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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

Chapter 55 Negotiated Rule Making Meeting Minutes
Friday, March 18, 2022
8:00 AM – 2:00 PM

Meeting Start Time:

Roll Call
Negotiated Rule Making Members

Sharyl Allen
Alex Ator
Corey Barron
Tara Hubing
Susan Lake
Adrea Lawrence
Kitty Logan
Rhonda Long
Craig Mueller
Julie Murgel
Chris Olszewski
Michele Paine
Lisa Petersen
Renee Schoening
Stephen Schreibeis
Christina Wekkin

BPE Representation
McCall Flynn

Facilitator
Aislinn Brown

Technical Support
Tristen Loveridge

OPI Representation
Nathan Miller

Welcome

1. Aislinn Brown: reviews public comment requirements and instructions
2. Aislinn Brown: Reviews:
   a. Session outcomes
   b. Agenda
3. Sharyl Allen: If public comment is given at the end of the meeting, the Negotiated Rulemaking Committee (NRM) will not have heard the comments till after consensus is met. She suggests that either public comment can stay at the end of the meeting and the NRM will wait to meet consensus on items till the next meeting or public comment can take place before deliberation of items and then allow NRM to vote.
   a. Aislinn: makes proposal to have public comment before discussion on action items on future agendas.
   b. Adrea: dissents. Would prefer to have discussion after public comment at the following meeting to allow time to speak to stakeholders.

c. Julie Murgel: Dissents Adrea's proposal. If NRM waits to take action on items at the next meeting, how much time will there be between?
    i. McCall Flynn: suggests we look at the meeting schedule to determine if additional meetings are needed.
d. Chris Olszewski: He is open to having rules to have public comment prior to consensus. If the NRM has dissent on recommendations brought from the Task Force (TF), we need time between meetings to have conversations with the TF.
    i. Aislinn: wants to point out that today's discussion on definitions is unique because the TF has not sent final recommendations yet. There may be times the NRM may not reach consensus on items but at the end of the process all items will go to the Superintendent in a final report.
    ii. Julie: Would like to clarify, that in the economic statement, there is a role of an agency team. The Superintendent was intentional in deciding to create the TF to pull stakeholders together to work on recommendations rather than utilizing only OPI employees. She struggles with public comment because we have representatives in the TF and NRM who are part of the public. She is concerned how much time is between deliberation, public comment, and action.
e. Stephen Schreibeis: He would like to ensure he has all the necessary information to make an informed decision. Public information is important, and he may have questions that he may not be able to take action until he has heard it.
f. Aislinn: proposes we have public comment at the end of meetings, but the time is to address agenda items for the next meeting. Would this satisfy the NRM needs?
    i. NRM is not satisfied with this option.
g. Sharyl Allen: There is a process in play for public comment on items not on the agenda. Perhaps it is a two-fold process with public comment periods at the end of the day as well as woven throughout the meeting before action item discussion.
h. Chris Olszewski: Concurs with that. There are enough of the NRM that have been involved in board meetings and know there are general public comment periods and time prior to an agenda item. Perhaps it is either or, or both.
i. Aislinn Brown: Proposes to have public comment before each agenda item.
    i. Susan Lake: will there be a time limit for public comment? If we have a contentious topic, she is concerned to have hours of public comment.
    ii. Aislinn Brown: It is up to the NRM if they feel they need to hear more than three minutes of public comment.
j. Adrea Lawrence: Asks McCall to elaborate on how the BPE structures public comment.
    i. McCall: BPE has periods before and after the meeting that are open for general comments. Then, there is time before action items strictly for public comment on those items.
    ii. Adrea: asks how voting happens?
    iii. McCall: the BPE will vote at the end of each action item. The chair will have the presentation, chair will ask for a motion, there will be a second, they will hear public comment, they will hear any board comment, then take a vote.
k. Sharyl Allen: She likes the concept to hold public comment before each agenda item discussion. If we are doing our job well all information should be available on the website. By taking the comment before the item, it may influence the discussion. It is about having the public inform the NRM of their perspectives.
l. Aislinn: Proposes public comment is given before each action item.
    i. No NRM dissent and proposal passes.

4. Sharyl Allen: wonders if it is not the best course of action to take action on the definitions because they were given to the NRM last night and the public has not had the opportunity to look at the definitions. To take public comment on something the public has not seen may not be the best option.
   a. McCall Flynn: would also like to point out that the NRM is not a full committee yet. Wants to ensure we are acting as a full committee and following all Negotiated rule making laws when recommendations go to the BPE.
      i. Stephen: voices the same concerns
   b. Aislinn: Asks the NRM if there is any dissent to discuss the definitions today then take action on them at a later meeting.
   c. Sharyl Allen: Would like to point out that there are several NRM not present at this meeting. If we start setting the standard that we will not take action every time, there is someone not at the table the NRM will have little opportunity to take action. That is not our definition of consensus.
   d. McCall Flynn: It wasn't clear yesterday that someone was identified as a School Business Official. She thinks it is important to note that.
      i. Sharyl Allen: The setting of the committee is the responsibility of the OPI. Her point is that there are several members that have been unable to participate in this meeting. We're working with those members to get up to speed.
5. Aislinn: Wants to clarify what will happen today. Asks Deputy Sharyl if she thinks we should take action on the definitions today?
   a. Sharyl Allen: no, she is saying every time we meet there will most likely be someone absent because it is difficult to get large groups of people together. That should not stop the work of the agency. She is saying that if the NRM is keen on having public comment, it would be ingenuous for us to take action on something the public has not seen.
   b. Aislinn Brown: Proposes NRM has a discussion of the definitions today but because the public has not seen them, yet we will wait to take action on them till the next meeting.
6. Adrea Lawrence: will there be a way for NRM to place a vote and offer comment if they are absent?
   a. Julie Murgel: If we are having deliberations on the definitions, it would mean we are taking action on April 13th on the definitions. What would happen on the 13th if members were there. It makes it difficult to move the work forward if we have discussion today, wait till the 13th to take action and if people aren't at the meeting, how do we include them or not?
   b. Sharyl Allen: It may be a challenge to have votes by proxy because of the way we have defined consensus.
   c. Aislinn Brown: Has concerns about voting without being in the discussions. Minds could be changed based on discussion that occurs.
   d. Chris Olszewski: Voices the same concern. If we're having a discussion and having public comment, that person may have submitted a vote or consensus based on prior information and discussion. If a change comes in, their consensus won't be based on that.
   e. Aislinn Brown: Proposes NRM is not able to have proxies or the ability to vote beforehand but the ability to communicate thoughts if they are unable to attend.
   f. Adrea Lawrence: an alternative would be to vote at the following meeting. Committee members would be able to watch the video and public comment and if it changes their mind then vote at the following meeting.
   g. Aislinn Brown: She is curious what if someone was absent at the following meeting.
   h. Chris Olszewski: What we said earlier in that we would have a proposal for an action item at the prior meeting. If at the date the item is up for action and there is dissent with a proposal for a solution, do we effectively say it is an action item for the following item? Or do we take action as a present committee based on the actionable solution?

i. Aislinn Brown: during this discussion, she is wondering if "action item" is the wrong word to use. There may be times when NRM will not take a vote because there is dissent or it needs to be moved to a later meeting. This is an entire package that will move to the Superintendent. NRM may have negotiations about areas of rule and may not have a solidifying vote.

j. Stephen Schreibeis: When something is brought up, it is difficult to review and take action without an appropriate amount of time to consider the information. Suggests that if NRM have comments to make on an item, they send them to Tristen to be read during the discussion.

k. Sharyl Allen: This was addressed in the ground rules to have materials a week in advance. We would only be in discussion for the definitions based on that ground rule.

l. Chris Olszewski: We've just said this morning that items will be taken individually but at the end one final document will be given to the Superintendent. Is there an opportunity at the end to address items prior to sending the document? The NRM will need to consent on the full document to move forward. It seems that provides an opportunity to bring up concerns at the end.

Recap of March 17th committee meeting

1. Aislinn Brown: If the NRM were to tweet about what we did, what would you say?
   a. Craig Mueller: Appreciated Nathans walkthrough of the accreditation process and specific information about the role.
   b. Michele Paine: Yesterday helped us all anchor in the work ahead of us and the process. Excited to have a good foundation to move forward in the work.
   c. Chris Olszewski: Yesterday was great information. Every one of us comes at these rules from different perspective. This is great professional development and seeing the whole picture was helpful.

2. Aislinn Brown: Reviews recap of March 17th meeting and asks the NRM if there are any questions from yesterdays discussion?
   a. Adrea Lawrence: It would be helpful to get the accreditation data in a raw form. To look at some of the different factors that were discussed. To be able to do statistical analysis to see what intersections or patterns may exist that may factor into our considerations.
      i. Nathan Miller: If there is specific data the NRM would like to request he can do, but a broad range of data is not something he can put together at this point.
      ii. Sharyl Allen: it would be helpful for the group to see what inputs there are into the system of accreditation. There are comprehensive screens in TEAMS that are asked by school districts to input should be available.
   b. Renee Schoening: As we are making decisions, if there is data that may have an impact on the NRM decisions she would like to have that. If it is possible to get in the moment data for potential decisions.
      i. Julie: If we know that something is coming up in the next week or two weeks, Nathan can pull data specific to the discussion.
      ii. Nathan: Is happy to pull data, just needs to know specifically what is wanted.
   c. Chris Olszewski: In Billings three of the four high schools are going through the Advanced Ed peer accreditation review. Some information and perspective from the OPI where Advanced Ed peer reviews falls into this process about if it is a complementary task or if it is required would be helpful. There were a lot of questions yesterday around HS graduation requirements. When looking at the ACT performance data in comparison to graduation rates, they don't compare. Would there be a way to pull numbers for HS ACT and compare to the rather high graduation rates we see when it comes to HS performance.
      i. Sharyl Allen: Believed it would be pulled in the assessment team since the ACT results go there. We can reach out to that team to see what they can provide.
      ii. Julie Murgel: We would have to pull from the accountability team. Chris's point in a good one. Is there correlation between ACT scores and graduation rates?

       iii.   Michele Paine: It is challenging when kids take the SBAC then at the HS level have a major change. Her school particular 25% of students are proficient in math and graduation rates are 85%. If students are achieving what we want them to be, why is there such a big gap?

3. Aislinn Brown: Reviews the definition of consensus as the absence of dissent
4. Aislinn Brown: Reviews the ground rules
    a. Any committee member wo dissents from a proposed action must propose a solution
    b. No outside interruptions – cell phones and messaging applications off during session
    c. "Speak now or forever hold your peace" – if you wish to dissent, do it now.
    d. No substitutes or replacements for committee members
    e. Each Committee member must have full voting ability
    f. Committee members will receive materials for future meetings one week in advance of meeting.

School Quality Taskforce Survey Notes

1. Student Growth:
    a. Adrea Lawrence: Wondering if people that are involved in the TF discussions could give examples of what this could look like in practice? The notes here are abstract, but she is curious what it looks like in pedagogy and assessment? This could be radically different and exciting.
        i. Julie: Describes the TF discussion
    b. Renee Schoening: Thrilled to see this it really speaks to the whole child. A quality school is not just a school that shows good testing rates there is so much more to it than that.
    c. Stephen Schreibeis: Happy to see this. Thinks the challenge for them and education as a whole is to change the mindset of the system as a whole. Having the definitions of what this will look like is exciting.
    d. Michele Paine: When we think about this are the graduation requirements, the 20 credits required in different areas. We're not really measuring that except for in math ELA and ACT. If basic HS education includes a wide range of courses, how do we reconcile that. If a student graduates, they are combining the basic 20 credit requirement. How is proficiency defined and how is it done? On a district level or the state level? There are a lot of questions to this and it's a big process.
    e. Sharyl Allen: Proficiency exists in MCA 20-9-311. The district defines what proficiency assessment is. Disconcerting point of this is that we have districts that have defined proficiency is 50% of achievement in any class. She doesn't think there are many districts that would say that is passing performance in classes yet that is where proficiency is defined.
    f. Chris Olszewski: A few years ago, they moved forward with a policy related to this and established 80% on district assessment, 75% on product. A lot of what we do for SBAC, or ACT comes under Ch56 then we come back to ch55 and there is a disconnect. If we do open this up to local districts to determine level of proficiency, how do we normalize it? He likes the idea to have this as part of the alternative or complimentary to Ch56 and requirements to state assessments. This would be great to move forward to connect the dots better in the process.
2. Staffing ratios for library media specialists
    a. Aislinn Brown: Reviews the TF discussion
        i. Nathan Miller: Reviews the data discussion from the TF
    b. Stephen Schreibeis: Asks Nathan to expand on a school System.
        i. Nathan: When the TF looked at real MT schools, in a school system with both elementary and high schools combines, it requires a lower FTE.
    c. Sharyl Allen: Was there TF discussion on if this is a ratio, we should be keeping at all?
        i. Julie Murgel: That question has been brought up for not just this ratio but all of them. There are particular pieces that we say the district can determine what the ratio is and how it should be

staffed. The notion has been brought forward, but she cannot say it has been mapped out deeper.

    ii. Michele Paine: That is a question many people don't want to answer. The role of a librarian has evolved over the last twenty years. Librarians now spend most of their time supporting technology in the school than maintaining the collection. Schools have been creative how to support that. Shares example at her school. She wonders what we're looking at the ways libraries support the instruction in a classroom and if this is an accurate requirement to represent what is needed.

    iii. Sharyl Allen: Recently, a parent asked their child, what is the hardest job in a school? The child's answer was a counselor by far. The parent asked, what's the easiest? The child answered the librarian. There is a perception even by students, that councilors are slammed, and library has evolved.

3. Graduation requirements
    a. Aislinn Brown: Reviews the TF discussion
    b. Julie Murgel: Elaborates on TF discussion
        i. McCall Flynn: also elaborates on TF discussion
    c. Adrea Lawrence: asks if the TF has discussed what this may look like in practice?
        i. McCall Flynn: Yes, they discussed ACT and the HiSet and other tests. The group discussed and focused on High School standards.
    d. Chris Olszewski: There is some flexibility already in statute for districts to do some of these things. Every district will have students that this is good for and others it may not. Shares example of elementary student going through courses with high school peers.
    e. Sharyl Allen: Challenges the group to think about this much deeper. Asks why four years of ELA are required to graduate? Why are two years of math and science required? When were those requirements set? What were the motivators at that time? If these are only reviewed every ten years, what will our students be experiencing in 2033? Chris's example is a great example because we know that education is moving faster than we can keep up with it.
        i. Michele Paine: She can advocate for ELA because all learning is done through language. She doesn't disagree in asking the question. We define a basic high school education as broad and well-rounded education.
        ii. Sharyl Allen: When we look at the data for students pursuing post-secondary opportunities and require remediation, we know that math is one of the subjects that often need it.
        iii. Adrea Lawrence: Provides historical rationale about the 1892-1893 Committee of 10 report.
    f. McCall Flynn: Expands on the TF discussion that having a minimum set for High Schools, it can guarantee students have a baseline and allows districts to grow beyond it.
    g. Christina Wekkin: She is curious that there is nothing around technology.
    h. Julie Murgel: Something the TF is struggling with is leaving the standards at status quo or what needs to change. Perhaps it is an "or" idea. Maybe we give power to local boards to have flexibility. Seat time does not mean proficiency.
        i. Sharyl Allen: its important to remember that students aren't introduced to this when they enter High School. In 13 to 15 years, students are unable to develop the basic competencies that they need. What are we doing, why are we doing it this way? What are the flexibilities since the counsel of 10? The point to technology drives most everything in our lives today. If our students aren't adept to navigate technology we're failing. If you could create the ideal school for our students today, would you create the schools we have?

i. Michele Paine: Would like to expand on Chris's elementary student example. Is the assumption that when this student reaches Algebra 2, does that mean that student needs to teach himself? Part of our system exists because there is a teacher with students in the room and is managing instruction?

    i. Sharyl Allen: Shares an example of a middle school student who requested to not be slowed down in their learning in math. Shifting our understanding that students have access to resources and the world in a way that wasn't there before. We need to be willing to open our networks to students.

    ii. Chris Olszewski: Their district is currently working through the details of the elementary students needs. Student populations today are constantly evolving and changing. He says it is exciting to watch this student learn and self-teach. 10.55.906 (4) is what Billing Public Schools is using in this particular situation. He likes the "or equivalent in Montana content standards achievement" and everywhere else where it says, "based upon local board policy", establishing what it looks like and the level of proficiency.

j. Stephen Schreibeis: Thinks we need to think differently about how we do things. A lot of the country is still preparing students for the industrial revolution, yet we're in the information age. He appreciates the comments on technology. He shares a conversation he had with a student where he asked what they don't know. The student responded that they don't understand technology like everyone thinks they do. This was a profound statement. We're giving tools to students but we're not training them how to use and access it. Teachers are no longer the holders of information. We need to think differently about how students access information.

k. Renee Schoening: When we consider the whole child it is importance of developing responsible decision making and ethical digital citizenship. This should be a piece of that as we develop their technical expertise.

l. Christina Wekkin: She found that we still need the books, but HS students need the digital citizenship. We need to teach technology so they can prepare how to do the rest.

m. Sharyl Allen: When we ask future employers what the skills and attributes are they need, none of these are showing up on their list. A recent individual said we need people who will show up and have an open mind to learn. When we talk about ethical responsible decision making, what we're focused on is measuring academic things, but we don't get to an entire portion of what makes a successful student. As we look at what core requirements that develop those elements of a person.

n. Michele Paine: Being open and willing to learn different things is part of the requirements in all different areas. We force the hand in a broad way with the HS requirements are because we're requiring students to try new things, they may already be good at or may not be, but they won't know until they try. She wonders if we got rid of the 20-credit requirement, we're not preparing kids to try things.

o. Christina Wekkin: What about not getting rid of the 20 credit requirements but create a new set of requirements. What do those requirements look like? She feels confident technology has to be up there with English language. Technology is growing faster than we can keep up with.

    i. McCall Flynn: Asks clarifying question that in ch55 it currently talks about a new standard for technology integration. Is this not what you're talking about?

    ii. Christina: From her understanding, they're mellowed down from the original development of standards. They're not as in depth but there are not requirements.

p. Chris Olszewski: The 2015 legislature passed the law to require personal finance for graduation. It was an unfunded mandate and now resides with local school boards if that course is required. Are we taking away choice from local districts by saying they now have to include a technology credit? Adding to this list would probably be an economic impact in the long run.

q. Julie: Acknowledges that the TF is willing to take a chance at saying the status quo isn't getting it done. The TF has shared that public input has been provided to stay away from this. The TF is trying to look at this to provide flexibility. She wants to encourage them to continue the conversation.

r. Sharyl Allen: Asks McCall if she was able to listen to the Education Interim committee's discussion on high performing systems?

    i. McCall Flynn: The Joint education interim committee and interim budget committee met and had a presentation from many different groups. One of the things they are talking about are how to educate students for the future? How do we move from what is always done to be more student focused? They talked about data and for the US and other countries and how it has changed over time.

    ii. Sharyl Allen: Legislators have approached the OPI to meet about what the redesign looks like.

    iii. McCall: A K-12 focus group will be put together with multiple stakeholders to discuss what this will look like. The legislature recognizes they are the only ones to make changes in these areas. They've invited, BPE, OPI, and Governor and June 14th was announced this week. She is very excited for this discussion. It will be a good step forward and it is timely for the NRM to see.

    iv. Julie Murgel: How profound to be working in a state where our legislators are there, in the conversation, and supportive.

4. Accreditation process

    a. Julie Murgel: Reviews the TF discussion

        i. Aislinn Brown: Points out there is a proposal listed

        ii. McCall Flynn: Continues to elaborate on TF discussion

    b. Sharyl Allen: asks Adrea what the universities' perspective on accredited High having students leaving for post-secondary education?

        i. Adrea Lawrence: Typically, yes. For admissions, there is a set number of credit hours across a range of subject areas (which also came from the committee of 10 report). If you want to look at if a HS is accredited or not, she doesn't know. She would have to talk to the admissions department but knows it has to be in compliance with the MUS. It could be different for private institutions.

    c. Sharyl Allen: She became aware that the presidential scholarship of the MUS system requires students to be a part of an accredited High School. She doesn't hear much about requirements for middle and elementary schools. She wonders if the construct of the tiered system has validity to it? The district accreditation for all their schools but specific designation for HS.

        i. Michele Paine: Accreditation is critical when student move or transfer from other states/schools. They have to look at the transcript and decide whether or not to award credit for courses taken.

        ii. Adrea Lawrence: Other states and university systems may regard this differently than MT. Not all MT students go to school in state.

    d. Stephen Schreibeis: The tiered system is very interesting and MTSS is set up to give students what they need. More support or what ever they need a model like that for schools. Just went through a Cognia review for the HS. It was a very cool process and one that he sees differently. He sees this like an evaluation of an employee. Is it there to just give a score or provide growth?

5. Meaningful Accreditation Process

    a. Aislinn Brown: describes TF notes

    b. Julie Murgel: Describes TF discussion

    c. Renee Schoening: School boards need educator perspective and expertise to make decisions. Too much flexibility may not necessarily be a good thing because they may not have the research or experience or education.

6. School Counselor Staffing Ratios
   a. Aislinn Brown: Reviews TF notes
   b. Renee Schoening: It is not helpful to think about counseling as academic vs therapeutic. It is more helpful to think about school counseling from a MTSS perspective. Counselors work in three domains including career, social emotional, and academic. Those three elements are braided together. Having the educator credential is key and safeguards to ensure quality well trained individuals in schools. School counselors are trained to work in schools. When we consider counselors or those that are supporting mental health in students, they need to be trained school counselors.
   c. Stephen Schreibeis: Asks Renee if she thinks the reason why that question is there is due to the need for SEL in schools? School counselors have been seen to do more career readiness and academic based work, but we need support in SEL?
      i. Renee Schoening: Contemporary school counseling looks lot different than it did 20 years ago. School counselors are trained with the mental health track and the school counselor track in tandem. They receive both the LCPC and school counselor credential when they graduate. The need for SEL is a big part of it and more light is shed on this now. She thinks that a large part is because of SEL but also the suicide and mental health crisis in Montana.
   d. Michele: When we talked about how education is different now than it was 50 years ago, she would argue that mental health is has emerged right alongside with technology that we haven't thought about. The needs of our students have increased dramatically in the last 15 years. 10 years ago, we heard from elementary schools that SEL was arising and now it is in the high schools. This is a change that will be our reality going forward.
   e. Sharyl Allen: Montana has the highest suicide rate per capita in the nation in our youth. We're the number one location in the sex slave trade feeding the Northwest, coming out of Montana. We talk about kids are first and that they are important. Perhaps this is where economic impact comes into play. If schools have the ability to influence that, we need to walk the talk. If we don't, we can't think that things will change. That suicide rates will go down and that the atrocities that are happening to children will stop. School counselors in a lot of cases are trying to keep our kids alive.
   f. Renee Schoening: What will this look like in 10 years from now if we don't do something now? A lot can happen in 10 years.
   g. Susan Lake: Asks if teacher education should look a little different? We can't just rely on school counselors but maybe teachers need to have tools too.
      i. Renee Schoening: MTSS is a school wide systemic approach to everyone on the team looking at student wellbeing and using positive behavioral intervention supports. Kids will be better in a supportive school environment. School counselors are trained in specific things like suicide assessment and specific lessons on mental health.
   h. Christina Wekkin: Shares example of how she teams with her school counselor.
   i. Stephen Schreibeis: This is a huge need in our school systems. The tiered system is great. Tier one is to all students, two is a bit more selective, and three is for high-risk students. Sometimes we stay away from these conversations because they're hard but that is why we need to have them. Shares example of suicide in elementary and in small towns it is difficult to talk about due to confidentiality requirements.
   j. Renee S: The pandemic has increased the mental health crisis. She thinks we're just seeing the tip of the iceberg due to the long-term impact, learning loss, mental health needs, and the impact on parents. We hear about completed suicides, but we don't hear about the attempts. It is happening a lot more than we want to think about.

k. Nathan Miller: Gets asked if schools can use a therapeutic, clinical counselor, or social worker in lieu of a school counselor. He also gets asked a lot if a district has a candidate, they like for school counselor the class 5 program for them may take a little longer.

l. Chris Olszewski: Shares personal experiences with suicide in his family. Also shares counselor situation in Billings school districts.

m. Renee Schoening: Rural communities often have to provide tier three services in schools because there aren't resources close enough to home. Would promote a ratio change because at least then rural communities would have the opportunity to have more school counselors accessible. She will share research on the impact on students when there is a lower ratio. It does make a difference for students academically, socially, and with mental health.

7. Postsecondary Readiness, Flexibility, and Paraprofessional and substitute requirement

   a. Sharyl Allen: As we talk about graduation is micro credentialing one of the ways to reach requirements?

   b. Renee Schoening: Would also like to add apprenticeships. Would like to add she is glad to see they are considering career readiness as well.

Definitions

1. McCall Flynn: What was the conversation in deciding to do the definitions now rather than getting to a point where a definition needs to be made. She wants to make sure that the definitions don't drive the work.

   a. Aislinn Brown: Definitions can be added or adjusted until the final document is taken to the Superintendent.

   b. Julie Murgel: To lay some common language for the TF and NRM to use but also keep it open because we may need to come back to do changes as ARM is looked at.

   c. McCall Flynn: She is also looking at the preliminary work is in the TF and how the definitions have made it to NRM already. With Julie's explanation she understands.

   d. Aislinn Brown: Her understanding is that these definitions were not just made up but that they have come from statute or other areas.

2. Academic Growth Indicator

   a. Adrea Lawrence: To clarify, this is just this one indicator?

      i. Julie: On 67 there is one for growth.

3. Accountability system

   a. No NRM comment

4. Additional Targeted support and improvement

   a. Sharyl Allen: Is the goal here to integrate the state and federal systems of accountability?

      i. Julie Murgel: Potentially. It is already integrated in terms of student performance. It is the same as the federal accountability system. TF read an article "An analysis of school quality and accountability rules in Montana" on this.

5. Alternative education

   a. Sharyl Allen: Rather than "within" it should be "by" a public school and should not use the term "at risk students" should be simply to serve students

   b. McCall Flynn: Where in rule do we use alternative education? In the variances we talk about the public charter schools are we alluding to it there? Where does this live?

      i. Julie Murgel: These terms are in HB 246. It's in consideration around if the terms are out there and could potentially come into rule.

      ii. McCall Flynn: These definitions aren't required to be included because of HB 246?

      iii. Julie Murgel: Yes.

   c. Susan: Concurs with Sharyl's suggestion.

6. Alternative learning methods

a. Adrea Lawrence: The use of the word "methods" does not seem descriptive of what is proposed. She thinks of methods as pedagogy like teaching strategies.
   i. Julie Murgel: suggests modes
   ii. Sharyl Allen: suggests experiences
   iii. Adrea Lawrence: experiences are a lot closer to how she was thinking of it.
   iv. Renee Schoening: Opportunity
   v. Susan Lake: What is wrong with strategies? Experiences seems to be kind of nebulous.
      1. Adrea Lawrence: she thinks of strategies as very closely aligned with methods. Teaching strategies are not the same as a wholistic experience or opportunity.
      2. Julie Murgel: these are experiences where not all the methods and strategies that are used within the experience.
   vi. Sharyl Allen: suggests learning environment.
b. Michele Paine: Are written in the perspective of the student not the teacher? Methods and strategies are centered but the rest of the language is from the student perspective.
c. Sharyl Allen: As we look at this where we have methods it might not be applicable to what we are describing. She is not sure adult education is a method or partnerships is a method.
d. Julie Murgel: what if we took off the word method?
e. Chris Olszewski: On the definition for assessment, later in Ch55 the purpose of assessment is laid out. This definition covers it well. It identifies student learning or proficiency and using that data. Is student learning too nebulous? Could we pinpoint by using proficiency or growth?
f. Adrea Lawrence: is assessment also used to help tailor student learning? Or is it used as an accountability measure?
   i. Chris Olszewski: He brings up using the term proficiency because it goes along with student improvement in the Professional Learning Community (PLC) process. We're asking assessments to tie it to instruction al school improvement plans and instructional changes. On a greater scale it informs our curricular decisions.
   ii. Julie Murgel: There are different types of assessment. In literacy, early reading skills, we might use a summative or formative or interim assessment. We use a diagnostic assessment that does not measure program effectiveness it is trying to diagnose.
   iii. Adrea Lawrence: yes, she is inline with Chris to look at assessment in a holistic way. It can be challenging if we're only looking at SBAC scores on math and ELA. If we're looking at student learning it is much more board and inclusive. We would be looking for growth or continued proficiency. Not specific to academic knowledge and skills like perseverance, engagement, and the ability to have a conversation with peers.
   iv. Julie Murgel: agrees
7. Career and vocational/technical education
   a. McCall Flynn: Wondering if it can be called career and technical education. The new content standards do say career and technical education in Ch53. It would require us to change in Ch55 1701 to say career and technical education.
      i. Julie Murgel: Agrees
   b. Renee Schoening: Struggling with the wording of (b) specifically the word "contributes"
      i. Julie Murgel: what about simply taking out contributes
      ii. Renee Schoening: suggests "advancing through ongoing activities"
      iii. McCall Flynn: is this specific to the Advanced Opportunities Grant? If this is specific to the Advanced Opportunities Grants, then it probably does need to stay as is.
      iv. Michele Paine: what does that really mean? Does it mean we want to include competency that could lead to advanced opportunity?

    v. Lisa Petersen: Suggests including "competency based applied learning through advanced opportunities"?

    vi. Michele Paine: but it doesn't necessarily need to be through advanced opportunities. Could a student demonstrate competency through regular opportunities? What do we mean by advanced opportunities?

    vii. Lisa Petersen: Not sure if the word advanced is causing the issue if we're looking for other educational opportunities?

    viii. Craig Mueller: The advanced opportunities grant allows for extension outside of normal curricular areas. For their application they are using those dollars to support certification process, work-based learning endeavors, and to pay for dual credit courses for students that cannot normally afford them. Those are opportunities he's seen through the grant.

  c. Julie: This definition is from 10.41.101 and is the exact definition of how it is defined in Ch41

  d. Sharyl: Thinks it would be good to look into HB 387 from 2017 legislative session.

8. Career pathway
  a. No NRM Comment

9. College and career readiness
  a. No NRM Comment

10. College and career readiness indicator
  a. No NRM Comment

11. Community involvement
  a. Sharyl Allen: Wondering if community and family engagement should be listed here.
    i. Julie Murgel: yes. Community involvement and family engagement are separate.
  b. Sharyl Allen: The way we have defined involvement is very limiting. Involvement is more expansive than we've identified it. She would ask we come back to this at a later time.
  c. Julie Murgel: Suggests considering the term involvement rather than engagement

12. Comprehensive Support and Improvement
  a. No NRM Comment

13. Demonstration Options
  a. Sharyl Allen: We have identified that the only group that demonstration would be applicable to is HS students. But children in lower grades may very well be involved in demonstration projects and methodologies. Wonders if the goal is to limit to only HS only or if this is a more comprehensive piece.
    i. Aislinn Brown: Wonders if that might be answered by what HB 246 says.

14. Distance Learning
  a. Julie Murgel: Clarifies that in definitions to try to avoid terms such as and/or.

15. Endorsement
  a. No NRM Comment

16. Family engagement
  a. Renee Schoening: Suggests using "well-being" rather than "health". It is more inclusive of mental and physical health.
  b. Sharyl Allen: Would like to add language around family engagement means equal partnership between families and school staff working towards the learning and success of their children. Without the equal partnership our engagement and growth in student learning is severally impacted according to research.

17. Graduation rate
  a. Julie Murgel: Should we also consider completion rate?
    i. Aislinn: Are you saying as in addition to or as part of this?
      1. Julie Murgel: In addition to.

ii. Julie Murgel: Sometimes it takes longer to complete. This is a technical term on graduation rate and the way the federal system measures the graduation rates. It is important to define what it is because its important to know that the graduation rate is based on 4 years not if HS is completed or not.

iii. Aislinn Brown: Proposals may be to change the graduation rate to account for the fact that not everyone graduates in 4 years and the other is to add a separate definition for completion rate. If a definition was added for completion rate, what wording would we use? We will come back to this.

18. Indian Education for All
    a. Sharyl Allen: What is the difference between shall and must?
       i. Julie Murgel: OPI's legal advised to refrain from using shall. Shall can mean so many different things and is the most litigated terminology.

19. Measure
    a. Sharyl Allen: What is the purpose of adding this?
       i. Julie Murgel: related to some of the discussion earlier on assessment. When we're defining assessment, is assessment one particular thing or is it a measurement of assessing a performance indicator
       ii. Sharyl Allen: A performance indicator is identified in Student Performance Measures in Ch56 or by local districts? All of the above? The federal accountability system as the optional indicator that is allowed by the state.
    b. Chris Olszewski: When we get down later to 52, 53, 54 the proposals for proficiency-based diplomas will go with his earlier comments to change student to student proficiency. In a later definition, he will propose to include this term in those definitions. Having the option to use multiple or alternative measures in some of the other definitions.

20. Offsite instructional setting
    a. Sharyl Allen: We should look at MCA 20-7-118 to see if there is additional clarity of offsite instruction might mean. It is the provision for education services for off-site.

21. On-site peer evaluation
    a. No NRM Comment

22. Personalized learning
    a. McCall Flynn: What if a statute changes? Is concerned that by including so many of the statutes in rules, if the statute changes, we would have to change rule.
    b. Sharyl Allen: We should take a look at what personalization of learning really means. Agrees with referencing statues because they are changing rapidly. There is a tremendous about of research that exists on personalized learning and personalization of learning. Does not find in statute where it is ever defined.
    c. McCall Flynn: It is hard to pinpoint when we don't know how it is going to apply in rule. This may mean many different things depending on how we use the definition in rule. We may come back to it several different times. Perhaps we leave it open so it can be worked on as we continue through rule.

23. Postsecondary and workforce readiness
    a. No NRM Comment

24. Postsecondary and workforce readiness program
    a. Sharyl Allen: She is good with this definition as long as we don't define workforce readiness. Workforce readiness is shifting as rapidly as technology is shifting. In (49) we refer to the knowledge and skills.

25. Proficiency-based diploma
    a. Chris Olszewski: This is where he would like to connect the dots. Under (a) rather than alternative means, alternative measures.

        i.   Julie Murgel: Agrees where Chris is going on this.

       ii.   Sharyl Allen: would like a legal opinion since statute uses the word means. Agrees with Chris.

   b. Adrea Lawrence: What the distinction is between a deficiency based and state diploma?

        i.   McCall Flynn: This comes from legislation in 2021. Shares what statute says.

26. Proficiency based learning

   a. No NRM Comment

27. Proficient

   a. Sharyl Allen: Suggests taking out the word "mastered". Mastery and proficiency aren't necessarily one and the same.

   b. Julie Murgel: Should we use the defined word in the definition? Agrees mastered should be removed.

   c. Michele Paine: Who determines what the definition of proficiency is? Would it be a board determination?

   d. Sharyl Allen: Suggests demonstrated the ability or level of ability related to important sets of knowledge and skills.

        i.   Renee Schoening: Did you say you wouldn't use competency?

       ii.   Sharyl Allen: Competency based learning has a different nuance to it today. Montana is akin to proficiency.

   e. Chris Olszewski: Suggests referencing in the notes of definition number 6, definitions 52, 53, 54 and 67. Proficiency is a reciprocal accountability of what is already in other definitions. The ability for a student to demonstrate the skills that are in the performance standards. Performance standards at a state level identify what is critical. The Local level of control and measures come into play with the local boards policy to determine the percentage. It is a dance with the authority of the state to determine the knowledge and skills through the standards and how to locally determine the level of proficiency.

   f. Sharyl Allen: Proficiency means a student has demonstrated levels of ability in related sets of knowledge and skills identified by local standards. Agrees with Chris.

   g. Julie Murgel: Thinks there is confusion between local standards and content standards. Chris is bringing up the tension of the relationship between local determination and what is proficient demonstration of content standards.

   h. Chris Olszewski: that is why he uses measures here as it relates to his earlier definition with definition 52. The state does set standards, but it is up to the local school board, in tandem with the curriculum process, to define proficiency.

   i. Adrea Lawrence: With Praxis in particular we refer to cut scores, but it sounds like districts use a percentage rather than a raw score. Measures seems to get to that in a forgiving way.

   j. Corey Barron: are we also removing the word important? How do we derive what is important? Suggests using in "related to".

   k. Michel Paine: This makes her head want to explode when she thinks about who is actually going to do that work. She like the idea of local control and all of it is critical. What unintended consequences are going to happen from every district doing their own thing,

        i.   Sharyl Allen: This is proficiency by local district assessment is how it actually reads in statute. If you go back to the first season of the pandemic, districts concern was they would not be going to meet aggregate hours. 99% of districts declared proficiency which is probably still in effect.

       ii.   Julie Murgel: Our current ways and previous ways of measuring student stabilities. Do grades in each district and class mean the same?

      iii.   Sharyl Allen: The standards-based grading movement. The local piece comes into play as they define what the measurements mean

      iv.   Christina Wekkin: Doesn't each school have to have a proficiency definition in their school?

       v.   Sharyl Allen: Local trustees define it.

28. Pupil instruction
    a. McCall Flynn: Is it more accurate to stay teacher or licensed educator?
    b. Sharyl Allen: Since we're talking about accreditation standards, we have private schools that go through accreditation. Our privates would not have to meet the same levels.
    c. Julie Murgel: There is a difference between teacher and educator. All teachers are educators but not all educators are teachers.
    d. Adrea Lawrence: What is meant by distributive?
        i. Renee Schoening: Marketing and distributive education was a term used in her undergraduate degree. That is the only time she has used it was in the realm of business education.
29. Self-study
    a. No NRM comment
30. Specialist
    a. Renee Schoening: Shouldn't this include speech pathologist?
        i. Julie Murgel: That is what this term is trying to define. They are not licensed under the rules of 57 or class 6.
31. Student growth
    a. Chris Olszewski: Suggests "achievement from one point to another on state and/or local measures". Being able to say at the state level working with alternative measures.
        i. Adrea Lawrence: As it is written now, the statewide assessments would put is with the ACT and SBAC. Student growth would only be measured in math and ELA.
        ii. Michele Paine: For HS the ACT is only given once, so there is no way to measure growth.
        iii. Julie Murgel: Maybe the two terms, growth, and proficiency, should be broader. As Chris is suggesting perhaps it should include state or local measures.
        iv. Chris Olszewski: Is suggesting something in addition to it. Would like language to include state and or local measures.
        v. Sharyl Allen: Suggests it means a change in student learning as measured from one point to another. What we're measuring is student learning.
32. Targeted suppler and improvement
    a. No NRM comment
33. Technology delivered learning
    a. Sharyl Allen: Could it be as simple as content digitally delivered?
34. Transformational learning
    a. Sharyl Allen: this definition is directly out of statute
35. Universal support
    a. Adrea Lawrence: Why the lowest 5 percent?
        i. Julie Murgel: it is a federal definition
36. Whole school whole community whole child model
    a. Renee Schoening: Suggest using Wellness or wellbeing instead of heath.
    b. Sharyl Allen: likes wellbeing
    c. Julie Murgel: Likes wellbeing
37. Work-based learning
    a. Sharyl Allen: Suggests "real" is removed.

Public Comment

1. Dennis Parman, Executive Director, Montana Rural Education Association:
   a. Starts by saying he agrees with Julie's comments around the group having difficult decisions. Wants to make it clear the MREA is not putting pressure to keep the status quo. 10 years ago, they added variance to standards, designed the present process of accreditation, and added student performance elements. Encourages to not take a status quo, to be bold, and be fully informed. Was glad to hear Renee talk about balance. Balancing state control, the legislature, the Board of Public Education, the Superintendent, and the constitutional empowerment of locally elected trustees is where the balance point where it should be found. He would never suggest state vs. local control. He likes the mindset of where is the balance. It is his understanding that the group received the definitions document last night, but he cannot find the document on the website anywhere. He would ask that a paper copy be available to the public and available electronically on the website. There is a reporting burden associated with implementing the accreditation standards. When the work is done, the group should ask themselves if they added what is required, left it the same, or reduced it. The group has had conversations in accrediting schools, districts, or school systems. He sees that Tara Hubing is online from Circle, MT. When you look at the OPI directory, you will see there are four listings of schools for Circle, MT. But when you go to Circle, you will see three. When you look at the accreditation report, you'll see four lines. The reason behind that is that it was associated with school funding because of A and B rates. Is that the way the group wants it to be as you move forward? He hopes that when the work is completed the group has a feeling of satisfaction in the work.
2. Diane Fladmo, Director of Policy, Montana Federation for Public Employees:
   a. Would echo what Dennis Parman has said. It would be helpful for her if materials are made available to her at the same time are available to the committee. Just like the group, the members and advocates want to carefully review and be able to give input. She appreciates the groups work.

Meeting Adjourned: 1:52 PM