

***BOARD OF PUBLIC EDUCATION
MEETING***

***July 12-14, 2023
Montana State Capitol Building,
Room 152
Helena, MT***

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION MEETING AGENDA

July 12-14, 2023
Montana State Capitol Building, Room 152
Helena, MT

Wednesday, July 12, 2023
1:00 PM

CALL TO ORDER

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

PUBLIC COMMENT

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

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 9

(Items may be pulled from Consent Agenda upon request)

- A. May 11-12, 2023 Meeting Minutes
- B. Financials

ADOPT AGENDA

STRATEGIC PLANNING SESSION – Madalyn Quinlan – 2 Hours, page 25

- REVIEW STRATEGIC PLAN
- REVIEW BYLAWS
- REVIEW COMMITTEE ASSIGNMENTS
- SET MEETING CALENDAR 2024
- SET ANNUAL AGENDA CALENDAR 2024
- DISCUSS MACIE BUDGET
- RECOMMENDATIONS ON LEGISLATIVE IMPLEMENTATION FROM BOARD COMMITTEES

PUBLIC COMMENT ON STRATEGIC PLANNING ITEMS

❖ EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 1)

Item 1 PRESENTATION OF CSPAC ANNUAL REPORT – 15 Minutes, page #38
McCall Flynn

❖ ASSESSMENT COMMITTEE – Anne Keith (Item 2)

Item 2 MONTANA ALTERNATIVE STUDENT TESTING Q&A SESSION – 45 Minutes,
page #59
New Meridian, Krystal Smith

4:30 PM ROBOTICS PRESENTATION AND DEMONSTRATION – 30 Minutes, page #60
4133 Fusion Robotics Team
<https://4133fusion.org/>

Thursday, July 13, 2023

8:30 AM

CALL TO ORDER

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

❖ MSDB LIAISON – Renee Rasmussen (Item 3)

Item 3 MSDB REPORT – 45 Minutes, page #63
Paul Furthmyre

ACTION ITEMS:

- Action on Personnel Items
- Action on Out of State Travel Request
- Action on MHSA Dues & Insurance
- Action on 2nd Reading of AER Accreditation
- Action on Pay Raises for Pay Plan 61 Employees

❖ REPORTS – Madalyn Quinlan (Items 4-9)

Item 4 CHAIRPERSON REPORT – 15 Minutes, page #136
Madalyn Quinlan

Item 5 EXECUTIVE DIRECTOR REPORT – 15 Minutes, page #137
McCall Flynn

Item 6 STATE SUPERINTENDENT REPORT – 1 Hour, page #138
State Superintendent Elsie Arntzen

- Assessment Update
- ESSER Update
- Data Modernization Update
- Content Standards Revision Update
- OPI Staffing Report

- Item 7 **COMMISSIONER OF HIGHER EDUCATION REPORT – 15 Minutes, page 171**
Dr. Angela McLean
- Item 8 **GOVERNOR’S OFFICE REPORT – 15 Minutes, page #172**
Dylan Klapmeier
- Item 9 **STUDENT REPRESENTATIVE REPORT – 15 Minutes, page #173**
Gavin Mow

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

- Item 10 **MACIE REPORT – 15 Minutes, page #174**
Jordann Lankford Forster

*******LUNCH BREAK*******
Lunch will be provided for Board members

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 11-14)**

*******TIME CERTAIN AT 1:00*******

- Item 11 **ACTION ON INITIAL REVIEW OF BPE CASE #2023-02, CLIFF – 15 Minutes,**
page #176
Rob Stutz, OPI Chief Legal Counsel
- Item 12 **ACTION ON INITIAL REVIEW OF BPE CASE #2022-19, CALDERONE – 15**
Minutes, page #177
Rob Stutz, OPI Chief Legal Counsel
- Item 13 **ACTION ON HEARING OF BPE CASE #2022-18, GRAYBILL – 2 Hours,**
page #178
Chad Vanisko, Board Legal Counsel
- Item 14 **ACTION ON HEARING OF BPE CASE #2023-01, CASE – 2 Hours, page #179**
Chad Vanisko, Board Legal Counsel

Friday, July 14, 2023
8:30 AM

CALL TO ORDER

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

❖ **LICENSURE COMMITTEE (cont.) – Susie Hedalen (Items 15-18)**

- Item 15 **ACTION ON THE STATE EXIT REPORT AND REGULAR ACCREDITATION**
STATUS OF THE UNIVERSITY OF MONTANA-WESTERN EDUCATOR
PREPARATION PROVIDER – 15 Minutes, page #182
Dr. Julie Murgel

- Item 16** REFLECTION AND REVIEW OF TITLE 10, CHAPTER 57 – EDUCATOR LICENSURE STANDARDS – *1 Hour, page #233*
Crystal Andrews; Superintendent Elliot Crump, Shelby; Superintendent Thom Peck, Lewistown; Superintendent Tobin Novasio, Hardin (formerly Lockwood); John Melick, Director of Field Placement and Licensure, MSU; Jennifer Burns, Licensure Specialist, MSU
- Item 17** DISCUSSION ON POTENTIAL REVISIONS TO TITLE 10, CHAPTER 57 EDUCATOR LICENSURE STANDARDS – *15 Minutes, page #234*
Crystal Andrews
- Item 18** DISCUSSION ON EDUCATOR PREPARATION PROGRAM ACCREDITATION – *30 Minutes, page #237*
Dr. Julie Murgel, Dr. Dan Lee, Dean of the Phyllis J. Washington College of Education, UM; Kristi Steinberg, Director of Accreditation, UM; Dr. Laura Straus, Professor and Accreditation Lead, UM Western

❖ **ACCREDITATION COMMITTEE – Dr. Tim Tharp (Items 19-21)**

- Item 19** ACTION ON ACCREDITATION CORRECTIVE ACTION PLANS – *15 Minutes, page #238*
Ellery Bresler
- Item 20** UPDATE ON 2023-2024 ACCREDITATION PROCESS – *30 Minutes, page #280*
Dr. Julie Murgel, Crystal Andrews
- Item 21** ACTION ON VARIANCE TO STANDARDS BOARD APPOINTMENTS – *15 Minutes, page #284*
Crystal Andrews

FUTURE AGENDA ITEMS – September 14-15, 2023, Miles City, MT

Election of Board Officers
Approve Yearly Board Meeting Calendar – C
Approve Annual Agenda Calendar – C
MACIE Update
Montana Digital Academy Update
Assessment Update
Federal Update
Annual HiSET Report
Annual Special Education Report
Update on Praxis Test Review

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 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. May 11-12, 2023 Meeting Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION MEETING MINUTES

May 11-12, 2023
Montana School for the Deaf and the Blind
3911 Central Ave
Great Falls, MT 59401

Thursday May 11, 2023
8:30 AM

CALL TO ORDER

Chair Quinlan called the meeting to order at 8:30 AM. Students from the Montana School for the Deaf and Blind (MSDB) led the Board in the Pledge of Allegiance. Ms. Stockton took Roll Call and the Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice-Chair; Ms. Renee Rasmussen; Dr. Ron Slinger; Dr. Tim Tharp; Ms. Jane Hamman; Mr. Charles Fox, Student Representative; Mr. Gavin Mow, Student Representative-Elect. Ex Officio members: Dr. Angela McLean, Office of the Commissioner of Higher Education (OCHE); State Superintendent, Elsie Arntzen, Office of Public Instruction (OPI). Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Mr. James Russell, Superintendent, North Star Schools; Ms. Sarah Russell, North Star Schools; Ms. Amanda Curtis, Montana Federation of Public Employees (MFPE); Mr. Paul Furthmyre, Superintendent, MSDB; Deputy Superintendent, Sharyl Allen, OPI; Ms. Wendi Fawns, OPI; Ms. Cedar Rose, OPI; Dr. Julie Murgel, OPI; Mr. Jay Phillips, OPI; Ms. Barbara Quinn, OPI; Mr. Chris Sinrud, OPI; Ms. Marie Judisch, OPI; Ms. Krystal Smith, OPI; Ms. Crystal Andrews, OPI; Ms. Ellery Bressler, OPI; Ms. Ashley Repko, OPI; Mr. Dan Rispens, Superintendent, East Helena Public Schools; Mr. Brian Kessler, Principal, East Helena High School; Dr. Rob Watson, School Administrators of Montana (SAM).

PRESENTATION BY MSDB VI PERFORMERS GROUP

PUBLIC COMMENT

No public comment.

CONSENT AGENDA

Dr. Ron Slinger moved to adopt the consent agenda. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

ADOPT AGENDA

Ms. Jane Hamman moved to adopt the agenda. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

❖ **REPORTS – Madalyn Quinlan (Items 1-2)**

Item 1 **CHAIRPERSON REPORT**
Madalyn Quinlan

Ms. Madalyn Quinlan thanked Superintendent Furthmyre and the MSDB staff for hosting the Board. Ms. Quinlan reviewed the status of the Yellow Kidney et al case for Board members and thanked all the members of the Certification Standards and Practices Advisory Council (CSPAC), whose last meeting was in April. Ms. Quinlan briefly reviewed bills passed during the Legislative Session affecting the Board and MSDB, and updated Board members on committee meetings held since the March meeting. Ms. Quinlan concluded her report by thanking Student Representative, Charles Fox, for his work on the Board over the past year, wishing him the best in his future.

Item 2 **EXECUTIVE DIRECTOR REPORT**
McCall Flynn

Ms. McCall Flynn opened her report by updating the Board on the applications received to date for the Seal of Biliteracy and announced that she will be attending Seal of Biliteracy celebrations in Bozeman the following week. Ms. Flynn reviewed the 2023 Legislative Session and bills passed that impact the Board including HB 2 which is the state budget. Ms. Flynn noted that the Board received an increase in funding for Legal Fees and increased funding to implement one of the two charter school bills. Ms. Flynn discussed the early literacy bill (HB 352), and reviewed each of the charter school bills (HB 549 and HB 562), differences between them, and duties assigned to the Board in each bill. Also reviewed was the alternative educator preparation program bill (SB 373), which allows licensure for applicants who received training from alternative educator preparation programs approved by the Board. Ms. Flynn discussed convening Board committees to work on the implementation of the bills to begin determining how the Board will implement the new laws. Board members asked questions and made suggestions regarding how to begin implementing the new laws. Ms. Flynn reviewed the recommendations from CSPAC regarding advisory councils that the Board may create and areas CSPAC felt were important for the Board to recognize when considering creating any future councils. Ms. Flynn noted that HB 231, which eliminated CSPAC, does not take effect until July 1, 2023, and answered Board member questions. Board members held a general discussion on ideas they have for advisory councils and the possible creation of “special” councils, especially regarding the Class 8 Educator License applications. Chair Quinlan noted that the existing Board committees will be used to implement the bills passed. Ms. Flynn noted that the Board holds Strategic Planning in July, and this will also be the time to continue discussions on future advisory councils and implementing new laws.

❖ **MACIE LIAISON – Susie Hedalen (Item 3)**

Item 3 **MACIE REPORT**
Jordann Lankford Forster

Ms. Jordan Lankford Forster gave the MACIE report to the Board, updating the Board on the most recent MACIE meeting held on May 3. Ms. Lankford Forster discussed that the Governor of Oklahoma has banned regalia from graduation ceremonies, and Ms. Lankford Forster reminded the Board that there is a law in Montana which protects regalia and asked that the Board remind education partners that regalia is protected in Montana. Ms. Lankford Forster discussed a survey she completed regarding Indian Education for All for her master’s degree program. Ms. Lankford Forster discussed ongoing MACIE budgets discussions, and other items covered at the meeting, including establishing a meeting schedule, position statements, and open positions on the Council. Ms. Lankford Forster answered Board member questions. The Board discussed promoting the application process for the student representative position on MACIE.

❖ **REPORTS – Madalyn Quinlan (Items 4-7)**

**Item 4 STATE SUPERINTENDENT REPORT
Superintendent Elsie Arntzen**

Superintendent Elsie Arntzen presented her report to the Board noting MSDB has earned a Purple Star School Award and announced that nominations are open for Teacher of the Year. She reviewed the Legislative Session as it pertains to OPI and answered Board member questions. Ms. Cedar Rose discussed spring assessment testing, including Smarter Balanced testing, ACT testing, and commended the work of the OPI Assessment Team and answered Board member questions. Ms. Krystal Smith updated the Board on the MAST pilot testing cycle. Ms. Wendi Fawns presented the ESSER update, including the data collection from schools in which there was a 97% completion rate. Ms. Fawns answered Board member questions. Mr. Chris Sinrud gave the Data Modernization Update to the Board including an update on the Request for Proposal process underway to secure a vendor for the program. Mr. Sinrud answered Board member questions.

**Item 5 COMMISSIONER OF HIGHER EDUCATION REPORT
Dr. Angela McLean**

Dr. Angela McLean announced the hiring of a new President at Bitterroot College, Christine Burger, who will begin her new position soon. Dr. McLean updated the Board on work done on the Apply Montana College Access Portal, the Grow Your Own Program, Apprenticeship Program for the Trades, and Montana's Future at Work Program. Dr. McLean answered Board member questions.

**Item 7 STUDENT REPRESENTATIVE REPORT
Charles Fox**

Mr. Charles Fox presented the Student Representative Report, introducing Gavin Mow as the new student representative to the Board. Mr. Fox discussed the recruitment and application process for the new representative, noting that this year had the most interest and applications to date. Mr. Fox reviewed the State Student Council Conference for the Board, including a newly hired Executive Director, and new student leadership. The next conference will be held in Helena. Mr. Fox reviewed student activities over the last month including national conferences for DECA, BPA, HOSA, and other student groups. Mr. Fox discussed the success of the ACT testing this year and reported that students notified him that it went well. Mr. Fox thanked the Board and staff for the experience over the last year and expressed his appreciation. Board members individually thanked Mr. Fox for his service. Mr. Gavin Mow introduced himself to the Board and thanked Mr. Fox for his leadership.

❖ **MSDB LIAISON – Renee Rasmussen (Items 8-9)**

**Item 8 MSDB REPORT
Paul Furthmyre**

Ms. Renee Rasmussen opened the MSDB item noting that she was on campus in April for meetings with the Foundation Board and the Accreditation team and expressed how impressed she is with both groups. Ms. Rasmussen noted the dedication of the Foundation Board to training and continuing education. Mr. Paul Furthmyre, Superintendent of MSDB, presented his report to the Board. Mr. Furthmyre discussed the accreditation meeting with the National Association of the Deaf, the MSDB Foundation breakfast for the community, and the completion of a comprehensive needs assessment for Indian Education for All, in which MSDB scored very high. Mr. Furthmyre discussed the support the school has from the MSDB Foundation which provides funding to the school, including national experts being brought in for ASL and for visually-impaired students. Mr. Furthmyre discussed the 6 FTE positions allocated to the school by the Legislature, new hires, resignations, and retirements, and noted that MSDB has been successful in recruiting good applicants from Montana as well as outside of Montana. Mr. Furthmyre discussed upcoming collective bargaining agreements and his hope to increase pay for the specialists on staff. Mr. Furthmyre discussed MSDB's state accreditation with the Board, deficiencies noted in the state report,

and the process for national accreditation for the VI program. The report concluded with a review of the 2023 Legislative Session and bills passed that affect MSDB, including funding to upgrade broadband, and a redesign of the parking lot. Mr. Furthmyre asked for approval of the Action items.

Ms. Renee Rasmussen moved to approve the Personnel Action items for the MSDB as listed in the agenda packet and reviewed by Superintendent Furthmyre. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

Ms. Renee Rasmussen moved to approve the Out of State Travel Requests as presented in the packet. Motion seconded by Dr. Ron Slinger.

No discussion. Motion passed unanimously.

Ms. Renee Rasmussen moved to approve the Professional Practice Experience Agreement for Nursing Programs MOU at Great Falls College. Motion seconded by Ms. Susie Hedalen.

No discussion. Motion passed unanimously.

Ms. Renee Rasmussen moved to approve the Golden Triangle Cooperative Agreement for 2023-2024. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

Ms. Renee Rasmussen moved to approve the 2nd reading of the Self-Study for sections A, B, and D for accreditation with the Association of Education and Rehabilitation of the Blind and Visually Impaired. Motion seconded by Dr. Tim Tharp.

No discussion. Motion passed unanimously.

**Item 9 ACTION ON MSDB SUPERINTENDENT 2023-2024 CONTRACT
Madalyn Quinlan**

Ms. Madalyn Quinlan opened the item and asked Ms. Flynn to review the changes to the contract. Revisions include: a three-year contract through June 30, 2026, changes to compensation due to passage of HB 13, revisions to the evaluation process section, and changes to dismissal for cause. Ms. Flynn noted that State Human Resources has reviewed the contract as well as Mr. Furthmyre.

Ms. Renee Rasmussen moved to approve the MSDB Superintendent contract from July 1, 2023 to June 30, 2026. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

❖ EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 10)

**Item 10 ACTION ON 2023-2024 BASE AID PAYMENT SCHEDULE
Jay Phillips**

Mr. Jay Phillips reviewed the proposed BASE Aid payment schedule for 2023-2024 for the Board, noting changes from the previous year due to Legislative changes.

Dr. Ron Slinger moved to approve the BASE Aid Payment Schedule for fiscal year 2024. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

*****TIME CERTAIN AT 1:00*****

❖ **LICENSURE COMMITTEE – Susie Hedalen (Items 11-12)**

**Item 11 INITIAL REVIEW OF BPE CASE #2023-01, CASE
Rob Stutz**

Mr. Rob Stutz reviewed the revocation request for BPE case #2023-01, Case. Mr. Stutz answered Board member questions and noted that the educator was given the opportunity to surrender his license but has chosen not to surrender. Ms. Flynn noted this will be on the agenda for July.

Ms. Susie Hedalen moved to forward BPE Case #2023-01 to a contested case hearing at the July 2023 meeting. Motion seconded by Dr. Ron Slinger.

No discussion. Motion passed unanimously.

**Item 12 ACTION ON CAEP MOU
Dr. Julie Murgel**

Dr. Julie Murgel reviewed the CAEP MOU for the Board, how the joint accreditation process works, and the option to include new national accreditation programs, given the changes in Chapter 58. Discussion ensued regarding the benefits of Educator Preparation Programs having both state and national accreditation, and how joint accreditation is beneficial.

Ms. Susie Hedalen moved to approve the CAEP MOU effective July 1, 2023 to June 30, 2024. Motion seconded by Dr. Ron Slinger.

Public comment from Dr. Tricia Seifert, Montana State University (MSU), regarding CAEP Accreditation and the joint site review between MSU, CAEP, and OPI.

Public comment from Ms. Kristi Steinberg, University of Montana (UM), who thanked Dr. Murgel for her hard work, then spoke about the partnership between the three entities and the benefits of having a joint site review. Ms. Steinberg also spoke about the value of the process and the positive outcomes of the joint review.

Public comment from Dr. Laura Straus, UM Western, who echoed the comments from Dr. Seifert and Ms. Steinberg, and spoke about UM Western's recent joint site review and accreditation process.

Public comment from Dr. Dan Lee, UM, who agreed with all the previous comments, and commended Dr. Murgel for the work she does.

Ms. Jane Hamman asked the commenters to speak to the fact that the mission of CAEP is to "promote equity".

Dr. Dan Lee stated that “promoting equity” is not their only mission and that there are other aspects that are more important to the accreditation process.

Ms. Steinberg addressed where the word “equity” is mentioned in the CAEP Standards and how it is applied, clarifying that it is only mentioned in Standard 1.

Public comment from Ms. Amanda Curtis, MFPE, who spoke about equal outcomes for students to be career and college ready. Ms. Curtis spoke about how the word equity has been used historically in education.

Ms. Renee Rasmussen addressed her concerns with having an MOU with only one accrediting body, recognizing that there is another option, and that she has concerns with partnering with a body that’s first words of their mission is “equity”.

Dr. Tim Tharp commented that Education Preparation Providers (EPP) still have an option to obtain national accreditation, but it is not a requirement, and that while he has concerns with the state being tied to one entity, he does not want to disrupt anything that an institution may be in the middle of.

Chair Quinlan noted that some legitimate concerns had been brought forward, and that disrupting processes already underway is a concern. Ms. Quinlan stated that she would like to have some input from the Montana Council of Deans of Education on the various questions and concerns from Board members.

Ms. Susie Hedalen agreed with the comments from Ms. Quinlan that obtaining more information is critical but does not want to negate something that has been so beneficial to the EPPs.

Dr. Ron Slinger reminded the Board that this agreement is only for one year, and that it would be wise to approve the MOU and then give the Board a year to determine other options and possibly enter into an agreement with other accrediting bodies. Dr. Slinger stated that he supports the MOU.

Ms. Hamman asked for clarification from Dr. Murgel on the EPPs that are currently in the pipeline. Dr. Murgel noted MSU has completed the work and will be having their follow up site visit in the fall of 2023, with final approval to the Board in January 2024, and MSU Billings is set to begin their accreditation review process in the Spring of 2024.

Ms. Rasmussen agreed that she does not want to impact MSU and their accreditation in any way but would prefer that the EPPs be able to choose their own process for national accreditation.

Dr. Angela McLean echoed support for Dr. Slinger’s comments to move the motion forward today and to pull a group together to research and discuss the issues that have been brought forward. Dr. McLean noted that approving the CAEP MOU today does not preclude any other options going forward, and that OCHE will support the Board in any future work.

No further discussion. Motion passes with Board members Hamman and Rasmussen dissenting.

Dr. Tharp stated that he voted “aye” but with hesitation and would like to explore why the MOU involves the Board of Public Education, and not the Board of Regents.

Ms. Rasmussen added that now that there is a second accrediting body, she is concerned an institution would get stuck with one body.

❖ **ACCREDITATION COMMITTEE – Dr. Tim Tharp (Items 13-14)**

Item 13

ACTION ON THE ACCREDITATION PROCESS AND SCHEDULE FOR THE 2023-2024 SCHOOL YEAR

Crystal Andrews

Ms. Crystal Andrews reviewed the 2023-2024 Accreditation Process per the Chapter 55 Standards of Accreditation rules that are effective July 1, 2023. Ms. Andrews noted that data collection will still be done this fall, but will now be done in Infinite Campus, not TEAMS, and that a new accreditation collection system is being developed. Ms. Andrews reviewed how the new process will work with collection being done in the spring. Ms. Andrews concluded her report by stating that OPI will publicize guidance documents, review next steps and training for districts. Ms. Andrews answered Board member questions.

Dr. Tim Tharp moved to approve Superintendent Arntzen’s recommendation for the proposed accreditation process and schedule for the FY24 school year. Motion seconded by Dr. Ron Slinger.

A question from Ms. Hedalen as to whether OPI has enough support for schools and Ms. Andrews answered that they do.

Public comment from Mr. James Russell, Superintendent of North Star School District stated that from a Class C School District perspective he has concerns about the time a new process will require, while still doing all the other aspects of his job.

Public comment from Dr. Rob Watson, SAM, questioning what exactly the Board is approving today. Dr. Watson commended Ms. Andrews and her team for the work they have done with the new process but presented some suggestions to enhance the process. Dr. Watson noted that SAM stands available to help with implementation then reviewed his concerns with the Board.

Public comment from Ms. Amanda Curtis, MFPE, supporting comments from the administrators.

Dr. Murgel responded to the timeline concerns raised by Dr. Watson.

Chair Quinlan suggested postponing the vote until tomorrow to consider a new motion.

Discussion ensued on whether to postpone the vote until the following day or to move forward with sections of the proposed process and have OPI come back with revisions to others.

Dr. Tim Tharp withdrew the motion. The item was revisited on Friday.

Item 14

ACTION ON FULL ACCREDITATION FROM PROBATION FOR EAST HELENA HIGH SCHOOL AND LOCKWOOD HIGH SCHOOL

Crystal Andrews

Dr. Tharp opened the item and turned it over to Ms. Andrews who highlighted the work going on in the districts. Mr. Dan Rispens, Superintendent, East Helena Schools, and Mr. Brian Kessler, Principal, East Helena High School addressed the process of bringing on the new high school in East Helena. The representatives answered Board member questions.

Dr. Tim Tharp moved to approve Superintendent Arntzen’s recommendation to approve East Helena High School’s Exit Report and upgrade to full accreditation. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

Ms. Ashley Repko briefly reviewed highlights of Lockwood High School for the Board. Dr. Tharp noted that Lockwood High School has a group called “Hope Squad” that addresses mental health for students.

Dr. Tim Tharp moved to approve Superintendent Arntzen’s recommendation to approve Lockwood High School’s Exit Report and upgrade their probationary status to full accreditation. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

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

❖ **EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 15)**

Item 15

**EXECUTIVE DIRECTOR PERFORMANCE EVALUATION
Madalyn Quinlan**

Friday May 12, 2023

Chair

CALL TO ORDER

Chair Quinlan called the meeting to order at 8:30 AM. Students from the MSDB led the Board in the Pledge of Allegiance. Ms. Stockton took Roll Call and the Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Tim Tharp; Ms. Jane Hamman; Dr. Ron Slinger; Ms. Renee Rasmussen; Mr. Charles Fox, Student Representative; Mr. Gavin Mow, Student Representative-Elect. Ex Officio members present: Deputy Superintendent, Sharyl Allen, OPI; Mr. Dylan Klapmeier, Governor’s Office. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests: Ms. Amanda Curtis, MFPE; Dr. Rob Watson, SAM; Dr. Julie Murgel, OPI; Ms. Ellery Bresler, OPI; Ms. Crystal Andrews, OPI; Ms. Sarah Russell, North Star Schools; Mr. James Russell, Superintendent, North Star Schools; Ms. Laurie Barron, Superintendent, Evergreen Schools; Ms. Jenny Murnane Butcher, Montanans Organized for Education (MOFE).

PRESENTATION BY MSDB FLYING HOOVES

❖ ACCREDITATION COMMITTEE – Dr. Tim Tharp (Items 13 and 16-19)

**Item 13 ACTION ON THE ACCREDITATION PROCESS AND SCHEDULE FOR THE
2023-2024 SCHOOL YEAR
Crystal Andrews**

Dr. Tharp reviewed the discussion on Item #13 carried over from the previous day where several different options were discussed relating to the timeline for implementing the 2023-2024 Accreditation process. Ms. Sharyl Allen disseminated and reviewed an updated timeline for the Board to consider, providing additional context regarding the implementation of the new process. Dr. Julie Murgel discussed several additional points and clarified the action requested of the Board by the Superintendent. Dr. Murgel explained the rubric that will be used to evaluate that a district is following the accreditation standards and addressed concerns expressed by Board members the previous day regarding holding schools harmless, whether the new process is easier or more difficult than what is currently in place, and if schools will score lower or higher in the first year of the new process. Board members thanked Dr. Murgel for the additional clarifying information that addressed concerns members had the previous day.

Dr. Tim Tharp moved to approve Superintendent Arntzen’s recommendation for the proposed accreditation process and schedule for the FY24 school year. Motion seconded by Ms. Susie Hedalen.

Public comment from Superintendent Laurie Barron, Evergreen Schools, who thanked OPI staff for their efforts working on the new process and agreed that the process needs to be approved to work through issues that may arise. Ms. Barron expressed concerns she is hearing from others in the field that the process has moved too quickly.

Dr. Rob Watson commented on the revised timeline which still does not address the concerns he has with the proposed process and encouraged the Board to consider training opportunities for districts.

Public comment from Ms. Jenny Murnane Butcher, MOFE.

Public comment from Ms. Amanda Curtis, MFPE.

Chair Quinlan ensured that Board members were clear that the motion on the floor pertains to the documents from OPI distributed this morning.

No further discussion. Motion passed unanimously.

**Item 16 PRESENTATION OF ACCREDITATION DEVIATION ANALYSIS REPORT
Ellery Bresler**

Ms. Ellery Bresler presented the Deviation Analysis report to the Board explaining changes in the report from the previous year before answering Board members’ questions and concerns.

**Item 17 ACTION ON ADDENDUMS TO THE ACCREDITATION STATUS REPORT FOR
THREE SCHOOLS
Ellery Bresler**

Ms. Bresler explained the corrections from the three districts are due to data entry errors.

Dr. Tim Tharp moved to approve the addendums for Sweet Grass County High School, Great Falls High School, and CM Russell High School. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

**Item 18 ACTION ON THE 2023-2024 VARIANCE TO STANDARDS APPLICATIONS
Ellery Bresler**

Dr. Tharp noted the details in the reports from the districts and applauded their work.

Dr. Tim Tharp moved to approve the Initial Application for a Variance to Standards for Hellgate Elementary Intermediate School. Motion seconded by Dr. Ron Slinger.

No discussion. Motion passed unanimously.

Dr. Tim Tharp moved to approve Superintendent Arntzen's recommendation for the Renewal Applications for: Troy Public Schools 7-8; Columbia Falls Public Schools Junior High; St Ignatius Middle School; Elysian Elementary Middle School; and Big Fork Elementary and 7-8. Motion seconded by Ms. Jane Hamman.

Comments from Ms. Bresler regarding the renewal applications.

No further discussion. Motion passed unanimously.

**Item 19 PRESENTATION ON THE ACCREDITATION CORRECTIVE ACTION PLANS
Ellery Bresler**

Ms. Ellery Bresler noted this is an information item. Corrective plans are due to the OPI by June 1st and will go before the Board for approval at the July 2023 meeting.

**Item 6 GOVERNOR'S OFFICE REPORT
Dylan Klapmeier**

Mr. Dylan Klapmeier updated the Board on legislative action and laws passed during the 2023 session regarding public education and specific to the Board.

FUTURE AGENDA ITEMS July 13-14, 2023, Helena, MT

Strategic Planning Meeting

CSPAC Annual Report

MACIE Update

Annual HiSET Report

Annual Special Education Report

Assessment Update

Federal Update

Chair Quinlan noted the next meeting will be in July in Helena and thanked Mr. Charles Fox for his service this past year and welcomed Mr. Gavin Mow to the Board.

PUBLIC COMMENT

Dr. Rob Watson expressed his appreciation for Ms. Flynn and her hard work for public education.

ADJOURN

The meeting adjourned at 9:55AM.

10:00 AM – RECEPTION WITH MSDB COTTAGE STAFF

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive professional development units. 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: [s](#) or phone at 406-444-0302.

DRAFT

CONSENT AGENDA

FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2023 through 12 (Jun)/2023

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					409,500.60	343,816.27	(610.17)	66,294.50
235F2 FY2022 CARRYFORWARD					9,072.00	9,072.00	0.00	0.00
01100 General Fund					9,072.00	9,072.00	0.00	0.00
62000 Operating Expenses					9,072.00	9,072.00	0.00	0.00
1 BOARD OF PUBLIC EDUCATION					9,072.00	9,072.00	0.00	0.00
(blank)					0.00	0.00	0.00	0.00
ALL All Organization Rollup					0.00	0.00	0.00	0.00
235H1 ADMINISTRATION					339,482.00	291,897.32	(610.17)	48,194.85
01100 General Fund					153,628.00	122,284.07	0.00	31,343.93
61000 Personal Services					138,411.00	118,901.00	0.00	19,510.00
1 BOARD OF PUBLIC EDUCATION					138,411.00	118,901.00	0.00	19,510.00
62000 Operating Expenses					15,217.00	3,383.07	0.00	11,833.93
1 BOARD OF PUBLIC EDUCATION					15,217.00	3,383.07	0.00	11,833.93
(blank)					0.00	0.00	0.00	0.00
ALL All Organization Rollup					0.00	0.00	0.00	0.00
02122 Advisory Council					122,850.00	106,609.57	0.00	16,240.43
61000 Personal Services					122,850.00	106,609.57	0.00	16,240.43
30 Advisory Council Program 01					122,850.00	106,609.57	0.00	16,240.43
(blank)					0.00	0.00	0.00	0.00
ALL All Organization Rollup					0.00	0.00	0.00	0.00
02219 Research Fund					63,004.00	63,003.68	(610.17)	610.49
62000 Operating Expenses					62,466.00	62,465.68	(610.17)	610.49
50 Research Program 01					62,466.00	62,465.68	(610.17)	610.49
68000 Transfers-out					538.00	538.00	0.00	0.00
50 Research Program 01					538.00	538.00	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)					15,530.60	(644.36)	0.00	16,174.96
01100 General Fund					15,530.60	(644.36)	0.00	16,174.96
62000 Operating Expenses					15,530.60	(644.36)	0.00	16,174.96
1 BOARD OF PUBLIC EDUCATION					15,530.60	(644.36)	0.00	16,174.96
(blank)					0.00	0.00	0.00	0.00
ALL All Organization Rollup					0.00	0.00	0.00	0.00
235H3 LEGAL FEES (RST/OTO/BIEN)					25,000.00	23,981.69	0.00	1,018.31
01100 General Fund					25,000.00	23,981.69	0.00	1,018.31
62000 Operating Expenses					25,000.00	23,981.69	0.00	1,018.31
1 BOARD OF PUBLIC EDUCATION					25,000.00	23,981.69	0.00	1,018.31
(blank)					0.00	0.00	0.00	0.00
ALL All Organization Rollup					0.00	0.00	0.00	0.00
235H4 STATE ITSD/RST					16,392.00	15,747.62	0.00	644.38
01100 General Fund					16,392.00	15,747.62	0.00	644.38
62000 Operating Expenses					16,392.00	15,747.62	0.00	644.38

OBPP Program	Subclass	Fund	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC/	235H4 STATE	01100 General Fund	62000 Operating Expenses	1 BOARD OF PUBLIC EDUCATION	16,392.00	15,747.62	0.00	644.38
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
235J1 HB13 OTO					3,762.00	3,762.00	0.00	0.00
		01100 General Fund	61000 Personal Services		1,770.00	1,770.00	0.00	0.00
				1 BOARD OF PUBLIC EDUCATION	1,770.00	1,770.00	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
		02122 Advisory Council	61000 Personal Services		1,992.00	1,992.00	0.00	0.00
				30 Advisory Council Program 01	1,992.00	1,992.00	0.00	0.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
235Z1 WORKERS COMP. REDUCTION					262.00	0.00	0.00	262.00
		01100 General Fund	61000 Personal Services		205.00	0.00	0.00	205.00
				1 BOARD OF PUBLIC EDUCATION	205.00	0.00	0.00	205.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
		02122 Advisory Council	61000 Personal Services		57.00	0.00	0.00	57.00
				30 Advisory Council Program 01	57.00	0.00	0.00	57.00
			(blank)		0.00	0.00	0.00	0.00
				ALL All Organization Rollup	0.00	0.00	0.00	0.00
Grand Total					409,500.60	343,816.27	(610.17)	66,294.50

STRATEGIC PLANNING SESSION

Madalyn Quinlan

- **REVIEW STRATEGIC PLAN**
- **REVIEW BYLAWS**
- **REVIEW COMMITTEE ASSIGNMENTS**
- **SET MEETING CALENDAR 2024**
- **SET ANNUAL AGENDA CALENDAR 2024**
- **DISCUSS MACIE BUDGET**
- **RECOMMENDATIONS ON
LEGISLATIVE IMPLEMENTATION
FROM BOARD COMMITTEES**

Board of Public Education Strategic Plan 2023-2024

MISSION STATEMENT:

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

STRATEGIC PLAN:

- 1. Exercise the Board’s constitutional and statutory authority to improve Montana’s education system.**
 - Work with constitutional education authorities to ensure they understand and respect the constitutional authority of the Board of Public Education.
 - Collaborate with constitutional education authorities around initiatives to improve and support public education in Montana.
 - Promote and maintain a transparent and open public participation process.

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

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

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

5. Support the preparation of all Montana students for employment, post-secondary education, and civic life.

- Work to support and expand pathways to career and life success through dual enrollment, internships, work-based learning, etc.
- Collaborate with the Montana Digital Academy to support online instruction for students, and assign the Executive Director to participate in the Montana Digital Academy Governing Board meetings.
- Plan and prepare for the Board of Education meetings to support P-20 priorities and adopt a unified education budget.
- Receive guidance from the Montana Advisory Council for Indian Education and act on its recommendations, when appropriate.

6. Recognize and fulfill the Board's statutory obligation to the Montana School for the Deaf and Blind.

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

**STATE OF MONTANA
BOARD OF PUBLIC EDUCATION**

BYLAWS

Article I. Name

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

Article II. Objective

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

Article III. Membership

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

Article IV. Officers

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

Article V. Executive Director

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

Article VI. Meetings

According to § 20-2-112, MCA, the Board shall meet at least quarterly. Special meetings may be called by the Governor, the chairperson of the Board, the Executive Director, or a request in writing of four regular appointed members. When necessary, the Board may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call, or by a combination of both. In the case of a special meeting, the Executive Director shall notify each regular and ex-officio member either by e-mail, mail, or by telephone sufficiently in advance of the meeting to allow all Board members to travel to the meeting site from their principal Montana residence.

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

Meetings of the Board shall be open to the public. The Chairperson may close the meeting to the public if he or she determines:

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

The Chairperson shall read for the minutes the reason for the closing, or the minutes will show that the person in question requested a closed session.

Article VII. Quorum

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

Article VIII. Organization

Section A. Officers

The Board shall select, by a majority vote, a Chairperson and Vice Chairperson from its appointed members each September. The term of elected office shall be for one year. The Chairperson shall be the presiding officer and shall preside over all regular, special, and public meetings of the Board. The Vice Chairperson shall perform the functions of the Chairperson in their absence.

Section B. Committees

Standing committees shall be as follows:

1. An Executive Committee: composed of the Chairperson, Vice Chairperson, and the Executive Director
2. An Accreditation Committee
3. A Licensure Committee
4. A Montana School for the Deaf and Blind Committee
5. A Legislative Committee
6. An Assessment Committee
7. An Education Interim Committee

The Board may create special committees as deemed necessary to carry out the responsibilities of the Board. Members of the special committees shall be appointed by the Chairperson.

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

The Board shall establish a Montana School for the Deaf and Blind Committee. Due to the uniqueness of the operations of the Montana School for the Deaf and Blind, the Committee is expected to meet more regularly than other committees of the Board. As required under § 20-8-101, MCA, the Montana School for the Deaf and Blind is under general supervision, direction, and control of the Board. This relationship requires more regular oversight and involvement in the maintenance and governance of the school.

Article IV. Order of Business

The regular order of business shall be as follows:

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Statement of Public Participation
5. Welcome Visitors
6. Items Pulled from Consent Agenda
7. Consent Agenda Adoption

8. Agenda Adoption
9. Agenda
10. Date and Place of Next Meeting
11. Adjournment

Article X. Communications

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

Article XI. Parliamentary Procedure

The Board will use Robert's Rules of Order as a guide on questions of parliamentary procedure.

Article XII. Amendments

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

Article XIII. Professional Development

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

[Request and Justification for Travel Form \(mt.gov\)](#)

Board of Public Education Committee Assignments 2023

STANDING COMMITTEES

Executive Committee

Madalyn Quinlan, Chair
Susie Hedalen, Vice Chair
McCall Flynn, Executive Director

Accreditation Committee

Tim Tharp, Chair
Anne Keith, Member
Madalyn Quinlan, Ex-Officio Member

Licensure Committee

Susie Hedalen, Chair
Ron Slinger, Member
Madalyn Quinlan, Ex-Officio Member

MSDB Committee

Renee Rasmussen, Chair
Madalyn Quinlan, Ex-Officio Member

Legislative Committee

Renee Rasmussen, Chair
Jane Hamman, Member
Madalyn Quinlan, Ex-Officio Member

Assessment Committee

Anne Keith, Chair
Renee Rasmussen, Member
Madalyn Quinlan, Ex-Officio Member

Education Interim Committee

Jane Hamman, Chair
Ron Slinger, Member
Madalyn Quinlan, Ex-Officio Member

ADVISORY GROUP LIAISONS

Montana Digital Academy – McCall Flynn
MACIE – Susie Hedalen
Montana Early Childhood AC – McCall Flynn
Montana School Safety AC – McCall Flynn
Ed and Wf Data Gov Board – Susie Hedalen

BOARD OF PUBLIC EDUCATION

ANNUAL AGENDA CALENDAR January 2024 – November 2024

(Proposed items from OPI are in italics – C symbolizes Consent Agenda)

January 11-12 or 18-19, 2024 – Helena, MT

Exiting Board Member – Last Meeting and Recognition
Review MSDB Superintendent Contract Extension (2026)
MACIE Update
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

March 7-8 or 14-15, 2024 – Helena, MT

MACIE Update
Approve MSDB School Calendar
Approve MSDB Superintendent Contract Extension (2026)
Assessment Update
Federal Update
Accreditation Report
Annual School Food Services Report
Approve Annual Reports Transformational Learning and Advanced Opportunity Grant Applications
Draft – CAEP MOU
Content Standards Revision Update

May 9-10 or 16-17, 2024 – Great Falls, MT

Student Representative Last Meeting & Recognition
MACIE Update
Approve K-12 Schools Payment Schedule
Assessment Update
Accreditation Report
Approve – CAEP MOU
Federal Update
Content Standards Revision Update
Executive Director Performance Evaluation

July 17-19, 2024 – Helena, MT

Strategic Planning Meeting
MACIE Update
Approve MSDB/Golden Triangle Co-op
Review Community Choice School Academic Performance and Financial Reports
Assessment Update
Federal Update
OPI Staffing Report
Accreditation Report
Content Standards Revision Update
Reflection on Chapter 58 Revisions
Reflection Chapter 55 Revisions

September 12-13 or 19-20, 2024 – TBD, MT

Election of Board Officers
Approve Yearly Board Meeting Calendar – C
Approve Annual Agenda Calendar – C
MACIE Update
Montana Digital Academy Update
MACIE Renewal (Even Years)
Annual HiSET Report
Annual Special Education Report
Assessment Update
Federal Update
Content Standards Revision Update

November 21-22, 2024 – Bozeman, MT

Board of Education Meeting
Montana Council of Deans of Education Update
MACIE Update
Review individual Community Choice Schools' Annual Reports
Assessment Update
Federal Update
Annual Data Collection
Variance to Standards Requests & Renewals
Accreditation Report
Youth Risk Behavior Survey Update (Odd Years)
Annual Professional Development Unit Providers List
Content Standards Revision Update
MSDB Superintendent Performance Evaluation & Contract Extension Discussion

Board of Public Education
Board Assessment Committee recommendation on HB 352 – Provide targeted interventions to support 3rd grade reading proficiency

Recommendations:

- Create and convene an advisory council under 2-15-122, MCA, to accomplish the scope of work listed below.
- Convene advisory council members via zoom as much as possible to save funds.
- Coordinate with the Office of Public Instruction and Montana School Boards Association to determine next steps in selecting a home-based early literacy program.
- Get clarification on the “design framework for jumpstart program” language.

Advisory Council Scope of Work:

- Identify 3rd grade reading proficiency level.
- Review previous exceptional circumstances statute language for reference.
- Recommend an evaluation methodology which will be used to determine whether a child is at, above, or below a developmental trajectory leading to reading proficiency at the completion of third grade.
- Recommend a home-based early literacy program.
- Review Title 10, Chapter 63 – Early Childhood Education Standards to ensure they align and complement Section 3.

Board Scope of Work:

- Create advisory council.
- Design framework for jumpstart program.
- Approve the evaluation methodology.
- Approve the home-based early literacy program.

Potential Council Members:

- Early literacy experts
- School administrators (identified through SAM)
- Early literacy educators
- School board trustees (identified through MTSBA)
- Office of Public Instruction
- Higher education early childhood experts

Note: The Board received zero funding to accomplish this work, despite requesting \$11,500 in the fiscal note to convene, contract, and revise administrative rules. These recommendations are subject to change following full Board review.

Board of Public Education
Board Accreditation Committee recommendation on HB 549 – Authorizing establishment of public charter schools

Recommendations:

- Contract or hire a modified FTE to accomplish the scope of work listed in the bill.
- Work with the Office of Public Instruction to determine next steps in developing a process to collect, analyze, and report on charter school data.
- Work with the Office of the Budget and Program Planning to create a public charter school state special revenue account, as required in the bill.

Board Scope of Work:

- Search for modified FTE.
- Create request for proposal and timeline.
- Solicit and evaluate charter proposals.
- Approve charter proposals and promote a diversity of educational choice.
- Deny charter proposals.
- Negotiate and execute charter contracts.
- Monitor approved public charter schools' performance and legal compliance with charter contract terms.
- Determine whether each charter contract merits renewal, nonrenewal, or revocation.
- Approve or deny renewal.
- Issue and broadly publicize a request for proposal by October 1, 2023 and by June 1 of each year thereafter.
- Publish and submit an annual report to the legislature on or before December 1 of each year.

Contractor/Modified FTE Scope of Work:

- Support the Board in any of the above tasks.

Note: The Board received \$147,166 in FY 2024 and \$141,566 in FY 2025 to accomplish this work. These recommendations are subject to change following full Board review.

Board of Public Education
Board Accreditation Committee recommendation on HB 562 – Authorize establishment of
community choice schools

Recommendations:

- Work with the Office of the Budget and Program Planning to create a community choice school state special revenue account, as required in the bill.
- Schedule a time to meet with the Commission to discuss next steps and expectations of the Board.
 - Determine whether the Board has sufficient time and resources to provide support staff.
- Discuss a process for receiving reports before August 1 and December 1, as required in the bill.

Board Scope of Work:

- Support the Community Choice Commission as the “administrative agency” and
 - direct and supervise the budgeting, recordkeeping, reporting, and related administrative and clerical functions of the agency;
 - include the agency's budgetary requests in the departmental budget;
 - collect all revenues for the agency and deposit them in the proper fund or account. Except as provided in 37-1-101, the department may not use or divert the revenues from the fund or account for purposes other than provided by law;
 - provide staff for the agency. Unless otherwise indicated in this chapter, the agency may not hire its own personnel; and
 - print and disseminate for the agency any required notices, rules, or orders adopted, amended, or repealed by the agency.
- Receive academic performance and financial reports of each choice school from the Commission by August 1.
- Receive annual reports on the state’s community choice schools that includes data from the annual reports submitted by each authorizer by December 1.

Note: The Board received zero funding to accomplish this work, despite requesting one FTE in the fiscal note. These recommendations are subject to change following full Board review.

Board of Public Education
Board Licensure Committee recommendation on SB 373 – Provide for alternative teacher credentialing

Recommendations:

- Discuss and collaborate with the Office of Public Instruction on an application and process for receiving recommendations.
 - Application should acknowledge qualifications and evidence of each requirement.
- Develop process with the Office of Public Instruction to include the requirement of a mentorship and induction program, as determined by the local school district, on the educator's license when required by the Board.
- Determine an accountability process for the mentorship and induction program.
- Develop a rubric to determine eligibility.

Board Scope of Work:

- Approve alternative teacher certification and endorsement programs, based on a recommendation by the Superintendent of Public Instruction.
- Determine whether mentorship and induction programs should be required for applicants who complete an approved alternative teacher certification and endorsement program.

Note: No funds were requested to accomplish this work. These recommendations are subject to change following full Board review.

❖ **EXECUTIVE COMMITTEE**

Madalyn Quinlan

ITEM 1

**PRESENTATION OF CSPAC ANNUAL
REPORT**

McCall Flynn

2022 Annual Report

of the

Montana Certification Standards and Practices Advisory Council

to the

Montana Board of Public Education



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CSPAC Mission Statement

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

CSPAC Goals 2022-2023

- 1) Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.
 - a. Participate in the Council for the Accreditation of Educator Preparation/Montana accreditation reviews, when possible.
 - b. Continued review of Chapter 58 – Professional Educator Preparation Program Standards.
 - c. Continue to work with the Office of Public Instruction (OPI) to encourage the implementation of mentor programs across Montana to facilitate the induction of beginning teachers into the profession of teaching.
- 2) Study and make recommendations to the Board of Public Education in the area of licensure renewal requirements and procedures.
 - a. Continued review of Chapter 57 – Educator Licensure Standards.
 - b. As funding permits, attend the following conferences: Western States Certification, National Association of State Directors of Teacher Education and Certification (NASDTEC), and National Commission on Teaching and America’s Future.
 - c. Meet annually with the Board of Public Education and the Montana Council of Deans of Education.
- 3) Study and make recommendations to the Board of Public Education on policies related to the denial, suspension, and revocation of teachers' licenses and the appeals process.
 - a. Continued review of Chapter 57 – Educator Licensure Standards.
 - b. Attend NASDTEC Professional Practices Institute, when possible.
- 4) Study and make recommendations to the Board of Public Education regarding establishing standards of professional practices and ethical conduct.
 - a. Work with OPI to develop a framework for professional development based on best practices.
 - b. As funding permits, attend NASDTEC Professional Practices Institute.
 - c. Review the Professional Educators of Montana Code of Ethics every five years.
 - d. Continued review of Chapter 57 – Educator Licensure Standards to study the process utilized in Montana for reviewing cases of suspension, revocation, and denial of educator licensure.
- 5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.
 - a. Complete reviews of Class 8 Dual Credit Post-Secondary Faculty License applications at regularly scheduled meetings.
 - b. Monitor and review non-accredited educator preparation programs to ensure they are not acting as diploma mills.
 - c. Reiterate that distance learning, dual enrollment, alternative certification models, etc. are multi-faceted and inter-related concepts that cannot be viewed in isolation from one another.
 - d. Continued involvement in the implementation of the Montana Content Standards.

Other CSPAC Activities

- 1) Monitor any teacher licensure issues that may emerge from the implementation of distance learning programs, like the Montana Digital Academy.
- 2) Continue to review Chapter 55 – Accreditation Standards.
- 3) Solicit input from the Board of Public Education and the Montana Council of Deans of Education regarding research priorities for CSPAC for the upcoming year.

Professional Educators of Montana Code of Ethics Model Principles

To serve the needs of all students, it is essential that professional educators strive to maintain the highest ethical standards. It is their responsibility to create learning environments to help all students reach their full potential while honoring the trust and confidence placed in them by students, families, colleagues, and the community.

The Professional Educators of Montana Code of Ethics serves as a set of aspirational principles intended to guide educator conduct and protect the rights of all students. These model principles are intended to be used by school districts, educator preparation programs, and other educational entities as they seek to adhere to the highest ethical standards in their service to students and families, the profession, and the community.

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

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

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

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

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

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

*Adopted by the Certification Standards and Practices Advisory Council October 2022
Accepted by the Board of Public Education November 2022*

Council Members

Term Expires:

6/1/23	Teresa Marchant Vice Chair K-12 Specialist (Lockwood) mrsMarchant@yahoo.com	1700 River View Drive Billings, MT 59105	C 406-697-5252
6/1/23	Dr. Trent Atkins Post-Secondary (University of Montana) Trent.Atkins@umontana.edu	College of Education 32 Campus Drive Missoula, MT 59871	H 406-821-2183 W 406-243-4978
6/1/23	Barbara Brown Teacher K-8 (Lolo) bbrown@loloschools.org bib1267@msn.com	5135 Cattle Drive Missoula, MT 59808	H 406-531-6654 W 406-273-6686
6/1/24	Dr. Kate Eisele Teacher 9-12 (Big Sky) keisele@bssd72.org	356 Buffalo Drive West Yellowstone, MT 59758	W 406-995-4281
6/1/24	Kelly Elder Chair Teacher K-8 (Helena) kelder@helenaschools.org	620 N Davis Helena, MT 59601	W 406-324-2799 C 406-461-1995 F 406-324-2801
6/1/24	Dr. Jill Rocksund School District Trustee (Columbia Falls) j_rocksund@cfmthschools.net	917 Vans Avenue Columbia Falls, MT 59912	H 406-892-1822 C 406-212-0166
6/1/25	Hannah Nieskens Administrator (Whitehall) hnieskens@whitehallmt.org	564 MT Highway 359 Cardwell, MT 59721	W 406-287-3455 C 406-600-1120

Staff

McCall Flynn Executive Director mflynn@mt.gov	PO Box 200601 Helena, MT 59620-0601	O 406-444-0300 F 406-444-0847 C 406-691-0550
Kris Stockton Administrative Specialist kmstockton@mt.gov	PO Box 200601 Helena MT 59620-0601	O 406-444-0302 F 406-444-0847
Julie Balsam Accounting Technician jbalsam@mt.gov	PO Box 200601 Helena MT 59620-0601	O 406-444-6576 F 406-444-0847

**CERTIFICATION STANDARDS & PRACTICES
ADVISORY COUNCIL MEETING MINUTES**

WEDNESDAY, JULY 13, 2022
Montana State Capitol Building, Room 152
Helena, MT

Starting at 8:30 AM:

CALL TO ORDER

Chairperson Elder called the meeting to order at 8:33 and lead the Council in the Pledge of Allegiance. Ms. Stockton took Roll Call, Chair Elder read the Statement of Public Participation.

Council members present: Mr. Kelly Elder, Chair; Ms. Teresa Marchant, Vice Chair; Dr. Kate Eisele; Ms. Barbara Brown; Ms. Hannah Nieskens; Dr. Trent Atkins. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician.

APPROVE MINUTES

Dr. Eisele moved to approve the April meeting minutes; Ms. Marchant seconded the motion. Motion was approved.

ADOPT AGENDA

Ms. Marchant moved to adopt the agenda; Dr. Eisele seconded the motion. Motion was approved.

ITEM 1

**EXECUTIVE COMMITTEE REPORT – (INFORMATION)
Kelly Elder**

- *New Member Introduction*

Chair Elder introduced new member, Ms. Hannah Nieskens, and welcomed her to the Council. Ms. Nieskens, Superintendent of Whitehall Public Schools, gave a summary of her professional career in education and expressed her excitement to join CSPAC.

- *Set Yearly Calendar*

Executive Director Flynn led a discussion to set meeting dates for the upcoming year. It was decided the October CSPAC meeting, which will be the annual joint meeting with the Council of Deans, will be scheduled for the first week of October. Ms. Flynn will inform the Council of Deans that the Council is available October 3-7, 2022, for them to coordinate a meeting in tandem with CSPAC. Additionally, Chair Elder suggested meeting dates of February 8, 2023, April 19, 2023, and joint with BPE in July 2023 for CSPAC meeting dates.

- *Review of Mission and Goals*

Chair Elder reviewed the CSPAC Goals as presented in the CSPAC 2021 Annual Report to the Board of Public Education. Ms. Flynn noted some goals may need clarifying language, such as goal 1a. and goal 3a. One of her suggestions was adding the words, ‘when appropriate’, when the goal is not an ongoing activity of the Council. Ms. Flynn offered to bring suggested language edits to the Council at their October Council.

- *Discuss Annual Report for Presentation to Board of Public Education*

Chair Elder lead an overview of the 2021 Annual Report. Ms. Flynn presented the idea of including the entire text of the Council’s meeting minutes in future annual reports in place of the current ‘highlights of meeting minutes’, which is presently used. A consensus was reached that the approved CSPAC meeting minutes, in their entirety, will be used in future annual reports to the Board of Public Education.

The Professional Educators of Montana Code of Ethics, reviews of Chapter 57 and Chapter 58, presentations of the Praxis exam, and MSU’s MAT program were mentioned by Chair Elder in his recap of the Council’s highlights of the year. The

Chair asked if there were questions or points of discussion regarding the report. He concluded the discussion, stating the Council would present the annual report to the Board of Public Education later that day.

ITEM 2 MENTORSHIP AND INDUCTION FOLLOW UP – (INFORMATION)
McCall Flynn

Ms. Flynn reviewed the background of teacher mentorship and induction and discussed its relevance to Chapter 55. She asked Council members for feedback and reflections of their personal experiences implementing mentorship and induction in their schools to help guide standards currently being drafted. Ms. Nieskens expressed that many standards that are in ARM are self-reported to OPI through TEAMS. She explained that there is not always internal mentorship, and often assistance is offered from neighboring districts or from retired teachers who live locally.

ITEM 3 REVIEW OF CLASS 8 LICENSE APPLICATION – (ACTION)
Crystal Andrews

The council reviewed one Class 8 license application and recommend approval of the Class 8 license they were presented.

ITEM 4 REVIEW OF SUPERINTENDENT ARNTZEN’S RECOMMENDATIONS TO REVISIONS OF ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS – (INFORMATION)
Dr. Julie Murgel, Zach Hawkins

Mr. Hawkins gave an overview of the process used to draft Superintendent Arntzen’s recommendations to revisions of ARM Title 10, Chapter 58, Educator Preparation Programs. He discussed the backgrounds and diversity of the task force members and the general areas of study they were reviewing. Dr. Murgel then summarized the OPI’s work in overseeing EPP programs and the task force’s efforts in aligning national standards (CAEP) to the recommendations they drafted. She discussed their work, suggested changes and enhancements of various licenses, endorsements, and programs of educator preparation.

FUTURE AGENDA ITEMS – October TBD

Meet with Montana Council of Deans of Education
Election of Officers
School Funding in Montana

Ms. Flynn discussed further checking with the Council of Deans on a date for the October 2022 meeting.
Check back with OPI on progress made with OPI’s new teacher licensure program
Revisit Chapter 55 revisions

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 Council Chair. Written public comment may be submitted to the Executive Director at bpe@mt.gov and will be shared with the Council members and included as part of the official public record.)

ADJOURN

CSPAC meeting adjourned at 10:56 AM

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**CERTIFICATION STANDARDS & PRACTICES
ADVISORY COUNCIL MEETING MINUTES
THURSDAY, OCTOBER 6, 2022**
Montana State Capitol Building, Room 137
Helena, MT

Starting at 1:00 PM:

CALL TO ORDER

Chair Elder called the meeting to order at 1:05 PM. Ms. Stockton took Roll Call, and the Chair read the Statement of Public Participation and welcomed guests.

Council members present: Mr. Kelly Elder, Chair; Ms. Teresa Marchant, Vice Chair; Dr. Jill Rocksund; Ms. Barbara Brown; Dr. Trent Atkins; Dr. Kate Eisele. Guests: Dr. Rob Watson, Executive Director School Administrators of Montana; Ms. Caitlin Jensen, Executive Director Zero to Five Montana; Mr. Thom Peck, Superintendent, Lewistown Public Schools; Dr. Tim Tharp, Board of Public Education member; Ms. Jule Walker, Montana School Boards Association; Dr. Christine Lux, MSU Bozeman; Dr. Georgette “GG” Weisenfeld, National Institute for Early Childhood Education Research; Ms. Diane Fladmo, Montana Federation of Public Employees.

APPROVE AGENDA

Ms. Teresa Marchant moved to approve the agenda. Ms. Barbara Brown seconded the motion. No discussion. Motion passed unanimously.

APPROVE MINUTES

Ms. Teresa Marchant moved to approve the July 13, 2022, meeting minutes. Ms. Barbara Brown seconded the motion. No discussion. Motion passed unanimously.

ITEM 1

**BOARD OF PUBLIC EDUCATION UPDATE – (INFORMATION)
Ms. McCall Flynn**

Ms. Flynn reviewed the public hearing held August 30, 2022, for the revisions to Chapter 58, Educator Preparation Programs, and the Notice of Public Hearing for the revisions to Chapter 55, Accreditation Standards, which will publish October 7, 2022. Public comment on the proposed revisions to Chapter 55 will be accepted beginning October 7, 2022 and continue through November 4, 2022.

Ms. Flynn reviewed proposed revisions to the Council Bylaws, answering member questions and discussing possible edits to the proposed revisions. The Council will take final action at the February 2023 meeting.

Ms. Flynn reviewed revisions to the Council’s Mission and Goals as revised at the July 13, 2022, meeting, and answered Council member questions. Council members gave additional suggestions and recommendations to the revisions which Ms. Flynn will add and bring back for Council approval at the February 2023 meeting.

ITEM 2

EARLY CHILDHOOD EDUCATION PANEL DISCUSSION: WHY INVEST IN EARLY CHILDHOOD EDUCATION? – (INFORMATION)

Ms. Caitlin Jensen, Zero to Five Montana; Dr. Georgette “GG” Weisenfeld, National Institute for Early Childhood Research; Dr. Christine Lux, Associate Professor, Child Development Center Director at MSU Bozeman; Mr. Thom Peck, Superintendent Lewistown Public Schools

Ms. Flynn opened the item for the Council explaining the background for this topic coming before CSPAC. At the September meeting of Constitutional Players, the group narrowed their focus to four areas concerning public education in

Montana, one area being Early Childhood Education. The Board of Public Education has tasked CSPAC with making recommendations to the Board of Public Education on the level of engagement and support the Board of Public Education should have surrounding Early Childhood Education in Montana. Ms. Flynn worked with Ms. Caitlin Jensen of Zero to Five Montana to gather a panel of Early Childhood Educators and experts to present information to the Council before making their recommendations to the Board. Ms. Caitlin Jensen presented a brief slide show of Early Childhood Education in Montana. Dr. GG Weisenfeld and Dr. Christine Lux gave brief presentations for the Council about the work they do in the Early Childhood Education field. Mr. Thom Peck, Superintendent of Lewistown Public Schools, discussed the pre-Kindergarten program in Lewistown called “Pre-Step” for young five-year-old students who may need additional preparation before entering Kindergarten to be successful learners. The panel answered Council member questions.

ITEM 3 RECOMMENDATION TO THE BOARD OF PUBLIC EDUCATION ON LEVEL OF SUPPORT OF EARLY CHILDHOOD EDUCATION – (ACTION)
Mr. Kelly Elder

Ms. Teresa Marchant moved to encourage the Board of Public Education to help facilitate funding for Early Childhood Education. Dr. Jill Rocksund seconded the motion.

No discussion. Motion passed.

ITEM 4 REVIEW OF CLASS 8 LICENSE APPLICATIONS – (ACTION)
Dr. Julie Murgel

The Council reviewed six applications for Class 8 licenses and recommended all six applications for licensure.

ITEM 5 CSPAC RECOMMENDATIONS ON ARM TITLE 10, CHAPTER 55, STANDARDS OF ACCREDITATION TO THE BOARD OF PUBLIC EDUCATION – (ACTION)
Mr. Kelly Elder

Dr. Kate Eisele moved to recommend the Board of Public Education keep the Charter School variance under the Variance to Standards. Motion seconded by Ms. Teresa Marchant.

Public comment from Deputy Allen that the intention was to give charter schools their own rule for transparency.

Comment from Dr. Rocksund regarding keeping it under the Variance Standards.

No further discussion. Motion passed.

Discussion surrounding Special Education, Gifted and Talented, English Language Learners, and student to teacher ratios in the Accreditation Standards.

Dr. Trent Atkins moved to recommend the Board of Public Education to review the lack of student to teacher ratios for students in Special Education services. Question from Dr. Eisele regarding ratios vs. hours. Dr. Atkins responded that he is hearing from specific individuals that it is the ratios that are of concern. Motion withdrawn.

Dr. Jill Rocksund recommended the Board of Public Education create a new rule to quantify special education case load, taking into consideration case load size for Special Education instructors, to consider instructional hours, student contact hours, parent contact hours, and working with providers. Motion seconded by Dr. Atkins.

Dr. Trent Atkins made a friendly amendment to add “related services personnel” instead of classroom teachers.

No further discussion. Motion passed unanimously.

Dr. Jill Rocksund moved to recommend the Board of Public Education strike the following portion of NEW RULE II: everything after “children” in (I)(c). Motion seconded by Dr. Kate Eisele.

Comments from Deputy Allen that the recommendation is based upon best practices. Dr. Eisele asked if there was information they could review, and Deputy Allen noted that she could get the Council the information.

Dr. Jill Rocksund stated that she agrees with the best practices but that it does not need to be spelled out in rule. Agreement from Ms. Teresa Marchant.

No further discussion. Motion passed unanimously.

Dr. Jill Rocksund moved to recommend the Board of Public Education retain the ratios in 10.55.704-705, 10.55.709-710, and 10.55.712, viewing those ratios as minimum standards moving forward. Motion seconded by Ms. Teresa Marchant.

No discussion. Motion passed.

Ms. Teresa Marchant moved that the Board of Public Education retain NEW RULE III (10.55.723) Mentorship and Induction. Dr. Kate Eisele seconded the motion.

No discussion. Motion passed unanimously.

Dr. Kate Eisele moved that the Board of Public Education look at available resources and training to support school districts as they move to implement the requirements in 10.55.603 for proficiency-based learning. Motion seconded by Dr. Jill Rocksund.

No discussion. Motion passed unanimously.

Discussion surrounding 10.55.902 and possible removal of music and arts in the curriculum requirements.

Ms. Teresa Marchant moved to recommend the Board of Public Education ensure section 10.55.902 contains a balanced education for all middle school students that requires music and art curricula. Motion seconded by Dr. Kate Eisele.

Friendly amendment from Dr. Atkins to change “curricula” to “program areas”.

Comments from Deputy Superintendent Allen regarding the discussion.

No further discussion. Motion passed unanimously.

ITEM 6

RECOMMENDATION ON THE PROFESSIONAL EDUCATORS OF MONTANA CODE OF ETHICS – (ACTION)

Mr. Kelly Elder

Chair Elder asked members of the Code of Ethics subcommittee to update the full Council on work the subcommittee has done. Dr. Kate Eisele gave comments regarding professionalism in teaching, the controversy surrounding certain words contained within the Code, public comments made throughout the past year, and how to move forward. Dr. Eisele stated that the Board of Public Education has given the Council direction to revise the opening paragraph and language contained therein.

Dr. Kate Eisele moved to approve the revised introductory paragraphs and recommend to the Board of Public Education accept the new language. Dr. Jill Rocksund seconded the motion.

Comments from Deputy Superintendent Allen regarding the Code of Ethics being aspirational.

Discussion surrounding the word aspirational. Dr. Eisele amended her motion to remove the word aspirational. Dr. Jill Rocksund seconded the motion.

Discussion as to whether striking the word makes a difference.

Dr. Eisele withdrew the amended motion. Return to original motion.

Comments again from Deputy Allen who stated that we are better off without a Code of Ethics than with an aspirational document.

No further discussion. Motion passed.

Dr. Kate Eisele reviewed the second issue surrounding the word “equity” in Principle III(b) and reviewed three possible options for the Council.

Dr. Kate Eisele moved to change Principle III(b) to read: “understands and respects human diversity, is fair and impartial, and provides opportunities and resources for all students to be successful”. Ms. Teresa Marchant seconded the motion.

Comments from Dr. Rob Watson giving examples of educators in Montana who helped him as a student reach his full educational potential.

Discussion about whether this statement is placed under the correct principle. Dr. Eisele noted that her next motion will be to move the statement under a different principle.

Dr. Atkins proposed adding the phrase “demonstrates an understanding of educational diversity and respects human diversity” and agrees that the statement should be moved under Principle I.

Ms. Flynn proposed melding the two statements.

Dr. Kate Eisele amended her motion to meld the two statements and revised the statement to read “demonstrates an understanding of educational inclusion, and respects human diversity, and provides opportunities and resources for all students to be successful”. Dr. Rocksund offered another amendment, so the statement reads: “Demonstrates an understanding of educational inclusion, respects human diversity, and provides opportunities and resources for all students to reach their full potential”.

No further discussion. Motion passed unanimously.

Dr. Kate Eisele moved to relocate the new language to Principle I(h) and recommend the Board of Public Education accept these new revisions. Dr. Jill Rocksund seconded the motion.

No discussion. Motion passed unanimously.

ITEM 7

OFFICER ELECTIONS – (ACTION)

Ms. McCall Flynn

Ms. Flynn opened the floor for nominations for Chair and Vice Chair of CSPAC.

Ms. Teresa Marchant nominated Mr. Kelly Elder as Chair. Dr. Kate Eisele seconded.

No further nominations. Motion passed unanimously.

Dr. Kate Eisele nominated Ms. Teresa Marchant. Dr. Trent Atkins seconded.

No further nominations. Motion passed unanimously.

FUTURE AGENDA ITEMS (February 8, 2022)

Teacher Residency Program update
Presentation on School Funding Formula
Critical Shortage Area Presentation

PUBLIC COMMENT

Ms. Flynn read comments from Ms. Hannah Neiskens regarding Early Childhood Education.

Public comment from Deputy Superintendent Sharyl Allen.

ADJOURN

Meeting adjourned at 5:42 PM.

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**CERTIFICATION STANDARDS & PRACTICES
ADVISORY COUNCIL MEETING MINUTES
FRIDAY, JANUARY 27, 2023**

University of Montana, College of Education, Room ED 334
Missoula, MT

Starting at 9:00 AM:

CALL TO ORDER

Chair Elder called the meeting to order at 9:04 AM and led the Council in the Pledge of Allegiance. Ms. Stockton took roll call, the Chair read the Statement of Public Participation, and welcomed guests.

Council members present: Mr. Kelly Elder, Chair; Ms. Teresa Marchant, Vice Chair; Dr. Trent Atkins; Ms. Barbara Brown; Dr. Kate Eisele; Ms. Hannah Nieskens; Dr. Jill Rocksund. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests present: Ms. Crystal Andrews, OPI; Mr. Jay Phillips, OPI; Ms. Wendi Fawns, OPI; Ms. Kristi Steinberg, University of Montana; Ms. Sarah Piper, Montana Federation of Public Employees; Dr. Dan Lee, University of Montana; Ms. Jenny Murnane-Butcher, Montanans Organized for Education (MOFE).

ADOPT AGENDA

Dr. Kate Eisele moved to move Item 5 before Item 4 on the agenda and approve the agenda. Motion seconded by Ms. Teresa Marchant.

No discussion. Motion passed unanimously.

APPROVE MINUTES

Dr. Jill Rocksund moved to approve the October 6, 2022 meeting minutes. Motion seconded by Ms. Barbara Brown.

No discussion. Motion passed unanimously.

**ITEM 1 EXECUTIVE COMMITTEE REPORT
Kelly Elder, Chair**

Chair Elder reviewed the events surrounding CSPAC since the October meeting specifically pertaining to HB231 which would eliminate CSPAC from statute. The Chair discussed the important work that CSPAC does, the contributions of each member, and the service and support the Council brings to public education.

**ITEM 2 BOARD OF PUBLIC EDUCATION REPORT
McCall Flynn, Executive Director**

Ms. Flynn thanked Dr. Adrea Lawrence and her staff at the University of Montana for their hospitality in hosting CSPAC on the campus. Ms. Flynn reviewed the approval by the Board of the final revisions to Chapter 58, Educator Preparation Program Standards at the Board's January meeting. The final rules will be published January 27, 2023 and effective July 1, 2023. The Board concluded responding to public comments to the Chapter 55 Standards of Accreditation proposed revisions and will act on the final rules at their meeting in March. Ms. Flynn reviewed the final decisions by the Board pertaining to the recommendations from CSPAC regarding the Superintendent's proposed revisions to Chapter 55. Ms. Flynn reviewed the Seal of Biliteracy announcing that applications are now being accepted and explained the process for application and review. Ms. Flynn discussed Board legislative priorities and the Board's budget requests for the next biennium, noting that the Board's budget will be presented to the Joint Appropriations Committee next Wednesday, February 1, 2023, and reviewed bills the Board is watching. Ms. Flynn opened the floor for discussion amongst the

Council members regarding HB231 which would eliminate CSPAC. Ms. Flynn directed the Council to the Mission and Goals reviewed in October, and Chair Elder thanked the Council and staff for their work on the Mission and Goals before asking for a motion to approve.

Ms. Hannah Nieskens moved to approve the Mission and Goals as presented. Motion seconded by Dr. Kate Eisele.

No discussion. Motion passed unanimously.

Ms. Flynn reviewed the changes to the Bylaws for the Council and answered Council member questions.

Dr. Jill Rocksund moved to approve the Bylaws as presented. Motion seconded by Ms. Teresa Marchant.

No discussion. Motion passed unanimously.

**ITEM 3 CLASS 8 REVIEW – (ACTION)
Crystal Andrews, OPI**

Ms. Andrews presented two Class 8 license applications to the Council. The Council approved one application and requested additional information for the second application.

**ITEM 5 PRAXIS 101: WHAT IS THE PRAXIS TEST REVIEW PROCESS? – (INFORMATION)
Kristi Steinberg, University of Montana**

Ms. Kristi Steinberg, Licensure and Accreditation Manager at University of Montana, presented to the Council a history of the PRAXIS exam, the review process, and the approval process. Ms. Steinberg discussed when and why tests are reviewed, why tests are revised and regenerated, how review panel members are selected, and how a determination is made if the test should be used in Montana. Ms. Steinberg answered Council member questions.

**ITEM 4 REVIEW RECOMMENDED PRAXIS EXAM SCORES AND MAKE
RECOMMENDATION TO THE BOARD OF PUBLIC EDUCATION – (ACTION)
Crystal Andrews, OPI; Kristi Steinberg, University of Montana**

Ms. Crystal Andrews presented the recommended PRAXIS exam scores for seven subject matter tests. Ms. Andrews reviewed the timeline for the review of the tests and noted that the Council of Deans accepted the recommendations from the PRAXIS Working Committee. Ms. Andrews reviewed the recommended scores for the seven subject matters for the Council and stated that the Board will act on this item at their March meeting pending a recommendation from CSPAC. Ms. Steinberg discussed members of the review panels assembled for review of each content area, and she and Ms. Andrews reviewed each recommended score for the Council.

Ms. Barbara Brown moved to recommend the Board of Public Education approve the PRAXIS Exam tests and scores as presented. Motion seconded by Dr. Kate Eisele.

No discussion. Motion passed unanimously.

**ITEM 6 CRITICAL QUALITY EDUCATOR SHORTAGE AREA REPORT – (INFORMATION)
Jay Phillips, OPI**

Mr. Jay Phillips, OPI, presented the Critical Quality Educator Shortage Area Report to the Council and answered Council member questions.

**ITEM 7 ARP/ESSER FUNDING: HOW ARE DISTRICTS UTILIZING FUNDS? –
(INFORMATION)
Wendi Fawns, OPI**

**CERTIFICATION STANDARDS & PRACTICES
ADVISORY COUNCIL MEETING MINUTES
WEDNESDAY, APRIL 19, 2023**

Montana School Boards Association
863 Great Northern Blvd, 1st Floor Conference Room
Helena, MT

Starting at 9:00 AM:

CALL TO ORDER

Chair Elder called the meeting to order at 9:06 AM. The Chair led the Council in the Pledge of Allegiance and Ms. Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Council members present: Mr. Kelly Elder, Chair; Ms. Teresa Marchant, Vice Chair; Dr. Trent Atkins; Ms. Barbara Brown; Dr. Jill Rocksund; Dr. Kate Eisele; Ms. Hannah Nieskens. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Ms. Crystal Andrews, Office of Public Instruction (OPI); Dr. Rob Watson, School Administrators of Montana (SAM); Dr. Tim Tharp, Board of Public Education (Board) Member; Ms. Amanda Curtis, Montana Federation of Public Employees (MFPE); Ms. Jenny Murnane Butcher, Montanans Organized for Education (MOFE); Ms. Jane Hamman, Board Member.

APPROVE AGENDA

Dr. Jill Rocksund moved to approve the agenda. Motion seconded by Ms. Barbara Brown.

No discussion. Motion passed unanimously.

APPROVE MINUTES

Ms. Hannah Nieskens moved to approve the minutes as presented. Motion seconded by Ms. Barbara Brown.

No discussion. Motion passed unanimously.

PUBLIC COMMENT

Ms. Amanda Curtis, MFPE, gave public comment regarding the bill moving through the Legislature that will eliminate the Certification Standards and Practices Advisory Council (CSPAC). Ms. Curtis stated that she hopes the Board will continue to involve teachers in public education policy and thanked CSPAC members for their work.

Ms. Jenny Murnane Butcher, MOFE, thanked CSPAC for their work on behalf of Director Moffie Funk and MOFE members.

**ITEM 1 EXECUTIVE COMMITTEE REPORT
 Kelly Elder, Chair**

Chair Elder thanked Council members for their time and energy in public education and for being the voice of public education in Montana. The Chair reflected on his time on CSPAC and all the current leaders in education who have been past members of CSPAC. The Chair noted that eliminating CSPAC is a sad day for public education in Montana and the Chair thanked the staff and Executive Director Flynn for their hard work and dedication to Montana's public education system.

ITEM 2**BOARD OF PUBLIC EDUCATION REPORT****McCall Flynn, Executive Director**

Ms. Flynn thanked the Montana School Boards Association for the use of their meeting space for the meeting then addressed the bill to eliminate CSPAC. Ms. Flynn stated that the Board plans to continue to move forward engaging professionals from the field in policy making regarding public education. Ms. Flynn addressed other bills in the Legislature that have the potential to add staff and additional work for the Board and Board staff. Ms. Flynn reviewed the March 2023 BPE Meeting and the April Special BPE Meeting which was held to address delaying the effective date for ARM 10.55.905 pertaining to new graduation requirements for ½ unit of civics or government and ½ unit of economics or financial literacy. Ms. Flynn recapped bills moving through the Legislature that the Board is watching. Ms. Nieskens discussed the delayed effective date for the new graduation requirements and how schools are addressing them.

ITEM 3**APPROVE CSPAC ANNUAL REPORT TO THE BOARD OF PUBLIC EDUCATION****Kelly Elder**

Chair Elder opened the item and then turned it over to Ms. Flynn to discuss the draft Annual Report contained in the Agenda Packet, noting that the report is in draft form until after this meeting when the April meeting minutes will be added. Ms. Flynn asked for input on the report from Council members. Dr. Rocksund asked how the April minutes would be handled if the Council will not be meeting again. Ms. Flynn answered that she hopes the CSPAC Executive Committee can review and approve the minutes. There was additional discussion about hosting a special meeting that could be held via Zoom for the Council to approve the minutes and include them in the final report. Dr. Rocksund inquired how the Class 8 Educator License applications will be handled moving forward. Ms. Flynn stated that the Board is considering different options at this time for handling the Class 8 Educator License applications in the future. Members reviewed the draft report and provided feedback.

Dr. Jill Rocksund moved to approve the CSPAC Annual Report to the Board of Public Education. Motion seconded by Ms. Hannah Nieskens.

No discussion. Motion passed unanimously.

ITEM 4**REVIEW AND RECOMMEND CLASS 8 EDUCATOR LICENSES****Crystal Andrews, OPI**

Ms. Crystal Andrews, OPI, presented the Class 8 Educator License applications to the Council. The Council reviewed both applications before acting.

Ms. Barbara Brown moved to recommend approval of the Class 8 Educator License application for Ms. Lisa O'Brien in Psychology 5-12. Motion seconded by Ms. Teresa Marchant.

No discussion. Motion passed unanimously.

Dr. Jill Rocksund moved to recommend approval of the Class 8 Educator License application for Ms. Sabrina Neiman in Business Education Broadfield. Motion seconded by Ms. Teresa Marchant.

No discussion. Motion passed unanimously.

ITEM 5**RECOMMENDATION TO THE BOARD OF PUBLIC EDUCATION ON CREATION OF NEW ADVISORY COUNCIL(S)****Kelly Elder**

Chair Elder opened the item discussing past work that CSPAC has done surrounding recommendations to the Board for ARM Rule revisions pertaining to Chapters 55 – Standards of Accreditation, Chapter 57 – Educator Licensure, and Chapter 58 – Educator Preparation Programs, drafting and finalizing the Code of Ethics, and reviewing Class 8 Educator

Licenses. The Chair asked for Council members' input regarding making recommendations to the Board for creating future advisory councils to continue the work that CSPAC has done in the past. Ms. Nieskens requested an Early Childhood representative to be on any future advisory councils the Board may create. Chair Elder discussed how other education organizations could also have representation on future advisory councils or groups. Members brainstormed other ideas for recommendations to the Board. Council members discussed concerns about what may not continue after the Council is disbanded such as the annual joint meeting with the Montana Council of Deans of Education which allows for input from higher education regarding K-12 matters. Members also discussed the pros and cons of having generalized groups vs. specialized groups rather than a standing group, as well as the possibility of utilizing Zoom for more frequent and shorter meetings. Members noted the importance of being respectful of the educator's voice and maintaining the diversity of that voice rather than engaging in like-minded voices for a single outcome. Chair Elder asked guests in the room for input. Ms. Butcher, MOFE, noted that having professional organizations as group members could be political, but since meetings are public, that opens the door for anyone to come to the meeting and be involved. Ms. Butcher also noted that the possibility of offering districts release time for teachers to be members of groups would also be helpful. Dr. Rob Watson, SAM, noted that it needs to make the Board aware of the authenticity of CSPAC and that these conversations are not happening elsewhere. Dr. Watson suggested that a standing committee might help get ideas off the ground and to get the process started, then other groups could be created from the standing committee.

ITEM 6 RECOGNITION OF CSPAC MEMBERS
McCall Flynn

Ms. Flynn thanked the members for their contributions to CSPAC and to public education in Montana.

PUBLIC COMMENT

Dr. Rob Watson, SAM, gave comments to CSPAC thanking them for being the voices from the field representing public education in Montana. Dr. Watson thanked members for their service and thanked all the members who came before them and served on CSPAC. Dr. Watson noted the importance of professional groups having a committee or advisory group to support the profession and urged the Board to keep that in mind when creating new advisory groups for the Board.

ADJOURN

Meeting adjourned at 11:07AM.

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Certification Standards and Practices Advisory Council Meeting 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 end of each meeting.

The Certification Standards and Practices Advisory Council will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodation 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.

These minutes were reviewed by the CSPAC Executive Committee, but were not approved by the full CSPAC membership, given their elimination under HB 231.

❖ **ASSESSMENT COMMITTEE – (Item 2)**

Anne Keith

ITEM 2

**MONTANA ALTERNATIVE STUDENT
TESTING Q&A SESSION**

**New Meridian
Krystal Smith**

PRESENTATION AND DEMONSTRATION

CAPITOL ROTUNDA

Helena Robotics Team

***BOARD OF PUBLIC EDUCATION
MEETING***

***July 13, 2023
Montana State Capitol Building,
Room 152
Helena, MT***

BOARD OF PUBLIC EDUCATION

CALL TO ORDER

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

MSDB LIAISON – (Item 3)

Renee Rasmussen

ITEM 3

MSDB REPORT

Action Items

- Action on Personnel Items
- Action on Out of State Travel Requests
 - Action on MHSA Dues & Insurance
 - Action on 2nd Reading of AER Accreditation
- Action on Pay Raise for Pay Plan 61 Employees

Paul Furthmyre

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

Agenda Action Items:

1. Personnel Action Report

- 1 Retirement
- 1 Resignations
- 8 Hires

2. Out of State Travel

- National Association of the Deaf Leadership Training
- Deaf Mentor Program Training
- International Conference for Cochlear Implants and Other Implantable Technologies
- EDLeaders21 Annual Conference
- ASSA IDEAL Cohort Conference
- American Printing House for the Blind Annual Meeting
- CASEL SEL Exchange

3. Montana High School Association

- Dues and Insurance

4. Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) Accreditation Program – Second Reading

- C. Staff and Volunteers
- E. Community Relations, Public Education, Fundraising
- F. Community and Consumer Involvement

5. Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) Accreditation Program – First Reading

- G. Program Evaluation and Improvement

6. Approve Statutory Pay Raises for Pay Plan 61 Employees

Attached Documents:

- MSDB Committee Bi-Monthly Meeting Agenda
- MSDB Committee Bi-Monthly Meeting Minutes
- Personal Action Report
- Montana High School Dues and Insurance Fees

- Out of State Travel Forms
- Pay Plan 61 Employee List
- Program and Evaluation and Improvement – AER Self Study
- Culturally and Linguistically Adept Professionals in Visuals Impairments Letter of Support
- Orientation and Mobility: Facilitating Learning and Improvement of Proprioception LOS
- Literacy Grant CNA
- MSDB Expenditure to Appropriations Report May 2023
- MSDB Detailed Budget Tracking Projections Worksheet
- MSDB Cottage Bulletin March 2023

MSDB / BOPE Bi-Monthly Meeting Agenda
2:30 - 4:00 PM

Date: 6/27/2023

Attendees:

Meeting Objectives:

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

Future Agenda Items:

Workman Comp Update
Termination of 1900 Policies

Program	Agenda Items	Items Needing Follow-Up
Administration	<ul style="list-style-type: none"> ● Personnel Action Plan ● MHSA Annual Dues and Insurance <ul style="list-style-type: none"> ○ Application and Fees <ul style="list-style-type: none"> ■ Pay if we have student ■ \$250 ○ Liability Catastrophe Insurance <ul style="list-style-type: none"> ■ Pay In Full ■ 206 ○ Concussion Insurance <ul style="list-style-type: none"> ■ Pay in Full ■ \$41 ● Out of State Travel <ul style="list-style-type: none"> ○ National Association of the Deaf (NAD) Leadership Training Conference ** <ul style="list-style-type: none"> ■ Albuquerque, New Mexico ■ 1 Cottage Staff ■ Sept 21-23, 2023 ○ Deaf Mentoring Training <ul style="list-style-type: none"> ■ 1 Deaf Outreach Mentor ○ International Conference for Cochlear Implants and other Implantable 	<ul style="list-style-type: none"> ● Action Items Needed <ul style="list-style-type: none"> ○ Personnel Action ○ Out of State Travel ○ Approve AER Self-Studies Presented on 2nd Reading Section C, E, F ○ Approve Pay Plan 61 for Statutory Raise ○ MHSA Approval

Technology **

- Vancouver, B.C.
- 1, Maybe 2 staff
- 7/9-7/14, 2024
- EDLeader21 Annual Conference
 - St. Louis, Missouri
 - Principal, 2 Teachers
 - 9/26-9/29, 2023
- AASA IDEAL Cohort Conference
 - Albany, New York
 - Superintendent
 - 9/27-9/30, 2023
- American Printing House Annual Conference and Council of Schools and Services of the Blind Annual Meeting
 - Louisville, Kentucky
 - Superintendent, 2 Teachers
 - 10/2 - 10/6, 2023
- CASEL Exchange Conference
 - Atlanta, Georgia
 - Superintendent, Student Ambassador Lead, Behavioral Counselor
 - 11/6 - 11/10, 2023
- Letter of Supports
 - Texas Tech CLAPVI
 - PSU FLIP
- Pay Plan 61 Approval
 - Need to give statutory raise
 - List of Employees
 - Some Depending on Negotiations
 - State HR Letter
- AER Accreditation
 - Management Standards (Completed)
 - A. Policy and Administration

- B. [Financial Management](#)
 - D. [Building and Grounds](#)
 - Management Standards (2nd Reading)
 - C. [Staff and Volunteers](#)
 - E. [Community Relations, Public Education, Fundraising](#)
 - F. [Community and Consumer Involvement](#)
 - Management Standard G (1st Reading)
 - G. [Program Evaluation \(School\)](#)
 - Program Standards (1st Reading)
 - Postponed Until Management Standards Accredited
- State of Montana Accreditation
 - Strategic Plan
 - Cognia
 - [AER](#) (Example)
 - [Literacy Plan](#)
 - Portrait of a Graduate
 - Battelle for Kids
 - Comprehensive Needs Assessment
 - Family Engagement Plan?
- MFPE Negotiations
 - July 12, 2023
 - 10 AM
 - Christian McKay
- UFC Negotiations
 - Date Not Set
- ESSER Funding
 - ESSER I Report
 - ESSER II Report
 - ESSER III Update
 - [ELC](#)
- Literacy Grant
 - [CNA Crosswalk](#)

	<ul style="list-style-type: none"> ○ Complete CNA ● Summer Projects <ul style="list-style-type: none"> ○ Broadband Project <ul style="list-style-type: none"> ■ Engineer: Morrison Maierle ■ Moved to Summer 2024 ○ Bitterroot Sprinklers <ul style="list-style-type: none"> ■ ITM Division Inc ■ Fire Riser Completed ■ Sprinklers Replaced by end of July 7th ○ Bitterroot Lift <ul style="list-style-type: none"> ■ A&R Construction ■ Demolition Complete ■ Lift Installed 1st Week of July ● 2023 PIR Week Schedule <ul style="list-style-type: none"> ○ Department Based for 2 days <ul style="list-style-type: none"> ■ VI - Matt Tietjen ■ DHH - Peter Cook ■ Cottage – Steve Webb ○ General Meeting one day ○ Classroom/Meetings one day ● Great Falls Public School Request <ul style="list-style-type: none"> ○ Cottage Dorms ● Foundation Update <ul style="list-style-type: none"> ○ Next Meeting (July 17) ○ Public Relations Committee ○ Finance Committee <ul style="list-style-type: none"> ■ Pinion been accepted 	
Business Office	<ul style="list-style-type: none"> ● Appropriations to Expenditures Report - 2023 ● MSDB Detail Budget Tracking - 2023 ● Recent Repair Bills <ul style="list-style-type: none"> ○ \$380.95 - Enterprise Electric, power to new sign and panel in wood shop. ○ \$970.93 - Hobart, work on Vulcan 	

	<ul style="list-style-type: none"> ○ Convection oven in dining room <ul style="list-style-type: none"> ○ \$1,057.95 - Replace pneumatic valve with electronic. ● Part-time Administrative Assistant 1.- Hired Carmen Turnbow to work 4 hours a day in the Business Office. 	
Residential	<ul style="list-style-type: none"> ● June 2023 Newsletter ● Last month of school: <ul style="list-style-type: none"> ○ Senior Trip ○ Prom ○ Games for the Visually Impaired ○ Cottage Student Council Outing - Fishing at Holter Lake ○ Memorial Day activities <ul style="list-style-type: none"> ■ OC movie ■ BBQ ■ Out for Ice Cream ● Summer Events: <ul style="list-style-type: none"> ○ June 2-4 - Family Learning Weekend for DHH (27th) ○ June 9-11 Family Learning Weekend for VI (23rd) ○ June 11-17 Deaf Camp - 13 participants ○ July 9-15 Summer Skill Program 5 to 9 participants 	
Education: School	<ul style="list-style-type: none"> ● Current Numbers ● LEAP Students – 3 Signed Up ● Referral numbers <ul style="list-style-type: none"> ○ 1 DHH preschool waiting till fall ○ 1 DHH 9th - gathering paperwork ○ 1 VI preschool - needing updated paperwork/GFPS completed ER - waiting on a copy 	

	<ul style="list-style-type: none"> ○ 1 VI preschool - family looking at moving to GF spring of 24 ○ 1 VI 8th grade - Home school working on ER ○ 1 DHH preschool - placed after 10 day obs ○ 1 DHH K 10 day took place the end of May - recommended placement; student will start at MSDB in the fall ● Experiential Learning and Volunteering Wednesdays <ul style="list-style-type: none"> ○ Carnival canceled due to weather ○ Flight of Imagination - Great Falls Airport ○ Year-end BBQ ● Graduation - 3 graduates ● End of the Year Activity - Flying Giant Adventure Park/Sleeping Giant Lanes ● Working on Master Schedules for the fall 	
Education: Outreach	<ul style="list-style-type: none"> ● Spring DEW & VIEW ● Spring VI Games ● New Outreach Positions ● Montana Events NWABA ● Outreach Database 	

Board of Public Ed Meeting Notes

BOPE Meeting – June 27, 2023

Those in attendance - Paul Furthmyre, Donna Schmidt, Julie-Dee Alt, McCall Flynn, Madalyn Quinlin, Renee Rasmussen

Absent - Jim Kelly, Carol Clayton-Bye

Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:

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

Administration - Paul

- Paul shared that we have one staff member that will be retiring in Dec. 2023, One Resignation that accepted a position in the DHH Outreach dept. We have some new hires and a number of positions that are open. We will start to advertise for these next month.
- We have seven out of state travel requests to be approved - 1. Albuquerque, New Mexico Sept 21-23, 2023, Leadership Training Conference, 2. Deaf Mentoring Training for one of our Deaf Mentors and 3. will be for next year 7/9-7/14 2024 for the International Conference for Cochlear Implants in Vancouver, B.C. Looking at sending our Speech Therapist and Audiologist to this conference The Legislature gave us money to attend training that we haven't attended before. These all fall under this guideline. There could be two additional State Travel. 1. AASA - Ideal Cohort, 2. Portrait of the Graduate, training in St. Louis
- We are partnering with Texas Tech and Portland State to work with us on recruiting O & M and VI teachers. Could be possibly a third partner.
- We have a list of employees that we need governance board approval to give their statutory raises under the Pay Plan 61. Employees under a CBA will not get the raise until the contract is ratified by the Union July 19
- AER Accreditation is moving along. We have completed the Management Standards A,B,and D, the Management Standards C,E and F on 2nd Reading and the Management Standard G on the 1st Reading for the July meeting. Program Standards (1st Reading) we have decided to postpone until Management Standards are Accredited. Our Accreditation team met and it was a productive meeting as we looked at the State of Montana Accreditation changes - Strategic Plan - Cognia, AER and Literacy Plan. We will be consolidating under one document instead of three separate plans. We are going to work with Battelle for Kids to help us with the Portrait of the Graduate - they will do the surveys, focus groups do all the leg work for us, by the end of the year we will have a Portrait of the Graduate. The Comprehensive Needs Assessment survey showed strength due to our Literacy Program. We will continue to use the CNA that we have been using with the Literacy Grant. Family Engagement Plan, new requirement in HB 55 effective July 1 and will be posted on the Administrator Rule Web site. We will look to have a staff member take on the duties of this rule.
- MFPE Negotiations will be July 12, 2023, 10 AM with Christian McKay. I would like to

meet with the board prior to going over the proposals. UFCW date not set yet. They are still in the process of informing us who their new representative is.

- ESSER I funding was completed Sept. 2022, rec.\$10,000. Paul asked OPI Sept. 2022 if they had any extra funding for our database, they said yes, we moved \$56,000 into ESSER I approved by OPI. Received correspondence from Nancy Hall asking who gave us the authority to spend that extra money. Was it before Sept 30, 2022 or after? Sent Nancy copies of emails, money had been spent before Sept. 30, 2022. ESSER II Funding completed in Sept 2023, we had the database \$30,000 moved out. Received email that said we have an extra \$30,000 in our ESSER II fund. We ended up with \$106,000 - Pay Battell for Kids. ESSER III Update - Social Emotional Learning moved to ESSER II, update this when school starts. ESSER III has our sick leave for COVID. Thinking we will have to sunset the sick leave policy, discontinue the Policy to be able to use the money. Will follow up with MTSBA and get their recommendations. ELC is the DPHSS grant.
- Summer Projects will be completed before school starts which are the Bitterroot Sprinklers and the Bitterroot Lift. Our new Maintenance supervisor and I went to Helena and met with A & E. Our video camera system might be assigned to Morrison Maierle, Mustang Sprinklers - be completed by the same company that is doing the Bitterroot building. The Broadband Project, Morrison Maierle has been moved to summer 2024. The project will replace every single wire and build it back up.
- We have our 2023 PIR Week Schedule set for the fall. Our staff selected the speakers for 2 of the PIR days. VI - Matt Tierjen, DHH- Peter Cook and for the Cottage Steve Webb. We will have a general meeting on one day and classroom/meetings for one day.
- Paul has had some conversations with Superintendent Moore- Great Falls Public schools regarding Student Teachers, affordable housing. Suggested maybe using our Cottage dorms to help with this as well as reaching out to new Interpreters. Still working out the details.
- The Foundation meeting is July 17, Tammy Lacey is overseeing the Public Relations Committee. The Finance Committee reached out to get bids for their audit and received none, so then they contacted people individually and chose Pinion, the fee will be \$26,000. The Sculpture fundraiser was won by one of our employees' sons and he also won a \$100 gift card. One of our parents won the \$250.00 gift card.

Maintenance/Business Office -Donna

- Donna reported on the Budget and anticipates that we will have some unspent funds this year. General fund looking at \$250,000 of unspent at the end of the year. This is due to having a few vacancies that weren't filled. If it is allowed we can carry over $\frac{1}{3}$ to next year. Donna does accrue money for this year to be spent the following year. We will be using some of this for Outreach payroll as they worked this summer loading students into the new database. The Detail budget is a list of the different programs. Under Projections- Our grants have to be spent out of the General fund, then sent to OPI to get reimbursed. Restricted - Workers Compensation Insurance - can't spend that anywhere, do a journal entry, we have a refund, it's locked. Restrictions can only be spent only for specific things such as a grant. Donna is working with Nancy Hall with regards to the ESSER I issue. She is concerned that we have already received these funds, filed expenditures prior to Sept 30 that we can put toward this process. Donna has contacted OPI numerous times to update the EGrant system to see the additional \$54,000. Nancy's biggest concern is the OPI should have let us know sooner about those funds and to be in compliance with the grant. Nancy is concerned about the date that everything happened

Residential - Jim Kelly

- Paul reported for Jim - The sent out the June 2023 Newsletter,. The Senior trip went to Disneyland, CA, Prom invited Outreach kids to participate since we had the VI games on the same weekend. Cottage Student Council Outing - went Fishing at Holter Lake, Memorial Day activities - OC movie, BBQ, Out for Ice Cream. Summer Events: June 2-4 - Family Learning Weekend for DHH (27th), June 9-11 Family Learning Weekend for VI (23rd), June 11-17 Deaf Camp - 13 participants, July 9-15 Summer Skill Program 5 to 9 participant

Education: School - Julie-Dee

- Julie-Dee went over the enrollment and our numbers are kind of the same. We have two students that are not returning - VI Student going back to Public school, another family moving back to the Reservation - VI student. We have some inquiries for the fall and enrollment. Experiential Learning and Volunteering Wednesdays went well, our Carnival was canceled due to weather, Flight of Imagination - Great Falls Airport - went on the Tarmac. Year-end BBQ, invited those that we built relationships with throughout the year. We had our Graduation with 3 graduates. End of the Year Activity in Helena- Flying Giant Adventure Park/Sleeping Giant Lanes - opportunity for our staff- Para's, teachers, interpreters working together. Working on Master Schedule- needing a Preschool teacher, Interpreters.

Education: Outreach

- Paul reported for Carol FLW - Jim and Carol will bring numbers to the August meeting. NWABA - Northwest Association Blind Athletes, Foundation gives \$13,000 a year. They are doing more events in the state. The Head of NWABA and Associate will be meeting with the Foundation Board at their meeting on July 17, 2023 Outreach Database - gave permission for Outreach Consultants up to 40 hours to put their students in the database, those in the Billings area I approved another 40 hours this week.

Recap-

- McCall and ladies- I will give you some dates, times to meet regarding the Union proposals
- AER - Links on the web page

**MSDB Personnel Action for BOPE Meeting
July Meeting 2023**

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

Retirement

Diane Eddy – Director of Nursing (December 31, 2023)

Resignation

Amber Bateen – DHH Teacher

Probationary Layoff

Renewal of Nontenure Teacher

Hire

Miranda Briggs – VI Outreach Consultant

Tara Strauch - LPN

Geri Darko - Orientation and Mobility Specialist

Sherri Devlin - Transition Coordinator

Alex Sebik - Maintenance Supervisor

Carmen Turnbow - PT Business Office Worker

Sandra Van Tighem - Interim Interpreting Specialist

Brandy Johnson - DHH Outreach Consultant

Positions open at MSDB Currently

3 FT Interpreter

CLA Boys Cottage

DHH Outreach Consultants

Food Prep Worker

School Psychologist (Currently Advertised)

LPN

FT Paraprofessional

MONTANA HIGH SCHOOL ASSOCIATION
1 South Dakota
Helena, MT 59601

Annual Dues Application and Fees Remittance Form

Montana School for the Deaf and the Blind High School of Great Falls Montana, hereby makes application for membership in the Montana High School Association (MHSA) for the school year **2023-24** in accordance with Article 1, Section (1) of the MHSA By-Laws, and appoints the Association as its representative in interscholastic activities for the current school year. The Board of Trustees adopts and agrees to comply with the rules and regulations of the MHSA as presently contained in its official MHSA Handbook, and acknowledge receipt of a copy of such handbook in effect. It is understood that each member school is entitled to one vote on any resolution presented to the Association membership. A resolution adopted by the Board and inserted in the minutes of a meeting of the Board on the date below directs the chairperson of the Board of Trustees to remit to the Association the yearly membership fees. If the school is registering for an activity in which the school district did not participate the previous year and did not request sanctioning for this activity in writing, students will not be permitted to compete in MHSA post-season contests, other than activities which are not assigned to districts and/or divisions. (Rules and Regulations, Sections 14 and 16). **Send payment to MHSA, 1 South Dakota Avenue, Helena, MT 59601.**

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

BOYS		GIRLS		COMBINED ACTIVITIES	
<input type="checkbox"/>	Baseball	<input checked="" type="checkbox"/>	Basketball	<input type="checkbox"/>	Band
<input checked="" type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	Cross Country	<input type="checkbox"/>	Chorus
<input checked="" type="checkbox"/>	Cross Country	<input checked="" type="checkbox"/>	Golf	<input checked="" type="checkbox"/>	Drama
<input checked="" type="checkbox"/>	Football	<input checked="" type="checkbox"/>	Soccer	<input type="checkbox"/>	Orchestra
<input checked="" type="checkbox"/>	Golf	<input checked="" type="checkbox"/>	Softball	<input checked="" type="checkbox"/>	Speech
<input checked="" type="checkbox"/>	Soccer	<input checked="" type="checkbox"/>	Swimming		
<input checked="" type="checkbox"/>	Swimming	<input checked="" type="checkbox"/>	Tennis		
<input checked="" type="checkbox"/>	Tennis	<input checked="" type="checkbox"/>	Track		
<input checked="" type="checkbox"/>	Track	<input checked="" type="checkbox"/>	Volleyball		
<input checked="" type="checkbox"/>	Wrestling	<input checked="" type="checkbox"/>	Wrestling		
9	<< TOTAL BOYS	10	<< TOTAL GIRLS	2	<< TOTAL COMBINED

TOTAL NO. OF ACTIVITIES (BOYS, GIRLS, & COMBINED) 21 @ \$250.00 = \$ 5250

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

Signed/Dated: _____
 Chair / Board of Trustees

Signed/Dated: Paul Kelly
 Superintendent or Principal

For MHSA Use Only:

Date Received: _____ Amount Received: _____

Check No. _____ Late Fee: _____

Total Amount Received: _____

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

LIABILITY CATASTROPHE PLAN REMITTANCE FORM

We have enclosed our remittance in the amount of \$ 206 based on the HIGH SCHOOL ENROLLMENT (schedule below) to cover our school's share of the Liability Catastrophe Plan insurance premium for **2023-24**.

School Montana School for the Deaf and the Blind
Date July 13, 2023
Signed _____

High School Enrollment (Grades 9-12) as of FALL REPORT TO OPI, 2022

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

You must use your high school enrollment per your FALL, 2022 report to OPI or for private schools, use your enrollment as of November 1, 2022.

PLEASE RETURN THIS SIGNED FORM AND YOUR PAYMENT BY **JULY 15, 2023**.

For MHSA Use Only

Date Received: _____

Premium: _____

Check No: _____ Late Fee _____

**MONTANA HIGH SCHOOL ASSOCIATION
2023-24 Catastrophic Insurance Renewal
Mutual of Omaha**

Summary of Lifetime Benefits

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

Expanded Benefits (Total Disability Only):

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



MONTANA HIGH SCHOOL ASSOCIATION

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

TO: MHSА MEMBER SCHOOL ADMINISTRATORS

FROM: BRIAN MICHELOTTI, EXECUTIVE DIRECTOR

RE: CONCUSSION INSURANCE

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

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

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

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

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

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

Attachment (remittance form)

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

CONCUSSION INSURANCE REMITTANCE FORM

We have enclosed our remittance in the amount of \$ 41 based on the ***HIGH SCHOOL ENROLLMENT*** (schedule below) to cover our school's share of Concussion Insurance premium for 2023-24.

School Montana School for the Deaf and the Blind

Date July 13, 2023

Signed _____

.....
High School Enrollment (Grades 9-12) as of FALL REPORT TO OPI, 2022

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

You must use your high school enrollment per your FALL, 2022 report to OPI or for private schools, use your enrollment as of November 1, 2022.

PLEASE RETURN THIS **SIGNED** FORM AND YOUR PAYMENT BY **JULY 15, 2023**.

For MHSA Use Only

Date Received: _____

Premium: _____

Check No: _____ Late Fee: _____

STATE OF MONTANA

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

1) Agency Number/Name Montana School for the Deaf and the Blind		2) Division Cottage	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Jennifer St Pierre 077405		

5) Justification

Like many schools,MSDB sees fewer deaf people come here to work. I want to become a leader and help staff already here, but also, help new staff when they arrive. I would like to see myself work with our deaf students as well. They need to see and interact with successful adults. They could also benefit from learning about how to access support post high school. Going through this program will help me to learn about myself, and how to develop skills to make this happen and help MSDB improve.

6) Itinerary

Destination: Albuquerque, NM

Travel Dates: 9/20 - 9/24

7) Estimated Costs

Transportation \$ 750 Meals \$ 100 Lodging \$ 600 Other \$ 295

Total estimated cost \$ 1700.00

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)
Registration - \$295 (before June 15th), Taxi/Uber - \$300, Airfare \$413,
Hotel Albuquerque at Old Town
800 Rio Grande Blvd. NW
Albuquerque, New Mexico 87104
505-843-6300

8) Submitted By	Title	Date
<i>Jennifer StPierre</i>	Residential Advisor (LEAP)	05/01/2023

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.

1) Agency Number/Name Montana School for the Deaf and Blind		2) Division Outreach	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Cille Patten		

5) Justification

The Deaf Mentor Program Training happens in various locations throughout the country on an as needed basis. We don't typically know when a training is established until 6 weeks before, therefore, we do not have an itinerary but would be approved by the Outreach Director when options open up in the 2023-2024 school year.

Funding source: Newborn Hearing Screening/Deaf Mentor Grant

Attend the last 2 days of Deaf Mentor training

6) Itinerary

Destination: TBD

Travel Dates: TBD

7) Estimated Costs

Transportation \$ 750 Meals \$ 216 Lodging \$ 700 Other \$ 100

Total estimated cost \$ 1766

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

Airline ticket round-trip, taxi/Uber (ground transportation in destination location), hotel 3 nights, travel 4 days

8) Submitted By	Title	Date
<i>Katie James</i>	DHH Outreach Consultant	7/1/2023

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
		<i>Carol Clayton-Bye</i>	
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.

1) Agency Number/Name Montana School for Deaf and Blind		2) Division	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Sherri R. Widhalm, Employee ID #075948		

5) Justification

Continuing education. "CI2024 Vancouver: 17th International Conference for Cochlear Implants and Other Implantable Technologies." Conference cost is estimated to be \$750.00 (see amount below in "other"). This conference fosters the exchange of multi-disciplinary scientific information applicable to physicians, speech language pathologists, scientists, educators, and audiologists. The conference allows professionals to explore current and emerging topics for patients with cochlear implants and other types of implants. Themes include the following: challenges relative to CI provision, impact of early implantation of children born during COVID, working with challenging cases through teamwork, and CI provision across the age spectrum (under 6 months on up). At MSDB, the majority of students are wearing CIs, intraosseous bone implants, or hearing aids. This conference will be valuable to our students, improving their auditory development and academic outcomes.

6) Itinerary

Destination: Vancouver, BC (Canada)

Travel Dates: 7/9/2024 to 7/14/2024

7) Estimated Costs

Transportation \$ 700.00est Meals \$ 936.00 Lodging \$ 1855.00 Other \$ 750.00 conf

Total estimated cost \$ \$4241.00

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

Fairmont Waterfront Hotel +1-800-257-7544

8) Submitted By	Title	Date
<i>Sherri R. Widhalm</i>	SLP, LSLS Cert. AVEd	6/5/2023

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.

STATE OF MONTANA

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

1) Agency Number/Name MSDB		2) Division Education	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Julie-Dee Alt/ 2 teachers		

5) Justification

Taking a team to the EdLeader21 Annual Conference will allow us to meet with other education leaders to network and build collaborative relationships, share ideas and learn what is working for others as they use research based strategies, and creative innovation in their schools. This relevant professional development will support MSDB's strategic plan and our efforts to move forward in effectively preparing our students for the future.

6) Itinerary

Destination: St. Louis Illinois

Travel Dates: Sept. 26-29, 2023

7) Estimated Costs

Transportation \$ 2550 +200 Meals \$ 560 Lodging \$ 1800 Other \$ 2400

Total estimated cost \$ 7510

Provide details to support estimated costs:

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

Early Bird Registration: \$799 (Apr. 19-Aug. 1, 2023); Room Rate: \$199/night | Room Block Closes: Sept. 5, 2023; \$850/person airfare; \$200 Ground Transportation; \$560 meals

8) Submitted By	Title	Date
<i>Julie-Dee R Alt</i>	Principal	6/30/2023

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.

1) Agency Number/Name Montana School for the Deaf and the Blind		2) Division Administration	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Paul Furthmyre		

5) Justification

MSDB has been an active partner in the AASA Lead 2025 Program for the past year. With this program, MSDB has signed up to be a part of the IDEAL Cohort. The IDEAL has two different face-to-face meetings with the first being in September and then in April. This cohort works collaboratively to research, inspire, empower, and amplify educators' work to create student-centered, future leaning, equity focused education. The IDEAL Cohort seeks to provide a deeper understanding of what learners need to create the most dynamic learning environment possible.

6) Itinerary

Destination: Albany, New York

Travel Dates: September 27-30, 2023

7) Estimated Costs

Transportation \$ 1000 Meals \$ 270 Lodging \$ 800 Other \$ 500

Total estimated cost \$ 2570

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

Estimated Ground Costs \$500

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	Superintendent	7/3/23

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.

1) Agency Number/Name Montana School for the Deaf and the Blind		2) Division Administration, Education	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Paul Furthmyre, Miche Jarvey, Erin Barr		

5) Justification

The American Printing House for the Blind has created specialized materials, products and services for people who are blind and visually impaired since 1879. Always hosted in October, APH celebrates the Annual Meeting of APH Ex Officio Trustees (EOT) with our EOT Census Assistants, Online Ordering Assistants, and other attendees. During this annual meeting educators have opportunities to learn about how to use the devices, listen to keynote speakers about the present and future, standards presentations, and other topics presented by prominent leaders and educators in the blindness field.

6) Itinerary

Destination: Louisville, Kentucky

Travel Dates: October 3-7, 2023

7) Estimated Costs

Transportation \$ 1200	Meals \$ 270	Lodging \$ 800	Other \$ 100
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Total estimated cost \$ 7110

Provide details to support estimated costs:

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

Estimated Ground Costs \$100

All costs individualized but the total estimate is based on all 3 employees.

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	Superintendent	7/3/23

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.

1) Agency Number/Name Montana School for the Deaf and the Blind		2) Division Administration, Education, Cottage	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Paul Furthmyre, Yvette Smail, Cheyanne Tucker		

5) Justification

Hosted by CASEL, the SEL Exchange is a one-of-a-kind opportunity to connect and learn with leaders from around the world. Join researchers, policy leaders, educators, and members of the SEL community as we explore the latest SEL innovations and evidence, with a focus on the importance of advancing adult SEL that promotes SEL for young people. We'll learn together and leave with actionable insights to support our communities. This year's theme recognizes that every adult in a young person's life — family members, educators, coaches, mentors — influences their social, emotional, and academic development. When adults and students alike have meaningful, inclusive opportunities to learn and develop social and emotional skills, we build a village where everyone thrives.

6) Itinerary

Destination: Atlanta, Georgia

Travel Dates: November 6-10, 2023

7) Estimated Costs

Transportation \$ 1000 Meals \$ 270 Lodging \$ 1200 Other \$ 100

Total estimated cost \$ 7710

Provide details to support estimated costs:

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

Estimated Ground Costs \$100

All costs individualized (\$2570) but the total estimate is based on all 3 employees (\$7710).

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	Superintendent	7/3/23

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.

legislative raises		PAY PLAN 061			
ID	Name	Dept ID	Action	Reaso	Sal Plan
056376	Schmidt, Donna	513-ADMIN	PAY	STA	061
072903	Furthmyre, Paul	513-ADMIN	PAY	STA	061
006190	Thompson, Mary M	513-AIDES	PAY	STA	061
011636	Stewart, Sue A	513-AIDES	PAY	STA	061
020488	Reimer, Andrea D	513-AIDES	PAY	STA	061
027332	Haagenson, Christina	513-AIDES	PAY	STA	061
077589	Ortiz, Sandra	513-AIDES	PAY	STA	061
084640	Wood, Tiffany Ozment	513-AIDES	PAY	STA	061
088655	Jones, Jaime L	513-AIDES	PAY	STA	061
092932	Davis, Tayler Renee	513-AIDES	PAY	STA	061
093131	Joslyn, Samantha Joy	513-AIDES	PAY	STA	061
039175	Rutledge, Denise E	513-BLIND	PAY	STA	061
052736	James, Katelyn R	513-BLIND	PAY	STA	061
056948	Merja, Mackenzie A	513-BLIND	PAY	STA	061
058155	Jarvey, Miche	513-BLIND	PAY	STA	061
063454	Barr, Erin R	513-BLIND	PAY	STA	061
088852	Auers, Joel M	513-BLIND	PAY	STA	061
001471	Faulkner, Erin Elizabeth	513-DEAF	PAY	STA	061
002649	Bechard, Staci J	513-DEAF	PAY	STA	061
006983	Warren, Brenda	513-DEAF	PAY	STA	061
007805	Wasson, Jennifer M	513-DEAF	PAY	STA	061
010790	LeMieux, Brenda M	513-DEAF	PAY	STA	061
012332	Clifford, Jessteene R	513-DEAF	PAY	STA	061
025025	Bateen, Amber Diane	513-DEAF	PAY	STA	061
033431	Kline, Alissa Mae	513-DEAF	PAY	STA	061
035066	Olson, Kelly L	513-DEAF	PAY	STA	061
063443	Hill, Melissa Jane	513-DEAF	PAY	STA	061
063625	Dawes, Carrie S	513-DEAF	PAY	STA	061
065610	Lesofski, Elishya Marie	513-DEAF	PAY	STA	061
088307	Rosenberg, Mikhael K	513-DEAF	PAY	STA	061
012492	Alt, Julie-Dee	513-EDADMM	PAY	STA	061
080896	Witham-Travers, Naomi LaRue	513-EDUCA	PAY	STA	061
088393	Makar, Morgan A	513-EDUCA	PAY	STA	061
006464	Loney, Lynda L	513-INTER	PAY	STA	061
007520	Vantighem, Sandra L	513-INTER	PAY	STA	061
010716	Shular, Gary A	513-INTER	PAY	STA	061
037701	Joslyn, Bonita J	513-INTER	PAY	STA	061
088449	Trimble, Sarah L	513-INTER	PAY	STA	061
092424	Monasmith, Kiernan Ellisa	513-INTER	PAY	STA	061
006357	Tangen, Amy E	513-OUTRCH	PAY	STA	061
006595	Peterson, Barbara A	513-OUTRCH	PAY	STA	061
006878	Clayton- Bye, Carol L	513-OUTRCH	PAY	STA	061
033102	Griffin, Catherine L	513-OUTRCH	PAY	STA	061
037356	Norick, Kerri B	513-OUTRCH	PAY	STA	061

037367	Woods,Sharon Ann	513-OUTRCH PAY	STA	061
040197	Cross,Michelle Christy	513-OUTRCH PAY	STA	061
041622	Goss,Leann Ruth	513-OUTRCH PAY	STA	061
043243	Jury,Cathy Elizabeth	513-OUTRCH PAY	STA	061
043308	LaSalle,Emily	513-OUTRCH PAY	STA	061
046473	Cannon,Lisa Claire	513-OUTRCH PAY	STA	061
046477	Garrison,Jane Carmen	513-OUTRCH PAY	STA	061
063277	Davis,Susan E	513-OUTRCH PAY	STA	061
079119	Oring,Crystal	513-OUTRCH PAY	STA	061
012302	Kelly,Jim M	513-SSADMN PAY	STA	061
026714	Eddy,Diane	513-SSADMN PAY	STA	061
041924	Luongo,Cherilyn Jean	513-SSADMN PAY	STA	061
011580	Mcrae,Laurie A	513-SUPPRT PAY	STA	061
025865	Smail,Yvette R	513-SUPPRT PAY	STA	061
037354	Annis,Stephanie D	513-SUPPRT PAY	STA	061
039635	Donovan,Tearra	513-SUPPRT PAY	STA	061
075295	Hill,Trudy	513-SUPPRT PAY	STA	061
075948	Widhalm,Sherri R	513-SUPPRT PAY	STA	061
078908	Brooking,Victoria L	513-SUPPRT PAY	STA	061
089928	Siller,Christopher Allyn	513-SUPPRT PAY	STA	061
090778	Fettinger,Heidii A	513-SUPPRT PAY	STA	061
092371	Lynch,Katherine Mary	513-SUPPRT PAY	STA	061
092797	Miller,Melissa	513-SUPPRT PAY	STA	061



State Human Resources Division

Greg Gianforte, Governor
Misty Ann Giles, Director

DATE: June 26, 2023
TO: Department of Human Resources and Payroll Staff
FROM: Anjenette Schafer, Administrator, State Human Resources Division
SUBJECT: HB 13 Implementation Guidelines

Governor Greg Gianforte signed into law HB 13 on April 11, 2023, which states, "Effective on the first day of the first complete pay period that includes July 1, 2023, the base salary of each employee must be increased by \$1.50 an hour or by 4%, whichever is greater." These guidelines apply to all eligible employees defined in 2-18-101 (11) (a) and (b), MCA, who will receive the statutory pay adjustment.

HB 13 Guidelines

1. Executive Branch employees who are actively employed on July 1, 2023, will receive a \$1.50-per-hour base-salary increase, or 4%, whichever is greater, effective during the pay period ending July 14, 2023.
2. This increase will be reflected on the July 26, 2023, paycheck.
3. Temporary and seasonal employees will receive the statutory pay increase. Short-term workers and student interns will not receive the increase. To ensure accurate processing, short-term workers must be properly coded with the correct Reg/Temp indicator of Short-Term Worker or Short-Term Recurring. Student interns must be assigned to job code 000957.
4. Collective Bargaining Agreements (CBAs) must be ratified prior to July 19, 2023, for those union employees to receive the statutory pay adjustment effective on July 1, 2023.
5. Legislative and Judicial Branch employees are not covered under these guidelines. Please contact sabhrshr@mt.gov if your Legislative or Judicial branch chooses to implement an across-the-board increase.
6. Salary adjustments for employees in the Exempt Pay Plan (061), including appointed officials defined in 2-18-103, MCA, and 2-18-104, MCA, must be authorized in writing by the approving authority. For assistance with entering the Exempt Pay Plan (061) increases into SABHRS HR, please contact sabhrshr@mt.gov or 406-444-7667.

The SABHRS HR process to implement the statutory pay increase will be initiated the morning of July 11, 2023, and will be reflected on employee's job record using the action code of "Pay Rate Change" and the reason code of "Statutory Appropriations Adj."

Agencies planning to provide pay adjustments in addition to the statutory increase must wait until after HRIS completes the statewide pay adjustment process to create the new pay row in SABHRS HR. **Any increases given by your agency that do not meet the guidelines of the statutory raise should not be coded as "Statutory Appropriations Adj."** You must use the correct reason code (see [Action Reason Code Catalog](#)).

If you have questions regarding the guidelines for this statutory increase, please contact the Central Payroll Help Desk or the HRIS Help Desk at sabhrshr@mt.gov, payroll@mt.gov, or call 406-444-2962.

G. Program Evaluation and Improvement Self-Study Summary

Required Documents

Please prepare a folder in Dropbox (or use other means of sharing as mutually agreed with AER) for your Organization's Program Evaluation System and Data Use for Improvements. Please provide sub-folders labeled for each of the following documents:

- Self-Study (below)
 - Documentation for each of the programs and services (think about the scope of the school) that is being considered for accreditation:
 - Program Evaluation Policy and Procedures
 - Program Evaluation Budget - B.
 - Program Evaluation Plan that includes Goals and Objectives that are linked to Intended Outcomes
 - Program Evaluation Measurement Instruments (i.e. Survey Forms, Metrics Grid and/ or Question Set, sample of consumer advisory group meeting notes, etc.)
 - Program Evaluation Report including both Qualitative and Quantitative Data that Illustrate Growth or Decline and Effectiveness
 - Post Program Follow up Survey and Results (Report)
 - Examples of How Program Evaluation Data was Used to Make Improvements, Guide Decisions and Strengthen Service Delivery.
 - Narrative to explain any standards you rated as partially met or not met.
 - Any other Narrative Remarks

List of Members of Self-Study Committee:

Entire Accreditation Team (Jarvey, Annis, Warren, T. Hill, J. Kelly, Faulkner, Furthmyre, Wasson, Merja, Clayton-Bye, Alt)

Date Self-Study Completed:

June 7, 2023 at Accreditation Meeting

Date of Board Meeting approving Self-Study:

July 13, 2023: 1st Reading with the Board of Public Education

September 14, 2023: 2nd Reading with the Board of Public Education

Program Evaluation and Improvement (PEI) Self-Study	Supporting Documents Submitted
<p>Organization will establish a self-study committee to assess and rate the organization on the following:</p> <ol style="list-style-type: none"> I. Agency has a Strategic Plan with timelines, responsible parties for each goal, and data/evidence being used to show achievement of plan goals. Board reviews strategic plan regularly. <ol style="list-style-type: none"> A. Each service program conducts an ongoing comprehensive program evaluation which measures the effectiveness of its operations. <p>Indicators:</p> <ol style="list-style-type: none"> A. Service programs seeking accreditation as listed under sections II. Program Standards All Ages and III. Program Standards Birth through School Age report on evaluation measures such as: <ul style="list-style-type: none"> ● the number of persons served ● the percentage of service objectives achieved ● a summary of exit interviews/surveys reporting on the level of satisfaction with the services received. This client interview/survey may address such issues as employment, functioning as a homemaker, increased independence, safety, social and emotional behavioral improvement. <p>Guidance: create a chart or a narrative showing how your agency addresses the above measures or other relevant measures in each</p>	<p> Strategic Plan-Non Cognia Format Strategic Plan- Cognia Format 2018 School Quality Factors 2018 Systems Quality Factors Cognia Data Analysis 1 Cognia Data Analysis 2 Cognia Data Analysis 3 Cognia Data Analysis 6 2022-2025 MSDB Year 1 Annual Implementation Plan 2022-2025 MSDB Year 1 Annual Improvement Plan 2022-2025 MSDB Theory of Action 2022-2025 MSDB Strategy Map Current Reality BPE January Agenda Packet BPE January Minutes BPE March Agenda Packet BPE March Minutes </p>

<p>program for which you are seeking accreditation (the programs listed in Sections II and/or III)</p> <p>B. Prepare a program needs assessment report with input from program service providers identifying the achievement of current needs and the identification of unmet needs.</p> <p>Guidance: provide a summary for all programs for which you are seeking accreditation, indicating input from the professionals involved in providing services.</p>	
<p>2. Written systems for program evaluations are utilized to monitor the application of human, physical and financial resources, to appraise the progress made toward goals, to measure the extent of achievement of established objectives, to ensure consistency with the organization’s mission statement and to assess the benefits to those persons served by the program.</p> <p>Indicators:</p> <p>A. Prepare a written annual plan with stated program objectives and expected outcomes. Objectives may address needed resources as identified by the service providers, client satisfaction survey results, client outcome data as documented by a pre-post assessment or a review of case files reporting on client progress.</p> <p>B. Review and update of program curriculum to address trends and client recommendations/needs.</p> <p>C. Review and update of program marketing materials to improve outreach efforts.</p>	<p>Mission-Vision-Beliefs 21-22 MSDB CNA Summary Data Crosswalk w/Action Plan Literacy Benchmarks EdHub Student Assessment Report EdHub Student Milepost Plan Example Mentor Schedule Data Mentor-New Staff Orientation Evaluation 22-23 Mentor Training Presentation Mentee Reflective Self Inventory Mentoring Competency Assessment MSDB Leadership Capacity Graph MSDB Leadership Capacity Rating MSDB Instructional Capacity Graph MSDB Instructional Capacity Rating MSDB Resource Capacity Rating MSDB Resource Capacity Graph Updated Curriculum Orders 2023 MSDB Outreach Internal Report</p>

D. Conduct a study on the financial cost of the services and the profit /loss to program budget and the cost per client served.

Guidance: show how your organization intertwines multiple functions. Many organizations have some version of a “scorecard” to track their Strategic Plan and it connects all the dots. You may want to break up the question into sections:

- “Written systems for program evaluations” – What does your agency do to evaluate its programs? How is the information captured in the strategic plan? What data do you collect and how do you end up interpreting it and then how is that information transmitted to board, management team, staff, stakeholders?
- “are utilized to monitor the application of human, physical and financial resources” – this is the interpretation of data part. How does your agency assess, plan, project staffing (human resources)--# of staff, what certifications or experience or skills are needed/board member skills, maybe volunteers or consultants. How does your agency assess, plan, project their physical building—space needed, types of spaces, location of spaces, etc. How does your agency assess, plan, project their financial needs and capacity for meeting them?
- “to appraise the progress made toward goals, to measure the extent of achievement of established objectives” – this is another aspect of interpretation of your data. What goals are included in the strategic plan, who is responsible for action items related to the goals, and what is the timeframe set for achieving the goals? Is your agency

<p>meeting the goals within the time frame or do you have to push these aspirations farther into the future and if so, how is that decision made?</p> <ul style="list-style-type: none"> ● “to ensure consistency with the organization’s mission statement and to assess the benefits to those persons served by the program”. Once you have that Mission Statement “at the top” of your Strategic Plan or program evaluation document, you can actually just point back to whichever part of the Mission a given goal is addressing. So for instance if your mission is to foster independence and enhance the quality of life for the blind and the visually impaired, then when you identify goals and evaluate your programs, you need data to show people you served became more independent and had a better quality of life as a result of your involvement with them. <p>Scorecards can be a visual representation of these interconnected dots.</p>	
<p>3. Program evaluations cover specific aspects of service including individual goal setting and implementation, tracking and statistical data on persons served.</p> <p>Indicators:</p> <p>A. Report on the program procedures for</p> <ul style="list-style-type: none"> ● Intake ● Assessment 	<p>Eligibility of children for admittance MSDB Admission Policy ARM Admission of Students Criteria for Identifying Visual Impairment Criteria for Identifying Speech Language Impairment Criteria for Identifying Deaf-Blindness Criteria for Identifying Hearing Impairment Criteria for Identifying Deafness Post High School Student Survey Brolly Service Minute Report Brolly Service Tracking Report</p>

<ul style="list-style-type: none"> ● development of the individual Plan of Service including observable objectives (IEP, IPP, IPE, IWRP, IFSP) ● Conduct of the conference with the client to discuss and sign off on the individual plan. <p>B. Report on the scheduling process and the collection of data on the client’s individual objectives.</p> <p>C. Report on the services delivery model used by the program, such as</p> <ul style="list-style-type: none"> ● the number of clients receiving direct service for specific number of hours per week ● number of clients receiving a specific number of hours of follow-up services number of clients receiving consulting service per month ● number of clients who received information and were then referred for other services. <p>Guidance: On Standard 3, when preparing a response such as for the procedures for Intake, remember this is a Program Evaluation oriented question. So what you do in Intake, or how you describe Intake, would include referring back to the first two questions which are How “Program evaluations cover specific aspects of service including individual goal setting and implementation, tracking and statistical data on persons served;” and How “the scheduling process and the collection of data on the client’s individual objectives.” The final question is a report on “the services delivery model used by the program, such as...”</p>	<p>Brolly Student Detail Report Example Brolly Progress Monitoring Report NWEA Assessment Data VI specific assessments ECC for VI Assessments Survey ECC for VI Assessments Survey Results 22-23 VI Outreach Family Survey LEAP Statement</p>
<p>4. Provisions are made for broadly-based participation in the program evaluations by staff, cooperating organizations, volunteers, and persons served.</p>	<p>20-21 Staff Survey 21-22 Staff Survey 21-22 Parent Survey</p>

<p>Indicators:</p> <ul style="list-style-type: none"> A. Conducting focus or advisory group of stake-holders, to include consumers, referral sources and other key community partners. B. Review of referral sources to determine which sources of community outreach are most effective and where more attention needs to be put. <p>Guidance: question 4 is related to how your constituents perceive the results.</p>	<ul style="list-style-type: none"> 21-22 Community Survey 21-22 Elementary Student Survey 21-22 Family Engagement Survey 21-22 MS/HS Student Survey 21-22 Staff Focus Group
<p>5. The organization makes needed modifications to its administration and its programs based upon data coming from its program evaluations.</p> <p>Indicators:</p> <ul style="list-style-type: none"> A. A recommendation report to the administration based on data collected as a result of client satisfaction survey, staff survey, staff focus groups, and focus or advisory groups of stake-holders including clients served, consumers, referral sources and key community partners. B. Evidence that changes in program have been made to improve services, efficiency, and/or learner outcomes as a result of data gathered through the program evaluation process. <p>Guidance: this question refers to how the management/board responds to questions 1 – 4.</p>	<ul style="list-style-type: none"> 22-23 Preschool.xlsx CVI Prison Braille Program ILSP Self-Evaluation Tool Deaf-Blind Project Staff Summary Mentor Training PPT Mentor Schedule Data Mentor-New Staff Orientation Evaluation Literacy Grant End of Year Documents Literacy Grant Data Analysis Reflection

<p>6. Follow-up surveys of success of graduates and learners who have left the program are conducted as part of determining program effectiveness.</p> <p>Indicators:</p> <ul style="list-style-type: none"> A. Report on conduct of a follow up survey that includes questions related to outcomes. This could be done over the phone, via mail or through an electronic communication based on client/consumer needs and preferences. B. External surveys to employers, counselors, teachers, family members, and others to determine value of services provided and improvements that may be needed. <p>Guidance: this question refers to the idea that the results on the last day of services “stick” for a period of time.</p>	<p>OPI Graduate Survey LEAP- presentations FLW surveys Camp participant surveys</p>
<p>7. Evaluation results are utilized in short and long-range planning.</p> <p>Indicators:</p> <ul style="list-style-type: none"> A. 3–5-year program plan that incorporates elements of the annual program evaluation and is in agreement with the organization’s overall strategic plan. B. Develop a written policy and procedure for program evaluation which utilizes a program evaluation committee that includes consumers, staff, and any other key stake-holder. This program evaluation committee would meet regularly and produce a written report which may be utilized in short and long-range planning. 	<p>22-23 EOY Staff Strategic Plan Survey Results Tracking Status Document Action of Theory Documents Literacy Action Plan Mentor-New Staff Orientation Evaluation</p>

Guidance: question 7 relates to how the board and management plan based on the information.

8. Evaluation and audit findings are summarized in writing and used in the organization's planning, budgeting, staff considerations and internal and public reporting activities.

Indicators:

A. Written annual report covering

- a review and update of the organization's website,
- presentations made at public meetings to stake-holders,
- organization's annual report to key constituents, which includes the number of community outreach presentations conducted.

Guidance: this question refers to transparency and accountability to the public.

[MSDB 2021 Fiscal Year End Report](#)
[Outreach Internal Report Jan 2023](#)
[Lion's Club](#)
[Leadership Great Falls](#)
[EOS performances](#)
[Section E Committee 23 Legislature Report](#)
[Section F Committee 23 Legislature Report](#)
[House Appropriations Committee 23 Legislature Report](#)
[Senate and Finance Claims Committee 23 Leg Report](#)
[March 2022 Interim Budget Committee Report](#)
[Dec 2021 Interim Budget Committee Report](#)
[Sept 2021 Interim BC VOIP Report](#)
[Sept 2021 Interim BC Personnel Services Report](#)
[BPE January Agenda Packet](#)
[BPE January Minutes](#)
[BPE March Agenda Packet](#)
[BPE March Minutes](#)
[MSDB Foundation Meeting Minutes January 2023](#)
[MSDB Foundation Meeting Minutes April 2022](#)

G. Program Evaluation and Improvement Self-Study Summary

Respond to the following:

1. Identify the major strengths of the organization as they relate to the Management Standards.

Two years ago, MSDB participated in a Cognia Accreditation process that helped our school understand the strengths and weaknesses of our school organization. As a result of that process, MSDB has taken two years to put together a 3-year strategic plan. We are currently going into the second year of this plan. The strategic plan set up four priorities to work on while consisting of several initiatives to meet the desired outcomes. This has resulted in new programs and processes put into place the first year. The accreditation team is currently working on evaluating the effect of the first year of the plan.

In addition to developing the strategic plan for the Cognia Accreditation, MSDB has also documented past initiatives with our literacy program. We have been a part of the OPI Literacy Program for the past 3 years and created a Literacy Action Plan. Most all initiatives within the plan have been completed. Every summer, including this summer, the literacy team looks at the plan created and updates it with data from the year. Then the team proceeded to create new goals for next year. In addition, both the literacy team and accreditation team looked at the literacy plan and spent time incorporating the literacy plan into the strategic plan of Cognia. This will help with staying focused on all initiatives. We will use the same process with AER and incorporate any initiatives developed as a result of this accreditation into the one document.

2. If any of these standards have not been completely met, provide an explanation of those issues which have prevented compliance.

The accreditation team at MSDB feel that we have met all above the standards in Section G.

3. What major improvements or changes are planned to strengthen the overall management of the organization?

MSDB is data rich and decision making poor. We have recognized this as a result of working with the new strategic plan. Although we identified a variety of sources for data, we did not properly train our staff on how to make a data decision making culture. As a result, MSDB will continue to purchase storage areas for our data which will help all staff members to have access to the data. We will continue to work on making sure our collection tools are measuring what we wanted to measure.

After this first year, we have some baseline data to start making better decisions with. To make the data make sense to others, MSDB will start utilizing Power BI (or similar program) to create data sets and graphics. The school will also partner with Cognia Professional Learning Team to provide inservice training on how to better use data in the school environment. This training is set up for August 2023. In addition to Cognia, we will also be contracting with The American Institute of Research to help provide training to staff on using data to improve classroom instruction.

4. What major improvements or changes are planned for the future?

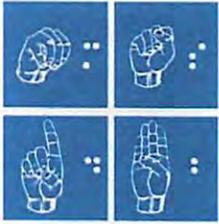
In the future, MSDB will publish yearly summary reports that will reflect the data collected for the year. It will be the chance for MSDB to showcase its good work.

5. What additional major improvements need to be planned?

Training all staff how to understand and implement a data based driven culture at MSDB.

6. If applying for re-accreditation, what major improvements or changes have occurred in the last five years?

MSDB is applying for the management standard accreditation for the first time.



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May 31, 2023

Project Title: Culturally and Linguistically Adept Professionals in Visual Impairments (CLAPVI)

To Project Directors,

I gladly write this letter supporting the CLAPVI project at Texas Tech University (TTU). There is no program that prepares Teachers of Students with Visual Impairments (TVI) in Montana or in the neighboring states of Idaho and Washington. Access to the program at Texas Tech is critical to ensuring Montana has well prepared teachers to address the needs of our visually impaired students. Currently we have two TVI vacancies at the Montana School for the Deaf and the Blind (MSDB) filled with teachers on a Montana Class 5 Teaching Certificate as they finish up their respectful programs in TVI. Within five years, we expect up to three more vacancies within MSDB.

We understand that the primary goal for CLAPVI is to increase the number of teachers of visually impaired (TVI) students and orientation and mobility specialists (O&Ms) who, after receiving interdisciplinary training, will demonstrate competency in evidence-based practices for teaching blind and visually impaired k-12 students, including those with additional disabilities and high-intensity needs. Reaching this goal will help alleviate our region's chronic shortage of teachers and related service providers who have adequate skills to meet the unique and diverse learning needs of students with visual impairments. What is unique with your program is the focus on responsive instruction to students who are culturally diverse and multicultural.

As the premiere resource for blind and low-vision students in Montana, many local school districts depend on MSDB to provide guidance on how to meet the needs for these students. Just this past year, MSDB had to fill its position of O&M again. We were lucky to get an O&M specialist from Montana. However, the needs of the students at MSDB will be met but many in our public schools around the state will not.

In the time that TTU has been opened to Montana educators, several educators have successfully completed their training. Future TVIs trained under this grant will be an invaluable asset to the region by sharing their knowledge with teachers across Montana who have an interest in developing the skills necessary to be teachers of visually impaired learners.

I commit to supporting Project CLAPVI by:

- Having appropriate staff from the Montana School for the Blind serve as expert lecturers and mentors to Master's scholars who are crafting their applied research projects with TTU faculty members
- When possible, offering shared space for your Master's scholars who are participating in hands-on training in the O&M and VIL programs
- When appropriate to allow key staff to attend an interdisciplinary workshop with scholars and community partners in Texas to share knowledge about research-supported strategies that enhance transition outcomes

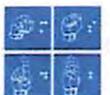
- Consider opportunities for shared research project, that emphasize the needs of individuals with high intensity needs and sensory loss
- When appropriate, consider opportunities to for sharing results of the collaboration and research at professional conferences and within peer-reviewed journals

MSDB is pleased to support CLAPVI program and look forward to working collaboratively with TTU to meet the need for well-prepared teachers of children with blindness and visual impairments.

Sincerely,



Paul Furthmyre, Superintendent
Montana School for the Deaf & the Blind





DAVID F. GIBB



KEITH T. HARRIS



3501 DENALI STREET, SUITE 101
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Dear Dr. Parker,

We, the Pacific Northwest Consortium on Vision Education, are in full support of the innovative project proposal, Orientation and Mobility: Facilitating Learning and Improvement of Proprioception (OMFLIP), that will prepare 36 new O&M professionals with expertise in proprioceptive assessment and teaching. By partnering with Western Michigan University (WMU), the University of Pittsburgh (Pitt), Portland State University (PSU) stands to collaborate with strong university O&M partners. This forward-thinking proposal insightfully leverages the expertise of Dr. Sandy Rosen, PT and COMS, as well as the expertise of faculty leaders to prepare O&Ms to serve the unique needs of students with visual impairment and deafblindness, including those with multiple disabilities.

We are state leaders from the Pacific Northwest region including OR, WA, ID, MT, AK and HI who regularly collaborate with PSU, as advisors, recruiters, mentors, practicum site providers, and employers of PSU graduates. Each state in this consortium has a role in addressing the critical shortage of certified orientation and mobility specialists who are equipped to deliver quality educational services. Each state in this consortium is aware of rural and remote communities where students do not receive adequate O&M services that they need to fully access their educational environments and communities. We appreciate the innovative approaches at PSU to prepare O&M personnel and applaud PSU's partnership to support training that maximizes outreach to urban, suburban, rural and remote communities. Each state in this region has hired PSU O&M graduates that are currently serving students and clients in our states.

The application of US Department of Education, Office of Special Education (OSEP) funds through this collaborative project would play a critical role in our ability to more nimbly and effectively address the myriad needs of low incidence students, specifically those who are blind or visually impaired, including those who have additional disabilities. PSU and its partners at WMU and Pitt will assist in meeting our significant need for O&M Specialists. We stand ready to support this project and commit to our continued support as partners in preparing O&M personnel.

Kind Regards,

Scott McCallum
Scott McCallum (Jun 21, 2023 08:50 PDT)

Superintendent

Washington State School for the Blind

Scott Wain

BVI Program Administrator

Columbia Regional Inclusive Services

Michelle Arakawa
Michelle Arakawa (Jun 21, 2023 07:40 HST)

Educational Specialist - Specialized Program Support

Hawaii State Department of Education

Brian G. Darcy
Brian G. Darcy (Jun 21, 2023 07:31 MDT)

Administrator

Idaho Educational Services for the Deaf and the Blind

Angel Black
Angel Black (Jun 21, 2023 09:11 AKDT)

Director Alaska Deafblind Project

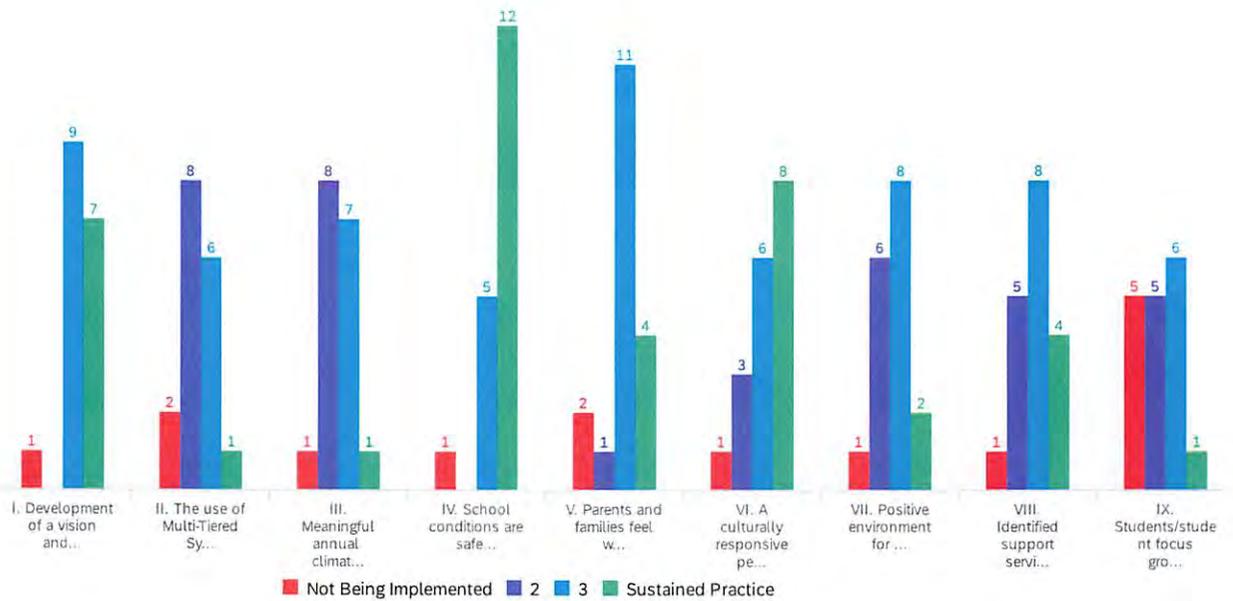
Special Education Service Agency

Paul Furthmyre
Paul Furthmyre (Jun 21, 2023 08:38 MDT)

Superintendent

Montana School for the Deaf and the Blind

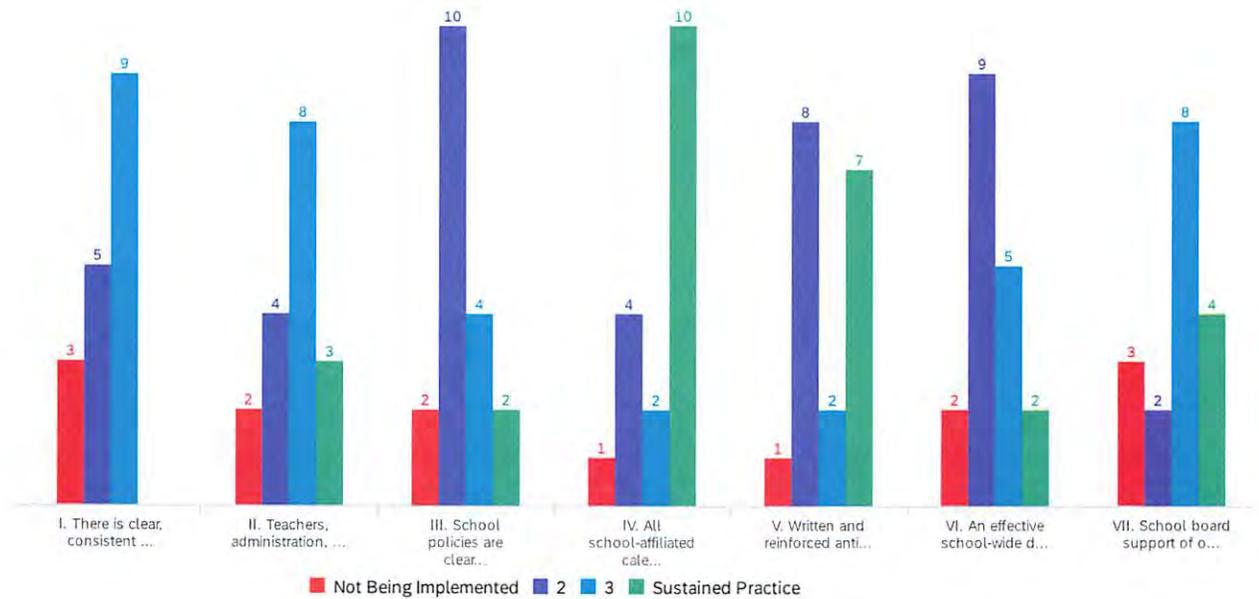
Q3 - Subcomponents of School Quality: Climate



Field	Not Being Implemented	2	3	Sustained Practice	Total
IV. School conditions are safe, healthy, and conducive to student learning.	5.56% 1	0.00% 0	27.78% 5	66.67% 12	18
VI. A culturally responsive pedagogy is a part of the school climate.	5.56% 1	16.67% 3	33.33% 6	44.44% 8	18
VIII. Identified support services for teachers, students and families promoted for usage, including homeless, foster care, English Learner, special education, at-risk, etc.	5.56% 1	27.78% 5	44.44% 8	22.22% 4	18
I. Development of a vision and mission statement that leads the direction of the school.	5.88% 1	0.00% 0	52.94% 9	41.18% 7	17
III. Meaningful annual climate goals are developed, communicated clearly, written into required plans, and revisited at least monthly with staff.	5.88% 1	47.06% 8	41.18% 7	5.88% 1	17
VII. Positive environment for staff and students to create buy-in, motivation, community culture, and supportive experiences.	5.88% 1	35.29% 6	47.06% 8	11.76% 2	17
V. Parents and families feel welcome in the school and in every classroom as observers, volunteers, and active participants in the learning experience.	11.11% 2	5.56% 1	61.11% 11	22.22% 4	18
II. The use of Multi-Tiered Systems of Support Framework is clear, consistent, and evident within the school.	11.76% 2	47.06% 8	35.29% 6	5.88% 1	17
IX. Students/student focus groups provide a voice in decision-making in the school.	29.41% 5	29.41% 5	35.29% 6	5.88% 1	17

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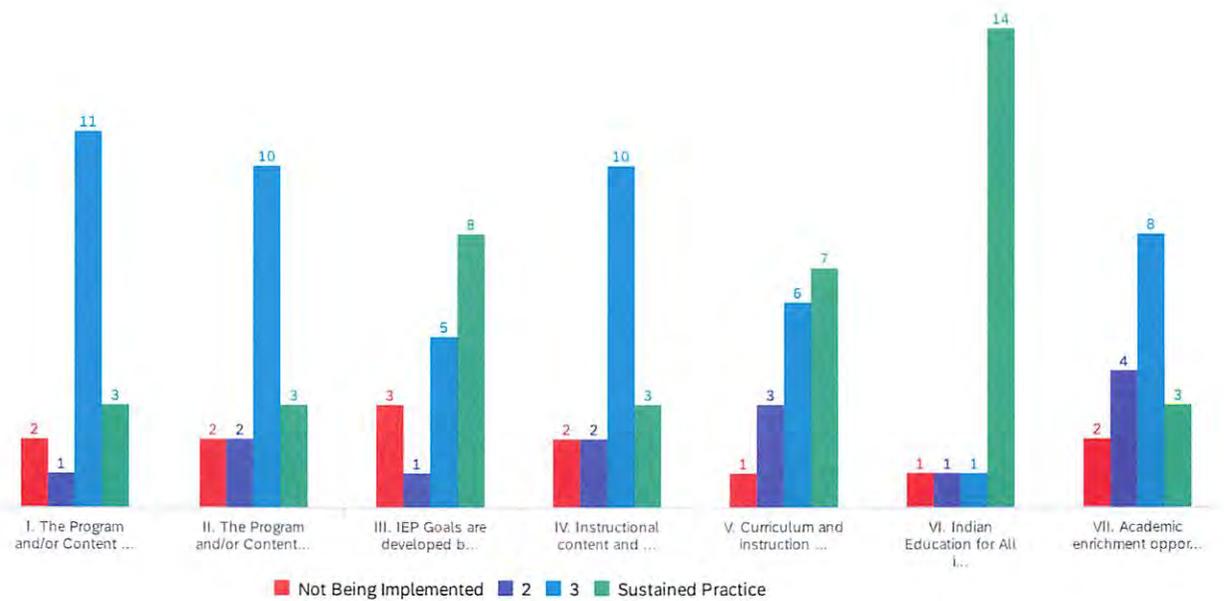
Q4 - Subcomponents of School Quality: Communication



Field	Not Being Implemented	2	3	Sustained Practice	Total
V. Written and reinforced anti-bullying policy ensures safe learning environment for all and aligned with the MT suicide prevention law.	5.56% 1	44.44% 8	11.11% 2	38.89% 7	18
VII. School board support of open communication, ideas, and plans that align to district goals with effective administration to meet the goals.	17.65% 3	11.76% 2	47.06% 8	23.53% 4	17
VI. An effective school-wide discipline policy is utilized and supported by all staff consistently across the instructional day.	11.11% 2	50.00% 9	27.78% 5	11.11% 2	18
IV. All school-affiliated calendars, including assessment schedule, are published and posted no later than August.	5.88% 1	23.53% 4	11.76% 2	58.82% 10	17
I. There is clear, consistent communication among teachers, staff, administration, analysis, and students to identify and meet the needs.	17.65% 3	29.41% 5	52.94% 9	0.00% 0	17
II. Teachers, administration, and staff are provided a way to develop leadership skills through varied, quality professional learning opportunities, including introductory and ongoing training on trauma, secondary trauma, and positive behavior supports.	11.76% 2	23.53% 4	47.06% 8	17.65% 3	17
III. School policies are clearly communicated to staff, students, and families regarding discipline, attendance, etc.	11.11% 2	55.56% 10	22.22% 4	11.11% 2	18

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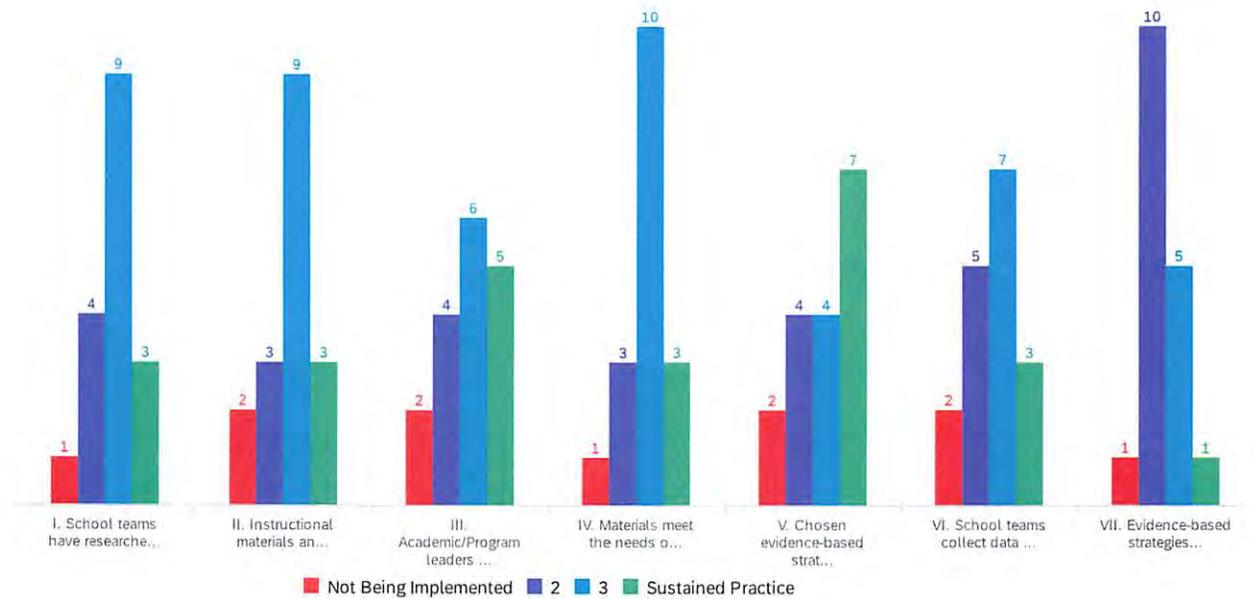
Q5 - Subcomponents of Program and/or Content Standards and Curriculum



Field	Not Being Implemented	2	3	Sustained Practice	Total
VII. Academic enrichment opportunities will be offered to help students meet the challenging state academic standards, especially those who attend low-performing schools.	11.76% 2	23.53% 4	47.06% 8	17.65% 3	17
VI. Indian Education for All is implemented school-wide.	5.88% 1	5.88% 1	5.88% 1	82.35% 14	17
V. Curriculum and instruction are designed to be culturally sensitive to meet the learning needs of all students, taking into consideration cultural and environmental differences.	5.88% 1	17.65% 3	35.29% 6	41.18% 7	17
IV. Instructional content and materials are aligned to the Program and/or Content Standards and include developmentally appropriate, contextually explicit systematic instruction delivery.	11.76% 2	11.76% 2	58.82% 10	17.65% 3	17
III. IEP Goals are developed based on grade-level content standards.	17.65% 3	5.88% 1	39.41% 5	47.06% 8	17
II. The Program and/or Content Standards are strategically incorporated into educators' daily lesson planning and instructional practice.	11.76% 2	11.76% 2	58.82% 10	17.65% 3	17
I. The Program and/or Content Standards for each grade level and grade band continuum have been thoroughly studied and are understood.	11.76% 2	5.88% 1	64.71% 11	17.65% 3	17

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Q6 - Subcomponents of Evidence-based Strategies, Practices, and Interventions

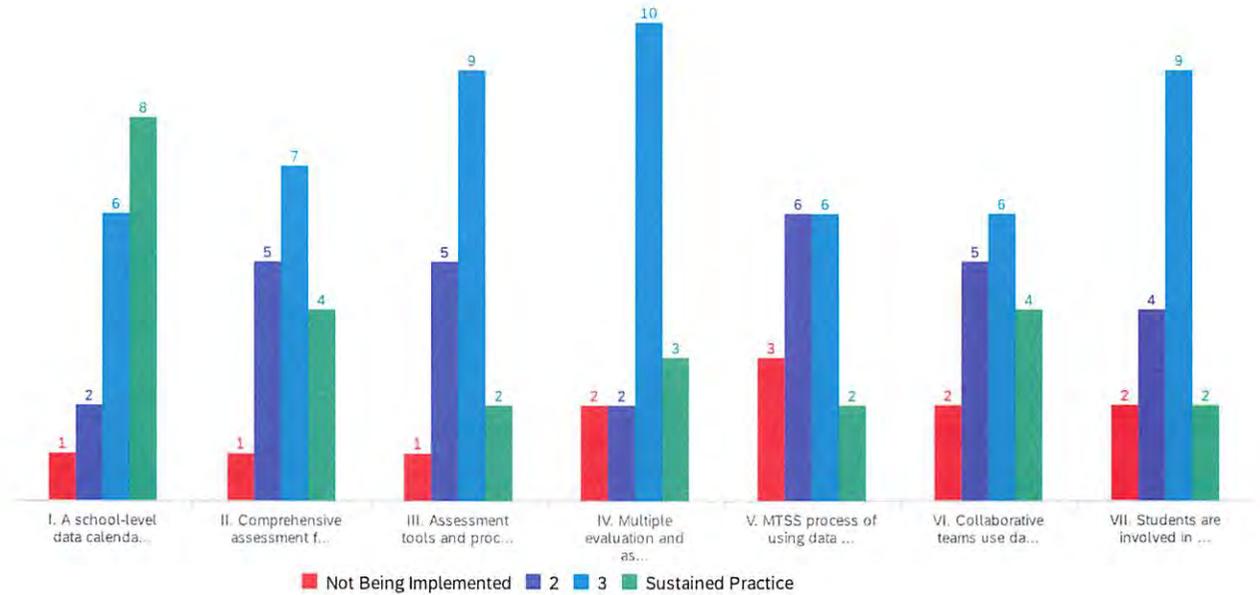


Field	Not Being Implemented	2	3	Sustained Practice	Total
VII. Evidence-based strategies are delivered with fidelity across classrooms and across grade levels.	5.88% 1	58.82% 10	29.41% 5	5.88% 1	17
VI. School teams collect data to ensure innovative practices are supported by evidence.	11.76% 2	29.41% 5	41.18% 7	17.65% 3	17
V. Chosen evidence-based strategies, practices, and interventions are aligned to the school's professional development plan.	11.76% 2	23.53% 4	23.53% 4	41.18% 7	17
IV. Materials meet the needs of students for all instruction and intervention settings and include appropriate technology to meet the specific needs of the students to support and enhance learning.	5.88% 1	17.65% 3	58.82% 10	17.65% 3	17
III. Academic/Program leaders provide high-quality instructional materials and are readily available and accessible for all instruction and intervention settings.	11.76% 2	23.53% 4	35.29% 6	29.41% 5	17
II. Instructional materials and content are evidence-based and aligned to the Program and/or Content Standards.	11.76% 2	17.65% 3	52.94% 9	17.65% 3	17
I. School teams have researched and identified strong or moderate evidence-based strategies, practices, and interventions in reading, writing, listening, speaking, and numeracy in all content areas.	5.88% 1	23.53% 4	52.94% 9	17.65% 3	17

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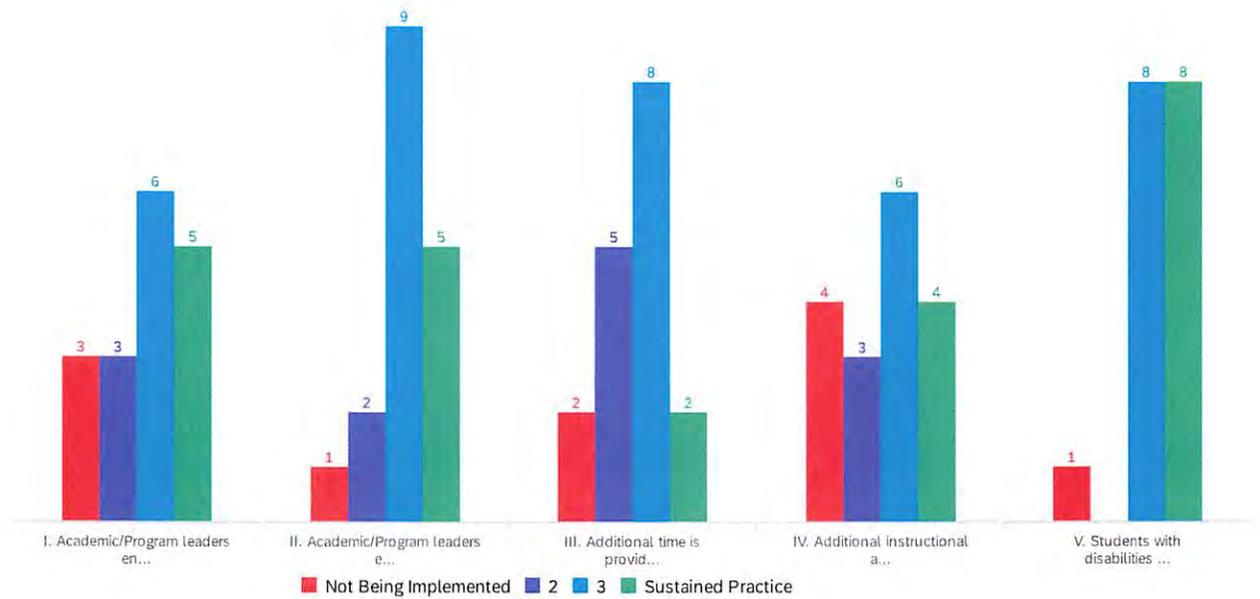
Q7 - Subcomponents of Assessment and Data-Driven Decision Making to Inform

Instruction



Field	Not Being Implemented	2	3	Sustained Practice	Total
V. MTSS process of using data is implemented to ensure all students needs are being met academically and behaviorally.	17.65% 3	35.29% 6	35.29% 6	11.76% 2	17
VII. Students are involved in setting individual learning goals.	11.76% 2	23.53% 4	52.94% 9	11.76% 2	17
VI. Collaborative teams use data analysis discussions for examining student data and making instructional and intervention decisions for increased student achievement.	11.76% 2	29.41% 5	35.29% 6	23.53% 4	17
IV. Multiple evaluation and assessment strategies are systematically gathered, analyzed and used to monitor and modify instruction in order to meet student needs (i.e., disaggregated subgroups, academic, and behavioral).	11.76% 2	11.76% 2	58.82% 10	17.65% 3	17
III. Assessment tools and procedures are aligned to the Program and/or Content Standards.	5.88% 1	29.41% 5	52.94% 9	11.76% 2	17
II. Comprehensive assessment framework ensures valid and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments.	5.88% 1	29.41% 5	41.18% 7	23.53% 4	17
I. A school-level data calendar and collection system is in place and technology support is available for continuous access to the data system.	5.88% 1	11.76% 2	35.29% 6	47.06% 8	17

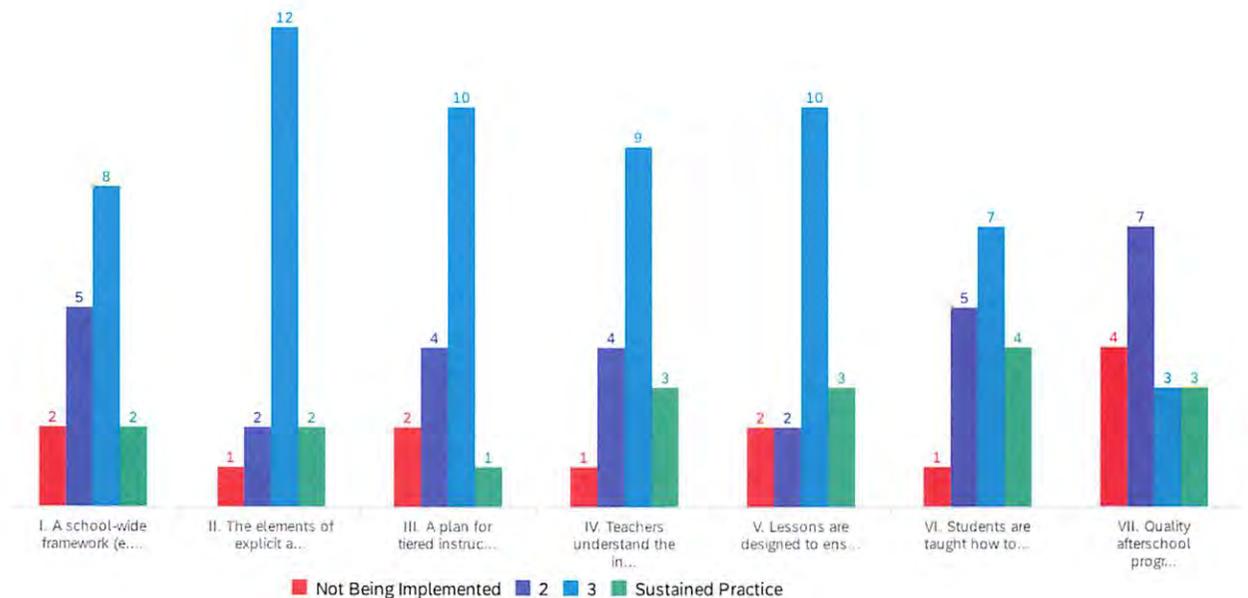
Q8 - Subcomponents of Amount and Quality of Instruction: Amount of Instruction



Field	Not Being Implemented	2	3	Sustained Practice	Total
I. Academic/Program leaders ensure adequate time for instruction and prioritize uninterrupted instructional time during the school day.	17.65% 3	17.65% 3	35.29% 6	29.41% 5	17
II. Academic/Program leaders ensure high-quality instructional materials are readily available for all instruction and intervention settings to maximize instructional time.	5.88% 1	11.76% 2	52.94% 9	29.41% 5	17
III. Additional time is provided for learners with Tier 2 and Tier 3 needs through intensified interventions.	11.76% 2	29.41% 5	47.06% 8	11.76% 2	17
IV. Additional instructional and planning time is present in the school schedule with optional afterschool instructional time through programs (e.g., 21st CCLC).	23.53% 4	17.65% 3	35.29% 6	23.53% 4	17
V. Students with disabilities are being included in the academic process within the classroom.	5.88% 1	0.00% 0	47.06% 8	47.06% 8	17

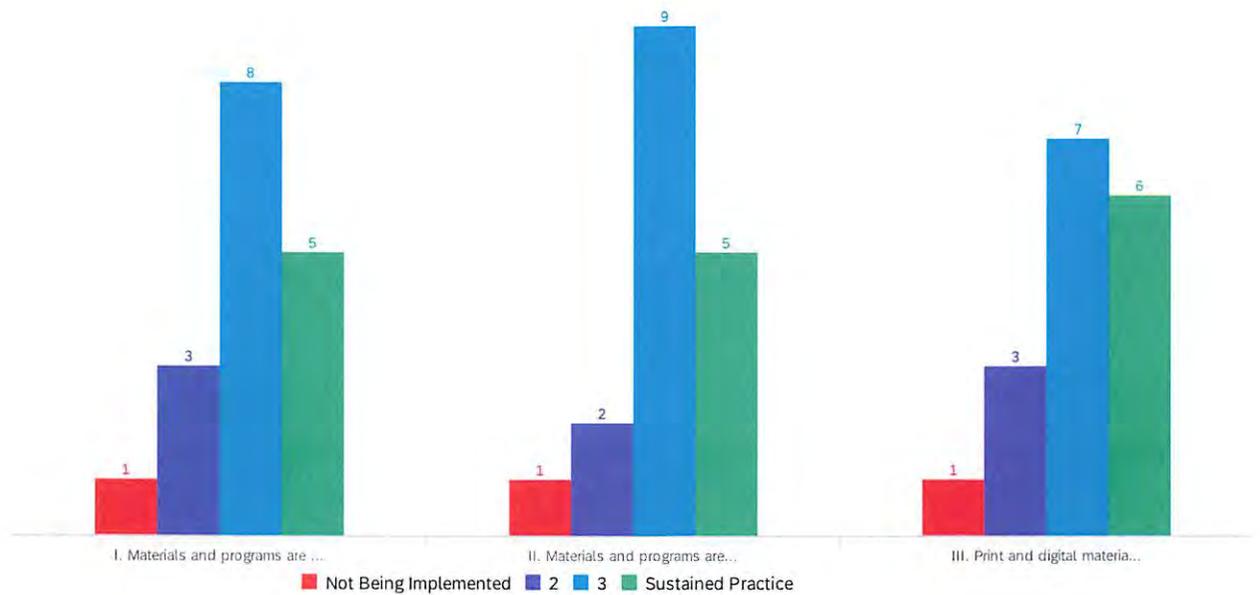
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Q9 - Subcomponents of Amount and Quality of Instruction: Quality of Instruction



Field	Not Being Implemented	2	3	Sustained Practice	Total
V. Lessons are designed to ensure intentional access for all students and accommodate individual learning differences by using differentiated instructional approaches, such as re-teaching, acceleration, and enrichment opportunities. Other approaches include individual and small group instruction and discussion.	11.76% 2	11.76% 2	58.82% 10	17.65% 3	17
VI. Students are taught how to engage in giving specific feedback to peers and to the teacher, along with having opportunities for students to use language with peers and adults in order to develop language skills, including developing vocabulary.	5.88% 1	29.41% 5	41.18% 7	23.53% 4	17
VII. Quality afterschool programs align with high-quality instruction (e.g., intervention and enrichment) during the school day.	23.53% 4	41.18% 7	17.65% 3	17.65% 3	17
IV. Teachers understand the intention of the lesson and success criteria before clearly describing the skills, knowledge, attitudes, and the values to meet the needs of their students.	5.88% 1	23.53% 4	52.94% 9	17.65% 3	17
II. The elements of explicit and systematic instruction are utilized to increase student engagement and instructional time. Teachers maintain instructional clarity across lesson organization through explanation, examples, and guided practice.	5.88% 1	11.76% 2	70.59% 12	11.76% 2	17
III. A plan for tiered instruction for all students is clearly defined and fully implemented across all content areas, including the use of explicit and systematic instruction in reading, writing, listening, and speaking.	11.76% 2	23.53% 4	58.82% 10	5.88% 1	17
I. A school-wide framework (e.g., MTSS) supports the instructional, academic, and philosophical beliefs implemented throughout all classrooms.	11.76% 2	29.41% 5	47.06% 8	11.76% 2	17

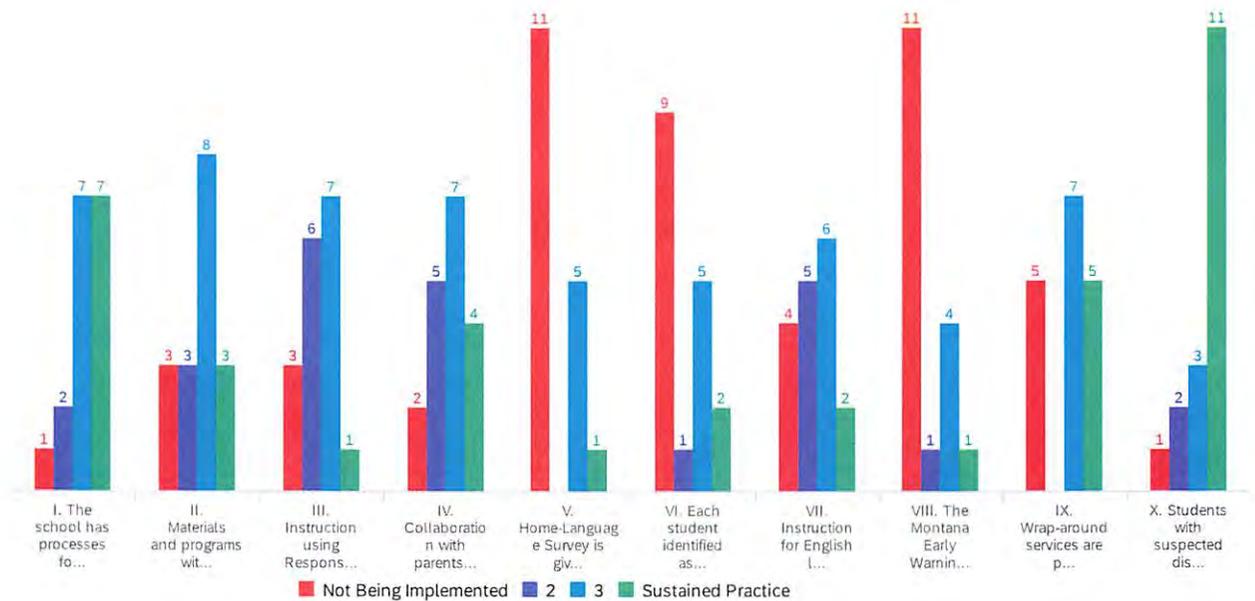
Q10 - Subcomponents of Amount and Quality of Instruction: Quality of Materials



Field	Not Being Implemented	2	3	Sustained Practice	Total
I. Materials and programs are intentionally considered and accessible for explicit and systematic instruction to meet the needs of at-risk students.	5.88% 1	17.65% 3	47.06% 8	29.41% 5	17
II. Materials and programs are intentionally considered for motivation and engagement of all students with the addition of technology to support and enhance learning.	5.88% 1	11.76% 2	52.94% 9	29.41% 5	17
III. Print and digital materials and programs are selected based on policy. They are intentionally considered for motivation, engagement, and cultural responsiveness of all students.	5.88% 1	17.65% 3	41.18% 7	35.29% 6	17

Showing rows 1 - 3 of 3

Q11 - Subcomponents of At-Risk Students

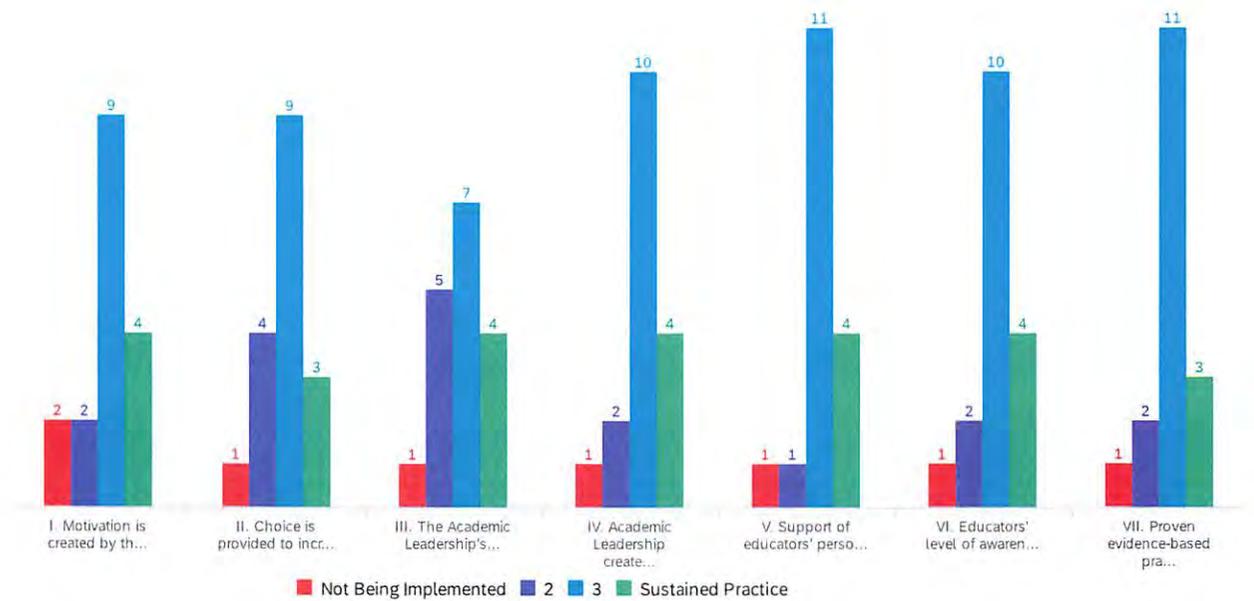


Field	Not Being Implemented	2	3	Sustained Practice	Total
I. The school has processes for identifying students requiring additional assistance (e.g., academic, behavioral, social-emotional, etc).	5.88% 1	11.76% 2	41.18% 7	41.18% 7	17
II. Materials and programs with strong or moderate evidence are intentionally considered and available for explicit and systematic instruction to meet the needs of At-Risk Students.	17.65% 3	17.65% 3	47.06% 8	17.65% 3	17
III. Instruction using Response to Intervention (MTSS) intentional design is provided to students identified for additional support in Tier 2 and Tier 3 interventions and data are frequently monitored to ensure effectiveness.	17.65% 3	35.29% 6	41.18% 7	5.88% 1	17
IV. Collaboration with parents, caregivers, and stakeholders include communication about students who are likely to need intervention services when they transition from one learning setting to the next.	11.11% 2	27.78% 5	38.89% 7	22.22% 4	18
V. Home-Language Survey is given to new students at the start of each school year followed by a screener to identify English Learners (EL).	64.71% 11	0.00% 0	29.41% 5	5.88% 1	17
VI. Each student identified as an EL is annually assessed for English Language Proficiency (ELP) using the state-approved assessment.	52.94% 9	5.88% 1	29.41% 5	11.76% 2	17
VII. Instruction for English language achievement and development is provided to students identified for support.	23.53% 4	29.41% 5	35.29% 6	11.76% 2	17
VIII. The Montana Early Warning System is being implemented to identify students in need of extra academic or other support (Grades 6-12 only).	64.71% 11	5.88% 1	23.53% 4	5.88% 1	17
IX. Wrap-around services are provided.	29.41% 5	0.00% 0	41.18% 7	29.41% 5	17

Field	Not Being Implemented	2	3	Sustained Practice	Total
X. Students with suspected disabilities are referred and evaluated for Special Education eligibility.	5.88% 1	11.76% 2	17.65% 3	64.71% 11	17

Showing rows 1 - 10 of 10

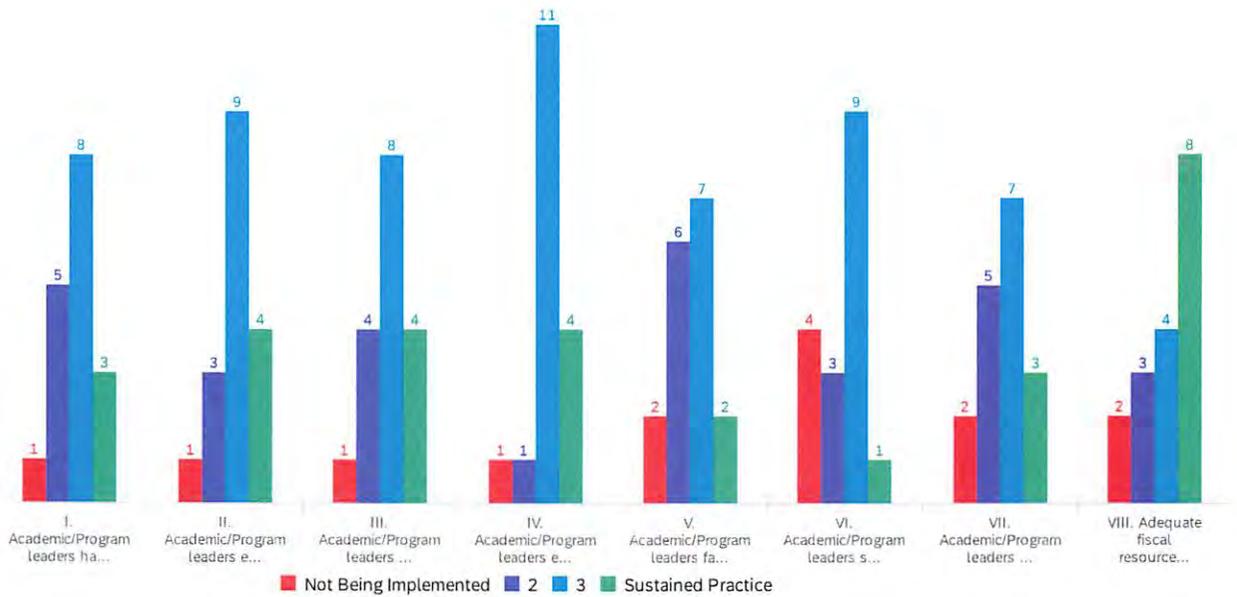
Q12 - Subcomponents of Motivation in Teaching and Learning



#	Field	Not Being Implemented	2	3	Sustained Practice	Total
1	I. Motivation is created by the mindset of the Academic Leadership and presents that mindset to the staff and students.	11.76% 2	11.76% 2	52.94% 9	23.53% 4	17
2	II. Choice is provided to increase willingness to learn, attain goals, and impact change for the staff and students.	5.88% 1	23.53% 4	52.94% 9	17.65% 3	17
3	III. The Academic Leadership's clear vision and mission is frequently presented to staff and students for them to determine the roles they will play in achieving the vision and mission as a part of a united front.	5.88% 1	29.41% 5	41.18% 7	23.53% 4	17
4	IV. Academic Leadership creates a climate that promotes self-efficacy to positively impact students and the school as a whole.	5.88% 1	11.76% 2	58.82% 10	23.53% 4	17
5	V. Support of educators' personal and instructional needs is promoted and readily available.	5.88% 1	5.88% 1	64.71% 11	23.53% 4	17
6	VI. Educators' level of awareness and voice in decisions creates a motivation to remain invested in the school improvement process.	5.88% 1	11.76% 2	58.82% 10	23.53% 4	17
7	VII. Proven evidence-based practices, interventions, and resources are used to promote the accomplishments of the vision and mission of the school.	5.88% 1	11.76% 2	64.71% 11	17.65% 3	17

Showing rows 1 - 7 of 7

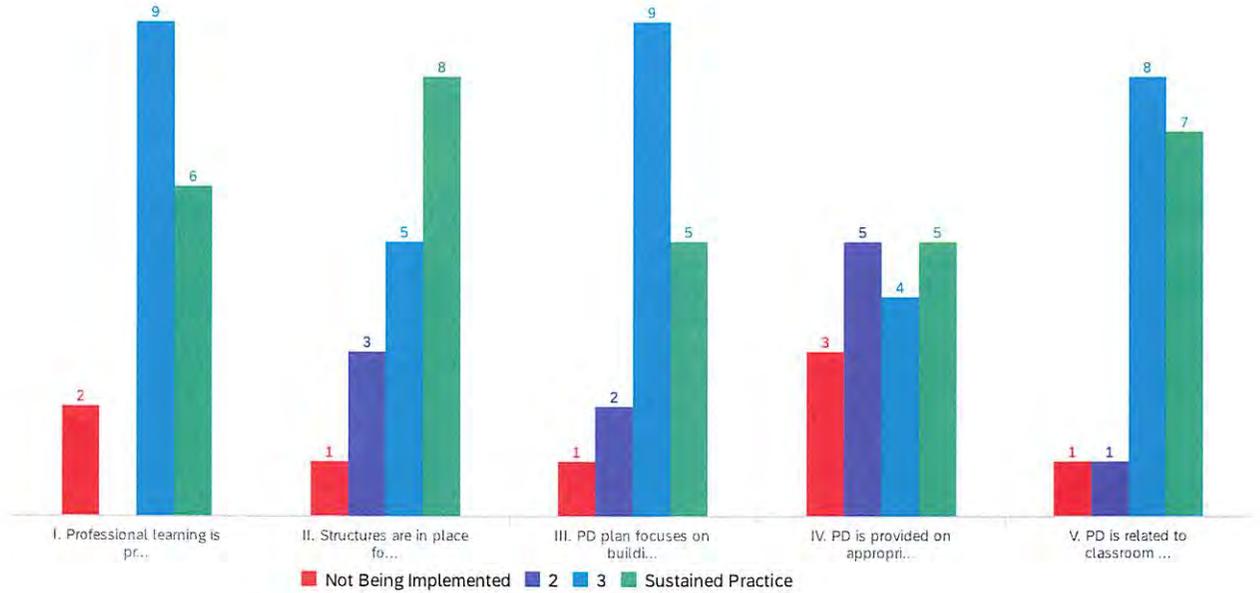
Q13 - Subcomponents of Academic/Program Leadership to Improve Instruction



#	Field	Not Being Implemented	2	3	Sustained Practice	Total
6	VI. Academic/Program leaders support and monitor all instruction and intervention expectations to ensure achievement of set measurable goals.	23.53% 4	17.65% 3	52.94% 9	5.88% 1	17
5	V. Academic/Program leaders facilitate the establishment of data teams that meet routinely to analyze student data in order to improve student growth and educator effectiveness.	11.76% 2	35.29% 6	41.18% 7	11.76% 2	17
7	VII. Academic/Program leaders meet regularly to analyze school and student data to inform decisions about professional learning, instruction, and intervention.	11.76% 2	29.41% 5	41.18% 7	17.65% 3	17
8	VIII. Adequate fiscal resources are provided by the board of trustees to support improving instruction.	11.76% 2	17.65% 3	23.53% 4	47.06% 8	17
1	I. Academic/Program leaders have established measurable comprehensive goals that explicitly align to the Program and/or Content Standards.	5.88% 1	29.41% 5	47.06% 8	17.65% 3	17
2	II. Academic/Program leaders engage with the entire staff in continuous improvement planning and communicate a shared responsibility for student outcomes through the improvement plan.	5.88% 1	17.65% 3	52.94% 9	23.53% 4	17
3	III. Academic/Program leaders facilitate collaboration among all educators within and across grade levels with a focus on achievement, effective instruction, and ensuring that all Continuous Improvement Components are a part of the processes for school improvement.	5.88% 1	23.53% 4	47.06% 8	23.53% 4	17
4	IV. Academic/Program leaders engage and lead by example in all meetings regarding school improvement processes to increase student achievement.	5.88% 1	5.88% 1	64.71% 11	23.53% 4	17

Q14 - Subcomponents of PD to Improve Instruction and Outcomes: Improve and

increase teachers' understanding and knowledge

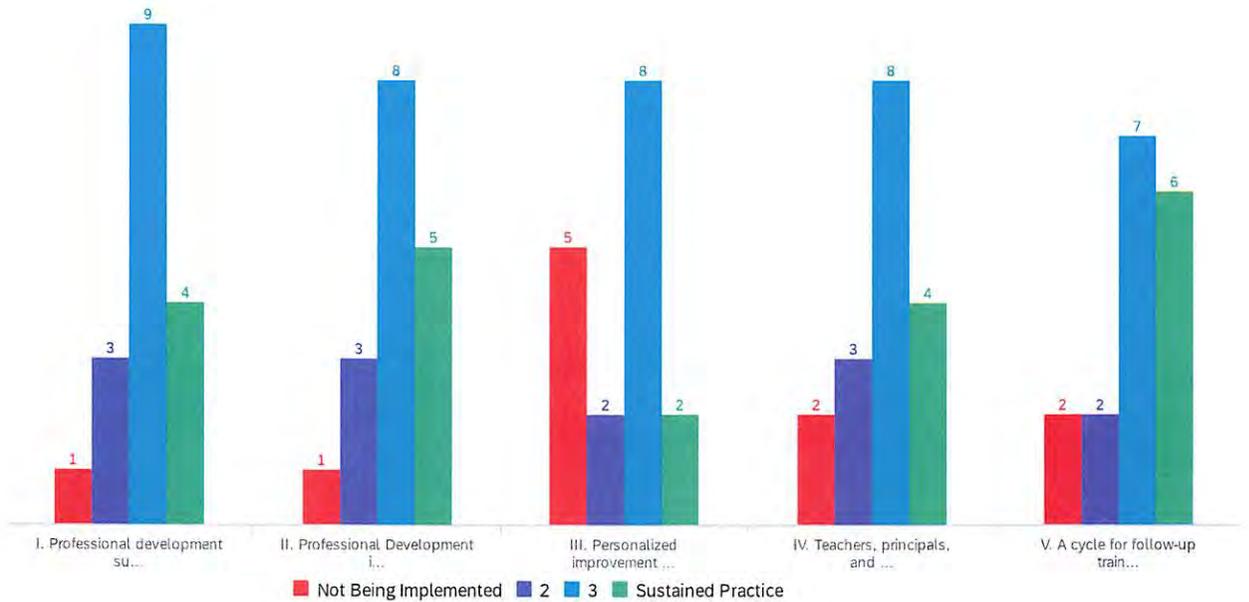


#	Field	Not Being Implemented	2	3	Sustained Practice	Total
5	V. PD is related to classroom and positive learning environments.	5.88% 1	5.88% 1	47.06% 8	41.18% 7	17
4	IV. PD is provided on appropriate language and academic support services for English Learners and other at-risk students or students with disabilities, including the appropriate use of curricula and assessments, effective instructional strategies that are evidence-based, strategies for improving academic achievement or substantially increasing the students' knowledge, and teaching skills of teachers.	17.65% 3	29.41% 5	23.53% 4	29.41% 5	17
3	III. PD plan focuses on building the capacity of school and district leaders to deliver high-quality instruction aligned to the Program and/or Content Standards and Indian Education for All.	5.88% 1	11.76% 2	52.94% 9	29.41% 5	17
2	II. Structures are in place for providing professional learning for all new staff members in explicit, systematic instruction, and frequent practice in Program and/or Content Standards across all content areas.	5.88% 1	17.65% 3	29.41% 5	47.06% 8	17
1	I. Professional learning is provided for staff across all content areas and is aligned with the Program and/or Content Standards.	11.76% 2	0.00% 0	52.94% 9	35.29% 6	17

Showing rows 1 - 5 of 5

Q15 - Subcomponents of PD to Improve Instruction and Outcomes: Job-Embedded and

Classroom Focused PD

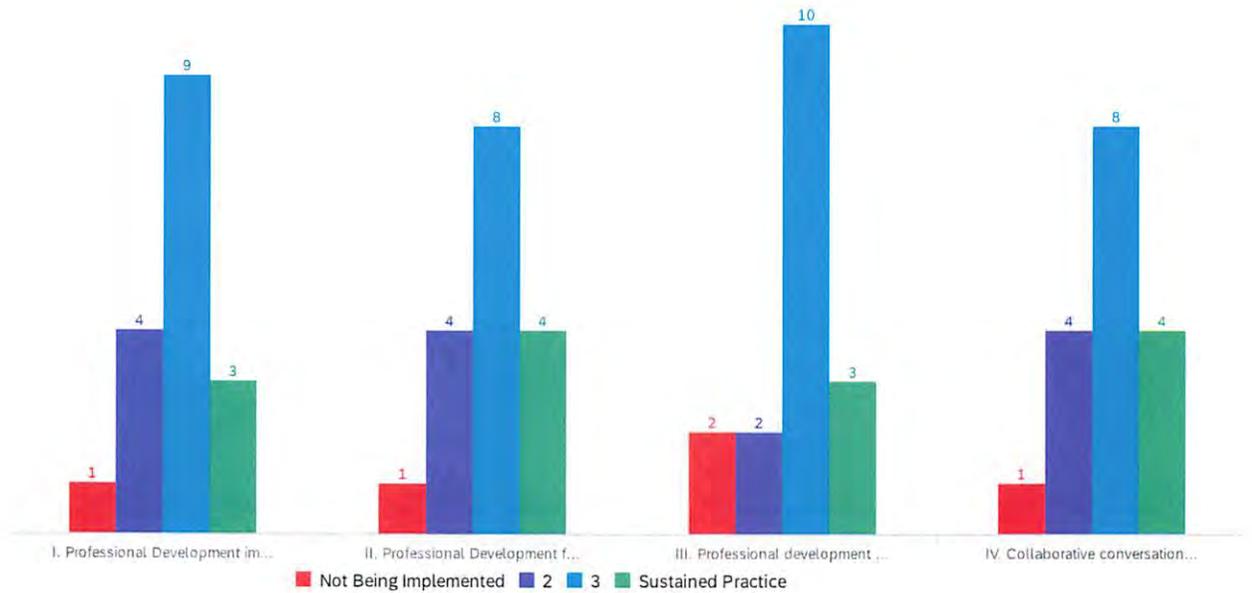


#	Field	Not Being Implemented	2	3	Sustained Practice	Total
5	V. A cycle for follow-up training is created and implemented to ensure professional development leads to improved teaching and learning.	11.76% 2	11.76% 2	41.18% 7	35.29% 6	17
4	IV. Teachers, principals, and other school and community-based program leaders are provided training in the use of technology and digital resources, including education about respect for intellectual property, so that these tools and resources are appropriately and effectively used in the classroom to improve teaching and learning.	11.76% 2	17.65% 3	47.06% 8	23.53% 4	17
1	I. Professional development supports collaboration on classroom management and effective evidence-based instructional strategies.	5.88% 1	17.65% 3	52.94% 9	23.53% 4	17
2	II. Professional Development is implemented to ensure that the knowledge and skills learned by the teachers are implemented in the classroom through intentional planning.	5.88% 1	17.65% 3	47.06% 8	29.41% 5	17
3	III. Personalized improvement plans are developed for each educator to address the educator's specific needs identified in observation or other feedback.	29.41% 5	11.76% 2	47.06% 8	11.76% 2	17

Showing rows 1 - 5 of 5

Q16 - Subcomponents of PD to Improve Instruction and Outcomes: Data-Driven

Decision-Making

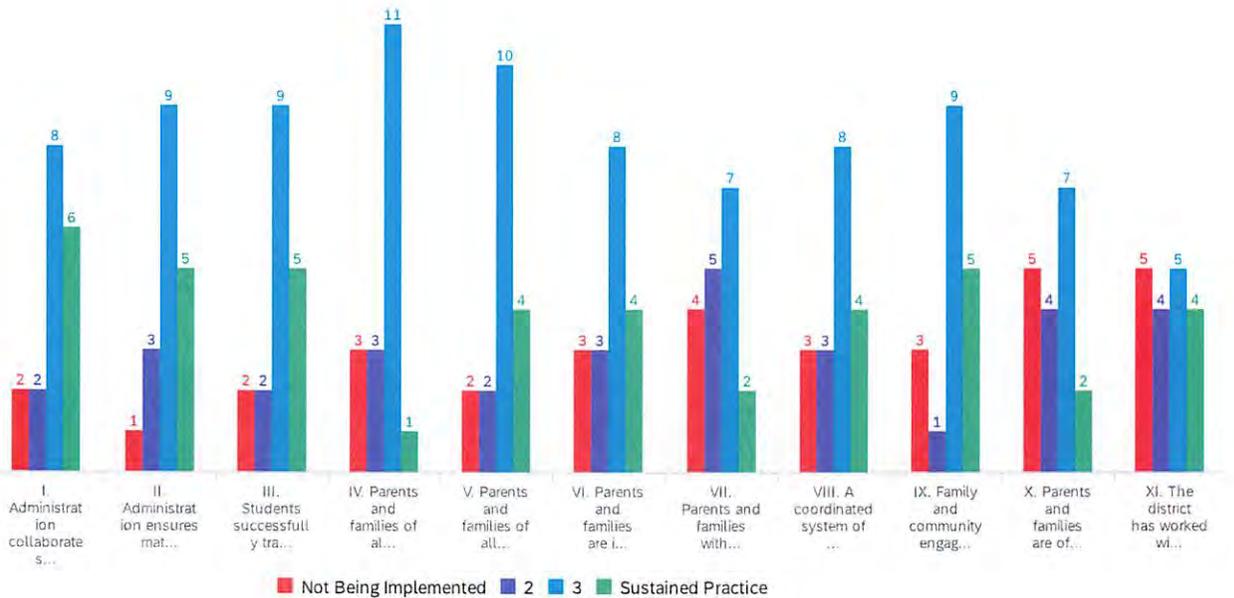


Field	Not Being Implemented	2	3	Sustained Practice	Total
III. Professional development in the use of data and assessments is provided to teachers to inform classroom practice, tiered systems of supports, and use of accommodations.	11.76% 2	11.76% 2	58.82% 10	17.65% 3	17
I. Professional Development improves and increases teachers' ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis.	5.88% 1	23.53% 4	52.94% 9	17.65% 3	17
II. Professional Development focuses on improving student outcomes through teacher collaboration on planning, instruction, and assessing a child's progress.	5.88% 1	23.53% 4	47.06% 8	23.53% 4	17
IV. Collaborative conversations occur amongst school staff to jointly address key transitions.	5.88% 1	23.53% 4	47.06% 8	23.53% 4	17

Showing rows 1 - 4 of 4

Q17 - Subcomponents of Community and Family Engagement: Improve and increase

teacher's understanding and knowledge of Comprehensive Instruction



Field	Not Being Implemented	2	3	Sustained Practice	Total
X. Parents and families are offered opportunities to engage in professional development activities that assist them in acquiring the skills and knowledge necessary to further their child's academic progress.	27.78% 5	22.22% 4	38.89% 7	11.11% 2	18
XI. The district has worked with the requested parental involvement committee to develop, implement, and evaluate the Title I Plan, which must take place yearly.	27.78% 5	22.22% 4	27.78% 5	22.22% 4	18
V. Parents and families of all students are engaged as partners in culturally and linguistically sensitive ways.	11.11% 2	11.11% 2	55.56% 10	22.22% 4	18
VI. Parents and families are informed of expectations outlined in the Program and/or Content Standards and are given meaningful data and information on individual student progress toward meeting those expectations a minimum of three times per year.	16.67% 3	16.67% 3	44.44% 8	22.22% 4	18
VII. Parents and families with students receiving Tier 2 and Tier 3 interventions are given meaningful data and information on individual student progress toward meeting expectations outlined in the Program and/or Content Standards a minimum of six times per year.	22.22% 4	27.78% 5	38.89% 7	11.11% 2	18
VIII. A coordinated system of support links families with local community resources to provide greater support for students in achieving skills for career and college readiness.	16.67% 3	16.67% 3	44.44% 8	22.22% 4	18
IX. Family and community engagement activities are clearly linked to the goals, expectations, and desired outcomes articulated in the school improvement plan.	16.67% 3	5.56% 1	50.00% 9	27.78% 5	18

Field	Not Being Implemented	2	3	Sustained Practice	Total
IV. Parents and families of all students are given the opportunity to understand the learning objectives and skills required for their student to succeed academically at each grade level and in each core subject.	16.67% 3	16.67% 3	61.11% 11	5.56% 1	18
III. Students successfully transition from one educational setting to the next through community-school partnerships that are focused on student success.	11.11% 2	11.11% 2	50.00% 9	27.78% 5	18
II. Administration ensures materials are available for engaging families and communities (e.g., access to printed materials).	5.56% 1	16.67% 3	50.00% 9	27.78% 5	18
I. Administration collaborates and communicates goals and expectations with parents and other stakeholders to meet desired outcomes.	11.11% 2	11.11% 2	44.44% 8	33.33% 6	18

Showing rows 1 - 11 of 11

End of Report

MONTANA SCHOOL FOR THE DEAF AND THE BLIND APPROPRIATIONS - VS - EXPENDITURES FISCAL YEAR 2023 YEAR TO DATE

AS OF 6/25/2023

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2023 6/25/2023	PERCENT YEAR TO DATE FY 2022 6/29/2022
ADMINISTRATION PROGRAM BUDGET (01)	\$ 658,477.10	\$ 14,340.79	\$ -	\$ 672,817.89		
EXPENDITURES YEAR TO DATE	\$ 608,597.42	\$ 10,946.79	\$ -	\$ 619,544.21	92.08%	91.65%
UNSPENT ALLOCATED BUDGET:	\$ 49,879.68	\$ 3,394.00	\$ -	\$ 53,273.68	7.92%	8.35%
GENERAL SERVICES PROGRAM BUDGET (02)	\$ 850,289.25	\$ -	\$ -	\$ 850,289.25		
EXPENDITURES YEAR TO DATE	\$ 732,017.79	\$ -	\$ -	\$ 732,017.79	86.09%	87.16%
UNSPENT ALLOCATED BUDGET:	\$ 118,271.46	\$ -	\$ -	\$ 118,271.46	13.91%	12.84%
STUDENT SERVICES BUDGET (03)	\$ 1,895,824.00	\$ -	\$ 40,325.00	\$ 1,936,149.00		
EXPENDITURES YEAR TO DATE	\$ 1,650,690.67	\$ -	\$ 39,792.70	\$ 1,690,483.37	87.31%	86.53%
UNSPENT ALLOCATED BUDGET:	\$ 245,133.33	\$ -	\$ 532.30	\$ 245,665.63	12.69%	13.47%
EDUCATIONAL PROGRAM BUDGET (04)	\$ 5,191,917.00	\$ 293,359.00	\$ 704,239.10	\$ 6,189,515.10		
EXPENDITURES YEAR TO DATE	\$ 4,722,404.01	\$ 193,662.63	\$ 478,658.89	\$ 5,394,725.53	87.16%	86.96%
UNSPENT ALLOCATED BUDGET:	\$ 469,512.99	\$ 99,696.37	\$ 225,580.21	\$ 794,789.57	12.84%	13.01%
ALLOCATED TOTALS:	\$ 8,596,507.35	\$ 307,699.79	\$ 744,564.10	\$ 9,648,771.24		
TOTAL EXPENDITURE TO DATE:	\$ 7,713,709.89	\$ 204,609.42	\$ 518,451.59	\$ 8,436,770.90	87.44%	87.21%
UNSPENT ALLOCATED BUDGET:	\$ 882,797.46	\$ 103,090.37	\$ 226,112.51	\$ 1,212,000.34	12.56%	12.79%

\$ -			54,421.23	\$ (54,421.23)
\$ -				
\$ 794,789.57		\$ 81,478.48	0.00	\$ 389,553.75
\$ 1,212,000.34				

The MSDB Cottage Bulletin

June, 2023
Vol. 2, No. 9

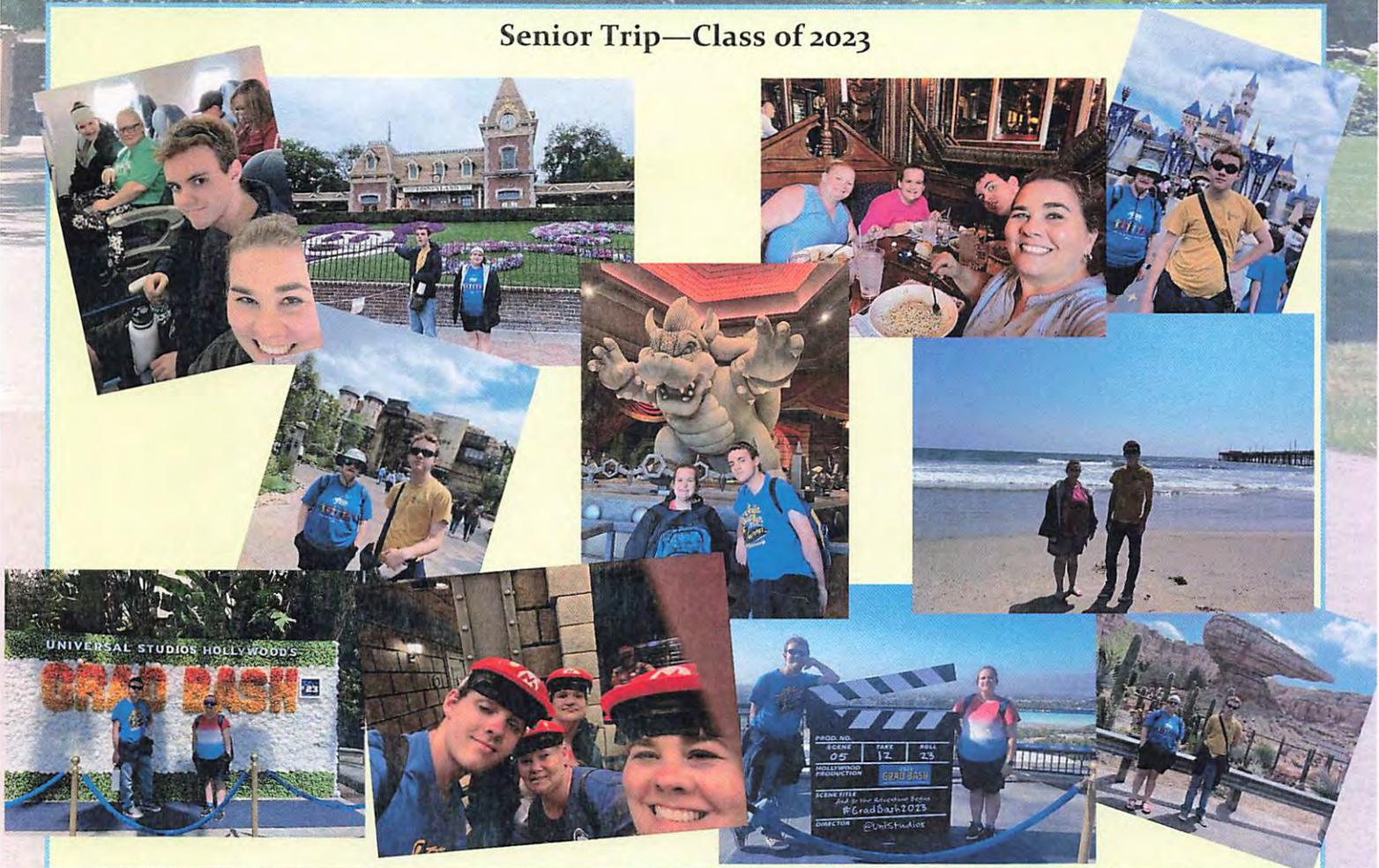
Message from the Director

By Jim Kelly II

This has been an incredible year for our students in the Student Life Program. As I reflect back on the school year there have been so many activities – learning opportunities for our students. Each student has been involved in at least one after school activity (and some are involved in 2 or 3 activities) – EOS, VIP, Flying Hooves, Goalball and swimming club (lessons). It seems like every weekend there were special activities planned for your child: trips downtown, Dean’s Club dinner outs, game nights, Ice Breaker Fun Run, swimming in our pool, Halloween party, watching movies (on campus and at the theater), bowling, Griz game in Missoula, Holter Lake fishing trip, roller skating, 4-H Club, Cat-Griz party, Super Bowl party and on and on! It has been a pleasure to work with your children this school year.

Enjoy your summer and we’ll see you on August 27th.

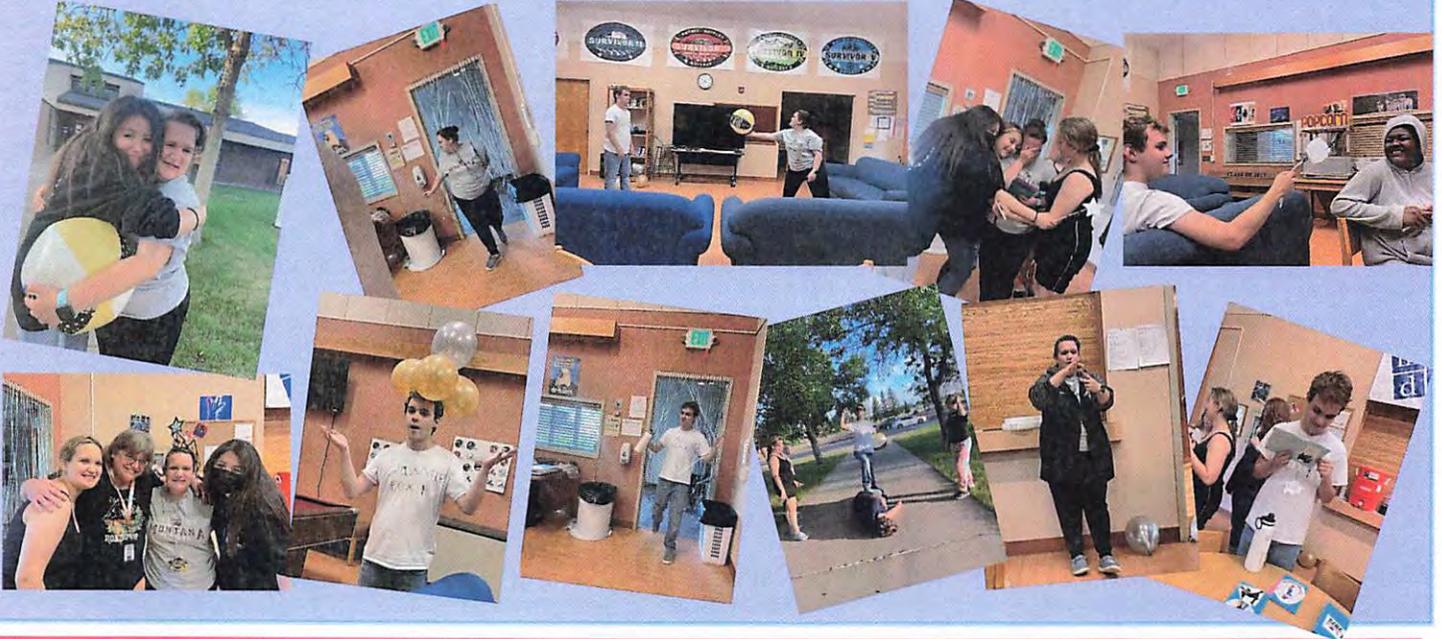
Senior Trip—Class of 2023





Cottage Graduation Party

This year we had a fun graduation party celebrating the two cottage students who graduated this year. Students made an entrance, read cards made by their cottage peers, gave speeches about what is next for them and had a great time socializing with the staff and students they have spent years with.



PROM 2023



STAFF BUZZ



A place where families and coworkers could brag about cottage staff to say, "Wow! They are good at their job!"?

I want to give a shout out to Erin Faulkner. Erin consistently shows how much she cares about our students in the activities she plans, skills she teaches, and whatever is necessary to ensure the success of our students. She is very dedicated and hardworking and always looks for ways to improve the services we provide for our students and community. We are so lucky to have you and thanks for all that you do! (Erin is a Counselor in the Cottage)

by a School Support Staff

FINDING FUN IN LEARNING: SEL

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL addresses five broad and interrelated areas of competence:

Self-Awareness - abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Self-Management - abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Social Awareness - abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts.

Relationship Skills - abilities to establish and maintain healthy and supportive relationships and to effectively navigate setting with diverse individuals and groups.

Responsible Decision-Making - abilities to make caring and constructive choices about personal behavior and social interaction across diverse situations.

In the 4th quarter, Cheri and Erin started teaching SEL to their students.

Cheri has reviewed recognizing emotions and calming strategies with the elementary students.

Erin has completed the following lessons. The area of competence addressed is also identified: Tools for calming (Self-Awareness and Self Management), Identifying Personal Attributes (Self-Awareness), Goal Setting (Self Management), and Perspective Taking (Social Awareness and Relationship Skills).

Student Council raises money all year from dues and fundraisers in order to pay for their annual trip. This year, the fun started on Saturday night with movies, popcorn and games. The next morning after a breakfast of cinnamon rolls, the crew took off for Holter Lake to spend some time in the sun and fishing on the dock. We had a wonderful time! Upon returning from the lake, students gathered for one of their favorite meals—PIZZA!



**Student
Council**

MEMORIAL DAY ACTIVITIES



Outings/Activities

Weekly

- EOS (Mon/Wed)
- Swim Club (Mon/Tues)
- Goal Ball (Tues)
- SEL (Tues)
- 4-H (Tues)
- Student Council (Wed)
- VIP (Wed)
- School Store (Wed/Fri)
- Swimming (Wed/Sun)
- Workshops (Thurs)

Look what we did!

- Workshop:
- Prom (5/19)
- VI Games (5/20)
- Movie night (5/20)
- Holter Lake (5/21)
- Graduation Party (5/23)
- Graduation (5/26)
- Gym activities and Bowling (5/27)
- Swimming, water games, BBQ (5/28)
- The Little Mermaid and ice cream (5/29)
- Ryan Dam (5/30)



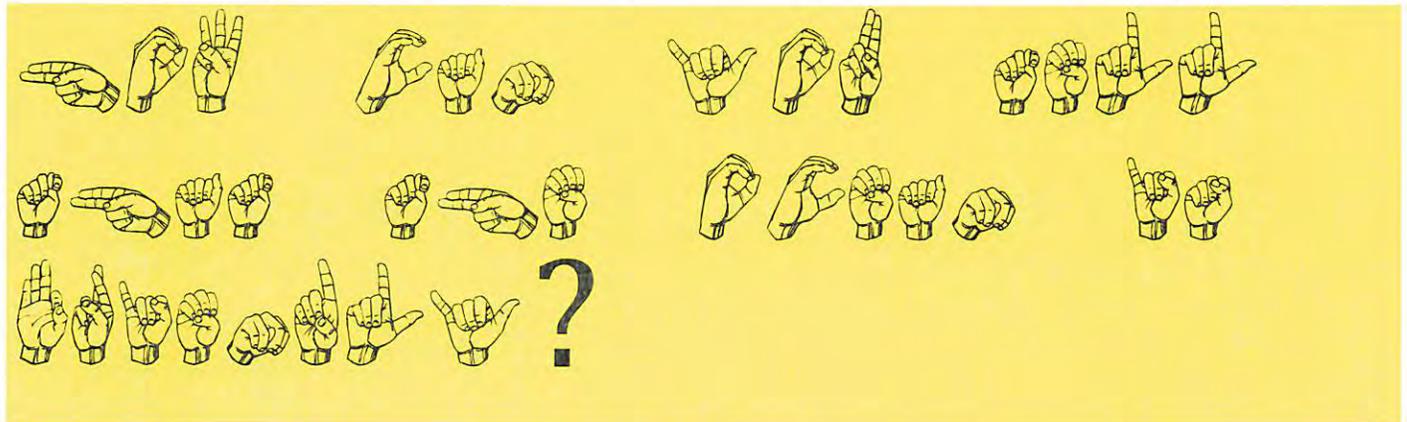
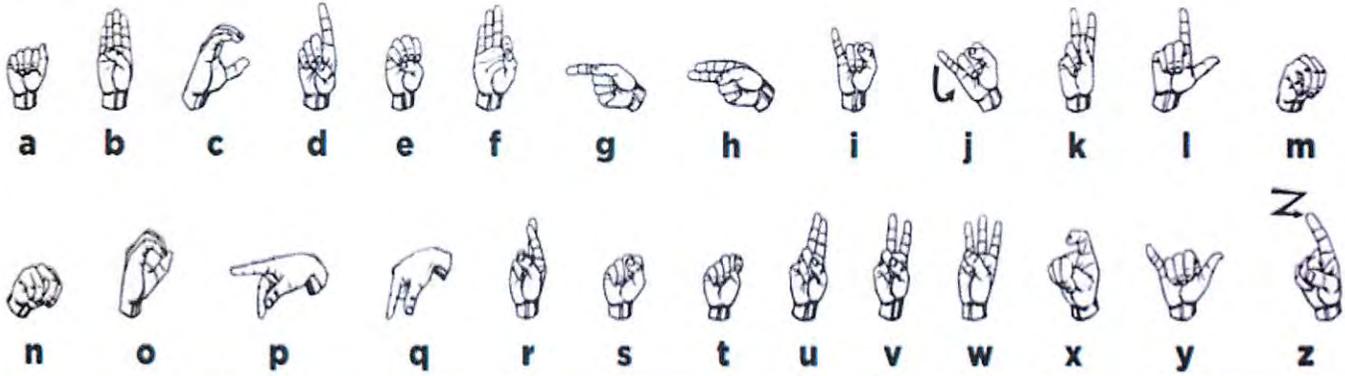
Coming Soon-

- Back to School (8/27)

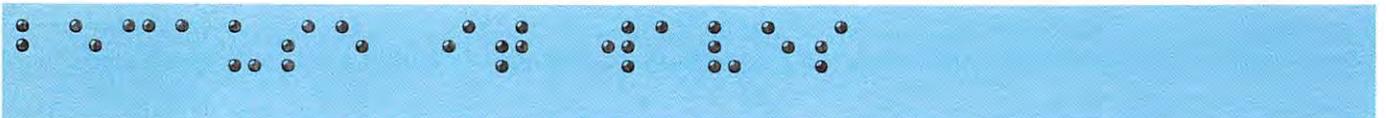
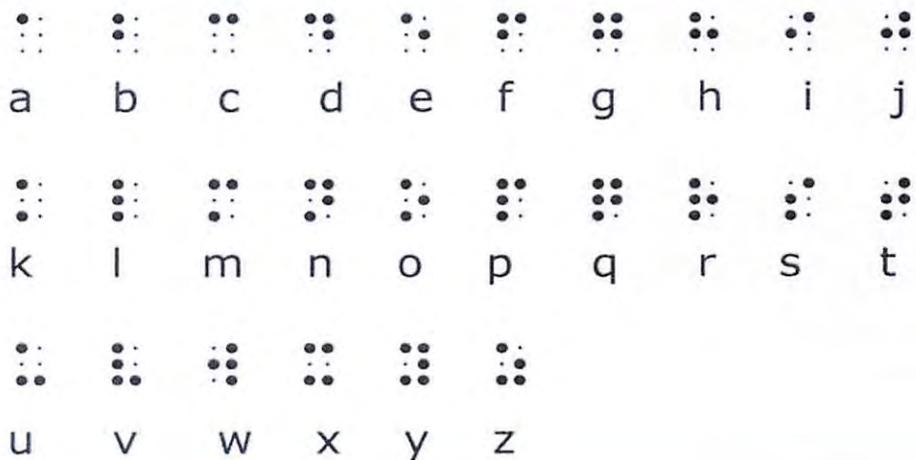
PUZZLE PAGE

Decode the phrases using ASL Fingerspelling and Braille!

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



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



March 2023 Puzzler Answers:
 Fingerspelling: What did the Easter egg ask for at the hair salon? Braille: A new dye job

ITEM 4

CHAIRPERSON'S REPORT

Madalyn Quinlan

ITEM 5

EXECUTIVE DIRECTOR'S REPORT

McCall Flynn

ITEM 6

STATE SUPERINTENDENT'S REPORT

- **Assessment Update**
 - **ESSER Update**
 - **Data Modernization Update**
- **Content Standards Revision Update**
 - **OPI Staffing Report**

State Superintendent Elsie Arntzen

Montana Board of Public Education Executive Summary

Date: July 12-14, 2023

Presentation	Superintendent's Report
Presenter	Elsie Arntzen
Position Title	Superintendent of Public Instruction Office of Public Instruction
Overview	The purpose is to provide an overview of the work of the Office of Public Instruction and provide required and requested updates to the Board. This report includes an assessment update, ESSER update, data modernization update, staffing update, and content standards revision update.
Requested Decision(s)	Information Only
Related Issue(s)	Assessment; ESSER funding; data modernization; content standards; OPI staffing
Recommendation(s)	None



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



Superintendent Arntzen's Report to the Board of Public Education as of June 23, 2023

Superintendent Arntzen's Message:



Please read Superintendent Arntzen's newest OpEd, **Celebrating the Expanded Educational Opportunities from the 68th Legislative Session**, or watch it **here**.

Please read OPI's **2023 68th Legislative Session Summary of Legislation Related to K-12 Education**.



Assessment Update:



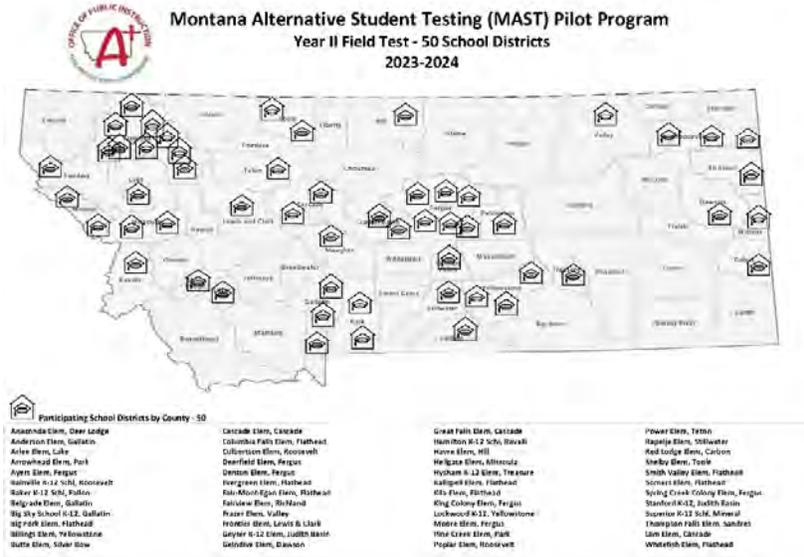
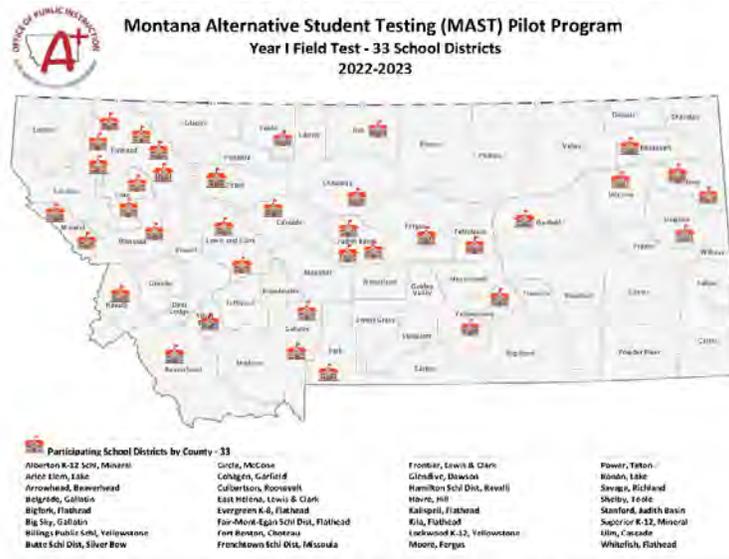
Attached at the end of this report is the July Assessment Update. Cedar Rose, Assessment Director, is standing by for questions.

Montana Alternative Assessment Testing Program (MAST):



The recruitment phase for the second year of the MAST pilot program has closed.

Year two will include grades 3-8 in Math and English Language Arts (ELA), or Reading. OPI recruited 122 schools in 51 school districts with over 19,000 students. A comparison map between year I and year II:



OPI submitted a Field Testing Waiver to the US Department of Education (DOE) at the beginning of May. Governor Gianforte, Senator Daines, Senator Tester, Representative Zinke, and Representative Rosendale submitted letters of support for the waiver to the DOE. OPI is patiently awaiting the final “yes” from the DOE so that districts participating in MAST will not be double tested.



Superintendent Arntzen with representatives from New Meridian during the OPI Summer Institute

Krystal Smith, Education Innovation Manager, is standing by for questions.

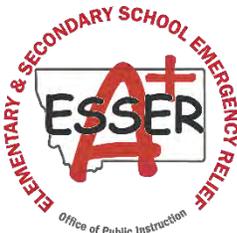
Data Modernization:



Attached at the end of this report is the July Data Modernization Report.

Chris Sinrud, Chief Information Officer, is standing by for questions.

Elementary and Secondary Schools Emergency Relief Funds – ESSER:



Please see the attached ESSER Report.

As a reminder, ESSER II must be expended by September 30, 2023, and ESSER III must be expended by September 30, 2024.

The state-wide ESSER allocation through May 31, 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	\$ 117,681,973	\$ 52,417,492	69%
ESSER III	\$ 382,019,236	\$ 137,167,635	\$ 244,851,601	36%
Totals	\$ 593,413,931	\$ 296,144,838	\$ 297,269,093	50%

For more information on ESSER please click [here](#) or contact Wendi Fawns at wendi.fawns@mt.gov.

Content Standards Revision:



Attached at the end of this report is the July Content Standards Revision Report.

Marie Judisch, Teaching and Learning Senior Manager, is standing by for questions

Staffing Report:



OPI's number of vacant positions:

- Total vacancies = 27
- In Recruitment = 7
- In Hiring Process = 6
- In Evaluation = 14

Vacancies by funding type:

- General Fund = 9
- Federal = 15
- State Special = 3

Career Coaches:



Office of Public Instruction Work-Based Learning Regional Career Coaches

1. Expand funding to support Work Based Learning (WBL) Career Coaches that will work in designated regions of the state
2. Continue and expand working with schools, parents, counselors, students, businesses, and industries to have students sign up for Montana

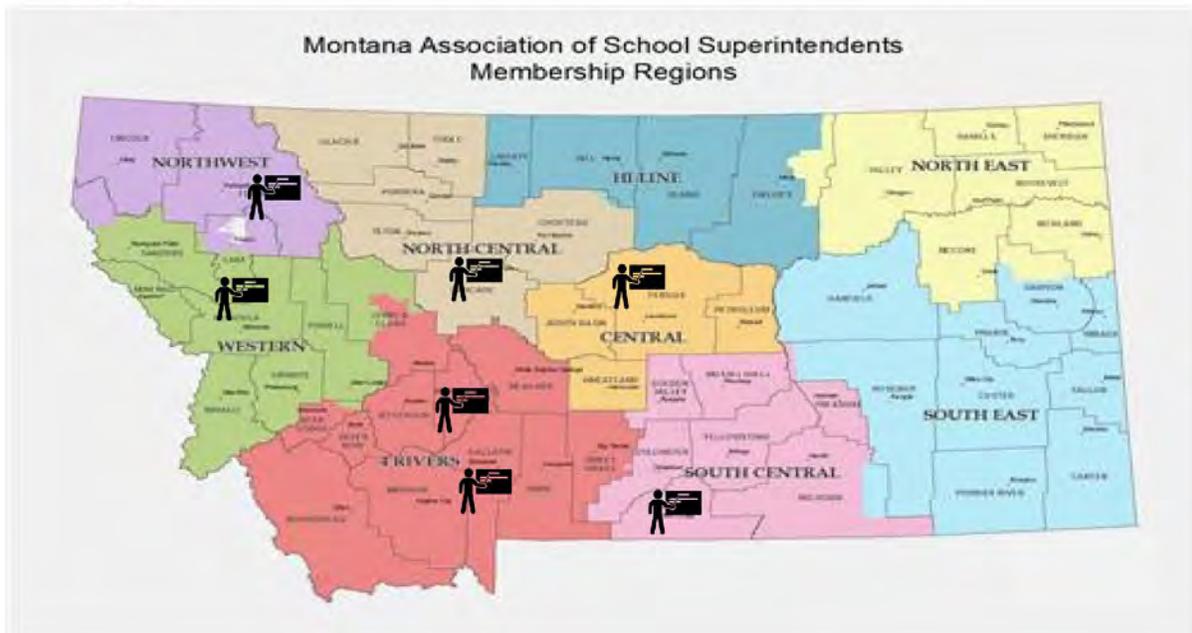
Ready

3. Collect data including and not limited to:

- a. Number of students exposed to WBL opportunities
 - b. Number of students registered for WBL
 - c. What CTE program or class designated for earned credit(s)
 - d. How many credits, half-credits, etc.
 - e. How many students are registered in
 - i. Pre-apprenticeship
 - ii. Apprenticeship
 - iii. Dual Enrollment with a post-secondary institution
 - f. How many are aligned or participating in a CTSO
 - g. What and how many businesses and industries are participating
 - h. Post-graduation placement
4. Expand contacts with all participating districts and students throughout school year
 5. Expand partnership and continue to work collectively with the DLI Business and Education Engagement team and Registered Apprenticeship program
 6. Work collaboratively with OCHE and 2-year colleges
 7. Expand partnership and continue to work collaboratively with private sector businesses and associations and other partners including, but not limited to:
 - a. Reach Higher Montana
 - b. Montana Digital Academy
 - c. Accelerate Montana
 - d. Montana Contractors Association
 - e. Montana Chamber of Commerce
 - f. Montana Automobile Dealerships Association
 - g. Montana Hospital Association



Career Coaches within MASS Regions



For more information, please contact Mary Heller, Montana Ready Coordinator, at mary.heller@mt.gov.

Teacher Residency Program:



Beginning with the 2023-2024 Residency Year, the OPI in partnership with our Educator Preparation Programs (EPP) and OCHE has implemented a hub and spoke model of EPP placements. This allows one university location to manage the recruitment and ongoing placement of residents, simplifying processes and ensuring continuity between involved colleges and universities. The University of Montana-Western was selected to be the hub of Montana’s Residency Project.

The Comprehensive Center 17 will be responsible for the ongoing evaluation of Montana’s Residency Project.

Commitment: Year 2 Residents are expected to teach in Montana, preferably rural or significantly impacted schools for 3 years following residency completion.

Participating Districts and Educator Preparation Programs

Confirmed Placements (18)

Pending Placements (17)

Browning – 5 UM Western
Cayuse Prairie 1 – UM
Dayton – 1 UM Western
Frontier – 1 MSU-Northern
Great Falls – 3 UM Western
Hardin – 4 Little Big Horn College & UM-W
Harlem - 1 UM Western
Vaughn – 2 UM Western

Butte or Ramsey – 1 MSU
Eastern Montana – 1 University of Phoenix
Flathead – 2 MSU
Havre – 1 UM Western
Noxon – 1 UM Western
TBA – 10 Salish-Kootenai College
Townsend – 1 MSU

Website Link: <https://opi.mt.gov/Educators/Teaching-Learning/Montana-Teacher-Residency>

House Bill 833, carried by Representative Barker, was passed by the legislature and signed by the Governor indicating state investment into residency beginning with the fiscal year 2025, providing \$2,000,000 annually for continuing this evidence-based high-quality teacher recruitment and retention of high-quality next-generation teachers.

For more information, please contact Krystal Smith, OPI Innovations Manager, at krystal.smith@mt.gov

Accreditation:



OPI held a Graduate Profile Educational Summit on April 14, 2023 for Montana schools. Watch the recording [here](#).

A Stakeholder Review comprised of school and community leaders will convene to discuss the new 4-point system to ensure that Montana schools can understand the new system.

The 4-point includes:

1. Family and Community Engagement
2. Professional Development

3. Academic Programming including how the education program enables students to recognize the district and unique cultural heritages of American Indians
4. Assurance checklist for required accreditation policies

The Stakeholder Review will meet eleven times between July 2023 and March 2024 via Zoom:

- July 27, 2023
- August 9, 10, and 15, 2023
- September 11 and 18, 2023
- October 16, 2023
- November 20, 2023
- January 8, 2024
- February 12, 2024
- March 11, 2024

OPI will offer multiple work sessions offered to parents, teachers, and school leaders:

- July 25 and 26, 2023 at the Great Northern Hotel in Helena
- August 14, 2023 via Zoom
- September 28 and 29, 2023 at Lockwood High School
- October 18-20, 2023 during the Montana Conference of Education Leadership (MCEL) Conference in Helena
- November, TBD at Montana Tech in Butte
- January 25 and 26, 2024 at the Great Falls Public Schools Office
- February 20-22, 2024 via Zoom
- March 1 and 5-7 via Zoom

More details on the work sessions are available [here](#).

For more information, please contact Crystal Andrews, Accreditation and Licensure Manager, at crystal.andrews@mt.gov.

Free and Reduced-Price Meals Direct Certification via Medicaid:



What is Direct Certification?

Direct certification is a process conducted by state and by local educational agencies (LEAs) of utilizing program participation data to certify eligible students' school meal benefits without the need for household applications. Authorized school Determining Officials access direct certification data for their district through the OPI Direct Certification Application (DCA) system.

Benefits:

- ✓ Paperwork reduction for families and schools
- ✓ Reduces certification errors
- ✓ Helps schools qualify for the **Community Eligibility Program (CEP)**
 - Schools may qualify for the CEP if at least 40% of the enrolled students are Directly Certified at the participating school(s)

Data in Montana (SY22-23):

- ✓ 157,637 enrolled students are served via the National School Lunch Program
- ✓ 64,252 (40.76%) students are eligible for free/reduced meals
- ✓ 31,537 (20.01%) students are Directly Certified for free meals, making up nearly half of the total free/reduced students
- ✓ 167 (21.14%) school sites in Montana participate in the Community Eligibility Provision (CEP)

For additional information contact Chris Emerson, School Nutrition Program Manager, at (406) 444-2501 or (406) 459-5394.

Post-Legislature Update:



General Update:

1. SB 373, Provide for alternative teacher credentialing – The OPI license team has begun the process of creating guidance and will be ready to implement in January 2024.
2. HB 403, Generally revise laws concerning fees for teacher and specialist certificates – The Superintendent will ask this Board to vote on the amendment on licensing fee schedules during the September Board meeting.
3. Public Charter School Bills Comparison
 - a. OPI created a side-by-side comparison of HB 549, Authorizing establishment of public charter schools and HB 562, Authorize establishment of community choice schools. OPI hosted a community discussion on this comparison, watch the recorded discussion here.

Update on FTEs:

1. HB 393, Establish the Students with Special Needs Equal Opportunity Act (Fiscal Note 1 and Fiscal note 2) – This bill gives OPI one (1) FTE.
 - a. A summary of HB 393:

HB 393 establishes a special needs equal opportunity education savings account program for qualified students. A qualified student must be between the ages of 5 and 18 (inclusive) who was counted during the previous school year for ANB funding and is not currently enrolled in the Montana School for the Deaf and Blind or Pine Hills Correctional Facility or is eligible to enter a Montana state public school program. The student must also be identified as a student with a disability under the Individuals with Disabilities Education Act, 20 U.S.C. 1400, et seq.

HB 393 directs the Superintendent of Public Instruction to notify the resident district of the qualifying student amount to be distributed by the resident district to the Montana special needs equal opportunity education savings account on behalf of the qualifying student.

The Educational Savings Account (ESA) amount is calculated as the sum of:

- Data for achievement payment (Data) under 20-9-306, MCA
- Indian Education for All payment (IEA) under 20-9-306, MCA
- Per-ANB amounts of the instructional (IBG) and related services (RSBG) block grants under 20-9-321, MCA and
- Per-ANB entitlement amount under 20-9-306, MCA, multiplied by the ratio of school district adopted budget to district maximum general fund budget.

HB 393 requires 95% of the money to be deposited in a private purpose trust fund to be used for participating students and 5% of the money to be deposited in the Special Needs Education Savings state special revenue account established in the bill for the Office of Public Instruction (OPI) administration of the program.

HB 393 creates a special needs equal opportunity education savings trust fund that is to be an instrumentality of the state and created for a public purpose. The funds are to be used by OPI to develop a separate trust for each participating student.

Money deposited into a Montana Special Needs Education savings account may be used on behalf of a student for tuition, fees, software, instructional materials, and a wide range of both curricular and extracurricular services. The account can also be used to pay tuition, books, online courses, or other fees for postsecondary institutions. Funds from the educational savings account may not be spent by the student for computer hardware, other technological devices, or transportation unless specific to the allowable costs outlined in section 5 of HB 393. Requirements indicate that a parent must notify the Superintendent of Public Instruction in the fall and again in the spring that their child would qualify for the education savings account. The parent signs the contract assurances listed in HB 393. Each parent is required to submit to the Superintendent of Public Instruction copies of all expense receipts and account statements related to the savings account.

HB 393 also creates a special needs education administration account to be used to cover OPI administrative costs of the program. Five percent of the money transferred to OPI from the resident school districts would be deposited into the account and the account is statutorily appropriated in 17-7-502, MCA.

The Superintendent of Public Instruction must make information about the program available, conduct audits of accounts, remove parents who do not comply with the contract, and suspend accounts where applicable. The Superintendent of Public Instruction collects quarterly reports of services provided to qualified students from qualified schools who enroll students participating in the Special Needs Equal Opportunity Education Savings Account Program.

The Superintendent of Public Instruction is required to establish rules necessary for administering the program and are limited to the following:

- Establishment of no fewer than two time periods each year during which a student's parent may notify the superintendent of the parent's desire for the student to participate in the program. Each time period must be at least one month long. One period must be between September 1 and January 1, and the other time period must be between March 1 and June 1, based on the superintendent's determination of district and parent needs.
- verification of student eligibility pursuant to [section 3]
- creation of a parent contract pursuant to [section 5]
- notification of the resident school district of the student's participation in the program
- calculation of the amount of the district student amount and the statewide average district student amount
- auditing of expenditures for allowable educational services from a student's account
- auditing of payments received by qualified schools under the program.

The OPI will use the 2023-24 school year to develop and implement the education savings account program. There are many details related to managing these savings accounts, including consumer financial protections and disclosure regulations, which need to be researched. Application processes and procedures will need to be put in place.

HB 393 appropriates \$75,000 to the OPI for FY 2024 and \$30,000 for FY 2025 for program administrative purposes.

Transition language is provided stating that the legislature intends for the program to be operational for the school year beginning July 1, 2024, and that the OPI will develop all necessary components of the program during the school year beginning July 1, 2023, to meet that intention.

2. HB 352, Provide targeted interventions to support 3rd grade reading proficiency (Fiscal Note 1 and Fiscal Note 2) – This bill gives OPI two (2) FTE.

a. A summary of HB 352:

The first purpose of this legislation is to provide parents with a voluntary early literacy interventions program that would increase the number of children who are reading proficient at the end of third grade.

HB 352 establishes an Early Literacy Targeted Intervention program beginning July 1, 2024, with an appropriation of \$1.5 million for FY 2025. The funding appropriated must be used for per-student costs of the home-based early literacy program created in the bill.

HB 352 directs the Board of Public Education, the Office of Public Instruction, and school district trustees to implement and achieve the purposes of this bill by July 1, 2024. These entities are directed to collect, analyze, and report outcomes on an ongoing basis providing continual refining of interventions to increase efficacy and efficiency of each intervention.

HB 352 identifies early literacy targeted intervention to mean any of the following:

- a classroom-based early literacy program
- a home-based literacy program, or
- an early literacy jumpstart program

Early literacy interventions are defined in the bill allowing that a school district may provide eligible children with any of the interventions described in HB 352.

Funding for the early literacy targeted interventions is defined in the bill as follows:

- An eligible child participating in a classroom-based program must be counted in the enrollment count used for calculating ANB per 20-9-311, MCA.
- An eligible child participating in a home-based program as defined in the bill may receive not more than \$1,000 per year. If the appropriated funding is not sufficient to fund all children participating in the home-based program in any year, the superintendent is to limit participation on a first-come, first-served basis.
- An eligible child participating in a jumpstart program would be counted as quartertime enrollment in the calculation of ANB per 20-9-311, MCA, for participation in the jumpstart program. This could mean this child could be counted as up to 1.25 in the enrollment count for ANB purposes if the child was also enrolled in school.

HB 352 directs schools offering an early literacy targeted intervention program to closely monitor and work in collaboration with the Superintendent of Public Instruction and report annually to OPI the efficacy of the program no later than July 15. The superintendent is to report annually to the Interim Budget Committee no later than September 1.

A second purpose of this legislation is to clarify both exceptional circumstances and kindergarten and preschool eligibility.

Exceptional circumstances are defined in this bill where current law has not had a definition. Section 6, 20-7-117, MCA, currently describes kindergarten and preschool programs. This bill deletes language allowing trustees to include children who have been “enrolled by special permission” and redefines the allowance to include children who have been “admitted through

the exceptional circumstances provisions un 20-5-101”, MCA, which is newly defined in this bill.

A kindergarten program is defined to mean a half-time or full-time 1-year program immediately preceding a child’s entry into 1st grade with curriculum and instruction selected by the Board of Trustees and aligned to the content standards established by the Board of Public Education.

A preschool program is defined to mean a half-time or full-time program to prepare children for entry into kindergarten and governed by standards adopted by the Board of Public Education.

3. HB 171, Revise education laws related to residential treatment facilities (Fiscal Note)

– This bill gives OPI one (1) FTE.

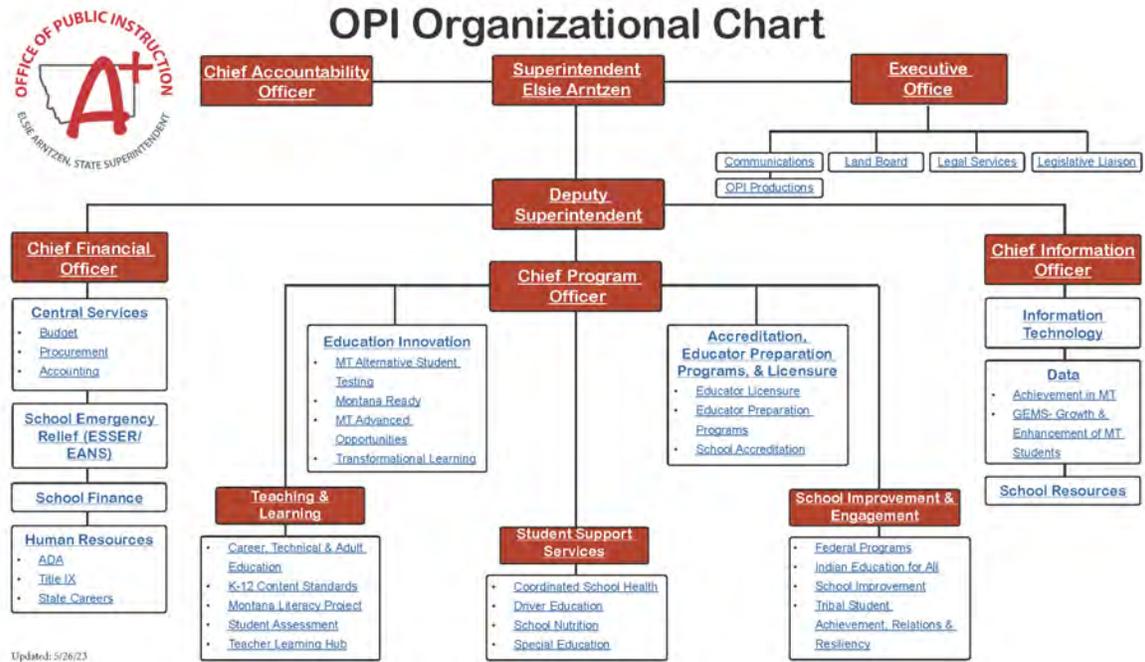
a. A summary of HB 171:

HB 171 allows a children's psychiatric hospital, a residential treatment facility, or therapeutic group homes, also known as a qualifying facility, that provide educational programs to children to be included as qualifying facilities eligible to receive in-state treatment payments. Qualifying facilities are licensed by the Department of Public Health and Human Services (DPHHS). A contract between the Superintendent of Public Instruction and a qualifying facility must include a provision requiring the qualifying facility to provide educational data and regular reports about the academic status and academic progress being made by each eligible child. The calculation of the daily rate is changed to a daily rate per eligible child for each qualifying facility that reflects actual documented costs of providing an appropriate education opportunity at the qualifying facility and that excludes the costs that are eligible for reimbursement under any provision of state or federal law less any tuition paid by the school district of residence.

There is one FTE for implementation of the changes in the bill including rules, rate establishment, cost studies, appropriation of payments, contracting, annual analysis of each daily rate, evaluation of education programs at qualifying facilities, determination of appropriate educational opportunity for each child, and required reporting.

4. As a budget request in HB 2, three (3) Substance Abuse and Mental Health Services Administration (SAMHSA) FTE were removed. Due to HB 872, Provide funding for behavioral health system for future generations, one (1) FTE was transferred to the Montana Department of Public Health and Human Services (DPHHS) to administer the Comprehensive School and Community Treatment (CSCT).

OPI Organizational Chart:



Updated: 5/26/23

To view the organizational chart, please click [here](#).

OPI Staff Family Day:



OPI held a Staff Family Fun Day at the Capitol in June. Summer is a wonderful opportunity to spend time with family and enjoy all of the offerings our great state has to give. Blessings to you and all families this summer.

JULY 2023 ASSESSMENT BOARD OF PUBLIC EDUCATION UPDATE

Cedar Rose
Assessment Director



Putting Montana Students First **A+**

PROJECTS OVERVIEW

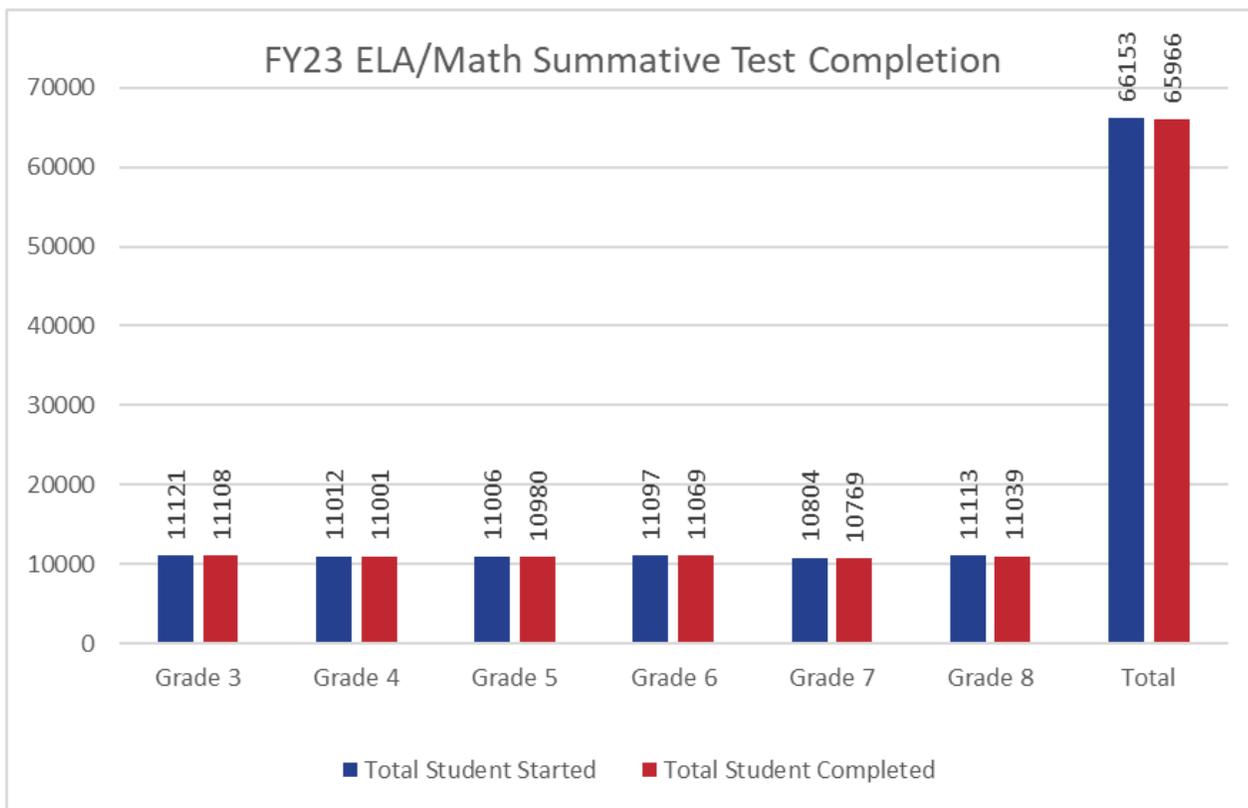
Completed

- Montana Summer Technical Advisory Committee Meeting (June 6 & 8)
- Math, R/LA, and ELP assessment peer review submission
- Test incident and non-participation processing

In-Progress & Upcoming

- STC HUB Course for asynchronous training
- Assessment data reconciliation
- Special Education and Title III collaboration
- Science assessments (MSA, AMSA, and ACT with Writing) peer review submission- December 2023

SMARTER BALANCED SUMMATIVE COMPLETION RATES



Students registered:

66,954

Students tested:

65,966

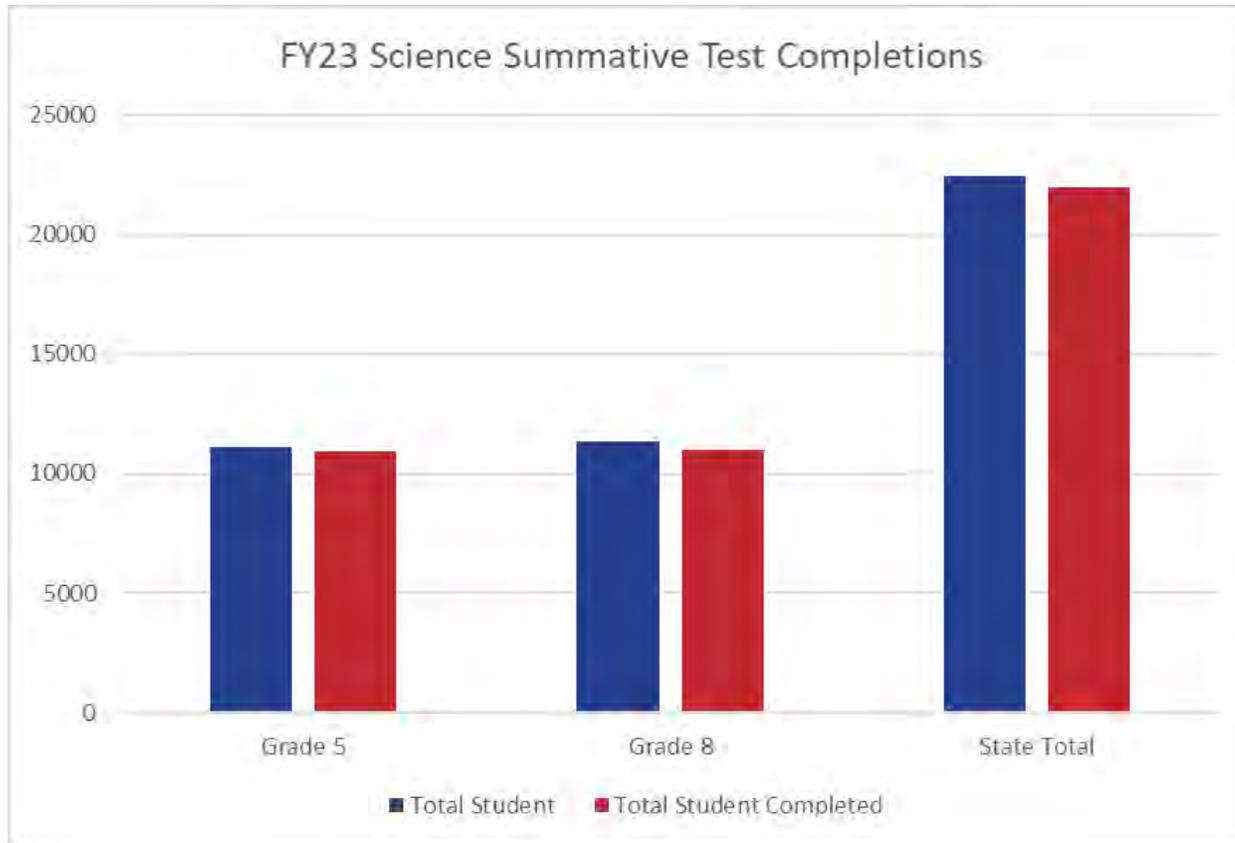
About **98.5%** of all students registered for the test have completed it.

Note: number in graph counts the completion of ELA CAT, MATH CAT, and MATH PT as one test.

Data accurate as of 6/1/2023. Total Available Tests: 200,862 which includes the 3 tests as PT = Performance Task, CAT = Computer Adaptive Testing. **Note:** some data may not sum to totals due to rounding rules and estimations.



MONTANA SCIENCE ASSESSMENT SUMMATIVE COMPLETION RATES



Students registered:
22,463

Students tested:
21,966

About **98%** of all students registered for the test have completed it.

Data accurate as of 6/1/2023. Note: some data may not sum to totals due to rounding rules and estimations.

ALTERNATE MATH & ELA SUMMATIVE TEST COMPLETION RATES

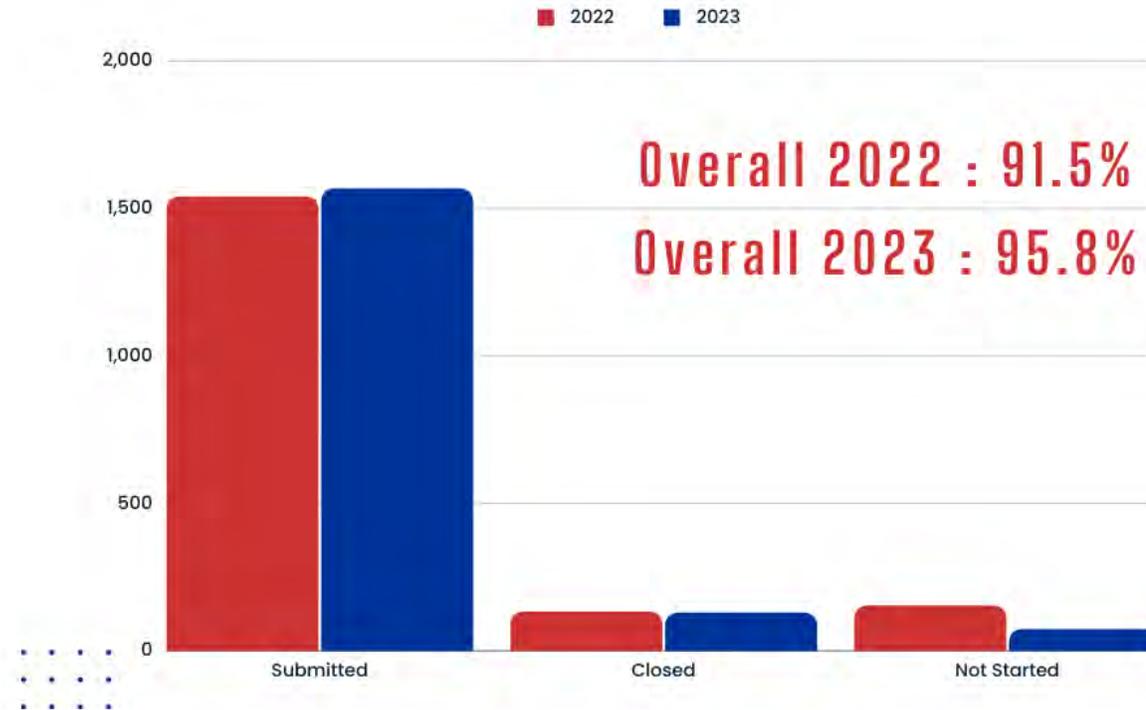
MSAA PARTICIPATION



Students registered:
884

Students tested:
847

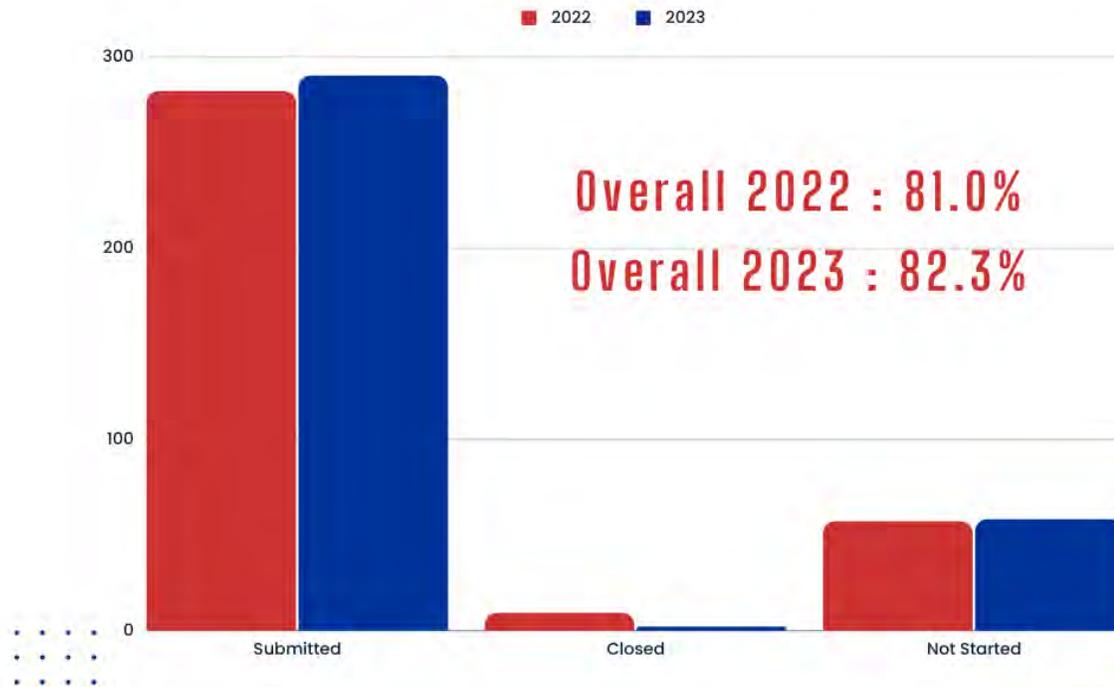
About **96%** of all students
registered for the test completed it.



Data accurate as of 5/1/2023. Total Available Tests = 1768. **Note:** each student must complete 2 tests (i.e., ELA and Math). **Note:** some data may not sum to totals due to rounding rules and estimations.

ALTERNATE SCIENCE SUMMATIVE TEST COMPLETION RATES

AMSA PARTICIPATION



Students registered:
350

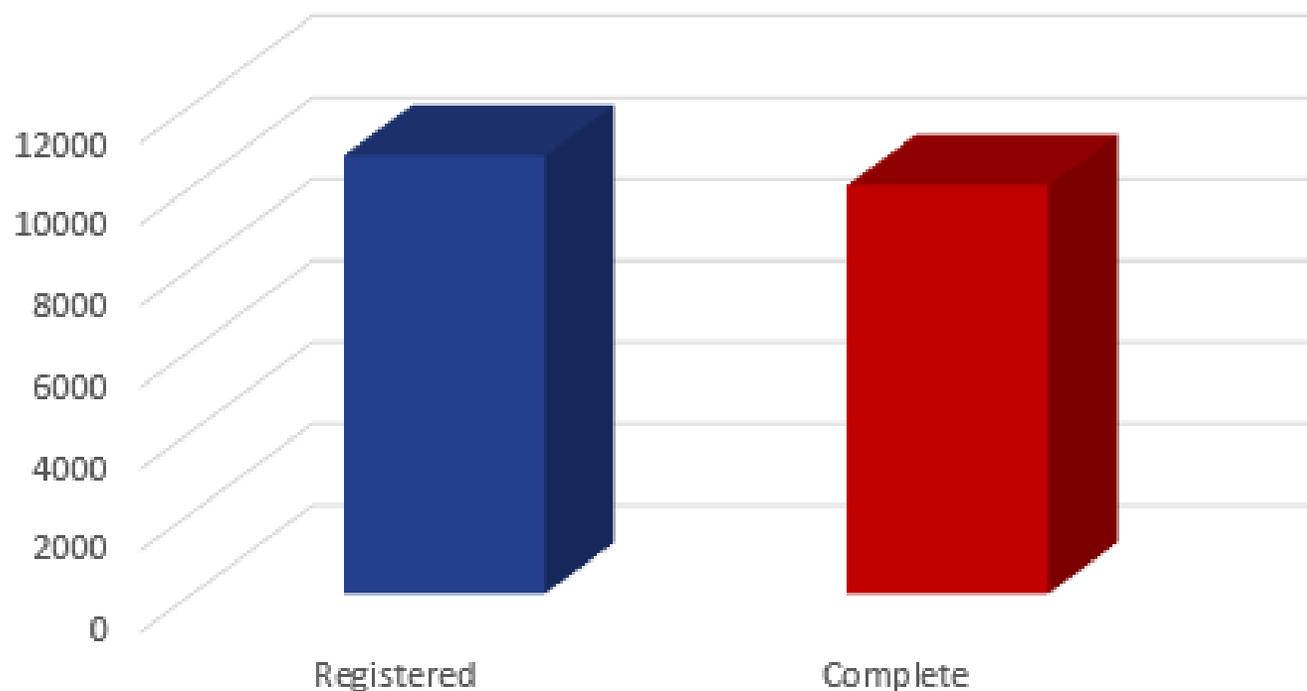
Students tested:
290

About **82%** of all students registered for the test completed it.

Data accurate as of 6/5/2023. Note: some data may not sum to totals due to rounding rules and estimations.

ACT WITH WRITING SCORING RATES

FY2023 ACT with Writing Test Completions



Students registered:
10,750

Student tests processed:
10,016

About **93%** of all students registered for the test have scored tests.

Note: ACT continues to score tests.

Data accurate as of 6/1/2023. Note: Final counts will not be available until later this month; some data may not sum to totals due to rounding rules and estimations.

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 Tues/Wed/Thurs	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 23- December 15
							January 1- February 16
Window 3: April 23–May 3	March 11- March 29	April 15- May 3					

Updated by the Office of Public Instruction on
June 15, 2023.

Putting Montana Students First



Note: Dates and information listed in this schedule are subject to change at any time or without notice.

Putting Montana Students First **A+**

Note: SwSCDs is an acronym for student with significant cognitive disabilities and 'SY' is the abbreviation for school year.



Data System Modernization Team



Chris Sinrud
Chief Information Officer



Andy Campbell
Information Technology
Manager



Ashley Perez
Data Operations
Manager



Brett Carter
State Longitudinal
Data Manager



Nicole Thuotte
Achievement in
Montana Manager

This is just part of the team that is working hard to manage and keep our student data safe. They are always looking for the opportunity to serve our students, teachers, administrations, schools and districts.

Data System Modernization



- Timeline

- Summer 2022 Assessment Request For Proposal(RFP)
- Fall of 2023 Statement Of Work(SOW) – Based upon other states modernization

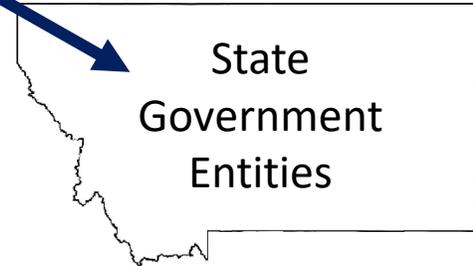
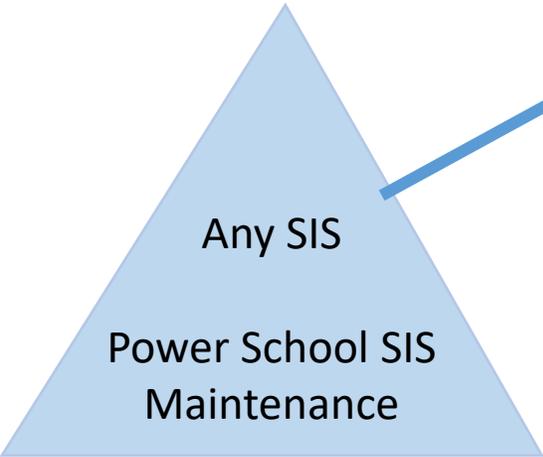
January	February	March	April
<i>HB 367 Introduced</i>	New Request for Proposal work		RFP Released
May	June	July	August
Evaluation Committee Reviews Top Three Vendor Move on	Demonstration Reviews Vendor Selection Contract Negotiations with PowerSchool	Main Work to Begin Data Task Force	Project Plan Execution
September	October	November	December
Project Plan Execution	Project Plan Execution	Project Plan Execution	Project Plan Execution

Data System Modernization



- Current Work
 - Finishing up Single Sign-On looking forward
 - TeachMT(TMT) Modifications moving into Maintenance and Support
 - Data Consolidation into Infinite Campus
 - Training for new collection migrations
 - TMT Expansion into Accreditation - Completed this Spring
 - Programmers are updating applications
 - Adjustments being made for 2023 Legislative changes
 - New Data Collections Planning
 - Consolidation of Forms – into survey tool Qualtrics
 - All processes are being reviewed and updated for data quality and assurance

Student/Teacher Data Flow



- Costs:
- Annual Est. Maintenance
- \$2.6-2.7 Million+

- Purpose:
- Secure Data Sharing
 - Efficiency and Simplicity
 - Secure and Controlled Access



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	\$ 117,681,973	\$ 52,417,492	69%
ESSER III	\$ 382,019,236	\$ 137,167,635	\$ 244,851,601	36%
Totals	\$ 593,413,931	\$ 296,144,838	\$ 297,269,093	50%

ESSER II, III, After School & Summer Enrichment

Use of Funds By Category

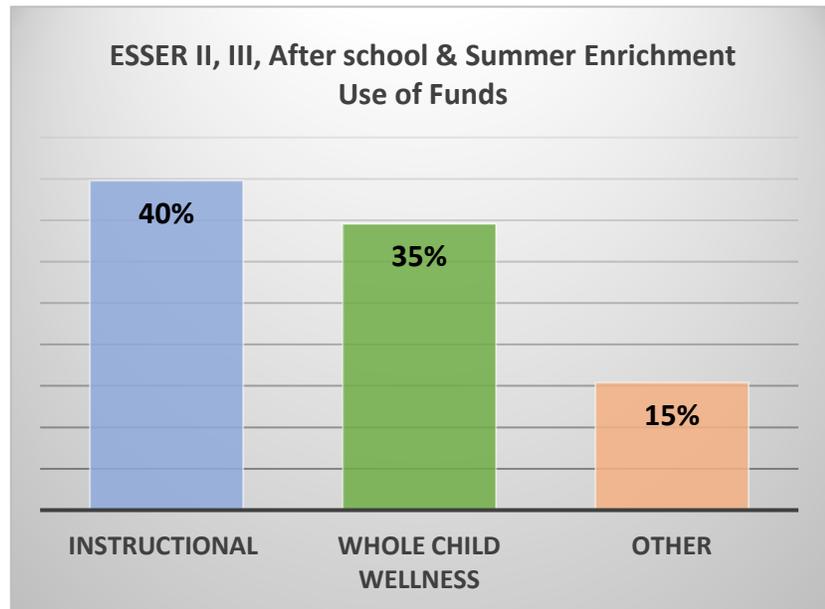
Instructional Needs

Address Learning Loss	\$79,274,375.00	28.61%
Supplemental Learning	\$7,497,764.00	2.71%
Dedicated Learning Devices	\$4,975,345.00	1.80%
Home Internet for Students	\$92,461.00	0.03%
Technology	\$18,380,742.00	6.63%
Instructional Needs Subtotal	\$110,220,687.00	39.78%

Whole Child Wellness

Mental Health	\$7,780,263.00	2.81%
Minimize Spread of Infection	\$80,540,954.00	29.07%
Supplemental Services	\$7,497,764.00	2.71%
Whole Child Wellness Subtotal	\$95,818,981.00	34.58%

Indirect Cost	\$4,035,005.00	1.46%
Other	\$38,628,465.00	13.94%
Subtotal	\$42,663,470.00	15.40%



ESSER II, III, After School & Summer Enrichment Success Stories

Career Tech, Vocational, Trades Programs	Eureka MT- Students spend part of the day off-site building 'tiny houses' and practicing math, communication, and marketing skills while also creating a real-world product and incentivizing students to do well academically. ESSER funds have enabled creativity and engaged student proficiency-based learning that everyone in the community can embrace. The students have been involved in every aspect of the building process - from initial plans all the way through the finished work.
Afterschool/Summer Support for Learning Loss, Focus on Math Skills	Billings MT- Focusing on math skills among grades 2-3 during spring, and grades K-5 during summer. Respond to students' lack of interest in mathematics by showcasing daily uses/encounters with mathematics through games, free play, and field trips. Through continued exposure and usage, students persevere in making sense of and solving problems with mathematics.
Afterschool/Summer Support for Learning Loss, Focus on Math and Literacy Skills	Livingston MT- Garden- and cooking-based math and literacy enrichment education. Children learn about nutrition and the environment through hands-on activities while focusing on math, literacy, and social-emotional development.



Current Montana Standards Revisions

On January 13th, 2023, the Montana Board of Public Education approved the following timeline for standards review:

Cycle	Content Standards	Research/ Review	Revision	Negotiated Rulemaking	Adoption Phase	Adoption	Begin Implementation
I	English Learners	January 2023 - February 2023	March 2023 - April 2023	May 2023 - August 2023	September 2023 - March 2024	May 2024	July 1, 2025
II	Mathematics	September 2022 - March 2023	April - August 2023	September - December 2023	January - June 2024	September 2024	July 1, 2025
III	World Languages	January - March 2023	April - August 2023	September - December 2023	January - June 2024	September 2024	July 1, 2025
IV	English Language Arts/Literacy	September 2023 - March 2024	April - August 2024	September - December 2024	January - June 2025	September 2025	July 1, 2026

As of January 2023, the following content standards' revision timelines are TBD: Health and Physical Education, Arts, Science, Social Studies, Career and Technical Education, Technology Integration, Computer Science, Library Sciences

Apply to be a part of the Negotiated Rulemaking Committees

The Superintendent is seeking applications from interested parties to serve on one of three committees for **English Learners, World Languages and Mathematics**. Qualifying individuals are likely to be significantly affected by the proposed rule amendment, including individuals from the following groups:

- School District Trustees
- K-12 Administrators
- K-12 Teachers
- Higher Education Faculty
- School Business Officials
- Parents
- Taxpayers

Members of the NRCs will be selected based on the following criteria:

- Cultural Diversity
- Geography/Location
- Relevant Content Experience
- District and School Size
- Grade Levels Served

The NRCs will meet multiple times between:

- July and August 2023 – English Language Learners
- September and December 2023 – Math
- September and December 2023 – World Languages

Applications for all three NRCs can be found [here](#).

Teacher Learning Hub Course

To learn about the standards adoption process and how to get involved, take the [Montana Content Standards 101](#) course on the [Teacher Learning Hub](#) (1 renewal unit)

HUB Collaborative: OPI Standards Review and Revision Team: [Course Link](#)

Course Description: Thank you so much for being a part of the standards revision process! With your input, the state of Montana will have standards that: a) have embedded IEFA, b) are relevant, c) meaningful, and d) rigorous for the students of Montana. 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.

PLEASE NOTE: This course is open to the public for viewing purposes only. Designated standards team members are the only active participants.

Math Standards Review: Timeline



Math Standards Review: Research and Review Phase

Superintendent Elsie Arntzen, with approval from the Montana Board of Public Education, has opened the Montana Mathematics Standards for review. The purpose of the standards review process is to assure that Montana public schools are setting high academic standards for all children of our state. The goal is to serve our Montana students and educators with the best-possible mathematics standards to guide instruction and prepare our students for their lives beyond the classroom.

We are currently wrapping up the Research and Review Phase of the Standards Review Process. We solicited applications for the Mathematics Standards Review Task Force, with the application period closing on February 10, 2023. We had a great response to the call for applications. Thank you to all who applied to participate in this important work.

Currently, we are in the process of reviewing applications for the Math Task Force with two teams of reviewers made up of members of major stakeholder organizations, respondents to the Mathematics Standards Review Interest Survey, and internal reviewers. The Task Force members will be chosen from applicants representing a variety of stakeholders who are involved with K-12 mathematics instruction across Montana. Thank you to all who are participating in application review, supporting our goal of forming excellent teams of educators to complete the revision and review process.

The Task Force includes both a Writing Team, as well as a Review Team. During the Revision phase of the standards review process, the Writing Team will use the research and data analysis provided by the Regional Educational Laboratory West (REL West) at WestEd to inform revision of our Montana Mathematics Content Standards. The Review Team will review the work of the Writing Team, and provide feedback that will inform the work of the Negotiated Rulemaking Committee during the Negotiated Rulemaking phase of the review process.

Task Force Revision Schedule

OPI Facilitators: Marie Judisch, marie.judisch@mt.gov | Michelle McCarthy, mmccarthy5@mt.gov

Task Force Revision Schedule	
<p>May 16th or 18th</p> <ul style="list-style-type: none"> - 3:45-4:45 pm - Entire Task Force 	<p>Introduction - Meet the Task Force</p> <ul style="list-style-type: none"> - <i>Virtual Meeting</i> - https://mt.gov.zoom.us/j/83920578608?pwd=MjIvZzVsUy9HaEljNHF6SnZiUEFxQT09 - Meeting ID: 839 2057 8608 - Password: 966472
<p>June 16th</p> <ul style="list-style-type: none"> - 8:30am - 4:00 pm - Entire Task Force 	<p>Research Review</p> <ul style="list-style-type: none"> - <i>Virtual Meeting</i> - https://mt.gov.zoom.us/j/88232550558?pwd=MEdVaHZQY1oXZzdXbzqzWEZSYStZdz09 - Meeting ID: 882 3255 0558 - Password: 220467
<p>July 19, 20, 21st</p> <ul style="list-style-type: none"> - 8:30 - 12:00 pm - 1:00 - 4:00 pm - Development/Writing Team 	<p>Development/Writing</p> <ul style="list-style-type: none"> - <i>In Person Meetings</i> - Helena, MT - BPE Room - Reimbursements for :Per Diem Meals, Mileage, Hotel <ul style="list-style-type: none"> - Information to Come on Hotel Blocks - Please Bring Devices with Access to Google Docs and the Teacher Learning HUB
<p>August 3rd</p> <ul style="list-style-type: none"> - 8:30 - 12:00 pm - 1:00 - 4:00 pm - Review Teams - K-5 & 6-12 	<p>Review</p> <ul style="list-style-type: none"> - <i>Virtual</i> - https://mt.gov.zoom.us/j/83523325482?pwd=S1qrR2FOSkxOVm55TXpOdTNQUko0Zz09 - Meeting ID: 835 2332 5482 - Password: 444994

Montana - Math Standards Revision Task Force

K-2 Development Team

Shay Kidd	UM Western, Asst. Professor of Education
Carla Swenson	Glasgow SD, Elementary STEM Teacher
Thomas Redman	Hamilton SD, Math Specialist
Nicole Capser	Kallispeil SD, Instructional Coach
Andrea Meiers	Lackwood SD, Curriculum Director & Asst. Prof at Rocky Mountain College

3-5 Development Team

Lei-Anna Bertelsen	Mathematics Professional Learning Facilitator and Educational Consultant
Acer Pitas	Big Country Cooperative, Special Educator
Elizabeth Burroughs	MSU, Mathematics Education Professor
Kris Gardner	DeSmet SD, Elementary Math Teacher
Melissa Shiffer	Lambert SD, Elementary Teacher

4-5 Review Team

Jenny Combs	Curriculum Consortium and Professional Development Provider
Kayla Ryan	Helena SD, Elementary Teacher
Amy Jones	Forsyth SD, Elementary Teacher
Becky Berg	Billings SD, K-5 Instructional Math Coach

6-8 Development Team

Jennifer Brackney	Billings SD, Middle School Teacher
Matt Roscoe	UM, Assoc. Professor of Mathematical Sciences
Bill Becker	Ronan SD, Middle School Math Teacher
Jennifer Luebeck	MSU, Professor of Mathematical Sciences
Tina Blair	West Valley SD, Middle School Principal

9-12 Development Team

Cliff Bara	Troy SD, HS Math Teacher
Deanne Gemmill	Rocky Mountain College Instructor, Board Certified Teacher
Frederick Peck	UM, Professor of Mathematics Education
Marisa Graybill	Helena SD, Math Instructional Coach
Janice Novotny	Big Timber SD, HS Advanced Placement and Dual Credit Teacher
Bethany Cooney	Harlowen SD, HS Math Teacher

6-12 Review Team

Pat Baltzley	Gardner SD Board Member, Mathematics Instructional Coach and Consultant
LeAnne Lorenz	MSU, Adjunct Professor and Bozeman SD, Middle School Teacher
Sharon Carroll	Ekalaka SD, HS Math Teacher, recently retired
Brooke Taylor	Billings SD, HS Math Teacher

ITEM 7

COMMISSIONER OF HIGHER EDUCATION
REPORT

Dr. Angela McLean

ITEM 8

GOVERNOR'S OFFICE REPORT

Dylan Klapmeier

ITEM 9

STUDENT REPRESENTATIVE'S REPORT

Gavin Mow

❖ **MACIE LIAISON – (Item 10)**

Susie Hedalen

ITEM 10

MACIE REPORT

Jordann Lankford Forster

Montana Board of Public Education
MACIE Summary
July 2023

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	None
Related Issue(s)	June MACIE Meeting
Recommendations	None

❖ **LICENSURE COMMITTEE – (Items 11-14)**

*******TIME CERTAIN AT 1:00 PM*******

Susie Hedalen

ITEM 11

**ACTION ON INITIAL REVIEW OF BPE
CASE #2023-02, CLIFF**

Rob Stutz, Chief Legal Counsel, OPI

ITEM 12

**ACTION ON INITIAL REVIEW OF BPE
CASE #2022-19, CALDERONE**

Rob Stutz, Chief Legal Counsel, OPI

ITEM 13

**ACTION ON HEARING OF BPE CASE #2022-
18, GRAYBILL**

Chad Vanisko, Board Legal Counsel

ITEM 14

**ACTION ON HEARING OF BPE CASE #2023-
01, CASE**

Chad Vanisko, Board Legal Counsel

***BOARD OF PUBLIC EDUCATION
MEETING***

***July 14, 2023
Montana State Capitol Building,
Room 152
Helena, MT***

BOARD OF PUBLIC EDUCATION

CALL TO ORDER

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

LICENSURE COMMITTEE – (Items 15-18)

ITEM 15

**ACTION ON THE STATE EXIT REPORT
AND REGULAR ACCREDITATION STATUS
OF THE UNIVERSITY OF MONTANA-
WESTERN EDUCATOR PREPARATION
PROVIDER**

Dr. Julie Murgel

Montana Board of Public Education Executive Summary

Date: July 12-14, 2023

Presentation	Recommend Approval of the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Provider (EPP) at the University of Montana Western.
Presenter	Julie Murgel
Position Title	Chief Operating Officer Office of Public Instruction
Overview	<p>The State Superintendent recommends approval of the 2022 State Exit Report of the EPP at the University of Montana Western. State Superintendent Arntzen also recommends approval of regular accreditation effective through the Fall of 2027.</p> <p>The University of Montana Western State Exit and Narrative Reports are included in the BPE Agenda Packet.</p>
Requested Decision(s)	Action Item
Related Issue(s)	None
Recommendation(s)	Approve the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Provider (EPP) at the University of Montana Western, as recommended by State Superintendent Arntzen



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



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

Education Division
The University of Montana Western
Dillon, Montana

Accreditation Council April 2023
Accreditation Application Date: 8/15/2006

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2023 and Spring 2030. The next site review will take place in Fall 2029.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD R1/RA1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD R2/RA2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD R3/RA3: Candidate Quality and Selectivity	Met	Not Applicable
STANDARD R4/RA4: Satisfaction with Preparation	Met	Not Applicable
STANDARD R5/RA5: Quality Assurance System and Continuous Improvement	Met	Not Applicable
STANDARD R6/RA6: Fiscal and Administrative Capacity	Met	Not Applicable
STANDARD R7/RA7: Record of Compliance with Title IV of the Higher Education Act	Met	Not Applicable

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD R2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that they worked with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth,	The EPP did not provide a CAEP-sufficient Transition Plan to address the lack of preparation for secondary education majors. Interviews indicated that secondary

diversity, coherence, and duration to ensure candidates demonstrated their developing effectiveness and positive impact on diverse P-12 students' learning and development. (component R2.3)

candidates were not receiving sufficient training prior to student teaching.

STANDARD R5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of a Quality Assurance System that ensured a sustainable process to document operational effectiveness. (component R5.1)	The EPP did not provide clear evidence that it had developed and implemented a systematic Quality Assurance System.
2	The EPP provided limited evidence that data used for assessment purposes was relevant, verifiable, representative, cumulative, and provided actionable measures to ensure interpretations of data were valid and consistent. (component R5.2)	The EPP provided reliability and validity evidence for some EPP-created assessments but not others.

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
(1) [CAEP 2.1]There is a lack of co-constructed policies and procedures surrounding partnerships for clinical preparation. [ITP]	(1) Remove AFI. The EPP co-constructed policies and procedures surrounding partnerships for clinical preparation. [ITP]
(2) [CAEP 2.3]Field experiences, particularly in secondary education, do not consistently prepare candidates to demonstrate a positive impact on all P-12 students learning and development. [ITP]	(2) New AFI was written to continue for this component. (3) New AFI was written to continue for this component.
(3) [CAEP 4.1]The EPP's Plan for Documenting Impact on Student Learning, as presented, only partially addresses the components of Standard 4. [ITP]	(4) A new AFI is written for R5.1:The EPP has not developed, implemented, and modified, as needed, a quality assurance system that ensures a sustainable process to document operational effectiveness. (R5.1)
(4) [CAEP 5.3]The EPP's data-driven decision-making process for continuous improvement is not consistent across programs. [ITP]	

Continued:

Area for Improvement or Weakness	Rationale
None	None

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site review may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced levels that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure level and/or Advanced Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced Level accreditation does not include any advanced level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

The following programs are included in the current accreditation cycle:

Name	Level	Degree
Art Education K-12 Major	Initial	Baccalaureate
Art K-12 Minor	Initial	Endorsement Only
Biology & Secondary Education Major	Initial	Baccalaureate
Biology Minor	Initial	Endorsement Only
Business & Computer Applications Education Major	Initial	Baccalaureate
Business & Computers Applications Minor	Initial	Endorsement Only
Drama K-12 Minor	Initial	Endorsement Only
Early Childhood Education Pre-Kindergarten - Grade 3 Certificate (Post-Baccalaureate)	Initial	Endorsement Only
Early Childhood Education Pre-Kindergarten - Grade 3 Major	Initial	Baccalaureate
Early Childhood Education Pre-Kindergarten - Grade 3 Minor	Initial	Endorsement Only
Earth Science & Secondary Education Major	Initial	Baccalaureate
Earth Science Minor	Initial	Endorsement Only
Elementary Education Major	Initial	Baccalaureate
English & Secondary Education Major	Initial	Baccalaureate
General Science Broadfield & Secondary Education Major	Initial	Baccalaureate
English Minor	Initial	Endorsement Only
General Science Broadfield & Secondary Education Minor	Initial	Baccalaureate
History Minor	Initial	Endorsement Only

NOTE: Neither CAEP staff, evaluation team members, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Action Report



November 11, 2022

TO: Dr. Estee Aiken, Chair and Professor
Division of Education
University of Montana Western

Dr. Laura Straus, Accreditation Coordinator and Professor
Division of Education University of Montana Western

FROM: Dr. Julie Murgel
Chief Operating Officer
Montana Office of Public Instruction

SUBJECT: State Exit Program Report 2022

From October 23 to 25, 2022, the State Accreditation Virtual Joint Site Review of the Educator Preparation Provider (EPP) at the University of Montana Western (UMW) was conducted by a team representing the Council for the Accreditation of Educator Preparation (CAEP) and a state representative for the Montana Board of Public Education (BPE) and the Montana Superintendent of Public Instruction. The purpose of the State Accreditation Virtual Joint Site Review was to verify the Institutional Report (IR) as presented by the EPP and self-study report submitted to CAEP. A State Team reviewed the Montana Professional Educator Preparation Provider Standards (Subchapter 5) prior to the site visit. The CAEP team reviewed documents and conducted focus groups regarding ARM 10.58.311 to 10.58.315 initial standards. The purpose of this document is to summarize the results of the joint review. The Draft State Exit Program Report 2022 is attached.

Please review and correct errors and omissions to the State Exit Program Report. Return corrections to the OPI by December 16, 2023. The CAEP sections will remain in pending status until the CAEP accreditation report is finalized. The EPP may write a rejoinder to the report as needed.

Below are the next steps in the BPE approval process.

April 2023 CAEP Action: Site Visit Report of UMW will be presented to the CAEP Accreditation Council for final action.

July 2023 BPE Action: Upon the recommendation of the state superintendent, the BPE takes action on the final State Exit Report, including the decision of the CAEP Accreditation Council, and the Accreditation/Approval status of the EPP in the College of Education at UMW.

For more information, contact Dr. Julie Murgel by telephone at 406-444-3172 or by email at Julie.Murgel@mt.gov.

cc:

Sharyl Allen, Deputy Superintendent, Office of Public Instruction

Krystal Smith, Interim Accreditation Director, Office of Public Instruction

UNIVERSITY OF MONTANA WESTERN
Educator Preparation Provider
State Exit Program Report
October 23-25, 2022

Dr. Julie Murgel, Team Chair

From October 23 to 25, 2022, the State Accreditation Virtual Joint Site Review of the Educator Preparation Provider (EPP) at the University of Montana Western (UMW) was conducted by a team representing the Council for the Accreditation of Educator Preparation (CAEP) and a state representative for the Montana Board of Public Education (BPE) and the Montana Superintendent of Public Instruction. The purpose of the State Accreditation Virtual Joint Site Review was to verify the Institutional Report (IR) as presented by the EPP and self-study report submitted to CAEP. A State Team reviewed the Montana Professional Educator Preparation Provider Standards (Subchapter 5) prior to the site visit. The CAEP team reviewed documents and conducted focus groups regarding ARM 10.58.311 to 10.58.315 initial standards. The purpose of this document is to summarize the results of the joint review.

ARM	TITLE	STATUS	REPORT Page Number
10.58.311	Initial Content and Pedagogical Knowledge	Pending CAEP Accreditation Council Action	
10.58.312	Initial Clinical Partnerships and Practice	Pending CAEP Accreditation Council Action	
10.58.313	Initial Candidate Quality, Recruitment, and Selectivity	Pending CAEP Accreditation Council Action	
10.58.314	Initial Program Impact	Pending CAEP Accreditation Council Action	
10.58.315	Initial Provider Quality Assurance and Continuous Improvement	Pending CAEP Accreditation Council Action	

Subchapter 5 – Initial Teaching Program Standards

ARM	TITLE	STATUS	REPORT Page Number
10.58.501	Teaching Standards Elementary Secondary	MET MET	
10.58.503	Art K-12	MET	
10.58.505	Business	MET	
10.58.507	Theatre	MET	
10.58.509	English/Language Arts	MET	
10.58.510	Students with Disabilities P-12	MET	
10.58.513	Health	MET	
10.58.517	Library Media K-12	MET	
10.58.518	Mathematics	MET	
10.58.519	Music K-12	MET	
10.58.520	Physical Education	MET	
10.58.521	Reading Specialist K-12	MET w/ Notation	
10.58.522	Science-Broadfield	MET	
10.58.523	Social Studies-Broadfield	MET w/ Notation	
10.58.28	Computer Science	MET	
10.58.531	Early Childhood Education Undergraduate	MET	
10.58.532	Elementary	MET	

COMMENDATIONS:

There were numerous commendations from across the programs attesting to the quality of the professional educational preparation program at the University of Montana Western. Many of these commendations would not be possible without the collaboration of the Education faculty across the university. That type of collaboration takes time and effort the importance of which others may not understand. Below are some, though certainly not all, of the specific commendations.

Art: There was an impressive variety of assessments used in this program.

Business Education: UMW Business Education Program has a very strong program in place. This commendation is based on the level of alignment with the state standards. It was also noted that the following are strong components of the business program:

IACBE Accreditation.

Provides student choice with showing mastery of concepts. Throughout the survey of syllabi, it was noted that students could complete portfolios, business simulations, exams, presentations, etc.

Implementing MCIS into the program.

The use of the Danielson Model to prepare Business Education Candidates.

Theatre: With the rigorous course load, as well as the ability for students to choose a personalized path that meets their interest and needs, it is evident this program has the ability to develop and grow professionals who can thrive in the area of Theatre.

English/Language Arts: The UMW Major and Minor programs emphasize field experiences and hands-on learning for English Language Arts Teaching candidates. The professional education core provides opportunities for pre-service teachers to understand and apply the broad spectrum of skills and considerations that candidates will need to be successful teachers. The English Major core provides ample opportunity for teachers to engage with rigorous ELA core canonical content.

Teaching methods support direct learning, modeling and role-playing learning for students to experience and participate in the art of teaching as opposed to just learning about it. Rigorous and highly regarded pedagogical and theoretical texts have been included in the 497L/C matrix to provide rich context, promote critical literacy of considerations within the field, and to build teacher-candidate skill in best practices for the teaching of English Language Arts. Professional Outcomes matrix in 497 courses syllabus shows a commitment to integration of classroom management, records keeping, parental involvement, school climate and classroom environment with ELA instruction.

Students with Disabilities P-12: The University of Montana Western should be commended for developing an extensive and detailed Institutional Report.

The alignment to the standards includes an array of course assessments with significant rigor. These assessments include both qualitative and quantitative measures and opportunities for applied learning to demonstrate knowledge.

The standards narrative is extensive and provides a clear description of the high quality of content and the care provided to students receiving this endorsement.

Health: Clear and concise learning objects with narratives of how candidates are assessed provide strong communication to support the hypothesis that health education candidates are well-prepared to be successful professionals upon completion of this program.

Library Media K-12: The Library Media Program is well developed with a strong emphasis on building and maintaining Library collections.

Mathematics: The required courses in the Mathematics and Secondary Education Program include a wide range of course requirements, with broad mathematical content providing a solid foundation of knowledge and skills for secondary mathematics educators.

Courses are taught by mathematics educators with a wide range of research interests.

Course descriptions indicate the courses are taught in a manner consistent with the University of Montana Western's mission which states that, "the University of Montana Western differentiates itself and achieves academic excellence by sustaining a culture of concentrated experiential education." Through UMW's Experience One, students are involved in project-based learning, mathematical research, and collaboration with their peers.

Block math courses provide opportunities for students to immerse themselves in course content and apply their mathematical skills in a variety of authentic contexts.

Students participate in field experiences in schools throughout their program. During their Student Teaching experience, the Teacher Work Sample assignment provides the opportunity for candidates to participate in authentic action research, based on a data-driven teaching/learning cycle. This experience gives candidates the opportunity to learn how to incorporate high-leverage instructional practices within their instruction in a manner that is responsive to their learners' specific needs.

Music K-12: The program intensely focuses on developing students to be well-rounded in music education and developing their skills as musicians.

Physical Education: Through the spiraling of courses as well as detailed learner objectives, the institutional report reveals this program thoroughly prepares candidates to be successful professionals in the field of teaching physical education.

Classroom-based, lab-based, and field-based opportunities combine to provide rigor in this area of study, with various forms of assessment and practical demonstration of skills and abilities developed by the learner.

Reading Specialist: The courses extensively cover children's literature and clearly strive to teach candidates how to help students develop a love of reading through their book selections.

There is significant diversity included in the courses through various assignments, experiences and reading content.

Science: Several BIOB courses and Earth Science courses put the students in the field which is an excellent example of how the instruction should be put in place for High School Students. The block scheduling appears to be an excellent addition that immerses students in the content and the practices of science.

Special congratulations on the Syllabus for BIOE 370 General Ecology which had clear Course Objectives and Student Outcomes, that included field work and having the students "act as a scientist!"

Social Studies: An extensive number of content courses are available to meet the Social Studies PEPP standard.

The "Our Promise" graphic in each EDU syllabus is functional and highlights the course's importance.

The designation of formative and summative course focus provides guidance for evaluation.

Computer Science: Provided syllabi and available course descriptions are detailed and well organized. The program uses multiple methods of assessment to establish overall student competency in subject matters and standards are met in multiple classes.

Early Childhood: The program provides teacher candidates with ample facetime with students throughout the program, helping to put theory into practice.

A heavy focus is placed on the importance of social/emotional competencies and their impact on learning.

Overall: The institutional report was well developed and provided information on the course objectives that met the intent of the standards.

AREAS FOR IMPROVEMENT (AFI)

None

Standards Met with Notation

10.58.523 Social Studies MET with Notation - It was unclear how the program ensures how the standards are being met when the course selection options are significantly varied. Outlining the 10.58.523 Social Studies standards being met in each content syllabus would allow both candidate and advisor the ability to ensure all standards are being met by the candidate.

The syllabi of the content-specific courses require should be consistent and contain their alignment with PEPP standards.

10.58.521 Reading K-12 MET with Notation - While overall it was observed that the standard is met based on the evidence provided, it is noted that the standard does call for “evidence-based foundations.” Several assessments, such as miscue analysis, covered in the courses along with the theory of reading they are based on are not considered evidence based. This course content could be significantly strengthened through a shift toward a brain-based approach to reading instruction using the Science of Reading and frameworks such as the Simple View of Reading, Scarborough’s Rope, the Four-part processor and Ehri’s phases of development to anchor the concepts and guide students through the courses.

DEFINITIONS WHICH PERTAIN TO THIS REPORT (CAEP)

Standard is met: Regular accreditation for a period of seven years.

Standard is met with notation: Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement (AFI): Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle, and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review, the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation: A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.

University of Montana Western
Site Visit October 23-25, 2022

Program Standard Narrative Report

Content area majors or minors for teaching degrees are with the
College of Arts and Sciences.

The College of Education offers Elementary, Secondary, or K-12
License and Endorsement.



**University of Montana Western
Educator Preparation Provider Accreditation Review
October 23-25, 2022**

Narrative Report

Number and Name of Standard: 10.58.501 Teaching Standards

Validating Statement: The University of Montana Western (UMW) offers initial teaching licensure and endorsement options in early childhood, elementary, and secondary education. Review of the documentation, as itemized below, show that evidence is consistent with meeting this standard

Sources of Evidence: 10.58.501, Teaching Standards Institutional Report, UMW Online Academic Catalog, and course syllabi.

Assessment Aligned to Standard: The Institutional Report provides the content standard and the coursework where that content standard is addressed in three general program areas: Early Education: Pre-Kindergarten through Grade 3, Elementary Education, and Secondary and K-12 Education. This reviewer was able to find assessment information in the syllabi as described below.

Evaluation:

a. Evidence Consistent with meeting the standard

After review of the syllabi it was determined the Teaching Standards are directly and purposefully integrated into content and pedagogical knowledge across all educator preparation programs. Consistent grading schemes across most syllabi indicate key assessments linked to teaching standards add to consistency in assessing candidate performance. The provider ensures the student learning outcomes are provided to students through syllabi that show intentional cross-referencing to NAEYC, InTASC, the Danielson Framework model, specialized professional standards, and/or the Montana teaching standards. There are identified key assessments and grading schemes used to evaluate student performance in meeting standards documented on syllabi.

b. Evidence Inconsistent with meeting the standard

None

Commendations:

None

Improvements:

- Gathering and reviewing assessment data over time will assist UMW in determining the ability of the candidates to meet determined milestones and provide appropriate information regarding the strengths and weaknesses of the program. This data is important in the improvement of the programs at UMW.

Accreditation Recommendation

- Meets standard



**University of Montana Western
Educator Preparation Provider Accreditation Review
October 23-25, 2022**

Narrative Report

Number and Name of Standard: 10.58.503 Art K-12

Validating Statement:

Supporting materials were reviewed with accountability to this standard being demonstrated and evidence was presented in the syllabi for Art K-12.

Sources of Evidence:

Course syllabi and course description were reviewed in the preliminary report.

Assessment Aligned to Standard:

Course descriptions are available in the course syllabi and course catalog and are aligned with PEPP standards.

Evaluation:

The preliminary report shows evidence of alignment that met each of the standards.

Commendations:

- There is an impressive variety of assessments used in this program.

Recommendations:

- None

Accreditation Recommendation

- Meets Standard



**University of Montana Western
Educator Preparation Provider Accreditation Review
October 23-25, 2022**

Narrative Report

Number and Name of Standard: 10.58.505 Business Education

Validating Statement

Syllabi from 15 courses were viewed to support UMW commitment to provide a quality business education program and to meet the State of Montana's standards. The state business standards, education standards, and national business standards were woven within the classes presented. It is also noted that the Business Department is accredited by The International Assembly for Collegiate Business Education until 2023, earning this accreditation in 2016.

Sources of Evidence

UMW submitted course syllabi for most of the courses listed on the school's website that meet the core requirements as identified by the institution. These syllabi were viewed to look for alignment to the standards listed in 10.58.505. The institutional report had some errors present. The institution's website was utilized to identify course sequences and to read the course descriptions for some courses. Those course errors are bulleted below:

- BMIS 311 and ITS 205 were not identified by the institution in their report but did provide syllabi for the courses. These courses are included as credit within the core major. Based on the syllabi, they would meet some of the standards.
- The report also referred to COMS 212 but when viewing the website, it was noted that this course is now called GDSN 145. GDSN 145 syllabi was provided by the institution.
- The institution report did identify BGMT 340 but also referred to BMGT 329. BGMT syllabi was provided but not the BMGT 329 syllabi. In viewing the website, both of these classes meet a one class optional requirement for the degree.

Assessment Aligned to Standard

University of Montana Western
October 23-25, 2022

Through examination of course syllabi and course descriptions, the state Business Education standards (10.58.505) were found to be located throughout the core courses of the program.

Evaluation

In evaluating the business education program at UMW, all 26 standards required by the state were considered. The standards were scanned utilizing course syllabi and course descriptions. Within the syllabi, the course description and outcomes were utilized to identify whether the course met three areas of the standards: (1) educational theory outcomes and preparation, (2) computer application theory outcomes, and (3) business theory outcomes.

It should be noted that all standards had some educational component to it. With a majority of them including courses such as Student Teaching: 5-12 (EDU 495S) and Teacher Work Sample (EDU 494). All but three of the standards included business theory concepts. Four of the standards included computer application theory.

One standard 1(t), addresses economics. UMW identifies (ECNS 203) Principles of Microeconomics & Macroeconomics as the class that covers the information found within the standard. The institution also identifies the business methods course, field experience, student teaching, and teacher work sample as courses that meet the standard. The standard is listed here:

“(t) demonstrate and apply principles of economics, free enterprise, and global economies;”

ECNS 203 is a course that is not included in the core courses of the degree. It is however taught as a general education requirement. This could cause concern if this was ever changed, and the course not listed as a general requirement.

Standard 1(e), addresses having students participate with various student organizations. The standard is listed below:

“(e) integrate professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;”

This standard is not met with the provided information by the institution. The information was not located on the school’s website either. In the institutional report, the institution lists that candidates participate in Business Professionals of America Advisor Certification and a new CTE Professionals Workshop. However, when reviewing both the computer and business methods course syllabi, it was found that candidates only need to participate in one of three activities. These include:

1. Attending the joint Montana Business Education Association (MBEA)/Montana Association for Career & Technical Education (Montana ACTE) Fall Institute.

2. Participate in the New CTE Professionals Workshop sponsored by the Career, Technical, & Adult Education Division of the Office of Public Instruction.
3. Complete the Business Professionals of America Advisor Leadership Certification training.

The other course identified by UMW to satisfy this standard was BMGT 420. However, this course is an elective course in which all participants are not required to take.

Commendations

UMW Business Education Program has a very strong program in place. This commendation is based on the level of alignment with the state standards. It was also noted that the following are strong components of the business program:

- IACBE Accreditation.
- Provides student choice with showing mastery of concepts. Throughout the survey of syllabi, it was noted that students could complete portfolios, business simulations, exams, presentations, etc.
- Implementing MCIS into the program.
- The use of the Danielson Model to prepare Business Education Candidates.

Improvements

- Incorporate student organizations into the environment at UMW. Many public schools participate in student organizations and having teaching candidates prepared to lead those groups is highly recommended.

Accreditation Recommendation

- Meets Standard



**University of Montana Western
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Narrative Report

Number and Name of Standard: 10.58.507 Theatre

Validating Statement: The outline of courses in the Institutional Report for Theatre aligns with the evidence needed to demonstrate quality educational experiences for obtaining a minor in Theatre.

Sources of Evidence: Course syllabi, course descriptions, and anecdotal notes were reviewed to complete this report.

Assessment Aligned to Standard: From the use of the sources listed above, it is determined that education preparation program standards align to the learning objectives and instruction offered and delineated in this program's requirements. Students use several methods of assessment to demonstrate their level of proficiency of mandatory standards including quizzes, reports, presentations, essays, performances, and field experience evaluations.

Evaluation: Based on the evidence presented by the University of Montana Western faculty, alignment was found that met each of the standards. The materials presented and further examination from the course descriptions online provided thorough detail, used as evidence that students experience rich and relevant learning in a variety of ways as they pursue Theatre education. Formative and summative evaluations from mentor teachers support candidates' growth and self-reflection throughout the program.

Commendations:

- With the rigorous course load, as well as the ability for students to choose a personalized path that meets their interest and needs, it is evident this program has the ability to develop and grow professionals who can thrive in the area of Theatre.

Improvements:

- None

Accreditation Recommendation

- Meets Standard



**University of Montana
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March 28, 2022**

Narrative Report

Number and Name of Standard: 10.58.509 English/Language Arts

Validating Statement:

Evidence was presented in the syllabi for the English and Secondary Education Major (92) and the English language Arts Teaching Minor (36 credit hours).

Sources of Evidence:

The Institutional Report, course syllabi (including texts, topics/content, objectives, and assignments for assessment), and UM course descriptions were reviewed in the preliminary report.

Assessment Aligned to Standard:

Assignments and assessments in the syllabi submitted for review align with expectations for measuring competencies described in the standard.

Evaluation:

Based on the evidence presented by UM-W faculty, this preliminary reviewer found alignment that met most of the standards without reservations or concerns.

Concern is noted for the following PEPP standards:

(e) demonstrate understanding of legal and ethical issues in English/language arts such as freedom of expression, censorship, and bias

Reviewer found no evidence in syllabi that candidates are provided instruction in or professional

reading with appropriate assessment of legal and ethical issues examples listed in the standard: “freedom of expression, censorship, and bias.”

Reviewer did find evidence of ethical and legal issues relating to technology use in education, including accessibility and culturally responsive teaching practices relating to technology in education, which are understood legal and ethical issues in ELA education.

(f) demonstrate understanding of theory and research and apply knowledge in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology

The reviewer found concern in the Secondary ELA methods blocks course texts matrix from which students only had to choose four texts without the requirement of at least one professional text per ELA s areas of oral language/speaking and listening, reading, writing, and language/grammar as aligned with the PEPP and MTSS for ELA. Under current course requirements, candidates are permitted to neglect instruction and learning in pedagogy and research-based methods of best practices in instruction from one or more “category.” Additionally, the course calendar for 497C/L was listed at the end of the Syllabus as “Course Calendar or Schedule: [Include in a separate document.]” and not submitted for review leading to uncertainty about evidence of learning.

Commendations:

- The UM-W Major and Minor programs emphasize field experiences and hands-on learning for English Language Arts Teaching candidates. The professional education core provides opportunities for pre-service teachers to understand and apply the broad spectrum of skills and considerations that candidates will need to be successful teachers.
- The English Major core provides ample opportunity for teachers to engage with rigorous ELA core canonical content.
- Teaching methods support direct learning, modeling, and role-playing learning for students to experience and participate in the art of teaching as opposed to just learning about it.
- Rigorous and highly regarded pedagogical and theoretical texts have been included in the 497L/C matrix to provide rich context, promote critical literacy of considerations within the field, and to build teacher-candidate skill in best practices for the teaching of English Language Arts.
- Professional Outcomes matrix in 497 courses syllabus shows a commitment to integration of classroom management, records keeping, parental involvement, school climate and classroom environment with ELA instruction.

Improvements:

- Regarding PEPP Standard **10.58.509 ENGLISH/LANGUAGE ARTS (f) demonstrate understanding of theory and research and apply knowledge in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print texts, which**

are inclusive of texts from and about American Indians and tribes in Montana, and technology

- Describe the attributes of educational outcomes for American Indian Students in the course description for EDU 311- Cultures, Diversity, & Ethics in Global Education.
- Suggested revision is to shift emphasis to include concerns, improvement trends, strengths and assets to the educational community.
- Regarding PEPP Standard **10.58.509 ENGLISH/LANGUAGE ARTS (m) prepare to interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles; engage in leadership and/or collaborative roles in English/language arts professional learning communities; and continue to develop as professional educators.**
- It is suggested pre-service candidates participate in the Montana Association for Teachers of English Language Arts (MATELA) and the National Council for the Teachers of English (NCTE).
- Consider changing the designation of the course EDU 334- Children's and Young Adult Literature to meet the “extensive range” of texts and genres which both prepares candidates to teach effectively and provides increased opportunities for learning for our Montana Students.

Accreditation Recommendation

- Meets Standard



**University of Montana Western
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Narrative Report

Number and Name of Standard: 10.58.510 Students with Disabilities P-12

Validating Statement:

Instruction, projects, and evaluative measures for the course of study are unmistakably designed to fit the standards. Course syllabi include multiple occasions for candidates to practice essential skills to master and demonstrate knowledge through fieldwork, written work, and assessments. The professional educator of students with disabilities begins to form through a focus on evaluative and instructional skills to enhance and support the education of students with disabilities.

Sources of Evidence:

The extremely detailed institutional report 10.58.510 serves as a source of information on the practices present for the students in this area at UMW. Equally important is the detailed course syllabi with extensive documentation of course content.

Assessment Aligned to Standard:

A distinct program alignment with standards is evident throughout the course syllabi and detailed course descriptions for standards (a-j) and subsequent assessments. The learning outcomes in the special education endorsement program correlate to the standards clearly and succinctly with multiple opportunities to learn the content and skills. The attainment of knowledge and mastery of skills is evident through multiple assessment measures. Content and assessment are rich, but in examining the syllabi provided and the standard narratives it appears that there is heavy reliance on nationally based content. In reference to indicator "k", there is limited mention of Montana specific legal requirements and no mention of Achievement in Montana (AIM) in the provided syllabi and standards narrative.

Evaluation:

The evidence demonstrates the depth and breadth of the special education endorsement at the University of Montana Western as indicated by the syllabi and standards narrative provided.

Multiple measures and opportunities for assessment occur throughout program fieldwork and coursework which demonstrates considerable rigor. Students in this area of study demonstrate proficiency through projects, written and oral presentations, papers, fieldwork, and course and standardized (PRAXIS) assessments. Multiple measures are utilized to develop a comprehensive demonstration of successful outcomes. Assessment descriptions in the institutional report and syllabi does not include actual student performance data.

Commendations:

- The University of Montana Western should be commended for developing an extensive and detailed Institutional Report.
- The alignment to the standards includes an array of course assessments with significant rigor. These assessments include both qualitative and quantitative measures and opportunities for applied learning to demonstrate knowledge.
- The standards narrative is extensive and provides a clear description of the high quality of content and the care provided to students receiving this endorsement.

Improvements:

- None

Accreditation Recommendation

- Meets Standard



**University of Montana Western
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Narrative Report

Number and Name of Standard: 10.58.513 Health

Validating Statement:

Several resources were used to determine the suggested status of this educator preparation program, as it prepares successful student candidates for a degree in Health.

Sources of Evidence:

The resources used to evaluate this program include the institutional report, course descriptions, syllabi, and written notes.

Assessment Aligned to Standard:

Assessments for Chapter 58 standards were evident in the form of quizzes, presentations, performances, teaching/field experiences, mentor teacher observations, summative tests, and final projects. Through this vast array of assessment tools, candidates have several methods to demonstrate their learning, skills, and knowledge as it relates to the educator preparation standards and requirements.

Evaluation:

While there is substantial evidence students are provided with numerous opportunities for learning and development of essential skills and standards, it would be appropriate for the institution to provide data that communicates it meets standard 1(c), that states "needs assessments have been conducted to provide data to determine health education needs of learners and diverse populations". From review of evidence provided, it is determined that the remainder of the standards are met several times through a candidate's progress in this program.

Commendations:

- Clear and concise learning objects with narratives of how candidates are assessed provide strong communication to support the hypothesis that health education candidates are well-prepared to be successful professionals upon completion of this program.

Improvements:

- None

Accreditation Recommendation

- Meets Standard



**University of Montana Western
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Narrative Report

Number and Name of Standard: 10.58.517 Library Media K-12

Validating Stating Statement:

Supporting materials were reviewed, with accountability to the standards being demonstrated through the syllabi. There the incorporation of the PEPP (Professional Educators Preparation Program) is documented.

Source of Evidence

Sources of evidence include the Institutional Report, course syllabi and online through The University of Montana Western course catalog for Library Media K-12 minor/ certification.

Assessment Aligned to Standard:

Course descriptions are available through the course syllabi and in the course catalogs for the University of Montana Western. Coursework aligns with specific standards of the PEPP Library standards. There is evidence provided of multiple assessment tools being utilized to check for student proficiency, such as homework, quizzes, collaborative work, midterm exams, final exams, and project completions. These assessments align with the PEPP Library Media standards.

Evaluation: Evidence presented by the Library Media program shows the program aligns with and meets the required standards.

Commendations:

- The Library Media Program is well developed with a strong emphasis on building and maintaining Library collections.

Improvements:

- Teaching components of the program are limited within the program and depend on Education courses to close gaps. Coursework meets requirements, but with limited hands-on experience.

Accreditation Recommendation:

- Meets Standard



**University of Montana Western
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Narrative Report

Number and Name of Standard: 10.58.518 Mathematics

Validating Statement:

Supporting materials were reviewed, with accountability to this standard being demonstrated through various documents and online information. Incorporation of the Professional Educator Preparation Program (PEPP) Standards is well-documented through the course syllabi and University of Montana Western (UMW) Academic Catalog.

Sources of Evidence:

Institutional Report, course syllabi, online University of Montana Western Academic Catalog for Mathematics courses, and the Mathematics and Secondary Education Program Requirements

Assessment Aligned to Standard:

Course descriptions are available in the course syllabi and in the online academic catalog. Course content aligns with specific sub standards of the PEPP Mathematics Standard, and assessments are aligned with course content. Assessments include exams, quizzes, applied assignments, research papers, formal proofs, oral presentations, projects, and final exams. Candidates are also assessed on their unit/lesson plans, and through University Supervisor observations, mentor teacher observations/evaluations, and the Teacher Work Sample, along with the Praxis Subject assessment, Focus Group Data, and Exit Survey Data.

Evaluation:

The Institutional Report (IR) lists each course that aligns with specific sub standards of the PEPP Mathematics Standard. The syllabi, along with the online academic catalog, provide evidence for alignment with the specific sub standards. In some cases, additional evidence may be necessary in order to assure alignment (see discussion below).

The PEPP Standards are not specifically referenced in any of the course descriptions or course outcomes/goals either in the syllabi or the course catalog.

Through an examination of the syllabi, the following was noted:

Standards 10.58.518.1.a and c: The sub standards of 10.58.518.1.a-h deal with the process skills of learning mathematics. Whereas sub standards 10.58.518.1.j.i-vii deal specifically with content knowledge, in contrast, these standards deal primarily with those skills or mathematical practices in which candidates, and subsequently their students, should develop proficiency.

In its publication, *Principles and standards for school mathematics**, the National Council of Teachers of Mathematics (NCTM), describes 5 process standards of mathematics, which include ***Problem Solving, Reasoning & Proof, Communication, Connections and Representation***. The sub standards 10.58.518.1.a-h are based on these process standards as described by NCTM. The evidence provided in the Institutional Report indicates a strength within the UMW program in regard to several of these sub standards, including modeling and mathematical reasoning/proof; however, more evidence may be needed in order to support Standards 10.58.518.1.a and c. This evidence could be in the form of specific assignments, and/or specific aspects of the assessment tools that are listed as evidence:

Standard 10.58.518.1.c –This standard states that successful candidates should, “demonstrate an appreciation for mathematical rigor and inquiry.”

The course **EDU 497M Methods: 5-12 Mathematics**, indicates that students should “exhibit competence in expository and inquiry-based instruction.” Likewise, the course **EDU 495S Student Teaching: 5-12** indicates that candidates are expected to “use teaching through inquiry.” There is no reference to inquiry in the remainder of the courses listed as evidence for this standard (M171, M172, M343, M107, EDU352, EDU494)

*Source: NCTM (2000). *Principles and standards for school mathematics*. Reston, VA: NCTM.

Standards 10.58.518.1.i.i, iii, v–These sub standards deal with the pedagogical practices and the creation of mathematical learning environments, areas in which candidates should develop proficiency throughout their program at UMW. The expectation is that successful candidates should i) demonstrate how students learn mathematics and the pedagogical knowledge specific to mathematics teaching and learning by demonstrating:

(i) how learners develop mathematical proficiency through the interdependent processes of integrating conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition

(iii) an understanding of learning environments that promote mathematical learning, including individual and collaborative learning, positive social interaction about mathematics, active engagement in mathematics learning, and promote self-motivation among mathematical learners

(v) an understanding of a variety of instructional strategies that encourage learners to develop deep understanding of mathematics

In regards to these sub-standards, according to the syllabi, several of the EDU courses listed deal with these topics *in general terms*, but not specifically in regards to mathematics: (EDU201, EDU222, EDU382, EDU 352; EDU444)

The syllabus for **EDU 497M Methods: 5-12 Mathematics** indicates that students “should be familiar with current trends in the methods and materials used for effective teaching of mathematics. The student should exhibit competence in developing unit and lesson plans, expository and inquiry-based instruction, forms of professional development, theories of instruction, the appropriate use of technologies in instruction, and skills in effective communication with students and peers on mathematical and professional educator topics.” No specific reference to the terminology in **Standard 10.58.518.1.i.i** was evident in the syllabus for this course (i.e., “how learners develop mathematical proficiency through the interdependent processes of integrating conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition”)

More evidence is necessary to show that candidates have the opportunity to develop competency in the pedagogical practices outlined in these sub-standards and described in this NCTM publication. This evidence might be in the form of specific assignments or discussion topics, or specific aspects of the assessments that are included as evidence in the Institutional Report.

Commendations:

- Required courses in the Mathematics and Secondary Education Program include a wide range of course requirements, with broad mathematical content providing a solid foundation of knowledge and skills for secondary mathematics educators.
- Courses are taught by mathematics educators with a wide range of research interests.
- Course descriptions indicate the courses are taught in a manner consistent with the University of Montana Western’s mission which states that, “the University of Montana Western differentiates itself and achieves academic excellence by sustaining a culture of concentrated experiential education.”
- Through UMW’s Experience One, students are involved in project-based learning, mathematical research, and collaboration with their peers.
- Block math courses provide opportunities for students to immerse themselves in course content and apply their mathematical skills in a variety of authentic contexts.
- Students participate in field experiences in schools throughout their program. During their Student Teaching experience, the Teacher Work Sample assignment provides the opportunity for candidates to participate in authentic action research, based on a data-driven teaching/learning cycle. This experience gives candidates the opportunity to learn how to incorporate high-leverage instructional practices within their instruction in a manner that is responsive to their learners’ specific needs.

Improvements:

- Providing more explicit documentation of how the NCTM process standards are included in mathematics courses (referenced in syllabi) would assist the candidates in understanding the importance of developing effective teaching practices.

Accreditation Recommendation

- Meets Standard



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Narrative Report

Number and Name of Standard: 10.58.519 Music K-12

Validating Statement:

Supporting materials provided by the PEPP were reviewed, evidence was presented in the syllabi for Music K-12.

Sources of Evidence:

The Institutional Report, course syllabi and course descriptions were reviewed for this report.

Assessment Aligned to Standard:

Course descriptions are available in the course syllabi and course catalog and are aligned with PEPP standards.

Evaluation:

The preliminary report shows evidence of alignment that met each of the standards.

Commendations:

- The program intensely focuses on developing students to be well-rounded in music education and developing their skills as musicians.

Improvements:

- None

Accreditation Recommendation

- Meets Standard



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Narrative Report

Number and Name of Standard: 10.58.520 Physical Education

Validating Statement:

Several resources were used to determine the status of this educator preparation program, as it strives to prepare successful student candidates to earn a degree in Physical Education

Sources of Evidence:

The resources used to evaluate this program include an institutional report, course descriptions, syllabi, and written notes.

Assessment Aligned to Standard:

Assessments for Chapter 58 standards were evident in the form of quizzes, presentations, teaching/field experiences, mentor teacher observations, summative tests, and final projects. Through this vast array of assessment tools and methods, candidates have several means to demonstrate their learning, skills, and knowledge as it relates to the educator preparation standards and requirements.

Evaluation:

Course syllabi and narrative notes blend well to communicate the deep level of learning that takes place in this program of study. It appears candidates have several opportunities to strengthen their knowledge of course content through differentiated resources and collaborative work. The frequent field experiences lead to candidates' exposure and experience of implementation and self-analysis of learning.

Commendations:

- Through the spiraling of courses as well as detailed learner objectives, the institutional report reveals this program thoroughly prepares candidates to be successful professionals in the field of teaching physical education.

- Classroom-based, lab-based, and field-based opportunities combine to provide rigor in this area of study, with various forms of assessment and practical demonstration of skills and abilities developed by the learner.

Improvements:

- It is challenging to see the connection between the courses offered and the learning required to meet standard 1(h) as it refers to using “skills to create efficient, active, and equitable learning experiences in physical education and development that are responsive to students' strengths, interests, challenges, individual prior experiences, and diverse cultural heritages including the distinct cultural differences of American Indians and tribes in Montana”. Further evidence of this standard, specifically as it relates to connecting cultural differences and physical education, is suggested.

Accreditation Recommendation

- Meets Standard



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Narrative Report

Number and Name of Standard: 10.58.521 Reading Specialist K-12

Validating Statement:

Evidence was presented in the Institutional Report (IR) and the syllabi for the Reading Specialist K-12 minor.

Sources of Evidence:

Course Syllabi, the IR, and course catalog and descriptions were reviewed.

Assessment Aligned to Standard:

Course content was found to align with the sub standards of the PEPP standards. A variety of standards-aligned assessments are included in the coursework to measure student learning including reading logs, projects, presentations, lesson plans, case studies and test/quizzes.

Evaluation:

Based on the evidence provided, alignment was found to the standard, though a closer adherence to evidence-based instructional practices would provide tighter alignment and a stronger foundational reading program.

Commendations:

- The courses extensively cover children's literature and clearly strive to teach candidates how to help students develop a love of reading through their book selections.
- There is significant diversity included in the courses through various assignments, experiences and reading content.

Improvements:

- While overall it was observed that the standard is met based on the evidence provided, it is noted that the standard does call for "evidence-based foundations." Several assessments, such as miscue analysis, covered in the courses along with the theory of reading they are based on are

not considered evidence based. This course content could be significantly strengthened through a shift toward a brain-based approach to reading instruction using the Science of Reading and frameworks such as the Simple View of Reading, Scarborough's Rope, the Four-part processor and Ehri's phases of development to anchor the concepts and guide students through the courses.

Accreditation Recommendation

- Meets Standard with Notation



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Narrative Report

Number and Name of Standard: 10.58.522 Science

Validating Statement:

Supporting documentation made available through the University of Montana Western Institutional Report (IR), including Syllabi for courses and the Academic Catalog, provided efficient documentation to reflect that the Professional Educator Preparation Program Standards (PEPP) within the Administrative Rules of Montana were met for degrees/certificates in 5-12: Biology, Science Broadfield, and Earth Science

Sources of Evidence:

Institutional Report, course Syllabi, UM Western Online Course Catalog.

Assessment Aligned to Standard:

Course descriptions are available in the course syllabi and in the online academic catalog. Course content aligns with specific sub standards of the PEPP Science Standard, and assessments are aligned with course content. Assessments include fieldwork experiences, group work, exams, quizzes, applied assignments, research papers, oral presentations, projects, and final exams. Candidates are also assessed on their unit/lesson plans, and through University Supervisor observations, mentor teacher observations/evaluations, and the Teacher Work Sample, along with the Praxis Subject assessment, Focus Group Data, and Exit Survey Data.

Evaluation:

The Institutional Report (IR) provides each course Syllabi that contributes to the fulfillment of specific sub standards of the PEPP, 10.58.522 Science in the Administrative Rules of Montana.

Commendations:

- Several BIOB courses and Earth Science courses put the students in the field which is an excellent example of how the instruction should be put in place for High School Students. The block scheduling appears to be an excellent addition that immerses students in the content and the practices of science.

- Special congratulations on the Syllabus for BIOE 370 General Ecology which had clear Course Objectives and Student Outcomes, that included field work and having the students “act as a scientist!”

Improvements:

- There were a couple of Syllabi that didn't list student outcomes or course objectives, so it was difficult to determine the direction of the learning and if that course met the sub-standards of 10.58.522 Science.

Accreditation Recommendation

- Meets Standard



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Narrative Report

Number and Name of Standard 10.58.523 Social Studies

Validating Statement:

Supporting documents provided were reviewed in detail in accordance with the PEPP social studies standard and outlined in course syllabi.

Sources of Evidence:

The Institutional Report (IR), Course syllabi, UW Western on-line catalog and program web pages were all reviewed.

Assessment Aligned to Standard:

Course descriptions are found on all EDU prefix course syllabi. This is not the case for most of the content course syllabi. In some cases, course content is aligned with specific sub standards of the 10.58.523 Social Science standards. Assessments include quizzes, exams, oral presentations, oral debates, assignments, class participation, portfolios, reflections, and research projects. All assessments are outlined in the syllabi.

Evaluation:

The Institutional Report (IR) lists each course that addresses the standards of PEPP Social Studies 10.58.523. The syllabi in content courses provide limited alignment with the standard. The PEPP standards are not referenced in any of the course descriptions or syllabi in either EDU or content prefixes. PEPP standards are also not referenced in any reviewed course assessments in the syllabi.

Commendations:

- An extensive number of content courses are available to meet the Social Studies PEPP standard.
- The "Our Promise" graphic in each EDU syllabus is functional and highlights the course's importance.

- The designation of formative and summative course focus provides guidance for evaluation.

Improvements:

- A detailed crosswalk between standards and course content would be very helpful for the candidates and for the advisers.
- It is unclear how the program ensures how standards are met when the course selection options are significantly varied. Outlining 10.58.523 standards being met in each content syllabus would be an improvement.
- The syllabi of the content-specific courses require consistency and alignment with PEPP standards.

Accreditation Recommendation

- Meets Standard with Notation



**University of Montana Western
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Narrative Report

Number and Name of Standard: 10.58.528 Computer Science

Validating Statement:

Evidence was provided through the Institutional Report and supporting documents in the syllabi for Computer Science Minor (30-31 credit hours) combined with the Elementary Education, BS major, or with any secondary Education or K 12 Education major.

Sources of Evidence:

Course syllabi were reviewed in the preliminary report. Course catalog reviewed online through the University of Montana Western course catalog. Further evidence is supported through the institutional reports.

Assessment Aligned to Standard:

Course Descriptions are available through the course syllabi and course catalog. Assessments have variety and align with the PEPP standards for Computer Science. Assessments include quizzes, professional experiences, projects, field experiences, discussions, and exams. Assessment meets standards by using multiple methods to assess student knowledge and proficiency.

Evaluation

The Institutional Report lists the courses that align with specific standards and sub standards of 10.58.528 Computer Science. COMS 335 lists learning outcomes in syllabi and can be understood to follow PEPP Standards. Standards are not listed on syllabi but can be compared. BMIS 397 does not reference PEPP standards but utilizes the Danielson Framework, the INTASC Standards, and the UMW Department of Educational Conceptual Framework. Alignment can be seen through the IR where evidence is listed in more detail with supporting evidence.

Commendations:

- Provided syllabi and available course descriptions are detailed and well organized.
- The program uses multiple methods of assessment to establish overall student competency in subject matters.
- Standards are met in multiple classes.

Improvements:

- None

Accreditation Recommendation

- Meets Standard



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Narrative Report

Number and Name of Standard: 10.58.531 Early Childhood Education

Validating Statement:

Supporting materials were reviewed. Multiple documents and online sources demonstrated accountability to the standard.

Sources of Evidence:

The Institutional Report, course syllabi and course descriptions were reviewed. Also noted were goals, objectives, field experiences, and assignments/projects.

Assessment Aligned to Standard

Syllabi provide descriptions of courses in the program. Course content aligns to specific sections of the Professional Educator Preparation Program (PEPP) standards. Assessments align with the standard and include performance, written, video, and reflection tasks.

Evaluation

The Institutional Report (IR) outlines each course that assists in meeting that portion of the standard. Most course syllabi listed specific standards addressed, and many included student goals/objectives around those standards. The IR also listed other components of the Teacher Education Program (TEP) - student projects and work samples - that showed more evidence of standard.

Small portions of a subsection of a standard were at times difficult to verify. Through inference, it appeared that the courses listed should have covered the subsection. However, it was difficult to find specific evidence at times.

In certain cases, a course not listed for a subsection of the standard actually provided more information and more clearly addressed the situation than the courses listed.

Commendations:

- The program provides teacher candidates with ample facetime with students throughout the program, helping to put theory into practice.
- A heavy focus is placed on the importance of social/emotional competencies and their impact on learning.

Improvements:

- None

Accreditation Recommendation

- Meets Standard



**University of Montana Western
Educator Preparation Provider Accreditation Review
October 23-25, 2022**

Narrative Report

Number and Name of Standard: 10.58.532 Elementary

Validating Statement:

The University of Montana Western (UMW) offers a BS in Elementary Education that leads to endorsement in Elementary (K-8). This preliminary review consisted of an examination of the courses listed on the Institutional Report, a review of the program of study as itemized in the UMW online catalog, and a review of syllabi associated with the content standard.

Sources of Evidence:

10.558.532, Elementary Institutional Report, UMW Online Academic Catalog, and course syllabi.

Assessment Aligned to Standard:

The Institutional Report often provides specific assessment evidence for the content knowledge component in the evidence column of the IR. This reviewer found that the content provided in the syllabi was often keyed directly to the content knowledge addressed in the IR.

Evaluation:

a. Evidence Consistent with meeting the standard

A review of the IR and the attached syllabi find that content standards appear to be addressed and met by the documented coursework as addressed in the course syllabi.

b. Evidence Inconsistent with meeting the standard

In Standard 1d, the science methods course (EDU 397S - Methods: K -8 Science & Mathematics Inquiry for All Learners) is not in the course list in the IR, although it is included in the course requirements in the academic catalog.

Commendation:

- None

Improvement:

- None

Accreditation Recommendation:

- Meets standard

ITEM 16

REFLECTION AND REVIEW OF TITLE 10,
CHAPTER 57 – EDUCATOR LICENSURE
STANDARDS

Crystal Andrews

Superintendent Elliott Crump, Shelby

Superintendent Thom Peck, Lewistown

Superintendent Tobin Novasio, Hardin

(formerly Lockwood)

John Melick, Director of Field Placement

and Licensure, MSU

Jennifer Burns, Licensure Specialist, MSU

ITEM 17

DISCUSSION ON POTENTIAL REVISIONS
TO TITLE 10, CHAPTER 57 EDUCATOR
LICENSURE STANDARDS

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: July 12-14, 2023

Presentation	Presentation for Educator Licensure Rule Revision Timeline for ARM Title 10, Chapter 57.
Presenter(s)	Crystal Andrews, Accreditation and Licensure Director Julie Murgel, Chief Program Officer
Position Title	Office of Public Instruction
Overview	<p>This agenda item is presented for the BPE to consider recommendations for revision of the rules as aligned with 10.57.101(2).</p> <p>In 2022, the Board of Public Education conducted a comprehensive review of the entire Chapter 57 of Administrative Rule, Educator Licensure, which convenes every 5 years as required by ARM 10.57.101. The new rules were effective as of May 28, 2022. In administering the new rules over the last year, the OPI Educator Licensure Unit has identified recommended minor revisions. Additionally, new legislation from the 2023 session, specifically SB 373 (alternative teaching credential) and HB 458 (career coaches), require a review of definitions and Class 4: CTE licenses.</p> <p>Attached is a proposed timeline for the recommendations for the revision of the rules.</p>
Requested Decision(s)	Action Information Item
Related Issue(s)	
Recommendation(s)	Approve the recommended revision timeline for ARM 10.57. None.



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+**



ARM Chapter 57 Educator Licensure Outline of Recommended Changes

Per ARM 10.57.101(2) The board regularly shall consider recommendations for revision of the policies at any time it deems necessary. Notwithstanding any changes made in any five-year period, every five years the board shall have made a comprehensive review of licensure policies to ensure that such policies are meeting the needs of the state. The last comprehensive review was completed and the rules adopted on May 28, 2022.

Very few significant, conceptual changes are under consideration. The following items are the most significant:

Rule	Discussion of Revision
10.57.102 Definitions	Revise definition 17 for “unrestricted license” to remove “renewable license” so that lifetime license are not considered restricted licenses.
10.57.412 10.57.425	Provide a pathway for out-of-state candidates to get licensed in Montana who have a Middle school endorsement with a content area to be endorsed as K-8 or 5-12 (content specific).
10.57.414 10.57.415	Duplicate the language of 10.57.414(c) and 10.57.415(c) to ensure commonality of the same requirements in rules for professional development.
10.57.424(4)	Consider the process for an extension of the Class 5 Provisional License based on extreme hardship similar to ARM 10.55.607(5).
10.57.432	Allow Class 5 provisional license for school counselors for three years, non-renewable for the entire program of learning and completion by removing the requirement to be within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.
10.57.437	Update the removal of CSPAC.
10.57.420 10.57.421	Emphasize a pathway for licensure of career coaches that aligns with HB 458 signed into law 5.22.2023.
10.57.102 10.57.410	Implement new legislation for the “alternative teaching credential” that is now in effect.

ITEM 18

**DISCUSSION ON EDUCATOR
PREPARATION PROGRAM
ACCREDITATION**

Dr. Julie Murgel

**Dr. Dan Lee, Dean of Phyllis J. Washington
College of Education, UM**

**Kristi Steinberg, Director of Accreditation,
UM**

**Dr. Laura Straus, Professor and
Accreditation Lead, UM Western**

❖ **ACCREDITATION COMMITTEE – (Items 19-21)**

ITEM 19

**ACTION ON ACCREDITATION
CORRECTIVE ACTION PLANS**

Ellery Bresler

Montana Board of Public Education Executive Summary

Date: May 11-12 2023

Presentation	2022-2023 Corrective Plans
Presenter	Ellery Bresler
Position Title	Accreditation Specialist
Overview	This presentation provides the Board of Public Education a view of what schools will have a Corrective Plan for 2022-2023.
Requested Decision(s)	Action Item
Related Issue(s)	None
Recommendation(s)	None



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

County	System	School	Accred Status	Deviation	Corrective Plan for Deviation	Deviation #2	Corrective Plan for Deviation #2	Deviation #3	Corrective Plan for Deviation #3	Deviation #4	Corrective Plan for Deviation #4	Deviation #5	Corrective Plan for Deviation #5	Deviation #6	Corrective Plan for Deviation #6	
Big Horn	Hardin Public Schools 0216	Fort Smith School 1315	DEFICIENCY	10.55.704(2) - Curriculum Coordinator: Nonlicensed	Mr. Mayhue just completed his class and will be certified once grades are posted and he submits paperwork to OPI											
Big Horn	Hardin Public Schools 0216	Hardin Intermediate 0032	DEFICIENCY	10.55.704(2) - Curriculum Coordinator: Nonlicensed	Mr. Mayhue is in the process of completing his final class in MT School Law.											
Big Horn	Hardin Public Schools 0216	Hardin Middle School 0036	DEFICIENCY	10.55.704(2) - Curriculum Coordinator: Nonlicensed	For Mr. Mayhue to complete his classes to be fully licensed in the state of Montana.	10.55.707(1) - Nonlicensed Teacher	Lisa Vandersloot is in a Teacher Education Program through MT Western but will not complete the program until 2024. This position has been and will continue to be advertised to find a licensed teacher with at least an Elementary Education certification.	10.55.707(1) - Nonlicensed Teacher	John Dust has enrolled in the teacher residency program to complete his degree. His position has been filled with a licensed teacher.	10.55.708 - Teaching Assignment: Misassigned Teacher	This was an oversight on my part (Bethany Fuchs-Principal). Mrs. Egbert was a facilitator, but not the main teacher.	10.55.708 - Teaching Assignment: Misassigned Teacher	For our middle school alternative classes, these will be assigned to teachers with the proper endorsements.			
Big Horn	Hardin Public Schools 0216	Hardin Primary 0031	DEFICIENCY	10.55.704(2) - Curriculum Coordinator: Nonlicensed	District curriculum coordinator will have a Class 3 license the start of the 2023-24 school year.	10.55.707(1) - Nonlicensed Teacher	This individual will either 1) not be assigned a teaching position or 2) will have the proper licensure to start the 2023-24 school year.	10.55.707(4) - School Counselor Licensure: Not Endorsed	This individual is currently taking classes to finish the coursework necessary to get the proper school counseling endorsement to start the 2023-24 school year.							
Big Horn	Northern Cheyenne Tribal Schools 9001	Northern Cheyenne Tribal 7-8 9946	ADVICE	10.55.707(1) - Nonlicensed Teacher	Will ensure that teachers follow through with their paper work.	10.55.707(1) - Nonlicensed Teacher	Will ensure teacher follows through with paper work for 7-8 and HS.									
Big Horn	Northern Cheyenne Tribal Schools 9001	Northern Cheyenne Tribal Elementary 9369	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	We have been actively searching and have secured a Kindergarten Teacher for School year 23-24.	10.55.708 - Teaching Assignment: Misassigned Teacher	We have paid for educators classes to ensure accreditation. He claims the paperwork is on the university desk, waiting for signature. However, we will advertise this position in hopes to correct the situation. We are hopeful in securing this position, whether former teacher completes paperwork or we advertise.									
Big Horn	Northern Cheyenne Tribal Schools 9001	Northern Cheyenne Tribal High School 9370	ADVICE	10.55.707(1) - Nonlicensed Teacher	Will ensure teacher follows through with paper work.											
Big Horn	Pryor Public Schools 0214	Pryor 7-8 1668	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is now licensed for the 2023-2024 school year.	10.55.707(4) - School Counselor Licensure: Nonlicensed	We have a certified school counselor hired for 2023-2024 school year to replace our non-credentialed counselor.	10.55.716 - Long-term substitute is nonlicensed	We hired a licensed teacher to teach Social Studies and replace the long term substitute.	10.55.902 - Basic Education Program: Middle Grades	Exploring an remote learning model for .5 units of music.					
Big Horn	Wyola Elementary 0219	Wyola 7-8 1583	DEFICIENCY	10.55.708 - Teaching Assignment: Misassigned Teacher	Hire endorsed teacher and properly assign.	10.55.710 - School Counselor FTE: No FTE	Counseling Services at a minimum of .25 FTE will be contracted through an O.P.I. approved educational consortium. For example, we are negotiating with (1) MT. Small School Alliance and (2) Prairie Curriculum Consortium.	10.55.902 - Basic Education Program: Middle Grades	District will employ a teacher who will instruct at 4,050 minutes of career education for academic year 2023-2024.	10.55.704(2) - Curriculum Coordinator FTE: No FTE	District will employ a FTE Curriculum Coordinator for year 2023-2024.	10.55.707(1) - Nonlicensed Teacher	The district will employ a licensed teacher for physical education for academic year 2023-2024.n	10.55.707 - Library Media Specialist: Not Endorsed	District will negotiate for a .025 librarian with either (1) Montana Small School Alliance or (2) Prairie Curriculum Consortium.	
Big Horn	Wyola Elementary 0219	Wyola 7-8 1583	DEFICIENCY	10.55.708 - Teaching Assignment: Misassigned Teacher	Hire endorsed teacher and properly assign.	10.55.710 - School Counselor FTE: No FTE	Counseling Services at a minimum of .25 FTE will be contracted through an O.P.I. approved educational consortium. For example, we are negotiating with (1) MT. Small School Alliance and (2) Prairie Curriculum Consortium.	10.55.902 - Basic Education Program: Middle Grades	District will employ a teacher who will instruct at 4,050 minutes of career education for academic year 2023-2024.	10.55.704(2) - Curriculum Coordinator FTE: No FTE	District will employ a FTE Curriculum Coordinator for year 2023-2024.	10.55.707(1) - Nonlicensed Teacher	The district will employ a licensed teacher for physical education for academic year 2023-2024.n	10.55.707 - Library Media Specialist: Not Endorsed	District will negotiate for a .025 librarian with either (1) Montana Small School Alliance or (2) Prairie Curriculum Consortium.	
Blaine	Chinook Public Schools 0221	Chinook 7-8 1798	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	Our librarian, who has a masters degree in library science, needed to complete her student teaching in order to get her endorsement from OPI. She is finishing her student teaching this Spring.											

County	System	School	Accred Status	Deviation	Corrective Plan for Deviation	Deviation #2	Corrective Plan for Deviation #2	Deviation #3	Corrective Plan for Deviation #3	Deviation #4	Corrective Plan for Deviation #4	Deviation #5	Corrective Plan for Deviation #5	Deviation #6	Corrective Plan for Deviation #6
Blaine	Chinook Public Schools 0221	Chinook High School 0047	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	Our Librarian is completing her student teaching this Spring, which we understand from OPI is the final requirement for her to get her endorsement.										
Blaine	Chinook Public Schools 0221	Meadowlark School 0046	DEFICIENCY	10.55.707 - Library Media Specialist: Not Endorsed	Our librarian, who has a masters degree in library science, needed to complete her student teaching in order to get her endorsement from OPI. She is finishing her student teaching this Spring.	10.55.716 - Long-term substitute is nonlicensed	Oue elementary pe teacher quit the day before school started. We placed a sub in there until we found a certified teacher to put in the room. We had a licensed teacher prepare lessons the first semester but moved a certified teacher into PE at Christmas time. This matter has been corrected.								
Blaine	Harlem Public Schools 0222	Harlem 7-8 1643	DEFICIENCY	10.55.709 - Library Media Specialist FTE: No FTE	Hired a Library Media Specialist for the 23-24 School Year.										
Blaine	Harlem Public Schools 0222	Harlem Elementary School 0048	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The teacher in question is in the process of renewing his license. In addition we continue to advertise for Special Education teachers. One current staff member is applying for the OPI Special Education Endorsement Project and a current paraprofessional has been accepted by University of Montana-Western as part of the Student Teaching Residency Program to complete a Special Education Teaching program.										
Blaine	Harlem Public Schools 0222	Harlem High School 0049	DEFICIENCY	10.55.709 - Library Media Specialist FTE: No FTE	A library Specialist has been hired for the 23-24 school year.										
Blaine	Turner Public Schools 0234	Turner 7-8 1670	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Continually advertising for K-12 PE position across multiple platforms (OPI Website, Indeed, I am a rural teacher website). Attended a total of three teaching fairs since December 2022 (MSU-Bozeman X 2, Minot State X 1)										
Blaine	Turner Public Schools 0234	Turner High School 0070	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Continually advertising for K-12 PE position across multiple platforms (OPI Website, Indeed, I am a rural teacher website). Attended a total of three teaching fairs since December 2022 (MSU-Bozeman X 2, Minot State X 1)										
Blaine	Turner Public Schools 0234	Turner School 0069	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Continually advertising for K-12 PE position across multiple platforms (OPI Website, Indeed, I am a rural teacher website). Attended a total of three teaching fairs since December 2022 (MSU-Bozeman X 2, Minot State X 1)										

County	System	School	Accred Status	Deviation	Corrective Plan for Deviation	Deviation #2	Corrective Plan for Deviation #2	Deviation #3	Corrective Plan for Deviation #3	Deviation #4	Corrective Plan for Deviation #4	Deviation #5	Corrective Plan for Deviation #5	Deviation #6	Corrective Plan for Deviation #6
Broadwater	Townsend K-12 Schools 0055	Townsend 7-8 1671	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	We have had the MS/HS band position posted all year and hope to get a licensed teacher or have one of our current teachers seek the licensure endorsement and she has been working with the team at OPI. The HS teacher Tyler Patrick graduated and should be licensed he has had challenges with Teach MT and his transcript upload, this should now be corrected unless he is still working with OPI to get this fixed. We will ensure we are not over on MS PE class sizes next year and may shift schedules to make this achievable.										
Broadwater	Townsend K-12 Schools 1051	Cecelia Hazelton School 0076	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Have a hired a licensed band/music teacher for the 2023/2024 school year										
Carbon	Bozeman Public Schools 0501	Sacajawea Middle School 1822	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher will have appropriate license	10.55.707(1) - Nonlicensed Teacher	Teacher will have appropriate license	10.55.713 - Class Size: Middle Grades	We will limit class size to accreditation standards.						
Carbon	Bridger K-12 Schools 0245	Bridger Elementary School 0085	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	The teacher has a minor in Early Childhood Education and will continue taking credits to become fully certified.										
Carbon	Bridger K-12 Schools 0245	Bridger High School 0086	DEFICIENCY	10.55.708 - Teaching Assignment: Misassigned Teacher	Crystal Hoffmann, Special Education Teacher has resigned and will not longer be working for the Bridger School District.	10.55.707(1) - Nonlicensed Activities/Athletic Director	The Bridger School District has been unable to hire an Activities Director that is certified.								
Carbon	Roberts K-12 Schools 0253	Roberts High School 0096	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Tera Baver who is the misassigned teacher in 4 of the 5 courses, has applied to receive an English Endorsement. She has passed the praxis and the application should be approved by Mid June. So the corrective action is for her to obtain the correct licensure which is well underway. Misty Pitts is our school library and media specialist, and is also certified as a K-8 teacher. The corrective action for school year 23-24 will be to have a high school English teacher co-teach the course.										
Carbon	Roberts K-12 Schools 0253	Roberts School 0095	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Tera Baver has applied for English licensure after passing the praxis and will be properly licensed in school year 23-24										
Carter	Ekalaka Public Schools 1052	Carter County High School 0133	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Counselor is currently taking classes to become endorsed. The counselor will be on a provisional license during the 2023-2024 school year.										
Carter	Ekalaka Public Schools 1052	Ekalaka 7-8 1676	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Counselor is taking classes to be endorsed. The counselor will be on a provisional license during the 2023-2024 school year.										

County	System	School	Accred Status	Deviation	Corrective Plan for Deviation	Deviation #2	Corrective Plan for Deviation #2	Deviation #3	Corrective Plan for Deviation #3	Deviation #4	Corrective Plan for Deviation #4	Deviation #5	Corrective Plan for Deviation #5	Deviation #6	Corrective Plan for Deviation #6
Carter	Hawks Home Elementary 0259	Hawks Home School 0131	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	An Emergency Authorization was not obtained for Mrs. Katie Owen, who is a certified educator in Missouri and is currently completing her Montana endorsement. Apparently, there was confusion between this office, the board and the teacher as to what needed to be completed. Mrs. Owen has been instructed more thoroughly with OPI staff and to the steps to be taken.										
Cascade	Centerville Public Schools 0282	Centerville 6-8 1677	ADVICE	10.55.707(1) - Nonlicensed Teacher	Jamie Burton SEID#:80119 failed to renew her license in a timely manner. She has since completed the requirements and has filed her license with the Cascade County Superintendents office. We believe this plan of action will correct this deviation.										
Cascade	Great Falls Central Catholic High School 9487	Great Falls Central Catholic High School 9976	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Great Falls Central is currently advertising for a MT licensed, accredited art teacher, with the plan to hire that individual if they are qualified. If unable to hire a currently licensed art teacher, the school will seek an emergency authorization of employment for an art teacher who previously obtained an emergency authorization or from a licensed teacher in another content area who has extensive art experience and has completed several courses and professional development in the art field.										
Cascade	Great Falls Public Schools 0278	C M Russell High School 1464	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	We hired a non-licensed teacher to replace a teacher who left mid year. She earned her license shortly after the deadline. We will make sure we only hire licensed teachers who obtain their appropriate certification by the OPI deadline.										
Cascade	Great Falls Public Schools 0278	Giant Springs Elementary 1855	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Veteran teacher Wesli Davis had forgotten to renew her license, it is now renewed and registered with our district, the county superintendent, and the OPI.										
Cascade	Great Falls Public Schools 0278	Longfellow School 0470	ADVICE	Student Performance - English Language Arts	80% of 3-6 grade students will increase their SBAC scores by 2 percentage points.										
Cascade	Great Falls Public Schools 0278	Whittier School 0154	ADVICE	Student Performance - English Language Arts	As and Montana Comprehensive Literacy Project our focus continues to on Reading and Written expression. We will continue to focus on core reading instruction. Beginnings with the current school year our district has purchased a new reading curriculum. This curriculum allows us to more aggressively teach to the standards of ELA. The focus on phonics, phonemic awareness and basic literacy, allows us to better target skills needed to become a solid reader and writer. Our goal will continue to improve Reading instruction by 2.5% points per yearly gain.										

County	System	School	Accred Status	Deviation	Corrective Plan for Deviation	Deviation #2	Corrective Plan for Deviation #2	Deviation #3	Corrective Plan for Deviation #3	Deviation #4	Corrective Plan for Deviation #4	Deviation #5	Corrective Plan for Deviation #5	Deviation #6	Corrective Plan for Deviation #6
Cascade	Montana School for the Deaf and Blind 9089	MT School for the Deaf & Blind Elementary 9368	DEFICIENCY	Student Performance - English Language Arts	MSDB will continue to implement sound instructional and assessment practices in ELA for our students. We will continue to implement Wonders into our elementary classrooms as a Tier I program. We finally have two complete sets of braille books for our blind students that will help make Wonders more accessible to them. We will continue to work with the American Institute of Research on developing an MTSS system at MSDB that aligns to the populations we serve. We will expand on our literacy interventions next year. We will continue with Bedrock Literacy for our students that are deaf and need to learn how to switch between ASL and English. We will implement Fairview Reading to continue building skills with our deaf / hard of hearing students. We will begin to provide professional development on SIPPS and Heggerty programs to develop phonemic awareness with our students that are visually impaired and hard of hearing. We will continue to assess our ELA students with Measures of Academic Performance 3 times a year to benchmark our students. We will continue to use	Student Performance - Mathematics	MSDB will begin working on developing a math program as the focus has been on literacy the past three years. With our staff being small, the same staff are responsible for both. We will be developing our base program next year and implementing progress monitoring. The progress monitoring will be done with EasyCBM until we can find an assessment that works with our assistive technology devices. We will continue to use MAP for benchmark testing three times a year. To build staff capacity, we will continue implementing PLC+ to better use the data collected.								
Cascade	Ulm Elementary 0305	Ulm Junior High 1680	DEFICIENCY	10.55.707 - Library Media Specialist: Not Endorsed	We thought Samaria was going to be able to apply for a provisional license. However she will finish the endorsement July 2024. She has a class that will not be offered until the spring of 2024 because there was not enough students to offer the class until then. When the class is completed she can do her practicum. So we will be on a corrective plan next year as well.	10.55.708 - Teaching Assignment: Misassigned Teacher	Catherine Workman is now properly endorsed.	10.55.708 - Teaching Assignment: Misassigned Teacher	Catherine Workman is now properly endorsed.	10.55.710 - School Counselor FTE: No FTE	We lost our Small Rural School, We are over by ten students and have not been able to find a counselor. I have been advertising and trying to partner with Vaughn School district. We will keep trying.				
Cascade	Ulm Elementary 0305	Ulm School 0188	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Riley McCullough is no longer teaching at the Fairhaven School	10.55.707 - Library Media Specialist: Not Endorsed	We thought Samaria Kirby was receiving a provisional endorsement. However she will finish her endorsement July 2024. Her last class will be finished in the spring of 2024, The college is waiting until they have enough students.	10.55.710 - School Counselor FTE: No FTE	We lost our Small Rural School status by 10 students. We are working hard to find a counselor and working with Vaughn School to partner finding one.. NO LUCK!! We will keep trying.						
Cascade	Vaughn Elementary 0301	Vaughn 7-8 1679	DEFICIENCY	10.55.710 - School Counselor FTE: No FTE	We currently are speaking with applicants to fill our counselor position. We also have a current teacher on our staff who is taking classes to become a counselor. We will have this position filled for the 2023-2024 school year.										
Cascade	Vaughn Elementary 0301	Vaughn School 0183	DEFICIENCY	10.55.710 - School Counselor FTE: No FTE	We are seeking applicants to fill our counselor position. We also have a current teacher who is taking classes to have her counselor endorsement. We will have a counselor for the 2023-2024 school year.	10.55.707(1) - Nonlicensed Teacher	The teacher let his license lapse on June 30, 2022. He had been nonrenewed for the next school year and his position will be filled with a teacher who is licensed.								

County	System	School	Accred Status	Deviation	Corrective Plan for Deviation	Deviation #2	Corrective Plan for Deviation #2	Deviation #3	Corrective Plan for Deviation #3	Deviation #4	Corrective Plan for Deviation #4	Deviation #5	Corrective Plan for Deviation #5	Deviation #6	Corrective Plan for Deviation #6
Chouteau	Big Sandy Public Schools 0310	Big Sandy 7-8 1607	DEFICIENCY	10.55.707(1) - Nonlicensed Activities/Athletic Director	Teacher is pursuing renewal units for recertification. The teacher in question has more than 25 years of credible experience, is retired, and came back as we had no one else. Even without her credentials, she has made a dramatic difference in improving the writing proficiency of our students. That being said we will pursue an emergency authorization and waive the quality educator payment.	10.55.716 - Long-term substitute is nonlicensed	Teacher has a degree in education from UMW but was unable to pass the Praxis. Again, this was our best option and if need be in the future, we will forego the quality educator payment and I will ask for emergency authorization. That being said the teacher has resigned and we are attempting to recruit and hire a certified educator.								
Chouteau	Big Sandy Public Schools 0310	Big Sandy High School 0195	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is working on renewal units for recertification. She has 25 years of experience and we went without a competent English teacher and even with this deviation, she is a phenomenal teacher who has made tremendous strides in bringing our students writing skills up. If by chance we are in this situation next year, I will be submitting paperwork to OPI for emergency certification, quality educator payment or not, it is what is best for our students education.	10.55.716 - Long-term substitute is nonlicensed	We are working in advertising the position and hope to fill it with a credentialed teacher for 23-24. We simply had no better alternative this past year. If it comes to working with OPI for an emergency authorization, that will be done, regardless, even if we don't receive a quality educator payment.								
Chouteau	Big Sandy Public Schools 0310	F E Miley School 0197	DEFICIENCY	10.55.716 - Long-term substitute is nonlicensed	We have advertised and will continue to advertise for a certified educator. If we are not able to procure one, I will write for an emergency authorization regardless of losing the quality educator payment.										
Chouteau	Fort Benton Public Schools 0307	Fort Benton 7-8 0191	DEFICIENCY	10.55.707(4) - School Counselor Licensure: Nonlicensed	We have not contracted with the Counselor that failed to secure their licensure. We will not contract with her until she has secured her license.										
Chouteau	Fort Benton Public Schools 0307	Fort Benton High School 0192	DEFICIENCY	10.55.707(4) - School Counselor Licensure: Nonlicensed	We have not contracted with the Counselor that failed to secure their licensure. We will not contract with her until she has secured her license.										
Chouteau	Highwood Public Schools 0317	Highwood High School 0205	ADVICE	10.55.707(4) - School Counselor Licensure: Nonlicensed	Will use MSSA counseling program next year to meet accreditation.										
Chouteau	Highwood Public Schools 0317	Highwood Middle School 1681	ADVICE	10.55.707(4) - School Counselor Licensure: Nonlicensed	Will use MSAA counseling program to become fully accredited										

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Chouteau	Highwood Public Schools 0317	Highwood School 0204	ADVICE	10.55.601(3) - Accreditation Standards: Did not complete CSIP	Will use MSAA program to become fully Accredited										
Custer	Kinsey Elementary 0357	Kinsey School 0259	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Beth Bollman applied for an Emergency Authorization and Jillian Willson sent in her fingerprints. Hopefully, these positions will have licensed teachers by next year.										
Custer	Kircher Elementary 0343	Kircher School 0240	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Our plan is to hire a licensed teacher for next year. Hopefully, we will have applicants who are already licensed.										
Custer	Miles City Public Schools 0342	Washington 7-8 0238	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher with SEID 73488 has SPED Prek-12 on her licensure backdated to 7/1/2023										
Daniels	Scobey K-12 Schools 0363	Scobey 7-8 1650	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Our music teacher is no longer at our school. We are actively searching for a music teacher that is licensure. The administration will also help guide any new teacher to ensure they are properly licensed by OPI's required dates.										
Daniels	Scobey K-12 Schools 0363	Scobey High School 0268	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	We lost our music teacher. We are currently recruiting and looking for a music teacher that will be properly licensed. If we cannot find a certified teacher we our administrator will help any teacher get properly licensed either through provisional or emergency licensure. We also will make sure this is done by OPI required deadlines.										
Daniels	Scobey K-12 Schools 0363	Scobey School 0267	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	We lost our Music teacher. We are actively recruiting a teacher that is accredited to teach in the state of Montana. If no one is hired we may have to ask for an emergency waiver.										
Dawson	Lindsay Elementary 0382	Lindsay School 0295	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Lindsay Elementary School hired a teacher who is licensed in the state of Alaska and who will become licensed in Montana before October of 2023.										
Dawson	Richey Public Schools 0393	Richey 7-8 1686	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The teacher, Shally Libres, is a licensed international teacher. We are working with her this spring to make sure she obtains the proper certification with her visa company.	10.55.708 - Teaching Assignment: Misassigned Teacher	The teacher, Masuk Jinnah, has been non-renewed for next school year and will not be working for Richey School District. The classes he was teaching will be taught by a correctly licensed teacher.								
Dawson	Richey Public Schools 0393	Richey High School 0311	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The teacher, Shally Libres, is a licensed international teacher. We are working with her and her visa company this spring to make sure she becomes properly licensed in Montana.										
Dawson	Richey Public Schools 0393	Richey School 0310	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	One of the non-licensed teachers, Tammy Rehbein, will be replaced by a certified teacher next year. A contract has already been signed. The other non-licensed teacher, Shally Libres, will be working on getting her proper license this spring. She is an international teacher. We are working through with her agency to get her the proper licensure.	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher has been non-renewed for next school year and will not be working for Richey School District. The classes he was teaching will be taught next year by a certified teacher in those assigned areas.								
Deer Lodge	Anaconda Public Schools	Anaconda Jr High School 1589	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Jeriann Jones does not exist within our system. Mary Norris has license.										

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Deer Lodge	Anaconda Public Schools	Anaconda Sr High School 0326	DEFICIENCY	10.55.703 - Principal Licensure: Nonlicensed	Erik Swanson - has license, was waiting on finger prints.	10.55.707(1) - Nonlicensed Teacher	Jeriann Jones - teacher does not exist within our system	10.55.707(1) - Nonlicensed Teacher	Jacqueline McKenna - has license	10.55.709 - Library Media Specialist FTE: Insufficient FTE	Adding additional staff member for 2023-24 to alleviate deviation.				
Deer Lodge	Anaconda Public Schools	Fred Moody Intermediate 0322	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Keena Novak - has license, Margaret Swanson - has license, Claire Lind - emergency certified working on library endorsement.										
Deer Lodge	Anaconda Public Schools	Lincoln Elementary School 0675	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	Elizabeth Crowell - working on endorsement.										
Fallon	Plevna K-12 Schools 0418	Plevna 7-8 1687	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	This teacher is emergency authorized. Next year she is getting her provisional license.	10.55.708 - Teaching Assignment: Misassigned Teacher	We have been visiting with OPI Licensure, and this teacher is looking into getting her Music Endorsement via taking a test.	10.55.708 - Teaching Assignment: Misassigned Teacher	We have been visiting with OPI Licensure and this teacher is looking into getting her license to teach chorus via testing.						
Fallon	Plevna K-12 Schools 0418	Plevna High School 0352	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	This teacher has an emergency authorization. Next year she is getting her provisional license to teach Science.	10.55.708 - Teaching Assignment: Misassigned Teacher	We can have this teacher teach under another teacher of record. Going forward, we will have the teacher of record be one of our math teachers.	Student Performance - Science	This teacher is currently teaching under emergency authorization. She is looking into getting her certification via testing. We have been visiting with OPI accreditation about the ability to test out of the coursework to be able to teach band.	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher is currently teaching under emergency authorization. She is interested in getting her certification to be able to teach HS Chorus via testing, as communicated to us from OPI Accreditation.				
Fallon	Plevna K-12 Schools 0418	Plevna School 0351	DEFICIENCY	10.55.707 - Library Media Specialist: Not Endorsed	This teacher is currently teaching under emergency authorization. She is getting her provisional license for next school year.										
Fergus	Grass Range Public Schools 0429	Grass Range 7-8 1795	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Jeanette Delos Santos is a science teacher that was teaching a 7-8 math class because we did not have a math teacher. We have since hired a certified math teacher and he now teaches the class.	10.55.708 - Teaching Assignment: Misassigned Teacher	Misty Ahlgren is our Business Teacher. She also teaches the PE classes because we don't have a certified PE teacher. We are trying to fill that position.								
Fergus	Grass Range Public Schools 0429	Grass Range High School 0368	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	We have no Physical Education Teacher. Misty Ahlgren is our business teacher and she is filling in. We are trying to fill the position with a certified instructor.										
Fergus	Grass Range Public Schools 0429	Grass Range School 0367	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Misty Ahlgren is our Business Teacher. She also teaches the PE classes because we don't have a certified PE teacher. We are trying to fill that position.	10.55.708 - Teaching Assignment: Misassigned Teacher	Misty Ahlgren is our Business Teacher. She also teaches the PE classes because we don't have a certified PE teacher. We are trying to fill that position.								
Fergus	Lewistown Public Schools 0420	Fergus High School 0358	ADVICE	10.55.707(4) - School Counselor Licensure: Nonlicensed	Lee Crouse is a Certified K-12 Special Education teachers but she is not properly endorsed as a School Counselor but she began her School Counseling endorsement program last summer at MSU-B. Lee will be fully certified by the Fall of 2024										
Fergus	Lewistown Public Schools 0420	Garfield School 0234	DEFICIENCY	10.55.707(4) - School Counselor Licensure: Nonlicensed	Our School Counselor, Shalon Ferdinand, did not get her license or certification. We non-renewed Ms. Ferdinand and have hired a new counselor that has already started her certification process through MSU-B	10.55.707(1) - Nonlicensed Teacher	Our Kindersteps Teacher, Marne Dohrmann, needed to take the Praxis and get another Background Check for her Certification. Ms. Dohrmann has passed the Praxis and her background check. She is now fully licensed and certified.								

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Fergus	Lewistown Public Schools 0420	Highland Park School 0574	DEFICIENCY	10.55.707(4) - School Counselor Licensure: Not Endorsed	Our School Counselor, Shalon Ferdinand, did not complete here licensure program and we non-renewed her contract. We have since hired a new counselor that has already begun her School Counseling program at MSU-B.	10.55.708 - Teaching Assignment: Misassigned Teacher	Ben Saunders is a Certified Broadfield Social Studies teacher and he stated his K-12 Special Education Endorsement program last spring at MSU-B. Mr. Saunders is on track to finish his K-12 Special Education endorsement program by the Fall of 2024								
Fergus	Lewistown Public Schools 0420	Lewis & Clark School 0356	DEFICIENCY	10.55.716 - Long-term substitute is nonlicensed	Michael Hamling was a long term sub for our 5th-6th grade Music Program. We have hired a new Music Teacher that will take over the Music Program for grades 4-6 and replace Mr. Hamling.										
Fergus	Moore Public Schools 0433	Moore High School 0373	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	We will offer Montana Digital Academy to the high school students.										
Fergus	Roy K-12 Schools 0438	Roy 6-8 1689	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	One non licensed teacher is in the licensure process. The other non licensed teacher will not be returning to our school. We are pursuing licensed teachers for the positions.										
Fergus	Roy K-12 Schools 0438	Roy High School 0379	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	One non licensed teacher is in the process of receiving their license. The other non licensed teacher's contract was not renewed. We are in the process of pursuing a licensed teacher for the position.										
Fergus	Winifred K-12 Schools 0447	Winifred 6-8 1691	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Sarah Knox has submitted her paperwork to reinstate her license with OPI.	10.55.709 - Library Media Specialist FTE: No FTE	Winifred School District has posted for a 1/2 time library position and we are still actively searching. We will utilize a library service for a partial time librarian next year, but will be short of FTE if we are unable to entice a library applicant.								
Fergus	Winifred K-12 Schools 0447	Winifred 6-8 1691	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Sarah Knox has submitted her paperwork to reinstate her license with OPI.	10.55.709 - Library Media Specialist FTE: No FTE	Winifred School District has posted for a 1/2 time library position and we are still actively searching. We will utilize a library service for a partial time librarian next year, but will be short of FTE if we are unable to entice a library applicant.								
Fergus	Winifred K-12 Schools 0447	Winifred High School 0392	DEFICIENCY	10.55.709 - Library Media Specialist FTE: No FTE	Winifred School District has posted for a 1/2 time librarian position, and we will continue to search for an applicant. We will utilize a library service for next year if we are unsuccessful. Although that may leave us short on FTE.	10.55.707(1) - Nonlicensed Teacher	Sarah Knox has applied for her license to be reinstated with OPI.								
Fergus	Winifred K-12 Schools 0447	Winifred High School 0392	DEFICIENCY	10.55.709 - Library Media Specialist FTE: No FTE	Winifred School District has posted for a 1/2 time librarian position, and we will continue to search for an applicant. We will utilize a library service for next year if we are unsuccessful. Although that may leave us short on FTE.	10.55.707(1) - Nonlicensed Teacher	Sarah Knox has applied for her license to be reinstated with OPI.								
Fergus	Winifred K-12 Schools 0447	Winifred School 0391	DEFICIENCY	10.55.709 - Library Media Specialist FTE: No FTE	Winifred School District has posted for a 1/2 time librarian position, and we will continue to search for an applicant. We will utilize a library service for next year if we are unsuccessful. Although that may leave us short on FTE.										
Fergus	Winifred K-12 Schools 0447	Winifred School 0391	DEFICIENCY	10.55.709 - Library Media Specialist FTE: No FTE	Winifred School District has posted for a 1/2 time librarian position, and we will continue to search for an applicant. We will utilize a library service for next year if we are unsuccessful. Although that may leave us short on FTE.										

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Flathead	Bigfork Public Schools 0484	Bigfork 7-8 1660	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	A licensed English teacher will take over as the drama teacher again starting in the 2023-2024 school year. Our choir teacher will replace that course with musical theater.										
Flathead	Cayuse Prairie Elementary 0471	Cayuse Prairie 7-8 1695	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Library Media Specialist applied for a provisional license in Dec. 2022										
Flathead	Deer Park Elementary 0463	Deer Park 7-8 1693	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Sheri Modderman is applying to the University of Montana's superintendent internship program and plans on starting classes this summer or fall.	10.55.707 - Library Media Specialist: Nonlicensed	Samantha Marcus is no longer in this position. She temporarily served as our librarian when we did not have enough staffing.								
Flathead	Deer Park Elementary 0463	Deer Park School 0409	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Sheri Modderman is filling out application paperwork for University of Montana's superintendent endorsement internship program to begin this summer or in the fall.	10.55.707 - Library Media Specialist: Nonlicensed	Samantha Marcus temporarily served as our librarian until a certified teacher could be hired. We have since hired a teacher who is in process of getting a Montana certification.	10.55.707 - Library Media Specialist: Nonlicensed	Heidi Weathers came to us from Washington and is working on getting her Montana license.						
Flathead	Fair-Mont-Egan Elementary 0464	Fair-Mont-Egan Middle School 1802	ADVICE	10.55.703 - Principal Licensure: Not Endorsed	Superintendent/Principal will apply for principal endorsement.										
Flathead	Fair-Mont-Egan Elementary 0464	Fair-Mont-Egan School 0410	ADVICE	10.55.703 - Principal Licensure: Not Endorsed	Superintendent/Principal will apply for principal endorsement.										
Flathead	Helena Flats Elementary 0474	Helena Flats 7-8 1696	ADVICE	10.55.703 - Principal Licensure: Not Endorsed	Allison Hawes completed her Administrative Endorsement and License requirements in late November 2022. Her license is on file with the Flathead County Superintendent.	10.55.712 - Class Size: Elementary	The Helena Flats Elementary School has had a dedicated para professional for the entire school year to assist and alleviate the burden of excessive students in second grade as well as the second grade PE class. This coming year we will have 2 second grade classrooms to accommodate students. This year's second grade cohort was a bubble class.								
Flathead	Helena Flats Elementary 0474	Helena Flats School 0432	ADVICE	10.55.703 - Principal Licensure: Nonlicensed	Our Principal Allison Hawes completed her program and endorsement this fall and has her license on file with the county superintendent.	10.55.712 - Class Size: Elementary	Both second grade and second grade PE have had a dedicated para for the entire year. This class was a "bubble" and will not be overloaded next year.								
Flathead	Kalispell Public Schools 0466	Elrod School 0414	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	2023/2024 Corrective Action: Librarian assigned to Elrod will be properly endorsed.										
Flathead	Kalispell Public Schools 0466	Glacier High School 1835	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	2023/2024 Corrective Action: Position is currently open and will be filled with a properly endorsed instructor.										
Flathead	Kalispell Public Schools 0466	Kalispell Middle School 1509	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	2023/2024 Corrective Action: Teacher to be assigned to a properly endorsed area or working on endorsement.	10.55.708 - Teaching Assignment: Misassigned Teacher	2023/2024 Corrective Action: Teacher to be assigned to a properly endorsed area or working on endorsement.								
Flathead	Kila Elementary 0477	Kila 7-8 1818	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	Joined MSSA for 2023-24 with library services										

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Flathead	Kila Elementary 0477	Kila School 0435	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	We have joined MSSA for the 2023-24 school year which will cover this endorsement	10.55.707 - Library Media Specialist: Not Endorsed	We have joined MSSA for the 2023-24 school year which will cover this endorsement for 7-8								
Flathead	Marion Elementary 0493	Marion 7-8 1697	DEFICIENCY	10.55.707 - Library Media Specialist: Nonlicensed	We are currently working with one of our teachers to complete the Praxis in Library Media to serve as the teacher of record for our library. We have been having issues with the Praxis test site. She was scheduled to take the test May 13th at 1:30pm and was unable to do so because of technical issues. We will continue to work to fill this accreditation requirement.	10.55.707(1) - Nonlicensed Teacher	Our Teacher Christine Sampley has been an educator for over 30 years, She is not licensed in the state of Montana. She has been working with OPI teach mt system to get her license applied for this year until her husband was placed on hospice in late March. As of now we have a long term sub, filling that role and the role listed on OPI teachers job listings.								
Flathead	Marion Elementary 0493	Marion School 0455	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Our teacher Chris Sampley is a 30 year teaching veteran but did not have her Montana Liscense, she has been working with OPI and teach montana since the beginning of the year to get it all applied for. She had two seperate sseid numbers and was struggling to get the system to work. She has been in contact with them multiple times. As of now the teacher is on leave due to her husband being placed on hospice since Late March. Her role is being filled by a long term sub and the job listing has been placed on OPI.	10.55.707 - Library Media Specialist: Not Endorsed	Our teacher Deborah Johnson is currently in the process of trying to complete her Praxis to obtain her Library endorsement. The praxis test was scheduled May 12th at 1:30 but the system had an error and the test could not be completed. We are still working toward remedying this situation.								
Flathead	Smith Valley Elementary 0478	Smith Valley 7-8 0444	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	Our Librarian, Mrs. Noble, is in the process of updating her licensure as part of her renewal process this year. She submitted her transcripts and is working on the renewal process.	10.55.708 - Teaching Assignment: Misassigned Teacher	Our Photojournalism teacher, Mrs. Matulevich, was not properly assigned to an elective class this year. The corrective plan is to explore and implement a different elective option that meets her certification parameters.	10.55.708 - Teaching Assignment: Misassigned Teacher	Mrs. Matulevich, our World Language Teacher, was not properly assigned to an elective class this year. The corrective plan is to explore and implement a different elective option that meets her certification requirements.						
Flathead	Smith Valley Elementary 0478	Smith Valley Primary Schl 0436	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	The Library Media Specialist, Mary Noble, is in the process of updating her transcripts as part of the process of certificate renewal. She uploaded the transcripts and is awaiting approval.										
Flathead	Swan River Elementary 0465	Swan River 7-8 1694	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The teacher in question, Heather Knutson, has been able to acquire her Montana Teachers License and is no longer non-licensed.	10.55.709 - Library Media Specialist FTE: No FTE	Swan River School had been advertising for a Library Media Specialist since the summer before the current school year. We have just recently been able to hire a teacher for the position. The teacher has agreed to get a provisional license for the position while she completes the required coursework for the position.	10.55.710 - School Counselor FTE: No FTE	Swan River has been advertising for the School Counselor position since the summer of the current school year. There has not been a single candidate for the .5 position. The school administration has begun to work with the Flathead Valley Special Ed. Co-Op provides counseling services through the Co-Op to satisfy this deficiency.						

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Flathead	Swan River Elementary 0465	Swan River School 0411	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The teacher in question, Heather Knutson, has been able to acquire her Montana Teachers License and is no longer non-licensed.	10.55.709 - Library Media Specialist FTE: No FTE	Swan River School had been advertising for a Library Media Specialist since the summer before the current school year. We have just recently been able to hire a teacher for the position. The teacher has agreed to get a provisional license for the position while she completes the required course work for the position.	10.55.710 - School Counselor FTE: Insufficient FTE	Swan River has been advertising for the School Counselor position since the summer of the current school year. There has not been a single candidate for the .5 position. The school administration has begun to work with the Flathead Valley Special Ed. Co-Op to provide counseling services through the Co-Op to satisfy this deficiency.	10.55.716 - Long-term substitute is nonlicensed	During the time of this report, a teacher resigned from her position. By law, Swan River School had to advertise for that position for 30 days and after the 30 days if the position was not filled then a qualified substitute can be given an emergency license to occupy the role as a teacher. We had not completed the 30 days and had a short time substitute in that position. At the end of the 30 days the short time substitute acquired her emergency license to fill that teaching position. That same individual has confided with the administration that she will not want to pursue that position next year. Swan River School has advertised for that teaching position and will be interviewing individuals in the following weeks.				
Flathead	West Valley Elementary 1027	West Valley Middle School 1692	DEFICIENCY	10.55.702 - Superintendent Licensure: Nonlicensed	Superintendent licensed after the deadline of 12/1/22.	10.55.708 - Teaching Assignment: Misassigned Teacher	The course will be correctly coded to reflect the content. Class will be coded 52002- General Math.								
Flathead	West Valley Elementary 1027	West Valley Middle School 1692	DEFICIENCY	10.55.702 - Superintendent Licensure: Nonlicensed	Superintendent licensed after the deadline of 12/1/22.	10.55.708 - Teaching Assignment: Misassigned Teacher	The course will be correctly coded to reflect the content. Class will be coded 52002- General Math.								
Flathead	West Valley Elementary 1027	West Valley School 1305	DEFICIENCY	10.55.702 - Superintendent Licensure: Nonlicensed	Superintendent licensed after 12/1/22	10.55.707(1) - Nonlicensed Teacher	Teacher is working to finalize licensure/IEFA requirements before 23/24 school year.	10.55.709 - Library Media Specialist FTE: Insufficient FTE	District will apply for a variance standard for the 23/24 school year. We will ask for consideration of 1.5 FTE for the k-8 site, rather than 2.0 FTE for the two separate schools.						
Flathead	West Valley Elementary 1027	West Valley School 1305	DEFICIENCY	10.55.702 - Superintendent Licensure: Nonlicensed	Superintendent licensed after 12/1/22	10.55.707(1) - Nonlicensed Teacher	Teacher is working to finalize licensure/IEFA requirements before 23/24 school year.	10.55.709 - Library Media Specialist FTE: Insufficient FTE	District will apply for a variance standard for the 23/24 school year. We will ask for consideration of 1.5 FTE for the k-8 site, rather than 2.0 FTE for the two separate schools.						
Gallatin	Amsterdam Elementary	Amsterdam School 0498	DEFICIENCY	10.55.710 - School Counselor FTE: No FTE	Hire a certified School Counselor at 0.6 FTE for 23-24 school year. First interview tomorrow										
Gallatin	Belgrade Public Schools	Belgrade Middle School 1575	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	Tanner Kanning is currently working on completing his endorsement and he just received word from OPI that his License has been issued.	10.55.710 - School Counselor FTE: Insufficient FTE	Currently, there are three counselors who were granted provisional license's. These expire at the end of the school year. The Middle School has acquired two licensed counselors so far for the next school year--'23-'24 Hopefully, we will find a third. If not, we are prepared to request another provisional license be granted to a person next year.								

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Gallatin	Belgrade Public Schools 0516	Belgrade High School 0491	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	No longer employed by the district	10.55.708 - Teaching Assignment: Misassigned Teacher	Appropriate licensure	10.55.708 - Teaching Assignment: Misassigned Teacher	No longer teaching at the high school.	10.55.708 - Teaching Assignment: Misassigned Teacher	Appropriate licensure	10.55.708 - Teaching Assignment: Misassigned Teacher	Appropriate licensure.	10.55.708 - Teaching Assignment: Misassigned Teacher	Appropriate licensure.
Gallatin	Belgrade Public Schools 0516	Ridge View Elementary 1833	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is currently in contact with OPI to correct IEFA submission requirement.										
Gallatin	Belgrade Public Schools 0516	Saddle Peak Elementary 1846	DEFICIENCY	10.55.712 - Class Size: Elementary	Teacher is now licensed and we will be sure to watch class sizes.										
Gallatin	Belgrade Public Schools 0516	Story Creek Elementary 1866	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	S. Stevens is now licensed G. Campbell is working with HR to finish licensing with OPI										
Gallatin	Big Sky K-12 Schools 0521	Lone Peak High School 1837	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Help the teacher get appropriate licensure in Montana or emergency authorization from OPI.										
Gallatin	Big Sky K-12 Schools 0521	Ophir 7-8 1817	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Help the teacher get licensure in Montana or emergency authorization from OPI.										
Gallatin	Big Sky K-12 Schools 0521	Ophir Elementary School 0497	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Help the teacher get licensure in Montana or emergency authorization from OPI.										
Gallatin	Bozeman Public Schools 0501	Chief Joseph Middle School 1463	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher will have appropriate license	10.55.707(1) - Nonlicensed Teacher	Teacher will have appropriate license	10.55.713 - Class Size: Middle Grades	We will limit class size to accreditation standards						
Gallatin	Bozeman Public Schools 0501	Gallatin High School 1864	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher will have appropriate license	10.55.707(1) - Nonlicensed Teacher	Teacher will have appropriate license	10.55.713 - Class Size: High School	We will limit class size to accreditation standards						
Gallatin	Bozeman Public Schools 0501	Hyalite Elementary 1839	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher will have appropriate license										
Gallatin	Bozeman Public Schools 0501	Longfellow School 0470	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The teacher - Nicholas Ames does not work at Longfellow										
Gallatin	Bozeman Public Schools 0501	Longfellow School 0470	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher will have appropriate license.										
Gallatin	LaMotte Elementary 0515	LaMotte School 0489	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	This should not be a deviation. The teacher completed all her paperwork for an internship in a timely manner. MSU-Billings did not submit the paperwork to OPI. The teacher has full certification to be an elementary teacher. There is no need for corrective action. Next year her certification will be corrected.										
Gallatin	Manhattan Christian High School 9022	Manhattan High School 0465	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher will apply for Provisional Teaching Certificate immediately. Teacher has completed 2 graduate credits though Montana Western and will continue to pursue more applicable credits. She currently holds a bachelor's degree and has attended all Professional Development and has earned CEU's through our PD program. Teacher will contact OPI to ensure all certification and licensing requirements are met.										
Gallatin	Pass Creek Elementary 0510	Pass Creek School 0484	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Katie Hardaway (86466) has received her teaching credential and is official as of 2-13-2023.										
Gallatin	Springhill Elementary 0506	Springhill School 0479	DEFICIENCY	10.55.710 - School Counselor FTE: No FTE	Springhill School is a K-8 school (and not a high school which the ARM Rule stated). They have had a counselor, Lindsey Gale all year (took a MSSA training). They will also have her with MSSA support next year (23-24).										

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Gallatin	Three Forks Public Schools 0509	Three Forks 7-8 1658	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Joel Partain currently has his emergency certification in place. He will not be returning next school year and we are planning to hire for this position. Terry Hauser has his certificate renewal in place. He missed the deadline but has it corrected now.										
Gallatin	Three Forks Public Schools 0509	Three Forks High School 0483	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Joel Partain currently has his emergency certification in place and has resigned for next year. We will rehire for this position. Terry Hauser missed the deadline for certification renewal but now has it in place.	10.55.709 - Library Media Specialist FTE: No FTE	Our school campus only has two libraries with two FTE staff in place. One is in the elementary library and one in the middle /high school library. We received a deviation for the high school but currently have a full-time librarian for the middle / high school library. We plan to request a variance for this.								
Garfield	Sand Springs Elementary 0537	Sand Springs School 0527	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	The school board will seek a correctly certified teacher if there are students to attend the school in the fall of 2023.										
Glacier	Cut Bank Public Schools 0546	Anna Jeffries Elementary 0545	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher Reid Berkram will have his degree finished and will be a licensed teacher in 2023-2024.	10.55.707(1) - Nonlicensed Teacher	Teacher Paula Andersen is working toward her degree, and is now licensed. Paula will be licensed in 2023-2024.								
Glacier	Cut Bank Public Schools 0546	Cut Bank High School 0547	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher Cole Cooper is now fully licensed and will be licensed in 2023-2024.										
Glacier	Cut Bank Public Schools 0546	Cut Bank Middle School 0544	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Cut Bank Middle School will not be offering American Indian Language in 2023-2024.										
Glacier	Cut Bank Public Schools 0546	H C Davis Elementary 0546	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher Elizabeth Anderson is now licensed and will be licensed for 2023-2024.	10.55.707(1) - Nonlicensed Teacher	Teacher Matilde Sanchez will no longer be working at HC Davis Elementary or Cut Bank Schools.	10.55.707(1) - Nonlicensed Teacher	Teacher Kassady Sheble is now licensed and will be licensed in 2023-2024.	10.55.707(1) - Nonlicensed Teacher	Teacher Aryana Black is not at HC Davis, but rather teaches at Hidden Lake Elementary. Aryana is licensed now and will be licensed in 2023-2024.	10.55.707(1) - Nonlicensed Teacher	Teacher Samantha Burke is nearing completion of her degree. Sam is licensed now and will be licensed in 2023-2024.	10.55.707(1) - Nonlicensed Teacher	Paula Anderson now has an emergency license, and Paula is working toward her degree. Paula will be licensed in 2023-2024.
Glacier	East Glacier Park Elementary 0547	East Glacier Park School 0548	DEFICIENCY	Student Performance - Mathematics	We plan on doing MAP Growth testing for kindergarten through 8th grades for math. This will help us determine what students need support in what areas. We will use this data to then meet as a team to come up with interventions needed for those students. We also will do a math pre and post test to see the growth that our students have made during the school year.										
Golden Valley	Lavina K-12 Schools 0552	Lavina High School 0556	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Hired a properly endorsed teacher 12/13/22	10.55.904 - Basic Education Program: High School	We will offer 2 units of foreign language via Montana Digital Academy.	10.55.904 - Basic Education Program: High School	Lavina will add a visual arts highschool course offerings via Montana Digital Academy.						
Golden Valley	Lavina K-12 Schools 0552	Lavina School 0555	ADVICE	Student Performance - Mathematics	We are looking into getting a new curriculum k-8 that is standards aligned. We are setting a 60 minute math time for all elementary students. We use MTSS to address test scores and academic performance within the classroom. We group for interventions based upon this information.	Student Performance - English Language Arts	We are setting a 90 minute reading time for all elementary students k-5. We use MTSS to address test scores and academic performance within the classroom. We group for interventions based upon this information.								
Granite	Phillipsburg K-12 Schools 0556	Granite High School 0565	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	As of next week, I will have my one year of principal experience and will be fully endorsed as a superintendent. This will correct this criteria.	10.55.707 - Library Media Specialist: Not Endorsed	Maggie Tallon will be our endorsed librarian. This will correct this criterion.	10.55.708 - Teaching Assignment: Misassigned Teacher	We had an elementary teacher teaching a 9/10 literacy class. We will not be offering this class next year. This will fix this deviation.	10.55.708 - Teaching Assignment: Misassigned Teacher	We will have a teacher take the Praxis test 5-12 History. This will correct three of our H.S. deviations.	10.55.708 - Teaching Assignment: Misassigned Teacher	We had a deviation for a teaching not endorsed to teach life skills. We will not be offering a life skills course next year.	10.55.708 - Teaching Assignment: Misassigned Teacher	Our current Sped. teacher was not fully endorsed. We hired Amy Forsberg. She is fully endorsed k-12 and will be our new Sped. teacher. This will correct this criterion.

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Granite	Philipsburg K-12 Schools 0556	Philipsburg 7-8 1708	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	We will be moving a new teacher into this position who will be qualified by taking the PRAXIS test for 5-12 History. This will correct our deviation in this school. This will correct four (4) deviations for our 7-8 school.	10.55.708 - Teaching Assignment: Misassigned Teacher	We have hired a certified K-12 special education teacher who will be replacing the staff member previously in our sped position. This will correct this deviation.									
Granite	Philipsburg K-12 Schools 0556	Philipsburg 7-8 1708	ADVICE	10.55.702 - Superintendent License: Not Endorsed	As of June 2nd, I will have my one year of Principal experience so this will finish my requirements for finalizing my superintendent endorsement. This should correct the deviation for the next school year.	10.55.707 - Library Media Specialist: Not Endorsed	The person we had teaching library is no longer in our district. We will use our Assistant Principal to teach library (Maggie Tallon). She is endorsed so this will correct our deviation.									
Granite	Philipsburg K-12 Schools 0556	Philipsburg School 0560	DEFICIENCY	10.55.702 - Superintendent License: Not Endorsed	Should have Superintendent Endorsement at conclusion of this school year.	10.55.707 - Library Media Specialist: Not Endorsed	Plan to assign Maggie Tallon to Library duties for following year. She is endorsed K-12.	10.55.708 - Teaching Assignment: Misassigned Teacher	Crista Beattie (63819) not properly assigned. Plan to find/hire new teacher that is qualified for the position.	10.55.708 - Teaching Assignment: Misassigned Teacher	Lauren Robbins (87203) has taken Praxis test and will be qualified for History 7-12 or K-8 Elementary.	10.55.708 - Teaching Assignment: Misassigned Teacher	Lauren Robbins (87203)- Try to hire new/licensed teacher for life skills for 2023-2023.	10.55.707(1) - Nonlicensed Teacher	Katie Tobin (213414)- Katie is working on completing degree and obtaining license. District will also be seeking an additional K-12 Sped teacher to hire for the 2023-2024 school year.	
Granite	Philipsburg K-12 Schools 0556	Philipsburg School 0560	DEFICIENCY	10.55.702 - Superintendent License: Not Endorsed	After June 2nd I will have my one-year Principal experience. This will finish my reequipments needed to be fully endorsed as a superintendent.	10.55.707 - Library Media Specialist: Not Endorsed	The teacher who previously taught library left our district. We will use our Assistant Principal (Maggie Tallon) to teach Library. She is fully endorsed.	10.55.716 - Long-term substitute is nonlicensed	We have hired a certified teacher for 5th grade for the 2023-2024 school year. This will fix our deviation.	10.55.716 - Long-term substitute is nonlicensed	We have hired a qualified kindergarten teacher for the 2023-2024 school year. This will correct our deviation.					
Hill	Box Elder Public Schools 0564	Box Elder 7-8 1710	DEFICIENCY	10.55.703 - Principal License: Not Endorsed	Mrs. Hunt has completed her requirements to obtain her principal license and will serving the role in 2023-24	10.55.704(1) - Superintendent FTE: Insufficient FTE	I'm unsure how to correct this as I cannot be a 1.0 FTE for the 7-8 when I have the same duties for K-6 and HS.	10.55.707(1) - Nonlicensed Teacher	Katherine Favel and Stephen Not Afraid will be working with the District to obtain an Emergency or Provisional license.	10.55.707 - Library Media Specialist: Not Endorsed	Mrs. Nixdorf is completing an Internship. We will ensure the proper paperwork is submitted for 2023-24.					
Hill	Box Elder Public Schools 0564	Box Elder School 0570	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Our plan it to get both Katherine Favel and Stephen Not Afraid on an Emergency or Provisional License.	10.55.704(1) - Superintendent FTE: No FTE	I'm unsure how to correct this. I am the supt. for the HS and Elementary District so would not be able to be 1.0 FTE for just the elementary.	10.55.707 - Library Media Specialist: Not Endorsed	We are going to submit the paperwork for Mrs. Nixdorf completing a Librarian Internship.	10.55.708 - Teaching Assignment: Misassigned Teacher	We will work with Ms. Pugh this summer to work on the elementary endorsement for 2023-24.					
Hill	North Harlem Colony Elementary 1048	North Harlem Elementary 1565	DEFICIENCY	10.55.716 - Long-term substitute is nonlicensed	We hired a teacher to work with the Sub 2 days every week. The sub taches for 3 days, and the teacher with the licensed teaches 2 days per week. Lesson plans are also planned by the licensed teacher.											
Jefferson	Cardwell Elementary 0589	Cardwell School 0612	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	We will make sure to have emergency licensure done before egarants submission due date.											
Jefferson	Whitehall Public Schools 0585	Whitehall 6-8 1570	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Since this information was reported in November 2022, the district was able to hire and thereby replace the nonlicensed teacher who had SEID 214833. The new teacher is fully licensed; the new teacher's SEID is 238584											
Jefferson	Whitehall Public Schools 0585	Whitehall 6-8 1570	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Since this information was reported in November 2022, the district was able to hire and thereby replace the nonlicensed teacher who had SEID 214833. The new teacher is fully licensed; the new teacher's SEID is 238584											
Jefferson	Whitehall Public Schools 0585	Whitehall Elementary 0607	DEFICIENCY	10.55.710 - School Counselor FTE: Insufficient FTE	The Whitehall School District has been advertising a second counseling position to fill the remaining FTE for over two years with no applicants. We will continue to advertise. If we cannot fill the position in the coming year, we will apply for a variance to standards.	10.55.716 - Long-term substitute is nonlicensed	The district was able to hire a certified teacher (SEID 239152) to replace the long-term substitute (SEID 45324).									

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Jefferson	Whitehall Public Schools 0585	Whitehall Elementary 0607	DEFICIENCY	10.55.710 - School Counselor FTE: Insufficient FTE	The Whitehall School District has been advertising a second counseling position to fill the remaining FTE for over two years with no applicants. We will continue to advertise. If we cannot fill the position in the coming year, we will apply for a variance to standards.	10.55.716 - Long-term substitute is nonlicensed	The district was able to hire a certified teacher (SEID 239152) to replace the long-term substitute (SEID 45324).								
Judith Basin	Geyser K-12 Schools 0600	Geyser 7-8 1718	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is attempting to retire, thus does not want to go through the process of renewing. We are actively advertising for a new teacher.	10.55.707(1) - Nonlicensed Teacher	I have, nor has anyone else whom I've spoken to here know an Audrey Calf Robe. She is not one of our educators, now, or any time in the last 13 years I've been here. Please remove her from our records so that we don't receive this deficiency. Thank you.	10.55.707(1) - Nonlicensed Teacher	This teacher was pulled out of retirement, hence the expired license. I will work with her to renew her license or find a different teacher.	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher will not be returning for the next school year. His replacement currently has a Class 5 license for Social Studies and will be adding Physical Education to it.				
Judith Basin	Geyser K-12 Schools 0600	Geyser High School 0627	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	This teacher is trying to retire, hence them not renewing their license. We are actively searching for a replacement.	10.55.707(1) - Nonlicensed Teacher	This teacher does not work here. We have no idea who this is and has not been a staff member here for at least 13. No one I've spoken to knows this person. Please remove her from our records so that we don't receive this deficiency on our report.	10.55.707(1) - Nonlicensed Teacher	We pulled this teacher out of retirement, hence the expired license. We will start searching for a replacement spring '24.	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher will not be with us this coming school year. The teacher replacing him currently has a Class 5 license in Social Studies and will add a Health Education endorsement to that.	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher will no longer be with us this next school year. The teacher replacing him currently has a Class 5 license in Social Studies and will be adding a Physical Education endorsement.		
Judith Basin	Geyser K-12 Schools 0600	Geyser High School 0627	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	This teacher is no longer with us--he has not been here since the 2020-21 school year.										
Judith Basin	Geyser K-12 Schools 0600	Geyser School 0626	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	We pulled this teacher out of retirement, hence the expired license. She will work one more year with us and then we will try and find a replacement.	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher will not be with us for the coming school year. The teacher replacing him currently has a Class 5 license in social studies and will be adding a Physical Education endorsement.								
Judith Basin	Hardin Public Schools 0216	Hardin Primary 0031	DEFICIENCY	10.55.704(2) - Curriculum Coordinator: Nonlicensed	ARM Rule 10.55.704(2) -The Curriculum Coordinator shall hold a Class 3 Administrative License.	10.55.707(1) - Nonlicensed Teacher	ARM 10.55.707(1)-Teacher will hold a license.	10.55.707(4) - School Counselor Licensure: Not Endorsed	ARM-10.55.707(4)-School Counselor will be properly endorsed						
Judith Basin	Hobson K-12 Schools 0597	Hobson 6-8 1717	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Hire a certified Librarian	10.55.710 - School Counselor FTE: No FTE	Hire school counselor								
Judith Basin	Hobson K-12 Schools 0597	Hobson High School 0623	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Hire library media specialist	10.55.710 - School Counselor FTE: Insufficient FTE	Hire school counselor								
Judith Basin	Hobson K-12 Schools 0597	Hobson School 0622	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Hire library media specialist	10.55.710 - School Counselor FTE: No FTE	Hire school counselor								
Judith Basin	Stanford K-12 Schools 0593	Stanford 7-8 1716	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is enrolled in an education instructional collegiate program at this time. We anticipate completion before the start of the 2023-2024 school year.										
Lake	Arlee Public Schools	Arlee High School 0629	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Our teacher will be finishing his classes this summer at MSU-Northern. The Covid-19 pandemic forced MSU-Northern to cancel the program for one summer so it has extended his schedule to the end of this summer.	10.55.709 - Library Media Specialist FTE: Insufficient FTE	The district has hired a librarian for the 2023-2024 school year.								
Lake	Charlo Public Schools 1042	Charlo 7-8 1602	ADVICE	10.55.902 - Basic Education Program: Middle Grades	We are offering Visual Arts next Fall of 2023.	10.55.902 - Basic Education Program: Middle Grades	We are investigating MTDA for World Languages.								

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Lake	Charlo Public Schools 1042	Charlo High School 0636	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	We will continue to advertise for a PE Teacher.										
Lake	Polson Public Schools 0603	Polson High School 0633	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher no longer teaches in Social Studies classes and hasn't since January of 2023										
Lake	Ronan Public Schools 1037	Ronan High School 0640	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher was supposed to get a Class 7 endorsement to teach Salish Language to our students, but the Culture Committee did not grant the Class 7. We did not offer this teacher a contract for the 2023-24 school and are currently advertising this position for someone with the endorsement.	10.55.708 - Teaching Assignment: Misassigned Teacher	The teacher has submitted the proper paper for the business teaching endorsement.	10.55.713 - Class Size: High School	All classes are currently under 30 students.						
Lake	St Ignatius K-12 Schools 0605	St Ignatius Elementary School 0642	DEFICIENCY	10.55.707(1) - Nonlicensed Activities/Athletic Director	Teacher was waiting on U of M to grant her a credit that she was unable to fulfill due to Covid. University of Montana should get this deviation for not granting her this waiver for use to count her as a licensed teacher. After the deadline U of M did grant her the credit needed to graduate and she was granted licensure as a fully accredited teacher. She would have easily been qualified as a provisional, but we thought U of M would be professional enough to get this cleared up before accreditation was due. We were mistaken and U of M took their own time to get this submitted. Alyssa Otter is currently a certified teacher, but her submission was late and we have rectified the issue. She was soon after the deadline fully certified and fully accredited. Correction action complete.										
Lake	St Ignatius K-12 Schools 0605	St Ignatius High School 0643	DEFICIENCY	Student Performance - Mathematics	We have instituted at-risk plans for every student below proficiency in high school using a teacher mentor and tracking student achievement through EdHub. Any student below proficiency is given supports and interventions and progress monitored with a teacher responsible to track, monitor and support the at-risk student in all areas of math and ELA. We offer check-in and check-out with the teacher managing progress. We offer afterschool tutoring and math lab during the day for students in need of support in Math. We have purchased new math curriculum using ESSER funds. Incentives are in place for academics, behavior and attendance.										
Lake	Two Eagle River Schools 9068	Two Eagle River High School 9405	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	155587-S. Fisher made a payment that was insufficient. She made a payment for the balance and was reinstated. All is well for the next academic school year 2023-2024.										
Lewis & Clark	Augusta Public Schools	Augusta High School 0677	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	We will not have her teach a medical class until she has the correct endorsement.										

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Lewis & Clark	Helena Public Schools 0611	Capital High School 1547	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	We will have a certified teacher in that position or we won't offer those classes in the next school year. The deviation was because the teacher we had was licensed in different area than the Family Consumer Sciences area.										
Lewis & Clark	Lincoln K-12 Schools 0624	Lincoln High School 1610	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	The students taking German will not received a credit in German as a World Language, but an elective ELA credit. This teacher will not be teaching at Lincoln Public Schools next school year.										
Lewis & Clark	Department of Corrections-Youth 9073	Pine Hills Youth Correctional Facility HS 9415	ADVICE	Student Performance - Mathematics	<p>Pine Hills School serves a unique population of students with very specific personal and educational needs. The steps that we take to bridge academic gaps when students are enrolled in our program are prioritizing HISET/Graduation completion. Many of our students have IEPs or other considerations that require a less traditional pathway for standardized testing. Our HISET pass rate, graduation rate and MAPS testing scores have proven to be a successful method for our students, as many of them transition into the workforce and some even go on to pursue secondary education. I would recommend that you consider these other three factors in addition to ACT scores, as I believe they will give a more complete picture of the overall success of our education program.</p> <p>We are continually evaluating and making improvements in our program. Some of the more recent steps that we've taken include implementing EdReady curriculum, focusing our teacher retention efforts for fully licensed teachers not on provisional licenses and continuing with</p>	Student Performance - English Language Arts	As previously described, the unique needs of our student body require a more customized approach to achieve academic goals such as graduation or awarded HISET diploma. As part of our program, we've prioritized continuing our partnership with the University of Alabama to assess and implement Self Regulation Strategy Development (SRSD) to aid in improving student literacy and language skills. This partnership gives us hands-on research led best practices that informs the curriculum in our English department. We continue to improve this program by attending conferences with the U of A team, and recently hosted them on-site to further refine the implementation of the program.								
Lewis & Clark	Department of Corrections-Youth 9073	Pine Hills Youth Correctional Facility HS 9415	ADVICE	Student Performance - Science	Pine Hills School was utilizing Odysseyware as a means of providing Science content to our students this past year. We were unsuccessful in recruiting a licensed Science teacher. Recently, we did recruit a properly credentialed teacher who has been successful and instrumental in providing hands-on learning experiences for our students to help them learn. Her instructional strategies and years of experience have already increased our student test scores (MAPS). We will continue to monitor these achievement gaps and provide support to the instructor and students throughout this year.										
Liberty	Chester-Joplin-Inverness Public Schools 1073	Chester-Joplin-Inverness 7-8 1723	ADVICE	10.55.707(4) - School Counselor Licensure: Nonlicensed	Per OPI's advice, we did not pursue an Emergency Auth for our counselor who is a licensed teacher - meaning we still got the quality educator payment. As such, it is our plan to continue on this path as long as we don't get qualified applicants for the position (none have been received to date, at all)										

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Liberty	Chester-Joplin-Inverness Public Schools 1073	Chester-Joplin-Inverness High School 0687	ADVICE	10.55.707(4) - School Counselor Licensure: Nonlicensed	Per OPI's advice, we did not pursue an Emergency Auth for our counselor who is a licensed teacher - meaning we still got the quality educator payment. As such, it is our plan to continue on this path as long as we don't get qualified applicants for the position (none have been received to date, at all)										
Liberty	Chester-Joplin-Inverness Public Schools 1073	Chester-Joplin-Inverness School 0684	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	We had 1 new elementary teacher this year that graduated from UM. There was turnover in the UM's teacher licensing department and hers fell through the cracks with them. As such, her license didn't come together until around March. We have that issue resolved as we head into next year.	10.55.707(4) - School Counselor Licensure: Nonlicensed	Our counselor is a licensed teacher. We were advised by OPI to not submit an Emergency Authorization so that we would get the Quality Educator payment. We are planning on doing the same thing next year. As we just aren't getting any applications for the position at all.								
Liberty	Liberty Elementary 1066	Liberty Elementary School 1648	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The non licensed teachers were not renewed for next year. We hired one licensed teacher in May and are advertising to fill the remaining positions.										
Lincoln	Eureka Public Schools 0645	Eureka Middle School 5-8 1724	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Mr. Andrew Blake is now certified. He has earned his 4C endorsement.	10.55.708 - Teaching Assignment: Misassigned Teacher	Mr. Holder has taken the PE praxis. He did not realize he needed to take the health praxis as well. He will take the health praxis this summer.	10.55.710 - School Counselor FTE: Insufficient FTE	We will apply for a variance next fall. We have been advertising for an additional school counselor with 0 applicants. We will utilize a quality aide to help counselor fulfill needs.						
Lincoln	Eureka Public Schools 0645	Lincoln County High School 0711	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Mr. Blake has earned his 4C endorsement. He is now licensed.	10.55.707(4) - School Counselor Licensure: Not Endorsed	Mr. Sartori has earned his counseling endorsement. He is now properly certified.	10.55.708 - Teaching Assignment: Misassigned Teacher	Ms. Thomas is scheduled to take the Praxis this summer to complete her 01S ENG endorsement						
Lincoln	Trego Elementary 0651	Trego School 0717	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	There are two full-time MT licensed teachers, appropriately licensed and registered with OPI and the county superintendent office who will continue at the school. They will keep current with Professional Development Units that are required. Kelly Kiser is one of them, she received her current MT class teaching license and will be the full-time k-3 teacher. Her license is registered with county superintendent's office and OPI Teach MT.	10.55.707(1) - Nonlicensed Teacher	Harry Puryer was hired as maintenance and kitchen staff, he does not and will not have any teaching duties.	10.55.707(1) - Nonlicensed Teacher	Michael McCurry is school board chair and temporarily assisted in a class. He does not and will not have any teaching duties going forward.	10.55.707(1) - Nonlicensed Teacher	Debbie Pollock has not received her provisional class 5 MT teaching license therefore, she will not be returning to Trego School District to teach after 2022-2023 school year.	10.55.707(1) - Nonlicensed Teacher	Lucille Ravitch has received a MT class 5 provisional license, however, she will not be employed with Trego School District due to personal reasons	10.55.707(1) - Nonlicensed Teacher	Denise Gonzalez has received her provisional class 5 MT teaching license however, she will not be returning to Trego School District to teach.
Lincoln	Troy Public Schools 0639	Troy High School 0697	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	The teacher has secured proper licensure. The licensing department was taking a long time to process his application.										
Madison	Ennis K-12 Schools 0659	Ennis 7-8 1728	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Michael Speck will be accepted into the internship with OPI this fall 2023 once he has achieved the adequate amount of credits. He is taking classes through the MSU-B through the School Counseling Masters Program										
Madison	Ennis K-12 Schools 0659	Ennis High School 0731	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Michael Speck will be accepted into the internship with OPI this fall 2023 once he has achieved the adequate amount of credits. He is taking classes through the MSU-B through the School Counseling Masters Program.										

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Madison	Ennis K-12 Schools 0659	Ennis School 0729	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Michael Speck will be accepted into the internship with OPI this fall 2023 once he has achieved the adequate amount of credits. He is taking classes through the MSU-B through the School Counseling Masters Program	10.55.710 - School Counselor FTE: Insufficient FTE	We will correct this immediately for the 2023-2024 school year. The school hired an additional school counselor in May 2023 in addition to the FTE we currently have. We will have adequate FTE which will eliminate future deviations.								
Madison	Harrison K-12 Schools 0657	Harrison High School 0727	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher will be pursuing her PRAXIS exam to meet the licensure requirements to teach High School Math in Summer 2023.										
Madison	Kalispell Public Schools 0466	Cornelius Hedges School 0415	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	2023/2024 Corrective Action: Position currently open. Intend to fill with a properly endorsed School Counselor										
Madison	Sheridan Public Schools 0654	Sheridan 7-8 1725	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	This is merely a paperwork error this staff member is on a provisional and did not get the appropriate papers filled out.										
Madison	Sheridan Public Schools 0654	Sheridan Elementary School 0721	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	This is simply a paperwork error the staff member did not have the appropriate papers filled out at the state level. We will get the right paperwork filled out and this will go away.										
Madison	Sheridan Public Schools 0654	Sheridan High School 0722	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	This is simply a paperwork error the staff member did not have the appropriate papers filled out at the state level. We will get the right paperwork filled out and this will go away.										
McCone	Circle Public Schools 0660	Bo Peep School 1406	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Supt is enrolled in the MSU Supt Program and will complete licensure requirements this summer.	10.55.704(1) - Superintendent FTE: Insufficient FTE	Supt will be .5 FTE for grades K-12.	10.55.707(1) - Nonlicensed Teacher	Liam Devine (235497) has been instructed to finish his application and submit his plan of study.	10.55.707(1) - Nonlicensed Teacher	Sonja Meissner (31081) has retired.				
McCone	Circle Public Schools 0660	Circle High School 0733	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Supt will be endorsed by July 2023. Currently completing MSU supt endorsement program.	10.55.704(1) - Superintendent FTE: Insufficient FTE	Superintendent position will be at .50 for the 23-24 school year.	10.55.705 - School Principal FTE: Insufficient FTE	K-12 Principal has been hired for 23-24 year.	10.55.707(1) - Nonlicensed Teacher	Employee has been directed to file a plan of study to complete his application.	10.55.707(1) - Nonlicensed Teacher	The employee has retired.	10.55.707(1) - Nonlicensed Teacher	Employee needs to submit his plan of study this summer. He is currently in a Bachelor Degree program for music and is adding on the teaching endorsement for content area.
McCone	Circle Public Schools 0660	Circle High School 0733	DEFICIENCY	10.55.710 - School Counselor FTE: Insufficient FTE	.5 FTE School Counselor employed for grades K-12.										
McCone	Circle Public Schools 0660	Redwater 7-8 1800	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Supt is enrolled in MSU Supt program and will complete licensure requirements this summer.	10.55.704(1) - Superintendent FTE: Insufficient FTE	Supt FTE will be .5 for K-12.	10.55.705 - School Principal FTE: Insufficient FTE	K-12 Principal has been hired for 23-24 year.	10.55.707(1) - Nonlicensed Teacher	Employee has been instructed to submit a application and plan of study.	10.55.707(1) - Nonlicensed Teacher	Sonja Meissner (31081) has retired.	10.55.707(1) - Nonlicensed Teacher	Mike Bartelson (99181) is in a Bachelor's Degree music program and will need to submit a plan of study for his teaching endorsement.
McCone	Circle Public Schools 0660	Redwater 7-8 1800	DEFICIENCY	10.55.710 - School Counselor FTE: Insufficient FTE	School Counselor will be .5 FTE for grades K-12.										
McCone	Circle Public Schools 0660	Redwater School 0732	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Supt is enrolled in MSU Supt Program and will complete necessary licensure endorsement this summer.	10.55.704(1) - Superintendent FTE: Insufficient FTE	Supt will be .5 FTE for grades K-12.	10.55.707(1) - Nonlicensed Teacher	Liam Devine (235497) has been instructed to complete his application and submit his plan of study.	10.55.707(1) - Nonlicensed Teacher	Mike Bartelson (99181) is enrolled in a Bachelor degree program and needs to submit his plan of study to OPI.				

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McCone	Vida Elementary 0678	Vida School 0755	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Kelli Vine is licensed. SEID #44727, Class 2 Standard Teacher Effective Date: 07/01/2022 with an expiration date of 06/30/2027. It was registered in McCone County Supt Office.										
McCone	Vida Elementary 0678	Vida School 0755	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Kelli Vine is licensed. SEID #44727, Class 2 Standard Teacher Effective Date: 07/01/2022 with an expiration date of 06/30/2027. It was registered in McCone County Supt Office.										
Meagher	White Sulphur Springs Public Schools 0681	White Sulphur Springs 7-8 1729	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Working on endorsement.	10.55.707(1) - Nonlicensed Teacher	Two teachers working on licenses.								
Meagher	White Sulphur Springs Public Schools 0681	White Sulphur Springs 7-8 1729	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Working on endorsement.	10.55.707(1) - Nonlicensed Teacher	Two teachers working on licenses.								
Meagher	White Sulphur Springs Public Schools 0681	White Sulphur Springs Elementary 0758	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Working on endorsement.	10.55.707(1) - Nonlicensed Teacher	No longer works here.								
Meagher	White Sulphur Springs Public Schools 0681	White Sulphur Springs Elementary 0758	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Working on endorsement.	10.55.707(1) - Nonlicensed Teacher	No longer works here.								
Meagher	White Sulphur Springs Public Schools 0681	White Sulphur Springs High School 0759	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Working on endorsement.	10.55.707(1) - Nonlicensed Teacher	Two teachers working on licenses.								
Meagher	White Sulphur Springs Public Schools 0681	White Sulphur Springs High School 0759	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Working on endorsement.	10.55.707(1) - Nonlicensed Teacher	Two teachers working on licenses.								
Mineral	Alberton K-12 Schools	Alberton 7-8 1730	ADVICE	10.55.902 - Basic Education Program: Middle Grades	Offer world language in 2023-2024 to middle grades.										
Mineral	Alberton K-12 Schools	Alberton School 0765	ADVICE	Student Performance - English Language Arts	Target ELA curriculum in the TK-5 classroom										
Mineral	St Regis K-12 Schools 0690	St Regis 7-8 1732	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Ag teacher missed the deadline for securing the provisional endorsement. The Ag teacher has resigned and any person filling the position will secure the proper endorsement by the deadline.										
Mineral	St Regis K-12 Schools 0690	St Regis High School 0771	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Math and Ag Teacher missed the deadline for securing provisional licensure. Math Teacher will secure provisional licensure for the upcoming year and the Ag Teacher has resigned.										

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Mineral	Superior K-12 Schools 0688	Superior 7-8 1731	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	SSD#3's corrective plan for the 2023-24 school year for the deficiency of non-endorsed Library Media Specialists will be to ensure that our instructor completes their certification before the 2023-24 school year begins.										
Mineral	Superior K-12 Schools 0688	Superior Elementary 0767	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	SSD#3's corrective plan for the 2023-24 school year for the deficiency of non-endorsed Library Media Specialists will be to ensure that our instructor completes their certification before the 2023-24 school year begins.										
Mineral	Superior K-12 Schools 0688	Superior High School 0768	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	SSD#3's corrective plan for the 2023-24 school year for the deficiency of non-endorsed Library Media Specialists will be to ensure that our instructor completes their certification before the 2023-24 school year begins.										
Missoula	Clinton Elementary 0703	Clinton School 0799	ADVICE	10.55.703 - Principal Licensure: Not Endorsed	Tim Rose our elementary principal is finishing his final class for his Principal's endorsement Spring 2023. He will be fully endorsed for the 2023-2024 school year.										
Missoula	Frenchtown K-12 Schools 0706	Frenchtown Elementary School 0802	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Lydia Lawrence SEID # 234294 has Class 1 00# ELE Elementary K-8 teaching certificate. Effective date 7/1/22. Expiration date 6/30/27										
Missoula	Frenchtown K-12 Schools 0706	Frenchtown Elementary School 0802	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Hi Les, Thank you for the email, Lydia completed her endorsement after the 12/1/2023 deadline. You can put in your corrective plan that she has already been certified and it is fixed for next year. Thanks, Ellerv										
Missoula	Frenchtown K-12 Schools 0706	Frenchtown High School 0803	ADVICE	10.55.707(4) - School Counselor Licensure: Nonlicensed	Rachel Laughnan SEID #175621 is enrolled in the counseling program. I will email you her Plan of Study. She will have her Class 5 this fall.	10.55.708 - Teaching Assignment: Misassigned Teacher	Archie Petritz Seid #22253 will be enrolling in the special education program through OPI.								
Missoula	Loyola-Sacred Heart High School 9034	Loyola-Sacred Heart High School 9040	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	This teacher won't be returning next school year and we have already filled the position with a licensed teacher for the 2023-2024 school year.	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher won't be returning next school year and we have already filled the position with a licensed teacher for the 2023-2024 school year in that content area.								
Missoula	Missoula Co Public Schools 0692	Big Sky High School 1592	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Chief Charlo School 1819	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Franklin School 0773	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										

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Missoula	Missoula Co Public Schools 0692	Hawthorne School 0787	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Hellgate High School 1432	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Jeannette Rankin Elementary 1443	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Lewis & Clark School 0774	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Lowell School 0775	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Meadow Hill Middle School 1491	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Paxson School 0776	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Porter Middle School 1486	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Rattlesnake Elementary School 0785	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Russell School 0778	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Seeley-Swan High School 1434	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.	10.55.707(1) - Nonlicensed Teacher	License was in process at the time of TEAMS submission. Teacher was licensed on 12/12/2022.	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher was/is licensed. Seeley-Swan is a rural community and it is extremely difficult to recruit teachers who are endorsed in exact subjects. He was not eligible for an Emer Auth to Teach art because he already had a teaching license. Corrective Plan: Teacher has been non-renewed.						

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Missoula	Missoula Co Public Schools 0692	Sentinel High School 1433	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Missoula Co Public Schools 0692	Washington Middle School 1685	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent was assigned as Interim for 1 yr only and is retiring effective June 30, 2023.										
Missoula	Swan Valley Elementary 0704	Swan Valley School 0800	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Nicole Harnisch was operating as a long-term sub as we searched for a new teacher. That position has been filled with a new teacher licensed under emergency authorization and will teach under a provisional next year. Nicole Harnisch is now operating at the school as a paraprofessional under the supervision of the principal and a licensed teacher.										
Missoula	Valley Christian High School 9282	Valley Christian High School 9710	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Celia Hawver will no longer be teaching a high school class. We plan to hire a licensed teacher for the PE position.	10.55.707(1) - Nonlicensed Teacher	Rebecca Hasenyager is moving out of the area and leaving the school. We plan to hire a licensed teacher.	10.55.707(1) - Nonlicensed Teacher	Frank Hiines is retiring. We plan to hire a licensed teacher for the art teacher position.	10.55.708 - Teaching Assignment: Misassigned Teacher	Edward Norman will no longer be at the school. We plan to hire a licensed physical education teacher for next year.	10.55.707(1) - Nonlicensed Teacher	Kimberly McCoy, since the report was finalized, has received a Class 5C provisional license.	10.55.707(1) - Nonlicensed Teacher	We are working with Rachel McCoy to obtain either a class 5C license or a standard license for the state of Montana within the next two years.
Musselshell	Melstone Public Schools 0712	Melstone 6-8 1742	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	The superintendent plans to begin the coursework to obtain the endorsement in the Fall of 2023.	10.55.707 - Library Media Specialist: Not Endorsed	The library/media specialist is working under the direction of an administrator who has the qualifications for library/media, and will be adding the endorsement back to her certificate.	10.55.708 - Teaching Assignment: Misassigned Teacher	The class will be reassigned to a teacher who is certified to teach K-8						
Musselshell	Melstone Public Schools 0712	Melstone High School 0813	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	The superintendent plans to begin coursework for the endorsement in the Fall of 2023.	10.55.707 - Library Media Specialist: Not Endorsed	The library media specialist is working under the direction of an administrator who has the library qualifications. The administrator will be adding the endorsement back to her certificate.	10.55.708 - Teaching Assignment: Misassigned Teacher	The teacher was able to renew her endorsement to meet the qualifications for the position.	10.55.708 - Teaching Assignment: Misassigned Teacher	the teacher renewed her certification to be endorsed in the subject and level.				
Musselshell	Melstone Public Schools 0712	Melstone School 0812	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	The Superintendent plans to begin working on the endorsement in the Fall of 2023.	10.55.707(1) - Nonlicensed Teacher	The teacher is currently working on her teaching license, and student teaching in the Fall of 2023. She will complete the coursework in August, graduate in December, and be licensed for the remainder of the school year.	10.55.707 - Library Media Specialist: Not Endorsed	The district does not plan to fill the position of librarian. The administrator has the qualifications, and will be adding the library endorsement back to her certificate. She will oversee the library program.						
Musselshell	Roundup Public Schools 0711	Roundup 7-8 1644	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent Endorsement - When hired Josiah Mayfield enrolled at Rocky College and is working with Stevie Schmitz to transfer administrator credentials from CA. Josiah holds a provisional principal endorsement and completed Montana School Law to complete the endorsement. This will be uploaded to OPI, and then Josiah will be in the Superintendent internship.	10.55.707(1) - Nonlicensed Teacher	Bonnie Turner completed her bachelors and enrolled in a credential program. Her observations are complete and she will be a credentialed teacher in the district next year.	10.55.707(1) - Nonlicensed Teacher	Anthony Buich is no longer with the district, and we hired an endorsed teacher in Science for the 2023-24 school year.	10.55.708 - Teaching Assignment: Misassigned Teacher	Mr. Schaff is retiring, and we are currently seeking a virtual option for Spanish or hiring a Spanish teacher. Mr. Schaff was endorsed in Social studies and stepped in when the teacher resigned in the middle of the year.				

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Musselshell	Roundup Public Schools 0711	Roundup Elementary 0809	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent Endorsement - When hired Josiah Mayfield enrolled at Rocky College and is working with Stevie Schmitz to transfer administrator credentials from CA. Josiah holds a provisional principal endorsement and completed Montana School Law to complete the endorsement. This will be uploaded to OPI, and then Josiah will be in the Superintendent internship.	10.55.707(1) - Nonlicensed Teacher	Bonnie Turner has completed her bachelors, and is wrapping up her k-8 endorsement. She will be fully endorsed for the 2023-24 school year.								
Musselshell	Roundup Public Schools 0711	Roundup High School 0811	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent Endorsement - When hired Josiah Mayfield enrolled at Rocky College and is working with Stevie Schmitz to transfer administrator credential from CA. Josiah holds a provisional principal endorsement and completed Montana School Law to complete the endorsement. This will be uploaded to OPI, and then Josiah will be in the Superintendent internship.	10.55.707(1) - Nonlicensed Teacher	Anthony Buich is no longer with the district, and we have currently hired a properly credentialed teacher for science for the 2023-24 school year.	10.55.708 - Teaching Assignment: Misassigned Teacher	Mr. Schaff is retiring at the end of the year, he stepped in to an assignment that was vacated by a teacher in November. Mr. Schaff was properly endorsed for social studies, but not Spanish. We are in the process of seeking an employee and/or exploring other virtual options for Spanish if a teacher isn't hired.						
Park	Gardiner Public Schools 0718	Gardiner 7-8 1743	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher has left, hire a certified teacher.										
Park	Gardiner Public Schools 0718	Gardiner High School 0824	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher has left, hire a certified teacher										
Park	Livingston Public Schools 0716	B A Winans School 0822	DEFICIENCY	10.55.704(2) - Curriculum Coordinator: Nonlicensed	Jordan Viegut renewed his class 3 administrative licensure	10.55.707(1) - Nonlicensed Teacher	Cassandra Schad received her Montana Teaching License	10.55.707 - Library Media Specialist: Not Endorsed	Lindsay Aun received her library endorsement						
Park	Livingston Public Schools 0716	East Side School 0817	DEFICIENCY	10.55.704(2) - Curriculum Coordinator: Nonlicensed	Jordan Viegut renewed his class 3 licensure	10.55.707(1) - Nonlicensed Teacher	Deborah Certier should not have been listed as a current library media specialist as she retired in June of 2020. A licensed, endorsed librarian was hired as a replacement.								
Park	Livingston Public Schools 0716	Park High School 0823	DEFICIENCY	10.55.704(2) - Curriculum Coordinator: Nonlicensed	Jordan Viegut renewed his Class 3 licensure	10.55.707(4) - School Counselor Licensure: Nonlicensed	Richard Jenkinson received his licensure as school counselor	10.55.707(1) - Nonlicensed Teacher	Clayton Oberquell resigned his position and a licensed teacher hire as a replacement	10.55.707(1) - Nonlicensed Teacher	Mark Uberuaga resigned his position and was replaced with a licensed teacher				
Park	Livingston Public Schools 0716	Sleeping Giant Middle School 1490	DEFICIENCY	10.55.704(2) - Curriculum Coordinator FTE: Insufficient FTE	Jordan Viegut has renewed his Licensure	10.55.707(1) - Nonlicensed Teacher	Teacher has resigned and replacement has proper licensure	10.55.713 - Class Size: Middle Grades	These are performance arts classes, which should be allowed over 30 students.	10.55.713 - Class Size: Middle Grades	Our records show these classes are all under 30.	10.55.713 - Class Size: Middle Grades	All classes show less than 30 students.		
Park	Shields Valley Public Schools 1068	Shields Valley 7-8 1797	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The teacher has updated his license and is now in compliance.	10.55.708 - Teaching Assignment: Misassigned Teacher	This class will not be offered in FY 2023-2024.	10.55.902 - Basic Education Program: Middle Grades	Offer World Languages through MDA.						

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Phillips	Dodson K-12 0748	Dodson School 0862	DEFICIENCY	Student Performance - Mathematics	Our staff continues to utilize data driven decision making to meet the individual academic and social needs of every one of our children each and every day. In a high poverty area with little stability in many of the homes of our children we do.....and we will.....continue to aggressively and thoroughly assess individual students utilizing a diverse number of research based and supplemental assessments in the core areas to include but not limited to STAR, DIBLES, SBAC, CBA's, and a teacher's "experienced gut level assessment considering all of the dynamics our students face..... and have an overall disadvantage ofwhen they return home after 4:00 p.m.".....From those ongoing and regular assessments, staff....and our newly hired full time reading and math coach and assessment director.....will collaboratively plan instruction to meet the needs of each and every childindividually! We continue to support our teaching staff with up to date and modern research-based curriculums, technology tools, technology infrastructure, technology support staff as well as research-based teaching strategies and										
Phillips	Malta K-12 Schools 0757	Malta 6-7-8 1505	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher 233481 is currently working on earning her teaching endorsements.										
Phillips	Malta K-12 Schools 0757	Malta High School 0875	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	will replace with a properly endorsed teacher to teach 04254	10.55.708 - Teaching Assignment: Misassigned Teacher	Will replace teacher with proper endorsements to teach 04201	10.55.709 - Library Media Specialist FTE: Insufficient FTE	District has a FTE Librarian must have submitted incorrect information						
Phillips	Malta K-12 Schools 0757	Malta K-5 1504	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher 187959 is on schedule to receive her degree in the Summer of 2023	10.55.707(1) - Nonlicensed Teacher	Teacher 2372213 has certification (out of State) and is working on completing MT State Certification.	10.55.709 - Library Media Specialist FTE: Insufficient FTE	Librarian Specialist was mis calculated Malta Elementary does have .5 FTE						
Pondera	Conrad Public Schools 0771	Meadowlark School 1546	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	This position has been non-renewed and we are actively advertising and recruiting to find a licensed teacher to fill the position. Should we be unable to successfully recruit a suitable and licensed teacher, we are prepared to utilize 20-4-111 MCA and 10.57.107 ARM to properly obtain an emergency authorization of employment. Currently we are setting up interviews with interested licensed candidates.										

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Powder River	Broadus Public Schools 0799	Broadus 7-8 1751	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	The misassigned teacher is working on her Mathematics education degree and was hired under an emergency license to provide Title I instruction. The district believes offering lower class sizes in English Language Arts is a great benefit to our students. Therefore, the district will advertise for a one hour a day ELA position and/or pursue an emergency license for the educator in English Language as well as Mathematics.										
Powder River	South Stacey Elementary 0802	South Stacey School 0934	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	South Stacey Elementary School Corrective Plan is to continue to advertise and hire a certified teacher for the 2023/2024 school year or go non-operating in the fall of 2023.										
Powder River	South Stacey Elementary 0802	South Stacey School 0934	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Molly Lloyd										
Powell	Deer Lodge Elementary 0805	E F Duvall 7-8 0937	DEFICIENCY	10.55.708 - Teaching Assignment: Misassigned Teacher	Duvall will employ and assign a properly endorsed reading teacher for the 2023-2024 school year.	10.55.710 - School Counselor FTE: No FTE	Duvall will seek to employ a licensed school counselor for the 2023-2024 school year.								
Powell	Deer Lodge Elementary 0805	O D Speer School 0939	DEFICIENCY	10.55.709 - Library Media Specialist FTE: Insufficient FTE	O.D. Speer will employ 1 FTE for the 2023-2024 school year.	10.55.710 - School Counselor FTE: No FTE	OD Speer is seeking to employ 1 FTE school counselor for the 2023-2024 school year.								
Powell	Powell County High School 0806	Powell County High School 0953	DEFICIENCY	10.55.710 - School Counselor FTE: No FTE	PCHS has only received one applicant for school counselor in past year. We offered contract to that applicant, with starting date for the 2023-2024 school year.	10.55.716 - Long-term substitute is nonlicensed	PCHS hired a licensed physical education teacher in January and contract was renewed for the 2023-2024 school year.								
Prairie	Terry K-12 Schools 0818	Terry High School 0958	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Mr. Dantic has submitted all paperwork and been approved for a provisional license which will go into effect prior to the 23-24 school year.	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher (Virginia Roark) will be re-assigned for the 23-24 school year.	10.55.708 - Teaching Assignment: Misassigned Teacher	Lisa Chaska will no longer be covering PE. A new teacher has been hired and will hold the proper license.						
Prairie	Terry K-12 Schools 0818	Terry Middle School 1752	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Chris Dantic's Provisional License will go into effect this summer. All paperwork has been submitted and accepted by the licensure department.	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher will be re-assigned.	10.55.708 - Teaching Assignment: Misassigned Teacher	We have hired a teacher to fill this position and will be properly endorsed.						
Ravalli	Darby K-12 Schools 0827	Darby 7-8 1608	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Mr. Vanosdell will no longer be working for the school district. The school district has hired a new teacher for next year that will meet the state qualifications.										
Ravalli	Florence-Carlton K-12 Schools 0829	Florence-Carlton Elementary School 0976	DEFICIENCY	10.55.707(4) - School Counselor Licensure: Not Endorsed	This certification error has been corrected and the teacher is properly licensed.										
Ravalli	Hamilton K-12 Schools 0824	Hamilton Middle School 1427	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	We have hired a K-8 elementary licensed teacher for that position.										
Ravalli	Hamilton K-12 Schools 0824	Washington School 0969	DEFICIENCY	10.55.709 - Library Media Specialist FTE: No FTE	Washington has a para that is overseen by the Librarian at Daly and she delivers Library lessons as well as helps with other library needs										

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Ravalli	Victor K-12 Schools 0826	Victor Middle School 1753	ADVICE	Student Performance - Mathematics	Reassignment of teacher who Understands our population, has a clear understanding of Vertical Alignment for Math Curriculum. He/She will plan with the 5th grade teacher to transition students into the middle school and have a clear understanding of individual student skill gaps. We have used our MTSS tier identification to provide targeted math instruction and interventions to ensure an increase to the number of proficient students by 8% year one and an additional 3% in year 2. We will use our newly developed data dashboard which includes both academic and non-academic identifier to monitor student progress. Identifiers... grades, attendance, behavior, SBAC Data and Progress monitoring/benchmark data isip and lexile/quantile scores. The data dashboard will inform both classroom instruction and targeted supports The Title I support team will collaborate with classroom teachers to ensure the necessary support is in place as we transition to a school wide title program and Math Labs for target										
Richland	Lambert Public Schools 0851	Lambert School 1005	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Ms. Killick will not be teaching a 6th grade elementary reading class next year unless she receives the proper endorsement for elementary reading. She is currently working with MSU-Billings to attain this endorsement, but if not completed by August 2023 she will not teach the 6th grade reading group.										
Richland	Poplar Public Schools 0857	Poplar 7-8 1550	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	School will hire certified teachers for that position.	10.55.707(1) - Nonlicensed Teacher	School will hire a certified teacher for that position.								
Richland	Rau Elementary 0837	Rau School 0990	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is licensed -- this was due to paperwork crossing in the mail.										
Richland	Savage Public Schools 0832	Savage 7-8 1754	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Jolene Baxter received her current certification license December 2022.	10.55.708 - Teaching Assignment: Misassigned Teacher	Staci Slack is a retired teacher and she is an emergency authorization. She has taught 28 years in K-12 PE and 5-12 math. We will continue to advertise for a history position. It is important to understand that all her curriculum is aligned to the standards and her years of teaching has provided her the methodology and pedagogy of instruction, curriculum, and assessment.								
Richland	Savage Public Schools 0832	Savage 7-8 1754	DEFICIENCY	10.55.708 - Teaching Assignment: Misassigned Teacher	Staci Slack is a retired teacher and she is an emergency authorization. She has taught 28 years in K-12 PE and 5-12 math. We will continue to advertise for a history position. It is important to understand that all her curriculum is aligned to the standards and her years of teaching has provided her the methodology and pedagogy of instruction, curriculum, and assessment.	10.55.707(1) - Nonlicensed Teacher	Jolene Baxter has received her current licensure December of 2022.								

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Richland	Savage Public Schools 0832	Savage High School 0983	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Jolene Baxter received her current licensure Dec. of 2022.	10.55.708 - Teaching Assignment: Misassigned Teacher	Staci Slack is a retired teacher and she is an emergency authorization. She has taught 28 years in K-12 PE and 5-12 math. We will continue to advertise for a history position. It is important to understand that all her curriculum is aligned to the standards and her years of teaching has provided her the methodology and pedagogy of instruction, curriculum, and assessment.	10.55.707(1) - Nonlicensed Teacher	Jolene Baxter received her current certification licensure in December of 2022.						
Richland	Savage Public Schools 0832	Savage School 0982	DEFICIENCY	10.55.708 - Teaching Assignment: Misassigned Teacher	Jolene Baxter, our English teacher, has received her updated licensure. Staci Slack, our history teacher, for six subjects a day is teaching history to 6-12 graders under the Retirement Law and hiring an Emergency Authorization person to fill a position. Although it was not in History she has taught 28 years as an K-12 PE and 5-12 Math degree.										
Richland	Savage Public Schools 0832	Savage School 0982	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Jolene Baxter has received her updated current licensure in December, 2022.	10.55.708 - Teaching Assignment: Misassigned Teacher	Staci Slack is working under the retirement law and has 28 years as a 5-12 math and K-12 PE as an emergency authorization. We continue to advertise for a history teacher.								
Richland	Savage Public Schools 0832	Savage School 0982	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Jolene Baxter received her updated certification in December 2022.	10.55.708 - Teaching Assignment: Misassigned Teacher	Staci Slack is a retired teacher and she is an emergency authorization. She has taught 28 years in K-12 PE and 5-12 math. We will continue to advertise for a history position. It is important to understand that all her curriculum is aligned to the standards and her years of teaching has provided her the methodology and pedagogy of instruction, curriculum, and assessment.								
Richland	Sidney Public Schools 0831	Central Elementary 0979	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Tonya Schoepp is a community member who stepped up to fill an elementary teaching position we could not get applicants for. She has a plan of study in place with a college and will have that plan of study complete within the next two years.	10.55.707(1) - Nonlicensed Teacher	Kaylie Davidson was approved for a Class 5 Provisional License submitted on 2/17/2023 The effective date was 07/01/2022 and will expire on 06/30/2025. She is working on completing her courses within her plan of study for full licensure.	10.55.707(1) - Nonlicensed Teacher	Kelsee Campbell has completed her standard teacher license and is licensed through 6/30/2023. She is working on her library endorsement and should have it completed within the next two years.	10.55.707(4) - School Counselor Licensure: Not Endorsed	Kim Youngquist is working on her courses to be endorsed as a school counselor and is on a 5B 5 alternative license through 6/30/2025. We expect her to apply for license by end of next school year.	10.55.707(4) - School Counselor Licensure: Nonlicensed	Nancy Bassett is our speech pathologist and has completed licensure with the State of Montana. We will work with Nancy to ensure she is properly licensed for the coming school year. SLP-SP-LIC-11570		
Richland	Sidney Public Schools 0831	Sidney High School 0981	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Kilee Sundt is licensed Class 2 Standard Teaching license through 6/30/2027. Her renewal was submitted 8/1/2022 and resubmitted on 1/9/2023	10.55.707(1) - Nonlicensed Teacher	Sharisse Slade is currently enrolled in an educational program to obtain her teaching license. She is expected to have the program completed in the next two years. She was on emergency certification and should be on a provisional or emergency license for next school year.	10.55.707(4) - School Counselor Licensure: Nonlicensed	This is for Nancy Bassett it is 10.55.707 (5) which is not an option above. She is a speech pathologist working for our district. We will ensure that Nancy Bassett will complete the required licensure with the State of Montana for the upcoming school year. He current license is SLP-SP-LIC-11570 through 02-01-2024	10.55.708 - Teaching Assignment: Misassigned Teacher	Crystal Weltkol is marked incorrectly in TOES (I do not have access to TOES) and does not teach an ESL class. She is a high school English Teacher full time. We will make the change to her designation in TOES to ensure she does not show up as teaching ESL	10.55.708 - Teaching Assignment: Misassigned Teacher	Erin Faulhaber teaches social sciences at Sidney High School and works as an adjunct professor or MSU to teach an education class for students who wish to pursue and education degree. We will make the corrections in TOES so it does not indicate which classes she will be teaching for SHS next school year.		
Richland	Sidney Public Schools 0831	Sidney Middle School 1619	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Kilee Sundt has a class 2 license good through 6/30/2027 it was submitted on 8/1/2022 and resubmitted on 1/9/2023 she will be current on her licensure	10.55.707(1) - Nonlicensed Teacher	Melani Drane was on a class 5 provisional license and will have her plan of study completed and apply for full licensure by December 1, 2023	10.55.707(4) - School Counselor Licensure: Not Endorsed	Nancy Bassett is our speech pathologist and completed her licensure with the State of Montana and is current on her license. SLP-SP-LIC-11570 through 2/01.24 we will work with Nancy to keep her license current.	10.55.708 - Teaching Assignment: Misassigned Teacher	Tess Ler is a social science teacher in our district. She filled in to cover a social skill class for us this past school year. She will not be filling in for that position next school year.	10.55.708 - Teaching Assignment: Misassigned Teacher	Andrea Palm is a social science teacher in our district. She filled in on a reading recovery class to address impacts of COVID and will not be placed in that teaching assignment next school year.	10.55.709 - Library Media Specialist FTE: Insufficient FTE	Do to staff shortage, our librarian had to fill in to teach FCS classes for our middle school. Our district is working to find a full-time librarian or full -time FCS teacher so that we can address this deficiency.

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Richland	Sidney Public Schools 0831	West Side Elementary 1446	DEFICIENCY	10.55.707(4) - School Counselor Licensure: Nonlicensed	Nancy Bassett is our speech pathologist and has completed licensure with the State of Montana. We will work with Nancy to ensure she is properly license for the coming school year. SLP-SP-LIC-11570	10.55.707(1) - Nonlicensed Teacher	Katrina Wortman completed her program of study and applied for a renewal on 1/8/2023. She currently is licensed with a Class 2 standard through 6/30/2027	10.55.707(1) - Nonlicensed Teacher	Martha Hurley needs to complete the PRAXIS and submit a background check for her licensure. She has completed her course of study. We will ensure that Martha completes the licensure requirements prior to the beginning of the new school year.	10.55.707(1) - Nonlicensed Teacher	Aleah is a returning teacher with an expired license. She was on emergency authorization last school year to work on her re-instatement requirements. We are working with Aleah to complete the necessary requirements to get her reinstated for/during the upcoming school year.	10.55.707(4) - School Counselor Licensure: Nonlicensed	Nancy Bassett is our speech pathologist and has completed licensure with the State of Montana. We will work with Nancy to ensure she is properly license for the coming school year. SLP-SP-LIC-11570		
Roosevelt	Brockton Public Schools 0861	Barbara Gilligan School 1025	DEFICIENCY	10.55.707(4) - School Counselor Licensure: Nonlicensed	hire licensed school counselor or hire and attempt an emergency license	10.55.708 - Teaching Assignment: Misassigned Teacher	hire digital teacher with correct endorsement to teach music								
Roosevelt	Froid Public Schools 0863	Froid 7-8 1761	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Get retired teacher an emergency licence										
Roosevelt	Froid Public Schools 0863	Froid Elementary School 1029	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Get retired teacher his emergency licence										
Roosevelt	Froid Public Schools 0863	Froid High School 1030	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Get retired teacher his licence										
Roosevelt	Frontier Elementary 0856	Frontier 7-8 1757	DEFICIENCY	10.55.702 - Superintendent Licensure: Nonlicensed	Will have Superintendent License this summer through MSU	10.55.707(4) - School Counselor Licensure: Nonlicensed	Already have school counselor license on OPI	10.55.708 - Teaching Assignment: Misassigned Teacher	Will correctly assign teacher according to license.	10.55.902 - Basic Education Program: Middle Grades	Will change schedule to offer 1/2 unit of a career and technical education program	10.55.707(1) - Nonlicensed Teacher	Teacher is now licensed according to OPI	10.55.716 - Long-term substitute is nonlicensed	Long term substitute will be licensed this summer.
Roosevelt	Frontier Elementary 0856	Frontier School 1411	DEFICIENCY	10.55.702 - Superintendent Licensure: Nonlicensed	Will be licensed this summer	10.55.707(4) - School Counselor Licensure: Nonlicensed	Already have license according to OPI	10.55.707(1) - Nonlicensed Teacher	Teacher already has license according to OPI	10.55.716 - Long-term substitute is nonlicensed	Will be licensed this summer				
Roosevelt	Poplar Public Schools 0857	Poplar High School 1016	DEFICIENCY	10.55.710 - School Counselor FTE: No FTE	School has hired a certified counselor for SY24.										
Roosevelt	Wolf Point Public Schools 0860	Northside School 1022	DEFICIENCY	10.55.704(2) - Curriculum Coordinator: Nonlicensed	The Curriculum Coordinator left the District 1/2023	10.55.707(1) - Nonlicensed Teacher	Northside had five teachers without appropriate teaching credentials. The WPEA and the WP School Board signed a MOU 11/14/2022 stating that all District employees operating under Emergency Authorization licensure. Acting Superintendent Kim Hanks met with all teachers operating under the Emergency Authorization credential after the MOU was finalized and informed them that they had three years from SY2022-23 to complete the coursework for a teaching license or they would be terminated. All Provisional or Emergency certified teachers employed on the date this MOU is signed will be notified in writing and in person that they must obtain Class I or Class 2 certification on or before May 1, 2026. All employees signed the notification. Since that time, Andrew Tuomonong received licensure by the State of Montana. The parties also agree that all Provisional or Emergency certified teachers will provide the District with information verifying the								

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Roosevelt	Wolf Point Public Schools 0860	Northside School 1022	DEFICIENCY	10.55.704(2) - Curriculum Coordinator: Nonlicensed	The Curriculum Coordinator left the District 1/2023	10.55.707(1) - Nonlicensed Teacher	Northside had five teachers without appropriate teaching credentials. The WPEA and the WP School Board signed a MOU 11/14/2022 stating that all District employees operating under Emergency Authorization licensure. Acting Superintendent Kim Hanks met with all teachers operating under the Emergency Authorization credential after the MOU was finalized and informed them that they had three years from SY2022-23 to complete the coursework for a teaching license or they would be terminated. All Provisional or Emergency certified teachers employed on the date this MOU is signed will be notified in writing and in person that they must obtain Class I or Class 2 certification on or before May 1, 2026. All employees signed the notification. Since that time, Andrew Tuomonong received licensure by the State of Montana. The parties also agree that all Provisional or Emergency certified teachers will provide the District with information verifying the									
Roosevelt	Wolf Point Public Schools 0860	Southside School 1020	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Southside had eleven teachers without appropriate teaching credentials. The WPEA and the WP School Board signed a MOU 11/14/2022 stating that all District employees operating under Emergency Authorization licensure. Acting Superintendent Kim Hanks met with all teachers operating under the Emergency Authorization credential after the MOU was finalized and informed them that they had three years from SY2022-23 to complete the coursework for a teaching license or they would be terminated. All Provisional or Emergency certified teachers employed on the date this MOU is signed will be notified in writing and in person that they must obtain Class I or Class 2 certification on or before May 1, 2026. All employees signed the notification. Since that time, Rhena Tuomonong, Melissa Acenas, Carl John Pasoy, and Charissa Zaballero received licensure by the State of Montana. The parties also agree that all Provisional or Emergency											

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Roosevelt	Wolf Point Public Schools 0860	Southside School 1020	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Southside had eleven teachers without appropriate teaching credentials. The WPEA and the WP School Board signed a MOU 11/14/2022 stating that all District employees operating under Emergency Authorization licensure. Acting Superintendent Kim Hanks met with all teachers operating under the Emergency Authorization credential after the MOU was finalized and informed them that they had three years from SY2022-23 to complete the coursework for a teaching license or they would be terminated. All Provisional or Emergency certified teachers employed on the date this MOU is signed will be notified in writing and in person that they must obtain Class 1 or Class 2 certification on or before May 1, 2026. All employees signed the notification. Since that time, Rhena Tuomonong, Melissa Acenas, Carl John Pasoy, and Charissa Zaballero received licensure by the State of Montana. The parties also agree that all Provisional or Emergency										
Rosebud	Colstrip Public Schools 0870	Colstrip High School 1040	ADVICE	Student Performance - Science	We will purchase pre-ACT science materials for our teachers to better prepare the students for higher student performance										
Rosebud	Forsyth Public Schools 0866	Forsyth 7-8 1535	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	I am authorized as a superintendent through the internship placement.	10.55.704(1) - Superintendent FTE: Insufficient FTE	The superintendent taught a zero hour weight training class, this class is not part of the normal school day.	10.55.708 - Teaching Assignment: Misassigned Teacher	Will revise the special education schedule to remove this teaching assignment.	10.55.708 - Teaching Assignment: Misassigned Teacher	Will revise the special education schedule to assign a qualified teacher for this period.	10.55.708 - Teaching Assignment: Misassigned Teacher	Will revise the special education schedule to assign a properly endorsed teacher.		
Rosebud	Forsyth Public Schools 0866	Forsyth Elementary School 1033	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	I am authorized as a superintendent through the internship placement.	10.55.704(1) - Superintendent FTE: Insufficient FTE	The superintendent taught a zero hour weight training class, this class is not part of the normal school day.								
Rosebud	Forsyth Public Schools 0866	Forsyth High School 1034	ADVICE	10.55.702 - Superintendent Licensure: Not Endorsed	I am authorized as a superintendent through the internship placement.	10.55.704(1) - Superintendent FTE: Insufficient FTE	The superintendent taught a zero hour weight training class, this class is not part of the normal school day.	10.55.708 - Teaching Assignment: Misassigned Teacher	Will revise the special education schedule to remove this teaching assignment.						
Rosebud	Rosebud Public Schools 0869	Rosebud 7-8 1762	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	We have already got her paperwork in order and our teacher is licensed to teach in the state of MT.										
Rosebud	Rosebud Public Schools 0869	Rosebud High School 1038	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The paperwork was late on our teacher. She has been since accepted to teach in Montana.										
Rosebud	Rosebud Public Schools 0869	Rosebud School 1470	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The paperwork was late being turned in for our teacher. She has since then been licensed to teach in the state of Montana.										
Rosebud	St Labre Schools 9040	St Labre Catholic High School 9059	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is currently enrolled in Education Program for licensure.										
Sanders	Hot Springs K-12 0882	Hot Springs High School 1058	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Nonlicensed teacher no longer employed. Replacing courses taught with licensed teacher.										
Sanders	Noxon Public Schools 0880	Noxon High School 1055	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	positions in question have licenses now.										

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Sanders	Plains Public Schools 0874	Plains Elementary School 1045	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Plains Elementary School currently employs an elementary school counselor who is enrolled in a school counselor endorsement program through MSU Billings. The staff member is on track to receive a masters degree in school counseling during the 2023-2024 school year upon which they will apply to OPI for appropriate endorsement.										
Sanders	Plains Public Schools 0874	Plains High School 1046	DEFICIENCY	10.55.709 - Library Media Specialist FTE: Insufficient FTE	Additional Staff assigned to accommodate students. A full time para-professional is assigned to cover student needs in all schools, including high school. The combined student load for 7/8 and 9-12 is less than the 250 per school combined. Plains Public Schools will continue to lobby for a systematic change in Chapter 55 to realistically accommodate small rural schools needs for accreditation										
Sanders	Thompson Falls Public Schools 0875	Thompson Falls 7-8 1764	DEFICIENCY	10.55.709 - Library Media Specialist FTE: No FTE	We have hired a Librarian for next school year, 2023-24										
Sanders	Trout Creek Elementary 0877	Trout Creek 7-8 1820	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	We are moving to a "period schedule" and the teacher in question will only be teaching classes in her certified areas. Other classes that have been taught by this teacher will also be taught by a teacher with the proper certification.										
Sanders	Trout Creek Elementary 0877	Trout Creek School 1050	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Both teachers are finishing their certifications										
Sheridan	Plentywood K-12 Schools 0891	Plentywood 7-8 1768	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Mrs. Benson was approved for an Emergency Authorization but failed to get the paperwork in and approved by the December 1st deadline. If she continues to be employed in the future for our school, she will get the application filed on time. She is also considering possibly working towards a Class 5 license.										
Sheridan	Plentywood K-12 Schools 0891	Plentywood High School 1071	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Mrs. Benson did get approved for an Emergency Authorization but failed to get it filed and approved by the December 1st deadline. If she continues employment in our district, she will get the necessary paperwork filed on time. She is looking into possibly trying to earn a Class 5 license as well.	10.55.708 - Teaching Assignment: Misassigned Teacher	Mrs. Oksa partway through the year decided to retire for good. She chose to teach Family and Consumer Science with her extensive background in the area but no degree other than a K-8 teaching degree that she successfully taught in our district for 35 years. Since she is retiring for good, she chose not to follow through with a Class 4 license.								
Sheridan	Westby K-12 Schools 0885	Westby 7-8 1767	DEFICIENCY	10.55.702 - Superintendent Licensure: Not Endorsed	Superintendent MacLean is now properly endorsed through the Teach Montana system. He was not at the beginning of the year due to miscommunication between the University of Montana and OPI.	10.55.703 - Principal Licensure: Not Endorsed	Principal MacLean is now properly endorsed through the Teach Montana system. He was not at the beginning of the year due to miscommunication between the University of Montana and OPI.	10.55.707(1) - Nonlicensed Teacher	Westby School will work with Kenneth Whitney to obtain an emergency or provisional licensure. Those steps will be taken immediately and progress will be made by the end of the school year.						

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Sheridan	Westby K-12 Schools 0885	Westby 7-8 1767	DEFICIENCY	10.55.702 - Superintendent License: Not Endorsed	Superintendent MacLean is now properly endorsed through the Teach Montana system. He was not at the beginning of the year due to miscommunication between the University of Montana and OPI.	10.55.703 - Principal License: Not Endorsed		10.55.707(1) - Nonlicensed Teacher	Principal MacLean is now properly endorsed through the Teach Montana system. He was not at the beginning of the year due to miscommunication between the University of Montana and OPI.						
Sheridan	Westby K-12 Schools 0885	Westby High School 1062	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Westby School will work with Kenneth Whitney to obtain an emergency or provisional licensure. Those steps will be taken immediately and progress will be made by the end of the school year.	10.55.702 - Superintendent License: Not Endorsed		10.55.703 - Principal License: Not Endorsed	Superintendent MacLean is now appropriately licensed and endorsed through OPI's Teach Montana system.						
Sheridan	Westby K-12 Schools 0885	Westby High School 1062	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Westby School will work with Kenneth Whitney to obtain an emergency or provisional licensure. Those steps will be taken immediately and progress will be made by the end of the school year.	10.55.702 - Superintendent License: Not Endorsed		10.55.703 - Principal License: Not Endorsed	Superintendent MacLean is now appropriately licensed and endorsed through OPI's Teach Montana system.						
Sheridan	Westby K-12 Schools 0885	Westby School 1061	DEFICIENCY	10.55.703 - Principal License: Not Endorsed	Principal MacLean is now appropriately licensed and endorsed through OPI's Teach Montana system.	10.55.702 - Superintendent License: Not Endorsed		10.55.707(1) - Nonlicensed Teacher	Superintendent MacLean is now appropriately licensed and endorsed through OPI's Teach Montana system.						
Sheridan	Westby K-12 Schools 0885	Westby School 1061	DEFICIENCY	10.55.703 - Principal License: Not Endorsed	Principal MacLean is now appropriately licensed and endorsed through OPI's Teach Montana system.	10.55.702 - Superintendent License: Not Endorsed		10.55.707(1) - Nonlicensed Teacher	Superintendent MacLean is now appropriately licensed and endorsed through OPI's Teach Montana system.						
Silver Bow	Butte Central High School 9043	Butte Central High School 9319	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teachers 130864, 232791, 237264, and possibly 237265 will not be returning for the 23.24 school year. Teacher 158476 will again apply for a provisional license as he is returning next year and will be working towards full licensure. Teacher 234079 will be seeking a provisional license while he takes classes to become endorsed in Spanish.	10.55.709 - Library Media Specialist FTE: No FTE	We are actively seeking a Library Media specialist. This is being accomplished through multiple platforms.	10.55.710 - School Counselor FTE: No FTE							
Silver Bow	Butte Public Schools 0902	Emerson School 1085	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	This deviation has been corrected. The unlicensed teacher was removed from the classroom effective 12/2022 and a licensed certified teacher was placed in this classroom. The district has and will continue to assign licensed certified teachers in all classrooms. The district was under the impression that the teacher would be licensed however, with the change in data system it was difficult to determine the status of this unlicensed teacher. The district will continue to follow its well-established process for hiring licensed teachers and will continue to work with the Office of Public Instruction and teacher education programs. It should be noted that hiring unlicensed teachers is not the norm nor practice of this school district.										
Silver Bow	Ramsay Elementary 0904	Ramsay 7-8 1770	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The Ramsay School the P.E./Health teacher (Dane Clavelot) was listed as non-licensed. As a Corrective Plan, Dane Clavelot is resigning from his teaching position at the end of the 2022-2023 school year.										

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Silver Bow	Ramsay Elementary 0904	Ramsay School 1105	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The Ramsay School Kindergarten teacher (Kim Flanick) and the P.E./Health teacher (Dane Clavelot) were both listed as non-licensed. As a Corrective Plan, Kim Flanick has since received her new license and Dane Clavelot is resigning from his teaching position at the end of the 2022-2023 school year.										
Stillwater	Absarokee Public Schools	Absarokee 6-8 1775	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Counselor is enrolled in internship for fall of 2023										
Stillwater	Absarokee Public Schools	Absarokee High School 1126	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Counselor is enrolled in internship for fall of 2023										
Stillwater	Absarokee Public Schools	Absarokee School 1125	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Counselor will be enrolled in an internship Fall 2023 at Montana State-Billings.										
Stillwater	Absarokee Public Schools	Absarokee School 1125	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	The counselor will be enrolled in an internship with MSU-Billings fall 2023										
Stillwater	Columbus Public Schools 0909	Columbus Elementary School 1111	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	The district has hired a new teacher for the 2023-24 school year with the proper endorsements/certification to teach the fourth grade replacing the misassigned teacher in that grade level.										
Stillwater	Park City Public Schools 0908	Park City School 1109	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Our teacher is now licensed										
Stillwater	Park City Public Schools 0908	Park High School 0823	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	We have hired a new teacher certified in K-12 PE/Health										
Stillwater	Reed Point Public Schools 0910	Reed Point High School 1114	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Benjamin French became endorsed shortly after the deadline for accreditation. He is now licensed for Mathematics 5-12.										
Teton	Choteau Public Schools 0940	Choteau 7-8 1777	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Employee 202007- Payge DeLaurenti will no longer be an employee in our district. An employee will be hired with the correct credentials to take over the classes 54437, and 54438 (Social studies grade 7 and 8 respectively).	10.55.708 - Teaching Assignment: Misassigned Teacher	Employee 73796- Leanne Merja will no longer be an employee in our district. An employee will be hired with the correct credentials to take over the class 69251- Family and Consumer Sciences- Comprehensive								
Teton	Choteau Public Schools 0940	Choteau High School 1148	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Employee 65452- William Durocher will not be teaching this course (12104- Accounting) next year. If it were to be offered in our school and applicable employee who has correct endorsement will take over the course.										

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Teton	Choteau Public Schools 0940	Choteau School 1147	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	I am currently working with the unlicensed teacher, UM-Western, and OPI to complete the required paperwork for a provisional license. At this point, the teacher has enrolled with Western, and they submitting her education plan to OPI.										
Teton	Dutton/Brady K-12 Schools 1072	Dutton/Brady Elementary 1156	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teachers have been licensed since December and are certified.										
Teton	Dutton/Brady K-12 Schools 1072	Dutton/Brady High School 1157	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher will take Praxis over the summer to complete certification.	10.55.707(1) - Nonlicensed Teacher	Teacher have already been licensed in December and are certified.	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher is taking the Praxis over the summer to complete certification.						
Teton	Dutton/Brady K-12 Schools 1072	Dutton/Brady Middle School 1750	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	The teacher is taking the Praxis over the summer to complete the certification process.										
Teton	Golden Ridge Elementary 0949	Golden Ridge School 1160	DEFICIENCY	10.55.716 - Long-term substitute is nonlicensed	The current substitute teacher is working on her credits to become certified.										
Teton	Greenfield Elementary 0953	Greenfield 7-8 1814	ADVICE	10.55.707(4) - School Counselor Licensure: Nonlicensed	Working with OPI on why current endorsement (training received June 2022) was not accepted. Jarid will be attending the summer Counseling training again and will verify steps needed to complete the endorsement process.	10.55.902 - Basic Education Program: Middle Grades	Careers instruction is currently included in both the 2022-23 and 2023-24 academic schedule for both the 7th and 8th grades. Students receive lessons important skill training and attend field trips to provide information about job opportunities available to them.								
Teton	Greenfield Elementary 0953	Greenfield School 1165	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Jarid will again attend the Conselor training this summer and has already emailed OPI regarding who to contact in order to check the steps to completing the endorsement post-training. Mr. Lawson attended the training last June for the 2022-2023 school year but the endorsement information was not received.										
Toole	Sunburst K-12 Schools 0955	Sunburst 7-8 1781	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	The teacher has submitted all of the papers to obtain her class 5 license and is waiting for OPI to approve the application.	10.55.707(1) - Nonlicensed Teacher	The teacher has resubmitted her finger prints and is awaiting to be approved for her Class 2 license from OPI.								
Toole	Sunburst K-12 Schools 0955	Sunburst Elementary 1167	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Sunburst Schools corrective plan for our deviation is to have our teacher finish applying and receiving their class 5 education license. They have applied but there was a problem with their finger prints not being done well enough to process.	10.55.707(1) - Nonlicensed Teacher	Sunburst Schools corrective plan for our deviation is to have our teacher finish applying and receiving their class 5 education license. They have applied and now are waiting for approval.								
Valley	Frazer Public Schools 0976	Frazer Elementary 1205	DEFICIENCY	Student Performance - English Language Arts	We have reviewed our Curriculum and will adjust and make the necessary changes by ordering new curriculum in the areas that is needed and provide ongoing support by obtaining Consultants and such. We will also provide necessary Professional Development as needed also.										
Valley	Glasgow K-12 Schools 0975	Glasgow High School 1204	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher will not be coming back for the 2023-24 school year										
Valley	Glasgow K-12 Schools 0975	Glasgow Middle School 1618	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher will not be coming back for the 2023-24 school year	10.55.707(4) - School Counselor Licensure: Nonlicensed	Teacher has been Emergency Authorized in the past.... She has a Masters degree in counseling, and will be finishing her teaching portion shortly.								
Valley	Glasgow K-12 Schools 0975	Irle Elementary School 1198	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher has a State of Montana License.										

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Valley	Hinsdale Public Schools 0980	Hinsdale 7-8 1784	DEFICIENCY	10.55.601(3) - Accreditation Standards: Did not complete CSIP	Complete the form and submit upon next due date	10.55.701 - Board of Trustees Policies: Missing policy	Assess and make sure all policies are up to date.	10.55.702 - Superintendent License: Nonlicensed	I will finish my program by 9/1/23 and be fully licensed in the state of mt.	10.55.702 - Superintendent License: Not Endorsed	I will finish my license before 9/1/23 to be fully endorsed.	10.55.703 - Principal License: Nonlicensed	I am fully licensed in the state of WI and just need to apply for it in MT.	10.55.703 - Principal License: Not Endorsed	Will finish degree on 9/1/23 to be fully endorsed.
Valley	Hinsdale Public Schools 0980	Hinsdale 7-8 1784	DEFICIENCY	10.55.704(1) - Superintendent FTE: Insufficient FTE	Once licensed the FTE will be sufficient.	10.55.704(1) - Superintendent FTE: No FTE	Once I am licensed this will not be an issue.	10.55.704(2) - Curriculum Coordinator FTE: Insufficient FTE	My superintendent license will cover this.	10.55.704(2) - Curriculum Coordinator FTE: No FTE	My superintendent license will cover this.	10.55.704(2) - Curriculum Coordinator: Nonlicensed	My superintendent license will cover this.	10.55.704(2) - Curriculum Coordinator: Not Endorsed	Superintendent license will cover this.
Valley	Hinsdale Public Schools 0980	Hinsdale 7-8 1784	DEFICIENCY	10.55.705 - School Principal FTE: Insufficient FTE	I am licensed in WI and just need to apply for my MT license.	10.55.705 - School Principal FTE: No FTE	I just need to apply for my license.	10.55.707 - Library Media Specialist: Nonlicensed	We will look at becoming part of a consortium for this.	10.55.707 - Library Media Specialist: Not Endorsed	We will look at becoming part of a consortium for this.	10.55.707(1) - Nonlicensed Activities/Athletic Director	He will be licensed by the start of school next year.	10.55.707(1) - Nonlicensed Teacher	We will continue to look for a certified teacher.
Valley	Hinsdale Public Schools 0980	Hinsdale 7-8 1784	DEFICIENCY	10.55.707(4) - School Counselor License: Nonlicensed	Our counselor is actually fully licensed and fully endorsed. This must have been a documenting error of some sort.	10.55.708 - Teaching Assignment: Misassigned Teacher	Our Spanish class will be through MTDA next year.	10.55.709 - Library Media Specialist FTE: Insufficient FTE	We will join a library consortium next year.	10.55.707(1) - Nonlicensed Activities/Athletic Director	Our AD will be fully licensed next year. His is finishing his course work.	10.55.707(4) - School Counselor License: Nonlicensed	School counselor is licensed and endorsed.	10.55.709 - Library Media Specialist FTE: Insufficient FTE	We will join a library consortium or take the ding on accreditation
Valley	Hinsdale Public Schools 0980	Hinsdale 7-8 1784	DEFICIENCY	10.55.712 - Class Size: Elementary	Our largest class in our K12 building is 10 and most in closer to five so I don't think we are over the limit.	10.55.714(2) - Professional Development : Insufficient PIR Days	We had six pir days	10.55.716 - Long-term substitute is nonlicensed	Long term sub has been hired as a para.	10.55.902 - Basic Education Program: Middle Grades	We meet all criteria for both Middle school and High School.	20-1-301, MCA - Aggregate Hours	I calculated and reported our aggregate hours incorrectly. We actually have more than we need.	Student Performance English Language Arts	Student performance is based off 2 students. We only have one 8th grader and 1 7th grader so the data we get may not be reliable. Our graduation % last year was 100% and should be again next year.
Valley	Hinsdale Public Schools 0980	Hinsdale High School 1213	DEFICIENCY	10.55.601(3) - Accreditation Standards: Did not complete CSIP	CSIP will be submitted at the next due date.	10.55.701 - Board of Trustees Policies: Missing policy	missing policies will be identified and implemented.	10.55.702 - Superintendent License: Nonlicensed	The super will be licenced by 9/1/23 and will also serve as the principal and curriculum director.	10.55.707 - Library Media Specialist: Nonlicensed	We will join a library consortium to take care of the library issues.	10.55.707(4) - School Counselor License: Nonlicensed	counselor is fully licensed and endorsed.	10.55.707(1) - Nonlicensed Activities/Athletic Director	All teacher and AD not licensed are working towards certification.
Valley	Hinsdale Public Schools 0980	Hinsdale High School 1213	DEFICIENCY	10.55.712 - Class Size: Elementary	No classed in our district over about 10. Average of 5 in our elementary.	10.55.714(2) - Professional Development : Insufficient PIR Days	We had 6 PIR days .	20-1-301, MCA - Aggregate Hours	All basic educational program requirements are being met.	20-1-301, MCA - Aggregate Hours	Hours were calculated incorrectly. they are now okay.	Student Performance English Language Arts	Performance is being addressed through professional development and our graduation rate has been close to 100% most years including last year.		
Valley	Hinsdale Public Schools 0980	Hinsdale School 1212	DEFICIENCY	10.55.703 - Principal License: Not Endorsed	Submit the CSIP upon next due date.	10.55.701 - Board of Trustees Policies: Missing policy	Find and document the missing policy and add to policy handbook.	10.55.702 - Superintendent License: Nonlicensed	Superintendent is currently 3/4 through his licensure program. Will be finished by 9/1/23 and licensed n the state of montana.	10.55.702 - Superintendent License: Not Endorsed	Superintendent is currently working through Rocky Mountain College to attain license but 9/1/23	10.55.703 - Principal License: Nonlicensed	Superintendent has out of state principal license and just needs to apply for it in MT.	10.55.703 - Principal License: Not Endorsed	Superintendent is fully licensed as a principal in the State of Wisconsin and just needs to apply for MT license.
Valley	Hinsdale Public Schools 0980	Hinsdale School 1212	DEFICIENCY	10.55.704(1) - Superintendent FTE: Insufficient FTE	Superintendents will be fully licensed by 9/1/23	10.55.704(1) - Superintendent FTE: No FTE	Once licensed this will be taken care of.	10.55.704(2) - Curriculum Coordinator FTE: Insufficient FTE	My superintendent and principal licenses should take care of this.	10.55.704(2) - Curriculum Coordinator FTE: No FTE	Again this will be taken care of one I have my superintendent license.	10.55.704(2) - Curriculum Coordinator: Nonlicensed	Once I have my superintendent licence the CC position will be part of my job.	10.55.704(2) - Curriculum Coordinator: Not Endorsed	Once I have my superintendents license through Rocky Mountain College I will be fully endorsed.
Valley	Lustre Christian High School 9048	Lustre Christian High School 9320	DEFICIENCY	10.55.701 - Board of Trustees Policies: Missing policy	The board will have a comprehensive family engagement policy in place by 1 Sep 24	10.55.701 - Board of Trustees Policies: Missing policy	The board will have a copyright policy in place by 1 Sep 23	10.55.707(4) - School Counselor License: Nonlicensed	School belongs to MSSA and will utilize their guidance counselor.	10.55.707 - Library Media Specialist: Nonlicensed	School belongs to MSSA and will utilize their Librarian	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher listed as assigned will not be assigned next year.	10.55.707(1) - Nonlicensed Teacher	Emergency Authorization of Employment will be pursued for all nonlicensed teachers

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Valley	Lustre Elementary 0986	Lustre School 1223	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	This was a failure to follow up on the submission of documentation. The teacher in question has now submitted all relevant paperwork to OPI, and will be applying for a temporary Class 5, while the licensure department and she work out the details on granting her a Class 1 as she has transitioned from South Africa with a teaching license there. Next year we are returning all certified staff, so once her paperwork is completed all staff will be appropriately licensed. In order to prevent this from happening in the future, we are creating a more in-depth New-hire checklist, that must be fully completed and signed by the administrator before a teacher is allowed to work in the classroom.										
Valley	Nashua K-12 Schools 0982	Nashua High School 1219	DEFICIENCY	10.55.708 - Teaching Assignment: Misassigned Teacher	Kyle Gorman is no longer employed in my district.	10.55.707(1) - Nonlicensed Teacher	Anita Strommen has an EAE until the end of June.								
Valley	Opheim K-12 Schools 0981	Opheim High School 1215	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher is going to work on getting her accreditation fir 18401.	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher is going to work on getting her accreditation to teach 18403	10.55.708 - Teaching Assignment: Misassigned Teacher	Mr. Taylor has received his endorsement needed to teach 04051. He was just late getting it and missed the date.	10.55.708 - Teaching Assignment: Misassigned Teacher	Mr. Taylor has received his endorsement needed to teach 04101 but he was late getting it.				
Wheatland	Harlowton Public Schools 0990	Harlowton High School 1230	DEFICIENCY	10.55.707(4) - School Counselor Licensure: Nonlicensed	Our teacher will be licensed by August 1st, 2023, in time for the next school year.	10.55.708 - Teaching Assignment: Misassigned Teacher	This teacher will no longer be teaching any high school math courses as she could not pass her praxis exam in order to get full licensed in HS Math.								
Wheatland	Judith Gap Public Schools 0992	Judith Gap 7-8 1788	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher has entered a program at MSU-Billings to complete in minor in English in order to qualify for an English endorsement. He will also enter into an internship starting in Fall of 2023 to comply with OPI requirements.										
Wheatland	Judith Gap Public Schools 0992	Judith Gap High School 1233	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher is seeking an English endorsement and has signed up to complete a program at MSU-Billings that will start the fall of 2023. He has also been instructed to enter into an internship in order to comply with OPI requirements.										
Wibaux	Wibaux K-12 Schools 0997	Wibaux 7-8 1789	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Alex Cameron has now received her teaching certificate for the state of MT										
Wibaux	Wibaux K-12 Schools 0997	Wibaux 7-8 1789	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Alex Cameron has now received her teaching certificate for the state of MT										
Yellowstone	Billings Central High School 9057	Billings Central Catholic High School 9028	DEFICIENCY	10.55.707 - Library Media Specialist: Nonlicensed	Current employee, Kathy Harris' paper work was a challenge this year. She will have her endorsement this summer. The deviation will be gone.	10.55.707(1) - Nonlicensed Teacher	Current employee Sonia Alcantar will obtain a Class 5 this summer. The deviation will be gone.								
Yellowstone	Billings Public Schools 1007	Billings Sr High School 1250	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Mr. Dever will not be issued a teaching contract until he successfully completes the Praxis. This applies to all three deviations listed for him.										
Yellowstone	Billings Public Schools 1007	Billings West High School 1251	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is now licensed.										

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Yellowstone	Billings Public Schools 1007	Boulder School 1307	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is now licensed.	10.55.709 - Library Media Specialist FTE: Insufficient FTE	Sufficient library FTE will be allocated for the 23-24 school year. Please note the October 3, 2022 K-5 school enrollment was 507 students, so the FTE needed was 1.014 and we had 1.0 allocated.								
Yellowstone	Billings Public Schools 1007	Riverside Middle School 1645	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is no longer working for the district. A licensed teacher will be hired for this position.										
Yellowstone	Billings Public Schools 1007	Rose Park School 1268	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is licensed effective July 1, 2023.	10.55.709 - Library Media Specialist FTE: Insufficient FTE	Sufficient library FTE will be allocated for the 23-24 school year. It is important to note the October 3, 2022 enrollment count for Rose Park was 253 students and a .5 FTE is sufficient for 250 students. We had .53 library FTE allocated to Rose Park to accommodate for the 3 student average.								
Yellowstone	Billings Public Schools 1007	Skyview High School 1628	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher is resigning effective June 2, 2023. A licensed FTE will be hired to fill position.										
Yellowstone	Broadview Public Schools 1017	Broadview 7-8 School 1793	ADVICE	10.55.702 - Superintendent License: Not Endorsed	New Superintendent has been hired and he has proper endorsements.										
Yellowstone	Broadview Public Schools 1017	Broadview High School 1293	ADVICE	10.55.702 - Superintendent License: Not Endorsed	Hired a new Superintendent with proper endorsements.	10.55.708 - Teaching Assignment: Misassigned Teacher	Teacher will not be working here next year and we are in the process of a search for a properly endorsed teacher.								
Yellowstone	Broadview Public Schools 1017	Broadview School 1292	ADVICE	10.55.702 - Superintendent License: Not Endorsed	Hired a new Superintendent that is properly endorsed.										
Yellowstone	Canyon Creek Elementary 1010	Canyon Creek School 1279	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	Teacher has completed Licensure										
Yellowstone	Custer K-12 Schools 1014	Custer 7-8 School 1792	ADVICE	Student Performance - English Language Arts	<ol style="list-style-type: none"> Title I will be used after school for targeted students. Title I tutoring will target students one day a week during the last period of the day. Students will be pulled from Study Hall to focus on the weak objectives in ELA. We will also offer tutoring on non-school days. MAPS data and classroom assessments will be used to target the objectives that need attention. Motivation will be increased by targeting grades for rewards based upon the performance of the class. This will keep confidentiality in place. We believe part of the problems is motivation. Teachers will utilize practice tests during the year. If we do not have enough, we will make our own. We will increase our use of IXL. 	Student Performance - Mathematics	<ol style="list-style-type: none"> Title I will be used after school for targeted students. Title I tutoring will target students one day a week during the last period of the day. Students will be pulled from Study Hall to focus on the weak objectives in Math. We will also offer tutoring on non-school days. MAPS data and classroom assessments will be used to target the objectives that need attention. Motivation will be increased by targeting grades for rewards based upon the performance of the class. This will keep confidentiality in place. We believe part of the problems is motivation. Teachers will utilize practice tests during the year. If we do not have enough, we will make our own. We will increase our use of IXL. 								
Yellowstone	Elysian Elementary 1019	Elysian Middle School 1831	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	Elysian School District will look to change the teacher of this class to one with the approved endorsement or utilize Montana Digital Academy to offer the Spanish for Young Learners class.										

County	System	School	Accred Status	Deviation	Corrective Plan for Deviation	Deviation #2	Corrective Plan for Deviation #2	Deviation #3	Corrective Plan for Deviation #3	Deviation #4	Corrective Plan for Deviation #4	Deviation #5	Corrective Plan for Deviation #5	Deviation #6	Corrective Plan for Deviation #6
Yellowstone	Huntley Project K-12 Schools 1020	Huntley Project High School 1298	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	- Staff will not be back. They were to pass the Praxis test and did not complete it in a timely fashion. We have filled that in with our full time accredited staff.	10.55.707(1) - Nonlicensed Teacher	- Teacher is registered for college to get accredited courses done. The Office of Public Instruction approved her emergency hire mid point of the year that was retroactive. We will apply for a provisional license and she will fulfill her plan of education for high school over the next 2 years.	10.55.708 - Teaching Assignment: Misassigned Teacher	- The course has been removed for the 2023-2024 school year.						
Yellowstone	Independent Elementary 1025	Independent School 1304	DEFICIENCY	10.55.707 - Library Media Specialist: Not Endorsed	- The Board has elected to seek a Variance as our library media specialist position.	10.55.707(1) - Nonlicensed Teacher	- The has been corrected. The teacher had let her license expire and has successfully renewed.								
Yellowstone	Laurel Public Schools 1011	Laurel High School 1284	ADVICE	10.55.708 - Teaching Assignment: Misassigned Teacher	- Teacher finished full licensing in January 2023. We have hired a properly endorsed ag teacher for 23-24										
Yellowstone	Laurel Public Schools 1011	West School 1282	ADVICE	10.55.707 - Library Media Specialist: Not Endorsed	- Our currently "not properly endorsed" media specialist at West Elementary is currently in an internship program and will complete her program in July of 2023 and is scheduled to take the Praxis exam in the summer of 2023. Anna Meadows will be properly certified to start the 2023-2024 school year.	10.55.708 - Teaching Assignment: Misassigned Teacher	- Our High School deviation has been remedied. We have hired a licensed Ag Ed teacher for the 2023-2024 school year. For the 2022-23 school year our teacher, Mr. Fred Moormeier, was able to obtain his Ag-Ed licensure during this school year.								
Yellowstone	Lockwood Public Schools 1008	Lockwood High School 1862	DEFICIENCY	10.55.707(1) - Nonlicensed Teacher	- Teacher is now licensed.	10.55.709 - Library Media Specialist FTE: Insufficient FTE	- Part time Librarian added.								

ITEM 20

**UPDATE ON 2023-2024 ACCREDITATION
PROCESS**

**Dr. Julie Murgel
Crystal Andrews**

Montana Board of Public Education Executive Summary

Date: July 12-14, 2023

Presentation	Accreditation Process Update for the 2023-24 School Year
Presenter	Crystal Andrews
Position Title	Director of Accreditation, EPPs, and Licensure Office of Public Instruction
Overview	The purpose is to provide an overview of the work that has been accomplished since the last board meeting for the new accreditation process. This was requested by Chair Quinlan at the May BPE meeting.
Requested Decision(s)	Information Only
Related Issue(s)	Chapter 55; Accreditation Standards; Rulemaking; Rule Adoption; Implementation
Recommendation(s)	None



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



**Accreditation Process 2023-24
 Board of Public Education- July Update**

1. Invitations have been sent to 50 stakeholders across the state to participate in a Stakeholder Review throughout the summer and school year.
2. Stakeholder Review Session Schedule:

Month	Dates	Time	Session	Topic
July	27th	10:00-11:00	ALL participants	Introduction
August	9th	8:00-11:00 1:00- 4:00	Group 1 Group 2	Rubrics, Evidence, Scoring Guides, Definitions for each group
	10th	8:00-11:00 1:00- 4:00	Group 3 Group 4	
	15th	8:00-11:00	ALL- break out per groups	
September	11th	4:30- 5:30	ALL- break out per groups	
	18th	4:30-5:30	ALL- break out per groups	
October	16th	4:30-5:30	ALL- break out per groups	Implementation Guide and Guidance documents for each group
November	20th	4:30-5:30	ALL- break out per groups	
January	8th	4:30-5:30	ALL- break out per groups	
February	12th	4:30-5:30	ALL- break out per groups	
March	11th	4:30-5:30	ALL participants	

3. Stakeholder Review Groups:
 - a. Family and Community Engagement/Stakeholder Input
 - b. Graduate Profile
 - c. Student Performance
 - d. Professional Development and Indian Education for All

4. Stakeholder Review Sessions will include:
 - a. Rubrics
 - b. Evidence
 - c. Scoring Guides
 - d. Definitions
 - e. Implementation Guides
 - f. Guidance Documents



5. The Accreditation Professional Development Plan has been set for SY24.
 - a. June- Summer Institute- Graduate Profile/Goals Work Sessions
 - b. July- SAM Administrators Institute- Overview of Accreditation Changes, Q&A, Introduction to the Mighty Network/Resources
 - c. August- Virtual- New Superintendent Work Session
 - d. September- TBD- ISAP and Rubric Scoring, CNA and Stakeholder Engagement Work Sessions
 - e. October- MCEL- Graduate Profile/Goals, Family and Community Engagement, ISAP Work Sessions
 - f. November- TBD- IEFA and Student Performance Work Sessions
 - g. January- TBD- New Accreditation Data Collection Tool, Professional Development and Rubric Scoring
 - h. February- Virtual- All Day Work Sessions
 - i. March- Helena and Virtual- All Day Work Sessions

6. Accreditation Virtual Office Hours will be available starting in July. At this time someone from the Accreditation team will be available to answer questions, assist with plans, and provide technical assistance.
 - a. Summer- Tuesday's 10:30- 12:00 (7/11-8/29)
 - b. Academic Year- Tuesday's 3:00- 4:30 (9/5- 3/26)

7. The Accreditation report for each district in Montana will be due March 29, 2024. The components that will be due were approved by the Board of Public Education in May.

ITEM 21

ACTION ON VARIANCE TO STANDARDS
BOARD APPOINTMENTS

Crystal Andrews

Montana Board of Public Education Executive Summary

Date: July 12-14, 2023

Presentation	Recommend Approval of 2023 Variance to Standards Board Members.
Presenter	Crystal Andrews
Position Title	Director of Accreditation, EPPs, and Licensure
Overview	This presentation provides the Board of Public Education recommendations from Superintendent Arntzen for the six open Variance to Standards Board Member positions. The Board Members and Terms of Service is attached.
Requested Decision(s)	Approval of the six Variance to Standards Board Members.
Related Issue(s)	None
Recommendation(s)	Action: Approve State Superintendent Arntzen's recommendations of the six members for the Variances to Standards Review Board.



VARIANCES TO STANDARDS REVIEW BOARD BOARD MEMBERS and TERMS OF SERVICE

June 2023

ARM 10.55.604(1)(d)(iii) The review board members shall serve five-year terms with no limit to the number of terms any one person may serve.

Name <i>Term Expiration</i>	Position	Title <i>School/District</i>
Fred Anderson <i>Term Expires: 2026</i>	Chairperson	Middle School Principal Retired <i>Great Falls</i>
Kelly Haverlandt <i>Term Expires: 2026</i>	Vice-Chairperson	High School Teacher <i>Whitefish Public Schools</i>
Cammie Knapp <i>Term Expires: 2028</i>	Board Member	High School Principal <i>Corvallis Public Schools</i>
Jay Phalen <i>Term Expires: 2028</i>	Board Member	Board of Trustee Member <i>Glendive Public Schools</i>
Eric Myers <i>Term Expires: 2026</i>	Board Member	High School Teacher <i>Broadus Public Schools</i>
Ashley Olson <i>Term Expires: 2028</i>	Board Member	Elementary School Teacher <i>Billings Public Schools</i>
Hannah Nieskens <i>Term Expires: 2028</i>	Board Member	District Superintendent <i>Whitehall Public Schools</i>
Eric Matthews <i>Term Expires: 2026</i>	Board Member	Elementary School Teacher <i>Bozeman Public Schools</i>
Nancy Stiffarm <i>Term Expires: 2028</i>	Board Member	<i>Tribal Representative Fort Belknap</i>
Abby Moscatel	Board Member	<i>Family or Community Representative Lakeside</i>



New Variance to Standards Board Members

Abby Moscatel is the Family and Community Representative. Abby is a lawyer at the Blacktail Law Firm in Lakeside, Montana. She is admitted to practice in California, Montana, and some federal court jurisdictions.

Nancy Stiffarm is the Tribal Representative. Nancy is a Junior High Math teacher at Harlem Public Schools on the Fort Belknap Reservation in Montana.

Hannah Nieskens is the District Superintendent Representative. Hannah has been an educator for 24 years. She is entering her fifth year as the district superintendent in Whitehall, Montana. She was formerly a 6-12 principal in Whitehall. Prior to that she was an intermediate principal and HS dean of students in Wolf Point and elementary teacher in Billings.

Ashley Olson is one of the Elementary School Teacher Representatives. Ashley has been a classroom teacher for over 20 years and is currently pursuing her Master's in Educational Leadership. Her family includes her supportive husband and 3 active children: one each in elementary, middle, and high school. During the '21-'22 school year, she received the elementary teacher Golden Apple award for Billings Public Schools in Montana.

Jay Phalen is the Board of Trustees Member Representative. Jay was elected to the Glendive Board of Trustees in 2021 and serves on the board's policy committee. He was raised in Dawson County Montana where he lives with his wife and three children.

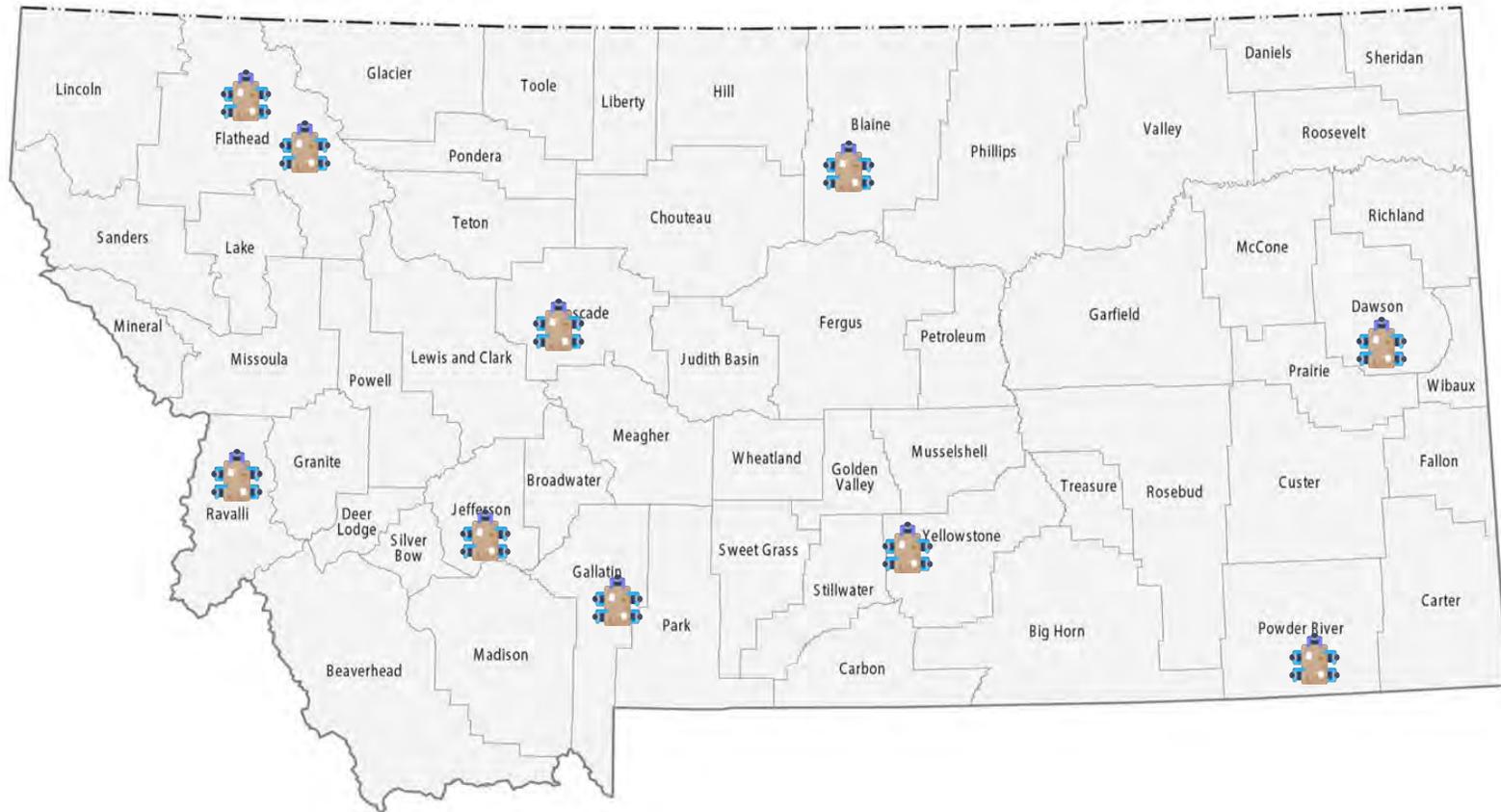
Cammie Knapp is one of the High School Principal Representatives. Cammie started her career at Corvallis High School over two decades ago. She has been principal for five years, and since then, has turned the football program around, revamped the homecoming festivities and made sure every student was cared for and had a mentor to go to, according to her students. In 2023 she was named the Montana Association of Secondary Principals Principal of the Year.





VARIANCES TO STANDARDS REVIEW BOARD BOARD MEMBERS and TERMS OF SERVICE July 2023

ARM 10.55.604(1)(d)(iii) The review board members shall serve five-year terms with no limit to the number of terms any one person may serve.



Participating Board Members per county (4)

Fred Anderson, Chairperson - Middle School Principal - Great Falls, Cascade County
Kelly Haverlandt, Vice-Chairperson - High School Teacher - Whitefish Public Schools, Flathead County
Cammie Knapp, Board Member - High School Principal - Corvallis Public School, Ravalli County
Jay Phalen, Board Member - Board of Trustee Member - Glendive Public Schools, Dawson County
Eric Myers, Board Member - High School Teacher - Broadus Public School, Powder River County
Ashley Olson, Board Member - Elementary School Teacher - Billings Public School, Yellowstone County
Hannah Nieskens, Board Member - District Superintendent - Whitehall Public Schools, Jefferson County
Eric Matthews, Board Member - Elementary School Teacher - Bozeman, Gallatin County
Nancy Stiffam, Board Member - Tribal Council Representative - Fort Belknap, Blaine County
Abby Moscatel, Board Member - Family or Community Representative - Lakeside, Flathead County

Variations to Standards Board Member Requirements

Effective July 1, 2023

10.55.604 VARIANCES TO STANDARDS

(1) A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to an assurance or a section of assurance standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

(d) Upon receipt, the Superintendent of Public Instruction shall refer applications for variance to an assurance standard or a section of assurance standards to a pre-appointed review board. The Superintendent of Public Instruction shall facilitate and provide organizational support for the meetings of the review board.

(i) The review board shall consist of the following, appointed by the Superintendent of Public Instruction and approved by the Board of Public Education: one trustee, one district superintendent, one high school principal, one elementary principal, two high school teachers, two elementary school teachers, one tribal council representative, and one family or community representative.

10.55.604 VARIANCES TO STANDARDS

(1) A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

(d) Upon receipt, the Superintendent of Public Instruction shall refer applications for variance to standards to a pre-appointed review board. The Superintendent of Public Instruction shall facilitate and provide organizational support for the meetings of the review board.

(i) The review board shall consist of the following, appointed by the Superintendent of Public Instruction from a list of qualifying individuals jointly endorsed by MEA-MFT, Montana Rural Education Association (MREA), Montana Small Schools Alliance (MSSA), School Administrators of Montana (SAM), and Montana School Boards Association (MTSBA): one trustee, one district superintendent, one high school principal, one elementary principal, two high school teachers, and two elementary school teachers.

FUTURE AGENDA ITEMS

September 15-16, 2023
Miles City, MT

Election of Board Officers
Approve Yearly Board Meeting Calendar – C
Approve Annual Agenda Calendar – C
MACIE Update
Montana Digital Academy Update
Assessment Update
Federal Update
Annual HiSET Report
Annual Special Education Report
Update on PRAXIS Test Review