It is helpful to provide the evaluator with a copy of the leader's comments (slide deck or notes) for reference.

Evidence Review

The Regional Accreditation Evaluator will spend a great deal of time reviewing and evaluating evidence provided by the institution. Therefore, it is imperative that required documents are uploaded to Workspace in the Cognia Improvement Platform no later than February 1 of the review year. The Evaluator may contact the Primary Contact or institution leader to ask for additional specific documents based on findings from observations (as applicable) and review of submitted evidence. In some cases, it simply means additional documentation is needed to verify, through multiple sources, that certain activities or practices are in place.

Stakeholder Interviews (as needed)

Since the institutions are providing in-depth analysis of stakeholder feedback as part of the Self-Assessment process, Cognia is no longer requiring stakeholder interviews as part of the Engagement Review process. The purpose of the stakeholder feedback analysis is to gather information from a variety of stakeholders about their collective perceptions and then make decisions about the institution's continuous improvement efforts based on that feedback in conjunction with other data sources. The evaluator will work with the institution to determine what stakeholder interviews are applicable. If needed, stakeholder interviews will be conducted remotely via Zoom. Group interviews will take approximately 45 minutes while individual interviews will take approximately 15 minutes.

Selecting Interviewees (as applicable, in consultation with the evaluator). The following guidelines are designed to help with inviting stakeholders to be interviewed, if applicable.

- Stakeholders should collectively reflect the institution's broader community (socioeconomic levels, race and ethnicity, and geographic areas served by the institution).
- Provide a range of viewpoints and perspectives (strong and active supporters, critics, those who are less involved, etc.).
- Include families and community members who are not employed by the institution.
- Represent all levels and departments in the institution.
- Represent all major categories of positions in the institution (leadership, administrative, teaching, guidance, and support functions).
- Include individuals who can discuss the institution's strengths and challenges.

The overarching considerations when identifying stakeholders to be interviewed are:

- Will the stakeholders collectively provide an accurate assessment of the institution? Will the stakeholders collectively yield information that will prove valuable to the institution in its continuous improvement efforts?
- While it may be tempting to identify only those stakeholders who are active and strong supporters of the institution, that approach will not maximize the insights and richness of the findings that can ultimately benefit the institution's improvement efforts. Therefore, Cognia recommends a random selection of participants.

Observations

Most U.S. reviews will not have an on-site component to the review unless required by state approvals. Since the institution is providing in-depth analysis of learning environment observations gathered by the institution as part of the Self-Assessment process, Cognia is no longer requiring classroom observations as part of the Engagement Review process. The purpose of the Learning Environment Observation Analysis is to collect information about the learner experience and learner engagement in the institution and then make decisions about the continuous improvement efforts based on those observations in conjunction with other data sources. All observations should be conducted by trained observers certified in the observation tool being used. Cognia recommends use of the elect, as membership provides access to this tool and certification for up to three staff annually.

The evaluator will work with the institution to determine whether any classroom observations are applicable to the Engagement Review. If an on-site component to the review is applicable, an evaluator will observe throughout the institution. These observations may include formal observations of learning environments.

The evaluator will work with the institution to determine whether any classroom observations are applicable to the Engagement Review. If an on-site component to the review is applicable, an evaluator will observe throughout the institution. These observations may include formal observations of learning environments using the elect and/or other tools and informal observations around the institution. The Primary Contact should notify teachers that the evaluator may observe their classrooms during the on-site portion of the review. The institution leader and/or Primary Contact should explain the purpose of these observations, emphasizing that the evaluator is observing learner engagement in the institution, not evaluating teachers. Evaluators are instructed to be as unobtrusive as possible and to not disrupt the learning process. Teachers should conduct class as usual.

General Observations Around the Institution

In addition to the classroom observations, the evaluator may conduct informal observations throughout the institution. This may include system-level areas, resource rooms, media centers and technology labs, outdoor environments, and interactions in non-instructional environments such as hallways or the cafeteria. These general observations provide data regarding the overall culture and climate of the institution.



Montana Chapter 55/Cognia Accreditation Crosswalk

January 18, 2024

Cognia Accredits Schools through the following Three Entities

- Southern Association of Colleges and Schools Council on Accreditation and School Improvement. SACS – CASI
- North Central Association Commission on Accreditation and School Improvement NCA – CASI
- Northwest Accreditation Commission - NWAC
- These entities have been in existence for over 125 years

In your Packet

- Cognia/Chapter 55 Detailed Crosswalk
- Accreditation and Improvement Infographic
- The Powerpoint for Today's Presentation

Student Population in Cognia Accredited Schools

- Using FY 2022 Montana Public Student Population, approximately 16% of Montana Students go to Cognia Accredited Schools

Crosswalk Overview



Paul Furthmyre – Superintendent Montana School for the Deaf and Blind

- Cognia Policy 2.2
- (a) Compliance with Applicable Governmental Requirements. The institution or system must comply with all applicable governmental requirements, including any requirements for governmental approval, recognition, or accreditation. The system must ensure that all of its institutions also comply with all applicable governmental requirements, including any requirements for governmental approval, recognition, or accreditation. An institution's or system's loss of its governmental approval, recognition, accreditation, or certification may be grounds for an accreditation review, monitoring review, or certification review that may result in a change in accreditation or certification status in accordance with the procedures outlined in this document. In the absence of governmental regulations, or if governmental regulations are less than Cognia's, Cognia may choose to require the institution or system to meet the guidelines presented in the Cognia Educational Practices Reference Guide.



- **OPI Requirements**
- **OPI Requirement**
- **Assurance Standards**
- School Leadership, Educational Opportunity, Academic Requirements, and Program Area Standards. **Met by Cognia Policy 2.2 (a)**
- **OPI Requirement**
- **Comprehensive needs assessment with meaningful stakeholder input and feedback. Met by Cognia Policy 2.2 (a)**
- **OPI Requirement**
- **Integrated Strategic Action Plan (ISAP) embedded within ISAP. Met by Cognia Policy 2.2 (a)**
- Family and Community Engagement (10.55.722)
- Professional Development (10.55.714)
- Academic Programming (10.55.901, 10.55.902, and 10.55.904) including how the education program enables students to recognize the district and unique cultural heritages of American Indians)
- Assurance checklist for required accreditation policies



Assurance Standards Also Supported by Cognia Standards

- Standard 3
- Standard 7
- Standard 8
- Standard 15
- Standard 24
- Standard 29
- Standard 30

Brett Zanto - Principal Capital High School

- Diagnostics to Support Family and Community Engagement
- *Stakeholder Feedback Analysis
- *(Required Diagnostic for Cognia Member Schools)



- **OPI Requirement**
- **Graduate Profile:** Centering on student experiences through the creation of a graduate profile.
- Graduate Profile is defined in ARM 10.55.602 (22) as a learner centered model(s) based on a
 - shared vision of learner attributes that students should have when they graduate. The Graduate profile expands beyond minimum standards to the hopes, dreams and aspirations that a community has for its students. **Met by Cognia Policy 2.2 (a) as well as Cognia Standards Listed Below.**

OPI Requirement – Graduate Profile Supported by Cognia Standards

- Standard 3
- Standard 8
- Standard 15
- Standard 25
- Standard 26

Pete Joseph – Superintendent Corvallis Public Schools

- **OPI Requirement**
- **Student Performance Standards**
- Elementary and K-8 schools will submit evidence for student learning outcomes in Math and Reading/English Language Arts (ELA).
- Shifting our systems of measurement to focus on assessing student learning progression, proficiency and growth (10.55.603).
- Allows districts an opportunity to demonstrate the learning that is taking place and reflects what students can do, how much they are progressing and growing in their learning.
- High Schools will submit evidence for postsecondary (college and career readiness) outcomes.
- Encourages a system that is designed to provide more opportunities for learning, improve student outcomes, and aligns to the outcomes outlined in the district graduate profile.
- **Met by Cognia Policy 2.2 (a) as well as Cognia Standards Listed Below.**

OPI Requirement – Student Performance Standards Supported by Cognia Standards

- Standard 2
- Standard 11
- Standard 14
- Standard 18
- Standard 19
- Standard 20
- Standard 24
- Standard 25
- Standard 28
- Standard 30



Tony Biesiot – Superintendent Darby Public Schools

Additional Cognia Diagnostics To Support Student Performance Standards

- *Student Performance Analysis
- 1. *Learning Environment Observation Analysis
- 2. *(Required Diagnostics for Cognia Members)

Accreditation Portfolio

- This is an active workspace within the Cognia platform where Cognia Accredited Schools can upload all Chapter 55 required documents in adherence to required timelines along with all Cognia required documents.



Rick Duncan – Superintendent Powell County Schools

- Our Goal
- A Cognia Accredited Public School in Montana would be considered accredited under Chapter 55.

Thank you for your consideration!

- We stand ready to assist with our policy department regarding language and process moving forward.

Questions



❖ **CHARTER COMMITTEE – (Item 4)**

Jane Hamman

ITEM 4

**WORK SESSION ON THE APPROVAL AND
DENIAL OF PUBLIC CHARTER SCHOOLS**

McCall Flynn



Board of Public Education
Public Charter Applications
January 18, 2024

Background

The Montana Legislature authorized the establishment of public charter schools via HB 549 (2023) under the general supervision of the Montana Board of Public Education. The Board is responsible for evaluating charter proposals and approving and denying proposals via resolution that meet identified educational needs and promote a diversity of educational choices. The Board received 26 applications and authorized 25 to move forward. The Board reviewed, interviewed, allowed public comment on each authorized public charter application.

Based on the requirements in 20-6-805, MCA, the Board created criteria that will guide the Board's decisions to approve or deny public charter proposals. Additionally, the Board created a checklist with the essential elements of the public charter school proposals. Through both the criteria and checklist, Board members scored each application for adherence. The following documents are evidence of the Board's scoring – the first document is the raw data and the second document is sorted by the overall score (would you recommend the Board approve this application?).

Board Charter Committee Recommendation

The Board Charter Committee recommends that the Board create a consent agenda for discussing the public charter proposals. The consent agenda includes:

1. School districts with a score of 5 or above be approved (blue);
2. School districts with a score of 3 or below be denied (red); and
3. School districts that fall in the middle or received questionable consideration from education partners be further reviewed (white and yellow).

The second document clearly shows the contents of the consent agenda. Board members may amend the consent agenda to include more public charter proposals in the discussion.

Attachments

1. **Raw Data with Average:** these are the public charter proposals in alphabetical order with the raw scores from each of the Board members and an average of the checklist responses and criteria responses.
2. **Sorted by Overall:** these are the public charter proposals in ranked order from those receiving the highest number of "Yes" to those receiving the least number of "Yes".

Raw Data with Average

Applicants	Is the application innovative?	Does the application provide for a high-performing public charter school?	Has the applicant demonstrated clear and convincing proof of the likelihood of success?	Has the applicant demonstrated that they can open and operate a successful public charter school?	Average of Checklist Responses	Is the proposed academic program consistent with a high-quality public charter school?	Is the proposed school governance consistent with a high-quality public charter school?	Is the proposed business operations consistent with a high-quality public charter school?	Is the community support and need consistent with a high-quality public charter school?	Average of Criteria Responses	Based on your overview, would you recommend the Board approve this application?
(1) Billings Early College School	7	7	7	7	7	4	3.5	4	4	3.875	7
(2) Billings Multilingual Academy	6	7	6	7	6.5	4	4	4	3	3.75	6
(3) Billings Opportunity School	3	6	6	7	5.5	4	3.5	4	3.5	3.75	4
(4) Boulder Jefferson Academy	5	4	5	6	5	3	3	2	2.5	2.625	4
(5) Bozeman Bridger Charter	3	6	7	7	5.75	3.5	3.5	3.5	3.5	3.5	6
(6) Bozeman Charter School	4	7	7	7	6.25	3.5	3.5	3.5	3.5	3.5	6
(7) Corvallis Distance Learning Center	5	5	6	6	5.5	3.5	4	3.5	3.5	3.625	5
(8) Corvallis Gifted Learning Center	3	5	7	6	5.25	3.5	4	3.5	2.5	3.375	2
(9) Corvallis Transformational Learning Charter	5	4	4	5	4.5	4	4	3.5	3.5	3.75	5
(10) East Helena 227 Academy	3	5	5	6	4.75	3.5	4	3.5	4	3.75	6
(11) Frenchtown Bronc Fast Track Public Charter	4	7	6	6	5.75	3.5	4	3.5	3.5	3.625	6
(12) Great Falls Core Elementary Charter	7	7	7	7	7	4	4	4	4	4	7
(13) Hamilton Bitterroot Polytech	6	6	6	6	6	4	4	4	4	4	6
(14) Helena Montessori Charter School	2	6	7	7	5.5	3.5	3.5	3.5	3.5	3.5	3
(15) Helena Mount Ascension Learning Academy	6	6	6	6	6	4	4	4	4	4	6
(16) Helena Project for Alternative Learning Academy	5	6	6	7	6	4	4	4	4	4	6
(17) Kalispell Community Partnerships Charter K-3	1	1	1	2	1.25	1.5	2.5	2.5	1.5	2	1
(18) Kalispell Community Partnerships Charter 3-5	1	1	1	2	1.25	1.5	2.5	2.5	1.5	2	0
(19) Kalispell Flathead PACE Academy Charter	6	6	7	6	6.25	4	4	4	4	4	6
(20) Kalispell Rising Wolf Charter	7	6	7	6	6.5	4	4	4	4	4	7
(21) Kalispell Rocky Mountain Academy	6	2	2	2	3	2	2.5	3	2.5	2.5	3
(22) Liberty Elementary Charter	5	3	3	3	3.5	2	1	1.5	2	1.625	2
(23) Missoula CONNECT Academy	4	6	6	6	5.5	3	3	4	3	3.25	5
(24) Missoula TEACH Academy	7	7	6	7	6.75	3.5	4	4	3.5	3.75	7
(25) Park City Montana Connections Academy	5	4	3	2	3.5	2.5	2.5	3	2.5	2.625	3

highest score = 7

highest score = 4

highest score = 7

Sorted by Overall

Applicants	Is the application innovative?	Does the application provide for a high-performing public charter school?	Has the applicant demonstrated clear and convincing proof of the likelihood of success?	Has the applicant demonstrated that they can open and operate a successful public charter school?	Average of Checklist Responses	Is the proposed academic program consistent with a high-quality public charter school?	Is the proposed school governance consistent with a high-quality public charter school?	Is the proposed business operations consistent with a high-quality public charter school?	Is the community support and need consistent with a high-quality public charter school?	Average of Criteria Responses	Based on your overview, would you recommend the Board approve this application?
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(12) Great Falls Core Elementary Charter	7	7	7	7	7	4	4	4	4	4	7
(20) Kalispell Rising Wolf Charter	7	6	7	6	6.5	4	4	4	4	4	7
(24) Missoula TEACH Academy	7	7	6	7	6.75	3.5	4	4	3.5	3.75	7
(2) Billings Multilingual Academy	6	7	6	7	6.5	4	4	4	3	3.75	6
(5) Bozeman Bridger Charter	3	6	7	7	5.75	3.5	3.5	3.5	3.5	3.5	6
(6) Bozeman Charter School	4	7	7	7	6.25	3.5	3.5	3.5	3.5	3.5	6
(10) East Helena 227 Academy	3	5	5	6	4.75	3.5	4	3.5	4	3.75	6
(11) Frenchtown Bronc Fast Track Public Charter	4	7	6	6	5.75	3.5	4	3.5	3.5	3.625	6
(13) Hamilton Bitterroot Polytech	6	6	6	6	6	4	4	4	4	4	6
(15) Helena Mount Ascension Learning Academy	6	6	6	6	6	4	4	4	4	4	6
(16) Helena Project for Alternative Learning Academy	5	6	6	7	6	4	4	4	4	4	6
(19) Kalispell Flathead PACE Academy Charter	6	6	7	6	6.25	4	4	4	4	4	6
(7) Corvallis Distance Learning Center	5	5	6	6	5.5	3.5	4	3.5	3.5	3.625	5
(9) Corvallis Transformational Learning Charter	5	4	4	5	4.5	4	4	3.5	3.5	3.75	5
(23) Missoula CONNECT Academy	4	6	6	6	5.5	3	3	4	3	3.25	5
(3) Billings Opportunity School	3	6	6	7	5.5	4	3.5	4	3.5	3.75	4
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(21) Kalispell Rocky Mountain Academy	6	2	2	2	3	2	2.5	3	2.5	2.5	3
(25) Park City Montana Connections Academy	5	4	3	2	3.5	2.5	2.5	3	2.5	2.625	3
(8) Corvallis Gifted Learning Center	3	5	7	6	5.25	3.5	4	3.5	2.5	3.375	2
(22) Liberty Elementary Charter	5	3	3	3	3.5	2	1	1.5	2	1.625	2
(17) Kalispell Community Partnerships Charter K-3	1	1	1	2	1.25	1.5	2.5	2.5	1.5	2	1
(18) Kalispell Community Partnerships Charter 3-5	1	1	1	2	1.25	1.5	2.5	2.5	1.5	2	0

highest score = 7

highest score = 4

highest score = 7

❖ **MACIE LIAISON – (Item 5)**

Susie Hedalen

ITEM 5

MACIE REPORT

ACTION ITEM:

- **Class 7 Representative**

Jordann Lankford Forster



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

Montana Board of Public Education
MACIE Summary
January 2024

Presentation	MACIE Report
Presenter	Jordann Lankford Forster
Position Title	MACIE Chair
Overview	<p>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:</p>
Requested Decision	Approve Class 7 Representative
Related Issue(s)	<p>January MACIE Meeting</p> <p>Updating MACIE Goals</p> <p>Future Appointments:</p> <ul style="list-style-type: none">• Chippewa Cree• School Administrators of Montana
Recommendations	Approve the Class 7 Representative (information below)

Class 7 Representative

John Well-Off-Man
Havre, MT

John Well-Off-Man (Chippewa-Cree) has a Class 7 Educator License. He is a Cree language teacher at Havre Public Schools, and former adjunct faculty at the Institute of American Indian Arts (2016-2021). Well-Off-Man received his Master's of Arts, Integrated Arts and Education from the University of Montana, Missoula, MT in 2007. He is also a printmaking workshop instructor and exhibiting artist.

REPORTS – Dr. Tim Tharp (Item 6)

ITEM 6

STUDENT REPRESENTATIVE REPORT

Gavin Mow

❖ ASSESSMENT COMMITTEE – (Item 7)

Anne Keith

ITEM 7

INITIAL REVIEW AND WORK SESSION OF
EARLY LITERACY ADVISORY COUNCIL'S
RECOMMENDATIONS PERTAINING TO
EARLY LITERACY TARGETED
INTERVENTION RULEMAKING IN ARM
TITLE 10, CHAPTER 63, EARLY
CHILDHOOD EDUCATION STANDARDS

Lance Melton, Executive Director, Montana School Board Association; Dr. Christine Lux, Professor of Early Childhood Education, Montana State University; Marie Judisch, Senior Manager of Teaching and Learning, OPI; Dr. Anne Penn Cox, Principal, Winans Elementary School – Livingston

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of) NOTICE OF PUBLIC HEARING ON
10.63.101, 10.63.102, 10.63.103,) PROPOSED AMENDMENT AND
10.63.104, 10.63.107, 10.63.109,) REPEAL
10.63.110, 10.63.111, 10.63.112,)
10.63.113, 10.63.114, 10.63.115, and
repeal of 10.63.108 pertaining to
early childhood education standards

TO: All Concerned Persons

1. On March 5, 2024, at 9:30 a.m., the Board of Public Education (board) will hold a public hearing in Room 152 of the Montana State Capitol in Helena, Montana, to consider the proposed adoption of the above-stated rules.

2. The board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on February 23, 2024, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; or e-mail bpe@mt.gov.

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

10.63.101 APPLICATION AND PROCEDURES (1) The early childhood education standards are focused on developmentally appropriate supports and strategies to enhance learning outcomes for a child between the ages of 3 and 5 for preschool programs and between the ages 4 and 5 for early literacy targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten. Use of these standards for public preschool are subject to the funding limits of sections 20-9-311(7)(a), and 20-7-117(2), MCA. Use of these standards for early literacy targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten are subject to the provisions of title 20, chapter 7, part 18, MCA.

~~(1)(2)~~ (2) The trustees of a school district, pursuant to Title 20, Chapter 6, may establish a public ~~preschool~~ early childhood education program to meet the unique developmental needs for children between the ages of 3 and 5 years for preschool programs and between the ages of 4 and 5 for early literacy targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten. When ~~preschool~~ early childhood education programs are established they must be an integral part of the public school and must be governed according to the following accreditation standards for the preschool early childhood education standards of early learning content and accreditation in coordination with the standards outlined for schools within ARM Title

10, chapter 55, excluding 10.55.601, 10.55.602, 10.55.603, 10.55.704, 10.55.705, 10.55.709, 10.55.710, 10.55.712, 10.55.715, and ARM Title 10, chapter 55, subchapters 10 through 21. For the purposes of the accreditation process detailed in ARM 10.55.606, preschool early childhood education programs will be assessed on the program's assurance standards only.

~~(2)~~(3) ~~Preschool~~ Early childhood education programs shall meet this chapter's curriculum, instruction, and program delivery standards, supporting children's development of the knowledge and skills outlined in the content standards in ~~subchapter 3~~ ARM 10.63.110, which describe the expectations for what young children should know, understand, and be able to do across the four core developmental domains of learning upon entrance to kindergarten.

~~(3)~~(4) Montana's ~~preschool~~ early childhood education standards shall be reviewed and revised on a five-year cycle beginning July 1, 2017 recurring schedule with input from representatives of accredited schools.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

10.63.102 DEFINITIONS (1) For the purposes of this chapter, the following terms apply:

(a) "Accreditation" means certification by the Board of Public Education that a school meets the adopted standards of the Board of Public Education for a specified school year.

(b) "Assessment" means the gathering, organizing, and evaluation of information about student learning in order to monitor and measure student learning, the effectiveness of the instructional program, and to inform local policies and decisions.

(c) "Developmental domain" means the broad, interrelated categories or dimensions of early childhood development reflective of ~~preschool~~ early childhood education children's learning and growth. The four core domains include ~~emotional/social and emotional~~, physical, ~~communication~~ language, and cognitive.

(d) "Early childhood curriculum" means an articulated educational plan for young children, which is grounded in research-based understandings of child development and developmentally appropriate practices. Curriculum guides the teaching process from identifying what to teach, including early content standards in each of the four developmental domains and how to teach, including developing learning experiences based upon individual and group outcomes, and assessing what was learned then using this data to inform future planning and teaching. For early literacy targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten, the curriculum must embrace the four developmental domains while focusing on the subject of literacy with a goal of establishing a trajectory leading to reading proficiency at the end of 3rd grade.

(e) "Learning center" means a self-contained area of the classroom featuring a wide variety of hands-on materials that children can choose and use independently which are organized around a curriculum area (science, math, art, music, dramatic play, literacy) or a specific kind of play material (blocks, sensory, manipulative).

(f) "~~Paraprofessional, assistant teacher, or teacher aide~~" means an adult with the qualifications detailed in ~~ARM 10.63.115~~ 10.63.105 who works under the direct supervision of a teacher and who may work independently in a teacher's absence, but for the majority of the time works directly with the teacher in the same space with the same group of students.

(g) "Teacher" means a licensed individual as defined in ARM 10.55.602, with primary responsibility for a group or class of ~~preschool~~ early childhood education students.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

10.63.103 LEADERSHIP (1) The program leadership shall effectively implement policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all students, families, and staff have high-quality experiences.

(2) Professional development for ~~preschool~~ early childhood education educators as required by ARM 10.55.714 should be tailored to early childhood development and learning.

(3) Professional development completed by elementary (K-8) educators providing early literacy targeted interventions should be tailored to such interventions. The elementary (K-8) educators providing early literacy targeted interventions, the employing districts, and accredited educator preparation providers, pursuant to ARM 10.58.102, are encouraged to collaborate to develop professional development options that support attainment of qualifications leading to an early childhood education (P-3) endorsement.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

10.63.104 TEACHER ASSIGNMENTS AND QUALIFICATIONS FOR PUBLIC PRESCHOOL AND EARLY LITERACY TARGETED INTERVENTIONS

(1) Teachers shall be assigned at the levels for which they are licensed and endorsed in accordance with state statutes and Board of Public Education rules.

(2)(a) Teachers with an ~~Early Childhood Education Special Permissive Competency~~ early childhood (P-3) endorsement shall be considered to be appropriately licensed, endorsed, and assigned to teach in an accredited preschool program ~~until July 1, 2018, at which time those teachers will need to be appropriately licensed and endorsed pursuant to ARM Title 10, chapter 57.~~

(b) While teachers with an early childhood (P-3) endorsement are encouraged, teachers with either an early childhood (P-3) endorsement or an elementary (K-8) endorsement shall be considered to be appropriately licensed, endorsed, and assigned to teach early literacy targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten. Teachers with an elementary (K-8) endorsement who are teaching early literacy targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten are encouraged to pursue professional development as outlined in 10.63.103 to ensure delivery of high-quality early literacy targeted interventions.

~~(3) All other teachers or individuals with background, training, or experience in early childhood that are interested in teaching in a public school preschool program may apply for a Class 5 provisional license pursuant to ARM 10.57.424, if they do not have the proper endorsement.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

10.63.107 CLASS SIZE (1) There must be one appropriately licensed and endorsed teacher for ten students, with an early childhood paraprofessional for any additional students over ten, for up to no more than 18 total students in a classroom with two adults. The school district must assign qualified human resources that comply with all fingerprint and background check requirements when exceeding maximum class sizes at a rate of 1 ½ hours per day, per student overload. An overload of five students per classroom is considered excessive.

~~(2) Class size of 18 preschool early childhood education children is the maximum number of students, regardless of the number of staff.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

10.63.109 ENROLLMENT ELIGIBILITY (1) A child must have reached three years of age before the districts' official start date of the preschool program or have been enrolled by special permission by the board of trustees.

(2) A child who is 4 years of age or older on or before September 10th of the year in which the child is to participate in early literacy targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten and who has not completed kindergarten and who is determined through the evaluation methodology process outlined in 10.54.901 to be below a trajectory leading to reading proficiency at the end of 3rd grade is eligible for enrollment in early literacy targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

10.63.110 EARLY LEARNING CONTENT STANDARDS DEVELOPMENTAL DOMAINS AND CONTENT STANDARDS (1) The following early learning developmental domains represent the foundational skills all students need to be successful learners. The development of communication, language, and literacy skills supports the growth in all other domains of development. All developmental domains are applicable for public preschool programs and early literacy targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten.

(a) The language domain includes communication and comprehension in oral and written language.

(i) language instruction includes opportunities for students to develop:

(A) receptive language, wherein students use listening and observation skills to make sense of and respond to spoken language and other forms of communication; enter into the exchange of information around what is seen, heard, and experienced; and begin to acquire an understanding of the concepts of language that contribute to learning;

(B) expressive language, wherein students develop skills in using sounds, facial expressions, gestures, and words, such as to help others understand their needs, ask questions, express feelings and ideas, and solve problems;

(C) social language, wherein students develop skills to interact and communicate with others in effective ways; and

(D) support for dual language speakers, wherein students receive support in their home language(s) while becoming proficient in English.

(ii) literacy instruction includes opportunities for students to develop:

(A) written language, wherein students build an understanding and interest in the symbols, sounds, and rhythms of written language and develop awareness that the printed word can be used for various purposes;

(B) written communication, wherein students develop interest and skill in using symbols as a meaningful form of communication;

(C) print awareness, wherein students build an understanding that print carries a message through symbols and words and that there is a connection between sounds and letters (the alphabetic principle); and

(D) speech development, wherein students develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.

~~(4)(b) The emotional and social and emotional domain requires instruction which incorporates and: includes culture, family, community as well as social and emotional development.~~

~~(a)(i) culture, family, and community, wherein students learn to develop skill instruction includes opportunities for students to develop:~~

~~(i)(A) an awareness of and appreciation for similarities and differences between themselves and others;~~

~~(ii)(B) an awareness of the functions and diverse characteristics of families; and~~

~~(iii)(C) an understanding of the basic principles of how communities function, including work roles and commerce.~~

~~(ii) social development skill instruction includes opportunities for students to:~~

~~(A) develop trust, emotional bonds, and interact comfortably with adults;~~

~~(B) interact and build relationships with peers; and~~

~~(C) develop skills in cooperation, negotiation, and empathy.~~

~~(b)(iii) emotional development wherein students skill instruction includes opportunities for students to:~~

~~(i)(A) develop an awareness and appreciation of self as a unique, competent, and capable individual;~~

~~(ii)(B) demonstrate a belief in their abilities;~~

~~(iii)(C) manage internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments; and~~

~~(iv)(D) express a wide and varied range of feelings through facial expressions, gestures, behaviors, and words.~~

~~(e) social development which helps students:~~

~~(i) develop trust, emotional bonds, and interact comfortably with adults;~~

~~(ii) interact and build relationships with peers; and~~

~~(iii) develop skills in cooperation, negotiation, and empathy.~~

~~(2)(c) The physical domain requires includes development of motor skills and instruction in health, safety, and personal care.~~

~~(a)(i) Development of motor skills instruction includes opportunities for students to develop:~~

~~(i)(A) small muscle strength, coordination, and skills;~~

~~(ii)(B) large muscle strength, coordination, and skills; and~~

~~(iii)(C) use of their senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.~~

~~(b)(ii) Health health, safety, and personal care standards for early childhood education are that students skill instruction includes opportunities for students to develop:~~

~~(i)(A) develop personal health and hygiene skills as they develop and practice self-care routines;~~

~~(ii)(B) eat a variety of nutritional foods and develop healthy eating practices by eating a variety of nutritional foods;~~

~~(iii)(C) develop healthy behaviors through physical activity; and~~

~~(iv)(D) develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.~~

~~(3) The communication domain includes communication, language, and literacy development.~~

~~(a) Standards for early childhood communication and language include:~~

~~(i) receptive communication, wherein students use listening and observation skills to make sense of and respond to spoken language and other forms of communication; enter into the exchange of information around what is seen, heard, and experienced; and begin to acquire an understanding of the concepts of language that contribute to learning;~~

~~(ii) expressive communication, wherein students develop skills in using sounds, facial expressions, gestures, and words, such as to help others understand their needs, ask questions, express feelings and ideas, and solve problems;~~

~~(iii) social communication wherein students develop skills to interact and communicate with others in effective ways; and~~

~~(iv) for dual language speakers, students receive support in their home language(s) while becoming proficient in English.~~

~~(b) Literacy standards for early childhood education are that students develop:~~

~~(i) an understanding, skills, and interest in the symbols, sounds, and rhythms of written language and develop awareness that the printed word can be used for various purposes;~~

~~(ii) interest and skills in using symbols as a meaningful form of communication;~~

~~(iii) an understanding that print carries a message through symbols and words and that there is a connection between sounds and letters (the alphabetic principle); and~~

~~(iv) an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.~~

~~(4)(d)~~ The cognitive domain ~~requires instruction which incorporates and includes approaches to learning~~:

~~(a)(i)~~ approaches to learning ~~which help students~~ skill instruction includes opportunities for students to develop:

~~(i)(A)~~ curiosity through imagination, inventiveness, originality, and interest as they explore and experience new things;

~~(ii)(B)~~ initiative and self-direction through engagement in new tasks and to take risks in learning new skills or information;

~~(iii)(C)~~ persistence and attentiveness with the ability to focus their attention and concentration to complete tasks and increase their learning; ~~and~~

~~(iv)(D)~~ reflection and interpretation skills in thinking about their learning in order to inform their future decisions; ~~and~~

~~(b)(E)~~ development of reasoning and representational thought skills in causation, critical and analytical thinking, problem solving, and representational thought;

(2) The following early learning content standards are aligned to the Montana K-12 Content Standards and highlight what students should know, understand, and be able to do upon entering kindergarten. All early learning content standards are applicable for public preschool programs while only the English Language Arts and Literacy Content Standards apply to early literacy targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten.

(a) English Language Arts and Literacy standards include:

(i) early reading, wherein students develop an understanding, skill, and interest in alphabet knowledge using the symbols, sounds, and rhythms of written language;

(ii) print development and writing, wherein students demonstrate interest and skill in using symbols as a meaningful form of communication;

(iii) speaking and listening, wherein students use phonemic and phonological awareness to identify and play with individual sounds in spoken words; and

(iv) language, wherein students develop the ability to communicate with others to build relationships, share meaning and express needs.

~~(e)(b)~~ instruction in creative arts, ~~including standards include:~~

~~(i)~~ creative movement, wherein students produce rhythmic movements spontaneously and in imitation with growing technical and artistic abilities;

~~(ii)~~ drama, wherein students show appreciation and awareness of drama through observation, imitation, and participation in simple dramatic plots;

~~(iii)~~ music, wherein students engage in a variety of musical or rhythmic activities; and

~~(iv)~~ visual arts, wherein students demonstrate a growing understanding and appreciation for the creative process and visual arts.

~~(d)(c)~~ mathematics and numeracy standards ~~for early childhood education are that students include:~~

~~(i)~~ ~~develop~~ number sense and operations ~~through~~, wherein students develop the ability to think and work with numbers, to understand their uses, and describe their relationships through structured and everyday experiences;

~~(ii)~~ ~~develop an awareness of~~ measurement concepts ~~through~~, wherein students use of measurement instruments to explore and discover measurement

relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time;

(iii) ~~apply~~ mathematical skills in data analysis, ~~such as~~ wherein students counting count, sorting sort, and comparing compare objects;

(iv) ~~develop an awareness of~~ initial algebraic thinking and operations through ~~counting, sorting, and comparing objects, wherein students identify, describe, produce, and create patterns using mathematical language and materials;~~ and

(v) ~~build the foundation for~~ geometric and spatial reasoning, wherein students build the foundation for through recognition recognizing, creation creating, and manipulation manipulating of shapes, and learning spatial reasoning and directional words as they become aware of their bodies and personal space in their physical environment.

~~(e)(d)~~ science standards for early childhood education are that students include:

(i) ~~engage in~~ scientific thinking and the use of the scientific methods through investigation using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations;

(ii) ~~develop~~ an understanding of and compassion for living things;

(iii) ~~develop~~ an understanding of the physical world, the nature and properties of energy, and nonliving matter;

(iv) ~~develop~~ an understanding of the earth and planets; and

(v) ~~develop~~ an understanding of engineering as the process that assists people in designing and building.

~~(f)(e)~~ social studies standards for early childhood education that students include:

(i) ~~develop~~ an understanding of the concept of historical time, including past, present, and future;

(ii) ~~develop~~ knowledge of geographical places and regions by understanding that each place has its own unique characteristics and the reciprocal effect individuals have with the world around them; and

(iii) ~~become aware~~ awareness of their natural world, including the environment and our interdependence on the natural world; and

(f) technology standards include:

~~(iv)(i)~~ (i) ~~develop~~ an understanding of technology with awareness of technological tools and developmentally appropriate exploration of the ways to use these resources.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

10.63.111 CURRICULUM AND ASSESSMENT (1) The early childhood curriculum, as defined in ARM 10.63.102, shall:

(a) contain a written philosophy and framework, grounded in research-based understandings of child development, to provide a clear, coherent focus for planning students' experiences;

(b) informing instruction through observation and documentation of children's strengths, interests, and needs in their play, work, and behavior;

(c) guide the learning process and daily plans for learning through the selection of materials and equipment to enhance development and learning in each

~~core domain~~ the early learning developmental domains, including ~~emotional/social, emotional,~~ physical, ~~communication language,~~ and cognition; and encourage integration of applicable early childhood learning content areas, including ~~social, emotional, physical, health, safety, language,~~ literacy, mathematics, science, social studies, creative expression and the arts, and technology;

(d) include planned opportunities for active exploration, discovery, and social interaction;

(e) plan for students' engagement in play each day; and

(f) be implemented in a manner reflective of students' family and community lives while being responsive to diversity, including gender, age, language, culture, and ability, including opportunities for students and families to learn about the distinct and unique heritage of American Indians, particularly Montana Indian tribes, in a culturally responsive manner (20-1-501, MCA).

(2) School districts shall develop ~~preschool~~ early childhood education programs to include an ongoing and systematic written assessment plan which includes protocols for:

(a) monitoring the progress of students toward achieving content standards and learning in the developmental domains using formative and summative approaches that include universal screening, progress monitoring, and diagnostic assessments;

(b) administration of assessments and interpretation of assessment results;

(c) providing disaggregated data to educators and teams to inform instructional planning and decision making;

(d) involving families as partners in linguistically and culturally responsive ways to inform decisions about students' needs; and

(e) assessing the effectiveness of the instructional program that guides adjustments for improvement.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

10.63.112 INSTRUCTION (1) The ~~preschool~~ early childhood education program shall ensure developmentally, culturally, and linguistically appropriate and effective teaching strategies that enhance students' development and learning of the early learning content standards ARM 10.63.110 through the program's curriculum.

(2) The ~~preschool~~ early childhood education instructional program shall:

(a) use both content and child development knowledge to create learning opportunities and to engage young learners in meaningful, planned, and purposeful experiences related to the curriculum goals and content standards;

(b) use a variety of effective approaches and strategies which include opportunities for both teacher and student-initiated interactions and activities;

(c) support children's development by providing opportunities for all children to play with and learn from each other;

(d) use knowledge of each student's development to enhance instruction, modify strategies and materials, and adjust supports and challenges as students gain competence, understanding, and skills;

(e) build upon student's language, understanding of concepts, and increase vocabulary;

(f) integrate knowledge of students' families and the community to build relationships that foster integral connections with the curriculum and learning experiences;

(g) use cultural and community resources in the classroom to enhance student learning and development; and

(h) work as a team to implement learning plans, including plans for students with special needs.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

10.63.113 PHYSICAL AND LEARNING ENVIRONMENTS (1) The ~~preschool~~ early childhood education program shall ensure an appropriate and well-maintained safe and healthful physical environment that:

(a) is designed to protect student health and safety;

(b) allows for supervision of students primarily by sight;

(c) provides sanitization according to state and federal health standards;

(d) follows state and federal guidelines for meals and snacks; and

(e) provides safe, supervised, and adequate outside play space with age-appropriate equipment and safe, adequate indoor space for each child.

(2) The ~~preschool~~ early childhood education program shall ensure a safe and healthful learning environment by:

(a) providing a written predictable but flexible schedule that provides intentionally planned routines and transitions; and

(b) providing daily indoor and outdoor activities, including:

(i) planned learning center time where students have individual choice of activities;

(ii) daily opportunities to learn and play individually, in small groups, and as a whole group; and

(iii) use of developmentally appropriate materials and equipment.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

10.63.114 CHILD GUIDANCE (1) Child guidance means employing a variety of strategies to foster self-regulation, respect for others, problem solving, and ~~emotional and social~~ and emotional development in an ongoing interactive process and helps students learn how to communicate with others in developmentally appropriate ways. To ensure appropriate child guidance, the ~~preschool~~ early childhood education program shall:

(a) use positive behavior supports to ensure the social, emotional, and cultural development of each student;

(b) provide a positive climate to ensure equality, inclusion, and citizenship;

(c) develop relationships with the student and the student's family in ways that are linguistically and culturally sensitive;

(d) provide opportunities for students to be contributing members of the classroom community;

(e) provide clear behavioral expectations, including the use of effective methods to prevent and redirect misbehavior; and

(f) partner with families and other professionals for students with challenging behavior to develop and implement an individualized plan that fosters the child's inclusion and success.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

10.63.115 FAMILY AND COMMUNITY ENGAGEMENT (1) The program staff shall establish and maintain collaborative relationships with each child's family and community to foster student's development in all settings.

(2) To ensure collaborative relationships between the community, school, and families, ~~preschool~~ early childhood education programs shall have protocols which:

(a) establish intentional practices designed to foster strong reciprocal relationships with families;

(b) ensure that families are an integral part of the decision-making team through communication and family conferences which promote dialogue and partnership regarding their student's educational goals and services;

(c) collaborate with families to help students participate successfully in early childhood settings;

(d) ensure that all families, regardless of family structure, socioeconomic, racial, religious, and cultural diversity, gender, abilities, or preferred languages are included in their child's educational experience;

(e) assist families in locating, contacting, and using community resources that support the student's well-being, development, and goals;

(f) promote awareness and understanding of the unique legal and political structures of Montana Tribal Nations in order to best meet the needs of Indian students and families;

(g) collaborate with community-based programs to ensure that parents and families have the resources they need to be involved in their student's education, growth, and development; and

(h) provide access to health screenings and referrals for all students in the program.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

4. The rule proposed to be repealed provide as follows:

10.63.108 AGGREGATE HOURS

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-117, 20-7-1803, MCA

REASON: The board proposes the amendment and repeal of the existing Title 10, Chapter 63, Early Childhood Education Standards to comply with HB 352 (2023). The Early Literacy Advisory Council, created by the board, recommended the proposed revisions to address the purposes of the legislation to provide parents with voluntary early literacy interventions for their children, increase the number of children who are reading proficient at the end of third grade, and foster a strong

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economic return for the state on early literacy investments. Additionally, the Council aligned the revised standards with the language in 20-7-1803(5)(b), MCA, that states, "The classroom-based program must align with developmentally appropriate early childhood education learning standards as determined by the board of public education...". The rules be located in subchapter 1, which will be renamed "Early Childhood Education Standards".

5. Concerned persons may submit their data, views, or arguments concerning the proposed action in writing to: McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620; telephone (406) 444-0300; or e-mail bpe@mt.gov, and must be received no later than 5:00 p.m., March 8, 2024.

6. McCall Flynn, executive director, Board of Public Education, has been designated to preside over and conduct this hearing.

7. The board 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 4 above or may be made by completing a request form at any rules hearing held by the agency.

8. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sosmt.gov/ARM/Register>.

9. The bill sponsor contact requirements of 2-4-302, MCA, apply and have been fulfilled. The primary bill sponsor was contacted by email on January 8, 2024.

10. With regard to the requirements of 2-4-111, MCA, the board has determined that amendment of the above-referenced rule will not significantly and directly impact small businesses.

/s/ McCall Flynn
McCall Flynn
Executive Director
Board of Public Education

/s/ Tim Tharp
Tim Tharp
Chair
Board of Public Education

Certified to the Secretary of State January 30, 2024.

❖ LICENSURE COMMITTEE – (Items 8-12)

Susie Hedalen

ITEM 8

WORK SESSION ON THE PROPOSED
NOTICE OF PUBLIC HEARING
PERTAINING TO RULEMAKING IN ARM
TITLE 10, CHAPTER 57, EDUCATOR
LICENSURE STANDARDS AND EXPERT
PANEL

Crystal Andrews, Director of Accreditation and Licensure, OPI; Dr. Julie Murgel, Chief Program Officer, OPI; John Melick, Director of Field Placement and Licensure, Montana State University; Rob Watson, Executive Director, School Administrators of Montana

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment and transfer of ARM 10.57.102, 10.57.114, 10.57.215, 10.57.410, 10.57.411, 10.57.412, 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, 10.57.434, 10.57.435, and 10.57.437 pertaining to Educator Licensure Standards.) NOTICE OF PUBLIC HEARING ON PROPOSED AMENDMENT))

TO: All Concerned Persons

1. On March 5, 2024, at 10:00 a.m., the Board of Public Education (board) will hold a public hearing in Room 152 of the Montana State Capitol in Helena, Montana, to consider the proposed adoption of the above-stated rules.

2. The board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on February 23, 2024, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; or email bpe@mt.gov.

3. The rules as proposed to be amended provided as follows, deleted matter interlined, and new matter underlined.

10.57.102 DEFINITIONS (1) remains the same

(2) "Accredited specialist program" means:

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

(i) the National Association of School Psychologists (NASP); ~~and~~ or

(ii) a state board of public education or a state agency.

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

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

(ii) a state board of public education or a state agency.

(3) through (4) remain the same.

(5) "Approved 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), the Association for Advancing Quality in Educator

Preparation (AAQEP), 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 an regionally institutionally 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.

(6) remains the same

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

(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 an regionally institutionally 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.

(9) through (10) remain the same.

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

(a) Higher Learning Commission;

(b) Middle States Association of Schools and Colleges;

(c) New England Association of Schools and Colleges;

(d) Northwest Commission on Colleges and Universities;

(e) Southern Association of Schools and Colleges; or

(f) Western Association of Schools and Colleges.

(12) "Lapsed license" means:

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

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

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

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

- ~~(a) Higher Learning Commission;~~
- ~~(b) Middle States Association of Schools and Colleges;~~
- ~~(c) New England Association of Schools and Colleges;~~
- ~~(d) Northwest Commission on Colleges and Universities;~~
- ~~(e) Southern Association of Schools and Colleges; or~~
- ~~(f) Western Association of Schools and Colleges.~~

~~(15) through (16) remain the same.~~

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

~~(18) through (19) remain the same.~~

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

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

10.57.114 INTERNSHIPS (1) through (2) remain the same.

(3) If entering into internship agreements;

(a) the accredited Montana educator preparation program must report each enrolled intern to the Superintendent of Public Instruction no later than November 15 of each year; and

(b) the district must approve internship applications:

(i) Superintendent applications must be approved by the district board chair or county superintendent.

(ii) All other internship applications must be approved by the district superintendent.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.57.215 PROFESSIONAL DEVELOPMENT AND RENEWAL REQUIREMENTS (1) through (3) remain the same.

(4) Activities acceptable to renew or obtain licenses are professional development, training, workshops, or coursework consistent with P-12 public school curriculum and may include:

(a) credits earned from a an regionally institutionally accredited college or university;

(b) through (5) remain the same.

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

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

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE (1) through (2) remain the same.

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

(a) a bachelor's or master's degree from a an regionally institutionally accredited college or university, or a completed evaluation of foreign transcripts that demonstrates equivalency to a bachelor's degree through a National Association of Credential Evaluation Services (NACES) agency;

(b) through (5) remain the same.

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

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

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE (1) through (2)(b) remain the same.

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

(3) through (4) remain the same.

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

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

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) remains the same

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

(3) and (4) remain the same.

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

(6) through (8) remain the same.

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

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

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT (1) remains the same.

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(a) an education specialist, master's, or doctoral degree from a an regionally institutionally accredited college or university in education or ~~education leadership in education leadership~~ or a P-12 education related area of study;

(b) remains the same.

(c) completion of ~~courses~~ coursework covering Montana School Finance, Montana School Law, and Montana Collective Bargaining and Employment Law. In order to qualify, such ~~courses~~ coursework must have been provided either by:

(i) through (g) remain the same.

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

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

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE - PRINCIPAL ENDORSEMENTS (1) remains the same.

(a) a minimum of three years of teaching or school counseling experience with a ~~standard, unrestricted~~ license as defined in 10.57.102(19) at the level of the requested endorsement;

(b) a an education specialist, master's degree from a an regionally institutionally accredited college or university in education, ~~or~~ education leadership, or a P-12 education related area of study;

(c) remains the same.

(d) completion of ~~three semester credits~~ of a college courses in school law, including special education law; and

(e) remains the same.

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

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

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR ENDORSEMENT (1) and (a) remain the same.

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

(c) through (f) remain the same.

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

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

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION SUPERVISOR ENDORSEMENT (1) remains the same.

(a) completion, at a an regionally institutionally accredited college or university, of a master's degree in special education or a master's degree in the following special education- related service fields: school psychologist, speech-language pathologist, audiologist, physical therapist, occupational therapist, registered nurse, clinical social worker, or clinical professional counselor;

(b) through (g) remain the same.

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

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

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE (1) remains the same

(2) and (a) remain the same.

(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 an regionally institutionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and

(c) through (5) remain the same.

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

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

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

(2) through (4) remain the same.

(h) For traffic education:

(i) meet the requirements of ARM 10.13.310; or

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

(6) will be renumbered as (5).

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

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

10.57.424 CLASS 5 PROVISIONAL LICENSE (1) through (3) remain the same.

(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 an regionally institutionally accredited college or university but have not completed an approved educator preparation program.

(a) through (6) remain the same.

MAR Notice No. [from original MAR Notice No.]

(a) a bachelor's degree from a an regionally institutionally accredited college or university; and

(b) through (7) remain the same.

(8) Extension may be granted to a Class 5B or 5C provisional license at the discretion of the Superintendent of Public Instruction as authorized in ARM 10.57.109. Requests for extension must be submitted by the licensee and supported by the accredited educator preparation program. A request for extension must demonstrate evidence of extreme hardship or other circumstances beyond the control of the licensee which prevented timely completion of the agreed upon plan of study.

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

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

10.57.425 CLASS 5 PROVISIONAL LICENSE – ENDORSEMENTS (1) remains the same

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

(3) remains the same

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

(a) a bachelor's degree from a an regionally institutionally accredited college or university; and

(b) through (ii) remain the same.

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

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

10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT (1) remains the same.

(a) a an education specialist, master's, or doctoral degree from a an regionally institutionally accredited college or university in education, ~~or~~ education leadership, or a P-12 education related area of study;

(b) through (e) remain the same.

(f) for those applicants who have not completed ~~the courses~~ coursework covering Montana School Finance, Montana School Law, and Montana

Collective Bargaining and Employment Law, in order to qualify, such ~~courses~~ coursework must have been provided either by:

(i) through (2) remain the same.

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

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

10.57.428 CLASS 5 PROVISIONAL LICENSE – PRINCIPAL ENDORSEMENT (1) remains the same.

(a) a ~~a~~ an education specialist, master's degree from a ~~a~~ an regionally institutionally accredited college or university in education, ~~or~~ education leadership, or a P-12 education related area of study;

(b) through (2) remain the same.

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

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

10.57.431 CLASS 5 PROVISIONAL LICENSE – SUPERVISOR ENDORSEMENT (1) remains the same.

(a) a master's degree from a ~~a~~ an regionally institutionally accredited college or university in the area requested for supervisory endorsement; and

(b) through (ii) remain the same.

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

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

10.57.432 CLASS 5 PROVISIONAL LICENSE – SPECIALIST ENDORSEMENT (1) remains the same.

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

~~(b) for those applicants who have not completed an approved specialist preparation program, verification from an approved specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.434.~~ verification from the approved specialist program of current enrollment and must sign and file with the Superintendent of Public Instruction a plan of professional intent and evidence of enrollment leading, within three years of the date of validity of the provisional license, to an appropriately endorsed Class 6 license as provided in ARM 10.57.434.

(2) remains the same.

(a) verification of a bachelor's degree from an institutionally accredited college or university; and

~~(b) verification from the approved specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.~~ verification from the approved specialist program of current enrollment and must sign and file with the Superintendent of Public Instruction a plan of professional intent and evidence of enrollment leading, within three years of the date of validity of

the provisional license, to an appropriately endorsed Class 6 license as provided in ARM 10.57.434.

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

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

10.57.434 CLASS 6 SPECIALIST LICENSE – SCHOOL PSYCHOLOGIST

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

(a) through (c) remain the same.

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

(ii) ~~recommendation from a NASP-accredited an approved 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~~ an internship in a P-12 school setting of 600 hours.

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

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

10.57.435 CLASS 6 SPECIALIST LICENSE – SCHOOL COUNSELOR (1)

remains the same.

(a) a master's degree from a an regionally institutionally college or university; and

(b) and (c) remain the same.

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

(ii) remains the same.

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

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

10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE (1) through (3) remain the same.

(a) verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing a an regionally institutionally accredited college or university;

(b) remains the same.

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

(d) remains the same.

~~(4) Class 8 dual credit license applications will be reviewed by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. Denial~~

of an application for licensure shall be appealable to the Board of Public Education pursuant to ~~ARM 10.57.607.~~

(5) is renumbered as (4).

~~(6)~~(5) A Class 8 license shall not be valid unless the licensee is in an employment relationship with a an regionally institutionally accredited college or university.

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

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

REASON: The board proposes to update the current Educator Licensure Standards in Title 10, chapter 57 based on a review by the Office of Public Instruction and P-20 education stakeholders. The proposed amended rules are necessary to provide clarification and required modifications, based on research-based practice and improvements in both Montana and nationally. Proposed revisions include, but not limited to, updated definitions, changes to internship requirements, added content-specific middle school endorsements, increased flexibility for educator preparation programs, added an endorsement for traffic education, and updated requirements for school psychologists and school counselors.

4. Concerned persons may submit their data, views, or arguments concerning the proposed action in writing to: McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620; telephone (406) 444-0300; or email bpe@mt.gov, and must be received no later than 5:00 p.m., March 8, 2024.

5. McCall Flynn, Executive Director of the Board of Public Education has been designated to preside over and conduct this hearing.

6. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, email, 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 email unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in paragraph 4 above or may be made by completing a request form at any rules hearing held by the board.

7. An electronic copy of this proposal notice is available through the Secretary of State's website 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 website accessible at all times, concerned persons should be aware that the web

MAR Notice No. [from original MAR Notice No.]

site may be unavailable during some periods, due to system maintenance or technical problems.

8. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

9. With regard to the requirements of 2-4-111, MCA, the board has determined that the adoption and repeal of the above-referenced rules will not significantly and directly impact small businesses.

/s/ McCall Flynn
McCall Flynn
Executive Director
Board of Public Education

/s/ Tim Tharp
Tim Tharp
Chair
Board of Public Education

Certified to the Secretary of State January 30, 2024.

DRAFT

*******TIME CERTAIN AT 3:00PM*******

ITEM 9

NOTICE OF THE SURRENDER OF BPE
CASE #2023-07

Brenton Craggs, OPI Legal Counsel

ITEM 10

**ACTION ON INITIAL REVIEW OF BPE
CASE #2022-13, HARNING**

Brenton Craggs, OPI Legal Counsel

ITEM 11

ACTION ON INITIAL REVIEW OF BPE
CASE #2023-08, RAUSCH

Brenton Craggs, OPI Legal Counsel

ITEM 12

**ACTION ON APPEAL HEARING OF BPE
CASE 2023-06, SWANSON**

Chad Vanisko, Board Legal Counsel

❖ **MSDB LIAISON – (Items 13-14)**

Renee Rasmussen

ITEM 13

MSDB REPORT

Paul Furthmyre

ACTION ITEMS:

- **Personnel Action**
- **Out of State Travel Request**
- **2nd Reading MSDB Policies**

**Montana School for the Deaf and the Blind
Board of Public Education Report
November 2023**

Agenda Action Items:

1. **[Personnel Action Report](#)**
5 Resignation
3 Hires
2. **Out of State Travel**
3. **[First Reading of 2023 - 2024 School Calendar](#)**
[Calendar Process](#)
[Final Calendar Results](#)
4. **Final Approval for Policy Changes**
[Policy Update Process](#)
[2050 Student Instruction](#)
[1000 Legal Status and Operation Update Proposal](#)
[1100 Organization Terminate Proposal](#)
[1310 Adoption and Amendment Update Proposal](#)
[1401 Records Available to the Public Update Proposal](#)
5. **First Reading for Policy Changes**
[1513 Management Rights Policy Proposal](#)
[1700 Uniform Grievance Procedure Policy Proposal](#)

Attached Documents:

- [MSDB Committee Bi-Monthly Meeting Agenda](#)
- [MSDB Committee Bi-Monthly Meeting Minutes](#)
- [Education Interim Budget Committee Quarterly Report](#)
- [Education Interim Budget Committee Interpreter Memo](#)
- [Student Transportation Laws and Issue](#)
- [AER Accreditation Standards Feedback](#)
- [Green Team November Newsletter](#)
- [Green Team December Newsletter](#)
- [Land Donation Update](#)
- [BPE/MSDB Foundation Agreement](#)
- [December Financial Statement](#)
- [Student Numbers](#) + 3 LEAP
- [DEQ Light Energy Savings Report](#)

**MSDB Personnel Action for BOPE Meeting
January Meeting 2024**

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

Retirement

Resignation

Kristee Rosenberg - Scheduling Secretary
Victoria Brookings – VI Teacher
Amanda Best - FT Paraprofessional
Crystal Oring - PT DHH Outreach
Tara Strauh - LPM

Probationary Layoff

Renewal of Nontenure Teacher

Hire

Brynn Klinefelter - Scheduling Secretary
Reena Roberson - FT Paraprofessional
Jonathan Brady – Paraprofessional Substitute

Positions open at MSDB Currently

1 FT Interpreter
LEAP Resident Advisor
DHH Outreach Consultant
VI Outreach Consultant
(2) LPN
VI Teacher

Positions to be advertised

1 TVI Outreach Consultant for 23 - 24 School Year

Positions on hold as a result of bargaining

CLA Boys Cottage
School Psychologist / DHH Preschool Teacher

STATE OF MONTANA

**REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL**

1) Agency Number/Name		2) Division	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Jennifer Wasson- 007805, Tearra Donovan-039635		

5) Justification

MSDB's Academic Bowl team will compete in Gallaudet's Deaf Academic Bowl competition for the West Regional Deaf Academic Bowl in Santa Fe, New Mexico and the New Mexico School for the Deaf. The team would fly into Albuquerque and then drive to Santa Fe. The Gallaudet University Academic Bowl was established to foster academic excellence, healthy competition, and sportsmanship among deaf and hard of hearing youth. MSDB has had a team compete every year since 2003. The team consists of 2 coaches and 4 students.

6) Itinerary

Destination: Santa Fe & Albuquerque, New Mexico

Travel Dates: February 8-13, 2024

7) Estimated Costs

Transportation \$ 3000 Meals \$ 1944 Lodging \$ 500 Other \$ 400

Total estimated cost \$ 5844

Provide details to support estimated costs:

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

United Airlines ticket fare/taxes as of 1/8: \$2788.26

Baymont by Wyndham Albuquerque Airport, 2 rooms/tax: \$500

Rental car (fly to ABQ & drive to Santa Fe): \$400

Meals for 6 (out of state rate): \$1944

8) Submitted By	Title	Date
<i>Jennifer Wasson</i>	Academic Bowl Coach & Teacher of the Deaf	1/08/24

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.

2024-2025 MSDB SCHOOL YEAR CALENDAR



www.msdbmustangs.org
3911 Central Avenue
Great Falls, MT 59405
Phone: 406-771-6000

Yellow—PIR Orientation
Green—Travel
Blue—MSDB event
Orange—End of Quarter
Striped—Travel/No School
Pink—Break
Plum—Holiday
Teal—Family Learning Weekends
Red—Camps

AUGUST 2024						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2024						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2024						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2025						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

APRIL 2025						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2025						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2025						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

AUGUST

19-20 New Staff Orientation
21-23 PIR Orientation
26 First Day of School

SEPTEMBER

2 Labor Day - No School
(Cottages Open)
13 Travel Home
16 Travel Return

OCTOBER

16 Travel Home
17-19 Teacher Convention

OCTOBER cont.

20 Travel Return
21 Classes Resume
*30 End of 1st Quarter

NOVEMBER

26 Travel Home
27-30 Thanksgiving Break
No School

DECEMBER

1 Travel Return
10 Gallaudet Day
19 Winter Program
20 Travel Home
Dec 23-Jan 4 Winter Break

JANUARY

5 Travel Return
6 Classes resume
20 MLK Jr Day No School
(Cottages Open)/ PIR
21 Classes Resume/
*End of 2nd Quarter

FEBRUARY

14 Travel Home
17 Travel Return
School not in session
18 Classes Resume

MARCH

6 Travel Home
9 Travel Return
*27 End of 3rd Quarter

APRIL

17 Travel Home
18-21 Spring Break
22 Travel Return/PIR
23 Classes resume

MAY

9 Travel Home
12 Travel Return/
Classes in session

MAY cont.

26 Memorial Day
No School
30 Graduation 2:00PM

JUNE

4 Last Day of School/
*End of 4th Quarter
6-8 VI FLW
13-15 Deaf FLW
15-21 Deaf Camp
22-28 VI Camp

Approved:
Updated: 11/26/2023

MSDB Calendar Creation Process

- Director of Student Life is an active participant with the GFPS calendar committee and helps develop the calendar for the public schools.
- Director of Student Life and MSDB principal meet to develop variations of possible MSDB calendars that meet Policy 2100.
- Variations of calendars are presented to the MFPE Labor Management Committee for discussion.
- Labor Management Committee presents calendars to all stakeholders.
- All staff, all school parents, and high school students can vote on their top choice.
- The calendar receiving the most votes will be brought forward to the BPE for consideration.
- BPE will have two readings with the school calendar before adopting.

If more than two calendars are presented to the stakeholders, two rounds of voting will take place.

- First round of voting will narrow all the options down to two choices.
- Final round of voting will narrow the two options down to one option.

2024-2025 Final School Calendar Survey

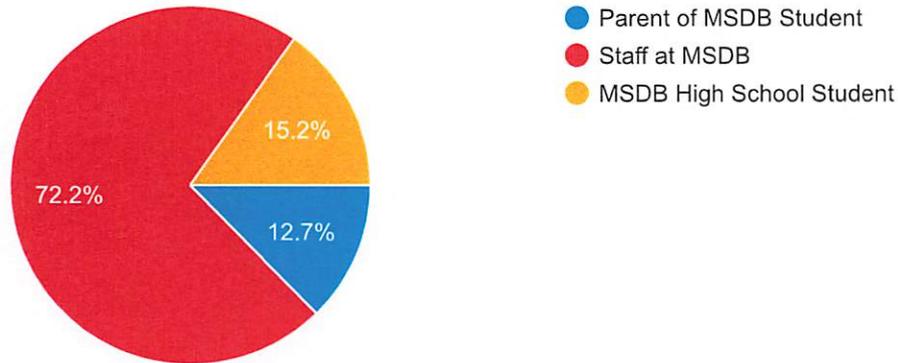
79 responses

[Publish analytics](#)

Please tell us who you represent:

 Copy

79 responses



Great Falls Public Schools Adopted Calendar

MSDB Draft "A" Proposed Calendar

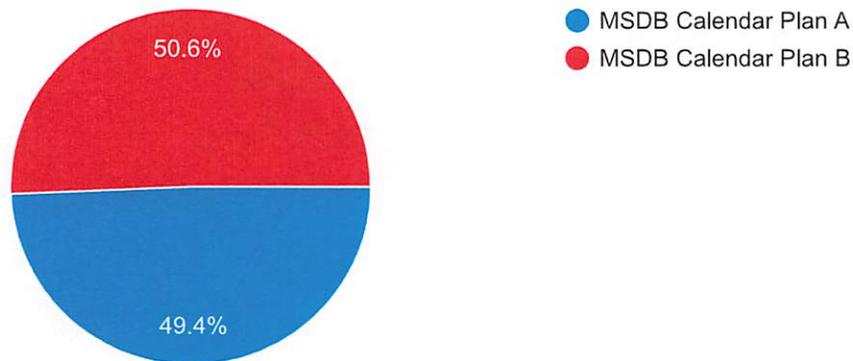
MSDB Draft "B" Proposed Calendar

Select Your Top Choice With This Initial Survey

Select Your Top Choice!! Thank You!!

 Copy

79 responses



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MSDB Policy Update Procedure

- Administration / staff member identifies need for policy amendment or addition and brings the policy to the administration.
- Administration looks over the current policy, MTSBA model policy, and State of Montana policy for alignment.
- Administration brings policy to the MFPE LMC committee for consideration. Showing the group the current policy and any model language that could be used.
- LMC committee agrees on the suggested final language of the policy.
- LMC votes on the suggested policy.
- If approved by LMC, the policy then is sent out to the staff members and placed on the school website for review. The review/comment period is 15 business days.

No Comments During Review Period

- If no comment on the proposed policy, the superintendent will place it on the next Board of Public Education (BPE) agenda for consideration.
- BPE will follow Policy 1310 to make a decision.

Comments During Review Period

- If comments on the proposed policy alter the meaning of the policy, the superintendent will bring it back to the LMC committee for consideration.
 - LMC will then vote on the suggested change.
 - If the policy was changed due to the new vote, the policy will then again go through a 15 business day time period.
 - If the policy was not changed, the superintendent will place it on the BPE agenda for consideration.
- If the comments are general wording or editing changes, the superintendent will evaluate the suggestion and make the appropriate changes.
 - Superintendent will place it on the BPE agenda for consideration.

Montana School for the Deaf and the Blind
INSTRUCTION

Student Instruction

2050
Page 1 of 3

The School District has adopted the protocols outlined in this policy to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources. The District administration or designated personnel are authorized to implement this policy.

As outlined in District Policy 2100, and except for students determined by the School District to be proficient using School District assessments, the adopted calendar has a minimum number of 720 aggregate instructional hours for students in kindergarten through third grade; 1,080 hours for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade.

The School District may satisfy the aggregate number of hours through any combination of onsite, offsite, and online instruction. The District administration is directed to ensure that all students are offered access to the complete range of educational programs and services for the education program required by the accreditation standards adopted by the Montana Board of Public Education.

For the purposes of this policy “aggregate hours of instruction” within the meaning of that term in Montana law, the term “instruction” shall be construed as being synonymous with and in support of the broader goals of “learning” and full development of educational potential as set forth in Article X, section 1 of the Montana Constitution. Instruction includes innovative teaching strategies that focus on student engagement for the purposes of developing a students’ interests, passions, and strengths. The term instruction shall include any directed, distributive, collaborative and/or experiential learning activity provided, supervised, guided, facilitated, work based, or coordinated by the teacher of record in a given course that is done purposely to achieve content proficiency and facilitate the learning of, acquisition of knowledge, skills and abilities by, and to otherwise fulfill the full educational potential of each child.

Staff shall calculate the number of hours students have received instruction as defined in this policy through a combined calculation of services received onsite at the school or services provided or accessed at offsite or online instructional settings including, but not limited to, any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent-assisted learning opportunities, and other educational efforts undertaken by the staff and students that can be given for grade or credit. Staff shall report completed hours of instruction as defined in this policy to the supervising teacher, building principal, or district administrator for final calculation.

In order to comply with the requirements of the calendar, District Policy and Section 20-1-301, MCA, the District shall implement the instructional schedules and methods identified in this policy.

Offsite Instruction

The Board of Trustees authorizes offsite instruction of students in a manner that satisfies the aggregate number of instructional hours outlined in the School District’s adopted or revised calendar for a school year. Offsite delivery methods shall include a complete range of educational services offered by the School District and shall comply with the requirements of applicable statutes. Students completing course work through an offsite instructional setting shall be treated in and have their hours of instruction calculated in the same manner as students attending an onsite institutional setting.

Offsite instruction is available to students on a case-by-case basis for those students who have successfully completed the ten day observational period as outlined in Policy 3110.

The Board of Trustees authorizes the district administrator to permit students to utilize an offsite or online instructional setting at when circumstances require.

Proficiency-Based Learning

The Board of Trustees authorizes proficiency-based learning when a student demonstrates proficiency in a course area as determined by the Board of Trustees using District assessments, or other measures approved by the Board of Trustees.

The Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments that include, but are not limited to, the course or class teacher’s determination of proficiency as defined by the Board of Trustees. This determination shall be based on a review of the student’s completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board of Trustees authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the School District is unable to document satisfaction of the required minimum aggregate number of hours through the offsite or onsite methods outlined in this policy, or other students whom School District personnel determine satisfy the definition of proficient or meeting proficiency.

This provision is based in the declaration by the Montana Legislature that any regulation discriminating against a student who has participated in proficiency-based learning is inconsistent with the Montana Constitution.

- Legal Reference: Article X, Section 1, Montana Constitution
Section 20-1-101, MCA Definitions
Section 20-1-301, MCA School Fiscal Year
Section 20-7-118, MCA Offsite Provision of Educational Services
Section 20-7-1601, MCA Transformational Learning –Legislative Intent
ARM 10.55.906(4) High School Credit

Cross Reference: Policy 2100
Policy 3110

School Calendar
Referral Procedures for Placement and Admission and
Transfer Procedures

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

Montana School for the Deaf and the Blind
THE BOARD OF TRUSTEES

Legal Status, Operation, and Organization

1000

The legal name of this School is the Montana School for the Deaf and the Blind, Cascade County, State of Montana. The School is classified as a state supported special purpose school and must be operated as a separate and independent unit and school of the State of Montana. The Montana Board of Public Education Board of Trustees of the Montana School for the Deaf and the Blind is the governmental entity established by the State of Montana to plan and direct all aspects of the School's operations, to the end that students shall have ample opportunity to achieve their individual and collective learning needs.

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become an effective citizen, the Board shall exercise the full authority granted to it by the laws of the state. Its legal powers, duties and responsibilities are derived from the Montana Constitution and state statutes and regulations.

The policies of the Board define and frame the organization of the Board and the manner via which the school conducts of conducting its official business. The Board's operating policies are those that the Board adopts from time to time to facilitate the performance of its responsibilities.

All handbooks approved by the Board are regarded as and given the same significance as District policy.

Legal Reference:	§ 20-3-323, MCA	District policy and record of acts
	§ 20-8-101 MCA	Montana School for the Deaf and the Blind-State Supported Special School
	10.55.701, ARM	Board of Trustees
	Article X, Section 8	MT Constitution

Policy History:

Adopted on: 11-04-05

Revised on: 11-14-14

Montana School for the Deaf and the Blind
THE BOARD OF TRUSTEES

Organization

1100

~~The legal name of this School is the Montana School for the Deaf and the Blind, Cascade County, State of Montana. The School is classified as a state supported special purpose school and must be operated as a separate and independent unit and school of the State of Montana under the general supervision, direction and control of the Board of Public Education.~~

~~In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become an effective citizen, the Board shall exercise the full authority granted to it by the laws of the state. Its legal powers, duties and responsibilities are derived from the Montana Constitution and state statutes and regulations. Sources such as the school laws of Montana and the administrative rules of the Board of Public Education and the Office of Superintendent of Public Instruction delineate the legal powers, duties, and responsibilities of the Board.~~

~~Legal Reference: 20-8-101 MCA — Montana School for the Deaf and the Blind State
— Supported Special School
— 10.55.701, ARM — Board of Trustees~~

Policy History:

Adopted on: 11-04-05

Revised on: 11-14-14

Montana School for the Deaf and the Blind
THE BOARD OF TRUSTEES

Adoption and Amendment of Policies

1310

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular **or special** Board meeting. Interested parties may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person, relative to a proposed policy or amendment, should be directed to the Superintendent prior to the **final second (2nd)** reading. The final vote for adoption shall take place not earlier than at the **final second (2nd)** reading of the particular policy. **New or revised policies that are required, or have required language changes based on State or Federal law, or are required changes by administrative rule, may be adopted after the first (1st) reading if sufficient notice has been given through the board agenda.**

All new or amended policies shall become effective upon adoption; unless a specific effective, date is provided in the motion for adoption.

Policies, as adopted or amended, shall be made a part of the minutes of the meeting at which action was taken and shall also be included in the School's policy manual. Policies of the School shall be reviewed annually by the Superintendent.

Policy Manuals

The Superintendent shall develop and maintain a current policy manual which contains the policies of the School. Each administrator, as well as staff, students, and parents, shall have ready access to the manual. ~~All policy manuals distributed to anyone shall remain the property of the School and shall be subject to recall at any time.~~

Suspension of Policies

Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all trustees must have received written notice of the meeting, which included a proposal to suspend the policies and an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all trustees present.

Administrative Procedures

The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board.

When a written procedure is developed, the Superintendent shall submit it to the Board as an information item.

Legal Reference: § 20-3-323, MCA District policy and record of acts

10.55.701, ARM Board of Trustees

Policy History:

Adopted on: 11-04-05

Revised on:

Montana School for the Deaf and the Blind
THE BOARD OF TRUSTEES

Records Available to Public

1401

All School's records except those restricted by state and federal law shall be available to citizens for inspection at the ~~Business~~ **Superintendents** office.

Any individual may request public information from the district. The district shall make the means of requesting public information accessible to all persons.

Upon receiving a request for public information, the district shall respond in a timely manner to the requesting person by:

- (a) Making the public information available for inspection and copying by the requesting person; or
- (b) Providing the requesting person with an estimate of the time it will take to fulfill the request if the public information cannot be readily identified and gathered and any fees that maybe charged.

The district may charge a fee for fulfilling a public information request. The fee may not exceed the actual costs directly related to fulfilling the request in the most cost-efficient and timely manner possible. The fee must be documented. The fee may include the time required to gather public information. The district may require the requesting person to pay the estimated fee prior to identifying and gathering the requested public information.

The district is not required to alter or customize public information to provide it in a form specified to meet the needs of the requesting person. If the district agrees to a request to customize a records request response, the cost of the customization may be included in the fees charged by the district.

In accordance with § 20-9-213(1), MCA, the record of the accounting of school funds shall be open to public inspection at any meeting of the trustees. A fee may be charged for any copies requested. Copies will be available within a reasonable amount of time following the request.

A written copy of Board minutes shall be available to the general public within five (5) working days following approval of the minutes by the Board. If requested, one (1) free copy of minutes shall be provided to local media within five (5) working days following approval by the Board.

Fees will be charged as follows:

- ~~a. Copy of Board minutes or other materials—15¢ per page~~
- ~~b. Time spent researching a copy project will be charged at the employee's hourly rate of pay.~~

Legal Reference: § 2-6-1003, MCA Access to Public Information
 § 2-6-1006, MCA Public Information requests – fees
 § 20-3-323, MCA District policy and record of acts

Policy History:

Adopted on: 11-04-05

Revised on:

THE BOARD OF TRUSTEES 1513

Management Rights

The Board retains the right to operate and manage its affairs in such areas as but not limited to:

1. Direct employees;
2. Employ, dismiss, promote, transfer, assign, and retain employees;
3. Relieve employees from duties because of lack of work or funds under conditions where continuation of such work would be inefficient and nonproductive;
4. Maintain the efficiency of District operations;
5. Determine the methods, means, job classifications, and personnel by which District operations are to be conducted;
6. Take whatever actions may be necessary to carry out the missions of the District in situations of emergency;
7. Establish the methods and processes by which work is performed.

The Board reserves all other rights, statutory and inherent, as provided by state law.

The Board also reserves the right to delegate authority to the Superintendent for the ongoing direction of all District programs.

Cross Reference: 6110 Superintendent

Legal Reference: § 20-3-324, MCA Powers and duties
§ 39-31-303, MCA Management rights of public employers
Bonner School District No. 14 v. Bonner Education Association, MEA-MFT, NEA, AFT, AFL-CIO, (2008), 2008 MT 9

Policy History:

Adopted on:

Reviewed on:

Revised on:

THE BOARD OF TRUSTEES 1700

Page 1 of 3

Uniform Complaint Procedure

The Board establishes this Uniform Complaint Procedure as a means to address complaints arising within the District. This Uniform Complaint Procedure is intended to be used for all complaints except those governed by a specific process in state or federal law that supersedes this process or collective bargaining agreement. Matters covered by a collective bargaining agreement will be reviewed in accordance with the terms of the applicable agreement.

The District requests all individuals to use this complaint procedure, when the individual believes the Board or its employees or agents have violated the individual's rights under state or federal law or Board policy. Complaints against a building administrator shall be filed with the Superintendent. Complaints against the Superintendent or District administrator shall be filed with the Board.

The District will endeavor to respond to and resolve complaints without resorting to this formal complaint procedure and, when a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder will not be impaired by a person's pursuit of other remedies. Use of this complaint procedure is not a prerequisite to pursue other remedies and use of this complaint procedure does not extend any filing deadline related to pursuit of other remedies.

Deadlines requiring District action in this procedure may be extended for reasons related but not limited to the District's retention of legal counsel and District investigatory procedures.

Level 1: Informal

An individual with a complaint is first encouraged to discuss it with the appropriate employee or building administrator with the objective of resolving the matter promptly and informally. An exception is that a complaint of sexual harassment should be discussed directly with an administrator not involved in the alleged harassment.

Level 2: Building Administrator

When a complaint has not been or cannot be resolved at Level 1, an individual may file a signed and dated written complaint stating: (1) the nature of the complaint; (2) a description of the event or incident giving rise to the complaint, including any school personnel involved; and (3) the remedy or resolution requested. The written complaint must be filed within thirty (30) calendar days of the event or incident or from the date an individual could reasonably become aware of such event or incident. The applicability of the deadline is subject to review by the Superintendent to ensure the intent of this uniform complaint procedure is honored.

When a complaint alleges violation of Board policy or procedure, the building administrator will investigate and attempt to resolve the complaint. The administrator will respond in writing to the complaint, within thirty (30) calendar days of the administrator's receipt of the complaint.

If the complainant has reason to believe the administrator's decision was made in error, the complainant may request, in writing, that the Superintendent review the administrator's decision. (See Level 3.) This request must be submitted to the Superintendent within fifteen (15) calendar days of the administrator's decision.

When a complaint alleges sexual harassment or a violation of Title IX of the Education Amendments of 1972 (the Civil Rights Act), Title II of the Americans with Disabilities Act of 1990, or Section 504 of the Rehabilitation Act of 1973, the Administrator shall turn the complaint over to the applicable District nondiscrimination coordinator. The coordinator shall ensure an investigation is completed in accordance with the applicable procedure. In the case of a sexual harassment or Title IX complaint the applicable investigation and appeal procedure is Policy 3225P or 5012P. In the case of a disability complaint, the coordinator shall complete an investigation and file a report and recommendation with the Administrator for decision. Appeal of a decision in a disability complaint will be handled in accordance with this policy.

Level 3: Superintendent

If the complainant appeals the administrator's decision provided for in Level 2, the Superintendent will review the complaint and the administrator's decision. The Superintendent will respond in writing to the appeal, within thirty (30) calendar days of the Superintendent's receipt of the written appeal. In responding to the appeal, the Superintendent may: (1) meet with the parties involved in the complaint; (2) conduct a separate or supplementary investigation; (3) engage an outside investigator or other District employees to assist with the appeal; and/or (4) take other steps appropriate or helpful in resolving the complaint.

If the complainant has reason to believe the Superintendent's decision was made in error, the complainant may request, in writing, that the Board consider an appeal of the Superintendent's decision. (See Level 4.) This request must be submitted in writing to the Superintendent, within fifteen (15) calendar days of the Superintendent's written response to the complaint, for transmission to the Board.

Level 4: The Board

Upon written appeal of a complaint alleging a violation the individual's rights under state or federal law or Board policy upon which the Board of Trustees has authority to remedy, the Board may consider the Superintendent's decision in Level 2 or 3. Upon receipt of written request for appeal, the Chair will either: (1) place the appeal on the agenda of a regular or special Board meeting, (2) appoint an appeals panel of not less than three trustees to hear the appeal and make a recommendation to the Board, or (3) respond to the complaint with an explanation of why the appeal will not be heard by the Board of Trustees in accordance with this policy. If the Chair appoints a panel to consider the appeal, the panel will meet to consider the appeal and then make written recommendation to the full Board. The Board will report its decision on the appeal, in

writing, to all parties, within thirty (30) calendar days of the Board meeting at which the Board considered the appeal or the recommendation of the panel. A decision of the Board is final, unless it is appealed pursuant to Montana law within the period provided by law.

Cross Reference: 3210 - Equal Educational Opportunity and Nondiscrimination
5010 - Equal Employment Opportunity and Nondiscrimination
3225-3225P – Sexual Harassment of Students
5012-5012P – Sexual Harassment of Employees

Legal Reference: Title IX of the Education Amendments of 1972 (Civil Rights Act)
Title II of the Americans with Disabilities Act of 1990
§ 504 of the Rehabilitation Act of 1973

Policy History:
Adoption on:
Revised on:
Revised on:

MSDB / BOPE Bi-Monthly Meeting Agenda
12:00 - 1:30 PM

Date: 12/18/2023

Attendees:

Meeting Objectives:

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

Future Agenda Items:

Program	Agenda Items	Items Needing Follow-Up
Administration	<ul style="list-style-type: none"> • Personnel Action Plan • Out of State Travel <ul style="list-style-type: none"> ○ None at this Time • 1st Reading 2024 - 2025 School Calendar <ul style="list-style-type: none"> ○ Calendar Process ○ Policy 2100 ○ Initial Calendar Survey ○ Initial Survey Results ○ Final Calendar Survey ○ Final Survey Results • Policy Reviews <ul style="list-style-type: none"> ○ Policy Review Process ○ Policies for Final Review <ul style="list-style-type: none"> ■ 1000 Legal Status and Operation Update Proposal ■ 1100 Organization Terminate Proposal ■ 1310 Adoption and Amendment Update Proposal ■ 1401 Records Available to the Public Update Proposal 	<ul style="list-style-type: none"> • Action Items Needed <ul style="list-style-type: none"> ○ Personnel Action ○ Policy Updates

- Policies for 1st Review
 - [1513 Management Rights Policy Proposal](#)
 - [1700 Uniform Grievance Procedure Policy Proposal](#)
- Interim Education Budget Committee
 - [Budget Analysis](#)
 - Organizational Chart
 - [Interpreters](#)
 - [Residential Student Transportation](#)
 - [Parent Letter](#)
- University of Montana Exploration Project
 - Teacher of the Deaf
 - Interpreter Program
 - ASL Classes
- Interim Education Committee Invite
 - Jan 9th (10:45 AM)
 - Student Ambassador
 - Future Mustang 2034 Report
 - Transition Coordinator
- MSDB Portrait of a Graduate
 - Invitations Sent for Design Team
 - [Community Members](#)
 - [Staff Members](#)
 - [Parents/Guardians](#)
 - Dates
- Accreditations
 - AER Update
 - [Standards Feedback](#)
 - Virtual Tour
 - Interviews
 - [Green Team November Newsletter](#)
 - [Green Team December Newsletter](#)
- ESSER Funding
 - ESSER III Amendment Submitted

	<ul style="list-style-type: none"> ● Foundation Update <ul style="list-style-type: none"> ○ Land Donation ○ BPE / Foundation Agreement 	
Business Office	<ul style="list-style-type: none"> ● Financial Report as of 12/17/23 ● Fraxion Purchase Order Database - We are caught up on entering data from July - Nov. And we are now operational. Our plan is to roll out to staff in January. ● Accounting Technician - Judy Scharhag is now working full time in our office, So we are busy getting her trained. ● Recent Major repairs: <ul style="list-style-type: none"> ○ Replacing backflow assembly on main water supply to campus to bring it up to code. \$6,400.00 ○ Replace worn bearing in HVAC unit. \$3,084.59 ○ Replace inside actuators HVAC unit. \$1,466.60 ○ Replace outside actuator HVAC unit \$1,115.80 	
Residential	<ul style="list-style-type: none"> ● Staff and Family Health ● GFPS Assistance with lunch and breakfast ● LEAP - ● ASL Mentors and classes ● Student Activities <ul style="list-style-type: none"> ○ Swimming in Missoula NWABA ○ Grandstreet Theater ○ Holiday Parties ○ Student Council Fundraiser for a family ○ Computer Club (Fridays) ● Travel Day Dec 22 	

<p>Education: School</p>	<ul style="list-style-type: none"> ● Current numbers <ul style="list-style-type: none"> ○ LEAP - 3 Participants ● Referrals <ul style="list-style-type: none"> ○ 3 students placed - 1 VI HS, 1 VI Elem, 1 VI preschool ○ 2 students - ready for 10-day DHH Elem ○ 1 student - working with school on necessary IEP paperwork ○ 1 student - in the file review team process ○ Several other students lined up as possible referrals ● Literacy Consultant on Campus - Nov. 27-28 ● ELVS - Dec. 6 - Decorate at the Holiday Village Mall <ul style="list-style-type: none"> ○ Windows ○ Office ○ Trees ● Winter Program - Thursday, Dec. 21st at 1:00 pm ● Showdown PE Ski Activity - Jan. 11th ● End of 1st Semester Jan. 17th ● TVI student practicum on campus (Jan-Mar) ● Interpreter Intern (Feb-Mar) 	
<p>Education: Outreach</p>	<ul style="list-style-type: none"> ● Database ● Open positions-screening applicants ● Winter Events Deaf Mentors ● w Cogswell-Macy Act.docx 	

Board of Public Ed Meeting

BOPE Meeting – December 18, 2023

Those in attendance - Paul Furthmyre, Tim Tharp, Jim Kelly, Julie-Dee Alt, Donna Schmidt, Carol Clayton-Bye, McCall Flynn

Absent - Renee Rasmussen

Note Taker – Paula Mix

Approval of Agenda

Next BOPE Meeting will be Feb. 14th at 9-11:00am

Meeting Objectives:

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

Administration - Paul

- Paul reported we had three resignations due to personal reasons - taking another job, moving out of state. Our new hires consist of one MSDB staff transferring in house to a new job and three new staff to join MSDB. There is no Out State Travel at this time. We are submitting our 2024-2025 School calendar for the first reading. A survey for the calendars was emailed to our Stakeholders, staff, parents and HS students to vote on.
- We continue to review our Policies. Policies 1000,1100, 1310 and 1401 are submitted for final review. Policies 1513, 1700 are being submitted for first reading.
- Information was shared about the meeting we had with the Interim Education Budget Committee meeting - administration's suggestion is that we look at having Position numbers for each person instead of lumping them together. U of M is working on having ASL classes and to possibly train Teachers and Interpreters in the State. Transportation is a concern after working with our Lawyers - 20.8.121. The Public Service Commission no longer certifies any carriers for transportation. We sent a letter out to all Residential parents. We have been invited to the Interim Education Committee on Jan. 9th where we will bring two Student Ambassadors and our Transition Coordinator
- MSDB Portrait of the Graduate Design Team will be meeting four different times starting January 23.
- We continue to work on AER Accreditation - Jan. 16th we will be having a Virtual tour with the AER Accreditation team.
- We submitted the ESSER III Amendment.
- We gave an update on the Foundation - They had their Audit and have not heard back yet. Will be meeting with the Foundation Executive committee on a decision on the land donation.

Business Office - Donna

- Donna on the budget and we are at 41.86% compared to 42.30% last year. She has no concerns. We have been working hard on Fraxion and it should be going live to the staff in January. Our new Accounting Tech will be working full time next week. We have had some unexpected repairs - replacing backflow on the main water supply, worn bearings, inside and outside actuators HVAC units. We have a \$70,000 bill to replace the HVAC coils and are working with A & E to see if there is funding.

Residential - Jim

- Jim reported his kitchen staff and one LEAP staff have been out due to family illness and death. The MSDB staff have been serving and cleaning up after lunch is served. GFPS has assisted with the breakfast and lunches during this time. Our LEAP program has 3 students who are working at Grandview, Walmart and job shadowing at Benefis. Our ASL Mentors have been busy teaching classes on campus to staff and offering classes to the public. January we will be looking at starting ASL classes on Base and at Touro Medical College. Cottage has had a number of activities this past month- NWABA swimming event in Missoula, Grand Street Theater- Wizard of Oz in ASL in Helena, Holiday Cottage wing parties, Cookie Decorating, EOS Fundraiser, Formal Dinner.

Education: School - Julie-Dee

- Julie-Dee reported on our current enrollment of 40 students plus 3 LEAP students. We placed 3 new VI students HS, ELM, Preschool. Have some referrals that we would like to start their 10-day in January. Outreach has a number of students that could be referrals. Our Literacy Consultant was here in Nov. and will be back in January. We had our ELVS Community outing where we went to the Holiday Village Mall to help decorate for Christmas. Our Christmas Program is this Thursday. Working with Showdown for our Ski Day in Jan. We have a TVI Student that will be doing her practicum on campus with the help from the other three TVI Teachers.

Education: Outreach - Carol

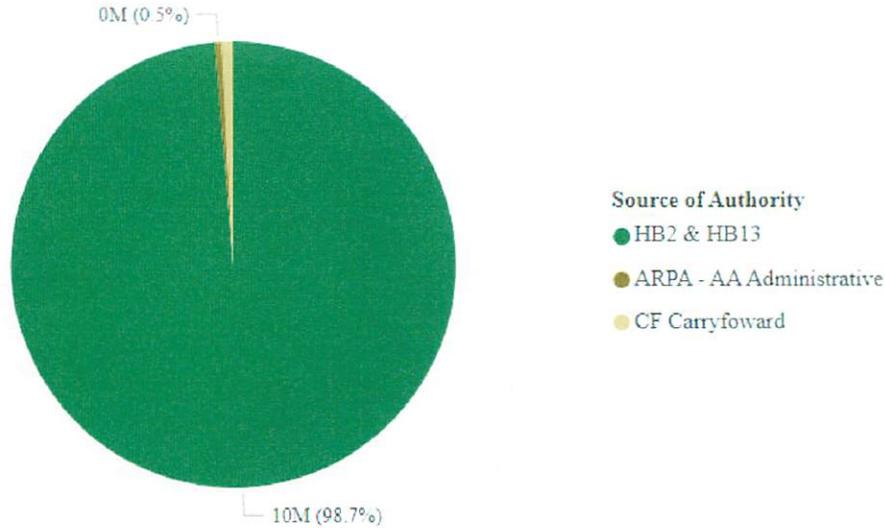
- Carol demonstrated to the Board ED Hub the new Outreach Database- This database will be helpful for us to log new referrals, level of service, transfer of students and to be able to pull a number of different reports as needed. We have one Outreach Consultant retiring in January. One of Outreach Consultants in the Billings area will be resigning in January.

MONTANA SCHOOL FOR THE DEAF AND BLIND

TOTAL APPROPRIATION AUTHORITY

The total appropriation authority for the Montana School for the Deaf and Blind is shown in the pie chart below. HB 2 and HB 13 provide 98.7% of the total authority for this agency. All types of appropriation authority for this agency are described below, including total budget and the percent expended by source of authority.

Total Modified Budget by Source of Authority



Source of Authority	Modified Budget	Expended Budget	% Expended
HB2 & HB13	9,612,548	3,618,183	37.6%
CF Carryforward	76,591	69,934	91.3%
ARPA	51,200	0	0.0%
Total	9,740,338	3,688,117	37.9%

Carryforward Authority

The Montana School for the Deaf and Blind has carryforward authority of approximately \$76,600 in general fund, which was less than 1.0% of the total appropriation authority. The general fund carryforward authority was allocated to equipment and intangible assets and was 91.3% expended. The Montana School for the Deaf and Blind used this authority to make improvements to the buildings and to purchase equipment, including the installation of air conditioning units, doors, and snow removal equipment. The remaining carryforward authority will be spent on cabling for the strobe project.

COVID Authority

The Montana School for the Deaf and Blind had \$51,200 in ESSER III funding and was 0.0% expended. The ESSER III expenditures have a deadline of September 30, 2024.

HB 2 BUDGET MODIFICATIONS

The following chart shows the HB 2 budget as passed by the legislature, including the pay plan, and the HB 2 modified budget from June 1, 2023, through November 30, 2023. Net modifications to the budget include operating plan changes from one expenditure account to another, program transfers, reorganizations, and agency transfers of authority. The **positive modifications** and **negative modifications** are shown by program, expenditure account, and fund type.

Legislative Budget Compared to Modified Budget - HB 2 Only

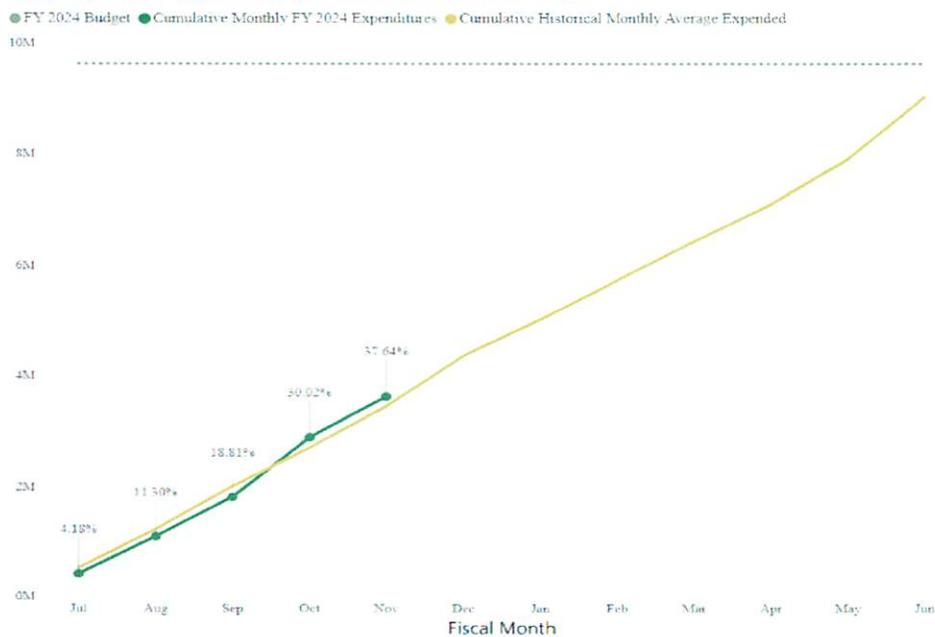
Agency Name	HB 2 Budget	Modified Budget	Net Modifications
☐ School for the Deaf & Blind	9,612,548	9,612,548	
Total	9,612,548	9,612,548	
Expenditure Type	HB 2 Budget	Modified Budget	Net Modifications
☐ 61000 Personal Services	8,583,312	8,583,312	
☐ 62000 Operating Expenses	999,785	999,785	
☐ 68000 Transfers-out	1,000	1,000	
☐ 69000 Debt Service	28,451	28,451	
Total	9,612,548	9,612,548	
Fund Type	HB 2 Budget	Modified Budget	Net Modifications
☐ 01 General	9,107,127	9,107,127	
☐ 02 State Other Spec Rev	304,975	304,975	
☐ 03 Fed Other Spec Rev	200,446	200,446	
Total	9,612,548	9,612,548	

The Montana School for the Deaf and Blind has not made any modifications to its HB 2 budget in FY 2024.

HB 2 APPROPRIATION AUTHORITY

The following chart shows the appropriated budget for the agency compared to expenditures through November 30, 2023. The Montana School for the Deaf and Blind has expended their FY 2024 budget by 37.6%, slightly above the historic average of 35.8%.

Monthly Expenditures Compared to Historical Average



Fund Type	Modified Budget	Expended Budget	% Expended
01 General	9,107,127	3,613,653	39.7%
02 State Other Spec Rev	304,975	0	0.0%
03 Fed Other Spec Rev	200,446	4,529	2.3%
Total	9,612,548	3,618,183	37.6%

Expenditure Type	Modified Budget	Expended Budget	% Expended
Personal Services	8,583,312	3,173,366	37.0%
Operating Expenses	999,785	444,816	44.5%
Transfers-out	1,000	0	0.0%
Debt Service	28,451	0	0.0%
Total	9,612,548	3,618,183	37.6%

Program Name	Modified Budget	Expended Budget	% Expended
01 ADMINISTRATION PROGRAM	698,381	279,441	40.0%
02 GENERAL SERVICES	591,075	249,087	42.1%
03 STUDENT SERVICES	2,025,330	749,746	37.0%
04 EDUCATION	6,297,762	2,339,909	37.2%
Total	9,612,548	3,618,183	37.6%

PERSONAL SERVICES

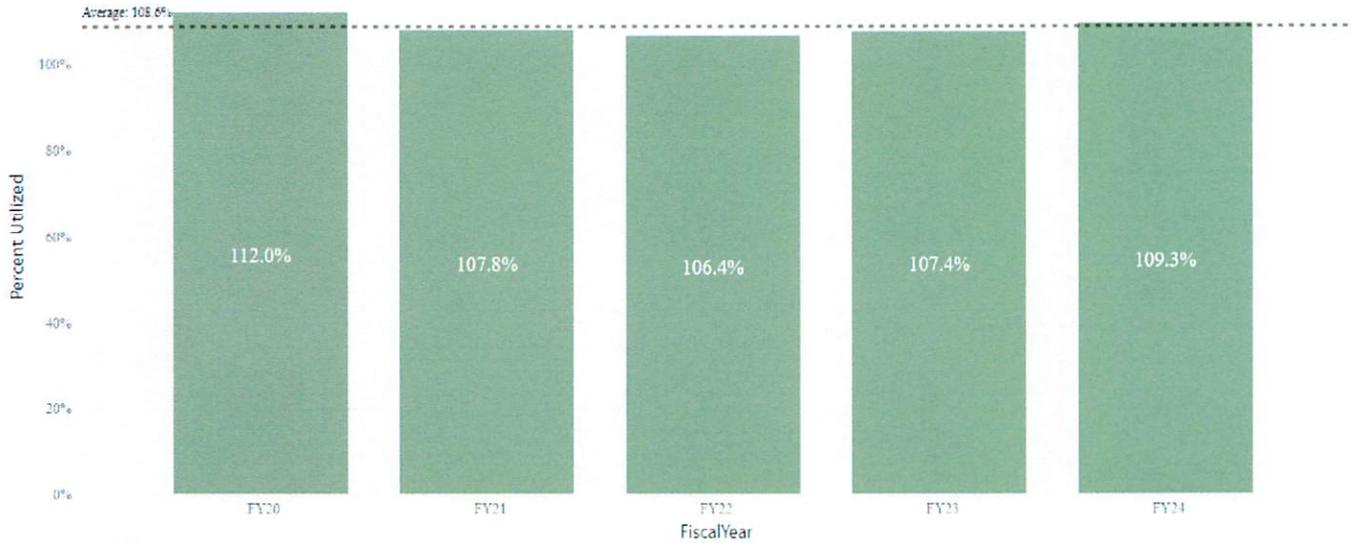
Appropriations for personal services in the Montana School for the Deaf and Blind total approximately \$8.6 million and are 37.0% expended through November 30, 2023. The department has 75.2 HB 2 FTE and 94.0% of these positions are filled as of November 1, 2023. The Montana School for the Deaf and Blind did not utilize contracted labor, but they did pay \$4,381.00 in overtime. The full amount paid towards overtime was due to vacant positions. The vacant positions that resulted in the need for overtime were Residential Advisors in their cottage program. Some of the students reside on campus and this requires staffing 24/7 for the residential program. There is one open position for a Residential Advisor in the Boys Cottage. The following chart shows the filled and vacant FTE within the agency as of November 1, 2023.

Position Status ● Filled ● Vacant



The chart below shows the hourly utilization percentage for the Montana School of the Deaf and Blind between July 1 and November 1 for each fiscal year. Overall, the department has utilized 109.3% of the hours budgeted for FY 2024, as shown in the chart below.

The Montana School for the Deaf and Blind has historically utilized more than 100.0% of the hours budgeted. This is due to education employees being budgeted at 2080 hours, which is equivalent to 1.00 FTE, but are then listed in SABHRS as 0.73 FTE. The rates in IBARS are the employee's True Hourly Rate, but since most of the educational employees spread their salary over the full year, the Spread Hourly Rate is then listed in the state accounting system. The Spread Hourly Rate calculation takes the True Hourly Rate multiplied by the number of contract days and hours per day divided by 2080 hours. Due to the nature of this calculation, a result of over utilization is not uncommon since the education employees are working as a standard 1.00 FTE during the active school year.



The table below shows the total number of aggregate positions for each role within the Montana School for the Deaf and Blind. There are 3 aggregate positions in Student Services and 56 aggregate positions in the Education Program. In total, the Montana School for the Deaf and Blind has 59 aggregate positions.

Agency	Filled	Total
51130 SCHOOL FOR THE DEAF AND BLIND	59	59
03 Student Services	3	3
BD OF EDUCATION-PROF	1	1
Licensed Practical Nurse 2	2	2
04 Education Program	56	56
BD OF EDUCATION-PARAPROF	8	8
BD OF EDUCATION-PROF	25	25
Protective Service All Other	2	2
Residential Advisor	10	10
TEACHER-MSDB	11	11
Total	59	59

The table below shows the vacant FTE in each division, the number of months each position has been vacant and the midpoint hourly pay rate. Of the 4.5 FTE that are vacant, 0.75 FTE has been vacant for four months or less (since July 2023).

	FTE	Median Months Vacant	Market Midpoint (Hourly)
51130 SCHOOL FOR THE DEAF AND BLIND	4.52	9.28	16.44
03 Student Services	2.31	14.52	16.44
Licensed Practical Nurse 2	0.77	24.43	23.39
Residential Advisor	1.54	8.79	16.44
04 Education Program	2.21	4.03	
Administrative Assistant 2	0.75	0.30	18.15
BD OF EDUCATION-PARAPROF	0.73	70.59	
TEACHER-MSDB	0.73	4.03	
Total	4.52	9.28	16.44

OTHER ISSUES

Required Reports

The Montana School of the Deaf and Blind did not have any budget amendments, operating plan changes, or program transfers that require reporting to the Legislative Finance Committee.

APPENDIX

Agency Questions

Contractors & Overtime (Time Period: July 1, 2023 – October 31, 2023 / FTE Type: HB 2)

- How much did you pay to contractors? How much of the amount paid to contractors do you estimate is due to vacant positions? If contractors were paid because of vacant positions, what are the types of vacant positions that resulted in the need for contractors?
 - No
- How much did you pay in overtime? How much of the overtime paid do you estimate is due to vacant positions? If overtime was paid because of vacant positions, what are the types of vacant positions that resulted in the need for overtime?
 - \$4,381 was paid in overtime and the full amount was due to vacant positions. The vacant positions that resulted in the need for overtime were Residential Advisors in their cottage program. Some of our students reside on campus and this requires staffing 24/7 for the residential program. We have one open position for a Residential Advisor in our Boys Cottage.



MONTANA LEGISLATIVE BRANCH

Legislative Fiscal Division

Room 110 Capitol Building * P.O. Box 201711 * Helena, MT 59620-1711 * (406) 444-2986 * FAX (406) 444-3036

Director
AMY CARLSON

DATE: December 13, 2023
TO: Education Interim Budget Committee
FROM: Mark Yakubovich, LFD
RE: MSDB Interpreter Staffing Update

INTERPRETER STAFFING

The Montana School for the Deaf and Blind (MSDB) has been experiencing significant levels of vacancies within their interpreter staff and is reporting negative impacts to students as a result. The MSDB budget includes funding for a total of nine interpreters, with three of those positions or 33.3% of the interpreter staff vacant as of the date of this memo.

MSDB currently has five interpreters at 0.71 FTE (including one supervisor) and one interpreter at 0.50 FTE that are filled. Out of the five interpreters at 0.71 FTE, four are eligible for retirement.

There are two vacant interpreter positions at 0.71 FTE and one vacant interpreter position at 0.44 FTE. All vacant positions are being advertised and MSDB has offered an apartment in their cottage program to help assist with living expenses. Three out of the last four hires were from out-of-state (Alaska, Florida, Arizona), but only one is still on staff. MSDB is working with Chicago University and Augustana College in South Dakota to allow interns to work with MSDB and live in their cottages. The goal is to recruit interpreters from the pool of interns for permanent positions with MSDB.

Since September 30, 2023, no applications for the advertised interpreter positions have been received. MSDB reports seeing an impact to students regarding vacant interpreter positions. Due to the limited number of interpreters on staff, the interpreters are unable to work in pairs, which would allow the interpreters to switch every 15 minutes to alleviate the mental and physical strain from translating English into American Sign Language and vice versa. According to MSDB, this is causing the interpreters to feel burnt out and unable to help with extracurricular programs. Additionally, due to high vacancies and staff turnover the interpreter supervisor has been increasingly focused on training and mentoring entry-level staff and unable to assist in relieving some of the workload for the other interpreters, causing MSDB to lose their two most recent hires.

**Student Travel Transporting Students Home for Travel
Approved Biennium Budget**

	General Fund Total	Total Funds
FY 2024	\$45,000	\$45,000
FY 2025	\$45,000	\$45,000

PL • 10 • Student Travel OTO -

The school requests one-time-only, \$45,000 each year of the 2025 biennium for a total of \$90,000 general fund, to pay additional travel costs to transport students to and from their homes. No commercial bus transportation is available in Great Falls, so the school must charter transportation for students to and from their homes once per month. Due to COVID-19 and inflation, transportation costs have increased.

- Received one bid of \$66,000 to transport our students home for the year. Have two routes was going to be billed for five. Could not find vendor willing to work us on number of routes, setting of routes, cost for cancellation of route, etc. Rejected the bid.
- Hoping to use money to purchase Type E School bus and hire drivers to transport.
- Planning on possibly using carry forward money to purchase Type E School Bus.
- Currently having parents transport their child every travel day and using the money allocated.

2022 MONTANA SCHOOL BUS STANDARDS AND RESOURCE MATERIALS

A Type “E” school bus is district-owned, is designed to carry 10 or fewer passengers, has an overall safety rating of five stars from the national highway traffic safety administration at the time of purchase, is insured in accordance with minimum coverage requirements set forth in 20-10-109, and is purchased after 7/1/2017.

Montana Code Annotated 2023
TITLE 20. EDUCATION
CHAPTER 8. MONTANA SCHOOL FOR THE DEAF AND BLIND
Part 1. General Provisions

Transportation Of Students At School

20-8-121. Transportation of students at school. (1) The school for the deaf and blind shall provide the transportation expenses allowed in subsection (4) for a residential student at the school for the deaf and blind who is a resident of the state of Montana if the student is conveyed to and from the student's residence by:

- (a) a scheduled air carrier as defined in 67-1-101;
- (b) charter with a commercial air operator as defined in 67-1-101;
- (c) a parent or guardian of the student, under an individual transportation contract with the school for the deaf and blind; or
- (d) other transportation arrangements, provided that the transportation is by a carrier of passengers certified by the public service commission and approved by the superintendent of the school for the deaf and blind, pursuant to rules adopted by the board of public education.

(2) The superintendent of the school for the deaf and blind shall determine which method of transportation in subsection (1) is to be provided to a student, pursuant to rules adopted by the board of public education on transportation of residential and boarding students at the school.

(3) A parent or guardian who transports a student to or from the school under an individual transportation contract is entitled to reimbursement for transportation, pursuant to rules adopted by the board of public education on reimbursement.

(4) The transportation of a residential student provided in subsection (1) is limited to the number of round trips to the student's residence as specified in the school calendar approved by the board of public education. The superintendent of the school for the deaf and blind may grant a variance from this provision, but in no event may a reimbursement for travel expenses be provided for travel in excess of the total number of trips approved in any school fiscal year.

History: En. Sec. 1, Ch. 396, L. 1987; amd. Sec. 3, Ch. 392, L. 1989.

10.61.207 STUDENT TRANSPORTATION

(1) The board establishes as policy that the administration of the Montana school for the deaf and blind shall provide for each residential student the most cost-effective and convenient method of transportation to and from home each scheduled travel weekend during the time when school is in session.

(2) The superintendent of the school for the deaf and blind shall determine the appropriate means of transportation applying the following criteria:

(a) Preference shall be given to scheduled commercial air or ground carriers where such transportation will not unduly inconvenience the student or his family and where student supervisors will not be required.

(i) In assessing inconvenience to the student and his family, the superintendent shall consider the amount of time the student is enroute and the distance the family must travel to meet the student at the termination of commercial carrier service.

(ii) The superintendent may provide scheduled ground transportation service only through a carrier certified by the public service commission.

(b) When transportation by scheduled commercial air or ground carrier is not available, or is inappropriate, the superintendent may choose to transport residential students on either school buses as defined in section 20-10-101 MCA, chartered commercial aircraft, or through individual transportation contracts with parents. When entering into individual transportation contracts with the parents or guardians of a student, the superintendent must follow the guidelines for special education transportation established by the state of Montana. The individual transportation contract shall provide reimbursement at the current rate set for special education transportation individual contracts.

(i) In chartering aircraft, the superintendent may contract only with F.A.A. approved Part 135 operators who hold a commercial operation certificate of issuance with the Montana board of aeronautics.

(ii) The superintendent may charter single-engine aircraft, weather and time-of-day permitting. Twin-engine aircraft shall be used where weather or time-of-day require.

(iii) The superintendent shall assign supervisors from the school for the deaf and blind to accompany students on charter flights when deemed appropriate and when number of passengers and size of aircraft permit.

History: Sec. 20-8-121 MCA; IMP, Sec. 20-8-121 MCA; NEW, 1987 MAR p. 2146, Eff. 11/28/87; AMD, 1991 MAR p. 1554, Eff. 3/15/91.

Senate Bill 33 Signed into Law 5/4/2023

AN ACT ELIMINATING CLASS C MOTOR CARRIER CLASSIFICATION AND REGULATIONS OF A CLASS C MOTOR CARRIER BY THE PUBLIC SERVICE COMMISSION; AMENDING SECTIONS 69-12-101, 69-12-201, 69-12-205, 69-12-301, 69-12-314, 69-12-321, 69-12-322, 69-12-323, 69-12-324, 69-12-404, 69-12-406, 69-12407, 69-12-502, AND 69-12-611, MCA; REPEALING SECTIONS 69-12-302 AND 69-12-313, MCA; AND PROVIDING AN IMMEDIATE EFFECTIVE DATE.

Section 4. Section 69-12-301, MCA, is amended to read:

"69-12-301. Classification of motor carriers. (1) Motor carriers are divided into three four classes to be known as:

- (a) Class A motor carriers;
- (b) Class D motor carriers; and
- (c) Class E motor carriers.

(2) **Class A motor carriers** include all motor carriers operating between fixed termini or over a regular route and under regular rates or charges, based upon either station-to-station rates or upon a mileage rate or scale.

(3) Class D motor carriers include all motor carriers operating motor vehicles transporting garbage.

(4) Class E motor carriers include all transportation network carriers."

Current Certified Class A Motor Carriers:

- Class A - Persons and property, as a common carrier in intrastate service, between Glacier Park and Carway on the International Boundary, and Belton, Montana and between Glacier Park boundary and Two Medicine Junction, Cut Bank Junction, St. Mary Junction, Babb and Belton. Limitation: Transportation of ashes, trash, waste, refuse, rubbish and garbage is prohibited
- SUB D Class A - General commodities between Bridger and Red Lodge, Montana, over U.S. Highway 310 and Highway 308 via Belfry, serving all intermediate points.
- SUB E Class A - Property between Laurel and Bridger over U.S. Highway 310; between Rockvale and Red Lodge over U.S. Highway 212.
- Class A – Passengers – between all points and places in the City of Billings, Montana.
- Class A – Helena Ridge Trail Shuttle Service from Women’s Mural to Helena Ridge Trailhead; 2006 Trailhead/Arrowroot Rd Shuttle Service from Women’s Mural to 2006 Trailhead/Arrowroot Rd; and CDT/Mac Pass Shuttle Service from Switchback Ridge Trailhead to CDT/Mac Pass Trail.

Montana Code Annotated 2023

TITLE 20. EDUCATION

CHAPTER 10. TRANSPORTATION AND FOOD SERVICES

Part 1. School Buses and Transportation

Definitions

20-10-101. Definitions. As used in this title, unless the context clearly indicates otherwise, the following definitions apply:

(1) "Bus route" means a route approved by the board of trustees of a school district and by the county transportation committee.

(2) "Eligible transportee" means a public school pupil who:

(a) is 5 years of age or older and has not reached the age of 21 on or before September 10 of the current school year or who is a preschool child with a disability between the ages of 3 and 6;

(b) is a resident of the state of Montana;

(c) regardless of district and county boundaries:

(i) resides at least 3 miles, over the shortest practical route, from the nearest operating public elementary school or public high school, whichever the case may be; or

(ii) has transportation identified as a related service in an individualized education program as developed and implemented in accordance with the Individuals With Disabilities Education Act, 20 U.S.C. 1400, et seq.; and

(d) is considered to reside with a parent or guardian who maintains legal residence within the boundaries of the district furnishing the transportation regardless of where the eligible transportee actually lives when attending school.

(3) (a) "Individual transportation" means transportation by which a district is relieved of actually conveying a pupil.

(b) The term may include paying the parent or guardian for conveying the pupil, reimbursing the parent or guardian for the pupil's board and room, or providing supervised correspondence study or supervised home study.

(4) "Passenger seating position" means, as defined in 49 CFR 571.222, the space on a school bus allocated for one passenger.

(5) (a) "School bus" means, except as provided in subsection (5)(b), any motor vehicle that complies with the bus standards established by the board of public education as verified by the department of justice's semiannual inspection of school buses and the superintendent of public instruction and:

(i) is owned by a district or other public agency and operated for the transportation of pupils to or from school or owned by a carrier under contract with a district or public agency to provide transportation of pupils to or from school; or

(ii) is district-owned, is designed to carry 10 or fewer passengers, has an overall safety rating of five stars from the national highway traffic safety administration at the time of purchase, and is insured in accordance with minimum coverage requirements set forth in **20-10-109**.

(b) A school bus does not include a vehicle that is:

(i) privately owned and not operated for compensation under this title;

(ii) privately owned and operated for reimbursement under **20-10-142**;

(iii) either district-owned or privately owned, designed to carry not more than nine passengers, and used to transport pupils to or from activity events or to transport pupils to their homes in case of illness or other emergency situations and that was purchased prior to July 1, 2017;

(iv) an over-the-road passenger coach used only to transport pupils to activity events; or

(v) a passenger vehicle as defined in **20-10-129**.

(6) "Transportation" means:

(a) a district's conveyance of a pupil by a school bus between the pupil's legal residence or an officially designated bus stop and the school designated by the trustees for the pupil's attendance; or

(b) individual transportation.

(7) "Transportation service area" means the geographic area of responsibility for school bus transportation for each district that operates a school bus transportation program.

History: (1), (2)En. Sec. 278, Ch. 5, L. 1971; amd. Sec. 1, Ch. 61, L. 1974; amd. Sec. 3, Ch. 371, L. 1975; Sec. 75-7001, R.C.M. 1947; (3)En. Sec. 279, Ch. 5, L. 1971; amd. Sec. 2, Ch. 141, L. 1973; Sec. 75-7002, R.C.M. 1947; R.C.M. 1947, 75-7001, 75-7002(part); amd. Sec. 1, Ch. 525, L. 1983; amd. Sec. 10, Ch. 249, L. 1991; amd. Sec. 43, Ch. 767, L. 1991; amd. Sec. 1, Ch. 359, L. 1993; amd. Sec. 1, Ch. 298, L. 1995; amd. Sec. 99(4), Ch. 51, L. 1999; amd. Sec. 9, Ch. 550, L. 2003; amd. Sec. 1, Ch. 221, L. 2017; amd. Sec. 1, Ch. 149, L. 2023.



Paul Furthmyre <pfurthmyre@msdb.k12.mt.us>

Panel Consensus report and Proposal for Virtual Tour and Interviews

Elly du Pre <Elly@aerbvi.org>

Fri, Dec 15, 2023 at 2:09 PM

To: "Paul Furthmyre (pfurthmyre@msdb.k12.mt.us)" <pfurthmyre@msdb.k12.mt.us>

Cc: Irene <idot146@gmail.com>, Samantha Morris <sammorris25704@att.net>

Hello, Paul,

Congratulations to you and your team. The panel found your management materials beautifully organized and thorough. Please see attached self-study forms which are completed with red x's to indicate the panel's consensus rating. You will notice that the panel did generate one question regarding Financial Management question 3, which has been added to the interview questions.

Attached are the Interview Questions and the Interview scheduler which now shows the panel members assigned to the interviews. Where you see a name in the Panel Interviewer column, the assigned panel member will contact the interviewees to arrange mutually convenient appointments. Where you see "after virtual tour," the panel plans to interview those people after the virtual tour, but on the same day as that tour. Please advise if you agree with these arrangements.

The panel would like to propose doing the virtual tour on one of these days/times:

Tuesday January 16 at 4 p.m. Eastern

Thursday January 18 at 4 p.m. Eastern

Would either of these be acceptable? You and I, or anyone on your staff you designate, can have a zoom before the date of the tour to discuss logistics. We can talk about the areas you will be showing on the tour and some tips for how to handle the tablet or iPhone to be used. The purpose of the tour is twofold: one, to give us a chance to see your school as anyone would want to do and as you no doubt normally conduct a tour; and two, to verify the safety and accessibility in accordance with the Buildings and Grounds standards. This aspect also is covered in the Facilities Manager interview. In regard to the standards, the panel will ask to see accessibility features, and verify exit lighting works and fire extinguishers are placed appropriately and inspected recently.

Please share the interview questions with the appropriate individuals who will be interviewed, so they will feel comfortable and prepared.

Note: We have never interviewed an Accreditation Lead before and I am not sure which set of questions would be most productive. Do you want this person to be interviewed as the Program Manager? With any other interviewee?

I did put the Principal and you together on the attached question outlines, but feel free to move people to where you think they will be most effective. I also put the questions regarding program evaluation for the Principal, but those could be done as part of the interview with you. Please let us know.

Also, please look at the interview for the Student—usually we interview adult consumers. Will this interview work or should we adapt it? Or would a parent be more appropriate?

The panel's work is moving along well, and having the virtual tour and interview meetings completed in January will give them ample time to prepare their report for the February OSAC and AERAC meetings. We are on track to give you a

decision by the end of February 2024.

Feel free to call if you have any questions.

All the best,

Elly

AER is committed to 100% accessibility of all documents – please let me know if you encounter inaccessible materials.

Elly du Pré, DPA

Accreditation Manager for AER Accreditation Program

elly@aerbvi.org

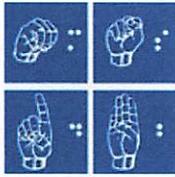
305-898-2636

<https://calendly.com/elly-aer>

By 2050 we will have seen a 118% increase in the population of Older Individuals who are Blind – to 25 Million people. Call me if you want to know what you can do to help.

9 attachments

-  **Copy of Virtual Tour and Interview Schedule Planner--update 7-2023.xlsx**
27K
-  **SV-Mgmt-Standards-Staff-Volunteers-rev-2022 (1).docx**
46K
-  **Program-Evaluation-and-Improvement-PEI-rev-6-28-2022 (2).docx**
40K
-  **PA-Mgmt-Standards-Policy-Admin-rev-2023 (5).docx**
43K
-  **FM-Mgmt-Standards-Revised-April-15-2021.docx**
38K
-  **CRPEF-Mgmt-Standards-Comm-Rels-Public-Ed-Fundraising-revised-April-2021.docx**
46K
-  **CCI-Mgmt-Standards-Community-Consumer-Involvement-rev-2022 (1).docx**
34K
-  **BG-Mgmt-Standards-Building-Grounds-revised-April-2021 (1).docx**
48K
-  **Virtual Interview Questions--Montana School for the Blind.docx**
41K



“Embrace the Squiggle 2023 - 2024”



Green Team November Newsletter

Accreditation – Jen Wasson

Accreditation Happenings Since Last Update:

We have officially sent in our letter of intent to the AER* Accreditation Council to be considered for AER Accreditation. We have since heard from the Accreditation Manager, Elly du Pré, that the process to select the accreditation review panel for our school has begun.

As of Wednesday, November 1st, we have finalized our Cognia Annual Improvement Plan: Year One, and we are ready to move forward with Year Two, which we have already started. We have identified new critical initiatives for each Strategic Theme found in the current strategic plan.

*[Association for Education and Rehabilitation of the Blind and Visually Impaired](#)

During the next month, accreditation hopes to achieve:

Meet as a team, Nov 21, 2023

Accreditation Documents:

[October Accreditation Team Agenda](#)

[September Accreditation Team Agenda](#)

[AER Letter of Intent](#)

[MSDB OSAC Application](#)

[MSDB Annual Plan 2022-2023 Self Review](#)



Assessment – Jessteene Clifford

Assessment Happenings Since Last Update:

The Assessment Team met on Oct 6. This meeting was a debrief of the Battelle for Kids Annual Event that was held in St Louis, MO Sept 26-28. The two committee members that attended the event shared their enthusiasm for the Portrait of a Graduate process and described the

highlights/key take-a-ways of the event. Then on Oct 27th the team met again, adding two members for the POG process (a representative for student voice and one for transition) for the creation of the POG leadership team. This meeting was facilitated by our representative from Battelle for Kids, outlining the process for selecting the design team (the large stakeholder group that will give input for the developing of the competencies and final look of the POG), and the role of the POG leadership team. (For an explanation of Portrait of a Graduate please read the **Portrait of a Graduate Article for the MSDB Express** attached below.)

During the next month, assessment hopes to achieve:

In the month of November the POG Leadership Team hopes to develop and finalize a list of possible stakeholders to be invited to be on the design team for the Portrait of a Graduate. Additionally the team hopes to finalize the dates for the 4 meetings of the design team and determine the format in which the meeting will take place (virtual, in-person or hybrid). We will have another meeting with our representative from Battelle for Kids to facilitate the completion of these two tasks.

Assessment Documents

[Portrait of a Graduate Article for the MSDB Express](#)

[Assessment Team Mtg Notes](#)

[POG Leadership Team Notes](#)

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Cottage – Jim Kelly

Cottage Happenings Since Last Update:

Student activities continue to be a positive factor with most of the students in grades 4-12. Swimming lessons and the swimming club have begun and between 15-18 students take advantage of this opportunity on Monday's. The MSDB kitchen prepares between 22-25 dinners Monday-Friday and on the weekends 13-15 dinners are prepared. The reason for the higher number of dinners during the week is that kids stay for activities and their parents pick them up after the activities are finished. We are very fortunate that we allow non-cottage students to eat dinner on campus as many residential programs do not allow for that unless kids are playing sports.

The ILSP program in the Cottage has been making improvements and getting into a routine for both staff and students. With the support of assigned staff, students are completing weekly meal plans, shopping, and preparing breakfasts and some dinners. Students have attended workshops on Transition services at MSDB, kitchen safety, completing an application, practice interviewing and time management.

On travel day direct care staff reviewed the new assessment, a Transition Checklist acquired from the Delaware School for the Deaf during National Student Life for Deaf and Hard of Hearing (NSLDHH) training in June at the NMSD. In addition there was training in October entitled "Stress, Trauma and Resiliency" focused on supporting students through their challenging behaviors. Training has been provided by the Cottage Counselors.

The Gaming Club, a component of “ESports” open to all MSDB students ages 12 and up, started on Friday, October 27th after school. This has been made possible by Donors Choose, which purchased a Switch system, case and games, with funds for additional games provided by the Foundation. The club will focus on teaching sportsmanship, healthy competition, social skills and strategy. Staff and parents will be invited several times over the year to attend a tournament.

Since the last update the **LEAP** program has completed their patio project, toured both the egg factory and the Black Eagle Dam, and all participants will be working by the end of October. One participant is in the process of obtaining an apprenticeship through the State, another is working at IBLV on MAFB, one will be working for Benefis in their assisted care facilities, and the fourth participant just recently started at Benefis Healthcare. One participant has been taking classes with the Good Wood Guys to learn more about machinery used in woodworking.

The staff attendance information is available from the supervisor and the **ASL Mentors**. ASL concepts were broken down and taught at each level and the corresponding DEAF culture information was shared during class. The students/staff work in a variety of resources, such as True Way ASL, the ABC course for reinforcement of the language structures and more practice. The Fairview taught conceptual signs, and materials from the Fingerspelling curriculum are also covered with the class members. Learning styles were discussed with each participant to determine how they learn best and then materials are presented. The ASL community classes started on October 30 and will run to November 20. The second community class will begin November 27 and will run through December 18.

During the next month, Cottage hopes to achieve:

Four (4) students with visual impairments will go to Missoula on November 4 to participate in the NWABA Swim event held at the YWCA. Also, the Cat/Griz game party (Foundation supported). Other activities include, Bunco, VIEW, and the Thanksgiving formal dinner on November 19th. The Student Council will be hosting a Family Bingo Night Fundraiser on November 18. The students in ILSP will begin “paying bills” as part of the MSDB “Game of Life” program.

During the coming month the **LEAP** staff will continue to provide training on Fridays and work with participants on an individual basis. Some of the topics will include a workshop on recycling, implement Putting Your Best Foot Forward (PYBFF) training, and begin job coaching with the two participants at Benefis. LEAP Coordinators and the Transition Coordinator will start looking at events to attend (state-wide) in order to promote the transition programs at MSDB.

ASL Mentors are planning to have ASL classes on MAFB with approximate numbers being 50-100. This may happen in January of 2024. The ASL Mentors will continue to develop lesson plans for the various community groups such as GFPD, GFFS and other local businesses.

Cottage Documents

- [September Student Life Newsletter](#)
- [October Student Life Newsletter](#)

- [September Department Meeting](#)
- Training surveys – available on request
- [Transition Checklist](#)
- [ILSP evaluation forms](#) (shopping, cooking, meal planning, paying bills)– summary results will be compiled at end of year with no personal information
- [Cottage Student Incentive Program](#)
- Job Interview Rubrics – summary results will be compiled at end of year

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Education – Julie-Dee Alt

Education Happenings Since Last Update:

The staff in the visually impaired department have been busy in a variety of training sessions. Denise Rutledge took part in the Battelle for Kids, EdLeader 21 conference as MSDB prepares to create a “Portrait of a Graduate” program. Erin Barr and Miche Jarvey went to the annual conference for the American Printing House for the Blind. Sue Stewart and Christy Haagenson attended the National Braille Association’s conference to learn about changes to the braille code and new techniques. Victoria Brooking, Jaime Jones and Melissa Miller continue to take college classes related to teaching students with visual impairments. Naomi Witham-Travers and working on completing her doctoral degree in special education. Learning never stops! As heard at the EdLeader21 conference from a superintendent working in a district using the “Portrait of a Graduate” program: “If the adults stop learning, the students stop learning.”

Students and staff in the deaf/hard of hearing department welcomed visitors attending the Deaf Enrichment Weekend into their classrooms. It was a wonderful opportunity to share with new friends and some familiar faces. Teachers are exposing their students to ASL story-telling strategies learned from Peter Cook, a well-known Deaf performing artist and professor who spent two days on campus earlier this year.

Specialists on campus are focused on supporting students in all their learning environments and are committed to enhancing their communication and collaboration efforts with teachers. With all of this support, students are showing growth in big and small ways in and out of the classroom.

During the month of October 2023, the Transition Coordinator has been meeting with students to discuss vocational and transition goals for their upcoming school year and IEP meetings. Students have also attended the local World of Work event and a College and Career Fair with the Transition Coordinator. These opportunities to get students off campus and integrated into community events help to broaden their awareness of occupations and possible future opportunities.

The Transition Coordinator has also collaborated with Cottage Staff and LEAP staff as they have all become trainers in the program Putting Your Best Foot Forward through the NRTC

(National Research & Training Center on Blindness & Low Vision) and Mississippi State University. The focus of this program is job search skills training for youth with visual impairment. It is very adaptable to other disabilities, and therefore will be a great resource for all the students at MSDB.

During the next month, the education hopes to achieve:

The VI Department will continue to grow their skills and understanding of Cortical Visual Impairments (CVI) by taking part in a training led by Miche Jarvey in the construction of materials for preschoolers with CVI. Students and staff are also looking forward to the Visually Impaired Enrichment Weekend (VIEW) to be held on the MSDB campus November 10th and 11th.

The DHH department will continue to explore ways of reviewing and applying strategies from the Peter Cook training from this fall. They will also welcome a representative from Sorenson Communications who will be on campus to provide technical assistance with the video phones.

The Transition Coordinator will attend the Montana Youth Transition Conference in Billings and has scheduled a training with the Department of Labor for the MCIS 360 program. The updated program provides tools and resources to begin the career planning and assessments in elementary, middle and high school under separate, age appropriate formats.

Education Documents

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Mentoring – Missie Williams

Mentoring Happenings Since Last Update:

The mentees have been working on exploring more with Google and also working on understanding different things in the accommodations for our students. Many of these things are not the type you would see in the public school setting. We also try to have a few minutes of question/answer time to give the mentees a chance to ask questions to better understand our students and their needs.

During the next month, the mentoring hopes to achieve:

The goal in the next month is to have the mentees actually working with some of the various technologies that they may not be familiar with so they can help a student using it if there is an issue. We will have a quest speaker to explain these technologies and let the mentees try them out in order to improve their comfort level with them.

Mentoring Documents

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Outreach – Carol Clayton-Bye

DHH Outreach Happenings Since Last Update:

The DHH Outreach team held the first of two Deaf Enrichment Weekends (DEW) for the school year on Oct 13 - 14. This is an event that brings students who are deaf or hard of hearing from all over the state to campus to meet and socialize with other students who are also deaf or hard of hearing. Often our students are the only ones in their whole school who may use an interpreter or wear hearing aids and this can feel isolating; so DEW is a chance to meet peers who may have similar experiences. Families are given room and board on our Great Falls campus; which also gives parents an opportunity to meet. Our weekend started with students joining Friday afternoon classes on campus and when school let out we had a visit from a former student whose Eagle Scout project included improvements to our MSDB playground! The students spent time in the pool, completed art and science activities with Deaf mentors, made delicious fry bread with MSDB's Indian Education Coordinator, and enjoyed the amazing meals made by our dedicated kitchen staff.

Presently, two of our Deaf mentors are conducting 8 weeks of virtual ASL 101 and ASL 102 classes in the evenings during the week with a total of 27 registered parents, teachers, and community members from all over Montana. The Deaf Mentor team held a virtual meeting on October 21 with all of the Deaf mentors from across the state.

The DHH Outreach team reviewed the Functional Listening Assessments as a team.

DHH Consultants along with MSDB Foundation Board members manned a vendor table for MSDB at the Montana Speech Language and Hearing Association convention held in Great Falls on October 20.

During the next month, DHH Outreach hopes to achieve:

The DHH Outreach team hopes to wrap up committee work on updating policy and practices that include web page information, support information for schools needing to hire an interpreter, and levels of service. One DHH Outreach Consultant and the Transition Coordinator from campus will have a vendor table at the Montana Youth Transition Conference the week of Nov 13 in Billings.

VI Outreach Happenings Since Last Update:

The Braille Symposium took place October 12-13, 2023. We had 22 total in attendance to include 7 braillists attending from throughout the state. On October 16-20 VI Consultants attended the Northern Rockies Association for Education and Rehabilitation of the Blind and Visually Impaired (NRAER). This was held in Twin Falls, Idaho to include professionals from three states; Montana, Wyoming and Idaho. The first LEAF Fall Festival Event will be hosted by MSDB Outreach Consultants, Sharon Woods and Susan Davis in conjunction with LEAF Pediatric Therapy and NW Association for Blind Athletes in Billings on October 27, 2023 from 5:30 - 7:30 pm. Working with the Transition Coordinator to share VI specific transition resources.

During the next month, VI Outreach hopes to achieve:

November events include November 4, 2023 - Northwest Association of Blind Athletes Swim Event in Missoula with cottage kids attending and November 5, 2023 - Northwest Association of Blind Athletes Swim Event in Kalispell.

November 10-11, 2023 will host the Visually Impaired Enrichment Weekend (VIEW) to be held on the MSDB campus. Students will be enjoying exploring accessible art through a Downtown Art Walk in Great Falls as well as other fun educational activities planned on campus.

VI Outreach Documents

 Fall2023 - VIEW flyer

<https://nwaba.org/events/montana/>

[LEAF Fall Festival](#)

Professional Learning Communities – Alissa Kline

PLC Happenings Since Last Update:

Activators met on October 2 in preparation for the upcoming meeting. Activators discussed the agenda for the PLC meeting on October 4 and resources for data collection. An opportunity for questions and answers was provided at the end as well as an opportunity for activators to brainstorm together to meet the needs of their groups.

PLC groups met on October 4. Education staff and specialists/support staff were present. The meeting began as a whole group, discussing the agenda and the impact of teacher credibility. Then, staff broke into focus groups to finish their discussions about “Question 1: Where are we going?” and begin addressing “Question 2: Where are we now?”. These questions are grounded in evidence and data. Groups established a data collection system and spent the next week collecting data to indicate where student achievement, in regards to their topic, is at right now.

Activators met on October 9 in preparation for the upcoming meeting. Activators discussed the agenda for the PLC meeting on October 11 and resources for keeping the meetings running smoothly. An opportunity for questions and answers was provided at the end as well as an opportunity for activators to brainstorm together to meet the needs of their groups.

PLC groups met on October 11. Education staff and specialists/support staff were present. The meeting began as a whole group, discussing the agenda and revisiting the impact of teacher credibility. Then, staff broke into focus groups to discuss the data that was collected and to address “Question 3: How do we move learning forward?”. Groups identified evidence-based strategies to implement and collect data again in order to address “Question 4: What did we learn?” and “Question 5: Who benefited and who did not?” at our next meeting.

Additionally, staff members were asked to complete a “Characteristics of Effective PLCs” survey. The data collected from this survey was compared to data collected from the same survey in October 2022. The document is attached below.

After each weekly meeting, participants were asked to complete a quick survey regarding the effectiveness of that week’s meeting (not as extensive as the “Characteristics of Effective PLCs” survey). Those that completed the survey had their name put in a drawing. The winner of each week’s drawing received one hour off. October’s winners were Melissa Miller, Sheri Devlin and Stephanie Annis.

On October 25 and 26, Paul Furthmyre, Alissa Kline and Cheyanne Tucker completed formal PLC+ Certification training through Corwin. Certification is effective for three years and allows these folks to be trainers of trainers within MSDB.

During the next month, the PLC hopes to achieve:

On November 8, 2023, twelve staff members will participate in formal PLC+ Activator training through Corwin Press: Paul Furthmyre, Julie-Dee Alt, Alissa Kline, Cheyanne Tucker, Cheri Luongo, Naomi-Witham Travers, Sherri Widhalm, Sheri Devlin, Trudy Hill, Missie Williams, Jessteene Clifford, and Amanda Taylor. On the Corwin website, this event is described as follows: “Successful PLC+ implementation is a journey, not an event. There are many challenges and obstacles PLC+ teams will face throughout their journey. One of the core values of PLC+ is Activation and ensuring that adult learning is at the forefront of all PLC+ meetings. Activators ensure that activation of team dialogue is always driven by the five guiding questions and is carried out in such a way that the work of the PLC+ is accelerated, and not hindered or impeded. Teams will face challenges and developing Activators is a critical step for any school or district to ensure successful PLC+ implementation. This engaging one day event provides teachers and leaders with space to engage in deep discussions, thoughtful and genuine reflection, and examine ways to ensure that PLC+ teams are driving adult learning as the catalyst for student learning.”

Additionally, celebrations of the positive work being done will continue to take place in various ways. \$25 gift cards were solicited and received from Burger Bunker/Grinders and Enbar/The Block, as well as a voucher for free rentals from Bighorn Outdoor Specialists. These will be used as part of the celebration process as we celebrate the good work that is happening in PLCs.

PLC Documents

[October 4, 2023 PLC Agenda](#)

[October 4, 2023 PLC Presentation](#)

[October 11, 2023 PLC Agenda](#)

[October 11, 2023 PLC Presentation](#)

[Characteristics of Effective PLCs Survey Comparison 2022 to 2023](#)

[October 25, 2023 Agenda](#)

[October 25, 2023 Presentation Link](#)

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Stakeholder Engagement – Joel Auers

Stakeholder Engagement Happenings Since Last Update:

MSDB and Malmstrom Air Force personnel collaborated together to host a Halloween Festival on Friday, October 27th. Students were engaged in Pumpkin decorating, operating a robot, a tombstone toss game with gift bags, and a large blow-up obstacle course in which students and faculty fully enjoyed.

We created a short survey for our MSU College of Great Falls Student Nurses who visit weekly to get feedback on their experience and ways that we could improve our relationship and experience with the MSU College of Great Falls Nursing program.

MSDB and Loy elementary are working together to promote a Veterans Day Celebration. In collaboration with Jennifer Wasson and EOS, students from MSDB/EOS will perform at Loy for their student body and Military personnel on Friday November 10th.

We are in continuing contact with Haley Nunberg-Denzer from TouroCOM regarding areas that MSDB and Touro could collaborate together with their student-body. They made contact with us this week and are currently seeking opportunities (Sign Language in particular) regarding possibilities (Pending).

While working with Leadership Great Falls we were able to connect with a representative from Montana Credit Union who is also interested in partnershiping with MSDB in learning and taking sign language classes. They have clients and customers whom they work with that are DHH and it would provide them with a great opportunity to improve their communication and enable them to work more exclusively with these individuals (Pending).

Family Engagement: (Brenda Warren)

Since the last update, I have read two of the books that were provided to me by Mr. Furthmyre, and have just started on the third. The book I am starting to read, School, Family, and Community Partnerships, is heavily based on research and is a handbook for action. It will be helpful to the process. Again, it stresses the importance of having a team to work on family and community partnerships. This will require planning, meetings, and a commitment of staff, parents, and community members. As that is currently not in place, I am going forward this year brainstorming ideas for implementation as if an action team will be formed in the future.

During October, I visited the Montana OPI website and found a "Welcoming School Evaluation Tool." I emailed Mr. Furthmyre, as it looked like a good starting point. While it is recommended that the "Evaluation Tool should be conducted by a team of staff and community members who are engaged in the overall school improvement process," Mr. Furthmyre asked me to do a run through of part one, the physical environment of the school with a fellow staff member, and also with my husband as a community member. A staff member and I completed the evaluation tool, and my husband and I will go through it together soon. Mr. Furthmyre is planning to use the evaluation tool with a community member as well. We will meet to share our findings before the end of November. I hope to include our findings in next month's narrative.

Student Ambassador: (Cheyanne Tucker)

Since we last updated the ambassadors have been working on some necessary skills that pertain to campus tours. Since there is always more than meets the eye here I had some of the ambassadors conduct a short "interview" that consisted of them forwarding a list of 4 questions to a staff member in each building. With this information I have made a cheat sheet for each of the ambassadors to use that highlights what the building is used by students for, who works in the buildings around campus, and what other important information stakeholders may want to know.

Since compiling this information we have been doing actual walk throughs of the campus and going over presentation skills. With these presentation skills in mind one thing we have been discussing is sharing stories and not just facts about each area. When the ambassadors give tours they can really convey what it is like from a student's perspective to be a part of MSDB. The ambassadors have shown great progress on the skills we have been learning. They have actually been surprising me in more ways than one, with what they are capable of, when given the opportunity.

During the next month, the stakeholder engagement hopes to achieve:

Collaboration (Sign Language Classes) with TouroCOM Great Falls and Montana Credit Union.. To receive feedback from MSU College of Great Falls Nursing Program experiences at MSDB.

Stakeholder Engagement Documents

Continued work with Leadership Great Falls and MSDB/Community collaboration opportunities.

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Superintendent – Paul Furthmyre

Superintendent Happenings Since Last Update:

Continuous improvement can be a long and frustrating process. Patience is the key as we look at challenging our tacit assumptions and work on collective efficacy. At times, the hard work is noticed by third parties that work with our school. That is the case with a shared article below, "How Data and Inclusive Leadership Improve School Outcomes." It may only be administration quoted in this article but it is a shared result by everyone working to make MSDB a better place. Organizational Effectiveness is a main goal with our three-year strategic plan. Within that goal is to create a leadership structure that embraces the skills and talents of everyone on our team.

Many of our students don't have the opportunity to earn college credit. However, with our transition program we are working with Miles City Community College to offer credit to our students for one college course. Our students may not earn a degree but they are capable of taking a college course for credit and be successful. COLS 111 will be offered to our LEAP participants this Spring. The course mirrors many topics that we talk about with Expanded Core Curriculum (ECC). Both LEAP instructors, Transition Coordinator, and myself met with representatives from MCCC to begin planning on offering this course in the Spring. We are going to pilot this with LEAP with the hopes that we offer the course to Junior and Seniors in the future.

Administration met with the Board of Public Education MSDB Committee during the month. This meeting happens bi-monthly and is meant to prepare the BPE on any action agenda items that will be asked of the entire BPE at their next meeting. Rarely do we have visitors to these meetings but anyone is welcomed to attend and observe. During the meeting, administration is

asking the BPE to approve four personnel items, approve five out of state travel requests, approve the Great Falls Public Schools MOU, approve a couple of policy changes, and approve the ESSER III Amendment. For the complete BPE packet, please see the linked document below.

MSDB plans to apply for a Transformational Grant from The Office of Public Instruction in early December. If awarded, this grant will support the schools last major piece of the base puzzle when designing a supportive school environment that provides the best opportunities for our students. This includes taking a deep look at proficiency based education and evaluation procedures. We will connect these proficiencies to our "Portrait of a Graduate" which is currently in process. For those students that are behind with the proficiencies, we will use our MTSS system that is currently being implemented. To make this happen, we will need to have some policies added/changed to allow for proficiency, also have the BPE vote on our strategic plan, and the application itself. For more information about the Transformational Grant, please visit the Montana OPI website [here](#).

As all schools are nearing the end of any federal funding that came as a result of COVID, administration will be asking the BPE to accept our recommendations with our ESSER III funding. Originally, this money was set up for a sick leave program for staff. The BPE voted in September to terminate the policy that allowed the school to provide that leave. In addition to the sick leave money, the current grant has Social Emotional Learning funding assigned to it. That money was transferred to the ESSER II grant as MSDB received extra funding. Therefore the amendment will ask OPI to allow us to use Battelle for Kids as a consultant to develop our Portrait of a Graduate and contract with American Institutes of Research for a consultant to continue building our MTSS program.

Every two years, MSDB and the Great Falls Public School system renew the MOU between the two agencies. This happens after a legislative year. The MOU will remain basically the same but with the addition of opening up some cottage space to house student teachers with GFPS. We will offer this same cottage space to interpreters and/or teachers down internships / student teaching at MSDB. We do not have MOUs with all districts in the state.

MSDB has partnered with The American Society of Deaf Children. This group can provide our families with extra support that they are wanting for their family. As a result of our membership, families can receive a discount on a Family / Individual Membership.

MSDB is taking an active approach to updating school policies. The policies can only be approved by the Board of Public Education. However, MSDB has not had a process to review policies for the past several years. It is the school's intention to have as much stakeholder involvement as possible before taking any suggestions to the BPE. The process will be to have a small committee look at current policies and compare them to suggested policies from the Montana School Boards Association. This committee will indicate if any policies need to be updated, deleted, and/or added. Once the committee is in agreement with policies, the entire MSDB staff will have time to comment on them for suggestions. Then parents and the broader community will have an opportunity to provide input on the policies. After each group has had 20 business days to provide any input, the small committee will take all suggestions and make a final proposal to have BPE vote on the policy. New policies need to be reviewed twice by the BPE but current policies with changes only need to be reviewed once.

MSDB wants to open the door for volunteers to work with our students, our school. We created an initial Volunteer Handbook as a result of working on AER Accreditation. We are currently finishing up a volunteer application that will be linked to our webpage soon. The online application will allow the potential volunteer to give permission for a background check, select the type of volunteer functions he/she would be willing to do, indicate if they are associated with an organization.

During the next month, the superintendent engagement hopes to achieve:

Upgrade Website

Implement New Safety Alert System

Complete Transformation Grant

Finalize Travel Home Arrangements

Participate in BPE Meeting in Missoula

Meet with UM Officials, Legislators about possible Interpreter Program

Complete Volunteering Application

Superintendent Engagement Documents

[How Data and Inclusive Leadership Improve School Outcomes](#)

[COLS 111 Flier](#)

[MSDB BPE November 2023 Board Report](#)

[ESSER III Proposed Budget Amendment](#)

[GFPS - MSDB Proposed MOU](#)

[American Society of Deaf Children Flier](#)

[MSDB Volunteer Handbook 2023](#)

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If you have any comments/questions/concerns about this newsletter, please let Paul Furthmyre know at pfurthmyre@msdb.k12.mt.us We want this newsletter to cover the happenings of MSDB. Magic happens every month and we need to tell our story.

Future Green Team Meetings

December 7 - January 4 - February 1 - March 7 - April 4 - May 2 - June TBD



“Embrace the Squiggle 2023 - 2024”



Green Team December Newsletter

Accreditation – Jen Wasson

Accreditation Happenings Since Last Update:

The Accreditation Team had their monthly meeting on November 21, 2023. This meeting was to recap the AER Accreditation application process and review the letter of intent to AER. The AER Accreditation Review Committee has been selected and will let us know when we will begin the interview process and campus tour. We anticipate this happening mid January. Jen Wasson will be in touch with those people selected to meet with the AER committee. We are currently putting together a list of stakeholders that AER could potentially interview.

Paul reported that the objective titled “Student Growth/Support” from our Strategic Plan: Year 1 is now called “Transformational Learning”. This is because MSDB is pursuing a grant through OPI and this name change will help us in pursuing the grant.

During the next month, accreditation hopes to achieve:

The committee selected to work with us at MSDB has asked us to provide self-summary questions for the Management Standards as a whole, and identify the overall strengths and weaknesses of our program.

The list of stakeholders will be made and provided to the AER Accreditation Review Committee and interviews will be scheduled.

Accreditation Documents:

-  Accreditation Team Meeting Agenda -- 11/21/23



Assessment – Jessteene Clifford

Assessment Happenings Since Last Update:

In our November meeting the Portrait of a Graduate Leadership Team discussed the stakeholders to invite to sit on the Design Team (the team of 50-150 people who will help design the Portrait for MSDB). Additional stakeholders were identified and when possible a member was chosen as the contact person. Paul will contact Battelle to get their communications information package which will supply us with an “elevator speech” to be able to fully articulate and be consistent about what we are asking of the stakeholders. We then came up with 4 dates and times that we would put forth for the 4 Design Team meetings with Battelle. We will meet

again on Friday the 9th of December to discuss the elevator speech and any further recommendations from Battelle.

During the next month, assessment hopes to achieve:

The Team hopes to develop the elevator speech for contacting stakeholders to include on the Design Team. We will solidify the list and contact persons for the Design Team and begin to contact them, recording their RSVP and necessary accommodations. Battelle for Kids will send us the PPT and we will begin making sure that they are accessible for the various stakeholders.

Assessment Documents

[Meeting Minutes 11/17/2023](#)

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Cottage – Jim Kelly

Cottage Happenings Since Last Update:

Students in the Cottage have participated in the following off-campus activities since the beginning of the school year: Foundation supported activities (Cottage Halloween Party, Cat-Griz Game Party) and community-sponsored activities (Fright Fest, 4-H Project Day). Students have participated in the following on-campus activities: Bunco, game tournament, VIEW, twice weekly swimming, Snack Shack social time, and frequent movie nights and game nights.

The Cottage Department meeting was held on November 1, 2023. The Counselors led the meeting by following up on September's meeting (October's had been canceled). Several concerns were brought up regarding the Infirmary. These were addressed with Jim Kelly. Following the results and dynamics of this meeting, an email was sent to all Cottage staff outlining procedures going forward for expressing concerns and the agenda and procedure of future Department Meetings, which will be similar to the Life Line procedure.

The Dining Room staff hosted a Thanksgiving Formal Dinner on 11/19/23 that was attended by staff, students, former staff members and MSDB Foundation members.

The ILSP program in the Cottage has continued to develop students' meal planning, shopping and cooking skills. Students have started paying their "bills" with the current focus on paying attention to what is due and when, submitting payments on time and filling out a check register to ensure the money is "balanced". Students have attended workshops on paying bills and Personal Health Information.

The Student Council hosted a Family Bingo Night Fundraiser on 11/18/23. It was a successful event attended by staff, students, parents, former staff, community members and an MSDB Foundation member.

Cheyenne Tucker, an Activator Trainer, is facilitating a "PLC" pilot program with Shoshone Cottage starting on 11/30/23. She is working closely with Alissa Kline to put this program together in the Cottage.

The Gaming Club has started and includes 8 Cottage students and 1 day student. The Thank You packet will be sent to Donors Choose by December 15th.

During the next month, Cottage hopes to achieve:

The Student Council is holding their Adopt-a-Family Fundraiser starting this week. Tickets will be sold for 3 baskets until December 12th. The drawing will be held on 12/13 at 3:15 in the IMC. All proceeds go towards a Christmas dinner and presents for the children in the family.

Over the next month the Cottage will have the following off-campus activities: Christmas Stroll, EOS performances, Wizard of Oz play and dinner in Helena - this is part of accreditation to provide more exposure to activities outside of the Great Falls area),. Scheduled on-campus activities include individual cottage Christmas parties, Cottage/Student Council Christmas Party, and Cookie Decorating.

The Christmas Formal Dinner is on December 17 at 5:00pm.

Cottage Documents

- [November Cottage Department Meeting](#)
- [November Student Life Newsletter](#)
- [Adopt-a-Family Basket Raffle Fundraiser flyer](#)
- [Bingo Night Flyer](#)

ASL Mentors: Diane Moog and Jennifer St. Pierre

The staff attendance information is available from the supervisor and the ASL Mentors - however, there are at least 40 MSDB staff taking classes from our ASL Mentors . The concepts were broken down and taught at each level and the corresponding DEAF culture information was shared during class. The students/staff work in a variety of resources, such as True Way ASL, the ABC course for reinforcement of the language structures and more practice. The Fairview taught conceptual signs, and materials from the Fingerspelling curriculum are also covered with the class members. Learning styles were discussed with each participant to determine how they learn best and then materials were developed and presented accordingly.

The ASL mentors are responsible for the community asl classes. These classes are held on Monday nights. The first session had 24 participants. These participants worked through a powerpoint. There were three ASL Mentors. One taught and two assisted. The second session will be held November 27th through December 18th presently has 28 participants. MSDB ASL Mentors will meet in December to plan material for January classes. Beginning January classes will be eight weeks. ASL Mentors met with Malmstrom staff to discuss classes on the base for 4 weeks and to move classes to the MSDB campus in the near future.

LEAP: Carrie Dawes and Mackenzie Merja

LEAP was able to provide a tour and Q&A with VIEW high school students. Several expressed interest in the program. We will follow up with them as they get closer to their junior and senior year of high school. We have also discussed having a transition camp with Sheri Devlin, PRE-ETS, and Bloom Consulting. Carrie and Mackenzie have created a LEAP Community Contact sheet. One participant is finishing up his first work experience and will be meeting with the sterile processing team to explore a second work experience at Benefis. Another participant has started working at Timbers/Reflections at Benefis. One VI participant has voluntarily left the program.

During the next month, LEAP hopes to achieve:

Carrie and Mackenzie will be presenting LEAP to on-campus departments to further inform and promote the program. Long term goal: Incorporate LEAP more intentionally into Transition IEP meetings through the Transition Coordinator.

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Education – Julie-Dee Alt

Education Happenings Since Last Update:

Teachers of the DHH elementary students are focused on developing more independence skills and strengthening self-regulation. Staff are supporting students as they practice different strategies and use their skills. The DHH high school students had their first experience presenting a “Book Talk” sharing highlights and insights about a recently read book. Each quarter they will have an opportunity to share information about a different book that they have read.

Staff and students in the VI department attended the VIEW activities on November 10 to 11, 2023. It was nice to get back to having shared activities both on and off campus during the day. The group enjoyed having TVI interns there to lead the Saturday sessions. Additionally, two new students have been added to the VI department and the on-campus TVI intern completed her student internship.

The Transition Coordinator has had a busy month focused on networking and planning activities. Meetings with students for transition planning, career assessments, Discovery activities and planning for off campus work activities have continued. Attending the Montana Youth Transition Conference in Billings provided opportunities to make connections with others who are providing transition resources across the state. NEXT-UP training which looks at developing student-run business as a stepping stone to employer paid jobs was also completed. Work with Bloom Consulting has also begun to plan a Pre-ETS employment camp that will take place in June of 2024.

During the next month, the education hopes to achieve:

During the coming month, all education staff will be focusing on all of the holiday happenings on campus. The DHH department will remember Thomas Hopkins Gallaudet and his important role in deaf education with a special activity. The VI department will participate in accessible “Hour of Code” activities that focus on learning more about computer science. The specialists will begin collecting transition assessment materials pertaining to the 6 IEP Categories: Instruction, Employment, Community Experiences, Post School Adult Living, Related Services and Daily Living Skills that are relevant for MSDB’s student population.

Education Documents

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Mentoring – Missie Williams

Mentoring Happenings Since Last Update:

The mentors and mentees have started investigating many of the different types of technology necessary for our VI students. They began with braille writers and learned how to access information to and from these devices as well as how to see what the student is reading or writing, even if they don't know braille. They had a great time playing with them and learning more about them. This great training can be used to further help our students access information.

During the next month, the mentoring hopes to achieve:

The mentors and mentees will start looking at different technologies for the deaf and hearing impaired. Many know the basics such as hearing aids and cochlear implants but don't know how to see if they are even working. There are also many apps that are beneficial to our population that we will look at.

Mentoring Documents

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Outreach – Carol Clayton-Bye

Outreach Happenings Since Last Update:

DHH Outreach Happenings Since Last Update:

MSDB was represented at the Montana Youth Transition Conference's vendor table event on November 15 in Billings. The table was manned by one DHH Outreach Consultant and our campus Transition Coordinator. Several Deaf mentors are working with consultants and public schools to offer a Signing Santa event in their regions in early December. Two of our Deaf mentors are concluding their 8 weeks of virtual ASL 101 and ASL 102 classes in the evenings during the week with a total of 27 registered parents, teachers, and community members from all over Montana and one Deaf mentor has agreed to offer late winter virtual classes again starting in January. The DHH Outreach team was invited to participate in virtual classes with our campus ASL mentors as a way for consultants to prepare to take the American Sign Language Proficiency Interview (ASLPI). With three new additional consultants, the team has been working hard to share available resources, inventory what needs to be updated, learn about resources they have to share, and identify the most crucial and effective resources as a way to begin to streamline our services for the extremely diverse population we serve across our state. During the next month, DHH Outreach hopes to achieve:

The DHH Outreach team will continue committee work on updating policy and practices that include web page information, support information for schools needing to hire an interpreter, and levels of service.

Starting to look at HB 619 and information that will come from that committee.

Looking at the Cogswell Macy that has resurfaced and will impact our students and services.

Working on referrals and information needed for referrals to campus. Getting new staff involved in programs and services. Updating kids information and transferring caseloads. VI Consultant will retire in February and second VI in June. Billings DHH position is still open.

During the next month, the outreach hopes to achieve:

Outreach Documents

[W Alice Cogswell and Anne Sullivan Macy Act.docx](#)

Professional Learning Communities – Alissa Kline

PLC Happenings Since Last Update:

PLC teams have moved into the reflective phase of discussion. Each team has spent time considering the 5 Guiding Questions: 1) Where are we going?, 2) Where are we now?, 3) How do we move learning forward?, 4) What did we learn today?, and 5) Who benefited and who did not benefit?. Now they are considering what is working and what isn't working in order to inform how to continue moving learning forward. Teams are beginning to establish their own agendas each week as teams respond to their individual needs.

Weekly feedback forms continue to be collected and feedback has shown positivity and productivity.

PLC Activators were formally trained through Corwin. Activators participating in the training included Julie-Dee Alt, Alissa Kline, Cheri Luongo, Naomi Witham-Travers, Sherri Widhalm, Trudy Hill, Sheri Devlin, Missie Williams and Jessteene Clifford. This training took place on November 8, 2023 and provided these folks with tools for leading effective PLC teams. Each Activator also received the PLC+ Activator Guide and the PLC+ Playbook for additional reference and support.

During the next month, the PLC hopes to achieve:

Teams will continue to be reflective and tailor their weekly agendas to meet their individual needs as they continue to move learning forward. The coming month will bring everyone near the end of the quarter which means teams will be wrapping up their work on these cycles (Social/Emotional Learning, Vocabulary Acquisition, and Explicit Instruction). New topics will be brainstormed and staff will choose a topic in preparation for new PLC teams soon after returning from break.

Additionally, Alissa Kline will be working with Cheyanne Tucker to begin implementation of PLC meetings in the Cottage. They will begin with the Shoshone team, introducing what PLCs are and developing a list of potential topics.

PLC Documents

[November 1, 2023 Presentation](#)

[November 15, 2023 Presentation](#)

[November 29, 2023 Presentation](#)

Stakeholder Engagement – Joel Auers

Stakeholder Engagement Happenings Since Last Update:

MSDB EOS collaborated with Loy Elementary school on Friday Nov. 10th and performed for their Veterans Assembly. It was highlighted on KRTV.

- <https://www.krtv.com/news/great-falls-news/msdb-students-perform-at-veterans-day-celebration-at-loy-elementary-school>

The Leadership of Great Falls (Great Falls area of Chamber of Commerce) program toured MSDB on November 16th. LGF was hosted by the MSDB Administration and the Student Ambassador program while providing Educational, Stakeholder, Outreach and daily campus living information to the Leadership Great Falls group.

MSDB ASL instructors will be collaborating with the Great Falls Touro College of Osteopathic Medicine Students in January and February. They will be introducing basic ASL skills and terminology associated within the areas of Medical treatment and patient care. ASL instructors and DHH staff will also be presenting on the barriers associated with communication and care within the medical areas with DHH individuals.

Family Engagement: (N/A)

Student Ambassador: (Cheyanne Tucker)

Since we left off, the Ambassadors have continued their hard work. A few of the skills they have been working on include public speaking, campus tours, SEL, and feedback. The Ambassadors were present and represented MSDB at events like the Bingo night and Thanksgiving Formal Dinner. They had the opportunity to practice their public speaking with an introduction of themselves followed by a warm welcome start to both events.

All the Ambassadors now have had a chance to give tours to MSDB foundation members, members of Leadership Great Falls, and to our two newest students during their 10-day evaluations.

The Student Ambassador Coordinator has also started to integrate SEL skills into the weekly meetings. This started with one-on-one interviews conducted with the Ambassadors. This helped the Coordinator and Ambassadors gain trust as well as allowing them an individualized opportunity to share their perspective on what they would like to see changed at MSDB. The Student Ambassador Coordinator has also started to utilize one of the tools obtained at the SEL Exchange which is Connection Cards. The meetings now start with a warm welcome followed by one of the students picking a Connection Card and answering the question on the card. This allows the students to practice their skills of self-reflection as well as keep their focus positive as the meeting progresses.

The Ambassadors have also been asked to self-reflect along the way. As they practice their tour skills, public speaking, and SEL, they all have had a chance to share with the group how they think they could improve and what they did well. This also allows the Coordinator the chance to provide more feedback and expand on how they perceive what they did with each task they were assigned. The Ambassadors have also received thank you emails from the MSDB Foundation and Leadership Great Falls which the Coordinator has observed boosts their self-esteem. The Coordinator and the Ambassadors have seen their improvement and growth both individually and as a group.

During the next month, the stakeholder engagement hopes to achieve:

- Continued opportunities for individuals and organizations to achieve ASL instruction and collaboration.
- Planning and preparing for the Showdown Ski Trip January 11th 2024.

Stakeholder Engagement Documents

N/A

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Superintendent – Paul Furthmyre

Superintendent Happenings Since Last Update:

Policy reviews continue to happen at MSDB. A process has been put into place to review all MSDB current policies over the next two years. It begins with administration looking over policies, currently 1000 series, and bringing forward to MFPE LMC. AT LMC, the policies are viewed in current view, in addition to MTSBA model policies. From these two documents, the committee makes recommendations for a policy – change, add, delete, etc. After the LMC committee agrees on a policy, it then is sent to all staff for comments. When this time period is complete, the policy will be brought to the BPE. All stakeholders can view and comment on policies on our website: <https://www.msdbmustangs.org/about-us/policies-and-handbooks/>

Last year the Volunteer Manual was created. Now MSDB is finalizing the volunteer application. This application will be implemented using our current Raptor infrastructure. The application will be online and have the ability to run all background checks needed per our policy. Once a volunteer is approved by the superintendent, staff will be notified. This online application will launch January 2nd on our website.

We have applied for a Transformational Learning Grant through OPI, the link can be found here <https://opi.mt.gov/Leadership/Academic-Success/Transformational-Learning> This grant will help pull many of our current initiatives together with the Future Ready Mustangs 2034 plan. The plan starts with collaboratively developing a Portrait of a Graduate (Learner), building our MTSS model to support the competencies of the portrait, and finally developing a scope and sequence that is focused on proficiency based learning.

We are getting closer to moving away from Alertus and moving towards Layered Solutions for our emergency system. We hope to make this switch after the first of the year. Layered Solutions provides our school with the ability to provide a system for our entire population. For example, we will start in Bitterroot and have strobes lights installed next to every fire alarm strobe – will happen this summer. These strobes will go off anytime there is an emergency. Our camera system will be added to the Layered Solutions program this summer. We will then turn our attention to key lock systems for outside doors.

We are in the final design stages with our new broadband system. This will include updating all wiring in all buildings at MSDB to new up-to-date fiber wiring. All of the network components will be upgraded to handle the new network capacity. During this time, we will also be expanding our wireless capabilities on campus. A timeline for project completion will be developed soon and then shared. The project will affect some routine activities from April until August.

In January, staff will be made aware of the Dufrense Award and how to nominate staff at MSDB. In the past, this was done by the administration. To make the process equitable, the

administration wanted to develop a nominating process to ensure all staff have a chance to be considered for the award.

Administration is representing MSDB with a group of educators and legislators that is exploring the possibility of creating a TOD program in the State of Montana. With the TOD program, the group will also be exploring the possibility of connecting an interpreting program to it. This is very infant right now and might not take off but I am glad the conversation is happening. If it does happen, it has about a 3-4 year time span before it would begin.

With a new director of nursing transitioning in, MSDB is exploring a way to electronically store student information and chart activities throughout the day. This is exciting as it will move the department forward with technology and charting.

We have been busy trying to complete many human resource activities. Kristee Rosenberg has moved into Judy Scharhags old secretary position. We have hired a great candidate to replace Kristee in her old position. We also have a paraprofessional that will start very soon. The school is currently advertising for a VI Outreach to replace Jane Garrison and will soon post positions for a VI Teacher and a DHH Preschool Teacher.

During the next month, the superintendent engagement hopes to achieve:

- Connect with stakeholders across Montana to participate in our POG Design Team.
- Work with Raptor to finalize volunteer application.
- Finalize the broadband project design and get out to bid.
- Finalize MOU with Great Falls Public Schools.
- Complete the Year 4 Literacy Grant Budget.
- Prepare for the AER Virtual Visit and Meetings.
- Align literacy committee work with strategic plan.
- Gather information to present to the TOD committee.
- Finalize 2024 - 2025 School Calendar

Superintendent Engagement Documents
[Transformational Learning Document](#)

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If you have any comments/questions/concerns about this newsletter, please let Paul Furthmyre know at pfurthmyre@msdb.k12.mt.us We want this newsletter to cover the happenings of MSDB. Magic happens every month and we need to tell our story.

Future Green Team Meetings

January 4 - February 1 - March 7 - April 4 - May 2 - June TBD



Paul Furthmyre <pfurthmyre@msdb.k12.mt.us>

Current Contract/Agreement

Dietrich, Michelle <MDietrich@mt.gov>
To: Paul Furthmyre <pfurthmyre@msdb.k12.mt.us>
Cc: "Orr, Katherine" <KOrr@mt.gov>

Thu, Dec 14, 2023 at 4:00 PM

Hello Paul,

Katherine and I met this afternoon to discuss. Here is our understanding:

- A donor can donate land to Board of Public Education for the benefit of MSDB. If it is donated to BPE, it does not need to go through the Land Board.
- Once donated to BPE for the benefit of MSDB, title must be transferred over to the Foundation. This is based on both the ARMs and contract between BPE and the Foundation.
- The Foundation is then responsible to "receive, hold, manage, use, and dispose of the property" for the use and benefit of MSDB. This would include payment of any property taxes.
- If the donated land is going to be used for the benefit of MSDB, the Foundation is contractually and legally required to hold the title and manage it. It cannot transfer it to the State for the State to manage it for the benefit of MSDB.

Are there additional questions that you would like us to address here?

Thank you,

MD

[Quoted text hidden]

**AGREEMENT
BETWEEN THE
MONTANA BOARD OF PUBLIC EDUCATION
AND THE
MONTANA SCHOOL FOR THE DEAF AND THE BLIND FOUNDATION, INC.
SEPTEMBER 15, 2014**

This agreement ("Agreement") is entered into by the Montana Board of Public Education ("Board") and the Montana School for the Deaf and the Blind Foundation, Inc. ("Foundation"), a non-profit corporation organized under the laws of the State of Montana.

RECITALS

WHEREAS, the Montana School for the Deaf and the Blind ("School") is an independent institution under the general supervision, direction and control of the Board of Public Education ("Board") as described in Mont. Code Ann. 20-8-101; and

WHEREAS, the Montana School for the Deaf and the Blind Foundation, Inc. ("Foundation") is a private, nonprofit corporation organized for the purpose of benefiting children and youths who are deaf, hard of hearing, blind, visually impaired and deaf blind and who are, or have been, students of the School for the Deaf and the Blind; and

WHEREAS, the Foundation is an independent corporation whose relationship to the Board and the School is described in this Agreement, the Articles of Incorporation of the Foundation, the By-laws of the Foundation, and Rules 10.59.101 through 104, Administrative Rules of Montana; and

WHEREAS, pursuant to Mont. Code Ann. 20-8-111, the Board has the authority, through a contract with a nonprofit corporation, to designate to said nonprofit corporation the power to receive, hold, manage, use, and dispose of real and personal property

transferred to the Board or to the State of Montana by purchase, gift, devise, or bequest or otherwise acquired and the proceeds, interest, and income of the property for the use and benefit of the School; and

WHEREAS, the Board and the Foundation wish to enter into this Agreement in order to make the Foundation its designee as described in Mont. Code Ann. 20-8-111 and in order to establish the relative duties and responsibilities of the parties.

NOW THEREFORE, based upon the above recitals and the mutual agreements contained in this Agreement, the parties agree as follows:

I. Designation of Foundation.

Pursuant to Mont. Code Ann. 20-8-111, the Board hereby engages the Foundation to render, and the Foundation agrees to render to the Board, the receipt holding, management, use and disposal of all real and personal property transferred to the Board or to the State of Montana by purchase, gift, devise, bequest or otherwise, and the proceeds, interest, and income thereof for the use and benefit of the students and programs of the School.

II. Articles of Incorporation.

The Foundation agrees that it shall maintain articles of incorporation which include the following provisions:

A. The Superintendent of the School shall by virtue of his or her office be one of the members of the Foundation's Board of Directors until his or her successor is duly appointed.

B. A designated member of the Foundation Board will present a quarterly report to the Board of Public Education either by mail or in person that would include a budget summary and minutes of meetings held.

III. Foundation Bylaws.

The Foundation agrees that it shall maintain bylaws which without limitation cover selection of officers, meetings, compensation for services and amendment procedures.

IV. Foundation Duties and Responsibilities.

A. The Foundation shall receive, hold, manage, use and dispose of real and personal property made or transferred to the Board or to the State of Montana by purchase, gift, devise, bequest or otherwise acquired, and the proceeds, interest and income for the use and benefit of the students and former students of the School and other students served by the School.

B. In fulfilling its responsibilities under this Agreement and Mont. Code Ann. 20-8-111, the Foundation agrees that it will:

1. Comply with applicable state and federal law;
2. Maintain financial and accounting records in accordance with generally accepted accounting principles, have an audit performed by a certified public accountant at least once every two years, and provide the Board with a copy of the most recently audited financial statement;
3. Provide the legislative auditor access to records as may be necessary to comply with the requirements of Mont. Code Ann. 18-1-118(2), except that the financial

records of private donors are confidential and shall not be released or accessed by the public unless required by law;

4. Establish and maintain a written policy covering the acceptance, management, disposal or expenditure of income, proceeds, interest and property managed by the Foundation pursuant to this Agreement.

V. Relationship Between Foundation and Board.

A The Board recognizes that the Foundation is a private, nonprofit organization independent of the Board;

B. The Board agrees to encourage and maintain the independence of the Foundation, while fostering a cooperative relationship between the Board and the Foundation;

C. The Foundation agrees to cooperate with the Board in fulfilling the Foundation's purposes as defined in its articles of incorporation and in complying with its responsibilities under this Agreement.

VI. Liability Exposure.

The parties agree that the liability of the Board, its officials and employees, is controlled and limited by the provisions of title 2, chap. 9, Mont. Code Ann. Any provisions of this Agreement shall be controlled, limited, and otherwise modified to limit any liability of the State of Montana and the Board to that set forth in title 2, chap. 9, Mont. Code Ann.

VII. Indemnification.

Each party agrees to be responsible and assume liability for its own wrongful or

negligent acts or omissions, or those of its officers, agents or employees, to the full extent required by law. Each party agrees to maintain reasonable coverage for such liabilities either through commercial insurance or a reasonable self-insurance mechanism, and the terms of such insurance coverage or self-insurance mechanism shall be provided to the other party upon request.

VIII. Term of Agreement; Entire Agreement.

This Agreement shall begin on the date of its execution by both parties and shall continue until terminated by either party as provided in this Agreement or until superseded by a subsequent agreement between the parties. This Agreement shall be considered the sole and entire Agreement between the parties and shall supersede and replace all pre-existing agreements between the parties.

IX. Termination.

This Agreement may be terminated at any time by the mutual written consent of the parties or upon sixty (60) days written notice by one party to the other party.

X. Dissolution.

If the Foundation's corporate structure is dissolved, the board of directors of the Foundation shall dispose of all the assets of the Foundation in accordance with the laws of the State of Montana and the terms of its articles of incorporation and by-laws. Any assets not so disposed of shall, to the extent allowed by law, be transferred to the Board.

XI. Amendments.

This Agreement may be modified by written amendments signed by authorized representatives of both parties.

XII. Disputes and Venue.

This Agreement is governed by the laws of the State of Montana. The parties agree that any litigation concerning this Agreement must be brought in the First Judicial District Court in and for the County of Lewis and Clark, State of Montana. Each party shall pay its own costs and attorney fees.

The following persons, being duly authorized to sign this Agreement and bind the above-named parties, do hereby execute this Agreement on the date shown below.

MONTANA SCHOOL FOR THE
DEAF AND THE BLIND FOUNDATION, INC.

By: John Masgore

Title: President

Date: Oct 29, 2014

BOARD OF PUBLIC EDUCATION

By: Sharon Carroll

Title: Chair

Date: November 13, 2014

51130 School for the Deaf & Blind ORG Budget Summary - No A Accruals

Data Selected for Month/FY: 01 (Jul)/2024 through 06 (Dec)/2024

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts

Business Unit	(All)
Program Year	(All)
FY_BudPer	(All)
Month	(All)
Source of Au	(All)
Fund Type	(All)
Org	(All)
Account	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

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OBPP Progra Subclass	Fund	Acct Lvl 1	ORG Budget	Actuals Amt	Balance
01 ADMINISTRATION PROGRAM			698,381.00	304,458.48	393,922.52
300H1 ADMINISTRATION			539,834.00	235,348.48	304,485.52
01100 General Fund			536,440.00	235,348.48	301,091.52
		61000 Personal Services	477,819.00	212,040.54	265,778.46
		62000 Operating Expenses	58,621.00	23,307.94	35,313.06
02050 School Trust Interest/Income			3,394.00	0.00	3,394.00
		61000 Personal Services	3,394.00	0.00	3,394.00
300H2 AUDIT -RST/BIEN			0.00	0.00	0.00
01100 General Fund			0.00	0.00	0.00
		62000 Operating Expenses	0.00	0.00	0.00
300H5 STATE ITSD (RST)			158,547.00	69,110.00	89,437.00
01100 General Fund			158,547.00	69,110.00	89,437.00
		62000 Operating Expenses	158,547.00	69,110.00	89,437.00
02 GENERAL SERVICES			667,665.54	352,228.23	315,437.31
305F1 FY2021 CARRYFORWARD			0.00	0.00	0.00
01100 General Fund			0.00	0.00	0.00
		63000 Equipment & Intangible Ass	0.00	0.00	0.00
		68000 Transfers-out	0.00	0.00	0.00
305F2 FY2022 CARRYFORWARD			76,590.54	69,934.00	6,656.54
01100 General Fund			76,590.54	69,934.00	6,656.54
		63000 Equipment & Intangible Ass	76,590.54	69,934.00	6,656.54
305H1 GENERAL SERVICES			591,075.00	282,294.23	308,780.77
01100 General Fund			591,075.00	282,294.23	308,780.77
		61000 Personal Services	331,465.00	154,047.88	177,417.12
		62000 Operating Expenses	230,159.00	128,246.35	101,912.65
		68000 Transfers-out	1,000.00	0.00	1,000.00
		69000 Debt Service	28,451.00	0.00	28,451.00
03 STUDENT SERVICES			2,025,330.00	843,218.38	1,182,111.62
310H1 STUDENT SERVICES			1,912,830.00	836,326.03	1,076,503.97
01100 General Fund			1,878,101.00	832,231.27	1,045,869.73
		61000 Personal Services	1,745,494.00	764,044.08	981,449.92
		62000 Operating Expenses	132,607.00	68,187.19	64,419.81
03167 National School Lunch			34,729.00	4,094.76	30,634.24
		61000 Personal Services	0.00	0.00	0.00
		62000 Operating Expenses	34,729.00	4,094.76	30,634.24
310H4 FAMILY ENGAGEMENT OPP			42,500.00	0.00	42,500.00
01100 General Fund			42,500.00	0.00	42,500.00
		61000 Personal Services	42,500.00	0.00	42,500.00
310H6 STUDENT TRAVEL			45,000.00	6,892.35	38,107.65
01100 General Fund			45,000.00	6,892.35	38,107.65
		62000 Operating Expenses	45,000.00	6,892.35	38,107.65
310H7 STUDENT EXTRACURIC TRAVEL			25,000.00	0.00	25,000.00
01100 General Fund			25,000.00	0.00	25,000.00

	62000 Operating Expenses	25,000.00	0.00	25,000.00
310Z1 WORKERS COMP. REDUCTION		0.00	0.00	0.00
01100 General Fund		0.00	0.00	0.00
	61000 Personal Services	0.00	0.00	0.00
	62000 Operating Expenses	0.00	0.00	0.00
04 EDUCATION		6,423,347.38	2,608,872.7	3,814,474.5
31542 ESSER III - COVID 9/30/23		51,199.64	0.00	51,199.64
03990 Federal COVID-19 Funds		51,199.64	0.00	51,199.64
	61000 Personal Services	33,117.12	0.00	33,117.12
	62000 Operating Expenses	18,082.52	0.00	18,082.52
31561 ESSER II - COVID 6/30/23		0.00	0.00	0.00
03990 Federal COVID-19 Funds		0.00	0.00	0.00
	61000 Personal Services	0.00	0.00	0.00
	62000 Operating Expenses	0.00	0.00	0.00
315A7 DPHHS GRANT AA		0.00	0.00	0.00
03235 DPHHS Grant		0.00	0.00	0.00
	62000 Operating Expenses	0.00	0.00	0.00
315AG DEAFBLIND PROJECT 10/14/22		0.00	0.00	0.00
03613 Deafblind Project		0.00	0.00	0.00
	61000 Personal Services	0.00	0.00	0.00
	62000 Operating Expenses	0.00	0.00	0.00
315AJ NEWBORN HEARING 3/31/23		0.00	0.00	0.00
03396 DPHHS Grant - Newborn Hearing		0.00	0.00	0.00
	61000 Personal Services	0.00	0.00	0.00
	62000 Operating Expenses	0.00	0.00	0.00
315AK LITERACY GRANT 9/30/22		0.00	0.00	0.00
03590 Federal Literacy Grant		0.00	0.00	0.00
	61000 Personal Services	0.00	0.00	0.00
	62000 Operating Expenses	0.00	0.00	0.00
315AM LITERACY GRANT 9/30/23		72,979.95	40,850.75	32,129.20
03590 Federal Literacy Grant		72,979.95	40,850.75	32,129.20
	61000 Personal Services	17,414.00	17,414.00	0.00
	62000 Operating Expenses	55,565.95	23,436.75	32,129.20
315AN DEAFBLIND PROJ 10/14/23		1,405.79	0.00	1,405.79
03613 Deafblind Project		1,405.79	0.00	1,405.79
	61000 Personal Services	1,278.50	0.00	1,278.50
	62000 Operating Expenses	127.29	0.00	127.29
315AP PRE-ETS GRANT		0.00	0.00	0.00
03235 DPHHS Grant		0.00	0.00	0.00
	62000 Operating Expenses	0.00	0.00	0.00
315AQ NEWBORN HEARING		0.00	0.00	0.00
03396 DPHHS Grant - Newborn Hearing		0.00	0.00	0.00
	61000 Personal Services	0.00	0.00	0.00
	62000 Operating Expenses	0.00	0.00	0.00
315H1 EDUCATION		6,235,824.00	2,565,919.5	3,669,904.4
01100 General Fund		5,768,526.00	2,534,864.4	3,233,661.5
	61000 Personal Services	5,509,938.00	2,334,614.5	3,175,323.4
	62000 Operating Expenses	258,588.00	200,249.90	58,338.10
02050 School Trust Interest/Income		290,047.00	30,620.77	259,426.23
	61000 Personal Services	290,047.00	30,620.77	259,426.23
02243 Medicaid		11,534.00	0.00	11,534.00
	62000 Operating Expenses	11,534.00	0.00	11,534.00
03012 E.C.I.A. Chapter I		50,842.00	0.00	50,842.00
	61000 Personal Services	50,842.00	0.00	50,842.00
03064 EHA, Part B		114,875.00	434.31	114,440.69
	61000 Personal Services	104,875.00	0.00	104,875.00
	62000 Operating Expenses	10,000.00	434.31	9,565.69
315H3 PROFESSIONAL DEVELOPMENT		35,000.00	2,102.48	32,897.52
01100 General Fund		35,000.00	2,102.48	32,897.52
	62000 Operating Expenses	35,000.00	2,102.48	32,897.52

315H4 EXTRACURIC COMP		26,938.00	0.00	26,938.00
<u>01100 General Fund</u>		26,938.00	0.00	26,938.00
	:61000 Personal Services	26,938.00	0.00	26,938.00
315Z1 WORKERS COMP. REDUCTION		0.00	0.00	0.00
<u>03064 EHA, Part B</u>		0.00	0.00	0.00
	:61000 Personal Services	0.00	0.00	0.00
Grand Total		9,814,723.92	4,108,777.8	5,705,946.0

41.86% 42.30%
This year Last year

**9089 Mont Sch for
Deaf & Blind District**

3911 Central Avenue, Great Falls, MT 59405
Generated on 12/18/2023 01:44:00 AM Page 1 of 1

Student Enrollment Summary Report

Effective Date: 12/18/2023 Enrollment Types: P, S, N
Total Race/Ethnicities: 6 of 7 Total Schools: 2
Race/Ethnicity Source: Federal Male/Female/Total: 22/18/40

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

MT Sch For Deaf & Blind EI

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	-	-	-	-	-	2/2/4	-	2/2/4
02	-	-	-	-	-	0/1/1	-	0/1/1
03	-	-	-	-	-	1/2/3	-	1/2/3
04	-	-	-	-	-	1/0/1	1/0/1	2/0/2
06	-	-	-	0/1/1	-	1/3/4	-	1/4/5
07	-	-	1/0/1	-	-	-	-	1/0/1
08	-	1/0/1	-	-	-	0/2/2	-	1/2/3
PK	-	-	-	-	-	2/1/3	-	2/1/3
PS	1/0/1	-	-	-	-	2/0/2	-	3/0/3
All Grades	1/0/1	1/0/1	1/0/1	0/1/1	-	9/11/20	1/0/1	13/12/25

MT Sch For Deaf & Blind 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	-	1/0/1	-	-	-	2/1/3	-	3/1/4
10	-	1/0/1	-	-	-	2/2/4	-	3/2/5
11	-	0/1/1	-	0/1/1	-	2/1/3	-	2/3/5
12	-	-	-	-	-	1/0/1	-	1/0/1
All Grades	-	2/1/3	-	0/1/1	-	7/4/11	-	9/6/15

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blind EI	5	20.00%
MT Sch For Deaf & Blind HS	4	26.67%
Total	9	22.50%

TO: Mr. Paul Furthmyre, Superintendent MSFDB

FROM: David LeMieux, Engineer DEQ's Energy Office (SBECF Program)

DATE: 12/8/2023

RE: Montana School of Deaf and Blind, Campus Lighting Upgrade – Post Project Energy Savings Verification Report

Executive Summary:

The campus lighting project has contributed to a 30-percent annual reduction in electrical use. Despite increases in the cost of electricity, this energy savings corresponds to a 20-percent reduction in annual operating cost for campus electricity—a \$15,585 savings in CY2023. The pre-project energy savings calculation shows a 6-percent shortfall of metered energy use compared to calculated energy savings; however, this may be attributed to additional facility use in the industries building and restarting pool operational used (these uses were not in the baseline energy profile). All lighting equipment is operation; the 1-year equipment and labor warranty period ends January 6, 2024. Then the equipment is under warranty for 4 additional years.

Energy Savings Report:

In 2019 the Montana School for Deaf and Blind (MSDB) initiated a campus wide lighting project to replace existing luminaires with LED technology. A CY2019 baseline energy profile was selected because it was a pre-Covid year and likely more representative of normal campus operations. Although energy use for multiple years is provided in this report, the energy savings is being compared to this baseline profile to assess the energy savings from this project. The project was extended to abate asbestos in the Bitterroot building during the summer and fall months of 2022 and was commissioned in February of 2022, beginning the equipment warranty period. The consultant was GPD Engineering in Great Falls, MT, and the design engineer of record was Mr. Brad Kaufman. As a synopsis, compared to the baseline CY2019 period, the total electrical consumption for CY2023 is anticipated to show a 30-percent reduction; this is supported by utility data from January through September, 2023.

The following tables present campus energy consumption and power (demand) use. For better viewability all tables are redundantly provided as attachments in landscape view at the end of this report. The campus has two electric account numbers: #362399 is for unmetered electric use and #362398 is for metered electric use.

Table 1 shows unmetered lighting use. This consists of outdoor lighting fixtures and is determined by calculation using equipment nameplate data and estimated average annual operating hours. The calculation is representative of energy savings because these fixtures are

operated automatically using a photo-cell night-time sensor that consistently operates the load the same average hours each year. This is also why Table 1 shows consistent loads before, during, and after the retrofit project.

Table 1 shows a 65% decrease in energy consumption in CY2022 compared to the baseline CY 2019 and since the new calculated load (387kwh/month) will remain unchanged going into the future, there will be a 65% decrease in energy consumption for CY2023.

TABLE 1: Unmetered Campus Electric Use.

Yr ↓ Mo→	1	2	3	4	5	6	7	8	9	10	11	12	Annual Total (kwh)	% Change*
2013	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	864	1,042	12,326	
2014	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	12,504	
2015	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	12,504	
2016	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	12,504	
2017	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	12,504	
2018	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	12,504	
2019	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	12,504	Baseline Yr.
2020	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	626	12,088	-3%
2021	626	626	626	626	626	626	626	626	626	626	387	387	7,034	-45%
2022	387	387	387	387	387	387	387	387	387	387	387	387	4,644	-65%
2023	387	387	387	387	387	387	387	387	387	387	ND	ND	3,870	

Note: * Indicates annual total energy percent change compared to baseline CY2019.

Table 2 shows metered electric use for the campus. Notably, there are historical anomalies present in this data set. For example, October 2016 (highlighted in red) shows a ~1.7 multiplier factor increase in energy consumption compared to the same month the previous year (from 66,600 to 117,600 kwh). Similarly, December 2019 (also highlighted in red) shows a ~3.4 multiplier factor increase compared to the same month on the previous year (from 58,200 to 196,200 kwh). It may be worth discussing these anomalies with maintenance staff, but they are a good reminder of the benefit to reviewing your utility invoices monthly. Sometimes utility billing errors can occur although it is likely too late to request a utility refund. Missing or no reported data are shown in orange highlighted cells, September and November of 2018 and November of 2019.

TABLE 2: Campus Metered Electric Use.

Yr ↓ Mo→	1	2	3	4	5	6	7	8	9	10	11	12	Annual Total (kwh)
2013	73,200	69,000	61,200	60,600	56,400	56,400	44,400	42,600	65,400	63,600	61,800	67,200	721,800
2014	70,200	67,800	66,000	63,600	61,800	50,400	49,800	43,800	49,200	57,600	63,000	64,200	707,400
2015	66,000	65,400	64,200	61,800	61,800	58,200	57,000	46,800	49,800	66,600	63,600	69,000	730,200
2016	68,400	64,800	64,800	62,400	62,400	66,600	56,400	57,000	61,800	117,600	52,200	73,200	807,600
2017	64,200	69,000	58,800	51,600	52,200	61,200	70,800	27,600	70,800	55,200	58,200	62,400	702,000
2018	60,000	59,400	62,400	59,400	49,800	49,200	43,800	38,400	ND	ND	60,600	58,200	541,200
2019	61,800	64,800	64,200	58,200	55,200	47,400	48,000	49,800	58,200	56,400	ND	196,200	760,200
2020	61,200	68,400	61,200	49,200	41,400	38,400	40,200	43,200	55,800	50,400	50,400	57,000	616,800
2021	59,400	57,600	60,600	67,800	57,000	54,600	56,400	48,000	69,600	57,600	48,000	54,000	690,600
2022	55,800	55,200	51,000	54,600	46,800	47,400	25,800	26,400	62,400	52,800	53,400	61,800	593,400
2023	60,000	58,800	60,600	57,000	55,800	62,400	39,600	37,200	51,600	52,200			535,200

Due to the missing and anomaly data points in the CY2019 baseline data set, and in an effort to fairly assess post-project energy use compared to pre-project CY2019 baseline energy use; data

from for the same months over the prior 3-years was averaged to produce pseudo energy use for November and December of 2019. See yellow cells in Table 3. Also, the electrical use from November and December of 2022 was copied to 2023 to provide a CY2023 data set (at the time of this writing, this data was not yet available). It's possible that the energy use for November and December of 2023 (blue cells) is less than the same months for the prior year because this data is prior to project commissioning.

Table 3 shows a campus-wide projected electrical use reduction of 30-percent for CY2023 compared to CY2019.

TABLE 3. Adjusted Campus Metered Electric Use.

Yr ↓ Mo→	1	2	3	4	5	6	7	8	9	10	11	12	Annual Total (kwh)	% Change*
2013	73,200	69,000	61,200	60,600	56,400	56,400	44,400	42,600	65,400	63,600	61,800	67,200	721,800	
2014	70,200	67,800	66,000	63,600	61,800	50,400	49,800	43,800	49,200	57,600	63,000	64,200	707,400	
2015	66,000	65,400	64,200	61,800	61,800	58,200	57,000	46,800	49,800	66,600	63,600	69,000	730,200	
2016	68,400	64,800	64,800	62,400	62,400	66,600	56,400	57,000	61,800	117,600	52,200	73,200	807,600	
2017	64,200	69,000	58,800	51,600	52,200	61,200	70,800	27,600	70,800	55,200	58,200	62,400	702,000	
2018	60,000	59,400	62,400	59,400	49,800	49,200	43,800	38,400	ND	ND	60,600	58,200	541,200	
2019	61,800	64,800	64,200	58,200	55,200	47,400	48,000	49,800	58,200	56,400	57,000	64,600	760,200	Baseline Yr.
2020	61,200	68,400	61,200	49,200	41,400	38,400	40,200	43,200	55,800	50,400	50,400	57,000	616,800	-19%
2021	59,400	57,600	60,600	67,800	57,000	54,600	56,400	48,000	69,600	57,600	48,000	54,000	690,600	-9%
2022	55,800	55,200	51,000	54,600	46,800	47,400	25,800	26,400	62,400	52,800	53,400	61,800	593,400	-22%
2023	60,000	58,800	60,600	57,000	55,800	62,400	39,600	37,200	51,600	52,200	53,400	61,800	535,200	-30%

Note: * Indicates annual total energy percent change compared to baseline CY2019.

Similarly, the same data adjustments described for Table 3 were made in Table 4. Table 4 shows and adjusted utility data set of electrical demand load profiles. Electrical demand is the peak or maximum electrical load as an integral sum of electrical use over a 15-minute time interval during a billing cycle. Table 4 shows the peak-demand-month-value or maximum demand month for each calendar year. The baseline CY2018 shows a peak load of 168 kw (June 2019 Invoice) and an anticipated 144 kw (November 2023 Invoice)—indicating a peak demand reduction of 14-percent or 24 kw (168 kw – 144 kw).

TABLE 4. Adjusted Campus Metered Electric Demand.

Yr ↓ Mo→	1	2	3	4	5	6	7	8	9	10	11	12	CY Peak Demand (kw)	% Change
2013	162	168	156	156	144	162	126	102	162	150	144	156	168	
2014	150	150	150	144	144	162	150	108	156	150	144	138	162	
2015	150	150	168	138	144	174	120	132	156	150	144	156	174	
2016	156	144	138	132	150	138	162	162	156	156	144	150	162	
2017	132	132	132	126	138	138	162	78	180	144	138	138	180	
2018	138	132	138	126	132	126	150	120	ND	ND	132	132	150	
2019	126	150	138	132	138	168	108	132	144	144	138	140	168	Baseline Yr.
2020	144	132	132	96	90	90	84	174	144	144	126	126	174	4%
2021	126	138	132	132	126	120	96	126	132	126	120	114	138	-18%
2022	120	114	126	114	108	108	54	60	138	144	144	108	144	-14%
2023	126	114	114	120	132	126	72	78	120	96	144	108	144	-14%

Note: * Indicates annual total energy percent change compared to baseline CY2019.

It's important to note that although it's appropriate to assess electrical use (Table 3) as an annual total, assessing electrical demand over a calendar year can be misleading because "cherry picking" the peak demand (as was done in Table 4a) over a calendar year can be misleading. Since the demand event occurs in a 15-minute interval, deviations are possible and even likely; these deviations may be attributed to a unique operating condition due to a special event like severe weather or special facility use event, tied to a specific month. Also, facility electrical loads other than lighting normally contribute to most of the demand load e.g. air handlers or pumps. Other methods of assessing electrical demand are possible. Examples include taking a sum-total or an average the demand over each year; however, these approaches produce results that do not agree with each other and can also be misleading. Caution must be taken when assessing demand load reductions.

Table 5a shows the total costs for the campus electric use. Although the anomalies in the data described in Table 3 are also present in Table 5a, other anomalies are also present. See the highlighted cells.

TABLE 5a. Campus Total Electric Cost.

Yr ↓ Mo→	1	2	3	4	5	6	7	8	9	10	11	12	Annual Total (kwh)
2013	\$ 6,502	\$ 6,256	\$ 5,633	\$ 5,601	\$ 5,220	\$ 5,415	\$ 4,283	\$ 3,962	\$ 6,063	\$ 5,850	\$ 5,616	\$ 6,079	\$ 66,479
2014	\$ 6,214	\$ 6,011	\$ 5,885	\$ 5,664	\$ 5,511	\$ 4,823	\$ 4,885	\$ 4,225	\$ 4,990	\$ 5,553	\$ 5,902	\$ 6,351	\$ 66,015
2015	\$ 6,606	\$ 6,603	\$ 6,654	\$ 6,205	\$ 6,244	\$ 6,175	\$ 5,495	\$ 4,746	\$ 5,171	\$ 6,417	\$ 6,151	\$ 6,557	\$ 73,025
2016	\$ 6,475	\$ 6,335	\$ 6,419	\$ 6,188	\$ 6,315	\$ 6,532	\$ 5,889	\$ 5,920	\$ 6,240	\$ 10,637	\$ 662	\$ 7,098	\$ 74,710
2017	\$ 6,313	\$ 6,594	\$ 5,721	\$ 5,160	\$ 5,317	\$ 5,976	\$ 8,272	\$ 2,893	\$ 7,050	\$ 5,573	\$ 5,755	\$ 6,078	\$ 70,703
2018	\$ 5,906	\$ 5,801	\$ 6,094	\$ 5,773	\$ 5,071	\$ 4,970	\$ 4,697	\$ 4,005	\$ 112	\$ 113	\$ 5,814	\$ 5,646	\$ 54,003
2019	\$ 5,955	\$ 6,445	\$ 6,294	\$ 5,817	\$ 5,663	\$ 5,328	\$ 4,838	\$ 5,196	\$ 5,957	\$ 5,960	\$ 122	\$ 19,506	\$ 77,081
2020	\$ 6,388	\$ 6,830	\$ 6,141	\$ 4,836	\$ 4,166	\$ 3,927	\$ 4,041	\$ 5,031	\$ 5,795	\$ 5,255	\$ 5,058	\$ 5,520	\$ 62,989
2021	\$ 5,735	\$ 5,721	\$ 5,934	\$ 6,413	\$ 5,487	\$ 5,255	\$ 5,305	\$ 4,940	\$ 6,709	\$ 5,801	\$ 4,981	\$ 5,425	\$ 67,708
2022	\$ 5,386	\$ 5,119	\$ 4,900	\$ 5,131	\$ 4,491	\$ 4,537	\$ 2,507	\$ 2,626	\$ 6,077	\$ 6,050	\$ 6,431	\$ 6,883	\$ 60,138
2023	\$ 6,914	\$ 6,708	\$ 6,878	\$ 6,595	\$ 6,597	\$ 7,161	\$ 4,500	\$ 4,332	\$ 6,089	\$ 5,721			\$ 61,495

Table 5b adjusts the data sets for the baseline CY2019 and CY2023 by using the same cost data from the same month in the prior year to assess cost savings. This shows a total annual electrical cost for campus electric use projected to decrease by 20-percent, an annual cost savings of \$15,586 (\$77,081 - \$61,495).

TABLE 5b. Adjusted Campus Total Electric Cost.

Yr ↓ Mo→	1	2	3	4	5	6	7	8	9	10	11	12	Annual Total (kwh)	% Change*
2013	\$ 6,502	\$ 6,256	\$ 5,633	\$ 5,601	\$ 5,220	\$ 5,415	\$ 4,283	\$ 3,962	\$ 6,063	\$ 5,850	\$ 5,616	\$ 6,079	\$ 66,479	
2014	\$ 6,214	\$ 6,011	\$ 5,885	\$ 5,664	\$ 5,511	\$ 4,823	\$ 4,885	\$ 4,225	\$ 4,990	\$ 5,553	\$ 5,902	\$ 6,351	\$ 66,015	
2015	\$ 6,606	\$ 6,603	\$ 6,654	\$ 6,205	\$ 6,244	\$ 6,175	\$ 5,495	\$ 4,746	\$ 5,171	\$ 6,417	\$ 6,151	\$ 6,557	\$ 73,025	
2016	\$ 6,475	\$ 6,335	\$ 6,419	\$ 6,188	\$ 6,315	\$ 6,532	\$ 5,889	\$ 5,920	\$ 6,240	\$ 10,637	\$ 662	\$ 7,098	\$ 74,710	
2017	\$ 6,313	\$ 6,594	\$ 5,721	\$ 5,160	\$ 5,317	\$ 5,976	\$ 8,272	\$ 2,893	\$ 7,050	\$ 5,573	\$ 5,755	\$ 6,078	\$ 70,703	
2018	\$ 5,906	\$ 5,801	\$ 6,094	\$ 5,773	\$ 5,071	\$ 4,970	\$ 4,697	\$ 4,005	\$ 112	\$ 113	\$ 5,814	\$ 5,646	\$ 54,003	
2019	\$ 5,955	\$ 6,445	\$ 6,294	\$ 5,817	\$ 5,663	\$ 5,328	\$ 4,838	\$ 5,196	\$ 5,957	\$ 5,960	\$ 5,814	\$ 5,646	\$ 77,081	Baseline Yr.
2020	\$ 6,388	\$ 6,830	\$ 6,141	\$ 4,836	\$ 4,166	\$ 3,927	\$ 4,041	\$ 5,031	\$ 5,795	\$ 5,255	\$ 5,058	\$ 5,520	\$ 62,989	-18%
2021	\$ 5,735	\$ 5,721	\$ 5,934	\$ 6,413	\$ 5,487	\$ 5,255	\$ 5,305	\$ 4,940	\$ 6,709	\$ 5,801	\$ 4,981	\$ 5,425	\$ 67,708	-12%
2022	\$ 5,386	\$ 5,119	\$ 4,900	\$ 5,131	\$ 4,491	\$ 4,537	\$ 2,507	\$ 2,626	\$ 6,077	\$ 6,050	\$ 6,431	\$ 6,883	\$ 60,138	-22%
2023	\$ 6,914	\$ 6,708	\$ 6,878	\$ 6,595	\$ 6,597	\$ 7,161	\$ 4,500	\$ 4,332	\$ 6,089	\$ 5,721	\$ 6,431	\$ 6,883	\$ 61,495	-20%

Note: * Indicates annual total energy percent change compared to baseline CY2019.

With the exception of the Bitterroot classrooms, new LED lighting fixtures replaced old florescent fixtures on a one-for-one replacement basis. This approach reduces electrical lighting loads by about 50-percent. However, other efforts were implemented to further reduce lighting loads or to improve lighting in select areas. For example:

- During the project design phase, GPD Engineering reduced the number of lighting fixtures in Bitterroot Classrooms from 14 fixtures to 9 fixtures.
- Also, during project commissioning, the lighting fixtures in the Bitterroot hallways and general use areas were configured to operate from motion sensors to illumination efficacy (dimming levels) between pre-programmed “high” and “low” trim or setting levels while still producing sufficient illumination for building use. The occupancy sensors and trim settings were measured at the service panel and these measurements showed a reduction in electrical loads for these areas by an additional 35-percent. A total energy savings from the baseline fixtures of 85% was measured, about 50% from LED technology and 35% for controls).
- The combination of reducing fixtures and dimming the lumen output reduces maintenance and extends fixture life. These savings are not included in this report.

Table 6 is intended to address the question of how actual energy savings compares to the pre-project calculated energy savings, used to finance the project. As previously described the pre-project electrical use and demand data set was adjusted for utility billing anomalies, resulting in a pre-project CY2019 baseline use of 760,200 kwh/yr and demand of 168 kw/yr. This project was projected to save 270,721 kwh/yr and reduce demand by 39 kw, producing a calculated use of \$489,479 kwh/yr (a 36-percent use reduction) and a peak 129 kw (a 23-percent demand reduction).

The post-project CY 2023 energy use, mostly from utility data, is projected to be 535,200 kwh/yr with a peak demand of 144 kw load. Therefore, the actual energy use is a 30-percent reduction compared to a calculated 36-percent reduction. Although the actual peak demand shows a 14-percent reduction compared to a calculated 23-percent reduction, the commentary immediately following Table 4 illustrates how assessment of demand data can be misleading.

TABLE 6: Energy Calculations Compared to Energy Savings.

Data Set	Use kwh/yr	Peak Demand kw/yr	Use w.r.t. BL % Difference	Demand w.r.t. BL % Difference
Pre-project CY2019 BL Use (Tables 3 and 4)*:	760,200	168		
Pre-project Calculated Energy Savings:	270,721	39		
Calculated post-project energy consumption:	489,479	129	-36%	-23%
Post-project CY2023 Use (Table 3)**:	535,200	144	-30%	-14%
Notes: * Tables 3 & 4 are adjusted data to correct for utility data anomolies and project energy use for the months of November and December, 2023.				

Table 6 shows a 6-percent shortfall (36% - 30%) in actual energy savings compared to pre-project calculated energy savings (energy use). In some cases, energy use was intentionally

increased. Some additional new fixtures were added in the industries “shop” and support building classrooms and offices to improve the lumen level and increase safety. Consequently, there is likely to have been more hours of operational use in the industries building. Also, there are known additional electrical loads in CY2023 compared CY2019. For example, the swimming pool facility was not in used in CY2019 and has been in used in CY2023. Pool electrical loads include lighting (now with new fixtures), pumping, water chemistry, and filtration.

-TABLE ATTACHMENTS -

TABLE 1: Unmetered Campus Electric Use.

Yr ↓ Mo→	1	2	3	4	5	6	7	8	9	10	11	12
2013	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	864	1,042
2014	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042
2015	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042
2016	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042
2017	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042
2018	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042
2019	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042
2020	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	62
2021	626	626	626	626	626	626	626	626	626	626	387	387
2022	387	387	387	387	387	387	387	387	387	387	387	387
2023	387	387	387	387	387	387	387	387	387	387	ND	ND

Note: * Indicates annual total energy percent change compared to baseline CY2019.

TABLE 2. Campus Metered Electric Use.

Yr ↓ Mo→	1	2	3	4	5	6	7	8	9	10	11
2013	73,200	69,000	61,200	60,600	56,400	56,400	44,400	42,600	65,400	63,600	61,800
2014	70,200	67,800	66,000	63,600	61,800	50,400	49,800	43,800	49,200	57,600	63,000
2015	66,000	65,400	64,200	61,800	61,800	58,200	57,000	46,800	49,800	66,600	63,600
2016	68,400	64,800	64,800	62,400	62,400	66,600	56,400	57,000	61,800	117,600	52,200
2017	64,200	69,000	58,800	51,600	52,200	61,200	70,800	27,600	70,800	55,200	58,200
2018	60,000	59,400	62,400	59,400	49,800	49,200	43,800	38,400	ND	ND	60,600
2019	61,800	64,800	64,200	58,200	55,200	47,400	48,000	49,800	58,200	56,400	ND
2020	61,200	68,400	61,200	49,200	41,400	38,400	40,200	43,200	55,800	50,400	50,400
2021	59,400	57,600	60,600	67,800	57,000	54,600	56,400	48,000	69,600	57,600	48,000
2022	55,800	55,200	51,000	54,600	46,800	47,400	25,800	26,400	62,400	52,800	53,400
2023	60,000	58,800	60,600	57,000	55,800	62,400	39,600	37,200	51,600	52,200	

TABLE 3. Adjusted Campus Metered Electric Use.

Yr ↓ Mo→	1	2	3	4	5	6	7	8	9	10	11	12
2013	73,200	69,000	61,200	60,600	56,400	56,400	44,400	42,600	65,400	63,600	61,800	67,200
2014	70,200	67,800	66,000	63,600	61,800	50,400	49,800	43,800	49,200	57,600	63,000	64,200
2015	66,000	65,400	64,200	61,800	61,800	58,200	57,000	46,800	49,800	66,600	63,600	69,000
2016	68,400	64,800	64,800	62,400	62,400	66,600	56,400	57,000	61,800	117,600	52,200	73,200
2017	64,200	69,000	58,800	51,600	52,200	61,200	70,800	27,600	70,800	55,200	58,200	62,400
2018	60,000	59,400	62,400	59,400	49,800	49,200	43,800	38,400	ND	ND	60,600	58,200
2019	61,800	64,800	64,200	58,200	55,200	47,400	48,000	49,800	58,200	56,400	57,000	64,600
2020	61,200	68,400	61,200	49,200	41,400	38,400	40,200	43,200	55,800	50,400	50,400	57,000
2021	59,400	57,600	60,600	67,800	57,000	54,600	56,400	48,000	69,600	57,600	48,000	54,000
2022	55,800	55,200	51,000	54,600	46,800	47,400	25,800	26,400	62,400	52,800	53,400	61,800
2023	60,000	58,800	60,600	57,000	55,800	62,400	39,600	37,200	51,600	52,200	53,400	61,800

Note: * Indicates annual total energy percent change compared to baseline CY2019.

TABLE 4. Adjusted Campus Metered Electric Demand.

Yr ↓ Mo→	1	2	3	4	5	6	7	8	9	10	11	12
2013	162	168	156	156	144	162	126	102	162	150	144	1
2014	150	150	150	144	144	162	150	108	156	150	144	1
2015	150	150	168	138	144	174	120	132	156	150	144	1
2016	156	144	138	132	150	138	162	162	156	156	144	1
2017	132	132	132	126	138	138	162	78	180	144	138	1
2018	138	132	138	126	132	126	150	120	ND	ND	132	1
2019	126	150	138	132	138	168	108	132	144	144	138	1
2020	144	132	132	96	90	90	84	174	144	144	126	1
2021	126	138	132	132	126	120	96	126	132	126	120	1
2022	120	114	126	114	108	108	54	60	138	144	144	1
2023	126	114	114	120	132	126	72	78	120	96	144	1

Note: * Indicates annual total energy percent change compared to baseline CY2019.

TABLE 5a. Campus Total Electric Cost.

Yr ↓ Mo→	1	2	3	4	5	6	7	8	9	10	11
2013	\$ 6,502	\$ 6,256	\$ 5,633	\$ 5,601	\$ 5,220	\$ 5,415	\$ 4,283	\$ 3,962	\$ 6,063	\$ 5,850	\$ 5,616
2014	\$ 6,214	\$ 6,011	\$ 5,885	\$ 5,664	\$ 5,511	\$ 4,823	\$ 4,885	\$ 4,225	\$ 4,990	\$ 5,553	\$ 5,902
2015	\$ 6,606	\$ 6,603	\$ 6,654	\$ 6,205	\$ 6,244	\$ 6,175	\$ 5,495	\$ 4,746	\$ 5,171	\$ 6,417	\$ 6,151
2016	\$ 6,475	\$ 6,335	\$ 6,419	\$ 6,188	\$ 6,315	\$ 6,532	\$ 5,889	\$ 5,920	\$ 6,240	\$ 10,637	\$ 662
2017	\$ 6,313	\$ 6,594	\$ 5,721	\$ 5,160	\$ 5,317	\$ 5,976	\$ 8,272	\$ 2,893	\$ 7,050	\$ 5,573	\$ 5,755
2018	\$ 5,906	\$ 5,801	\$ 6,094	\$ 5,773	\$ 5,071	\$ 4,970	\$ 4,697	\$ 4,005	\$ 112	\$ 113	\$ 5,814
2019	\$ 5,955	\$ 6,445	\$ 6,294	\$ 5,817	\$ 5,663	\$ 5,328	\$ 4,838	\$ 5,196	\$ 5,957	\$ 5,960	\$ 122
2020	\$ 6,388	\$ 6,830	\$ 6,141	\$ 4,836	\$ 4,166	\$ 3,927	\$ 4,041	\$ 5,031	\$ 5,795	\$ 5,255	\$ 5,058
2021	\$ 5,735	\$ 5,721	\$ 5,934	\$ 6,413	\$ 5,487	\$ 5,255	\$ 5,305	\$ 4,940	\$ 6,709	\$ 5,801	\$ 4,981
2022	\$ 5,386	\$ 5,119	\$ 4,900	\$ 5,131	\$ 4,491	\$ 4,537	\$ 2,507	\$ 2,626	\$ 6,077	\$ 6,050	\$ 6,431
2023	\$ 6,914	\$ 6,708	\$ 6,878	\$ 6,595	\$ 6,597	\$ 7,161	\$ 4,500	\$ 4,332	\$ 6,089	\$ 5,721	

TABLE 5b. Adjusted Campus Total Electric Cost.

Yr ↓ Mo →	1	2	3	4	5	6	7	8	9	10	11	12
2013	\$ 6,502	\$ 6,256	\$ 5,633	\$ 5,601	\$ 5,220	\$ 5,415	\$ 4,283	\$ 3,962	\$ 6,063	\$ 5,850	\$ 5,616	\$ 6,07
2014	\$ 6,214	\$ 6,011	\$ 5,885	\$ 5,664	\$ 5,511	\$ 4,823	\$ 4,885	\$ 4,225	\$ 4,990	\$ 5,553	\$ 5,902	\$ 6,35
2015	\$ 6,606	\$ 6,603	\$ 6,654	\$ 6,205	\$ 6,244	\$ 6,175	\$ 5,495	\$ 4,746	\$ 5,171	\$ 6,417	\$ 6,151	\$ 6,55
2016	\$ 6,475	\$ 6,335	\$ 6,419	\$ 6,188	\$ 6,315	\$ 6,532	\$ 5,889	\$ 5,920	\$ 6,240	\$ 10,637	\$ 662	\$ 7,09
2017	\$ 6,313	\$ 6,594	\$ 5,721	\$ 5,160	\$ 5,317	\$ 5,976	\$ 8,272	\$ 2,893	\$ 7,050	\$ 5,573	\$ 5,755	\$ 6,07
2018	\$ 5,906	\$ 5,801	\$ 6,094	\$ 5,773	\$ 5,071	\$ 4,970	\$ 4,697	\$ 4,005	\$ 112	\$ 113	\$ 5,814	\$ 5,64
2019	\$ 5,955	\$ 6,445	\$ 6,294	\$ 5,817	\$ 5,663	\$ 5,328	\$ 4,838	\$ 5,196	\$ 5,957	\$ 5,960	\$ 5,814	\$ 5,64
2020	\$ 6,388	\$ 6,830	\$ 6,141	\$ 4,836	\$ 4,166	\$ 3,927	\$ 4,041	\$ 5,031	\$ 5,795	\$ 5,255	\$ 5,058	\$ 5,52
2021	\$ 5,735	\$ 5,721	\$ 5,934	\$ 6,413	\$ 5,487	\$ 5,255	\$ 5,305	\$ 4,940	\$ 6,709	\$ 5,801	\$ 4,981	\$ 5,42
2022	\$ 5,386	\$ 5,119	\$ 4,900	\$ 5,131	\$ 4,491	\$ 4,537	\$ 2,507	\$ 2,626	\$ 6,077	\$ 6,050	\$ 6,431	\$ 6,88
2023	\$ 6,914	\$ 6,708	\$ 6,878	\$ 6,595	\$ 6,597	\$ 7,161	\$ 4,500	\$ 4,332	\$ 6,089	\$ 5,721	\$ 6,431	\$ 6,88

Note: * Indicates annual total energy percent change compared to baseline CY2019.

TABLE 6: Energy Calculations Compared to Energy Savings.

Data Set	Use kwh/yr	Peak Demand kw/yr	Use w.r.t. BL % Difference	Demand w.r.t. BL % Difference
Pre-project CY2019 BL Use (Tables 3 and 4)*:	760,200	168		
Pre-project Calculated Energy Savings:	270,721	39		
Calculated post-project energy consumption:	489,479	129	-36%	-23%
Post-project CY2023 Use (Table 3)**:	535,200	144	-30%	-14%

Notes: * Tables 3 & 4 are adjusted data to correct for utility data anomalies and project energy use for the months of November and December, 2023.

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

ITEM 14

MSDB SUPERINTENDENT EVALUATION

Dr. Tim Tharp

❖ **REPORTS – Dr. Tim Tharp (Items 15-16)**

ITEM 15

GOVERNOR’S OFFICE REPORT

Dylan Klapmeier

ITEM 16

STATE SUPERINTENDENT REPORT

State Superintendent Elsie Arntzen

- **Assessment Update**
 - **MAST Update**
 - **Federal Update**
- **Accreditation Report**
- **Rigorous Action Update**
- **Transportation Report**
- **Content Standards Revision Update**
- **Indian Education for All Payments in 20-9-329,
MCA**
- **Data Modernization Update**

Montana Board of Public Education Executive Summary

Date: January 18-19, 2024

Presentation	Superintendent's Report
Presenter	Elsie Arntzen
Position Title	Montana State Superintendent Office of Public Instruction
Overview	This is an informational item to review updates from the Office of Public Instruction, including assessments, MAST, ESSER, accreditation, rigorous action, transportation, and content standards revisions, and data modernization.
Requested Decision(s)	Informational Item
Related Issue(s)	Assessment; MAST; ESSER; Accreditation; Rigorous Action; Transportation; Content Standards; Data Modernization
Recommendation(s)	n/a



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



Superintendent Arntzen's Report to the Board of Public Education as of January 4, 2024

Superintendent Arntzen's Message:



Please listen to [Superintendent Arntzen's New Year Message](#).



Assessment Update:



Please see the 2023-2024 Montana Statewide Assessment Update attached at the end of this report.

Cedar Rose, Assessment Director, is standing by for questions.

Montana Alternative Assessment Testing Program (MAST) Update:



Remember the **next testing** windows are:

- Testing Window #3: January 29 - February 16, 2024
- Testing Window #4: March 11 - April 5, 2024 (performance tasks)
- Testing Window #5: April 15 - May 10, 2024

The first Montana MAST Through-Year Assessment Summit will be held on February 27, 2024, from 9:00 AM to 3:30 PM. Hosted virtually, this event is tailored to Montana school personnel involved in grades 3-8 assessment in preparation for MAST statewide implementation in the 2024-2025 school year.

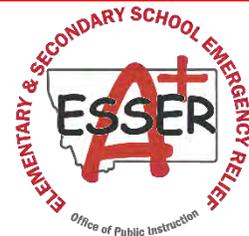
The agenda features engaging discussions with keynote speakers, including representatives from Education First, the Center for Assessment, and New Meridian. Topics range from the foundations of through-year assessments to Montana's MAST implementation. Join participation-based sessions, role-alike discussions, and a panel on family engagement. The day concludes with insights into educator engagement, score report development, accommodations, and instructional utility.

For more information, contact Tressa Graveley, Assessment Specialist.

Please see the MAST Update attached at the end of this report.

Krystal Smith, Education Innovation Manager, is standing by for questions.

Elementary and Secondary Schools Emergency Relief Funds (ESSER) Update:



Thank you to Victor, Evergreen, Corvallis, and Frenchtown school districts for their examples of ESSER processing support documents which are posted on the ESSER website under 'stories'.

There are still Afterschool and Summer School grants available with a continued focus on math and literacy. Data on 2022-2023 Afterschool and Summer School grants is:

Afterschool 2022, Summer 2022, Afterschool 2023, Summer 2023	
Totals for 22-23	
Total Amount of Funding Payments	\$3,724,917.00
Total Number of Students who participated	11393
Total Number of Student Participants in grades K-5:	6304
Total Number of Student Participants in grades 6-8:	3300
Total Number of Student Participants in grades 9-12:	1844
Total Number of Students who Participated at least 51% of the time:	8715
Average hours per week students participated in programming:	14
Average Percentage of students who qualified as Low-Income	51%

The state-wide ESSER allocation through December 27, 2023, is:

State Level ESSER Activity

<u>Program</u>	<u>Allocated</u>	<u>Expended</u>	<u>Balance</u>	<u>Percentage Expended</u>
ESSER I	\$ 41,295,230	\$ 41,295,230	\$ -	100%
ESSER II	\$ 170,099,465	\$ 168,723,409	\$ 1,376,056	99%
ESSER III	\$ 382,019,236	\$ 199,818,060	\$ 182,201,176	52%
Totals	\$ 593,413,931	\$ 409,836,699	\$ 183,577,232	69%

Please see the ESSER Update attached at the end of this report.

For more information on ESSER please click [here](#) or contact Wendi Fawns at wendi.fawns@mt.gov.

Accreditation Process Update:



Please see the Accreditation Process Update for 2023-2024 attached at the end of this report.

Crystal Andrews, Accreditation and Licensure Director, is standing by for questions.

Rigorous Action Update:



Please see the Rigorous Action Update attached at the end of this report.

Carrie Kouba, School Innovation and Improvement Senior Manager, is standing by for questions.

Pupil Transportation Update:



Please see the FY 2023 Statewide Pupil Transportation Report attached at the end of this report.

Donell Rosenthal, State Transportation Specialist, is standing by for questions.

State Content Standards Update:



Please see the K-12 Content Standards Revisions Update attached at the end of this report.

Marie Judisch, Senior Manager of Teaching and Learning, is standing by for questions.

Data Modernization Update:



Please see the HB 367 OPI Data Modernization Status and Overview Report attached at the end of this report.

Chris Sinrud, Chief Information Officer, is standing by for questions.

OPI's New State Director of Special Education - Danni McCarthy:



Superintendent Elsie Arntzen has hired Danni McCarthy 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 is comprised of School Improvement, Continuing Education and Technical Assistance, Early Childhood Education, Data Systems and Reporting, Stipend Programs, Dispute Resolution, and the Early Assistance Program.

“Our students with disabilities are my number one priority,” said Danni McCarthy. “I look forward to working with our school districts, cooperatives, parents, and other stakeholders to achieve positive outcomes for our students in Montana.”

Danni graduated from Carroll College with a degree in Elementary Education and a minor in Special Education. She graduated from Northwest Nazarene University with her Education Specialist Degree in Educational Leadership. Danni comes into this job with 20 years of experience in the field of special education. She was a special education teacher for 7 years and has been with OPI's special education unit for 13 years in various roles, most recently as the fiscal and reporting manager.

For more information, please contact Patrick Cates, Student Support Services Senior Manager at patrick.cates@mt.gov or 406-594-9993.

2023-2024 Montana Purple Star Schools and Purple Star Champions:



In November the Montana Military Interstate Children's Compact Commission (MIC3) and Superintendent Arntzen proudly announced Montana's Purple Star Schools and Purple Star Champions Awardees for 2023-2024.

Montana's 2023-2024 Purple Star School Awardees are:

- Valley Christian School, Missoula, MT (renewal)
- Loy Elementary School, Great Falls, MT (renewal)
- North Middle School, Great Falls, MT (renewal)
- CMR High School, Great Falls, MT (renewal)
- Washington Middle School, Glendive, MT

The 2023- 2024 Purple Star Champion Awardees are:

- **Nick Budeski**, CMR High School Counselor, Great Falls, MT. Nick has been teaching



for 14 years. He has served as a warehouse driver, an English and Resource teacher, a school within a school specialist, and a counselor. Nick takes great pride in serving military families and supporting military career exploration in his current role as a counselor at CMR High School. He has extensive connections in the community and works with every military branch in Great Falls to provide students opportunities for career exploration within the military. Nick oversees the CMR Student2Student (S2S) new student support club, which takes special care to help new military students transition into CMR.

- **Jamie Williams**, CMR High School Librarian and Instructional Coach, Great Falls, MT.



Jamie has been a librarian in Great Falls Public Schools for 18 years at CMR. She also specializes as a part-time instructional coach. Jamie supports students, staff, and parents with technology needs, engagement strategies, online learning platforms, and research needs. She also engages with students through extracurricular activities like 4H and Leadership High School. Jamie takes great pride and goes out of her way to help coordinate activities with Malmstrom Air Force Base, specifically to support newly arrived military families and their students transition to CMR and be academically successful.

- **Lisa Sapp**, Malmstrom Air Force Base, School Liaison, Great Falls, MT. Lisa is a



Department of the Air Force School Liaison for the 341st Missile Wing, Malmstrom Air Force Base, Montana. As the only active-duty military base in the state, Sapp serves as the total force education navigator for approximately 10,000 military-connected students statewide. She is the primary point of contact as the base subject matter expert for highly mobile students in transition. Her position is crucial in identifying academic barriers and in developing real-time solutions that enhance educational opportunities with thriving local

community and state-level partnerships.

The Purple Star Award distinguishes Montana schools and individual champions who have displayed extraordinary commitment to supporting our military students and their families. To qualify as a Purple Star School, each school must meet specific designation criteria and be given support through the state and national Military Interstate Children's Compact Commission to

continue the strong support of our military-connected students and families. This is the fourth year MIC3 and OPI will be recognizing Montana’s military-friendly schools with the **Purple Star School Award**. This is the third year recognizing and awarding **Montana Purple Star Champions**.

Education Savings Account Steering Members:



Superintendent Arntzen has chosen 15 Montanans to serve on the Education Savings Account Steering Committee. The Education Savings Account (ESA), created by HB 393, sponsored by Representative Sue Vinton. The Education Savings Account Steering Committee will provide strategic advisory support to ensure the administrative process of the ESA program meets the needs of students and families enrolled in the program.

The members of the ESA Steering Committee are:

- **Alba Pimentel**, Parent/Guardian from Billings
- **Brad Tschida**, Educator from Missoula
- **Chas Haggerty**, Education Service Provider from Billings
- **Sue Furey**, Educator from Missoula
- **Katherine Walter**, Parent/Guardian from White Sulphur Springs
- **Rebecca Richards**, Parent/Guardian from Great Falls
- **Jennifer Duray**, Parent/Guardian from Billings
- **Stephanie Keeth**, Parent/Guardian from Billings
- **Clifton Grilley**, Parent/Guardian from Power
- **Jean Curtiss**, Community Member from Missoula
- **Lisa Gunderson**, Parent/Guardian from Choteau
- **Robin Urbaska**, Parent/Guardian from Billings
- **Sarah Whitney**, Parent/Guardian from Great Falls
- **Louisa Libertelli Dunn**, Community Member from Great Falls
- **Amanda Christofferson**, Education Service Provider from Havre



The committee’s first meeting will be held virtually on January 9, 2024, at 4:30 PM. The meeting link is [here](#).

Teacher Residency Update:



The Montana Teacher Residency Program will be promoted by the US Department of Education (DOE) in a video series on best practices in education. The DOE’s Best Practices Clearinghouse is creating a video series titled “Focus on the Field.” This series will promote state education agencies and local school districts’ implementation of federal COVID relief funds. The Teacher Residency Program video was chosen to highlight innovative solutions to educator shortages. Currently, there are 23 residents

in 13 school districts.

Three of these school districts will be highlighted in the video series with a unique perspective of a large district, a small rural district, and a tribal district:

- Great Falls Public Schools

- Vaughn K-8 School
- Browning Public Schools

Montana was selected from over 60 programs and organizations from across the country. The video series will be finalized in early 2024 and will be available to state and local education agencies through the Clearinghouse's Resource Library.

On March 7-8 there will be a virtual event for Teacher Residents focused on employability, professionalism, and interview and resume development.

For more information, please contact Krystal Smith, Operations Manager, at Krystal.Smith@mt.gov or (406) 249-0758.



Cedar Rose
Assessment Director
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ASSESSMENT UPDATE

January 2024

2023-2024 TESTING WINDOWS

Montana Office of Public Instruction
Published Test Windows for All Required Statewide Assessments
2023–2024 School Year

	ACCESS for ELLs	Multi-State Alternate	Alternate Science	Science	Smarter Balanced	ACT with Writing	MAST
Required Subjects	English Language Proficiency (ELP)	Math and ELA	Science	Science	Math and ELA	Math, ELA, and Science	Math and ELA
Student Group	English Learners	SwSCDs	SwSCDs	General	General	General	General
Grades Tested	Grades K–12	Grades 3–8, 11	Grades 5, 8, 11	Grades 5, 8	Grades 3–8	Grade 11	Grades 3–8
Window Period	12 weeks	7 weeks	7 weeks	12 weeks	12 weeks	6 weeks	5 windows 3 weeks each
Anticipated* SY2023-24 Test Windows	December 4 – February 23	March 11 – April 26	March 11 – April 26	March 4 – May 24	March 4 – May 24	Window 1: March 26 – April 5	October 23- November 10
						Window 2: April 9–19	November 27- December 15
							January 29- February 16
Window 3: April 23–May 3	March 11- April 5	April 15- May 10					

Updated by the Office of Public Instruction on
June 15, 2023.

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Note: Dates and information listed in this
schedule are subject to change at any time or
without notice.

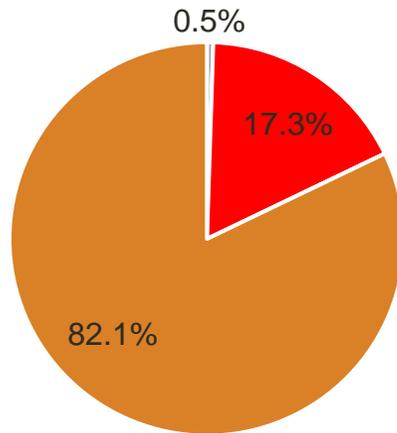
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Note: SwSCDs is an acronym for student with significant cognitive disabilities and 'SY' is the abbreviation for school year.



MONITORING & FIELD OUTREACH

ACCESS Completion as of 12/29/2023



■ % In Progress ■ % Completed ■ % Not Started



Bi-weekly general completion updates sent to all System Test Coordinators (STCs).



Weekly targeted emails sent to the STC, superintendent, and building level administrator of any school in danger of not completing assessments.



Monitoring initiated with the opening of the ACCESS window. First general outreach to STCs on January 8.

UPCOMING ASSESSMENT EVENTS

Monthly Webinars

- February: *Five Things You Must Know about the Smarter Balanced and Science Assessments this Year*
- March: *Five Things You Must Know About High School Assessments This Year*
- April: *Gearing-Up for MAST*
- May: *Meaningful Score Reports*
- June: *Wrapping-Up and Looking Forward*

Winter Technical Advisory Committee Meeting

- January 30-February 1

MAST Through-Year Assessment Summit

- February 27





MONTANA ALTERNATIVE STUDENT ASSESSMENT UPDATE

Krystal Smith
Education Innovation Manager
Krystal.smith@mt.gov

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January 2024



Montana Alternative Student Testing (MAST) Pilot

Update:

The MAST pilot will begin its third testing window soon, running from January 29th to February 16th. During this window, students will complete two English language art testlets aligned to Montana standards at a middle-of-year complexity as well as math testlets based on school-level pacing and sequencing. After the completion of the first two testing windows, the OPI team held listening sessions, gathering feedback from district leaders, teachers, testing coordinators, and special education directors. This valuable user experience information led to immediate modifications to the testing platform and procedures. The OPI team, along with New Meridian, conducted on-site visits during the first and second testing windows to monitor testlet facilitation and gather additional feedback from pilot districts.

MAST Participation:

On December 15, 2023 the OPI submitted its MAST participation business rules to the US Department of Education, as requested when Montana received its double-testing flexibility waiver. Below is a summary of that document.

Montana Alternative Student Assessment (MAST) Overview

Schools participating in the MAST pilot for Math and ELA grades 3 to 8 can do so in one of two ways:

Through-Year (Form A): Schools participating in the through-year model submitted a local scope and sequence to align MAST testlets to local curriculum. As part of the pilot program, schools administer the MAST testlets during all five testing windows scheduled throughout the year.

MAST Testing Windows

Window	Start Date	End Date	ELA	Math*
1	October 23, 2023	November 10, 2023	2 Testlets	1-3 Testlets
2	November 27, 2023	December 15, 2023	N/A	1-3 Testlets
3	January 29, 2024	February 16, 2024	2 Testlets	1-5 Testlets
4	March 11, 2024	April 5, 2024	Performance Task	1-5 Testlets
5	April 15, 2024	May 10, 2024	2 Testlets	1-6 Testlets

*The number of testlets vary based on each school's local curriculum sequence.

Form B: Schools participating in Form B will take the through-year testlets as an end-of-year "summative" assessment. The Form B administration at year-end for students not in



through-year testing allows for a comparison of item parameters (e.g., difficulty and discrimination) across testlets. Schools administering Form B will test in the final testing window *only*—April 15 - May 10, 2024.

As outlined in the Montana Flexibility Testing Waiver, schools participating in the MAST pilot, whether through Form A or Form B, are not required to administer the Statewide Summative (Smarter Balanced) Assessment. Schools participating in either subgroup of the MAST Pilot are still required to administer the Montana Science Assessment (MSA) to students in grades 5 and 8. Students eligible to participate in the alternate assessments will continue to take the Multi-State Alternate Assessment (MSAA) in grades 3-8 and the Alternate Montana Science Assessment (AMSA) in grades 5 and 8.

Through-Year (Form A) Participants:

- Each school participating in the MAST Through-Year Pilot is expected to assess all eligible students at a participation rate of at least 95%, including a 95% participation rate for each sub-group, in accordance with section 1111(c)(4)(E)(iii), within each administration window.
- Full participation includes completion of all assigned ELA and math testlets assigned according to the submitted school curriculum alignment survey.
 - If individual students are not able to complete assigned testlets in any window due to a medical reason, schools are to report non-participation through the MontCAS Application in accordance with [state assessment policy](#).

Form B Participants:

- Each school is expected to assess all eligible students within the final testing window (April 15 - May 10, 2024) at a participation rate of at least 95%, including a 95% participation rate for each sub-group, in accordance with section 1111(c)(4)(E)(iii).
 - If individual students are not able to complete assigned testlets due to a medical reason, districts are to report non-participation through the MontCAS Application in accordance with [state assessment policy](#).

Smarter Balanced Assessment Notification & Non-Participation:

- No later than the end of MAST Window 5 (May 10), the OPI will finalize participation data to identify districts well below the 95% participation rate in the previous windows. Those districts will be notified no later than Tuesday, May 14 about Smarter Balanced Assessment testing requirements in the remainder of the Smarter Balanced Assessment testing window ending May 24, 2024.

Each school not participating in the MAST Through-Year Pilot and administering the Smarter Balanced Assessment is expected to assess all eligible students at a participation rate of at least



95% in accordance with section 1111(c)(4)(E)(iii) within the administration window (March 4 - May 24, 2024). Participation will be monitored, and outreach will be provided by the OPI throughout the entirety of the Smarter Balanced Assessment window to ensure participation rates continue to be maintained.

Participation Monitoring:

During the first two windows and continuing into the next three windows, the MAST team commits to monitoring student participation numbers. Below is a summary of how this occurs as well as the support and communication provided to districts during each testing window.

In-Window Monitoring:

District and School-level monitoring

- Schools will monitor testlet completion within the KITE platform using the *Dashboard* feature below

Dashboard Sample

District: Kila As of: Friday 12/01/2023 12:07 AM CST

Subject	Test Sessions Completed			School Year 2023-2024				Test Sessions Reactivated		
	Today 12/01	Prior Day 11/30	School Year 2023-2024	Students Assigned	Students All Sessions Unused	Students All Sessions In-progress	Students All Sessions Complete	Students Percent Complete	Prior Day 11/30	School Year 2023-2024
Testlet										
Mathematics	n/a	0	49	114	123	0	49	43.0%	n/a	n/a

- Districts and schools can also pull student-level completion reports to identify student testing progress within each testing window.

OPI Monitoring

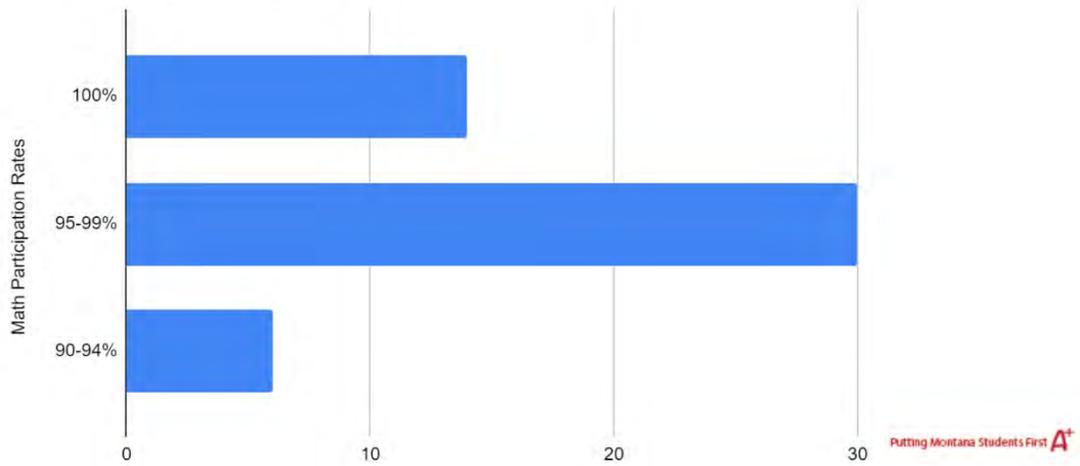
- Throughout each testing window, the OPI MAST Assessment Specialist will monitor overall state and individual school completion.
- Outreach will occur 3-4 times throughout each window, including general outreach to all participating school System Testing Coordinators (STC), and subsequent targeted outreach to the STC, principal, and superintendent of each school not reaching completion thresholds.
- Schools that are substantially below the 95% participation rate in each window will be contacted by the OPI to better understand the participation discrepancy and to provide support and discuss the next steps.
- OPI will continuously monitor sub-group participation including:
 - students with disabilities including the use of accommodations;
 - students from major racial and ethnic groups; and
 - English learners.



The following two graphs show the completion rates from the first testing window.

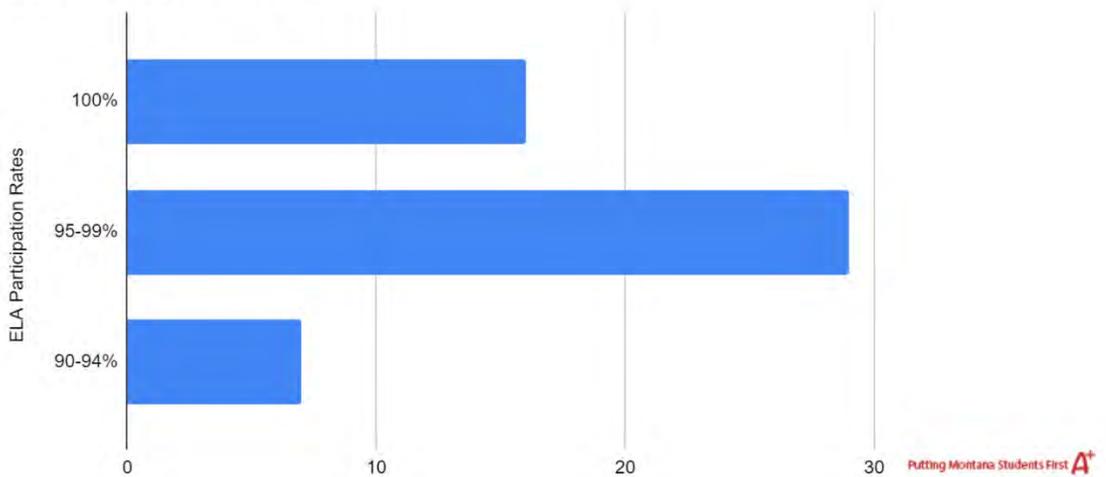
Window 1 Debrief: Math Overall Participation

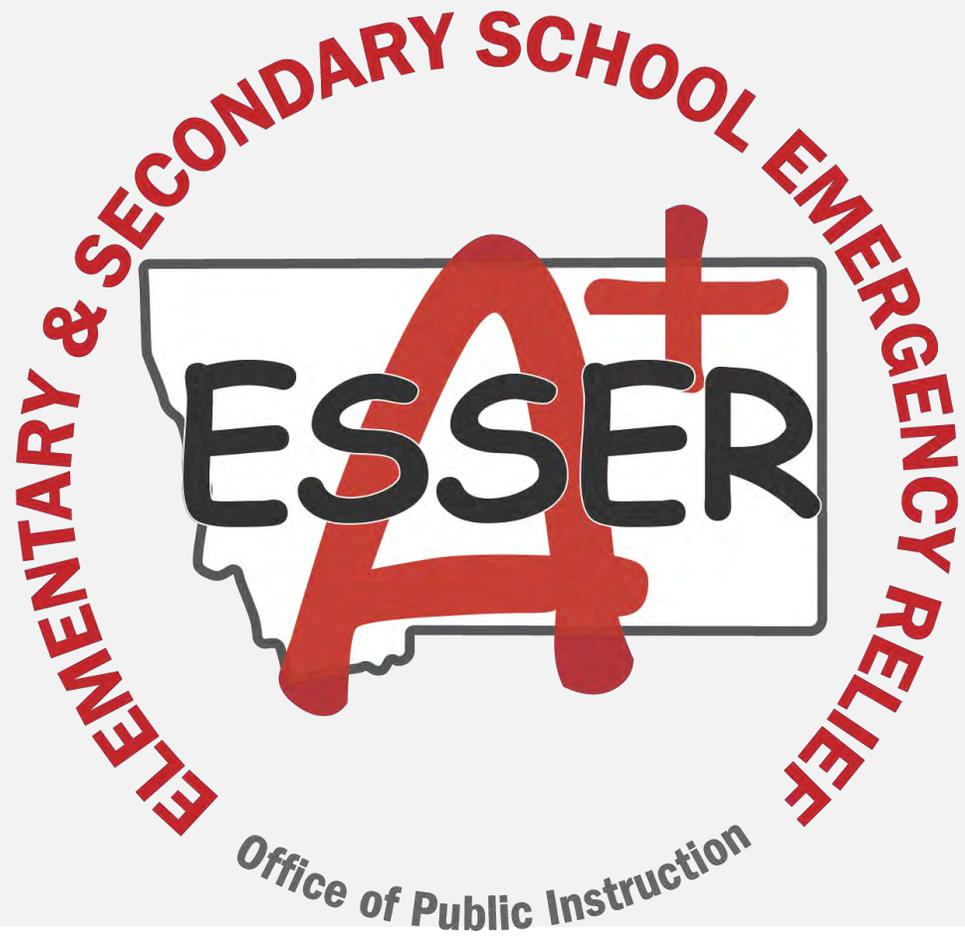
Math Participation Rates



Window 1 Debrief: ELA Overall Participation

ELA Participation Rates





Wendi Fawns
ESSER/EANS Director
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ESSER UPDATE

January 2024





ESSER II \$170M Grant Compliances

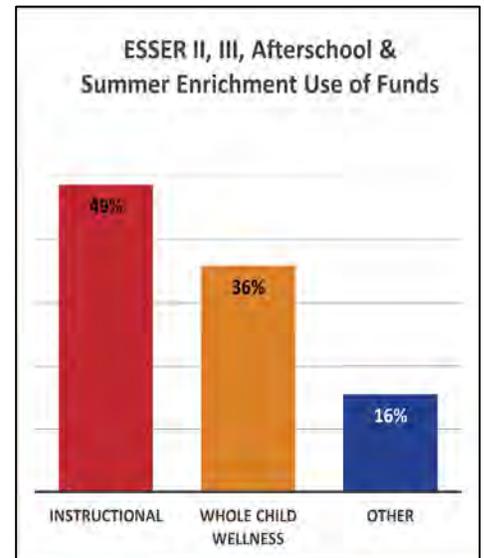
- ARP Plans – Use of Funds
- Self-Assessment Monitoring
- Annual Grant Reporting
- Large and/or capitalized expenditures

ESSER Grant Funding Project Outcomes

- 276 schools representing 839 projects
 - 313 projects Sept 2022 & Sept 2023
 - 95 projects Oct 2023 and Dec 2023
 - 280 Air Quality projects (HVAC, windows, asbestos)
 - 62 Water projects (lead, bathroom, water)
 - 72 Safety projects (cameras, doors, fence)
 - 49 Outdoor Learning Space
 - 24 Communication (phone, reader boards)
 - 22 Curriculum
 - 29 Transportation
 - 76 Technology Access projects (server, chrome, iPad)

Extended/Expanded (ELO) Programs Reading & Math

- Partnerships between Schools & Community - Schools, banks, higher education, Cultural & Faith-Based contributing to facility, staffing, funding, curriculum
- 56 LEAs representing 39 none schools and 17 schools
- \$3,724,917 used to provide 101 program efforts serving 11,393 students (Fy21, FY22 and FY23 not fall)
- 14 hours/week average and 51% qualified as Low Income
- 73 Math, 8 Reading, and 20 providing both
- 6034 or 30% of students were in K-5th grade
- 3300 or 30% of the students were in 6-8th grade
- 1844 or 15% of the students were in high school





Ingenium



Starting in 2011, Ingenium has been working with schools in Great Falls Montana to offer programs for over 3,000 youth. Ingenium teaches students math and literacy skills through the development of computer games connecting STEAM education to real-world careers. With a focus on social-emotional learning and addressing barriers caused by economic and geographic status.

For program details please click the link below:

ELO Application History
Afterschool 2022-Summer 2024

Total ESSER ELO Funding
\$86,256.00

Average participation
6 hours per week

Target Range – Outdoor Learning



academic and social-emotional needs impacted by the pandemic, was used to complete the project this past year.

Boosted by community engagement in student learning in all settings, the Target Range K-8 school generated smiles and brain cell activity as students decided what their new outdoor learning space would look like. The cost was high, but the community came together through several fundraising efforts including a jogathon. ESSER funding, which is designed to assist schools in meeting

ESSER Application History
ESSER II & III

ESSER Funding
Standard Oper-Pupil: \$11k
One-Time Per-Pupil: \$2k

Program Focus
Outdoor Learning Space

Hamilton Players



With the support of ESSER ELO funding, Hamilton Players has achieved several measurable education goals that support Montana youth development. With a focus on reading education to address learning loss, Hamilton Players provided students with learning-based activities like script reading and self-confidence through performance.

ELO Application History
Summer 2023

Total ELO Funding
\$25,000

Program Focus
Reading



ACCREDITATION PROCESS UPDATE

Crystal Andrews
Licensure and Accreditation
Director
Crystal.andrews@mt.gov

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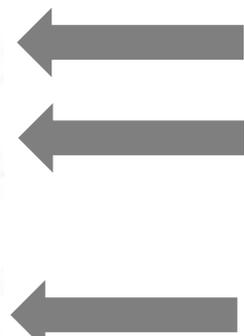
January 2024



**Accreditation Process 2023-24
 Board of Public Education- January Update**

1. Since the last meeting, the Accreditation team has held 5 PD sessions along with a follow-up SAM webinar that was wonderfully attended again.
2. The team has also been working with districts to review evidence pieces and answer questions.
3. The Accreditation platform will be available on January 31, 2024, and training for districts will take place February 1-2.
4. The 2023-24 Accreditation Process due date is March 29, 2024.
5. Below are recordings of all of the professional development sessions (found on the Accreditation [webpage](#)) held that we are encouraging districts to review.

September		
28th	ISAP & Educational Goals	
▪ 12:00PM - 2:00PM	Rubric Scoring	RECORDING
29th	CNA & Stakeholder Engagement	Presentation
▪ 9:00AM - 11:00AM		
October		
11th - Session 1		Session 1-Recording
▪ 8:30AM - 10:00AM	Accreditation PD - ISAP Deep Dive	Session 1- Presentation
13th - Session 2		Session 2 -Recording
▪ 2:00PM - 3:30PM		Session 2 - Presentation
November		
1st		
▪ 4:00PM - 5:30PM		
3rd	Accreditation PD - ISAP Deep Dive	See recordings above (repeat sessions).
▪ 12:00PM - 1:30PM		
8th		RECORDING
▪ 9:00AM - 12:00PM	Accreditation PD - Small/Rural Schools	Presentation
13th		RECORDING
▪ 12:00PM - 3:00PM	Indian Education for All & Student Performance	Presentation
29th		
▪ 1:30PM - 3:00PM*	Graduate Profile- A special session with John Clements and Mary Anne Moran	Link coming for the recording.
December		
15th		RECORDING
▪ 9:30AM- 10:15AM	Accreditation To-Do	Presentation
January		
9th		Virtual
▪ 9:00AM- 9:45AM	Accreditation To-Do	Zoom Link
25th		Virtual
▪ TBD	Family and Community Engagement A special session with Paul Buttner	SIGN-UP TO COME



Upcoming Professional Development:

Jan 25: Family and Community Engagement

Feb 1-2: The New Accreditation Tool

Feb 20-22: Virtual Work Sessions

Feb 26: Billings Work Session

Feb 28: Missoula Work Session

Feb 29: Helena Work Session

Mar 1: Havre Work Session

Mar 5-7: Virtual Work Sessions



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RIGOROUS ACTION UPDATE

January 2024

Proposed Changes to Montana's ESSA Plan - Rigorous Action

Purpose

The purpose of the amendment is to provide a differentiated approach to Rigorous Action for schools previously identified as Comprehensive Support and Improvement (CSI) and that do not make adequate progress within three years.

Current Montana State ESSA Plan:

Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State- determined number of years consistent with section.

Schools making progress will continue with the OPI's support. Schools not making progress will receive support through additional interventions and intensive support from a three-person OPI and district-level team. The goal is to have all schools within a high-priority district out of the bottom 5 percent within seven years. The high-priority district will exit a school from comprehensive support and improvement only if an individual school meets the exit criteria identified. (Page 32-33).

Below is the proposed amendment to the ESSA plan for rigorous action:

The goal is to have all schools out of the bottom 5 percent within seven years. Through a differentiated approach, schools making progress towards meeting exit criteria will continue with OPI's support to maintain progress. When adequate progress towards established improvement goals is not being made, the OPI will collaborate with and build the capacity of school leaders to identify necessary actions and/or interventions. Action steps include but are not limited to:

- Conduct a diagnostic review.
- Develop, implement, monitor, and evaluate an integrated strategic action plan and make the plan publicly available. To align with local context and needs, the district integrated strategic action plan shall be based on a comprehensive needs assessment with meaningful stakeholder input and feedback.
- Direct use of resources/funds.
- Assigned systematic coaching for operational, instructional and leadership components.
- Assigned targeted professional learning.

Process and timeline

August 8, 2023: 9:00 - 10:00 a.m. - Task Force meets

August 22, 2023: 9:00 - 10:00 a.m. - Task Force defines Rigorous Action and reports on research

September 5, 2023: 8:00 - 9:00 a.m. - Finalize Rigorous Action Plan

September 12, 2023: 9:00 - 10:00 a.m. - Give feedback on Amendment for ESSA Plan

October 4, 2023: 2:45 p.m. - Share draft with MACIE

October 11, 2023: Public Comment Opens

October 11-26, 2023: [Rigorous Action Feedback Form](#)

October 23, 2023: 3:30 - 4:30 p.m. - Webinar for public comment [ZOOM Link](#)

October 26, 2023: 10:00 - 11:00 a.m. - Webinar for public comment [ZOOM Link](#)

October 30, 2023: 3:00 - 4:00 p.m. - Respond to public comment [ZOOM Link](#)

November 10, 2023: public comment closes

November 2023 to January 2024: share information with Board of Public Education, Education Advocates, Governor's Consultation

January, 2024: Final Draft prepared and submitted to the Department of Education by February 1, 2024

ESSA Determinations of Rigorous Action aligned to ARM 10.55 Accreditation:

- **CSI Schools Accreditation 2023 Status**

Accreditation Status	Number of CSI Schools
Regular	2
Regular with Minor Deviation	0
Advice	4
Deficiency	28

Implications of deficiency accreditation status:

- 10.55.605(5) Deficiency accreditation means the school is in advice status for two years, has not complied with the required corrective plan, and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year.
 - 10.55.605(6) For a district with a school in advice or in deficiency status, the district administrator and the chair of the local board of trustees shall submit to the Superintendent of Public Instruction a corrective plan, including a systematic procedure and timeline for resolving the deviations noted.
 - 10.55.605(8) A school in deficiency status failing to comply with the required corrective plan shall be placed into the intensive assistance process.
 - 1055.605(9) Nonaccredited status means that a school in deficiency status fails to meet the requirements of intensive assistance and is out of compliance with the Board of Public Education standards of accreditation.
- All schools, including CSI Schools, are required to develop an Integrated strategic action plan (ISAP) as outlined in ARM 10.55.601. During the 2018 to 2020 CSI schools completed an action plan in place of a Continuous School Improvement Plan (CSIP).

- The third exit criteria for CSI schools to show continual improvement in all components within the comprehensive needs assessment. Improvement means moving from 1 to at least 3 over the course of three years. The requirements of taking a Comprehensive Needs Assessment for the Integrated Strategic Action Plan is embedded in ARM 10.55.601 (3).

[Comprehensive Needs Assessment](#)

- [Comprehensive Needs Assessment \(CNA\)](#)
- [CNA FAQ's](#)

For more information, please contact Carrie Kouba, Innovation and Improvement Senior Manager, at Carrie.Kouba@mt.gov.



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TRANSPORTATION UPDATE

January 2024





FY 2023 Statewide Pupil Transportation Report

As of December 14, 2023

Historical View of Pupil Transportation Data:

The table below provides FY2023 data as well as a prior year historical comparison of data collected in the Pupil Transportation System maintained by the OPI.

Category	FY 2019	FY2020	FY2021	FY2022	FY2023
Number of Certified Bus Drivers	2,220	2,083	1,975	2,046	2,052
Number of Bus Routes	2,344	2,297	2,328	2,290	2,191
Total Pupil Ridership	83,913	83,843	69,953	78,500	77,049
School Miles Traveled per Year	16.3 M	*13 M covid	15.4 M	15.7 M	15.5 M
Average Route Miles Traveled Per Day	51.00	48.80	49.50	50.9	49.60
MHP Bus Inspections	4,288	4,324	4,322	4,309	4,209
Number of Type A-E School Buses	3,398	3,471	3,527	3,579	3,693
Number of District Owned Buses	1,329	1,357	1,412	1,401	1,448
Number of Contractor Owned Buses	2,069	2,114	2,115	2,178	2,245
Number of Individual Contracts	824	740	722	712	710
Amount Paid for Individual Contracts	\$607,846	\$563,501	\$528,930	\$537,349	\$569,868
State Reimbursement	\$11.53 M	\$11.35 M	\$10.92 M	\$11.04 M	\$10.7 M
County Reimbursement	\$11.52 M	\$11.28 M	\$10.92 M	\$11.0 M	\$10.7 M

MAPT Annual Bus Driver Conference

The Montana Association of Pupil Transportation (MAPT) annual school bus driver conference was held in Great Falls in June 2023. A total of 298 people registered for the conference, and a total of 18.5 training hours were offered.

Bus Driver Training

MAPT trainers travel to various school districts to provide training to bus drivers in order to assist them in meeting the minimum of the mandatory 15 hours of training as required in the 2022 Montana School Bus Standards.

There were 10 school districts that hosted bus driving trainings, 462 drivers that attended these trainings, and a total of 86.5 training hours provided for 2023.

Driver Shortage

Some school districts and contractors continue to experience the hardship with either no bus drivers or shortage of bus drivers. However, school districts and contractors continue to undertake the hardship and make every effort possible in order to fulfill their obligation in providing efficient and safe school transportation for students.

Contact:

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CONTENT STANDARDS UPDATE

January 2024



Current Standards Revisions

Montana Content Standards Revisions - 2022-2026

	2022		2023			2024			2025			2026		
Standard Set	10/22	1/23	4/23	7/23	10/23	1/24	4/24	7/24	10/24	1/25	4/25	7/25	12/25	July '26
Math	Research & review		Revision		NRC	BPE Adoption Phase			Professional Learning			★		
English Proficiency	Research & review	Revision	NRC	BPE Adoption Phase			Professional Learning			★				
World Languages	Research & review	Revision	NRC	BPE Adoption Phase			Professional Learning			★				
ELA/Literacy					Research & review	Revision	NRC	BPE Adoption Phase			Professional Learning	★		

★ District Implementation

Current Standards Revisions

OPI Homepage

The purpose of the content standards revision process is to ensure Montana public schools are setting high academic standards for our great state. Find important information, ways to participate in task forces or negotiated rulemaking committees, and find opportunities for public comment.

[STANDARDS REVISION INFORMATION](#)

MT Content Standards Revision

2022 - 2026

The purpose of the standards review process is to ensure that Montana public schools are setting high academic standards for all children of our great state. Our goal is to serve our Montana students and educators with the best possible standards to guide instruction and prepare our students for their lives beyond the classroom.

Here you will find a variety of resources in regard to the current standards revisions including:

- Current Standards in Revision
- Legacy Documents
- Agendas and Minutes
- Meeting Recordings
- Working Documents
- Task Force Members

[Montana Content Standards Task Force Landing Page](#)

Standards in Revision

- › English Language Arts (ELA)
- › English Language Proficiency
- › Mathematics
- › World Languages



English Language Proficiency Standards

- Currently ready for BPE's Adoption Phase; Action Item for the January Meeting to commence MAPA process
- Has been reviewed and refined by the Superintendent's Task Force and Negotiated Rulemaking Committee
- Summary of Amendments:
 - Updated language to match the WIDA English Language Development 2020 Framework
 - Maintained language for both proficiency standards and performance level descriptors



World Languages Content Standards

- Currently in Negotiated Rulemaking Phase
 - Consensus building on proposed rules is complete
 - Economic Impact Survey to stakeholders being sent for the creation of an Economic Impact Statement
- Summary of Proposed Rules:
 - Move from Chapter 54 to Chapter 53
 - Alignment with the American Council on the Teaching of Foreign Languages (ACTFL) Standards
 - Authentic inclusion of Montana Indigenous Peoples throughout proposed standards



Mathematics Content Standards

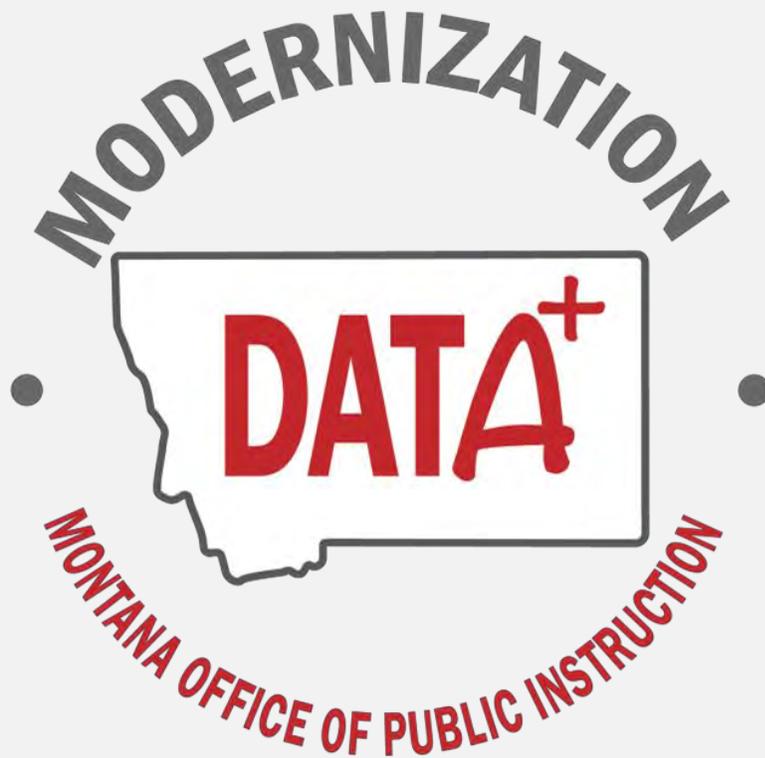
- Currently in Negotiated Rulemaking Phase
 - Revision phase from May through November 2023
 - Task Force: Development Team, Review Team, Subcommittees for vertical alignment and Mathematical practices
 - Consensus building on Mathematical Practices and K-5 content standards began in November
 - 6-12 Consensus building, hybrid January 8-10th
 - Open for public comment via email (marie.judisch@mt.gov), remotely, or in person



English Language Arts/Literacy Content Standards

- Currently in the Research and Review Phase
 - Research is being conducted by the Regional Educational Laboratory Northwest
 - Applications for the Superintendent's Revision Task Force are open until January 15th
 - Facilitation of the Task Force is conducted by the Region 17 Comprehensive Center at Education Northwest
 - Revision Phase will begin in April 2024 with a deep dive on the research presented by the REL

If you have any questions about ongoing Content Standards Revisions, please contact me at marie.judisch@mt.gov.



DATA MODERNIZATION PROJECT STATUS AND OVERVIEW

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CIO
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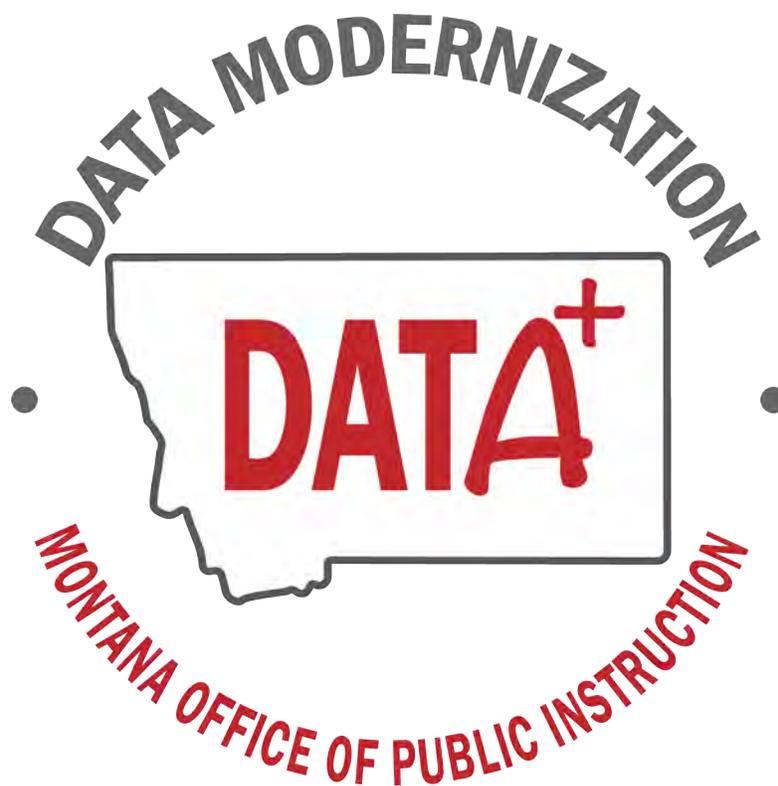


January 2024

OPI.MT.GOV



Montana
Office of Public Instruction
Elsie Arntzen, Superintendent



Educational Data Integration

December 7, 2023

Office of Public Instruction

**HB [367](#) OPI Data Modernization
Status and Overview Report**



Superintendent Elsie Arntzen
December 07, 2023

To:
Legislative Finance Committee Education
Interim Committee
General Government Budget Committee Education
Budget Committee

Subject: Progress Update on Office of Public Instruction Educational Data Integration: Costs, Timeline, and Goals

I am pleased to present this updated and comprehensive introduction for the Office of Public Instruction (OPI) Data Modernization Legislative Report, detailing the remarkable progress we have made thus far. Our commitment to transforming Montana's educational landscape through data modernization remains steadfast.

We are diligently adhering to our project schedule, successfully meeting milestones, and staying on track for timely delivery. A pivotal aspect of our progress is the engagement of our vendor, collaborating with Infinite Campus to develop technical solutions for data capture. We are also strategizing and designing architecture to seamlessly collect data from PowerSchool SIS on-premises database schools.

In our pursuit of organizational change, we have been conducting meetings with OPI OCM leads for developing communication campaigns and soliciting input for the vision deck and communication plan. Monthly data integration and needs discovery sessions with the Department of Labor and Industry (DLI) and the Office of the Commissioner of Higher Education (OCHE) ensure alignment with project scope and House Bill requirements.

OPI IT and the vendor is actively conducting collaborative discovery sessions with districts and schools, formulating solutions for connecting with Student Information Systems (SIS) and centralizing data. These discussions engage key stakeholders to understand unique SIS needs and inform the architectural design necessary for configuring vendor applications, ensuring efficient data integration while upholding integrity, legal requirements, and security.

The Kalispell School District has been selected as the pilot for establishing and testing the PowerSchool connection, a pivotal step in our data modernization project. This choice focuses resources on real-world testing and, once the technical design is finalized, will lead to testing of data load and integration into the vendor application.

Newly, a parent reflection committee will be created to review and understand the application for a comprehensive user experience before its roll-out. A School Implementation Steering Committee, with monthly meetings starting in January, will provide guidance and feedback on project activities and requirements impacting users. Additionally, monthly executive (Superintendent led) meetings with the vendor, commencing in January 2024, will review project activities and ensure OPI goals are met through the implementation approach.

In this report, you will find a breakdown of financial aspects, underscoring our commitment to transparency and accountability. We provide comprehensive information on costs for assessments, technological evaluations, and stakeholder engagement.

Our commitment to transparency and collaboration remains unwavering. We will continue to provide regular updates and generate subsequent reports in alignment with our project roadmap.

For any inquiries or additional information, please reach out to me or my team. Your support and interest in this initiative are greatly appreciated. Together, we are working toward a more efficient and effective educational landscape through data integration.

Thank you for your unwavering commitment to our shared goals.



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Introduction Educational Data Integration

In the current reporting period, the vendor is actively engaged in designing technical solutions to connect with district data from both PowerSchool and Infinite Campus schools, ensuring a comprehensive approach to data integration. Simultaneously, the OCM workstream is diligently working on developing the vision and communication plan, with a successful meeting already completed from the previous reporting period. Additionally, the first collaborative meeting with OPI, DLI, and OCHE has taken place to further discuss data integration and agency needs for alignment with the project scope. These collective efforts underscore OPI's steadfast dedication to advancing education through modernized data systems and effective change management.

Data Modernization Vendor Partner Role

The vendor for Montana's OPI data modernization project is actively involved in shaping the technical design of the crucial connections needed between districts and schools utilizing the PowerSchool and Infinite Campus student information systems. Their expertise and guidance in this area are invaluable in ensuring seamless integration and data flow. Moreover, the vendor has taken a leadership role in spearheading the development of the Organizational Change Management workstream. Within this capacity, they are responsible for crafting and delivering essential documentation as outlined in the Request for Proposal (RFP) and Statement of Work (SOW). This multifaceted engagement underscores their commitment to the success of the project and their pivotal role in facilitating a smooth transition towards modernized data management within Montana's education system. These objectives aligned with House Bill [367](#) & [949](#).

Partnership Foundations

Montana's OPI Data Modernization vendor has forged a strategic partnership with Snowflake to deliver cutting-edge technical solutions for the establishment of a robust data lake. This collaboration empowers the project by enhancing its data capture and accessibility capabilities, seamlessly integrating analytical tools and connection applications to align with the program's specific requirements. Leveraging Snowflake's expertise in data management and cloud-based solutions, the vendor is well-positioned to create a resilient and agile infrastructure that enables efficient data utilization and analysis, ultimately driving the success of Montana's data modernization initiative.

Contractual Framework

OPI and its vendors established a Contract and Statement of Work to clarify responsibilities, expectations, and deliverables. This framework ensures coordinated efforts and resource allocation for project success.

Unified Direction

OPI and PowerSchool collaboratively defined program management deliverables and expectations, ensuring synchronized progress tracking and milestone achievement.

Preparation and Solutioning

The vendor is actively engaged in designing a comprehensive technical solution aimed at efficiently gathering data from a multitude of district technologies while ensuring a seamless processing mechanism. As a significant milestone in this endeavor, they have collaborated with the Kalispell School District to initiate a pilot program. This pilot serves as a practical demonstration of the application, data processing procedures, and integration protocols, serving as a blueprint for future deployments across other districts. The primary objective of this pilot initiative is to proactively identify and address any potential risks or impediments that may arise during implementation. By doing so, the vendor aims to develop robust mitigation strategies, thus ensuring a smoother and more successful rollout of the data modernization solution to other districts, ultimately contributing to the project's overall success.



Financial Outlook: Project Expenditures & Future Projections

3-Year PowerSchool Contract Cost by Milestones

Including Implementation, Hosting, Licensing, Professional Services, Maintenance & Operation

Note: Recurring cost encompasses the ongoing costs associated with software and technology solutions utilized in the Montana OPI data modernization project. These costs include software licensing, release management, infrastructure hosting and data integration. It also incorporates annual price increases, which may be influenced by factors like inflation and expanded usage.

Contract Term 1 - By Milestone	One Time	Recurring	Total	Delivery Date	Completed
Milestone 1				9/8/2023	✓
PS Consulting Services	\$73,728.00		\$73,728.00		
AWS Consulting Services	\$300,000.00		\$300,000.00		
Subtotal			\$373,728.00		
Milestone 2				9/15/2023	✓
PS Consulting Services	\$2,304.00		\$2,304.00		
AWS Consulting Services	\$20,000.00		\$20,000.00		
Subtotal			\$22,304.00		
Milestone 3				9/22/2023	✓
PS Consulting Services	\$3,456.00		\$3,456.00		
AWS Consulting Services	\$17,500.00		\$17,500.00		
Subtotal			\$20,956.00		
Milestone 4				June 2024	
PS Provisioning Services	\$18,000.00		\$18,000.00		
Subtotal			\$18,000.00		
Milestone 5				June 2024	
PS Customization Services	\$774,000.00		\$774,000.00		
PS Provisioning Services	\$230,956.00		\$230,956.00		
CI - Annual Subscription		\$1,351,498.81	\$1,351,498.81		
UI - Annual Subscription		\$1,231,331.42	\$1,231,331.42		
Subtotal	\$1,004,956.00	\$2,498,795.25	\$3,503,751.25		
Initial Term Discount		(\$1,000,000.00)	(\$1,000,000.00)		
Total (Contract Term 1)	\$1,489,944.00	\$1,498,795.25	\$2,988,739.25	July 1, 2023	✓
Post-Deployment	One Time	Recurring	Total		
Annual Term 2		\$2,633,114.41	\$2,633,114.41	July 2024	
Annual Term 3		\$2,733,172.76	\$2,733,172.76	July 2025	
Contract Total (All 3 Terms)	\$1,489,944.00	\$6,865,082.42	\$8,295,843.48		



Educational Data Integration Payment Schedule

The 3-year term fixed cost project entails creating a payment schedule table that incorporates several key columns to manage the Educational Data Integration project expenses effectively. The table includes:

- Subscription & Deployment Service Cost:** This column captures the initial fixed cost for the project, covering subscription fees and deployment services for each year of the project.
- Annual Increase %:** This column represents the annual percentage increase in costs, reflecting any anticipated inflation or adjustments over the three-year period.
- Annual Increase \$:** This column calculates the dollar amount increase for each year based on the percentage specified in the previous column.
- Subtotal:** This column provides the total cost for each year, accounting for both the initial cost and any annual increases.
- Managed Services:** This column includes any additional costs associated with managed services or ongoing support throughout the project's duration.
- Subtotal:** Similar to the previous subtotal, this column sums up the costs for each year, including managed services.
- Invoice Total:** The final column computes the overall project cost by summing up all expenses over the three-year term, providing a comprehensive view of the project's fixed expenses.

3-Year Annual Payment Schedule

Payment Settlement Date	Subscription & Deployment Service Cost	Annual Increase %	Annual Increase \$	Subtotal	Managed Services	Annual Increase %	Annual Increase \$	Subtotal	Invoice Total
Initial 3 Yr Term 7/1/23 – 6/30/26									
7/1/2023	\$2,929,556.31								\$2,929,556.31
7/1/2024	\$2,304,507.44	1.9%	\$43,786.97	\$2,348,364.41	\$284,750.00			\$284,750.00	\$2,633,114.41
7/1/2025	\$2,348,364.41	3.8%	\$89,237.85	\$2,437,602.26	\$284,750.00	3.8%	\$10,820.50	\$295,570.50	\$2,733,172.76
Total Contract Amount									\$8,295,843.48
Optional Contract Term 7/1/26 – 6/30/28									
7/1/2026	\$2,437,602.26	3.8%	\$92,628.89	\$2,530,231.14	\$295,570.50	3.8%	\$11,231.68	\$306,802.18	\$2,837,033.32
7/1/2027	\$2,530,231.14	3.8%	\$96,148.78	\$2,626,379.93	\$306,802.18	3.8%	\$11,658.78	\$318,460.66	\$2,944,840.59

 Paid Invoice



OPI's collaboration with PowerSchool underscores the commitment to advance education through technology and innovation. With a strong foundation in vendor selection, partnership alignment, and ongoing readiness assessment, the project is poised to revolutionize data management within the Montana Office of Public Instruction. The potential for positive change is substantial as the project unfolds.

Core Features of the Vendor Products

PowerSchool Products

1. **Unified Insights** will assist Schools and OPI with data analytic tools:
 - o Facilitate schools in making data driven decisions to enhance student outcomes.
 - o Provides technical and data analytic tools.
 - o Early warning system using artificial intelligence/predictive analytics to identify at risk students.
2. **Community Engagement** will enhance OPI's ability to publicly display:
 - o Demographic information
 - o Enrollment / Attendance
 - o Statewide assessment data
 - o Graduation and dropout
 - o School expenditures data
3. **Connected Intelligence** will facilitate and enhance data sharing with:
 - o Data lake technology
 - o Data collection and integration tools
 - o Data governance tools for data sharing

These applications for data modernization brings forth a range of compelling advantages, including centralized data lake construction for consolidated data storage, improved analytics and data visualization capabilities, and fortified data security measures.



Table of Milestone Delivery Schedule

Educational Data Integration

Milestone #	Deliverable	Delivery Date	Completed
1	Draft Assessment Document	September 8 th , 2023	✓
2	Montana Review & Feedback of Assessment Output	September 15 th , 2023	✓
3	Delivery of Assessment & Future Solution Document	September 22 nd , 2023	✓
4	Connected Intelligence Application Deployed	June 2024	
5	Unified Insights Application Deployed	June 2024	
6	Post Deployment Assessment	November 2024	
7	Solution Acceptance & Final Project Sign-Off	February 2025	

Project Timeline

DATE	ACTIVITY	STATUS
April 07, 2023	Request for Proposal Release	Completed
June 20, 2023	Vendor Tentative Award	Completed
June 30, 2023	Contract & Statement of Work Executed	Completed
July 20, 2023	Project Kick-off Meeting (PowerSchool & OPI)	Completed
July 24-27, 2023	Organizational Change Management Executive Interviews	Completed
August 9-10, 2023	Cloud Assessment Workshops	Completed
August 14-31, 2023	Application Assessment Workshops	Completed
August 24, 2023	Organizational Change Management Assessment Report	Completed
September 01, 2023	Maturity Assessment Report	Completed
September 22, 2023	Commercial off the Shelf Solution, Architecture & Deployment Strategy	Completed
October 31, 2023	OCM Stakeholder Engagement Plan	Completed since October 27, 2023
September 2023 – June 2024	System Design, Configuration & Testing	In Progress
June 2024	Connected Intelligence & Unified Insights Deployed	Not Started
November 2024	Post Deployment Assessment	Not Started
February 2025	Solution Acceptance & Sign-Off	Not Started



Current Activities as of December 07, 2023

Workstream	Activity Overview	Outcomes
Organizational Change Management (OCM)	<ul style="list-style-type: none"> • Four OCM (Organizational Change Management) sessions have been conducted in collaboration with the OPI OCM team, led by the vendor's OPI lead. The 4th meeting was conducted on Friday November 17, 2023, to discuss current roadblocks and vision deck requirements (OCM deliverable for end of Dec 2023). A review of the current Vision deck and broad objective of the project were discussed. OPI OCM leads provided content to address specific stakeholders needs for vendor OCM lead (facilitator) • Meeting included assessing staffing roles and responsibilities relating to future state as well as confirming next meeting scheduled for Tuesday December 05, 2023 • Strategy identified to broaden OCM scope in January 2024, encompassing additional affected user groups including parents and other system and process users and developing a plan for outreach and engagement 	<p>OCM stakeholder engagement plan.</p> <p>Program overview flyers for OPI internal users provided to OPI OCM team for outreach programs.</p> <p>Vision deck and communication plan review with OPI OCM leads for input and feedback to ensure messaging and requirements meet specific departmental group needs and requirements.</p>



<p>Cloud Migration System Design</p>	<ul style="list-style-type: none"> • Development team commenced replicating the Infinite Campus State Edition data to Connected Intelligence (vendor purchased application) • Next steps include meetings to document governance protocols, security requirements and access to the data elements • Architectural design in order to collect data from Infinite campus adhering to house bill 367 & 949 • Vendor application demonstration (technical and process flow) scheduled for December 14th, 2023 • Pilot school identified (Kalispell) for test prior to OPI wide implementation of connected intelligence and unified insights data collection and analysis. • Objective: <ul style="list-style-type: none"> ○ Finalize path for PowerSchool Student Information System (SIS) replication to Connected Intelligence ○ Review VPN's needed to replicate data from vendor Student Information System on-premise database ○ Alignment with Infinite campus on connections and data access ○ Training sessions. 	<p>Delivery of technical architecture and deployment of Connected Intelligence, Unified Insights and Community Engagement into all districts, schools and OPI:</p> <ul style="list-style-type: none"> • Business Capability Focused • Business Value Realization • People Roles & Readiness <ul style="list-style-type: none"> ○ Governance Prioritization & Control • Technical Capability Focused <ul style="list-style-type: none"> ○ Platform Application & Infrastructure ○ Security Risk & Compliance ○ Operations Hybrid & Dynamic
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Current Activities Continued

Workstream	Activity Overview	Outcomes
<p>Data Integration Needs Workgroup with OCHE and DLI</p>	<ul style="list-style-type: none"> • DLI and OCHE provided needs related to data and connection (technical and business operations) in order for OPI to document requirements for vendor application design. • First meeting with both DLI and OCHE participating. • Meeting this reporting period: December 05, 2023 • Identify current gaps, risk, and action items/task required to meet house bill 349 & 949 requirements. • OCHE to connect with DOA to confirm Snowflake licensing requirements relating to OPI and agency data access • Identified high-level CTE class effectiveness and tracking of high school students post-graduation wages • Agreement for forming working groups to address data sharing agreements and governance (notion to be brought to next state HB 949 committee meeting) • OPI has reached out to DOA to schedule the next Education and Workforce Data Governance Board meeting, aiming to establish the working groups discussed in the previous meeting held on September 22, 2023. <ul style="list-style-type: none"> • Requirement to have meeting on quarterly basis • Next meeting still pending upon response from DOA • Next DLI & OCHE Meeting: Early January 2024 	<p>Regular monthly meetings have been established to inform the agency about the ongoing status of the OPI Data Modernization project and to facilitate the exchange of information concerning data requirements and accessibility.</p> <p>These meetings have been strategically designed to serve as a platform for effective communication, fostering collaboration, and ensuring transparency regarding the current project status and advancements.</p> <p>DLI & OCHE provided one data request need in meeting (CTE Class Enrollment Data) – further discussions on how to capture data based on House Bill requirements</p>



Education Data Integration through Data Modernization

Goals and Vision for Montana OPI

Goal 1: Improve Services

Goal 2: Improve IT/Data Workforce Interactions

Goal 3: Increase the Value of IT/Data for Operations and Business Impacted Audiences

Goal 4: Reduce IT/Data and other Operating Cost

Goal 5: Security Risk Management and Continuity of Operations

Goal 6: Increase Governance Maturity

Addressing Statute Compliance for Educational Data Integration

The information in the following section has been previously detailed in the prior report, and there have been no changes or updates for this section.

Montana OPI's Approach in the Data Modernization Project

- Montana's OPI is committed to legislative compliance via its Data Modernization Project, aligning with House Bill 367 and 949.
- The project aims to seamlessly integrate systems, enhance insights, provide academic support, ensure security, and facilitate secure data sharing across education.

Integration: Connected Intelligence

- The Data Modernization Project prioritizes Comprehensive Data Integration, in line with House Bills 367 and 949, to consolidate educational data from diverse sources.
- This approach improves data consolidation efficiency and accuracy, meeting legislative requirements effectively.

Holistic Student Insights: Unified Insights

- Unified Insights, in compliance with House Bill 367, offers educators a comprehensive view of student data, enabling a deep understanding of individual student performance and needs.
- This alignment with legislative intent empowers educators to meet compliance mandates and support students more effectively.

Individualized Academic Enhancement: Unified Insights/Risk Analysis

- Unified Insights and Risk Analysis tools, in line with House Bill 949 objectives, empower educators to utilize student data for personalized academic interventions.
- This approach, focused on identifying at-risk students and customizing interventions, directly supports the bill's intent to enhance student outcomes.

Robust Data Security: Connected Intelligence/Unified Insights

- Montana OPI prioritizes data security in alignment with House Bills 367 and 949, leveraging Connected Intelligence and Unified Insights.
- Robust security measures, including encryption, role-based access controls, audits, and data protection standards, are rigorously enforced to safeguard sensitive student information and fulfill compliance obligations.



Secure Data Sharing: Connected Intelligence

- The Secure Data Sharing component of the Data Modernization Project aligns with the security provisions of House Bills 367 and 949, facilitating controlled and encrypted data sharing for confidentiality and authorized access.
- Montana OPI's Data Modernization Project not only ensures compliance with legislative mandates but also empowers educators with tools to improve student outcomes, all while maintaining high data security and privacy standards.

Enhancing School Customers Experience for Educational Data Integration

Bridging Legacy & Modernization

- Seamless connection between current software and emerging data modernization infrastructure is crucial.
- This requires uninterrupted compatibility and harmonization of legacy systems with the advanced framework, addressing disparities in data formats, communication protocols, and operational processes to ensure fluid connectivity. This synergy sustains operational continuity and optimizes functionality, facilitating a cohesive transition to the future of data modernization.

Elevating Performance

- Leveraging data modernization to streamline processes, optimize data management, and achieve a new level of operational effectiveness, resulting in improved productivity and resource allocation.

Data Integrity

- The data modernization project strengthens data accuracy and reliability, fostering trust in decision-making processes within educational institutions by ensuring data integrity and consistency, enabling confident, data-driven decisions that enhance educational outcomes and organizational effectiveness.

Reduced Downtime

- The data modernization project acts as a catalyst for streamlined operational processes, minimizing system downtime and disruptions, enhancing efficiency, and promoting a resilient educational environment that supports seamless learning experiences and administrative excellence.

Charting the Course Forward

Navigating the Next Steps in Educational Data Integration

As OPI embarks on its transformative journey towards data modernization, it has already taken significant steps that illuminate a promising path towards an educational ecosystem that is more efficient, transparent, and responsive to the needs of its stakeholders.

As part of this strategic foundation, OPI's Organizational Change Management (OCM) team has played a pivotal role. They have engaged OPI OCM leads to strategize about outreach approaches and have been instrumental in identifying key stakeholder needs and engagement strategies. This proactive effort ensures that as we move forward, we are well-prepared to address the evolving requirements and expectations of our educational community.

Furthermore, OCM will continue to develop essential documentation and initiate outreach programs to internal stakeholders and users in the upcoming period. This proactive approach will help us align our efforts with the needs and expectations of our educational community.



Simultaneously, the vendor is diligently working to finalize the technical connections that will enable data to flow seamlessly into its application from both PowerSchool and Infinite Campus student information systems (SIS). This critical step ensures that we have a robust foundation for data integration and analysis.

Additionally, the vendor is actively developing the integrations required to demonstrate the system's capabilities with our pilot school, Kalispell, scheduled for Q1 2024. This pilot initiative is crucial as it allows us to identify any potential risks or impediments and provides an opportunity to fine-tune our processes before rolling out the solution to other districts.

As we progress, the data modernization initiative is poised to usher in a new era of educational excellence in Montana, empowering educators, students, and administrators with enhanced capabilities and resources. This journey is not only about embracing advanced technologies but also about fostering collaboration, promoting transparency, and enriching the educational experience for all stakeholders.

The progress made up to this point, encompassing continuous architectural development, OCM initiatives and deliverables, as well as technical integrations, firmly establishes OPI as a leader in educational innovation. This underscores our unwavering dedication to enhancing Montana's educational landscape through the modernization of data, thereby ensuring a brighter future for all.

Empowering Education through Transformation

In essence, OPI's educational data integration project represents more than just technological advancement; it encapsulates a comprehensive transformation of education. Building upon the assessment and Data Modernization Strategy, OPI fosters adaptability, efficiency, and excellence throughout the educational landscape. Furthermore, the vendor is actively moving forward with setting up connections to replicate data from various Student Information Systems (SIS) into its own application, Connected Intelligence. The successful establishment of this connection and confirmed functionality serves as a critical milestone. It is essential to note that the integration of the other vendor application, Unified Insights, is contingent upon the completion of this initial connection. With a well-defined path and an unwavering commitment to refinement, OPI's journey continues to enrich educational experiences, promising a brighter future for both learners and educators.

Upcoming Activities and Efforts

- Setting up the connection to replicate data from Infinite Campus (SIS) to PowerSchool's Connected Intelligence
- Establish requirements needs with pilot school (Kalispell) to develop connection and integration with vendor application
- Finalize data collection, validation and access technical architecture documentation
- 1st School Implementation Steering Committee meeting
- 1st Monthly (reoccurring for 2024) Executive Vendor Meeting with Superintendent and OPI IT program team
- Development of Parent Reflection User Group Committee and scheduling regular monthly meetings
- Data Lake Setup
- Secure Student Information System Connections to the Data Lake
- Data integrity and security data lake work
- Connected Intelligence Setup
- Unified Insights Setup
- Organizational Change Management (OCM) meeting (December 05th) to finalize requirements for the delivery of the



vision deck (December 28th) and input into Communication Plan deliverable

- Vendor conducted demo (December 14th) to walk-through application technical and workflow for OPI IT team
- Vendor Connected Intelligence team to schedule meeting with OPI project team leads to document application governance, security and data access

Next Report Period:

February 26th, 2024

April 29th, 2024

June 24th, 2024

August 26th, 2024

October 21st, 2024

December 23rd, 2024

❖ **EXECUTIVE COMMITTEE – (Items 17-24)**

Dr. Tim Tharp

ITEM 17

**PRESENTATION ON DEPARTMENT OF
LABOR AND INDUSTRY EDUCATION
PROGRAMS**

**Sarah Swanson, Commissioner
Department of Labor and Industry**

Strategic Leadership Team



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SWIB PROGRAM
JENNIFER OWEN, SWIB Director
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Professional & Occupational Licensing Bureau Boards

ALTERNATIVE HEALTH CARE	ELECTRICAL	OUTFITTERS	REAL ESTATE APPRAISERS
ARCHITECTS & LANDSCAPE ARCHITECTS	FUNERAL SERVICES	PHARMACY	REALTY REGULATION
ATHLETIC TRAINERS	MASSAGE THERAPY	PHYSICAL THERAPY EXAMINERS	RESPIRATORY CARE PRACTITIONERS
BARBERS & COSMETOLOGISTS	MEDICAL EXAMINERS	PLUMBERS	VETERINARY MEDICINE
BEHAVIORAL HEALTH	NURSING	PROFESSIONAL ENGINEERS & LAND SURVEYORS	SPEECH LANGUAGE PATHOLOGISTS & AUDIOLOGISTS
CHIROPRACTORS	NURSING HOME ADMINISTRATORS	PSYCHOLOGISTS	
CLINICAL LABORATORY SCIENCE PRACTITIONERS	OCCUPATIONAL THERAPY PRACTICE	PUBLIC ACCOUNTANTS	
DENTISTRY	OPTOMETRY	RADIOLOGIC TECHNOLOGISTS	

Other Attached Boards & Commissions

STATE WORKFORCE INNOVATION BOARD	WORKERS' COMPENSATION COURT	OFFICE OF ADMINISTRATIVE HEARINGS
HUMAN RIGHTS COMMISSION	BOARD OF PERSONNEL APPEALS	UNEMPLOYMENT INSURANCE APPEALS BOARD

Empowering Montanans through Work & Opportunity

ITEM 18

COMMISSIONER OF HIGHER EDUCATION
REPORT

Dr. Angela McLean

ITEM 19

**OFFICE OF THE COMMISSIONER OF
HIGHER EDUCATION PERKINS UPDATE**

**Jacque Treaster, Director of Dual
Enrollment and Career and Technical
Education, OCHE**

Perkins State Plan Update

Jacque Treaster

Director of Dual Enrollment and Career & Technical Education

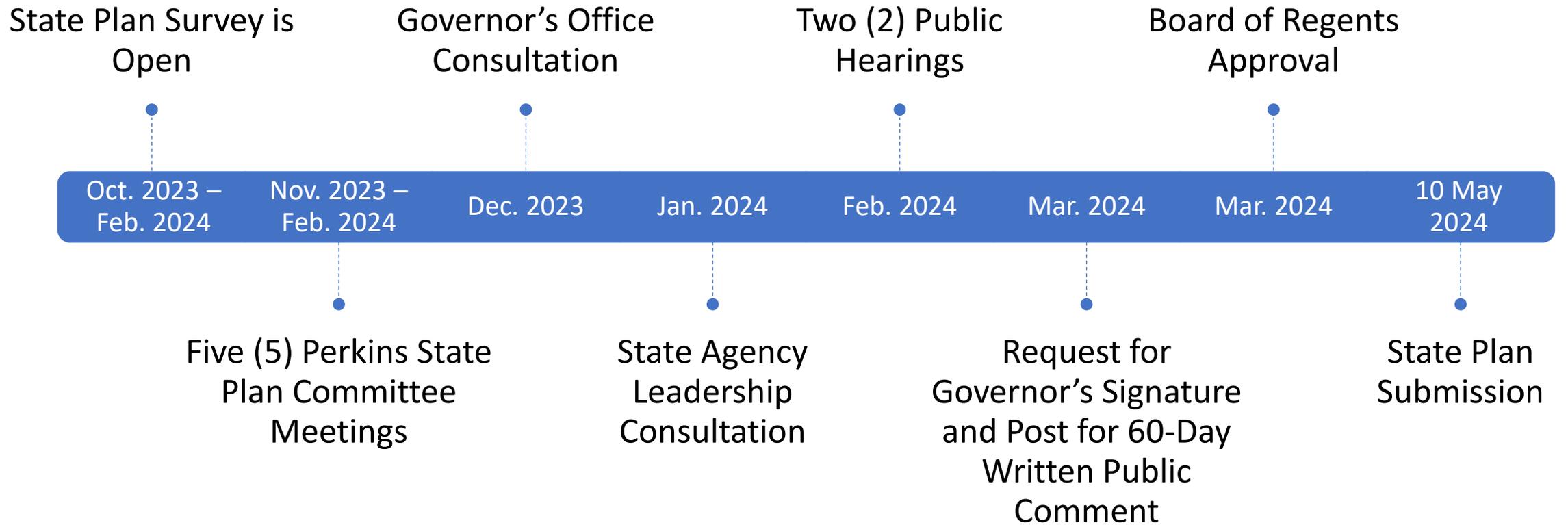


State Plan – Why it Matters

- State's Vision for Education and Workforce Development
- Implementation of Career and Technical Education Programs
- Meeting the Needs of Special Populations
- Preparing Teachers and Faculty
- Fiscal Responsibility
- Accountability for Results



State Plan Timeline



Montana's Statewide Vision



Montana's CTE programs will create educated, highly skilled, well-rounded individuals able to meet the economic and workforce needs of our state. Helping all students to understand the connections between academic subjects in the classroom and the application of that knowledge in the working world creates collaborative infrastructure that connects all points of education, workforce, and industry.

Montana's Goals and Priorities for CTE



- 1. The Partner Agencies will work with local eligible agencies to ensure every student in Montana, irrespective of geography, has access to quality career and technical education.**
- 2. The Partner Agencies will align career and technical education programs at the secondary and postsecondary levels so that students within a CTE pathway will experience seamless transitions when moving from a secondary program to a corresponding postsecondary program.**
- 3. Montana will engage business and industry leaders throughout each grant cycle to ensure the career and technical education programs are effective in preparing a skilled workforce.**
- 4. Montana will expand access to, and ensure the quality of, work-based learning opportunities and early college access to all secondary students in Montana, irrespective of geography.**

Core Indicators of Performance



Secondary

- Four-Year Graduation Rate
- Academic Proficiency in:
 - Reading/Language Arts
 - Mathematics
 - Science
- Post-Program Placement
- Non-traditional Program Concentration

Postsecondary

- Postsecondary Placement
- Earned Recognized Postsecondary Credential
- Non-traditional Program Concentration

Optional Indicators of CTE Program Quality



Current Reported Optional Secondary Program Quality

Performance Indicators:

- Attainment of Postsecondary Credits
- Participated in Work-Based Learning

Other options:

- Attainment of Recognized Postsecondary Credential
- Technical Skills Attainment
- Credentials of Value
- Pathway Completion

State Plan Committee

Membership



- **Paddy Flemming**, Director Montana Manufacturing Extension Center
- **Lily Apedaile**, Director, Office of Health Research and Partnership, University of Montana
- **Dan Durglo**, Director of Operations, S&K Technologies and Chair, School District #30 Title VI Indian Education Committee
- **James Easton**, Montana Chamber Foundation Workforce Specialist
- **Bill Ryan**, Education Coordinator, Dick Anderson Construction
- **Mary Heller**, Montana Ready Coordinator, Office of Public Instruction

Committee Discussion Topics



- Consortia
- Strengthening link between education and workforce
- How to better inform students, families, counselors, teachers, business partners, etc. about available opportunities
- Support and expand work-based learning programs



Public Survey

**GOT 5
MINUTES?**



**Help us improve the
future of career &
technical education in
Montana!**

**WHO SHOULD TAKE
THE SURVEY?**

**STUDENTS
PARENTS
EDUCATORS
COUNSELORS
ADMINISTRATORS
SCHOOL STAFF
BUSINESS PARTNERS
COMMUNITY MEMBERS**



How to take the survey:

Scan the QR Code or visit

<https://mus.edu/Perkins/>

~OR~

<https://opi.mt.gov/Perkins-V>



More Information

Website:

<https://mus.edu/perkins>

Contact:

Jacque Treaster

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ITEM 20

**OFFICE OF THE COMMISSIONER OF
HIGHER EDUCATION MATH
PRESENTATION**

**Crystine Miller, Director of Student Affairs
and Student Engagement, OCHE;
Dr. Lauren Fern, Student Success
Coordinator in Mathematics, University of
Montana;
Ciera Franks-Ongoy, Perkins Equity and
Compliance Program Manager, OCHE**



College Readiness in the MUS

January 2024

Ciera Franks-Ongoy, OCHE, Perkins Equity & Compliance Manager

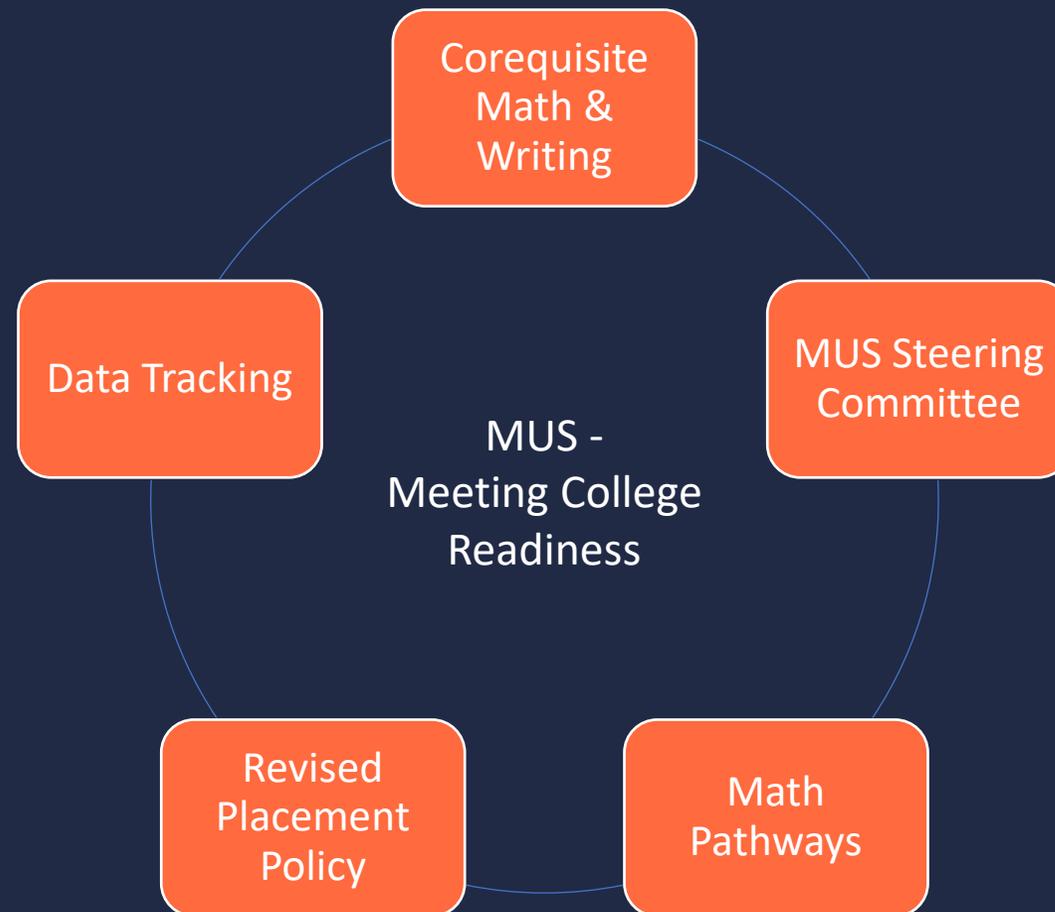
Lauren Fern, Missoula College, Assistant Professor, Math Discipline Lead,
Student Success Coordinator UM

Crystine Miller, OCHE, Director of Student Affairs & Student Engagement



College readiness characterized by first math and writing course.

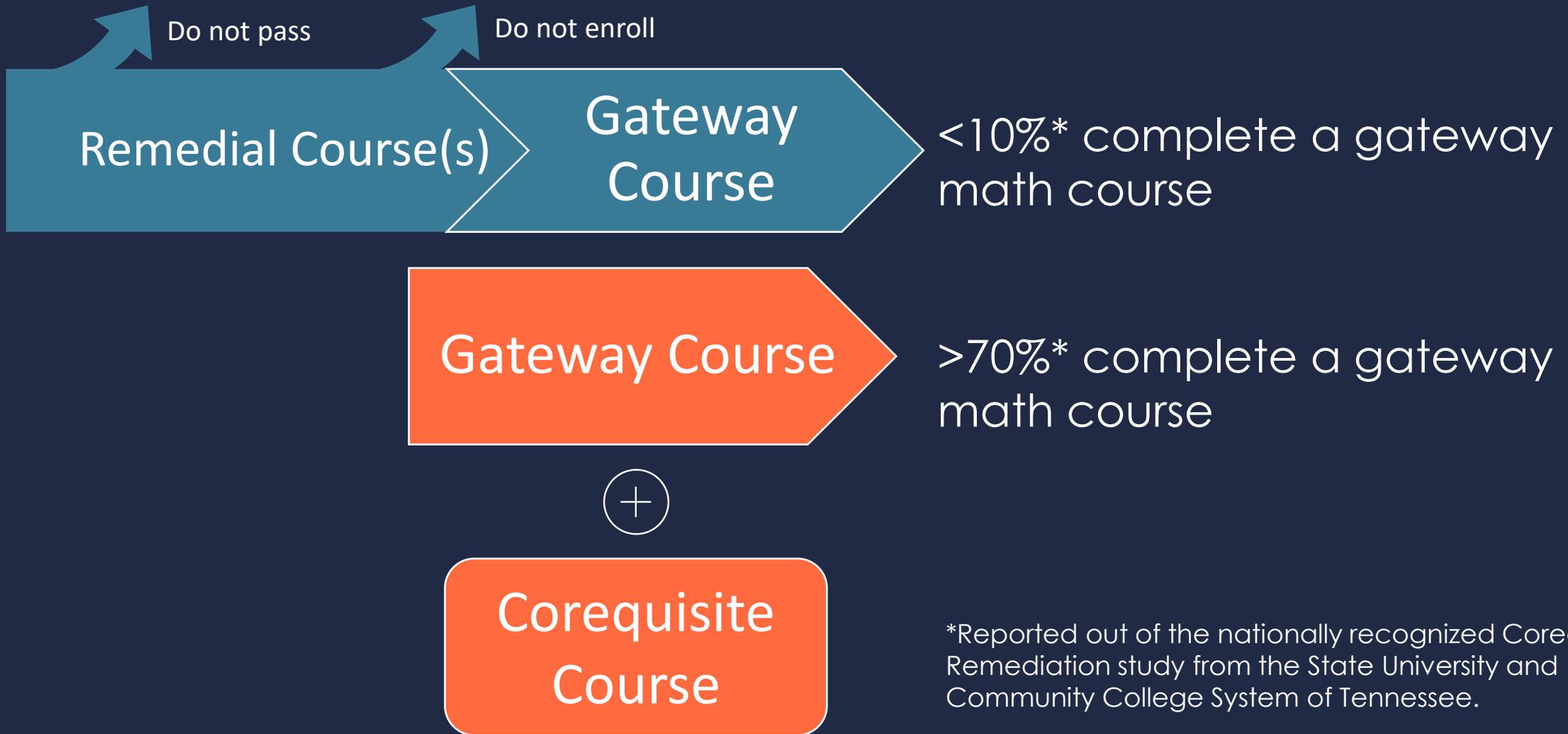
Math and Writing skills are important foundational skills for high school graduates whether entering the workforce or college. A student's 'college readiness' in math and writing influences placement and appropriate placement is linked to student success in retention and completion.





Traditional models of developmental education (remedial or pre-requisite courses) create a leaky pathway that **accumulates time and cost for students** and is **correlated with lower graduation rates**.

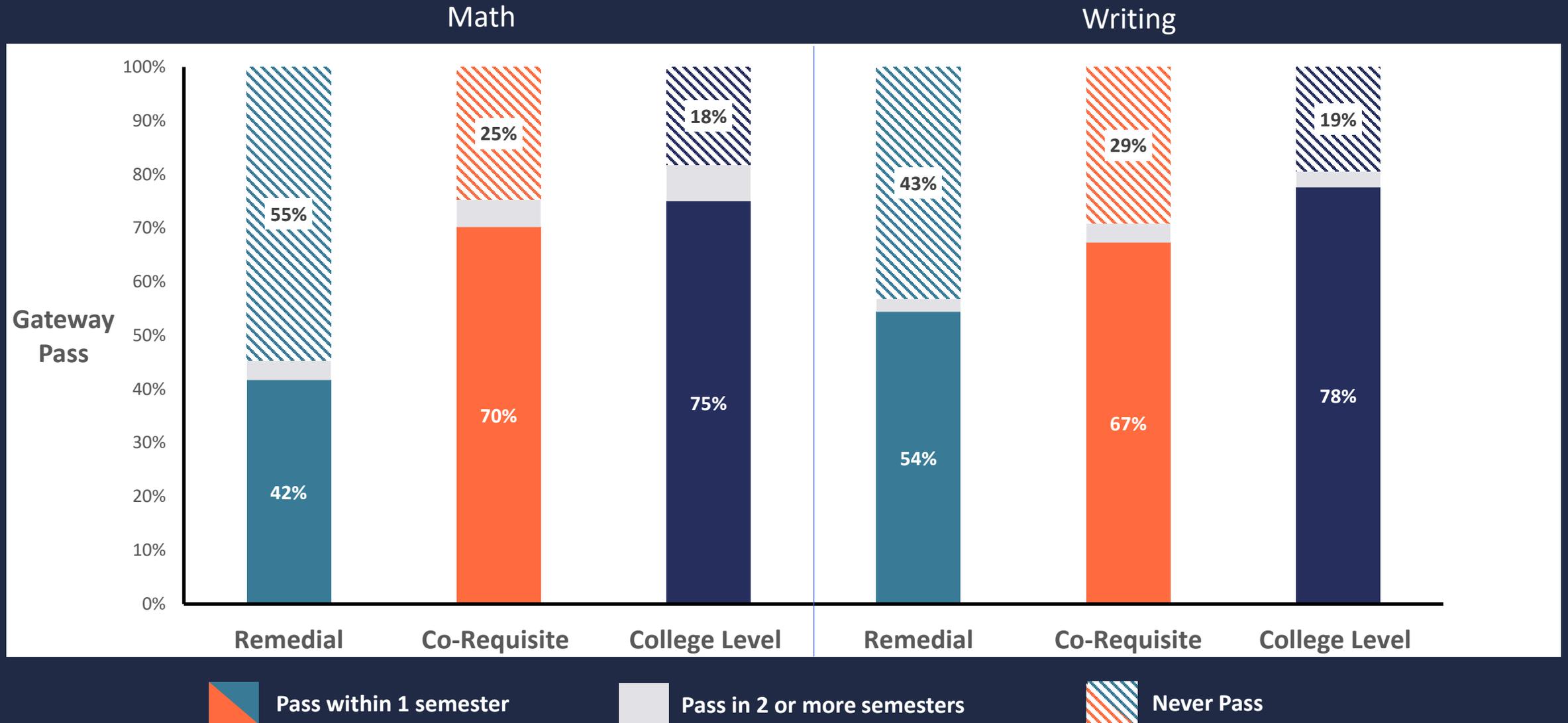
Corequisite models can offer an **efficient and effective** alternative.





Gateway Course Completion Outcomes from 2015 – 2023

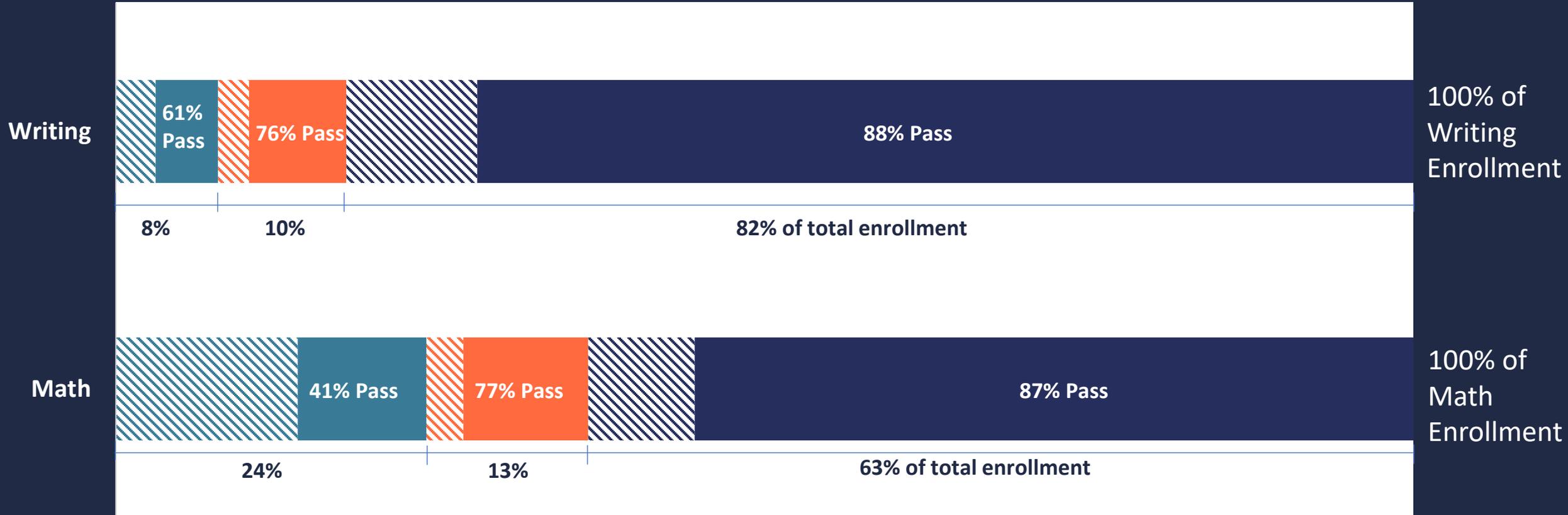
Gateway course completion outcomes for all Montana resident first-time freshman between 2015 and 2023 based on time between the first math or writing class and when a college level class is passed.





Proportion of Enrollment and College Level Pass Rates

All First-Time Freshman from 2015-2022



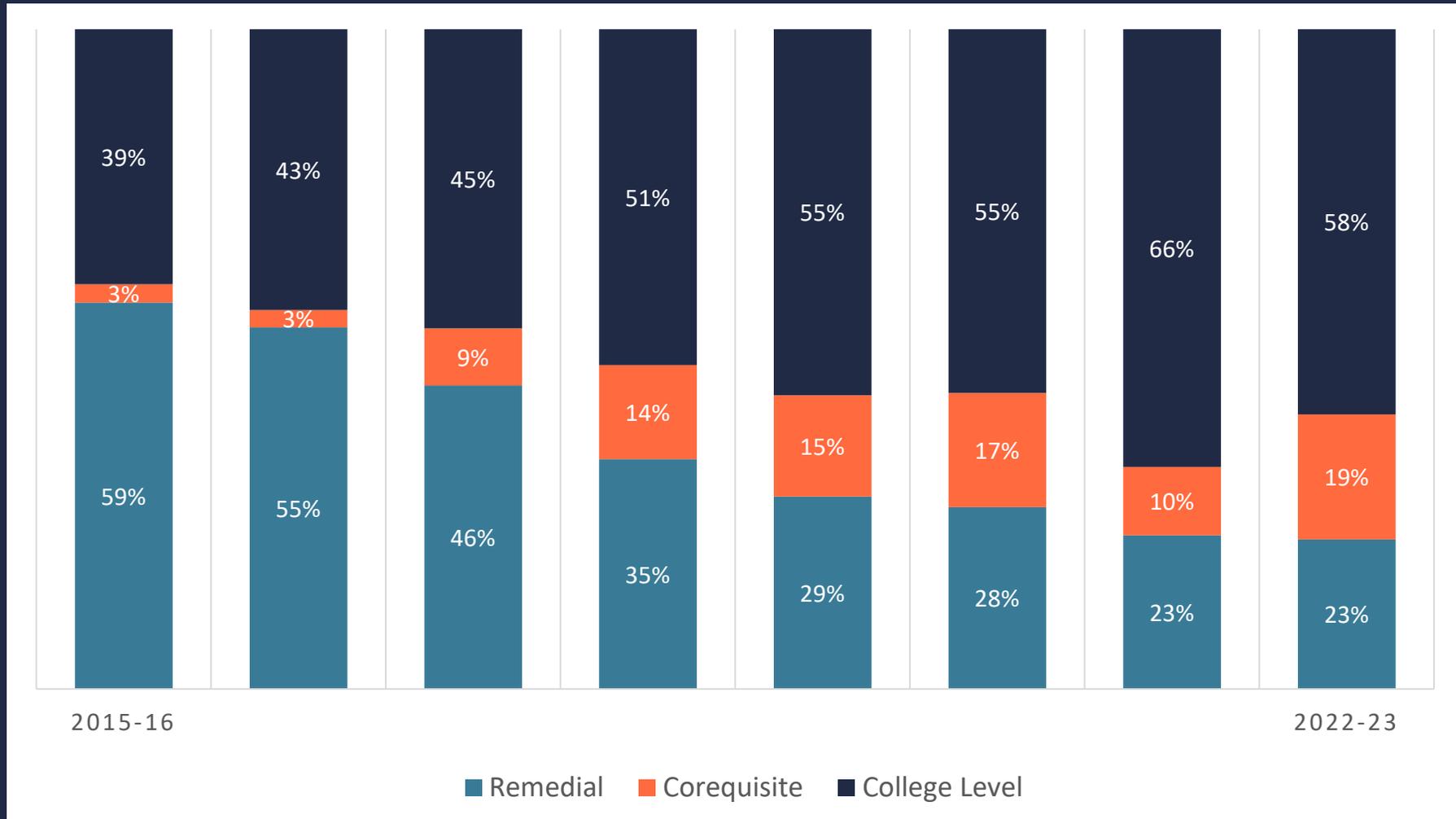
 Fail/Pass
Remedial

 Fail/Pass
Co-requisite

 Fail/Pass
College Level



Enrollment of Resident First-Time Freshmen in a First Math Class at a MUS Two-Year Institution





By the Numbers (considers first-time freshman entering the MUS between 2015-2022)

- **1 in 4 students enrolled** in a 2-year program need additional supports in college math and/or writing.
- Despite representing roughly 1/5 of all math and writing enrollment, **Pell students make up roughly 40 - 50%** of developmental course enrollment for both math and writing.
- **51% of American Indian first-time freshman** are placed needing additional math support, compared to 37% of all incoming first-time freshman.



Best Practices in Postsecondary Mathematics

Math Pathways

- Students enter into math courses aligned with their program of study
 - Social Sciences/Business: Statistics
 - Humanities: Quantitative Literacy
 - STEM

The Co-requisite Model

- Students identified as underprepared are placed in college-level courses with additional support
 - Students stay on track with peers in major
 - Focus on study skills, problem-solving, and critical thinking



Opportunities for Further Collaboration

- ❖ Structuring math in dual enrollment opportunities for high school students
- ❖ Reviewing high school graduation math requirements
- ❖ Assessing alignment of math curriculum between K-12 and postsecondary
- ❖ Strengthening use of EdReady as a tool for college readiness
- ❖ Strengthening dialogue between K-12 and postsecondary partners



Questions?

Ciera Franks-Ongoy, OCHE, Perkins Equity & Compliance Manager, cfranksongoy@montana.edu

Lauren Fern, Missoula College, Assistant Professor, Math Discipline Lead, Student Success Coordinator UM, fern1@mso.umt.edu

Crystine Miller, OCHE, Director of Student Affairs & Student Engagement, cmiller@montana.edu

ITEM 21

ACTION ON TRANSFORMATIONAL LEARNING GRANTS

Krystal Smith

ACTION ITEMS:

- **Qualify Applications**
- **Annual Reports**

Montana Board of Public Education Executive Summary

Date: January 18-19, 2024

Presentation	Qualification of Transformational Learning grant applicants
Presenter	Krystal Smith
Position Title	Education Innovation Manager Office of Public Instruction
Overview	The application window for Fiscal Year 2025 closed on January 8, 2024. Following the closure, districts that successfully completed the grant application process are presented to the Board of Public Education for approval to receive Transformational Learning funding. New districts undergo a ranking process through a lottery system, conducted on Wednesday, January 10th.
Requested Decision(s)	Approve successfully completed and submitted FY2025 Transformational Learning applications.
Related Issue(s)	N/A
Recommendation(s)	Approve successfully completed and submitted FY2025 Transformational Learning applications.



FY2025 New/Increased FTE Transformational Learning Applicants

District Name	LEA Number	Lottery Number	Ranking
Whitehall Elementary	0453	0.96195	1
Whitehall HS	0454		2
Winnett K-12	0642	0.87145	3
St. Regis K-12	0582	0.86262	4
Missoula Elementary	0583	0.81449	5
Missoula HS	0584		6
Superior	0579	0.79048	7
Ekalaka Elementary	0087	0.77474	8
Carter County HS	0097		9
Hellgate Elementary	0586	0.76072	10
MT School for the Deaf and Blind	9258	0.70904	11
Alberton K-12	0579	0.70555	12
Cayuse Prairie Elementary	0317	0.57952	13
Anaconda Elementary	0236	0.53342	14
Anaconda HS	0237		15
Power Elementary	0894	0.41403	16
Power HS	0895		17
Townsend K-12	0055	0.37354	18
DeSmet Elementary	0592	0.30195	19
Corvallis K-12	0731	0.28956	20
Polson Elementary	0477	0.04535	21
Polson HS	0478		22
Grass Range Elementary	0268	0.01402	23
Grass Range HS	0269		24

Montana Board of Public Education Executive Summary

Date: January 18-19, 2024

Presentation	Qualification of Transformational Learning grant annual reports
Presenter	Krystal Smith
Position Title	Education Innovation Manager Office of Public Instruction
Overview	The annual reporting window to qualify currently-funded districts for Transformational Learning funds in Fiscal Year 2025 closed on January 8, 2024. Following the closure, districts that successfully completed the annual report are presented to the Board of Public Education for approval. Currently-funded districts that increase FTE are included in the lottery system, conducted on Wednesday, January 10 th , to determine ranking of additional FTE funding. Districts receive Transformational Learning funds for a maximum of 4 consecutive years.
Requested Decision(s)	Approve successfully completed and submitted 2023 Transformational Learning annual reports, which will qualify districts to receive funds in FY2025.
Related Issue(s)	N/A
Recommendation(s)	Approve successfully completed and submitted 2023 Transformational Learning annual reports, which will qualify districts to receive funds in FY2025.



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

2023 Transformational Learning Summaries

[Link to Annual Reports](#)

DISTRICT	SUMMARY
Alberton K-12	Hired mental health team support, initiated advisory time for 6-12 students with character development, train quality staff for Project Lead the Way, develop MTSS for both math and reading, implement Fast Bridge PK through 8th grade ELA math and social-emotional.
Arlee Elementary	Teachers were trained and developed individualized growth plans with students.
Arlee HS	Marzano text and book study outside school hours.
Bozeman Elementary	Middle school foreign language students completing and passing courses at 80%-no data provided.
Bozeman HS	Bridger Charter students to achieve 80% completion-no data provided.
Cayuse Prairie Elementary	PAX GBG professional learning, PAX heroes training, certified staff made transformational learning plans to carry out in classrooms.
Corvallis K-12	1:1 devices for remote/distance learning, instructional strategies for online learning, individualized learning pathways, PLC meetings/structure, standards-based learning and proficiency ensuring mastery at any time, provide professional development in instructional strategies for blended learning/DOK/and critical thinking.
East Helena K-12	Train and implement standards-based grading, train middle school & high school staff in personalized learning instructional techniques, school visits for personalization, developing proficiency scales for competency-based education.
Fergus HS	Entrepreneurship course, BPA national qualifiers, career day, student-choice field trips, dual enrollment, job shadowing, advanced placement courses.
Flathead High School	Provide transformational learning professional development for all teachers and best practices, design course experiences and internships embedded with community-based exponential and online learning opportunities, design proficiency base work-based

	<p>programs for courses, investigate a proficiency based grading system with common assessments, design a proficiency-based dropout recovery program, increase CTE teacher position to support transformational learning activities.</p>
Frenchtown School District	<p>Dual enrollment and advanced placement, CTE and professional licenses earned by students, professional development and trainings for all staff, coding and computer technology support courses, expand personalized learning opportunities by providing enrichment courses, improved instruction to increase student performance, transitional kindergarten</p>
Hamilton School District	<p>High-level data and stakeholder surveys to adjust strategic plan with multiple data points, distance/remote learning opportunities outside normal school system, developed Center for Alternative Learning and Instruction, partnerships with local businesses to offer internships and pathways, online platform and professional development for use.</p>
Helena Flats K-8	<p>1:1 devices and replacements, STEAM training and implementation, standards-based report cards,</p>
Joliet Elementary	<p>Development of district transformational learning team, community surveys and data collection based on student needs, professional development through Curriculum Associates, Chromebook coverage for personalized learning, transformational math program, centers-based instruction development.</p>
Joliet HS	<p>Development of district transformational learning team, community surveys and data collection based on student-need, professional development through Curriculum Associates, Chromebook coverage for personalized learning, VR headsets for virtual labs, digital learning tools and resources, improving CTE programming and pathways, high school design & construction pathway development.</p>
Kalispell Elementary	<p>Grade-level professional Development for pre-k through 8th grade certified teachers, provide culture and climate change for leadership, professional development for administration and curriculum learning staff, design proficiency base and place based learning opportunities, extended classroom activities integrating curriculums with continued opportunities for staff to write lessons and align to priority standards, listening sessions with stakeholders, explore building level transformational learning initiatives</p>

	and create timelines for exploration to implementation, purchase curriculum and instructional supplies necessary to facilitate transformational learning initiatives.
Lewistown Elementary District	American Prairie Fieldtrip
Livingston Elementary	MTSS development for just-in-time intervention, special services identification in math, literacy, and behaviors, work-based learning, community school collaboration,
Noxon HS	1:1 chromebooks, exploration art/woods/metals courses, curriculum for self-paced lessons.
Park High School	Job-shadowing, Community School Collaboration, work-based learning coordinator, dual enrollment
Reed Point Elementary	Acceleration of elementary and Jr High learning levels/courses, coursework for certification programs of choice, online learning, personalized content and courses for credit, flexible seating furniture.
Reed Point HS	College courses/credits, acceleration of student learning, work experience/community-based learning, internship, journeyman program.
St. Regis K-12	Individualized welding pathways, Friday extended learning time, professional learning on planning and tracking student progress of learning, self-paced EMT licensure, iCEV platform for ag-related learning, Certiport trainings, ServSafe certifications, MTDA courses.
Superior K-12	Technology-based learning resources, MTDA courses, whole child development training, math and reading curriculum and technologies for student self-pacing and higher levels of learning.
Troy Elementary	Educational student-choice fieldtrips, self-selected hands-on learning, STEM activities, welding and automotive courses integrating technology, community learning opportunities, career exploration through transformational learning days.
Troy High School	Educational student-choice fieldtrips, self-selected hands-on learning, STEM activities, welding and automotive courses integrating technology, community learning opportunities, career exploration through transformational learning days.

ITEM 22

ACTION ON ADVANCED OPPORTUNITY GRANTS

Krystal Smith

ACTION ITEMS:

- **Qualify Applications**
- **Annual Reports**

Montana Board of Public Education Executive Summary

Date: January 18-19, 2024

Presentation	Qualification of Montana Advanced Opportunities grant applicants
Presenter	Krystal Smith
Position Title	Education Innovation Manager Office of Public Instruction
Overview	The application window for Fiscal Year 2025 closed on January 8, 2024. Following the closure, districts that successfully completed the grant application process are presented to the Board of Public Education for approval to receive Montana Advanced Opportunities funding. The order of funding received determined on a first-come, first-served basis.
Requested Decision(s)	Approve successfully completed and submitted FY2025 Montana Advanced Opportunities applications.
Related Issue(s)	N/A
Recommendation(s)	Approve successfully completed and submitted FY2025 Montana Advanced Opportunities applications.



FY2025 MT Advanced Opportunities Grant Applicants

District Name	LEA Number
Whitehall Elementary	0453
Whitehall HS	0454
Bozeman Elementary	0350
Bozeman HS	0351
Ekalaka Elementary	0087
Carter County HS	0097
Manhattan Elementary	0347
Manhattan HS	0348
Townsend K-12	0055
Anaconda Elementary	0236
Anaconda HS	0237
Winnett K-12	0642
Twin Bridges K-12	0540
Belfy K-12	0076
Polson Elementary	0477
Polson HS	0478
West Yellowstone K-12	0374
White Sulphur Springs K-12	0570
Plains K-12	0803
Colstrip Elementary	0796
Colstrip HS	0797
Harrison K-12	0543
Chinook Elementary	0028
Chinook HS	0029
Round Up Elementary	0605
Round Up HS	0606
Hobson K-12	0469

Beaverhead HS	0006
Bainville K-12	0785
Glasgow K-12	0926
Froid Elementary	0786
Froid HS	0787
Harlowton K-12	0946
Nashua K-12	0937
Richey Elementary	0227
Richey HS	0228
Shelby HS	0911
North Star Elementary	1233
North Star HS	1234

Montana Board of Public Education

Executive Summary

Date: January 18-19, 2024

Presentation	Qualification of Montana Advanced Opportunities grant annual reports
Presenter	Krystal Smith
Position Title	Education Innovation Manager Office of Public Instruction
Overview	The annual reporting window to qualify currently-funded districts for Transformational Learning funds in Fiscal Year 2025 closed on January 8, 2024. Following the closure, districts that successfully completed the annual report are presented to the Board of Public Education for approval. Currently-funded districts that increase FTE are included in the lottery system, conducted on Wednesday, January 10 th , to determine ranking of additional FTE funding. Districts receive Transformational Learning funds for a maximum of 4 consecutive years.
Requested Decision(s)	Approve successfully completed and submitted 2023 Transformational Learning annual reports, which will qualify districts to receive funds in FY2025.
Related Issue(s)	N/A
Recommendation(s)	Approve successfully completed and submitted 2023 Transformational Learning annual reports, which will qualify districts to receive funds in FY2025.



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

2023 MTAO Summaries

[Link to Annual Reports](#)

DISTRICT	SUMMARY
Absarokee Elementary	MTDA courses
Absarokee High School	CNA certifications, school-to-work program, MTDA courses, material/machinery purchase for personalized CTE courses
Alberton K-12	MTDA courses, college credits and certification exams, college experiences/field trips, STEM/CTE expansion, project-based learning, college entrance exams, and Project Lead The Way participation.
Arlee Elementary	Career exploration, CREW curriculum, college visits, weeklong student choice science field trips to Yellowstone.
Arlee High School	OSHA certificates, YCC certificate, Youth Entrepreneurs Academy, ACT prep, career exploration opportunities.
Belgrade Elementary Schools	Recruitment for clubs and professional organizations,
Belgrade High School	AP exam and test prep, support for travel for CTSOs, mentorship/internship programs (R&R construction), Panther Trade Program, and travel reimbursement for students.
Belt Elementary	Xello on-line career program, career week, MTDA
Belt High School	Dual enrollment, Xello on-line career program, career week, MTDA, MCIS accounts, digital exploration of careers.
Billing Elementary School	Tools for Trades Day, Urban Horticulture Education, crated Future Ready Partner displays, pre-ACT exams, Billings Future Ready website launch, promotion of Xello, redesigned career readiness guide and sent to families.
Billings High School	Future Ready partnership, annual career fair, lunch and learns with businesses, Employer Connect Night, Industry Days, dual enrollment, AP exam fees, credentials/certifications/and exams for personalized pathways, personal protective gear for students in advanced opportunities, workplace experiences/internships, reimbursement for travel, funded student-interest requests, Build Montana, launched Future Ready website, Xello correspondence.
Cayuse Prairie Elementary	Horticulture employment opportunities, materials for passion projects, supplies and materials for building student learning

DISTRICT	SUMMARY
	garden, hydroponics materials/systems.
Corvallis K-12	CTSO participation and travel, John Deere Ag. Expo, American Legion Post 91 activities, Armed Forces career day, student-led meat science course, meat butchering/processing, adding CTE courses (Job Site Ready and others), development of Counseling and Career Center, MTCIS program, personality assessments, Industrial Trade Expo, ASVAB assessment for career options, dual enrollment, ACT prep, MT College Application Week support and incentives.
Custer County High School	Increased pathways programs, dual enrollment, ACT prep, Odyssey classes, ServSafe/firstaid/OSHA/welding certifications.
Darby K-12	Workforce certificates, dual enrollment, STEAM education opportunities, Project Lead the Way, HS mobile computer labs for CTE courses, VEX engineering kits, computer science course offerings, college fieldtrips, career days, healthcare career fair, industry tours, SkillsUSA, job shadowing, education/industry partnerships (Dick Anderson).
Dawson County High School	Health professionals pathway (HOSA, CNA), advanced art program/club, All Northwest Choir, dual enrollment, career pathways for credit earning.
Drummond High School	MTDA courses, drivers education courses, STEM courses.
East Helena K-12	Dual enrollment, AP placement program, PSAT testing.
Fairfield Elementary School	Career opportunity exploration, school to work program.
Fairfield High School	Career opportunity exploration, school to work program, apprenticeships, tools/supplies for advanced opportunity projects, officiating clinic and certification, Great Falls Job Corp travel, additional stipends for teacher support of students' advanced opportunities, certifications/credentialing,
Fergus County High School	CTE offerings, dual enrollment, EMT courses, welding certifiants, work job shadowing, MTDA, school-to-work opportunities and reimbursements, AP courses, materials/supplies for students in advanced opportunities programs.
Flathead High Schools	IB and AP courses, Running Start (dual & concurrent enrollment), micro-credentialling in HVAC, healthcare, welding, and culinary, Center for Career Discovery, work-based learning, supplies/tools/PPE for students,

DISTRICT	SUMMARY
Florence Carlton K-12	Added CTE pathways, MTDA courses, FFA events, dual credit, STEAM course offerings.
Frenchtown K-12	Bronc Fast Track program, dual enrollment, college visits, MTDA courses, advanced placement, PSAT, expansion of CTE programs, lab fees, professional licenses, Ag program enhancement, supplies and tools for expanded courses, workforce/school courses, student papaprofessionals.
Fromberg K-12	Dual enrollment, updated CTER tools to expand advanced courses, work study partnerships, STEM activities.
Glendive Elementary	STEAM activities, community nights, career exploration programs.
Grass Range Elementary School	
Grass Range High School	
Great Falls Elementary Schools	Increased CTE courses and offerings, hybrid CTE courses, family expenses for students participating in advanced opportunities, PIR opportunities, Central Montana Works partnership.
Great Falls High Schools	increased CTE courses and offerings, hybrid CTE courses, Build MT course, internships, dual credit, family expenses for students participating in advanced opportunities, PIR opportunities, Central Montana Works partnership, professional learning for secondary math teachers to support applied and construction math instruction to support pathways.
Hamilton K-12	Apprenticeships/internships, entrepreneurial opportunities and standards, professional licenses, drone licenses, CNA certificates, partnership with Bitterroot College, PSAT, drivers education.
Havre Elementary	Student paraprofessional program, SCTOs, Agricultural Education program, dual enrollment, work-based learning.
Havre High Schools	Student paraprofessional program, SCTOs, Agricultural Education program, dual enrollment, work-based learning.
Helena High Schools	AP exams, dual credit textbooks, MTDA courses, materials for student-choice special projects, expansion of CTE courses and improved equipment, certifications, career fairs, community partnerships.
Hot Springs K-12	MTDA, welding certifications, FCCLA STAR event and

DISTRICT	SUMMARY
	nationals, dual enrollment.
Joliet Elem	AP courses/materials/assessments, workstudy, APEX distance courses, Spanish laanguage offerings, human services career pathway, GATE programming, student passion projects, student custodial workers, MSUB student teaching pipeline, software licenses.
Joliet HS	AP courses/materials/assessments, workstudy, APEX distance courses, Spanish laanguage offerings, human services career pathway, GATE programming, student passion projects, student custodial workers, MSUB student teaching pipeline, software licenses.
Kalispell Elementary	Technology education courses, CTE offerings,
Lewistown Elementary Schools	Enhanced CTE offerings, MTDA courses, career explorations.
Libby K-12	Kootenai Outdoor Adventure Program, career opportunities with Forest Service, student mentor program,
Livingston Elementary	Early college opportunities, work-based learning coordinator, increased student-choice pathways, STEAM activities.
Lockwood K-12	Honors and dual enrollment courses, ROAR academy, student portfolios/resumes, application and letters of interest development, Montana Career Pathways program, expanded CTE courses, FCCLA, welding certifications.
Missoula Elementary Schools	Career pathways through MCIS, Special Olympic events, Robotics, CTSOs, CTE pathways, Worlds Festival.
Missoula High Schools	Industry/community partnerships, job shadowing, guest speakers, internships, CTSOs, HOSA, SkillsUSA, dual enrollment courses, summer programs, work-based learning, apprenticeships, recreational programs, student-choice field trips, culinary pathways.
Park High School	Dual credit, AP courses and materials, early college opportunities, work-based learning coordinator, increased student-choice pathways, STEAM activities.
Potomac Elementary	Trades and career exploration, guest speakers, MT DLI interest profiler and career cluster inventory experiences.
Red Lodge Elementary	Career exploration, MTDA courses.
Red Lodge High School	Dual credit, AP, work-based learning programs, career exploration opportunities, internships, MTDA, college visits,

DISTRICT	SUMMARY
	career fair transportation, EMT courses.
Reed Point Elementary	College/career readiness, STCOs, CTE/school sponsored groups, interest inventories, acceleration of learning, student-led fieldtrips.
Reed Point High School	Dual enrollment courses, carere and college readiness group, CTSO costs, micro certificates, certification programs, online provider courses.
Ronan Elementary	Academic Bowl (elective course), lunch and learns, leadership elective course, career exploration curriculums,
Ronan High School	Expansion of CTE courses, CTE internships, AP courses, travel expenses, dual enrollment, MTDA, Early Warning System to identify at-risk students, student choice projects.
Sidney High School	CNA course planning, dual enrollment, CDL program, child care certifications, culinary certifications.
St. Ignatius K-12	World-skill building with AI adn tech, job fairs, job shadowing, passion project materials, CPR/first aid trainings and certifications, increased CTE offerings.
St. Regis K-12	Transportation for additional learning support, student leadership conference, EMT certifications.
Stevensville Elementary	Online courses, MTDA, student supplies and student choice educational experiences.
Stevensville HS	Dual enrollment, SAT/ACT exams, PSAT, licensing and certifications, CPR/first aid training, online courses, MTDA, student supplies and student choice educational experiences, lab fees.
Superior K-12	Expanded CTE programs, industry/education partnerships, dual enrollment, offsite learning opportunities.
Sweet Grass High School	Career pathways, expanded CTE courses, MTDA, lumber/building supplies, welding supplies, ag supplies, textbooks.
Troy Elementary	Expansion of course offerings of student choice.
Troy High School	Expansion of course offerings of student choice, CTE advanced courses, dual enrollment courses, Hi-set, AP tests, welding certificates.
Westby K-12	John Deere certification program, CTE course expansion.

DISTRICT	SUMMARY
Whitefish Elementary	Career/job exploration course, math competitions, STEM conference for girls.
Whitefish HS	College and career readiness course, online course feeds, PSAT, AP test fees, student tools for work-based learning
Wibaux K-12	Student portfolios including interests, grade-level goals, post high school goals, and accomplishments, student-selected funding requests, CNA, EMT, electrical, medical assistant certifications, AP exams, PACT exams, dual enrollment, college visits.

ITEM 23

**INFORMATION ON THE QUALITY
EDUCATOR LOAN ASSISTANCE PROGRAM**

Jay Phillips

Montana Board of Public Education Executive Summary

Date: January 18-19, 2024

Presentation	Quality Educator Loan Assistance Program Report
Presenter	Jay Phillips
Position Title	Chief Financial Officer Office of Public Instruction
Overview	This is an informational item to review the Quality Educator Loan Assistance Program.
Requested Decision(s)	Informational Item
Related Issue(s)	Quality Educator Loan Assistance; Teacher recruitment and retention
Recommendation(s)	n/a



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



Quality Educator Loan Assistance & Impacted Schools Report

Report to the Board of Public Education
January 2024

Prepared by
Jay Phillips, Chief Financial Officer
Montana Office of Public Instruction

Background

Section 20-4-503, MCA directs the Board of Public Education, in consultation with the Office of Public Instruction, to maintain and make publicly available a current list of impacted schools.

A *quality educator* is defined as a full-time equivalent educator who holds a valid educator license or is a licensed professional providing services to students in a public school district, an education cooperative, the Montana School for the Deaf and Blind, the Montana Youth Challenge Program, or a state youth correctional facility.¹

The Board of Regents administered the Quality Educator Loan Assistance Program through the Office of the Commissioner of Higher Education from FY 2008 through FY 2017. The program provided direct repayment assistance for the educational loans of eligible quality educators for up to four years. The total annual loan repayment assistance could not exceed \$3,000 per educator. The number of recipients and the amount paid on their behalf were:

<u>Year</u>	<u># of Recipients</u>	<u>\$ Awarded</u>
FY08	104	\$307,280
FY09	116	\$336,366
FY10	163	\$471,754
FY11	143	\$418,023
FY12	167	\$495,924
FY13	191	\$527,761
FY14	207	\$597,966
FY15	172	\$494,794
FY16	172	\$499,066
FY17	157	\$457,935

The 2017 Montana Legislature did not fund the Quality Educator Loan Assistance Program for fiscal years 2018 and 2019. However, HB 211 passed by the 2019 legislature reestablished funding in the amount of \$500,000 per year and substantially changed the program. During the 2023 Legislative session SB 70 was passed which further amended the programs eligibility requirements which included removing the Critical Shortage Area requirement. The following table presents the fiscal activity since the programs reestablishment:

¹ The full definition of a Quality Educator is available at 20-4-501(6), MCA.

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Expended</u>	<u>Balance</u>
2020	\$ 500,000	\$ 273,069	\$ 226,931
2021	\$ 500,000	\$ 276,404	\$ 223,596
2022	\$ 500,000	\$ 428,596	\$ 71,404
2023	\$ 546,403	\$ 414,295	\$ 132,108
2024	\$ 603,000		\$ 603,000
2025	\$ 666,000		\$ 666,000

Criteria for an Impacted School

The definition of an impacted school, [20-4-502\(5\)](#), is:

- (a) a special education cooperative;
- (b) the Montana school for the deaf and blind, as described in [20-8-101](#);
- (c) the Montana youth challenge program, as established in [10-1-1401](#);
- (d) a state youth correctional facility, as defined in [41-5-103](#);
- (e) a public school located on an Indian reservation; and
- (f) a public school that, driving at a reasonable speed for the road surface, is located more than 20 minutes from a Montana city with a population greater than 15,000 based on the most recent federal decennial census.

The OPI utilized the State Library’s GIS database to calculate the drive time from each of the cities with a population greater than 15,000. As a result, 661 public schools and cooperatives in Montana meet the criteria to be an impacted school. A listing of impacted schools and a map showing these schools can be found on the OPI [website](#). The following presents the impacted schools list posted on OPIs website:



Current List of Impacted Schools

School Name	Community
Absarokee 6-8	Absarokee
Absarokee High School	Absarokee
Absarokee School	Absarokee
Alberton 7-8	Alberton
Alberton High School	Alberton
Alberton School	Alberton
Alder School	Alder
Alzada School	Alzada
Amsterdam School	Manhattan
Anaconda Jr High School	Anaconda
Anaconda Sr High School	Anaconda
Anna Jeffries Elementary	Cut Bank
Arlee 7-8	Arlee
Arlee Elementary	Arlee
Arlee High School	Arlee
Arrow Creek Elem School	Pryor
Arrowhead 7-8	Pray
Arrowhead School	Pray
Ashland 7-8	Ashland
Ashland School	Ashland
Auchard Creek School	Wolf Creek
Augusta 7-8	Augusta
Augusta Elementary School	Augusta
Augusta High School	Augusta
Avon School	Avon
Ayers School	Grass Range
B A Winans School	Livingston
Babb School	Babb
Bainville 7-8	Bainville
Bainville High School	Bainville
Bainville School	Bainville

Baker 7-8	Baker
Baker High School	Baker
Barbara Gilligan 7-8	Brockton
Barbara Gilligan School	Brockton
Basin School	Basin
Bear Paw Cooperative	CHINOOK
Bear Paw School	Chinook
Beaverhead Co High School	Dillon
Belfry 7-8	Belfry
Belfry High School	Belfry
Belfry School	Belfry
Belt 7-8	Belt
Belt High School	Belt
Belt School	Belt
Benton Lake School	Floweree
Biddle School	Biddle
Big Country Cooperative	MILES CITY
Big Rose Colony School	Shelby
Big Sandy 7-8	Big Sandy
Big Sandy High School	Big Sandy
Big Sky School	Cut Bank
Big Sky Special Needs Cooperative	CONRAD
Big Stone School	Sand Coulee
Big Timber 7-8	Big Timber
Big Timber School	Big Timber
Bigfork 7-8	Bigfork
Bigfork Elementary	Bigfork
Bigfork High School	Bigfork
Birney School	Birney
Bissell 7-8	Whitefish
Bissell School	Whitefish
Bitterroot Valley Cooperative	STEVENSVILLE
Bloomfield School	Bloomfield
Bo Peep School	Circle
Boulder 7-8	Boulder
Boulder Elementary School	Boulder
Box Elder 7-8	Box Elder
Box Elder High School	Box Elder
Box Elder School	Box Elder
Bridger 7-8	Bridger
Bridger Elementary School	Bridger
Bridger High School	Bridger
Broadus 7-8	Broadus
Broadus School	Broadus
Broadview 7-8	Broadview
Broadview High School	Broadview
Broadview School	Broadview

Broadwater High School	Townsend
Brockton High School	Brockton
Brorson School	Sidney
Browning Elementary	Browning
Browning High School	Browning
Browning Middle School	Browning
Bynum School	Bynum
Cam Rose School	Shelby
Cardwell School	Cardwell
Carter County High School	Ekalaka
Carter School	Carter
Cascade 6-8	Cascade
Cascade Colony School	Sun River
Cascade High School	Cascade
Cascade School	Cascade
Cecelia Hazelton School	Townsend
Centerville 6-8	Sand Coulee
Centerville High School	Sand Coulee
Centerville School	Sand Coulee
Central Elementary	Sidney
Charlo 6-8	Charlo
Charlo Elementary	Charlo
Charlo High School	Charlo
Cherry Valley School	Polson
Chester-Joplin-Inverness 7-8	Chester
Chester-Joplin-Inverness HS	Chester
Chester-Joplin-Inverness Schl	Chester
Chinook 7-8	Chinook
Chinook High School	Chinook
Choteau 7-8	Choteau
Choteau High School	Choteau
Choteau School	Choteau
Circle High School	Circle
Cleveland School	Chinook
Clinton 7-8	Clinton
Clinton School	Clinton
Cohagen School	Cohagen
Colstrip High School	Colstrip
Columbia Falls High Schl	Columbia Falls
Columbia Falls Jr HS	Columbia Falls
Columbus Elem School	Columbus
Columbus High School	Columbus
Columbus Middle School	Columbus
Conrad High School	Conrad
Cooke City School	Cooke City
Cool Spring Colony School	Rudyard
Corvallis 7-8	Corvallis

Corvallis High School	Corvallis
Cottonwood School	Bozeman
Cottonwood School	Havre
Crow Agency School	Crow Agency
Culbertson High School	Culbertson
Culbertson Junior High	Culbertson
Culbertson School	Culbertson
Custer 7-8	Custer
Custer Co District High	Miles City
Custer High School	Custer
Custer School	Custer
Cut Bank High School	Cut Bank
Cut Bank Middle School	Cut Bank
Daly School	Hamilton
Darby 7-8	Darby
Darby High School	Darby
Darby School	Darby
Davey Elementary	Havre
Dawson High School	Glendive
Dayton School	Dayton
Deer Creek School	Glendive
Deer Park 6-8	Columbia Falls
Deer Park School	Columbia Falls
Deerfield School	Lewistown
Denton 7-8	Denton
Denton High School	Denton
Denton School	Denton
Dillon Middle School	Dillon
Divide School	Divide
Dixon 7-8	Dixon
Dixon Elementary	Dixon
Dodson 7-8	Dodson
Dodson High School	Dodson
Dodson School	Dodson
Drummond 7-8	Drummond
Drummond High School	Drummond
Drummond School	Drummond
Dupuyer School	Dupuyer
Dutton/Brady Elementary	Dutton
Dutton/Brady High School	Dutton
Dutton/Brady Middle School	Dutton
E F Duvall 7-8	Deer Lodge
East Glacier Park School	E Glacier Park
East Side School	Livingston
East Yellowstone Spec Service Coop	WORDEN
Edna Thomas School	Corvallis
Ekalaka 7-8	Ekalaka

Ekalaka Elementary School	Ekalaka
Elliston School	Elliston
Ennis 7-8	Ennis
Ennis High School	Ennis
Ennis School	Ennis
Eureka Elementary School	Eureka
Eureka Middle School 5-8	Eureka
F E Miley School	Big Sandy
Fairfield 7-8	Fairfield
Fairfield Elementary School	Fairfield
Fairfield High School	Fairfield
Fairhaven Colony	Ulm
Fairview 7-8	Fairview
Fairview High School	Fairview
Fairview School	Fairview
Fergus High School	Lewistown
Fishtail School	Fishtail
Flathead Special Ed Cooperative	Kalispell
Florence-Carlton 6-8	Florence
Florence-Carlton El Schl	Florence
Florence-Carlton HS	Florence
Forsyth 7-8	Forsyth
Forsyth Elementary School	Forsyth
Forsyth High School	Forsyth
Fort Benton 7-8	Fort Benton
Fort Benton High School	Fort Benton
Fort Benton School	Fort Benton
Fort Shaw Elem School	Fort Shaw
Fort Smith School	Fort Smith
Fortine 7-8	Fortine
Fortine School	Fortine
Frank Brattin Middle Schl	Colstrip
Frazer 7-8	Frazer
Frazer Elementary	Frazer
Frazer High School	Frazer
Fred Moodry Intermediate	Anaconda
Fred W Graff School	Laurel
Frenchtown 6-8	Frenchtown
Frenchtown Elementary School	Frenchtown
Frenchtown High School	Frenchtown
Frenchtown Intermediate School	Frenchtown
Froid 7-8	Froid
Froid Elementary School	Froid
Froid High School	Froid
Fromberg High School	Fromberg
Fromberg Middle School	Fromberg
Fromberg School	Fromberg

Frontier 7-8	Wolf Point
Frontier School	Wolf Point
Galata School	Galata
Gallatin/Madison Cooperative	Belgrade
Gardiner 7-8	Gardiner
Gardiner High School	Gardiner
Gardiner School	Gardiner
Garfield Co Dist HS	Jordan
Garfield School	Miles City
Garfield School	Lewistown
Garrison School	Garrison
Geraldine Elementary	Geraldine
Geraldine High School	Geraldine
Geraldine Middle School	Geraldine
Geyser 7-8	Geyser
Geyser High School	Geyser
Geyser School	Geyser
Gildford Colony School	Gildford
Glacier Elementary School	Cut Bank
Glacier Gateway Elem	Columbia Falls
Glasgow High School	Glasgow
Glasgow Middle School	Glasgow
Glendale School	Cut Bank
Golden Ridge School	Fairfield
Granite High School	Philipsburg
Grant School	Dillon
Grass Range 7-8	Grass Range
Grass Range High School	Grass Range
Grass Range School	Grass Range
Greenfield 7-8	Fairfield
Greenfield School	Fairfield
Greycliff School	Greycliff
H C Davis Elementary	Cut Bank
Hall School	Hall
Hamilton High School	Hamilton
Hamilton Middle School	Hamilton
Hammond School	Hammond
Hardin High School	Hardin
Hardin Intermediate	Hardin
Hardin Middle School	Hardin
Hardin Primary	Hardin
Harlem 7-8	Harlem
Harlem Elementary School	Harlem
Harlem High School	Harlem
Harlowton High School	Harlowton
Harrison 6-8	Harrison
Harrison High School	Harrison

Harrison School	Harrison
Hartland Elementary School	Havre
Havre High School	Havre
Havre Middle School	Havre
Hawks Home School	Hammond
Hays-Lodge Pole 7-8	Hays
Hays-Lodge Pole High Sch	Hays
Heart Butte 6-8	Heart Butte
Heart Butte Elementary	Heart Butte
Heart Butte High School	Heart Butte
Helmville School	Helmville
Hidden Lake Elementary	Cut Bank
Highland Park School	Miles City
Highland Park School	Lewistown
Highland Park School	Havre
Highwood High School	Highwood
Highwood Middle School	Highwood
Highwood School	Highwood
Hill Top Colony School	Stockett
Hillcrest 7-8	Harlowton
Hillcrest Colony Elementary	Power
Hillcrest School	Harlowton
Hillside Colony School	Sunburst
Hinsdale 7-8	Hinsdale
Hinsdale High School	Hinsdale
Hinsdale School	Hinsdale
Hobson 6-8	Hobson
Hobson High School	Hobson
Hobson School	Hobson
Horizon Elementary	Cut Bank
Hot Springs 7-8	Hot Springs
Hot Springs High School	Hot Springs
Hot Springs School	Hot Springs
Huntley Project 7-8	Worden
Huntley Project Elem K-6	Worden
Huntley Project High Schl	Worden
Hysham 7-8	Hysham
Hysham High School	Hysham
Hysham School	Hysham
Irle Elementary School	Glasgow
Jackson School	Jackson
Jefferson High School	Boulder
Jefferson School	Miles City
Jefferson School	Glendive
Joliet High School	Joliet
Joliet Middle School	Joliet
Joliet School	Joliet

Jordan 7-8	Jordan
Jordan Elementary School	Jordan
Judith Gap 7-8	Judith Gap
Judith Gap High School	Judith Gap
Judith Gap School	Judith Gap
K William Harvey Elem	Ronan
Kester School	Jordan
Kila 7-8	Kila
Kila School	Kila
King Colony School	Lewistown
Kingsbury Colony Attn Ctr	Valier
Kinsey School	Kinsey
Kircher School	Miles City
Knees School	Carter
KW-VC Elementary	Browning
L A Muldown School	Whitefish
Lambert 7-8	Lambert
Lambert High School	Lambert
Lambert School	Lambert
Lame Deer 7-8	Lame Deer
Lame Deer High School	Lame Deer
Lame Deer School	Lame Deer
Laurel High School	Laurel
Laurel Middle School	Laurel
Lavina Elementary	Lavina
Lavina High School	Lavina
Lavina Middle School	Lavina
Lewis & Clark School	Lewistown
Lewistown 7-8	Lewistown
Libby Elementary School	Libby
Libby High School	Libby
Libby Middle School	Libby
Liberty Elementary School	Galata
Lima 7-8	Lima
Lima High School	Lima
Lima School	Lima
Lincoln 7-8	Lincoln
Lincoln Co High School	Eureka
Lincoln Elementary School	Lincoln
Lincoln High School	Lincoln
Lincoln Primary	Anaconda
Lincoln School	Miles City
Lincoln School	Glendive
Lincoln School	Baker
Lincoln-McKinley School	Havre
Linderman School	Polson
Lindsay School	Lindsay

Lodge Grass 7-8	Lodge Grass
Lodge Grass High School	Lodge Grass
Lodge Grass School	Lodge Grass
Lodge Pole School	Hays
Lone Peak High School	Gallatin Gateway
Lone Rock Middle School	Stevensville
Lone Rock School	Stevensville
Longfellow School	Baker
Loring Colony School	Loring
Lustre School	Frazer
Luther School	Luther
Malta 6-7-8	Malta
Malta High School	Malta
Malta K-5	Malta
Manhattan 5-8	Manhattan
Manhattan Elem	Manhattan
Manhattan H S	Manhattan
Marion 7-8	Marion
Marion School	Marion
McCormick School	Troy
McLeod School	McLeod
Meadowlark School	Chinook
Meadowlark School	Conrad
Medicine Lake 7-8	Medicine Lake
Medicine Lake High School	Medicine Lake
Medicine Lake School	Medicine Lake
Melrose School	Melrose
Melstone High School	Melstone
Melstone Middle School	Melstone
Melstone School	Melstone
Melville School	Melville
Miami School	Conrad
Midway Colony	Conrad
Missoula Area Education Cooperative	Missoula
Montana Youth Challenge	DILLON
Moore 6-8	Moore
Moore High School	Moore
Moore School	Moore
Mountain View Elementary	Cut Bank
Mountain View School	Red Lodge
MT School for the Deaf & Blind Elem	Great Falls
MT School for the Deaf & Blind HS	Great Falls
Napi School	Browning
Nashua 6-8	Nashua
Nashua High School	Nashua
Nashua School	Nashua
North Harlem Elementary	Harlem

North Star 7-8	Rudyard
North Star High School	Rudyard
North Star School	Gildford
Northside School	Wolf Point
Noxon 7-8	Noxon
Noxon High School	Noxon
Noxon School	Noxon
Nye School	Nye
O D Speer School	Deer Lodge
Opheim 7-8	Opheim
Opheim High School	Opheim
Opheim School	Opheim
Ophir 7-8	Gallatin Gateway
Ophir Elementary School	Gallatin Gateway
Ovando School	Ovando
Pablo Elementary	Pablo
Park City 7-8	Park City
Park City High School	Park City
Park City School	Park City
Park County Cooperative	LIVINGSTON
Park High School	Livingston
Parkview School	Dillon
Pass Creek School	Belgrade
Pendroy School	Pendroy
Philipsburg 7-8	Philipsburg
Philipsburg School	Philipsburg
Pine Butte Elementary Sch	Colstrip
Pine Creek 6-8	Livingston
Pine Creek School	Livingston
Pine Grove School	Brusett
Pine Hills Youth Corr Facil El	MILES CITY
Pine Hills Youth Corr Facil HS	MILES CITY
Plains 7-8	Plains
Plains Elementary School	Plains
Plains High School	Plains
Pleasant Valley School	Belt
Plenty Coups High School	Pryor
Plentywood 7-8	Plentywood
Plentywood High School	Plentywood
Plentywood School	Plentywood
Plevna 7-8	Plevna
Plevna High School	Plevna
Plevna School	Plevna
Polaris School	Polaris
Polson High School	Polson
Polson Middle School	Polson
Pondera Colony School	Valier

Poplar 5-6 School	Poplar
Poplar 7-8	Poplar
Poplar High School	Poplar
Poplar School	Poplar
Potomac 7-8	Bonner
Potomac School	Bonner
Powder River Co Dist High	Broadus
Powell County High School	Deer Lodge
Power 7-8	Power
Power High School	Power
Power School	Power
Prairie View Cooperative	GLENDIVE
Prickly Pear Cooperative	East Helena
Pryor 7-8	Pryor
Quentin Brown Primary K-4	Corvallis
Rapelje 7-8	Rapelje
Rapelje High School	Rapelje
Rapelje School	Rapelje
Rau School	Sidney
Red Lodge High School	Red Lodge
Redwater 7-8	Circle
Redwater School	Circle
Reed Point 7-8	Reed Point
Reed Point Elementary	Reed Point
Reed Point High School	Reed Point
Reichle School	Glen
Richey 7-8	Richey
Richey High School	Richey
Richey School	Richey
Rimrock Colony School	Sunburst
Riverview Elementary	Galata
Roberts 7-8	Roberts
Roberts High School	Roberts
Roberts School	Roberts
Rocky Boy 7-8	Box Elder
Rocky Boy High School	Box Elder
Rocky Boy School	Box Elder
Ronan High School	Ronan
Ronan Middle School	Ronan
Roose-Valley Spec Ed Cooperative	CULBERTSON
Roosevelt Junior High	Red Lodge
Rosebud 7-8	Rosebud
Rosebud High School	Rosebud
Rosebud School	Rosebud
Ross School	Mosby
Roundup 7-8	Roundup
Roundup Elementary	Roundup

Roundup H S	Roundup
Roy 6-8	Roy
Roy High School	Roy
Roy School	Roy
Ruder Elementary	Columbia Falls
Ryegate 7-8	Ryegate
Ryegate High School	Ryegate
Ryegate School	Ryegate
S Y School	Miles City
Saco 7-8	Saco
Saco High School	Saco
Saco School	Saco
Sage Creek Elementary	Chester
Salmon Prairie School	Swan Lake
Sand Springs School	Sand Springs
Sanders County Ed Services Coop	THOMPSON FALLS
Savage 7-8	Savage
Savage High School	Savage
Savage School	Savage
Scobey 7-8	Scobey
Scobey High School	Scobey
Scobey School	Scobey
Seeley Lake 7-8	Seeley Lake
Seeley Lake Elementary	Seeley Lake
Seeley-Swan High School	Seeley Lake
Shelby 7-8	Shelby
Shelby Elementary School	Shelby
Shelby High School	Shelby
Shepherd Elementary	Shepherd
Shepherd High School	Shepherd
Shepherd Middle School	Shepherd
Sheridan 7-8	Sheridan
Sheridan Elementary Schl	Sheridan
Sheridan High School	Sheridan
Sheridan/Daniels Cooperative	PLENTYWOOD
Shields Valley 7-8	Clyde Park
Shields Valley Elementary	Wilsall
Shields Valley High Schl	Clyde Park
Sidney High School	Sidney
Sidney Middle School	Sidney
Simms High School	Simms
Sleeping Giant Middle Sch	Livingston
South School	Laurel
Southside School	Wolf Point
Spring Creek Colony Schl	Lewistown
Spring Creek School	Decker
Springhill School	Belgrade

St Ignatius Elementary School	St Ignatius
St Ignatius High School	St Ignatius
St Ignatius Middle School	St Ignatius
St Regis 7-8	St Regis
St Regis High School	St Regis
St Regis School	St Regis
Stanford 7-8	Stanford
Stanford High School	Stanford
Stanford School	Stanford
Stevensville 7-8	Stevensville
Stevensville High School	Stevensville
Stevensville K-6	Stevensville
Stillwater/Sweet Grass Cooperative	COLUMBUS
Sun River Middle School	Simms
Sunburst 7 - 8	Sunburst
Sunburst Elementary	Sunburst
Sunburst High School	Sunburst
Sunnyside School	Havre
Sunset School	Greenough
Superior 7-8	Superior
Superior Elementary	Superior
Superior High School	Superior
Swan River 6-8	Bigfork
Swan River School	Bigfork
Swan Valley 7-8	Condon
Swan Valley School	Condon
Sweet Grass Co High Schl	Big Timber
Terry High School	Terry
Terry Middle School	Terry
Terry School	Terry
Thompson Falls 7-8	Thompson Falls
Thompson Falls Elem Schl	Thompson Falls
Thompson Falls High Schl	Thompson Falls
Three Forks 7-8	Three Forks
Three Forks Elem School	Three Forks
Three Forks High School	Three Forks
Townsend 7-8	Townsend
Trego School	Trego
Tri County Cooperative	BROADUS
Trinity School	Canyon Creek
Trout Creek 7-8	Trout Creek
Trout Creek School	Trout Creek
Troy 7-8	Troy
Troy High School	Troy
Turner 7-8	Turner
Turner High School	Turner
Turner School	Turner

Twin Bridges High School	Twin Bridges
Twin Bridges Middle School	Twin Bridges
Twin Bridges School	Twin Bridges
Ulm Junior High	Ulm
Ulm School	Ulm
Utterback 4-6	Conrad
Utterback 7-8	Conrad
Valier 7-8	Valier
Valier High School	Valier
Valier School	Valier
Valley View School	Polson
Vaughn 7-8	Vaughn
Vaughn School	Vaughn
Victor High School	Victor
Victor Middle School	Victor
Victor School	Victor
Vida School	Vida
W F Morrison School	Troy
Washington Middle School	Glendive
Washington Middle School 6-8	Miles City
Washington School	Hamilton
West Glacier School	West Glacier
West School	Laurel
West Side Elementary	Sidney
West Yellowstone 6-8	West Yellowstone
West Yellowstone HS	West Yellowstone
West Yellowstone School	West Yellowstone
Westby 7-8	Westby
Westby High School	Westby
Westby School	Westby
White Sulphur Springs 7-8	White Sulphur Springs
White Sulphur Springs El	White Sulphur Springs
White Sulphur Springs HS	White Sulphur Springs
Whitefish High School	Whitefish
Whitefish Middle 5-8	Whitefish
Whitehall 6-8	Whitehall
Whitehall Elementary	Whitehall
Whitehall High School	Whitehall
Whitewater 6-8	Whitewater
Whitewater High School	Whitewater
Whitewater School	Whitewater
Wibaux 7-8	Wibaux
Wibaux Elementary School	Wibaux
Wibaux High School	Wibaux
Willow Creek 7-8	Willow Creek
Willow Creek High School	Willow Creek
Willow Creek School	Willow Creek

Winifred 6-8
Winifred High School
Winifred School
Winnett 7-8
Winnett High School
Winnett School
Wisdom School
Wise River School
Wolf Creek School
Wolf Point 7-8
Wolf Point High School
Woodman 7-8
Woodman School
Wyola 6-8
Wyola Elementary
Yaak School
Yellowstone/W Carbon Cooperative
Zenith Elementary
Zurich School

Winifred
Winifred
Winifred
Winnett
Winnett
Winnett
Wisdom
Wise River
Wolf Creek
Wolf Point
Wolf Point
Lolo
Lolo
Wyola
Wyola
Troy
LAUREL
Cut Bank
Zurich

ITEM 24

**PRESENTATION OF THE YOUTH RISK
BEHAVIOR SURVEY REPORT**

Genie Zeeck

Montana Board of Public Education Executive Summary

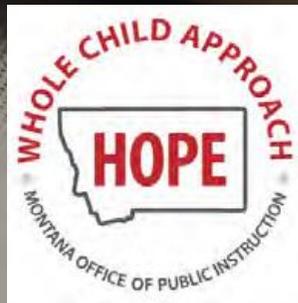
Date: January 18-19, 2024

Presentation	Youth Risk Behavior Survey Report
Presenter	Genie Zeeck
Position Title	Health Enhancement Program Specialist Office of Public Instruction
Overview	This is an informational item to review the results of the 2023 Youth Risk Behavior Survey.
Requested Decision(s)	Informational Item
Related Issue(s)	Student health; Student safety; YRBS
Recommendation(s)	n/a



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

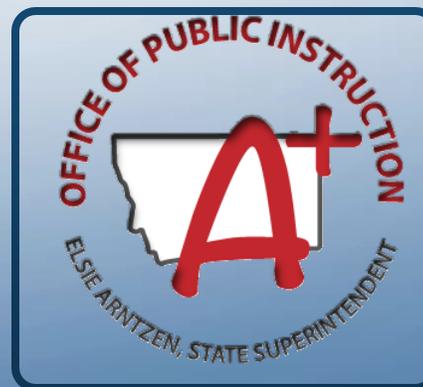
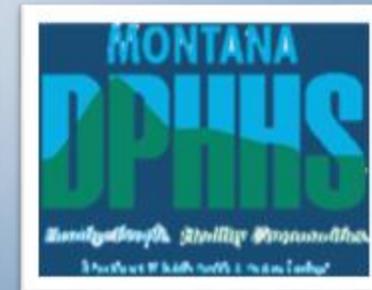
MONTANA YOUTH RISK BEHAVIOR SURVEY



OFFICE OF PUBLIC INSTRUCTION
SUPERINTENDENT ELSIE ARNTZEN

THE MONTANA YOUTH RISK BEHAVIOR SURVEY (YRBS)

Developed by the U.S. Centers for Disease Control and Prevention (CDC) in 1991. Since 1991, the Montana OPI has administered the YRBS through a cooperative agreement with the U.S. Centers for Disease Control and Prevention (CDC). Montana OPI has partnered with other state agencies to bring this information to you.



THE YRBS TRACKS SPECIFIC BEHAVIORS

The survey is a measurement of health risk behaviors that contribute to the leading causes of mortality, morbidity, and social problems among youth and adults in the United States.

These behaviors fall into six categories

Unintentional injuries
and violence

Tobacco use

Alcohol and
other drug use

Dietary behaviors
and nutrition

Sexual
behaviors

Physical Inactivity

The Breakdown

- **Participation**

- Voluntary
- Student reported
- Confidential
- Completed in one class period during February and March of odd years
- All Montana schools 7-12 have the option to participate for their own survey.

- **Data**

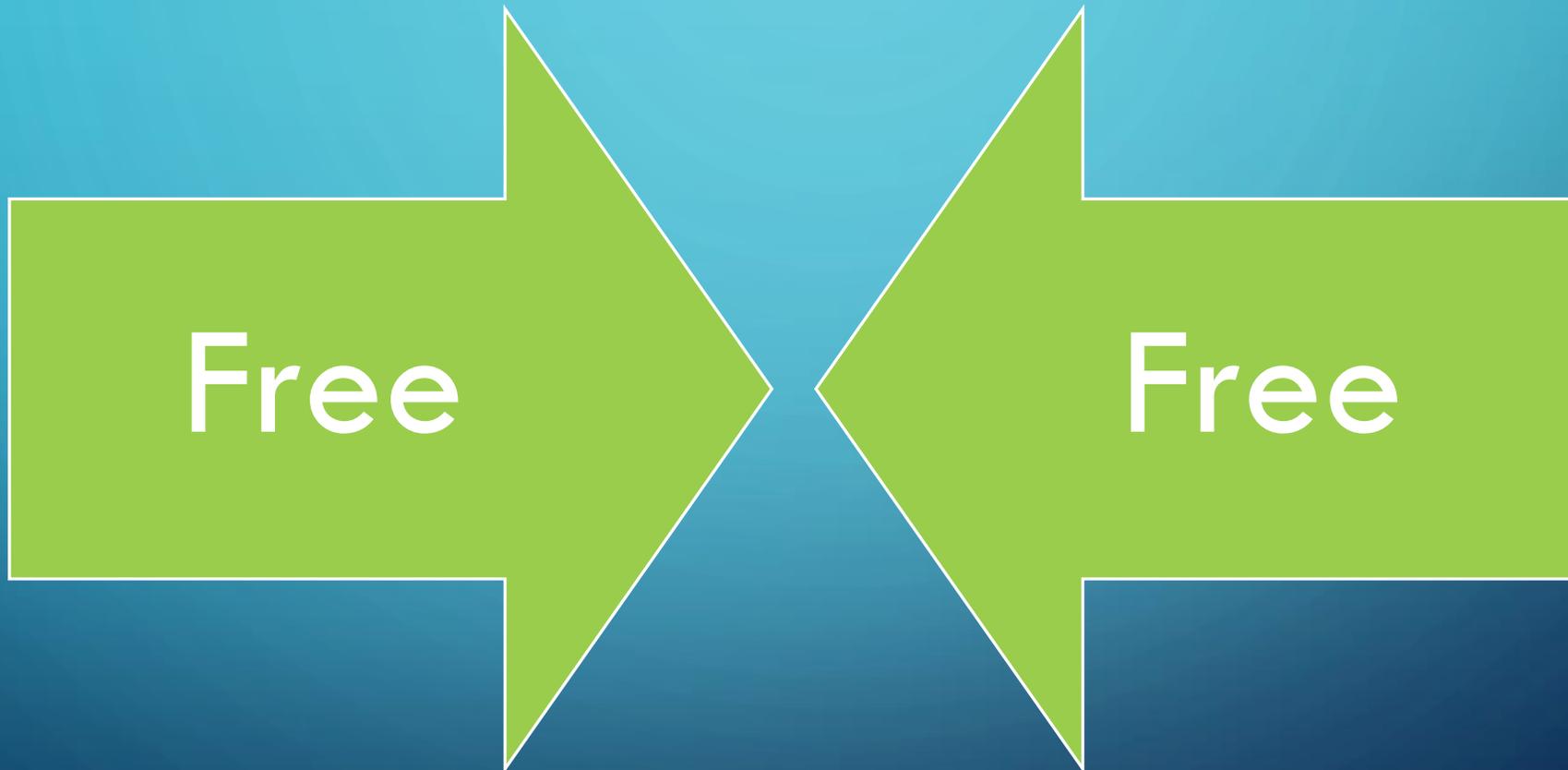
- CDC report attains a random sample of 50 schools for the state survey
- We participated with three schools in the USA sample in 2021
- Data available: School-specific, county-level, MASS, Grades 7-8, Native Americans on or near a reservation, Native American students in urban schools, Alternative schools, Non-public Accredited schools, and Students with Disabilities.

- **Longevity**

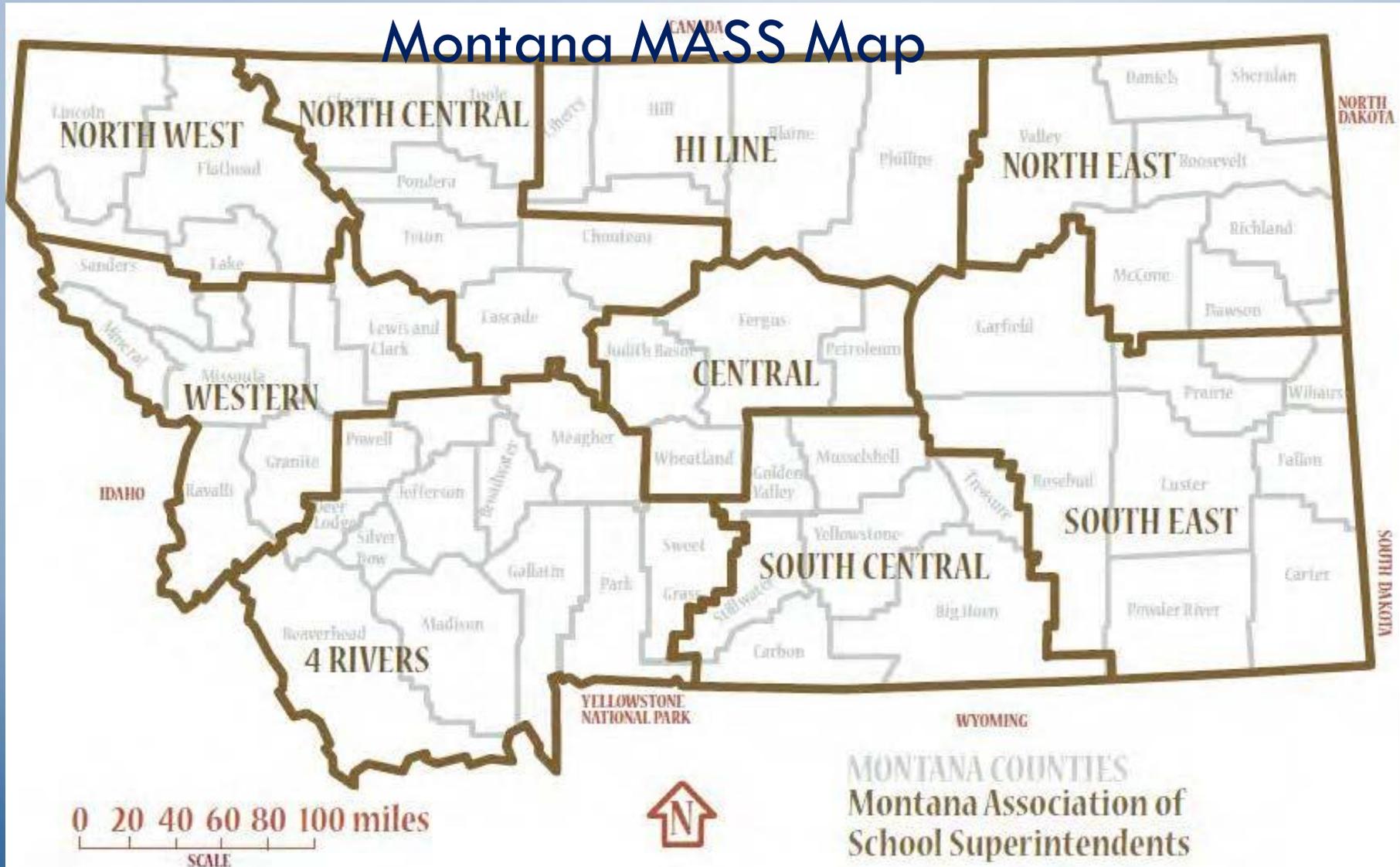
- Montana OPI has attained one of the the longest YRBS trend analysis data in the nation.
- The survey occurs biennially in odd-numbered years.
- The data is stored and can be attained for grants, school improvement and staff development for years.



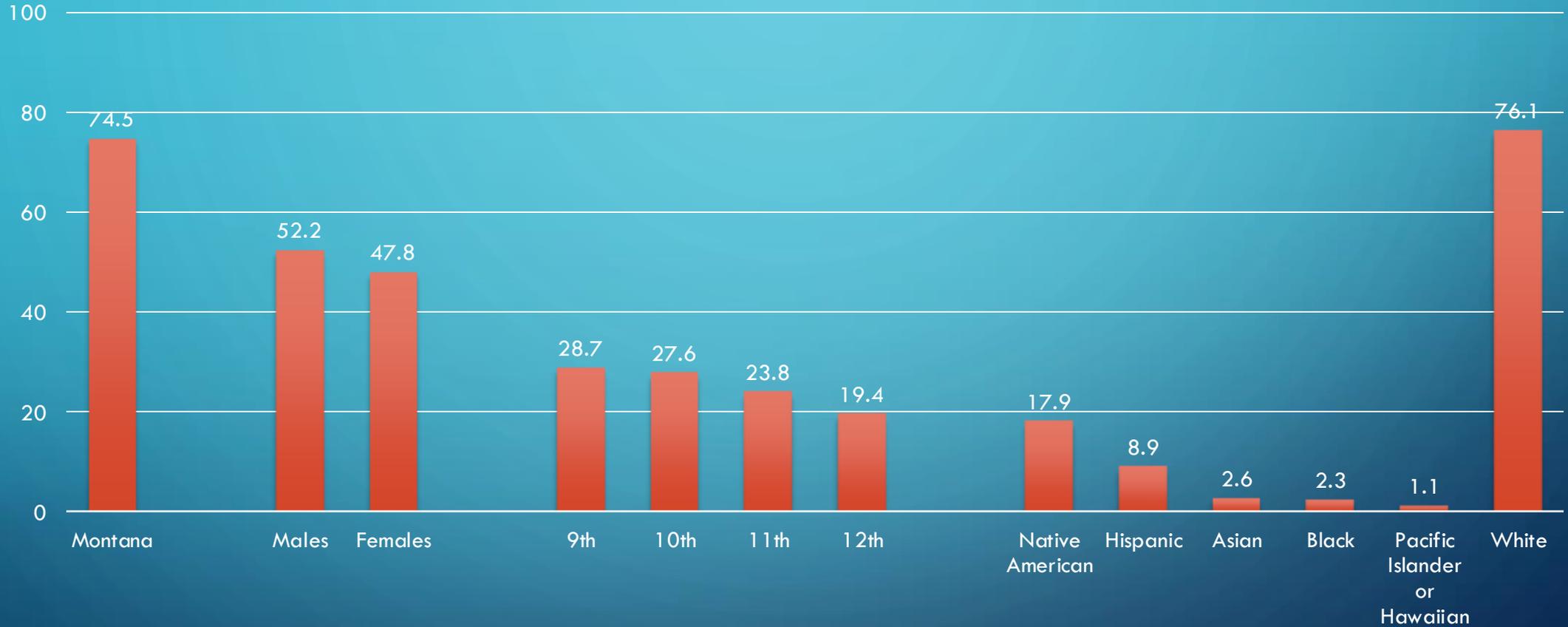
THERE IS NO COST TO THE SCHOOL!



Montana MASS Map



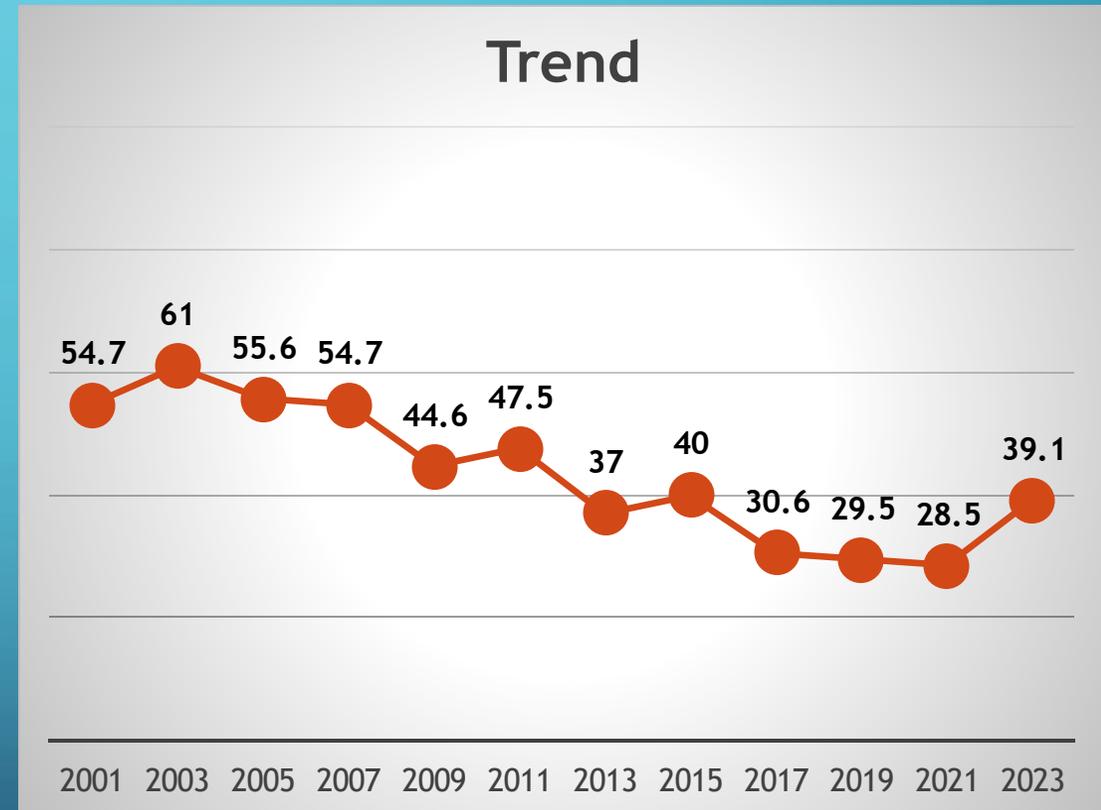
Frequency Distribution of the Survey for 2023



2023 Montana Youth Risk Behavior Survey
Montana Office of Public Instruction
Elsie Arntzen, Superintendent

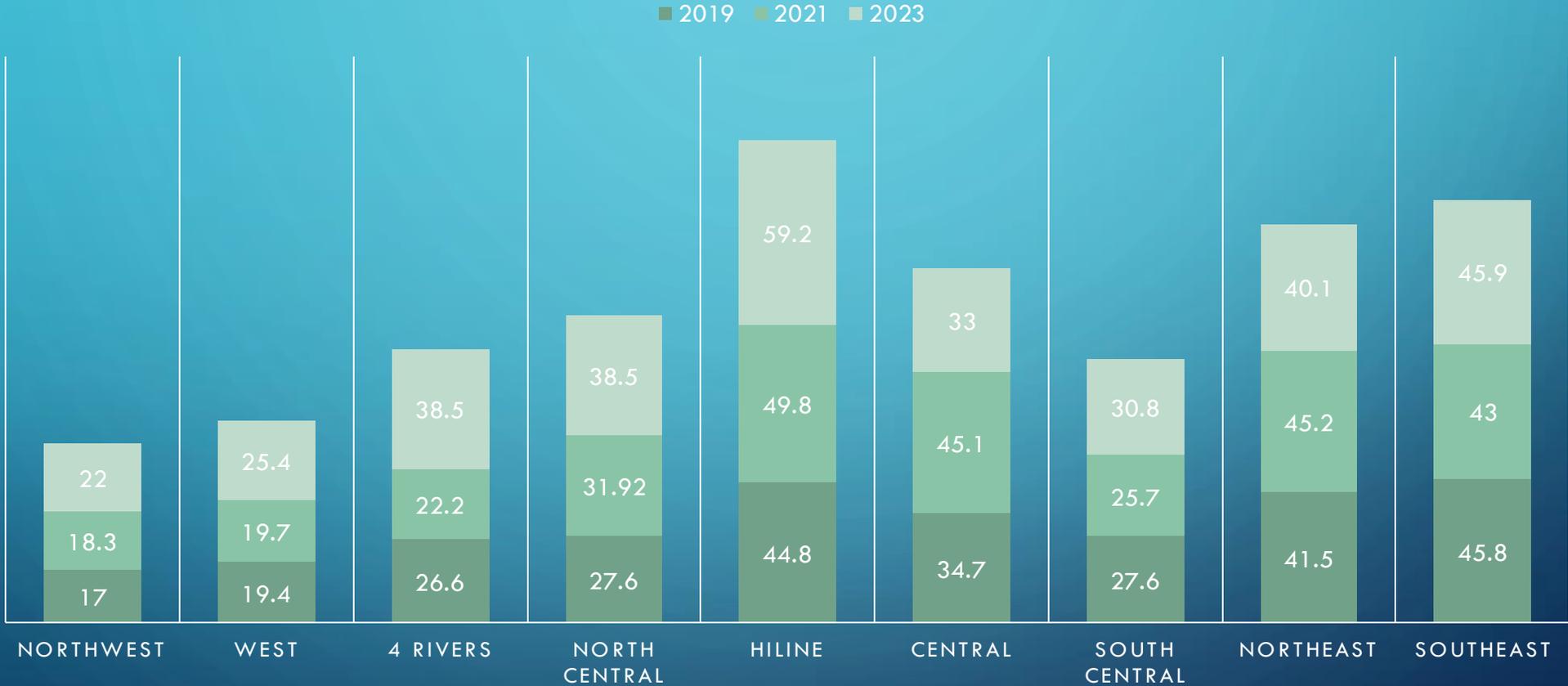
Percentage of students who did not ALWAYS wear a seat belt when driving a car

(Among drivers during the past 30 days)



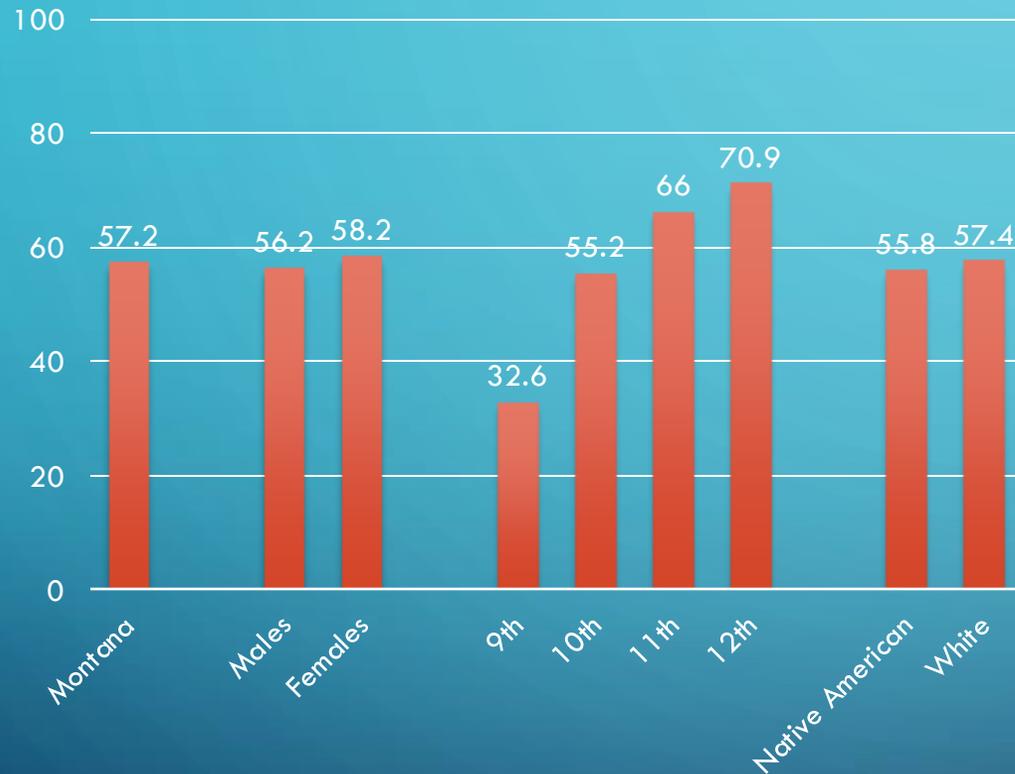
Percentage of students who did not ALWAYS wear a seat belt when driving a car

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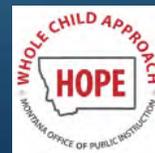
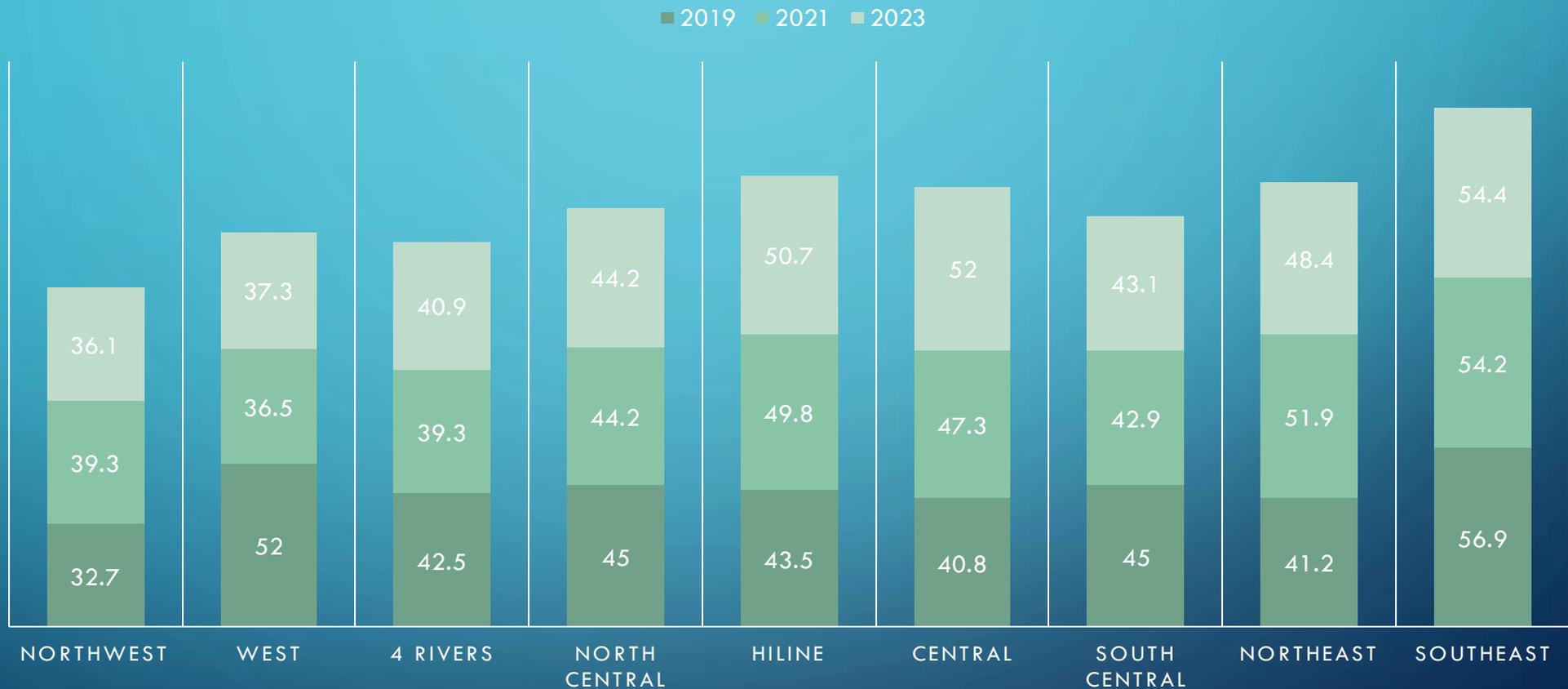
Percentage of students who texted or e-mailed while driving a car

(Among drivers during the past 30 days)

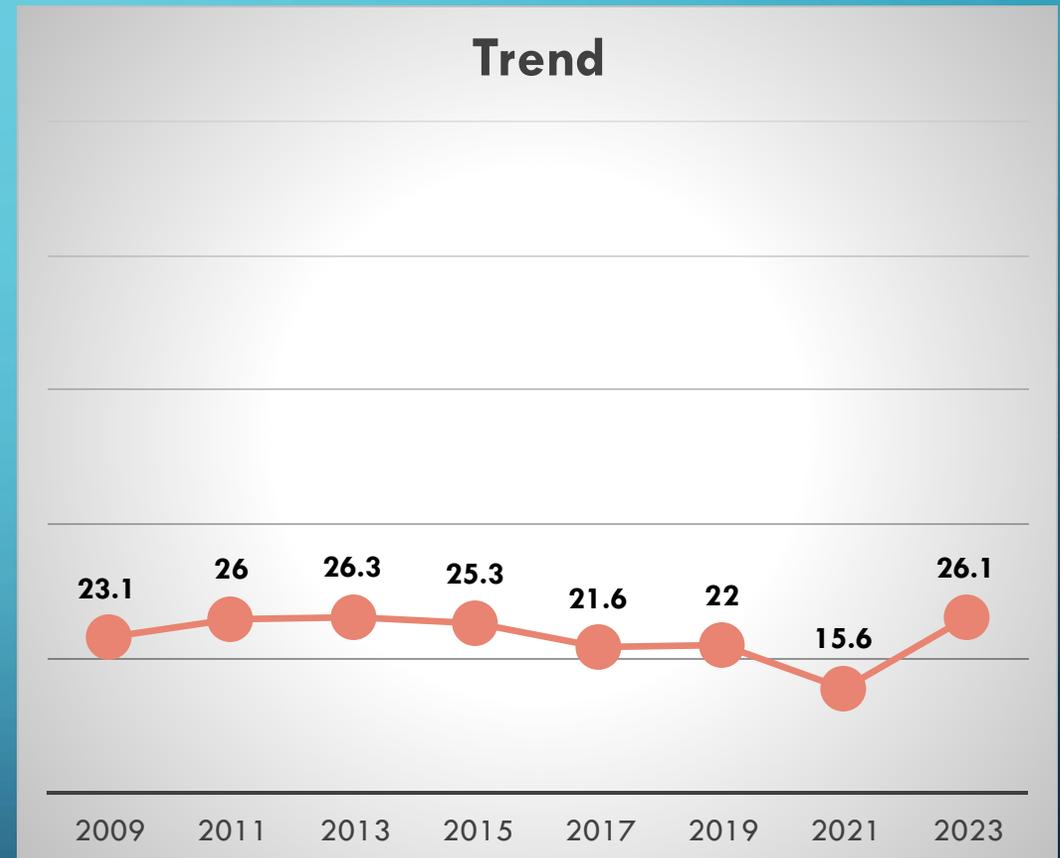
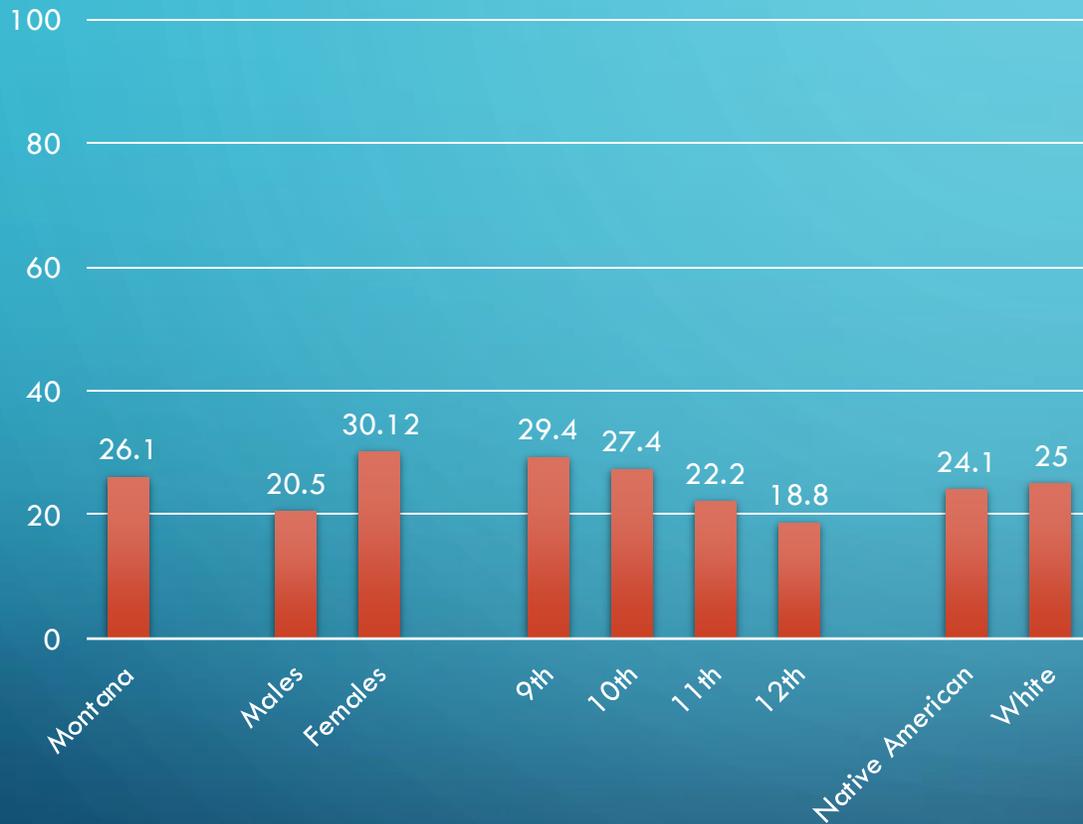


Percentage of students who texted or e-mailed while driving a car

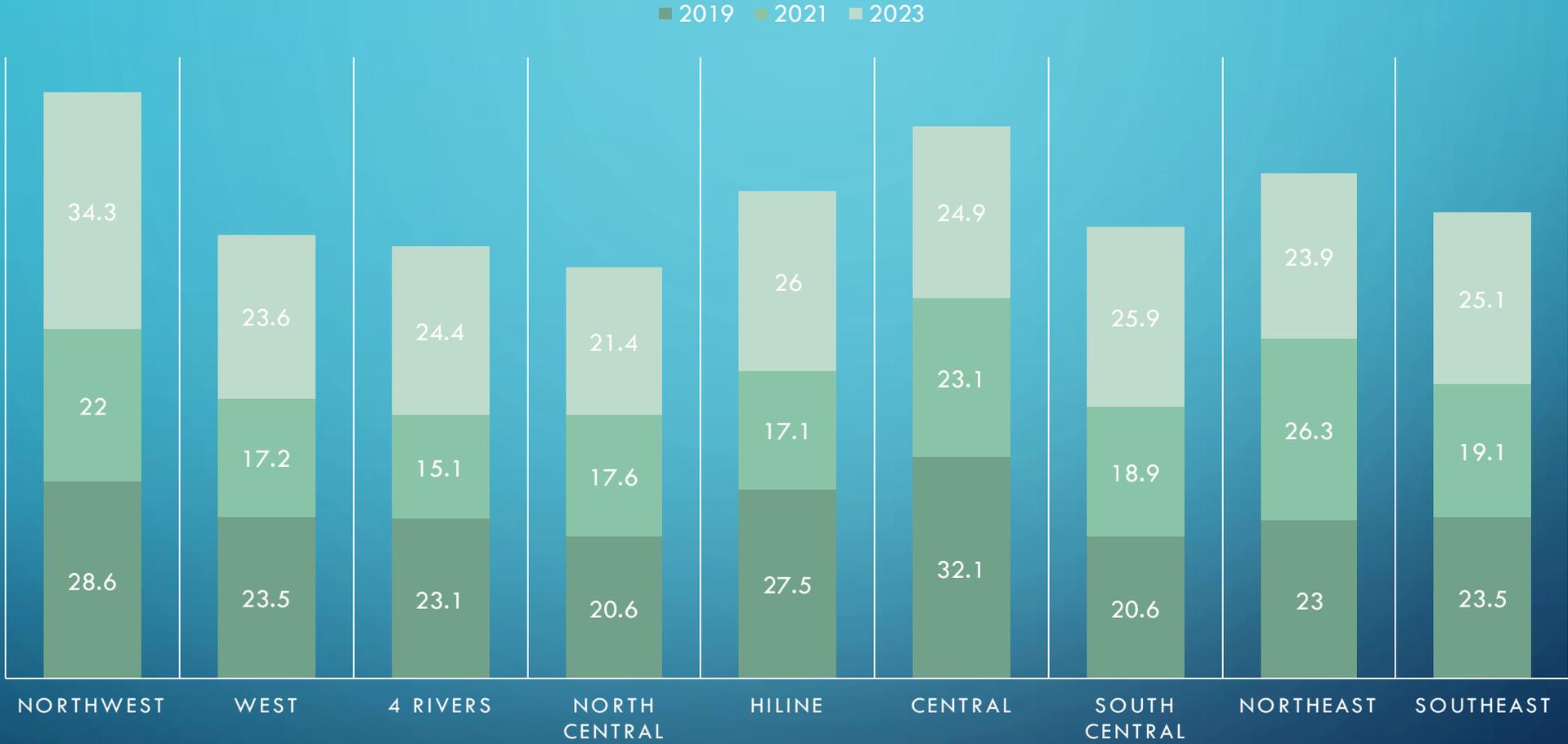
(Among drivers during the past 30 days)



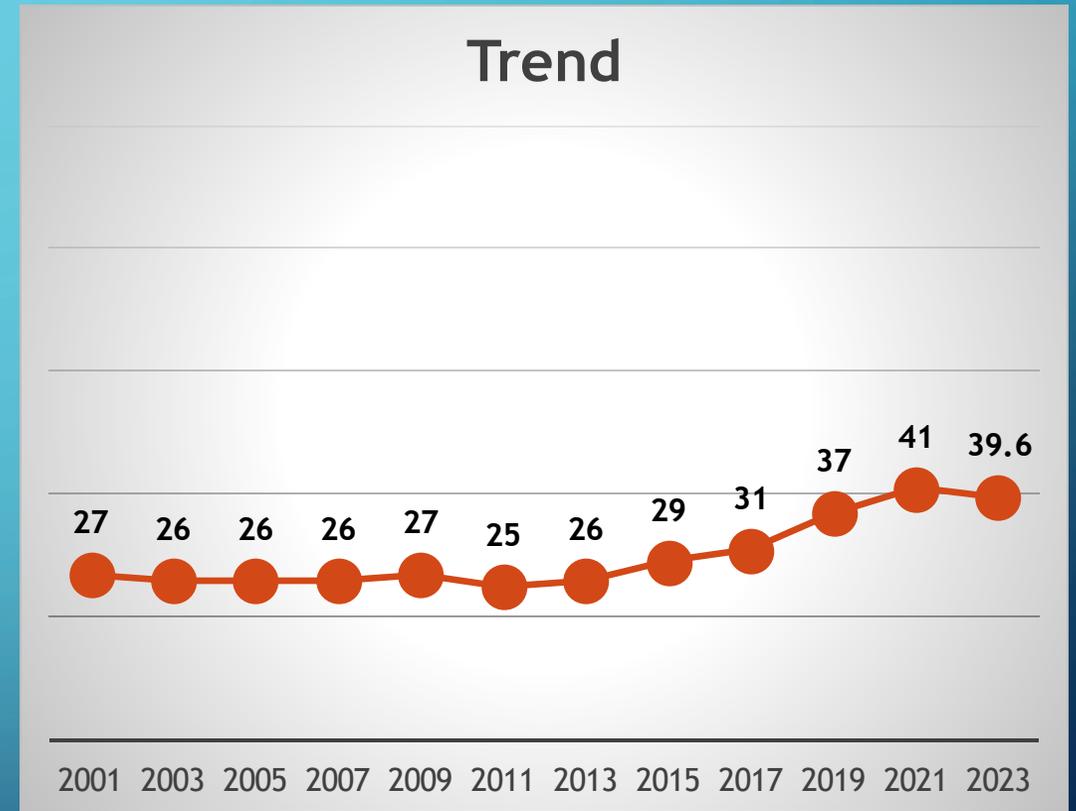
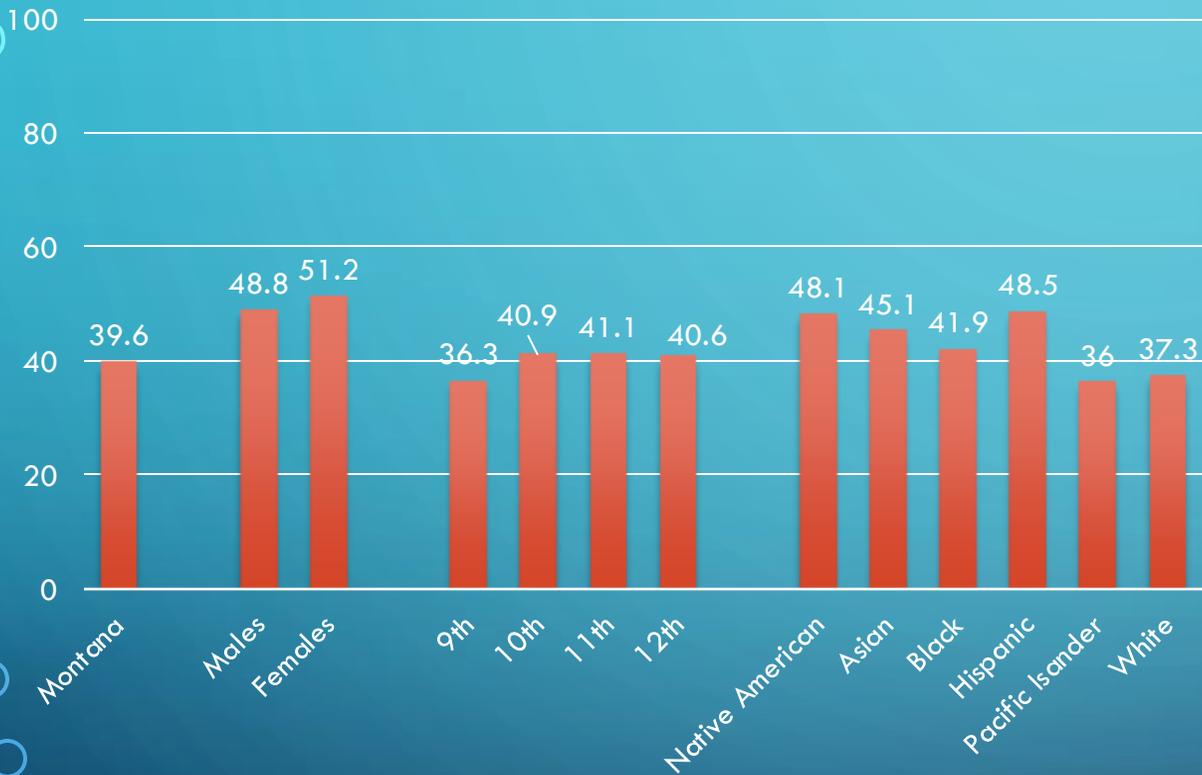
Percentage of students who were bullied on school property (past 12 months)



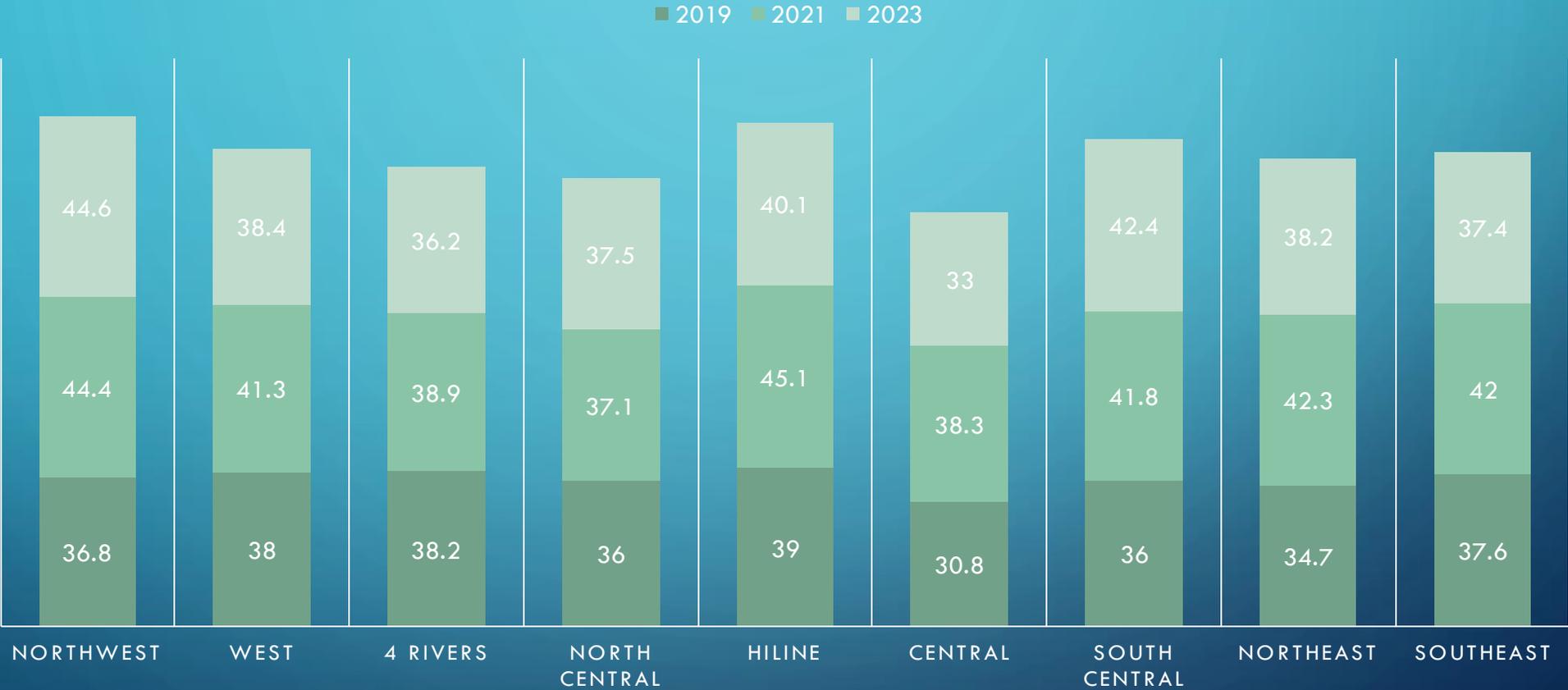
Percentage of students who were bullied on school property (past 12 months)



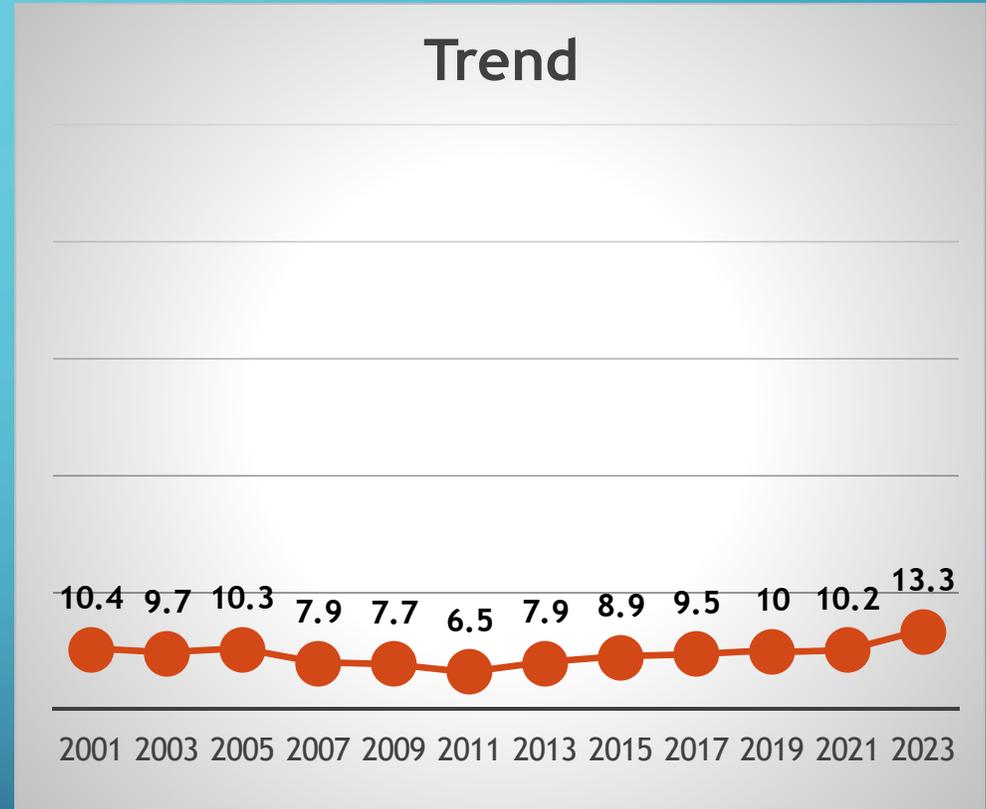
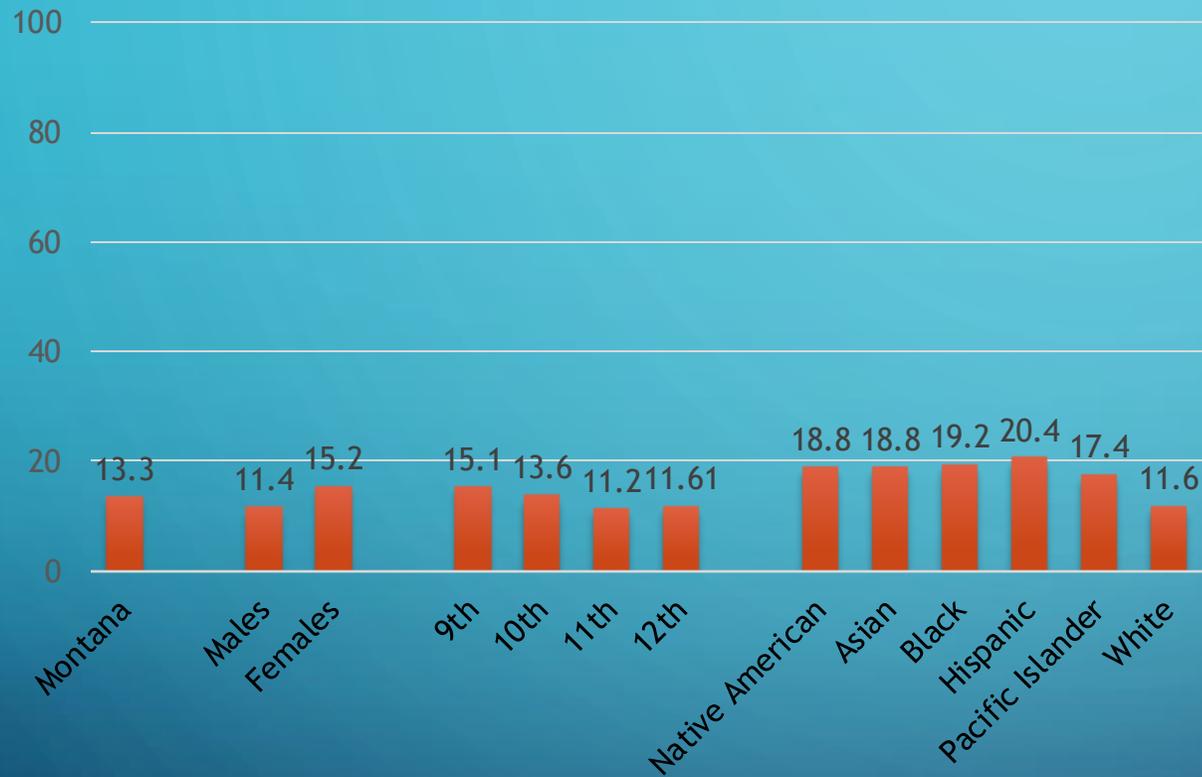
Percentage of students who felt so sad or hopeless almost every day for two or more weeks in a row that they stopped doing some usual activities (past 12 months)



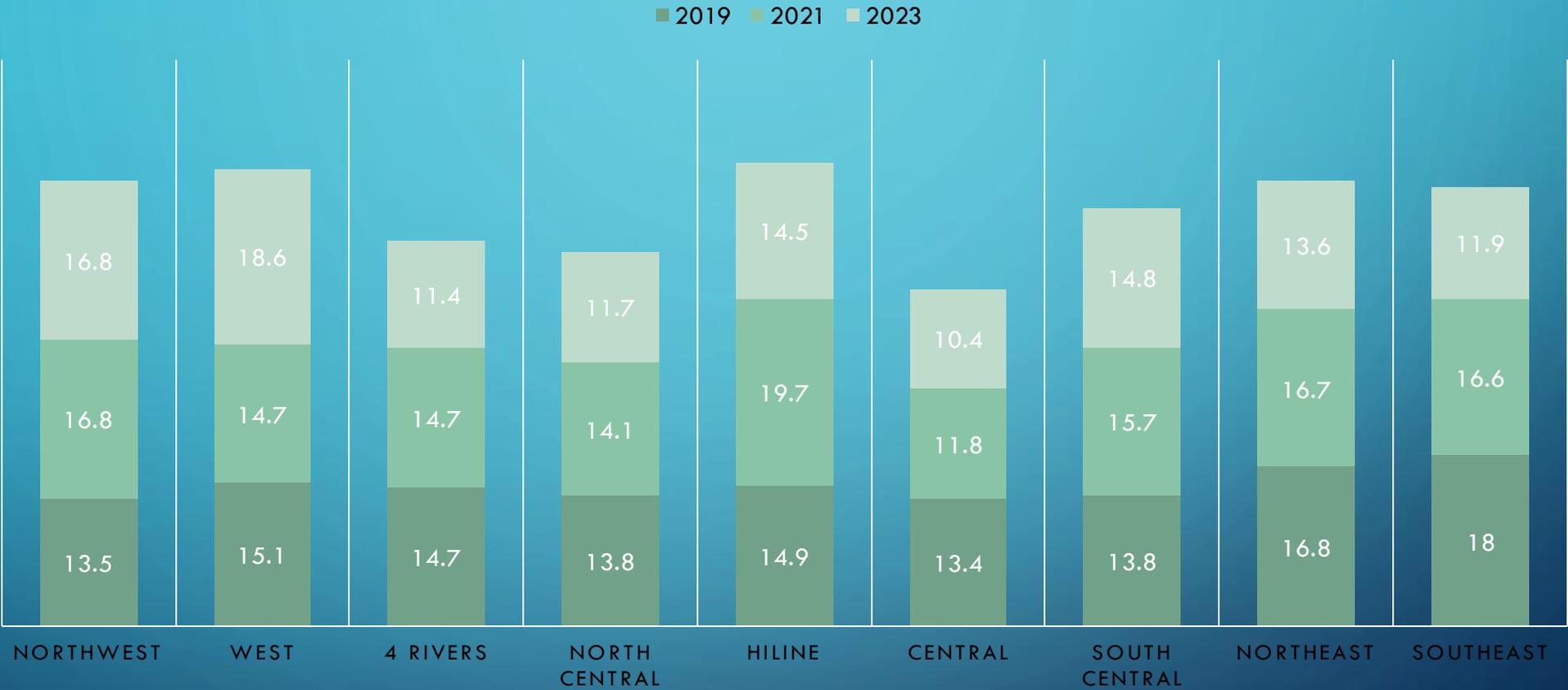
Percentage of students who felt so sad or hopeless almost every day for two or more weeks in a row that they stopped doing some usual activities (past 12 months)



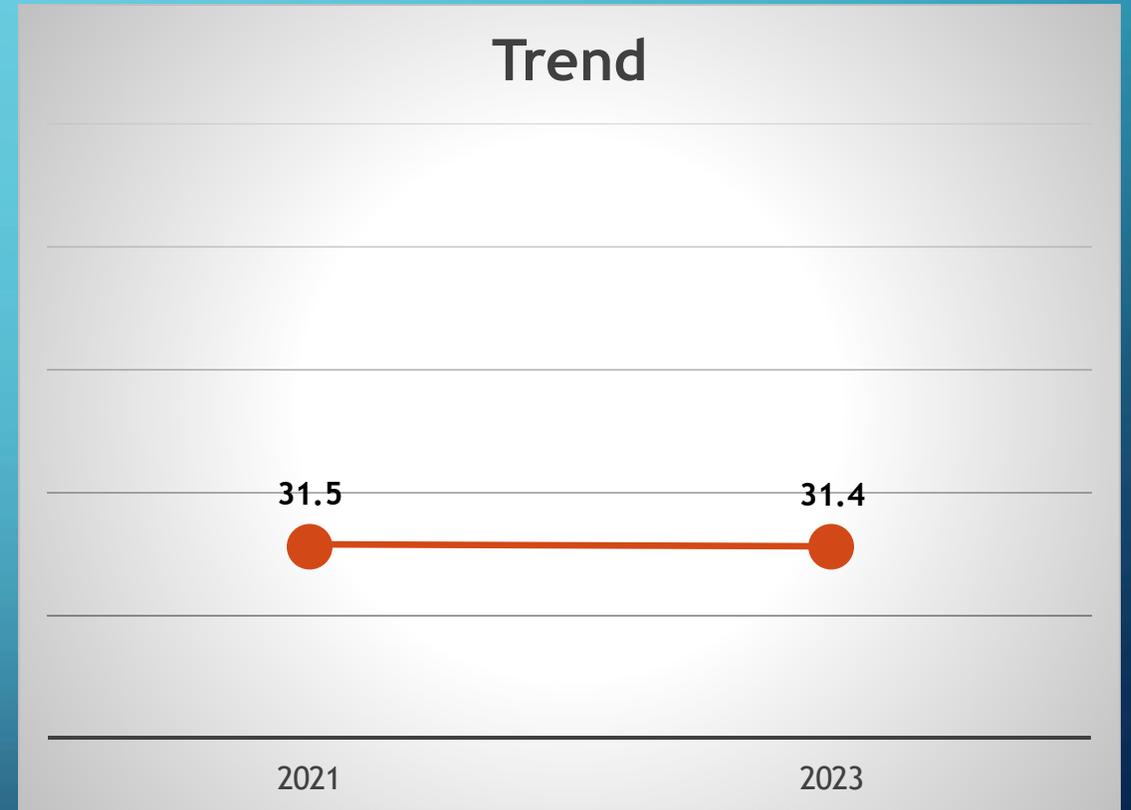
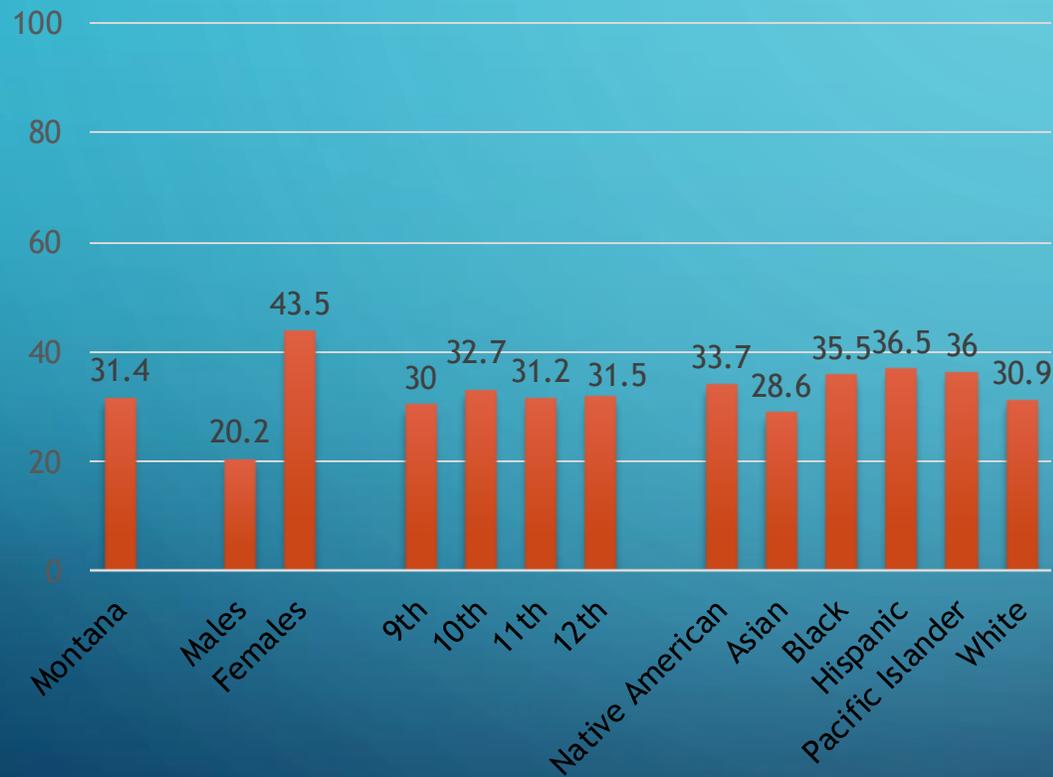
Percentage of students who attempted suicide during the past 12 months



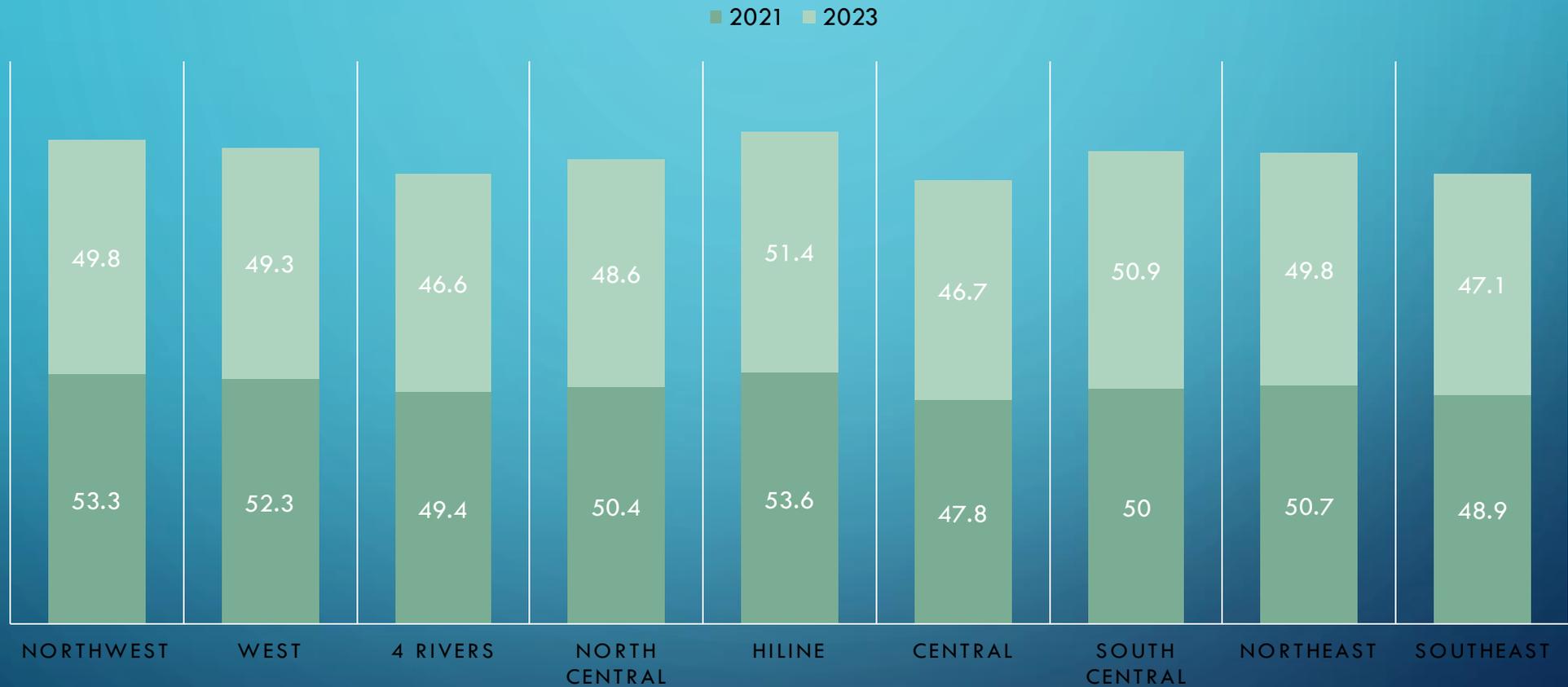
Percentage of students who attempted suicide during the past 12 months



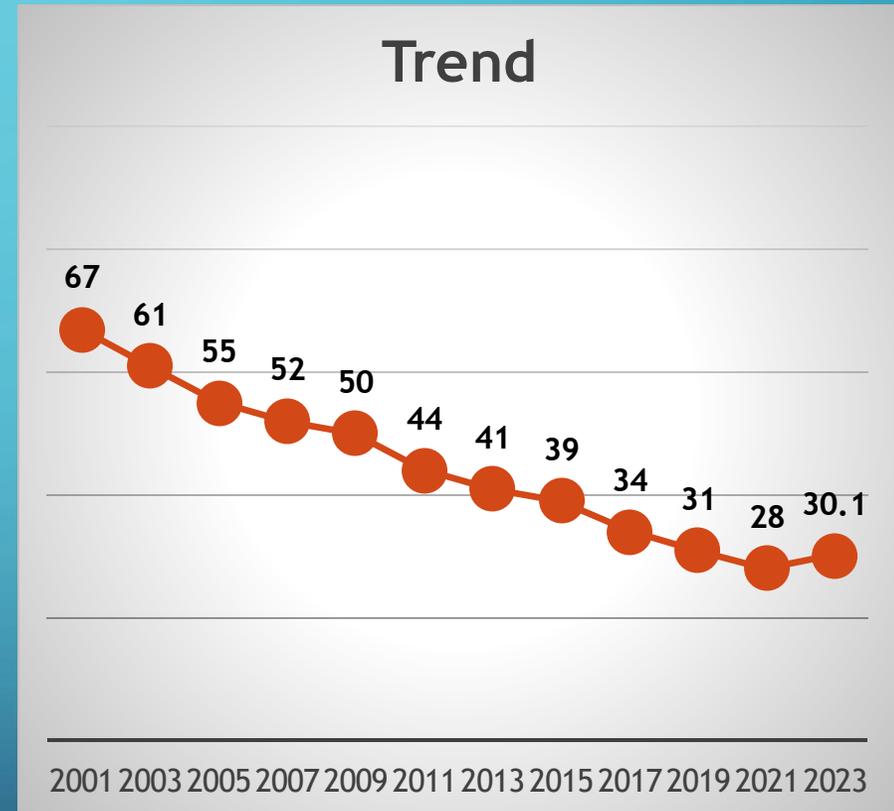
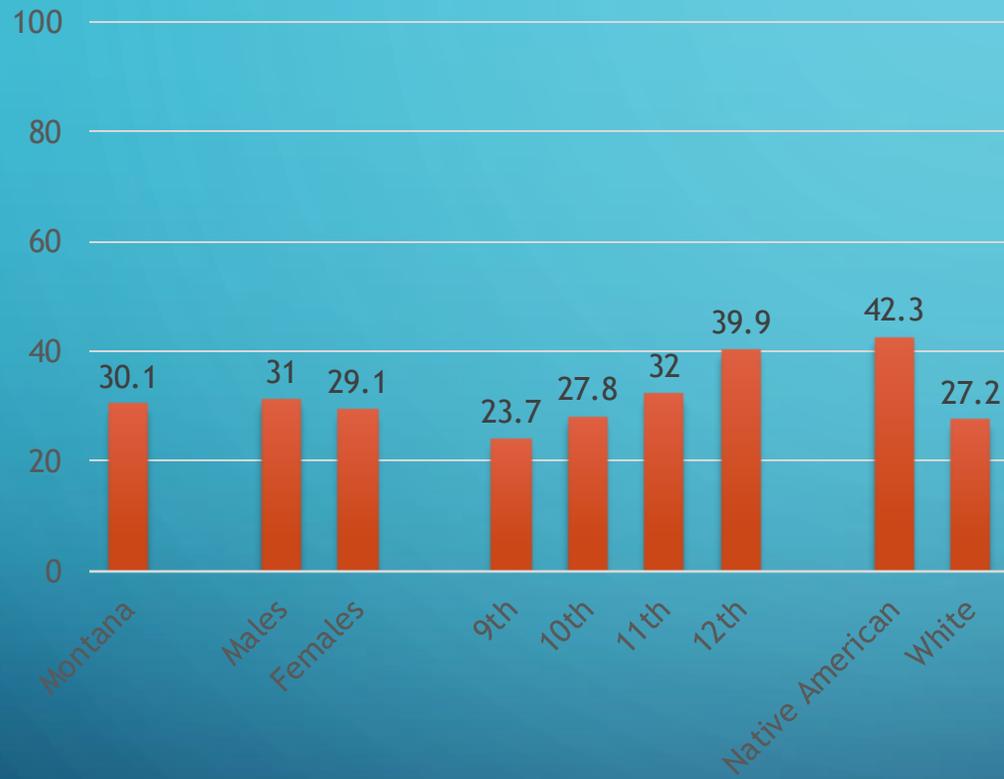
Percentage of students who experienced poor mental health most of the time or always, including stress, anxiety, or depression (past 30 days)



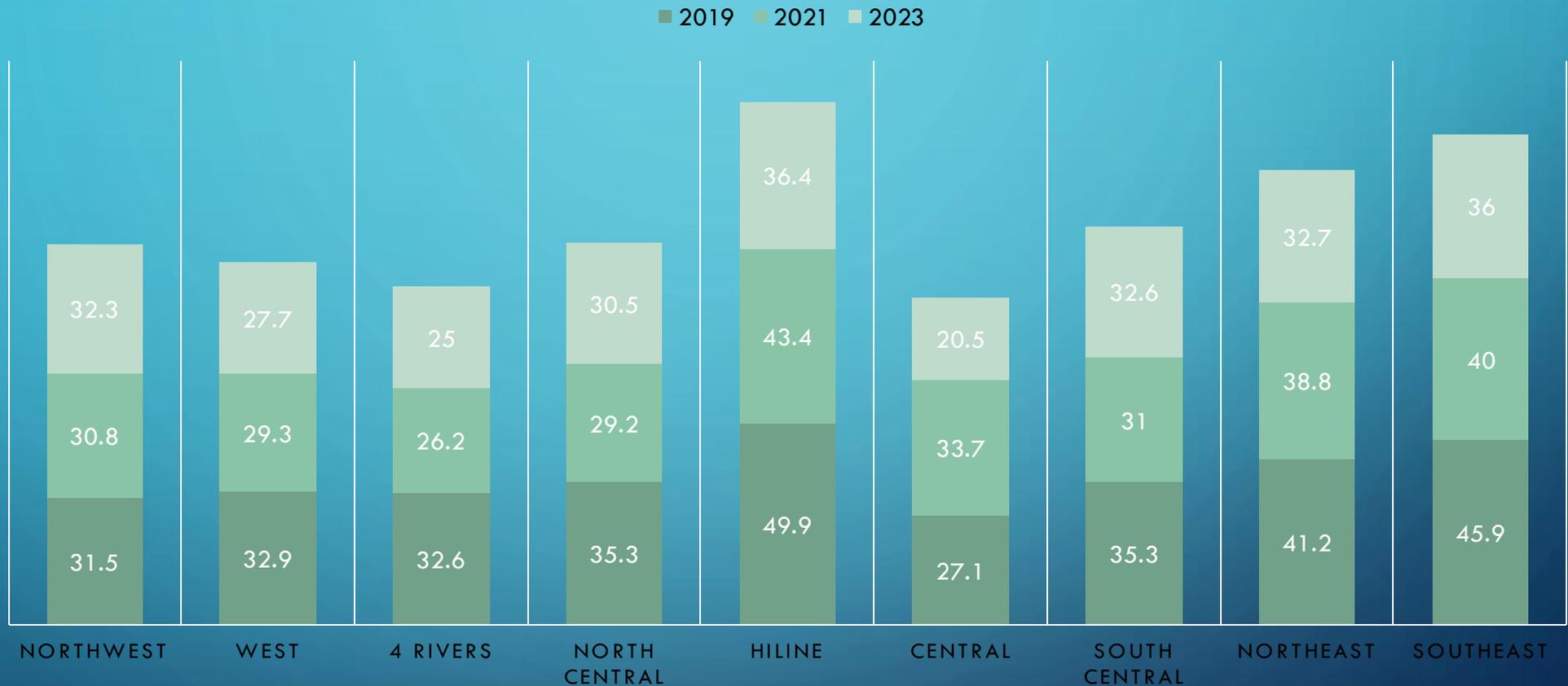
Percentage of students who experienced poor mental health sometimes or most of the time, including stress, anxiety, or depression (past 30 days)



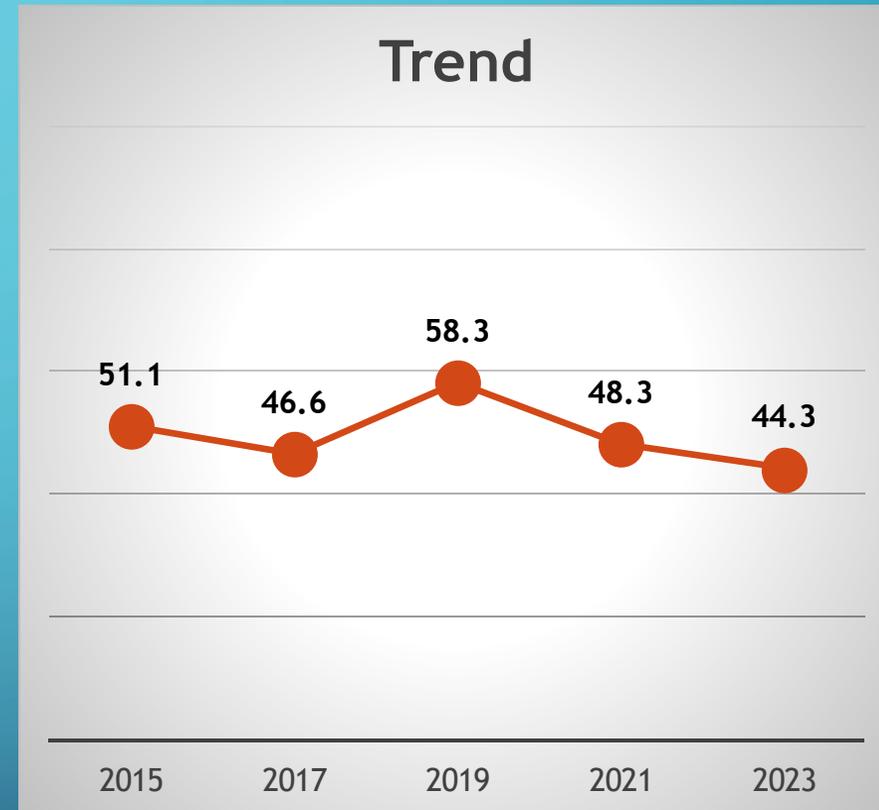
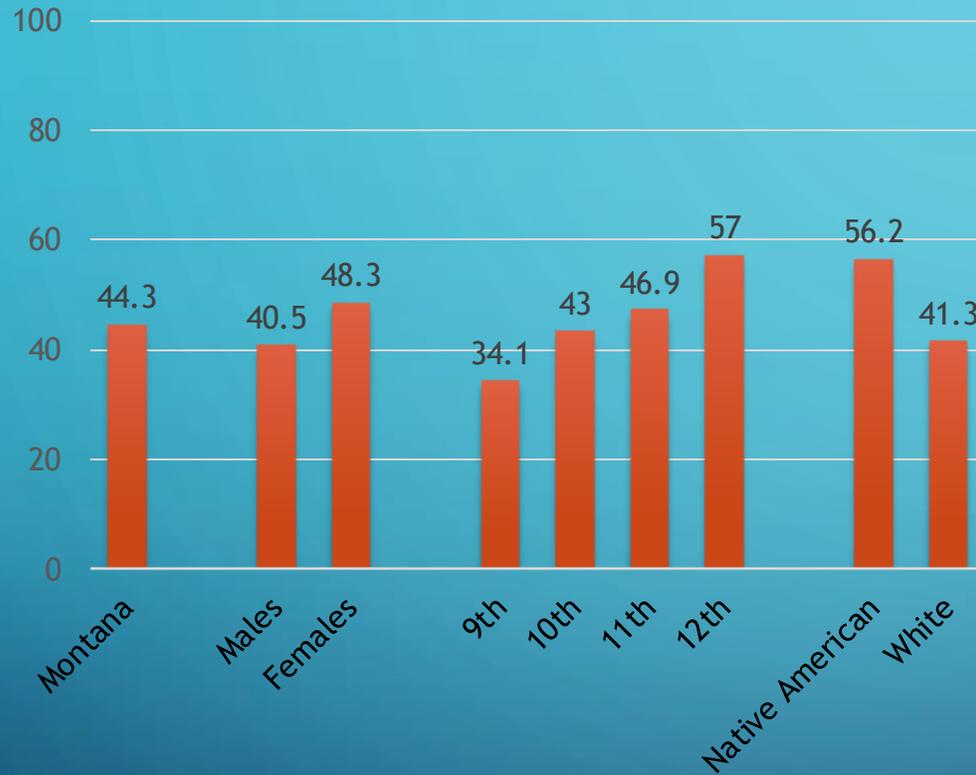
Percentage of students who ever tried cigarette smoking



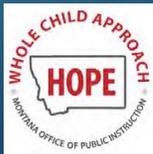
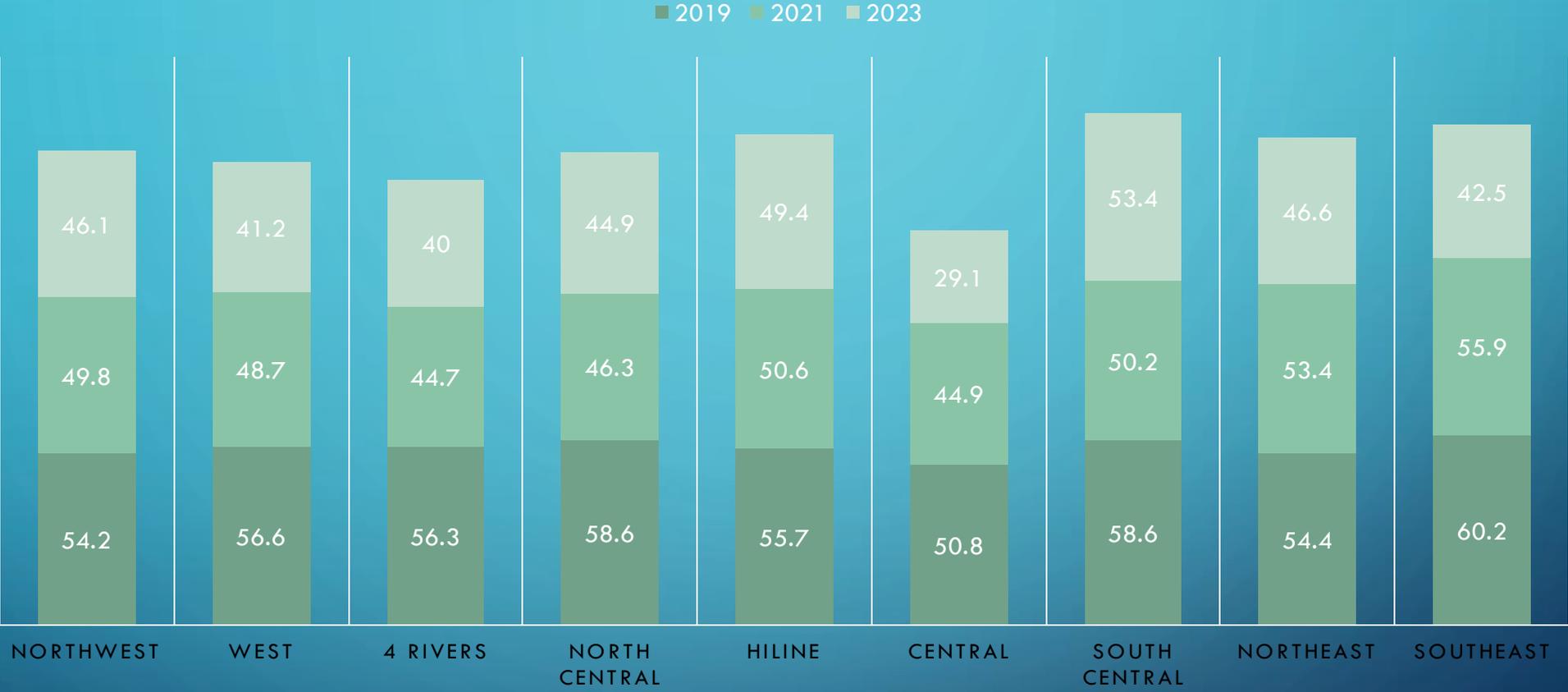
Percentage of students who ever tried cigarette smoking



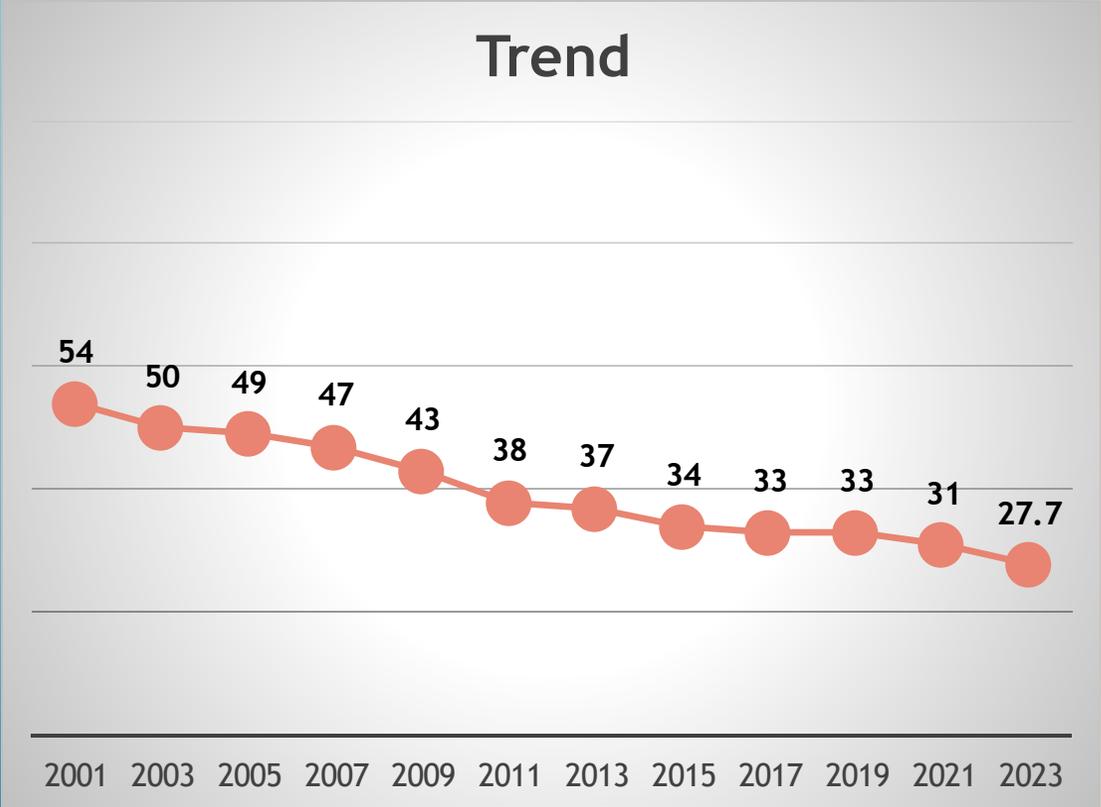
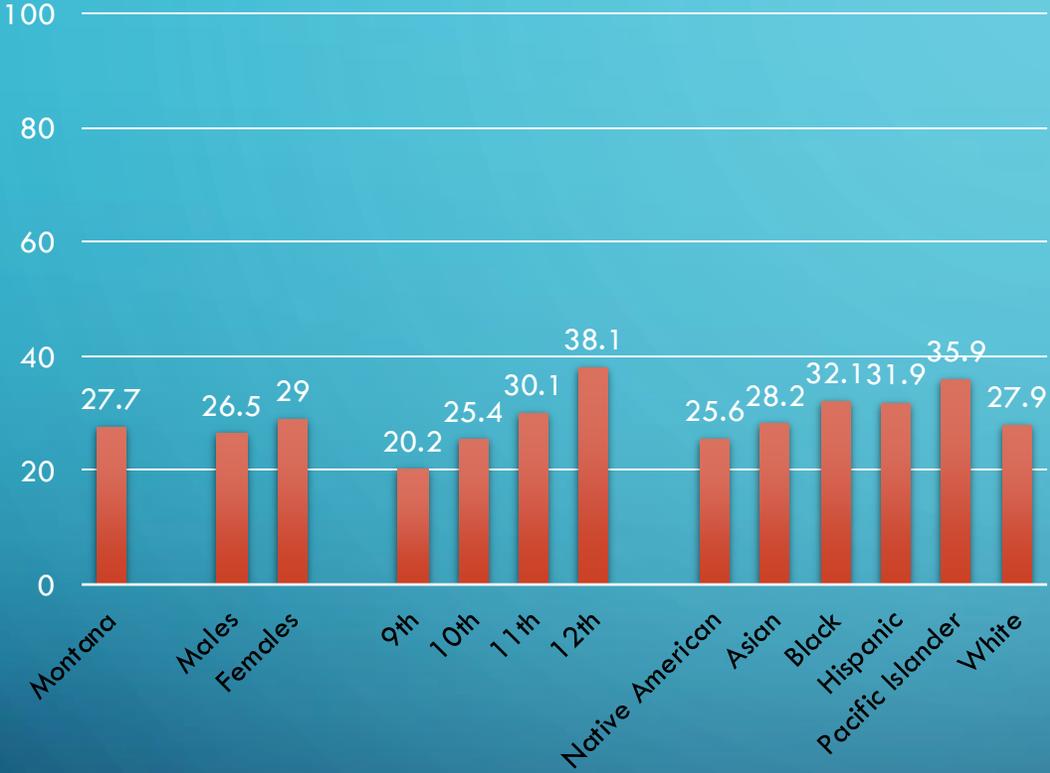
Percentage of students who ever used an electronic vapor product



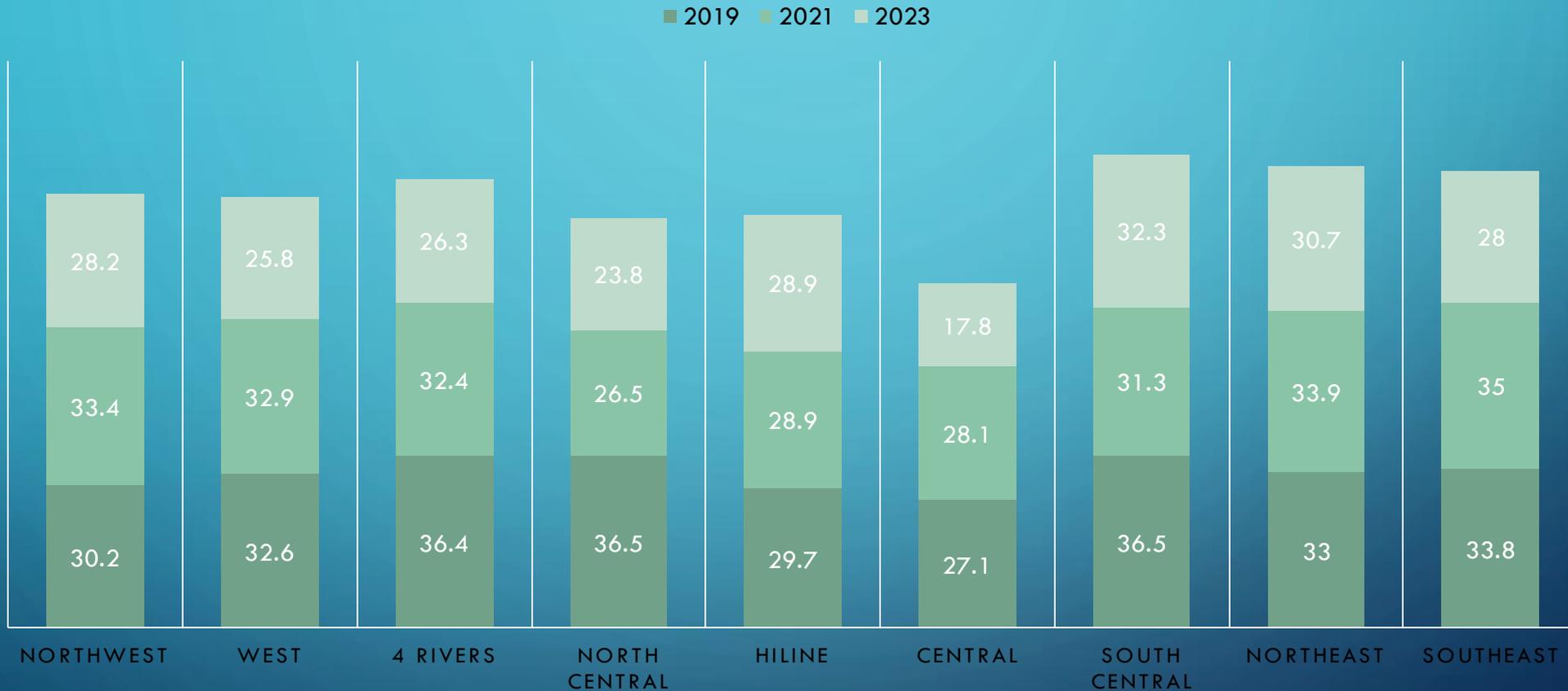
Percentage of students who ever used an electronic vapor product



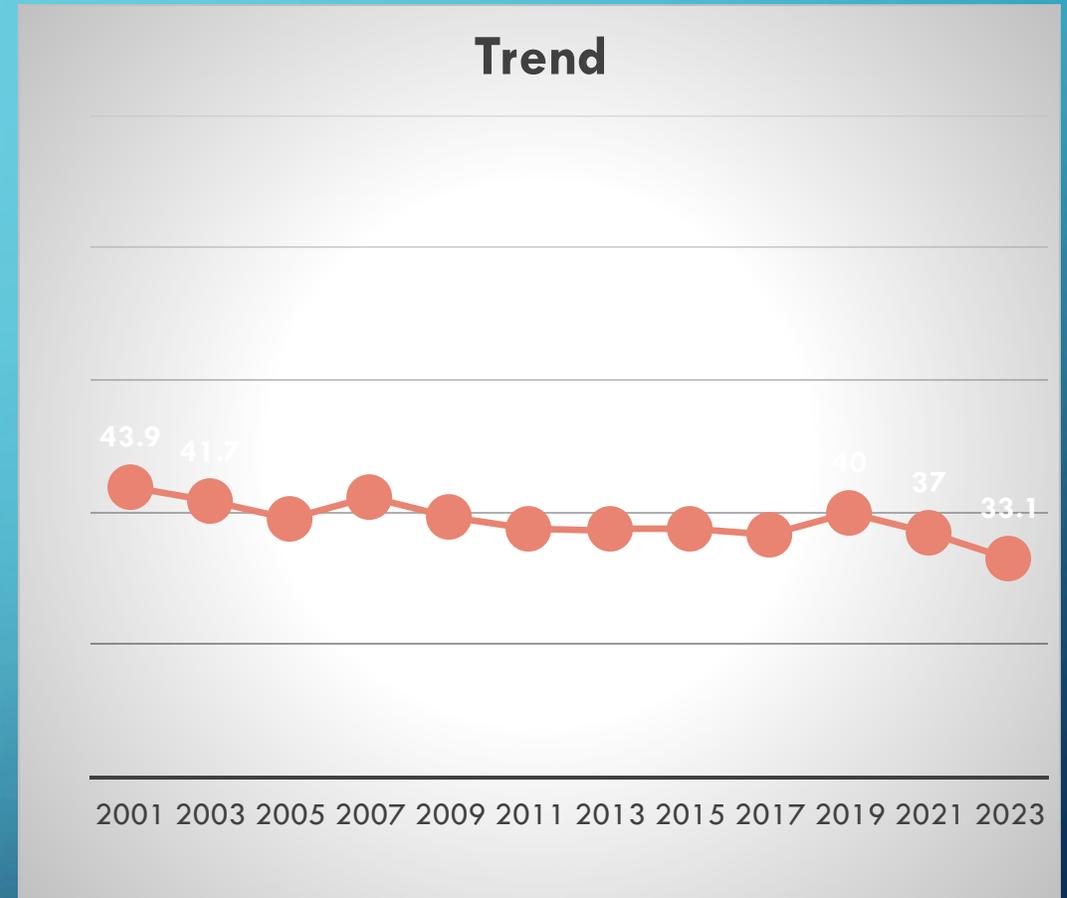
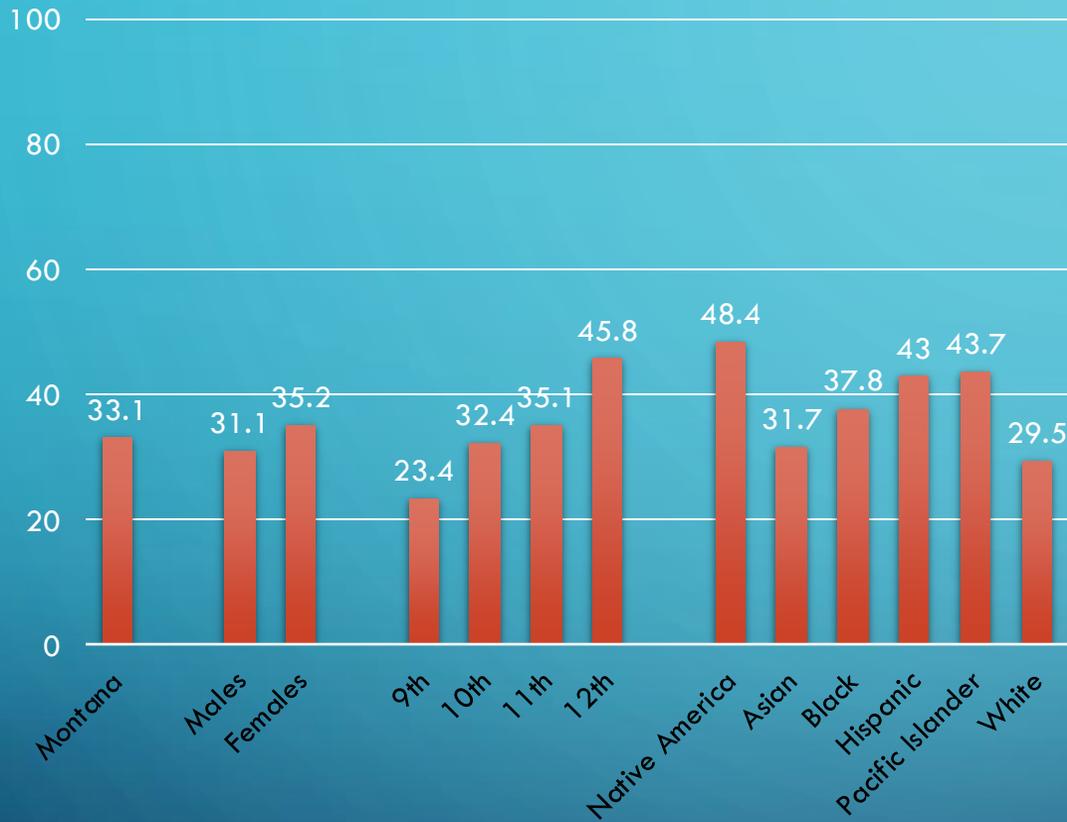
Percentage of students who currently drink alcohol. (past 30 days)



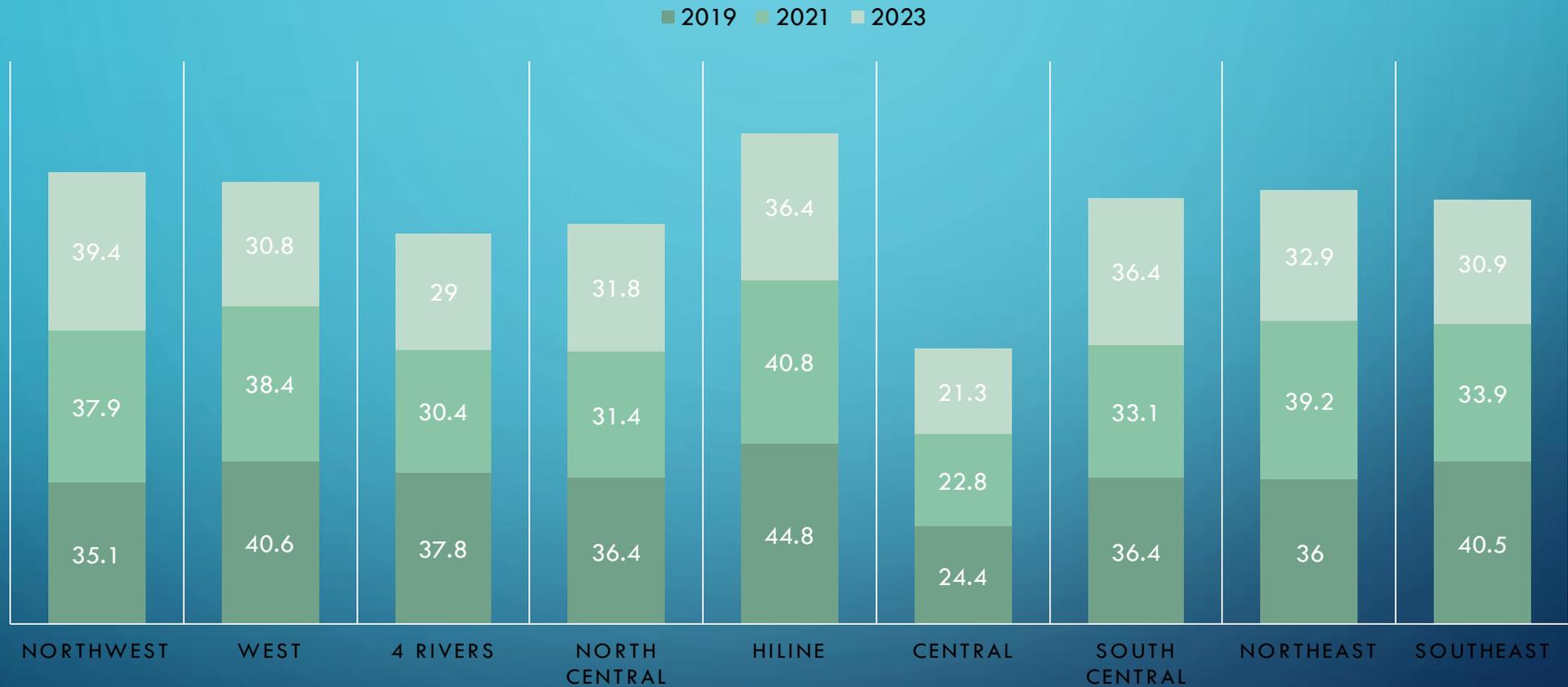
Percentage of students who currently drink alcohol. (past 30 days)



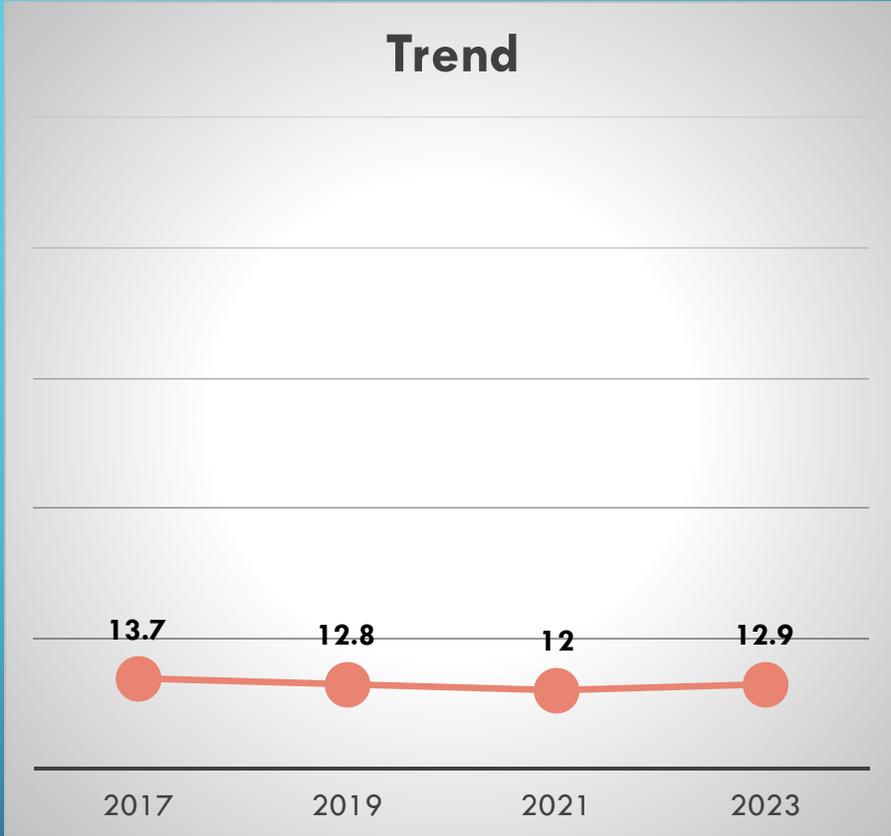
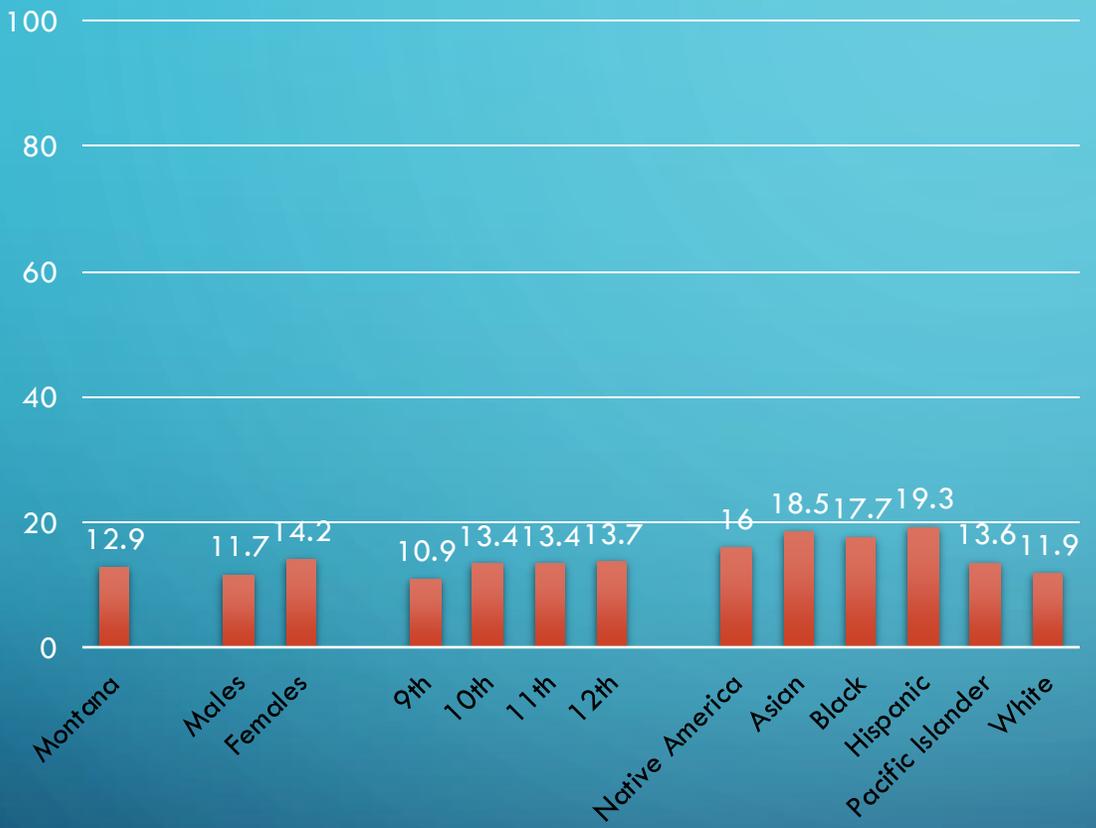
Percentage of students who ever used marijuana.



Percentage of students who ever used marijuana.

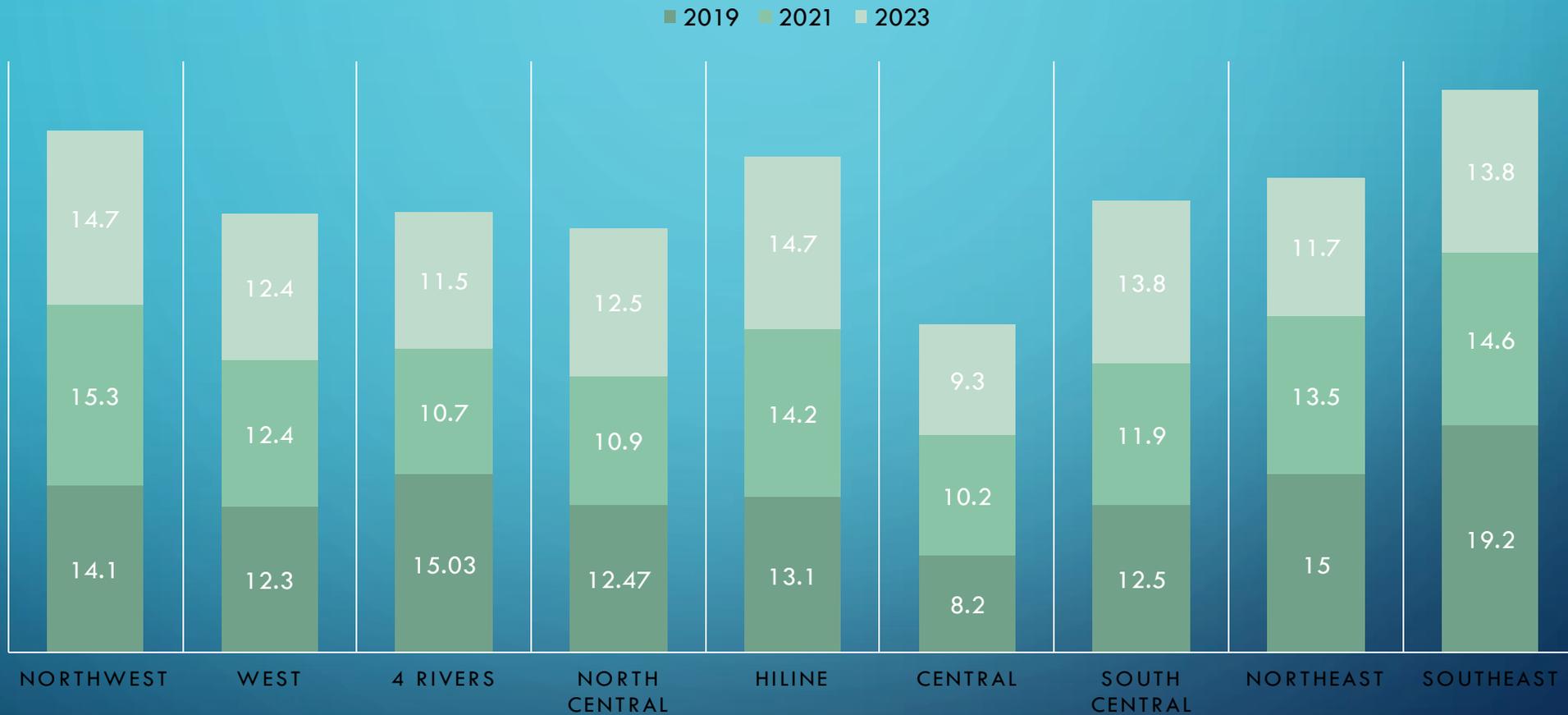


Percentage of students who ever took prescription pain medication without a prescription or differently than how a doctor told them to use it.

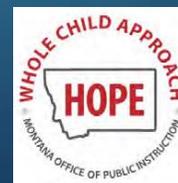
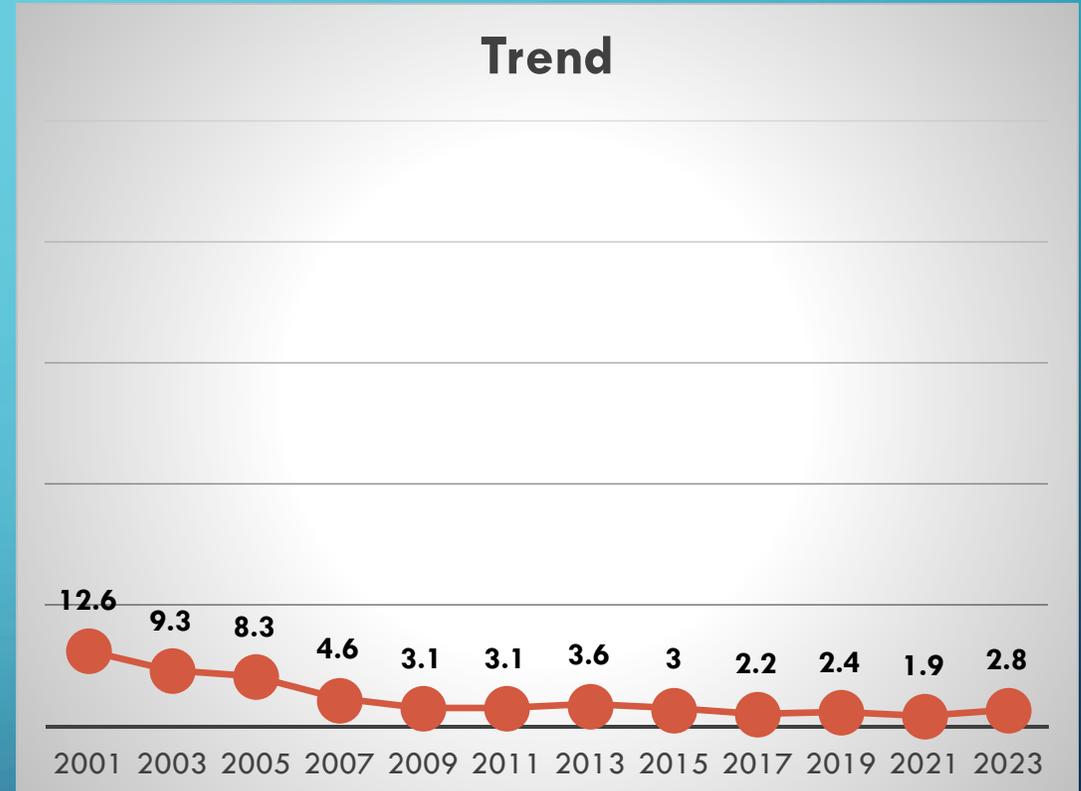
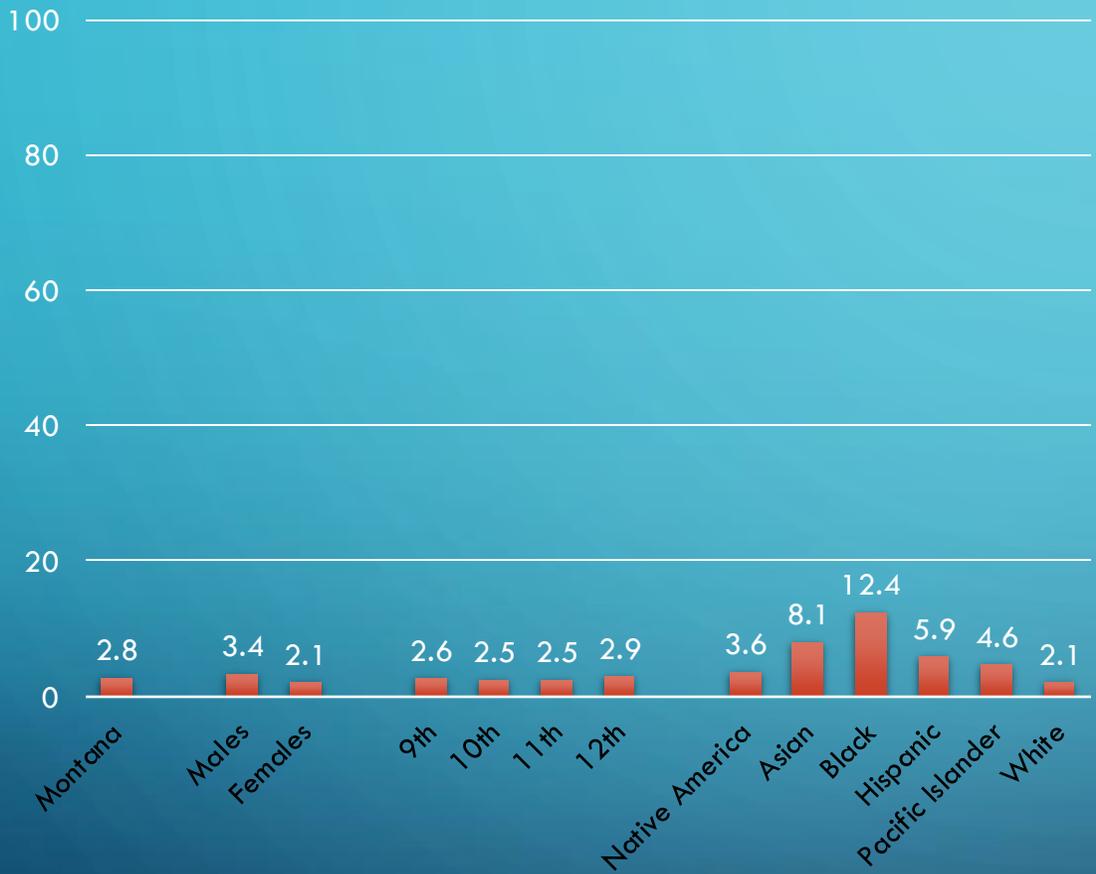


Percentage of students who have taken prescription pain medicine without a doctor's prescription or differently than how a doctor directed.

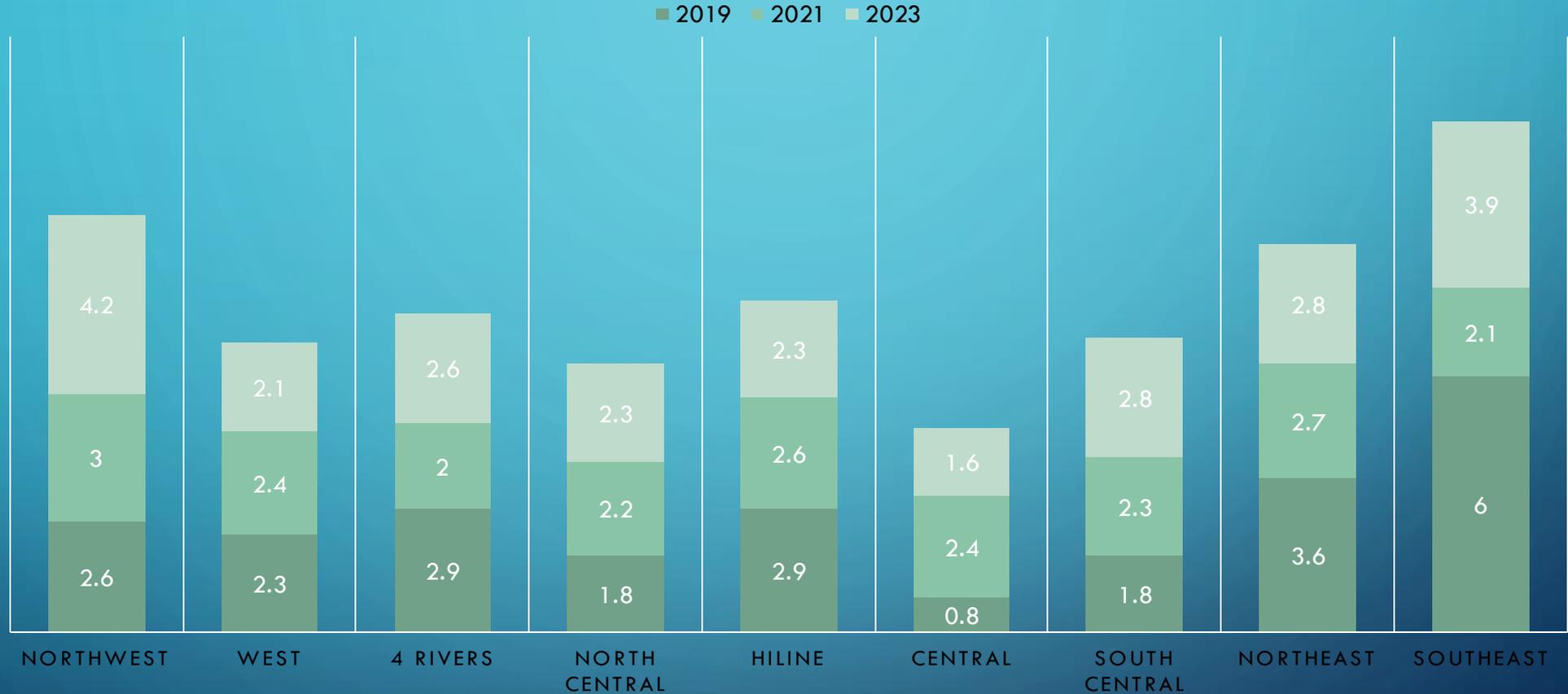
(one or more times in their life)



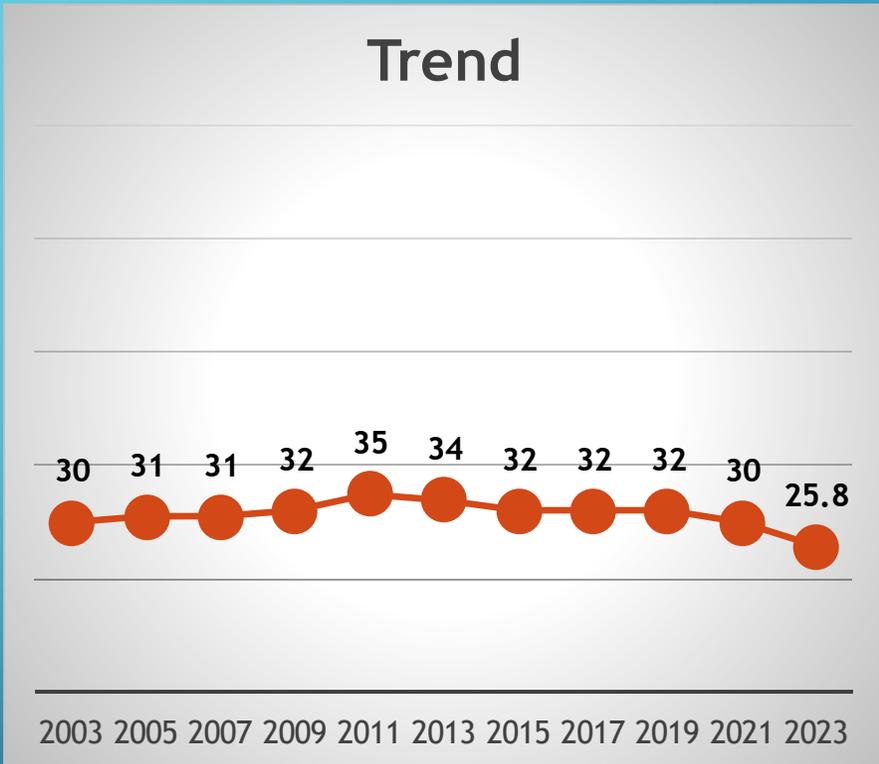
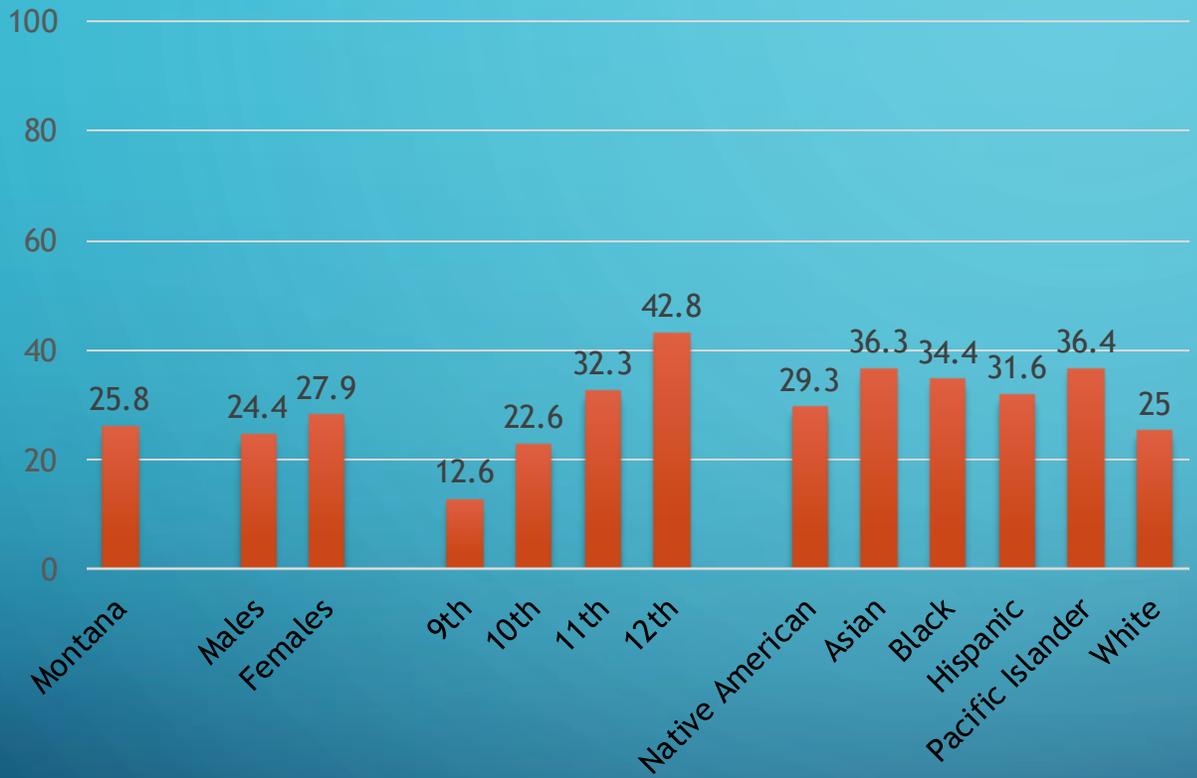
Percentage of students who ever used methamphetamines one or more times.



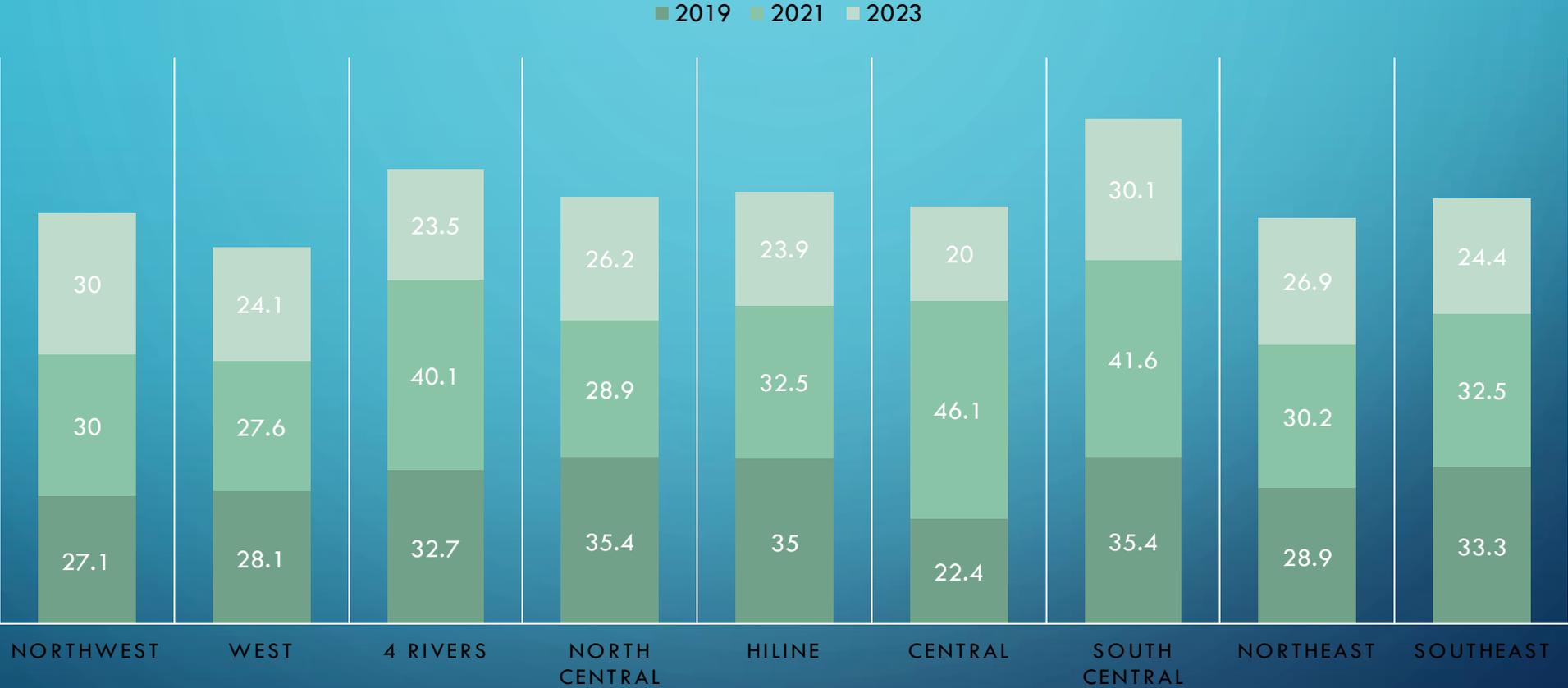
Percentage of students who used methamphetamines. (one or more times in their life)



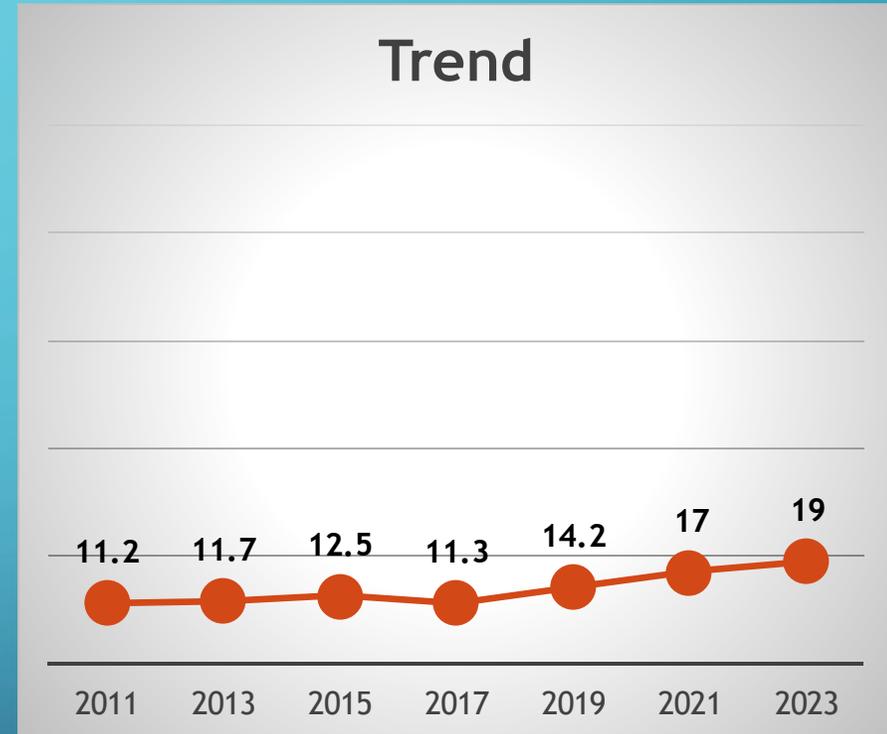
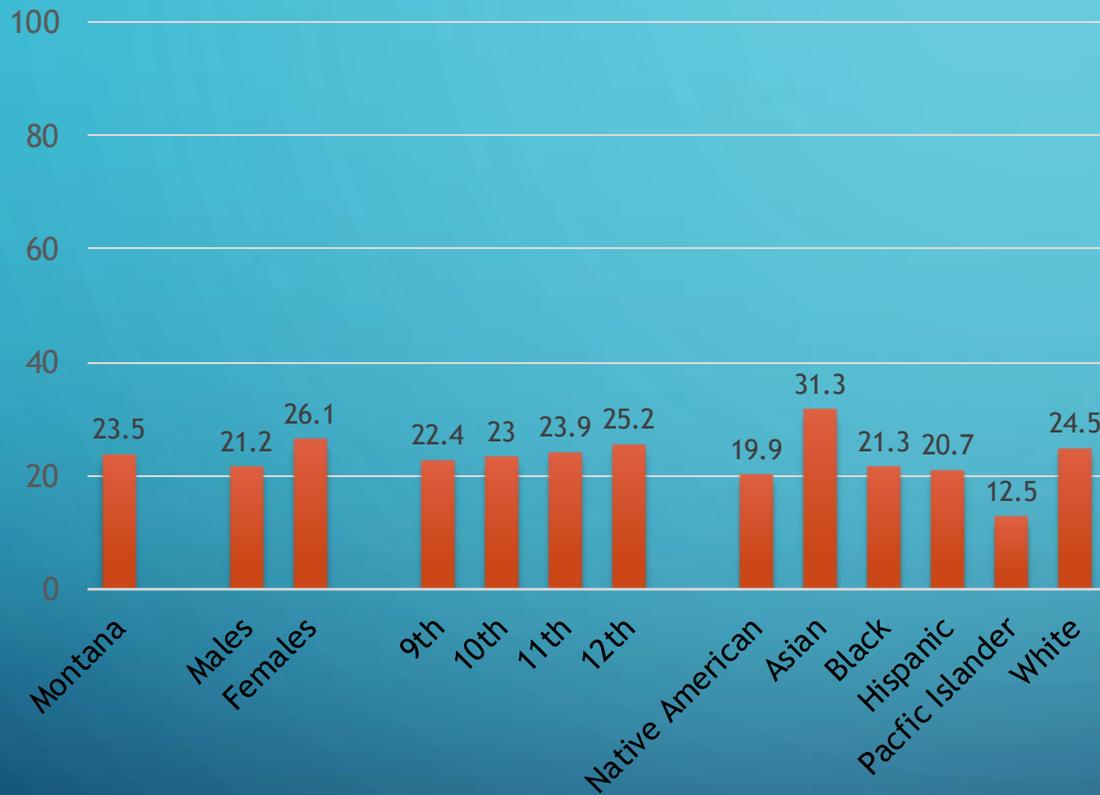
Percentage of students who are currently sexually active (past 3 months)



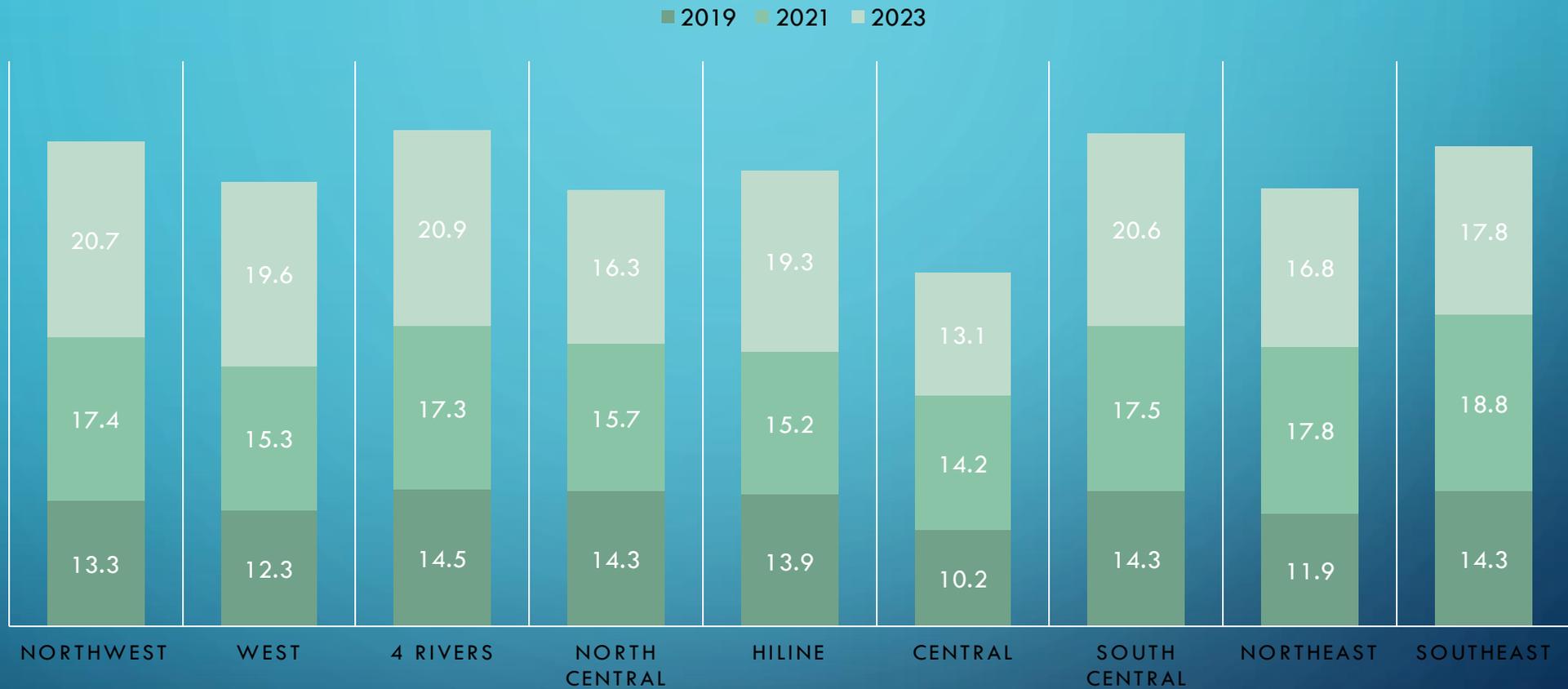
Percentage of students who are currently sexually active (past 3 months)



Percentage of students who did not eat breakfast during the past 7 days

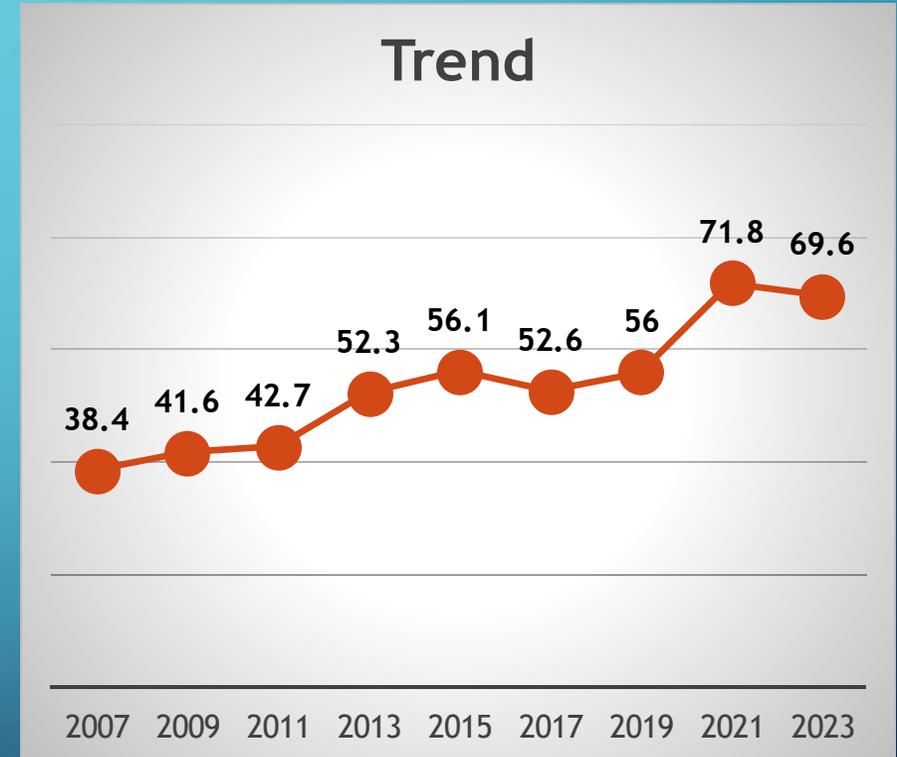
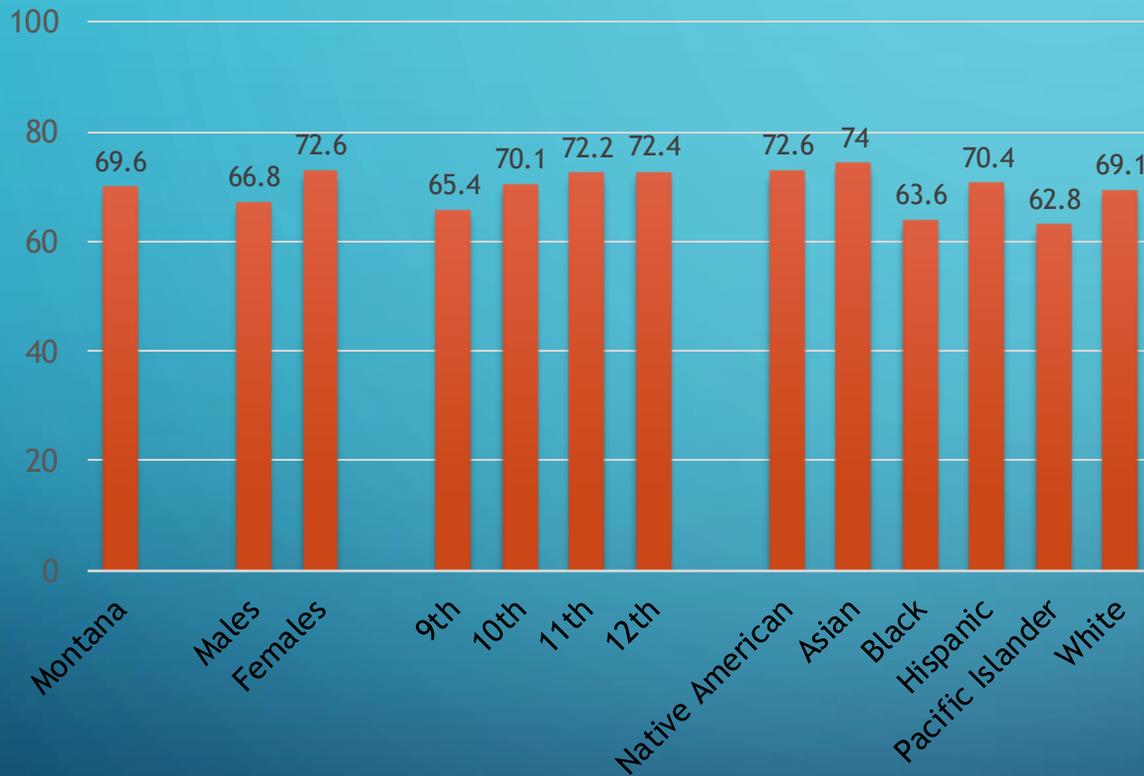


Percentage of students who did not eat breakfast during the past 7 days

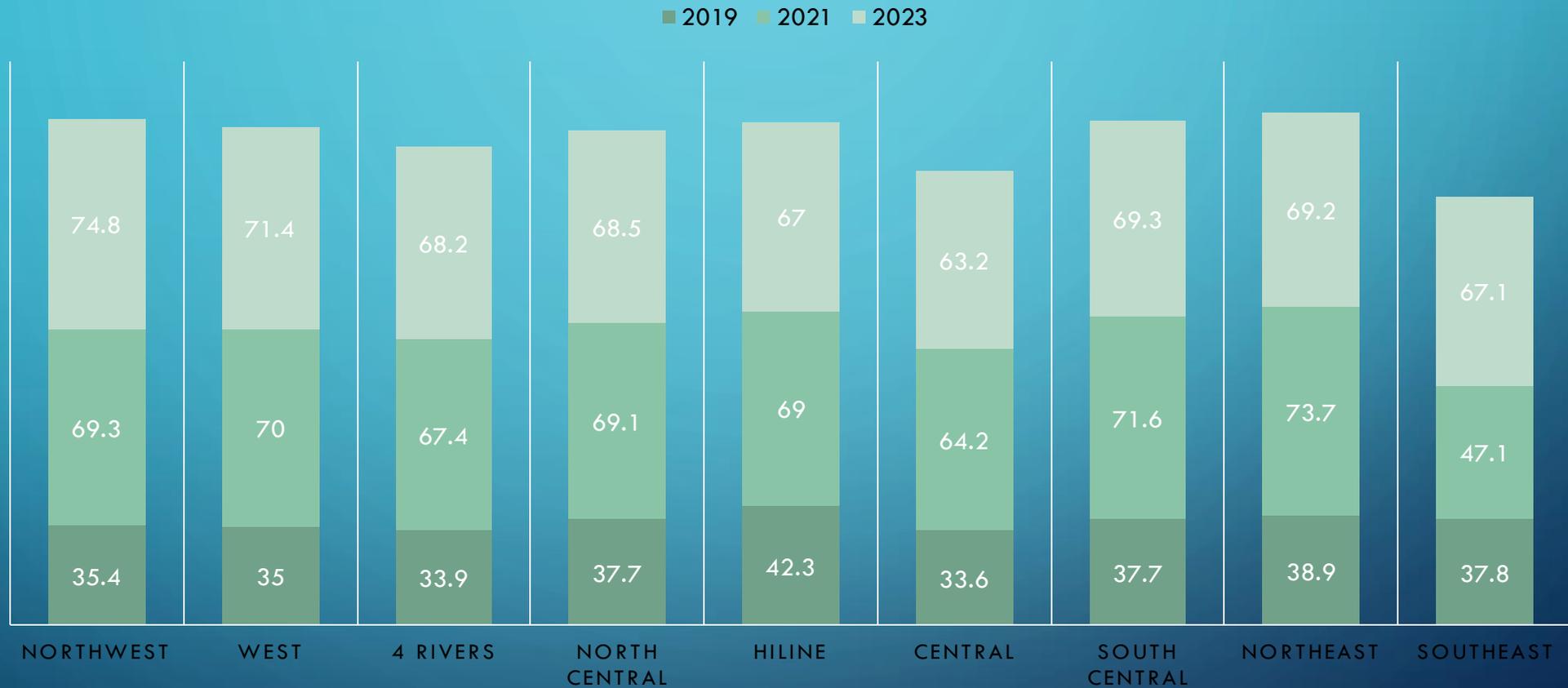


Percentage of students who spent 3 or more hours on screen time on an average school day

(not for schoolwork; time in front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the Internet, or using social media)

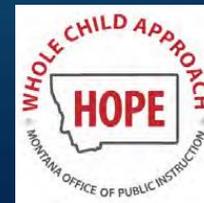


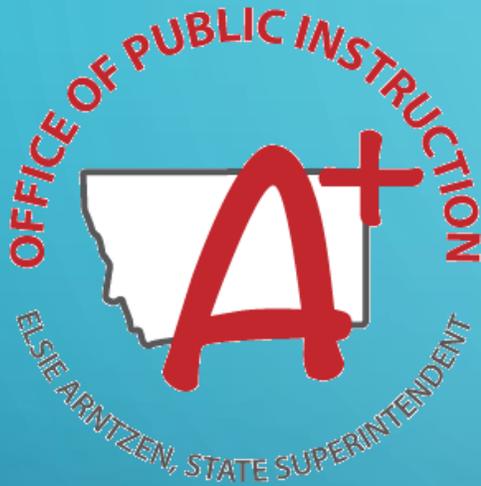
Percentage of students who spent 3 or more hours on screen time on an average school day (not for schoolwork; time in front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the Internet, or using social media)





These important surveys cannot happen without the help of dedicated partners at the state level, in the school districts and in our communities such as yourselves supporting our efforts.





Genie Zeeck

Health Enhancement Program Specialist
Montana Office of Public Instruction

- Phone: 406.444.3178
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❖ ACCREDITATION COMMITTEE – (Item 25)

Madalyn Quinlan

ITEM 25

ACTION ON THE PROPOSED NOTICE OF
PUBLIC HEARING PERTAINING TO
RULEMAKING IN ARM TITLE 10, CHAPTER
53, ENGLISH LANGUAGE PROFICIENCY
CONTENT STANDARDS, AND AUTHORIZE
FILING OF THE NOTICE WITH THE
SECRETARY OF STATE FOR
PUBLICATION IN THE MONTANA
ADMINISTRATIVE REGISTER

Madalyn Quinlan

Montana Board of Public Education Executive Summary

Date: January 18-19, 2024

Presentation	English Language Proficiency Standards Amendments to ARM Chapter 53, Subsection 1
Presenter(s)	Marie Judisch
Position Title	Senior Manager of Teaching and Learning, Office of Public Instruction
Overview	This agenda item is presented to the BPE to consider the proposals for the English Language Proficiency Standards
Requested Decision(s)	Action Item
Related Issue(s)	Negotiated Rulemaking, English Language Proficiency Standards
Recommendation(s)	



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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA



Putting Montana Students First **A⁺**

Proposed Amendments to the Administrative Rules of Montana Chapter 53, English Language Proficiency Content Standards

October 3, 2023, by the Superintendent of Public Instruction

Prepared for: The Montana Board of Public Education Prepared by:

- Marie Judisch, Senior Manager of Teaching and Learning, Office of Public Instruction
- Michelle McCarthy, Instructional Coordinator, Office of Public Instruction

Overview

The Superintendent of Public Instruction launched an amendment process for the Administrative Rules of Montana (ARM) 10, Chapter 53, English Language Proficiency Content Standards ARM 10.53.301-311 English Language Proficiency Standards, in the fall of 2022. This document provides for consideration of the Montana Board of Public Education (BPE) the Superintendent's recommended amendments to Chapter 53. It includes an introduction to Montana's school content standards; a summary of the research and review activities that informed the Superintendent's consideration and deliberation with stakeholders; the Superintendent's proposed amendments, consisting of both the rationales for the amendments and their proposed specific language (i.e., "redlines"); and the results of the negotiated rulemaking committee, ensuring that an economic impact statement for the proposed amendments as required by Montana Code Annotated (MCA) § 2-4-405, were not necessary in this case.

-
- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
 - See [“Putting Montana’s Students First: Montana’s Consolidated State Plan”](#)
 - See <https://wida.wisc.edu/about>

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- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
 - See [“Putting Montana’s Students First: Montana’s Consolidated State Plan”](#)
 - See <https://wida.wisc.edu/about>

Introduction

The Superintendent of Public Instruction, supported by staff of the Montana Office of Public Instruction (OPI), launched a comprehensive amendment process for ARM 10, Chapter 53, English Language Proficiency Content Standards in the fall of 2022 to better ensure Montana’s school content standards provide all Montana students with access to a **quality educational program** that will develop their **full educational potential** and preserve the **cultural heritage of American Indians**¹. The content standards guide instruction on what students should be able to know and do in their learning. Per MCA § 20-7- 101, amendments to English Language Proficiency Content Standards for all schools must be adopted by the BPE upon the recommendation of the Superintendent.

Background

Under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, states must have English language proficiency standards for English learners. Standards must be derived from the four domains of speaking, listening, reading, and writing, as well as address English Language Learners' different proficiency levels and align with the state's academic standards in content areas. States will measure student achievement toward such standards under both Title I and Title III through annual English language proficiency assessments. Montana’s State [ESSA plan](#) aligns with the federal regulations and guidance put forth in serving English Language Learners in Montana. The Elementary and Secondary Education Act, ESEA, as amended by the [Every Student Succeeds Act \(ESSA\) Title III](#), is cited throughout this document, as they are still within alignment of one another in this area.

Key Points

These key-point summaries cannot reflect every fact or point of law contained within a source document.

WHAT ARE ENGLISH LANGUAGE PROFICIENCY STANDARDS?

- English language proficiency standards define progressive levels of competence in English in the four domains of listening, speaking, reading, and writing. Additionally, ELP standards should set clear benchmarks of progress that reflect differences for students entering the school at various grade levels. ESEA Section 1111(b)(1)(F).
- English language proficiency standards must be aligned to the state academic standards in reading or English/language arts, mathematics, science, and any other subject for which a state adopts standards. ESEA Section 1111(b)(1)(F); and Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act, as amended by the **Every Student Succeeds Act (ESSA)**, 116 LRP 42105 (EDU 09/23/16), B-7.

- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
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- ELP standards must reflect the language demands of each content area and research the process of language acquisition to assist teachers in moving EL students toward both ELP and academic content proficiency. Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, 116 LRP 42105 (EDU 09/23/16), B-4.
- ELP standards include several components:
 1. Standards that address the different proficiency levels of ELS. Most states and local educational agencies label each level, such as "beginning," "intermediate," and "advanced." ESEA Section 1111(b)(1)(F)(ii).
 2. A brief narrative description that suggests the defining characteristics of the level, such as "the student understands and speaks conversational and academic English with decreasing hesitancy and difficulty," and a description of what students can do in content at this level of ELP, such as read and understand simplified books of original literary works required in English/language arts at the same grade. ESEA Section 1111(b)(1)(F)(ii).
 3. An assessment score that determines the attainment of the level. ESEA Section 1111(b)(1)(F)(iii).

HOW DO ELP STANDARDS COMPARE TO READING CONTENT STANDARDS?

- While ELP standards are linked to the academic content standards in reading, the two types of standards serve different purposes. ELP standards describe and define progressive levels of competence in the acquisition of the English language for ELs. Reading or language arts standards describe what all students, including ELs, should know and be able to do in the specific academic content areas of, for example, mathematics, science, history, and reading. ESEA Section 1111(b)(1)(F) and ESEA Section 1111(b)(2).

RELATIONSHIP BETWEEN ELP STANDARDS, OBJECTIVES, AND ASSESSMENTS

- ELP standards must be aligned with state academic content and achievement standards.
- State long-term and interim goals must include increases in the percentage of ELs making progress in achieving ELP within a state-determined timeline.
- ELP assessments must be aligned with ELP standards. This is required to ensure that ELs can attain proficiency in both the English language and in reading or language arts, math, and science.

ACADEMIC ENGLISH

- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
 - See [“Putting Montana’s Students First: Montana’s Consolidated State Plan”](#)
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- The crossover between Title I and Title III standards comes in academic English, the specific vocabulary and methods of discourse used to access academic content in various fields, such as science or history. Students who are proficient in conversational English, typically when they reach an intermediate level of ELP, may still not meet content requirements if they are not proficient in academic English, typically at a more advanced level of ELP.
- Two consortia, **WIDA** and English Language Proficiency Assessment for the 21st Century, created ELP standards and aligned assessments for most states. Many states, including California, New York, and Texas, have developed their own ELP standards and assessments.

The amendments to ARM 10, Chapter 53 proposed in this document are focused on further defining the essential and ideal contributors to **quality schools** and supporting schools to continually improve to **put Montana students first**.

- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
- See [“Putting Montana’s Students First: Montana’s Consolidated State Plan”](#)
- See <https://wida.wisc.edu/about>

Summary of Research and Review Activities

As guided by the rulemaking policy of OPI and summarized in Table 1 below, the Superintendent and OPI staff organized and implemented a series of formal and informal, internal, and external research and stakeholder engagement activities to facilitate the development of proposed amendments to ARM 10, Chapter 53.

Table 1: ARM 10, Chapter 53 Amendment Timeline⁶

Research Review (OPI)	Development Team Revisions (OPI)	Negotiated Rulemaking & Economic Impact (OPI)	Adoption Phase	Adoption	Begin Implementation
January 2023 through February 2023	March 2023 through April 2023	May 2023 through August 2023	September through March 2024	May 2024	July 1, 2025

The first three steps (Research, Review, Negotiated Rulemaking) are described in detail below. The remaining steps in the process are under the purview of the BPE and the Education Interim Committee of the Montana State Legislature, although OPI staff will support the BPE and Interim Committee members as they carry out their responsibilities in considering the Superintendent’s proposed amendments and moving forward those recommendations that they accept.

Research Phase

Beginning in the winter of 2023, the Montana Office of Public Instruction (OPI) conducted preliminary research to guide the Chapter 53 review and revision process. The focus of this research was around the evidence-based practices and guiding principles developed by [WIDA](#). WIDA is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The current English Language Proficiency Standards were aligned to the 2012 WIDA English Language Development Standards, which were since updated in 2020 under the title of WIDA English Language Development Standards Framework, 2020 Edition.

Other inputs for this review included current Montana state laws and regulations related to English learners, such as Montana Code Annotated (2017); Administrative Rules of Montana (**Section 10, Chapters 54**); and documents related to English Language Acquisition and Language Enhancement prepared by OPI and submitted to the U.S. Department of Education as required under the federal Every Student Succeeds Act (ESSA). The OPI also did a survey of different states’ strategies when it came to the English Language Proficiency Standards and alignment with the 2020 WIDA Framework

- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
 - See [“Putting Montana’s Students First: Montana’s Consolidated State Plan”](#)
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Review Phase

Informed by the research and opportunities for revision identified in the research phase described above, the Superintendent launched and OPI staff facilitated an informal, internal review process to review the research phase outputs and solicit from OPI staff and educators across the state feedback and suggestions to further articulate and refine the Superintendent's proposed amendments. The Superintendent convened a "English Language Proficiency Standards Revision Task Force" composed of selected Montana education stakeholders (**see Appendix A for a list of Task Force Members**) to make initial recommendations to the Superintendent. The task force initial recommendations informed the Superintendent's recommendations for the Negotiated Rulemaking Committee (NMC) commissioned by the Superintendent as required by §20-7-101, Montana Code Annotated (MCA). (see "Negotiated Rulemaking" section below).

The members of the Task Force met for three consecutive days virtual in May of 2023 and facilitated by OPI staff. Task Force members participated in varied brainstorming, reflection activities organized to surface emerging opportunities and needs in Montana schools for English Language Learners that amendments to Chapter 53 could potentially address or enhance. The Task Force generated proposed standards that were transferred to the Superintendent for review that were aligned with 2020 WIDA ELD Framework. The Task Force recommended updating the language of English Language Learner to Academic English Language and Multilingual Learner but maintain the rest of the content of the WIDA proficiency standards. They also recommended the removal of the Performance Descriptors, found in rule 10.53.306-311, with the rationale that the performance descriptors did not fit under the definition of content standards.

The Task Force submitted its final recommended revisions and rationales for them to the Superintendent for her consideration in late July of 2023. The standards were also brought to the Montana Advisory Council on Indian Education (MACIE) for feedback. The superintendent accepted the proposal of keeping alignment with the WIDA English Language Development Standards and removal of the performance descriptors from Administrative Rule.

Negotiated Rulemaking

As required by §20-7-101, Montana Code Annotated (MCA) and building on the contributions and outputs of the research and review phases, the Superintendent convened an ARM 10, Chapter 53 Negotiated Rulemaking Committee (NRC) to undertake an expanded public-engagement and consensus making process of the recommended amendments. The NRC met 4 times between August and October 2023 through virtual meetings and orientations. The committee was facilitated by Diane Groves, an impartial facilitator, in alignment with §2-5-109, Montana Code Annotated (MCA) (**see Appendix B for a list of Negotiated Rulemaking Committee Members**). Consistent with Montana's public meeting laws, public comment was invited and the convenings of the committee, minutes, video recordings, and working documents, and final recommendations to the Superintendent are posted publicly on the OPI website.

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- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
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Superintendent’s Recommended Amendments to ARM 10, Chapter 53

The Superintendent’s recommended revisions to ARM 10, Chapter 53 are based on a thoughtful consideration of the myriad and intersecting conditions, inputs, challenges, and opportunities confronting public schools in Montana. They are informed by the research and stakeholder input collected through the methods described above. The following two sections provide (respectively) the high-level rationales for the Superintendent’s final recommended amendments and the proposed detailed revision language to be added to, removed from, or incorporated into ARM 10, Chapter 53. It should be noted that the recommended amendments are ultimately the Superintendent’s and reflect her prerogative and responsibility to present to the BPE those that she deems worth moving forward.

Conceptual Framework

Table 1 below provides context for the detailed amendment language presented in the next section. This context includes observations, input, and insights generated or shared by members of the School Quality Task Force and the NRC, as well as the Superintendent’s own contributions based on her contact with and deliberations with education stakeholders, students and families, and the general public. They are organized and delineated by the indicated ARM subchapters.

Table1 : Conceptual Framework Guiding the Superintendent’s Proposed Amendments to ARMs Ch. 53

ARMs Subchapter(s)	Conceptual Changes
ARM 10.55 Subchapter 3	<ul style="list-style-type: none"> Updating the current content standards, that are aligned to the 2012 WIDA English Language Development Standards for alignment with the WIDA English Language Development Standards Framework, 2020 Edition.

Current Rule	Red Line Changes	Rationale
<p>10.53.301 English Language Proficiency Content Standard 1 (1) To satisfy the requirements of English language proficiency content standard 1, English language learners must communicate for social and instructional purposes within the school setting.</p>	<p>(1) To satisfy the requirements of English language proficiency content standard 1, English language learners must communicate for social and instructional purposes within the school setting.</p>	<p>Update to match the WIDA English Language Development Standards Framework, 2020 Edition.</p>

- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
 - See [“Putting Montana’s Students First: Montana’s Consolidated State Plan”](#)
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<p><u>10.53.302 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 2</u></p> <p>(1) To satisfy the requirements of English language proficiency content standard 2, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of language arts.</p>	<p><u>10.53.302 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 2</u></p> <p>(1) To satisfy the requirements of English language proficiency content standard 2, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of language arts.</p>	<p>Update to match the WIDA English Language Development Standards Framework, 2020 Edition</p>
<p><u>10.53.303 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 3</u></p> <p>(1) To satisfy the requirements of English language proficiency content standard 3, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.</p>	<p><u>10.53.303 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 3</u></p> <p>(1) To satisfy the requirements of English language proficiency content standard 3, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.</p>	<p>Update to match the WIDA English Language Development Standards Framework, 2020 Edition</p>
<p><u>10.53.304 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 4</u></p> <p>(1) To satisfy the requirements of English language proficiency content standard 4, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of science.</p>	<p><u>10.53.304 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 4</u></p> <p>(1) To satisfy the requirements of English language proficiency content standard 4, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of science.</p>	<p>Update to match the WIDA English Language Development Standards Framework, 2020 Edition</p>
<p><u>10.53.305 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 5</u></p> <p>(1) To satisfy the requirements of English language proficiency content standard 5, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of social studies.</p>	<p><u>10.53.305 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 5</u></p> <p>(1) To satisfy the requirements of English language proficiency content standard 5, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of social studies.</p>	<p>Update to match the WIDA English Language Development Standards Framework, 2020 Edition</p>
<p><u>10.53.306 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE ENTERING LEVEL</u></p>	<p><u>10.53.306 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE ENTERING LEVEL</u></p>	<p>No changes recommended</p>

- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
- See [“Putting Montana’s Students First: Montana’s Consolidated State Plan”](#)
- See <https://wida.wisc.edu/about>

<p>(1) At the entering level of English language proficiency, English language learners will process, understand, produce, or use:</p> <p>(a) pictorial or graphic representation of the language of the content areas;</p> <p>(b) words, phrases, or chunks of language when presented with one-step commands; directions; WH-, choice, or yes/no questions; or statements with sensory, graphic, or interactive support; and</p> <p>(c) oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support.</p>	<p>(1) At the entering level of English language proficiency, English language learners will process, understand, produce, or use:</p> <p>(a) pictorial or graphic representation of the language of the content areas;</p> <p>(b) words, phrases, or chunks of language when presented with one-step commands; directions; WH-, choice, or yes/no questions; or statements with sensory, graphic, or interactive support; and</p> <p>(c) oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support.</p>	
<p><u>10.53.307 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EMERGING LEVEL</u></p> <p>(1) At the emerging level of English language proficiency, English language learners will process, understand, produce, or use:</p> <p>(a) general language related to the content areas;</p> <p>(b) phrases or short sentences; and</p> <p>(c) oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support.</p>	<p><u>10.53.307 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EMERGING LEVEL</u></p> <p>(1) At the emerging level of English language proficiency, English language learners will process, understand, produce, or use:</p> <p>(a) general language related to the content areas;</p> <p>(b) phrases or short sentences; and</p> <p>(c) oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support.</p>	No changes recommended
<p><u>10.53.308 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE DEVELOPING LEVEL</u></p> <p>(1) At the developing level of English language proficiency, English language learners will process, understand, produce, or use:</p>	<p><u>10.53.308 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE DEVELOPING LEVEL</u></p> <p>(1) At the developing level of English language proficiency, English language learners will process, understand, produce, or use:</p>	No changes recommended

- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
- See [“Putting Montana’s Students First: Montana’s Consolidated State Plan”](#)
- See <https://wida.wisc.edu/about>

<p>(a) general and some specific language of the content areas; (b) expanded sentences in oral interaction or written paragraphs; and (c) oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support.</p>	<p>(a) general and some specific language of the content areas; (b) expanded sentences in oral interaction or written paragraphs; and (c) oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support.</p>	
<p><u>10.53.309 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EXPANDING LEVEL</u> (1) At the expanding level of English language proficiency, English language learners will process, understand, produce or use: (a) specific and some technical language of the content areas; (b) a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs; and (c) oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support.</p>	<p><u>10.53.309 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EXPANDING LEVEL</u> (1) At the expanding level of English language proficiency, English language learners will process, understand, produce or use: (a) specific and some technical language of the content areas; (b) a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs; and (c) oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support.</p>	No changes recommended
<p><u>10.53.310 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE BRIDGING LEVEL</u> (1) At the bridging level of English language proficiency, English language learners will process, understand, produce, or use:</p>	<p><u>10.53.310 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE BRIDGING LEVEL</u> (1) At the bridging level of English language proficiency, English language learners will process, understand, produce, or use:</p>	No changes recommended

- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
- See [“Putting Montana’s Students First: Montana’s Consolidated State Plan”](#)
- See <https://wida.wisc.edu/about>

<p>(a) specialized or technical language of the content areas;</p> <p>(b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; and</p> <p>(c) oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</p>	<p>(a) specialized or technical language of the content areas;</p> <p>(b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; and</p> <p>(c) oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</p>	
<p><u>10.53.311 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE REACHING LEVEL</u></p>	<p><u>10.53.311 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE REACHING LEVEL</u></p>	<p>No changes recommended</p>
<p>(1) At the reaching level of English language proficiency, English language learners will process, understand, produce, or use:</p> <p>(a) specialized or technical language reflective of the content areas at grade level;</p> <p>(b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; and</p> <p>(c) oral or written communication in English comparable to proficient English peers.</p>	<p>(1) At the reaching level of English language proficiency, English language learners will process, understand, produce, or use:</p> <p>(a) specialized or technical language reflective of the content areas at grade level;</p> <p>(b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; and</p> <p>(c) oral or written communication in English comparable to proficient English peers.</p>	

APPENDIX A: ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARDS REVISION TASK FORCE

Task Force Member	Location of Representative
Dr. Rebecca Turk	Bozeman
Dr. Jionna Carjuzaa	Bozeman
Carolyn Grimaldi	Missoula
Enkhchimeg Sharav	Bozeman
Aria Peters	Missoula
Carrie Owen	Helena
Acer Pitas	Miles City

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APPENDIX B: ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARDS REVISION – NEGOTIATED RULEMAKING COMMITTEE

Negotiated Rulemaking Committee Member	Committee Member Role(s)	Location of Member
Amanda Burkhart	Parent, Taxpayer	Helena
Sue Furey	Parent, Taxpayer, Retired Teacher	Missoula
Bruce Tribbensee	Parent, Taxpayer	Missoula
Sonja Verlanic	Parent, Taxpayer	Missoula
Julie Williams	Parent, Taxpayer, Higher Ed	Livingston
Ragna Thorne Thomsen	Parent, Taxpayer, Business Owner	Missoula
Danielle Morrison	K-12 Teacher, Montana Tribe Representative	Bozeman
Kathy Milodragovich	Parent, Taxpayer, Retired Teacher, School Board Trustee	Butte
Rebecca Rappold	School Administrator, Montana Tribe Representative	Browning
Kristen Brook	K-12 Teacher	Billings
Melit Flynn	School Business Official	Shelby
Dr. Julie Murgel	Chief Program Officer, OPI	Helena

- See [ESSA Requirements under Title III – Language Instruction for English Language Learners and Immigrant Students](#)
 - See [“Putting Montana’s Students First: Montana’s Consolidated State Plan”](#)
 - See <https://wida.wisc.edu/about>

ECONOMIC IMPACT STATEMENT REPORT

ARM, CHAPTER 53: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Prepared by the Office of Public Instruction - October 2023



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Executive Summary

Using the negotiated rulemaking process, Superintendent of Public Instruction, Elsie Arntzen, has developed recommendations standard changes for ARM 10, Chapter 53, English Language Proficiency Standards.

The work began after authorization by the Board of Public Education (BPE) and a timeline for reviewing the English Language Proficiency Standards. Superintendent Arntzen directed an amendment process to better ensure Montana's content standards provide learner outcomes that focus on educational excellence. The outcome would ensure Montana students had access to a quality educational program that would develop their full educational potential and preserve the cultural heritages of American Indians.

The content standards, §20-7-101, MCA must be adopted by the BPE upon the recommendation of the Superintendent developed through the negotiated rulemaking process.

Introduction

The Montana Superintendent of Public Instruction initiated the process to amend the English Language Proficiency Standards (ELP) in the fall of 2022. The current ELP content standards are based on the 2012 WIDA English Development Standards, which have recently been updated under the title WIDA English Language Development Standards Framework, 2020 Edition. The WIDA ELD Standards Framework of 2012 will be officially retired; though the standards didn't change significantly, the entire framework has a great deal of revisions that educators use to guide instruction.

In Chapter 10.53.301-311 there are:

- five ELP content standards, and
- six ELP proficiency performance descriptors.

The research and review phase concluded in the spring of 2023. Then a task force, consisting of eight members, met during May 2023, to prepare recommendations for the Superintendent. The proposed standards change require the Superintendent to establish an independent NRC under § 20-7-101, MCA. Superintendent Arntzen selected twelve members to serve on the NRC reflective of the necessary role diversity outline in the statute, including the new requirement from [HB 338](#) that a representative of Montana Indian tribes be part of the negotiated rulemaking committee. This committee met from August 2023 to October 2023.

Economic Impact Statement Required Elements

As required by § 20-7-101(1), MCA, the Montana Superintendent of Public Instruction, has prepared this economic impact statement in consultation with the NRC under the provisions of § 2-4-405, MCA. Each of the elements required to be addressed in the economic impact statement is outlined below.

Affected Classes of Persons

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

The individuals who will be affected by the proposed English Language Proficiency Standards are those who have responsibility for instruction of English Language Learners at the local level. These responsibilities include allocating resources for curriculum development and coordination, developing and adopting curriculum, delivering curriculum in the classroom, supporting students in meeting learning goals, and paying for any changes that are required by the standards. The affected classes include school administrators, teachers, school trustees, school business officials, parents, students, and taxpayers.

Economic Impact

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

As there is not a significant change in the proposed rules, through consensus, the negotiated rulemaking committee concluded that the proposed rules would have no economic impact.

Cost to State Agencies

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

The Office of Public Instruction (OPI), in accordance with 20-7-101, MCA, has incurred costs associated with the negotiated rulemaking process, including contracting with a facilitator and convening the rulemaking committee. As the standards have no significant changes, there will be no additional costs needed beyond the professional development around English Language Proficiency Learners instruction that is already provided.

Montana Office of Public Instruction Economic Impact Statement
ARM 10.53 English Language Proficiency Standards

Cost and Benefits of the Proposed Rule

Analyze and compare the costs and benefits of the proposed rule to the costs and benefits of inaction. Refer to Section 24-405 (2)(d).

The Board of Public Education has adopted a regular cycle for review of content area standards. The purpose of the regular review of standards is to ensure that content standards reflect current knowledge and best practices for each content area. It was deemed necessary to review the English Language Proficiency Standards to follow the determined cycle as well as align with the update in the WIDA English Language Development Standards 2020 Edition, as the 2012 WIDA ELD standards will be retired. At the same time, the assessment for English Language Proficiency, Access 2.0, was also updated. Under Montana State's ESSA plan, the assessments and standards must be aligned. With insignificant changes to proposed rules, a benefit can be demonstrated ensuring alignment with most recent research in this content standard area as well as the assessment for English Language Learners proficiency.

Less Costly or Less Intrusive Methods

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

No. The process for proposing, reviewing, and adopting academic content standards is prescribed in statute in 20-7-101, MCA and in Montana Administrative Procedure Act. It is not possible to have statewide implementation of standards without formal rule adoption.

The role of the Board of Public Education is to set standards that apply to all accredited schools. The proposed rules reflect a set of best practices identified by educators that establish a minimum level of quality for all schools to meet. While there are school district costs associated with the implementation of these standards by school districts, the Office of Public Instruction will offer and coordinate professional development opportunities in a manner to reduce the burden of costs on school districts.

Selection of Proposed Rule

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

In reviewing the most recent research as it pertains to English language learners, it was decided to maintain alignment with the WIDA English Language Development Standards Framework.

Montana Office of Public Instruction Economic Impact Statement
ARM 10.53 English Language Proficiency Standards

Efficient Allocation of Public and Private Resources

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

Yes, the proposed content standards will apply to all public and any private schools seeking accreditation by the Board of Public Education.

Analysis of the ability of school districts to implement the standard with existing resources, including time.

With limited changes to the standards, the committee finds that school districts have the ability to implement these standards within their existing resources.

Conclusion

The ARM 10, Chapter 53, English Language Proficiency Standards, Negotiated Rulemaking Committee (NRC), through consensus, concluded that the proposed rules would have no economic impact.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of) NOTICE OF PUBLIC HEARING ON
ARM 10.53.301 through 10.53.305,) PROPOSED AMENDMENT
pertaining to English Language)
Proficiency Content Standards)
)

TO: All Concerned Persons

1. On March 5, 2024, at 9:00 a.m. the Board of Public Education (board) will hold a public hearing in Room 152 of the Montana State Capitol in Helena, Montana, to consider the proposed amendment of the above-stated rules.

2. The board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on February 23, 2024 to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; or email bpe@mt.gov.

3. The rules as proposed to be amended provides as follows, deleted matter interlined:

10.53.301 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 1

(1) To satisfy the requirements of English language proficiency content standard 1, English language learners ~~must~~ communicate for social and instructional purposes within the school setting.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121; MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.302 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 2

(1) To satisfy the requirements of English language proficiency content standard 2, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121; MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.303 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 3

(1) To satisfy the requirements of English language proficiency content standard 3, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121; MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.304 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 4

(1) To satisfy the requirements of English language proficiency content standard 4, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of science.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121; MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.305 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 5

(1) To satisfy the requirements of English language proficiency content standard 5, English language learners ~~must~~ communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121; MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

REASON: The board proposes to amend these rules, which were last amended in 2011, to align with the WIDA English Language Development Framework, 202 Edition.

4. Concerned persons may submit their data, views, or arguments concerning the proposed action in writing to: McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620; telephone (406) 444-0300; or email bpe@mt.gov and must be received no later than 5:00 p.m. on March 8, 2024.

5. McCall Flynn, Executive Director of the Board of Public Education has been designated to preside over and conduct this hearing.

6. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, email, 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 email unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in paragraph 4 above or may be made by completing a request form at any rules hearing held by the board.

7. 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

MAR Notice No. [assigned by each agency]

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.

8. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

9. With regard to the requirements of 2-4-111, MCA, the board has determined that the adoption and repeal of the above-referenced rules will not significantly and directly impact small businesses

/s/ McCall Flynn
McCall Flynn
Executive Director
Board of Public Education

/s/ Tim Tharp
Tim Tharp
Chair
Board of Public Education

Certified to the Secretary of State January 30, 2024.



**BOARD OF PUBLIC EDUCATION TIMELINE
PROPOSED CHAPTER 53 RULES
ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARDS**

- BPE approves rulemaking timeline Nov 15-17, 2023
- Proposal notice to BPE for consideration January 18-19, 2024
- BPE authorization to publish proposal notice, including public hearing date January 18-19, 2024
 - Includes expert panel/work session (18) and notice (19)
- Proposal notice to SOS for publication in MAR January 30, 2024
- MAR publication of proposal notice February 9, 2024
 - Public comment begins
- Public hearing date March 5, 2024
- Final public comment deadline March 8, 2024
- Adoption notice to BPE for consideration/respond to comments March 18-19, 2024
- BPE authorization to publish adoption notice May 9-10, 2024
- Adoption notice to SOS for publication in MAR May 14, 2024
- MAR publication of adoption notice May 24, 2024
- Effective date of rules July 1, 2025
***Delayed effective date to provide a year for professional development and awareness after adoption and before implementation.*

**The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the rulemaking statutes.*

❖ MSDB LIAISON – (Item 26)

Renee Rasmussen

ITEM 26

ACTION ON MSDB SUPERINTENDENT
2024-2025 CONTRACT

Dr. Tim Tharp

❖ ASSESSMENT COMMITTEE – (Items 27-28)

Anne Keith

ITEM 27

ACTION ON THE PROPOSED NOTICE OF
PUBLIC HEARING PERTAINING
RULEMAKING IN ARM TITLE 10, CHAPTER
63, EARLY CHILDHOOD EDUCATION
STANDARDS AND TIMELINE, AND
AUTHORIZE FILING OF THE NOTICE
WITH THE SECRETARY OF STATE FOR
PUBLICATION IN THE MONTANA
ADMINISTRATIVE REGISTER

Anne Keith



**BOARD OF PUBLIC EDUCATION TIMELINE
PROPOSED CHAPTER 63 RULES
EARLY CHILDHOOD EDUCATION STANDARDS**

- Proposal notice to BPE for consideration January 18, 2024
- BPE authorization to publish proposal notice, including public hearing date January 18-19, 2024
 - Includes expert panel/work session (18) and notice (19)
- Proposal notice to SOS for publication in MAR January 30, 2024
- MAR publication of proposal notice February 9, 2024
 - Public comment begins
- Public hearing date March 5, 2024
- Final public comment deadline March 8, 2024
- Adoption notice to BPE for consideration/respond to comments March 18-19, 2024
- BPE authorization to publish adoption notice May 9-10, 2024
- Adoption notice to SOS for publication in MAR May 14, 2024
- MAR publication of adoption notice May 24, 2024
- Effective date of rules May 24, 2024

**The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the rulemaking statutes.*

ITEM 28

**ACTION ON AND RESPONSE TO PUBLIC
COMMENTS SUBMITTED ON REVISIONS
TO ARM TITLE 10, CHAPTER 54, EARLY
LITERACY TARGETED INTERVENTION
STANDARDS**

Anne Keith

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW) NOTICE OF ADOPTION
RULE I and NEW RULE II pertaining)
to early literacy targeted intervention)
programs)

TO: All Concerned Persons

1. On November 28, 2023, the Board of Public Education (board) published MAR No. 10-54-292 pertaining to the public hearing on the proposed adoption of the above-stated rules at page 1656 of the 2023 Montana Administrative Register, Issue Number 23.

2. The board has adopted the following rules as proposed: NEW RULE I (ARM 10.54.901) and NEW RULE II (ARM 10.54.902).

NEW RULE I EVALUATION METHODOLOGY FOR EARLY LITERACY TARGETED INTERVENTIONS (1) The local board of trustees shall adopt and ensure use of an evaluation methodology to identify, enroll, and admit children to early literacy targeted interventions. The evaluation methodology used must be overseen by and include application of professional judgment of qualified employees. A child may not be evaluated for the purposes of these interventions unless requested by the child's parent or guardian. The district must maintain evidence of the request. The evaluation methodology may be administered in April, May, or June, and must assess at least one of the following literacy skills:

- (a) For four-year-olds:
 - (i) oral language;
 - (ii) phonological awareness;
 - (iii) alphabet knowledge.
- (b) Prior to kindergarten:
 - (i) oral language;
 - (ii) phonological awareness;
 - (iii) alphabet knowledge.
- (c) Prior to first grade:
 - (i) phoneme awareness;
 - (ii) listening comprehension;
 - (iii) developmental spelling;
 - (iv) vocabulary (expressive or receptive);
 - (v) word reading (nonsense or real);
 - (vi) reading composite.
- (d) Prior to second grade:
 - (i) listening comprehension;
 - (ii) developmental spelling;
 - (iii) vocabulary (expressive or receptive);
 - (iv) word reading (nonsense or real);
 - (v) connected text reading fluency;

- (vi) connected text accuracy;
- (vii) reading composite.
- (e) Prior to third grade:
 - (i) developmental spelling;
 - (ii) vocabulary (expressive or receptive);
 - (iii) word reading (nonsense or real);
 - (iv) connected text reading fluency;
 - (v) connected text accuracy;
 - (vi) reading comprehension;
 - (vii) reading composite.

(2) The list of approved evaluation methodology screening tools must be reviewed in odd years through a process of review complying with the provisions of Title 2, chapter 3, MCA, to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. Any changes to the list must be published and made publicly available by the Board of Public Education no later than 30 days after adoption of any changes. The removal of an evaluation methodology screening tool shall not be effective until July 1 following such removal.

(3) A local board of trustees adopting and using one of the approved evaluation methodology screening tools shall be construed to have complied with this rule.

(a) Use of one of the approved evaluation methodology screening tools shall not, however, be required, provided that the district's adopted evaluation methodology screening tool conforms to the requirements of (1).

(4) For the purposes of this rule, "evaluation methodology" means an age-appropriate research-based methodology, instrument, or assessment selected by the Board of Public Education to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading proficiency on completion of third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-1803, MCA

NEW RULE II JUMPSTART PROGRAM FRAMEWORK FOR EARLY LITERACY TARGETED INTERVENTION (1) The local board of trustees may offer a jumpstart program to support early literacy targeted intervention based on evaluation methodology identified in [NEW RULE I] as aligned to the Montana Early Childhood Education Standards and the Montana Content Standards for English Language Arts and Literacy.

(2) The jumpstart program must be overseen by and include application of professional judgment of qualified employees and must be designed in a manner to increase the likelihood of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading proficiency at the end of third grade.

(3) For the purposes of this rule, "jumpstart program" means a program that is at least four weeks in duration and provides at least 120 instructional hours and takes place during the time between the end of one school calendar year and the start of the next school calendar year, as determined by the trustees, preceding a child's entry into kindergarten, first grade, second grade, or third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-7-1803, MCA

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

COMMENT 1: One commenter opposed the requirement in New Rule I and New Rule II that prohibits a child from being evaluated for the purposes of participating in the early literacy targeted interventions unless requested by the child's parent or guardian.

RESPONSE:

4. The rules adopted in this notice are effective April 12, 2024.

/s/ McCall Flynn
McCall Flynn
Executive Director
Board of Public Education

/s/ Tim Tharp
Tim Tharp
Chair
Board of Public Education

Certified to the Secretary of State April 2, 2024.

❖ **LICENSURE COMMITTEE – (Items 29-32)**

Susie Hedalen

ITEM 29

**ACTION ON PRAXIS TEST SCORE FOR
AMERICAN SIGN LANGUAGE**

**Crystal Andrews
Lisa Colon Durham**

Montana Board of Public Education Executive Summary

Date: January 18-19, 2024

Presentation	Praxis Test Reviews- American Sign Language Proficiency Interview
Presenter	Crystal Andrews Lisa Colon Durham
Position Title	Director of Accreditation and Licensure Office of Public Instruction Director, Educational Partnerships Educational Testing Service
Overview	With the addition to ARM 10.58.511(4) effective July 1, 2023, MT needs to adopt the ETS Praxis exam and set the qualifying score. This presentation will include an overview of the process along with recommendations from several working groups.
Requested Decision(s)	Action Item- To recommend approval or denial of the #0634 American Sign Language Proficiency Interview assessment and the qualifying score of 3+.
Related Issue(s)	The revised Special Education assessment will be presented in March as an information item.
Recommendation(s)	Recommend the adoption of the ASL assessment with a qualifying score of 3+.





ETS PRAXIS AMERICAN SIGN LANGUAGE PROFICIENCY INTERVIEW(ASLPI) TEST REVIEW

Crystal Andrews
Office of Public Instruction (OPI)

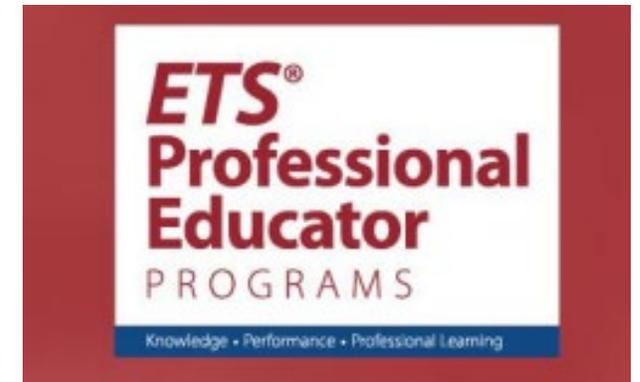
Lisa Colon Durham
Educational Testing Service (ETS)

Putting Montana Students First **A+**



WHY THE NEED?

With the revision to ARM [10.58.511](#)(4) World Languages effective July 1, 2023, MT needs to adopt the ETS Praxis exam for Test 0634 ASL Proficiency Interview and set the qualifying score.



WHO IS THE TEST FOR?

- A person who wants to add the ASL endorsement as a World Language.
- This endorsement is for educators who are teaching ASL as an elective (similar to Spanish, French, etc.).

10.58.511 World Languages

- (4) The American Sign Language program requires that successful candidates:
 - (a) demonstrate understanding of first and second language acquisition;
 - (b) demonstrate knowledge and application of linguistics of American Sign Language;
 - (c) demonstrate understanding of aspects of the deaf culture and community;
 - (d) demonstrate understanding of methods of teaching American Sign Language;
 - (e) demonstrate knowledge and application of American Sign Language IV or higher; and
 - (f) demonstrate understanding of American Sign Language literature.

BACKGROUND

Praxis and Gallaudet University

ETS has agreed to facilitate registration for the Gallaudet American Sign Language Proficiency Interview (ASLPI) and Title II reporting of results for Praxis states requiring a demonstration of ASL proficiency as part of the licensure process for teachers of American Sign Language.

ETS would not assume any responsibility for developing/maintaining the test content, administration, scoring, or reporting (to candidates and states).

ETS will only perform registration gateway functions and serve as the repository of ASLPI results, along with other Praxis test results, for candidates that indicate ETS as a DI.



OVERVIEW OF TEST

- Administered by Gallaudet University
- Holistic language evaluation used to determine global ASL proficiency
- 20-25 minute video recorded interactive dialogue between the examinee and the interviewer
- Rated by a team of evaluators
- Overall proficiency level reported on a 0-5 rating scale
- Used by the American Sign Language Teacher Association as a certification requirement

OVERVIEW OF TEST

American Sign Language Proficiency Interview (ASPLI)

- The purpose of the ASPLI is to measure the American Sign Language (ASL) skills that an individual has at a given point in time.
- As a criterion-based evaluation designed to test your overall ability to use and understand ASL, each recorded interview is rated on the basis of specific criteria in five different categories:
 - Grammar
 - Vocabulary
 - Accent/Production
 - Fluency
 - Comprehension
- Gallaudet uses a five-point rubric to score the ASPLI; however, "plus" scores are available. Therefore, the scoring/reporting scale is 5, 4+, 4, 3+, 3, 2+, 2, 1+, and 1

The American Sign Language Teacher's Association (ASLTA)

- Provides three levels of certification for its member teachers— Provisional, Qualified and Professional
- One of the components of the ASLTA certification process is demonstrated ASL proficiency on a standardized measure
- One of the two measures cited in the ASLTA guidelines is the ASPLI. The ASPLI passing (or cut) score for the provisional certification is 3+

MONTANA STANDARDS

World Languages

(4) The American Sign Language program requires that successful candidates:

a) demonstrate understanding of first and second language acquisition;	b) demonstrate knowledge and application of linguistics of American Sign Language;	c) demonstrate understanding of aspects of the deaf culture and community;	d) demonstrate understanding of methods of teaching American Sign Language;	e) demonstrate knowledge and application of American Sign Language IV or higher; and	f) demonstrate understanding of American Sign Language literature.
---------------------------------------------------------------------------	---------------------------------------------------------------------------------------	-------------------------------------------------------------------------------	--------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------

World Languages #4- <https://rules.mt.gov/gateway/RuleNo.asp?RN=10%2E58%2E511>

- Standards B & E are the application of ASL. As a criterion-based evaluation designed to test the candidate's overall ability to use and understand ASL.
- Standards A, C, D, and F are the knowledge and skills of the language, while not directly assessed, there is an understanding of these the candidate must possess in order to be proficient in their signing and communication of ASL.

RECOMMENDED PASSING SCORE

- ETS is serving only a facilitation role for our Praxis client states and does not have development, administration, scoring or reporting responsibilities for the ASLPI.
- It is appropriate for states to make a policy decision regarding a passing score on the ASLPI guided by the existing requirements of a national organization.
 - The American Sign Language Teachers Association (ASLTA) provides three levels of certification for its member teachers — Provisional, Qualified, and Professional. One of the components of the ASLTA certification process is demonstrated ASL proficiency on a standardized measure. One of the two measures cited in the ASLTA guidelines is the ASLPI. The ASLPI passing (or cut) score for the provisional certification is 3+.

PASSING SCORE



Passing Score of 3+

Signers at this proficiency level demonstrate spontaneous elaboration on all familiar and some unfamiliar topics with increasing incorporation of language patterns other than those of the target language. When they attempt to perform tasks at the next proficiency level, they exhibit features of breakdown, such as shorter paragraph-level discourse, errors with mapping, cohesion, affect and non-manual signals (NMS) and incorporation of English mouthing. Those breakdowns create an increased amount of hesitation in discourse. Despite noticeable imperfections, they are able to present broad vocabulary with sufficient accuracy and clarity. Comprehension is good on all topics, but repetition and/or rephrasing might be needed.

STATE ADOPTIONS

American Sign Language Proficiency Assessment (ASPLI)

State/Province	Qualifying Score	State/Province	Qualifying Score
Arkansas	3+ (170)	Pennsylvania	3 (160)
California	3+ (170)	Rhode Island	3+ (170)
Colorado	3+ (170)	Tennessee	3+ (170)
Idaho	3 (160)	Utah	3+ (170)
Indiana	3+ (170)	Vermont	3+ (170)
Kentucky	3+ (170)	West Virginia	4 (180)
Louisiana	3+ (170)	Wyoming	3 (160)

Cut scores range from 3 (160) to 4 (180)

10 of the 14 states using ASPLI adopted a passing score of 3+ (170)

Two of the states surrounding Montana adopted a passing score of 3 (160)



RECOMMENDATIONS

ASL Expert Panel	2 votes for 3.0 and 3 votes for 3+
Praxis Working Committee	Unanimous vote for 3+
Montana Council	Unanimous vote for 3+

TO COME

- Spring 2024 the Special Education (5355) exam will be up for review.
 - Expert panel will meet in February.
 - Informational item to BPE in March.
 - Action item to BPE in May.
 - Test adoption in August.

ITEM 30

**PRESENTATION OF ANNUAL EDUCATOR
LICENSURE REPORT**

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: January 18-19 2024

Presentation	Annual Educator Licensure Report
Presenter	Crystal Andrews
Position Title	Director of Accreditation and Licensure Office of Public Instruction
Overview	This presentation will be a review of licensure data for 2023. Note that there are several new items in the report per the BPE's request in 2022.
Requested Decision(s)	Information Item Only
Related Issue(s)	
Recommendation(s)	



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

Elsie Arntzen, Superintendent

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First **A⁺**



January 18, 2024

OPI 2023 Educator Licensure Annual Report

This report is a summary of educator licensure activity for 2023 as identified in the areas of:

Tables:

- 1) Licenses issued for: renewals, upgrading from one class to another, and adding an endorsement
- 2) Those obtaining their initial Montana educator license; the class of license and endorsement(s) area
- 3) Internships and Emergency Authorizations of Employment issued to school districts and the subject areas
- 4) A list of academic and character denials and the licensure request that was denied
- 5) A list of the license class and endorsement areas that were unusual cases
- 6) A five- year view of the number of newly hired educators in the critical shortage areas
- 7) A five- year view of licensure history, new hires, and renewals

Please see the tables below.

Montana OPI 2023 Educator Licensure Annual Report

Data compiled by Mattie Murphy, OPI Teacher Data Coordinator/ Report compiled by Crystal Andrews, OPI Licensure Director

Montana Educator Licenses

Montana offers eight different license types. Brief descriptions of each are noted below.

- **Class 1 – Professional Teacher’s License.** Those who hold a master’s degree in education or an endorsable teaching area from a regionally accredited college or university or obtained certification by the National Board for Professional Teaching Standards.
- **Class 2 – Standard Teacher’s License.** Those who hold a bachelor’s degree from a regionally accredited college or university and completed an approved educator preparation program including appropriate supervised teaching experience and either holds a current standard, unrestricted out-of-state educator license and two years of successful teaching experience or a minimum passing score on the Praxis Subject Assessment or a passing score on a student teaching portfolio or a 3.00 or higher coursework GPA.
- **Class 3 - Administrative License.** Categories are: Superintendent; Elementary Principal; Secondary Principal; K-12 Principal; Supervisor; Special Education Supervisor.
- **Class 4 - Career and Technical Education.** These licenses are specific to career and technical education. There are three types of Class 4 licenses:
 - Class 4A. Those holding a valid Montana teaching license, but without an appropriate career and technical education endorsement.
 - Class 4B. Issued to individuals with a certificate of completion from an apprenticeship program or associate degree, or a bachelor’s degree from a regionally accredited college or university, but do not hold a valid Montana teaching license with the appropriate career and technical education endorsement.
 - Class 4C. Those individuals who hold at least a high school diploma or high school equivalency diploma and meet the minimum requirements for endorsement.
- **Class 5 - Provisional License.** May be issued to applicants that need to complete course work for full licensure. Categories are: Elementary; Secondary, K-12 and P-12 Special Education Levels; Superintendent; Elementary Principal; Secondary Principal; K-12 Principal; Supervisor; Specialist. There are three types of Class 5 licenses:
 - Class 5A. Issued to individuals seeking their initial Montana educator license who meet all licensure requirements except need successful completion of the Montana required* Praxis test.

Montana OPI 2023 Educator Licensure Annual Report

Data compiled by Mattie Murphy, OPI Teacher Data Coordinator/ Report compiled by Crystal Andrews, OPI Licensure Director

- Class 5B. Issued to individuals who hold a bachelor's degree from a regionally accredited college or university but have not completed an approved educator preparation program.
- Class 5C. Issued to individuals seeking a license in Montana whose degree is more than five years old, do not hold a current standard, unrestricted educator license, and have not earned 60 professional development units within the five-year period preceding the effective date of the license.
- **Class 6 - Specialist License.** Categories are: School Counselor and School Psychologist.
- **Class 7 – Native American Language and Culture Specialist.** Based upon verification by the authorized representative of a tribal government that has a memorandum of understanding with the Superintendent of Public Instruction.
- **Class 8 - Dual Credit Postsecondary Faculty License.** Required (unless already licensed as Class 1, 2 or 4) whenever a college or university faculty member is teaching a dual credit course at the institution for which one or more students will earn both high school and college credit.

**Montana does not require the Praxis test for educator licensure however it is one pathway to show content knowledge for a Class 2 license.*

Montana OPI 2023 Educator Licensure Annual Report

Data compiled by Mattie Murphy, OPI Teacher Data Coordinator/ Report compiled by Crystal Andrews, OPI Licensure Director

1. Renewal License Table

January 1, 2023 to December 15, 2023

Description of Type of License on page 2

Renewal License Table											
Endorsement Area	1	2	3	4A	4B	4C	6 PS	6 SC	7	8	Total
Agriculture 5-12	3	18									21
Agriculture Mechanics 5-12						2					2
Art K-12	27	61									88
Auto Body 5-12				1							1
Automotive Technology 5-12				1	1	1					3
Biology 5-12	44	41									85
Blackfeet K-12									2		2
Building Maintenance 5-12				1							1
Building Trades 5-12				2	1	2					5
Business Education 5-12	41	31								2	74
Chemistry 5-12	21	7									28
Cheyenne K-12									1		1
Communication 5-12	4	7									11
Comp. and Info. Systems 5-12	4	5									9
Comp. Inf. Systems 5-12				2	2						4
Computer Science 5-12	4										4
Cree K-12									1		1
Crow K-12									1		1
Culinary Arts 5-12						1					1
Dakota K-12									1		1
Drafting 5-12	1					1					2
DC- Communication 5-12										1	1
Early Childhood P-3	19	37									56
Earth Science 5-12	6	5									11
Economics 5-12	2	1									3
Elementary K-8	520	958									1478

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Endorsement Area	1	2	3	4A	4B	4C	6 PS	6 SC	7	8	Total
Engineering 5-12				2							2
English 5-12	115	124								2	241
English Second Lang. K-12	7	11									18
Family and Con. Science 5-12	6	22									28
French K-12	12	5									17
Geography 5-12	2	6									8
German K-12	2	5									7
Graphic Arts 5-12					1						1
Health 5-12	4	2									6
Health and Physical Ed. K-12	87	123									210
Health Enhancement K-12		1									1
Health Prof.- Biotech. 5-12				2							2
Health Prof.- Therap. 5-12				12	2						14
History 5-12	62	76								1	139
Indus. Trades and Tech. Ed. 5-12	13	27									40
Journalism 5-12		1									1
Library K-12	59	54									113
Livestock Production 5-12					1						1
Marketing Education 5-12	5									1	6
Mathematics 5-12	81	85								1	167
Middle Grades 4-8	1	1									2
Music K-12	37	57									94
Physical Education K-12	2										2
Physics 5-12	4	8									12
Political Science 5-12	16	17									33
Principal 5-12			22								22
Principal K-12			213								213
Principal K-8			12								12
PSC Early Childhood K-8		2									2
PSC Gifted and Talented K-8	1	1									2

Montana OPI 2023 Educator Licensure Annual Report

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Endorsement Area	1	2	3	4A	4B	4C	6 PS	6 SC	7	8	Total
PSC Tech. in Education K-12	3										3
Psychology 5-12	16	12								2	30
Reading K-12	90	107									197
ROTC Instruction 5-12					1						1
Russian K-12	1	2									3
Salish K-12									2		2
School Counseling K-12	30	19									49
School Counselor K-12								75			75
School Psychologist K-12							33				33
Science (BF) 5-12	46	61									107
Small Engines 5-12				1							1
Social Studies (BF) 5-12	55	64									119
Sociology 5-12	8	6									14
Spanish K-12	18	31									49
Special Education P-12	161	206	1								368
Sp. Ed. Vision Imp. P-12	3	2									5
Superintendent K-12			75								75
Supervisor- Music K-12			1								1
Supervisor- Sp. Ed. P-12			7								7
Theater 5-12	5	5									10
Theater Arts 5-12				1							1
Traffic Education 5-12	10	10									20
Videography 5-12				1							1
Welding 5-12						1					1
Totals	1658	2324	331	26	9	8	33	75	8	10	4482

Montana OPI 2023 Educator Licensure Annual Report

Data compiled by Mattie Murphy, OPI Teacher Data Coordinator/ Report compiled by Crystal Andrews, OPI Licensure Director

2. Upgrade License Table

January 1, 2023 to December 15, 2023

Description of Type of License on page 2

Upgrade License Table						
Endorsement Area	1	2	3	6 PS	6 SC	Total
Art K-12	3	1				4
Business Education 5-12	1	3				4
Comp. and Info. Systems 5-12		1				1
Early Childhood P-3		1				1
Earth Science 5-12	1					1
Elementary K-8	16	27				43
English 5-12	5	6				11
English Second Lang. K-12	1					1
Family and Con. Science 5-12	1	1				2
German K-12	1					1
Health and Physical Ed. K-12		3				3
History 5-12	2	1				3
Indus. Trades and Tech. Ed. 5-12		1				1
Italian K-12	1					1
Latin K-12	1					1
Library K-12	2	2				4
Mathematics 5-12	5	4				9
Music K-12	1	1				2
Physical Education K-12	1	1				2
Principal K-12			13			13
Reading K-12		1				1
School Counseling K-12		1			1	2
School Counselor K-12					9	9
School Psychologist K-12				8		8
Science (BF) 5-12	4	2				6
Social Studies (BF) 5-12	1					1

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Endorsement Area	1	2	3	6 PS	6 SC	Total
Sociology 5-12	1					1
Spanish K-12	1	1				2
Special Education P-12	10	5				15
Sp. Ed. Hearing Imp. P-12	1					1
Superintendent K-12			1			1
Totals	60	60	14	8	10	155

Montana OPI 2023 Educator Licensure Annual Report

Data compiled by Mattie Murphy, OPI Teacher Data Coordinator/ Report compiled by Crystal Andrews, OPI Licensure Director

3. Add Endorsement Table

January 1, 2023 to December 15, 2023

Description of Type of License on page 2

Add Endorsement License Table							
Endorsement Area	1	2	3	4A	4B	5	Total
Art K-12	1						1
Biology 5-12	3						3
Business Education 5-12	1	1					2
Business Marketing 5-12					1		1
Chemistry 5-12	1						1
Comp. Inf. Systems 5-12				1	1		2
Early Childhood P-3	2	7					9
Earth Science 5-12		1					1
Elementary K-8	19	11				3	33
English 5-12	2	2				1	5
English Second Lang. K-12						1	1
French K-12	2	1					3
Health and Physical Ed. K-12	1	2				3	6
History 5-12	3	2					5
Indus. Trades and Tech. Ed. 5-12						1	1
Library K-12	9	2				1	12
Mathematics 5-12	1	2				3	6
Principal K-12			4				4
Psychology 5-12	1						1
Reading K-12	3						3
School Counseling K-12	1						1
Science (BF) 5-12	1	2					3
Social Studies (BF) 5-12	2	2					4
Spanish K-12		1					1
Special Education P-12	10	6				12	28
Superintendent K-12			3				3

Montana OPI 2023 Educator Licensure Annual Report

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Endorsement Area	1	2	3	4A	4B	5	Total
Supervisor- Sp. Ed. P-12			1				1
Theater 5-12		1					1
Traffic Education 5-12		1					1
Totals	63	44	8	1	2	25	143

Montana OPI 2023 Educator Licensure Annual Report

Data compiled by Mattie Murphy, OPI Teacher Data Coordinator/ Report compiled by Crystal Andrews, OPI Licensure Director

4. New License Table

January 1, 2023 to December 15, 2023

Description of Type of License on page 2

New License Table	Type of License											
	1	2	3	4	5A	5B	5C	6 PS	6 SC	7	8	Total
Agriculture 5-12		13										13
Agriculture Business 5-12				3								3
Agriculture Mechanics 5-12				5								5
Art K-12	5	17			1	6	1				1	31
Assiniboine K-12										1		1
Auto Body 5-12				1								1
Automotive Technology 5-12				1								1
Aviation 5-12				1								1
Biology 5-12	7	6				7	2				1	23
Building Maintenance 5-12				1								1
Building Trades 5-12				7								7
Business Education 5-12	6	4				5					2	17
Business Marketing 5-12				11								11
Chemistry 5-12	3	2									1	6
Chippewa K-12										1		1
Comp. and Info. Systems 5-12	1										1	2
Computer Science	1	1										2
Cree K-12										4		4
Crow K-12										1		1
Culinary Arts 5-12				7								7
Diesel Mechanics 5-12				1								1
Drafting 5-12				4								4
DC- Criminal Justice 5-12											1	1
DC- Early Childhood Education 5-12											3	3
DC- Business Communications 5-12											1	1
DC- Human Services 5-12											1	1

Montana OPI 2023 Educator Licensure Annual Report

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Endorsement Area	1	2	3	4	5A	5B	5C	6 PS	6 SC	7	8	Total
DC- School Counseling 5-12											1	1
DC- Writing 5-12											1	1
Early Childhood P-3	11	43			1	5	3					63
Earth Science 5-12	4	1										5
Elementary K-8	112	318			4	50	17					501
Emergency Medical Technician 5-12				2								2
Engineering 5-12				1								1
English 5-12	29	44			2	15	5				1	96
English Second Lang. K-12	11	11				1						23
Family and Consumer Sciences 5-12	1	3				2						6
French K-12	4	1										5
German K-12		2				1						3
Graphic Arts 5-12				2							1	3
Gros Ventre K-12										1		1
Health 5-12	1	1										2
Health and Physical Education K-12	4	20				5	1					30
Health Professions- Biotech. 5-12				4								4
Health Professions- Inform. 5-12				3								3
Health Professions- Therap. 5-12				3								3
Heavy Equipment Operations 5-12				1								1
History 5-12	4	22				4	1				1	32
Horticulture 5-12				1								1
Industrial Mechanics 5-12				3								3
Indus. Trades and Tech. Ed. 5-12	1	3				1					1	6
Irish K-12						1						1
Italian K-12	1											1
Library K-12	4	3										7
Livestock Production 5 -12				3								3
Mandarin Chinese 5-12	1											1
Mathematics 5-12	12	30				4	2				1	49

Montana OPI 2023 Educator Licensure Annual Report

Data compiled by Mattie Murphy, OPI Teacher Data Coordinator/ Report compiled by Crystal Andrews, OPI Licensure Director

Endorsement Area	1	2	3	4	5A	5B	5C	6 PS	6 SC	7	8	Total
Metals 5-12				4								4
Middle Grades 4-8	3	5					1					9
Music K-12	5	29				4	1					39
Physical Education K-12	4	5										9
Physics 5-12	2	2					1				1	6
Plant and Soil Sciences 5-12				3								3
Political Science 5-12	1	8										9
Principal K-12			15				3					18
Psychology 5-12	2										4	6
Reading K-12	6	24										30
ROTC Instruction 5-12				1								1
Salish K-12										1		1
School Counseling K-12						3						3
School Counselor K-12						5	1		23			29
School Psychologist K-12						4		12				16
Science (Broadfield) 5-12	18	18				9	1					46
Small Engines 5-12				1								1
Social Studies (Broadfield) 5-12	11	46				4	1					62
Spanish K-12	3	7				1	1				1	13
Special Education P-12	32	58			1	24	5					120
Sp. Ed. Hearing Imp. P-12	1											1
Stagecraft 5-12				1								1
Superintendent K-12			2			5						7
Supervisor- Sp. Ed. P-12			1									1
Theater 5-12		2										2
Traffic Education 5-12		1		2								3
Videography 5-12				1								1
Welding 5-12				5								5
Totals	311	750	18	83	9	166	47	12	23	9	25	1453

Montana OPI 2023 Educator Licensure Annual Report

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5A. Internship Table- By Subject
January 1, 2023 to December 15, 2023

Endorsement Description	License Count
Business Education 5-12	1
Elementary K-8	6
English 5-12	4
Family and Consumer Science 5-12	8
Health and Physical Education K-12	4
History 5-12	1
Library K-12	10
Mathematics 5-12	4
Principal K-12	17
Principal and Superintendent K-12	5
Reading K-12	2
School Counselor K-12	9
Science (BF) 5-12	1
Special Education P-12	49**
Superintendent K-12	16
Total	137*

* Being a year-long report, the data is for both the 2022-23 and 2023-24 school year for Tables 5A-5B.

**This data includes the OPI Special Education Endorsement Project

Montana OPI 2023 Educator Licensure Annual Report

Data compiled by Mattie Murphy, OPI Teacher Data Coordinator/ Report compiled by Crystal Andrews, OPI Licensure Director

5B. Internship Table- By Educator Preparation Program (EPP)
January 1, 2023 to December 15, 2023

EPP Description	License Count
Montana State University- Billings	44**
Montana State University- Bozeman	31
Rocky Mountain College	2
University of Montana	34
University of Montana- Western	20
Total	131*

* Being a year-long report, the data is for both the 2022-23 and 2023-24 school year for Tables 5A-5B.

**This data includes the OPI Special Education Endorsement Project.

6. Internship and Emergency Authorization Table - By District

January 1, 2023 to December 15, 2023

District Name	# of Intern.	# of EAEs	District Name	# of Intern.	# of EAEs	District Name	# of Intern.	# of EAEs
Absarokee	2		Choteau	2		Harlem		2
Amsterdam	2		Circle	3		Harlowton		2
Anaconda	2		Colstrip		5	Havre	5	
Arrowhead		1	Columbia Falls	3		Hays-Lodge Pole		1
Ashland		1	Custer	1		Heart Butte	1	1
Augusta	2		Cut Bank		3	Helena	4	
Ayers	1		Deer Lodge	1	1	Helena Flats	1	
Bainville		2	Denton	4		Hellgate	2	
Baker	4	2	Dept. of Corrections	1		Highwood	2	
Beaverhead County	1		Divide	1		Hobson	1	
Belgrade	5	8	Drummond	2		Huntley Project		2
Belt	2		Ekalaka		3	Kalispell	2	
Big Sky	1	1	Elliston		1	Kircher		1
Big Timber		1	Ennis		1	Lake		1
Bigfork		1	Fairview	1	3	Lambert	3	2
Billings	4	3	Flathead	1		Lame Deer		4
Bonner	2		Fort Benton	4		Laurel	1	
Broadus		1	Frazer	1	3	Lavina		2
Broadview		1	Frenchtown	2		Lewistown	1	
Browning		13	Froid		2	Livingston	1	
Butte	4		Fromberg	1	1	Lockwood	3	2
Cardwell		1	Galata		1	Lolo	2	
Cascade	2		Glendive	1	4	Lone Rock	1	1
Centerville	2		Grass Range		1	Malta		1
Central Mt. Learning Ctr.	1		Great Falls Cent Cath	1	3	Manhattan	1	
Chester-Joplin Inv.	4	1	Great Falls	4	4	Medicine Lake		1
Chinook	2		Hardin		2	Miles City	1	5

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District Name	# of Intern.	# of EAEs	District Name	# of Intern.	# of EAEs				
Missoula	3	1	Sunset	1					
Montana City	2		Sweet Grass	1					
Nashua		1	Target Range	1					
North Star	1	1	Terry		5				
Plentywood		6	Trego	1					
Plevna		2	Trout Creek		2				
Pondera		2	Troy	3	2				
Poplar	1	1	Twin Bridges	1					
Power		2	Vaughn	1					
Pryor	2		Victor		2				
Rapelje	2	2	West Yellowstone		3				
Red Lodge	1		Whitefish	1					
Richey	4		Whitehall		2				
Roberts	1	2	Whitewater		2				
Rocky Boy	1		Wibaux	2					
Roundup	2		Winifred	1					
Ryegate	1		Winnett		2				
Savage		1	Wolf Point	2	11				
Scobey		3	Wyola	1					
Shelby	1		Totals	158	166				
Shepherd	3	1							
Sheridan	1	1							
Shields Valley		1							
Sidney	2	3							
Somers		2							
St. Ignatius	1								
St. Regis	4								

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7. Emergency Authorization Table - By Endorsement January 1, 2023 to December 15, 2023

Endorsement Description	License Count
Art K-12	6
Business Education 5-12	10
Computer Science 5-12	2
Elementary K-8	78
English 5-12	7
English Second Lang. K-12	2
Family and Consumer Science 5-12	4
Health and Physical Education K-12	6
History 5-12	2
Industrial Technology Education 5-12	2
Library K-12	8
Mathematics 5-12	4
Middle Grades 4-8	1
Music K-12	12
Physical Education K-12	1
School Counselor K-12	12
Science (BF) 5-12	9
Social Studies (BF) 5-12	4
Spanish K-12	4
Total	174**

* Being a year-long report, the data is for both the 2022-23 and 2023-24 school year for Table 7.

**There was a total of 174 Emergency Authorization of Employment that were issued. Eight of them had more than one endorsement area making the above total higher than the previous table's total.

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8. Denial Table

January 1, 2023 to December 31, 2023

Academic	Licensure Request	Reason for Denial	Cases
	Adding endorsement(s) to a current license	Did not complete an Educator Preparation Program or could provide evidence to meet the requirements for multiple pathways per ARM 10.57.301.	2
	Class 1 Professional License	Does not hold a current out-of-state/country teaching license and did not complete 60 hours of professional development per ARM 10.57.410. *Was offered and accepted a Class 5C provisional license.	1
	Class 3 Administrative License	Experience does not meet endorsement requirements per ARM 10.57.415.	1
	Class 4 CTE License	Experience does not meet endorsement requirements per ARM 10.57.421.	1
	Class 5 Provisional License Extension	A Class 5 provisional license is valid for three years and is non-renewable per ARM 10.57.424.	3
	Class 8 Dual-Credit License	Cannot obtain a successful criminal history background check from the Department of Justice per ARM 10.57.201A.	1
Character	Licensure Request	Reason for Denial	Cases
			0
Total Number of Denial Cases			9

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9. Unusual Case Table

January 1, 2023 to December 31, 2023

License	Reason for Unusual Case	Cases
Class 1	Completed a master's program at an accredited college/university, but bachelor's from an unaccredited	1
Class 1	Did not complete an EPP, holds advanced degrees and five or more years of teaching experience	4
Class 1	University closed and cannot obtain a recommendation, had transcripts and teaching experience	1
Class 1	Out-of-country evaluation does not indicate supervised teaching, however, has five or more years of teaching experience	1
Class 2	Completed an approved EPP at an unaccredited college/university	3
Class 2	Completed an alternative program that was state approved	1
Class 2	University closed and cannot obtain a recommendation, had transcripts and teaching experience	1
Class 3	Completed a master's program at an accredited college/university, but bachelor's from an unaccredited	1
Class 3	Did not complete an EPP, holds advanced degrees and five or more years of teaching experience	2
Class 3	5 or more years of administrative experience, but less than three years of teaching experience or provisional license	2
Class 5	One-year extension due to COVID; resulting in coursework not being offered or health issues	4
Class 5	Bachelor's from an unaccredited college/university but enrolled in an accredited EPP	1
Class 6	Did not complete the required 140 of 600 internship hours but has over five years of experience	1
Class 6	The program was not CACREP accredited, master's not in school counseling, licensed out-of-state	1
Add End.	Holds a certificate of completion from an accredited university completing coursework and/or test	2
Add End.	Completed an alternative program that was state approved	1
Add End.	Completed extensive coursework in social studies, passed test, teaching experience but no major/minor	1
Total Number of Unusual Cases		28

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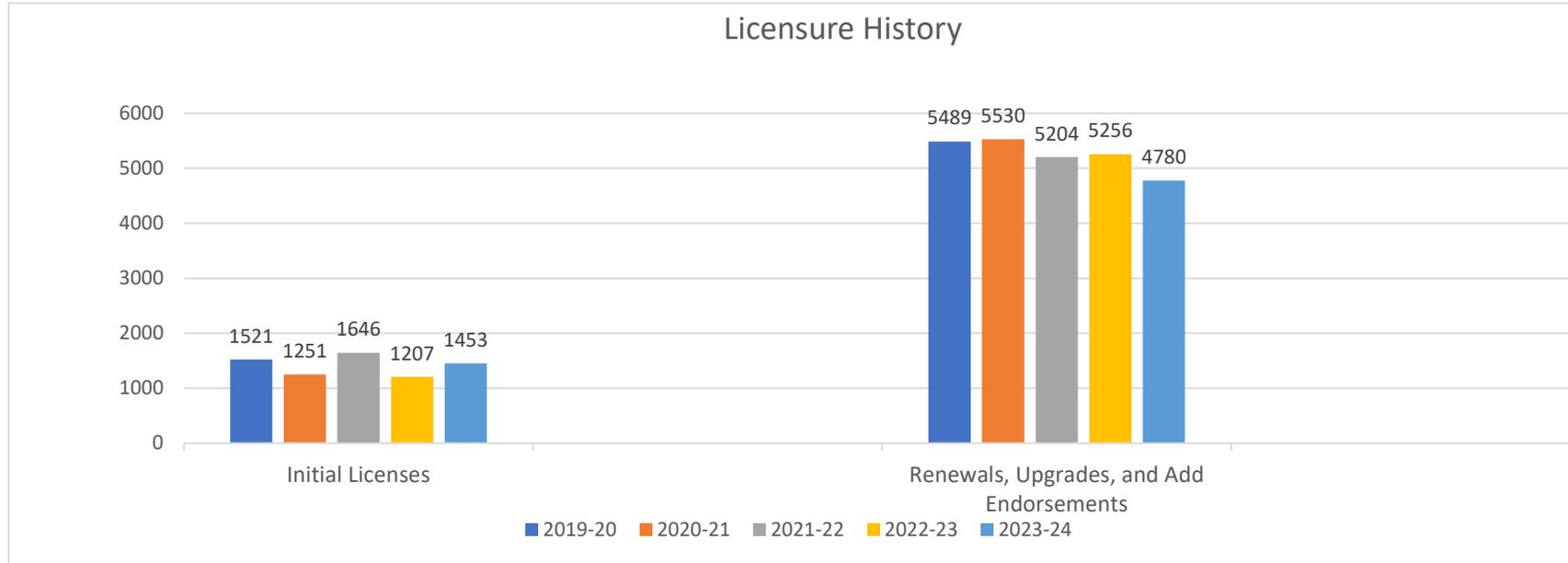
10. New License History in Fields of Critical Endorsement Shortages Five-Year Study 2019-2023

License Year	2019	2020	2021	2022	2023
Art	37	28	42	28	31
Career & Technical Education	31	26	35	58	83
Elementary	600	470	580	452	507
English	84	73	116	69	98
Health	63	60	58	34	32
Library	9	3	7	1	7
Mathematics	67	54	51	54	52
Music	35	37	45	27	41
Principal	17	16	17	26	18
School Counselor	40	31	55	27	32
School Psychologist	23	21	29	9	16
Science (BF)	38	35	47	27	46
Social Studies (BF)	62	61	73	46	62
Special Education	119	93	138	98	127
Superintendent	4	1	8	3	7
Supervisor (Special Education)	0	1	0	2	1
World Languages	22	29	31	19	34
Total	1251	1039	1332	980	1194

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11. Licensure History New Hires and Renewals for Last 5 years



Montana OPI 2023 Educator Licensure Annual Report

Data compiled by Mattie Murphy, OPI Teacher Data Coordinator/ Report compiled by Crystal Andrews, OPI Licensure Director

ITEM 31

ACTION ON THE SUPERINTENDENT'S
RECOMMENDATION TO INITIALLY
APPROVE ABCTe AS AN ALTERNATIVE
TEACHER CERTIFICATION AND
ENDORSEMENT PROGRAM

Dr. Julie Murgel and Crystal Andrews

Montana Board of Public Education Executive Summary

Date: January 18-19, 2024

Presentation	Presentation on the Request for Initial Approval for the Alternative Program- American Board for Certification of Teacher Excellence (American Board).
Presenter	Crystal Andrews and Julie Murgel
Position Title	Accreditation and Licensure Director; Chief Program Officer Office of Public Instruction
Overview	<p>As aligned with ARM 10.58.802; the Superintendent is requesting approval of the American Board, an alternative certification program.</p> <p>The American Board provided an overview along with three supporting documents in the BPE November meeting.</p>
Requested Decision(s)	Action Item
Related Issue(s)	<p>The American Board's request addresses the requirements listed in SB373, the statute for an alternative teacher certification and endorsement program.</p> <p>ARM 10.57.102(5)(c) "Approved preparation program" means: An educator preparation program approved by a state board of education or state education agency that leads to licensure in the state of preparation.</p>
Recommendation(s)	Recommend initial approval to ABCTE until January 2026 at which time ABCTE will have to provide evidence of five items outlined in ARM 10.58.802(2) to be considered for full approval.





ALTERNATIVE EDUCATOR PREPARATION PROVIDERS: INITIAL APPROVAL PROCESS

Aligned to ARM **10.58.802** APPROVAL OF NEW CURRICULAR PROGRAM

To seek initial approval for a new curricular program, the following steps are required:

1. The provider may request the approval of a new curricular program by describing the purpose, need, and objectives of the program and the impact on P-12 education.
2. The provider submits evidence of the program aligned with the BPE Professional Educator Preparation Program Standards (PEPPS) ARM 10.58.
3. The OPI facilitates a review of the submitted documentation and evidence.
4. The BPE-approved PEPPS will be used to guide the review process. The Superintendent of Public Instruction shall recommend initial approval status to the BPE based upon the review of documentation.
5. If the recommendation from this meeting is to approve, the new provider is recognized as initially approved for two years until the provider demonstrates compliance with 10.58.802(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.



Alternative Teaching Program Information Request

American Board for Certification of Teacher Excellence

Key Questions	Relevant Standard
<ul style="list-style-type: none"> • What are three key data points or evidence that demonstrate the ability of the American Board Alternative Teaching Program to develop the content and pedagogical knowledge of candidates? • How does the American Board encourage candidates to gain hands-on experience or build technology-based collaborations with school communities? • What are the American Board admission requirements? How do you ensure a diverse candidate pool? • How does the American Board support candidates from recruitment to successful completion of the program? • What evaluations or sources of evidence does the American Board use to monitor candidates' advancement from admissions through completion? • What type of feedback does the American Board provide to candidates throughout the program to inform their development? • What evidence does the American Board have that demonstrates the impact of preparation on completers? • What are three key data points or evidence that demonstrate that the American Board program engages in a continuous improvement cycle to improve the preparation program? 	<p><u>10.58.311</u> <u>INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE</u></p> <p><u>10.58.312</u> <u>INITIAL CLINICAL PARTNERSHIPS AND PRACTICE</u></p> <p><u>10.58.313</u> <u>INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY</u></p> <p><u>10.58.314</u> <u>INITIAL PROGRAM IMPACT</u></p> <p><u>10.58.315</u> <u>INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS</u></p>
<ul style="list-style-type: none"> • What evidence does the American Board use to ensure that candidates demonstrate an understanding within four categories "the learner and learning," "content," "instructional practice," and "professional responsibility?" 	<p><u>10.58.501</u> <u>TEACHING STANDARDS</u></p>

- Describe the program requirements for the Elementary Education, Reading Specialist, and Special Education programs.
- Describe the program requirements for the content discipline programs ((Biology, Chemistry, Physics, English Language Arts, Math, History, or Science).
- How does the American Board determine if a candidate meets the Elementary, Reading Specialist, and Special Education Program Standards?
- How does the American Board ensure that candidates can demonstrate a deep understanding of the critical concepts and principles of their discipline and are able to use discipline-specific practices? (Biology, Chemistry, Physics, English Language Arts, History, or Math, Science)

[10.58.509](#) ENGLISH/LANGUAGE ARTS

[10.58.510](#) SPECIAL EDUCATION P-12

[10.58.518](#) MATHEMATICS

[10.58.521](#) READING SPECIALISTS K-12

[10.58.522](#) SCIENCE

[10.58.523](#) SOCIAL STUDIES

[10.58.532](#) ELEMENTARY

ITEM 32

**ACTION ON THE PROPOSED NOTICE OF
PUBLIC HEARING PERTAINING TO
RULEMAKING IN ARM TITLE 10, CHAPTER
57, EDUCATOR LICENSURE STANDARDS,
AND AUTHORIZE FILING OF THE NOTICE
WITH THE SECRETARY OF STATE FOR
PUBLICATION IN THE MONTANA
ADMINISTRATIVE REGISTER**

Susie Hedalen

Montana Board of Public Education Executive Summary

Date: January 18-19, 2024

Presentation	Presentation for Educator Licensure Rule Revisions for ARM Title 10, Chapter 57.
Presenter(s)	Crystal Andrews and Julie Murgel
Position Title	Accreditation and Licensure Director and Chief Program Officer Office of Public Instruction
Overview	This agenda item is presented for the BPE to authorize to publish proposal notice including, public hearing date for ARM 10.57.
Requested Decision(s)	Action Item
Related Issue(s)	None
Recommendation(s)	



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



**BOARD OF PUBLIC EDUCATION TIMELINE
PROPOSED CHAPTER 57 RULES
EDUCATOR LICENSURE STANDARDS**

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| ▪ BPE approves rulemaking timeline | Sept. 14-15, 2023 |
| ▪ Proposal notice to BPE for consideration | Nov. 16-17, 2023 |
| ▪ BPE authorization to publish proposal notice, including public hearing date <ul style="list-style-type: none">• Includes expert panel/work session (18) and notice (19) | January 18-19, 2024 |
| ▪ Proposal notice to SOS for publication in MAR | January 30, 2024 |
| ▪ MAR publication of proposal notice <ul style="list-style-type: none">• Public comment begins | February 9, 2024 |
| ▪ Public hearing date | March 5, 2024 |
| ▪ Final public comment deadline | March 8, 2024 |
| ▪ Adoption notice to BPE for consideration/respond to comments | March 18-19, 2024 |
| ▪ BPE authorization to publish adoption notice | May 9-10, 2024 |
| ▪ Adoption notice to SOS for publication in MAR | May 14, 2024 |
| ▪ MAR publication of adoption notice | May 24, 2024 |
| ▪ Effective date of rules | July 1, 2024 |

**The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the rulemaking statutes.*

❖ **CHARTER COMMITTEE – (Item 33)**

Jane Hamman

ITEM 33

**ACTION ON THE RESOLUTIONS TO
APPROVE AND DENY PUBLIC CHARTER
SCHOOLS**

Jane Hamman

❖ **EXECUTIVE COMMITTEE - (Item 34)**

Dr. Tim Tharp

ITEM 34

**RECOGNITION OF EXITING BOARD
MEMBER**

Dr. Tim Tharp

FUTURE AGENDA ITEMS March 18-19, 2024

MACIE Update
Approve MSDB School Calendar
Assessment Update
Federal Update
Accreditation Report
Annual School Food Services Report
Draft – CAEP MOU
Content Standards Revision Update