



Chapter 55 Negotiated Rule Making Committee Meeting Minutes Wednesday, April 13, 2022 3:30 PM – 5:00 PM

Meeting Start Time: 3:30 PM

Roll Call

Negotiated Rule Making Members

Sharyl Allen
Alex Ator
Corey Barron
Sue Corrigan
Patti Drake
Tara Hubing
Susan Lake
Adrea Lawrence
Kitty Logan
Rhonda Long
Julie Murgel
Lisa Petersen
Renee Schoening
Stephen Schreiber
Curtis Smeby
Ruth Uecker
Christina Wekkin
Krystal Zentner

BPE Representation

McCall Flynn

Facilitator

Aislinn Brown

OPI Representation

Nathan Miller

Executive Support

Tristen Loveridge

Welcome and Review

1. Aislinn Brown: Reviews:
 - a. Catch up meeting
 - b. Consensus definition
 - c. Ground rules
 - d. Public comment

Public Comment

1. No public comment given

Discussion of Definitions 10.55.602

1. Academic growth indicator
 - a. Adrea Lawrence: Do we want to limit this to just the SBAC and ACT? It would affect the definition for Academic Growth Indicator. Proposes this is tabled until discussions are had
 - i. Sharyl Allen: Concurs with Adrea
 - b. Sharyl Allen: Voices dissent due to more than one school year. In current rule it allows it to be for more than one year. This would be an academic growth indicator for accountability rules but not accreditation.
 - c. Tabled for further discussion
2. Accountability System
 - a. No dissent, rule is adopted by committee
3. Accreditation
 - a. Sharyl Allen: Dissents for specified school year. She wonders if accreditation could be for more than one year. Current rule allows for more than a year.
 - b. Rule is tabled
4. Additional Targeted Support and Improvement
 - a. Curtis Smeby: is there something about the 5%? Why 5? Why not 10?
 - i. Julie: This is defined under federal law. If for any reason we were to look at state and federal accountability systems, this would need to be documented. If there is, then we would need to have it referenced.
 - b. No dissent, rule is adopted by committee
5. Alternative Education
 - a. Sharyl Allen: Does not believe an alternative education means a restructured academic program. It is simply options that help students fulfil their full educational potential that they are entitled to in our constitution. This is very limiting. Alternative education can mean a lot of different things. She will bring proposed language for this. Proposes this is tabled.
 - i. Curtis Smeby: Concurs with Sharyl. Alternative may be a misused word. While we can support alternative education, this is limiting.
 - b. Rule is tabled
6. Alternative Learning Methods
 - a. Sharyl Allen: Proposes this rule be tabled
 - i. No dissent, tabled
7. Assessment
 - a. No dissent, rule is adopted by committee
8. Assurance Standards
 - a. No dissent, rule is adopted by committee
9. Asynchronous

- a. No dissent, rule is adopted by committee
- 10. At-risk student
 - a. No dissent, rule is adopted by committee
- 11. Career and vocational/technical education
 - a. Sharyl Allen: (b) “include competency-based applied learning”. Consider being consistent, in MT we call it proficiency-based learning.
 - b. Adrea Lawrence: Proposes (b) include proficiency based applied learning through a range of novice and advanced opportunities.
 - i. No dissent, rule is adopted by committee with proposal
- 12. Career pathway
 - a. Sharyl Allen: This is about career opportunities vs. options that are in demand. We don’t identify that it is only in MT youth. We are preparing them for their future. The types of activities they can engage in, which prepare them for their post-secondary steps or choices after high school. It all comes back to the full educational potential of our students.
 - i. Renee Schoening: Suggests post-secondary future
 - ii. Alex Ator: concurs with Renee.
 - b. No dissent, rule is adopted by committee with proposal
- 13. Class 8 license
 - a. No dissent, rule is adopted by committee
- 14. College and career readiness
 - a. Sharyl Allen: Doesn’t think we are talking about life after high school. College and career readiness is a process that goes through all of the years in developing students in the skills necessary for success.
 - i. Aislinn: Are you proposing the removal of “in life after high school”
 - ii. Sharyl: Yes, it should focus on life every day for our students.
 - b. Curtis Smeby: Proposes to add dispositions. If we’re talking about success, including dispositions would be worth having.
 - i. Alex Ator: This is a struggle area for him. College and career readiness is something we are always trying to evaluate. When we say student success, we may define success differently. Success does not seem like something measurable and something that can be accredited on. He is not sure how he can dissent because he doesn’t know how to change it.
 - c. Adrea: Proposes something like being able to participate economically and civically in community life. Does agree with Alex about measurability.
 - i. Susan Lake: Concurr with Adrea. That is a positive statement
 - d. Renee: The definition of success is individual. Proposes saying something like to be contributing member of society would leave more room for individuals like stay-at-home mothers. She agrees with Alex. Would not like to see success defined as economically and civically.
 - i. Susan Lake: Is participation civically something that is talked about in the constitution?
 - ii. Renee: Yes, that is why she thinks something like “contributing member of society” would be appropriate. It leaves more room.

- iii. Sharyl: Thinks the term Civics is very important. There are mandates that students are taught. Readiness is being able to be a contributing member of society when it comes to your civic responsibilities.
 - iv. Adrea: Concur with Renee's suggestion. Disagrees with Renee that stay-at-home mothers are not contributing to society.
 - v. Renee: She agrees that stay at home mothers are contributing but would not want misinterpretation.
 - e. Sharyl: Proposes this is tabled until clear language is found.
 - i. No dissent, rule is tabled
- 15. College and career readiness indicator
 - a. Sharyl Allen: When we look at the coherence in this process, college and career readiness means these, but we've added dispositions and elements in definitions above. This indicator might be insufficient based on earlier discussions.
 - b. Adrea: What about behaviors? Are we looking for self-regulation, the ability to listen and participate in a debate, and how to carry a conversation? We could get to some measurability but the note about dispositions is well taken.
 - c. Sharyl Allen: Proposes this is tabled until the next meeting
 - i. No dissent, rule is tabled
- 16. Combined elementary-high school district
 - a. No dissent, rule is adopted
- 17. Community involvement
 - a. Sharyl Allen: When we get to definition (27) she will propose a new definition which may encompass this definition.
 - b. Tabled until later in the discussion
- 18. Comprehensive Support and Improvement
 - a. No dissent, rule is adopted by committee
- 19. Content Standard
 - a. No dissent, Rule is adopted by committee
- 20. Corrective plan
 - a. Julie Murgel: Proposes this rule to be tabled until further discussion. Once we get into rule and discuss the accreditation process, we will want to think about this definition in alignment with it.
 - b. No dissent, rule is tabled
- 21. Demonstration options
 - a. Adrea: Should this be aligned with (14) about college and career readiness indicators? Proposes this rule is tabled for further discussion
 - i. No dissent, rule is tabled
- 22. Deviation
 - a. Sharyl Allen: Would like to see the word noncompliance removed and use a different term to identify what is transpiring. If a school district doesn't have adequate FTE for counselors in their K-12 setting, it's not a goal of noncompliance rather than all of the mitigating factors. Would like to see something softer than noncompliance.
 - b. Julie Murgel: Proposes to table this rule. A deviation means that you are checking for noncompliance.

- i. No dissent, rule is tabled
- 23. Digital content provider
 - a. No dissent, rule is adopted by committee
- 24. Distance learning
 - a. No dissent, rule is adopted by committee
- 25. Dual enrollment/dual credit
 - a. Sharyl Allen: would like the NRM to look at an expansion of concurrent enrollment. Meaning districts that are offering courses during the school day taught by district faculty that students can earn secondary or postsecondary credit. Such as middle school or elementary students earning secondary credits not just for secondary earning postsecondary credits. More encompassing to students that are pursuing more challenging content. Will present the committee with proposed language. Proposal to table
 - i. No dissent, rule is tabled
- 26. Endorsement
 - a. Alex Ator: Is there is still a highly qualified status in Every Student Succeeds Act that was defined in no child left behind? It was the justification for science and history broad fields that makes it more difficult to fill those positions. Is there an endorsement area or way for a general HS or math science endorsement that ESSA did not allow districts to do?
 - i. Julie Murgel: Highly qualified teachers were not included in the no child left behind. It is currently a state component not federal.
 - ii. Alex Ator: Can we look at this to allow the capacity to have a teacher teach outside their endorsed area?
 - iii. Julie Murgel: This is something we can talk about. Currently in the accreditation process if there is a teacher teaching outside of their endorsed area it results in a deviation.
 - 1. Stephen Schreiber: Agrees with Julie to have that conversation.
 - iv. Alex Ator: If we can note that when we get to the deviations that it is addressed. He does not have an issue with the definition of endorsement.
 - 1. Stephen Schreiber: Agrees with Alex's point does not have an issue with the definition.
 - 2. Julie Murgel: Concurs
 - b. No dissent, rule is adopted by committee
- 27. Facilitator
 - a. No dissent, rule is adopted by committee
- 28. Family engagement
 - a. Sharyl Allen: Proposes Family Engagement: The full, equal, and equitable partnership among families, educators, and community partners to promote student's (child's) learning and development of full educational potential during their entire P-12 experiences.
 - i. Adrea Lawrence: What if a family is not engaged? What happens then? What about enforcement? Just trying to think about the possibilities that could play out.

- ii. Ruth Uecker: it is difficult to define engagement. Struggles with the word “equal”. Does not know how we would define equal or equitable partnership. Suggests striking “equal, and equitable”
- iii. Susan Lake: Does this create liability?
- iv. Sharyl Allen: We are not talking about family activities. We’re talking about engagement that addresses five critical components that help promote student learning and achievement. If we’re not looking at families and communities as equal partners in the work then we have a propensity to revert to the activities like parent teacher conferences, assemblies, concerts, and math nights. We are looking at the full educational potential of each individual. Happy to add to this. The outcome is the learning of the student. These words are important today, especially through the pandemic.
 - 1. Ruth Uecker: Proposes “a shared responsibility”
 - 2. Sharyl: can support that as long as we keep terms for an equal and equitable shared responsibility. So, there is never an idea that it is all the school’s responsibility the child belongs to the family before they belong to a school.
- b. Krystal Zentner: Proposes wellbeing is not removed.
 - i. Renee’ Schoening: Concur
- c. Adrea: proposes this is tabled until the next meeting
 - i. No dissent, rule is tabled

Wrap Up

1. Alex Ator: Will there be a public comment period until 5?
 - a. Aislinn Brown: the meeting will end at 5:00PM. It is her understanding the public comment periods will be held at the beginning of each agenda item. There will be a public comment period held at the beginning of the next meeting, so the public has an opportunity to comment on items not voted on.
2. Discussion and clarification of tabled rules. Tabled rules include:
 - a. (1) Academic growth indicator
 - b. (3) Accreditation
 - c. (5) Alternative education
 - d. (6) Alternative learning methods
 - e. (14) College and career readiness
 - f. (15) College and career readiness indicator
 - g. (17) Community involvement
 - h. (20) Corrective plan
 - i. (21) Demonstration options
 - j. (22) Deviation
 - k. (25) Dual enrollment/dual credit
 - l. (28) Family engagement
3. Alex Ator: Will there be a committee in charge of reviewing the tabled rules? Doesn’t want the tabled rules to be put aside and not worked on by one person before the next meeting. Wonders if the group would like to have a “word smithing committee” to work on the

definitions. Can have groups for different topics to work on. Will make it so NRM can take action on the items rather than being tabled again.

- a. Sharyl Allen: going to work on definitions for (5) alternative education, (6) alternative learning methods, and (14) college and career readiness
 - b. Ruther Uecker: Which rules are not covered for someone to propose a definition? Likes Alex's suggestion to have committees/people working on them.
 - c. Sharyl Allen: Anticipates talking to principals for student learning. This is her tactic for the ones she has volunteered for. It is not just herself working on it.
 - d. Alex: Is ok with feeling out how well our process goes until next week. Does not want to see one person do all of the work.
4. Chris Olszewski: Knows that we have moved public comment to the beginning of action items. He wonders if there will be public comment after some changes occur on the documents are changed. Will it wait for the next meeting, or will there be public comment after?
- a. Aislinn: a point of process, it would bog the process down if we allowed public comment after each proposed change.
 - b. Chris: not recommending after each but proposes something at the end.
 - c. Aislinn: If something comes up and needs to be revisited, it is possible to bring it up towards the end before the vote of the entire package.
 - d. Chris: for the shorter meetings, it makes sense to have the public comment at the beginning but proposes to have public comment at the end of our longer in person meetings as well.
5. Upcoming meeting is April 20th 3:30 PM – 5:00 PM via Zoom.

Meeting Adjourned: 5: