

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

September 14-15, 2022
Montana State Capitol Building
Helena, MT

Wednesday, September 14, 2022
8:30 AM, Room 303

CALL TO ORDER

Chair Lacey called the meeting to order at 8:34 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Stockton took roll call. The Chair read the Statement of Public Participation and welcomed guests.

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Ms. Susie Hedalen; Ms. Jane Hamman; Dr. Tim Tharp; Ms. Renee Rasmussen; Mr. Charles Fox, Student Representative. Ex Officio member: Superintendent Elsie Arntzen. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Mr. Doug Reisig, Montana Quality Education Coalition; Mr. Brett Carter, OPI; Ms. Jule Walker, Montana School Boards Association; Mr. Wilson Hawkins; Dr. Katie Franklin; Ms. Chris Noel, OPI; Ms. Sharyl Allen, Deputy Superintendent, OPI; Dr. Julie Murgel, OPI; Ms. Amanda Curtis, Montana Federation of Public Employees; Dr. Rob Watson, School Administrators of Montana; Ms. Diane Fladmo, Montana Federation of Public Employees; Ms. Alicia Godfrey, Montana School Counselors Association; Ms. Alicia Herman; Ms. Ann Dutton; Ms. Jayna Mumbauer-Hawkins; Ms. Caitie Bloom; Ms. Felicia Reynolds; Ms. Kailey Mayo, Montana School Counselor's Association; M. Tingley; Mr. Paul Furthmyre, Superintendent, Montana School for the Deaf and the Blind; Ms. Jordan Lankford Forster, Montana Advisory Council on Indian Education, MACIE Chair.

PUBLIC COMMENT (insert written public comments)

Ms. Amanda Curtis, President, Montana Federation of Public Employees, introduced herself to the Board and guests and thanked the Board for their work.

Mr. Doug Reisig, Executive Director, Montana Quality Education Coalition, introduced himself to the Board.

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

CONSENT AGENDA

Chair Lacey reviewed items in the consent agenda for Board approval.

Ms. Renee Rasmussen moved to adopt the consent agenda as presented.
Motion seconded by Ms. Madalyn Quinlan.

Ms. Quinlan noted a difference in the dates listed on the agenda for the minutes and the dates on the minutes.

Dr. Tharp thanked Board staff for the work on the agenda.

No further discussion. Motion passed unanimously.

ADOPT AGENDA

The Chair reviewed the agenda and thanked Board staff for their work implementing Board requests made in July regarding the structure of the agenda. The Chair called attention to the addition of item 26 to the agenda.

Ms. Madalyn Quinlan moved to adopt the agenda as presented. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

❖ REPORTS – Tammy Lacey (Items 1-4)

Item 1 CHAIRPERSON’S REPORT Tammy Lacey

Chair Lacey presented her report to the Board, announcing this will be her last Board meeting as Chair, and thanked all Board members for their hard work supporting public education. The Chair stated that she will continue to support public education going forward. The Chair has requested reappointment to the Board and has been notified by the Governor’s Office that no decision will be made until November of this year. The Chair reviewed her activities since the July Board meeting then asked Ms. Flynn to discuss the October CSPAC meeting for Board members and extended an invitation for Board members to attend the October 6th Council meeting.

Item 2 EXECUTIVE DIRECTOR’S REPORT McCall Flynn

Ms. Flynn reviewed the Public Hearing held August 30th regarding Chapter 58, Education Preparation Program Standards and the proposed revisions to the chapter. Ms. Flynn announced that Mr. Klapmeier, Education Policy Advisor for the Governor, is a new dad and will not be attending today’s meeting. Mr. Klapmeier has requested Board members send any topic requests for the Board of Education meeting in November to Ms. Flynn. Ms. Flynn reviewed the new materials for the Seal of Biliteracy, how the application and seal came together, and answered Board member questions regarding the program. Board members thanked Ms. Flynn for her hard work and dedication to this new process and provided input on the two drafts of the seal.

Item 3 STATE SUPERINTENDENT’S REPORT State Superintendent Elsie Arntzen

Superintendent Arntzen gave her report to the Board and announced that Ms. Ashley McGrath, Assessment Director, has taken a new job outside of the OPI. The Superintendent reviewed the discussion regarding proficiency-based learning which took place the previous day at the Constitutional Players meeting, the reports from the OPI to be presented later during the Board meeting, then discussed the newly released Statewide Assessment results, and possible revisions to Content Standards. The Superintendent announced the 2023 Teacher of the Year has been determined and will be announced in the future. The Superintendent thanked the Board for their work supporting public education before answering Board member questions.

Item 4 STUDENT REPRESENTATIVE’S REPORT Charles Fox

Mr. Fox gave his report to the Board discussing the beginning of the new school year and ongoing planning for the State Student Council Conference in November. Mr. Fox discussed work he is doing for a new student portal students can use to share their thoughts, ideas, and opinions with their student representatives on the State Student Council. Mr. Fox answered Board member questions.

displayed to the Board and Mr. Carter demonstrated navigation of the system and how to locate information on assessment results.

❖ **ACCREDITATION COMMITTEE – Susie Hedalen – (Items 9-13)**

Item 9 ACTION AND UPDATE ON ARM TITLE 10, CHAPTER 53 – CONTENT STANDARDS REVISION SCHEDULE
Chris Noel

Ms. Noel presented the Content Standards Revision schedule to the Board discussing the proposed timeline for revisions for the content standards. Board members expressed concern over the timeline and the possibility of managing concurrent Content Standards revisions, and the timing of the revisions during the upcoming 2023 Legislative session.

Ms. Susie Hedalen moved to approve the draft Content Standards Revision Timeline. Ms. Renee Rasmussen seconded the motion.

Ms. Quinlan expressed concern over the proposed schedule.

Ms. Madalyn Quinlan made a substitute motion to accept the proposed timeline for Sections I and II related to Mathematics and World Languages. Ms. Renee Rasmussen seconded the motion.

Ms. Rasmussen clarified that her second on the substitute motion does not mean she does not support the work but realistically speaking the substitute motion makes more sense.

Chair Lacey asked Dr. Watson what he is hearing from administrators across the state. Dr. Watson noted that administrators he has heard from were surprised that Math was being considered for revision at this time. Districts are trying to get back on track after Covid but understand the importance of revisions to the content standards.

Deputy Allen noted that districts are able to update their curriculum without the standards being updated.

A discussion ensued regarding conflicting rules in Chapter 53 and Chapter 54 about the revision schedule for content standards.

Dr. Tharp noted that some districts are just now receiving updated curriculum. He noted that in 2017 he came before the Board as Deputy Superintendent to state that the schedule needed to be placed on hold. Dr. Tharp agreed that reviewing the conflicting rules in Chapter 53 and Chapter 54 relating to when standards should be revised is appropriate. Chair Lacey concurred.

No further discussion. Motion passed unanimously.

Item 10 INFORMATION ON PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 53 – MATH STANDARDS
Chris Noel

This item was presented concurrently with Item 9.

No discussion. Motion passed unanimously.

**Item 13 CHAPTER 55 – STANDARDS OF ACCREDITATION WORK SESSION
Susie Hedalen**

Ms. Flynn led the Board in a work session to review and discuss the proposed revisions to the Accreditation Standards. The Board reviewed areas of concern in the recommendations, considered questions that exist in the language, and discussed possible changes. Dr. Julie Murgel and Deputy Superintendent Allen with the Office of Public Instruction answered questions for the Board. The Board also reviewed minor editing changes in the notice. Ms. Flynn will update the notice with the revisions made by the Board before the Board approves the notice for publication in the Montana Administrative Register. Ms. Hedalen and Chair Lacey thanked Dr. Murgel and Deputy Allen for their expert advice.

The meeting adjourned at 5:23 PM.

Thursday, September 15, 2022
8:30 AM, Room 172

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

Board members present: Ms. Tammy Lacey, Chair; Ms. Madalyn Quinlan, Vice Chair; Dr. Tim Tharp; Ms. Renee Rasmussen; Ms. Jane Hamman; Ms. Susie Hedalen. Ex Officio members: Dr. Angela McLean, Commissioner of Higher Education's Office; Superintendent of Public Instruction Elsie Arntzen. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician. Guests: Mr. Jeff Kirksey, OPI; Dr. Jason Neiffer, Executive Director of the Montana Digital Academy; Ms. Nancy Hall, Office of Budget and Program Planning; Ms. Amanda Curtis, Montana Federation of Public Employees; Dr. Travis Anderson, Office of the Commissioner of Higher Education; Ms. Jeannie Origbo, Office of the Commissioner of Higher Education; Dr. Rob Watson, School Administrators of Montana; Mr. Dennis Parman, Montana Rural Education Association; Ms. Jule Walker, Montana School Boards Association; Ms. Kristi Steinberg, University of Montana.

❖ EXECUTIVE COMMITTEE – Tammy Lacey (Items 15-23)

**Item 15 ACTION ON BYLAWS
McCall Flynn**

Ms. Flynn reviewed the proposed changes discussed by the Board at the July meeting and answered Board questions.

Ms. Madalyn Quinlan moved to approve the Board of Public Education Bylaws as revised. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

**Item 16 ACTION ON STRATEGIC PLAN
McCall Flynn**

Ms. Flynn discussed the Strategic Plan as revised in July. Ms. Flynn reviewed changes to the plan over the past year and answered Board member questions. Ms. Quinlan thanked Ms. Flynn for her work on the Bylaws and the Strategic Plan

Ms. Madalyn Quinlan moved to approve the Board of Public Education Strategic Plan as revised. Ms. Susie Hedalen seconded the motion.

Item 23**MONTANA SCHOOL SAFETY ADVISORY COMMITTEE PANEL DISCUSSION**

Mr. Cory Clarke, Kalispell Police Department; Ms. Jamey Peterson, OPI; Dr. Emily Sallee, University of Montana Safe Schools Center; and Mr. Todd Wester, Livingston Public Schools, members of the Montana School Safety Advisory Committee, participated in a panel discussion for the Board. Chair Lacey led questions from the Board to the panel regarding school safety, including challenges schools face and solutions for school safety issues, what tools are available to school districts to aid them in creating a safe environment for students, and how school facilities and aging facilities affect school and student safety.

❖ CSPAC LIAISON – Tammy Lacey – (Item 24)**Item 24****ACTION ON PROFESSIONAL EDUCATORS OF MONTANA CODE OF ETHICS****Tammy Lacey**

The Chair opened the item by asking Board members to review the July 2022 minutes pertaining to the item discussing CSPAC Authority where the Board reaffirmed that local districts could use the Montana Professional Educators Code of Ethics, or any code of ethics, in any manner they choose. The motion at the July meeting by Board member Rasmussen was that CSPAC is an advisory council to the Board charged with making recommendations to the Board regarding establishing standards of professional practice and ethical conduct. At that time the Board also directed Executive Director Flynn to request OPI to remove the reference to the Code of Ethics in the EPAS system, which Dr. Murgel confirmed has been done.

Ms. Madalyn Quinlan moved to accept the Code of Ethics as brought to the Board by CSPAC. No second.

Ms. Renee Rasmussen made a substitute motion to accept changes II(e) and III(h) and to remand the code back to CSPAC for making the changes outlined in July for an introductory paragraph as well as to make changes to III(b). If CSPAC is so inclined, to use information from the Aurora Institute, most notably 1, 2, 3, 4, and 5 for a resource. Motion seconded by Ms. Jane Hamman.

Ms. Amanda Curtis, MFPE, thanked the Board for continuing to work on this and for asking CSPAC to make changes.

Comments from Deputy Superintendent Allen about the importance of the Code of Ethics, and that ethics are important to establishing a good life.

Dr. Rob Watson, School Administrators of Montana (SAM), noted SAM has not taken a position on this issue, and that he is representing himself as a proud educator in Montana, father of two students, son of an educator, and former member of CSPAC who worked on the revisions to the Code of Ethics. Dr. Watson discussed his family history in Montana and the rural education he and his family obtained. Dr. Watson explained the reasons CSPAC made the revisions they did and for using the word “equity”.

Ms. Jenny Murnane Butcher gave comments urging the Board to keep the word equity in the Code of Ethics.

Ms. Quinlan noted that although she would like to keep the phrase “educational equity” she realizes that will not happen and that keeping concepts is important. Ms. Quinlan noted she is eager to send the Code back to CSPAC to work on revisions.

Ms. Rasmussen explained her concerns over the phrase “educational equity”. Chair Lacey gave comments about her thoughts on the word equity and her frustrations over removing the word.

No further questions. Motion passed with Chair Lacey dissenting.

❖ **LICENSURE COMMITTEE – Madalyn Quinlan – (Item 25)**

Item 25

**ACTION ON AND RESPONSE TO PUBLIC COMMENTS SUBMITTED ON REVISIONS TO ARM TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS
Madalyn Quinlan**

Ms. Madalyn Quinlan led the Board in a review of the public comments received during the public comment period. The Board reviewed comments and crafted responses to comments.

NEW RULE I ENGLISH AS A SECOND LANGUAGE (ESL)

Ms. Madalyn Quinlan moved to agree with comments 1, 2, and 4 and to follow-up on comment 2 by consulting experts to identify the most up-to-date language and standards used in the field to refer to teaching speakers of languages other than English. Motion seconded by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

Ms. Quinlan directed BPE staff to draft a response to comment 3 describing the processes that OPI and BPE have used to gather input.

10.58.103 ACCREDITATION SITE REVIEWS

Ms. Madalyn Quinlan moved to agree with comment 5, including the recommendation to reinstate the specific reference to the Council for the Accreditation of Educator Preparation (CAEP). It is the Board’s intention to have one MOU with a single national accreditation agency and that Montana standards be significantly aligned with that national accreditation agency. Motion seconded by Ms. Renee Rasmussen.

Discussion ensued surrounding the MOU the state has with CAEP and if Universities can choose other accrediting bodies

Comments from Dr. Tharp verifying whether Educator Preparation Programs are locked in to using CAEP.

A substitute motion was made by Ms. Jane Hamman to return the rule back to the original language proposed in the revisions.

Clarifying questions from Ms. Hedalen.

Ms. Susie Hedalen seconded the substitute motion.

Ms. Kristi Steinberg, University of Montana, clarified that in the past the language has had a specific accrediting body but that did not preclude EPPs from using other accrediting bodies for their accreditation site reviews.

Dr. Tharp noted that specific accrediting bodies should not be listed in rule to allow EPPs flexibility to choose the accrediting body they want. Roll call vote: 3 yes, 3 no. Motion fails. Return to original motion.

Roll call vote on original motion: 3 yes, 3 no. Motion fails. The proposed changes from the Superintendent will stay.

10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE

Ms. Madalyn Quinlan moved to agree with comment 6 and reinstate the following language in (1)(c) : “use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice”, insert “(d)” before “demonstrate knowledge and concepts of their content area and are able to apply the content in developing learning experiences for all P-12 students;” Renumber the subsequent subsections. Dr. Tim Tharp seconded the motion.

Comments from Ms. Rasmussen to leave the language as proposed in the revisions.

Comments from Ms. Quinlan about the importance of having language that encourages educators to reflect upon their practice.

Chair Lacey echoed Ms. Quinlan’s comments.

No further discussion. Motion passed with member Rasmussen dissenting.

10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE

Ms. Madalyn Quinlan moved to make no changes in response to comment 7, while recognizing that students will advocate for the placement of their choice. Second by Ms. Jane Hamman.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to make no changes in response to comment 8, while recognizing that technology-based collaborations and interactions are an established component of our educator preparation programs. Second by Dr. Tim Tharp.

No discussion. Motion passed unanimously.

10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT

The Board discussed a comment which stated that the language in (1)(b) may read that EPPs should not strive to recruit and support teacher candidates from groups underrepresented within Montana student populations and supported adding the following language to the last sentence, “...toward a high-quality candidate pool that reflects the diversity of Montana’s P-12 students *and the nation.*”

Dr. Tharp moved to disagree with comment 9. Second by Ms. Renee Rasmussen.

Dr. Murgel noted that the proposed revisions incorporated romanettes into the rule and that proposed language did not change from the 2014 version of rules.

No further discussion. Motion passed unanimously.

10.58.501 TEACHING STANDARDS

Ms. Madalyn Quinlan moved to agree with comment 10, which recommends the following language in (1)(g): “plan and implement evidence-based practices that support the social, emotional, well-being, behavioral, and academic needs of all students.” And, to make no changes in response to comment 11 with the intention that the new language recommended in comment 10 will encompass supports for students of all cognitive abilities. *Dr. Tim Tharp seconded the motion.*

Ms. Quinlan noted there are several more comments about “social, emotional, well-being, behavioral,” wording that will be coming up later.

Comments from Ms. Amanda Curtis, MFPE noted that “social-emotional learning” may fall into political words, and that educators across the state know the importance of what these words mean and how important they are for student learning.

Ms. Renee Rasmussen thanked Ms. Curtis for her comments, and she will vote for the motion.

Ms. Jane Hamman noted her struggle with these phrases and will vote no for the motion or make a substitute motion.

Dr. Tharp agreed that the phrases raise political red flags, but in his role as a suicide prevention counselor understands the importance of meeting students social and emotional needs.

Chair Lacey noted the report on social-emotional development work in the MSDB report, and Board members did not have a problem with it, and would support an amended motion to include “well-being.”

Amended motion from Ms. Quinlan:

Ms. Madalyn Quinlan moved to state the language as: (1)(g): “plan and implement evidence-based practices that support the well-being, social, emotional, behavioral, and academic needs of all students.” *Second by Ms. Jane Hamman.*

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to disagree with comment 11 and, to make no changes in response to comment 11 with the intention that the new language recommended in comment 10 will encompass supports for students of all cognitive abilities. *Motion seconded by Ms. Renee Rasmussen.*

No discussion. Motion passed unanimously.

10.58.509 ENGLISH/LANGUAGE ARTS

The Board discussed the nineteen commenters who opposed the removal of language in reference to social justice, diversity, and democracy in (1)(c), and the one commenter who supported the proposed language deletions.

Ms. Jane Hamman moved to disagree with the nineteen commenters and leave the language as proposed from the Superintendent.

Comments from Board member Rasmussen and Chair Lacey regarding the comments.

Ms. Madalyn Quinlan amended the motion and moved to disagree with comment 12 and to agree with comment 13. Ms. Renee Rasmussen seconded the motion.

Comments from Ms. Curtis regarding the nineteen commenters who are likely educators across the state, and she believes their one ask of the Board which is to not get caught up in the politization of these words.

10.58.511 WORLD LANGUAGES

Ms. Madalyn Quinlan moved to agree with comment 14 that the standards related to classical languages need to be expanded to include a more comprehensive list. The Board Licensure committee will work with experts to align this section. Ms. Renee Rasmussen seconded the motion.

Comments from Dr. Murgel that these revisions came from the Task Force.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 15. Motion seconded by Ms. Susie Hedalen.

No discussion. Motion passed unanimously.

10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION TECHNICAL SCIENCES

The Board discussed comments from twelve individuals who opposed the removal of the language in reference to gender equity and culturally sensitive opportunities. One commenter supported the proposed language deletions. The Board discussed the intentions of the rule and what it means.

Comments from Ms. Curtis who gave examples of how a teacher may create a lesson like this for cross curricular instruction.

Ms. Madalyn Quinlan moved to disagree with comment 16 and agree with comment 17. The implication is to leave the proposed language as is. Seconded by Dr. Tim Tharp.

Chair Lacey noted concern that removing gender equity and culturally sensitive opportunities makes it more difficult for educators to include all students.

Ms. Hedalen noted that in certain grant applications schools must list how they are achieving gender equity, so it seems odd to remove it.

No further discussion. Motion passed unanimously.

Discussion on how to properly name the section, and whether to include the word “trades”.

Ms. Madalyn Quinlan moved to follow-up on comments 18 and 19 to verify and research a proper name and bring to the November meeting. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

10.58.521 READING SPECIALISTS K-12

Ms. Madalyn Quinlan moved to follow-up on comment 20 to clarify the standards in this section. The BPE Licensure Committee will work with experts to rewrite this section. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

10.58.523 SOCIAL STUDIES

Ms. Madalyn Quinlan moved to disagree with the proposed language revisions in comment 21. Ms. Jane Hamman seconded the motion.

Chair Lacey noted her opposition to removing the word equity.

No further discussion. Motion passed with Chair Lacey dissenting.

Ms. Madalyn Quinlan moved to agree with comment 22 to include “original historical sources”. Ms. Susie Hedalen seconded the motion.

Friendly amendment from Ms. Hamman to revise to “original historic documents and sources”.

No further discussion. Motion passed unanimously.

10.58.528 COMPUTER SCIENCE

Ms. Madalyn Quinlan moved to agree with comment 23. Ms. Susie Hedalen seconded the motion.

Chair Lacey commented that language in the section above lists the language being recommended.

Ms. Madalyn Quinlan amended the motion to disagree with comment 23 noting that the language is included in another place in the rule. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to disagree with the proposed language revisions in comment 24 while recognizing that it is essential for students have opportunities to use different types of technology through computer science. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

A discussion was had regarding the removal of language in (1)(c)(iv).

Ms. Jane Hamman moved to partially agree with comment 25 and restore the list that was recommended following “equitable access to technological resources” and insert “limits of computing and rapid change”. Dr. Tim Tharp seconded the motion.

No discussion. Motion passed unanimously.

10.58.531 EARLY CHILDHOOD EDUCATION

Ms. Madalyn Quinlan moved to agree with comment 26 and to incorporate the following language revisions in (2)(a): “Knowing about, understanding, and valuing the complex characteristics and importance of children’s families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources. (i) Understanding the effects of childhood trauma on social, emotional, physical, and behavioral development and being able to demonstrate trauma-informed classroom management strategies; and (ii) Demonstrating a knowledge of the implications of secondary trauma;”. Motion seconded by Ms. Jane Hamman.

Comments from Ms. Jenny Murnane regarding trauma informed classrooms.

Question from Ms. Rasmussen about whether any of the revisions were related to CAEP. Dr. Murgel noted that the reference to CAEP did not apply to this section.

A discussion ensued on whether to include or not include “well-being” in this section. Ms. Hedalen added “whole child well-being” to the wording after secondary trauma.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to accept the comments to (4)(b)(ii) “promotes the development of children’s social, emotional, and friendship skills; and (iii) assists children in the development of security, self-regulation, self-discipline, responsibility, and problem solving;”. Ms. Susie Hedalen seconded the motion.

Ms. Hamman asked for Ms. Butcher to provide information on self-regulation. Ms. Butcher explained the definition. Ms. Hamman asked if it is appropriate to use both terms. Ms. Butcher noted that her concerns are that this section is specific to early childhood not to older children.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 26 as it relates to a new (5)(c) “basing curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children’s school readiness and future achievements. Dr. Tim Tharp seconded the motion.

Dr. Tharp requested Dr. Murgel explain the reasons behind the proposed revisions. Dr. Murgel responded that there was an intention to move it to (5)(c) but it was not moved.

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

Ms. Madalyn Quinlan moved to agree with comment 27. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to disagree with comment 28 given that student-teaching experiences are required for certain grade level groupings. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

10.58.532 ELEMENTARY

Ms. Madalyn Quinlan moved to agree with comment 29 and to incorporate the following language revisions in: (1)(c): "...apply understandings of the elements of literacy that are critical for purposeful oral, print, and digital communication... teach children how to read; and recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition; and recognize the role of a heritage language in learning to listen, speak, read, and write in a new language". Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 30 and to reinsert "social, emotional" in (1) (p). Ms. Susie Hedalen seconded the motion.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comments 31. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 32 to include original historical documents and sources. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

10.58.533 MIDDLE GRADES (4-8)

Ms. Madalyn Quinlan moved to agree with comment 33, include comment 35, and incorporate the following language in (1)(b): "knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs and interests, and apply this knowledge of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own; (i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; (ii) demonstrate a knowledge of the implications of secondary trauma;". Motion seconded by Dr. Tim Tharp.

Ms. Quinlan added this will cover comment 35 as well.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comments 34 and 36. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed with Board member Rasmussen dissenting.

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT

Ms. Madalyn Quinlan moved to agree with comment 37. Ms. Renee Rasmussen seconded the motion.

Discussion surrounding whether the word “diversity” should be included

Ms. Madalyn Quinlan withdrew her motion and made a motion to disagree with comment 37. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

10.58.610 SCHOOL COUNSELING K-12

Ms. Madalyn Quinlan moved to agree with comment 38 and to incorporate the following language in (1)(f)(iii): “promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, as well as skills to critically examine the connections between social, emotional, and behavioral issues and academic achievement;”. Motion seconded by Ms. Renee Rasmussen.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 39 and to work with Dr. Murgel for a resolution by the November meeting. Ms. Renee Rasmussen seconded the motion.

Dr. Tharp posed a clarifying question.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to agree with comment 40. No second. Motion dies.

Ms. Madalyn Quinlan moved to disagree with comment 40. Ms. Susie Hedalen seconded the motion.

Members voiced concerns and Ms. Madalyn Quinlan noted she will withdraw the motion and take back up in November.

Ms. Madalyn Quinlan moved to postpone action on comment 40 for further discussion in November. Dr. Tim Tharp seconded the motion.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to acknowledge comment 41 with no agreement or disagreement. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to disagree with comment 42 while recognizing that (1)(h) requires a successful candidate to demonstrate knowledge of the national

standards of the American School Counselor Association related to mindsets and behaviors for student success. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Discussion surrounding comments 43.

Ms. Madalyn Quinlan moved to agree with comment 43. No second. Motion dies.

Concerns from Ms. Rasmussen over the word “equity”.

Ms. Renee Rasmussen motioned to move this item to the November meeting for further research. Ms. Madalyn Quinlan seconded the motion.

Public comment from Ms. Jenny Murnane.

Dr. Tharp commented that finding new words to replace “equity” is appropriate.

No further discussion. Motion passed unanimously.

Ms. Madalyn Quinlan moved to disagree with comment 44. Ms. Renee Rasmussen seconded the motion.

No discussion. Motion passed unanimously.

10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS

Ms. Madalyn Quinlan moved to review the proposed language in comments 45-48 and bring back at the November meeting. Ms. Susie Hedalen seconded the motion.

Dr. Murgel explained the reasons for the revisions in 705 and 706 that the education groups have submitted as new rules. The Superintendent has also not seen these proposed revisions.

Ms. Kristi Steinberg commented that the proposed revisions did not reflect current national standards, and that is because the EPPs were not given the opportunity to revise the state the standards.

No further discussion. Motion passed unanimously.

10.58.706 SUPERINTENDENTS

See above motion

10.58.707 SCHOOL PSYCHOLOGISTS

Ms. Madalyn Quinlan moved to agree with comment 49 and incorporate the following language in (1)(b)(ix), “...to respond to crises and to create and maintain safe, effective, and supportive learning environments for students and school staff.” Ms. Susie Hedalen seconded the motion.

Ms. Susie Hedalen commented that this is an integral part of School Psychologist’s jobs.

Chair Lacey noted that the School Psychologists were very important in crisis situations in Great Falls.

No further discussion. Motion passed unanimously.

GENERAL COMMENTS

Ms. Madalyn Quinlan moved to agree with comment 50 and directed staff to respond to comments 51-63 based upon previous action today. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

Discussion ensued as to whether the words in comments 61-66 need definition.

Ms. Madalyn Quinlan moved to not define the words listed in comments 61-66. Ms. Susie Hedalen seconded the motion.

Mr. Dennis Parman, MREA, gave public comment regarding the hard work being done at today's meeting.

No further discussion. Motion passed with Chair Lacey dissenting.

Ms. Madalyn Quinlan moved to acknowledge comment 67. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

❖ ACCREDITATION COMMITTEE – Susie Hedalen – (Item 26)

Item 26

**ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING PERTAINING TO THE AMENDMENT OF ARM TITLE 10, CHAPTER 55, STANDARDS OF ACCREDITATION, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER
Susie Hedalen**

Ms. Flynn reviewed the changes made to the proposed notice of amendment per the discussion at the meeting the day before.

Ms. Susie Hedalen moved to approve the proposed notice of public hearing pertaining to the amendment of ARM Title 10, Chapter 55, Standards of Accreditation, and authorize filing of the notice with the Secretary of State for publication in the Montana Administrative Register. Ms. Jane Hamman seconded the motion.

No discussion. Motion passed unanimously.

❖ EXECUTIVE COMMITTEE – Tammy Lacey (Item 27)

Item 27

**ELECTION OF OFFICERS
McCall Flynn**

Ms. Flynn explained the process for Election of Officers and opened the floor for nominations for Chair.

Ms. Jane Hamman nominated Ms. Madalyn Quinlan as Chair of the Board of Public Education. Ms. Renee Rasmussen seconded the motion.

No other nominations. Motion passed unanimously.

Ms. Madalyn Quinlan nominated Ms. Susie Hedalen for Vice Chair of the Board of Public Education. Dr. Tharp seconded the motion.

No other nominations. Motion passed unanimously.

Ms. Quinlan thanked Chair Lacey for her contributions and leadership over the past year.

Chair Lacey congratulated Ms. Quinlan and Ms. Hedalen on their new leadership roles on the Board.

FUTURE AGENDA ITEMS November 17-18, 2022, | Bozeman, MT

MCDE Update

MACIE Update

Assessment Update

Federal Update

Variance to Standards Requests & Renewals

Accreditation Report

Annual Renewal Unit Providers List

2021-2022 Teacher Learning HUB Course List

Annual Hissed Report

MSDB Superintendent Performance Evaluation & Contract Extension Discussion

PUBLIC COMMENT

Ms. Jenny Murnane gave public comment regarding proficiency-based learning and ratios in Chapter 55 for librarians and school counselors.

ADJOURN

Meeting adjourned at 5:24 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.

Public Comment

1. Colette Campbell Belgrade, MT

I comment in support of the inclusion of educational equity in a professional code of ethics for educators.

As a Head Start teacher for 12 years, and a parent of 2 that did their entire K-12 education in Belgrade MT, I see the value of including this language in the expectations of professionalism in the classroom.

This addition to the professional code of ethics for educators has nothing to do with teaching CRT curriculum in the classroom.

2. Violet Hopkins Missoula, MT

I have two points I'd ask you to consider when discussing the addition of the words "educational equity" to the Professional Educators of MT Code of Ethics. First, the Professional Educators Code of Ethics is about how a person should behave in their professional capacity- it has nothing to do with forcing a CRT or curriculum or whatever nonsense this small but loud minority group of antis thinks it is. Any rational thinking person knows CRT isn't taught in schools anyway- it's a law school topic. Professionals should decide on their code of ethics and this is true across ALL types of careers from lawyers, to physicians, social workers, to educators. The Professional Educators of Montana Code of Ethics does not outline any penalties for educators for violating the code, thus it is not legally binding. Instead, it is guidance for how professional educators should aspire to conduct themselves. And shouldn't we want our educators to aspire to conduct themselves in the best interests of ALL their students?

Second, the Office of Public Instruction (OPI) website provides a variety of Instructional Resources under the heading "Equity, Inclusion, and Diversity." So it would seem OPI already recognizes the need for educational equity and counters the claims from Superintendent Arntzen that the adoption of this language to a code of ethics is politically motivated and that equity has no place in education. Also, the word "equity" appears in multiple places throughout ARM Chapter 58 (Professional Educator Preparation Program Standards). Is ARM suddenly politically motivated too? Is anything related to equality and equity in our schools automatically considered left-wing brainwashing by Superintendent Arntzen and the governor?

Don't allow yourselves to be bullied or frightened into thinking a professional code of ethics for educators will somehow trickle down and indoctrinate children in some alt-left progressive conspiracy to...what? Promote equity in the ways in which educators approach their jobs? Oh, the horror of recognizing there are economic, social, and racial inequities baked into our system. If that's the worst that could possibly happen, I, a MT taxpayer, former educator and parent are all for adding "education equity" to a code of ethics.

3. Margie Robinson

This is in regard to changing Chapter 55. Please do not take MT backwards in education. It has enough struggles with little funding and many people thinking education is not important.

It is very important to always have librarians, and electives such as music, art and career and technical education. In a world with way to many suicides, counselors are needed more than ever.

Not all have the privilege of being born into a family that can afford private education. Many in that group are very hungry to learn and public education is the answer.

Unlike popular belief our country was built on an equal education for all.

I hope you have a conscience and somewhere deep within your soul you know that the correct thing is will be to support Chapter 55 rather than ripping American public education apart.

4. Claire Habein, M Ed.

Billings, MT

I'm grateful for the opportunity to submit a written comment today and for the time you're taking to carefully consider this matter.

I will be unable to attend the meeting today, and so I am writing to urge you to keep the student/counselor ratio in our schools. As my colleague Natalie Bills expresses in her letter, the district already has the option to add more support through extra aids and support staff even with our standing 1:400 ratio. Ms. Arntzen is however opening the door for less to be done by recommending that there not even be a guaranteed 1:400 ratio.

Each week, I teach 18 class-wide lessons to help students achieve academic success, and personal and social emotional growth. I also work closely with teachers and have constant communication with them about which students need extra support. Every day, I speak with families about their concerns for their child and work alongside them to figure out if their child would benefit from individual or small group counseling. We work as a team all year to determine which students need referrals for outside services, and to carefully tease apart which skills are lacking and contributing to their learning struggles. The families have depended on being able to get to know me and trust me as an integral part of the fabric of the school, and to know they can count on me to help whether their student is struggling with conflict at school, conflict at home, anxiety, depression, low self-esteem, impulse control, self-regulation, family loss, and the list goes on.

If you take our student/counselor ratio away, you will take away our ability to continue providing all of this to our students. It takes having a school counselor who is truly woven between all of the services we provide to confidently and competently support our students. We have an ethical obligation of nonmaleficence, and the foundation from which we move forward to continue doing no harm depends on either guaranteeing or lowering the 1:400 ratio.

5. Margaret MacDonald

Billings, MT

I am writing to oppose weakening the standards for the ratio of guidance counselors and librarians to students in a school district. We know that these professional educators are being asked to fulfill many new, important roles and responsibilities as our communities struggle with a number of challenging issues, including pandemics, cyber bullying, and growing incidence of mass shootings.

During my last interim serving as Senator for SD 26, I was privileged to serve on an interim commission tasked with examining two-year post secondary education in Montana. Among other things, that Commission identified the critical need to steer students into satisfying and lucrative careers in technical and specialized fields, and to engage these students as early as middle school and before. One of the clear take-aways from that interim work was how critical it is to have MORE guidance counselors in our schools, beginning in Middle Schools to help achieve this priority.

This past year, as we have seen mass shooting tragedies unfold in schools and other community settings, the inevitable plea from all involved is the need to identify and engage troubled young people with mental health services as early as possible, which can often be in K-12 settings. It is the counselors in schools who are on the frontlines of this critical prevention effort.

In light of these realities, it would be a disservice - a tragedy, in fact - to undercut school boards, administrators and counselors and force them into weakening our guidance counseling capacity when we clearly need more, not less counselors. These standards are, in reality, minimum standards for quality. Scuttling them will degrade Montana schools.

The notion that the proposed rule would present school districts with options is a mere pretext. It puts those officials in an impossible position, and will result in degradation of Montana's historically strong public schools. Who would want to preside over the degradation of our cherished, valued public schools?

6. Mariellen Neudeck

Billings, MT

I retired to Montana four years ago, having lived in the midwest since leaving my hometown of Glendive to go to college. In my years away I had the privilege of serving on the School Board of my city for 12 years, so I have more than a passing familiarity with the challenges facing education.

The proposed chapter 58 professional standards, are NOT a wise choice for confronting those challenges. School librarians are now even more essential. It is librarians in all settings who are now in the best position to teach and demonstrate mastery of using computers and the internet to access the modern world.

As to school counselors: even Superintendent Arntzen admits that students are in trouble. Her Gazette column (8/19/22) says, "According to the 2021 Youth Risk Behavior Study, Montana has a 30-year high of 41% of high school students reporting feelings of sadness or hopelessness." Clearly, this is no time to risk diminishing the standards that set our expectations for **all** Montana schools in supporting students.

7. Ally Pitts

As someone who recently completed my Library endorsement through MSU, I am disgusted that you changed the credit requirements. So much went into this endorsement and ensuring that students get a quality education in the Library. It's despicable that something so opposed was approved. I'm floored that you would do something like this with the Chapter 55 Rule. What a disgrace.

8. Lee Starck, M.Ed, NCC Stevensville, MT

As a practicing professional school counselor for the past decade in the Bitterroot Valley, and a father of two young boys who will be attending public schools in Montana, I am vehemently opposed to many of Superintendent Arntzen's recommendations to this board, but most specifically her recommendation regarding 10.55.710.

My hope is that you have heard and read the hundreds, if not thousands of [public comments](#) regarding how irresponsible the recommendation to remove the school counseling ratio would be. Superintendent Arntzen's Chapter 55 Task Force (selected by her) unanimously recommended to not only keep the ratio crucial to sustaining manageable caseloads to run comprehensive school counseling programs, but to actually decrease the caseload to a more manageable 300:1 ratio. This would bring us significantly closer to attaining the American School Counselor Association's national recommendation of 250:1. Having a smaller school counseling caseload, especially considering the significant increase in mental health needs across this state and the United States, is no different than having a manageable class size for a teacher. These guidelines and ratios are there to protect the rich learning environment for our students, and ensure they have access to quality programming and support.

I am also very concerned about recent proposed changes to the Chapter 58 rules as well, including the striking out of crucial language to ensure we are meeting the diverse needs of our students. In what world would we not want to increase our awareness of the effects trauma and adverse childhood experiences have on our students? At the core of everything we do in education, relationships have, and will always come first. To remove the language promoting the understanding of how adverse events and trauma affect the social, emotional, and behavioral development of our students feels like we're purposefully ignoring what the last 30 years of research on neuroscience has taught us about relationships and developing brains. We need significantly more attention, focus, and research in these areas, not less.

We cannot etch-a-sketch trauma out of our lives. It is, and will always be present, and when educators are present to empathize, validate, and support our students, they begin to know they are not alone and they have support to help navigate through and grow from traumatic and challenging moments. It is blatantly irresponsible to not attend to the social and emotional needs of students walking through our doors, and in a state that consistently leads the nation in suicide rates, is this board actually considering removing standards and language that are designed and intended to reduce this risk?

The Chapter 55 and Chapter 58 recommendations put forth by this administration are irresponsible and misguided at best, and extremely dangerous at worst. I am vehemently opposed to these changes and I

remain optimistic the members of this board will listen to the comments and feedback of their fellow citizens and keep the best interest of Montana students at heart.

9. John Smillie
Billings, MT

I urge you not to weaken standards for the ratio of guidance counselors and librarians to the number of students in our schools. These professional staff have of necessity taken on tasks in addition to those traditionally performed by those in their position, including dealing with the pandemic and other public health issues, preparation for mass shootings, which are more and more prevalent in our society, and cyber bullying, just to name a few.

Guidance counselors are very important given the priority today for encouraging students to consider two-year post secondary education, enabling them to participate in technical and specialized fields with more lucrative career opportunities.

Between the pandemic and mass shootings, Montana's critical situation with mental health issues and suicides by young adults has become more critical in the last few years. We need more, not fewer, trained counselors to identify and engage troubled students with mental health services.

Please do not undermine school boards, administrators and counselors by weakening our guidance counseling capacity. The existing standards are minimum stands, and messing with them would reduce the quality of education, career counseling, and mental and emotional health care provided in our schools.

10. Gary Turner
Bozeman, MT

Please do your best to ignore the strident far left's opinions and rants about racism and ethnic diversity. Those terms are so divisive. Wish they would realize that Montana is truly a welcoming state, grass roots democratic, very safe, fair.

11. Sydney Sweitzer
Missoula, MT

I am not in favor of the proposed changes to Chapter 58 rules for Professional Educator Preparation Programs.

The proposed changes narrow the requirement to a thin slice, time bound, with no ability to include new information. It changes from an educational and learning framework to rote training framework.

I am also appalled by the complete elimination of the values of democracy, Justice, and inclusion.

I live in Missoula MT and have a BA history and military science from the University of Minnesota and an MPA from the University of Montana.

12. Dr. Matthew Schertz

Missoula, MT

I noticed that the ethical code was struck from the proposed Chapter 58 revisions. I am the philosopher of education at UM that has taught ethics here since 2008. I helped update and expand the code in 2012 and again in 2016.

I understand the controversy surrounding the recent addition of language regarding diversity, equity and inclusion. I want to propose that we just go back the language used in 2016. In that document, the teacher “assures just and equitable treatment of every student.” This emphasizes that every student is supported, regardless of who they are. It supports students who are impoverished, religious, urban and rural. It does not discriminate or lean in one political direction or another.

The ethical code serves an important purpose in teacher education because we use it to help future educators discuss genuine ethical dilemmas that teachers experience. It is an important tool in that regard. Why don't we just go back to the way things were in 2016, as OPI suggested when this controversy first arose? Ethical Codes are important. We shouldn't let one line cause the demise of this important document. The code is more important than this current controversy that involves three words.

13. Lana Sangmeister

Nye, MT

Please throw CH 58, which is a backward proposal out! We should never tolerate hate or ignorance, which are both reflected in CH 58.

Montana is better than this. We can't go backward!

14. Bill Hallinan

Helena, MT

Please accept my late comment. I was busy over the last two weeks preparing to teach Computer Science (CS) at Helena College. School started last week. I just saw a reminder in my inbox this morning. The following comments are my own. I speak only for myself and for no institution or organization. I hope you will be so moved to add them to the record.

(an aside) I'm interested in how you advertise the standard changes to CS accredited teachers in Montana. It seems like BPE or OPI could have managed to send accredited CS teachers an email invite to respond. There is not many of us. Also, I would suggest asking advertising on the major CS organizations that represent computer science teachers and computer-related professionals. Please let me know.

Regarding

10.58.528 COMPUTER SCIENCE (1) through (1)(b)(iii) remain the same. (iv) knowledge of ~~at least one of the programming languages, C++, Java, C#, or Ada, and one other~~ current programming language and current programming language trends; (c) through (g)(iii) remain the same. (iv) and

ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, and equitable access to technology resources, ~~gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change;~~ and (g)(v) and (h) remain the same.

My background

I've been working with computers since 1977 when as a senior in high school I took a National Science foundation summer class on statistics and linear programming. Subsequently, I worked for Big Sky HS and Helena HS as a teacher, and as a CS professional in a number of private businesses and the State of Montana. I am a member of the Computer Science Teacher Association (CSTA), The Association of Computer Machinery (ACM), and the Institute of Electrical and Electronics Engineers (IEEE). I have a Masters Degree in Computer Science Software Engineering as well as a Class 1 Montana Teaching certificate. I worked at the Office of Public Instruction (OPI) for a total of ten years in the 1980's and 1990's as a programmer and Software Development Manager. I currently work as a Computer Science instructor at Helena College.

My recommendation

Strike the proposed changes. Keep the standard as it is.

Reasoning

1. One must have a fundamental understanding of where computer languages come from. They do not arrive out of thin air. I think it is imperative that a student be able to make sense of a list of languages, why they exist, and what purpose they serve. For example, these lists are important, like a list of countries is important. One doesn't need to know where all the countries are on the map, but they know they exist, roughly where they are, and what makes them different. See:

https://en.wikipedia.org/wiki/Generational_list_of_programming_languages [en.wikipedia.org]
<http://rigaux.org/language-study/diagram.html> [rigaux.org]

The proposed standard language provides no history, no background, no orientation, and no connections from the past to the present. Practically speaking, in a globally competitive and interconnected field, the proposed standard is backwards looking. It suits the needs of unsophisticated provincial persons, but not the reality of a global competitive workforce who are fluent in many languages and able to learn new or old computer languages quickly, or, if needed, go deeply as necessary to solve problems.

2. If one reviews and considers the local and global landscape of computer/technical related jobs, then one quickly becomes aware that employers value "equitable access to technology resources, gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change." Montana students need to know about these issues because growing up in a homogeneous population is a disadvantage when it comes to working with a diverse workforce and building successful products in the marketplace.

Just to make the point clear, here are some links to well known companies. Please scroll to the bottom of each and read their policies on the topic. If one thinks students intuitively understand equity, gender, cultural diversity, learning differences, etc., then one never taught Lord of the Flies or studied the Bible in depth. Computer Science is the perfect venue to discuss how CS helps, hurts, binds, or alienates across cultures. Removing this language is naive and demonstrates a lack of understanding about how, in the real world, professions work, collaborate, and hire. These companies would agree:

a. Google <https://about.google/> [about.google] (See Responsibility, Accessibility, Crisis response, Digital wellbeing, Diversity & inclusion, [Google.org](https://www.google.org/) [[google.org](https://www.google.org/)], Google Health, Grow with Google, Human rights, Learning, Safety Center, Supplier responsibility, Sustainability)

b. Oracle <https://www.oracle.com/corporate/careers/diversity-inclusion/> [[oracle.com](https://www.oracle.com/)] and <https://www.oracle.com/corporate/careers/culture/who-we-are/> [[oracle.com](https://www.oracle.com/)]

c. Blue Cross Blue Shield (Montana)

<https://www.hcsc.com/careers/about-us/commitment-to-diversity.html> [[hcsc.com](https://www.hcsc.com/)]

<https://www.hcsc.com/careers/about-us/culture.html> [[hcsc.com](https://www.hcsc.com/)]

d. onX (Montana)

<https://www.onxmaps.com/join-our-team> [[onxmaps.com](https://www.onxmaps.com/)]

e. DA Davidson (Montana)

At the bottom of all hiring notices, e.g. https://dadavidson.com/Portals/0/bus-corp/career/Apprentice_Program_2022.pdf [dadavidson.com]

"We are an equal opportunity employer and value diversity at our company. We do not discriminate on the basis of race, religion, color, national origin, gender, sexual orientation, age, marital status, veteran status, or disability status. We will ensure that individuals with disabilities are provided reasonable accommodation to participate in the job application or interview process, to perform essential job functions, and to receive other benefits and privileges of employment. Please contact us to request accommodation."

I think it is prudent to leave the standard as it. Thank you for considering my comments. Again, I apologize that they are late.

15. Danielle Skejelver

Bozeman, MT

Please do not pass the proposed changes to Chapter 58 Rules for Professional Education Preparation Programs. Our teachers need to understand democracy and equity.

16. David Landis, EdD

Bozeman, MT

Thank you for changes to accreditation. No need to include diversity, social justice, democracy, inclusivity, cultural sensitivity etc. Our students need to learn reading writing arithmetic.

Thank you for your consideration.

17. Neysa Dickey

Bozeman, MT

I realize I'm late with input, but I've been ill. If it's still possible to weigh in, I encourage you to throw out the proposal Ch.58. No more hatred and short-sightedness. The public deserves better.

SEPT 15, 2022 - Board of Public Ed

Thank you for the opportunity to speak today and thank you for your work on this important topic.

For the record, my name is Rob Watson and while I do represent the School Admin of Montana, I want to be clear that SAM has not taken an official position on this issue.

So I stand before you today as a Montanan, one who was educated and has worked in our public education system. I also stand in front of you as a proud dad of two successful kids who are being educated in our great system and the son of a retired Montana teacher who began her career in a rural school, with an emergency certificate in eastern Montana.

Finally, I wanted to speak on this issue as a former member of CSPAC, tasked with working on the committee that revised the most recent version of the Code of Ethics.

Before I start, I would just like to say, based on my family history, it seems very unlikely that I would be standing in front of you today.

My mother was educated in a one room schoolhouse outside of Miles City MT. Her parents were immigrants to the United States. Her mother was a migrant farm worker from Mexico. Her father was from the Philippines. They met each other in Miles City. My grandparents came to Montana seeking a better life than what they had experienced. They knew the value of education. My grandmother once told me that she believed her most important job was to make sure her kids were clean, well fed and ready for school each day - so they could have a brighter future.

At the local public school, my mother and her siblings had access to that equality of educational opportunity that is guaranteed to each person as stated in Article X, section 1. But I am here today to tell you that equal access and opportunity was not enough. Yes, she had access to a highly qualified teacher, but that alone was not enough. Just like every other kid, she had the opportunity to have a rich educational environment and quality school facility - but that was not enough. Her community supported her by making sure she was in school every day and supported by local taxes, but that was not enough.

Despite all those pieces, equal access and opportunity to education was not enough to help my mother. The deck was stacked against her when she walked through the school door. By most standards, her family was living in poverty. While her father had a good job with the railroad, there were 6 kids to feed. English was not always spoken in the home. Her parents were under-educated and struggled with reading and writing for their entire life. Raising 6 half Mexican, half Filipino kids in rural Montana in the 50's was far from easy. My mother and her family experienced hate, trauma, and challenges, just like many of the children that we work with today.

Ms. Mosby was the dedicated teacher in that one room schoolhouse. In addition to teaching, Ms. Mosby also fired the cook stove to heat the building and cleaned the school at the end of each day. But the beauty of Ms. Mosby's work was her ability to understand that all kids come to school with different skills, experiences and backgrounds and those differences impact their ability to learn. She quickly realized that my mother would not reach her full potential without extra support and intervention. She knew that her job did not end with providing equal education

to all kids, but she knew that she had to go above and beyond to help each kid reach their potential.

So, during the day she taught my mother and her siblings how to read and after school she taught my grandmother how to read, because she knew that the education of the mother has a direct impact on a child's future success. Ms. Mosby was a hero but she is not unique. I can tell you that we have heroes every day working with Montana kids, going above and beyond to make sure they meet the unique needs of every child.

Here is why I believe this story is relevant to our discussion. I would remind the Board of our state constitution as it relates to education, Article X. "It is the goal of the people to establish a system of education, which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state."

This summer I had the opportunity to study the development of our state constitution. At the constitutional convention in 1972, when discussing the phrase "full educational potential" there was some concern with the word "full." Delegate Nutting was concerned that full would mean that we had to provide K for all. Delegate Martin made a motion to eliminate the term "full", based on a fear that we were writing a check that would be hard to deliver. Fortunately, other delegates weighed in. Delegate Harbaugh perhaps made the clearest justification for keeping "full" in the sentence. As you know, the sentence begins with, "it is the GOAL to develop the full educational potential," which makes it clear that this sentence is aspirational and not a mandate that would need funding.

Today, that aspirational statement is something critically important to all those that work in MT public education. That sentence provides the guidepost for all educators and defines some of our most important work - making sure each child has the opportunity to reach their full potential.

Last year I had the privilege to help revise the Montana educator code of ethics, also an aspirational document. Our committee of practitioners made the recommendation to include "educational equity" in our statement of commitment to students. To my surprise, there was significant concern and fear from some members of our public and elected officials regarding the inclusion of that word. After listening to testimony, I am convinced that unfortunately some have chosen to politicize a word and a concept that is critically important to our work as educators.

I would argue that the concept of equity was important to the delegates and writers of our modern state constitution. The brilliance of their work is seen when you look at article X, subsection 1 as a whole. Not only did they guarantee equality of educational opportunity to each person of the state, but also they made it a GOAL to establish a system that would develop the FULL educational opportunity for each person - and that is the very definition of educational equity. Ms. Mosby understood that it was not enough to provide equality, but she also had to provide equity because kids came into her classroom with different abilities and backgrounds. And her job was to make sure each kid reached their full educational potential.

Ms. Mosby's dedication set my mother on her path towards achieving her full educational potential. My mom went on to be the only person from her family to graduate with a 4-year degree.

She became a highly qualified teacher, eventually achieving her master's degree, her full educational potential.

So had it not been for that teacher in a one room schoolhouse in rural Montana, who taught my mother how to read and my grandmother how to read, I can state with confidence that I would not be standing in front of you today. And had it not been for the foresight that went into the correct wording for Article X, I can guarantee that not all MT kids would be given opportunities to reach their potential.

I know there was fear when including the phrase "full educational potential" in our constitution. I am thankful that the constitutional committee did not give into that fear.

Now we are faced with fear around the concept of educational equity. Please do not give into that fear. Our kids benefit greatly from the work that our teachers do in the area of educational equity.

I encourage you to support that work by including educational equity in our code of ethics - an aspirational document that recognizes the work of our outstanding MT education professionals.

Montana



August 30, 2022

The Honorable Elsie Arntzen
Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

Dear Superintendent Arntzen and Board of Public Education:

The Montana Association of REALTORS® strongly supports the inclusion of financial education and financial literacy to the curriculum in Montana's public schools.

The Montana Association of REALTORS® represents 5,700 licensed real estate agents, brokers and supervisory brokers who guide clients through often the largest financial transaction of their lifetime, the purchase of a home. The addition of financial literacy in the schools will help arm our students with the money management skills necessary to live independently and to make good financial decisions. Students who learn to navigate the world of debt and credit will become qualified home buyers at a much younger age. On a much broader scale, teaching our youth the merits of financial education will benefit them through all aspects of their lives and their careers.

MAR supports the inclusion of a mandatory financial literacy course credit as part of the graduation requirement for public school students and urges Montana to join the 14 states committed to guaranteeing access to a personal finance course for all students.

On behalf of the membership of MAR, thank you for recognizing the need for financial literacy in our schools.

Sincerely,

A handwritten signature in black ink, appearing to read "William (Bill) Leininger".

William (Bill) Leininger

President

One South Montana Ave., Suite M 1

Helena, MT 59601

Toll Free: (800) 477-1864

Phone: (406) 443-4032

Fax: (406) 443-4220

www.MontanaRealtors.org



Date: August 2022

To: The Montana Board of Public Education

From: Sheila and Hal Stearns
400 Benton Avenue
Missoula, MT

First, thank you for your service on the Montana Board of Education. It is important but often thankless work.

Second, please restore, maintain, and, if anything, increase standards for a full complement of guidance counselors and librarians in Montana schools. As lifelong educators, we know the need has always been intense, now more than ever, for qualified counselors and information specialists in schools.

More kids at all income levels need a counselor occasionally, whether it is for college prep or technical curriculum choices, or college recommendations, or suicide prevention, or somewhere in between. Information sources have never been more varied, both from trusted sources as well as untrustworthy sources. Students, teachers, and parents rely now more than ever on the library-media-research-information specialists that are today's school librarians.

I served as the school librarian of Whittier Elementary School in Missoula in the 70's. My work mattered, the work still matters, and the stakes are higher than ever with online access to all kinds of sources, good and not-so-good.

Most teachers don't have time in their jobs of their student care, subject area mastery, and lesson plans to add a librarian-level or counselor-level of expertise. Young people in small districts and budget-strapped districts need this as much or more as affluent kids in well-funded schools.

High standards and expectations are important to all parents, urban and rural.
Please stay strong on this issue!

Thanks again,

Sheila & Hal Stearns