



## Chapter 55 Meeting Minutes Wednesday, January 26, 2022 8:00 AM – 2:00 PM

**Meeting Start Time:** 4:00 PM

### Roll Call

#### Task Force Members

McCall Flynn  
Jon Konen  
Heather Hoyer  
Daniel Lee  
Heather Jarrett  
Janelle Beers  
Billi Taylor  
Tony Warren  
Emily Dean  
David Pafford  
Gary Lusin

#### Facilitators

Julie Murgel  
Erich Stiefvater  
Tristen Loveridge

#### OPI Representation

Superintendent Elsie Arntzen  
Deputy Superintendent Sharyl Allen

### Welcome and Housekeeping

1. Julie Murgel reviews the groups outcomes and Agenda
2. Julie Murgel reviews the timeline of the group and solutions
  - a. Staggering handoff to the Negotiated Rulemaking Committee
  - b. Adding 2-hour virtual meetings
  - c. Sub-dividing the work
  - d. Another in person meeting in April
3. TF discusses the timeline
  - a. McCall suggests addition of in person April, so it is available in case it is needed. If it is not needed, then those dates could be freed up.
  - b. David Pafford comments that March, April, and May have elections in many counties.
  - c. Jon Konen moves the TF vote on the addition of an in-person meeting in April
    - i. Tony Warren seconds
4. Vote on an In-Person April meeting
  1. Billi Taylor Yes
  2. Janelle Beers Yes
  3. Heather Jarrett Yes
  4. Dan Lee Yes
  5. Heather Hoyer Yes
  6. Jon Konen Yes

- 7. Emily Dean Yes
- 8. Tony Warren Yes
  - a. Vote passes unanimously
- 9. David Pafford Yes

### Key Deliverables

- 1. Julie Murgel reviews the key deliverables from the group

### Recap from 1.25.22 meeting

- 1. Julie Murgel asks the group to think what their Tweet on Twitter would be from yesterday's work.
  - a. #Looking at lots of data
  - b. #MTState Capitol working to ensure a good future
  - c. So much to consider for our kids
  - d. #Accreditation in MT schools is complicated
  - e. Reviewing revising and looking at quality schools
  - f. Very well facilitated, great information, a lot to consider and do! Do we have a good definition and guideline for quality education in the State of Montana?
  - g. Building our capacity for evaluating quality school
  - h. Good to be back in MT state capitol working to ensure quality in MT schools
  - i. #Ditto

### What will schools be like in 2033?

- 1. TF takes a moment to imagine what schools will be like in 2033.

### Continuation of ARM quality Reports

- 1. Julie Murgel recaps the ARM sections that were reviewed yesterday.
- 2. Jon Konen: 10.55.902 Basic Education for Middle Grades
  - a. Jon's thoughts:
    - i. Yes, this ARM is ensuring quality
      - 1. Although should continue talking about what can be modified
    - ii. Electives should be discussed. What electives can be offered with budges and FTE.
    - iii. There is inequity with middle and high schools with offerings between larger and smaller schools.
  - b. Janelle comments that in HS minutes are not necessarily equivalent to education
  - c. Gary Lusin comments that ARM standards are always talking about the minimum or baseline. He wonders if we should look at realistic goals for districts to achieve by 2033.
    - i. Jon Konen agrees with Gary and wonders if MTSBA has transformational learning and flexibilities that need to be looked at.
      - 1. Emily Dean responds that all MT Pec partners are all working on this. Especially with HB 246. Right now, we are preparing students for jobs that do not necessarily exist and my not be located in MT. ARM is the

baseline, but it is important for this group to not create boundaries that prohibit innovation in schools.

2. Notes that several in the TF are a part of the K-12 vision project that provides the goals and strategic plan from the next 5 years focused on what schools will look like.
  - d. Dan Lee asks how specific ARM should be. Could strangle local districts from completing accreditation the way they need it to be done. Local control should allow for districts to decide how to go about things, but the state should have a program that enables equity.
  - e. Billi Taylor agrees with Dan. She comments that schools on reservations are working hard to maintain their traditions and heritage. It is very important for local control and districts to have a say.
    - i. Julie Murgel wants to bring to light the struggle of tension between the minimum quality standards and the expectations and flexibility to get there. How do we ensure there is the ability for local level to determine what is needed for the community and the tribal influence to preserve culture and language? She points out a section in the article from last night's homework. Page 11.
  - f. Emily dean adds MT we don't get as much credit for where we are ahead of the curve. Indian school board caucus passed in 2019 session HB 351 defines transformational learning.
    - i. Strengths needs and interest
    - ii. Includes continues focus on proficiency over content
    - iii. What how when and where each person learns
    - iv. 387 Section 2 (d): provide expanded flexibility to districts in supporting each pupil's post-secondary success path to align with each pupils' individual interests, passions, strengths, needs, and culture.
      1. Emily believes strongly that you cannot have personalized learning that is not culturally relevant.
3. David Pafford: 10.55.905 Graduation Requirements
- a. David's thoughts:
    - i. Feels as the language is now, does not feel it is required for a quality school.
    - ii. Does not see the words Graduation, Assurance Standards, or Student performance standards except with the HS graduation rate.
    - iii. The legislature has given local school boards flexibility. The school board and administration team have the opportunity to eliminate the Carnegie unit all together.
    - iv. Language around content specific grade level learning progression. If the school board decided that mastery and proficiency is the driving factor, a student would move through the content at their own pace.
    - v. In today's legislation unit requirements are not relevant.
    - vi. In a school district in Y2033 none of what we are currently doing will be done.
    - vii. Graduation may become a social event rather than an academic requirement.

- b. Dan Lee makes comment about why this is included in 1892 from the committee of ten. They decided what the secondary curriculum should look like. There are some changes since then, but many are the same.
    - i. David responds that there are 26 Carnegie units to graduate yet there are only 20 required. So why are we not following the standard as is.
    - ii. Heather Hoyer clarifies that a district can go above the standard. ARM states the minimum standard. She responds the in 10.55.906 a unit is defined 10.55.904 and 10.55.905 do not define a unit. Some students need more time or less time to master content.
  - c. McCall Flynn responds to Heather. This is the minimum. There are many districts that require more units to graduate. She also responds to David. She thinks a diploma matters. The field and workforce matters. Graduation does mean something for students and the work force.
    - i. David responds that yes families want graduation, and the federal government wants graduation. He wonders what graduation will look like in the future. Will it be a capstone event or an accreditation standard?
4. Jon Konen: 10.55.704 Administrative Personnel assignment of district superintendents
- a. Jon's thoughts:
    - i. If this ARM is focused on instruction, then yes, with modifications, this is part of quality.
    - ii. Possibly add flexibility for administration endorsement to be a curriculum coordinator.
    - iii. He is unsure how to define more quality.
  - b. Heather Hoyer asks if anyone knows the background of why curriculum coordinators need admin endorsements?
    - i. Dan responds that there is only one curriculum course in the admin master's program. He does not think that having an administrative license makes you a curriculum expert.
    - ii. Jon responds that curriculum coaches made a big difference for them in Great Falls.
  - c. Julie Murgel responds that we are asking an important question. What is the intention of this roll?
  - d. Smaller schools could possibly have an advisory committee to show that there is a group of people working towards the same purpose. In smaller districts it is linked to administration, but the duties fall on teachers.
  - e. Jon responds there is a lot of work to be done through paperwork to communicate changes to the public. There do need to be flexibilities in place.
  - f. Dan Lee asks what are we coordinating? Our knowledge. He makes comment about how long it takes to double our knowledge. The curriculum coordinator is a different roll now than it was.
5. Dan Lee 10.55.907 Distance online and technology delivered learning
- a. Dan's thoughts:
    - i. Interesting to see that this ARM was written in 2003 yet is up to date.

- ii. ARM does ensure quality school by ensuring licensed teachers are responsible for the delivery of teaching to MT students.
  - b. David Pafford comments about the current situation in licensure. Will this ARM, as it currently reads, be in conflict with the licensing that is going to be submitted to BPE. Will this create boundaries in remote learning.
    - i. Julie Murgel responds they are currently aligned. Distance learning and remote learning are not the same.
  - c. Dan makes comments that the mode of teaching does not matter, it is still teaching. He questions if this ARM is needed or not.
- 6. Emily Dean 10.55.709 Library Media Services K-12
  - a. Emily's thoughts:
    - i. MT falls in the middle line of Media specialists to student ratio.
    - ii. Could not find if there has been much research about what is the ideal ratio for students to be successful.
    - iii. Within ARM she would be interested in the history of the numbers included. How were these numbers selected?
    - iv. Increasing importance in school librarians especially with the pandemic. Students need the ability to evaluate sources on their own. Librarians provide this type of context for students.
  - b. McCall Flynn comments that she had a conversation with Rep. Anderson, chair of variance to standard board, specifically about library media. His suggestion was to get more information about the variance to standard to the TF. This committee look at adding grey areas to the hard numbers to give districts more flexibility.
  - c. Heather Hoyer makes comment that we look at the 126 numbers and give possibly 3-6 years to promote flexibility.
  - d. Janelle Beers comments that 51 of 56 variances are around library media. Statistically we are not meeting MT needs. There is a lot of work needed in this ARM.
  - e. Daniel Lee comments that at the university level most likely there will be less students on campus in 10 years from now. It is critical that there is a person who knows the dual decimal system a teacher could do this. Dan guesses the numbers included in ARM come from the National Library. He is not sure this is needed as structured now.
  - f. Emily responds that she encourages the TF to look at the national school library standards. They focus the foundation on growth creating sharing thinking, etc. She found these standards interesting and very specific.
- 7. Billi Taylor: 10.55.801 School Climate
  - a. Billi's thoughts:
    - i. She believes school climate is very important, but this ARM is too prescriptive and there are overlapping pieces in other ARM.
    - ii. Policies and procedures for bullying and harassment should be included.
    - iii. The process of accreditation, tagging a school as not meeting standards, makes it difficult to recruit quality staff
    - iv. Parent involvement is very important.

- v. Overall, this ARM is important to a quality school, but feels it is repetitive and could live in other areas.
  - b. Dan Lee asks if this is what school climate is? Feeling safe and supported is part of school climate. He is unsure if this ARM captures what school climate is.
  - c. Jon Konen agrees with Dan. We have generally always thought school culture as a part of the student but in the last ten years school culture is what drives us every day. Bill Daygut the top 1 percent of schools in the US all have strong positive school culture. "Culture eats strategy for breakfast". Culture and Mental health are two pieces that need to be addressed.
  - d. Dan Lee makes comment that school culture and climate would be an ideal subcommittee.
  - e. Billi Taylor comments that online education should be included in this ARM.
  - f. Heather Hoyer comments it is interesting that ARM starts with "the local board of trustees shall" and doesn't address any of the other entities that put the pieces in place.
8. Julie Murgel summarizes this activity.

### Data Review

1. Julie Murgel begins the discussion around data.
2. Billi requests to see the graduation and dropout rates from the OPI.
3. **What do you see? What are your initial thoughts or reaction? What do these data not provide?**
  - a. Variance to standard shows that library media specialist is a huge need
  - b. Intensive targeted and intensive comprehensive includes tribal schools, indicating possible cultural need.
  - c. Overall staffing is an issue.
  - d. Student performance deficiencies have not significantly changed over time but not meeting the standards for other assurances have increased.
  - e. Class overload has increased
  - f. For the most part schools meet the standards.
  - g. Deficiencies status category summary includes four opportunities to have deficiencies in library media
  - h. Data is prior to the impacts of covid.
  - i. School classification size is valuable information that is missing from the data
  - j. Five years is a good snapshot, but we need a 10-to-20-year look of the data
  - k. What are schools doing that is still not enough to get out of the deficiencies.
  - l. In 1819 21 Superintendents were unlicensed and in 2019 19 were not endorsed.
  - m. Teacher licensure and assignment there are non-licensed schools and non-licensed teachers. She wonders if this is double information.
  - n. 85% of native students are not proficient in math
  - o. 71% of free and reduced lunch students are not proficient in math
  - p. Outcomes in school are connected to life outcomes.
  - q. Is the data showing that 836 schools were regular accredited?
    - i. Julie Murgel shows where to find this data.

- r. The deficiencies of the schools, does this distinguish assurance standards or student performance?
  - i. Julie Murgel answers that yes, there is a line graph that says schools in deficiencies in comparison.
- s. Assurance standards are what have the largest effect on accreditation currently not necessarily student performance.
- t. The data is similar over a five-year period. If we were effective in improving schools, it would change.
- u. Title one status is not included in the data.
- v. There is a higher percentage of High schools than middle and elementary schools.
- w. On the Schools in Advice Comparison, if we are closing the gap, we should see an improvement in student improvement.
- x. Housing effects all of the data. Three other communities that are trying to purchase housing in order to have space to put teachers.
- y. Assurance standards and performance standards, the current staffing and other outcomes have a direct affect to them.
- z. Every school is accredited right now, but we do not see if they have lost accreditation.
- aa. Graduation rates all student 86.13%
- bb. Drop out rate all student 3.75%
  - i. AA 3%
  - ii. A 22%
  - iii. B 37%
  - iv. C 43%

**4. What does this data tell you? What do you want to know more about? I wonder why? I wonder if? What do these data confirm?**

- a. Heather Hoyer asks a series of questions
  - i. How much of the deficiencies are due to funding issues?
  - ii. How many are labor related issues?
  - iii. Would it help if B and A schools have an opportunity like the MT small school's alliance?
  - iv. What are the solutions, and can the knowledge be shared to other schools?
- b. David asks if there is an opportunity to discuss assurance standards specific to school size? Is there too much bureaucracy to consider assurance standards in relation to the size of the district?
- c. Heather Hoyer points out that music is a problem area if there are no people around that are licensed to teach music, how is the school supposed to teach music?
- d. There is a teacher shortage Nationwide. There is a website called Teach MT to help with recruitment and market. Showing off communities and marketing the community is a great starting point.
- e. Billi Taylor makes comment that teaching is not promoted to students and show them the opportunities available as a teacher.

- f. By trying to so prescriptively describe assurance standards, are we hindering the minimum standards? The profession, as a whole, wants to above the minimum standard.
  - g. Educator Rising is a CTE pathway can be used to actively recruit and use PERKINS funding.
- 5. What are the implications? So what? Why does this matter? What does this mean for our task force work?**
- a. If Library Media is the only thing that we fix, what does that mean for our students? Will that be enough?
  - b. Do the assurance standards impact instruction and student achievement in MT? NO. We are missing a chunk.
    - i. As we get more unlicensed teachers the gap is going to widen.
  - c. In John Hattie’s research, he has found the most effective skilled teachers can do in the classroom. How do accreditation standards impact teachers in the classroom? You cannot replace a skilled teacher.
  - d. Does having a library media specialist change how a teacher teaches in the classroom?
  - e. Does it impact teachers? Does it impact kids? These need to be our core values.
  - f. Can we make these changes? We can make recommendations, but we are not the final say.

**Article Debrief**

1. TF reviews and reads article
2. Julie Murgel describes the 4A Protocol: What assumptions does the article hold? What do you agree with in the article? What do you want to argue with in the article? What parts of the article do you aspire to?
  - a. TF each takes turns to go through article and point out what Assumptions, Agree, Argue, and Aspire in the article.
  - b. Notes are taken by Erich

**Prioritization Activity**

1. Which of the assurance and student performance standards are essential for measuring the quality of Montana Schools?
2. A quality school is able to develop the full educational potential of each person (MT constitution)
3. Billie, Heather Jarret, and Janelle, David (701-708)
  - a. Trustees – Talk list?
  - b. Does it ensure quality?
  - c. Condensing sections 702 and 704 so everything for superintendent is under one heading. The Curriculum coordinator needs to be brought out
  - d. Condensing 703-705 around principals
  - e. 706 teacher involvement section is interesting
  - f. Academic freedom? What is an equity policy and academic freedom policy?
4. McCall, Jon, Gary (Subchapter 7709-718)



- a. 709 – Library Media needs modification.
  - b. 710 Same as above (counseling)
  - c. 711 general class size can be put somewhere else like 713
  - d. 712 class size for elementary and 713 class size for middle grades wouldn't change what is written due to unfunded mandates
  - e. 714 professional development is important to have flexibility
  - f. 715 instructional paraprofessionals should remain
  - g. 716 substitutes can move to be modified and the three-hour requirement
  - h. 717 and 718 brail and sign language interpreting. Need an expert for more information
  - i. Gary had all sections in the keep and modify section. Needs alignment to quality education to every student
5. Heather H, Dan, Emily (Subchapter 7, 719-721 and Subchapter 8, 801-805)
- a. 719 -721 yes needed not necessarily indicators of quality. Maybe some live in the wrong place.
  - b. 719 student protection procedures. Should live under 801
  - c. 720 suicide prevention should be put under school climate
  - d. 721 hazard and emergency plans. Unsure what to do with this section or why it is here.
  - e. 802 Opportunity in Education Equity. Could be put as opening to 803 learner access.
  - f. Pulled out gifted and talented special education.
  - g. Emily believes this needs legal review for compliance.
  - h. 801 school climates have a lot of potential to define what a safe environment looks like.
  - i. Add language for feedback so schools know how to improve.
  - j. 804 Gifted and talented learners. Prevent disparities in gifted learners.
6. Heather J, Janelle, Billi, Tony (Subchapter 9, 9-23)
- a. Will follow up next session

### Next Steps

- 9. Edit Field Survey
- 10. Next meeting will be held virtually Tuesday February 8<sup>th</sup> 11:00 am – 1:00 pm
- 11. Task Force members will receive instructions to complete an interview.
- 12. Help market and distribute the survey

**Meeting Adjourned: 1:57 PM**