

***BOARD OF PUBLIC EDUCATION
MEETING***

MARCH 8-10, 2023

BOARD OF PUBLIC EDUCATION

Wednesday March 8, 2023

4:00 PM

Tour of Shodair Children's Hospital

Main Lobby, 2755 Colonial Drive

Helena, MT

March 9-10, 2023

*Montana School Board's Association
863 Great Northern Blvd, 1st Floor
Conference Room*

Helena, MT

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

March 8-10, 2023
Montana School Boards Association
863 Great Northern Blvd, 1st Floor Conference Room
Helena, MT

Wednesday March 8, 2023
4:00PM

- ❖ **TOUR OF SHODAIR CHILDREN'S HOSPITAL**
Main Lobby, 2755 Colonial Dr, Helena, MT

Thursday March 9, 2023
8:30 AM

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 #10

(Items may be pulled from Consent Agenda upon request)

- A. January 12-13, 2023 Meeting Minutes**
- B. Financials**

ADOPT AGENDA

- ❖ **REPORTS – Madalyn Quinlan (Items 1-6)**

Item 1

- CHAIRPERSON REPORT – 15 Minutes, page #33**
Madalyn Quinlan
- **Board Committee Assignments**

Item 2 EXECUTIVE DIRECTOR REPORT – 15 Minutes, page #35
McCall Flynn

- Legislative Update

Item 3 STATE SUPERINTENDENT REPORT – 1 Hour, page #36
State Superintendent Elsie Arntzen

- Annual School Food Services Report – Chris Emmerson
- Assessment Update – Chris Noel
- Data Modernization Update – Chris Sinrud
- Federal Update – Dr. Julie Murgel
- CAEP MOU Update – Dr. Julie Murgel

Item 4 COMMISSIONER OF HIGHER EDUCATION REPORT – 15 Minutes, page #97
Dr. Angela McLean

Item 5 STUDENT REPRESENTATIVE REPORT – 15 Minutes, page #99
Charles Fox

❖ MSDB LIAISON – Renee Rasmussen (Items 6-7)

Item 6 MSDB REPORT – 1 Hour, page #100
Paul Furthmyre

ACTION ITEMS:

- Action on Out of State Travel Request
- Action on Personnel Items
- Action on 2023-224 MSDB School Calendar

Item 7 ACTION ON MSDB SUPERINTENDENT 2023-2024 CONTRACT – 15 Minutes,
page #179
Madalyn Quinlan

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

Lunch will be provided for Board members

❖ LICENSURE COMMITTEE – Susie Hedalen (Items 8-10)

Item 8 ACTION ON ETS PRAXIS TEST REVIEW SCORES – 15 Minutes, page #183
Crystal Andrews

*****TIME CERTAIN AT 1:15 PM*****

Item 9 INITIAL REVIEW OF BPE CASE #2022-18, GRAYBILL – 15 Minutes, page
#189
Katherine Orr, Agency Legal Services

Item 10 HEARING ON APPEAL OF LICENSURE DENIAL, BPE CASE #2022-17,
DUTTON – 2 Hours, page #190
Katherine Orr, Agency Legal Services

❖ **MACIE LIAISON – Susie Hedalen (Item 11)**

Item 11 **MACIE REPORT – 15 Minutes, page #191**
Jordann Lankford Forster

ACTION ITEM:

- **Action on Nomination of Corey L. Sangrey-Billy**

❖ **EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 12)**

Item 12 **PRESENTATION ON MUS SPRINT DEGREES – 15 Minutes, page #194**
Ange DeWolf King, Academic, Research, and Student Affairs – OCHE

Friday, March 10, 2023
8:30 AM

❖ **ACCREDITATION COMMITTEE – Dr. Tim Tharp (Items 13-18)**

Item 13 **ACTION ON THE 2022-2023 ACCREDITATION STATUS OF ALL**
SCHOOLS – 15 Minutes, page #213
Crystal Andrews, Ellery Bressler

Item 14 **ACCREDITATION PROCESS GUIDANCE – 15 Minutes, page #215**
Dr. Julie Murgel

Item 15 **CONTENT STANDARDS REVISION UPDATE AND DISCUSSION – 15**
Minutes, page #218
Chris Noel

Item 16 **OPI CHIEF LEGAL COUNSEL UPDATE – 30 Minutes, page #224**
Rob Stutz

Item 17 **ACTION ON AND RESPONSE TO PUBLIC COMMENT 31 SUBMITTED ON**
REVISIONS TO ARM TITLE 10, CHAPTER 55, STANDARDS OF
ACCREDITATION – 15 Minutes, page #226
Dr. Tim Tharp

Item 18 **ACTION ON THE NOTICE OF ADOPTION PERTAINING TO THE**
AMENDMENT OF ARM, TITLE 10, CHAPTER 55, STANDARDS OF
ACCREDITATION, AND AUTHORIZE FILING OF THE NOTICE WITH THE
SECRETARY OF STATE’S OFFICE FOR PUBLICATION IN THE MONTANA
ADMINISTRATIVE REGISTER – 15 Minutes, page #244
Dr. Tim Tharp

❖ **CSPAC LIAISON – Madalyn Quinlan (Item 20)**

Item 19 **ADVISORY COUNCIL CREATION DISCUSSION – 30 Minutes, page #285**
McCall Flynn

❖ EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 20)

Item 20

TOWNSEND FFA STUDENT PRESENTATION – 30 Minutes, page #288
Susie Hedalen

FUTURE AGENDA ITEMS May 11-12, 2023

Student Representative Last Meeting & Recognition

Approve K-12 Schools Payment Schedule

Assessment Update

Action on CAEP MOU

Accreditation Report

Variance to Standards Requests & Renewals

Federal Update

MACIE Update

MCDE Update

Executive Director Performance Evaluation

PUBLIC COMMENT

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ADJOURN

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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. January 12-13, 2023 Meeting
Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

January 12-13, 2023
Montana School Boards Association
863 Great Northern Blvd, First Floor Conference Room
Helena, MT

Thursday, January 12, 2023
8:30 AM

CALL TO ORDER

The Chair called the meeting to order at 8:30 AM and led the Board in the Pledge of Allegiance. Ms. Stockton took Roll Call and the Chair read the Statement of Public Participation and welcomed guests. Guests introduced themselves to the Board.

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice Chair; Ms. Anne Keith; Ms. Jane Hamman; Dr. Tim Tharp; Ms. Renee Rasmussen; Ms. Tammy Lacey; Mr. Charles Fox, Student Representative. Ex-Officio members: Mr. Dylan Klapmeier, Governor's Office; State Superintendent Elsie Arntzen, Office of Public Instruction (OPI); Dr. Angela McLean, Commissioner of Higher Education. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests: Mr. Ron Slinger, Miles Community College; Ms. Kristi Steinberg, University of Montana; Ms. Amanda Curtis, Montana Federation of Public Employees (MFPE); Mr. Paul Furthmyre, Montana School for the Deaf and Blind (MSDB); Ms. Jule Walker, Montana School Boards Association (MTSBA); Ms. Chris Noel, OPI; Mr. Chris Sinrud, OPI; Dr. Adrea Lawrence, University of Montana; Ms. Donell Rosenthal, OPI; Ms. Nancy Hall, Office of Budget and Program Planning (OBPP); Dr. Rob Watson, School Administrators of Montana (SAM); Ms. Krystal Smith, OPI; Dr. Julie Murgel, OPI; Ms. Crystal Andrews, OPI; Ms. Jordann Lankford, Montana Advisory Council on Indian Education (MACIE) Chair; Dr. Leslie Lott, University of Providence.

PUBLIC COMMENT

No public comment was made.

CONSENT AGENDA

Ms. Tammy Lacey moved to approve the Consent Agenda as presented. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

ADOPT AGENDA

Ms. Tammy Lacey moved to approve the agenda as presented. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

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

Certification Standards and Practices Advisory Council later in January, and back to the Board for action at the March meeting. Ms. Andrews reviewed the recommended scores for the Board, which are the recommended scores from Educational Testing Services (ETS) and the scores the PWC has agreed with. Ms. Andrews reviewed the timeline for implementation for the Board and answered Board member questions.

Item 11 ACTION ON THE VIRTUAL JOINT SITE VISIT AND STATE EXIT REPORT OF THE UNIVERSITY OF MONTANA EDUCATOR PREPARATION PROGRAM (EPP) IN THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION APRIL 10-12, 2022

Dr. Julie Murgel

Dr. Murgel opened the item explaining that this was an information item at the November meeting and now an action item for the Board's approval. Superintendent Arntzen has recommended full accreditation for the University of Montana. Ms. Kristi Steinberg introduced Dr. John Matt, and Dr. Morgan Allwell who joined via Zoom. Ms. Steinberg discussed the review process and noted the school met all standards for accreditation.

Vice Chair Susie Hedalen moved to approve the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Provider (EPP) in the Phyllis J. Washington College of Education at the University of Montana, as recommended by Superintendent Arntzen. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Dr. McLean congratulated the University for their work.

Item 12 ACTION ON THE STATE EXIT REPORT AND REGULAR ACCREDITATION STATUS OF THE MONTANA EDUCATOR PREPARATION PROGRAM (EPP) AT THE UNIVERSITY OF PROVIDENCE, OCTOBER 3, 2022

Dr. Julie Murgel

Dr. Murgel explained the reason for the action request for the University of Providence to move from provisional accreditation to full accreditation. Dr. Murgel explained the final step for full accreditation is an on-site review which was completed in October 2022. Due to a change in the education program, the school obtained provisional accreditation and is now moving to full accreditation as recommended by Superintendent Arntzen. Dr. Leslie Lott, University of Providence, thanked Dr. Murgel and the Board for their work. Ms. Tammy Lacey noted she was on the University of Providence Board of Trustees when these programs were eliminated, so she is pleased to see the programs reinstated and accredited. Ms. Quinlan noted she was on the Board when the school was considering eliminating their education program, and that it is good to see the program back.

Vice Chair Susie Hedalen moved to approve the State Exit Report and Regular Accreditation Status of the Montana Educator Preparation Provider (EPP) at the University of Providence as recommended by Superintendent Arntzen. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Item 13 ACTION ON THE NOTICE OF ADOPTION PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS

Susie Hedalen

Chair Quinlan commented on the process for reviewing and revising Chapter 58 and thanked everyone who participated in the review process.

Vice Chair Susie Hedalen moved to approve the Notice of Adoption pertaining to the Amendment of ARM Title 10, Chapter 58, Educator Preparation Program Standards, and authorize filing of the notice with the SOS for publication in the Montana Administrative Register. Motion seconded by Ms. Tammy Lacey.

Comments from Ms. Renee Rasmussen on minimum vs. maximum standards.

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

Chair Quinlan read the Statement of Executive Session and closed the meeting. The Board recessed for visitors to leave. The meeting was closed at 1:03 PM.

*****TIME CERTAIN AT 1:00 – CLOSED SESSION*****

**Item 14 HEARING OF APPEAL OF LICENSURE DENIAL, BPE CASE #2022-15, NO RUNNER
Katherine Orr**

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

The Board came back into Open Session at 3:10 PM.

Vice Chair Susie Hedalen moved to not uphold the Superintendent's recommendation to deny and to issue a license in BPE case #2022-15. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

❖ EXECUTIVE COMMITTEE – Madalyn Quinlan (Items 15-20)

**Item 15 STUDENT ENGAGEMENT PANEL
Charles Fox**

Mr. Fox opened the panel for the Board and each student introduced themselves to the Board. Board members asked questions of the students on topics such as student mental health, proficiency-based learning, career and technical education, and the topics in education students think are important. Mr. Fox wrapped up the discussion by thanking the students for their input and their hard work.

**Item 20 ACTION ON CRITICAL QUALITY EDUCATOR SHORTAGE AREA REPORT
Jay Phillips**

Mr. Phillips reviewed the Critical Quality Educator Shortage Area Report for the Board highlighting areas of the report which include: the criteria for a shortage area, methodology for determining a shortage area, using retired teachers to fill positions, emergency authorizations, and the number of districts experiencing shortages. Mr. Phillips answered Board member questions.

Ms. Renee Rasmussen moved to accept the Critical Quality Educator Shortage Area Report and authorize publication by February 1. Motion seconded by Vice Chair Susie Hedalen.

No discussion. Motion passed unanimously.

**Item 16 ACTION ON TRANSFORMATIONAL LEARNING GRANT ANNUAL REPORTS
FY2023**

Krystal Smith

Ms. Smith presented the Transformational Learning Grant Annual Reports to the Board. Ms. Smith briefly discussed the grant program for the Board per statute and discussed how school districts are creating innovative programs in their districts. This spring Ms. Smith will be meeting with the district managers who oversee the grants to learn how to better utilize the funding. They'll look at the programs, compile the data, identify the districts using the program, and share the best practices with schools statewide, which would allow schools to work together to bring programs to new schools.

Ms. Renee Rasmussen moved to approve the Transformational Learning Annual Reports for FY2023. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

**Item 17 ACTION ON QUALIFICATION OF TRANSFORMATIONAL LEARNING GRANT APPLICATIONS FY2024
Krystal Smith**

Ms. Renee Rasmussen moved to approve qualification of newly applied districts for FY2024 and retain the waitlist for the Transformational Learning Grants. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

**Item 18 ACTION ON ADVANCED OPPORTUNITY GRANT ANNUAL REPORTS
FY2023
Krystal Smith**

Ms. Smith reviewed the Advanced Opportunity Grant program for Board members. Ms. Smith discussed pending legislation that would increase the amount of funding for the program.

Ms. Renee Rasmussen moved to approve the Montana Advanced Opportunity Grant Annual Reports for FY2023. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

**Item 19 ACTION ON QUALIFICATION OF ADVANCED OPPORTUNITY GRANT APPLICATIONS FY2024
Krystal Smith**

Ms. Renee Rasmussen moved to approve the qualification of districts for FY2024. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Ms. Smith thanked the Board for their time and their support of these programs.

The Board recessed for the day at 4:40 PM.

Friday, January 13, 2023

8:30 AM

CALL TO ORDER

Chair Quinlan called the meeting to order at 8:33 AM and 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. The Chair asked guests to introduce themselves to the Board.

Board members present: Ms. Madalyn Quinlan, Chair; Ms. Susie Hedalen, Vice Chair; Dr. Tim Tharp, Ms. Jane Hamman, Ms. Tammy Lacey, Ms. Renee Rasmussen; Ms. Anne Keith. Ex Officio members: Dr. Angela McLean, OCHE. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests: Dr. Rob Watson, SAM; Mr. Dennis Parman, Montana Rural Education Association (MREA); Ms. Kristi Steinberg, University of Montana; Mr. Ron Slinger, Miles Community College; Ms. Jenny Murnane-Butcher, Montanans Organized for Education (MOFE); Ms. Amanda Curtis, MFPE; Dr. Julie Murgel, OPI; Ms. Sharyl Allen, OPI; Ms. Chris Noel, OPI.

❖ **ACCREDITATION COMMITTEE – Dr. Tim Tharp (Items 21-23)**

**Item 21 ACTION ON CONTENT STANDARDS REVISION TIMELINE
Chris Noel**

Ms. Noel explained the reasons for the revisions to the Content Standards Timeline and answered Board member questions. Board members expressed concerns with the timeline and the content areas being proposed for revisions. Board members asked to receive more information at their next meeting, specifically regarding math and reading revisions.

Dr. Tim Tharp moved to approve the Proposed Content Standards Revision Timeline. Motion seconded by Ms. Renee Rasmussen.

Public comment from Deputy Superintendent Sharyl Allen regarding Professional Development opportunities that the OPI will be offering. Deputy Allen noted that she will provide the Board with the dates for the training.

No further discussion. Motion passed unanimously.

**Item 22 ACTION ON REVISED TIMELINE FOR REVISIONS TO ARM TITLE 10,
CHAPTER 55, STANDARDS OF ACCREDITATION
Dr. Tim Tharp**

Dr. Tharp noted that the timeline for the revisions to Chapter 55 has been revised due to needing two meetings to review the public comments received.

Dr. Tim Tharp moved to approve the revised timeline for the revisions to ARM Title 10, Chapter 55, Standards of Accreditation. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

**Item 23 ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON
REVISIONS TO ARM TITLE 10, CHAPTER 55, STANDARDS OF
ACCREDITATION
Dr. Tim Tharp**

Dr. Tharp noted that this is a continuation of the work the Board began in November and referred the Board to the document Executive Director Flynn distributed and the accompanying pages in the agenda packet.

10.55.602 DEFINITIONS

Dr. Tim Tharp moved to acknowledge Comments 17, 19, 31, 34, 35, 37 and remove any terms in 10.55.602 that do not exist throughout Chapter 55, and work with the Office of Public Instruction to provide clear guidance in their resources and materials to define commonly used terms when appropriate. Motion seconded by Ms. Tammy Lacey.

Deputy Superintendent Sharyl Allen thanked the Board for their work on the definitions. Deputy Allen noted that proficiency-based learning is an example of a new term that does not have a definition.

Question of clarification from Ms. Lacey as to which terms will not be defined.

No further discussion. Motion passed unanimously.

Dr. Tim Tharp moved that the Board partially agree with Comment 27 and proposed the following definition: (38) "Minimum requirement" as used in 10.55.606(3) means "groups of 10 or more students for reporting valid and reliable results as it pertains to student performance". Motion seconded by Ms. Tammy Lacey.

Procedural question from Ms. Lacey.

No further discussion. Motion passed unanimously.

Dr. Tim Tharp moved to recommend that the Board partially agree with Comment 30 and recommends the following language in 10.55.602: "(51) "Pupil instruction" as defined in 20-1-101, MCA". Motion seconded by Ms. Tammy Lacey.

Motion passed unanimously.

10.55.605 CATEGORIES OF ACCREDITATION

Dr. Tim Tharp moved that the Board agree with Comments 47, 48, and 50 and revert to current language in 10.55.605 and include the clean-up language from the Chapter 55 Notice of Public, and noted that based on this action, 10.55.606 will need to be revised to ensure consistent language and process. Motion seconded by Ms. Tammy Lacey.

Public comment from Deputy Superintendent Allen that the Negotiated Rulemaking Committee had unanimous agreement on the proposed revisions, and that a school has never lost accreditation and if a status isn't being used it may be time to remove it.

Ms. Amanda Curtis, MFPE, spoke about comment 50 and commended the Board for taking the time to investigate the proposed revisions more closely. Ms. Renee Rasmussen asked Deputy Allen to explain why no school has ever lost their accreditation. Deputy Allen responded that the way the process was set up was that a school would never actually lose their accreditation.

Chair Madalyn Quinlan made comments in reference to the above comment regarding a school in Livingston that was closed by the Fire Marshall for safety concerns, and that is the only time she believes that a school came before the Board for their accreditation status to be revoked.

Dr. Julie Murgel, OPI, commented that the Board acted the previous day on the accreditation status of EPP's, and higher education accreditation has categories of distinction, but K-12 does not. K-12 accreditation has become about entering data, checking boxes, and ensuring compliance with the standards.

Ms. McCall Flynn noted that §20-9-311, MCA, discusses non-accreditation so that status needs to remain, per statute.

Ms. Tammy Lacey thanked Dr. Murgel for her comments, and that the revisions to 10.55.601 makes the accreditation process better than simply checking boxes on a report and will make the accreditation process at the local level more robust. Ms. Lacey noted that it should be a testament that no school has ever lost accreditation and that there is a process and incentive for schools to improve their status and not lose accreditation. Ms. Lacey noted there is room for improvement but that it should be reviewed in the future. She stated that these are the Board's rules, and the Board has final say on what the rules say, regardless of the recommendations from the Negotiated Rulemaking Committee.

Chair Madalyn Quinlan reiterated comments from the September meeting that the Standards of Accreditation are integral to the definition of quality public schools and are standards all schools must meet. Chair Quinlan noted that the data collection piece may not be ideal, but that work needs to be done to revise the process.

Dr. Tim Tharp agreed with Chair Quinlan's comments and would like to see the conversation continue to find a better process.

Vice Chair Susie Hedalen commented that she was looking for an example of what the process looks like, what are other states doing, where is the research, and if this isn't the way accreditation should be done, what does the new process look like?

Ms. Renee Rasmussen made comment regarding the statute and that until that is revised, the status needs to remain in rule. Ms. Rasmussen discussed her concerns with having a status of "Accreditation with Distinction", and that it does not have a place in the definition in the Constitution of "basic quality public education".

Vice Chair Susie Hedalen asked Dr. Murgel if the "Blue Ribbon School", which is a national federal recognition could be something the state considered. Dr. Murgel answered that it could be.

Ms. Jane Hamman asked clarifying questions of Dr. Murgel regarding the Blue Ribbon Status and asked what the timeline is for continuing to revise this section.

Ms. McCall Flynn answered that this current revision needs to be finalized by March but that this specific section could be pulled out and looked at more closely in the future.

No further discussion. Motion passed with Ms. Jane Hamman dissenting.

Without objection direct Board staff to respond to Comments 46 and 49 based on previous Board action.

10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR – DISTRICT SUPERINTENDENT

Without objection direct board staff to respond to Comment 57, as the duties currently listed in 10.55.702 are very similar to those stipulated in 20-4-402, MCA.

10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL

Dr. Tim Tharp moved that the Board agree with Comment 58 and revert back to the original language in 10.55.703, while still including the internship changes in (1)(b), and the additional language in the last sentence, which would read, “(3) The principal shall carry out the district’s policies and procedures, provide instructional leadership and be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources to maximize student learning outcomes.” Motion seconded by Ms. Tammy Lacey.

Dr. Rob Watson thanked the Board for taking the time to work on this section and aligning with national standards.

Ms. Tammy Lacey commented on the work the Accreditation Committee did on this section.

No further discussion. Motion passed unanimously.

10.55.712 CLASS SIZE: ELEMENTARY

Dr. Tim Tharp moved to agree with comment 77 and respond accordingly to comments 75 and 76. Motion seconded by Ms. Tammy Lacey.

Public comment from Ms. Amanda Curtis, MFPE, thanked the Board for their work and urged the Board to not change this rule and to retain the ratio currently in rule.

Clarifying question on background check from Vice Chair Susie Hedalen.

No further discussion. Board members Keith, Quinlan, Hamman, Tharp voted yes. Board members Lacey, Hedalen, Rasmussen voted no.

Motion passes.

10.55.714 PROFESSIONAL DEVELOPMENT

Dr. Tim Tharp moved to agree with comment 78 to include “and staff”. Motion seconded by Vice Chair Susie Hedalen.

Point of clarification from Ms. Tammy Lacey that this section pertains to professional development for staff.

Point of clarification from Chair Madalyn Quinlan that the language aligns with the “district graduate profile” language.

Comments from Ms. Tammy Lacey and Vice Chair Susie Hedalen that providing professional development to staff is important.

Dr. Tim Tharp discussed the training regarding mental health and encourages schools to add this for their staff.

No further discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comment 79 accordingly.

10.55.715 INSTRUCTIONAL PARAPROFESSIONALS: QUALIFICATIONS AND SUPERVISION

Dr. Tim Tharp moved to agree with comment 80. Motion seconded by Ms. Tammy Lacey.

Public comment from Deputy Superintendent Allen.

Ms. Renee Rasmussen noted this would affect Emergency Authorizations which uses non licensed teachers.

Dr. Tim Tharp amended his motion to disagree with comment 80. Motion seconded by Vice Chair Susie Hedalen.

Ms. Tammy Lacey asked for clarification from the Education Associations.

Comments from Ms. Anne Keith regarding the intent of the proposals.

Dr. Rob Watson noted that the proposal is simply to clarify the resource.

Ms. Tammy Lacey noted that sideboards might be important.

No further discussion. Motion passed with Board members Keith and Lacey dissenting.

Without objection direct Board staff to respond to comment 81 accordingly.

10.55.716 SUBSTITUTE TEACHERS

Without objection direct Board staff to respond to comment 82 accordingly.

10.55.717 ASSIGNMENT OF PERSONS PROVIDING INSTRUCTION TO BRAILLE STUDENTS

Without objection direct Board staff to respond to comment 83 accordingly.

10.55.718 ASSIGNMENT OF PERSONS PROVIDING SIGN LANGUAGE INTERPRETING FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Without objection direct Board staff to respond to comment 84 accordingly.

10.55.721 HAZARD AND EMERGENCY PLANS

Dr. Tim Tharp moved to agree with comment 85. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comment 86 accordingly.

10.55.801 SCHOOL CLIMATE

Without objection direct Board staff to respond to comment 87 accordingly.

10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY

Dr. Tim Tharp moved to agree with comment 88. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

10.55.803 LEARNER ACCESS

Dr. Tim Tharp moved to agree with comment 89. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

10.55.804 GIFTED AND TALENTED

Without objection direct Board staff to respond to comment 90 accordingly.

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY

Without objection direct Board staff to respond to comment 91 accordingly.

10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES

Dr. Tharp called for Board discussion prior to making a motion. Ms. Anne Keith noted her objection to the proposed rule. Vice Chair Susie Hedalen noted that during the student panel the previous day the students noted that CTE courses are important to students and their mental health. Ms. Renee Rasmussen noted that rural schools struggle to find qualified teachers for elective courses especially in the middle grades. Dr. Tharp concurred with the comments that elective courses are important to students.

Dr. Tim Tharp moved to agree with comment 92 to not make the proposed changes and revert back to the original elective offerings. Motion seconded by Ms. Tammy Lacey.

Public comment from Ms. Moffie Funk, former middle school teacher, expressed her gratitude to the Board at not accepting the proposed revisions.

Public comment from Dr. Murgel, OPI, noted that this was a major component for the Negotiated Rulemaking Committee who also received a lot of public comment, but decided to create flexibility for schools to align courses with the interest of students.

Mr. Michael Ruybalid, spoke in opposition to the proposed revisions, and thanked the Board for agreeing with all the commenters who opposed the proposal.

Deputy Superintendent Sharyl Allen spoke in support of the proposed revisions.

Ms. Anne Keith asked how the language saying “minimum of 3 electives” is not a reduction from the previous language that stated 5 electives must be offered. Deputy Allen spoke to that question stating that choice was built in, nothing was eliminated.

Ms. Amanda Curtis, MFPE, noted that she has spoken with rural teachers who feel strongly that the current language in rule be retained.

Ms. Renee Rasmussen noted that the current rule says to “maintain 5 programs”, not 5 electives. The new language requires that three classes be offered, but not maintain 5 programs. Ms. Rasmussen noted that the proposed revisions do offer schools flexibility and that she will vote in favor of the proposed language.

Ms. Tammy Lacey read through the proposed language and expressed her concerns.

Ms. Jane Hamman noted that this section is written poorly and would like to rewrite it so that everyone agrees.

Chair Madalyn Quinlan noted that she is a strong supporter of electives and will support a motion to not accept the changes.

No further discussion. Motion passes with members Hedalen, Hamman, Rasmussen dissenting.

Dr. Tim Tharp moved to agree with comment 93. Motion seconded by Ms. Renee Rasmussen.

Chair Madalyn Quinlan noted this is also important for school funding.

No further discussion. Motion passed unanimously.

Dr. Tim Tharp moved to disagree with comment 94 and stated that schools can and already do offer native languages as part of their elective offerings. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comment 95 based on previous Board action.

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

Dr. Tharp offered the opportunity for Dr. McLean to speak on the requested revisions from the Montana University System. Dr. McLean highlighted the requested revisions from the Montana University System, specifically the recommendation to add FAFSA completion as a course requirement.

Dr. Tim Tharp moved to agree with comment 96. Motion seconded by Ms. Jane Hamman.

Ms. Renee Rasmussen noted that while she agrees this is important, she will vote against the motion because it requires schools to create new programs.

Discussion ensued on where this is best assigned, whether in the Content Standards or in another section of Chapter 55.

Chair Madalyn Quinlan noted that she will not support the motion.

No further discussion. Motion failed with Board member Tharp voting in favor.

10.55.905 GRADUATION REQUIREMENTS

Dr. Tim Tharp moved to agree with comments 97 and 99 and direct Board staff to respond to comment 98 accordingly. Motion seconded by Ms. Tammy Lacey. Public comment from Ms. Amanda Curtis, MFPE, thanking the Board for working on this.

Vice Chair Hedalen asked Dr. Murgel if there was any work done in researching offering ½ unit of financial literacy. Dr. Murgel answered there was.

Dr. McLean noted that other states have moved in the direction of requiring FAFSA completion for a graduation requirement, and that MUS purposefully did not go that far, but offered that if this does not pass today, she would offer creating a task force or work group to further discuss this issue and provide clear direction. Chair Madalyn Quinlan specified this motion is regarding ½ unit of financial literacy.

No further discussion. Motion passed unanimously.

Dr. Tim Tharp moved to disagree with comment 100. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comments 101 and 102 based on previous Board action.

10.55.906 HIGH SCHOOL CREDIT

Dr. Tim Tharp moved to agree with comment 103. Motion seconded by Ms. Tammy Lacey.

Ms. Tammy Lacey expressed her appreciation of the revisions.

No further discussion. Motion passed unanimously.

10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY-DELIVERED LEARNING

Dr. Tim Tharp moved to partially agree with Comment 104 to retain the current language in (3), change “accredited” to “approved”, and update the ARM reference to 10.57.102. Motion seconded by Ms. Tammy Lacey.

Public comment from Dr. Julie Murgel, OPI, clarifying this would be in alignment with the Chapter 58 revisions.

No discussion. Motion passed unanimously.

Dr. Tim Tharp moved agree with comments 105 and 106. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

10.55.908 SCHOOL FACILITIES

Without objection direct Board staff to respond to comments 107 accordingly.

Dr. Tim Tharp moved to agree with comment 108. Motion seconded by Vice Chair Susie Hedalen.

No discussion. Motion passed unanimously.

10.55.1001 PROGRAM STANDARDS

Without objection direct Board staff to respond to comments 109 accordingly.

GENERAL COMMENTS

Dr. Tim Tharp moved to disagree with comment 110. Motion seconded by Ms. Renee Rasmussen.

Public comment from Ms. Jenny Murnane-Butcher, MOFE, encouraging the Board to be aware that this is a problem and should be addressed in the future.

Vice Chair Susie Hedalen noted this is a difficult issue and recruiting Special Education teachers is difficult and teachers do have high caseloads.

Dr. Tim Tharp stated that he agrees with the spirit of the comment but not all Special Education students' needs are the same. Some students require full time care, and some only need a few hours per week.

Ms. Tammy Lacey agrees with the comments, supports Special Education teachers, and tried to see if there was a way to create flexibility but could not come up with anything. She will vote for the motion and encourages all school districts to meet the standards.

Ms. Renee Rasmussen noted the difficulty with this issue but will vote for the motion because more flexibility is needed for teachers to become Special Education teachers.

Vice Chair Susie Hedalen noted that other states separate out Special Education pay metrics.

No further discussion. Motion passed unanimously.

Dr. Tim Tharp moved to agree with comment 111. Motion seconded by Ms. Tammy Lacey.

Ms. Tammy Lacey noted the reasons the Accreditation Committee agreed with the comments.

No further discussion. Motion passed unanimously.

Without objection direct Board staff to respond to comments 112 and 113 accordingly.

RECONSIDERATION

The Board reviewed language in New Rule II and discussed the possibility of adding "FAFSA completion" in (vii).

Dr. Tim Tharp moved amend New Rule II to add language regarding FAFSA completion and apprenticeship opportunities. Motion seconded by Vice Chair Susie Hedalen.

Deputy Superintendent Allen asked for clarification of the language.

Dr. McLean expressed to the Board her appreciation for the revisions.

Dr. Ron Slinger noted that FAFSA completion should not be a graduation requirement because there are families who refuse to share their financial information.

No further discussion. Motion passed unanimously.

Ms. Keith asked for clarification of the motion and vote for comment 77 in 10.55.712.

Ms. Anne Keith moved to reconsider action related to comments 75, 76, and 77. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

Discussion ensued on the reconsideration and potential revised language. Chair Madalyn Quinlan noted that the Board will again review the proposed revisions from the Superintendent.

Ms. Tammy Lacey moved to agree with comment 75 and disagree with comments 76 and 77. Motion seconded by Vice Chair Susie Hedalen.

Ms. Renee Rasmussen noted that she likes the language in 77 but voted no because she didn't like the removal of the hours.

Ms. Tammy Lacey amended her motion to partially agree with comment 75 which removes the 1 ½ hours per day per student overload, agree with comment 77, and disagree with comment 76 to read: "(5) The school district must assign qualified human resources that comply with all fingerprint and background check requirements when exceeding maximum class sizes at a rate of 1 ½ hours per day, per student overload". Motion seconded by Ms. Renee Rasmussen.

Public comment from Ms. Amanda Curtis, MFPE, opposing the motion eliminating instructional aides.

No further discussion. Motion passed unanimously.

Ms. Amanda Curtis requested a correction of the public record related to public comment from MFPE in 10.55.709.

❖ **EXECUTIVE COMMITTEE – Madalyn Quinlan (Item 24)**

Item 24

**RECOGNITION OF EXITING BOARD MEMBER
Madalyn Quinlan**

Chair Quinlan expressed her appreciation for Ms. Tammy Lacey and her service on the Board and to public education in Montana. Other Board members expressed their appreciation for Ms. Lacey, for her thoroughness, and as a role model for others.

FUTURE AGENDA ITEMS – March 9-10, 2023

Assessment Update

Federal Update

Accreditation Report

Annual School Food Services Report

MACIE Update

Approval of MSDB School Calendar

PUBLIC COMMENT

Public comment from Ms. Jenny Murnane-Butcher, MOFE, spoke regarding the bill draft eliminating CSPAC and encourage the Board to be aware of this bill.

ADJOURN

Meeting adjourned at 12:15 PM.

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.

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 09 (Mar)/2023

OBPP Program	Subclass	Fund	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					405,738.60	213,399.33	(610.17)	192,949.44
235F2 FY2022 CARRYFORWARD					9,072.00	4,599.22	0.00	4,472.78
01100 General Fund					9,072.00	4,599.22	0.00	4,472.78
1 BOARD OF PUBLIC EDUCATION					9,072.00	4,599.22	0.00	4,472.78
62000 Operating Expenses					9,072.00	4,599.22	0.00	4,472.78
ALL All Organization Rollup					0.00	0.00	0.00	0.00
:(blank)					0.00	0.00	0.00	0.00
235H1 ADMINISTRATION					339,744.00	192,271.26	(610.17)	148,082.91
01100 General Fund					153,833.00	151,636.45	0.00	2,196.55
1 BOARD OF PUBLIC EDUCATION					153,833.00	151,636.45	0.00	2,196.55
61000 Personal Services					138,616.00	138,616.00	0.00	0.00
62000 Operating Expenses					15,217.00	13,020.45	0.00	2,196.55
ALL All Organization Rollup					0.00	0.00	0.00	0.00
:(blank)					0.00	0.00	0.00	0.00
02122 Advisory Council					122,907.00	6,407.79	0.00	116,499.21
30 Advisory Council Program 01					122,907.00	6,407.79	0.00	116,499.21
61000 Personal Services					122,907.00	6,407.79	0.00	116,499.21
ALL All Organization Rollup					0.00	0.00	0.00	0.00
:(blank)					0.00	0.00	0.00	0.00
02219 Research Fund					63,004.00	34,227.02	(610.17)	29,387.15
50 Research Program 01					63,004.00	34,227.02	(610.17)	29,387.15
62000 Operating Expenses					63,004.00	34,227.02	(610.17)	29,387.15
ALL All Organization Rollup					0.00	0.00	0.00	0.00
:(blank)					0.00	0.00	0.00	0.00
235H2 AUDIT (RST/BIEN)					15,530.60	304.50	0.00	15,226.10
01100 General Fund					15,530.60	304.50	0.00	15,226.10
1 BOARD OF PUBLIC EDUCATION					15,530.60	304.50	0.00	15,226.10
62000 Operating Expenses					15,530.60	304.50	0.00	15,226.10
ALL All Organization Rollup					0.00	0.00	0.00	0.00
:(blank)					0.00	0.00	0.00	0.00
235H3 LEGAL FEES (RST/OTO/BIEN)					25,000.00	5,900.96	0.00	19,099.04
01100 General Fund					25,000.00	5,900.96	0.00	19,099.04
1 BOARD OF PUBLIC EDUCATION					25,000.00	5,900.96	0.00	19,099.04
62000 Operating Expenses					25,000.00	5,900.96	0.00	19,099.04
ALL All Organization Rollup					0.00	0.00	0.00	0.00
:(blank)					0.00	0.00	0.00	0.00
235H4 STATE ITSD/RST					16,392.00	10,323.39	0.00	6,068.61
01100 General Fund					16,392.00	10,323.39	0.00	6,068.61
1 BOARD OF PUBLIC EDUCATION					16,392.00	10,323.39	0.00	6,068.61
62000 Operating Expenses					16,392.00	10,323.39	0.00	6,068.61

OBPP Program	Subclass	Fund	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUC/	235H4 STATE	01100 General Fund	ALL All Organization Rollup		0.00	0.00	0.00	0.00
				;(blank)	0.00	0.00	0.00	0.00
	235Z1 WORKERS COMP. REDUCTION				0.00	0.00	0.00	0.00
	01100 General Fund				0.00	0.00	0.00	0.00
			1 BOARD OF PUBLIC EDUCATION		0.00	0.00	0.00	0.00
				;(blank)	0.00	0.00	0.00	0.00
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				;(blank)	0.00	0.00	0.00	0.00
	02122 Advisory Council				0.00	0.00	0.00	0.00
			30 Advisory Council Program 01		0.00	0.00	0.00	0.00
				;(blank)	0.00	0.00	0.00	0.00
			ALL All Organization Rollup		0.00	0.00	0.00	0.00
				;(blank)	0.00	0.00	0.00	0.00
Grand Total					405,738.60	213,399.33	(610.17)	192,949.44

ITEM 1

CHAIRPERSON'S REPORT

- **Board Committee Assignments**

Madalyn Quinlan

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

CSPAC – TBD
MACIE – Susie Hedalen
Montana Digital Academy – McCall Flynn
Montana School Safety AC – McCall Flynn
Montana Early Childhood AC – McCall Flynn

ITEM 2

EXECUTIVE DIRECTOR'S REPORT

- **Legislative Update**

McCall Flynn

ITEM 3

STATE SUPERINTENDENT'S REPORT

- **Annual School Food Services Report**
 - **Assessment Update**
 - **Data Modernization Update**
 - **Federal Update**
 - **CAEP MOU Update**

State Superintendent Elsie Arntzen

Montana Board of Public Education Executive Summary

Date: March 9-10, 2023

Presentation	Review of the activities of the Office of Public Instruction. The report includes federal updates, transportation updates, and Critical Quality Educator Shortage information.
Presenter	Elsie Arntzen
Position Title	Montana State Superintendent Office of Public Instruction
Overview	The purpose of the Superintendent's Report is to summarize the activities of the Office of Public Instruction and provide required and requested updates to the Board of Public Education.
Requested Decision(s)	Information Only
Related Issue(s)	Food Services Report; Assessment Update; MAST Update; Data Modernization; Federal Update; CAEP MOU
Recommendation(s)	n/a



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



Superintendent Arntzen's Report to the Board of Public Education as of February 24, 2023

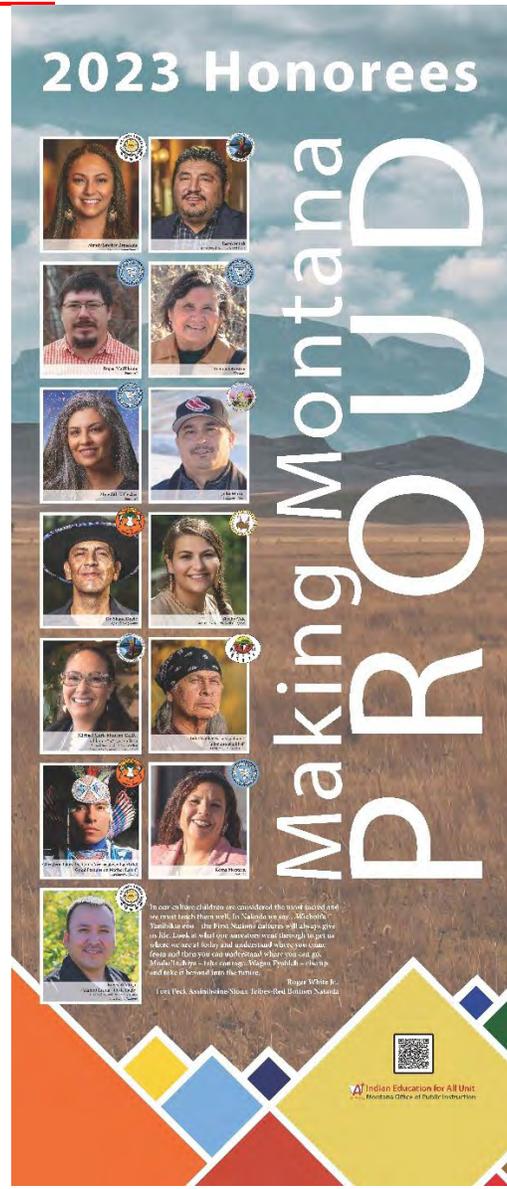
Superintendent Arntzen's Message:



Superintendent Arntzen hosted a celebration of Indian Education for All on February 13, 2023, in the Rotunda. During this event, the 2023 Montana Proud Poster Series was unveiled. These posters will be sent to all Montana school districts. Please watch the celebration [here](#).



Montana Proud Poster Series:



Annual School Food Service Report:



The 2021-2022 School Food Report is attached at the end of this report.

The OPI School Nutrition Programs operated the Seamless Summer Program during the 2021-22 school year through a USDA waiver to provide universal free meals to students in participating schools. Schools received higher Summer Food Service Program reimbursement rates for meals with the waiver. The higher reimbursement rates helped schools with continued staffing and supply chain difficulties. During the 2021-22 school year, districts also received a first round of USDA Supply Chain Assistance funds to help overcome operational and financial barriers to providing meals. There was an increase of 18% in breakfast meals served and an increase of 26% in lunch meals served during the 2021-22 school year.

Chris Emerson, School Nutrition Program Director, is standing by for questions.

Assessment Update:



Attached at the end of this report is the ACCESS for English Language Learners Assessment Update and the testing windows for all statewide assessments.

Cedar Rose, Assessment Director, is standing by for questions.

Montana Alternative Assessment Testing Program (MAST):



The third testing window of the MAST program will be open from March 6-17, 2023.

On February 22, 2023, the MAST team held a feedback session with teachers and test administrators to discuss the second testing window that occurred during January. The second testing window had over 5,000 students participating and completing testlets.

During the 2023-2024 school year, OPI is expanding the pilot program to grades 3-8 and will be recruiting more districts to participate in the full pilot program.

The OPI is seeking 3-8 grade Math and English Language Arts teachers to participate in:

- a review of testlet items during a virtual meeting on March 28-29, 2023
- an item writing workshop on June 12-16, 2023. This workshop will be in person and will focus on developing testlet questions for the MAST pilot program. The location is TBD in Montana.

Please see the MAST Update attached at the end of this report.

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

Data Modernization:



Background. OPI serves over 400 school districts, 800 schools, 16,500 teachers, and 150,000 students and receives extensive data from every school district, school, and other sources in varying formats, affecting quality, content, and delivery. OPI gathers, analyzes, reports, and shares the data on numerous and different data systems, many of which are more than a decade old and were implemented on an ad hoc basis. Some systems are commercial off-the-shelf (COTS), some were built by OPI or contract staff, some run off functions on spreadsheets, and some “data systems” are first produced by pen and paper and the data is entered into other systems.

Plan. OPI’s modernization project will make long-overdue improvements to technology by consolidating numerous data systems to simplify and improve data flow, usability, data sharing, continued maintenance/support, and security. New systems must be COTS.

Challenges. The success of any complex, multi-year project includes, in part, identifying challenges, known or anticipated, to ensure adequate planning, operational capacity, preparation, and execution. Challenges include:

- Updating the foundational systems
- Integrating and consolidating existing data
- Modernizing processes to reflect the updated systems
- Securing the systems and the data
- Simplifying data sharing, security, monitoring, and management in an existing data lake
- Planning for future growth
- Educating stakeholders throughout the multi-year project on new technologies and systems to ensure adequate knowledge, successful transition, and optimal use
- Anticipating continued shortages and difficulty in recruitment and retention in all critical staffing positions, vital to support the project's success
- Identifying any special needs/emerging district priorities that may necessitate different strategies, planning, or heightened assistance, e.g., rural schools, high-poverty schools

Project dates. OPI must have some key systems up and running by July 1, 2023, the beginning of the state fiscal year: (1) OPI's accreditation system must be updated to (a) integrate rule-making changes - that take effect July 1 and 2, 2023, and (b) consolidate current data into Infinite Campus and the Integrated Strategic Action Plan; and (2) OPI's Growth & Enhancement of Montana Students system must be replaced with COTS. OPI's continuing work on its TeachMT teacher licensure system must move forward quickly to accomplish its goals for the upcoming school year.

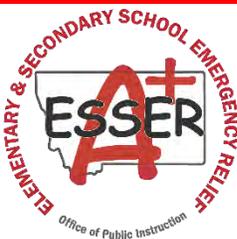
OPI estimates the overall project will take 4-5 years to be 90%-95% complete, with a long-range plan for completion within ten years.

Vendor. Based on a competitive RFP process, the successful vendor will provide excellent project management, easy system serviceability, smooth data flows, consistent and quality maintenance and support services, and a long-term relationship with OPI.

Please see the attached Data Modernization Update.

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

Elementary and Secondary Schools Emergency Relief Funds – ESSER:



The ESSER Data Collection and Annual Report process is anticipated to begin at the beginning of March. The process will include:

- District review of previously submitted data (excel),
- District input data (excel), and
- District portal submission of excel file (google form).

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

Each month school board trustees are sent a monthly allocation report for ESSER funds. These reports can be found [here](#).

The state-wide ESSER allocation through January 31, 2023, is:

<u>State Level ESSER Activity</u>					
<u>Program</u>	<u>Allocated</u>	<u>Expended</u>	<u>Balance</u>	<u>Percentage Expended</u>	
ESSER I	\$ 41,295,230	\$ 41,235,726	\$ 59,504	100%	
ESSER II	\$ 170,099,465	\$ 109,172,416	\$ 60,927,049	64%	
ESSER III	\$ 382,019,236	\$ 97,600,775	\$ 284,418,461	26%	
Totals	\$ 593,413,931	\$ 248,008,916	\$ 345,405,015	42%	

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

Federal Update:

Please see the attached Update on Federal Programs. Dr. Julie Murgel, Chief Operating Officer, is standing by for questions.

ARM Revisions Updates:

OPI is in the research phase on Math, World Languages, and English Learners and will be transitioning out of this phase over the next month.

Math:

Currently, the OPI Math Content Standards Team is 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.

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 the 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.

World Languages:

The application for the World Languages Standards Review Task Force is now open! The application will close on March 17th. The Task Force will create standards to guide instruction and prepare our students for their lives beyond the classroom.

This single application is for three separate task forces:

- An Application Review Team
- The Standards Writing Team
- The Standards Review Team

The Application Review Task Force will be gathered from specialists and applicants to review all applications and select the most qualified applicants to be a part of the other two task forces. The Writing Team will use the research and data analysis provided by the OPI and Regional Educational Laboratory West (REL West) at WestEd to inform the revision of our Montana World Languages Content Standards. Then, the Review Team will review the work of the Writing Team, and provide feedback to inform the work of the Negotiated Rulemaking Committee during the final phase of the standards review process before the proposal goes to the Montana Board of Public Education for discussion and approval.

Chris Noel, Teaching and Learning Senior Manager, is standing by for questions.

CAEP MOU:

The Partnership Agreement is between three parties: the Montana Board of Public Education, the Montana State Superintendent of Public Education, and the Council for the Accreditation of Educator Preparation (CAEP).

CAEP is a nongovernment, voluntary association that is a nationally recognized accreditor by the Council for Higher Education Accreditation (CHEA). Through an Accreditation Council, CAEP accredits Educator Preparation Programs EPP).

The purpose of this partnership agreement is to:

- Outline preferences about program review options,
- Review team compositions for accreditation site review conducted by CAEP of the Montana EPPs, and
- Establish the responsibilities that each party has in supporting CAEP Accreditation activities for EPPs voluntarily requesting joint reviews.

This partnership agreement is for MT EPPs that elect to have a joint accreditation for the State and CAEP.

The agreement is for 1 year, from July 1, 2023, to June 30, 2024.

The CAEP MOU is attached at the end of this report.

Dr. Julie Murgel, Chief Operating Officer, is standing by for questions.

Community Events:



Superintendent Elsie Arntzen is hosting five more community events on education during the legislature’s transmittal break. The theme of these events is *Bridging the Communication Between Schools and Families*. The events will take place in Miles City, Sidney, Havre, Lewistown, and Butte between March 6 and 8, 2023, and are open to parents, school leaders, and legislators.

The events will begin with a meet and greet followed by legislators sharing their goals for education during the upcoming session. Each event will close with an opportunity for parents and school leaders to ask questions of the legislators.

In December 2022 the Superintendent hosted the first round of the *Bridging the Communication Between Schools and Families* events in Kalispell, Stevensville, Billings, and Great Falls. The location of all events has been based on the Montana Association of School Superintendents (MASS) membership regions.

Virtual Job Fair:

A graphic for a virtual job fair. It features a blue and white background with a diagonal line. On the right, there is a circular logo for the Office of Public Instruction, featuring a red 'A' with a cross and the text 'OFFICE OF PUBLIC INSTRUCTION' and 'ELSIE ARNTZEN, STATE SUPERINTENDENT'. Below the logo is a blue megaphone icon. The main text 'VIRTUAL MONTANA EDUCATOR JOB FAIR' is in large blue letters. Below it, a blue box contains the dates 'MARCH 8-10, 2023'. At the bottom, there is a dark blue section with the text 'Visit the OPI Website to Register' and a blue underlined link 'REGISTER'.

To register, please click [here](#).



2021-2022 School Food Report

**Chris Emerson, School Nutrition Program
Director, is standing by for questions**



MONTANA SCHOOL NUTRITION PROGRAMS

School Year 2021-2022



Photo courtesy of Browning Public Schools

Supporting Continued Access to School Meals



SY 2021-2022

Montana School Nutrition Programs



22.5 MILLION
MEALS SERVED TO STUDENTS



\$96,923,900

FEDERAL AND STATE REVENUE TO DISTRICTS

In school year 2021-2022, the Montana Office of Public Instruction (OPI) School Nutrition Programs (SNP) administered U.S. Department of Agriculture (USDA) Child Nutrition Programs:

- National School Lunch Program (NSLP)
- School Breakfast Program (SBP)
- Afterschool Snack Program (ASP)
- Special Milk Program (SMP)
- Summer Food Service Program (SFSP)
- **Seamless Summer Option (SSO)**
- USDA Food Distribution Program (USDA Foods)
- Fresh Fruit and Vegetable Program (FFVP)
- Montana Team Nutrition Program, including Farm to School

School Nutrition Programs reimburses schools, distributes USDA Foods for meals served to children, teaches workshops for school personnel, ensures that schools implement federal regulations, and provides nutrition education for students.

VISION

Local school nutrition program professionals are empowered as community leaders to provide equitable access to healthy food and environments that support the success of Montana’s children.

MISSION

OPI’s School Nutrition Programs collaborate with the child nutrition community to provide high-quality training, support, and resources to ensure program integrity and access to nourishing meals.

GUIDING PRINCIPLES

- We develop and maintain strong partnerships to collaborate on realistic, community driven solutions.
- We value self-efficacy as a desired outcome of all training and technical assistance activities.
- We empower and recognize the vital role of Montana's child nutrition professionals in ensuring children’s health and academic success.
- We are committed to ensuring all communities have the resources they need to succeed.
- We are committed to creating a strong and inclusive culture of school wellness to support academic success and wellbeing.
- We are invested in promoting local and sustainable food sources, procurement, and practices.
- We are dedicated to providing exceptional customer service to schools, sponsors, and community partners.
- We are responsive and adaptable to changing circumstances.
- We value continuous learning and invest in ongoing professional development.
- We use data and evidence-based practices in decision making and operations management.
- We operate transparently and effectively as stewards of public resources.

CONTACT INFORMATION

Montana Office of Public Instruction
School Nutrition Programs
PO Box 202501
Helena, MT 59620-2501
406-444-2501

Montana Team Nutrition Program
Montana State University
PO Box 173370
Bozeman, MT 59717-3360
406-994-5641

STAFF

School Nutrition Programs

DIRECTOR	CHRISTINE EMERSON, MS, RD
ASSISTANT DIRECTOR	ERIN TURNER, DTR, SNS
PROGRAM SPECIALIST/FFVP MANAGER — MISSOULA	KELLI JOHNSON, RD
PROGRAM SPECIALIST — HELENA	AMBER LYMAN, RD
PROGRAM SPECIALIST — HELENA	LAUREN DONITHAN, RD
PROGRAM SPECIALIST — BUTTE	STEPHANIE MOODRY, RD
PROGRAM SPECIALIST — BILLINGS	ROCHELLE DAVIES, RD
PROGRAM SPECIALIST — BELGRADE	JACKIE ROLLER, RD
SUMMER FOOD SERVICE PROGRAM MANAGER	VACANT
FOOD DISTRIBUTION MANAGER	PAMELA FRUH
ADMINISTRATIVE ASSISTANT	KATIE FELDE
DATA ANALYST	ALIE WOLF
PROJECT MANAGER	BITSEY DRAUR
SOFTWARE DEVELOPER	KELLEY LARSEN

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Montana Team Nutrition

TEAM NUTRITION CO-DIRECTOR	MOLLY STENBERG, RDN, LN
TEAM NUTRITION CO-DIRECTOR / FARM TO SCHOOL COORDINATOR	AUBREE ROTH, MS
PROGRAM LEAD	HAYLEY SCOTT, MPH
ADMINISTRATIVE COORDINATOR	KYLIE CASSIDY, BA
SOCIAL SCIENTIST	WENHAO ZHANG, PhD

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School Year 2021-22 COVID-19 Response

Montana districts returned to in-person from providing instruction virtually or through a hybrid model during the 2021-22 school year. This change created challenges for schools to provide meals safely within the school setting of classrooms, cafeterias, or as grab and go.

- The USDA established the Nationwide Waiver to allow schools to operate the Seamless Summer Option (SSO) during the school year which allowed many flexibilities including higher reimbursement, streamlining paperwork, flexible meal patterns, and serving meals free of charge to children. During SY 2021-2022, 89% of Montana’s schools opted into the waiver to operate the Seamless Summer Option (SSO) program instead of the traditional National School Lunch Program (NSLP).
- To the 96% of students enrolled in one of Montana’s schools choosing to operate the Seamless Summer Option (SSO), meals were provided free of charge and there was no need for these schools to collect free and reduced-price income information or meal money from parents. This reduced stigma for children and eased administrative and staffing burdens for schools.
- Whether operating SSO or NSLP, USDA waiver flexibilities made it possible for meals to be taken home, for parents to pick up, and for multiple days worth to be provided at one time.
- School nutrition staff showed their creativity and resilience when preparing and providing meals. Waiver flexibilities allowed them to provide meals in ways to react to vendor supply shortages, changing community conditions, and continue to ensure that all students have the nutrition they need to learn, thrive, and grow. However, many schools struggled with high food service staff turnover and maintain adequate staffing.
- Supply chain disruptions added challenges for schools to provide meals that comply with meal pattern requirements when food items were not available and added expense to tight budgets with increased food prices.
- Schools that operated the Seamless Summer Option received the higher Summer Food Service Program reimbursement rates due to the Nationwide Waiver to Allow Summer Food Service Program Reimbursement Rates for the Seamless Summer Option during SY 2021-2022.

School Nutrition Programs				
SY 2021-2022 Reimbursement Rates				
Breakfast	Non-Severe Need		Severe Need	
Paid	0.33		0.33	
Reduced	1.67		2.05	
Free	1.97		2.35	
Lunch	Less than 60%	Less than 60% + Performance Based Reimb	60% or more	60% or more + Performance Based Reimb
Paid	0.35	0.42	0.37	0.44
Reduced	3.26	3.33	3.28	3.35
Free	3.66	3.73	3.68	3.75
Afterschool Snacks				
Paid	0.09			
Reduced	0.50			
Free	1.00			

Reimbursement Rates Summer 2022		
	Rural or Self Prep	Urban or Vended
Breakfast	2.6050	2.5550
Lunch	4.5625	4.4875
Snack	1.0775	1.0525

— Grants —

EQUIPMENT ASSISTANCE GRANTS

\$68,638

18 capital equipment grants were awarded to local schools by the OPI.

SUPPLY CHAIN ASSISTANCE GRANTS

\$3,275,916

229 grants were awarded to local schools by the OPI to assist with supply chain disruptions, enhance efforts to strengthen local food supply chains and help overcome financial and operational barriers while maintaining children's access to nutritious meals.

NON-COMPETITIVE TECHNOLOGY INNOVATION GRANT (nTIG)

\$1,890,997

School Nutrition Programs continues to develop, improve, and maintain automated information technology systems to operate and manage all Child Nutrition Programs.

ADMINISTRATIVE REVIEW & TRAINING (ART) GRANT

\$1,549,279

School Nutrition Programs continues to support the integrity of programs by maintaining, upgrading, integrating, and enhancing the comprehensive Child Nutrition system.

— Training —

PROFESSIONAL STANDARDS

68 hours of continuing education provided by OPI School Nutrition Programs

103 hours of continuing education provided by MT Team Nutrition Program

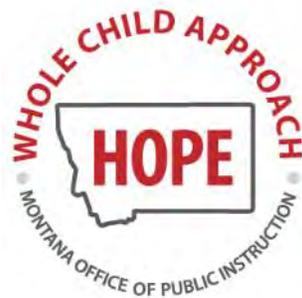
REGIONAL OPI AND TEAM NUTRITION STAFF

OPI School Nutrition Programs and Team Nutrition have staff located around the state to better serve Montana's rural areas.



SY 2022 PROGRAMS

	MEALS/SNACKS	REIMBURSEMENT
School Breakfast Program	485,410	1,088,579
National School Lunch Program	629,476	2,104,898
Afterschool Snack Program	116,316	116,316
Special Milk Program	22,894	5,373
Seamless Summer Option	21,263,070	80,113,928
Summer Food Service Program	748,461	2,826,820
Fresh Fruit and Vegetable Program	—	2,857,265
USDA Foods	—	4,268,074
DoD Fresh	—	1,025,612
MT Team Nutrition	—	—



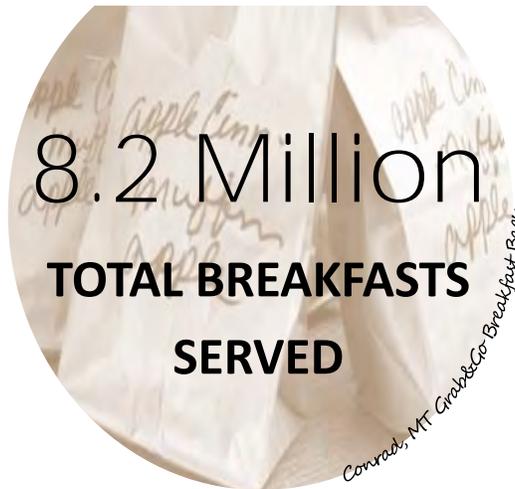
SCHOOL BREAKFAST PROGRAM

Summer Food Service Program (SFSP)

In response to COVID-19, the USDA allowed meal program flexibility through Federal and State waivers to ensure children's access to healthy school meals.

Beginning March 2020 and through SY 2021, eligible schools were given the option to operate the Summer Food Service Program (SFSP) and feed all children 18 and under free of charge.

SFSP program BREAKFAST meals served in lieu of the traditional SBP and/or during traditional school year months, **display as orange values in the bar graph below.**



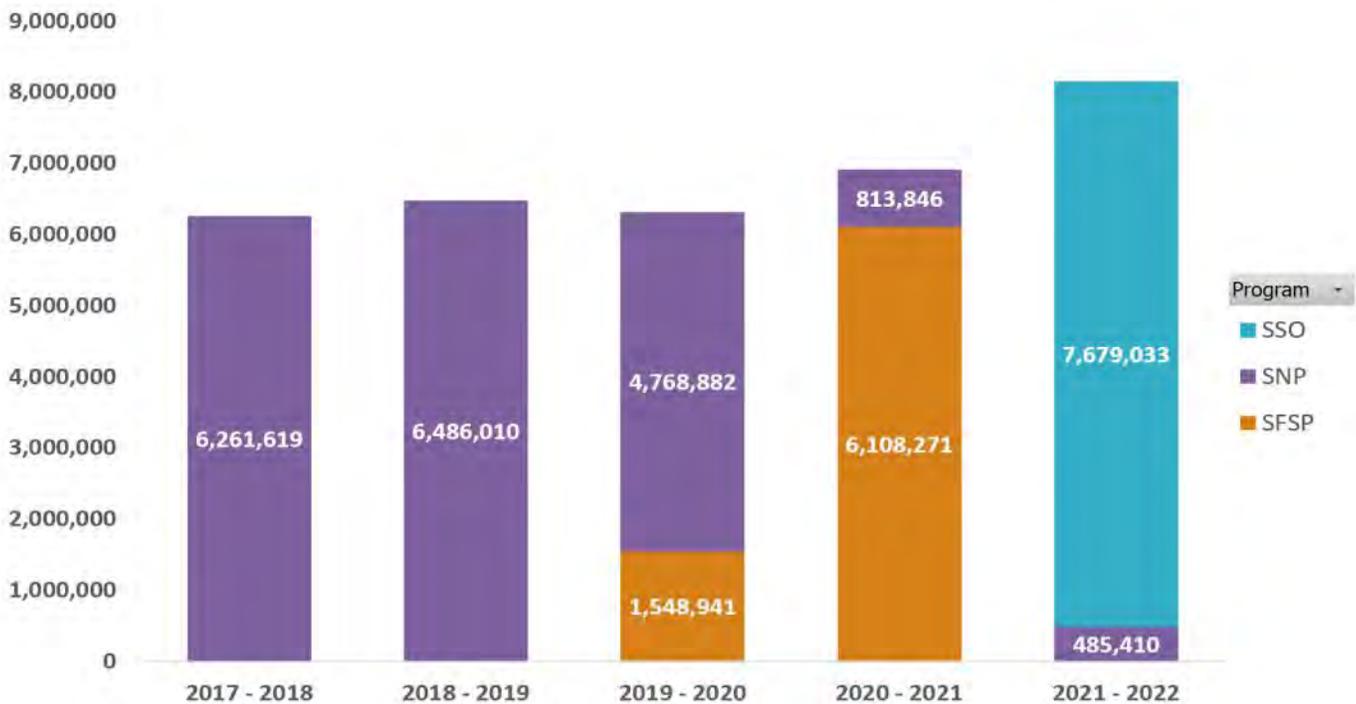
Seamless Summer Option (SSO)

As continued response to COVID-19, the USDA issued additional flexibility waivers during SY 2021-2022.

During SY 2021-2022, eligible schools were given the option to operate the Seamless Summer Option (SSO) and feed all students school meals free of charge.

SSO program BREAKFAST meals served in lieu of the NSLP and/or during traditional school year months, **display as blue values in the bar graph below.**

School Breakfast Meals Served through Flexible Program Options



18 % INCREASE

TOTAL BREAKFASTS INCREASED 18% FROM SY 2021 TO SY 2022.

NATIONAL SCHOOL LUNCH PROGRAM

Summer Food Service Program (SFSP)

In response to COVID-19, the USDA allowed meal program flexibility through Federal and State waivers to ensure children's access to healthy school meals.

Beginning March 2020 and through SY 2021, eligible schools were given the option to operate the Summer Food Service Program (SFSP) and feed all children 18 and under free of charge.

SFSP program lunch meals served in lieu of the NSLP and/or during traditional school year months, **display as orange values in the bar graph below.**



Seamless Summer Option (SSO)

As continued response to COVID-19, the USDA issued additional flexibility waivers during SY 2021-2022.

During SY 2021-2022, eligible schools were given the option to operate the Seamless Summer Option (SSO) and feed all students school meals free of charge.

SSO program lunch meals served in lieu of the NSLP and/or during traditional school year months, **display as blue values in the bar graph below.**

School Lunch Meals Served through Flexible Program Options



26% INCREASE

TOTAL LUNCHES INCREASED 26% FROM SY 2021 TO SY 2022.

FRESH FRUIT & VEGETABLE PROGRAM

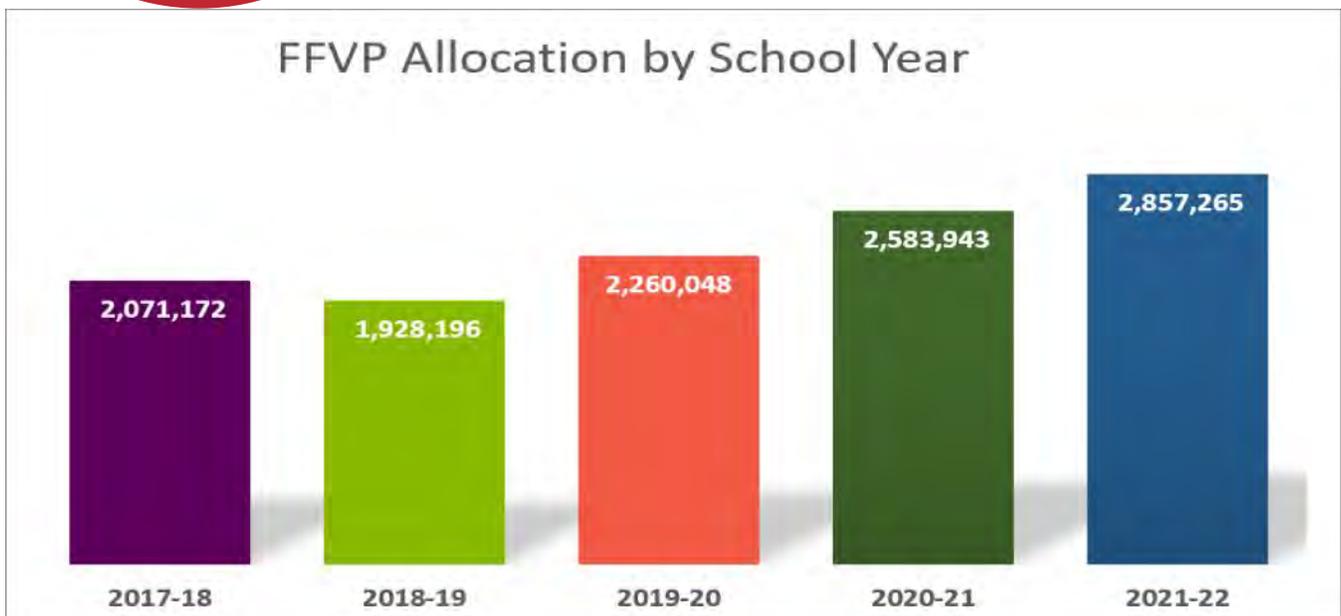
The Fresh Fruit and Vegetable Program (FFVP) provides funds to elementary schools for fresh fruit and vegetable snacks during the school day.



\$56.62
ALLOTMENT PER STUDENT

139

Schools Participated in FFVP



38,372

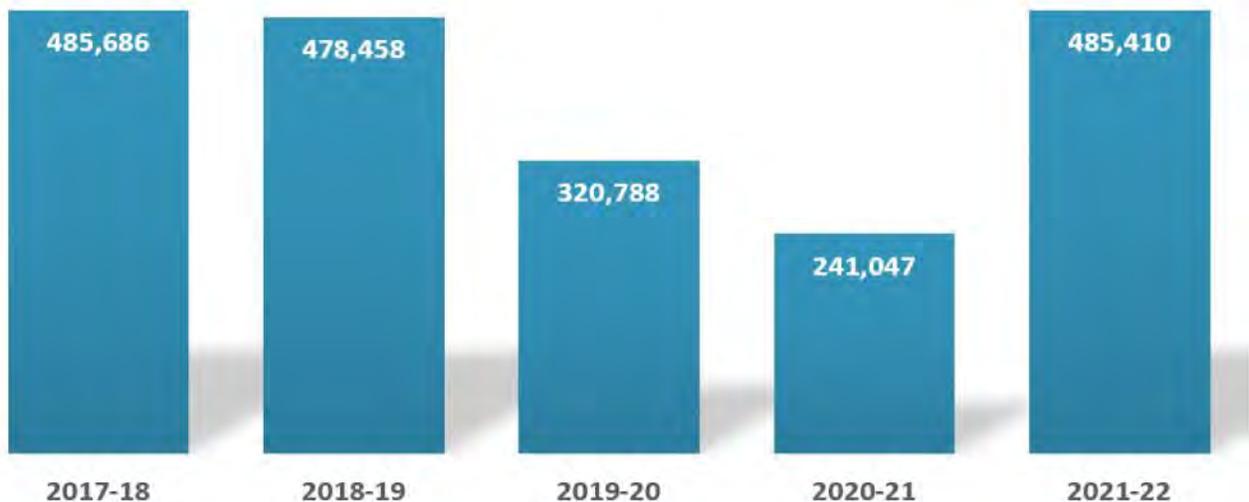
STUDENTS HAD ACCESS TO FFVP

AFTERSCHOOL SNACK PROGRAM

The Afterschool Snack Program provides snacks to students in education and enrichment activities after school.



Total Snacks Served



1,207

STUDENTS EAT A SNACK AFTER SCHOOL EACH DAY

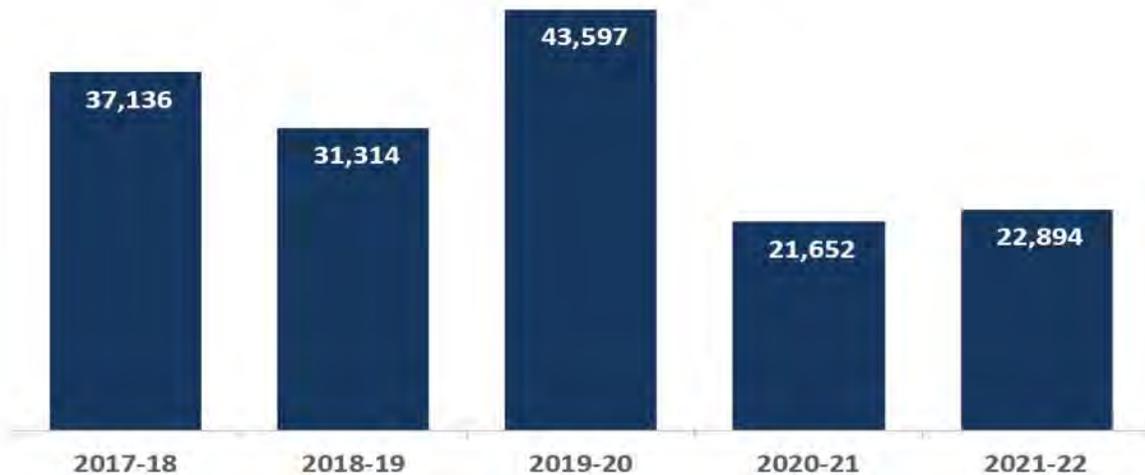
SPECIAL MILK PROGRAM

The Special Milk Program provides reimbursement for milk served at schools that do not offer the National School Lunch Program or Summer Food Service Program.



The Special Milk Program operates at 12 small schools/summer camps that do NOT offer breakfast or lunch to students.

TOTAL PINTS OF MILK SERVED



132

STUDENTS PARTICIPATE IN SPECIAL MILK PROGRAM EACH DAY

USDA FOODS and DOD FRESH

The USDA provides schools with USDA Foods and Department of Defense (DOD) Fresh Fruits and Vegetables for use in preparing school meals.

100%
of foods offered through
USDA Foods/DOD Fresh are
AMERICAN GROWN

\$5.3 MILLION

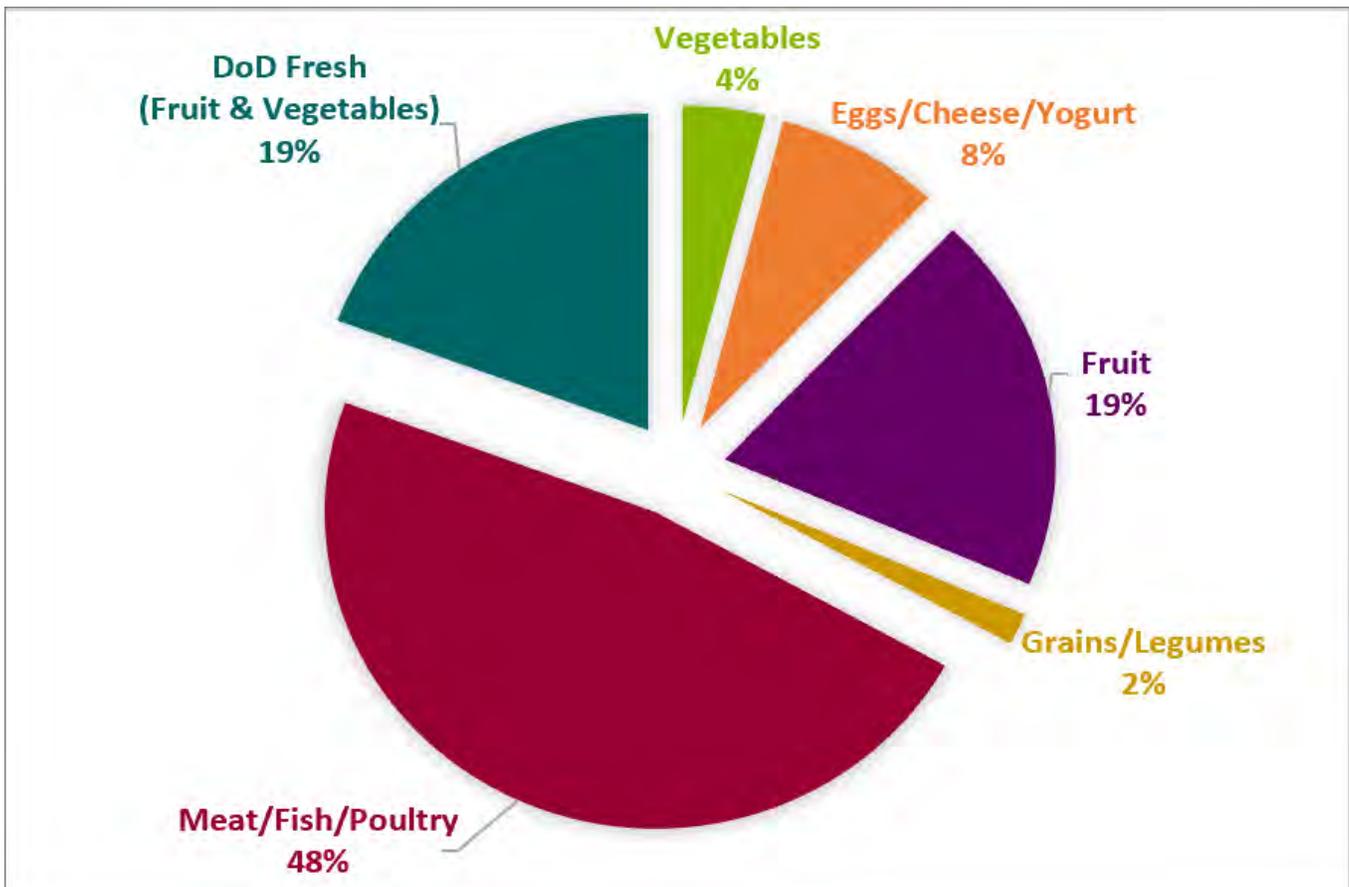
ASSISTANCE TO SCHOOLS

Veggie Cups @ Great Falls Public Schools

Did You Know....

On an average school day, USDA Foods make up between 15 and 20 percent of the total products served

Schools Received \$1,025,612 in fresh produce through USDA DoD Fresh.



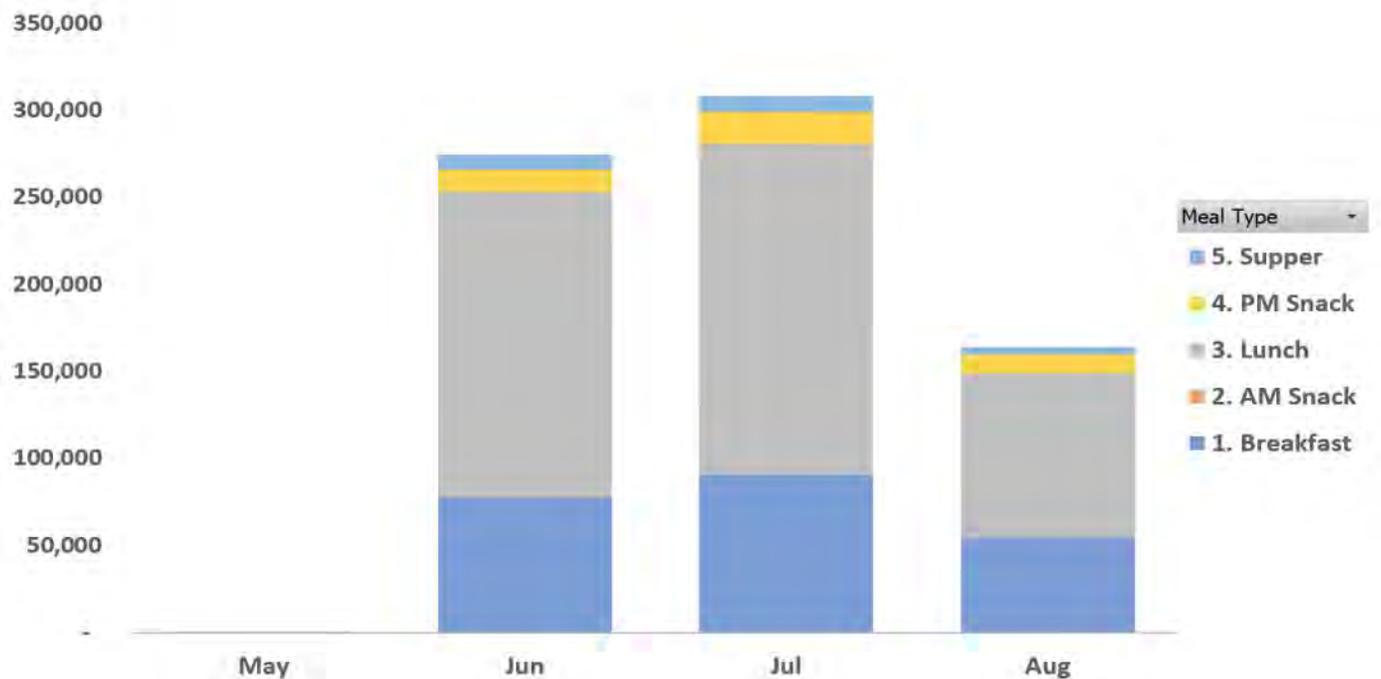
SUMMER FOOD SERVICE PROGRAM

The Summer Food Service Program provides free meals to all kids, age 18 and under, during the summer months.



45,364

Meals Served Daily



101 Sponsors at 273 Sites

Including schools, home deliveries via bus routes, weekend and holiday meals, and drive-thru pick-up.



Montana Team Nutrition Annual Report: July 1 2021 – June 30 2022

Annual Report for School Year 2021 - 2022

The 2021–2022 school year began with schools returning to a regular school schedule after ending the previous year early due to the COVID-19 pandemic. As such, schools had significant turnover in School Food Director positions. Team Nutrition prioritized providing basic training on school meals and extra support to schools. Montana Team Nutrition (MTN), with support from the Montana Office of Public Instruction (OPI) School Nutrition Programs and Montana State University, is proud to support school food service directors and their staff who were unstoppable in their goal to serve balanced meals to students in any and every situation.

MONTANA TEAM NUTRITION OUTREACH OUTCOMES

77 **158** **38** **62%**

Hours of training offered to school nutrition professionals

Number of school districts reached

Number of training opportunities offered

Percent of School Food Authorities in Montana reached

Bringing Back From Scratch Cooking

The 2019 USDA Team Nutrition Training Grant supported the development and delivery of a two-week Montana Cook Fresh Leadership Institute focused on culinary skills and school nutrition program management to enhance meal quality and increase from-scratch cooking. Fifteen school districts (19 people) engaged in the training. Team Nutrition also conducted trainings on various topics through 9 OPI School Nutrition Program (SNP) Webinar Wednesdays and 11 SNP monthly chats. Essential training on meal pattern and culinary skills with new recipes were offered regionally across the state. Through individual contact with schools via phone call or video conferencing, 123 hours of technical assistance were provided on topics such as food safety, breakfast in the classroom, menu planning, farm to school, and more.



THE 2021 COOK FRESH CULINARY WORKSHOP KNIFE SKILLS



Learn More

WEB

www.montana.edu/teamnutrition

FACEBOOK

www.facebook.com/MontanaTeamNutrition

CONTACT

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Program Co-Director

Aubree Roth
Program Co-Director
F2S Coordinator

Haley Scott
Program Lead

Kylie Cassidy
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Montana State University
Bozeman MT 59717-3370

The Montana Team Nutrition Program works in close collaboration with the Office of Public Instruction School Nutrition Programs and is funded by the United States Department of Agriculture (USDA). Team Nutrition Training Grant Program. This institution is an equal opportunity provider and employer.

Harvesting Montana Recipes Contest

In partnership with Montana school districts, Montana Team Nutrition carried out the Harvesting Montana Recipes Project to create 6 tasty, standardized recipes featuring Montana grown ingredients such as barley, beets, bison, sweet cherries, and lentils. Students and school staff were actively engaged in the recipe development and testing through the Harvest of the Month Program. Schools hosted special local meal events to showcase the recipes. Recipes such as Montana Bison and Barley Soup, Bison and Lentil Chili, Luscious Lentil Hummus and more are being served in schools across the state. The recipes, available for both home and school use, are outstanding! This project was supported with a 2021 USDA Team Nutrition Grant.



SOMERS MIDDLE SCHOOL STUDENTS ENJOY THE LUSCIOUS LENTIL HUMMUS

Montana Farm to School

Montana Team Nutrition and the Office of Public Instruction have collaborated to provide farm to school leadership in Montana since 2008. Farm to school is a growing component of school nutrition and nutrition education programming. The Montana Farm to School Leadership Team, sponsored by the Office of Public Instruction, is facilitated by the Montana Farm to School Coordinator at Montana Team Nutrition. Partnerships are utilized across the state to enhance farm to school initiatives that help kids eat healthy, connect with agriculture and nutrition through education, support Montana farms and food producers, augment local economies, and strengthen communities.

A Strong Partnership

We are proud to work with Child Nutrition Professionals throughout our state to improve the health of Montana students through access to healthy school meals and nutrition education.

A look at the difference Team Nutrition is making: Pictured from left to right: Student from Philipsburg School samples local beets, Superintendent Mike Baer from Gardiner School enjoys the Bison and Lentil Chili, and Scott Plainfeather from Pryor School practices knife skills.





Montana Farm to School Annual Report

Academic Year 2021-2022

WHAT

What is farm to school?

Farm to school enriches the connection communities have with fresh, healthy food and local food producers by influencing food purchasing and education practices at K-12 schools and preschools. Students gain access to healthy, local foods as well as education opportunities through such avenues as school gardening, cooking lessons, and farm field trips. Through community-driven approaches, farm to school implementation differs by location but always includes one or more of the following core elements: procurement, education, and school gardens.

Farm to School Participation Rates



OVERALL PARTICIPATION
Sites participating in at least one F2S activity

51.6%

PROCUREMENT

Serving local products in school meals



21.7%

SCHOOL GARDENS

Creating and tending school gardens

23.5%

EDUCATION

Conducting educational activities

WHY

Why does farm to school matter?

Farm to school not only connects kids with locally grown food and food and nutrition education, but it helps foster resilient food systems. COVID-19 has highlighted the need for farm to school to solve food supply issues and support the local economy.



Montana Farm to School Leadership Team

The Montana Farm to School Leadership Team works through partnerships across the state to build farm to school initiatives that help kids eat healthy, connect with agriculture and nutrition through education, support Montana farmers and food producers, foster economic vitality, and strengthen communities.

The Leadership Team consists of 15 member organizations with statewide focus and influence that are key to the success of farm to school in

Montana. The team has 7 working groups, 5 of which are open to the public. These meetings are a way for the Leadership Team to share updates, facilitate connections, gather input, and uplift local farm to school stories. To get involved, register for an upcoming meeting and/or contact the working group chair listed on the Leadership Team webpage. The Office of Public Instruction sponsors the Montana Farm to School Leadership Team. The team is facilitated by the Montana Farm to School Coordinator at Montana Team Nutrition Program.

2021 Member Organizations

- AERO
- Mission West Community Development Partners
- Montana Agriculture in the Classroom
- Montana Department of Agriculture
- Montana Department of Livestock
- Montana Department of Public Health and Human Services
- Montana Farmers Union
- Montana No Kid Hungry
- Montana Office of Public Instruction
- Montana School Nutrition Association
- Montana Team Nutrition Program, Montana State University
- Montana State University Extension
- National Center for Appropriate Technology
- Northern Plains Resource Council
- USDA Office of Community Food Systems, Mountain Plains Region

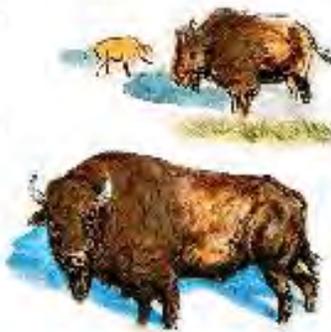
The USDA is an equal opportunity provider and employer.

Montana Harvest of the Month

Each month, participating sites focus on promoting one locally grown item (e.g., lentils) by serving it in at least one meal or snack, offering taste tests, conducting educational activities, and displaying or distributing Harvest of the Month materials.

Bison was featured as the newest Harvest of the Month food! A special team was formed to create the Buffalo materials which include Native knowledge, cultural information, and languages. This exciting partnership demonstrates how farm to school initiatives can support Native food sovereignty efforts.

Harvest of the Month



In school year 2021-2022



84 registered schools and afterschool programs

18,593

children reached at K-12 and Early Care + Education sites



24 registered early care and education sites



104

local food producers sold to sites



\$244,716

local foods purchased (not including fluid milk for K-12)

12

Trainings in 2021-2022

26+

Hours of events

Training + Resources

There are many ways to learn about farm to school and access resources! Montana Farm to School hosts farm to school webinars and in-person trainings as well as an archive of previous trainings on the Montana Farm to School website.

The Montana Farm to School Summit is a statewide biennial convening geared toward farm to school implementers such as educators, school administrators, school nutrition professionals, parents, and food producers. In 2021, 144 people attended the summit in-person in Helena and 25 people attended virtually.

MAKING MONTANA MARINARA

Montana Marinara is a new product developed in partnership with Montana Office of Public Instruction, Mission West Community Development Partners, and Northwest Food Hub. It enhances USDA Foods tomatoes with local veggies and herbs to create a kid-friendly, versatile, and affordable product. Schools across Montana sampled the sauce with their students in delicious meals from meatball subs to manicotti and beyond!



Mission West Community Development Partners

GET INVOLVED + CONTACT

Website

Find resources and information at: www.montana.edu/mtfarmtoschool

Contact Us

Aubree Roth, Montana Farm to School Coordinator
Montana Team Nutrition Program,
Montana State University
aubree.roth@montana.edu
(406) 994-5996

SOURCES

National School Lunch Program Annual Sponsor Agreement Form 2021-2022, Montana Office of Public Instruction

2021 Montana Youth Risk Behavior Survey, Montana Office of Public Instruction

Map the Meal Gap: Child Food Insecurity 2021, Feeding America

Montana Agriculture Statistics, 2021

Montana Farm to School Leadership Team Participation 2021, Montana Team Nutrition

Montana Harvest of the Month Participation 2021-2022, Montana Team Nutrition Program

Montana Farm to School Professional Development and Technical Assistance Tracker 2021-2022, Montana Team Nutrition

Montana Crunch Time Participation 2021, Montana Team Nutrition

SOCIAL MEDIA OUTREACH

@montanafarmtoschool
1,462 followers

@mtfarmtoschool
1,334 followers

Montana Harvest of the Month
2,639 views

Celebrating Farm to School Month

Montana Crunch Time is a statewide event to celebrate National Farm to School Month and 'buy local' initiatives in Montana by crunching into locally and regionally grown apples on a designated day in October.



30,958 people participated in Montana Crunch Time 2021





Montana Team Nutrition Annual Report: July 1 2020 – June 30 2021

Annual Report for FY2021

The COVID19 pandemic shifted the way that schools served meals all across the country. In Montana, school nutrition professionals rose to the occasion and continued to provide healthy, delicious meals to students despite challenges in staffing, supplies, and school closures. Montana Team Nutrition, with support from the Montana Office of Public Instruction School Nutrition Programs and Montana State University, is proud to have leveraged technology, creativity, and timely trainings to continue to support school nutrition professionals during this time.

MONTANA TEAM NUTRITION OUTREACH OUTCOMES

97 **259** **86** **51%**

Hours of training offered to school nutrition professionals

Number of unique participants reached

Number of training opportunities offered

Percent of School Food Authorities in Montana reached

Adapting to the New Normal

As part of the 2019 USDA Team Nutrition Training Grant for Innovative State Training Programs, Montana Team Nutrition virtually offered a two-week Montana Cook Fresh Leadership Institute focused on culinary skills and school nutrition program management. Team Nutrition also conducted all staff trainings on whole grain baking and meal pattern and portion sizes, developed culinary instructional videos on demand and lead five OPI School Nutrition Program (SNP) Webinar Wednesdays and 16 SNP monthly chats. This was in addition to many hours of technical assistance offered directly to schools via phone call or video conferencing on topics such as emergency preparedness, bulk meal planning, school meal quality, school wellness, farm to school, and more.



PHOTO 1: SHARON SCHNACKENBERG AND ELLEN MILLS FROM LIBBY DURING THE 2020 COOK FRESH LEADERSHIP



Learn More

WEB

www.montana.edu/team-nutrition

FACEBOOK

www.facebook.com/MontanaTeamNutrition

CONTACT

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Program Co-Director

Molly Stenberg
Program Co-Director

Aubree Roth
F2S Coordinator

Gretchen Groves
Evaluation Coordinator

Skye Huntsman
Admin Coordinator

325 Reid Hall
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Montana State University
Bozeman MT 59717-3370

The Montana Team Nutrition Program works in close collaboration with the Office of Public Instruction School Nutrition Programs and is funded by the United States Department of Agriculture (USDA), Team Nutrition Training Grant Program. This institution is an equal opportunity provider and employer.

Montana Team Nutrition also received a No Kid Hungry/Share Our Strength grant that allowed for the distribution of 9 mini-grants of approximately \$1000 each for nine school districts to support equipment purchases for scratch cooking and professional development for staff. Read more about the mini grants [here](#).

Harvesting Montana Recipes Contest

As part of the 2021 USDA Team Nutrition Grant, Montana Team Nutrition hosted a statewide recipe contest, Harvesting Montana Recipes, to collect recipes featuring local and indigenous Montana ingredients. These ingredients included barley, beets, bison, sweet cherries, and lentils. Six winning recipes were selected. Students and school staff are actively engaged in the recipe development and testing through a subgrant program to support nutrition education, student taste-testing, and meal service. Once the winning recipes have been fully standardized, these Montana Recipes will be featured at the state and national level for other schools to serve and enjoy. Read more about this project on our [website](#).



PHOTO 2: A STUDENT FROM BELGRADE SHOWS HER BISON HARVEST OF THE MONTH MATERIALS AFTER A TASTE TEST OF BISON BARLEY SOUP

Montana Farm to School

Montana Team Nutrition and the Office of Public Instruction have collaborated to provide farm to school leadership in Montana since 2008. Farm to school is a growing component of school nutrition and nutrition education programming. Office of Public Instruction sponsors the Montana Farm to School Leadership Team, which is facilitated by the Montana Farm to School Coordinator at Montana Team Nutrition. The team works through partnerships across the state to build farm to school initiatives that help kids eat healthy, connect with agriculture and nutrition through education, support Montana farms and food producers, enhance local economies and strengthen communities. To learn more about Montana Farm to School, check out the [2021-2021 Montana Farm to School Annual Report](#).

Stronger Together

We want thank all of the partners and community members that we worked with this year and especially thank each and every school nutrition professional in Montana for their hard work and dedication over the last year. Montana Team Nutrition is proud to be part of this incredible community.



Pictured from left to right: Robin Vogler from Somers, Anna Blackburn from Belgrade, Tura Gruel and Olinda Jones from Belfry, and Cheryl Gertge from Choteau



Montana Farm to School Annual Report

Academic Year 2020 - 2021

WHAT

What is farm to school?

Farm to school enriches the connection communities have with fresh, healthy food and local food producers by influencing food purchasing and education practices at K-12 schools and preschools. Students gain access to healthy, local foods as well as education opportunities through such avenues as school gardening, cooking lessons, and farm field trips. Through community-driven approaches, farm to school implementation differs by location but always includes one or more of the following core elements: procurement, education, and school gardens.

Farm to School Participation Rates



2020-2021
58.6%

2019-2020
57.1%

2018-2019
54.8%

OVERALL PARTICIPATION

Sites participating in at least one F2S activity

20%

SCHOOL GARDENS
Creating and tending school gardens



51%

PROCUREMENT
Serving local products in school meals

23%

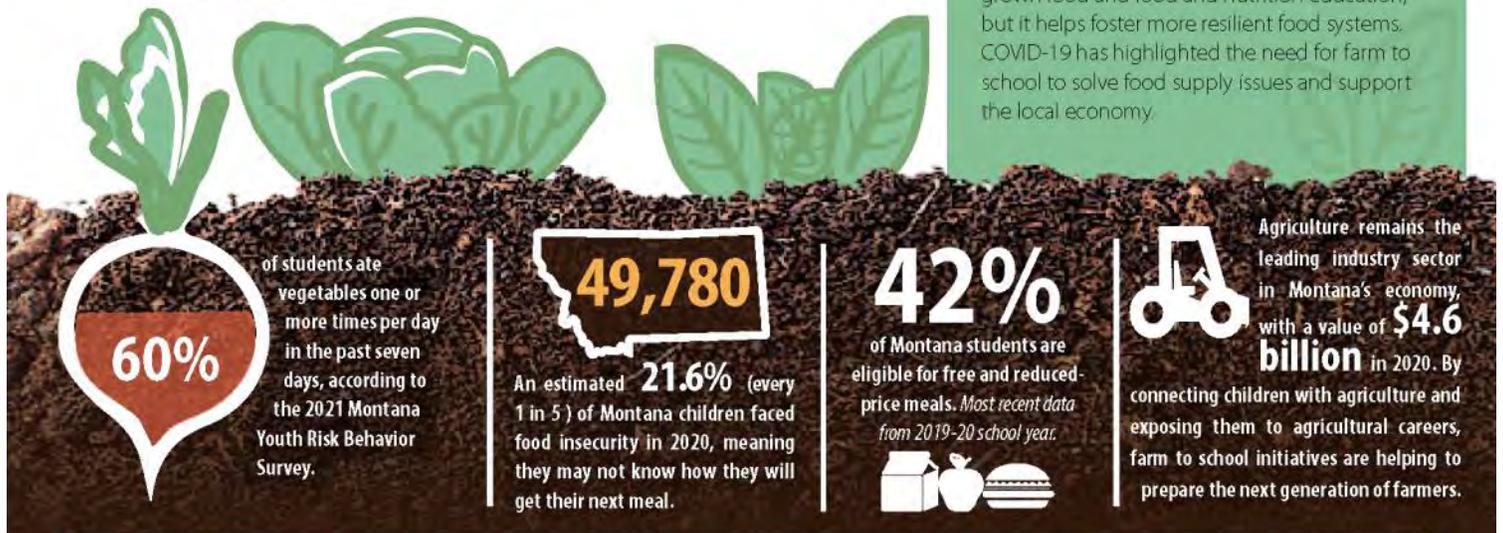
EDUCATION

Conducting educational activities

WHY

Why does farm to school matter?

Farm to school not only connects kids with locally grown food and food and nutrition education, but it helps foster more resilient food systems. COVID-19 has highlighted the need for farm to school to solve food supply issues and support the local economy.



Montana Farm to School Leadership Team

The Montana Farm to School Leadership Team works through partnerships across the state to build farm to school initiatives that help kids eat healthy, connect with agriculture and nutrition through education, support Montana farmers and food producers, enhance local economies, and strengthen communities.

The Leadership Team consists of 14 member organizations with statewide focus and influence that are key to the success of farm to school in Montana. In 2020, the Leadership Team embarked on

a yearlong strategic planning process to identify priorities and activities for the future. Check out the [Montana Farm to School Leadership Team Strategic Plan Summary](#). The team has 7 working groups, which are open to the public. To get involved, contact the working group chair listed on the [Leadership Team webpage](#).

The Office of Public Instruction sponsors the Montana Farm to School Leadership Team. The team is facilitated by the Montana Farm to School Coordinator at Montana Team Nutrition Program.

2020 Member Organizations

- AERO
- Mission West Community Development Partners
- Montana Department of Agriculture
- Montana Department of Livestock
- Montana Department of Public Health and Human Services
- Montana Farmers Union
- Montana No Kid Hungry
- Montana Office of Public Instruction
- Montana School Nutrition Association
- Montana State University Extension
- Montana Team Nutrition Program, Montana State University
- National Center for Appropriate Technology
- Northern Plains Resource Council
- USDA Office of Community Food Systems, Mountain Plains Region

The USDA is an equal opportunity provider and employer.

Montana Harvest of the Month

Each month participating sites focus on promoting one locally grown item (e.g., lentils) by serving it in at least one meal or snack, offering taste tests, conducting educational activities, and displaying or distributing Harvest of the Month materials.

Many sites reported barriers in HOM participation due to changes in school nutrition program operation, such as staffing shortages, changes to meal service, and overall uncertainty in program operation. Other challenges included changes in overall school district operation, such as in delivery of K-12 curriculum instruction.



GET INVOLVED + CONTACT

Website

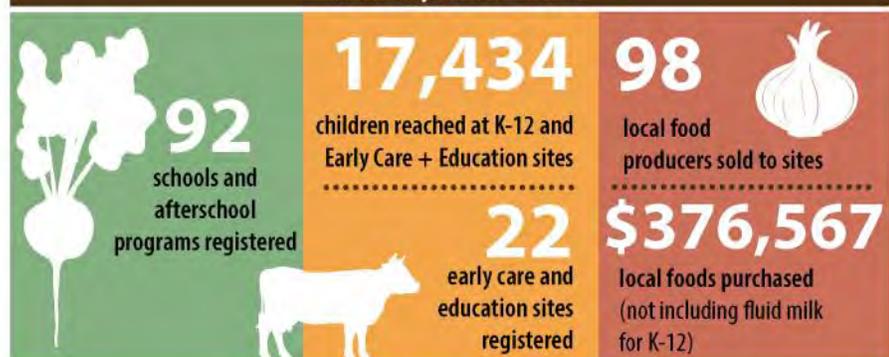
Find resources and information at:
www.montana.edu/mtfarmtoschool

Contact Us

Aubree Roth, Montana Farm to School Coordinator
Montana Team Nutrition Program,
Montana State University

aubree.roth@montana.edu
(406) 994-5996

In school year 2020-2021



Training + Resources

There are many ways to learn about farm to school and access resources! Montana Farm to School hosts farm to school webinars and in-person trainings as well as an archive of previous webinars on the Montana Farm to School website.



Celebrating Farm to School Month

Montana Crunch Time is a statewide event to celebrate National Farm to School Month and 'buy local' initiatives in Montana by crunching into locally and regionally grown apples on a designated day in October.



13,745
people participated in
Montana Crunch Time 2020



Social Media Outreach



@montanafarmtoschool
1,382 likes during the
2020-21 school year



@mtfarmtoschool
1,459 engagements during
the 2020-21 school year



MT Team Nutrition and
Montana Harvest of the Month
4,243 views during the
2020-21 school year

SOURCES

National School Lunch Program Annual Sponsor Agreement Form 2020-2021, Montana Office of Public Instruction

2021 Montana Youth Risk Behavior Survey, Montana Office of Public Instruction

Map the Meal Gap: Child Food Insecurity 2019, Feeding America

Montana Farm to School Leadership Team Participation 2020, Montana Team Nutrition

Montana Harvest of the Month Participation 2020-2021, Montana Team Nutrition Program

Montana Crunch Time Participation 2020, Montana Team Nutrition

Montana Farm to School Professional Development and Technical Assistance Tracker 2019-21, Montana Team Nutrition

Montana Agriculture Statistics, 2021



Revenue

MONTANA SCHOOL NUTRITION PROGRAMS

July 1, 2021– June 30, 2022

National School Lunch Program Meals	2,104,898
Afterschool Snacks	116,316
USDA Foods Entitlement	5,293,686
Total National School Lunch Program (lunches, snacks and commodities)	7,514,900
School Breakfast Program	1,088,579
Special Milk Program	5,373
Fresh Fruit and Vegetable Program	2,857,265
Summer Food Service Program	2,826,820
Seamless Summer Option	80,113,928
Equipment Assistance Grants	63,638
Supply Chain Assistance Grants	3,275,916
Total Federal Funding	92,922,514
Total State Matching Funds (minimum required by USDA policy)	661,832
Total Federal and State Funding	96,923,900



AND JUSTICE

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** Program.Intake@usda.gov

Want to learn more about
School Nutrition Programs
in Montana?

VISIT:

opi.mt.gov/schoolnutrition





ACCESS for English Language Learners Assessment Update and Testing Window for all Statewide Assessments

**Cedar Rose, Assessment Director, is standing
by for questions**



ACCESS for ELLs Assessment

Overview

- The English language proficiency (ELP) assessment (ACCESS for ELLs) is administered to English language learners (ELLs) in Grades K-12.
- The alternate ELP assessment (Alternate ACCESS) is administered to EL students with significant cognitive disabilities in Grades 1-12.

Purpose

- The ACCESS for ELLs is used to provide state, district, school, and individual student achievement information on the state-adopted content standards in English Proficiency.
- It is used by the state to provide a consistent picture of student proficiency and progress in academic English across Montana's public schools and private schools seeking accreditation.
- It is an important measure for understanding comparisons between schools, over time, and for gaining understanding of equity in educational services.

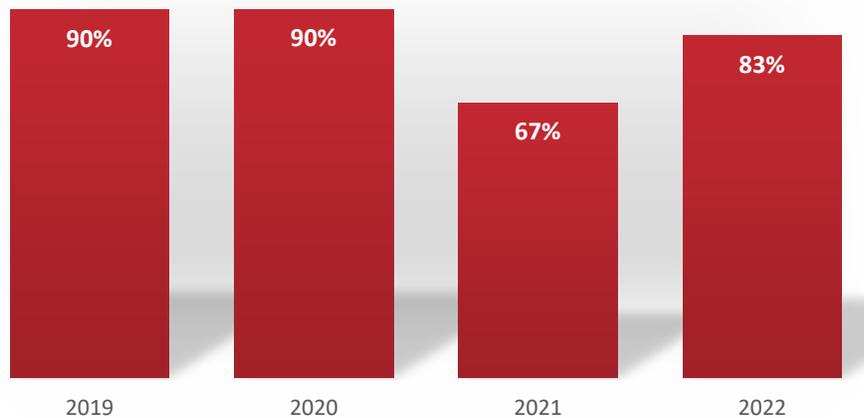
Development & Management

- ACCESS for ELLs is developed and managed by the WIDA consortium which aligns to the 2012 English Language Development Standards adopted by the state of Montana.

Testing Windows

- The ACCESS for ELLs testing window was open from December 5 to February 24.
- The Alternative ACCESS for ELLs testing window opened February 14 and will remain open through April 17.

ACCESS for ELLs Participation Rates



Montana Office of Public Instruction
Published Test Windows for All Required Statewide Assessments
2022–2023 School Year

	ACCESS for ELLs	Multi-State Alternate	Alternate Science	Science	Smarter Balanced	ACT with Writing
Required Subjects	English Language Proficiency (ELP)	Math and ELA	Science	Science	Math and ELA	Math, ELA, and Science
Student Group	English Learners	SwSCDs	SwSCDs	General	General	General
Grades Tested	Grades K–12	Grades 3–8, 11	Grades 5, 8, 11	Grades 5, 8	Grades 3–8	Grade 11
Window Period	12 weeks	7 weeks	7 weeks	12 weeks	12 weeks	2 weeks Tues/Wed/Thurs
Anticipated* SY2023 Test Windows	Dec 5 – Feb 24	Mar 13 – Apr 28	Mar 13 – Apr 28	Mar 6 – May 26	Mar 6 – May 26	Window 1: March 28 – 30 & April 4 – 6
						Window 2: April 11 – 13 & April 18 – 20
						Window 3: April 25 – 27 & May 2 – 4
Updated by the Office of Public Instruction on June 2, 2022.		Putting Montana Students First A⁺			Note: Dates and information listed in this schedule are subject to change at any time or without notice.	

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

Staying Informed with Testing Alerts

The OPI Assessment Unit will continue to share information to the field via its [Monthly Assessment Bulletin Newsletter](#), [Monthly Webinar](#), and other communication means. For more information on state assessment, visit the following resources:

- [OPI Statewide Testing Page](#)
- If you are a System Test Coordinator, visit the [STC Corner Site](#) for any testing alerts or announcements specific to your district role.
- [OPI Assessment Unit YouTube Channel](#)
- [Statewide Assessment Overview](#)

Montana Office of Public Instruction

Published Test Windows for All Required Statewide Assessments 2022–2023 School Year

Frequently Asked Questions on State Testing, Accountability, and Reporting in the 2022-2023 School Year —

What assessments are required under state and federal law?

1. **ACCESS for ELLs** and **WIDA Screener** is the English Language Proficiency assessment for academic achievement reporting for English Learners (EL) in Grades K–12.
2. **Smarter Balanced** is the general math and English language arts (ELA) assessment for academic achievement reporting in Grades 3–8.
3. **Alternate Science** is the alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for students with significant cognitive disabilities.
4. **Science** is the general science assessment for academic achievement reporting in Grades 5 and 8.
5. **Multi-State Alternate** is the alternate math and reading/language arts assessment for academic achievement reporting in Grades 3–8 and 11 for students with significant cognitive disabilities.
6. **ACT with Writing** is the general math, reading /language arts, and science assessment for academic achievement reporting in Grade 11.

What are the requirements for participation this year Section 1111(b)?

State testing (ESEA-ESSA Section 1111(b)) measures student proficiency and progress on state content standards over time.

- The participation requirement to administer state assessments is required under [federal](#) and [state law](#).
- The OPI has extended all testing windows this spring to the greatest extent practicable.
- School districts must plan on providing students the opportunity to assess when it is safe to do so. No student is expected to be brought into in-person learning for the sole purpose of taking statewide assessments.
- The OPI does not have a remote proctoring (at-home testing) service for remote learners. School districts must afford the opportunity for remote-only learners to participate in state assessments in-person and can use the sample parent letters on the [OPI's Statewide Testing Parent Corner Page](#).
- The OPI will continue to allow the shortened version of the Smarter Balanced assessment for Math and ELA in Grades 3–8.
- The safety, health, and well-being of school staff and students is the number one priority.

What are the requirements for accountability this year Section 1111(c)?

Accountability (Section 1111(c)) is intended to address educational needs and direct resources.

- Montana restarted its federal accountability systems in the 2021-2022 school year.
- All accountability and school identification requirements are in effect. The four indicators are (1) Academic Achievement, (2) Academic Growth, (3) ELP Progress, and (4) Graduation Rate must have greater weight than the 5th or School Quality or Student Success (SQSS) indicator in the aggregate.
- Data from this year's state assessments will be used within the OPI's accountability process for annual meaningful differentiation of schools.

What are the requirements for reporting this year ESEA-ESSA Section 1111(h)?

Reporting (Section 1111(h)) provides transparent information on these achievement indicators and to support education information processes

- Schools are required to annually measure the achievement of not less than 95 percent of all students and students in each subgroup on its annual statewide assessments.
- Any instances where it was unsafe for a student to participate in the state assessment due to COVID reasons must be reported to the OPI using the "Medical Exemption for COVID Reason" policy as defined within the [MontCAS Policies and Procedures for Participation in State Assessments](#) but only after all test opportunities have been exhausted throughout the published test window.



MAST Pilot Program Update

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





Montana – Leading the Way in Assessment Innovation

The Montana Alternative Student Testing (MAST) pilot program gives teachers real-time data

What work is Montana doing to overhaul the current assessment system?

- The Montana Office of Public Instruction (OPI) is developing and piloting a next-generation state testing system that provides teachers with real-time data on student progress. Throughout the year, students take multiple short tests aligned to classroom and local curriculum.
- These assessments measure student mastery of state standards and support personalized, competency-based learning.

Why are current assessment systems failing our teachers and students?

- Interim assessments test students on material they haven't learned in the classroom, providing an often-frustrating testing experience for students and unreliable data for teachers.
- End-of-year statewide assessments return data too late to provide real-time instructional value.

How is MAST more beneficial to our students than traditional statewide assessments?

- Assessing students on content they just learned is more fair than testing them months after they were taught.
- Immediate feedback throughout the year will give educators and parents the information they need to support students, unlike traditional statewide assessments which only provide data after the school year has ended.

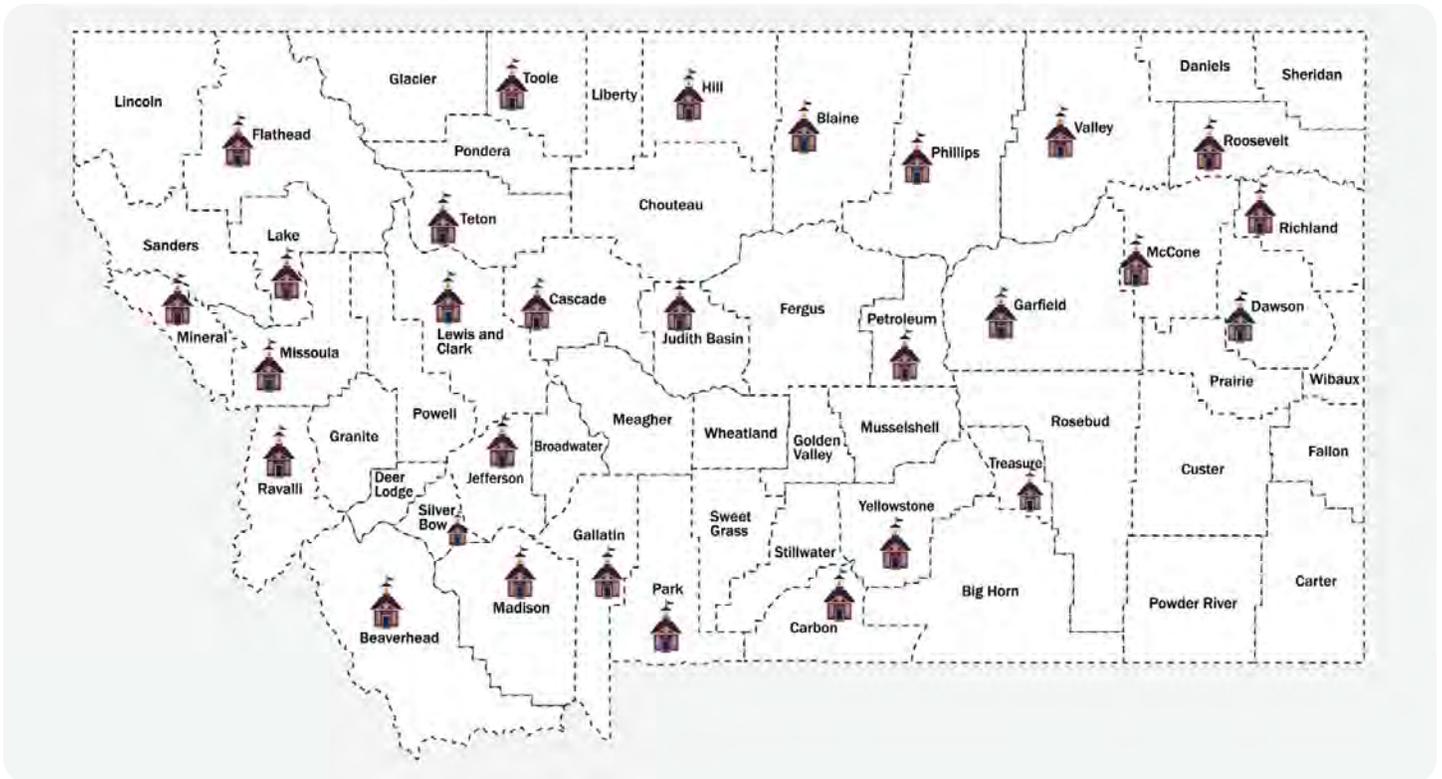
How does MAST prioritize educators and parents?

- MAST gives educators real-time student data that ties directly to what they are teaching in the classroom helping them provide more personalized student support as they advance towards grade-level mastery.
- This level of relevant, real-time data will support conversations with parents, strengthening the parent-teacher partnership.

How will MAST support education leaders and policymakers leverage data-driven decision-making?

- The results of each test will be combined to support a reliable, comparable end-of-year score that education leaders and policymakers can use to allocate resources, making sure every education dollar counts.
- The MAST program creates a single, coherent assessment system that yields rich, actionable data, feeding the needs of stakeholders throughout Montana's education system.

Currently 44 school districts across 28 counties are participating in the MAST program. More than 4,500 students are involved in the pilot.



Participating School Districts by County (44)

Beaverhead County (1)	Flathead County (6)	Lake County (2)	Petroleum County (1)	Toole County (1)
Blaine County (1)	Gallatin County (2)	Lewis and Clark County (2)	Phillips County (1)	Treasure County (1)
Carbon County (1)	Garfield County (1)	McCone County (1)	Ravalli County (3)	Valley County (1)
Cascade County (1)	Hill County (1)	Mineral County (2)	Richland County (2)	Yellowstone County (2)
Choteau County (1)	Jefferson County (2)	Missoula County (1)	Silver Bow (1)	
Dawson County (1)	Judith Basin County (2)	Park County (1)	Teton County (1)	

Timeline





Data Modernization Update

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





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

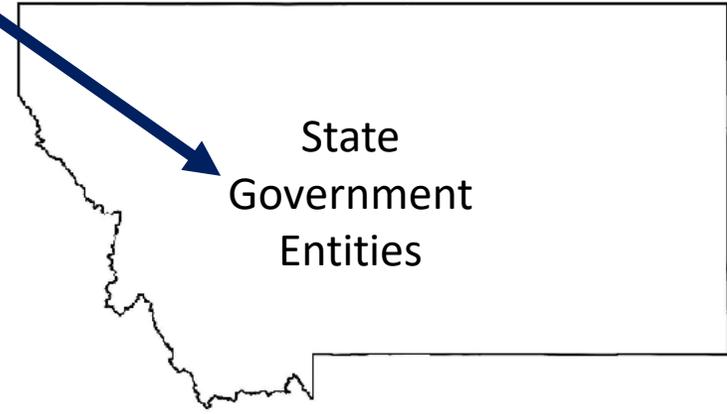
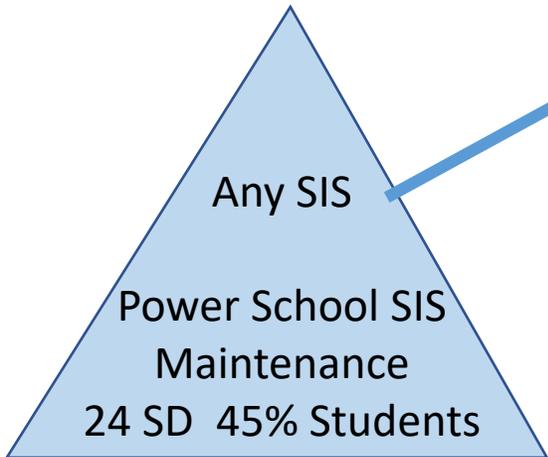


Nicole Thuotte
Achievement In Montana Manager

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.



SIS Data Flow



- Costs:
- Data Storage Fee
- Consume Data
- Maintenance of Data

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

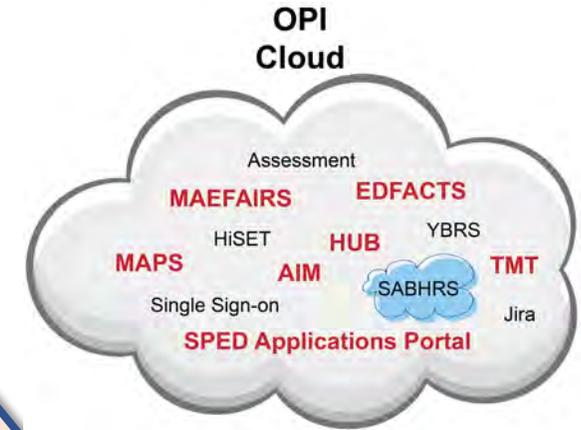
Work Completed/Active

Teach MT – Teacher Licensure
Single Sign-On – 35 Systems Active

Prep work for Chapter 55 Changes
Chatbots – throughout OPI

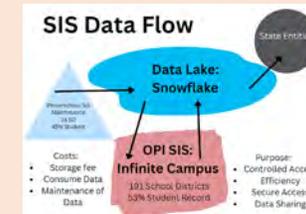
Phase III

In this phase we'll be working w/ The field for future plan. Visioning, planning, growth, direction and implementation.

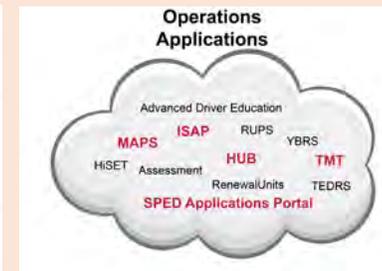


Phase II

Phase II integrations of the applications next up related to the survey from the field
NOTE SIS Data Lake Work



Phase I
Build out Foundational Environment





Federal Update

Dr. Julie Murgel, Chief Operating Officer, is standing by for questions





Update on Federal Programs March 2023

1. Every Student Succeeds Act (ESSA) Accountability System

Background:

Due to the waivers that Montana received from the accountability requirements of the Elementary Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year, we have not implemented all aspects of the statewide accountability system or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, the Montana Office of Public Instruction (OPI) agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the Spring of 2023.

To adjust for the impact of the waivers on the accountability system, an [addendum](#) was submitted and approved on April 22, 2022.

In this addendum, Montana was approved for the following one-time adjustments:

- Shifting timeline for long term goals and measurements of interim progress forward by two years.
- Using non-consecutive 3 years of data (2019, 2021 and 2022) for annual Targeted Support and Improvement (TSI) identification for School Year 2022-2023.
- Not counting 2019-2020 or 2020-2021 in the four-year limit to exit Comprehensive and Support Improvement (CSI) status, allowing schools additional time to exit before additional requirements are imposed.
- Allowing schools identified CSI in Spring of 2023 to exit after one year. The Exit Criteria for newly identified CSI schools is as follows:
 - The first criteria are to exit out of the lowest performing 5 percent of Title I schools and for all high schools that have improved graduation rates to be at or above 67 percent; and
 - The second criteria are to meet the academic growth goals (ELA and Math) that include the same growth percentages each year as the long-term and interim goals set by the state.

Montana ESSA Accountability System Indicators and Designations:

Montana's system of differentiation under ESSA uses four federally required indicators plus Montana's own fifth indicator to identify schools as either **Comprehensive, Targeted, or Universal**. This system focuses on providing supports where they are most needed.

1-4 Federally Required Indicators

- Academic Achievement on Statewide Assessments: ELA/Reading & Math

- Academic Growth on Statewide Assessments ELA/Reading & Math (K-8 Only)
- English Learner Progress
- Graduation Rates (HS only)

5th Indicator for Montana Flexibility

- Attendance
- College & Career Ready (HS Only)
- Science Assessment

Schools identified for **Comprehensive Support and Improvement** meet one or more of the following criteria:

- are in the lowest performing 5% of all Title I schools in the state;
- have a high school graduation rate of less than 67%; and/or
- have consistently underperforming subgroups-TSI.

Every three years, the OPI identifies schools for comprehensive support and improvement.

Schools identified as **Additional Targeted Support and Improvement** each year are:

- Schools that have any student group performing in the lowest 5% of all Montana schools.

Schools identified as **Universal** are:

- Schools not performing in the bottom five percent on statewide assessments and have a graduation rate above 67 percent, both school-wide and for specific student groups.

2. ESSA Report Cards

The OPI is currently issuing the annual federally mandated [public school report card](#) required by ESSA. Individual schools will receive their report cards in early March 2023, before the report cards will be publicly released mid-March 2023. The [state report card](#) holds data from the previous school year, 2021-2022, and is displayed in an accessible digital report card. There is an individual report card for each of Montana's 825 schools plus a report card for our 402 school districts.

Each report card shows data on:

- student achievement scores in math and reading
- student growth in math and reading
- English Learners progress toward English proficiency
- graduation rates
- school attendance
- school quality, climate, and safety (Civil Rights Data)
- per-pupil expenditures by local/state and federal expenditures
- educator qualifications

2. Federal Waiver for School Improvement Funding Request:

The Montana OPI is seeking public comment on a funding waiver to extend for one additional year ESEA section 1003 subgrants to LEAs. The funding would be used to implement school improvement interventions for schools previously identified for CSI through the 2023-2024 school year.

Purpose of the Waiver:

The purpose of this waiver is to extend the duration of the subgrants to LEAs for an additional year to include 2023-2024, which will allow for funding used for improvement efforts to align with the same time frame schools are identified with the federal CSI designation. CSI schools received funding support for improvement starting in the 2018-2019 school year and were set to be in a 3-year cohort. However due to the waivers of the accountability system extending CSI designations from 2020-2021 to 2022-2023, the duration of subgrant funding will expire before CSI schools are eligible to exit in the 2023-2024 school year.

In seeking this waiver, the OPI will use and ensure that its subgrantees use funds under the respective program in accordance with the provisions of all the applicable statutes, regulations, program plans, and applications not subject to this waiver, and will work to mitigate, and ensure that its subgrantees work to mitigate, any negative effects that may occur because of the requested waiver.

Therefore, the Montana OPI is seeking public comment on this waiver. Any public comments should be directed to essainput@mt.gov.

Below is a **Timeline** outlining the process with stakeholder engagement:

- **February 16, 2023:** Public Comment Opens
- **March 2023:** Consultation with the Governor's office
- **March 7, 2023:** Education Advocates Meeting, 9:30am
- **March 9, 2023:** Presentation & discussion with the Montana Board of Public Education
- **March 14, 2023:** Webinar 1 for public input, 10:30am-11:30am
Zoom: <https://mt-gov.zoom.us/j/89188262082?pwd=L003TG5acmYzeldCZVNzZWNUNmRBZz09>
- **March 16, 2023:** Webinar 2 for public input 3:00pm-4:00pm
Zoom: <https://mt-gov.zoom.us/j/85461991092?pwd=YnBCd3R5T0ZoL1orcklod3F1OFJFQT09>
- **March 21, 2023:** Webinar 3 to respond to public comment and survey 4:00pm-5:00pm
Zoom: <https://mt-gov.zoom.us/j/84618047686?pwd=WHVnV3o0WERrM1lqSEYzZEhGYmRFUT09>
- **March 24, 2023:** Public Comment Closes



CAEP MOU Update

Dr. Julie Murgel, Chief Operating Officer, is standing by for questions



**Montana Board of Public Education, the Montana State Superintendent of Public Education
and
The Council for the Accreditation of Educator Preparation (CAEP)
Partnership Agreement**

Whereas, CAEP is a nongovernmental, voluntary membership organization committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPP's) and advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor, having earned recognition by the Council for Higher Education Accreditation (CHEA), and is seeking recognition by the United States Secretary of Education, and, therefore, develops policy and procedures aligned with all applicable requirements of CHEA and, to the extent practicable, the U.S. Department of Education; and

Whereas, the Montana Board of Public Education (BPE), herein referred to as the State, supports continuous improvement in educator preparation, shall be.

CAEP, and the State hereby enter into this agreement detailing the State's preferences with regard to program review options and review team composition for accreditation Site Reviews conducted by CAEP of EPP's operating within the State and establishing the primary responsibilities each party has in supporting CAEP's accreditation activities involving all such EPP's.

1. CAEP Standards and Scope of Accreditation

The Parties understand and agree that:

The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for all accreditation reviews undertaken by CAEP.

- 1.1. As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the Board and may, as needed, make interim amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from the State and its EPP's.
- 1.2. It is the responsibility of the State and any EPP's seeking or continuing CAEP accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.
- 1.3. The CAEP scope of accreditation, defined in policy, distinguishes between two levels of educator preparation:
 - 1.3.1.1. Initial-Licensure Preparation is provided through programs at the baccalaureate or

post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers. All Initial-Licensure Preparation programs within the Scope of Accreditation will be reviewed under CAEP Standards for Initial-Licensure.

- 1.3.1.2. Advanced-Level Preparation is provided through programs at the post-baccalaureate or graduate level leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts. All Advanced-Level programs within the Scope of Accreditation will be reviewed under CAEP Standards for Advanced-Level Preparation.

2. CAEP's Responsibility for Education Preparation Provider (EPP) Accreditation

The Parties understand and agree that:

- 2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP accreditation to an EPP, and for supporting and overseeing NCATE- and TEAC- accredited EPP's through continuous accreditation and the CAEP eligibility processes described in CAEP policy.
- 2.2. The process required for accreditation by CAEP is outlined in policies and procedures. Policies and procedures may be revised from time to time. It is the responsibility of the State and any EPP seeking CAEP accreditation to stay informed of any such changes as they may impact the CAEP accreditation process from the time of their adoption or publication.

3. State's Responsibility for Program Approval

The Parties understand and agree that:

- 3.1. The State has responsibility for program approval. In granting program approval, the State will utilize information generated from CAEP's review(s) of an EPP, including but not limited to an Accreditation Council decision on CAEP accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in CAEP policy. Although the State may elect to have state-specific standards and/or requirements incorporated into the CAEP review, consistent with the program review options outlined below, only information gathered on an EPP's compliance with CAEP Standards and requirements will be used by the Accreditation Council to make a decision.
- 3.2. The State will periodically review its program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

4. CAEP Accreditation Cycle

The Parties understand and agree that:

- 4.1. The CAEP accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP's high standards of quality required to improve P-12 student learning.
- 4.2. To merit full accreditation by CAEP, an EPP must meet all CAEP Standards on the basis of sufficient and accurate evidence.
- 4.3. A Site Review, carried out by an Evaluation Team, is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP's evidence, including the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with CAEP policy, CAEP may utilize a virtual site review or may have one or more Evaluation Team members participating using electronic means.
- 4.4. The State elects that CAEP's reviews of EPPs in the State will be carried out using Evaluation Teams composed as follows:
 - 4.4.1. **Joint Review Team.** For any review except one required in conjunction with an accreditation decision of Accreditation with Stipulations or Probationary Accreditation, the composition of the Evaluation Team will be as follows:
 - 4.4.1.1. For a Review involving only one level of accreditation (i.e., initial or advanced), the Joint Review Team includes four national reviewers appointed by CAEP and up to three reviewers appointed by the State.
 - 4.4.1.2. For a Review involving both levels of accreditation, initial and advanced-level, the Evaluation Team will include five CAEP-appointed reviewers and up to four state-appointed reviewers.
 - 4.4.1.3. For a Stipulation or Probation review, the Evaluation Team is comprised of two CAEP-appointed reviewers. The state may choose to add one reviewer for a total of a three-person team. The lead reviewer is appointed by CAEP.
 - 4.4.1.4. The State shall provide CAEP with its recommended Evaluation Team members within any timelines established by CAEP. If the State is unable to appoint members, CAEP will appoint from its pool of volunteers trained to serve as Evaluation Team members a CAEP-only team. All such teams are led by an Evaluation Team chair (or Evaluation Team leader) appointed by CAEP.
- 4.5. Prior to assignment to any CAEP Evaluation Team, an individual must have successfully completed CAEP training for review team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.
- 4.6. Each Evaluation Team shall include a P-12 practitioner, when possible. The State will make recommendations for P-12 practitioners through the CAEP accreditation platform.

- 4.7. At the discretion of the State, the State’s teachers’ association(s) may appoint one (1) representative per association to observe the Site Review. Any expenses associated with the attendance of an observer must be covered by the association(s) or State. Prior to participation, any observer must acknowledge understanding of an agreement to adhere to CAEP’s policies and procedures regarding Site Reviews and the CAEP code of conduct, including with regard to confidentiality and conflicts of interest.
- 4.8. All Site Review activities undertaken by a CAEP Evaluation Team will be conducted in accordance with CAEP policies and procedures.
- 4.9. CAEP is not responsible for Site Review expenses for state-assigned personnel.
- 4.10. An EPP that is subject to the jurisdiction of the State may choose from among any of the following program review options for CAEP accreditation:
- 4.10.1. **Specialty Program Review with National Recognition.** The goal of the specialized professional association (SPA) Program Review with National Recognition is to align specialty licensure area data with national standards developed by SPAs in order to receive national recognition at the program level. The Evaluation Team will consider evidence that the EPP presents as gathered from the National Recognition decision-making process and made available in SPA program level reports to meet the sufficiency criteria related to CAEP Standard R1, Component R1.2 (Initial) and/or Standard RA.1, Component RA1.2 (Advanced).
 - 4.10.2. **State Review by State Authority.** The State conducts program reviews for purposes of State approval and to inform CAEP accreditation. An EPP undergoing the State Review option will follow State guidelines. The State provides forms and instructions on how to meet all State standards for licensure/certificate program approval. Upon an EPP’s completion of the State authority forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval. The State makes the final decision on the approval of any program. The CAEP Evaluation Team will consider evidence that the EPP presents as gathered from the State Review process to meet the sufficiency criteria related to CAEP Standard R1, Component RA1.2 (Initial) and/or Standard RA1, Component RA1.2 (Advanced).
 - 4.10.3. **CAEP Evidence Review of Standard 1/A.1.** Evidence for the CAEP Evidence Review of Standard 1/A.1 process is developed through the analysis of an EPP’s outcome assessment data aligned to specialty licensure area standards delineated in CAEP Standard R1, Component RA1.2 (Initial) and/or Standard A1, Component RA1.2 (Advanced). Evidence from the EPP’s internal assessment may be used by the state to determine its alignment with state required standards in the respective area(s) of licensure to demonstrate candidates’ ability to apply content and pedagogical knowledge in the area of licensure.

- 4.11. The specific timeline established for the review of an EPP, as well as CAEP's consideration of any request for an extension, will be decided by CAEP or the Accreditation Council, as appropriate, on a case-by-case basis and in accordance with CAEP policies.
- 4.12. Once granted full accreditation by CAEP, an EPP's term of accreditation shall be seven (7) years. Shorter terms are granted with a decision of Accreditation with Stipulations or Probationary Accreditation. Throughout its term, to maintain accreditation, an EPP must comply with CAEP policies, including policies regarding payment of annual dues and the submission of annual reports.
- 4.13. An EPP for which the Accreditation Council issues a decision to deny or revoke accreditation may have a right to petition for an appeal subject to CAEP's policy on appeals.
- 4.14. The State will provide to CAEP its policy leading to a "Change in State Status." The State will notify CAEP within thirty (30) days of action taken when a CAEP-accredited EPP has had a "Change in State Status" as a result of a decision on specialized professional association (SPA) program status by the State.
- 4.15. Accreditation-specific terminology and definitions used by CAEP as part of its EPP review and accreditation processes may vary from similar terms and definitions used by the State. Any definitions of key terms and glossaries created by CAEP are available on the CAEP website [<http://caepnet.org/glossary>]. The State should inquire with CAEP about the definition of any term if there is uncertainty regarding its meaning in the CAEP accreditation context.

5. Opportunities for State Input

The Parties understand and agree that:

- 5.1. CAEP will afford the State multiple opportunities to provide CAEP, the Evaluation Team, and members of the Accreditation Council with any information or data the State deems relevant to the accreditation of an EPP, as follows:
- 5.2. At least sixteen (16) weeks prior to any scheduled Site Review, CAEP will give the State notice of the upcoming Site Review. At any time, up to six (6) weeks before the scheduled Site Review, the State may provide CAEP with comments and information on the EPP for consideration by the Evaluation Team. EPP's will be given an opportunity to respond to any such comments prior to the Site Review.
- 5.3. At any time, the State may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP's ongoing cycle of CAEP accreditation. In accordance with CAEP policy, adverse action may result from any such investigation.
- 5.4. In the event an EPP within the State petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify the State that such petition has been received. Any notification of a decision made by an ad-hoc appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in CAEP policy.

6. Decisions of the Accreditation Council and an Ad-Hoc Appeals Council

The Parties understand and agree that:

- 6.1. The Accreditation Council makes decisions regarding the accreditation of EPP's at meetings held not less than two (2) times each year.
- 6.2. Following any decision of the Accreditation Council to deny or revoke the accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and appeal requirements. Appeals criteria and process information are included in CAEP's policies on appeals.
- 6.3. CAEP provides written notice of each decision of the Accreditation Council and an Ad-hoc Appeal Panel in accordance with CAEP policies.
- 6.4. The written notice CAEP provides regarding its accrediting decisions, includes notice to the appropriate State licensing or authorizing agency which may be a party to this agreement. CAEP's policies regarding notices specify the parties to which notice must be provided and the respective timelines for each.

7. Data Sharing

The Parties understand and agree that:

- 7.1. The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that the State maintains data necessary for CAEP's review of an EPP, subject to any data sharing agreement that may exist between an EPP and the State, CAEP expects that the State will make the relevant data available to EPP's at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP accreditation activities.
- 7.2. In order to facilitate the reviews necessary for CAEP accreditation, CAEP will provide the State and each dues paying EPP in the State with access to the CAEP accreditation platform, CAEP's data and information management system. Should the State or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.
- 7.3. CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP's confidentiality policy and agree to adhere to it.

8. Partnership Dues, State Benefits, and Fees for Additional Services

The Parties understand and agree that:

9. The State will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the State's annual State Partnership dues be changed during the term of this agreement, CAEP will notify the State of the new dues amount and the effective date.
 - 9.1. CAEP will provide up to three (3) individuals employed by the State with access to the CAEP accreditation platform.
 - 9.2. During each year covered by this agreement, CAEP will waive the CAEP Conference registration fee for one (1) designated State representative; however, the State or State representative must assume other expenses associated with conference participation.
 - 9.3. During each year covered by this agreement, CAEP will assume all expenses for one (1) designated State representative to participate in the annual CAEP Clinic. A registration fee will be assessed for any additional State staff and they must assume other expenses associated with participation in the clinic.
 - 9.4. CAEP offers states access to CAEP National Training for up to five (5) site reviewers a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in the State, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP's policies regarding fees and expenses for training.
 - 9.5. The State will work with associations that represent P-12 educators (NEA, AFT, NBPTS), EPP's, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the State's P-12 educators' professional contributions to the work of CAEP as site review team members

10. State and CAEP Contacts

The Parties understand and agree that:

- 10.1. The State will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.
- 10.2. CAEP will designate a liaison to serve as the primary contact for the State through the term of this agreement.

11. Agreement Term and Amendments

The Parties understand and agree that:

- 11.1. CAEP and the State enter into this partnership agreement for the one (1)-year period beginning July, 1, 2023 and ending on June 30, 2024.

11.2. The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement of the Parties.

11.3. Should any provision of this agreement be determined to be in conflict with CAEP policy, CAEP policy will be the prevailing authority and this agreement will be required to be amended to resolve the conflict.

11.4. Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.

Christopher Koch, President
Council for the Accreditation of Educator Preparation

DATE

By signing this agreement, the undersigned agrees to be bound by the terms outlined above and affirms that he or she has the authority to enter into this agreement on behalf of the State.

Elsie Arntzen
State Superintendent of Public Instruction

DATE

Helena Madalyn Quinlan
Board of Public Education, Chair

DATE

Christopher Koch, President
Council for the Accreditation of Educator Preparation

DATE

Appendix A: State Dues Structure

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP's accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed \$3,000 annually (reviewed on an annual basis) to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

Example 1: State A (CAEP Only Reviews)

State A has 25 CAEP member EPPs, or 3.99% of total CAEP EPPs.

- The fixed amount is set at \$3,000 per state.
- The proportional amount is set at 3.99% of \$325,000 (current total=services to all states) = \$12,960.

Therefore, the total fees for State A will be:
 $\$1,500$ (fixed) + $\$12,960$ (proportional) = $\$14,460$.

Example 2: State B (Joint Reviews)

State B has 25 CAEP member EPPs, or 3.99% of total CAEP EPPs.

- The fixed amount is set at \$3,000 per state.
- The proportional amount is set at 3.99% of \$325,000 (current total=services to all states) = \$12,960.
- The variable joint review fee (for 25 joint reviews) is $25 \times \$2,500 = \$62,500/7\text{years} = \$8,930$.

Therefore, the total fees for State B will be:
 $\$3,000$ (fixed) + $\$12,960$ (proportional) + $\$8,930$ (variable joint review fee) = $\$24,890$.

ITEM 4

COMMISSIONER OF HIGHER EDUCATION
REPORT

Dr. Angela McLean



Montana University System Report
Montana Board of Public Education
March 2023

- American Indian and Minority Achievement Update
 - Completions
 - Retention
 - Indian Education for All for One MUS course

- Montana GEAR UP

- Montana Educational Talent Search

- Educator Apprenticeship

- Educator Residency

- Grow Your Own Montana Educator

ITEM 5

STUDENT REPRESENTATIVE'S REPORT

Charles Fox

❖ **MSDB LIAISON – (Items 6-7)**

Renee Rasmussen

ITEM 6

MSDB REPORT

Action Items

- **Action on Out of State Travel Request**
 - **Action on Personnel Items**
- **Action on 2023-2024 School Calendar**

Paul Furthmyre

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

Agenda Action Items:

1. Personnel Action Report

3 Hires

2. Out of State Travel

Cottage Counselor – Residential Child and Youth Care Professional Certification (April 2023 / Tulsa, OK)

VI Teacher – Code.org Teacher Training (July 2023 / Coeur d'Alene, ID)

VI Teacher / Students / Admin – Samsung Solve for Tomorrow Competition (May 2023 / New York, NY)

3. Second / Final Reading of School Calendar

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

A. Policy and Administration

B. Financial Management

D. Building and Grounds

Attached Documents:

- Personal Action Report
- Out of State Travel Forms (3)
- 23-24 School Calendar and Survey Results
- Policy and Administration Standard – AER Self Study
- Financial Management Standard – AER Self Study
- Building and Grounds Standard – AER Self Study
- Outreach Services Internal Study
- Bi-Monthly MSDB Committee Notes
- MSDB Expenditure to Appropriations Report Feb 2023
- MSDB Detail Budget Tracking Sheets (All Programs)
- MSDB Foundation Budget Update
- MSDB Carry Forward Plans from FY 22
- Current Enrollment Numbers as of 10/24/2022

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

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

Retirement

Resignation

Probationary Layoff

Hire

Theresa Kelly – Substitute Para

Jesse Aguon – CLA LEAP

Eliza Kragh – Deaf Mentor

Positions open at MSDB Currently

LPN Nurse

PT Paraprofessional

Lead Interpreter

CLA Boys Cottage

Positions currently on hold

School Psychologist (Filled with TVI currently)

FT Interpreter

1) Agency Number/Name School for the Deaf and the Blind		2) Division Student Services	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Erin Faulkner		

5) Justification

This course will prepare trainers to provide the Residential Child and Youth Care Professional Certification training to youth care staff. RCYCP provides staff with a common knowledge base and philosophy grounded in five core principles for working with children and youth. MSDB presently has one instructor for this course and a second person is needed in case of illness or conflicts in training our staff. In addition, as part of the collective bargaining agreement our Residential Advisors must take this course at some point during their first year of employment.

6) Itinerary

Destination: Tulsa, Oklahoma
Travel Dates: April 10-14, 2023

7) Estimated Costs

Transportation \$ 500.00 Meals \$ 300.00 Lodging \$ 500.00 Other \$ 950.00

Total estimated cost \$ 2250.00

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)
Registration \$950; Airfare \$400; Food \$300; Hotel \$500 and ground transportation \$100 for a total of \$2250. Cost are estimates only.

8) Submitted By	Title	Date
<i>Jim Kelly</i>	Director of Student Life	1/2/2023

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	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Erin Barr #063454		

5) Justification
Erin was awarded a \$1500 class for Code.org. The school has agreed to teach a one year Code.org class for students during the 2023-2024 school year. The training will give Ms. Barr the skills to teach the class to MSDB students.

6) Itinerary
Destination: Coeur d'Alene, ID
Travel Dates: July 30-August 5 2023

7) Estimated Costs

Transportation \$250.00	Meals \$ 345.00	Lodging \$ 1074.00	Other \$
Total estimated cost \$ 1669.00			

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)
Meals using in-state and out-of-state per diem
Transportation using a state vehicle: Based on approximate mileage and gas price predictions.
Lodging: Used Federal lodging per diem rates for July/August in Coeur d'Alene.

8) Submitted By	Title	Date
<i>Erin Barr</i>	Teacher of the Visually Impaired	1-30-23

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	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Erin Barr (063454); Paul Furthmyre, Daemien Stout, Alexis Myers		

5) Justification

Students in Ms. Barr's class are competing in the Samsung Solve for Tomorrow competition and have advanced to State Winners. If they become National Finalists, they win travel/lodging for four to New York City to compete to become National Winners. In New York City, students will present our project/product/video and answer questions from the Samsung judging panel. Our MSDB team has already advanced through 2 levels of the competition. Competing in New York gives our student team an opportunity to compete with schools across the country. This means our school and students are competing in STEM/STEAM at a national level!

6) Itinerary

Destination: New York City
Travel Dates: Exact dates TBA: Between May 15 and early June for 4 days/3 nights.

7) Estimated Costs

Transportation \$ 0	Meals \$ 770	Lodging \$ 0	Other \$ See below
Total estimated cost \$ 770 +			

Provide details to support estimated costs:
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)
Used Federal Meal Per Diem for each person for NYC: \$59.25 for 1st and last day; and then \$18 breakfast, \$20 lunch, \$36 dinner
Samsungsays"Expenses not specified herein as being awarded, including, butnot limited to, all federal, state and local taxes, luggage fees, insurance, additional groundtransportation, meals, gratuities and souvenirs are the obligation of the winning school."

8) Submitted By	Title	Date
<i>Erin Barr</i>	Teacher of Students with Visual Impairments	2-21-23

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.



Montana School for the Deaf and the Blind 2023 – 2024 School Calendar Draft A

21-25PIR ORIENTATION
27 Students Return
28 First Day of School

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4 Labor Day – No School
(Cottages Open)
15 Travel Home
18 Travel Return
School in Session

18 Travel Home
19-20 Teacher Convention
22 Travel Return
23 Classes Resume

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1 End of 1st Quarter (45 Days)
21 Travel Home
22-26 Thanksgiving Vacation
No School
26 Travel Return
27 Classes Resume

8 Gallaudet Day
21 Winter Program
22 Travel Home
December 23-January 2
Christmas Vacation

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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

2 Travel Return
School in Session
12 Travel Home (Optional)
15 Travel Return
MLK Jr. Day – **No School**
(Cottages Open)
16 Classes Resume
17 End of 2nd Quarter (45 Days)

15 Travel Home
19 Travel Return
School **not** in Session
20 Classes Resume

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

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

8 Travel Home
School in Session
11 Travel Return
School **not** in Session
12 Classes Resume
25 End of 3rd Quarter (45 Days)
28 Travel Home
Spring/Easter Vacation:
March 29-April 2

Spring/Easter Vacation:
March 29-April 2
3 Travel Return
School in Session

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

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

3 Travel Home
6 Travel Return
School in Session
24 Graduation 2:00 PM
27 Memorial Day – **No School**
31 Last Day of School
Dismissed at noon
End of 4th Quarter (45 Days)

Green—Travel
Blue—MSDB event
Orange—End of Quarter
Striped—Travel/no school
Pink—Vacation

1st Quarter: November 1, 2023
2nd Quarter: January 17, 2024
3rd Quarter: March 25, 2024
4th Quarter: May 31, 2024
<https://www.msdbmustangs.org/>
3911 Central Avenue
Great Falls, MT 59405-1967

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

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

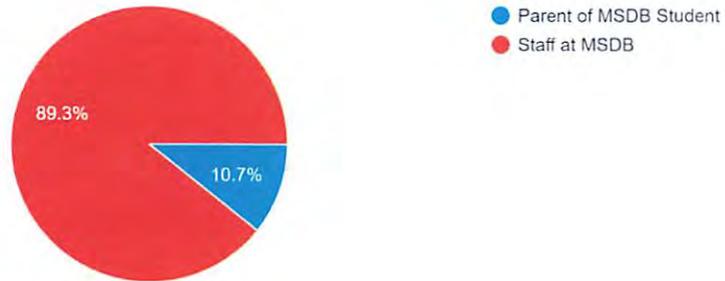
IMPORTANT PHONE NUMBERS

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

Approved:
Board of Public Education:

Please tell us who you represent:

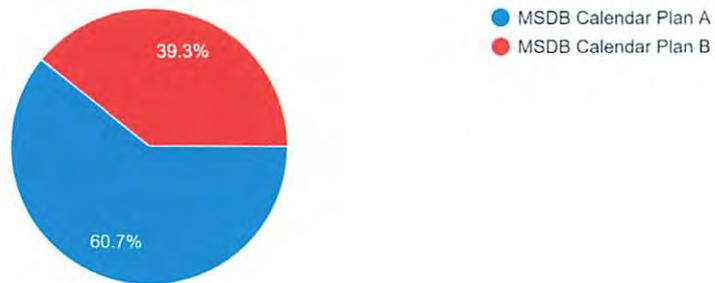
84 responses



75 Staff / 9 Parents

After viewing the proposed calendars for MSDB, please indicate the calendar you prefer:

84 responses



51 Plan A / 33 Plan B

A. Policy and Administration 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 Policy and Administration Self-Study, with sub-folders labeled for each of the following documents:

- Study
- Articles of Incorporation and Tax Exemption Letter
- Mission Statement
- Strategic Plan
- Core Values
- Written Policy Regarding Admissions & Service Delivery Equality
- Eligibility Criteria & Service Area(s) Policy
- List of Collaboration Partners & Description of Relationship & Projects
- Policy and Bylaws Regarding Board Nomination Process and Board Composition Requirements
- Organizational Chart
- Board of Directors and Chief Administrator (Executive Director) Roles & Responsibilities
- Conflict of Interest and Conflict Resolution Policies
- Bylaws or Procedures Relevant to Process Used to Update Policies & Procedures
- Narrative to explain any standard that is partially met or not met.
- Any other Narrative Remarks

List of Members of Self-Study Committee:

Trudy Hill

Brenda Warren

Date Self-Study Completed: 3/1/23

Date of Board Meeting approving Self-Study:

<p align="center">Policy and Administration (PA) Self-Study</p> <p>Organization will establish a self-study committee to assess and rate the organization on the following:</p>	<p align="center">Supporting Documentation</p> <p>Indicate name of file or cite page in documents you provide to show compliance.</p>
<p>1. The organization is legally constituted and authorized to provide services to individuals who are blind and those who have low vision including those who have multiple disabilities and are deafblind.</p>	<p>MCA 20-8-101 MCA 20-8-102 ARM 10.61.201 ARM 10.61.202 ARM 10.61.203</p>
<p>2. The organization is guided by a written mission statement that spells out its philosophy of service and program objectives.</p>	<p>Mission Statement</p>
<p>3. The organization has a written strategic plan with goals and objectives for its management and service functions.</p>	<p>Strategic Plan</p>
<p>4. The written statement of core values affirms the organization's belief in the dignity and rights of individuals who are blind and those who have low vision.</p>	<p>Belief Statement Proposed Belief Statements</p>
<p>5. The organization provides services without regard to race, sexual orientation, religion, additional disabilities, and ethnic origin.</p>	<p>MCA 20-8-104</p>

<p>6. The organization identifies in written form, the eligibility criteria, geographic area and populations it serves.</p>	<p>MCA 20-8-104 OPI Deaf Blind Eligibility OPI Visual Impairment Eligibility Outreach VI Brochure</p>
<p>7. The organization is an advocate for addressing the unmet needs of populations it serves.</p>	<p>Program Overview Goals Family Advisors Family Events NRAER Outreach Board Members</p>
<p>8. The organization collaborates with other providers to maximize resources and to minimize duplication of effort.</p>	<p>Contract with VR Pre-Ets MonTech- ask Alt for contract Eaglemount</p>
<p>9. Members of the governing boards and advisory committees are chosen in a manner that ensures public representation, diversity, competence, and inclusion of one or more individuals who are blind and those who have low vision.</p>	<p>MSDB Foundation Members MCA 2-15-1508 BPE Governor Appointments BPE MSDB Committee</p>
<p>10. The governing authority establishes policies for the efficient and effective operation of the organization. Policies and procedures are reviewed periodically and effective date and last date of revision are clearly noted on policies and procedures.</p>	<p>Policy 1310 All MSDB Policies MTSBA Model Policies</p>

<p>11. The chief administrator exercises full responsibility for the day-to-day management of the organization and staff; and is responsible for implementing policies.</p>	<p>Principal Job Description Superintendent Job Description</p>
<p>12. The organization has a written conflict of interest policy for the governing board which includes a conflict resolution procedure.</p>	<p>Ethics Policy</p>
<p>13. The organization maintains an organizational chart which defines the internal structure for efficient and effective administration and delivery of services and defines the lines of authority and delegated responsibilities.</p>	<p>MSDB Improvement Positions Flow Chart Staff Flow Chart</p>

Self-Study Summary

A. Policy and Administration

Respond to the following:

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

MSDB is a legally constituted school authorized through the State of Montana. Our new mission statement includes our philosophy and program. Our core values show our belief in dignity and the rights of those with low vision and/or blindness. We have a written strategic plan developed through Cognia and we provide services to all qualified students and their families free of charge through MSDB and our Outreach program. The eligibility criteria is written for those we serve, and the ways we serve them.

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

We have provided links to all areas showing we are in compliance.

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

An increase in professional development to address the needs of our population are planned. This will create more opportunities for leadership roles within the organization. It will also facilitate more open communication between all stakeholders in the organization.

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

Work is planned to revise our policies and procedures for clarity. Paraprofessionals and cottage staff will receive professional development to help them facilitate academic success for campus students.

5. What additional major improvements need to be planned?

It would be helpful to look at ways to improve the hiring and retention of staff.

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

This is not applicable to our accreditation process.

B. Financial Management 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 Financial Management Self-Study, with sub-folders labeled for each of the following documents:

- Self-Study (below)
- Recent Audit
- Financial Management Policy and Procedures, including
 - Accounts Payable
 - Accounts Receivable
 - Risk Management
 - Disaster Recovery
 - Records Retention
 - Data Management
 - Investment Accounts and Endowments
 - Restricted Funds
 - Budget Development
- General Liability Insurance
- Board of Directors Insurance
- Income and Expense Budget for Current and Past Year
- Job Description for Senior Accounting Staff
- Financial Statements for Current and Past Year
- Contracts of \$2500 or higher signed by the organization.
- Narrative to explain any standards you rated as partially met or not met.
- Any other Narrative Remarks

List of Members of Self-Study Committee:

Paul Furthmyre

Jennifer Wasson

Date Self-Study Completed: 2/21/23

Date of Board Meeting approving Self-Study:

Financial Management (FM) Self-Study	Supporting Documentation
<p>Organization will establish a self-study committee to assess and rate the organization on the following:</p>	<p>Indicate name of file or cite page in documents you provide to show compliance.</p>
<p>1. Written policies for financial management are in place, either developed by the organization or by departments of government with responsibility for financial oversight.</p>	<p> 2019 Legislative Guide for finances Memo 1-2025 Biennium Budget Timeline Memo 2- Proposed Agency Legislation Memo 3- Biennium Starting Point Memo 3.1- Biennium Starting Point Memo 4- Goal and Objectives Memo 5- Executive Planning Process Requests Memo 6- Vehicle Leasing Program Memo 7- Fixed Cost Schedule Memo 8- Executive Budget Instructions Memo 9- Executive Program and Service Memo 9.1- Pay Schedule Salary Memo 9.2- Tech Budget Memo 9.3- Budget Proof Memo 9.4- 5% Reduction Plan Memo 9.5- Organization Chart Memo 9.6- IT Survey Memo 9.7 LFD Analysis Memo 9.8- Budget Narrative Reports </p>
<p>2. Financial management is conducted in accordance with generally accepted accounting practices.</p>	<p>MSDB Financial Management Policies</p>

<p>3. Risks to the organization are addressed through:</p> <ul style="list-style-type: none"> a. general liability insurance b. Board of Directors insurance c. disaster recovery plans d. records retention and destruction policies e. electronic data management policies and procedures 	<p>MT Risk Management and Tort defense MT General Records and Retention Schedule</p>
<p>4. The organization defines and prohibits conflict of interest on the part of governing board members, administrators, instructors, and staff in the management and operation of the organization.</p>	<p>State Ethics Policy MCA 2-2-105 – Ethical Requirements MCA 2-2-121 – Rules of Conduct for Public Employees MCA 2-2-201 – Public Officers. Employees interest in Contracts</p>
<p>5. The organization prepares, adopts, and operates within defined comprehensive budgets for specified periods of time and in accordance with policies established by its board or as established by contracts with government or other funding bodies.</p>	<p>Fire Control System Food Contract Pest Control Contract Travel Contract</p>
<p>6. Appropriate staff are appointed to committees which are accountable for portions of the budget and participate in its preparation.</p>	<p>MT Business Manager Job Description</p>
<p>7. The organization maintains a system of internal controls, including effective and efficient systems to account for all financial transactions, to safeguard assets, and to prevent or detect irregularities including fraud.</p>	<p>MSDB Internal Controls</p>
<p>8. The organization prepares routine financial statements that clearly and accurately present the organization’s financial position in accordance with generally accepted accounting principles.</p>	<p>2022 Budget Income and Expense 2023 Budget Income and Expense 2023 Foundation Budget vs Actuals 2023 Foundation Statement of Activity 2023 Foundation Statement of Financial Position</p>

9. The organization has its financial statements audited annually by appropriate governmental bodies or independent qualified auditors and makes changes to address findings and recommendations.	2021 Financial Compliance Audit
10. Investment accounts and endowments are managed according to standards required by state law, regulatory or governing authorities.	1988 MSDB & MSDB Foundation Working Agreement 2018 MSDB Foundation Bylaws Administrative Rules of MT MSDB Gifts Montana Code Annotated MT MSDB Gifts Foundation Financials
11. Restricted funds are used only in accordance with the donor's intent.	Foundation Restricted Funds

B. Financial Management Self-Study Summary

Respond to the following:

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

With Montana School for the Deaf and the Blind a state-run school, we are required to use the state's financial policies and process. This consists of a biennium process where the school will work with the Governor's office to propose needs of the school for the legislature to consider. The process also includes an audit of our budget every two years as well. In whole the process allows for many levels of checks and balances.

In addition to the support provided by the Governor's Budget Office, the school is controlled by the state Board of Public Education (BOPE). They oversee the policy component of the school. As a result, the BOPE and the Montana School for the Deaf and the Blind Foundation have an agreement to help support the school. Not only does the foundation play a large role in fundraising for the students and staff, but also becomes the beneficiary of any type of real property donated to the school. The foundation employs a grant writer that pursues money for various projects the school has.

All state and foundation funds are matched to various items found on the schools strategic plan.

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

All standards have been met under this section.

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

MSDB is currently working to educate our stakeholders on the budget process and how to read any financial reports. This is currently happening at the administrative level, with intentions to be at all levels within the next three years. We are working on developing handbooks for employees that will have financial descriptions and processes listed and in place. It is desired that this will help strengthen the connection between spending and the strategic plan.

MSDB will continue to work with the MSDB Foundation to better understand their financial situation. The Financial Committee of the foundation is currently making a switch to the new Quickbooks which will allow board members real time access to information. This will help make sure that the budget adopted by the foundation is followed.

MSDB will continue to work with the MSDB Foundation board to start adopting the next school year budget at its April meeting. This will help make sure that the school knows how the foundation would like to spend the money.

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

As mentioned before, MSDB is working towards having a financially savvy staff. We will continue to work towards educating all stakeholders on both the state and foundation budget process, in addition to providing quarterly financial reports. We will obtain this goal by providing both in person and webinar type informational meetings.

The business manager will also meet with each administrator for in-depth conversations every financial quarter.

5. What additional major improvements need to be planned?

MSDB will continue to work with the Finance Committee of the Foundation to complete an audit in the next year.

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

NA

D. Building and Grounds 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 Building and Grounds Self-Study, with sub-folders labeled for each of the following documents:

- Self-Study (below)
- Building and Grounds Policy and Procedures
- Staff Health and Safety Training Policy and Procedures
- Building Safety Inspection Report
- Proof of Working Fire Alarms
- Maintenance Contracts
- Emergency Evacuation and Disaster Plans
- Fire Drill Schedule and Completion Records
- Health and Safety Plan that is aligned with OSHA Guidelines
- Incidence Reports
- Building Permits (if applicable)
- Description of Building and Grounds Improvements, Repairs or Additions in the Past 12 months
- Staff Health and Safety Training Materials
- Narrative to explain any standard that is partially met or not met.
- Any other Narrative Remarks

List of Members of Self-Study Committee:

Erin Faulkner

Jim Kelly

Date Self-Study Completed: 2/22/23

Date of Board Meeting approving Self-Study:

Buildings and Grounds (BG) Self-Study	Supporting Documentation
<p>Organization will establish a self-study committee to assess and rate the organization on the following:</p>	<p>Indicate name of file or cite page in documents you provide to show compliance.</p>
<p>1. The planning, operation, and maintenance of buildings and grounds are in compliance with statutory and regulatory mandates including those that provide for the safety and security of individuals with disabilities.</p>	<p>3315 - Gun Free Schools (20 U.S.C. 8921) 3415 - Emergency Illness/Accidents (10.55.701 ARM) 3417 - Communicable Diseases (16.28.101 ARM) 4316 - Accommodating Individuals with Disabilities (ADA & 12111 and 12131: 28 CFR Part 35) 4330 - Community Use of School Facilities (20-7-805, MCA & 10.55.701 ARM) 4330P - Rules and Regulations for Building Use (10.55.701 ARM) 5130 - Staff Health (Legal references: Section 504 of Rehabilitation Act; 29 CFR, Section 1630; ADA; Title 49, Chap2, MCA; Title 49, Chap 4, MCA; 20-10-103(4), MCA; 16.28.1005 ARM) 8300 - Montana Safety Culture Act (39-71-1501 MCA) 8301 - Safety Program (Legal references: 39-71-1501, MCA; 20-1-206, MCA; 20-1-401-407, MCA; 29 CFR 1910, 1030) 8310 - Disaster Drills and Emergency Evacuation (20-1-401-407, MCA) 9300 - Operation and Maintenance of School Facilities (10.55.908, ARM) 9320 - Security (50-61-114, MCA) 9350 - School-Wide Asbestos Program (15 USC 2641)</p>

<p>2. The buildings and grounds are in compliance with applicable code, ordinance, and laws established by governmental or underwriting bodies on such matters as architectural barriers, zoning, the structure of the buildings, plumbing and sanitation, heating and ventilation, water supply, sewage and waste disposal, food preparation and service, material handling, fire and safety, occupational safety and health and disaster preparedness.</p>	<p> FICO (Facility Improve) Retail Food License Retail Food Establishment Inspection Fire Alarm Inspection Report GF Fire/Rescue Reinspect Fire Suppression Inspection Certificate Fire Drill Log Sheet Pool Operator's Licenses Pool and Spa License Elevator License Asbestos Cleanup Report Water Lead Test 8310 - Disaster Drills and Emergency Evacuation </p>
<p>3. A written safety plan is on file to address health, safety, and emergency preparedness. It includes documentation of staff training, safety inspections, records of corrective actions taken, fire prevention plan, emergency evacuation plan, compliance with health and safety guidelines, and first aid and safety plans.</p>	<p> MSDB Health and Safety Handbook Emergency Procedures Sign Layered Solutions (Emergency alerts) Risk Management and Tort Defense CPR/First Aid Trainings Incident Report - completed Incident Report - blank Accident Report- completed Accident Report - blank 3420 - Crisis Response Plan 5132 - Employee Illness and Food Services 8310 - Disaster Drills and Emergency Evacuation </p>

<p>4. Written policies for the management of the buildings and grounds are available to employees and key stakeholders.</p>	<p>Board Policies Table of Contents as found on website 9300 - Operation and Maintenance of School Facilities 9320 - Security 9320P - Procedure for the Control of Access to School Buildings and Grounds 9330 - Facilities Operations 9331 - Snow Removal</p>
<p>5. The policies ensure that the buildings and grounds are maintained and are accessible, functional, and safe.</p>	<p>HB 5 Requests 2021 (Sprinkler, Access Control System, Lift Replacement, Cottage Roof Replacement) HB 5 Requests 2023 (Sprinkler, Security Cameras, Bus Loop) Governor's Budget Proposal (Maintenance Supervisor) Camera System Installation Broadband Upgrade Air Purifier Program 3315 - Gun Free Schools 3417 - Communicable Diseases 3420 - Crisis Response Plan 4316 - Accommodating Individuals with Disabilities 4330P - Rules and Regulations for Building 8302 - Dangerous Person on Campus 9320 - Security 9320P - Procedure for the Control of Access to School Buildings and Grounds 9330 - Facilities Operations 9331 - Snow Removal 9350 - School-Wide Asbestos Program</p>

6. The organization makes provision for first aid and emergency medical care for all consumers, visitors, and employees.

[Personnel Handbook \(Facilities and Security on Campus\)](#)
[MSDB Health and Safety Handbook](#)
[COVID-19 Related Policies](#)
[3415 - Emergency Illness/Accidents](#)
[3417 - Communicable Diseases](#)
[5130 - Staff Health](#)
[5132 - Employee Illness and Food Services](#)
[5230 - Prevention of Disease Transmission](#)
[8300 - Montana Safety Culture Act](#)
[8301 - Safety Program](#)
[8302 - Dangerous Person on Campus](#)
[8303 - Video Surveillance](#)
[8310 - Disaster Drills and Emergency Evacuation](#)

Self-Study Summary

D. Building and Grounds

Respond to the following:

1. Identify the major strengths of the organization as they relate to the Building and Grounds (BG).

MSDB has accessible buildings (elevator, ramps, automatic doors), a clean food program that passes all inspections, an emergency notification system (Alertus), a single place of entry in both school buildings and a 24/7 locked residential building, an outside video surveillance system, a key and/or key card required to access all exterior doors, a pool and exercise rooms with new equipment, offices arranged by function (education office staff, financial office staff), lighting surrounds the perimeter of the buildings and parking lots, all entrances are numbered, and regular inspections by fire department, alarm company, OPI food program.

Most of these improvements have occurred since Spring 2022. The lighting system was upgraded in all buildings. The roofing was replaced on the entire residential building with gutters repaired as needed. Asbestos and lead paint testing resulted in abatement in Bitterroot (classroom building) and skylight areas of the cottage buildings. The Alertus Emergency notification system was installed in all buildings. The Raptor - Visitor Management System has been implemented in the main office and the residential building. The pool was fixed and upgraded with several staff receiving training and certification to operate the pool. A staff person does a physical check of all doors on campus each night.

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

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

MSDB utilizes Asset Essentials for maintenance requests, but is not using the program to its full potential. MSDB has submitted a request to the legislature for camera systems in the buildings. The Governor's budget proposal includes a maintenance supervisor. Plans are in progress to update the Alertus system to make it more accessible to all students and staff.

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

Funds have been granted to improve the Broadband infrastructure to allow MSDB to provide virtual instruction across Montana. Estimates for funding the bowling alley remodel have been collected. The elevator in Bitterroot (classroom building) will be upgraded. A permanent bus loop will be constructed by Bitterroot (classroom building). A Knox Box will be installed for increased safety. The sprinkler system will be upgraded in Bitterroot and the Kitchen/Dining Room. MSDB plans to upgrade some of the equipment for groundskeeping. Lead testing is planned for all faucets on campus. Air purifiers will be put in most areas of campus as part of the School Portable Air Cleaner Program.

5. What additional major improvements need to be planned?

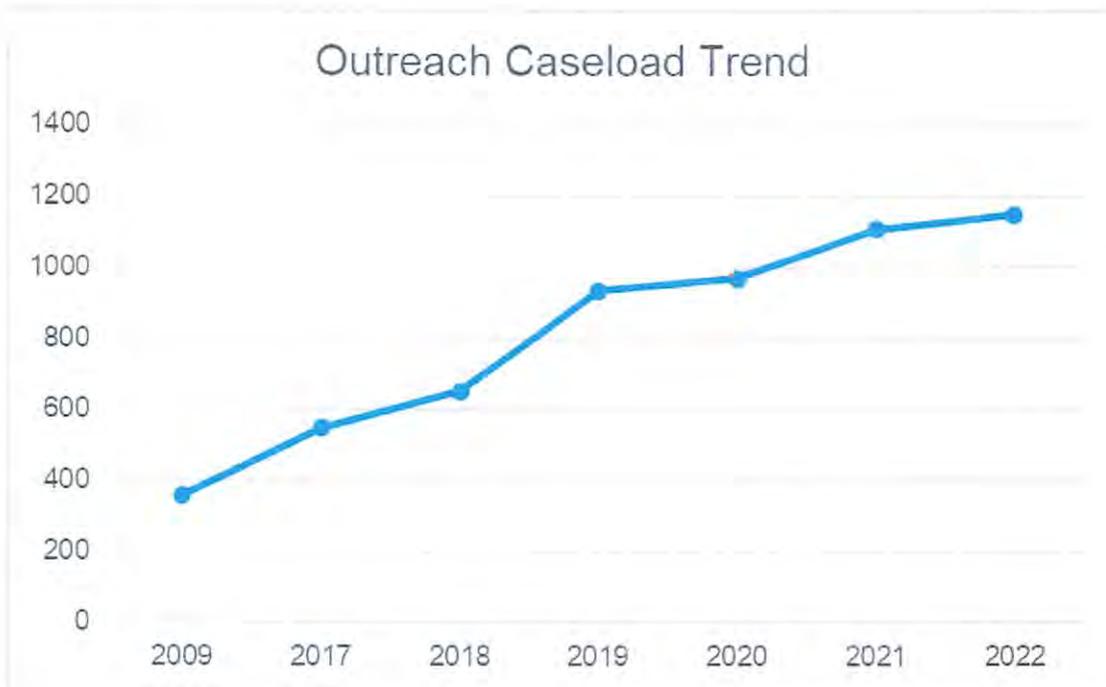
Fencing around portions of the school has been discussed to decrease foot traffic from surrounding apartments. The playground needs to be cleaned up and repairs done to broken glass, etc.

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

The Montana School for the Deaf and Blind (MSDB) is responsible for tracking and monitoring early intervention and educational needs of Montana children with hearing and/or vision impairments, as well as providing specialized consultative services, pursuant to MCA 20-8-102.

In order to meet the requirements of the MCA, MSDB provides certified consultants that work with a variety of student team members. This can include doctors, parents, schools, agencies, and the general public. MSDB currently employs 13.5 consultants, 1 audiologist, and 1 Outreach Director to carry out the daily activities for the outreach department. Please see Appendix A that illustrates the number of staff members assigned to the Outreach Department from 2010 to present. In a Montana Legislative Performance Audit in June 2008, the department consisted of 10.5 staff members for 2008 (the last time staff was added to this program). Of significance, those 10.5 staff members were responsible for working with a total of 362 students. Please see Appendix B for Outreach Services section of the 2008 Performance Audit.

To effectively serve students, parents, and professionals in Montana, MSDB needs additional support. As mentioned earlier, the current number of consultants is 13.5. Compared to the 10.5 staff members in 2008, the current outreach department works with nearly 1,150 students. The data equates to an average caseload of 34.5 students per consultant in 2008. With today's numbers that average is 85 students per consultant. MSDB currently is not able to meet the essential programming needs of current caseloads, nor workload associated with services, and our programming have become more of a band aid service. The graph below shows a visual representation of the number of students that we serve with our outreach services. Please see Appendix C: Current Caseload Total and Level of Service Caseloads for current total caseload numbers for the past four years.



MSDB has spent the last couple of years trying to identify why the trend is on the upward path it is. Below are the reasons we feel the increase has occurred:

In 2008, the Montana DPHHS, pursuant to ARM 37.57.415, implemented a mandatory electronic reporting and referral system of all infants identified as having a permanent hearing loss to the MSDB for intervention services (with parental consent). As a result and for the past 14 years since 2008, Montana has identified an average of 17 infants and toddlers each year with some degree of permanent hearing loss requiring intervention. Intervention services for very young children, often under the age of 6 months, require extensive time to collaborate with families, medical providers, and early interventionists.

The MSDB also receives referrals through the state electronic referral system for children of all ages from the same audiologists who are used to referring infants and toddlers electronically. This has contributed to an increase in the number of referrals for Outreach services very soon after a child is diagnosed with permanent hearing loss.

The referral system currently applies to the Deaf and Hard of Hearing program as Montana does not currently have a similar referral system for Visually Impaired students. What has helped with Visually Impaired referrals has been the consistency of our Visually Impaired Consultants over the past 14 years and many long standing Ophthalmologists. Both of these groups serve children and have been supporting stable programming and early referrals from medical providers in the state.

The MSDB, Part C (Montana Milestones), Children's Special Health Services (CSHS under DPHHS) and the Office of Public Instruction (OPI) are all included in the Montana Comprehensive Child Find System (CCFS) and have legislative and administrative authority to share referral information to provide necessary intervention and educational programs for children who have hearing and/or visual impairments (Subpart D 4 – 303.302. 34 CFR 300.111 and 300.124 under Part B of IDEA; 34 CFR 300.8 of IDEA). This means that the MSDB Outreach Program receives referrals for all ages from across the state. Medical home providers, such as pediatricians, ear, nose, and throat (ENT) physicians, clinics and ophthalmologists also account for a significant number of Outreach referrals. In addition, the MSDB Outreach Program also receives referrals from out of state children's hospitals, including Seattle, Spokane and Denver hospitals, for young children under their care who will be discharged to their home state of Montana.

From 2008 - 2021, Montana has had an average of 1147 preterm births per year based off the Profile of Prematurity on the March of Dimes Montana profile in the spring of 2022. Preterm is defined as delivery prior to 37 weeks. Retinopathy of prematurity (ROP) is a condition specific to premature babies and a known cause of visual impairment. Based on prevalence data from the Centers for Diseases Control, 10% of premature babies will develop ROP severe enough to require remediation and intervention. This translates to an average of 11 newborns per year in Montana. The March of Dimes Report Card for preterm births has a target of 8.1% of all live births for all states. From 2008-2021, Montana has had an average 9.54% of live births that are

preterm. Preterm babies are also at a greater risk of auditory neuropathy and progressive hearing loss. In fact, NICU babies are 3 times more likely to develop auditory neuropathy than newborns in well baby nurseries. Nationwide, the number of babies born at 23 weeks gestation who survive has increased by 17% over the past decade. These micro preemies are far more likely to have significant hearing and/or vision impairment and require extensive intervention.

From 2008 – 2015, the Montana Public Health Information System Health Indicator Report on Neonatal Withdrawal Syndrome (NWS) reported a significant increase in the number of babies born with this condition; from 2 babies in 2008 to 8 babies in 2015. NWS is in part caused by opioid addiction during pregnancy. It may also be caused by other substance abuse. Neurodevelopment in a fetus is negatively impacted and vision loss often results.

In a Montana Legislative Fiscal Division report, *Montana's Changing Demographics: 2021 Update*, Montana was 6th for an increased population from out of state relocation as a result of the COVID-19 pandemic, and has accounted for a small increase in the number of children who require the MSDB Outreach services.

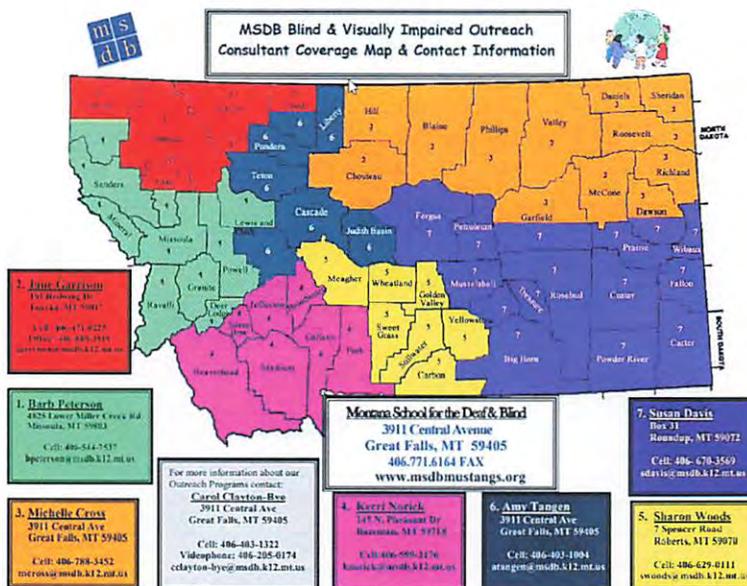
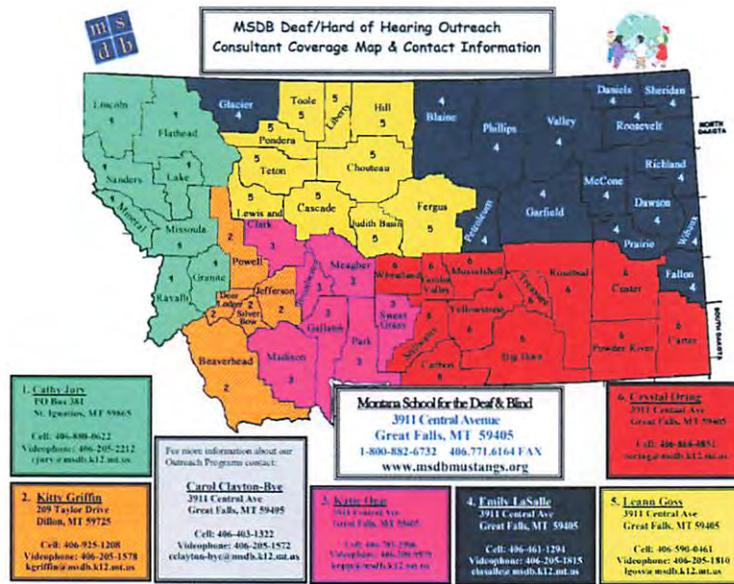
MSDB Outreach staff are highly qualified and understand how serving students with hearing and vision loss can greatly impact their success. With the proper programming many of these students go on to become productive members of society. The factors impacting Outreach Consultants caseloads are the large number rural schools, number of students on a caseload, distance from consultant, intensity of service needed, age of child and severity of vision and/or hearing loss. Treacherous road conditions and the rural nature of Montana (covering 147,040 square miles) are two major factors impacting Outreach Consultants.

At the time of the 2008 Performance Audit, MSDB was a technical assistance that pertained to the development and implementation of appropriate educational services. In addition to the time period, our outreach professionals were learning that early intervention services are critical. This equated in more devoted time to early intervention programming. It was also clear that as more access barriers were removed, babies were able to get information at a younger age and were meeting developmental milestones similar to their peers. Implementing the early intervening services did not remove the duties to school age children. Since 2009 the Outreach Consultants continue to provide comprehensive services to students on their increasing caseloads.

As reported in the 2008 Performance Audit, that students require different planning and resources than the next student. In the audit report, this was identified as Intensity Levels where students would receive a quantified rating of 1-4. Depending on the level of intensity, the consultant would plan yearly services accordingly. For example, an intensity 1 student, consultant would visit the school and student monthly.

MSDB still utilizes this Intensity Level and has added on more level of designation. To see the Intensity Levels of 1-4, please see Appendix D: Intensity Service Level Descriptions. MSDB will classify a student as an intensity level 5 if the student receives direct services on the MSDB Campus in Great Falls.

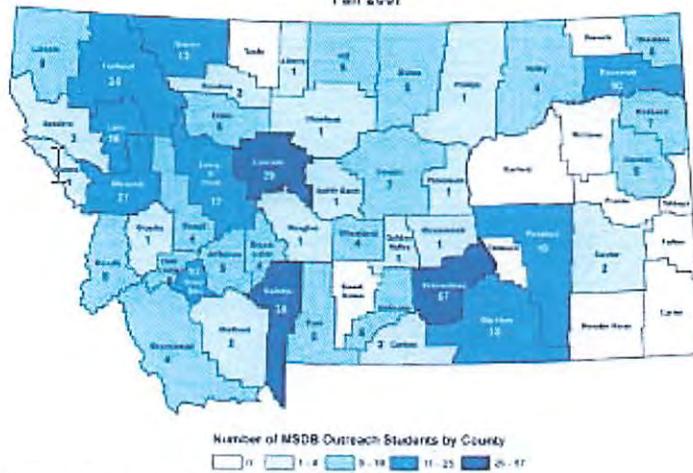
MSDB has utilized a Regional Approach with our consultants to meet the demands placed on the school. Below please find the two Outreach Maps showing these regions. The first map pertains to Deaf and Hard-of-Hearing (DHH) services and the second with Visually Impaired (VI) services.



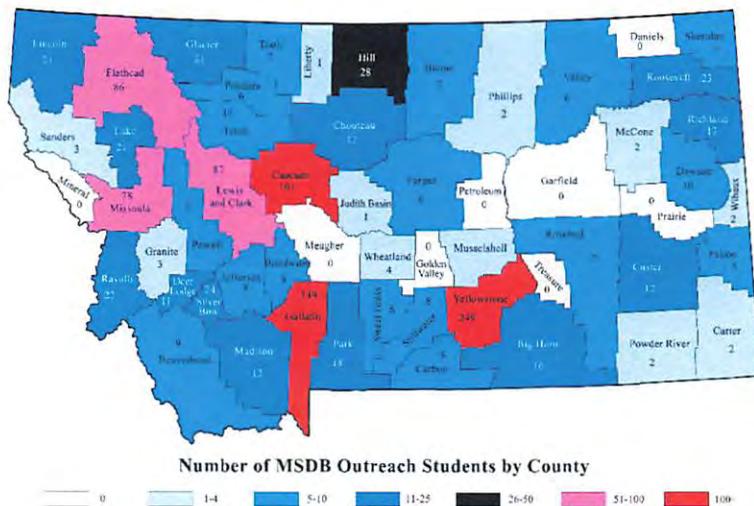
To see a breakdown of the caseloads for each region for the last 7 years, please refer to Appendix E: Regional Outreach Caseloads.

When we talk about the MSDB community, we talk about every infant thru 22 years old that is serviced by our programs. Not all eligible students are provided services by our consultants for a variety of reasons. The parents may choose not to utilize our services and/or we never receive the referral. The two maps below show the Montana counties and how many youth receive our services. The first map was part of the 2008 Performance Audit and shows that no county had over 57 individuals being served. The second map shows MSDBs current service level by county. As illustrated in the second map, 3 counties serve between 51-100 individuals, as well as 3 counties serving of 100 individuals now.

Figure 8
Outreach Activity by County
Fall 2007



Source: Compiled by the Legislative Audit Division from agency records.



In 2016/2017 MSDB Outreach added in a Deaf Mentor Program (Grant funded) and a Prison Braille Program (Federally supported) to address increasing needs for braille materials and caseloads. The Deaf Mentor Program freed up Consultants from providing in home ASL and supporting hearing parents having a deaf child, while the Prison Braille Program created needed braille materials for education settings and supplemental braille in books previously done by Outreach Consultants or monies would be needed to purchase these materials. Both of these programs continue to be in use today.

Other creative thinking was happening prior to COVID 19 with Outreach Consultants utilizing technology like GoToMeeting and Zoom, planning in-services online and beginning to use a library of pre-recorded materials in some situations to cut back on time spent traveling. These strategies continue to support some of the needs, but do not address the critical need for Consultants to see babies and students in their own environment to determine the environmental and educational needs.

After spending the last 18-months really looking into past and current caseloads, followed up by why are caseloads changing; MSDB realizes that we must change the structure that we currently use. The outreach consultants and administration have been developing a model that we feel will meet the needs of the state statute.

First, it became quickly apparent that we do not have a current system that collects and stores student information. We are receiving referrals at a rapid pace, students entering and exiting the state, and students attending private or home schools; MSDB realizes that a system really needed to be developed. The system needed to track input information, assessment data, communication data, intensity of service, and other important information. The consultants need the capability to enter the data immediately. The administration needs the ability to run instant reports on a variety of data points.

In order to make the best decision on a system, the administration called other Deaf and Blind schools inquiring about their database use. We talked to companies and individuals that had a strong reputation with data management. Some showed us databases that they designed to see if their program would meet our needs. We interviewed two possible suppliers for our database. The administration made the decision to begin working with EdPower to develop a database that is specific to our needs. The database was built from the ground up keeping in mind what we identified as issues with our data collection system. MSDB used ESSER money to pay for the database to be created. We are excited to show the functionality of the database after we learn how to use it more efficiently. It is our hope that we will be able to pull data to answer any question.

Second area of concern we addressed pertains to the workload on a consultants caseload based on 200 day contract. To begin this process we identified the main duties of a consultant. Examples of what a consultant can do during a typical day is support parents as first teachers, provide staff training for schools, provide recommendations and reports to support writing IFSP/IEP goals, prepare materials to be used, conduct assessments, model for families at home visits, and much more. The outreach administration and consultants began exploring tools

utilized by other states that could be used to meet our needs. When viewing the tools, they looked at the duties, formula of how to quantify that duty, how often he/she would complete that task. Using the formula a total hour per year was found.

The tool that was selected to be used to calculate hours of work was adopted from the Idaho Educational Services for the Deaf and the Blind. The outreach staff made simple changes to reflect the needs of Montana. Due to the wide variety of needs between deaf and blind population, the DHH team identified the need for Deaf Mentors (DM) to be added. Once the Workload tool was complete, please see Appendix F: Workload Tool for MSDB Outreach, we had our outreach complete the tool two times. The first time we asked them to fill it out the tool the best they could based on last year's data without taking into consideration the formula that was built into the tool. For the 2021-2022 school year, our outreach staff worked approximately 22,983 hours. We then asked our outreach staff to fill the form out utilizing the formula in the tool. This resulted in a total amount of 32,586 work hours for consultant services. Each consultant works a total of 200 days which equates to 1600 hours per year. Then taking the total amount of hours to be worked and dividing that number by 1600, we found that a total of 20.36 consultants are needed. This equates to being short by 7 consultants to meet the needs of the current student caseload based on the number of contracted days. Please see Appendix G: Workload Tool Hour Calculation for a breakdown of MSDB regions and hours worked and hours recommended.

To effectively serve these students and with the continual new referrals, their school teams, families, and workload we need 7 additional Outreach Consultants based on the collected information. This will also bring up the need for 1 more outreach director and a secretarial staff to meet the needs of the new staffing pattern. The data found in this internal report was not compiled until January 2023. As of the date of his report, Governor Gianforte has put in his budget for two more consultants, leaving us 5 short identified by the workload tool. We very much appreciate the support of the Governor and wish we had this full report ready during the budget process.

MSDB Outreach prides itself on being the leading resource services for all Montana children who are deaf, blind, hard of hearing, low vision or deafblind. We employ certified professionals who understand the needs of this population and can provide services and support to assure these children are working toward independence. This low incidence population is getting access to technology and support earlier which can be life changing for these children.

Appendix A: History of MSDB Consultant Numbers

	VI Consultants	DHH Consultants	Outreach Director	Outreach Audiologist
2010 – 2011	7*	6.5		1
2011 – 2012	7*	6.5		1
2012 – 2013	6	5.5	1 (Half Year)	1
2013 – 2014	7	5.5	1	1
2014 – 2015	7	5.5	1	1
2016 – 2017	7	6	1	1
2017 – 2018	7	6	1	1
2018 – 2019	7	5.5	1	1
2019 – 2020	7	5.5	1	1
2020 – 2021	7	5.5	1	1
2021 – 2022	7	5.5	1	1
2022 – 2023	7	5.5	1	1

*Indicates that Consultant also served as Supervisor

Chapter V — Outreach Services

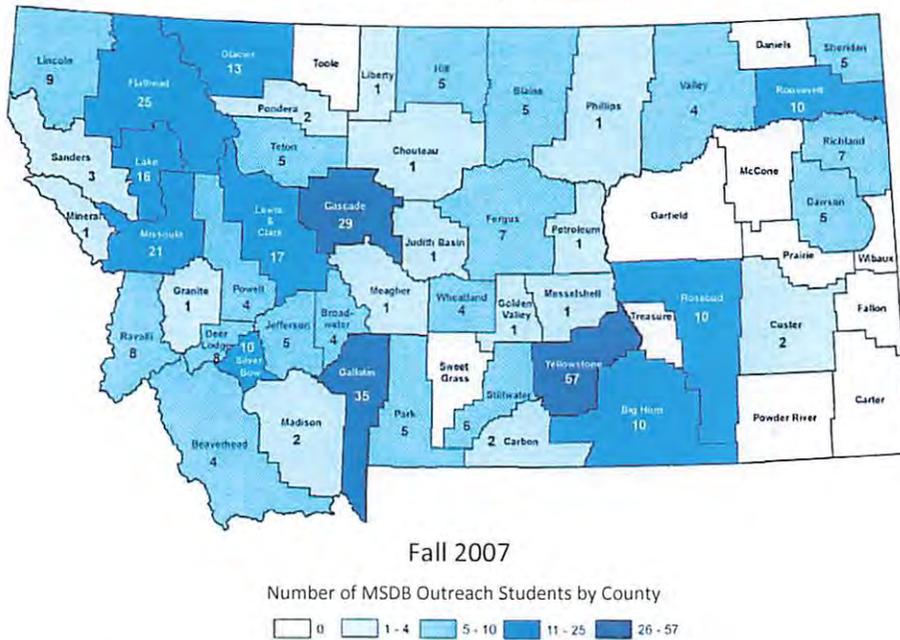
Introduction

In addition to providing services for hearing and visually impaired students on the campus in Great Falls, the Montana School for the Deaf and Blind (MSDB) provides services to students in public schools across the state. A majority of children with hearing and visual impairments are educated in the public school system. Outreach serves approximately 360 students. Our fifth audit objective examined the efficiency of the outreach program. Audit work conducted to determine outreach efficiency included interviews with outreach personnel, reviewing position descriptions and annual outreach satisfaction survey responses as well as analyzing workload information. This chapter discusses MSDB's outreach program and services provided.

Outreach Provides Support for Sensory Impaired Students

The outreach program is a key component of MSDB. MSDB employs ten outreach consultants who travel around the state providing services for the deaf/hard of hearing and visually impaired students in the state of Montana. Outreach provides technical assistance to parents, school districts, and professionals who serve the state's deaf and blind children. Outreach assistance consists of consultation with local district staff and parents on issues pertaining to the development and implementation of appropriate educational services. Services may also include staff training specific to the individual needs of a student. For those students not enrolled at MSDB, the outreach program serves to provide technical assistance on how to improve access to the curriculum offered in public schools. The majority of Montana's school districts do not employ teachers of the deaf or teachers of the blind, and lack the resources necessary to meet the needs of sensory impaired students. At the time of the audit, only three districts across the state employed teachers with additional training in the fields of deafness or blindness. As a result, MSDB outreach services are vital to the public schools. The following figure illustrates the counties served by MSDB's outreach program and includes actual numbers of students served in each county.

Figure 8
Outreach Activity by County



Source: Compiled by the Legislative Audit Division from agency records.

Charge for Services

Section 20-8-102(2), MCA, allows MSDB to charge a fee for services provided to school districts. Currently MSDB does not elect to utilize the fee option. In the early 1990's, MSDB chose to charge districts a fee for services. The charge was \$400 for a student with high service needs, and \$200 for a student with low service needs. Schools did not have the funding to pay for outreach services; therefore the majority of schools did not utilize MSDB's outreach program. During the two-year period in which fees were charged, a majority of students who needed specialized services did not receive them. Outreach services are currently funded through the same means as the school.

Family Advisors Provide In-home Support

In addition to outreach consultants, MSDB employs twenty-eight part-time family advisors for the outreach program. Family advisors report to the outreach consultant responsible for the respective geographic area in which the advisor is working. Family advisors go into homes of nonschool-aged children with sensory impairments and provide technical support for the family. For children with sensory impairments, it is important to provide services as early as possible because these children need to be systematically taught concepts. They do not absorb information and skills as a typical toddler would. The utilization of family advisors has been around since the early 1980's and is derived from the SKI-HI Institute which is a unit of the Department of Communicative Disorders at Utah State University, Logan. The SKI-HI curriculum is used by MSDB outreach personnel to assist with the development of deaf/hard of hearing infants and toddlers. MSDB is considering options to serve visually impaired infants and

toddlers. A majority of the family advisors are retired individuals with an interest in blind or deaf education. The maximum hours worked by family advisors is around 100 hours annually.

Outreach Caseload

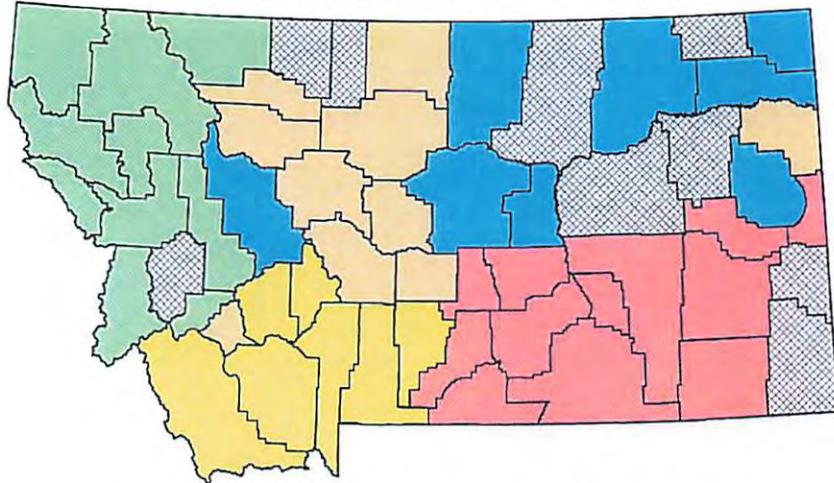
MSDB employs 11 outreach consultants three of which are part-time. Six outreach consultants provide services to visually impaired students and five consultants provide services for deaf and hard of hearing students. Caseloads are primarily divided among consultants by geographic area; however, there is also an attempt to equalize the intensity of cases among outreach consultants. Intensity of students is quantified using a scale of 1-5, with a 5 being the most severe. Intensity of a 5 usually constitutes the student attending MSDB. Outreach serves students with quantified ratings of 1-4. The intensity of a 1 requires the least amount of support from outreach. For an intensity 1 student, consultants visit the school and student monthly, checking in. For the most part, this type of student is functioning well in a mainstream classroom. Students quantified as 2-4 have an increase in severity as well as the services that need to be provided. A intensity 4 student may need services weekly from the outreach consultant.

Outreach consultants' caseloads range from a low of twenty-one to a high of seventy-one students for the current school year. At times, consultants working with the students of the same impairment, interface their geographic areas. For example, if a student moves to a different town in Montana the consultant may still travel to provide services to that particular student because an established relationship exists. Another example of interfacing occurs when two consultants overlap an area but serve different ages of students. One consultant may prefer working with younger children and another works well with older children. Therefore, they both may provide services to an area but not to the same students.

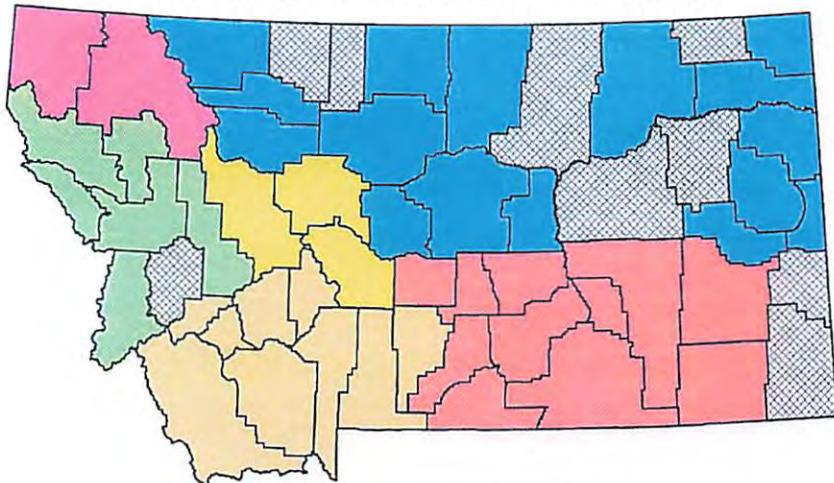
In addition to intensity of impairment and the number of students visited, the number of miles driven affects outreach caseload. This factor depends on the area a consultant covers. Montana is a large rural state with many school districts, so outreach consultants travel extensively. It is not unusual for some consultants to drive 1,200 miles a week. In an attempt to compensate outreach consultants for the extensive travel required, consultants receive an additional annual \$2,000 travel stipend. The following maps illustrate the geographical areas of outreach consultants. Each color on each map represents a different outreach consultant's service area.

Figure 9
Geographical Regions of MSDB Outreach Consultants
 Fall 2007

Hearing Impaired Outreach Areas - 139 Students



Visually Impaired Outreach Areas - 223 Students



Counties With
 No
 Outreach Students

Source: Compiled by the Legislative Audit Division from agency records.

Outreach's Total Caseload is Growing

More and more sensory impaired students are being served through the public school districts of Montana. MSDB set a performance goal for the 2007-08 school year to reduce caseloads to around 20-23 cases per consultant. The consultants for deaf/hard of hearing students have reduced their caseloads

to an average of 27 by adding three more consultants. Total caseload for both the hearing and visually impaired have increased from the 2006-07 school year. The following table details the total caseload in conjunction with the number of outreach consultants for the deaf/hard of hearing as well as for the blind/visually impaired. Caseload numbers below are a snapshot for the school year and represent children age 0-21.

Table 1
MSDB Outreach Total Caseload by Impairment

Impairment		2005-06 school year	2006-07 school year	2007-08 school year
Deaf/Hard of Hearing	Number of outreach consultants	2	2	5
	Students being served by MSDB outreach	99	103	139
Visually Impaired	Number of outreach consultants	5.5	5.5	5.5
	Students being served by MSDB outreach	187	215	223

Source: Compiled by the Legislative Audit Division from agency records.

Parents/Educators Satisfied with Outreach Services

MSDB distributes outreach satisfaction surveys to parents and educators in the school districts annually. For surveys sent out to educators and parents in spring of 2007, the response rate was 54 percent and 23 percent respectively. Overall, survey respondents were positive. A majority of educators either agreed or strongly agreed that outreach consultants are accessible (99 percent), as well as sensitive to the challenges educators and parents face in meeting the needs of their student (93 percent). A majority of parent respondents either agreed or strongly agreed (98 percent) that outreach consultants improve communication among people in the schools working with their child.

Twenty-six percent of parent respondents and 15 percent of educator respondents commented there was a need for more consultants and more time available from consultants when they visit schools.

Outreach Workload

Based on growing caseloads and survey results, we examined management of workload levels. Workload refers to all activities performed by outreach consultants including face to face contact. Workload also includes many other indirect services necessary to support the students' education program such as phone calls, letters, individualized education program meetings, staff training, collaboration with teachers, meeting with parents, and designing student service plans, as well as curriculum for instructional modification. Additional factors which affect workload are the severity of students' impairments and the number of miles traveled by each outreach consultant.

How MSDB Currently Manages Workload

MSDB collects some information on outreach workload. As noted earlier, MSDB management uses data on the severity of students' impairment and geographical areas of the state to determine caseload for each consultant. MSDB management also collects other workload data on a weekly basis. Information collected weekly includes number and type of contacts, services provided to each student, and date services are conducted. MSDB management does not routinely collect data on time spent conducting workload activities such as miles traveled.

Increased Caseload Equals Increased Workload

According to the American Speech-Language Hearing Association (ASHA), an increase in caseload corresponds with a simultaneous increase in workload. To effectively balance workload, ASHA recommends a workload analysis and ongoing assessments conducted periodically. In order to analyze workload, accurate data must be collected on the amount of time spent on each workload activity so as to effectively prioritize workload activities for the day or week. Time data could be gathered on workload activities such as contacts made via e-mail and phone, writing up reports, and time spent in meetings. This information is in turn used to determine the number of students that can be served by an outreach consultant in a day or week.

Resource management becomes more critical as caseloads increase and recruitment and retention continue to be an issue. For example, one outreach consultant has been covering a large geographical area (over 1,000 miles a week) with a high caseload (60 students), for the majority of the current school year because MSDB has been unable to recruit an additional consultant. Staff states that workload can become crisis driven due to a large geographical area and high caseload. Staff also state that it is not uncommon for a small number of students and the associated workload that accompanies each student to comprise the majority of one's time.

Even though workload data is collected, all information collected is not relevant and/or used to manage outreach workload, but rather as an oversight function to assure outreach consultants are accountable for their working hours. MSDB management has not conducted a workload analysis recently. Collecting relevant data will assist in better workload management.

RECOMMENDATION #2

We recommend the Montana School for the Deaf and Blind:

- A. Determine workload factors for outreach.
- B. Collect data on relevant activities for outreach consultants.

Appendix C: Current Caseload Total and Level of Service Caseloads

VI Caseloads	Caseload Size	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
2022-2023	529	100	106	141	85	59	23
2021-2022	486	59	128	137	69	69	22
2020-2021	441	65	100	119	59	69	21
2019-2020	412	32	78	134	79	68	17

*Caseloads change daily and numbers are a snapshot.

DHH Caseloads	Caseload Size	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
2022-2023	623	153	146	125	105	51	23
2021-2022	625	147	142	120	85	48	27
2020-2021	532	79	128	115	84	60	28
2019-2020	528	81	116	124	89	66	26

*Caseloads change daily and numbers are a snapshot.

Service Level Descriptions for Children Served by MSDB Outreach Consultants for the Deaf and Hard-of-Hearing

Level I

Maintenance - This level is for children identified as deaf or hard of hearing who are functioning well in community based programs or the mainstream educational setting and whose family and Part C or educational staff do not need services from the MSDB outreach program. The family advisor programs and services are not utilized at this service level.

Families and schools will receive annual information from MSDB outlining services, and providing information for consideration related to the needs of the children as they move through their school career. Information focuses on issues related to transitions, progressive hearing losses and changes in communication modalities, amplification, new technology, and academic and social/emotional needs.

These children's families will receive a minimum of two personal contacts each year from the MSDB Outreach Program to monitor progress and changes in the child's or families' needs. These families and Districts will also receive notification of trainings, resources, and other mailings.

Possible criteria for children receiving this level of service:

- Child is being served by a community or school based program
- Child is making satisfactory progress toward established goals
- Child's educational needs related to communication and hearing have been addressed satisfactorily
- Educational and Social/Emotional issues have been addressed

Possible resources needed:

MSDB Outreach Staff

Training

Level II

Family and School Support/Consulting - This service level provides family and school based support primarily through MSDB's outreach consultants. Family advisor programs and services are not utilized at this service level. This includes at a minimum bi-monthly contacts from the MSDB consultants either in person or by phone, e-mail, or letters. Visits to the home and school and in-service training is provided to school personnel upon requests, assistance with educational planning, instructional and interpreter support. Staff and families working with Level

III students will be encouraged to take advantage of other State Sponsored trainings including: Intermountain Special Studies Institute, the Family Learning Weekend, the MSDB Summer Deaf Camp, and the Educational Interpreter Certification Program.

Possible criteria for children receiving this level of service:

- Child is being served in a community or school based program
- Staff has limited skills and knowledge for serving deaf and hard of hearing children
- Child is making satisfactory progress toward established goals
- Communication skills, with accommodations, are within normal range
- Social/Emotional abilities are within normal range
- Child and family have access to resources other than MSDB

Possible resources needed:

MSDB Outreach Staff

Deaf Mentors

Training

Level III

Less Intensive – As with Service Level I, Family Advisor Program Plan will be developed. Family advisor services will be provided up to twice monthly depending on need. Emphasis will be placed on the use of other available resources, classes and trainings to further the families' knowledge of their child's needs and interventions. Family advisor services will continue when appropriate, with the family taking progressively more responsibility for continued learning.

MSDB will provide opportunities for further learning through: the Family Learning Weekend, sign language training in small groups with other families or with other interested participants paying tuition, subsidized attendance at training opportunities such as Montana Registry of Interpreters for the Deaf, Visual Phonics, and Signing Exact English workshops. On an as needed basis MSDB may provide individualized training or provide presenters for local groups such as deaf clubs, parent-teacher organizations, other service providers and interested constituents in the community.

Continued services from the MSDB outreach consultant may include consultation and visit to schools, arranging for contact with deaf or hard of hearing mentors or role models, participation on FSP or IEP teams, coordination of services with other providers, and parent education on a monthly basis. The family advisor program plan will be reviewed at least annually and progress will be documented by the family advisor on a regular basis.

Possible criteria for children receiving this level of service:

- Family has received training and is knowledgeable about their child's needs
- Family is not receiving community or school based services
- Educational placement has been determined
- Amplification and language issues have been satisfied
- No access to other resources or individuals trained in educating deaf and hard of hearing

- School or community based home service staff is inexperienced in serving deaf or hard of hearing children
- Need to address social/emotional issues
- Need to identify appropriate technology and assistive devices
- Need to determine appropriate educational interventions and accommodations

Possible resources needed:

MSDB Outreach Staff
 Family Advisors
 Supplies and Materials
 Deaf Mentors
 Other Families with Deaf or Hard of Hearing Children
 Training

Level IV

Most Intensive -Weekly family advisor services for 1 to 2 hours depending on need, other services, and availability of resources. The MSDB outreach consultant, in cooperation with Family Advisors, the Family, Part C Family Support Specialists, other community based service providers and for children over the age of 3, school personnel, will develop a "Family Advisor Program Plan". This plan will identify the needs of the family and child and the program objectives and services necessary to meet these needs.

The family advisor will work through the Ski*Hi Curriculum for Family-Centered Home-Based Programming for Infants, Toddlers, and Preschool-Aged Children with Hearing Impairment. It takes approximately 2 years to cover this curriculum. After one year we will evaluate progress by reviewing and updating the program plan. Program coordinators will administer the Ski*Hi Language Development Scale at the recommended intervals to document child's progress and determine areas of need. When deemed beneficial to the family, deaf or hard of hearing mentors or role models will be introduced.

As needed the MSDB outreach consultant will provide coordination and consultation to other service providers including school and community based programs and to the parents and family advisor. The family advisor program plan will be reviewed at least annually and progress will be documented by the family advisor on a regular basis. It is anticipated that this level of service will continue for up to two years at which time the family will transition to Service Level II.

Possible criteria for children receiving this level of service:

- Newly Identified as being deaf or hard of hearing
- Language at less than 3 years developmental level
- Greater than a 2 year delay in language
- Recent change in hearing acuity
- Newly amplified

- Still determining most appropriate educational placement
- Still identifying mode of communication
- No access to other resources or individuals trained in educating deaf and hard of hearing
- School or community based home service staff is inexperienced in serving deaf or hard of hearing children
- Need to identify appropriate technology and assistive devices
- Need to determine appropriate educational interventions and accommodations

Possible resources needed:

MSDB Outreach Staff

Family Advisors

Supplies and Materials

Deaf Mentors

Other Families with Deaf or Hard of Hearing Children

Training

Service Level Descriptions for Children Served by MSDB Outreach Consultants for the Visually Impaired

Level I (0-6 points)

Minimal Service: This is an individual with mild needs who will benefit from a low degree of consultation services provided by a teacher of the visually impaired to an individual, education personnel and parents. This level is designed for visually impaired children who are functioning well in community based programs or the mainstream educational setting and whose family or Part C or educational staff do not need services from the MSDB outreach program.

Possible criteria for children receiving this level of service might include the child being served by a community or school based program, child is making satisfactory progress toward established goals, child's educational needs have been addressed satisfactorily and the education and social/emotional issues have been addressed.

Possible resources needed include MSDB outreach staff or campus staff supports or trainings.

Level II (7-9 points)

Light Service: This level of service would include that of family and school support and consulting by MSDB outreach consultants of the visually impaired. Visits to the home and school and in-service training are provided to school personnel upon request and assistance with educational planning. This individual has moderate needs and would need a higher amount of consultation services. Staff and families working with Level III students would be encouraged to take advantage of the Family Learning Weekend and the MSDB Summer Blind Camp.

Possible criteria for children receiving this level of service might include that the child is being served in a community or school based program, the staff has limited skills and knowledge for serving blind or visually impaired children, the child is making satisfactory progress toward established goals, social and emotional abilities are within normal range and the child and family have access to resources other than MSDB.

Possible resources needed might include MSDB outreach staff or campus staff supports or trainings.

Level III (10-12 points)

Moderate Service: This is an individual or team working with an individual who will need moderate training from a teacher of the visually impaired and a moderate amount of curricular adaptations. Emphasis will be placed on the use of their available resources, classes and trainings to further the families' knowledge of their child's needs and interventions where the family will be taking progressively more responsibility for continued learning.

MSDB will provide opportunities for further learning through: the Family Learning Weekend, videoconferencing, teleconferencing and small group trainings with service providers, families or with other interested participants.

Continued services from the MSDB outreach consultant may include consultation and visits to schools, participation on CST, IEP and IFSP teams, coordination of services with other providers and parent education, as necessary.

Possible criteria for children receiving this level of service might involve that the family has received training and is knowledgeable about their child's needs, educational placement has been determined, no access to other resources or individuals trained in education blind or visually impaired children, need to address social/emotional issues, need to identify appropriate technology and assistive devices or need to determine appropriate educational interventions and accommodations.

Possible resources may include MSDB outreach staff or school campus staff, supplies and materials, other families of blind or visually impaired children or trainings.

Level IV (13-16 points)

Intensive Service: This is an individual or team working with an individual who will need intense training from a teacher of the visually impaired and extensive adaptations in multiple specialized areas such as Braille, daily living skills, technology, careers and orientation and mobility. As needed, the MSDB outreach consultant will provide coordination and consultation to other service providers including school and community based programs and to the parents.

Possible criteria for children receiving this level of service might include individuals who are newly identified as being blind or visually impaired, still determining the most appropriate educational placement, limited access in trained personnel or resources in educating blind or visually impaired, school or community based home service is inexperienced in serving blind or visually impaired, need for identification of appropriate technology and assistive devices or need to determine appropriate educational interventions and accommodations.

Possible resources needed may include MSDB outreach staff or school campus staff, supplies and materials, coordination with other families with blind or visually impaired children or trainings.

RATING SCALE

The individual student is assigned a rating of 0 to 4 in each of the following areas: medical, reading medium, compensatory skill needs and environmental/instructional adjustments. The total points offer a baseline in the amount of vision-related service that the individual might need from a teacher of the visually impaired.

Medical / Visual 0 Points:

- Visual acuity between 20/20 and 20/60 with a full visual field
- No significant pathology

1 Point:

- Possible progressive disease, but one eye still within normal limits
- Mild nystagmus

- Bilateral strabismus, which cannot be corrected; Pre/post eye surgery
- Other severe temporary eye treatments, such as patching; significant bilateral field loss
- Other medical/physical problems, e.g., mild CP

2 Points:

- Acuity 20/70 to 20/200 in best eye after correction
- A visual field of more than twenty degrees
- Cortical visual impairment
- More severe medical/physical problems, e.g., moderate CP, tube feedings, requiring regular OT, PT and (or S/LP services 3 Points:

- Acuity 20/200 to object perception in best eye after correction
- A visual field of twenty degrees or less
- Medical/physical problems that limit mobility, impact overall health, requiring regular OT, PT, and or S/LP services and frequent doctor visits

4 Points:

- Object perception to total blindness
- A visual field of ten degrees or less
- Very severe physical/medical problems that require intensive OT, PT and/or S/LP, and/or specialized medical services and/or frequent hospitalizations

Primary Reading Medium 0 Points:

- Regular print with no modifications • Nonreader
- Grade 1 braille reader mastery level
- Interested in tactile books, etc., but not yet ready for reading instruction

1 Point:

- Regular print with occasional magnification (e.g., CCTV, hand held magnification) in addition to correction
- Pre-reading instruction, e.g., listening skills, shapes sizes, alphabet

2 Points:

- Regular print with consistent use of magnification in addition to correction
- Grade 2 braille reader mastery level
- Tape or large print
- Reading medium still to be determined

3 Points:

- Grade 1 braille reader instruction level
- Uses alternative communication system, e.g., non-verbal non-switch user 4

Points:

- Grade 2 braille reader instructional level
- No consistent method of communication e.g., non-verbal, non-switch user

Compensatory Skill Needs / Adaptive or Developmental Training 0 Points:

- Needs no compensatory skills instruction

1 Point:

- Needs compensatory skills consultation in fine and gross motor areas, PE/recreational activities, basic concept development/sensory awareness, augmentative communication devices and/or functional life skills for supported living and work environment
- Large print computer user, mastery level

2 Points:

- Needs compensatory skill consultation and/or instruction in use of residual vision and low vision aids, calculator usage, pre-vocational skills and/or use of adaptive equipment
- Large print computer user, instructional level

3 Points:

- Needs compensatory skill consultation and/or instruction in computer typing, map reading, geographical and science concepts; and/or competitive career and vocational training
- Auditory computer user, mastery level
- Needs instruction in Activities of Daily Living (ADL) skills (e.g., dressing, feeding)

4 Points:

- Needs compensatory skill instruction in tactual development, abacus, slate and stylus, and/or independent daily living skills
- Screen Reading computer user, instructional level
- Tactual development: raised line drawing, abacus
- Currently has few or no ADL skills and one-on-one assistance

Environmental Instructional Adjustments 0 Points:

- Needs no adaptations of instructional materials or presentations

1 Point:

- Needs some adapted written materials, special seating some magnification and/or adaptive lighting

- Consultation regarding best vision use with augmentative communication and/or positioning

2 Points:

- Classroom teacher needs some consultation/support in materials modifications
- Needs some adaptation of maps/graphs, frequent magnification

3 Points:

- Paraprofessional needs minimal consultation regarding tactile modifications/enlargement, adaptation of maps/graphs, pictures and Braille production
- Needs all curricula materials in Braille and/or tactual format

4 Points:

- Paraprofessional needs significant support/instruction in material modifications and Braille production

When determining an appropriate caseload, a number of variables have been determined within the guidelines. These variables include direct instruction, consultation time to staff and parents, securing and adapting materials, attending IFSPs, CST/IEPs, research, prep time, follow-up and other assigned duties.

Points to Consider When Assigning a Caseload

The type and quantity of service provided to a student with a visual impairment will be based on the results of comprehensive assessment and recommendations by the student's planning team. When assigning students to a teacher, the following should be considered:

- There should not be more than three academic Braille students assigned to one teacher of the visually impaired
- Travel time must be taken into consideration when developing a caseload
- New referrals

VISION SERVICE LEVEL SUMMARY

Student: _____ Date of Birth: _____

Outreach Consultant	

RECOMMENDATIONS OF SERVICE

Total Points	Service Level	Frequency of Visits	Model of Service Delivery
0-6	1	1-3 Yearly	Minimal
7-9	2	3-6 Yearly	Light
	3	Monthl	Moderate
	4	Bi-monthly	Intensive

Appendix E: Regional Outreach Caseloads

Deaf and Hard-of-Hearing Regions

Region 1 DHH :							
	Caseload	0	1	2	3	4	5
2022	82	3	18	28	26	4	3
2021	79	2	19	26	22	6	4
2020	79	1	17	23	24	9	5
2019	79	3	16	23	24	9	4
2018	81	4	16	22	24	11	4
2017	76	5	11	14	26	17	3
2016	66	3	10	10	28	12	3

Region 2 DHH :							
	Caseload	0	1	2	3	4	5
2022	27	4	3	3	12	5	2
2021	24	1	4	3	10	6	0
2020	28	0	4	5	7	12	0
2019	29	1	1	3	10	14	0
2018	27	0	3	1	11	12	0
2017	31	0	1	5	14	11	0
2016	25	0	4	2	12	7	0

Region 3 DHH :							
	Caseload	0	1	2	3	4	5
2022	145	45	43	18	5	11	1
2021	133	12	38	12	7	10	2

2020	106	13	37	4	11	8	1
2019	102	13	29	6	14	12	2
2018	no data	-	-	-	-	-	-
2017	no data						
2016	69		29	13	9	17	1

Region 4 DHH :							
	Caseload	0	1	2	3	4	5
2022	65	8	13	16	26	0	2
2021	65	13	8	11	23	3	3
2020	56	12	8	12	21	1	2
2019	61	10	9	19	21	0	2
2018	50	9	4	19	12	4	2
2017	47	12	5	14	16	3	2
2016	47	9	6	14	13	3	2

Region 5 DHH :							
	Caseload	0	1	2	3	4	5
2022	106	8	22	23	18	20	15
2021	115	25	25	30	5	13	17
2020	115	25	19	30	5	16	20
2019	113	26	16	31	5	17	18
2018	82	14	8	18	10	15	17
2017	80	13	7	17	11	15	17
2016	40	2	10	15	5	8	0

Region 6 DHH :							
	Caseload	0	1	2	3	4	5
2022	198	85	47	37	18	11	0
2021	209	94	48	38	18	10	1
2020	148	28	43	41	16	14	0
2019	144	28	45	42	15	14	0
2018	107	15	17	50	18	4	2
2017	No data						
2016	No data						

Visually Impaired Regions

Region 1 VI :							
	Caseload	0	1	2	3	4	5
2022	74	10	13	43	2	3	3
2021	72	10	11	42	2	4	3
2020	63	5	9	40	2	4	3
2019	61	5	8	39	2	4	3
2018	58	5	8	35	2	4	4
2017	56	5	8	35	0	4	4
2016	53	4	7	34	0	4	4

Region 2 VI:							
	Caseload	0	1	2	3	4	5
2022	83	19	27	24	9	4	0
2021	82	11	30	28	10	3	0
2020	75	9	26	30	7	3	0

2019	66	3	7	32	20	4	0
2018	53	3	7	20	21	2	0
2017	46	1	5	20	17	2	1
2016	43	1	5	17	17	2	1

Region 3 VI:

	Caseload	0	1	2	3	4	5
2022	70	11	11	6	20	21	1
2021	64	11	11	6	20	15	1
2020	54	6	10	7	13	18	0
2019	51	7	8	7	14	14	1
2018	49	4	10	6	12	16	1
2017	49	0	15	9	12	12	1
2016	48	0	15	9	12	12	0

Region 4 VI:

	Caseload	0	1	2	3	4	5
2022	97	21	24	20	14	3	0
2021	88	12	39	25	8	2	0
2020	73	15	29	14	6	1	0
2019	70	3	26	31	3	3	0
2018	60	16	13	13	5	5	1
2017	56	9	12	16	4	5	2
2016	59	6	14	15	12	7	1

Region 5 VI:							
	Caseload	0	1	2	3	4	5
2022	73	17	5	11	17	21	2
2021	60	7	3	2	13	33	2
2020	60	7	3	2	13	33	2
2019	59	6	4	2	13	32	2
2018	61	6	5	4	16	28	2
2017	60	8	3	3	13	31	2
2016	60	6	5	5	16	33	2

Region 6 VI:							
	Caseload	0	1	2	3	4	5
2022	96	14	18	25	12	10	17
2021	80	5	17	20	15	6	17
2020	78	13	18	17	9	7	14
2019	67	6	11	14	18	7	11
2018	58	6	12	11	12	5	12
2017	50	7	14	10	6	5	13
2016	42	9	12	10	4	4	12

Region 7 VI:							
	Caseload	0	1	2	3	4	5
2022	42	8	8	12	11	3	0
2021	50	8	18	13	8	3	0
2020	41	9	7	9	8	7	1

2019	40	5	12	10	11	2	0
2018	36	6	10	8	5	5	2
2017	33	4	10	7	4	6	2
2016	17	3	3	3	4	4	0

Appendix F: Workload Tool

Topic	Formula	DHH	# of Students/Meetings/Weeks	Frequency	Total Hours Per Year Per Category	
Assessment - work directly with student	Multiply # of students times frequency of service in a month times 9 (= a year) [Includes new referrals assessments, level 2-4 School Age]	45 minutes	4 students/month	54 students/year	40.5	
Home Visits	Multiply # of students times frequency of service in a month times 9 (equals a year) [Birth to School Age]	60 minutes	8 home visits/month	72 home visits/year	72	
Monitor Contacts	Multiply # of students time frequency of service in a year (Level 0-1)	30 minutes	70 students (level 0-1)	Check in 2X/year	70	
Consultations w/Schools	Multiply # of students times frequency of service in a month times 9 (equals a year) (Level 0-4 School Age)	45 minutes	30 students (level 3-4)	30 X 1.5 visits/consultations per month	304	
IEP/IFSP/504	Multiply # of meetings times frequency of occurrence in a year	90 minutes	40 student meetings	1 each/year	60	
Staff Training (w Para/Brl/FA/DM) includes direct modeling	Multiply # of paras times reported frequency in a week times 40 (equals a year) * beyond direct instruction/consultation time	20 minutes	0.25		10	
Management of DM/FA Invoicement		20 minutes	8 Invoices/month	72 Invoices/year	24	
Preparation (lesson)* Phone calls, Emails, Faxing	8 hours per week times 40 weeks (equals a year)	320 hours per year			320	
Preparing Materials (ASL users) Preparation for home/school lessons, ASL sign cards, Deaf Mentor materials and collect at MSCB	Multiply # of students times 1 hr per week times 40 weeks	60 hours per	4 students/week	160 students (or 4 students per week, typically meeting with the same students 1-4X each month)	160	
Travel Time	1 hour = 50 miles distance driving	Put in number of miles	10000	(In 6 months, I traveled a little over 5,000 miles)	200	
Report Writing - Assessments Reports (ECC, O&M, L&L, EDU, Audiology, SPICE, SQ HL, etc.)	90 minutes per child per year	Put in number of activities/child	2 reports/month	18 reports/year	27	
Presentations	1 hour per school served per year (multiply number of schools by 1 hour)	Put in number of schools	12 schools		12	
Participation in Professional development Participation on a committee	Inservice(s) (fall/spring) – 32 hours per year (Orientation– 16 hours per year)	32	Orientation- 16, Webinars- 12, Conference- 24		52	
Referrals and early intervention (0-school age) and secondary (HS) transition students	4 hours per referral or transition student per year	Put in number referrals or transitions	2 students/month	18 students/year	72	
Special Projects	Enter number of hours Supervisor has approved		Fall DEW- 40, Spring DEW- 40, FLW- 60, Resource Event- 40, DMP-40		220	
Total Work Hours Per Year					0	1643.5

Clarification:

Special Projects: The consultant will work with his/her supervisor to determine activities and time allotments for the above. Activities participated in lieu of regular services do not warrant additional time.

Notes:

Number of workdays in a school year: 200 8-hour days

Number of work hours in a school year: 1600

Number of work weeks in a school year = 40

Appendix G: Workload Tool Calculation

Region	Approximate hours worked per current 1600 hour contract	Work hours recommended based on workload Tool Kit
VI 1	1985	2822
VI 2	1794	2411
VI 3	1768	1768
VI 4	1858	2437
VI 5	1779	3437
VI 6	1732	2093
VI 7	1693	1851
DHH 1	1768	2648
DHH 2	1958	3670
DHH 3	1696	3508
DHH 4	1650	1650
DHH 5	1659	2247
DHH 6	1643	2202
Total	22983	32586

32586 Recommended Hours / 1600 work year = **20.36 Consultants**

Board of Public Ed Meeting

BOPE Meeting – February 21, 2023

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

Absent - 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

- [Personnel Action Plan](#)
- **Hired**
 - Theresa Kelly – Substitute Para, Daughter of Jim Kelly
 - Jesse Aguon – CLA LEAP, Brother and Mother works here
 - Eliza Kragh – Deaf Mentor
- **Positions open at MSDB Currently**
 - LPN Nurse
 - Sub Nurse- will interview applicant tomorrow
 - PT Paraprofessional
 - Lead Interpreter
 - CLA Boys Cottage - have one application, is an Interpreter
 - **Madalyn** - what is a FT Interpreter?
 - **Paul** - Full time and Part time
- **Out of State Travel**
 - [Residential Child and Youth Care Professional Certification Training \(RCYCP\)](#)
Tulsa, OK / April 10-14, 2023
 - One of Jim's staff that will be attending and coming back to train us
 - Have you approved this but there might not be funding. Foundation is out of PD for the year. Will check and see if we can pay for this.
 - [Code.org Teacher Training](#)
Coeur d'Alene, ID / July 30 - August 5
 - Mandatory training - will teach a class next year,
 - [Samsung Competition](#)
New York, NY (Date not Set)
 - In the Tribune were selected as a State Finalist - if we are selected for a National Finalist, two students, Paul, Erin Barr. This is just for the mea. Samsung pays for the flight and motel.
 - **Madalyn** - so exciting
 - **McCall**- read that this morning,very exciting
- 2023 - 2024 School Calendar Final Reading in March
 - [Survey Results](#)
 - [Calendar Selected](#)

- AER Accreditation
 - Management Standards
 - [Policy and Administration](#)
 - [Financial Management](#)
 - Staff and Volunteers
 - [Building and Grounds](#)
 - Community Relations, Public Education, Fundraising
 - Community and Consumer Involvement
 - Program Evaluation (School)
 - Have the BOPE approve in March Policy and Administration, Financial Management, Building and Ground Standards
 - Documents that AER asked us to look at and attach for them. Date completed and then will add the BOPE date.
 - On the left different standards and on the right the supporting documents, whether it is State, MSDB our Foundation
 - **Madalyn**- do you have existing policies on these and you revise them? Are these brand new policies?
 - **Paul**- No, these are existing policies of either the state policies, like the financial budget process, MSDB, Foundation policies
 - **McCall**-when do these need to be approved or do they need to be approved in March?
 - **Paul**- No. I know, these three are ready to go.
 - **McCall**- I think it's fine to include them as action items. Sometimes board members expect to see them first and vote on them at the next meeting.
 - **Madalyn** -if we could do a first reading of this meeting and approve them for when we're at MSDB in May
 - **Paul**- I like that idea. Do the first reading on these three in March and then maybe the first reading on the other ones in May. We were going to submit in July anyway for the accreditation. The end of July was our timeline.
 - **McCall**- I will extend your time for an hour with the Board
- ESSER Funding
 - I – Received extra money from OPI \$54,000
 - Funded Outreach Database
 - Other Small Purchases Prior to 9/30
 - II – Now have \$30,000 to purchase materials
 - Will survey staff and stakeholders, some of the needs we need
 - III – Still have remaining money from COVID Sick Leave
 - Union - going to start negotiations next week.
 - I am going to bring up the COVID Leave and ask for a timeframe on it, left over money can go toward something else.
 - **Madalyn**-who does the negotiating from the state?
 - **Paul**- Department of Labor Relations.Christian McKay
 - ARP money we received from DPHHS - Nurses will have to be spent by March
- [2022 Carry Forward Money Plans](#) \$180,000
 - TV's for Safety
 - Vocational doors, bathrooms, air units
 - Vocational Building - last audit they said that we need to make use of our facilities better. Business office, Wood shop have been added.
 - Need better air units during the summer
 - School Communication Project - we currently have Alertus - emergency programs - post alerts on our phones, computers screens
 - Layered Solutions - Alert PC's - in different colors, mobile application, can notify parents

- of lock down, shelter in place
 - Students/adults going back and forth between schools
 - Strobe functionality - three different colors, Green, Red, Yellow- option for our Deaf students
- Fire Alarm system- if there was a fire and someone pulled the fire alarm that automatically turned on our emergency system the answer was no. It would connect our emergency system with our fire system
 - Would like the server be on campus that would be the \$3000
 - If the camera system is approved by the legislature then they can be brought into this system.
 - Eventually we will have card swipes, Visual PA system, which will allow us to call into a classroom and you sign and we'll be able to see them sign through their camera and we'll be able to communicate. Sorenson doesn't work very well.
- Snow removal - we have one, looking at one with a brush on the front
- Stage upgrade - safety issue, takes multiple people to move it.
- Broadband Project – Consultant Search
 - \$100,000 in Budget
 - LPW Architecture - for caring the project for us
 - Morrison Marilie (Electrical Engineer)
- Section E Budget
 - All Governors Proposals
 - 2 Additional Consultants
 - \$25,000 for student travel - Sen Fuller
 - Stipulation - can not be used for student travel that we currently do. Looking at Goalball going to Idaho or Utah for competitions
- Section F Budget
 - All in Current Budget
- Foundation Update
 - Financial Documents (As of 1/31/23) - moving to online Quickbooks program
 - [Budget](#)
 - They adopted this around November going forward, it's going to be adopted every April.
 - \$15,000- for the audit ADP finance group- the financials were in such a mess, that they would not even commit to an audit until they could look at some of the stuff, comes from switching from an old system to an online system. Should be able to get an audit done pretty quickly
 - Madalyn, just so you know, because that could show up as a finding on the board of public at audit.
 - **McCall-** haven't reached out to us but I know they brought it up last time.
 - **Madalyn-** who keeps the books for the Foundation?
 - **Paul-** it's the accounting firm.
 - **Madalyn-** they're contracting with an accounting firm to keep the books and then a separate auditor will be selected.
 - **Paul-** that is right, Kevin who is on the board and works at a bank.
 - [Statement of Activity](#)
 - [Statement of Financial Position](#)
 - [Restricted Funds](#)
 - will be put into Quickbooks. They are using a spreadsheet for now.
 - going to start using these funds- Jim is going to have a patio built Cottage
- [Development Committee Notes](#)
 - Foundation going to have a couple of Fundraisers - receive money with no restrictions
 - Breakfast for Donors - May 2, explain what the Foundation does for future projects

- Artist that made bronze statues of two dogs at a mailbox, dogs look like Shep. Foundation purchased it for \$3000. Will be selling tickets and drawing on the last day of school.
- Purchases a new saw for the Wood shop
- \$60,000 for Audiologist, Sunrise Lions Club
- Rec. Grant 2800 Literacy professional development
- New Executive Assistant
 - Carmen Turnbow, mom of former student that attended here
 - Starts 2/21/23
- New Board Member
 - Tammy Lacey
- [January 23 Meeting](#)
- Next Meeting (April 14)
- April Travel - April 14 Foundation Board meeting, Friday not a Monday. NAD will be on campus this weekend.
- Interim Budget Committee - I have invited them to come next year for one of their meetings on campus.

Maintenance/Business Office

- Donna will submit her reports, she has been out of the office on medical leave.

Residential

- Holiday Parties - Nov, Dec parties. Foundation funds these
- Performances - EOS, Retirement homes. Had planned to go to Shelby - buses weren't available. Hopefully reschedule for the Spring- this is a community performance
- EOS performed at the Legislature, Jan 23
- [February 2023 Cottage Newsletter](#)
 - It is also on our web page
- Swimming Club, 4-H other after school activities
 - two days a week for swimming lessons.
 - 4-H project - photography, speech, cooking 13 students
- School Store - Counselor runs this
 - Open on Wed and Fri.
 - Students have to apply for these positions, switch jobs in mid Jan.
- Formal Dinner Dates in the MSDB Dining Room:
 - March 26, 2023 @ 5:00 PM
 - **Madalyn** - wants to come to the Spring Dinner
 - **McCall**- Can you send me a formal invitation and then I will pass it on to the Board Members. The Cottage newsletter as well.
- Cottage end of the year party - May 21 possibly - School store and other fundraisers pay for this

Education: School

- [Current Numbers](#)
 - 47 students- added one new student from Eureka

- LEAP Students – 5 students
- Referral numbers - deadline is April 12- receive paperwork, maybe a 10 by the end of the school year.
 - 1 DHH preschool waiting till fall
 - 1 DHH preschool ready for file review
 - 1 DHH K collecting docs - hoping for spring 10 day for fall consideration
 - 1 VI preschool - needing updated paperwork/GFPS working on ER
 - 1 VI preschool - no documents yet
 - 1 new student (1 DHH 1st grade)
- [Braille Challenge](#) - Feb. 15-16 (5 MSDB students, 1 student from Culbertson, 1 student from Cut Bank)
 - 4-5 assessments, last year one student qualified for the national competition but wasn't able to go due to COVID, hoping another student will be able to participate this year
- [State Winner for Montana in the 13th annual Samsung Solve for Tomorrow STEM \(Science, Technology, Engineering, Mathematics\) competition](#)
 - Erin Barr- Tribune article , Request for approval for travel
- Experiential Learning and Volunteering Wednesdays
 - Cameron Center/ Women's shelter
 - Fire Department/GF Police Department
 - GF Animal Shelter/Maclean-Cameron Animal Adoption Center
 - Donors Choose - matching funds that we were collecting, some pet rescue donations. And we were able to order a large amount of supplies that are being delivered to 5 different shelters in the area of Great Falls, Lewistown, Polson.
 - [Pet Rescue Donations to 5 Shelters](#) - Erin Barr has done a great job.
- [Academic Bowl Team - Oregon Trip](#)
 - Freshman group and did very well
- Gallaudet National Literacy Competition - We had a student that received **Honorable Mention** in the ASL Presentation category
- Spring program will be May 2 and Art Exhibition at the same time

Education: Outreach

Carol - Outreach Meeting - Paul gave Carols report

- MCEC Conference - Billings next couple of days
- Spring VI Games - Outreach will be helping with this on May 20, Night before that
- is Prom May 19, asking Outreach kids to come to Prom.
- Outreach Database - Carol, Paul met with the developers in Idaho. Took one of the first looks at what they have developed. Putting in some a couple of students to see how the program is going to work.
-

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

AS OF 2/22/2023

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2023 2/22/2023	PERCENT YEAR TO DATE FY 2022 2/13/2022
ADMINISTRATION PROGRAM BUDGET (01)	\$ 627,582.10	\$ 9,098.67	\$ -	\$ 636,680.77		
EXPENDITURES YEAR TO DATE	\$ 411,484.70	\$ 5,704.67	\$ -	\$ 417,189.37	65.53%	61.59%
UNSPENT ALLOCATED BUDGET:	\$ 216,097.40	\$ 3,394.00	\$ -	\$ 219,491.40	34.47%	38.14%
GENERAL SERVICES PROGRAM BUDGET (02)	\$ 629,429.25	\$ -	\$ -	\$ 629,429.25		
EXPENDITURES YEAR TO DATE	\$ 461,311.07	\$ -	\$ -	\$ 461,311.07	73.29%	70.90%
UNSPENT ALLOCATED BUDGET:	\$ 168,118.18	\$ -	\$ -	\$ 168,118.18	26.71%	29.10%
STUDENT SERVICES BUDGET (03)	\$ 1,855,473.00	\$ -	\$ 40,325.00	\$ 1,895,798.00		
EXPENDITURES YEAR TO DATE	\$ 1,070,916.61	\$ -	\$ 18,544.86	\$ 1,089,461.47	57.47%	53.19%
UNSPENT ALLOCATED BUDGET:	\$ 784,556.39	\$ -	\$ 21,780.14	\$ 806,336.53	42.53%	46.81%
EDUCATIONAL PROGRAM BUDGET (04)	\$ 5,206,034.00	\$ 289,863.00	\$ 674,086.10	\$ 6,169,983.10		
EXPENDITURES YEAR TO DATE	\$ 3,285,942.01	\$ 94,547.45	\$ 142,766.53	\$ 3,523,255.99	57.10%	51.47%
UNSPENT ALLOCATED BUDGET:	\$ 1,920,091.99	\$ 195,315.55	\$ 531,319.57	\$ 2,646,727.11	42.90%	48.53%
ALLOCATED TOTALS:	\$ 8,318,518.35	\$ 298,961.67	\$ 714,411.10	\$ 9,331,891.12		
TOTAL EXPENDITURE TO DATE:	\$ 5,229,654.39	\$ 100,252.12	\$ 161,311.39	\$ 5,491,217.90	58.84%	54.11%
UNSPENT ALLOCATED BUDGET:	\$ 3,088,863.96	\$ 198,709.55	\$ 553,099.71	\$ 3,840,673.22	41.16%	45.89%

Administration
2023 - Detail Budget Tracking Sheet

			100 - Budget	100 ADMIN	Balance
01100 - General Fund	300H1 - Administration	61100 - Salaries		\$ 203,142.80	
		61400 - Employee Benefits		\$ 79,421.54	
			\$ 444,827.00		\$ 162,262.66
		62100 - Other Services		\$ 32,917.84	
		62200 - Supplies & Materials		\$ 4,687.06	
		62300 - Communications		\$ 2,223.40	
		62400 - Travel		\$ 1,014.63	
		62500 - Rent		\$ (272.24)	
		62700 - Repair & Maintenance		\$ (306.98)	
		62800 - Other Expenses		\$ 4,970.68	
			\$ 52,217.00		\$ 6,982.61
			\$ 497,044.00	\$ 327,798.73	\$ 169,245.27
01100 - General Fund	300H2 - Audit -RST/BIEN	62100 - Other Services		\$ 494.50	
			\$ 26,810.10	\$ 494.50	\$ 26,315.60
01100 - General Fund	300H5 - State ITSD (RST)	62100 - Other Services		\$ 33,254.88	
		62200 - Supplies & Materials		\$ 36,366.40	
		62300 - Communications		\$ 13,570.19	
			\$ 103,728.00	\$ 83,191.47	\$ 20,536.53
02050 - School Trust Interest/Income	300H1 - Administration	62100 - Other Services			
			\$ 3,394.00	\$ -	\$ 3,394.00
02259 - MSDB Misc MOU's	300A1	61100 - Salaries		\$ 4,600.54	
		61400 - Employee Benefits		\$ 920.11	
			\$ 5,520.65		\$ (0.00)
		62100 - Other Services			
		62800 - Other Expenses		\$ 184.02	
			\$ 184.02		\$ -
			\$ 5,704.67	\$ 5,704.67	\$ -
			\$ 636,680.77	\$ 417,189.37	\$ 219,491.40
				65.53%	34.47%

Maintenance
2023 - Detail Budget Tracking Sheet

			200 - Budget	200 MAINT	201 BOND REPAYMENT	Balance
01100 - General Fund	305F1 - FY2021 CARRYFORWARD	63100 - Equipment		\$ 42,842.70		
		68100 - Transfer Out				
			\$ 46,196.25			\$ 3,353.55
			\$ 46,196.25	\$ 42,842.70	\$ -	\$ 3,353.55
01100 - General Fund	305H1 - General Services	61100 - Salaries		\$ 96,094.06		
		61400 - Employee Benefits		\$ 47,026.03		
			\$ 257,804.00			\$ 114,683.91
		62100 - Other Services		\$ 74,670.68		
		62200 - Supplies & Materials		\$ 8,452.24		
		62300 - Communications		\$ 523.74		
		62400 - Travel				
		62500 - Rent				
		62600 - Utilities		\$ 108,366.61		
		62700 - Repair & Maintenance		\$ 40,398.73		
		62800 - Other Expenses		\$ 14,485.87		
			\$ 295,978.00			\$ 49,080.13
		68000 - Transfers Out				
			\$ 1,000.00			\$ 1,000.00
		69200 - Loans		\$ 28,450.41		
			\$ 28,451.00			\$ 0.59
			\$ 583,233.00	\$ 418,468.37	\$ -	\$ 164,764.63
01100 - General Fund	305H5 - Phone Infrastructure (RST/OTC	63104 - Communications				
			\$ -	\$ -	\$ -	\$ -
			\$ 629,429.25	\$ 461,311.07	\$ -	\$ 168,118.18
				73.29%	0.00%	26.71%
					\$ 461,311.07	

Cottage
2023 - Detail Budget Tracking Sheet

		3 - Budget	300 ADMIN	301 CLA'S	302 INFIRMARY	303 CLA'S	304 FOOD SERV.	305 SUBSTITUTES	306 TRAVEL	Balance	
01100 - General Fund	310H1 - General Services	61100 - Salaries	\$ 150,422.22	\$ 342,026.16		\$ 68,207.35	\$ 51,628.23	\$ 8,403.62			
		61400 - Employee Benefits	\$ 56,503.26	\$ 223,536.71		\$ 28,508.34	\$ 35,414.99	\$ 1,062.03			
			\$ 1,697,855.00							\$ 732,142.09	
		62100 - Other Services	\$ 7,377.59	\$ 30.00	\$ 50.00		\$ 105.00				
		62200 - Supplies & Materials	\$ 2,513.36	\$ 7.73	\$ 807.52		\$ 27,573.21				
		62300 - Communications	\$ 1,183.73	\$ 196.18			\$ 34.62				
		62400 - Travel		\$ 143.00					\$ 5,361.85		
		62500 - Rent							\$ 22,877.18		
		62600 - Utilities									
		62700 - Repair & Maintenance	\$ 28.40		\$ 638.00						
		62800 - Other Expenses	\$ 1,131.33			\$ 100.00	\$ 45.00				
			\$ 122,618.00							\$ 52,414.30	
			\$ 1,820,473.00	\$ 219,159.89	\$ 565,939.78	\$ 1,495.52	\$ 96,815.69	\$ 114,801.05	\$ 9,465.65	\$ 28,239.03	\$ 784,556.39
01100 - General Fund	310H6 - Student Travel (RST/OTO)	62400 - Travel	\$ 35,000.00						\$ 35,000.00	\$ -	
			\$ 35,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,000.00	\$ -	
03167 - National School L	310A1 - School Foods	61100 - Salaries	\$ -							\$ -	
		62200 - Supplies & Materials	\$ 5,596.00				\$ -			\$ 5,596.00	
			\$ 5,596.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,596.00	
03167 - National School L	310H1 - Student Services	61100 - Salaries	\$ 79.00							\$ 79.00	
		62200 - Supplies & Materials	\$ 34,650.00				\$ 18,544.86			\$ 16,105.14	
			\$ 34,729.00	\$ -	\$ -	\$ -	\$ 18,544.86	\$ -	\$ -	\$ 16,184.14	
			\$ 1,895,798.00	\$ 219,159.89	\$ 565,939.78	\$ 1,495.52	\$ 96,815.69	\$ 133,345.91	\$ 9,465.65	\$ 63,239.03	\$ 806,336.53

Actual payroll spend YTD
 \$ 620,687.58 64.27%
 \$ 345,025.33 35.73%
 \$ 965,712.91

\$ 1,089,461.47

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: FYE 6/30/2023 Budget - FY23 P&L

July 2022 - June 2023

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
Revenue				
40000 Contributions		54,000.00	-54,000.00	
41100 Contributions Temporarily Restricted		7,500.00	-7,500.00	
41400 Individual Contributions	12,200.00		12,200.00	
41410 Business Contributions	47,369.25		47,369.25	
Total 40000 Contributions	59,569.25	61,500.00	-1,930.75	96.86 %
41700 Investment Income		63,000.00	-63,000.00	
41710 Investment Interest	21.64		21.64	
41720 Investment Dividends	43,159.84		43,159.84	
41740 Investment Unrealized Gain (Loss)	12,639.73		12,639.73	
41750 Investment Management Fee	-8,625.47		-8,625.47	
Total 41700 Investment Income	47,195.74	63,000.00	-15,804.26	74.91 %
Total Revenue	\$106,764.99	\$124,500.00	\$-17,735.01	85.76 %
GROSS PROFIT	\$106,764.99	\$124,500.00	\$-17,735.01	85.76 %
Expenditures				
51000 Office/General Administrative Expenditures	208.00		208.00	
51200 Office Equipment & Supplies	2,729.87	5,000.00	-2,270.13	54.60 %
51300 Bank Charges	12.00	1,300.00	-1,288.00	0.92 %
51400 Broker Fee		13,000.00	-13,000.00	
51600 Quickbooks	630.00	1,080.00	-450.00	58.33 %
51700 Staff Development	3,463.08		3,463.08	
51800 Travel & Meeting Expense	711.32	2,000.00	-1,288.68	35.57 %
51910 Insurance	803.00		803.00	
Total 51000 Office/General Administrative Expenditures	8,557.27	22,380.00	-13,822.73	38.24 %
52000 Salaries & Wages				
52100 Salaries & Wages	8,629.46	28,000.00	-19,370.54	30.82 %
52400 Payroll / Taxes Fed / FICA	2,946.71		2,946.71	
52600 Workman's Comp.	358.38	950.00	-591.62	37.72 %
Total 52000 Salaries & Wages	11,934.55	28,950.00	-17,015.45	41.22 %
5300 Legal & Professional Services				
53100 Accounting Fees		2,600.00	-2,600.00	
53200 ADP Fee	512.07		512.07	
53300 Audit Fee		15,000.00	-15,000.00	
Total 5300 Legal & Professional Services	512.07	17,600.00	-17,087.93	2.91 %
56000 Fundraising & Development				
56100 Express Magazine	13,671.05	24,000.00	-10,328.95	56.96 %
56300 Grant Writing Expense	1,875.00	5,000.00	-3,125.00	37.50 %
56400 Public Relations & Development	1,979.93	8,500.00	-6,520.07	23.29 %
Total 56000 Fundraising & Development	17,525.98	37,500.00	-19,974.02	46.74 %
57000 MSDB Direct Support				
57100 Accreditation	3,019.34	11,338.68	-8,319.34	26.63 %

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: FYE 6/30/2023 Budget - FY23 P&L

July 2022 - June 2023

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
57200 Cottage Support	1,394.40	2,500.00	-1,105.60	55.78 %
57250 Cottager Remodel		4,207.00	-4,207.00	
57280 Equipment Purchases	55,230.00		55,230.00	
57300 Hearing Evaluations	1,429.14	3,000.00	-1,570.86	47.64 %
57350 Northwest Association of Blind Athletes	11,500.00	11,500.00	0.00	100.00 %
57400 Staff Professional Development	27,331.98	30,000.00	-2,668.02	91.11 %
57450 Special Equipment Repair		2,500.00	-2,500.00	
57500 Staff Awards	1,589.00	5,500.00	-3,911.00	28.89 %
57550 Student Support	1,094.99	6,500.00	-5,405.01	16.85 %
57600 Visual Evaluations		100.00	-100.00	
57650 Yearbook	418.50	850.00	-431.50	49.24 %
Total 57000 MSDB Direct Support	103,007.35	77,995.68	25,011.67	132.07 %
58000 Student Activities				
58020 Academic Bowl	799.00	9,000.00	-8,201.00	8.88 %
58030 Arbor Day		500.00	-500.00	
58050 Awards		4,000.00	-4,000.00	
58060 Butterfly Garden Sign		500.00	-500.00	
58070 Christmas	984.76	850.00	134.76	115.85 %
58080 Easter		300.00	-300.00	
58090 Expressions of Silence	26.00	1,500.00	-1,474.00	1.73 %
58100 Family Learning Weekend - Blind	190.74	6,000.00	-5,809.26	3.18 %
58110 Family Learning Weekend - Deaf	1,505.19	6,000.00	-4,494.81	25.09 %
58120 Flying Hooves Club		500.00	-500.00	
58130 Games Visually Impaired		2,500.00	-2,500.00	
58140 Goalball		500.00	-500.00	
58150 Graduation		2,500.00	-2,500.00	
58160 Halloween	239.16	300.00	-60.84	79.72 %
58170 Jogging Jokes		500.00	-500.00	
58180 Prom		300.00	-300.00	
58190 PTHA - Parent Teach House Assoc.		300.00	-300.00	
58200 Senior Trip		5,750.00	-5,750.00	
58210 Ski Trip		3,500.00	-3,500.00	
58220 Summer Camp - Blind	1,048.61	4,000.00	-2,951.39	26.22 %
58230 Summer Camp - Deaf		4,000.00	-4,000.00	
58240 Visually Impaired Performers (VIP)		500.00	-500.00	
Total 58000 Student Activities	4,793.46	53,800.00	-49,006.54	8.91 %
59000 Technology & Equipment	9,692.24	15,000.00	-5,307.76	64.61 %
Total Expenditures	\$156,022.92	\$253,225.68	\$-97,202.76	61.61 %
NET OPERATING REVENUE	\$-49,257.93	\$-128,725.68	\$79,467.75	38.27 %
Other Revenue				
71020 Interest Earned	210.29	100.00	110.29	210.29 %
Total Other Revenue	\$210.29	\$100.00	\$110.29	210.29 %

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: FYE 6/30/2023 Budget - FY23 P&L

July 2022 - June 2023

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
NET OTHER REVENUE	\$210.29	\$100.00	\$110.29	210.29 %
NET REVENUE	\$-49,047.64	\$-128,625.68	\$79,578.04	38.13 %

MSDB Carry Forward from 2022 Plans

179367 Carry Forward Amount

Item	Company	Cost		
TVs for Safety	Various	4000		
Vocational Doors	TC Glass Other Bid Explanation	29468.38		
School Communications Project	Layered Solutions	56150		
	Firewall Security	3503		
	Cabeling	12295		
Snow Removal Machine	Hoven Equipment		79195	
Vocational Bathroom	Will be put on hold			
Vocational Air Units	AT Klemens	16573	16573	
	Falls Mechanical		6650	
	Gills Heating and Cooling		13000	
Stage Upgrade	The Stage Depot		12133	
	MSEC	67300	44500	
	Total	189289.38		-9922.38 Remaining Carryforward

9089 Mont Sch for Deaf & Blind District

3911 Central Avenue, Great Falls, MT 59405
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Student Enrollment Summary Report

Effective Date: 02/21/2023 Enrollment Types: P, S, N
Total Race/Ethnicities: 6 of 7 Total Schools: 2
Race/Ethnicity Source: Federal Male/Female/Total: 24/23/47

*+ 5 LEAP
52*

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

MT Sch For Deaf & Blind EI

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
01	-	-	-	-	-	1/1/2	-	1/1/2
02	-	-	-	-	-	2/2/4	-	2/2/4
03	-	-	-	-	-	1/0/1	1/0/1	2/0/2
05	-	-	-	0/1/1	-	0/3/3	-	0/4/4
06	-	-	1/0/1	-	-	-	-	1/0/1
07	-	1/0/1	-	-	-	0/3/3	-	1/3/4
08	-	1/0/1	-	-	-	1/1/2	-	2/1/3
KF	-	1/0/1	-	-	-	1/1/2	-	2/1/3
KH	-	-	-	-	-	2/0/2	-	2/0/2
PK	-	-	-	-	-	0/1/1	-	0/1/1
PS	0/1/1	-	-	-	-	3/1/4	-	3/2/5
All Grades	0/1/1	3/0/3	1/0/1	0/1/1	-	11/13/24	1/0/1	16/15/31

MT Sch For Deaf & Blind HS

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
09	-	1/0/1	-	-	-	2/3/5	-	3/3/6
10	-	0/1/1	-	0/1/1	-	2/1/3	-	2/3/5
11	-	-	-	-	-	1/0/1	-	1/0/1
12	-	-	0/1/1	-	-	2/1/3	-	2/2/4
All Grades	-	1/1/2	0/1/1	0/1/1	-	7/5/12	-	8/8/16

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
MT Sch For Deaf & Blind EI	7	22.58%
MT Sch For Deaf & Blind HS	4	25.00%
Total	11	23.40%

ITEM 7

ACTION ON MSDB SUPERINTENDENT
2023-2024 CONTRACT

Madalyn Quinlan

Contract of Employment for Superintendent of the Montana School for the Deaf and Blind

1. Term. On behalf of the Montana School for the Deaf and Blind (hereinafter MSDB), the Montana Board of Public Education employs Mr. Paul Furthmyre as Superintendent. The term of the Contract is from July 1, 2023 to June 30, 2024, unless sooner terminated pursuant to Section 9 below. The Contract expires automatically at the end of the term. Neither party should have any expectation of renewal. The parties may by mutual written agreement extend or renew the term of this Contract prior to expiration.

2. Record of Authorization for Contract. This contract was approved by the Montana Board of Public Education (the hiring authority) at a properly noticed regular meeting dated **March 9, 2023**. Such approval shall be reflected in the official minutes of such meeting, which shall be available for review by the public upon request.

3. Duties. The Superintendent is the chief executive officer of the MSDB and shall perform the duties of Superintendent for the MSDB as prescribed in the job description and as may be assigned by the Board of Public Education. The Superintendent shall comply with Board of Public Education directives and other applicable state and federal law, Board of Public Education policies as they exist or may hereafter be adopted or amended, which are incorporated in and made a part of this Contract as though fully set forth herein. The Superintendent agrees to devote his or her time and energy to the performance of these duties in a faithful manner.

4. Professional Activities. The Superintendent may attend and participate in appropriate professional meetings at the local, state, and national levels with the reasonable expenses for such attendance to be borne by the MSDB. “Appropriate” and “reasonable” shall include those meetings and expenses incorporated into the budget or otherwise pre-approved by the MSDB.

5. Compensation. As prescribed by the Board of Public Education, the MSDB agrees to pay the Superintendent for his or her services an hourly wage of **\$51.82/hour, equaling an annual salary of one hundred and seven thousand seven hundred and eighty-five dollars and sixty cents (\$107,785.60)**, paid in equal monthly installments unless otherwise agreed to by the parties. As prescribed by the Board of Public Education, the MSDB agrees to pay the Superintendent a one-time doctoral stipend of \$5,000 upon documentation of successful completion. Additional salary increases to the Superintendent position are incumbent upon any and all mandates passed by the Montana Legislature aligned with any statutory increases given to all state employees.

6. Evaluation. The Board of Public Education shall evaluate and assess in writing the performance of the Superintendent at least annually, prior to November 30th of each year. Following or concurrent with such evaluation, this Contract shall be reviewed by the Board of Public Education for consideration of renewal for an additional term of one year. Nothing herein shall require the Board of Public Education to make a decision on extension at such meeting. The evaluation format and procedure shall be in accordance with the Board of Public Education’s policies.

7. Holidays, Vacation and Sick Leave. The Superintendent is entitled to days off with pay on those holidays specified in section §1-1-216, MCA, subject to the provisions of that

section. The Superintendent is entitled to the sick and vacation leave benefits under Title 2, Chapter 18, Part 6, MCA. Vacation days taken by the Superintendent shall be taken at such time or times as will least interfere with the performance of the Superintendent's duties as set forth in this Agreement.

8. Professional Liability. The Board of Public Education shall provide for the immunization, defense, and indemnification of the Superintendent as provided in section §2-9-305, MCA.

9. Termination. This Contract may be terminated by mutual agreement of the Superintendent and the Board of Public Education in writing upon such terms and conditions as may be mutually agreed. If the employee wishes to terminate the contract, the employee must give 30 days' notice in writing.

10. Retirement, Death, Disability. This Agreement shall be terminated upon the death of the Superintendent or upon the Superintendent's retirement.

11. Dismissal for Cause. The Board of Public Education may dismiss the Superintendent during the term of this Contract for good cause as provided by the Wrongful Discharge Act. "Good cause" means reasonable job-related grounds for dismissal based on a failure to satisfactorily perform job duties, disruption of the employer's operation, or other legitimate business reason.

12. Termination Procedure. No discharge shall be effective until written charges have been served upon the Superintendent and the Superintendent provided an opportunity for a fair hearing before the Board of Public Education after at least ten days' notice in writing.

The hearing shall be conducted in open or executive session, according to the determination of the Board of Public Education Chair pursuant to §2-3-203, MCA. In making the determination regarding executive session, the Board of Public Education Chair shall take account of any assertion or waiver of the right of privacy by the Superintendent. The Superintendent may be represented by legal counsel at his or her own expense. If a discharge from employment is found by a court to be wrongful, the Superintendent is entitled to damages for any breach of this contract established by the court.

13. Controlling Law. This Contract will be governed by the laws of the state of Montana.

14. Complete Agreement. This Contract embodies the complete agreement of the parties hereto, superseding all oral and written previous and contemporary agreements between the parties. No alteration or modification of this Contract shall be valid unless evidenced by a writing signed by the parties to this Contract.

15. Savings Clause. In the event any one or more of the provisions contained in this Agreement shall, for any reason, be held invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

16. Successors and Assigns. This Contract shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and assigns, including any change of membership of the Board of Public Education.

17. Notices. All notices, consents, request, instructions approvals or other communications provided for herein shall be in writing and delivered by personal delivery or regular U.S. mail, return receipt requested, to the last known address of the party being provided such notice.

DATED March 9, 2023.

MONTANA SCHOOL FOR THE DEAF AND BLIND
SUPERINTENDENT

DATE

MONTANA BOARD OF PUBLIC EDUCATION CHAIR

DATE

❖ **LICENSURE COMMITTEE – (Items 8-10)**

Susie Hedalen

ITEM 8

ACTION ON ETS PRAXIS TEST REVIEW
SCORES

Crystal Andrews

Montana Board of Public Education

Executive Summary

Date: March 2023

Presentation	Praxis Test Reviews- Sciences, School Counseling, and School Librarian
Presenter	Crystal Andrews
Position Title	Director of Accreditation, Educator Preparation Programs, and School Accreditation Office of Public Instruction
Overview	Montana's current Praxis tests in biology, general science, earth/space sciences, chemistry, physics, school counseling, and school librarian will expire and no longer be available after August 30, 2023. At the BPE meeting in January you were presented with the recommended passing scores from the Praxis Review Panel, the Praxis Working Committee, and the MT Council of Deans of Education. This meeting is to seek approval of all seven scores.
Requested Decision(s)	Action
Related Issue(s)	None
Recommendation(s)	Approve the proposed score(s) for each of the new content standard tests.



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



MEMORANDUM

TO: MONTANA OFFICE OF PUBLIC INSTRUCTION
DR. JULIE MURGEL
CRYSTAL ANDREWS

FROM: MONTANA COUNCIL OF DEANS OF EDUCATION
DR. ADREA LAWRENCE, CO-CHAIR 
DR. STEVIE SCHMITZ, CO-CHAIR

SUBJECT: PRAXIS TEST REVIEWS – SCIENCES, SCHOOL COUNSELING, SCHOOL LIBRARIAN

DATE: NOVEMBER 28, 2022

CC: MCCALL FLYNN, EXECUTIVE DIRECTOR, MONTANA BOARD OF PUBLIC EDUCATION

Montana’s current Praxis tests in biology, general science, earth/space sciences, chemistry, physics, school counseling, and school librarian will expire and no longer be available after August 30, 2023.

Panels of experts representing P-12 educators and post-secondary educator preparation program faculty convened October 26-28, 2022 to review and discuss the regenerated tests and propose passing scores for Montana educators. At the end of six of the seven sessions, the panels reached consensus on test scores they deemed appropriate for Montana educators. The seventh session with school librarians was split with a five-five vote.

On November 2, 2022, the Praxis Working Committee (PWC) convened to review the panel’s recommendation. Seven Montana EPPs had representatives at the PWC meeting and unanimously concurred with the panels’ recommendations and recommended a passing score on the school librarian test consistent with the ETS national standard setting study recommendation.

The MCDE met on November 16, 2022 to review the panels’ and PWC’s recommendations. Eight Montana EPPs had representatives at the meeting and unanimously agreed with the prior decisions and sets forth the following recommendations to the OPI and Board of Public Education:

Biology

The MCDE unanimously recommends the use of the #5236 Biology Praxis test with a score of 154 for educator licensure purposes in Montana.

General Science (Broadfield Science)

The MCDE unanimously recommends the use of the #5436 General Science Praxis test with a score of 141 for educator licensure purposes in Montana with a plan to reevaluate this score in two years (Autumn 2024) as data is available.

Earth and Space Science

The MCDE unanimously recommends the use of the #5572 Earth and Space Sciences Praxis test with a score of 154 for educator licensure purposes in Montana.

Chemistry

The MCDE unanimously recommends the use of the #5246 Chemistry Praxis test with a score of 146 for educator licensure purposes in Montana.

Physics

The MCDE unanimously recommends the use of the #5266 Physics Praxis test with a score of 145 for educator licensure purposes in Montana.

School Counselor

The MCDE unanimously recommends the use of the #5422 School Counselor Praxis test with a score of 159 for educator licensure purposes in Montana. (Note: Test not required for CACREP-accredited programs at UM and MSU.)

School Librarian

The MCDE acknowledges the panel's split decision and recommends the use of the #5312 School Librarian Praxis test with a score of 154 for educator licensure purposes in Montana to include a plan to reevaluate this score in two years (Autumn 2024) as data is available.



Proposed ETS Praxis Test Review

March 9-10, 2023

Purpose of the Praxis Test Review

Montana's current Praxis tests in biology, general science, earth/space sciences, chemistry, physics, school counseling, and school librarian will expire and no longer be available after August 30, 2023. We are here today to share information gathered from expert panels in each area, the Praxis working committees' recommendation, along with the Montana Council of Deans recommendation.

Timeline

Date	Meeting	Subject
Summer 2022	Planning Meeting	Nick Bellack, Kristi Steinberg, Crystal Andrews
Oct. 5-6, 2022	Montana Council of Deans	<i>Information Only</i> - Flyer for nominations shared
Oct. 21, 2022	-	Nominations due for review panel
Oct. 26-28, 2022	ETS Praxis Test Review	Hybrid review panels
Nov. 2, 2022	Praxis Working Committee	<i>Action Item</i> - review panel recommendation and approve tests and scores
Nov. 16, 2022	Montana Council of Deans	<i>Action Item</i> - review panel recommendation and approve tests and scores
Jan. 12-13, 2023	Board of Public Instruction	<i>Information Only</i> - review recommendations from panel, PWC, and MCDE
Jan. 27, 2023	CSPAC Meeting	<i>Action Item</i> - recommendation for the BPE of the approval of tests and scores
Mar. 9-10, 2023	Board of Public Education	<i>Action Item</i> - approve and adopt new tests and scores

Purpose of the Expert Panel

The purpose of a test review is to have expert content area practitioners examine the test, review materials, and make decisions as to whether qualifying scores are set appropriately for Montana teacher education candidates.

Review Panel Schedule

Day and Date	Time	Subject Area
Wednesday, October 26, 2022	9:00 AM – 11:30 AM	Biology (5236)
	12:00 PM- 2:30 PM	General Science (5436)
	2:45 PM- 5:15 PM	Earth/Space Sciences (5572)
Thursday, October 27, 2022	9:00 AM – 11:30 AM	Chemistry (5246)
	12:15 PM- 2:45 PM	Physics (5266)
Friday, October 28, 2022	9:00 AM – 11:30 AM	School Counselor (5422)
	12:15 PM- 2:45 PM	School Librarian (5312)

Recommended New Scores

Biology 5236	154	Chemistry 5246	146	School Counselor 5422	159
General Science 5436	141	Physics 5266	145	School Librarian 5312	154
Earth and Space 5572	154				

Certification Standards and Practices Advisory Council Recommendation to the Board of Public Education Praxis Tests and Scores

The Certification Standards and Practices Advisory Council (CSPAC) received a presentation at their January 27, 2023 meeting from Kristi Steinberg from the University of Montana Educator Preparation Program on the “nuts and bolts” of reviewing Praxis tests and scores.

CSPAC learned that the Montana Council of Deans of Education and the Office of Public Instruction work together to facilitate test review meetings of the Praxis Subject Assessments. For the purposes of this presentation, CSPAC heard of the process for the most recent seven Praxis Subject Assessments (General Science – 5436, Biology – 5236, Chemistry – 5246, Earth and Space Science – 5572, Physics – 5266, School Counselor – 5422, School Librarian – 5312). Experts in these specific content areas participated in a test review panel and took the online Praxis Subject Assessment practice tests in their subject area of expertise.

After research and review, CSPAC made a recommendation that the Board of Public Education approve the following Praxis tests and scores as presented by the Montana Council of Deans of Education:

Biology: #5236 Biology Praxis test with a score of 154.

General Science (Broadfield Science): #5436 General Science Praxis test with a score of 141 with a plan to reevaluate this score in two years (Autumn 2024) as data is available.

Earth and Space Science: #5572 Earth and Space Sciences Praxis test with a score of 154.

Chemistry: #5246 Chemistry Praxis test with a score of 146.

Physics: #5266 Physics Praxis test with a score of 145.

School Counselor: #5422 School Counselor Praxis test with a score of 159. (Note: Test not required for CACREP – accredited programs at the University of Montana and Montana State University)

School Librarian: #5312 School Librarian Praxis test with a score of 154 with a plan to reevaluate this score in two years (Autumn 2024) as data is available. (Note: The panel was split in their decision)

*******TIME CERTAIN @ 1:15 PM *******

ITEM 9

INITIAL REVIEW OF BPE CASE #2022-18,
GRAYBILL

Katherine Orr, Agency Legal Services

ITEM 10

**HEARING ON APPEAL OF LICENSURE
DENIAL, BPE CASE #2022-17, DUTTON**

Katherine Orr, Agency Legal Services

❖ **MACIE LIAISON (Item 11)**

Susie Hedalen

ITEM 11

MACIE REPORT

Action Item

- **Action on Nomination of Corey L. Sangrey-Billy**

Jordann Lankford Forster

Montana Board of Public Education
MACIE Summary
March 2023

Presentation	MACIE Report
Presenter	Jordann Lankford Forster
Position Title	MACIE Chair
Overview	The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:
Requested Decision	Approve New MACIE Member
Related Issue(s)	February MACIE meeting Tribal College Representative applicants:
Recommendations	Approve New MACIE Member

Tribal College Representative:



Cory L. Sangrey-Billy is the President of Stone Child College and works to provide quality higher education programs to the Rocky Boy's Community while incorporating the Chippewa Cree Language, Culture, and History. Cory is an enrolled member of the Chippewa Cree Tribe. She has been an employee of Stone Child College since November of 2001. Cory has experience in working six years as a Program Coordinator and twelve years the Dean of Academics and has been the President for the past 4 years.

Her main goal while leading Stone Child College is to make a positive difference in her community. Cory holds a bachelor's degree in Computer Information Systems from Montana State University – Northern, a master's degree in Information Systems from the University of Great Falls, and has completed work towards her PhD in Management from Walden University.

Cory is fortunate enough to be able to work in her own community and to help shape the

educational opportunities that are offered at Stone Child College while ensuring that they are quality programs that prepare students to succeed. Cory has experience in partnering and working with local, state, and federal agencies with cooperative and grant funded projects. Cory also helps in partnering with other Tribal Colleges and Universities to bring opportunities to the students of Stone Child College. Cory is happily married to Cameron Billy and together they have two children, Payson and Presleigh Billy.

❖ **EXECUTIVE COMMITTEE – (Item 12)**

Madalyn Quinlan

ITEM 12

**PRESENTATION ON MUS SPRINT
DEGREES**

Ange DeWolf King, OCHE



MUS Sprint Degrees



How did we get here?



What Students are Saying...

47%

agree that a degree program that can be completed in a shorter time makes sense

64%

say making college less expensive is the #1 thing they would change

40%

believe building direct connections to a future career is the most important part of college

63%

want more postsecondary options

Source: ECMC, University Innovation Alliance



MUS SPRINT DEGREES

ACCELERATED, HIGH-QUALITY DEGREE PATHWAYS THAT DRIVE RAPID WORKFORCE DEVELOPMENT IN HIGH DEMAND, HIGH SKILL, HIGH WAGE SECTORS OF MONTANA'S ECONOMY



WORKFORCE
DEVELOPMENT



INDUSTRY
PARTNERSHIP



VALUE OF DEGREE



TIME TO
COMPLETION



What are we trying to accomplish?

1. Increase accessed for Montana students who are academically ready, career focused and prefer accelerated degree options, but are concerned that higher education is cost prohibitive and too long of a commitment;
2. Workforce development by producing skilled graduates faster for Montana's highest demand sectors;
3. Flexible program offerings that can adjust to the ongoing needs of Montana industries ; and
4. Innovation and efficiency by providing new and streamlined pathways to degrees for students and demonstrating that higher education can quickly respond and adapt to industry needs.



How is this different?

1. Timeline
2. Outlined commitments
3. Education as Your Job – direct links to careers.
 - a. Chronicle of Higher Ed wrote in November that 8-% of students stated their main goal upon entering higher education was that a degree would lead to a career.
 - b. Top Reasons students stay in higher education:
 - i. Financial Aid
 - ii. Perceived value of degree



What is it not?

- **A sprint degree is NOT a restructured degree plan.** While sprint degree pathways are intentionally accelerated, they do not sacrifice quality for speed. Rather, sprint degrees provide high-quality accelerated options that focus on workforce placement and industry partnerships.
- **A sprint degree is NOT reliant on dual enrolment or PLA (prior learning assessment).** While both options are welcome, students can enter sprint degrees without any previous credit and still expect to complete the programs in an accelerated timeframe.
- **A sprint degree is NOT a less valuable degree pathway.** Participating institutions will ensure the same high-quality education with identical accreditation requirements for sprint degree programs.



Pilot Programs

PARAMEDIC

A.A.S. Degree
1 Year Program

HUMAN SERVICES

B.S. Degree
2.5 Year Program

SURGICAL TECH

A.A.S. Degree
5 Semester
Program



Student Commitments



Take & Pass Required Coursework



Meet with Advisor/Student Coach



Complete financial documents



Complete



Campus Commitments



Provide
Priority Registration



Provide
Advisor/Student Coach



Redesign Academic
Programs



Connect with Local
Partners



Industry Commitments



Tuition Support



Priority Placement



Conditional Employment



Mentorship/Coaching



Student Outcomes

- Students earn a degree in a high-need, high-wage field in Montana
- Students receive financial, career and academic supports for qualifying Montana health professions programs
 - Scholarships to help cover costs of tuition, books, and fees
 - Work-based learning opportunities throughout the completion of degree
 - Academic and career mentorship while completing coursework
- Students enter the workforce in an accelerated timeline with an employer sponsor and future employment



Industry Outcomes

- Industry partners make earlier connections with students to help fill workforce demands
- Industry partners receive highly skilled students for employment needs
- Industry partners continue building relationships with MUS institutions



Who is this for?

Sprint Degrees are designed to support Montana students by providing high-quality academic programs, delivering on a promise to meet workforce needs in high-demand and emerging fields, and working to align college and career opportunities with Montana's industry leaders.

High Quality
Pathways

In-Demand
Fields

Reliable,
High-Wage
Jobs





Marketing Campaign

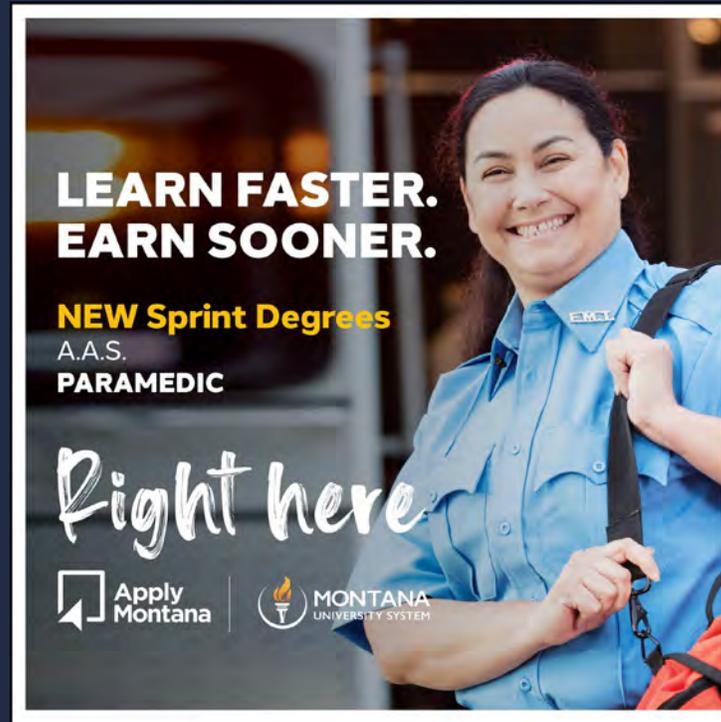


**LEARN FASTER.
EARN SOONER.**

NEW Sprint Degrees
A.A.S.
SURGICAL TECHNOLOGY

Right here



**LEARN FASTER.
EARN SOONER.**

NEW Sprint Degrees
A.A.S.
PARAMEDIC

Right here



**LEARN FASTER.
EARN SOONER.**

NEW Sprint Degrees
B.S.H.S.
HUMAN SERVICES CASE MANAGEMENT

Right here



Thank You!

**Ange DeWolf King
aking@montana.edu**

❖ **ACCREDITATION COMMITTEE – (Items 13-18)**

ITEM 13

ACTION ON THE 2022-2023
ACCREDITATION STATUS OF ALL
SCHOOLS

Crystal Andrews
Ellery Bressler

Montana Board of Public Education Executive Summary

Date: March 2023

Presentation	Recommend approval of the 2022-2023 Accreditation Status of All Schools.
Presenter	Ellery Bresler Crystal Andrews
Position Title	Accreditation Specialist Director of Accreditation Office of Public Instruction
Overview	<p>The Superintendent of Public Instruction provides to the Board of Public Education the 2022-2023 Annual Montana Accreditation Report. This presentation includes a review of the process used to determine accreditation status for all schools, analysis of the data, and a review of the accreditation determinations for all schools. Superintendent Arntzen recommends approval of the 2022-2023 Final Accreditation Status for All Accredited Schools as presented.</p> <p>The 2022-2023 Annual Montana Accreditation Report is embargoed until March 10, 2023.</p>
Requested Decision(s)	Action
Related Issue(s)	None
Recommendation(s)	Approve the 2022-2023 Accreditation Status for All Accredited Schools as recommended by the State Superintendent.

ITEM 14

ACCREDITATION PROCESS GUIDANCE

Dr. Julie Murgel

Montana Board of Public Education Executive Summary

Date: March 9-10, 2023

Presentation	Review of the proposed accreditation process and schedule.
Presenter	Dr. Julie Murgel
Position Title	Chief Operations Officer Office of Public Instruction
Overview	The purpose is to provide an overview of what the new school accreditation process will look like after the passage and adoption of the new Chapter 55 rules.
Requested Decision(s)	Information Only
Related Issue(s)	Chapter 55; Accreditation Standards; Rulemaking; Rule Adoption; Implementation
Recommendation(s)	n/a



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
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Proposed Accreditation Process and Schedule

March 9-10, 2023 – Board of Public Education Meeting

2023-2024 School Year Accreditation Process Aligned to [ARM 10.55.601\(2\)](#):

- (1) The Board of Public Education adopts standards of accreditation upon the recommendation of the Superintendent of Public Instruction.
- (2) The Board of Public Education and the Superintendent of Public Instruction establish procedures and schedules for reviewing the accreditation status of each school.

➤ **Proposed Process for Accreditation - Emphasis on student outcomes vs. inputs**

- ✓ Student Performance Outcomes weighted as 75% of the accreditation status.
 - Academic Growth
 - Academic Proficiency
 - College and Career Readiness
 - Student personalization and ownership results
 - Opportunity Gaps
 - MAST Pilot Outcomes – Student Growth, Proficiency, and Outcomes
 - Other measures of performance: Apprenticeship Outcomes, stackable credentials, etc.
- ✓ Assurance standards inputs weighted as 20% of the accreditation status.
- ✓ Integrated Strategic Action Plan weighted as 5% of the accreditation status. – The outcomes of the district plan rict carries an independent weight, emphasizing its importance.



➤ **Cycle of Accreditation**

- The school district system will create one integrated strategic action plan with comprehensive reviews based on the cycle of accreditation.
 - The integrated strategic action plan will be completed with comprehensive stakeholder consultation and a comprehensive needs assessment.
 - The plan will include specific actions for each school in the district system.
- **All district systems and its schools will receive an accreditation status in the 2023-24 school year based on the new rules and performance standards elements.**
- The Cycle of Accreditation will be established from a two-to-five year cycle based on each district's unique factors. This allows each district's specific circumstances to be part of the cycle of accreditation.
- Supports from the OPI may include: instructional coaches, professional development, data analysis and application resources, recruitment and retention strategies, family and community engagement tactics, leadership coaching, etc.
- Schools will be recognized on the outcomes of student performance.

➤ **Variance to Standards**

- Applications for the 2023-24 school year are due the second Monday in October.
- The applications with scoring rubrics will be available August 1, 2023.

ITEM 15

CONTENT STANDARDS REVISION
UPDATE AND DISCUSSION

Chris Noel

Montana Board of Public Education Executive Summary

Date: March 9-10, 2023

Presentation	Content Standards Revision Update
Presenter	Chris Noel
Position Title	Senior Manager of Teaching and Learning Office of Public Instruction
Overview	The purpose is to provide an update on the content revision standards timelines and processes for Mathematics, World Languages, and English Language Learners per Board Member request.
Requested Decision(s)	Information Only
Related Issue(s)	Mathematics instruction; World Language instruction; English Language Learners instruction; content revision
Recommendation(s)	n/a



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Board of Public Education Content Standards Revision Update

March 1, 2023

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

Mathematics Standards Review:

The Mathematics Standards Review is currently in the Research and Review phase of the standards review process, which will continue through March. The application process for the Mathematics Standards Review Task Force was carried out throughout January and February, with 56 applicants responding. The Task Force will include both a Writing Team, as well as a Review Team. Within each of these Teams, there will be subgroups of people demonstrating expertise in grade bands K-2, 3-5, 6-8 and 9-12. The Task Force members will be chosen from applicants representing a variety of stakeholders who are involved with K-12 mathematics instruction across Montana.



During the month of February and continuing in March, we are reviewing the applications for the Mathematics Standards Review Task Force in two phases. We are currently in phase one of application review. The goal of this phase of the application review process is to determine baseline qualification for the Mathematics Standards Review Task Force. Our team of reviewers for phase one of application review consists of representatives from the following:

- School Administrators of Montana
- Board of Public Education
- Montana Federation of Public Employees
- Montana Council of Teachers of Mathematics
- Internal OPI reviewers.

Regarding phase two of application review, we are currently reaching out to individual respondents to the Math Standards Review Interest Survey and representatives from additional stakeholder organizations, inviting them to participate in this phase of application review. The goal of phase two of application review will be to confirm that we have a range of qualified Task Force members, representing a cross-section of mathematics education experience, along with geographical representation of the state of Montana. These stakeholder groups and individuals include:

- District-level school board trustees
- Montana Chamber
- State Workforce Innovations Board
- Regional Special Education Consortia
- Parent/guardian representation

Following the two phases of application review, we will seek Executive approval for the potential task force members, thus determining our Mathematics Standards Review Task Force. During the Research and Review phase of the mathematics standards review process, we are receiving research support from REL WestEd. The results of their research will inform the work of the Mathematics Standards Review Task Force and the revision process of the Montana mathematics standards during the Revision Phase, which will commence in April and continue through August.



World Languages Standards Review:

Current Stage: Research and Recruitment

[Detailed Timeline](#)

Application:

- **The application for the World Languages Standards Review Task Force is now open!**
- The application will close on March 17th.
- This single application is for three separate task forces:
 - An Application Review Team
 - The Standards Writing Team
 - The Standards Review Team.

Targeted Recruitment:

- OPI Compass (February 24, 2023)
- Montana Association for Language Teachers (MALT)
 - OPI/MALT Meeting
 - Invitation to present at MALT Conference
- Application and invitation to apply were sent to strategic stakeholder leaders in the field this week:
 - School Administrators of Montana (SAM)
 - MALT Montana Association of Language Teachers
 - University and College World Languages and Educator Preparation Program Faculty.
 - Board of Public Education
 - Montana Federation of Public Employees (MFPE)
 - MT School Board Association
 - Curriculum Directors and Superintendents in hub cities
 - Local Education Agency Language Immersion Programs
 - English Language Learners Coordinators Group
 - Montana Indian Education Leaders
 - On reservation teachers
 - Montana OPI's IEFA and Tribal Relations and Resiliency Unit
 - Tribal Colleges
 - Indian Language Immersion Program (ILIP) contacts
 - Montana Indian Language Program (IILP)
 - Montana Advisory Council for Indian Education MACIE
 - (ASL) Sign language stakeholders and education partners
 - Curriculum Consortiums



English Learners Standards Review:

We are members of WIDA, a consortium that is member-based made up of US states, territories, and federal agencies dedicated to the research, design and implementation of high-quality, standards-based system for K-12 multilingual learners. In 2020 WIDA adopted new standards for English Language Development, which can be accessed [here](#). Since that time WIDA has been working towards transitioning their assessment to meet these new standards.

[ESEA Section 1111\(b\)\(2\)\(G-I\)](#) outlines the requirements for the assessment of English Learners, and the requirement for the assessment of English Learners to be aligned to state English Language Proficiency Standards.

Our research phase is focused on reviewing the work done by WIDA to generate these new standards. In March we will recruit stakeholders for our Taskforce, which will meet in April.

English Language Art Standards Review:

- OPI Compass Announcement of BPE Approval to open in September 2023
- Strategic outreach notification to targeted stakeholders:
 - Montana Association of Teachers of English Language Arts
 - Montana Small Schools Alliance
 - State Coordinators of ELA
 - Montana Universities and Colleges ELA Educator Preparation Programs
- [OPI ELA Website Announcement](#)

ITEM 16

OPI CHIEF LEGAL COUNSEL UPDATE

Rob Stutz

Montana Board of Public Education Executive Summary

Date: March 9-10, 2023

Presentation	Legal Review of Chapter 55 Process
Presenter	Rob Stutz
Position Title	Chief Legal Counsel Office of Public Instruction
Overview	The purpose of this is to review the MAPA process for public comment during the rule revision process and examine how the Board did not follow the MAPA process. We are strongly recommending that the Board rescind the comments their subcommittee made during the public comment process.
Requested Decision(s)	Information Only
Related Issue(s)	Accreditation Standards; MAPA; Public Comment; Revision Process
Recommendation(s)	n/a



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Elsie Arntzen, State Superintendent
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ITEM 17

ACTION ON AND RESPONSE TO
COMMENT 31 SUBMITTED ON REVISIONS
TO ARM TITLE 10, CHAPTER 55,
STANDARDS OF ACCREDITATION

Dr. Tim Tharp

**Board of Public Education
Chapter 55 Public Comment-Compiled**

Key:

Education Organizations: Montana Association of School Business Officials, Montana Rural Education Association, Montana Schools Boards Association, School Administrators of Montana, and Montana Quality Education Coalition

CSPAC: Certification Standards and Practices Advisory Council

MFPE: Montana Federation of Public Employees

MOFE: Montanans Organized for Education

MHD: Montana House Democrats

MUS: Montana University System

NWMASS: Northwest Montana Association of School Superintendents

Note: The number of comments may not match the number of commenters, as many made comments on multiple sections, and comments are compiled based on “like themes” as indicated below.

NEW RULE I CHARTER SCHOOL APPLICATION
Pages 1966-1967

COMMENT 1: 36 commenters supported moving Charter Schools to its own section but recommends that the Board allow Charter Schools to operate independently of existing school boards of trustees.

COMMENT 2: CSPAC, MFPE, MOFE, and 11 commenters opposed moving charter schools to its own section and suggested that it remain under the variances to standards section in 604.

COMMENT 3: One commenter supported the proposed new rule and recommended removing the language in (1)(d)(i)-(vi).

NEW RULE II FAMILY AND COMMUNITY ENGAGEMENT
Pages 1967-1968

COMMENT 4: The Education Organizations and three commenters recommended replacing *action* with *strategic* in New Rule II and in several other sections throughout rule.

COMMENT 5: CSPAC, MOFE, and four commenters recommended striking all language after children in (1)(c) and stated that the language is aspirational and cannot be measured.

COMMENT 6: MFPE commented that the new rule needs to be simplified, provide an extended implementation timeline, and assure adequate technical assistance on best practices to meet community needs.

COMMENT 7: One commenter supported the proposed new rule.

COMMENT 8: One commenter opposed the proposed new rule.

COMMENT 9: The MUS proposed the following language in (1)(d)(vii), “families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities including FAFSA completion, College Application Week (Apply Montana), Decision Day, and other Montana University System post-secondary workforce training and degree program efforts”.

NEW RULE III MENTORSHIP AND INDUCTION **Pages 1968-1969**

COMMENT 10: CSPAC, MFPE, and three commenters supported the proposed new rule.

NEW RULE IV EVALUATION **Page 1969**

COMMENT 11: The Education Organizations and three commenters recommended making changes in this section and suggest the following, “(1) The local board of trustees shall ensure the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract. Employees evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to the employee’s files. (2) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with MFPE, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section.”

COMMENT 12: MFPE commented that the collective bargaining agreements often specify evaluation timelines, processes, and evaluation instruments to be used and should be taken under consideration. They stated that the rule should clarify that the collective bargaining process must be followed where appropriate, and that employees be given access to the evaluation instrument being used before evaluation is conducted, and employees be given access to and copies of documents in the personnel file, and the opportunity to respond in writing.

COMMENT 13: The Board Accreditation Committee recommended retaining the language in 701 (4)(a) and (b) that states the following: “(4) The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files.

Personnel files shall be confidential.

- (a) The evaluation system used by a school district for licensed staff shall, at a minimum:
 - (i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff;
 - (ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b);
 - (iii) identify what skill sets are to be evaluated
 - (iv) include both formative and summative elements; and
 - (v) include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.
- (b) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section.”

NEW RULE V ENGLISH LEARNERS

Page 1969

COMMENT 14: MFPE supported this proposed new rule and recommended that technical assistance be provided when needed.

10.55.601 ACCREDITATION STANDARDS: PROCEDURES

Pages 1969-1970

COMMENT 15: The Education Organizations and three commenters recommended making changes in this section and suggest the following, “(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district ~~and each of its schools~~ shall develop, implement, monitor, and evaluate ~~continuous~~ an integrated ~~school improvement plans~~ action strategic plan and make the ~~plans~~ plan publicly ~~publically~~ available. ~~These plans shall be reviewed on a yearly basis to~~ To align with local context and needs, the district integrated action strategic plan shall be developed updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback that comply, at a minimum, with applicable requirements in Title 2, Chapter 3, Part 1, MCA. The integrated action plan must be evaluated, and progress reviewed annually. The plan must clarify what specific steps must be taken to achieve the district ~~graduate profile~~ education profile and reflect a continuous improvement process. (4) Each plan shall include: (a) a school district ~~level education~~ level education profile ~~of a graduate as defined in ARM 10.55.602(22);~~ (b) ~~the school district's educational goals pursuant to the requirements of ARM 10.55.701; the school district's and each of its school's identified area(s) of need based on an analysis of school level comprehensive needs assessment;~~ (c) a description of planned progress toward implementing all content and

~~program area standards, in accordance with the schedule in ARM 10.55.603; the school district's and each of school's desired outcomes that align with the district graduate profile; (d) a description of strategies for assessing student progress toward meeting all content standards, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101; and the school district's educational goals for the school district that are incorporated and made applicable to and each school within the district; pursuant to the requirements of ARM 10.55.701; (e) a professional development component, in accordance with ARM 10.55.714. a description of the district's and each school's evidence-based strategies, action steps, measures, success criteria, and evidence that are aligned with the graduate profile and will be implemented, monitored, and evaluated; (f) a description of how the district and each of its schools will meet programmatic requirements of state and federal grants; (g) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603; (iv) (h) a description of strategies for assessing student progress toward meeting growth and proficiency of all content standards and content-specific learning progressions, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101; and (v) (i) a professional development, mentoring, induction, and evaluation components, in accordance with ARM 10.55.714, [New Rule III], and [New Rule IV];. (j) a description of strategies for family and community engagement, in accordance with [New Rule II]; (k) a description of strategies to maintain and enhance a positive school climate, in accordance with ARM 10.55.801; (l) a description of a learning model(s) aligned to the graduate profile; and (g) a description of strategies for addressing the needs of gifted and talented students in accordance with ARM 10.55.804, special education children with disabilities in accordance with ARM 10.55.805, English learners students in accordance with [New Rule V], and other populations with individual needs at-risk students as defined in section 20-1-101, MCA. (5) The local board of trustees shall report and submit their adopted continuous integrated school improvement strategic action plan with to the Superintendent of Public Instruction. (6) The Superintendent of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of the implementation of the continuous integrated improvement strategic action plan of each school district and its schools. (7) To ensure learner centered systems and continuous educational improvement, the Superintendent of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of the district and school integrated action strategic plan to improve teaching and learning outcomes for all students.”~~

COMMENT 16: The Board Accreditation Committee noted that there are inconsistencies when referring to “integrated action plan” or “district action plan” and recommended remaining consistent in using “integrated action plan” throughout rule.

10.55.602 DEFINITIONS **Pages 1970-1977**

COMMENT 17: The Board Accreditation Committee recommended reviewing the following definitions, as they are not used in rule:

- (7) Class 8 license: only referenced one other time in definition (17) dual credit.
- (8) Combined elementary-high school district: only referenced one other time in definition (57) School system

- (11) Concurrent enrollment: not referenced elsewhere in rule
- (17) Dual credit: not referenced elsewhere in rule
- (18) Dual enrollment: not referenced elsewhere in rule
- (24) Independent elementary school district: only referenced in (57) School system
- (25) Indian Education for All: not referenced elsewhere in rule
- (30) K-12 district: not referenced elsewhere in rule
- (37) Minimum aggregate hours: not referenced elsewhere in rule
- (39) Misassignment: not referenced elsewhere in rule
- (40) Nonlicensed: not referenced elsewhere in rule
- (41) Offsite instructional setting: not referenced elsewhere in rule
- (42) Online learning: not referenced elsewhere in rule
- (44) Postsecondary and workforce readiness: not referenced elsewhere in rule
- (51) Pupil instruction: referenced in (37) Minimum aggregate hours, (52) Pupil instruction day, and (53) Pupil instruction-related day
- (52) Pupil instruction day: not referenced elsewhere in rule
- (53) Pupil instruction-related (PIR) day: not referenced elsewhere in rule
- (58) Stakeholder engagement: not referenced elsewhere in rule
- (64) Synchronous: referenced in (16) Distance learning
- (68) Work-based learning: referenced in (43) Personalized learning

COMMENT 18: MFPE proposed the following addition to (5), “charter school operates under... locally elected board of trustees in an existing public school district.”

COMMENT 19: MFPE noted that the definition in (7) has a citation error, as 10.57.102 does not include a definition for Class 8 licenses.

COMMENT 20: The Education Organizations and three commenters recommended removing the definition for (22) “Graduate profile”, per their recommended revisions throughout rule.

COMMENT 21: The Board Accreditation Committee noted that there are inconsistencies with the use of “graduate profile” or “profile of a graduate” and recommended remaining consistent throughout rule.

COMMENT 22: The Education Organizations and three commenters proposed changes to the definition for (27) “Integrated action plan” and recommended the following, “Integrated **action strategic plan**” means a district plan adopted by the board of trustees that: (a) is aligned with the peoples’ goal in Article X, Section 1 of the Montana Constitution of developing the full educational potential of each person; (b) ensures a learner centered system and continuous improvement that reflects local context and needs.; (c) is based on school level comprehensive needs assessment.; (d) has engaged stakeholders and addresses ~~incorporates~~ stakeholder input and feedback.; and (e) aligns ~~plans across with requirements of applicable required~~ state and federal programs.”

COMMENT 23: The Education Organizations and three commenters proposed changes to the definition for (31) “Learning model” and recommended the following, “Learning model” means

the learning experiences students engage in and teachers facilitate that are aligned to the desired attributes of ~~a graduate profile: an education profile.~~

COMMENT 24: MFPE inquired whether there should be a definition for grade-band.

COMMENT 25: The Education Organizations and three commenters proposed changes to the definition for (35) “Measure” and recommended the following, "Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district ~~graduate profile: education profile.~~

COMMENT 26: One commenter noted that the definition for (36) “Middle grades” is confusing.

COMMENT 27: MFPE noted that (38) “Minimum requirements” seems unnecessary and questioned where “10 or more students” was stated in the rules.

COMMENT 28: MFPE recommended adding public entities to (43)(b) “Personalized learning”.

COMMENT 29: One commenter supported the definition for (49) “Program area standards”.

COMMENT 30: The Education Organizations and three commenters proposed changes to the definition for (51) “Pupil instruction” and recommended the following, "Pupil instruction" ~~as provided in section 20-1-101(17), MCA, means the conduct of organized instruction of learning opportunities for pupils enrolled in public schools while under the supervision of a teacher.~~ learning opportunities for pupils enrolled in public schools while under the supervision of a teacher. The term includes any directed, distributive, collaborative, or work-based or other experiential learning activity provided, supervised, guided, facilitated, or coordinated under the supervision of a teacher that is conducted purposely to achieve content proficiency and facilitate the acquisition of knowledge, skills, and abilities by pupils enrolled in public schools, and to otherwise fulfill their full educational potential.

COMMENT 31: The Education Organizations and three commenters proposed changes to the definition for (52) “Pupil instruction day” and recommended the following, "Pupil instruction day" means a school day ~~of pupil instruction when organized instruction is conducted with students under the supervision of a teacher.~~

COMMENT 32: MFPE noted that 20-9-396, MCA, referenced in (54)(b) “School” does not exist in statute and recommended it be struck.

COMMENT 33: The Education Organizations and three commenters proposed changes to the definition for (56)(a)(b)(c) “School system” and recommended the following, “combined elementary-high school district” means an elementary district and a high school district which are combined into a single school system for district administration purposes through a k-12 district, unified school system or joint board.; (b) "independent high school district" means a district organized for the purpose of providing public education for all or any combination of grades 9 through 12 that is operated independent of an elementary district; and (c) independent

elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through grade 8 that is operated independent of a high school district."

COMMENT 34: The Education Organizations and three commenters proposed changes to the definition for (57) "Stakeholder engagement" and recommended the following, "Stakeholder engagement" means a measurable, inclusive, intentional, and ongoing process of communicating to, learning from, and partnering with stakeholders to best support continuous school improvement and learning outcomes for all students. Stakeholder engagement shall satisfy, at a minimum, the applicable requirements for encouraging and facilitating public participation in Title 2, Chapter 3, Part 1, MCA."

COMMENT 35: MFPE noted that the definition in (58) "Stakeholder engagement" involves continuous engagement, ongoing, measurable, etc., and stated that these requirements will take more time for proper implementation.

COMMENT 36: The Education Organizations and three commenters proposed changes to the definition for (62) "Student performance standards" and recommended the following, "Student performance standards" means ~~minimum standards of a quality education, which measures the~~ measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school."

COMMENT 37: MFPE recommended adding a reference to public service and public workplace settings to (68) "Work-based learning".

10.55.603 CURRICULUM AND ASSESSMENT **Pages 1977-1978**

COMMENT 38: CSPAC and one commenter recommended the Board consider available resources and training to support school districts as they implement requirements for proficiency-based learning.

COMMENT 39: One commenter supported replacing "parents" with "families" in (3)(a).

10.55.604 VARIANCES TO STANDARDS **Pages 1978-1981**

COMMENT 40: MFPE suggested reconsideration of the proposed due date for an application for a variance in (c) and stated it could be a reaction to a shortage or inability to hire, rather than a plan to meet or exceed standards through a creative approach.

COMMENT 41: MFPE opposed the removal of the "joint endorsement of reviewed board members" and recommended retaining the groups in (1)(d)(i) and recommended MACIE be

included to review and recommend the tribal council representative.

COMMENT 42: MFPE opposed the deletion of language related to seeking advice from a pool of experts in (1)(d)(ii)(A)-(C).

COMMENT 43: NWMASS supported the variance to standards process to assist and provide flexibilities with hard-to-fill positions.

COMMENT 44: One commenter shared concern with the appointment process outlined in (d)(i) and stated there could be political bias.

COMMENT 45: One commenter proposed the elimination of (1)(a).

10.55.605 CATEGORIES OF ACCREDITATION **Pages 1981-1982**

COMMENT 46: The Education Organizations, MFPE, and three commenters proposed changes to this section and recommended the following, “(1) Accredited with distinction means the school has met the assurance standards, exceeded student performance standards as defined in ARM 10.55.606, and met the licensure endorsement requirements related to teaching assignments. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction. Three consecutive years in the accredited with distinction status allows the local board of trustees to ~~waive assurance standards for the school for three years remain accredited with distinction thereafter solely on the basis of whether the school continues to exceed student performance standards as defined in ARM 10.55.606 performance from year to year thereafter. If the school ceases to exceed student performance standards, the accreditation of such school will be determined through standards applicable to initial accreditation.~~”

COMMENT 47: Eight commenters opposed the new category “Accredited with Distinction” and stated that the distinction category goes above the requirement for minimum standards.

COMMENT 48: MFPE opposed the 3 years on probation and stated that is too long and recommended a revision in (3).

COMMENT 49: The Board Accreditation Committee stated that there are inconsistencies in the “accredited with probation” and “accredited on probation” language and recommended remaining consistent by using “accredited with probation” throughout rule.

COMMENT 50: The Board Accreditation Committee commented that this section needs more work. There are major concerns from the committee on numerous areas, worth noting are removing the nonaccredited status language in (9), the ability for a board of trustees to waive assurance standards in (1), and the new names and levels of accreditation. Potential changes in this section will also require changes in 10.55.606.

10.55.606 ACCREDITATION PROCESS
Pages 1982-1983

COMMENT 51: One commenter opposed the language in (3)-(7).

10.55.701 BOARD OF TRUSTEES
Pages 1983-1986

COMMENT 52: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(2) Each school district shall make available to the staff and public: (a) ~~goals that reflect the district's strategic plan of education~~ an integrated strategic action plan that includes a graduate profile an education profile as outlined in ARM 10.55.601; (b) sequential K-12 curriculum for each program area that aligns to the content standards, ~~specific grade-level~~ grade band learning progressions, and program area standards; (c) policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported; ~~and~~ (d) ~~policies that delineate~~ policies providing descriptions of the roles and responsibilities of the local board of trustees, superintendent, and personnel employed by the school district. (e) a policy addressing grievances for students, families, staff, and stakeholders. (f) any other policies required by state or federal law”

COMMENT 53: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(3)(a) ~~keep parents/guardians up to date on students' progress; implement family and community engagement strategies as found in [New Rule II];~~ and (ii) (b) engage in a continuous school improvement process that is aligned with the school district's integrated strategic plan; and. (b) ~~establish mentoring and induction programs to assist licensed staff in meeting teaching standards as defined in ARM 10.55.701(4)(a) and (b).~~ (4) The local board of trustees shall develop, with stakeholder input, a district mission and vision an integrated strategic plan to which that aligns to the district graduate profile education profile is aligned. (5) The local board of trustees with meaningful stakeholder involvement shall establish and implement such additional policies as the board deems necessary that: (a) provide for the safety and well-being of all students and staff;”

COMMENT 54: MFPE and three commenters recommended retaining the language in (e)-(s).

COMMENT 55: One commenter opposed the proposed revisions to eliminate the requirement that school boards adopt policies pertaining to bullying, academic freedom, due process, materials selection, IEFA, suicide prevention, emergency plans, etc.

COMMENT 56: Six commenters opposed the proposed revisions and stated that required policies should be listed in rule.

10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR – DISTRICT SUPERINTENDENT

Page 1986

COMMENT 57: MFPE noted that the proposed rules regarding superintendent duties do not align with requirements in current Educator Preparation Program Standards.

10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL

Page 1986

COMMENT 58: MFPE noted that the proposed rules regarding principal duties do not align with requirements in current Educator Preparation Program Standards.

10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS

Pages 1986-1987

COMMENT 59: CSPAC, MFPE, the Education Organizations, and 87 commenters opposed the proposed revisions and recommended retaining the ratios for superintendents.

COMMENT 60: The Board Accreditation Committee recommended removing (1)(a) -(c) and stated that this language is already referenced in statute, which is referenced in (1).

10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS

Pages 1987-1989

COMMENT 61: CSPAC, MFPE, the Education Organizations, and 95 commenters opposed the proposed revisions and recommended retaining the ratios for principals.

COMMENT 62: The Board Accreditation Committee stated that this section needs work and that they are unclear of the differences in (1) and (2).

10.55.706 TEACHER INVOLVEMENT

Page 706

COMMENT 63: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) Teachers ~~should~~ shall use their professional

judgment and measures of student growth and proficiency to provide engaging and highly effective ~~deliver high-quality~~ pupil instruction to all students based on individual need.

10.55.708 TEACHING ASSIGNMENTS **Pages 1989-1990**

COMMENT 64: MFPE, the Education Organizations, and 55 commenters opposed the proposed revisions and recommended retaining the language in this section regarding teaching assignments.

10.55.709 LIBRARY MEDIA SERVICES, K-12 **Page 1990**

COMMENT 65: CSPAC, MHD, MOFE, NWMASS, the Education Organizations, and 1044 commenters opposed the proposed revisions and recommended retaining the ratios for school librarians.

COMMENT 66: MFPE supported the use of consortiums, multidistrict agreements, and interlocal cooperatives.

COMMENT 67: The Board Accreditation Committee noted that this section needs work and stated that the language in (2) does not require any action from the local board of trustees, and therefore recommended that the Board approve language that requires the local board of trustees take action to provide library services personnel.

COMMENT 68: One commenter supported reducing the ratio for school librarians to 250:1.

COMMENT 69: One commenter supported the proposed revisions.

COMMENT 70: One commenter opposed striking language in (1) and noted that this removed the responsibility of having a library in each school.

10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF **Pages 1990-1991**

COMMENT 71: CSPAC, MHD, MOFE, MFPE, NWMASS, the Education Organizations, Missoula County Public Schools Counselor Leadership Team, and 1273 commenters opposed the proposed revisions and recommended retaining the ratios for school counselors.

COMMENT 72: 34 commenters supported reducing the ratio for school counselors (300:1, 250:1).

COMMENT 73: The Board Accreditation Committee noted that this section needs work and stated that the language in (2) does not require any action from the local board of trustees, and therefore recommended that the Board approve language that requires the local board of trustees take action to provide library services personnel.

COMMENT 74: One commenter supported the proposed revisions.

10.55.712 CLASS SIZE: ELEMENTARY

Page 1991

COMMENT 75: CSPAC, MOFE, MFPE, and 59 commenters opposed the proposed revisions and recommended retaining the requirement for instructional aides.

COMMENT 76: Seven commenters supported the proposed revisions and recommended the following language, “The school district must provide additional **and competent** human resources when exceeding the maximum class size.”

COMMENT 77: The Board Accreditation Committee stated that the “human resources” language in (5) is unclear in terms of who and what would qualify as a human resource, and recommended the following language, “The school district must ~~provide~~ additional assign qualified human resources that comply with all fingerprint and background check requirements when exceeding maximum class sizes.”

10.55.714 PROFESSIONAL DEVELOPMENT

Page 1992

COMMENT 78: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) (a) shall be aligned with the district ~~graduate profile~~ **graduate profile** education profile and educational goals outlined in the district integrated ~~action~~ **action** strategic plan described in ARM 10.55.601 ~~and objectives~~; (b) shall be provided to address safety, well-being, and mental health of students ~~and staff~~.”

COMMENT 79: MFPE supported the proposed revisions.

10.55.715 INSTRUCTIONAL PARAPROFESSIONALS: QUALIFICATIONS AND SUPERVISION

Page 1993

COMMENT 80: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1)(a)... The designated professional has the responsibility to provide regularly scheduled communication and direction to the instructional

paraprofessional and not to delegate any activity to the instructional paraprofessional that requires professional skill, knowledge, and judgment reserved to licensed teachers.”

COMMENT 81: MFPE supported the proposed revisions.

10.55.716 SUBSTITUTE TEACHERS
Page 1993

COMMENT 82: MFPE supported the proposed revisions.

**10.55.717 ASSIGNMENT OF PERSONS PROVIDING
INSTRUCTION TO BRAILLE STUDENTS**
Pages 1993-1994

COMMENT 83: MFPE supported the proposed revisions.

**10.55.718 ASSIGNMENT OF PERSONS PROVIDING SIGN
LANGUAGE INTERPRETING FOR STUDENTS WHO ARE
DEAF OR HARD OF HEARING**
Page 1994

COMMENT 84: MFPE supported the proposed revisions.

10.55.721 HAZARD AND EMERGENCY PLANS
Page 1995

COMMENT 85: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) A local board of trustees shall adopt a policy addressing a school safety plan or emergency operations plan. The plan required by this rule shall be periodically reviewed with stakeholder input and updated as determined necessary by the trustees based on changing circumstances pertaining to school safety. Nothing in this rule shall be construed to require disclosure of elements of a school safety plan protected from public disclosure under the safety and security exceptions set forth in section 2-6-1003, MCA”

COMMENT 86: MFPE supported the proposed revisions.

10.55.801 SCHOOL CLIMATE

Page 1995

COMMENT 87: MFPE supported the proposed revisions.

10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY

Page 1995

COMMENT 88: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity and to respect the dignity of every person in accordance with Article II, Section IV of the Montana Constitution and federal law regardless of race, color, sex, culture, social origin or condition, or political or religious ideas, ~~without~~ with prejudice of any kind toward none. This includes, but is not limited to, programs, facilities, educational materials, curriculum, counseling, library services, and extracurricular activities.”

10.55.803 LEARNER ACCESS

Page 1995

COMMENT 89: The Board Accreditation Committee stated that the language under (1)(a) is not consistent with the stem and recommended the following changes, “(1)(a) high quality instruction provided by a qualified educator that meets each of the following criteria: (i) ~~students are engaged~~ engages students in authentic learning experiences that tie to their interests; (ii) ~~students are all included~~ includes students in activities and given equal opportunity;”

10.55.804 GIFTED AND TALENTED

Page 1997

COMMENT 90: MFPE supported the proposed revisions.

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY

Page 1997

COMMENT 91: MFPE supported the proposed revisions.

10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES **Pages 1997-1999**

COMMENT 92: CSPAC, MFPE, MOFE, and 113 commenters opposed the proposed changes to remove required elective offerings for middle grades.

COMMENT 93: The Education Organizations and three commenters proposed changes to this section and recommended the following, “10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES JUNIOR HIGH SCHOOL, 7TH AND 8TH GRADE PROGRAM, OR MIDDLE SCHOOL (1) A school district’s junior high school, 7th and 8th grade program, or middle school that complies with the requirements of this rule shall be accredited by the Board of Public Education in such capacity, according to the school district’s compliance through a junior high school, 7th and 8th grade program, or middle school. To earn accreditation for its junior high school, 7th and 8th grade program, or middle school, the school district ~~A school with middle grades~~ must have an education program aligned to the program area standards that enables all students to meet the content standards and content specific ~~grade-level~~ grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.”

COMMENT 94: One commenter supported adding native languages.

COMMENT 95: One commenter supported the addition of computer science.

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL **Page 1999**

COMMENT 96: The MUS supported adding the following language to (2)(j), “1/2 unit of economics or financial literacy (including instruction about the importance of FAFSA completion) within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education.”

10.55.905 GRADUATION REQUIREMENTS **Pages 1999-2000**

COMMENT 97: Two commenters supported the proposed revisions to add ½ unit of financial literacy for graduation.

COMMENT 98: MFPE supported the proposed revisions.

COMMENT 99: One commenter supported the proposed revisions to add ½ unit of civics for graduation.

COMMENT 100: The MUS supported adding the following language to (2)(h), “1/2 unit of economics or financial literacy (including instruction about the importance of FAFSA completion) within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education.”

COMMENT 101: One commenter noted that the addition of civics and economics does not go far enough.

COMMENT 102: One commenter expressed the need for more electives for students to choose from.

10.55.906 HIGH SCHOOL CREDIT **Page 2000**

COMMENT 103: The Education Organizations and three commenters proposed changes to this section and recommended the following, “(1)(a) A unit of credit is defined as the equivalent of at least 8100 minutes for one year or equivalent proficiency without regard to time or demonstration of an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards.”

10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY- DELIVERED LEARNING **Pages 2000-2001**

COMMENT 104: MFPE opposed the removal of the requirement that teachers of distance, online, and technology-delivered courses receive a license granted because of the completion of an accredited professional educator preparation program in (3) and recommended that the proposed rule be amended to comply with the provisions of current rule in (5)(a), (b), and (c).

COMMENT 105: The Board Accreditation Committee noted that this section needs some cleanup and recommended striking “taught” in (3).

COMMENT 106: The Board Accreditation Committee suggested the following changes, “(5) Digital content providers serving Montana schools accredited by the Board of Public Education shall: (a) annually, ~~by the first Monday in August,~~ register, prior to delivering courses, with the Office of Public Instruction;”

10.55.908 SCHOOL FACILITIES **Page 2001**

COMMENT 107: MFPE supported the proposed revisions.

COMMENT 108: The Board Accreditation Committee noted that a school district does not have the discretion to decide whether they want to follow state or federal accessibility standards, rather they are required to follow both, and recommended the following language to be consistent with previous language, “(3) The local board of trustees shall provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet state ~~or~~ and federal accessibility standards”.

10.55.1001 PROGRAM STANDARDS

Page 2001

COMMENT 109: MFPE supported the proposed revisions.

GENERAL COMMENTS

COMMENT 110: CSPAC, MOFE, and 18 commenters supported adding ratio requirements for special education teachers (30:1).

COMMENT 111: The Board Accreditation Committee recommended retaining “specific grade level” language when referring to grade band and suggested the following changes throughout rule, “specific grade level or grade-band”.

COMMENT 112: Two commenters supported the proposed changes.

COMMENT 113: 55 commenters opposed the proposed changes.

ITEM 18

**ACTION ON THE NOTICE OF ADOPTION
PERTAINING TO THE AMENDMENT OF
ARM, TITLE 10, CHAPTER 55, STANDARDS
OF ACCREDITATION, AND AUTHORIZE
FILING OF THE NOTICE WITH THE
SECRETARY OF STATE'S OFFICE FOR
PUBLICATION IN THE MONTANA
ADMINISTRATIVE REGISTER**

Dr. Tim Tharp

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of New) NOTICE OF ADOPTION,
Rules I through V; the amendment of) AMENDMENT, REPEAL, AND
ARM 10.55.601, 10.55.602,) TRANSFER
10.55.603, 10.55.604, 10.55.605,)
10.55.606, 10.55.701, 10.55.702,)
10.55.703, 10.55.704, 10.55.705,)
10.55.706, 10.55.707, 10.55.708,)
10.55.709, 10.55.710, 10.55.712,)
10.55.714, 10.55.715, 10.55.716,)
10.55.717, 10.55.718, 10.55.721,)
10.55.801, 10.55.802, 10.55.803,)
10.55.804, 10.55.901, 10.55.902,)
10.55.904, 10.55.905, 10.55.906,)
10.55.907, 10.55.908, 10.55.1001,)
10.55.1003, 10.55.1101, 10.55.1301,)
10.55.1701, 10.55.1801, 10.55.1901,)
and 10.55.2101; the repeal of ARM)
10.55.711 and 10.55.1302; and the)
transfer of ARM 10.55.607 pertaining)
to Standards of Accreditation.)

TO: All Concerned Persons

1. On October 7, 2022, the Board of Public Education (board) published MAR Notice No. 10-55-290 pertaining to the public hearing on the proposed adoption, amendment, repeal, and transfer of the above-stated rules at page 1966 of the 2022 Montana Administrative Register, Issue Number 19.

2. The board has repealed the following rules as proposed: ARM 10.55.711 and 10.55.1302.

3. The board has transferred ARM 10.55.607 as proposed.

4. The board has adopted the following rules as proposed: NEW RULE I (ARM 10.55.608) and NEW RULE V (ARM 10.55.806).

5. The board has amended the following rules as proposed: ARM 10.55.604, 10.55.702, 10.55.707, 10.55.715, 10.55.716, 10.55.717, 10.55.718, 10.55.801, 10.55.804, 10.55.1101, 10.55.1301, 10.55.1701, 10.55.1801, 10.55.1901, 10.55.2101.

6. The board has amended the following rules as proposed but with the following changes from the original proposal, new matter underline, deleted matter interlined:

NEW RULE II FAMILY AND COMMUNITY ENGAGEMENT (1) remains as proposed.

(a) is aligned to the district integrated strategic action plan required in ARM 10.55.601;

(1)(b) through (1)(c)(iii) remain as proposed.

(iv) the responsibility for cultivating and sustaining an inviting and inclusive climate rests primarily with school staff; ~~and~~

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

(v) families and school staff partner in decisions that affect children and families and together inform and influence policies, practices, and programs; ~~and~~

(vi) families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation; ~~and~~

(vii) families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.

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

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

NEW RULE III MENTORSHIP AND INDUCTION (1) The local board of trustees shall implement a mentorship and induction program as outlined in the integrated strategic action plan described in ARM 10.55.601 that:

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

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

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

NEW RULE IV EVALUATION (1) The local board of trustees shall ensure the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract. Employees evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to the employee's files.

(2) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the Montana Federation of Public Employees, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and the Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section.

~~(2)~~(3) The local board of trustees shall implement an evaluation component as outlined in the integrated strategic action plan described in ARM 10.55.601.

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

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

10.55.601 ACCREDITATION STANDARDS: PROCEDURES (1) and (2) remain as proposed.

(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district ~~schools~~ shall develop, implement, monitor, and evaluate an integrated strategic action plan and make the plan publicly available. To align with local context and needs, the district integrated strategic action plan shall be ~~developed~~ updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback ~~that comply, at a minimum, with applicable requirements in Title 2, Chapter 3, Part 1, MCA. The integrated action plan must be evaluated, and progress reviewed annually.~~ The plan must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process.

(4) Each plan shall include:

(a) a school district graduate profile of ~~a graduate~~ as defined in ARM 10.55.602(22);

(b) the school district's educational goals pursuant to the requirements of ARM 10.55.701 and ~~each of its school's identified area(s) of need based on an analysis of school level comprehensive needs assessment;~~

(c) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603 ~~the school district's and each of school's desired outcomes that align with the district graduate profile;~~

(d) a description of strategies for assessing student progress toward meeting all content standards, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101 ~~the educational goals for the school district and each school within the district;~~

(e) a professional development component, in accordance with ARM 10.55.714 ~~a description of the district and each school's evidence-based strategies, action steps, measures, success criteria, and evidence that are aligned with the graduate profile and will be implemented, monitored, and evaluated;~~

(f) a description of how the district and ~~each of its schools~~ will meet programmatic requirements of state and federal grants; and

~~(g) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603;~~

~~(h) a description of strategies for assessing student growth and proficiency of all content standards and content specific learning progressions, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101;~~

~~(i) a professional development, mentoring, induction, and evaluation components, in accordance with ARM 10.55.714, [New Rule III], and [New Rule IV];~~

~~(j) a description of strategies for family and community engagement, in accordance with [New Rule II];~~

~~(k) a description of strategies to maintain and enhance a positive school climate, in accordance with ARM 10.55.801;~~

~~(l) a description of a learning model(s) aligned to the graduate profile; and~~

~~(m)(g) a description of strategies for addressing the needs of gifted and talented students in accordance with ARM 10.55.804, special education children with disabilities in accordance with ARM 10.55.805, English learners learner students in accordance with ARM 10.55.806, and other populations with individual~~

needs at-risk students as defined in section 20-1-101, MCA.

(5) The local board of trustees shall report and submit their adopted integrated strategic action plan to the Superintendent of Public Instruction.

(6) The Superintendent of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of the implementation of the integrated strategic action plan of each school district ~~and its schools.~~

(7) To ensure learner-centered systems and continuous educational improvement, the Superintendent of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of the district integrated strategic action plans plan to improve learning outcomes for all students.

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

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

10.55.602 DEFINITIONS For the purposes of this chapter, the following terms apply:

(1) through (4) remain as proposed.

(5) "Charter school" means a publicly funded school that may be exempt from an assurance standard or a section of assurance standards as defined in ARM 10.55.602(3). A charter school operates under the supervision and control of an existing locally elected board of trustees in an existing public school district.

(6) remains as proposed.

~~(7) "Class 8 license" means an educator license as defined in ARM 10.57.102.~~

~~(8) "Combined elementary-high school district" means an elementary district and a high school district, which are combined into a single school system for district administration purposes.~~

(9) through (10) remain as proposed and have been renumbered (7) and (8).

~~(11) "Concurrent enrollment" means the district offers these courses during the school day and they are taught by district high school faculty who have been approved by the post-secondary institution to teach these college level courses. Students receive both high school and college credit for the completed course.~~

(12) through (16) remain as proposed and have been renumbered (9) through (13).

~~(17) "Dual credit" means students receive both college credit and high school credit for courses taken from a postsecondary institution. Students may or may not be taking these courses during the school day. The college faculty member must have an appropriate license and endorsement in the subject taught or a Class 8 license.~~

~~(18) "Dual enrollment" means opportunities for students to be enrolled in high school and postsecondary courses at the same time.~~

(19) through (23) remain as proposed and are renumbered (14) through (18).

~~(24) "Independent elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through 8.~~

~~(25) "Indian Education for All" means the constitutionally declared policy of this state to recognize the distinct and unique cultural heritages of American Indians and to be committed in its educational goals to the preservation of their cultural heritages. Implementation of these requirements ensures:~~

~~(a) every Montanan, Indian or non-Indian, is encouraged to learn about the distinct heritages and contributions of Montana tribal groups and governments in a culturally responsive manner; and~~

~~(b) every educational agency must work cooperatively with Montana tribes to provide means by which school personnel will gain an understanding of and appreciation for American Indian people.~~

(26) remains the same and is renumbered (19).

~~(27)~~(20) "Integrated strategic action plan" means a district plan adopted by the board of trustees that:

~~(a) is aligned with the peoples' goal in Article X, Section 1 of the Montana Constitution of developing the full educational potential of each person;~~

~~(b) ensures a learner-centered system and continuous improvement that reflects local context and needs;~~

~~(c) is based on school level comprehensive needs assessment;~~

~~(d) incorporates has engaged stakeholders and addresses stakeholder input and feedback; and~~

~~(e) aligns plans across required with requirements of applicable state and federal programs.~~

(28) and (29) remain as proposed and are renumbered (21) and (22).

~~(30) "K-12 district" as defined in 20-6-701, MCA, means an elementary district, with the same district boundaries as a high school district, which has been attached to that high school district. The high school district remains an organized district and the elementary district is an inactive district pursuant to 20-6-101, MCA.~~

~~(31)~~(23) "Learning model" means the learning experiences student students engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile.

~~(32)~~(24) "Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

(33) through (36) remain as proposed and are renumbered (25) through (28).

~~(37) "Minimum aggregate hours" means the minimum hours of pupil instruction that must be conducted during the school fiscal year in accordance with 20-1-301, MCA and includes passing time between classes. Minimum aggregate hours do not include lunch time and periods of unstructured recess, as defined in 20-1-101, MCA.~~

~~(38)~~(29) "Minimum requirement" as used in 10.55.606 means groups of 10 or more students for reporting valid and reliable results as it pertains to student performance.

~~(39) "Misassignment" means a licensed educator/specialist teaching outside their endorsed teaching area(s) or level (elementary K-8 and secondary 5-12).~~

(40) remains as proposed and is renumbered (30).

~~(41) "Offsite instructional setting" means an instructional setting at a location, separate from a main school site, where a school district provides for the delivery of instruction to a student who is enrolled in the district.~~

~~(42) "Online learning" means educational activity in which instruction and content are delivered primarily via the Internet and through emerging technologies. Online learning is a form of distance learning.~~

~~(43)~~(31) "Personalized learning" means to:

(a) develop individualized pathways for career and postsecondary

educational opportunities that honor individual interests, passions, strengths, needs, and culture;

(b) support the student through the development of relationships among teachers, family, peers, the business community, postsecondary education officials, public entities, and other community stakeholders;

(c) embed community-based, experiential, online, and work-based learning opportunities; and

(d) foster a learning environment that incorporates both face-to-face and virtual connections.

~~(44) "Postsecondary and workforce readiness" means the knowledge, skills, and dispositions that a student should attain prior to completing a high school program.~~

(45) through (49) remain as proposed and are renumbered (32) through (36).

~~(50)~~(37) "Program delivery standards" means the conditions and practices school districts are required to provide ensuring that every student is afforded equal educational opportunities to learn, develop, and demonstrate achievement in content standards and content-specific grade-level or grade-band learning progressions.

~~(51)~~(38) "Pupil instruction" means the conduct of organized instruction of learning opportunities for pupils enrolled in public schools while under the supervision of a teacher, as defined in 20-1-101, MCA.

~~(52)~~(39) "Pupil instruction day" means a school day when organized instruction is conducted with students under the supervision of a teacher.

(53) remains as proposed and is renumbered (40).

~~(54)~~(41) "School" means, for accreditation purposes, an educational program and grade assignments designated by the local board of trustees in one of the following categories:

(a) an elementary school, which offers any combination of kindergarten through eighth grade;

(b) a seventh and eighth grade school, which comprises the basic education program for grades 7 and 8 that may be funded at the high school rate pursuant to ~~20-9-396~~ 20-9-306, MCA;

(c) a junior high school, which offers the basic education program for grades 7 through 9;

(d) a middle school, which offers education programs for grades 4 through 8 or any combination thereof; and

(e) a high school, which offers the educational programs for grades 9 through 12 or grades 10 through 12 when operating in conjunction with a junior high school.

(55) and (56) remain as proposed and are renumbered (42) and (43).

~~(57)~~(44) "School system" means the administrative unit of a district or combination of districts. In Montana, types of school systems are as follows:

(a) "combined elementary-high school district" means an elementary district and a high school district which are combined into a single school system for district administration purposes through a K-12 district, unified school system, or joint board;

(b) "independent high school district" means a district organized for the purpose of providing public education for all or any combination of grades 9 through 12 that is operated independent of an elementary district; and

(c) "independent elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through grade 8 that is operated independent of a high school district.

~~(58) "Stakeholder engagement" means a measurable, inclusive, intentional, and ongoing process of communicating to, learning from, and partnering with stakeholders to best support continuous school improvement and learning outcomes for all students.~~

(59) through (61) remain as proposed and are renumbered (45) through (47).

~~(62)~~(48) "Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

(63) through (67) remain as proposed and are renumbered (49) through (53).

~~(68) "Work-based learning" means sustained interactions with industry or community professionals in workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks of a given career field, that are aligned to curriculum and instruction.~~

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

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

10.55.603 CURRICULUM AND ASSESSMENT (1) through (2) remain as proposed.

(3) School districts shall assess all students' progression, growth, and proficiency of content standards and content-specific grade-level or grade-band learning progressions in each program area as aligned with the district assessment plan in (5). The district shall use multiple measures, including state-level achievement information obtained by administration of assessments pursuant to ARM 10.56.101 to examine the learning program and measure its effectiveness.

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

(b) review curricula at least every five years or consistent with the state's standards revision schedule, and modify, as needed, to meet the goals of the integrated strategic action plan pursuant to ARM 10.55.601;

(c) review materials and resources necessary for implementation of the curriculum and assessment at least every five years, or consistent with the state's standards revision schedule, that are consistent with the goals of the integrated strategic action plan pursuant to ARM 10.55.601; and

(d) through (5) remain as proposed.

(a) The assessment plan shall be included in the integrated strategic action plan pursuant to ARM 10.55.601 and be in place within two years following the development of local curriculum.

(b) School districts shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student growth and proficiency of content standards and content-specific grade-level or grade-band learning progressions in all program areas.

(c) The Superintendent of Public Instruction shall develop criteria and procedures for the selection of appropriate multiple measures and methods to be used to assess student growth and proficiency of content standards and appropriate content-specific grade-level or grade-band learning progressions in all program areas.

(d) remains as proposed.

10.55.605 CATEGORIES OF ACCREDITATION ~~(1) Accredited with distinction means the school has met the assurance standards, exceeded student performance standards as defined in ARM 10.55.606, and met the licensure endorsement requirements related to teaching assignments. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction. Three consecutive years in the accredited with distinction status allows the local board of trustees to waive assurance standards for the school for three years.~~

~~(1)(2) Regular accreditation~~ Accredited means the school has met the assurance standards ~~with minor and/or few deviations from the standards, and met or exceeded the student performance standards as defined and delineated in~~ ARM 10.55.606, and ~~met the Licensure Endorsement Requirements Related to Teaching Assignments.~~ A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction.

(2) Regular with minor deviation accreditation means the school does not meet all the requirements of regular accreditation outlined in (1), as defined in the Accreditation Status Criteria Reference Guide, which must be made publicly available by the Superintendent of Public Instruction.

(3) A school with regular accreditation with a deviation in student performance standards, as defined in ARM 10.55.606, or regular with minor deviations accreditation, as defined in ARM 10.55.606, shall remedy the deviations within three years or will be reassigned to a lower category of accreditation.

~~(4)(3) Advice accreditation~~ Accredited on probation status means the school exhibits serious and/or numerous deviations from the assurance standards ~~and/or does not meet the student performance standards as defined and delineated in ARM 10.55.606, and the Licensure Endorsement Requirements Related to Teaching Assignments.~~ A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction. ~~For a district with a school accredited on probation status, the district administrator and the chair of the local board of trustees shall submit to the Superintendent of Public Instruction a corrective plan, including a systematic procedure and timeline for resolving the deviations noted. Schools identified as accredited on probation will be required to participate in an annual review of progress from the Office of Public Instruction. If a school has three consecutive years on probation, the school shall be placed into the intensive assistance process.~~

(5) Deficiency accreditation means the school is in advice status for two years, has not complied with the required corrective plan, and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year.

(6) For a district with a school in advice or in deficiency status, the district administrator and the chair of the local board of trustees shall submit to the Superintendent of Public Instruction a corrective plan, including a systematic procedure and timeline for resolving the deviations noted.

(7) A school shall be immediately placed in deficiency status if:

(a) the school employs a teacher who does not have a Montana teaching license; or

(b) the school has a facility that creates an unhealthy environment with safety and health hazards.

(8) A school in deficiency status failing to comply with the required corrective plan shall be placed into the intensive assistance process as defined in the Accreditation Status Criteria Reference Guide, which must be made publicly available by the Superintendent of Public Instruction.

(9) Nonaccredited status means that a school in deficiency status fails to meet the requirements of intensive assistance and is out of compliance with the Board of Public Education standards of accreditation.

(10)(4) A school seeking initial accreditation or reinstatement of accreditation shall meet the requirements of regular accreditation outlined in (1)(2). This process shall include an on-site review from the Office of Public Instruction.

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

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

10.55.606 ACCREDITATION PROCESS (1) through (5) remain as proposed.

~~(6) A school shall be designated accredited with distinction by using the combined results of accredited status for assurance standards and distinguished status for student performance results, where 80% of students are proficient or advanced and/or obtain an 80% or higher graduation rate.~~

(6) A school shall be designated regular accreditation status by using the combined results of the assurance standards and student performance standards as follows:

(a) Regular status for assurance standards and regular status for student performance standards;

(b) Regular status for assurance standards and regular with minor deviation for student performance standards; or

(c) Regular with minor deviation for assurance standards and regular status for student performance standards.

(7) A school shall be designated regular with minor deviation accredited status by using the combined results of both assurance standards and student performance standards in regular with minor deviation status accredited status, or as stated in ARM 10.55.605.

(8) A school shall be designated in advice accredited on probation status by using the combined results of the assurance standards and student performance standards in accredited with probation for either set of standards, or as stated in ARM 10.55.605.

(9) A school shall be designated deficiency status by using the combined results of assurance standards and student performance standards in deficiency in either set of standards, or as stated in ARM 10.55.605.

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

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

10.55.701 BOARD OF TRUSTEES (1) and (2) remain as proposed.

(a) an integrated strategic action plan that includes a graduate profile as outlined in ARM 10.55.601;

(b) sequential K-12 curriculum for each program area that aligns to the content standards, content specific grade-level or grade-band learning progressions, and program area standards;

(c) policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported; and

(d) policies providing descriptions of the roles and responsibilities of the local board of trustees, superintendent, and personnel employed by the school district;

(e) a policy addressing grievances for students, families, staff, and stakeholders; and

(f) any other policies required by state or federal law.

(3) and (3)(a) remain as proposed.

(b) engage in a continuous school improvement process that is aligned with the school district's integrated strategic action plan.

(4) The local board of trustees shall develop, with stakeholder input, ~~a district mission and vision~~ an integrated strategic action plan to which that aligns to the district graduate profile is aligned.

(5) The local board of trustees with meaningful stakeholder involvement shall establish and implement such additional policies as the board deems necessary that:

(a) provide for the safety and well-being of all students and staff;

(b) through (d) remain as proposed.

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

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

10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL (1) and (2) remain as proposed.

(3) The principal shall carry out the district's policies and procedures, provide instructional leadership ~~that allows for personalized and proficiency-based learning models, engage in strategic planning and school improvement, intentionally engage families and community members, ensure a positive school climate,~~ and be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources to maximize student learning outcomes.

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

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

10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS (1) The assignment of licensed superintendents for all configurations of school systems shall be ~~determined by the local board of trustees, who recognize that in order to have a quality school system, leadership and leadership stability matter. The employment, assignment, functions, and duties of superintendents must comply with 20-3-207, 20-4-401, 20-4-402, MCA. based upon full-time equivalency (FTE) and shall be assigned as follows: The local board of trustees shall hire a district superintendent when:~~

(a) ~~It operates a County High School, except the trustees may employ a Class 3 holder with a district superintendent endorsement as the county high school principal in lieu of a superintendent.~~

~~(b) The trustees of any high school district that operates under a separate board of trustees due to alternate methods of electing members of the high school board of trustees and the trustees of the elementary district where its high school building is located shall jointly employ and appoint a district superintendent.~~

~~(c) A joint board of trustees has been formed by a county high school and the elementary district where the county high school is located, the joint board shall jointly employ and appoint a district superintendent.~~

~~(d) The trustees of any other district may employ and appoint a district superintendent or when practicable seek the services of the county school superintendent as outlined in 20-3-207, MCA, to assist with the supervision or other support requirements identified by the county superintendent (e.g., employ a principal, subcontract with a licensed superintendent).~~

~~(2) When a district superintendent is employed, the trustees shall enter into a minimum of a one-year negotiated contract with the superintendent but can negotiate up to three years. Renewal of contracts must comply with 20-4-401, MCA.~~

~~(3) Based on the enrollment of a school system and the scope, functions, and duties of the superintendent, the district superintendent is encouraged to recommend to the local board of trustees the assignment of additional staff (e.g., assistant superintendents, coordinators, directors, supervisors) to assist with the operation of the school district to provide a quality education that results in actualized learning outcomes and the safety and wellness of students.~~

(a) School systems with 14 or fewer FTE licensed staff and without a licensed superintendent employed may use a supervising teacher and the services of the office of the county superintendent to satisfy administrator requirements;

(b) School systems with more than 14 and fewer than 18 FTE licensed staff shall employ a part-time, at a minimum of .10 FTE, licensed superintendent. One individual may serve as both superintendent and principal as defined in ARM 10.55.705(2)(a) or (2)(b);

(c) School systems with more than 18 and fewer than 31 FTE licensed staff shall employ a half-time (.50 FTE) licensed superintendent. One administrator may serve as both superintendent and principal as defined in ARM 10.55.705(2)(a) or (2)(b);

(d) school systems with 31 or more FTE licensed staff shall employ a full-time (1.0 FTE) licensed superintendent who shall devote full time to administration and supervision not to exceed a total assignment of 1.0 FTE; and

(e) No individual superintendent assigned pursuant to the ratios in (1) may be assigned as more than 1.0 FTE.

(4)(2) School systems with 100 or more full-time equivalency (FTE) FTE licensed staff shall employ a full-time curriculum coordinator to supervise the educational program and alignment of standards, assessment, curriculum, instruction, and instructional materials. The curriculum coordinator shall hold a Class 3 administrative license. Those districts with fewer than 100 FTE licensed staff and no full-time curriculum coordinator shall employ the services of a consortium, multidistrict collaborative, or interlocal cooperative, or a part-time, designated curriculum coordinator.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS (1) School systems with nine or fewer full-time equivalency (FTE) licensed staff and without a licensed superintendent may use a supervising teacher and the services of the office of the county superintendent to satisfy principal requirements. ~~The assignment of licensed school administrators/principals for all configurations of school systems shall be recommended by the district superintendent or county superintendent to the local board of trustees based on the scope, functions, and duties of the administrator/principal outlined in ARM 10.55.703, who recognize that in order to have a quality school system, leadership and leadership stability matter. Further, it is recognized that principals and assistant principals are the school leaders whose impact is second only to the classroom teacher in quality student learning outcomes and the safety and well-being of students.~~

~~(a) The local board of trustees may employ a principal/superintendent combination to lead their school districts.~~

~~(b) The local board of trustees shall ensure that administrator/principal duties shall be met through the employment of a superintendent/principal or, where practicable, seek the needed services of the county superintendent in a school district with fewer than 125 students.~~

~~(c) A school district must assign a licensed school administrator/principal full or partial FTE based on scope, function, and responsibilities for a school district with an enrollment of 125 students or more.~~

(2) The assignment of licensed principals shall be based upon student enrollment and prorated as applicable. Principal assignments are as follows:

(a) 0.25 FTE licensed principal shall be assigned to schools with enrollments of 125 to fewer than 175 students;

(b) 0.50 FTE licensed principal shall be assigned to schools with enrollments of 175 to fewer than 250 students;

(c) 1.0 FTE licensed principal shall be assigned to schools with enrollments of 250 to fewer than 550 students;

(d) 2 FTE licensed principals shall be assigned to schools with enrollments of 550 to fewer than 1050 students;

(e) 3 FTE licensed principals shall be assigned to schools with enrollments of 1050 to fewer than 1550 students;

(f) 4 FTE licensed principals shall be assigned to schools with enrollments of 1550 to fewer than 2050 students;

(g) 5 FTE licensed principals shall be assigned to schools with enrollments of 2050 or more students. ~~Dependent on the student enrollment of the school and the scope, function, and responsibility of a principal/administrator, local boards of trustees are encouraged to set staffing levels of principals/administrators that will provide a quality education that results in learning outcomes and supports the safety and well-being of students.~~

~~(a) The local board of trustees may employ and assign a principal/superintendent combination to lead their school districts.~~

~~(b) The local board of trustees may assign a supervising teacher and/or county superintendent to fill the duties of the principal in schools.~~

~~(c) The local board of trustees may assign a licensed school administrator/principal at a partial or full-time equivalency.~~

(3) No individual principal assigned pursuant to the ratios in (2) may be

~~assigned as more than 1.0 FTE. Additional administrator/principal FTE may be recommended by the district or county superintendent to the local board of trustees for consideration at any time during the school year.~~

(4) In a school that requires two or more FTE administrators/principals, at least one individual shall be appropriately endorsed as principal. At least a second administrator shall have an administrative endorsement(s) at the appropriate level(s) and in the area(s) that accurately reflects the administrator's supervisory responsibilities. For example, a school may assign properly licensed and endorsed curriculum coordinators to supervise the appropriate instructional programs. No individual administrator assigned pursuant to the ratios in ARM 10.55.705(2) may be assigned as more than 1.0 FTE.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.706 TEACHER INVOLVEMENT (1) Teachers ~~should~~ shall use their professional judgment and measures of student growth and proficiency to provide engaging and highly effective pupil instruction to all students based on individual need.

(2) remains as proposed.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.708 TEACHING ASSIGNMENTS (1) remains as proposed.

(2) Teachers assigned in grade 5 or 6 in the departmentalized classroom or middle school, who hold a 5-12 secondary license, must be endorsed in the subjects they are teaching. A 5-12 license will not cover a grade 5 or 6 assignment in a self-contained K-8 classroom.

(3) Clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in the Licensure Endorsement Requirements Related to Teaching Assignments, which must be made publicly available by the Superintendent of Public Instruction.

(4) Licensure at the elementary level entitles the holder to teach in grades K through 8.

(5) No teacher shall have more than 28 hours of assigned student responsibility per week except for one-, two-, and three-teacher schools.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.709 LIBRARY MEDIA SERVICES, K-12 (1) ~~Each school must have a library media and literacy information program aligned to the content standards in ARM 10.53.1201 and the program standards in ARM 10.55.1801 that results in student learning outcomes for media and information literacy. The school library shall be housed in a central location, and each shall have a licensed and endorsed library media specialist at the following ratio:~~

(a) .5 FTE for schools with 126-250 students;

(b) 1 FTE for schools with 251-500 students;

- (c) 1.5 FTE for schools with 501-1000 students;
- (d) 2 FTE for schools with 1001-1500 students;
- (e) 2.5 FTE for schools with 1501-2000 students;
- (f) 3 FTE for schools with 2001 or more students.

(2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specialist. Based on the needs of the district, in concert with national and state program standards, the superintendent must recommend to the local board of trustees the assignment of library media staff to provide library media and information literacy services that result in the knowledge, skills, and dispositions students need by:

- (a) employing licensed and endorsed library media specialist(s); or
- (b) contracting with a licensed and endorsed school library media specialist;

or

- (c) utilizing a consortium, multidistrict agreement, interlocal cooperative; or
- (d) utilizing any other cooperative method that is authorized to secure these

services.

(3) If a district has fewer than 126 students, the district may utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
 IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF (1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated. Each school must have a school counseling program for K-12 students aligned to delivery standards in ARM 10.55.1901 and national counselor and student standards. The school system will assess the need for student supports that result in the knowledge, skills, and dispositions students need to:

- (a) address mental health, safety, and well-being;
- (b) achieve academic success and college and career readiness; and
- (c) develop the mindsets and behaviors as identified in the national school counseling standards.

(2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated. Based on the needs of the district in concert with national and state standards, the superintendent must recommend to the local board of trustees the assignment of counseling staff based on the capacity of individual counselors to provide school counseling programming and services by:

- (a) employing licensed school counselor(s) or Class 6 specialist(s); or
- (b) contracting licensed school counselor(s) or Class 6 specialist(s); or
- (c) utilizing a consortium, multidistrict agreement, or interlocal cooperative to

secure these services; or

(d) utilizing any other cooperative method that is authorized to secure these services.

(3) Districts with fewer than 126 students may employ or contract with a licensed, endorsed school counselor or Class 6 specialist or utilize a consortium,

~~multidistrict agreement, or interlocal cooperative to secure these services. Based on the student need and school population(s), the district superintendent must recommend to the local board of trustees the assignment of additional degreed, licensed, or credentialed staff (e.g., school counselors, school psychologists, career advisors, licensed clinical social workers, licensed professional counselors, behaviorists, other mental health professionals, and/or other resources) that supports the staffing levels based on evidence-based research and national counseling standards.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.712 CLASS SIZE: ELEMENTARY (1) through (4) remain as proposed.

(5) The school district must ~~provide additional~~ assign qualified human resources that comply with all fingerprint and background check requirements when exceeding maximum class sizes at a rate. ~~Instructional aides are mandatory when class size or teacher load exceed the standards. An instructional aide shall be assigned a minimum of 1 1/2 hours per day, per student overload, up to six hours.~~

(6) remains as proposed.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.714 PROFESSIONAL DEVELOPMENT (1) Professional development:

(a) shall be aligned with the district graduate profile and educational goals outlined in the district integrated strategic action plan described in ARM 10.55.601;

(b) shall be provided to address safety, well-being, and mental health of students and staff;

(c) through (2) remain as proposed.

(3) The local board of trustees shall establish an advisory committee to evaluate the school district's current school year professional development plan; and develop and recommend a plan for the subsequent school year, which is a required component of the integrated strategic action plan outlined in ARM 10.55.601.

(a) remains as proposed.

(b) Each school year the local board of trustees shall adopt a professional development plan embedded in the district integrated strategic action plan for the subsequent school year based on the recommendation of the advisory committee.

(c) through (h) remain as proposed.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.721 HAZARD AND EMERGENCY PLANS (1) A local board of trustees shall adopt a policy addressing a school safety plan or emergency operations plan. The plan required by this rule shall be periodically reviewed with stakeholder input and updated as determined necessary by the trustees based on changing circumstances pertaining to school safety. Nothing in this rule shall be construed to require disclosure of elements of a school safety plan protected from

public disclosure under the safety and security exceptions set forth in 2-6-1003, MCA.
(2) remains as proposed.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY (1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity and to respect the dignity of every person in accordance with Article II, Section IV of the Montana Constitution and federal law, ~~with~~ without prejudice ~~toward none~~ of any kind. This includes, but is not limited to, programs, facilities, educational materials, curriculum, counseling, library services, and extracurricular activities.

AUTH: Mont. Const. Art. II, sec. 4, Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. II, sec. 4, Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.803 LEARNER ACCESS (1) and (1)(a) remain as proposed.

(i) ~~students are engaged~~ engages students in authentic learning experiences that tie to their interests;
(ii) ~~students are all included~~ includes students in activities and given equal opportunity;
(iii) through (g) remain as proposed.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY (1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.
(2) remains as proposed.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES JUNIOR HIGH SCHOOL, 7th AND 8th GRADE PROGRAM, OR MIDDLE SCHOOL (1) ~~A school with middle grades~~ A school district's junior high school, 7th and 8th grade program, or middle school that complies with the requirements of this rule shall be accredited by the Board of Public Education in such capacity, according to the school district's compliance through a junior high school, 7th and 8th grade program, or middle school. To earn accreditation for its junior high school, 7th and 8th grade programs, or middle school, the school district must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level or grade-band learning progressions and

recognizes the distinct and unique cultural heritages of American Indians.

~~(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Content Standards. The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).~~

~~(3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:~~

~~(a) addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:~~

~~(i) approach instruction, scheduling, and teaching in a variety of ways;~~

~~(ii) undertake interdisciplinary work; and~~

~~(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.~~

~~(b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;~~

~~(c) incorporates instruction in reading literacy and writing literacy into all required and elective program areas as required in the Montana Content Standards;~~

~~(3)(d) includes, at At a minimum, the following program areas as aligned with ARM 10.55.603 and 10.55.1001 are required of all students yearly:~~

~~(i)(a) English language arts;~~

~~(ii)(b) mathematics;~~

~~(iii)(c) physical and life sciences;~~

~~(iv)(d) social studies; and~~

~~(v)(e) health and physical education; and~~

~~(f) elective/exploratory offerings at the discretion of the local board of trustees to provide a minimum of three of the following:~~

~~(i) arts (visual arts, media arts, theater arts, music, and dance);~~

~~(ii) career and technical education;~~

~~(iii) computer science;~~

~~(iv) world languages; and~~

~~(v) exploratory courses, for example: mathematics exploration, science exploration, business, creative writing, financial education, photography, and leadership.~~

~~(e) at a minimum maintains the following required program areas:~~

~~(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;~~

~~(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);~~

~~(iii) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and~~

~~(iv) world languages.~~

~~(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.~~

(4) A junior high school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level or grade-band progressions.

(a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(b) All students shall complete the following program areas each year:

(i) 1 unit of English language arts;

(ii) 1 unit of social studies;

(iii) 1 unit of mathematics;

(iv) 1 unit of science; and

(v) ½ unit of health enhancement.

(c) All students must be allowed to elect from the following program area offerings:

(i) ½ unit of visual arts;

(ii) ½ unit of music;

(iii) ½ unit of career and technical education; and

(iv) ½ unit of world languages and cultures.

(d) A unit is defined as the equivalent of at least 8100 minutes for one school year.

(e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.

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

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

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.

(2) through (3) remain as proposed.

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

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

10.55.905 GRADUATION REQUIREMENTS (1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions. Students may demonstrate achievement through a flexible system of pupil-centered learning.

(2) through (4) remain as proposed.

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

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

10.55.906 HIGH SCHOOL CREDIT (1) remains as proposed.

(a) A unit of credit is defined as the equivalent of at least 8100 minutes for

~~one-year~~ one-year, equivalent proficiency without regard to time, or demonstration of an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards.

(b) through (4) remain as proposed.

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

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

10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY-DELIVERED LEARNING (1) through (2)(a) remain as proposed.

(b) Distance, online, and technology-delivered learning programs and/or courses shall at a minimum be aligned with state content standards and content-specific grade-level or grade-band learning progressions.

(c) remains as proposed.

(3) Except as provided in (3)(a), teachers of distance, online, and technology-delivered learning programs shall be licensed and endorsed in Montana or elsewhere in the area of instruction taught with such license granted as a result of the completion of an approved professional educator preparation program as defined in ARM 10.57.102. School districts receiving distance, online, and technology-delivered learning programs described in this rule shall have a distance learning facilitator for each course and available to the students.

(a) When a teacher of distance, online, and technology-delivered learning programs and/or courses does not possess the qualifications specified in (3), the facilitator must be licensed and endorsed in Montana or elsewhere in the area of instruction facilitated.

(b) through (5) remain as proposed.

(a) annually register, prior to delivering courses, with the Office of Public Instruction;

(b) and (c) remain as proposed.

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

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

10.55.908 SCHOOL FACILITIES (1) and (2) remain as proposed.

(3) The local board of trustees shall provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet state ~~or~~ and federal accessibility standards.

(4) through (6) remain as proposed.

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

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

10.55.1001 PROGRAM STANDARDS (1) It is the local board of trustees' responsibility to ensure the district's curricula align with the state content standards and content-specific grade-level or grade-band learning progressions.

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

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

10.55.1003 PROGRAM FOUNDATION STANDARDS (1) remains as proposed.

(2) Program foundation standards are the common conditions and practices that will be evident in all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning in the content standards and content-specific grade-level or grade-band learning progressions. All programs shall follow the content standards in the Administrative Rules of Montana. The local board of trustees shall:

(a) through (b) remain as proposed.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA
IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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

COMMENT 1: 36 commenters supported moving Charter Schools to its own section and recommended that the Board allow Charter Schools to operate independently of existing school boards of trustees.

COMMENT 2: The Certification Standards and Practices Advisory Council (CSPAC), Montana Federation of Public Employees (MFPE), Montanans Organized for Education (MOFE), and 11 commenters opposed moving charter schools to its own section and suggested that it remain under the variances to standards section in 10.55.604.

COMMENT 3: One commenter supported the proposed New Rule I and recommended removing the language in (1)(d)(i)-(vi).

RESPONSE: The Board of Public Education partially agreed with Comment 1 to move the Charter School language from 10.55.604 to its own rule and disagreed with Comments 2 and 3. The proposed new rule has been numbered 10.55.608.

COMMENT 4: The Education Organizations and three commenters recommended replacing *action* with *strategic* in New Rule II and in several other sections throughout rule.

RESPONSE: The Board of Public Education partially agreed with Comment 4 to add *strategic* in New Rule II and has recommended the language read *integrated strategic action plan* in New Rule II and throughout rule.

COMMENT 5: CSPAC, MOFE, and four commenters recommended striking all language after children in New Rule II (1)(c) and stated that the language is aspirational and cannot be measured.

COMMENT 6: MFPE commented that New Rule II needs to be simplified, provide an extended implementation timeline, and assure adequate technical assistance on best practices to meet community needs.

RESPONSE: The Board of Public Education disagreed with Comments 5 and 6.

COMMENT 7: One commenter supported the proposed new rule.

COMMENT 8: One commenter opposed the proposed new rule.

RESPONSE: The Board of Public Education acknowledged Comments 7 and 8 and has numbered the proposed New Rule II as 10.55.722.

COMMENT 9: The Montana University System (MUS) proposed the following language in New Rule II (1)(d)(vii), “families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities including FAFSA completion, College Application Week (Apply Montana), Decision Day, and other Montana University System post-secondary workforce training and degree program efforts”.

RESPONSE: The Board of Public Education partially agreed with Comment 9 and approved the following language in New Rule II (1)(d)(vii), families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.

COMMENT 10: CSPAC, MFPE, and three commenters supported the proposed new rule.

RESPONSE: The Board of Public Education acknowledged Comment 10 and has numbered the proposed New Rule III as 10.55.723.

COMMENT 11: The Education Organizations and three commenters recommended making changes in New Rule IV and suggested the following, “(1) The local board of trustees shall ensure the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract. Employees evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to the employee’s files. (2) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with MFPE, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district’s evaluation instrument and process substantially conforms to the requirements set forth in this section.”

COMMENT 12: MFPE commented that the collective bargaining agreements often specify evaluation timelines, processes, and evaluation instruments to be used and should be taken under consideration in New Rule IV. They stated that the rule

should clarify that the collective bargaining process must be followed where appropriate, and that employees be given access to the evaluation instrument being used before evaluation is conducted, and employees be given access to and copies of documents in the personnel file, and the opportunity to respond in writing.

RESPONSE: The Board of Public Education agreed with Comments 11 and 12 and has numbered the proposed New Rule IV as 10.55.724.

COMMENT 13: The Board Accreditation Committee recommended retaining the language in 701 (4)(a) and (b) that states the following: “(4) The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files. Personnel files shall be confidential.

(a) The evaluation system used by a school district for licensed staff shall, at a minimum:

(i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff;

(ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b);

(iii) identify what skill sets are to be evaluated

(iv) include both formative and summative elements; and

(v) include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.

(b) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section.”

RESPONSE: The Board of Public Education partially agreed with Comment 13 and excluded the language in New Rule IV (4)(a)(i)-(v) as it related to previous Board action.

COMMENT 14: MFPE supported New Rule V and recommended that technical assistance be provided when needed.

RESPONSE: The Board of Public Education agreed with Comment 14 and encouraged those seeking technical assistance to work with the Office of Public Instruction. The Board has numbered the proposed New Rule V as 10.55.806.

COMMENT 15: The Education Organizations and three commenters recommended making changes in 10.55.601 and suggest the following, “(3) To ensure a learner-

centered system and establish a plan for continuous education improvement, the school district ~~and each of its schools~~ shall develop, implement, monitor, and evaluate ~~continuous an integrated school improvement plans action~~ strategic plan and make the ~~plans plan~~ publicly available. ~~These plans shall be reviewed on a yearly basis to~~ To align with local context and needs, the district integrated action strategic plan shall be developed updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback that comply, at a minimum, with applicable requirements in Title 2, Chapter 3, Part 1, MCA. The integrated action plan must be evaluated, and progress reviewed annually. The plan must clarify what specific steps must be taken to achieve the district graduate profile education profile and reflect a continuous improvement process. (4) Each plan shall include: (a) a school district level education level education profile of a graduate as defined in ARM 10.55.602(22); (b) the school district's educational goals pursuant to the requirements of ARM 10.55.701; the school district's and each of its school's identified area(s) of need based on an analysis of school level comprehensive needs assessment; (c) a description of planned progress toward implementing all content and-program area standards, in accordance with the schedule in ARM 10.55.603; the school district's and each of school's desired outcomes that align with the district graduate profile; (d) a description of strategies for assessing student progress toward meeting all content standards, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101; and the school district's educational goals for the school district that are incorporated and made applicable to and each school within the district; pursuant to the requirements of ARM 10.55.701; (e) a professional development component, in accordance with ARM 10.55.714. a description of the district's and each school's evidence-based strategies, action steps, measures, success criteria, and evidence that are aligned with the graduate profile and will be implemented, monitored, and evaluated; (f) a description of how the district ~~and each of its schools~~ will meet programmatic requirements of state and federal grants; (g) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603; (iv) (h) a description of strategies for assessing student progress toward meeting growth and proficiency of all content standards and content specific learning progressions, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101; and (v) (i) a professional development, mentoring, induction, and evaluation components, in accordance with ARM 10.55.714, [New Rule III], and [New Rule IV]; (j) a description of strategies for family and community engagement, in accordance with [New Rule II]; (k) a description of strategies to maintain and enhance a positive school climate, in accordance with ARM 10.55.801; (l) a description of a learning model(s) aligned to the graduate profile; and (g) a description of strategies for addressing the needs of gifted and talented students in accordance with ARM 10.55.804, special education children with disabilities in accordance with ARM 10.55.805, English learners students in accordance with [New Rule V], and other populations with individual needs at-risk students as defined in section 20-1-101, MCA. (5) The local board of trustees shall report and submit their adopted ~~continuous~~ integrated school improvement strategic action plan with to the Superintendent of Public Instruction. (6) The Superintendent of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of the implementation of the ~~continuous~~ integrated improvement strategic action plan of each school district ~~and its schools~~. (7) To

ensure learner-centered systems and continuous educational improvement, the Superintendent of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of the district ~~and school~~ integrated action strategic plan to improve ~~teaching and learning~~ outcomes for all students.”

RESPONSE: The Board of Public Education agreed with Comment 15 and has made the necessary changes in 10.55.601.

COMMENT 16: The Board Accreditation Committee noted that there are inconsistencies when referring to “integrated action plan” or “district action plan” and recommended remaining consistent in using “integrated action plan” throughout rule.

RESPONSE: The Board of Public Education withdrew this action, as it was related to the Board’s previous action in Comment 4.

COMMENT 17: The Board Accreditation Committee recommended reviewing the following definitions in 10.55.602, as they are not used in rule:

- (7) Class 8 license: only referenced one other time in definition (17) dual credit.
- (8) Combined elementary-high school district: only referenced one other time in definition (57) School system
- (11) Concurrent enrollment: not referenced elsewhere in rule
- (17) Dual credit: not referenced elsewhere in rule
- (18) Dual enrollment: not referenced elsewhere in rule
- (24) Independent elementary school district: only referenced in (57) School system
- (25) Indian Education for All: not referenced elsewhere in rule
- (30) K-12 district: not referenced elsewhere in rule
- (37) Minimum aggregate hours: not referenced elsewhere in rule
- (39) Misassignment: not referenced elsewhere in rule
- (41) Offsite instructional setting: not referenced elsewhere in rule
- (42) Online learning: not referenced elsewhere in rule
- (44) Postsecondary and workforce readiness: not referenced elsewhere in rule
- (58) Stakeholder engagement: not referenced elsewhere in rule
- (68) Work-based learning: referenced in (43) Personalized learning

RESPONSE: The Board consulted with Rule Reviewers in state government and was advised against adding definitions to the rule that do not appear anywhere in the rule. It was explained there is no need to define words or phrases that are not contained within the language of the administrative rule. After consultation, the Board of Public Education acknowledged Comment 17 and agreed to remove any terms in 10.55.602 that do not appear throughout Title 10, Chapter 55.

COMMENT 18: MFPE proposed the following addition to 10.55.602 (5), “charter school operates under... locally elected board of trustees in an existing public school district.”

RESPONSE: The Board of Public Education agreed with Comment 18 and made the necessary changes in 10.55.602 (5).

COMMENT 19: MFPE noted that the definition in 10.55.602 (7) has a citation error, as 10.57.102 does not include a definition for Class 8 licenses.

RESPONSE: The Board of Public Education acknowledged Comment 19 and removed the term “Class 8 license” from 10.55.602, as it does not appear in other sections of Title 10, Chapter 55.

COMMENT 20: The Education Organizations and three commenters recommended removing the definition for 10.55.602 (22) “Graduate profile”, per their recommended revisions throughout rule.

COMMENT 21: The Board Accreditation Committee noted that there are inconsistencies with the use of “graduate profile” or “profile of a graduate” in 10.55.602 and throughout rule and recommended remaining consistent throughout rule.

RESPONSE: The Board of Public Education disagreed with Comment 20 and acknowledged Comment 21 and retained the “graduate profile” language in 10.55.602 (22) and throughout rule.

COMMENT 22: The Education Organizations and three commenters proposed changes to the definition for 10.55.602 (27) “Integrated action plan” and recommended the following, “Integrated action strategic plan” means a district plan adopted by the board of trustees that: (a) is aligned with the peoples’ goal in Article X, Section 1 of the Montana Constitution of developing the full educational potential of each person; (b) ensures a learner-centered system and continuous improvement that reflects local context and needs.; (c) is based on school level comprehensive needs assessment.; (d) has engaged stakeholders and addresses incorporates stakeholder input and feedback.; and (e) aligns plans across with requirements of applicable required state and federal programs.”

RESPONSE: The Board of Public Education agreed with Comment 22 and made the necessary changes in 10.55.602 (27) in addition to those previously agreed upon by the Board.

COMMENT 23: The Education Organizations and three commenters proposed changes to the definition for 10.55.602 (31) “Learning model” and recommended the following, “Learning model” means the learning experiences students engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile. an education profile.”

RESPONSE: The Board of Public Education agreed with the small edit in Comment 23 and made the necessary changes in 10.55.602 (31) in addition to those based on previous Board action.

COMMENT 24: MFPE inquired whether there should be a definition for grade-band.

RESPONSE: The Board of Public Education disagreed with Comment 24 and stated that the term “grade-band” is generally understood by the education community.

COMMENT 25: The Education Organizations and three commenters proposed changes to the definition for 10.55.602 (35) "Measure" and recommended the following, "Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district ~~graduate profile.~~ education profile."

RESPONSE: The Board of Public Education acknowledged Comment 25 and made the necessary changes in 10.55.602 (35) based on previous Board action.

COMMENT 26: One commenter noted that the definition for 10.55.602 (36) "Middle grades" is confusing.

RESPONSE: The Board of Public Education disagreed with Comment 26 and stated that 20-6-501, MCA, outlines the definition for middle school as grades 4-8 and junior high as grades 7-9, which is in alignment with the middle grades definition in 10.55.602 (36).

COMMENT 27: MFPE noted that 10.55.602 (38) "Minimum requirements" seems unnecessary and questioned where "10 or more students" was stated in the rules.

RESPONSE: The Board of Public Education partially agreed with Comment 27 and proposed the following definition in 10.55.602, "Minimum requirement as used in 10.55.606 means a group of 10 or more students for reporting valid and reliable results as it pertains to student performance."

COMMENT 28: MFPE recommended adding public entities to 10.55.602 (43)(b) "Personalized learning".

RESPONSE: The Board of Public Education agreed with Comment 28 and made the necessary changes in 10.55.602 (43)(b).

COMMENT 29: One commenter supported the definition for 10.55.602 (49) "Program area standards".

RESPONSE: The Board of Public Education acknowledged Comment 29 and made the necessary changes in 10.55.602 (49).

COMMENT 30: The Education Organizations and three commenters proposed changes to the definition for 10.55.602 (51) "Pupil instruction" and recommended the following, "Pupil instruction" as provided in section 20-1-101(17), MCA, means the ~~conduct of organized instruction of learning opportunities for pupils enrolled in public schools while under the supervision of a teacher.~~ learning opportunities for pupils enrolled in public schools while under the supervision of a teacher. The term includes any directed, distributive, collaborative, or work-based or other experiential learning activity provided, supervised, guided, facilitated, or coordinated under the supervision of a teacher that is conducted purposely to achieve content proficiency and facilitate the acquisition of knowledge, skills, and abilities by pupils enrolled in public schools, and to otherwise fulfill their full educational potential."

RESPONSE: The Board of Public Education partially agreed with Comment 30 and recommended the following definition in 10.55.602, "Pupil instruction as defined in 20-1-101, MCA."

COMMENT 31: The Education Organizations and three commenters proposed changes to the definition for 10.55.602 (52) "Pupil instruction day" and recommended the following, "Pupil instruction day" means a school day of pupil instruction when organized instruction is conducted with students under the supervision of a teacher."

RESPONSE:

COMMENT 32: MFPE noted that 20-9-396, MCA, referenced in 10.55.602 (54)(b) "School" does not exist in statute and recommended it be struck.

RESPONSE: The Board of Public Education acknowledged Comment 32 and made the necessary changes in 10.55.602 (54)(b) to update the appropriate statute as 20-9-306, MCA.

COMMENT 33: The Education Organizations and three commenters proposed changes to the definition for 10.55.602 (57)(a)(b)(c) "School system" and recommended the following, "combined elementary-high school district" means an elementary district and a high school district which are combined into a single school system for district administration purposes through a k-12 district, unified school system or joint board.; (b) "independent high school district" means a district organized for the purpose of providing public education for all or any combination of grades 9 through 12 that is operated independent of an elementary district; and (c) independent elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through grade 8 that is operated independent of a high school district."

RESPONSE: The Board of Public Education agreed with Comment 33 and made the necessary changes in 10.55.602 (56).

COMMENT 34: The Education Organizations and three commenters proposed changes to the definition for 10.55.602 (58) "Stakeholder engagement" and recommended the following, "Stakeholder engagement" means a measurable, inclusive, intentional, and ongoing process of communicating to, learning from, and partnering with stakeholders to best support continuous school improvement and learning outcomes for all students. Stakeholder engagement shall satisfy, at a minimum, the applicable requirements for encouraging and facilitating public participation in Title 2, Chapter 3, Part 1, MCA."

COMMENT 35: MFPE noted that the definition in 10.55.602 (58) "Stakeholder engagement" involves continuous engagement, ongoing, measurable, etc., and stated that these requirements will take more time for proper implementation.

RESPONSE: The Board of Public Education acknowledged Comments 34 and 35 and removed the term “Stakeholder engagement” from 10.55.602, as it does not appear in other sections of Title 10, Chapter 55.

COMMENT 36: The Education Organizations and three commenters proposed changes to the definition for 10.55.602 (62) “Student performance standards” and recommended the following, “Student performance standards” means ~~minimum standards of a quality education, which measures~~ the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.”

RESPONSE: The Board of Public Education agreed with Comment 36 and made the necessary changes in 10.55.602 (62).

COMMENT 37: MFPE recommended adding a reference to public service and public workplace settings to 10.55.602 (68) “Work-based learning”.

RESPONSE: The Board of Public Education acknowledged Comment 37 and removed the term “Work-based learning” from 10.55.602, as it does not appear in other sections of Title 10, Chapter 55.

COMMENT 38: CSPAC and one commenter recommended the Board consider available resources and training to support school districts as they implement requirements for proficiency-based learning in 10.55.603.

RESPONSE: The Board of Public Education agreed with Comment 38 and stated that the Office of Public Instruction should ensure there are relevant and timely professional development opportunities available on the Teacher Learning Hub to support the new proficiency-based learning requirements in 10.55.603.

COMMENT 39: One commenter supported replacing “parents” with “families” in 10.55.603 (4)(a).

RESPONSE: The Board of Public Education agreed with Comment 39 and has made the necessary changes in 10.55.603.

COMMENT 40: MFPE suggested reconsideration of the proposed due date for an application for a variance in 10.55.604 (c) and stated it could be a reaction to a shortage or inability to hire, rather than a plan to meet or exceed standards through a creative approach.

RESPONSE: The Board of Public Education disagreed with Comment 40 and stated that the proposed changes in 10.55.604 provide additional flexibility for school districts to seek a variance to standard.

COMMENT 41: MFPE opposed the removal of the “joint endorsement of reviewed board members” and recommended retaining the groups in 10.55.604 (1)(d)(i) and recommended MACIE be included to review and recommend the tribal council representative.

COMMENT 42: MFPE opposed the deletion of language related to seeking advice from a pool of experts in 10.55.604 (1)(d)(ii)(A)-(C).

RESPONSE: The Board of Public Education disagreed with Comments 41 and 42 and has adopted the proposed revisions in 10.55.604.

COMMENT 43: Northwest Montana Association of School Superintendents (NWMASS) supported the variance to standards process in 10.55.604 to assist and provide flexibilities with hard-to-fill positions.

COMMENT 44: One commenter shared concern with the appointment process outlined in 10.55.604 (1)(d)(i) and stated there could be political bias.

RESPONSE: The Board of Public Education acknowledged Comments 43 and 44 and has adopted the proposed revisions in 10.55.604 based on previous Board action.

COMMENT 45: One commenter proposed the elimination of 10.55.604 (1)(a).

RESPONSE: The Board of Public Education disagreed with Comment 45 and stated that the application process is important to the variance to standards process in 10.55.604.

COMMENT 46: The Education Organizations, MFPE, and three commenters proposed changes to 10.55.605 and recommended the following, “(1) Accredited with distinction means the school has met the assurance standards, exceeded student performance standards as defined in ARM 10.55.606, and met the licensure endorsement requirements related to teaching assignments. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction. Three consecutive years in the accredited with distinction status allows the local board of trustees to ~~waive assurance standards for the school for three years~~ remain accredited with distinction thereafter solely on the basis of whether the school continues to exceed student performance standards as defined in ARM 10.55.606 performance from year to year thereafter. If the school ceases to exceed student performance standards, the accreditation of such school will be determined through standards applicable to initial accreditation.”

RESPONSE: The Board of Public Education acknowledged Comment 46 and has made the necessary revisions in 10.55.604 based on previous Board action.

COMMENT 47: Eight commenters opposed the new category “(1) Accredited with Distinction” in 10.55.605 and stated that the distinction category goes above the requirement for minimum standards.

COMMENT 48: MFPE opposed the 3 years on probation and stated that is too long and recommended a revision in 10.55.605 (3).

RESPONSE: The Board of Public Education agreed with Comments 47 and 48 and has made the necessary changes in 10.55.605 to retain the current language. The

Board stated that revisions to 10.55.605 will require additional changes to be made to 10.55.606 to ensure common language.

COMMENT 49: The Board Accreditation Committee stated that there are inconsistencies in the “accredited with probation” and “accredited on probation” language in 10.55.605 and recommended remaining consistent by using “accredited with probation” throughout rule.

RESPONSE: The Board of Public Education acknowledged Comment 49 and has made the necessary revisions in 10.55.604 based on previous Board action.

COMMENT 50: The Board Accreditation Committee commented that 10.55.605 needs more work. There are major concerns from the committee on numerous areas, worth noting are removing the nonaccredited status language in (9), the ability for a board of trustees to waive assurance standards in (1), and the new names and levels of accreditation. Potential changes in this section will also require changes in 10.55.606.

RESPONSE: The Board discussed the proposed revisions to 10.55.605 at the January 2023 meeting noting that the revisions to 10.55.601 make the accreditation process more robust. Additionally, §20-9-311, MCA, refers to “non accredited” status, so that category cannot be removed from rule, as it directly relates to average number belonging. Board members stated that revisions to this section could be made in the future, but with little research provided regarding the reason for the proposed revisions, or examples of how other states are handling school accreditation processes, now was not the time to make these changes. The Board of Public Education agreed with Comment 50 and has made the necessary changes in 10.55.605 to retain the current language. The Board stated that revisions to 10.55.605 will require additional changes to be made to 10.55.606 to ensure common language.

COMMENT 51: One commenter opposed the language in 10.55.606 (3)-(7).

RESPONSE: The Board of Public Education disagreed with Comment 51 and stated that this language is important as it outlines the accreditation process in 10.55.605.

COMMENT 52: The Education Organizations and three commenters proposed changes to 10.55.701 and recommended the following, “(2) Each school district shall make available to the staff and public: (a) goals that reflect the district's strategic plan of education an integrated strategic action plan that includes a graduate profile an education profile as outlined in ARM 10.55.601; (b) sequential K-12 curriculum for each program area that aligns to the content standards, specific grade-level grade band learning progressions, and program area standards; (c) policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported; and (d) policies that delineate policies providing descriptions of the roles and responsibilities of the local board of trustees, superintendent, and personnel employed by the school district. (e) a policy

addressing grievances for students, families, staff, and stakeholders. (f) any other policies required by state or federal law”

RESPONSE: The Board of Public Education agreed with Comment 52 and recommended that the Superintendent of Public Instruction keep a public list of policies required by state and federal requirements in 10.55.701.

COMMENT 53: The Education Organizations and three commenters proposed changes to 10.55.701 and recommended the following, “(3)(a) ~~keep parents/guardians up to date on students’ progress;~~ implement family and community engagement strategies as found in [New Rule II]; and (ii) (b) engage in a continuous school improvement process that is aligned with the school district’s integrated strategic plan; and: (b) ~~establish mentoring and induction programs to assist licensed staff in meeting teaching standards as defined in ARM 10.55.701(4)(a) and (b).~~ (4) The local board of trustees shall develop, with stakeholder input, a district mission and vision an integrated strategic plan to which that aligns to the district graduate profile education profile is aligned. (5) The local board of trustees with meaningful stakeholder involvement shall establish and implement such additional policies as the board deems necessary that: (a) provide for the safety and well-being of all students and staff;”

RESPONSE: The Board of Public Education agreed with Comment 53 and has made the necessary changes in 10.55.701.

COMMENT 54: MFPE and three commenters recommended retaining the language in (e)-(s).

COMMENT 55: One commenter opposed the proposed revisions to eliminate the requirement that school boards adopt policies pertaining to bullying, academic freedom, due process, materials selection, Indian Education for All, suicide prevention, emergency plans, etc.

COMMENT 56: Six commenters opposed the proposed revisions and stated that required policies should be listed in rule.

RESPONSE: The Board of Public Education acknowledged Comments 54-56 and made the necessary changes in 10.55.701 based on previous Board action.

COMMENT 57: MFPE noted that the proposed rules regarding superintendent duties do not align with requirements in current Educator Preparation Program Standards.

RESPONSE: The Board of Public Education disagreed with Comment 57, as the duties currently listed in 10.55.702 are very similar to those stipulated in 20-4-402, MCA.

COMMENT 58: MFPE noted that the proposed rules regarding principal duties do not align with requirements in current Educator Preparation Program Standards.

RESPONSE: The Board of Public Education agreed with Comment 58 and has made the necessary revisions in 10.55.703 to retain the current language. The Board agreed to include the proposed changes made to internships in (1)(b) and the additional language in the last sentence, which would read, “(3) The principal shall carry out the district's policies and procedures, provide instructional leadership ~~that allows for personalized and proficiency-based learning models, engage in strategic planning and school improvement, intentionally engage families and community members, ensure a positive school climate,~~ and be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources to maximize student learning outcomes.”

COMMENT 59: CSPAC, MFPE, the Education Organizations, and 87 commenters opposed the proposed revisions in 10.55.704 and recommended retaining the ratios for superintendents.

RESPONSE: The Board received extensive public comment on the proposed revisions from the Superintendent in 10.55.704. The Board held a lengthy discussion at the November 2022 meeting on this section of rule, and ultimately determined that by removing the ratios as proposed by the Superintendent, the standards were at risk of no longer complying with the guarantee, provided by the Constitution, of a basic system of free quality public education. Based upon these discussions, the Board of Public Education agreed with Comment 59 and voted unanimously to retain the current language in 10.55.704.

COMMENT 60: The Board Accreditation Committee recommended removing 10.55.704 (1)(a)-(c) and stated that this language is already referenced in statute, which is referenced in (1).

RESPONSE: The Board of Public Education acknowledged Comment 60 and made the necessary changes in 10.55.704 based on previous Board action in Comment 59.

COMMENT 61: CSPAC, MFPE, the Education Organizations, and 95 commenters opposed the proposed revisions in 10.55.705 and recommended retaining the ratios for principals.

RESPONSE: Board of Public Education agreed with Comment 61 and has made the necessary changes in 10.55.705 to retain the ratios contained in the current language.

COMMENT 62: The Board Accreditation Committee stated that 10.55.705 needs work and that they are unclear of the differences in (1) and (2).

RESPONSE: The Board of Public Education acknowledged Comment 62 and made the necessary changes in 10.55.705 based on previous Board action in Comment 61.

COMMENT 63: The Education Organizations and three commenters proposed changes to 10.55.706 and recommended the following, “(1) Teachers ~~should~~ shall

use their professional judgment and measures of student growth and proficiency to provide engaging and highly effective ~~deliver high-quality~~ pupil instruction to all students based on individual need.

RESPONSE: The Board of Public Education agreed with Comment 63 and has made the necessary changes in 10.55.706.

COMMENT 64: MFPE, the Education Organizations, and 55 commenters opposed the proposed revisions in 10.55.708 and recommended retaining the language in this section regarding teaching assignments.

RESPONSE: The Board held a discussion at the November 2022 meeting regarding the proposed revisions from the Superintendent for ARM 10.55.708. Board members discussed the importance of teacher preparation time and ultimately determined that it is important to retain time for teachers to prepare. The Board of Public Education agreed with Comment 64 and has made the necessary changes in 10.55.708.

COMMENT 65: CSPAC, Montana House Democrats, MOFE, NWMASS, the Education Organizations, and 1044 commenters opposed the proposed revisions in 10.55.709 and recommended retaining the ratios for school librarians.

COMMENT 66: MFPE opposed 10.55.709 as proposed and supported restoring the staffing ratios and retaining the requirement that the library be housed in a central location.

RESPONSE: At the November 2022 meeting, Board members discussed the proposed revisions from the Superintendent to remove the ratios for librarians. Board members expressed concerns not with the removal of the ratios, but that there is nothing outlining how these changes would be implemented, no processes have been developed to implement the changes, and members expressed their concerns over how the standards would be met. Board members noted their support of librarians and the important role they play in Montana's public schools. The Board of Public Education agreed with Comments 65 and 66 and has made the necessary changes in 10.55.709 to retain the current language.

COMMENT 67: The Board Accreditation Committee noted that 10.55.709 needs work and stated that the language in (2) does not require any action from the local board of trustees, and therefore recommended that the Board approve language that requires the local board of trustees take action to provide library services personnel.

RESPONSE: The Board of Public Education acknowledged Comment 67 and has made the necessary changes in 10.55.709 based on previous Board action.

COMMENT 68: One commenter supported reducing the ratio for school librarians to 250:1 in 10.55.709.

RESPONSE: The Board of Public Education disagreed with Comment 68 and has made the necessary changes in 10.55.709.

COMMENT 69: One commenter supported the proposed revisions in 10.55.709.

COMMENT 70: One commenter opposed striking language in 10.55.709 (1) and noted that this removed the responsibility of having a library in each school.

RESPONSE: The Board of Public Education acknowledged Comments 69 and 70 and has made the necessary changes in 10.55.709 based on previous Board action.

COMMENT 71: CSPAC, Montana House Democrats, MOFE, MFPE, NWMASS, the Education Organizations, Missoula County Public Schools Counselor Leadership Team, and 1273 commenters opposed the proposed revisions in 10.55.710 and recommended retaining the ratios for school counselors.

RESPONSE: The Board discussed comments pertaining to 10.55.710 at the November 2022 meeting. Board members raised concerns that there is not a plan to implement the proposed revisions at the local school district level. After public comment and board discussion, the Board of Public Education agreed with Comment 71 and has made the necessary changes in 10.55.710 to retain the current language.

COMMENT 72: 34 commenters supported reducing the ratio for school counselors (300:1, 250:1) in 10.55.710.

RESPONSE: The Board of Public Education disagreed with Comment 72 and has made the necessary changes in 10.55.710.

COMMENT 73: The Board Accreditation Committee noted that 10.55.710 needs work and stated that the language in (2) does not require any action from the local board of trustees, and therefore recommended that the Board approve language that requires the local board of trustees take action to provide library services personnel.

COMMENT 74: One commenter supported the proposed revisions 10.55.710.

RESPONSE: The Board of Public Education acknowledged Comments 73 and 74 and has made the necessary changes in 10.55.710 based on previous Board action.

COMMENT 75: CSPAC, MOFE, MFPE, and 59 commenters opposed the proposed revisions in 10.55.712 and recommended retaining the requirement for instructional aides.

RESPONSE: The Board of Public Education partially agreed with Comment 75 and has recommended the following language in 10.55.712, "The school district must provide additional assign qualified human resources that comply with all fingerprint and background check requirements when exceeding maximum class sizes at a rate ~~Instructional aides are mandatory when class size or teacher load exceed the standards. An instructional aide shall be assigned a minimum~~ of 1 ½ hrs per day, per student overload, up to six hours."

COMMENT 76: Seven commenters supported the proposed revisions in 10.55.712

and recommended the following language, “The school district must provide additional and competent human resources when exceeding the maximum class size.”

RESPONSE: The Board of Public Education disagreed with Comment 76 and stated that this language is unclear.

COMMENT 77: The Board Accreditation Committee stated that the “human resources” language in 10.55.712(5) is unclear in terms of who and what would qualify as a human resource, and recommended the following language, “The school district must provide additional assign qualified human resources that comply with all fingerprint and background check requirements when exceeding maximum class sizes.”

RESPONSE: The Board held a lengthy discussion regarding Comment 77 discussing the proposed change from “instructional aid” to “human resources” when determining when a background check is required, as well as the proposed elimination of the 1 ½ hour requirement per student overload for when an additional person is required in the classroom due to a class size overload. Members stated concerns over removing the sideboards of having the 1 ½ hour requirement that is eliminated in the Superintendents proposal. The Board of Public Education partially agreed with Comment 77 by agreeing with the proposed “human resource” language, but reinstating the 1 ½ hour requirement per student and has recommended the following language in 10.55.712, “The school district must provide additional assign qualified human resources that comply with all fingerprint and background check requirements when exceeding maximum class sizes at a rate Instructional aides are mandatory when class size or teacher load exceed the standards. An instructional aide shall be assigned a minimum of 1 ½ hrs per day, per student overload, up to six hours.”

COMMENT 78: The Education Organizations and three commenters proposed changes to this section and recommended the following in 10.55.714, “(1) (a) shall be aligned with the district graduate profile education profile and educational goals outlined in the district integrated action strategic plan described in ARM 10.55.601 and objectives; (b) shall be provided to address safety, well-being, and mental health of students and staff.”

RESPONSE: The Board of Public Education agreed with Comment 78 and has made the necessary changes in 10.55.714.

COMMENT 79: MFPE supported the proposed revisions in 10.55.714.

RESPONSE: The Board of Public Education acknowledged Comment 79 and has made the necessary revisions in 10.55.714 based on previous Board action.

COMMENT 80: The Education Organizations and three commenters proposed changes to this section and recommended the following in 10.55.715, “(1)(a)... The designated professional has the responsibility to provide regularly scheduled communication and direction to the instructional paraprofessional and not to

delegate any activity to the instructional paraprofessional that requires professional skill, knowledge, and judgment reserved to licensed teachers.”

RESPONSE: The Board of Public Education disagreed with Comment 80 and stated that the proposed language could be too restrictive.

COMMENT 81: MFPE supported the proposed revisions 10.55.715.

RESPONSE: The Board of Public Education agreed with Comment 81 and has made the necessary revisions in 10.55.715.

COMMENT 82: MFPE supported the proposed revisions in 10.55.716.

RESPONSE: The Board of Public Education agreed with Comment 82 and has made the necessary revisions in 10.55.716.

COMMENT 83: MFPE supported the proposed revisions in 10.55.717.

RESPONSE: The Board of Public Education agreed with Comment 83 and has made the necessary revisions in 10.55.717.

COMMENT 84: MFPE supported the proposed revisions in 10.55.718.

RESPONSE: The Board of Public Education agreed with Comment 84 and has made the necessary revisions in 10.55.718.

COMMENT 85: The Education Organizations and three commenters proposed changes to this section and recommended the following in 10.55.721, “(1) A local board of trustees shall adopt a policy addressing a school safety plan or emergency operations plan. The plan required by this rule shall be periodically reviewed with stakeholder input and updated as determined necessary by the trustees based on changing circumstances pertaining to school safety. Nothing in this rule shall be construed to require disclosure of elements of a school safety plan protected from public disclosure under the safety and security exceptions set forth in section 2-6-1003, MCA.”

RESPONSE: The Board of Public Education agreed with Comment 85 and has made the necessary revisions in 10.55.721.

COMMENT 86: MFPE supported the proposed revisions in 10.55.721.

RESPONSE: The Board of Public Education acknowledged Comments 86 and has made the necessary revisions in 10.55.721 based on previous Board action.

COMMENT 87: MFPE supported the proposed revisions in 10.55.801.

RESPONSE: The Board of Public Education agreed with Comment 87 and has made the necessary revisions in 10.55.801.

COMMENT 88: The Education Organizations and three commenters proposed changes to this section and recommended the following in 10.55.802, “(1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity and to respect the dignity of every person in accordance with Article II, Section IV of the Montana Constitution and federal law ~~regardless of race, color, sex, culture, social origin or condition, or political or religious ideas,~~ without with prejudice of any kind toward none. This includes, but is not limited to, programs, facilities, educational materials, curriculum, counseling, library services, and extracurricular activities”.

RESPONSE: The Board of Public Education agreed with Comment 88 and has made the necessary revisions in 10.55.802.

COMMENT 89: The Board Accreditation Committee stated that the language under 10.55.803 (1)(a) is not consistent with the stem and recommended the following changes, “(1)(a) high quality instruction provided by a qualified educator that meets each of the following criteria: (i) ~~students are engaged~~ engages students in authentic learning experiences that tie to their interests; (ii) ~~students are all included~~ includes students in activities and given equal opportunity;”

RESPONSE: The Board of Public Education agreed with Comment 89 and has made the necessary revisions in 10.55.803.

COMMENT 90: MFPE supported the proposed revisions in 10.55.804.

RESPONSE: The Board of Public Education agreed with Comment 90 and has made the necessary revisions in 10.55.804.

COMMENT 91: MFPE supported the proposed revisions in 10.55.901.

RESPONSE: The Board of Public Education agreed with Comment 91 and has made the necessary revisions in 10.55.901.

COMMENT 92: CSPAC, MFPE, MOFE, and 113 commenters opposed the proposed changes in 10.55.902 to remove required elective offerings for middle grades.

RESPONSE: The Board discussed the proposed revisions and public comments received to section 10.55.902 at the January 2023 meeting. Board members expressed concerns about removing electives that students enjoy, specifically CTE courses, and that it is important for students to have access to a wide variety of electives. Board members discussed the Student Engagement Panel the previous day, noting that the students all said elective courses are important to them and that they should remain. The Board of Public Education agreed with Comment 92 and has made the necessary changes in 10.55.902 to retain the current language.

COMMENT 93: The Education Organizations and three commenters proposed changes to this section and recommended the following in 10.55.902, “10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES JUNIOR HIGH SCHOOL, 7TH”

AND 8TH GRADE PROGRAM, OR MIDDLE SCHOOL (1) A school district's junior high school, 7th and 8th grade program, or middle school that complies with the requirements of this rule shall be accredited by the Board of Public Education in such capacity, according to the school district's compliance through a junior high school, 7th and 8th grade program, or middle school. To earn accreditation for its junior high school, 7th and 8th grade program, or middle school, the school district ~~A school with middle grades~~ must have an education program aligned to the program area standards that enables all students to meet the content standards and content specific ~~grade-level~~ grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians."

RESPONSE: The Board of Public Education agreed with Comment 93 and has made the necessary revisions in 10.55.902.

COMMENT 94: One commenter supported adding native languages in 10.55.902.

COMMENT 95: One commenter supported the additional of computer science in 10.55.902.

RESPONSE: The Board of Public Education acknowledged Comments 94 and 95 and has made the necessary revisions in 10.55.902 based on previous Board action.

COMMENT 96: The MUS supported adding the following language to 10.55.904 (2)(j), "1/2 unit of economics or financial literacy (including instruction about the importance of FAFSA completion) within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education."

RESPONSE: The Board of Public Education disagreed with Comment 96 and has retained the language as proposed in 10.55.904.

COMMENT 97: Two commenters supported the proposed revisions in 10.55.905 to add ½ unit of financial literacy for graduation.

COMMENT 98: MFPE supported the proposed revisions in 10.55.905.

COMMENT 99: One commenter supported the proposed revisions in 10.55.905 to add ½ unit of civics for graduation.

RESPONSE: The Board of Public Education agreed with Comments 97-99 and has made the necessary revisions in 10.55.905.

COMMENT 100: The MUS supported adding the following language to 10.55.905 (2)(h), "1/2 unit of economics or financial literacy (including instruction about the importance of FAFSA completion) within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education."

RESPONSE: The Board of Public Education disagreed with Comment 100 and has retained the language as proposed in 10.55.905.

COMMENT 101: One commenter noted that the addition of civics and economics in 10.55.905 does not go far enough.

COMMENT 102: One commenter expressed the need for more electives in 10.55.905 for students to choose from.

RESPONSE: The Board of Public Education acknowledged Comments 101 and 102 and has made the necessary revisions in 10.55.905 based on previous Board action.

COMMENT 103: The Education Organizations and three commenters proposed changes to this section and recommended the following in 10.55.906, “(1)(a) A unit of credit is defined as the equivalent of at least 8100 minutes for one year or equivalent proficiency without regard to time or demonstration of an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards.”

RESPONSE: The Board of Public Education agreed with Comment 103 and has made the necessary revisions in 10.55.906.

COMMENT 104: MFPE opposed the removal of the requirement that teachers of distance, online, and technology-delivered courses receive a license granted because of the completion of an accredited professional educator preparation program in 10.55.907(3) and recommended that the proposed rule be amended to comply with the provisions of current rule in (5)(a), (b), and (c).

RESPONSE: The Board of Public Education partially agreed with Comment 104 to retain the language in 10.55.907(3) and update the reference from “accredited” to “approved”.

COMMENT 105: The Board Accreditation Committee noted that this section needs some cleanup and recommended striking “taught” in 10.55.907(3).

COMMENT 106: The Board Accreditation Committee suggested the following changes in 10.55.907, “(5) Digital content providers serving Montana schools accredited by the Board of Public Education shall: (a) annually, ~~by the first Monday in August,~~ register, prior to delivering courses, with the Office of Public Instruction;”

RESPONSE: The Board of Public Education agreed with Comments 105 and 106 and has made the necessary revisions in 10.55.907.

COMMENT 107: MFPE supported the proposed revisions in 10.55.908.

RESPONSE: The Board of Public Education agreed with Comment 107 and has made the necessary revisions in 10.55.908.

COMMENT 108: The Board Accreditation Committee noted that a school district does not have the discretion to decide whether they want to follow state or federal accessibility standards, rather they are required to follow both, and recommended the following language to be consistent with previous language in 10.55.908, “(3)

The local board of trustees shall provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet state ~~or~~ and federal accessibility standards”.

RESPONSE: The Board of Public Education acknowledged Comment 108 and has made the necessary revisions in 10.55.908 based on previous Board action.

COMMENT 109: MFPE supported the proposed revisions in 10.55.1001.

RESPONSE: The Board of Public Education agreed with Comment 109 and has made the necessary revisions in 10.55.1001.

COMMENT 110: CSPAC, MOFE, and 18 commenters supported adding ratio requirements for special education teachers (30:1) in Title 10, Chapter 55.

RESPONSE: The Board of Public Education disagreed with Comment 110 and stated that this proposal was not discussed during the Negotiated Rulemaking process, therefore would not be considered at this time.

COMMENT 111: The Board Accreditation Committee recommended retaining “specific grade level” language when referring to grade-band and suggested the following changes throughout rule, “specific grade-level or grade-band”.

RESPONSE: The Board of Public Education agreed with Comment 111 and has made the necessary revisions throughout Title 10, Chapter 55, while acknowledging that some proposed revisions related to “specific grade-level or grade-band” may have been approved while responding to previous comments. This comment should supersede others related to “specific grade-level or grade-band”.

COMMENT 112: Two commenters supported the proposed changes in Title 10, Chapter 55.

COMMENT 113: 55 commenters opposed the proposed changes in Title 10, Chapter 55.

RESPONSE: The Board of Public Education acknowledged Comments 112 and 113 and has made the necessary revisions in Title 10, Chapter 55 based on previous Board action.

9. The rules adopted and amended in this notice are effective July 1, 2023.

/s/ McCall Flynn
McCall Flynn
Rule Reviewer

/s/ Madalyn Quinlan
Madalyn Quinlan
Chair
Board of Public Education

Certified to the Secretary of State March 14, 2023.

MAR Notice No. 10-55-290

❖ **CSPAC LIAISON – (Item 19)**

Madalyn Quinlan

ITEM 19

ADVISORY COUNCIL CREATION
DISCUSSION

McCall Flynn

Montana Code Annotated 2021

TITLE 2. GOVERNMENT STRUCTURE AND ADMINISTRATION CHAPTER 15. EXECUTIVE BRANCH OFFICERS AND AGENCIES

Part 1. General Provisions Creation Of Advisory Councils

2-15-122. Creation of advisory councils. (1) (a) A department head or the governor may create advisory councils.

(b) An agency or an official of the executive branch of state government other than a department head or the governor, including the superintendents of the state's institutions and the presidents of the units of the state's university system, may also create advisory councils but only if federal law or regulation requires that the official or agency create the advisory council as a condition to the receipt of federal funds.

(c) The board of public education, the board of regents of higher education, the state board of education, the attorney general, the state auditor, the secretary of state, and the superintendent of public instruction may create advisory councils, which shall serve at their pleasure, without the approval of the governor. The creating authority shall file a record of each council created by it in the office of the governor and the office of the secretary of state in accordance with subsection (9).

(2) Each advisory council created under this section must be known as the "... advisory council".

(3) The creating authority shall:

- (a) prescribe the composition and advisory functions of each advisory council created;
- (b) appoint its members, who shall serve at the pleasure of the creating authority; and
- (c) specify a date when the existence of each advisory council ends.

(4) Advisory councils may be created only for the purpose of acting in an advisory capacity, as defined in **2-15-102**.

(5) (a) Unless an advisory council member is a full-time salaried officer or employee of this state or of any political subdivision of this state, the member is entitled to be paid in an amount to be determined by the department head, not to exceed \$50 for each day in which the member is actually and necessarily engaged in the performance of council duties and to be reimbursed for travel expenses, as provided for in **2-18-501** through **2-18-503**, incurred while in the performance of council duties. The maximum daily pay rate must be adjusted for inflation annually by multiplying the base income of \$50 by the ratio of the PCE for the second quarter of the previous year to the PCE for the second quarter of 1995 and rounding the product to the nearest whole dollar amount.

(b) Members who are full-time salaried officers or employees of this state or of any political subdivision of this state are not entitled to be compensated for their service as members but are entitled to be reimbursed for travel expenses, as provided for in **2-18-501** through **2-18-503**.

(6) Unless otherwise specified by the creating authority, at its first meeting in each year, an advisory council shall elect a presiding officer and other officers that it considers necessary.

(7) Unless otherwise specified by the creating authority, an advisory council shall meet at least annually and shall also meet on the call of the creating authority or the governor and may meet at other times on the call of the presiding officer or a majority of its members. An advisory

council may not meet outside the city of Helena without the express prior authorization of the creating authority.

(8) A majority of the membership of an advisory council constitutes a quorum to do business.

(9) Except as provided in subsection (1)(c), an advisory council may not be created or appointed by a department head or any other official without the approval of the governor. In order for the creation or approval of the creation of an advisory council to be effective, the governor shall file in the governor's office and in the office of the secretary of state a record of the council created showing:

(a) the council's name, in accordance with subsection (2);

(b) the council's composition;

(c) the appointed members, including names and addresses;

(d) the council's purpose; and

(e) the council's term of existence, in accordance with subsection (10).

(10) An advisory council may not be created to remain in existence longer than 2 years after the date of its creation or beyond the period required to receive federal or private funds, whichever occurs later, unless extended by the appointing authority in the manner set forth in subsection (1). If the existence of an advisory council is extended, the appointing authority shall specify a new date, not more than 2 years later, when the existence of the advisory council ends and file a record of the order in the office of the governor and the office of the secretary of state. The existence of any advisory council may be extended as many times as necessary.

(11) For the purposes of this section, "PCE" means the implicit price deflator for personal consumption expenditures as published quarterly in the survey of current business by the bureau of economic analysis of the U.S. department of commerce.

History: En. 82A-110 by Sec. 1, Ch. 272, L. 1971; amd. Sec. 10, Ch. 358, L. 1973; amd. Sec. 3, Ch. 51, L. 1974; amd. Sec. 56, Ch. 439, L. 1975; R.C.M. 1947, 82A-110; amd. Sec. 3, Ch. 83, L. 1989; amd. Sec. 4, Ch. 509, L. 1989; amd. Sec. 1, Ch. 119, L. 1991; amd. Sec. 72, Ch. 61, L. 2007; amd. Sec. 1, Ch. 66, L. 2007; amd. Sec. 2, Ch. 361, L. 2015.

EXECUTIVE COMMITTEE – (Item 20)

Madalyn Quinlan

ITEM 20

TOWNSEND FFA PRESENTATION

FUTURE AGENDA ITEMS

May 11-12, 2023 Great Falls, MT

Student Representative Last Meeting & Recognition

Approve K-12 Schools Payment Schedule

Assessment Update

Action on CAEP MOU

Accreditation Report

Variance to Standards Requests & Renewals

Federal Update

MACIE Update

MCDE Update

Executive Director Performance Evaluation