

Elsie Arntzen, Superintendent

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First **A+**



MEETING PROJECT NAME: Education Advocates Meeting
DATE OF MEETING: May 19, 2020
TIME: 10:30 AM – 11:00 AM
Zoom Meeting

ATTENDEES:

PRESENT: As best of our records could show

Pete Donovan, Executive Director, Board of Public Education (BOPE)

Kirk Miller, Executive Director of School Administrators of Montana (SAM)

Pad McCracken, Legislative Services

Denise Williams, Executive Director, Montana Association of School Business Officials (MASBO)

Dan Rask, Executive Director, Montana Small Schools Alliance (MSSA)

Marco Ferro, Public Policy Director, Montana Federation of Public Employees (MFPE)

McCall Flynn, Education Policy Advisor, Governor's Office

Jule Walker, Field Specialist, Montana School Board Association (MTSBA)

Laura Sankey Keip, Attorney, Legislative Services

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

Dennis Parman, Executive Director, Montana Rural Education Association (MREA)

Dianne Burke, Executive Director, Montana Quality Education Coalition (MQEC)

Emily Dean, Director of Advocacy, Montana School Boards Association

Dylan Huisken, Montana Teacher of the Year 2019

OPI STAFF

Elsie Arntzen, State Superintendent

Tracy Moseman, Health Enhancement Division Administrator

Michael Sweeney, Chief Data Officer

Julia Swingley, Chief Legal Counsel

Dylan Klapmeier, Communications Director

Ken Bailey, Chief Financial Officer

Julia Swingley, Chief Legal Counsel

Colet Bartow, CSI Division Administrator

RECORD KEEPER

Christy Perryman, Administrative Clerk, Office of Public Instruction

TOPIC & PRESENTER INFO

Content Standard Revision, Colet Bartow

- Materials Follow

TOPIC & PRESENTER INFO

Task Forces, Dylan Klapmeier

- MT Learn 2020 – Materials Follow
- MT FLEX 2020 – Materials Follow

TOPIC & PRESENTER INFO

Notice of Amendment of Traffic Education Rule Filed with SOS, Julia Swingley

- Materials Follow

TOPIC & PRESENTER INFO

Other Business

- McCall Flynn – Governor’s CARES Education Funding

Thank you for your patience and **Putting Montana Students First** during this uncertain time.

[Full Education Advocates meeting can be listened to at this link](#)



Education Advocates Meeting
May 19, 2020
10:30 a.m.

Teacher Learning Hub Data Summary

- Averaging 300 active users per day
- 628 new accounts in April, 16,428 total accounts*
- 26,537 renewal units earned from July 1, 2019 to April 30, 2020*
- 6000 renewal units earned in February and March 2020
- 5076 renewal units earned in April 2020*
- 1056 course completions in March 2020, doubled March 2019 completions
- 2351 course completions in April 2020, tripled April 2019 completions*
- 3.74 out of 4.0 course satisfaction ratings across all courses and course types

The Teacher Learning Hub staff continues to maintain and support course development.

Please send your suggestions for additional courses to OPILearningHub@mt.gov

See complete course listings at <https://learninghub.mrooms.net>

Remote Learning Sharing Sessions Data Summary

Week	Number of Sessions	Total of Participants
March 23, 2020	26	979
March 30, 2020	21	840
April 6, 2020	19	401
April 13, 2020	16	172
April 20, 2020	16	107
April 27, 2020	13	222
May 4, 2020	4	79
May 11, 2020	7	115
TOTALS	122	2915

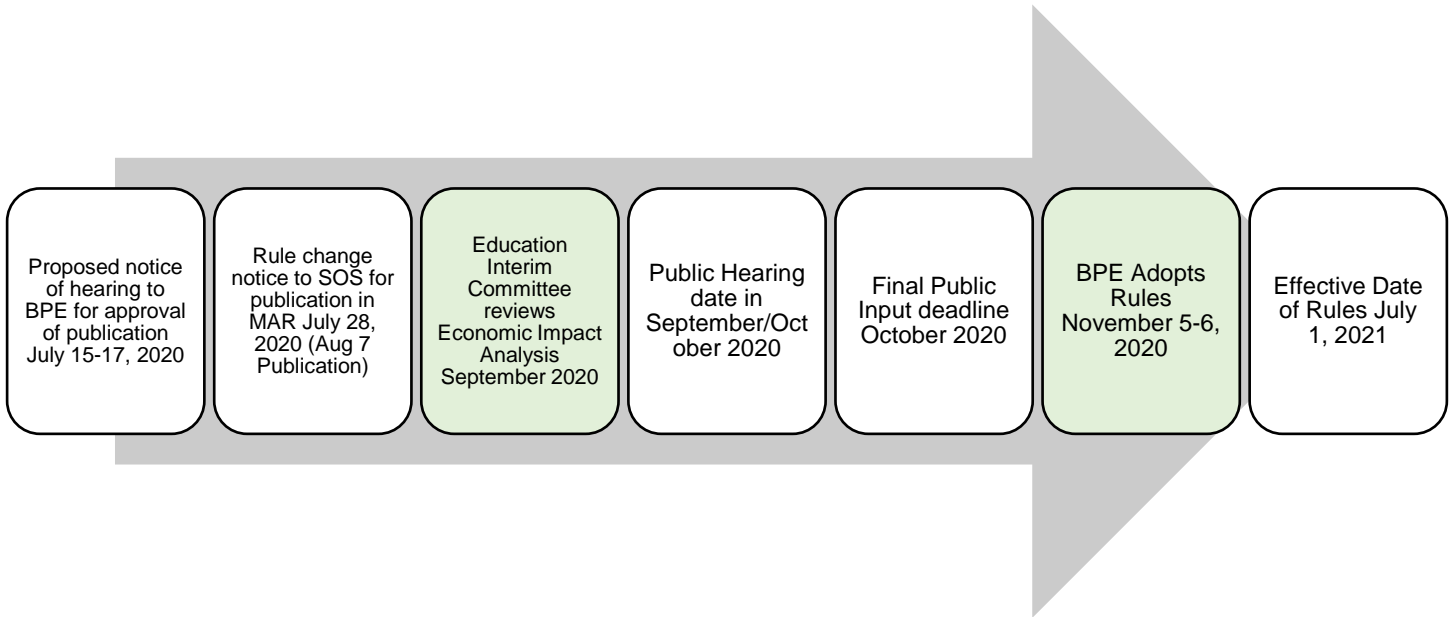
The Principals' Sharing Session led by Jon Konen continues to have the highest number of weekly participants – Wednesdays at 2:00 p.m.

The meeting notes and next weeks' schedules are posted on the OPI Online Learning Resources page <http://opi.mt.gov/Educators/Teaching-Learning/Online-Learning-Resources>

Please contact Colet Bartow, Director, Content Standards and Instruction, with questions. cbartow@mt.gov, 406-444-3583.

Content Standards Revision Update

Please [visit the OPI website](#) for up-to-date information. On May 7, the Board of Public Education approved a slightly updated adoption timeline.



Economic Impact Analysis

Back before the global pandemic took over our lives, the OPI was seeking feedback on the potential economic impact of implementing revised or new standards for Computer Science, Career and Technical Education, Library Media, Social Studies, and Technology Integration.

We would greatly appreciate additional responses to the surveys for each of the five sets of standards. We have shortened the surveys to save you time! Responses will be due by June 30, 2020.

Access the surveys on the [K-12 Content Standards webpage](#):

[Career and Technical Education](#)

- [Economic Impact Survey](#)
- [Download this worksheet](#)

[Computer Science](#)

- [Economic Impact Survey](#)
- [Download this worksheet](#)

[Library Media](#)

- [Economic Impact Survey](#)
- [Download this worksheet](#)

[Social Studies](#)

- [Economic Impact Survey](#)
- [Download this worksheet](#)

[Technology](#)

- [Economic Impact Survey](#)
- [Download this worksheet](#)



May 18, 2020

TO: Montana Learn 2020 Task Force
FROM: The Montana Office of Public Instruction (OPI)

Dear Montana Learn 2020 Task Force Participant,

Thank you for offering your valuable time to serve on this task force! The COVID-19 outbreak forced Montana students, parents, and teachers to adapt to new learning models. Looking ahead to the 2020-2021 school year, education will very likely look different than pre-COVID. It is the goal of the OPI and our education partners to gather feedback from this task force to guide educational services for the coming school year.

This task force is made up of students, parents, teachers, school leaders, and community members from across Montana. The task force will meet via Zoom four times to discuss the educational needs of families and schools. Ultimately, recommendations will be made by the task force to the Superintendent of Public Instruction. The task force meetings will be facilitated by the OPI's Content Standards & Instruction staff. Due to the large number of task force participants, Zoom breakout rooms will be utilized to maximize participation.

Meeting Dates (Zoom invitations will be sent separately):

- Thursday, May 21, 2020 from 1:00-3:00 p.m.
 - Zoom (orientation)
- Thursday, May 28, 2020 from 1:00-3:00 p.m.
 - Zoom (work session)
- Thursday, June 4, 2020 from 1:00-3:00 p.m.
 - Zoom (work session)
- Thursday, June 11, 2020 from 1:00-3:00 p.m.
 - Zoom (Finalize recommendations)



Considerations:

- What are some of the biggest challenges facing education right now?
- What are some of the greatest opportunities for education right now?
- What supports do students need?
- What supports do parents need?
- What supports do teachers need?
- What supports do school administrators need?
- What are ways that education services can be effectively delivered?
- What are ways that nutrition services can be effectively delivered?
- How can the social-emotional needs of students be met?
- What are alternative ways that education delivery can be supported?
- How can special education be supported?
- What are the health and safety needs of schools?
- What are the technology needs of schools and students?
- How can state officials support local communities?
- What other considerations need to be discussed?



Montana Learn 2020 Task Force Participants:

- Christy Wright: Wyola Schools superintendent
- Bob Griffith: Great Falls Education Association
- Brooke Taylor: Billings high school math teacher
- Sandra Beal: Ronan Middle School principal
- Kelley Myer: Livingston elementary teacher
- Paige Cooper-Cole: Plevna guidance counselor/art teacher
- Molly Barta: Billings CTE teacher
- Laurie Enebo: Glasgow middle school social studies teacher
- Tricia Owens: Missoula elementary teacher
- Laurie Bishop: Livingston Legislator and Afterschool Alliance director
- Connie Keogh: Missoula Legislator
- Bruce Grubbs: Bozeman Legislator
- Sue Vinton: Billings Legislator
- Thomas Baty: Helena high school fine arts teacher
- Kristina McGee: Glasgow high school English teacher
- Patrice O'Loughlin: Hardin school nutrition director
- J.R. Pierce: Shields Valley high school agriculture education teacher
- Krista Hertz: Education Foundation for Billings Public Schools director
- Susan Davis: Belgrade elementary English Learner coordinator
- Ben Meyer: Stevensville school board trustee
- Gary Myers: Helena school technology coordinator
- Reginald Hageman: Helena high school health enhancement teacher/SHAPE MT
- Linda Rost: Baker high school science teacher/2020 MT Teacher of the Year
- Alyssa Cliver: Golden Triangle Curriculum Cooperative director
- McCall Flynn: Governor's Education Policy Advisor
- Dana Bremner: Browning elementary teacher
- Tylene Eaton: Prairie County Health Department
- Sara Novak: Great Divide Special Education Cooperative director
- Kim Chouinard: Yellowstone Boys and Girls Ranch
- Meghan Ascherman: Billings parent/special needs assistant
- Anna Baldwin: Arlee schools grants manager/2014 MT Teacher of the Year
- Sheryl Schaefer: Montana PTA president
- Mike Tatsey: Heart Butte Superintendent
- Jennifer Erdie Hickok: Colstrip special education director
- Lorie Thex: Ashland elementary teacher

Elsie Arntzen, Superintendent

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- Chad Berg: Bozeman special education director
- Kelly Fedge DuBose: Bozeman parent/Decoding Dyslexia CEO
- Anne Keith: Board of Public Education
- Bianka Rock Above: Pryor principal
- Sarah Urban: Helena high school science teacher
- Merrick Parnell: Power high school social studies teacher
- Ellen Livers: Shodair Children's Hospital
- Haley Moseman: Capital High School student
- Dylan Huisken: Bonner middle school social studies teacher/2019 MT Teacher of the Year





“MT FLEX 2020” Task Force

Purpose: Focus on flexibilities- **Promoting opportunities** for student success by seeking waivers on identified systematic barriers as our schools prepare for the Fall of 2020.

Location: The meetings will be held via ZOOM. The information is included below. ZOOM breakout rooms will be utilized in the sessions.

ZOOM CONNECTION: <https://mt-gov.zoom.us/j/9198400825>

Meeting ID: 9198400825

Meeting Dates: May 20, June 3, June 10

Meeting Times: 11:00 a.m. – Noon

Task Force Facilitator: Dr. Julie Murgel, The OPI ESSA Director

Confirmed Task Force Members:

Representative Bruce Grubbs, Education Interim Committee
Tammy Lacey, The Board of Public Education Vice-Chair
Peter Donovan, The Board of Public Education Executive Director
Lance Melton, The Montana School Boards Association Executive Director
Kirk Miller, School Administrators of Montana Executive Director
Dianne Burke MQEC Executive Director
Tracy Moseman, The OPI Chief Program Officer
Kristine Thatcher, The OPI Director of Licensure,
Dustin Shipman, Big Sky Schools Superintendent
Allison Evertz, Joliet Public Schools Superintendent
Tom Korst, Hamilton Public Schools Superintendent
Laurie Barron, Evergreen Schools Superintendent
Corinna Guardipee, Hall Browning Schools Superintendent
Loverly Erickson, Wolf Point Schools Superintendent
Kim Anthony, Billings Public Schools K-8 Executive Director
Jon Martin, Noxon Schools Superintendent
Jon Konen, Great Falls Public Schools Principal
Godfrey Saunders, Belgrade Public Schools Superintendent
Wade Sundby, Glasgow Public Schools Superintendent
Greg Dern, Roy Public Schools Superintendent
Heather Hoyer, Great Falls Public Schools Assistant Superintendent
Joe Steele, St. Regis Public Schools Superintendent
Monte Silk, Sidney Public Schools Superintendent
Dinny Bennett, Forsyth Public Schools Superintendent
Les Meyer, Fairfield Public Schools Superintendent
Tobin Novasio, Lockwood Public Schools Superintendent
Sharyl Allen, The OPI Deputy Superintendent
Anne Bauer, Project Manager @ The OPI
Lona Running Wolf, Director of American Indian Student Achievement @ The OPI
Jason Butcher – Reach Higher Montana
Heather Jarrett - Reed Point Public Schools Superintendent
Mike Perry _ Hot Springs Public Schools Superintendent



Montana

Office of Public Instruction



May 20, 2020

Flex2020 Task Force

Office of Public Instruction Staff

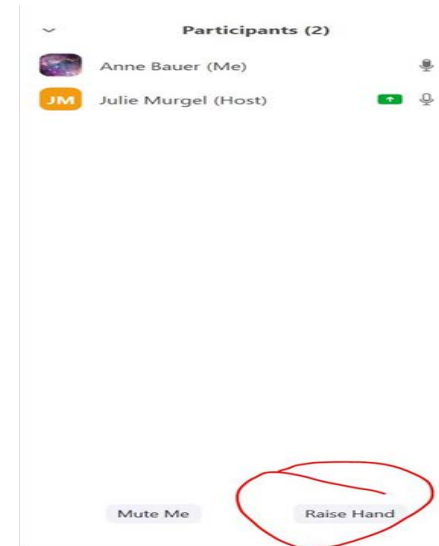
Location: Zoom Meeting



Task Force Member Participation

OPI encourages the task force members to participate in discussion:

- Raise Your Hand
 - Participants > Raise Hand
- Identify Yourself in the Chat (Full Name)
- Comment in the Chat





Zoom Meeting Rules

This meeting will be recorded.

- Conducted virtually due to social distancing guidelines currently in effect in Montana.
- When speaking, please identify yourself and speak clearly.
- You may be asked to repeat your comments or questions if there is a delay or issue with the audio.



Session 1 Outcomes

1. To launch the Flex2020 Task Force;
2. To share the purpose, process, and deliverables of the task force;
3. To initiate the discussion on flexibilities; and
4. To outline next steps and off-line work prior to the second session.



Agenda

- Welcome/Introductions
- Purpose of the Task Force
- Key Deliverables
- Key Issues
- Proposed Work Process
- Communications Plan
- Operating Logistics
- Introductory Discussions
- Next Steps

Welcome/Introductions

- You will be placed in small groups in Zoom Break-Out Rooms:
 - A box will appear on your screen to join the break-out group. Press “join.”
 - At the 4 minute mark—a 60 second warning will appear that the session will be ending.
 - At 5 minutes, you will automatically rejoin the whole group.
- In the Break-out room, introduce yourself and answer this question:

Question: Where are you from? How do you think that has influenced who you are?



Flex2020 Task Force Purpose

Why have we been pulled together? What is the overall purpose?

- To focus on flexibilities that promote opportunities for student success.
- To clarify and communicate existing policy flexibility.
- To consider potential waivers in key policy areas to enhance learning experiences as our schools prepare for the Fall of 2020.



Key Deliverables

What are the critical documents or outputs that the Task Force must create to meet its charge?

- At the end of the 3 sessions, each of the 5 focus groups will provide a list of recommendations to the Superintendent of Public Instruction for immediate consideration.



Flex2020 Task Force Process and Timeline

What is our process?

- Host 3- one hour sessions: 5/20, 6/3, and 6/10
- Break-out into 5 focus area groups:
 - Strengthening Existing policy flexibility
 - Evaluating progress and impact of state graduation, credit, funding, licensure, and accreditation policies
 - Maximizing flexibilities in assessment, accountability and reporting systems
 - Fostering and supporting local innovation
 - Leveraging Federal Flexibilities and Resources
- Between meetings, task force members will research, gather input, and reflect on essential questions for identified focus areas.
- Collaborate on recommendations for the Superintendent of Public Instruction for immediate consideration and rapid response.



Key Issues

What are the key issues that must be addressed in order to ensure that deliverables meet the charge?

In break-out groups host a discussion



Communication Plan

- Posted on the OPI Webpage under FLEX 2020 Task Force Tab will be:
 - Meeting Minutes and Recording Links
 - Agendas
 - Materials: Presentations and Resource Tools
 - Focus Group Deliverables
- Task Force Members will be emailed meeting minutes and the recording links.

Operating Logistics

- The Schedule: When? Where?
 - Meeting Dates: May 20, June 3, June 10
 - Meeting Times: 11:00 a.m. – Noon
- Task Force members are expected to attend all three sessions and actively participate.
- Focus groups will determine deliverables through a consensus process.
- Each focus group will identify a note taker to capture groups questions and decisions.



Meetings Norms

- Focus on what matters
- Contribute your thinking
- Speak your mind and heart
- Listen to understand
- Link and connect ideas
- Listen together for insights and deeper questions.



Introductory Discussion

Round 1:

What have we learned from COVID-19 regarding student learning?

What shifted from important to urgent?



Introductory Discussion

Round 2:

- What current waivers have aided your district?
- What waivers would help you if they were waived another year or permanently?



Introductory Discussion

- **Round 3:**
- What barriers do you still experience from the BOPE rules, the OPI, the US-DOE?
- What would be beneficial to you if those barriers could be moved?
- What methods of accountability make the most sense to you today?



Next Steps

1. Pick a focus area:
 - A. Strengthening existing policy flexibility
 - B. Evaluating progress and impact of state graduation, credit, funding, licensure, and accreditation policies
 - C. Maximizing flexibilities in assessment, accountability and reporting systems
 - D. Fostering and supporting local innovation
 - E. Leveraging federal flexibilities and resources

Next Steps

2. Review related policies, explore resources, gather input, and reflect on experiences relevant to the essential questions.
3. Consider barriers, potential legislative needs, regulation updates, and waiver requests.
4. Be prepared to discuss your findings and considerations at Session #2.



Thank you!

For questions or additional information please contact Julie Murgel at Julie.Murgel@mt.gov



Flex2020 Task Force Resource Tool

Focus Areas	Essential Questions	Resources for Exploration	Notes: Identified Barriers Potential Legislative Policy, Funding Needs, Regulation Updates Waiver Considerations
<p>Strengthening existing policy flexibility</p>	<p>How are we leveraging innovation and existing policy flexibility to establish and promote equity and excellence for underserved student populations, including low-income students, English learners, American Indian students, and students with disabilities?</p> <p>How much flexibility already exists in current state and federal laws and regulations?</p> <p>How efficient and effective is the current process to</p>	<p>Personalized Learning: Customize learning by focusing on mastery/proficiency for each student.</p> <ul style="list-style-type: none"> • 20-9-311(4)(d) allows ANB converted equivalent to the courses over which a student demonstrates proficiency, in the discretion of the board of trustees, using district assessments. • Exercise the authority granted by the Board of Public Education under 10.55.906(4) to either waive courses required for graduation or to grant credit through alternative learning methodologies. • 20-1-301(1) and (3) specifies that aggregate hours of instruction need only be provided to students not meeting proficiency under 20-9-311(4)(d). 	

	<p>obtain or renew waivers? Does the process support multi-year bundles of policy waivers?</p> <p>What do LEAs understand and know about existing policy flexibility?</p> <p>What policy flexibilities are LEAs utilizing?</p> <p>How can the state maximize the impact of existing funding to establish and promote equity and excellence for all students?</p>	<p>Montana Code Annotated 2019: Standards of Accreditation https://leg.mt.gov/bills/mca/title_0200/chapter_0070/p_art_0010/section_0010/0200-0070-0010-0010.html</p> <p>Standards of Accreditation: Administrative Rules of Montana- Title 10, Chapter 55 http://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation/Chapter-55#848819167-arm-1055-standards-of-accreditation-appendices</p> <p>Transformational Learning takes a pupil-centered approach to fully develop the potential of Montana's students. HB 351 and HB 387 were passed to provide for the support of transformational learning in Montana schools. http://opi.mt.gov/Leadership/Academic-Success/Transformational-Learning</p> <p>HB 351: Supporting Transformational Learning in Montana Schools</p> <p>HB 387: Supporting College & Career Readiness & Student Pathways via the Montana Advanced Opportunity Act</p>	
<p>Evaluating progress and impact of state graduation, credit, funding, licensure, and accreditation policies</p>	<p>How flexible are graduation requirements so that they extend beyond seat time to support competency-based education, remote learning, blended-learning, and advanced postsecondary learning?</p> <p>How flexible are state policies and regulations so that districts can grant credits for remote learning</p>	<p>State Finance Policy https://edunomicslab.org/our-research/state-finance-policy/</p> <p>State Teacher Policy Database https://www.nctq.org/yearbook/home</p> <p>Iowa Big Program https://iowabig.org/</p> <p>Colorado Innovation Act Planning Guide https://www.cde.state.co.us/choice/innovationplanguidance</p>	

	<p>activities, internships, apprenticeships, or capstone experiences?</p> <p>What course access initiatives, like the MT Digital Academy, provide opportunities for students, especially in rural schools where certified on-site teachers or specialized courses are limited?</p> <p>How flexible are the state funding policies to incorporate approaches beyond aggregated hours of instruction?</p> <p>How flexible are licensure policies and regulations to support teacher recruitment, retention and development in your district or region?</p> <p>What support is needed from the OPI to support educator and leader effectiveness?</p> <p>What barriers in licensure get in your way of ensuring the best teacher possible with your students?</p>	<p>Tennessee Work-Based Learning https://www.tn.gov/education/career-and-technical-education/work-based-learning.html</p> <p>Montana Digital Academy https://montanadigitalacademy.org/</p> <p>Rhode Island Advanced Coursework Network https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/AdvancedCoursework.aspx</p> <p>Ohio Credit Flexibility Plan http://education.ohio.gov/Topics/Ohio-Education-Options/Credit-Flexibility-Plan</p> <p>Montana Accreditation Manual http://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/Standards%20of%20Accreditation/AccreditationStandards_Ch55.pdf</p> <p>Administrative Rules of Montana for Educator Licensing http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E57</p>	
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	What changes in the accreditation system could promote policy flexibility?		
Maximizing flexibilities in assessment, accountability and reporting systems	<p>What flexibility is needed within the statewide assessment system to support new approaches to learning or growth models?</p> <p>What simple and effective policy changes could ensure that assessments measure student learning and provide actionable results to improve teaching and learning?</p> <p>Does the state accountability system-5th Flexible Indicator focus on the right school quality measurements?</p> <p>Should the state accountability system-graduation indicator include 5th year graduation rates?</p> <p>What flexibility is needed within the federal accountability system?</p> <p>Does the state, district, and school report cards provide meaningful information for student learning, school</p>	<p>Montana 2020 Waivers Webpage http://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation/Chapter-55#848819167-arm-1055-standards-of-accreditation-appendices</p> <p>New Hampshire Performance Assessment of Competency Education Pilot Program https://reachinghighernh.org/pace/</p> <p>How Alaska shows and explain their accountability system and “score” on a school report card - https://education.alaska.gov/compass/Reports/SchoolProfile?schoolId=50010&schoolYear=2019</p> <p>School Climate Survey https://t.co/WXjBB7bNyr?amp=1</p> <p>ESSA Plan-5th Indicator (Pg. 24-26) http://opi.mt.gov/Portals/182/ESSA/ESSA_Plan_8_27_2019A.pdf?ver=2019-08-27-160009-497</p>	

	<p>performance, and/or postsecondary success?</p> <p>What additional information or changes are needed on the report card?</p>		
<p>Fostering and supporting local innovation</p>	<p>How is the state fostering and supporting local innovation?</p> <p>How do students learn most powerfully and deeply?</p> <p>What are the negative side-effects of some of our practices in education today?</p> <p>How do we expand opportunities for LEAs to redesign and innovate for comprehensive early literacy programs or postsecondary readiness?</p> <p>How are Native Communities empowered to expand learning opportunities to support native language development and culture and implement an indigenous paradigm with modern learning strategies?</p>	<p>CTE Programming: http://education.ohio.gov/Topics/Career-Tech</p> <p>Schools Lead the Way but the System Must Change: Rethinking Career and Technical Education https://www.crpe.org/publications/schools-lead-way-system-must-change-rethinking-career-and-technical-education</p> <p>Fostering Innovation in Wisconsin Schools: Beyond Credits and Seat Time and Toward Innovative Practices That Lead to College and Career Readiness https://www.crpe.org/publications/schools-lead-way-system-must-change-rethinking-career-and-technical-education</p> <p>Idaho-Mastery Education Network https://www.sde.idaho.gov/mastery-ed/</p>	

	<p>How are LEAs identifying barriers and seeking waivers for redesign or innovative efforts?</p> <p>What are the social-emotional practices that can be effectively used for off-site instruction?</p>		
<p>Leveraging federal flexibilities and resources</p>	<p>Do any of the current federal COVID-19 waivers need to be extended?</p> <p>Do we need to seek additional federal waivers to the State Plan under ESSA?</p> <p>How is the SEA and LEAs leveraging federal resources to support redesign and innovation (Ex. Optional Reserve for Direct Student Services, Title II, Part A funding to improve teaching and learning)?</p> <p>Should we apply for the USDOE EdFlex Program?</p>	<p>Montana 2020 Waivers Webpage http://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation/Chapter-55#848819167-arm-1055-standards-of-accreditation-appendices</p> <p>Montana State Plan under ESSA http://opi.mt.gov/Portals/182/ESSA/ESSA_Plan_8_27_2019A.pdf?ver=2019-08-27-160009-497</p> <p>ESSA: The potential of direct student services https://fordhaminstitute.org/national/commentary/essa-potential-direct-student-services</p> <p>Ed-Flex Program https://www2.ed.gov/programs/edflex/index.html</p> <p>Massachusetts will apply the flexibility toward teacher recruitment and licensure; North Carolina plans to focus on class size, the school-year schedule and funding; Texas will use its flexibility around staff development, teacher certification and attendance; and Vermont plans to focus on long-term improvement.</p>	



“MT FLEX2020” Task Force

Session 1

May 20, 2020

11:00 am to Noon

Purpose: Focus on flexibilities- **Promoting opportunities** for student success by seeking waivers on identified systematic barriers as our schools prepare for the Fall of 2020.

Location: The meetings will be held via ZOOM. The information is included below. ZOOM breakout rooms will be utilized in the sessions.

ZOOM CONNECTION: <https://mt-gov.zoom.us/j/9198400825>

Meeting ID: 9198400825

Session 1 Outcomes:

- To launch the Flex2020 Task Force
- To share the purpose, process, and deliverables of the task force
- To initiate the discussion on flexibilities
- To outline next steps and off-line work prior to the second session.

Agenda:

- I. Welcome/Introductions
- II. Purpose of the Taskforce
- III. Key Deliverables
- IV. Key Issues
- V. Proposed Work Process
- VI. Communications Plan
- VII. Operating Logistics
- VIII. Introductory Discussions
- IX. Next Steps

BEFORE THE OFFICE OF PUBLIC INSTRUCTION
OF THE STATE OF MONTANA

In the matter of the amendment of) NOTICE OF PROPOSED
ARM 10.13.309) AMENDMENT
)
)
) NO PUBLIC HEARING
) CONTEMPLATED

TO: All Concerned Persons

1. The Office of Public Instruction proposes to amend the above-stated rule.

2. The Office of Public Instruction will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Office of Public Instruction no later than 5:00 p.m. on July 29, 2020, to advise us of the nature of the accommodation that you need. Please contact Tracy Moseman, Office of Public Instruction, 1201 Prospect Ave, Helena, Montana, 59601; telephone (406) 444-3000; fax (406) 444-2893; TDD/Montana Relay Service 711 or e-mail tmoseman@mt.gov.

AMENDMENT

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

10.13.309 REIMBURSEMENT TO PUBLIC SCHOOL DISTRICTS (1) The administrative official of the eligible public school district shall submit a "Traffic Education Program Reimbursement Request" (a certified list of pupils who have completed a state-approved traffic education program) ~~on or before July 10~~ for all students who completed the program during the preceding fiscal year.

(a) In 2020 the eligible public school district may either submit the list of pupils by July 10 or December 31.

(b) For 2021 and thereafter, the eligible public school district shall submit the list of pupils by July 10.

(2) Reimbursement per student shall be based on the completion of at least 50% of the classroom portion and 50% of the behind-the-wheel portion of the course, and minimum age requirements. Reimbursement per student shall be paid whether the student passed or failed the course.

(3) ~~On or before August 31 of each year,~~ The Superintendent of Public Instruction shall disburse to the eligible public school districts the amount of traffic education reimbursement money to which they are entitled based on the number of students listed on the reimbursement forms and on the money available for reimbursement in the state traffic education account.

(a) For submissions by July 10, 2020, and all years thereafter, the superintendent of public instruction shall disburse to the eligible public school districts the reimbursement money due them by August 31, 2020 and August 31st of every other year thereafter.

(b) For submissions by December 31, 2020, the superintendent of public instruction shall disburse to the eligible public school districts the reimbursement money due them by January 15, 2021.

(4) Traffic education reimbursements received by eligible public school districts must be deposited in the district's traffic education fund and shall only be expended for traffic education related expenses.

(5) State reimbursement for traffic education shall not be issued to public school districts that provide traffic education with unapproved teachers or operate a traffic education program not in compliance with Montana statutory and administrative law.

AUTH: 20-7-502, MCA

IMP: 20-7-502, 20-7-507, 20-9-510, MCA

REASON: This rule outlines specific reimbursement timelines. Due to the timing of the Covid 19 pandemic, many students were registered for spring 2020 programs, but were unable to finish prior to the implementation of the Governor's order regarding school closures and the phased reopening plan. The current rule requires districts to submit to the Montana Office of Public Instruction a list of student names by July 10th that have completed at least 50% of the program. The department acknowledges many districts will not have their spring courses complete and ready for submission by July 10th, thus missing the reimbursement date. The Department does not want the health and safety of staff and students to be placed in jeopardy if districts try to complete courses prior to the July 10th deadline to receive reimbursement if their district is not safely able to meet the current deadline. This rule amendment would allow districts flexibility in completing their courses when it is safe to do so without being financially penalized. The Department of Education, Office of Public Instruction proposes the dates be extended for the 2019-2020 school year to accommodate districts who need additional time to finish classes due to COVID-19 mandatory closures, but would not penalize those who were safely able to complete by the currently approved date.

4. Concerned persons may submit their data, views, or arguments concerning the proposed action[s] in writing to: Tracy Moseman, Office of Public Instruction, 1201 Prospect Ave, Helena, Montana, 59601; telephone (406) 444-3000; fax (406) 444-2893; or e-mail tmoseman@mt.gov, and must be received no later than 5:00 p.m., June 29, 2020.

5. If persons who are directly affected by the proposed action wish to express their data, views, or arguments orally or in writing at a public hearing, they must make written request for a hearing and submit this request along with any written comments to Tracy Moseman at the above address no later than 5:00 p.m., June 29, 2020.

6. If the agency receives requests for a public hearing on the proposed action from either 10 percent or 25, whichever is less, of the persons directly affected by the proposed action; from the appropriate administrative rule review committee of the Legislature; from a governmental subdivision or agency; or from an association having not less than 25 members who will be directly affected, a hearing will be held at a later date. Notice of the hearing will be published in the Montana Administrative Register. Ten percent of those directly affected has been determined to be 13 persons based on data showing there were 133 high school districts running Traffic Education programs in 2018-2019.

7. The department maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in #4 above or may be made by completing a request form at any rules hearing held by the department.

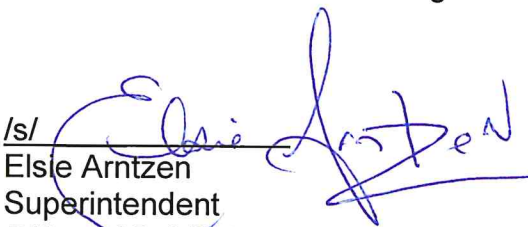
8. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of this notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

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

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

/s/ 

Chief Legal Counsel
Rule Reviewer

/s/ 

Elsie Arntzen
Superintendent
Office of Public Instruction

Certified to the Secretary of State May 19, 2020.