CALL TO ORDER

A. Roll Call
B. Statement of Public Participation
C. Welcome Visitors

PUBLIC COMMENT

CONSENT AGENDA

A. Correspondence
B. November 8-9th, 2012 Minutes
C. Financials

ADOPT AGENDA

INFORMATION

❖ REPORTS – Patty Myers (Item 1)

Item 1   CHAIRPERSON’S REPORT
Patty Myers

• Exiting Board Member

❖ CSPAC LIASON – Sharon Carroll (Item 2)

Item 2   EXECUTIVE DIRECTOR REPORT
Pete Donovan

❖ REPORTS – Patty Myers (Items 3-6)

Item 3   STATE SUPERINTENDENT’S REPORT
State Superintendent Denise Juneau

Item 4   COMMISSIONER OF HIGHER EDUCATION’S REPORT
Commissioner Clayton Christian

Item 5   GOVERNOR’S OFFICE REPORT

Item 6   STUDENT REPRESENTATIVE’S REPORT
Charity Ratliff
LICENSED COMMITTEE – Sharon Carroll (Item 7)

Item 7  State Accreditation Review Exit Report from On-Site Accreditation Review of the Professional Education Unit at the University of Great Falls
Linda Peterson, Dr. Mary Susan Fishbaugh, Team Chair, Angel Turoski, University of Great Falls Education Department

ACCREDITATION COMMITTEE – Bernie Olson (Items 8-9)

Item 8  Update on Process to Amend ARM Title 10, Chapter 55 Standards of Accreditation
Linda Peterson

Item 9  Proposed New Rule of ARM Title 10, Chapter 55 Standards of Accreditation – High School Transcripts
Linda Peterson

ACTION

PUBLIC COMMENT

The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

ACCREDITATION COMMITTEE – Bernie Olson (Item 10)

Item 10  Recommendation of Approval of Alternative to Standards Requests
Teri Wing

ASSESSMENT COMMITTEE – Sharon Carroll (Item 11)

Item 11  Recommendation of Approval of Notice of Public Hearing and Timeline Pertaining to the Amendments of ARM Title 10, Chapter 66 Adult Secondary Education Credentials
Margaret Bowles

EXECUTIVE COMMITTEE – Patty Myers (Item 12)

Item 12  Recommendation of Approval of Notice of Public Hearing and Timeline Pertaining to the Amendments of ARM Title 10, Chapter 7 School Bus Standards
Donell Rosenthal

INFORMATION

MSDB LIAISON – Patty Myers (Item 13)

Item 13  MSDB Report
Lila Taylor

FUTURE AGENDA ITEMS March 14-15, 2013
CSPAC Appointments
BASE Aid Payment Schedule
Assessment Update
Alternative to Standards Requests & Renewals
MACIE Update
Federal Update
Accreditation Report

Executive Director Performance Evaluation & Contract Extension Discussion
MSDB Superintendent Performance Evaluation & Contract Extension Discussion

Establish Executive Staff Salaries

The Montana Board of Public Education is a Renewal Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit up to 4 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.
CALL TO ORDER

A. Roll Call
B. Statement of Public Participation
C. Welcome Visitors
CONSENT AGENDA

Items may be pulled from Consent Agenda if requested

A. Correspondence
B. November 8-9th, 2012 Minutes
C. Financials
December 4, 2012

Mr. Bill Sykes
2711 Shadow Point Cove West
Cordova, TN 38016

Dear Bill,

On behalf of the Board of Public Education, I would like to thank you for all of the support you have provided to the Board and the BPE staff during your tenure at the Montana School for the Deaf and Blind. You have always been most generous in sharing your time and expertise to assist board members and staff over the years.

Your career of unwavering commitment to the MSDB and the Board of Public Education provides a shining example of the very best in public service.

Sincerely,

Pete Donovan
Executive Director
BOARD OF PUBLIC EDUCATION
MEETING MINUTES

November 8-9th, 2012
State Capitol, Room 152
Helena MT

November 8th, 2012
8:30 AM

CALL TO ORDER – 8:32 AM

PUBLIC COMMENT
No public comment was made.

CONSENT AGENDA
Consent Agenda was approved as presented.

ADOPT AGENDA
Ms. Myers announced that the meeting on Friday will begin at 8:00 AM.
Item #21 has been withdrawn.

Ms. Sharon Carroll moved to adopt the agenda. Seconded by Mr. John Edwards

No discussion. Motion passed unanimously

Board members in attendance: Ms. Patty Myers – Chair, Ms. Sharon Carroll - Vice-Chair, Ms. Lila Taylor, Mr. Bernie Olson, Ms. Erin Williams, Mr. John Edwards, Ms. Charity Ratliff, Student Representative. Board Staff present were Mr. Peter Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Ex-Officio members present included Commissioner of Higher Education Clayton Christian. Guests present included Mr. Dennis Parman, OPI; Mr. Steve Meloy, MTSBA; Dr. Linda Peterson, OPI; Ms. Nancy Coopersmith, OPI; Ms. Susan Court, OPI; Ms. Donell Rosenthal, OPI; Mr. Ross Johnson, Legislative Audit Division; Ms. Margaret Bowles, OPI; Ms. Teri Wing, OPI; Ms. Judy Snow, OPI; Ms. Madalyn Quinlan, OPI.

Items listed in the order which they were presented.

INFORMATION

EXECUTIVE COMMITTEE – Patty Myers

Item 1 Chairperson’s Report - Patty Myers

- Election of Officers
The meeting was turned over to Executive Director Peter Donovan who conducted the election for the position of chairperson of the Board of Public Education.

Ms. Sharon Carroll moved to nominate Ms. Patty Myers as Chair of the Board of Public Education. The motion was seconded by Mr. John Edwards. Ms. Lila Taylor moved to pass the unanimous ballot.

No discussion. Motion passed unanimously

Ms. Myers assumed the chairperson’s seat.
Ms. Erin Williams moved to nominate Ms. Sharon Carroll for Vice Chair of the Board of Public Education. The motion was seconded by Mr. John Edwards. Ms. Lila Taylor moved to pass the unanimous ballot.

No discussion. Motion passed unanimously

- Committee Assignments

Mr. Bernie Olson moved to approve the new committee assignments to the Board of Public Education. Ms. Lila Taylor seconded the motion.

No discussion. Motion passed unanimously. (See Appendix for Committee Assignments)

- CSPAC Liaison – Sharon Carroll

Item 2 Executive Director/CSPAC Officer Update – Pete Donovan

Mr. Donovan gave a brief update of the October CSPAC/Council of Dean’s joint meeting in October. He discussed the Board’s joint presentation with OPI and OCHE at the MEA-MFT conference, and provided a brief update of the Education Partners discussion with the Board in the afternoon. Mr. Donovan reviewed the recent BPE office move, and discussed his plans to attend the November 15-16th Board of Regents meeting.

ACTION

PUBLIC COMMENT

The public was afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

Ms. Sharon Carroll moved to nominate Ms. JoDell Bieler to the Specialist position to the Certification Standards and Practices Advisory Council. Ms. Erin Williams seconded the motion.

No discussion. Motion passed unanimously.

REPORTS

Item 3 State Superintendent Report – Ms. Denise Juneau

Mr. Dennis Parman gave the Office of Public Instruction update on behalf of Superintendent Juneau. Mr. Parman reviewed for the Board the discussions he has had with schools across the state regarding the Chapter 55 Standards updates. He also discussed his work with Senator Baucus regarding the USDA standards for school nutrition requirements. Mr. Parman discussed Common Core implementation and testing, and OPI’s K-20 partnership with the Commissioner’s Office.

Item 4 Commissioner of Higher Education Report – Clayton Christian

Mr. Christian updated the Board on four new areas of focus in the Commissioner’s Office: Performance Based Funding, P-20 Alignment, Strategic Program Alignment, and Educational Effectiveness and Efficiency.

Item 5 Governor’s Office Report

No one from the Governor’s Office was present.

Item 6 Student Representative Report – Ms. Charity Ratliff

Ms. Ratliff updated the Board on the State Student Council Convention. Items discussed and resolutions passed by the State Student Council included an Open Campus Lunch program, Increased Sexual Education in Schools, and increasing the Dropout age to 18. Ms. Ratliff also discussed her work with Graduation Matters at Hardin High School.

DISCUSSION

- EXECUTIVE COMMITTEE – Patty Myers
Item 7  General Education Development (GED) Rule Changes - Margaret Bowles
Ms. Bowles summarized the changes in the Chapter 66 requirements surrounding the General Education Development (GED) test. The changes will include a new vendor, and more rigorous, computerized testing which will be in line with the Common Core standards. OPI will request the Board to approve the updated GED requirements in the spring of 2013.

Item 8  Youth Risk Behavior Survey Findings - Susan Court
Ms. Court updated the Board on the results of the 2011 Youth Risk Behavior Survey. Six different areas of interest are surveyed: tobacco use, alcohol abuse, unintentional injuries and violence, sexual behaviors, dietary behaviors, and physical behaviors. Ms. Court briefly discussed the results of all six areas. Ms. Court then reviewed the 2011 Youth Risk Behavior Survey for Special Needs students in Montana and the differences in results compared to students without special needs.

❖ ACCREDITATION COMMITTEE (Items 9-12)

Item 9  School Bus Standards Rule Changes - Donell Rosenthal
Ms. Rosenthal gave an update on the rule changes regarding pupil transportation in Montana to align Montana rules with the National Congress on School Transportation. Ms. Rosenthal made note that no changes were made to Montana’s rules regarding seatbelts. Ms. Rosenthal stated Montana standards are always aligned with the National standards. Ms. Nancy Coopersmith reviewed the process for the timeline of adoption of the new standards.

Item 10  School District Transportation Audit - Ross Johnson, Legislative Audit Division
Mr. Ross Johnson from the Legislative Audit Division discussed the School District Transportation Audit he will be conducting. The Planning stage for the audit has been completed. Mr. Johnson stated a report is scheduled to be completed in the spring of 2013, although it is not expected there will be any recommendations to be brought before the Board for adoption.

Item 11  Update on Visits to Schools in Intensive Assistance Process - Teri Wing
Ms. Wing updated the Board on the schools that remain in Intensive Assistance and announced that she will recommend some schools to be taken off Intensive Assistance. Ms. Wing stated the Helena School District and Billings School District issues will be addressed at the January 2013 BPE meeting. The MSDB issues in teacher misassignment were discussed and Ms. Wing reviewed how the school is working to resolve those issues. (See Appendix for List of Schools)

Item 12  Update on the On-Site Accreditation Review of the Professional Education Unit at the University of Great Falls - Linda Peterson
Dr. Peterson discussed the review of the Professional Education Unit at the University of Great Falls which was completed in October. Dr. Peterson sent a report to the university to review for errors or omissions. The university has 30 days to respond to the recommendations from the report. OPI will present an update to the Board at the January Board meeting. Dr. Peterson also discussed the schedule for the seven year review of the Educator Preparation Programs in Montana.

❖ MSDB LIAISON (Item 17)

Item 17  MSDB Update
Bernie Olson
Mr. Olson updated the Board on the September and October MSDB conference calls. Ms. Donna Schmidt was hired October 19th as the new Business Administrator. One candidate has applied for the Outreach Director position. Other items discussed were building repairs needed on campus and MSDB talking points for the Education Partnership Discussion Thursday at the Board meeting. Ms. Nancy Hall clarified the funding of the MSDB compared to other state agencies and the teacher salary issues the school is experiencing.
ASSESSMENT COMMITTEE (Item 13)

Item 13 Assessment Update - Judy Snow
Ms. Snow gave an update on the scores in Math, Reading, and Science from the Criterion Referenced Tests completed in the spring of 2012 by all Montana students’ in grades 3-8 and grade 10.

2:00 PM

Item 14 Education Partners Discussion of 2013 Legislative Session Priorities - Pete Donovan
Present for the meeting: All Board members and staff, Mr. Dennis Parman, OPI; Commissioner of Higher Education Clayton Christian, Mr. Rob Miller, Legislative Fiscal Division; Mr. Lance Melton, MTSBA; Dr. Kirk Miller, SAM; Mr. Steve York, OPI; Mr. Bob Vogel, MTSBA; Mr. Steve Meloy, MTSBA; Mr. Kevin McCrae, OCHE; Mr. Dave Puyear, MREA; Mr. Marco Ferro, MEA-MFT, Ms. Nancy Hall, OBPP.

Each representative of the Education Partners shared with the group their strategies and priorities for the 2013 Legislative session. The group discussed the value of meeting on an ongoing basis.

FRIDAY November 9th, 2012
8:07 AM meeting called to order

ACTION

PUBLIC COMMENT

The public was afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

MACIE LIAISON – Item 15

Item 15 MACIE Recommendations – Lynn Hinch
Ms. Myers updated the Board members on several changes being requested by MACIE for the MACIE By-laws. Ms. Myers asked why the Board needs to approve the MACIE By-laws. Ms. Coopersmith answered that since MACIE is a joint Advisory Council between the Board and OPI, historically OPI has recommended changes and Board has approved the changes.

Mr. Bernie Olson moved to approve the recommended changes to the MACIE By-laws. Ms. Sharon Carroll seconded the motion.

No discussion. Motion passed with Board members Edwards and Taylor not present.
(See Appendix for MACIE By-Law changes)

ACCREDITATION COMMITTEE (Item 16)

Item 16 Recommendation of Approval of Alternative to Standards Requests - Teri Wing
Ms. Wing reviewed the list of Alternative to Standards requests from schools, all of which follow the Small Schools Alliance model. The Superintendent requested the Board approve the requests.

Mr. Bernie Olson moved to approve the Recommendation of Alternative to Standards Requests. Ms. Lila Taylor seconded the motion.

No discussion. Motion passed unanimously.
(See Appendix for list of schools)

LICENSURE COMMITTEE (Items 18-22)

Item 22 Discussion of Rocky Mountain College Administrator License - Dennis Parman
Mr. Parman discussed the denials of four Rocky Mountain College Administrator licenses and how OPI resolved the
denials. Mr. Parman explained to the Board that the license requests were initially denied due to some misunderstanding by OPI. Mr. Parman held discussions with Rocky Mountain College and came to the conclusion the applicants did meet the qualifications and approved the applicants’ licenses.

**Item 19  DENIAL HEARING OF ACADEMIC LICENSE BPE CASE #2012-04**
The appellant requested the hearing be postponed until the March 2013 Board of Public Education meeting. Ms. Myers requested written notification of the change of hearing date from the Board to the appellant, OPI, and Agency Legal Services.

**Item 20  DENIAL HEARING OF ACADEMIC LICENSE BPE CASE #2012-09**
The Board discussed whether the hearing should be open or closed. Upon the advice of Mr. Clyde Peterson, Agency Legal Services, the matter did not contain any sensitive information, and the appellant waived her right to appear before the Board, it was determined the hearing should remain open. Members of the Board then reviewed the case. Mr. Chris Tweeten represented the Office of Public Instruction and Mr. Clyde Peterson from Agency Legal Services represented the Board of Public Education. Testimony was received from Ms. Elizabeth Keller, Licensure Specialist, Office of Public Instruction

*Ms. Sharon Carroll moved to uphold the recommendation from the State Superintendent’s Office to deny a second Class 5 Alternative License in BPE Case #2012-09. Mr. Bernie Olson seconded the motion.*

*No discussion. Motion passed with Board member Taylor dissenting.*

**Item 21  DENIAL HEARING OF ACADEMIC LICENSE BPE CASE #2012-05**
Case resolved prior to meeting.

**Item 18  Adopt the Critical Quality Educator Shortage Areas Report - Madalyn Quinlan**
Ms. Quinlan presented the Critical Quality Educator Shortage Areas Report and requested its approval to allow the Quality Educator Loan Repayment Assistance Program to disburse the monies to the qualified teachers in the affected areas.

*Ms. Sharon Carroll moved to adopt the Critical Quality Educator Shortage Area Report. Motion was seconded by Ms. Erin Williams.*

*No discussion. Motion passed unanimously.*

**FUTURE AGENDA ITEMS – January 18th, 2013 Conference Call**
*Exiting Board Member – Last Meeting*
*Transportation Report*
*MACIE Update*
*Annual School Food Services Report*
*Assessment Update*
*Federal Update*
*Accreditation Report*
*Educator Preparation Program Report*

*Motion to adjourn the Board of Public Education meeting moved by Mr. Bernie Olson. Motion seconded by Ms. Erin Williams.*

Meeting adjourned at 9:26 AM.

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APPENDIX:

Item 1:
New Committee Assignments are as follows:

**STANDING COMMITTEES**

**Executive Committee**
Patty Myers, Chair
Sharon Carroll, Vice Chair
Peter Donovan

**Accreditation Committee**
Bernie Olson, Chair
Erin Williams, Member
Lila Taylor, Member
Patty Myers, Ex-Officio Member

**Licensure Committee**
Sharon Carroll, Chair
Lila Taylor, Member
Patty Myers, Ex-Officio Member

**MSDB Committee**
Patty Myers, Chair
Bernie Olson, Member
Sharon Carroll, Member
Lila Taylor, Member

**Legislative Committee**
Doug Cordier, Member
Lila Taylor, Member
John Edwards, Member
Charity Ratliff, Member
Patty Myers, Ex-Officio Member

**Assessment Committee**
Sharon Carroll, Chair
Patty Myers, Ex-Officio Member

**ADVISORY GROUP LIAISONS**
Sharon Carroll, CSPAC
Doug Cordier, MACIE
Patty Myers, MSDB Foundation

**Indian Education for All**
Doug Cordier
Patty Myers, Ex-Officio Member

**Distance Learning/Montana Digital Academy**
Patty Myers, Chair

**Education and Local Government**

**Interim K-12 Subcommittee**
Patty Myers
Sharon Carroll
Peter Donovan

**Item 11:**
Schools/school districts currently in Intensive Assistance:
Billings Central High School
Butte School District – Margaret Leary School, Emerson School, Whittier School
Helena School District – Rossiter, Jim Darcy, Four Georgians, and Warren – all elementary schools
Montana School for the Deaf and Blind
West Valley Elementary School
Billings Public Schools – 11 elementary schools
Columbia Falls Schools – High School and 6th grade building
Fairview Schools – Fairview grades 7/8 and Fairview High School
Billings Independent School District
Northern Cheyenne Tribal Schools – elementary and high school
Scobey School District – elementary school
Whitefish School District – Whitefish 5th – 8th grade, Muldown Elementary
Lewistown School District – Garfield School, Lewis & Clark School and Lewistown 7/8th grades

Item 15:
MACIE By-Law changes:
BYLAWS OF MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ARTICLE 1
Membership
The composition of the Montana Advisory Council on Indian Education shall consist of members who are representatives of Indian Education in the State of Montana. The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where American Indian students and adults attend.
The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to the Montana Advisory Council on Indian Education.
NOTE: Participation on Montana Advisory Council for Indian Education is voluntary and tribes and organizations invited to participate may decline.
Each of the eight Montana tribal councils shall be invited to select one representative to represent its tribe on this council. The Montana Advisory Council on Indian Education will seek participation by three urban Indian representatives from the Indian Education departments of the Great Falls, Billings and Missoula school districts.
Other nominations will be sought from organizations that have been identified as playing a key role in the education of American Indians in Montana. These organizations are:
· Montana Education Association/Montana Federation of Teachers (MEA-MFT) American Indian Representative
· School Administrators of Montana (SAM)
· Indian Impact Schools of Montana (IISM) Board Representative
· Montana School Boards Association (MTSBA) Indian School Board Caucus Representative
· Montana Association for Bilingual Education (MABE) Board of Directors – replaced with a Class 7 Representative
· Montana Indian Education Association (MIEA) Board
· Montana Indian Education Association (MIEA) Parent of the Year - eliminated
Voting
The total voting membership will be eighteen seventeen and include:
· 8 – Tribal representatives from each Montana tribal council
· 3 – Urban Indian representatives
· 1 – Montana Education Association/Montana Federation of Teachers (MEA-MFT) American Indian Representative
· 1 – School Administrators of Montana (SAM)
· 1 – Indian Impact Schools of Montana (IISM) Board Representative
· 1 – Montana School Boards Association (MTSBA) Indian School Board Caucus Representative
· 1 – Montana Indian Education Association (MIEA) Board Member
· 1 – Montana Indian Education Association (MIEA) Parent of the Year
· 1 – Montana Association for Bilingual Education (MABE) Board of Directors Class 7 Representative
Ex-officio members(non-voting) to the Montana Advisory Council on Indian Education shall be:
· Office of Public Instruction
· Board of Public Education
· Montana University System
· Bureau of Indian Affairs
· Tribal Head Start Representative
· Tribal College Representative

Item 16: Approved Alternative to Standards Requests:
Dawson County: Deer Creek Elementary and Lindsay Elementary – School Counseling
Flathead County: Pleasant Valley Elementary – Library Media/School Counseling, West Glacier Elementary – School Counseling
Fallon County: Plevna K-12 – Library Media
Richland County: Rau Elementary K-8 – School Counseling
Stillwater County: Absarokee K-8 – Library Media
FINANCIALS
## Part-B Budget Revenue Account Summary

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### PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

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INFORMATION

❖ REPORTS - Patty Myers (Item 1)

ITEM 1

CHAIRPERSON’S REPORT

Patty Myers

• Exiting Board Member
CSPAC LIAISON (Item 2)
Sharon Carroll

ITEM 2

EXECUTIVE DIRECTOR REPORT

Peter Donovan

REPORTS (Items 3-6)

ITEM 3
Meetings Attended by Peter Donovan
10/08/12 to 01/18/13

November

1. Board of Public Education, Helena 11/08-09/12
2. BPE Audit, Exit Conference 11/13/12
3. Tort Claims Policy Updates 11/14/12
4. Board of Regents Meeting, U of M 11/15-16/12
5. Montana Digital Academy BOD, Conference Call 11/19/12
6. MSDB Committee, Conference Call 11/28/12
7. Cliff Christian, regarding options for CPR training in schools 11/29/12
8. Gov.-elect Bullock’s press conference on cabinet appointments 11/30/12

December

9. Clyde Peterson, Review of BPE procedures for hearings 12/04/12
10. Montana Digital Academy BOD, Conference Call 12/10/12
12. BPE Education Partners Group 12/18/12
13. TLLC Work Group, Model Educator Evaluation Frameworks 12/19/12
14. Legislative Audit Committee, re: BPE Audit 12/20/12
15. Clyde Peterson, Review of BPE procedures for hearings 12/21/12

January

16. Training Session on LAWS System 01/03/13
17. Governor Bullock/Supt. Juneau sworn in 01/07/13
18. Education Partners Group 01/08/13
19. Board of Public Education Meeting, Helena 01/18/13
2013 House of Representatives Committees

Agriculture
Tu, Th; 3 p.m.; Rm 472
Randall, Lee (R - Ch)
Clark, Christy (R - V Ch)
Williams, Kathleen (D - V Ch)
Blyton, Joanne (R)
Galt, Wylie (R)
Halvorson, David (R)
Hertz, Greg (R)
Kerns, Krayton (R)
Lang, Mike (R)
Lenz, Dennis (R)
Lynch, Ryan (D)
MacDonald, Margie (D)
Pease-Lopez, Carolyn (D)
Peppers, Rae (D)
Pierson, Gordon (D)
Redfield, Alan (R)
Salomon, Dan (R)
Secretary: McKenzie Chambers, Rm 475, (406) 444-4856
Staff: Joe Kolman (LEPO), Environmental Analyst, Rm 171B, (406) 444-3747

Appropriations
M-F: 8 a.m.; Rm 102
Ankney, Duane (R - Ch)
Gibson, Steve (R - V Ch)
Hollenbaugh, Galen (D - V Ch)
Ballance, Nancy (R)
Brodrehl, Randy (R)
Cook, Rob (R)
Cuffe, Mike (R)
Dudik, Kimberly (D)
Edmunds, Champ (R)
Ehli, Ron (R)
Glimm, Carl (R)
Hagstrom, Dave (R)
Hollandsworth, Roy (R)
Jones, Donald (R)
McCarthy, Kelly (D)
McChesney, Bill (D)
Mehlhoff, Bob (D)
Noonan, Pat (D)
Osmundson, Ryan (R)
Whitford, Lea (D)
Woods, Tom (D)
Secretary: Lisa Adams, Rm 101, (406) 444-1754
Staff: Joe Triem (LFD), Asst Principal Fiscal Analyst, Rm 110F (406) 444-2986; Julie Johnson (LSD), Attorney, Rm 122, (406) 444-4024

Business & Labor (cont.)
Hunter, Chuck (D)
Lang, Mike (R)
McNiven, Jonathan (R)
Moore, David (Doc) (R)
Neill, Reilly (D)
Peppers, Rae (D)
Pierson, Gordon (D)
Reichner, Scott (R)
Smith, Cary (R)
Squires, Carolyn (D)
Steenberg, Tom (D)
Welborn, Jeffrey (R)
Secretary: Annie Needs, Rm 451, (406) 444-7353
Staff: Bart Campbell (LSD), Attorney, Rm 126, (406) 444-3087

Education
M, W, F; 3 p.m.; Rm 137
Hansen, Kristin (R - Ch)
Blyton, Joanne (R - V Ch)
McClafferty, Edie (D - V Ch)
Bennett, Bryce (D)
Blasdel, Mark (R)
Brockie, Clarena (D)
Coffin, Douglas (D)
Greef, Edward (R)
Halvorson, David (R)
Hertz, Greg (R)
Laszlofy, Sarah (R)
McNiven, Jonathan (R)
Price, Jean (D)
Salomon, Dan (R)
Schreiner, Casey (D)
Schwaderer, Nicholas (R)
Washburn, Ted (R)
Wilmer, Franke (D)
Secretary: Marissa Stockton, Rm 475, (406) 444-1864
Staff: Laura Sankey (LSD), Research Analyst, Rm 128, (406) 444-4410

Ethics
On call
Reichner, Scott (R - Ch)
McNiven, Jonathan (R - V Ch)
McChesney, Bill (D)
Wilmer, Franke (D)
Secretary: Molly Miltenberger, Rm 468, (406) 444-4709
Staff: Dave Bohyer (LSD), Director of Research & Policy Analysis, Rm 111C, (406) 444-3592

Federal Relations, Energy, and Telecommunications
M, W, F; 3 p.m.; Rm 172
Regier, Keith (R - Ch)
O'Hara, Jesse (R - V Ch)
McNally, Mary (D - V Ch)
Berry, Tom (R)
Boland, Carlie (D)
Hagan, Roger (R)
Kary, Doug (R)
Knudsen, Austin (R)
Lang, Mike (R)
Moore, David (Doc) (R)
Peppers, Rae (D)
Steenberg, Tom (D)
Swanson, Kathy (D)
Zolnikov, Daniel (R)
Secretary: Sandra Dogiakos, Rm 451, (406) 444-4264
Staff: Hope Stockwell (LEPO), Research Analyst, Rm 171A, (406) 444-9280

Fish, Wildlife, and Parks
Tu, Th; 3 p.m.; Rm 152
Welborn, Jeffrey (R - Ch)
Kary, Doug (R - V Ch)
Wilmer, Franke (D - V Ch)
Boland, Carlie (D)
Connell, Pat (R)
Court, Virginia (D)
Doane, Alan (R)
Flynn, Kelly (R)
Greef, Edward (R)
Hoven, Brian (R)
Jacobson, Tom (D)
Lieser, Ed (D)
Ponnichowski, JP (D)
Price, Jean (D)
Shaw, Ray (R)
Smith, Bridget (D)
Vance, Gordon (R)
Wagoner, Kirk (R)
Warburton, Wendy (R)
Washburn, Ted (R)
White, Jerry (R)
Secretary: Marissa Stockton, Rm 475, (406) 444-1864
Staff: Hope Stockwell (LEPO), Research Analyst, Rm 171A, (406) 444-9280

Human Services
M, W, F; 3 p.m.; Rm 152
Howard, David (R - Ch)
Smith, Cary (R - V Ch)
Pease-Lopez, Carolyn (D - V Ch)
Curtis, Amanda (D)
Flynn, Kelly (R)
Gursky, Jennifer (D)
Harris, Bill (R)
Hill, Ellie Boldman (D)
Ingram, Pat (R)
Jacobson, Tom (D)
Lent, Dennis (R)
Pierson, Gordon (D)
Redfield, Alan (R)
Reichner, Scott (R)
Vance, Gordon (R)
Wagoner, Kirk (R)
Secretary: Sara Andersen, Rm 451, (406) 444-4467
Staff: Sue O'Connell (LSD), Research Analyst, Rm 1368, (406) 444-3597

Judiacy
M-F: 8 a.m.; Rm 137
Kerns, Krayton (R - Ch)
Bennett, Jerry (R - V Ch)
MacDonald, Margie (D - V Ch)
Blasdel, Mark (R)
Court, Virginia (D)
Doane, Alan (R)
Eck, Jenny (D)
Fiscus, Clayton (R)
Gursky, Jennifer (D)
Halvorson, David (R)
Hill, Ellie Boldman (D)
Laszlofy, Sarah (R)
Lenz, Dennis (R)
Lynch, Ryan (D)
O'Neill, Jerry (R)
Pease-Lopez, Carolyn (D)
Regier, Keith (R)
Smith, Bridget (D)
Wagoner, Kirk (R)
Warburton, Wendy (R)
Secretary: Karen Armstrong, Rm 475, (406) 444-1862
Staff: Helen Thigpen (LSD), Attorney, Rm 125, (406) 444-3804

Legislative Administration
On call
O'Hara, Jesse (R - Ch)
Knudsen, Austin (R - V Ch)
Boland, Carlie (D)
Clark, Christy (R)
Court, Virginia (D)
Cuffe, Mike (R)
Hill, Ellie Boldman (D)
Pease-Lopez, Carolyn (D)
Ponnichowski, JP (D)
Smith, Cary (R)
Squires, Carolyn (D)
Vance, Gordon (R)
Welborn, Jeffrey (R)
Secretary: Molly Miltenberger, Rm 468, (406) 444-4709
Staff: Susan Byorth Fox (LSD), Executive Director, Rm 112, (406) 444-3066

Local Government
Tu, Th; 3 p.m.; Rm 172
Bangerter, Liz (R - Ch)
Fitzpatrick, Steve (R - V Ch)
Swanson, Kathy (D - V Ch)
Berry, Tom (R)
Brockie, Clarena (D)
Curtis, Amanda (D)
Hagan, Roger (R)
Ingram, Pat (R)
Lavin, Steve (R)
McNally, Mary (D)
McNiven, Jonathan (R)
Moore, David (Doc) (R)
O'Neill, Jerry (R)
Schreiner, Casey (D)
Local Government (cont.)
Schwaderer, Nicholas (R)
Steenberg, Tom (D)
Wilson, Nancy (D)
Zolnikov, Daniel (R)
Secretary: Sally Speer, Rm 475, (406) 444-1863
Staff: Ginger Aldrich (LSD), Attorney, Rm 110L, (406) 444-4464

Natural Resources
M, W, F; 3 p.m.; Rm 472
Bennett, Jerry (R - Ch)
Connell, Pat (R – V Ch)
Court, Virginia (D – V Ch)
Doane, Alan (R)
Eck, Jenny (D)
Fitzpatrick, Steve (R)
Galt, Wylie (R)
Hoven, Brian (R)
Lieser, Ed (D)
Lynch, Ryan (D)
Miller, Mike (R)
Pommichowski, JP (D)
Shaw, Ray (R)
Warburton, Wendy (R)
White, Kerry (R)
Williams, Kathleen (D)
Secretary: Colleen Dever, Rm 451, (406) 444-4872
Staff: Joe Kolman (LEPO), Environmental Analyst, Rm 171B, (406) 444-3747

Rules
On call
Smith, Cary (R - Ch)
Halvorson, David (R – V Ch)
Bennett, Bryce (D)
Blasdel, Mark (R)
Clark, Christy (R)
Cuffe, Mike (R)
Edmunds, Champ (R)
Hollenbaugh, Galen (D)
Hunter, Chuck (D)
Knudson, Austin (R)
MacDonald, Margie (D)
McCafferty, Edie (D)
Miller, Mike (R)
Vance, Gordon (R)
Welborn, Jeffrey (R)
Williams, Kathleen (D)
Secretary: Molly Miltenberger, Rm 468, (406) 444-4709
Staff: Todd Everts (LSD), Director of Legal Services, Rm 123, (406) 444-4023

State Administration
M-F, 8 a.m.; Rm 455
Ingraham, Pat (R - Ch)
Washburn, Ted (R – V Ch)
Bennett, Bryce (D – V Ch)
Bangerter, Liz (R)
Blyton, Joanne (R)
Brooke, Clarena (D)
Calf Boss Ribs, Frosty (D)
Connell, Pat (R)

State Administration (cont.)
Harris, Bill (R)
Hertz, Greg (R)
Howard, David (R)
Kary, Doug (R)
O'Hara, Jesse (R)
Price, Jean (D)
Schreiner, Casey (D)
Shaw, Ray (R)
Swanson, Kathy (D)
Vance, Gordon (R)
Wilmer, Franke (D)
Secretary: Patty Hartman, Rm 451, (406) 444-2554
Staff: Sheri Scuur (LSD), Research Analyst, Rm 136C, (406) 444-3596

Taxation
M-F; 8 a.m.; Rm 152
Miller, Mike (R - Ch)
Flynn, Kelly (R – V Ch)
Pommichowski, JP (D – V Ch)
Coffin, Douglas (D)
Galt, Wylie (R)
Hansen, Kristin (R)
Hoven, Brian (R)
Jacobson, Tom (D)
Knudson, Austin (R)
Lavin, Steve (R)
Lieser, Ed (D)
McCafferty, Edie (D)
McNally, Mary (D)
Randall, Lee (R)
Redfield, Alan (R)
Schwaderer, Nicholas (R)
White, Kerry (R)
Williams, Kathleen (D)
Wilson, Nancy (D)
Zolnikov, Daniel (R)
Secretary: Rebecca Shaw, Rm 451, (406) 444-4877
Staff: Megan Moore (LSD), Research Analyst, Rm 111E, (406) 444-4496; Stephanie Morrison (LFD), Fiscal Analyst, Rm 110M, (406) 444-4408

Transportation
M, W, F; 3 p.m.; Rm 455
Lavin, Steve (R - Ch)
Randall, Lee (R – V Ch)
Squires, Carolyn (D – V Ch)
Bangerter, Liz (R)
Calf Boss Ribs, Frosty (D)
Clark, Christy (R)
Fiscus, Clayton (R)
Kerns, Krayton (R)
Neill, Reilly (D)
O'Neill, Jerry (R)
Smith, Bridget (D)
Wilson, Nancy (D)
Secretary: Tia Hunter, Rm 451, (406) 444-4847
Staff: Casey Barrs (LSD), Research Analyst, Rm 111B, (406) 444-3957

Joint Appropriations/Finance & Claims Subcommittees

Education
M-F; 8 a.m.; Rm 472
Hollander, Roy (R - Ch)
Jones, Llew (R – V Ch)
Ballew, Nancy (R)
Brown, Taylor (R)
Hamlett, Brad (D)
Jones, Donald (D)
Mehoff, Bob (D)
Windy Boy, Jonathan (D)
Woods, Tom (D)
Secretary: McKenzie Chambers, Rm 475, (406) 444-4856
Staff: Pam Johieler (LFD), Sr Fiscal Analyst, Rm 130, (406) 444-5387; Rob Miller (LFD), Fiscal Analyst, Rm 110G, (406) 444-1795; Jim Standaert (LFD), Sr Fiscal Analyst, Rm 113, (406) 444-5389; Brian Hannan (LFD), Fiscal Analyst, Rm 110G, (406) 444-1787

General Government
M-F; 8 a.m.; Rm 350
Osmundson, Ryan (R - Ch)
Olson, Alan (R – V Ch)
Buttrey, Ed (R)
Edmunds, Champ (R)
McCarthy, Kelly (D)
Wanzenried, Dave (D)
Secretary: Sandra Dogiakos, Rm 451, (406) 444-4264
Staff: Kris Wilkinson (LFD), Sr Fiscal Analyst, Rm 131, (406) 444-2722; Cathy Duncan (LFD), Sr Fiscal Analyst, Rm 117, (406) 444-4580

Health and Human Services
M-F; 8 a.m.; Rm 102
Ehli, Ron (R - Ch)
Priest, Jason (R – V Ch)
Cafiero, Mary (D)
Hagstrom, Dave (R)
Noonan, Pat (D)
Webb, Roger (R)
Secretary: Sara Andersen, Rm 451, (406) 444-4467
Staff: Lois Steinbeck (LFD), Sr Fiscal Analyst, Rm 118, (406) 444-5391; Marilyn Daumiller, Sr Fiscal Analyst, Rm 132, (406) 444-5386; Rob Miller (LFD), Fiscal Analyst, Rm 110G, (406) 444-1795

Judicial Branch, Law Enforcement, and Justice
M-F; 8 a.m.; Rm 317A
Gibson, Steve (R - Ch)
Walker, Ed (R – V Ch)
Broedel, Randy (R)
Dudik, Kimberly (D)
Moore, Eric (R)
Tropila, Mitch (D)
Secretary: Tia Hunter, Rm 451, (406) 444-4847
Staff: Greg DeWitt (LFD), Sr Fiscal Analyst, Rm 119, (406) 444-5392

Long-Range Planning
M-F; 8 a.m.; Rm 317B
Cook, Rob (R - Ch)
Lewis, Dave (R – V Ch)
Glimm, Carl (R)
McChesney, Bill (D)
Ripley, Rick (R)
Sesso, Jon (D)
Secretary: Mary Ann MacKay, Rm 451, (406) 444-4846
Staff: Cathy Duncan (LFD), Sr Fiscal Analyst, Rm 117, (406) 444-4580

Natural Resources and Transportation
M-F; 8 a.m.; Rm 317C
Cuffe, Mike (R - Ch)
Rosendale, Matthew (R – V Ch)
Annkey, Duane (R)
Brenden, John (R)
Hollenbaugh, Galen (D)
Keane, Jim (D)
Whitford, Lea (D)
Secretary: Colleen Dever, Rm 451, (406) 444-4872
Staff: Christina Butler (LFD), Fiscal Analyst, Rm 110H, (406) 444-4581; Cathy Duncan (LFD), Sr Fiscal Analyst, Rm 117, (406) 444-4580

Revised: Dec. 14, 2012
## 2013 Senate Committees

### Agriculture, Livestock, and Irrigation
- **Tu, Th:** 3 p.m.; **Rm 335**
  - Brown, Taylor (R - Ch)
  - Moore, Eric (R – V Ch)
  - Augare, Shannon (D)
  - Boulanger, Scott (R)
  - Caferro, Mary (D)
  - Malek, Sue (D)
  - Murphy, Terry (R)
  - Phillips, Mike (D)
  - Sales, Scott (R)
  - Stewart-Perego, Sharon (D)
  - Taylor, Janna (R)
  - Secretary: Elizabeth Whiting, Rm 321, (406) 444-7363
  - Staff: Sue O’Connell (LSD), Research Analyst, Rm 136B, (406) 444-3597

### Business, Labor, and Economic Affairs
- **M-F:** 8 a.m.; **Rm 422**
  - Sonju, Jon (R - Ch)
  - Jackson, Ver德尔 (R - V Ch)
  - Arnzen, Elsie (R)
  - Barrett, Debby (R)
  - Brown, Dee (R)
  - Facey, Tom (D)
  - Moore, Eric (R)
  - Stewart-Perego, Sharon (D)
  - Van Dyk, Kendall (D)
  - Vuckovich, Gene (D)
  - Secretary: Linda Keim, Rm 321, (406) 444-4315
  - Staff: Pat Murdo (LSD), Research Analyst, Rm 136A, (406) 444-3594

### Committee on Committees
- **On call**
  - Brenden, John (R)
  - Buttrey, Ed (R)
  - Lewis, Dave (R)
  - Ripley, Rick (R)
  - Vincent, Chas (R)
  - Walker, Ed (R)

### Education and Cultural Resources
- **M, W, F:** 3 p.m.; **Rm 303**
  - Peterson, Jim (R - Ch)
  - Jones, Llew (R – V Ch)
  - Arnzen, Elsie (R)
  - Brown, Taylor (R)
  - Driscoll, Robyn (D)
  - Facey, Tom (D)
  - Lewis, Dave (R)
  - Moore, Eric (R)
  - Stewart-Perego, Sharon (D)
  - Windy Boy, Jonathan (R)
  - Secretary: Elizabeth Whiting, Rm 321, (406) 444-7363
  - Staff: Pad McCracken (LSD), Research Analyst, Rm 111F, (406) 444-3595

### Energy and Telecommunications
- **Tu, Th:** 3 p.m.; **Rm 317**
  - Olson, Alan (R - Ch)
  - Jackson, Ver德尔 (R – V Ch)
  - Arthun, Ron (R)
  - Driscoll, Robyn (D)
  - Essman, Jeff (R)
  - Jergeson, Greg (D)
  - Jones, Llew (R)
  - Kaufmann, Christine (D)
  - Larsen, Cliff (D)
  - Priest, Jason (R)
  - Tropila, Mitch (D)
  - Vincent, Chas (R)
  - Walker, Ed (R)
  - Secretary: Julie Emsa, Rm 319, (406) 444-4751
  - Staff: Sonja Nowakowski (LEPO), Research Analyst, Rm 171C, (406) 444-3078

### Ethics
- **On call**
  - Arnzen, Elsie (R - Ch)
  - Brown, Dee (R – V Ch)
  - Barrett, Dick (D)
  - Wilmer, Franke (D)
  - Staff: Dave Bohyer (LSD), Director of Research & Policy Analysis, Rm 111C, (406) 444-3592

### Finance and Claims
- **M-F:** 8 a.m.; **Rm 317**
  - Ripley, Rick (R - Ch)
  - Walker, Ed (R – V Ch)
  - Brenden, John (R)
  - Brown, Taylor (R)
  - Buttrey, Ed (R)
  - Caferro, Mary (D)
  - Essman, Jeff (R)
  - Hamlett, Brad (D)
  - Jones, Llew (R)
  - Keane, Jim (D)
  - Lewis, Dave (R)
  - Moore, Eric (R)
  - Olson, Alan (R)
  - Priest, Jason (R)
  - Rosendale, Matthew (R)
  - Sessa, Jon (D)
  - Tropila, Mitch (D)
  - Wanzieffried, Dave (D)
  - Webb, Roger (R)
  - Secretary: Prudence Gildroy, Rm 322, (406) 444-4816
  - Staff: Taryn Purdy (LFD), Principal Fiscal Analyst, Rm 114 (406) 444-5383; Julie Johnson (LSD), Rm 112, (406) 444-4024

### Fish and Game
- **Tu, Th:** 3 p.m.; **Rm 422**
  - Brenden, John (R - Ch)
  - Ripley, Rick (R – V Ch)
  - Barrett, Debby (R)
  - Facey, Tom (D)
  - Fielder, Jennifer (R)
  - Hamlett, Brad (D)

### Fish and Game (cont.)
- Jent, Larry (D)
- Peterson, Jim (R)
- Thomas, Fred (R)
- Van Dyk, Kendall (D)
  - Secretary: Mary Kukawick, Rm 320, (406) 444-4889
  - Staff: Jason Mohr (LEPO), Research Analyst, Rm 171E, (406) 444-1640

### Highways and Transportation
- **Tu, Th:** 3 p.m.; **Rm 405**
  - Arnzen, Elsie (R - Ch)
  - Buttrey, Ed (R – V Ch)
  - Barrett, Dick (D)
  - Blewett, Anders (D)
  - Brown, Dee (R)
  - Keane, Jim (D)
  - Rosendale, Matthew (R)
  - Sonju, Jon (R)
  - Tutvedt, Bruce (R)
  - Vuckovich, Gene (D)
  - Wanzieffried, Dave (D)
  - Webb, Roger (R)
  - Secretary: Charlene Devine, Rm 319, (406) 444-4610
  - Staff: Dave Bohyer (LSD), Director of Research & Policy Analysis, Rm 111C, (406) 444-3592

### Judiciary
- **M-F:** 8 a.m.; **Rm 303**
  - Murphy, Terry (R - Ch)
  - Sales, Scott (R – V Ch)
  - Augare, Shannon (D)
  - Blewett, Anders (D)
  - Boulanger, Scott (R)
  - Brenden, John (R)
  - Driscoll, Robyn (D)
  - Fielder, Jennifer (R)
  - Jent, Larry (D)
  - Larsen, Cliff (D)
  - Vincent, Chas (R)
  - Wittich, Art (R)
  - Secretary: Pam Schindler, Rm 303A, (406) 444-4891
  - Staff: Julianne Burkhardt (LSD), Attorney, Rm 121, (406) 444-4025

### Legislative Administration
- **On call**
  - Buttrey, Ed (R – Ch)
  - Brown, Taylor (R – V Ch)
  - Augare, Shannon (D)
  - Kaufmann, Christine (D)
  - Murphy, Terry (R)
  - Staff: Susan Byorth Fox (LSD), Executive Director, Rm 112, (406) 444-3066

### Local Government
- **M, W, F:** 3 p.m.; **Rm 405**
- Buttrey, Ed (R – Ch)
- Taylor, Janna (R – V Ch)
- Augare, Shannon (D)
- Barrett, Dick (D)
Natural Resources

M, W, F; 3 p.m.; Rm 422

Vincent, Chas (R - Ch)

Fielder, Jennifer (R)

Jackson, Verdell (R)

Kaufmann, Christine (D)

Keane, Jim (D)

Larsen, Cliff (D)

Phillips, Mike (D)

Ripley, Rick (R)

Rosendale, Matthew (R)

Tropila, Mitch (D)

Walker, Ed (R)

Secretary: Mary Kulawick, Rm 320, (406) 444-4889

Staff: Sonja Nowakowski (LEPO), Research Analyst, Rm 171C, (406) 444-3078

Public Health, Welfare, and Safety

M, W, F; 3 p.m.; Rm 317

Murphy, Terry (R – V Ch)

Caferro, Mary (D)

Jerges, Greg (D)

Thomas, Fred (R)

Wanzenried, Dave (D)

Wittich, Art (R)

Secretary: Julie Emge, Rm 319, (406) 444-4751

Staff: Alexis Sandru (LSD), Attorney, Rm 129, (406) 444-4026

Rules

On call

Wittich, Art (R - Ch)

Barrett, Debby (R – V Ch)

Driscoll, Robyn (D)

Essmann, Jeff (R)

Jent, Larry (D)

Jergeson, Greg (D)

Larsen, Cliff (D)

Olson, Alan (R)

Phillips, Mike (D)

Priest, Jason (R)

Ripley, Rick (R)

Sales, Scott (R)

Sesso, Jon (D)

Thomas, Fred (R)

Vincent, Chas (R)

Staff: Todd Everts (LSD), Director of Legal Services, Rm 123, (406) 444-4023

State Administration

M, W, F; 3 p.m.; Rm 335

Arthun, Ron (R - Ch)

Brown, Dee (R – V Ch)

Blewett, Anders (D)

Jent, Larry (D)

Sales, Scott (R)

Van Dyk, Kendall (D)

Webb, Roger (R)

Secretary: Nadine Spencer, Rm 323, (406) 444-1619

Staff: Rachel Weiss (LSD), Research Analyst, Rm 111D, (406) 444-5367

Taxation

M-F; 8 a.m.; Rm 405

Tutvedt, Bruce (R - Ch)

Thomas, Fred (R – V Ch)

Arthun, Ron (R)

Barrett, Dick (D)

Essmann, Jeff (D)

Jergeson, Greg (D)

Kaufmann, Christine (D)

Makel, Sue (D)

Peterson, Jim (R)

Phillips, Mike (D)

Taylor, Janna (R)

Wittich, Art (R)

Secretary: Donna O'Neill, Rm 320, (406) 444-4618

Staff: Jaret Coles (LSD), Attorney, Rm 124, (406) 444-4022; Brian Hannan (LFD), Fiscal Analyst, Rm 110G, (406) 444-1787; Jim Standaert (LFD), Sr Fiscal Analyst, Rm 113, (406) 444-5389

Joint Appropriations/Finance & Claims

Subcommittees

Education

M-F; 8 a.m.; Rm 472

Hollandsworth, Roy (R - Ch)

Jones, Llew (R – V Ch)

Ballance, Nancy (R)

Brown, Taylor (R)

Hamlett, Brad (D)

Jones, Donald (R)

Mehlöff, Bob (D)

Windy Boy, Jonathan (D)

Woods, Tom (D)

Secretary: McKenzie Chambers, Rm 475, (406) 444-4856

Staff: Pam Joehl (LFD), Sr Fiscal Analyst, Rm 130, (406) 444-5387; Rob Miller (LFD), Fiscal Analyst, Rm 110G, (406) 444-1795; Jim Standaert (LFD), Sr Fiscal Analyst, Rm 113, (406) 444-5389; Brian Hannan (LFD), Fiscal Analyst, Rm 110Q, (406) 444-1787

General Government

M-F; 8 a.m.; Rm 350

Osmundson, Ryan (R - Ch)

Olson, Alan (R – V Ch)

Buttrey, Ed (R)

Edmunds, Champ (R)

Secretary: Christina Butler (LFD), Fiscal Analyst, Rm 110H, (406) 444-4581; Cathy Duncan (LFD), Sr Fiscal Analyst, Rm 117, (406) 444-4580

Revised: Dec. 14, 2012
ITEM 3

STATE SUPERINTENDENT’S REPORT

State Superintendent Denise Juneau
ITEM 4

COMMISSIONER OF HIGHER EDUCATION’S REPORT

Commissioner Clayton Christian
ITEM 6

STUDENT REPRESENTATIVE REPORT

Charity Ratliff
ITEM 7

STATE ACCREDITATION REVIEW EXIT REPORT FROM ON-SITE ACCREDITATION REVIEW OF THE PROFESSIONAL EDUCATION UNIT AT THE UNIVERSITY OF GREAT FALLS

Linda Peterson
EXECUTIVE SUMMARY
DATE: JANUARY 2013

PRESENTATION: State Accreditation Review Exit Report from On-Site Accreditation Review of the Professional Education Unit at the University of Great Falls

PRESENTER: Linda Vrooman Peterson
Administrator, Accreditation and Educator Preparation Division
Office of Public Instruction
Mary Susan Fishbaugh, Ph.D.
Dean, College of Education
Montana State University-Billings
Angel Turoski, Professor
Education Department
University of Great Falls

OVERVIEW: On October 8-11, 2012, an on-site team conducted the accreditation review of the Professional Education Unit (Unit) at the University of Great Falls (UGF). This presentation provides the State Exit Report of the accreditation review to the Board of Public Education (BPE). The purpose of the on-site visit was to verify the Unit’s Institutional Report (IR) as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards (PEPPS). Angel Turoski, Education Department Professor, and Dr. Mary Susan Fishbaugh, Review Team Chairperson, will discuss the review and exit report. The report is attached.

REQUESTED DECISION(S): Discussion

OUTLYING ISSUE(S): Program Approval Timeline
1. November 8, 2012 – State Superintendent Denise Juneau provides information to the Board of Public Education (BPE) about the on-site accreditation visit of the Unit at the UGF.
2. December 10, 2012 – The Office of Public Instruction (OPI) receives the corrections to the State Exit Report and Narrative Summaries from the Unit at the UGF.
3. January 2013 – State Superintendent Denise Juneau and the Team Chair present the State Exit Report and Narrative Summaries to the BPE for discussion.
4. March 2013 – State Superintendent Denise Juneau recommends final action to the BPE regarding program approval and accreditation status of the Unit at the UGF.

Depending on the final action of the BPE, the Unit may be required to take specific actions to address standards designated as “Met with Weakness” and “Not Met.”

RECOMMENDATION(S): Discussion

BPE PRESENTATION
On October 8-11, 2012, a seven-person team conducted an on-site review of the University of Great Falls (UGF) Professional Education Unit (Unit). The purpose of the on-site team's visit was to verify the Unit’s Institutional Report (IR) as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards (PEPPS). Team members read documents, visited field placement sites, and interviewed staff, faculty, administrators, and students. The purpose of this document is to summarize the results of the team's findings.

Sub-Chapter 2 – Organization and Administration of Teaching Education

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Sub-Chapter 3 – Curriculum Principles and Standards: Basic Programs

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Sub-Chapter 5 – Teaching Areas: Specific Standards Initial Programs

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- Broadfield
- Biology Major/Minor
Commendations

- UGF has renewed its vision, increased its enrollment, established financial stability and invested in technological infrastructure. The positive effects these efforts have had on the campus environment are evidenced by student involvement, faculty enthusiasm and forward administrative leadership.
- UGF has embraced a Conceptual Framework (CF) based upon four guiding questions related to the meaning of being human, of participating in intellectual inquiry, of living as a professional and of participating in spiritual/religious dimensions. This framework is evident throughout campus life and academic programs.
- The Unit has invested personal summer time, energy and resources in developing an Assessment System with four Key Assessments and beginning alignment with the CF Performance Outcomes.
- Candidates at UGF have the benefit of exceptional student-faculty relationships.
- The Reading, Special Education and Gifted/Talented Programs at UGF prepare candidates to meet the educational needs for learners of diverse academic abilities.
- The Unit has a commitment to experiential learning as evidenced by the Pre Professional Integrative Experience (PPIE) followed by student teaching.

Improvements

- The CF theoretical/philosophical/theological foundation should be reviewed for the benefit of new faculty and to guide the overall Assessment System.
- The Assessment System Key Assignments require a closer alignment with expected performance outcomes of the CF.
- Indian Education for All could be infused throughout methods courses in order to build candidate confidence.
- District administrative and UGF faculty turnover necessitate renewing relationships between the Education Unit and the Great Falls Public Schools.
- The Social Studies Content Areas have not provided the information to demonstrate meeting the PEPPS.
- The Masters of Art in Teaching (MAT) is not supported by adequate resources and its assessment is not clearly aligned with either the Initial CF or the partially developed Advanced CF. The future of the MAT requires analysis and a decision.
The team wishes to thank the UGF administration and faculty for a warm welcome, spacious work rooms, comfortable lodging and tasty fuel to keep us going. From the first evening when team members were introduced to the UGF Professional Education Unit, students and friends at dinner, to the conclusion of our visit, staff, faculty, and students welcomed the team and responded to any requests. A special thank you is extended to Angel Turosiki for her leadership and to her faculty, staff and students for providing exhibits, organizing the visit and assuring that our every need was met.

Thank you all for a job well done.
Number and Name of Standard: ARM 10.58.210 Conceptual Framework

Validating Statement
The Education Unit provided a thorough overview of its Conceptual Framework (CF) and Assessment System through a media supported presentation.

Sources of Evidence
Presentation, review of electronic and hard copy exhibits, including the Assessment of Teaching and Learning (The Grid), interviews with candidates/faculty/database consultant/head of Education Unit

Assessment Aligned to Standard
Assessment of the Conceptual Framework performance outcomes is to be accomplished through the Assessment System Key Assessments and the Grid.

Evaluation
10.58.210 is Met with Weakness. The theoretical foundation is not evident. When requested, information provided demonstrated no consistent theoretical basis.

While the Assessment System is in process, all key assessments do not clearly reflect outcomes expected for the four CF questions.

Commendations
The University of Great Falls (UGF) Education Unit has made a concerted effort and great strides in developing and implementing an Assessment System based upon the CF.

UGF hired an outside consultant to assist the Education Unit with developing a database warehouse for its developing CF Assessment System.

Improvements
No theory base was included in the Institutional Report (IR) nor was a consistent body of theory presented when requested. With the turnover of faculty since the last formal institutional review, revisiting the theoretical, philosophical and perhaps theological foundations of the CF is in order. It is particularly important that newer faculty have the opportunity for learning about and taking ownership in the totality of the CF.

Accreditation Recommendation
Meets Standard with Weakness
Number and Name of Standard: ARM 10.58.304 Candidate Knowledge, Skills and Dispositions

Validating Statement
The standard is met, as evidenced by the sources examined.

Sources of Evidence
The Institutional Report (IR), the data supporting decisions as shown in the Summer Report, the “Assessment and Conceptual Framework Presentation” by Angel Turoski’s planning forms for each major/minor; UGF Catalog, and all other exhibits provided to the team (electronic files).

Assessment Aligned to Standard
The assessments align to the standards. The use of consistent across-program rubrics provides useful data to examine programs, candidate performance, and to make improvements as needed.

Evaluation
The faculty uses the common instrument, Assessment for Teaching and Learning (The Grid), to align the competency and behavioral objectives for knowledge, skills and dispositions; they examined data in a summer retreat, proving the usefulness of the data queried for decision-making. Many types of data are collected to provide perspectives on each student’s knowledge, skills and dispositions; in addition these data are aggregated to provide UGF faculty with summary information on programs.

Commendations
The faculty are to be commended for their enthusiastic approach to data collection specific to program and student evaluation. The use of the Excel platform provides a low-cost, but elegant solution, to data collection that can be easily understood by all.

Improvements
Continue to hone evaluation needs as a means to examine knowledge, skills and dispositions. Consider FERPA regulations when sharing information about students (mask data where possible before sharing it).

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.305 Assessment System and Unit Evaluation

Validating Statement
The University of Great Falls (UGF) Meets the Standard with Weakness. The on-site review has identified efforts for the development of an assessment system, but the team could not validate that the system is fully operational.

Sources of Evidence
UGF Teacher Education Program Handbook, Institutional Report (IR), The Assessment of Teaching and Learning (The Grid), and data reports for Conceptual Framework (CF), Evidence of Professional Growth (EPG), Evaluation for Student Teachers, Knowledge Skills and Dispositions (KSD), Praxis II Content Knowledge Reports, TEP interviews, Title II records presentation and alignment matrix presented on October 9.

Assessment Aligned to Standard
The department utilizes an alignment matrix illustrating how various assessments and evaluations inform the Conceptual Framework (CF) performance outcomes. The staff have defined the outcomes by student benchmarks, identified responsible staff members, and indicated how the data are used.

Evaluation
The education department has multiple measures, but only a few have been used long enough to have longitudinal data (i.e., the KSD, EPG, and Praxis II). The KSD evaluation was the only formal assessment in use during the last visit. The department has recently developed a new evaluation tool for supervising classroom teachers, Evaluation Form for Student Teaching (EFST), which is in use for the first time. The department has contracted services for a new ACCESS based data warehouse.

Challenges noted by the department include inter-rater reliability among staff on the KSD, and the lack of consensus among department members to develop a common writing rubric for the EPG.

Commendations
The department is commended for their work to develop the assessment system, and their investment of time and resources in a new data warehouse. The development of the new evaluations indicates attention to the standards requirement for “multiple assessments.”

Improvements
The UGF has developed an assessment system, but it is not yet operational. The Education Unit has invested personal summer time, energy, and resources in developing an assessment system with four key assessments and beginning alignment with the CF performance outcomes. Alignment of the EPG to the CF is a component of this project and necessary as the assessment system becomes fully operational. Institutional support for these efforts will insure their continuance.

Accreditation Recommendation
Meets Standard with Weakness
Number and Name of Standard: ARM 10.58.306 Field Experiences and Clinical Practices

Validating Statement
Both an off-site and an on-site review of the Institutional Report (IR) and supporting materials show that the University of Great Falls (UGF) meets ARM 10.58.306 Field Experiences and Clinical Practices. Interviews were conducted with students, faculty, and supervising teachers. A student teacher was observed on-site.

Sources of Evidence
UGF 2011-2012 Undergraduate Course Catalog; IR; elementary and secondary planning sheets; course syllabi; Teacher Education Program Handbook; Teacher Education Program Disposition Form; Assessment of Teaching and Learning (The Grid), alignment of course objectives and assessments to the Conceptual Framework (CF); interviews with students, supervising teachers, professors; and observation of a student teacher in the classroom.

Assessment Aligned to Standard
Assessments align to ARM 10.58.306 Field Experiences and Clinical Practices.

Evaluation
ARM 10.58.306 Field Experiences and Clinical Practices is a professional, competent, well planned and supervised program. The candidates are prepared for their experiences and are supervised on a routine schedule. Any problems which occur are mediated. The established relationships with the schools and mentoring teachers allows for strong support for the candidate. The proposed pilot program for a joint Pre-Professional Integrative Experience (PPIE) and student teaching experience shows great promise.

Commendations
The entrance requirements leading to the field experiences are well designed to regulate the preparedness and suitability of the candidate. Students in both the PPIE and student teaching experience are given appropriate exposure to and control of a classroom.

Improvements
The proposed pilot program for a joint PPIE and student teaching experience shows great promise. The requirements for the PPIE should be explicit for candidates and school personnel. It will be necessary to rebuild some relationships with schools because of the recent turnover in the faculty of the UGF.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.307 Diversity

Validating Statement
Supporting materials were reviewed and interviews conducted with elementary and secondary candidates, faculty, administrators and mentor teachers. The University of Great Falls (UGF) and the Professional Education Unit (PEU) meet ARM 10.58.307 by infusing principles of tolerance and inclusion.

Sources of Evidence
Evidence gathered from university catalog, student teacher manual, course syllabi, assessment tools for Knowledge Skills and Dispositions (KSD) and Evidence of Professional Growth (EPG), Institutional Report (IR) and supporting documents, interviews with department faculty, administrators, board members, candidates, cooperating teachers and others.

Assessment Aligned to Standard
Candidate assessments are aligned with Standard 10.58.307. Specifically, individual course evaluations, KSD, lesson plans and EPG assess candidates’ curricular knowledge and dispositional proficiency vis à vis diversity. Conceptual Framework (CF) Goal A, “What it Means to be Human,” is aligned to ARM 10.58.307 through most course syllabi Assessment of Teaching and Learning (The Grid).

Evaluation
The reviewers found evidence to support that ARM 10.58.307 is met. Candidates are exposed to ideation of tolerance and inclusion of diverse populations, including Montana American Indians through coursework, dedicated campus events and exposure to diversity through field experiences. Candidates’ interviews demonstrated that they embrace the principles of tolerance, inclusion and the expectation that all students’ learning is valued. In spite of limited diversity in the community and on campus, the UGF and PEU make good faith effort to maximize experiences and opportunities to expand global understanding of diversity values.

Commendations
Candidates’ comments reflected an understanding of the ethos of inclusion and tolerance. Many University events focus on building awareness and understanding of diversity and individual responsibility to the human community.

Improvements
Assess the diversity of candidates in school field placements. Broaden secondary candidates’ exposure to diversity education, particularly Indian Education for All (IEFA).

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.308 Faculty Qualifications, Performance and Development

Validating Statement
Time was spent reviewing the following documents provided by the University of Great Falls (UGF) Education Department regarding this standard. The documents reviewed were; Better Way Grant, Campus Compact, Director of Educational Programs, a faculty dissertation, Early Childhood Report, Faculty Assessment Forms, Faculty Performance and Goals Inventory, Student Research Information, Supporting Syllabi EDU 592 and Technology. Informal visits with staff both inside and outside the department were held. Discussions with candidates over lunch and other times during our visit provided our team with opportunities to learn about the effectiveness of staff’s work (teaching) and interaction with them.

Sources of Evidence
Documents provided by the University of Great Falls were reviewed in advance and during the site visit along with additional information from the university website.

Assessment Aligned to Standard
Faculty and staff from the Education Department continue to meet once a week during the academic school year in addition to a summer day-long meeting to address both department issues as well as professional development issues for faculty. Due to the small number of full-time faculty, a close relationship of support, understanding and willingness to solve situations as a team for the betterment of candidates was evident.

Evaluation
The UGF faculty meets standard 10.58.308.

Commendations
All full-time faculty in the Department of Education hold current teacher licenses. Faculty are dedicated to the concept of Integrated Learning.

Improvements
Faculty turn-over in the department has hindered efforts to continue professional education. The number of adjunct faculty members could be a concern with the continued work in building a professional community and understanding of the department’s work.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.309 Unit Governance and Resource

Validating Statement
Documentation through visitations and time spent with the faculty and staff from the Education Department over the past three days provided the information requested by the accreditation review team.

Sources of Evidence
Documents that were presented and reviewed included pre-arranged materials by the University of Great Falls (UGF) for the accreditation review, the faculty handbook, and the lunch meeting with representatives of the faculty from all departments and the administration of the university.

Assessment Aligned to Standard
The standard of governance and resources as outlined in the faculty handbook provides guidance and expectations for faculty within the department.

Evaluation
The reviewers support the meeting of standard 10.58.309.

Commendation
UGF faculty are open to involvement in the various university committees developed by university administration.

Improvements
Resources continue to be an issue for educational institutions.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.501 General Requirements

Validating Statement
Supporting materials, off-site reviews, interviews with students/faculty/school personnel validate the University of Great Falls (UGF) Institutional Report (IR) for 10.58.501.

Sources of Evidence
Evidence included UGF exhibits (electronic and hard copy), presentation by the Education Unit, student interviews at the opening dinner and student lunch, interviews with school administrators at the Great Falls Public Schools administrative offices, interviews with UGF administration.

Assessment Aligned to Standard
Assessments conducted during relevant courses and key assessments conducted during field experiences demonstrate attention to the standard.

Evaluation
10.58.501 is met.

Improvements
Indian Education for All (IEFA) could be included throughout the curricula, particularly in methods courses in order to build candidate confidence in this area.

Methods courses could be listed as evidence for 10.58.501 (1) (g) “demonstrate understanding of individual and group motivation …” Students indicated preparation in classroom management as a way to prevent learner inappropriate behavior.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.503 Art K-12

Validating Statement
The off-site and on-site review of the Institutional Report (IR) and supporting materials support that the University of Great Falls (UGF) meets ARM 10.58.503 Art K-12. Interviews were conducted with faculty and candidates.

Sources of Evidence
The UGF 2012-2013 Undergraduate Course Catalog; elementary and secondary planning sheets, K-12 Art program syllabi; Teacher Education Program Handbook; Notebook for Secondary and Elementary Teachers, Assessment of Teaching and Learning (The Grid), Alignment of course objectives and assessment to the Conceptual Framework (CF), interviews with candidates and professors.

Assessment Aligned to Standard
Each syllabus contains The Grid and specific course objectives are clearly stated and align to the standards.

Evaluation
Art K-12 is aligned to the standard, ARM 10.58.503.

Commendations
The syllabi clearly state the course objectives and include The Grid. The candidates have more than needed studio time and teacher mentoring.

Improvements
Credit hours for studio classes should align with the National Standards for Art.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.508 Elementary

Validating Statement
The off-site review of the Institutional Report (IR), supporting materials provided by the University of Great Falls (UGF) Education Department, interviews with candidates, and interviews with two professors provide the evidence that UGF meets ARM 10.58.508.

Sources of Evidence
UGF Undergraduate Course Catalog, the IR, planning sheets, Reading Instruction Minor and Reading Concentration planning forms, course syllabi (including Fall 2012), the Student Teaching Handbook, the Teacher Education Program Disposition Form, Conceptual Framework (CF): Assessment of Teaching and Learning (The Grid), Evidence of Professional Growth (EPG), student interviews, interviews with professors.

Assessment Aligned to Standard
The assessments align to the CF through the use of a common instrument entitled Assessment for Teaching and Learning (The Grid). Specific course detail for expected outcomes and assessment measures and results are uneven across all program syllabi. However, the assessment grids are mandatory for each syllabus, in an effort to make the CF transparent to candidates and faculty. These syllabi grids are modified and improved as needed in order to clearly define the CF.

Teacher Education Program syllabi align assessments to the Professional Educator Preparation Program Standards (PEPPS), and use such grid rubrics as Knowledge, Skills, and Dispositions Evaluation KSD), Evidence of Professional Growth (EPG), the PRAXIS, the Evaluation Form for Student Teaching (which may also contain individual anecdotal evidence), and the ACCESS snapshot for each student, each assessment and each instructor. In addition, a “Conference of Record” documents concerns which have been formally presented to a student in need of advice. The presentation on the CF and assessments provided a clear picture of expectations, how all of the components are measured, the data sets aggregated across candidates and faculty, and the ways in which data are used to provide target populations with information growth.

Evaluation
UGF continues its efforts to clearly address standards and provide candidates with consistent courses in the Elementary Education program. Education 356-357 Communication Arts I and II have been revised during Summer 2012, and address comprehensive reading processes. The professor provided the latest (Fall 2012) syllabus for Education 356 as evidence, and further probing about reading and writing strategies provided evidence that a variety of instructional strategies are taught.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.509 English/Language Arts

Validating Statement
The University of Great Falls (UGF) meets the ARM 10.58.509 English/Language Arts standard for the major and the minor. Following the off-site review, the on-site team validated the report through interviews, observations, and sources of evidence listed below. The Institutional Report (IR) needs to be corrected as noted by the on-site team.

Sources of Evidence
The latest UGF Undergraduate Course Catalog, English Language Arts Major/Minor Planning Sheets, Core Requirement Planning Sheet, English program syllabi; Core Requirements Syllabi; the Knowledge, Skills, and Dispositions (KSD) rubric; the Teacher Education Handbook; the Student Teaching Handbook; the Teacher Education Program Disposition Form; Assessment of Teaching and Learning (The Grid), Evidence of Professional Growth (EPG), interviews with candidates and professors.

Assessment Aligned to Standard
The assessments align to standards in most syllabi. The use of these consistent across-program rubrics provide useful data to improve program and candidate performance, as noted by a report on the Summer 2012 review of data by the faculty.

Evaluation
The faculty use the common instrument, The Grid, to align the competency and behavioral objectives and assessment measurements of each course to the goals and objectives of the Conceptual Framework (CF). Two of the required courses for the major/minor were not available to the off-site team, but were retrieved by the on-site team, and were validated. However, the documents are uneven in how the behavioral objectives and assessment measurements were written.

Improvements
EDU 336 (A) Rewrite the Developing Emergent Literacy syllabus to reference the standards including assessments and connections with the CF (in process).

Correct the Institutional Report (IR) to include EDUC 430 Secondary Teaching Procedures, and EDU 489 Student Teaching Seminar, which are requirements for the degree.

Develop a reporting process which allows administration/faculty to identify candidates who are majors or minors in English/Language Arts.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.510 Students with Disabilities K-12

Validating Statement
Following the on-site review of the Institutional Report (IR) and other supporting documents, interviews with faculty and students, the major in Special Education for elementary and secondary education meets the requirements of ARM 10.58.510.

Sources of Evidence
Evidence gathered from planning sheets, course syllabi, IR and supporting documents, interviews, course catalog, presentations.

Assessment Aligned to Standard
There is evidence that candidates are assessed according to the standards in respective coursework evaluations. The Assessment of Teaching and Learning (The Grid) for each course aligns the Conceptual Framework (CF) to course objectives and these to the respective assessment(s).

Evaluation
Program design and course content closely track ARM 10.58.510 elements. Faculty developed, and are delivering a comprehensive and intensive personnel training program for special education. Candidates enthusiastically endorse the Special Education plan of study.

Commendations
Faculty in this program are dedicated to candidate proficiency and elementary/secondary student self advocacy; 21-credit special education concentration provides non-degree seeking candidates an opportunity to validate an additional teaching skill set.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.513 Health

Validating Statement
Time was spent with the faculty members in the Health/Physical Education Department, and various opportunities for meetings with candidates and other staff from the Education Department. Specific information to questions, personal notes and printed materials were made available.

Sources of Evidence
Documents that were presented and reviewed included materials by the University of Great Falls (UGF) for the accreditation review, course syllabi(s), handbooks, PowerPoints, one-on-one interviews, small group meetings, student presentations and a visitation to a high school site.

Assessment Aligned to Standard
Much effort has been completed by the department in the area of assessments. All standards have appropriate assessments listed that provide a clear understanding of knowledge, skills and proficiency for the candidates. A good communication link for their student candidates is established.

Evaluation
All required course and aligned assessments provided in the Institutional Report (IR) meet the standards. Reviewers found evidence/data to support the standard of 10.58.513.

Commendations
UGF staff was open and willing to share information about their work on the Professional Educator Preparation Program Standards (PEPPS). Strong Pre-Professional Integrative Experience (PPIE) and student teaching experiences are available and well established.

Improvements
Faculty turnover in the department has hindered the needed work timeline in the area of the department’s Conceptual Framework (CF), PEPPS and assessments.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.518 Mathematics

Validating Statement
Following the on-site review of the Mathematics Minor/Major program, it is validated that the University of Great Falls (UGF) meets the standard of 10.58.518.

Sources of Evidence
Documents provided digitally, course descriptions, syllabi, math major/minor planning sheets, The Assessment of Teaching and Learning (The Grid), and an interview with a faculty member.

Assessment Aligned to Standard
The off-site review indicated a lack of evidence that the mathematics program aligned assessments to the standards. Alignment work is currently being done between courses and the Professional Educator Preparation Program Standards (PEPPS). The next step for the department is to extend the alignment to the assessments.

Evaluation
The entire mathematics department is new this year. The department has done considerable work to correlate each course to the standards found in ARM 10.58.518. The department’s evaluation of how both the minor and major align with the standards is evidenced in the updated document provided in interviews during the on-site review. The department’s analysis recognizes that the minor did not meet the new 2007 PEPP Standards, and have drafted a recommendation to the university’s curriculum committee to amend at least three courses that are currently minus credit hours.

Commendations
The review team commends the department’s close attention to the alignments and for recognizing the areas within the courses of study that do not meet the standards for the Mathematics minor. The rationale and proposal to change course descriptions, prerequisites, and the required number of course hours needed for a minor is a strong indication that the department is moving in the right direction.

Improvements
One minor recommendation is for the mathematics department to become familiar with the expectations of the Common Core State Standards for Mathematics that have been adopted by Montana for all schools.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.520 Physical Education

Validating Statement
Time was spent with faculty members in the Health/Physical Education Department, and various opportunities for meetings with candidates and other staff from the Education Department. Specific information to questions, personal notes and printed materials were made available.

Sources of Evidence
Documents that were presented and reviewed included materials by the University of Great Falls (UGF) for the accreditation review team, course syllabi(s), handbooks, PowerPoint presentations, one-on-one interviews, small group meetings, student presentations and a visitation to a high school site.

Assessment Aligned to Standard
Much effort has been made by the department in the area of assessments. All standards have appropriate assessments listed that provide a clear understanding of knowledge, skills and proficiency for the candidates. A good communication link has been established for the student candidates.

Evaluation
All required course and aligned assessments provided in the Institutional Report (IR) meet the standards. Reviewers found evidence/data to support the standard of 10.58.520.

Commendations
UGF staff was open and willing to share information about their work on the Professional Educator Preparation Program Standards (PEPPS). Strong Pre-Professional Integrative Experience (PPIE) and student teaching experiences are available and well established.

Improvements
Faculty turnover in the department has hindered the needed work timeline in the area of the department’s Conceptual Framework (CF), PEPPS and assessments.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.521 Reading Specialists K-12

Validating Statement
The off-site review of the Institutional Report (IR), supporting materials provided by the University of Great Falls (UGF) Education Department, interviews with candidates, and interviews with two professors provide the evidence that UGF meets the standards for a minor in Reading Specialists K-12.

Sources of Evidence
UGF Undergraduate Course Catalog, the IR, planning sheets, Reading Instruction Minor and Reading Concentration planning forms, course syllabi (including Fall 2012), the Student Teaching Handbook; the Teacher Education Program Disposition Form, The Assessment of Teaching and Learning (The Grid), Evidence of Professional Growth (EPG), student interviews, interviews with two professors (which revealed new Reading Concentration Overview, and updated course syllabi).

Assessment Aligned to Standard
The off-site review did not find clear evidence that UGF’s minor in Reading Specialists K-12 aligned assessments to the standards. Nine of the 12 course syllabi for Reading Specialists K-12 were not aligned to Montana state standards. Interviews with two program professors provided additional (new) information regarding continued program revisions which address the standards. Professors continue to meet to assure that program standards are clearly addressed and assessed.

Evaluation
UGF continues its efforts to clearly address standards and provide candidates with consistent courses in the Reading Specialists K-12 program. They have begun the process of further delineating the state standards within all of the course syllabi and assessments. Their efforts are evident in planning documents and in revised syllabi.

Improvements
Correct the IR. Closely correlate required course offerings for the Reading Specialist K-12 with state standards.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.522 Science

Validating Statement
Following the on-site review of the Broadfield Science Major and the Biology Minor/Major program, it is validated that the University of Great Falls (UGF) meets the standards of 10.58.522.

Sources of Evidence
UGF Undergraduate Course Catalog, Institutional Report (IR), department planning sheets, course descriptions and syllabi, The Assessment of Teaching and Learning (The Grid), and interview with staff during the on-site review.

Assessment Aligned to Standard
The on-site review confirmed that assessments are aligned to standards. Specific notation of these alignments are absent in course syllabi, but on closer inspection of the IR, and stated course outcomes, assessments are aligned to standards for Biology and Broadfield Science.

Evaluation
The Science Department has taken the necessary steps to keep the program aligned with the contemporary needs in both science careers and the science educational programs. Courses are highly engaging and make great use of both instructional technology and the laboratory tech-tools. The expectations that candidates grow in their interpersonal and communication skills from a science perspective is evident. Inquiry methods are core to the actual research and lab experiences and methodologies allow for both inductive and deductive development. Indian Education for All (IEFA) is evident in every discipline, whether through native star stories in astronomy or medicinal uses of plants in biology.

Commendations
The emphasis by the department that all students enrolled in the science programs, education degree or not, build an understanding of the statistical use and applications of methodologies as a requirement for the program is to be commended. Either through MTH 252, or as part of the general expectations within other courses, the students’ applications of Analysis of Variance (ANOVA), t-tests, and chi-square are essential skills for secondary science educators.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10. 58.523 Social Studies

Validating Statement
The off-site review of the Institutional Report (IR) of the ARM 10.58.523 Social Studies was inconclusive. The on-site review supported this finding and finds the University of Great Falls (UGF) Broadfield Social Studies, Political Science, History Major and Minor, Sociology Major and Minor, and Psychology minor do not met the standard.

Sources of Evidence
Off-site review; UGF 2012-2013 Undergraduate Catalog; IR; elementary and secondary planning sheets; course syllabi and planning sheets for Broadfield Social Studies, Political Science, History Major and Minor, Political Science, Sociology Major and Minor, and Psychology; Student Teaching Handbook; Teacher Education Program Handbook; The Assessment of Teaching and Learning (The Grid); interviews with five faculty members and candidates; and on-site observation of a student teacher.

Evaluation
Assessment not aligned with ARM 10.58.523 Social Studies.

Improvements
To be re-accredited in all areas of Social Studies, the institution may reapply to the Board of Public Education.

Accreditation Recommendation
Standard is Not Met
Number and Name of Standard: ARM 10.58.527 Areas of Permissive Special Competency

Validating Statement
Both an off-site and on-site review indicate that the University of Great Falls (UGF) meets the standards for ARM 10.58.527 Areas of Permissive Special Competency, Gifted and Talented Education.

Sources of Evidence
UGF 2011-2012 Undergraduate Course Catalog, Institutional Report (IR), elementary and secondary planning sheets, Teacher Program Handbook, Gifted and Talented Concentration Education planning sheet, course syllabi, Elementary and Secondary Student Teaching Handbooks, Teacher Education Program Handbook, Assessment of Teaching and Learning (The Grid) that aligns course objectives and assessments to the Conceptual Framework (CF), interviews with candidates and faculty.

Assessment Aligned to Standard
Assessments align to ARM 10.58.527 (5) Gifted and Talented Education.

Evaluation
ARM 10.58.527, Areas of Permissive Special Competency Gifted and Talented Program, is a professional, competent, and comprehensive set of six course offerings.

Commendations
The course of study is well organized and thorough. The syllabi are well written and address the specific standards covered in the class. The rubric and The Grid are well developed.

Accreditation Recommendation
Meets Standard
Number and Name of Standard: ARM 10.58.601 Program Planning and Development

Validating Statement
Following the on-site review of the Institutional Report (IR) and other supporting documents, interviews with faculty, administrators and staff, Graduate Council By-Laws and Graduate Council meeting minutes, the Masters of Art in Teaching (MAT) program does not meet ARM 10.58.601.

Sources of Evidence
Evidence gathered from planning sheet, course syllabi, IR and supporting documents, interviews, Graduate Council meeting minutes, Graduate Council By-Laws, graduate catalog and faculty presentation.

Assessment Aligned to Standard
There is not strong evidence that candidates are assessed according to the standards in relevant coursework evaluations. Graduate program core outcomes have not been embraced by graduate faculty, as coursework is consistent with initial licensure, the undergraduate Conceptual Framework (CF) and respective assessments (i.e., Knowledge, Skills, and Dispositions (KSD), Evidence of Professional Growth (EPG)). However, these assessments are not aligned with the graduate Assessment of Teaching and Learning for Core Learning Outcomes.

Evaluation
The MAT program governance and implementation deviates from ARM 10.58.601 elements in several areas. That is, this program lacks necessary resources in terms of faculty and marketing, recruitment and retention of candidates is weak, the CF is unclear, the leadership is disparate, data collection and program review process of Core Outcomes is unclear. The core curriculum of this program is solid, however. Initial licensure candidates complete a slightly modified plan of study consistent with the undergraduate program that has met most of the Professional Educator Preparation Program Standards (PEPPS).

Commendations
Faculty designed a program that has the framework to provide initial certification to post-baccalaureate candidates to meet the needs of their community.

Improvements
Recruitment/admission policies that will lead to greater retention of candidates; improve resources for MAT: Terminally degreed faculty, data collection and program evaluation; and solidify university commitment to MAT: leadership, marketing.

Accreditation Recommendation
Standard is Not Met
Number and Name of Standard: ARM 10.58.603(1) Assessment of Advanced Programs

Validating Statement
Following the on-site review of the Institutional Report (IR), other supporting documents and interviews, the Masters of Art in Teaching (MAT) program does meet the amended (see below) Standard 10.58.603(1).

Sources of Evidence
Evidence was gathered from MAT program planning sheet, course syllabi, IR and supporting documents, interviews with staff, faculty and administrators, Graduate Council meeting minutes, Graduate Council By-Laws, graduate catalog and presentations.

Assessment Aligned to Standard
Assessment of Teaching and Learning rubrics used in most MAT courses were based upon Graduate Core Outcomes. Coursework has significant overlap with undergraduate Conceptual Framework (CF), course content, and candidate assessments. Assessments measure the range of knowledge, skills and dispositions specified in Standard 10.58.603(1).

Evaluation
The MAT program is not aligned with Standard 10.58.603(1) on several elements. In part, misalignment occurs because the MAT is an initial licensure program with candidates having their first exposure to the disciplinary knowledge, skills and dispositions. However, evaluating the MAT based only on initial licensure expectations, the program fulfills the requirements of Standard 10.58.603(1).

Commendations
Faculty designed a program that has the framework to provide solid preparation for initial licensure to post-baccalaureate candidates to meet the needs of their community.

Improvements
Align graduate outcomes with undergraduate CF.

Accreditation Recommendation
Meets Standard with Weakness
MEMORANDUM

November 5, 2012

TO: Angel Turos, Director of Education
    Department of Education
    University of Great Falls

FROM: Linda Vrooman Peterson, Ph.D.
    Director of Educator Preparation

SUBJECT: Accreditation Review State Exit Report and Narrative Summaries

The Accreditation Review Team has completed the State Exit Report and Narrative Summaries of the October 8-11, 2012, on-site accreditation visit of the Professional Education Unit (Unit) at the University of Great Falls (UGF). The State Exit Report and Narrative Summaries are attached.

The Unit will review and correct only factual errors and omissions to the State Exit Report and Narrative Summaries. These corrections are due to the Office of Public Instruction (OPI) 30 days following the receipt of the document.

Program Approval Timeline

1) November 8, 2012 – State Superintendent Denise Juneau provides information to the Board of Public Education (BPE) about the on-site accreditation visit of the Unit at the UGF.
2) December 10, 2012 – The OPI receives the corrections to the State Exit Report and Narrative Summaries from the Unit at the UGF.
3) January 2013 – State Superintendent Denise Juneau and the Team Chair present the State Exit Report and Narrative Summaries to the BPE for discussion.
4) March 2013 – State Superintendent Denise Juneau recommends final action to the BPE regarding program approval and accreditation status of the Unit at the UGF.

Representatives from the Unit are invited to attend the January BPE meeting and are expected to provide a report at the March 14-15, 2013, meeting of the BPE.

Depending on the final action of the BPE, the Unit may be required to take specific actions to address standards designated as “Met with Weakness” and “Not Met.”

For more information, contact Linda Vrooman Peterson by telephone at (406) 444-5726, or by e-mail at lvpeterson@mt.gov.

cc: Eugene McAllister, Ph.D. President, University of Great Falls
    Mary Susan Fishbaugh, Ph.D. Dean, College of Education, Montana State University-Billings
    Dennis Parman, Deputy Superintendent
    Nancy Coopersmith, Assistant Superintendent

Attachments
ACCREDIATION COMMITTEE (Items 8-9)
Bernie Olson

ITEM 8

UPDATE ON PROCESS TO AMEND ARM TITLE 10, CHAPTER 55 STANDARDS OF ACCREDITATION

Linda Peterson
EXECUTIVE SUMMARY
DATE: JANUARY 2013

PRESENTATION: Update on Process to Amend ARM Title 10
Chapter 55 Standards of Accreditation

PRESENTER: Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation Division
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Instruction (BPE) recommended amendments to correct errors and for consistency with Chapter 55 rules adopted and the Notice of Adoption and Amendment published on October 11, 2012. In addition, this presentation includes the recommended amendment to delete Administrative Code Committee objection from the history of ARM 10.55.804 Gifted and Talented. This item is informational. The summary report is attached.

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None
1. Recommended amendment of ARM 10.55.701 Board of Trustees (1) through (4)(a)(i) remain the same. (ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district’s mentorship and induction program required under ARM 10.55.701(8.5)(eb);

ARM 10.55.701 Board of Trustees ... (4) The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files. Personnel files shall be confidential.

(a) The evaluation system used by a school district for licensed staff shall, at a minimum:

(i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff;

(ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district’s mentorship and induction program required under ARM 10.55.701(8)(c) [should be 10.55.701(5)(b)];

Rationale
ARM 10.55.701 is being amended to correct errors and for consistency with rules adopted and the Notice of Adoption and Amendment published on October 11, 2012.

2. Recommended amendment of ARM 10.55.708 Teaching Assignments (1) and (2) remain the same. (3) Clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in the Licensure Endorsement Requirements Related to Teaching Assignments, adopted by the Board of Public Education July 2012, a copy of which may be found at: http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf (Appendix A).

ARM 10.55.708 Teaching Assignments (1) Teachers shall be assigned at the levels and in the subjects for which they are licensed and endorsed, unless they are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM 10.55.607.

(2) Teachers assigned in grade 5 or 6 in the departmentalized classroom or middle school, who hold a 5-12 secondary license, must be endorsed in the subjects they are teaching. A 5-12 license will not cover a grade 5 or 6 assignment in a self-contained K-8 classroom.

(3) Clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in the Licensure Endorsement Requirements Related to Teaching Assignments, adopted by the Board of Public Education July 2012, a copy of which may be found at: http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf (Appendix A).
Rationale

ARM 10.55.701 is being amended to correct errors and for consistency with rules adopted and the Notice of Adoption and Amendment published on October 11, 2012.

Licensure Endorsement Requirements Related to Teaching Assignments was adopted by the BPE during the July 2012 meeting including the adoption date and reference to Appendix A. Because the licensure codes are dynamic the Superintendent recommends that the adoption date and Appendix A be deleted from the rule language to accommodate annual revisions to the Licensure Endorsement Requirements Related to Teaching Assignments. The Superintendent will inform the BPE of changes to the licensure codes.

3. Recommended amendment to delete Administrative Code Committee objection from the history of ARM 10.55.804 Gifted and Talented (1) through (3) remain the same.

ARM 10.55.804 Gifted and Talented

(1) Districts shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.

(2) Each district shall comply with all federal and state laws and regulations addressing gifted education.

(3) Each district shall provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and shall provide a framework for considering a full range of alternatives for addressing student needs. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.) SEE ADMINISTRATIVE CODE COMMITTEE OBJECTION THAT FOLLOWS:

At its December 15, 1989, meeting, the Administrative Code Committee unanimously voted that this rule is invalid because it mandates a gifted and talented children program in each school district. Section 20-7-902(1), MCA, provides that "a school district may identify gifted and talented children and devise programs to serve them". The code section thus makes establishment of the program discretionary, at the choice of the school district. An administrative rule is invalid if it conflicts with a statute. See 2-4-305(5) and (6)(a), MCA. The committee, which has general legislative branch oversight over the adoption and application of administrative rules, has done extensive research into the validity of this rule and considered the matter at numerous committee meetings. This objection is authorized by, and is published pursuant to, 2-4-406, MCA, which also provides that once the objection is published the agency that adopted the rule bears the burden, in any action challenging the legality of the rule, of proving that the rule or portion of the rule objected to was adopted in substantial compliance with sections 2-4-302, 2-4-303, and 2-4-305, MCA. That section also provides that the court may award costs and reasonable attorney fees against the agency if the court finds that the agency failed to meet its burden of proof and that the rule was adopted in arbitrary and capricious disregard for the purposes of the statute that authorized the rule. The Administrative Code Committee's objection to the rule does not constitute a vote or opinion on the question of the desirability of gifted and talented children programs, but rather, an opinion solely on the issue of whether the rule violates the Montana Administrative Procedure Act found in Title 2, Chapter 4, of the Montana Code Annotated in that the rule makes mandatory what the Montana Code Annotated makes discretionary.
**Rationale**

ARM 10.55.804 is being amended to delete the Administrative Code Committee objection.

After receiving the Administrative Code Committee's objection, the Board of Public Education determined that it would not change its rule citing authority granted to it by the Montana Constitution. At the request of the Administrative Code committee the 1991 Legislature enacted House Bill 116 repealing ARM 10.55.804. The Board of Public Education brought a declaratory judgment action against the Administrative Code Committee to determine if the Board had constitutional rulemaking powers to enact this rule.

Judge Sherlock in his March, 1992 decision determined that "*The Board of Public Education, pursuant to Article X, Section 9(3), of the Montana Constitution is vested with rule-making authority. This provision is self-executing and independent of any power that is delegated to the Board by the legislature. The Board's rule mandating gifted and talented programs is within the purview of the Board's constitutional power of general supervision... ."*

The Administrative Code Committee did not appeal the Court's decision and therefore the determination made by Judge Sherlock controls. The Administrative Code Committee's objection has been overruled by the Court and should be deleted from the Administrative Rules.
ITEM 9

PROPOSED NEW RULE OF ARM TITLE 10, CHAPTER 55 STANDARDS OF ACCREDITATION – HIGH SCHOOL TRANSCRIPTS

Linda Peterson
EXECUTIVE SUMMARY
DATE: JANUARY 2013

PRESENTATION: Proposed New Rule of ARM Title 10, Chapter 55 Standards of Accreditation – High School Transcript

PRESENTER: Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation Division
Office of Public Instruction

OVERVIEW: The Office of Public Instruction proposes new rule language to the Board of Public Education (BPE) for high school transcripts. The High School Transcript Working Group completed its work and has recommended to the State Superintendent the following rule for adoption by the Board of Public Education. This is an informational item and the first step in the rulemaking process. The proposed new rule is attached.

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None
PROPOSED

NEW RULE. OFFICIAL HIGH SCHOOL TRANSCRIPT (1) The high school transcript is the official academic record of the courses and credits completed by a high school student. At a minimum, the high school transcript must include:

a) Statewide student identifier;
b) Student legal name, address, gender, and date of birth;
c) Statewide school identifier, school name, school address, school phone;
d) Student grade level;
e) Student entry date and exit date;
f) Course code, course title, course grade and credits earned for each school term and course taken;
g) Grade point average;
h) Graduation date;
i) Diploma type;
j) Class rank;
k) Number in class;
l) For each test reported, the test date and the score for each portion of the test;
m) Academic honors, if applicable; and
n) Required number of credits for graduation.

10.55.906 HIGH SCHOOL CREDIT (1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units.

(a) A unit of credit is defined as the equivalent of at least 8,100 minutes for one year.

(b) Passage of time between classes may be counted toward the standard school day, but shall not be counted toward class time.

(2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local board of trustee's permission.

(3) The local board of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

(4) With the permission of the local board of trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable course work include those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses. Acceptable programs must be consistent with the local board of trustees' policy.

(a) Montana high schools shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the student's official high school transcript.
ACCREDITATION COMMITTEE (Item 10)
Bernie Olson

ITEM 10

RECOMMENDATION OF APPROVAL OF ALTERNATIVE TO STANDARDS REQUESTS

Teri Wing
PRESENTATION: Alternative to Standards Requests

PRESENTER: Teri Wing
Accreditation Compliance Specialist
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education the report on Alternative to Standards requests. The State Superintendent recommends approval of the report as presented. The report is attached.

REQUESTED DECISION(s): Action

OUTLYING ISSUE(S):

RECOMMENDATION(S): Approve the recommendations of State Superintendent Denise Juneau of the Alternative to Standards requests.
Alternative to Standard Requests – Recommendations

January 2013

The following nine alternatives to standard requests have been received and evaluated in accordance with Administrative Rules of Montana (ARM) 10.55.604.

Approvals

The following applications have been submitted by small schools using the Montana Small Schools Alliance (MSSA) model for this alternative to standard. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and the summative measures to be used.

Flathead County
Swan River Elementary
Swan River K-8
10.55.709 Library
10.55.1801 Library Program Delivery Standards
Initial application Enrollment: 162
Required FTE: .5 FTE

Liberty County
Liberty Elementary
Liberty K-8
10.55.710 Counseling
10.55.1901 Counseling Program Delivery Standards
Required FTE: Fraction or contract for services

Sweetgrass County
Greycliff District
Greycliff K-8
10.55.709 Library Media
10.55.1801 Library Media Program Delivery Standards
Required FTE: Under 126 students contract for services

Valley County
Nashua District
Nashua K-12
10.55.709 Library
10.55.1801 Library Program Delivery Standards
Initial application Enrollment: K-6 = 73; 7/8 = 22; 9-12 = 33
Required FTE: Contract for services
Cascade County
Great Falls District
CM Russell High School
10.55.709 Library
10.55.1801 Library Media Program Delivery Standards
Initial application Enrollment: 1,510
Required FTE: 2.5 FTE

CM Russell High School is ten students over the standard for 2.0 FTE Library Media Specialist. The library is staffed by 2.0 FTE library media specialists and 2.0 FTE secretaries/assistants. Great Falls High School is staffed the same as CMR. This year, with 1,490 students, they do not currently require an additional library media specialist. However, since their enrollment fluctuates around 1,500 students, Great Falls High School is also requesting that an alternative to the standard will be in place.

The libraries at both schools are models for technology use. Students can access extensive library resources online 24 hours a day, every day, from classrooms or home. In support of their applications both school submitted a significant collection of data on library usage and collaborative interaction with teachers. In order for the members of the board to fully understand the scope of library services, copies of the applications from both schools have been included in the packets.

Great Falls High School
10.55.709 Library
10.55.1801 Library Media Program Delivery Standards
Initial application Enrollment: 1,490
Required FTE: 2.5 FTE

Disapprovals

Lewis and Clark County
East Helena School District
Radley Elementary
10.55.710 Counseling
Initial application Enrollment: 512
Required FTE: 1.3 FTE

By accreditation standards, Radley Elementary requires 1.3 FTE for counseling services. They currently have .5 FTE. Eastgate Elementary by standard should have .65 FTE counselors. They have .5 FTE.

The application for these schools includes the counseling support of .7 FTE school psychologist at Radley Elementary and .3 FTE school psychologist at Eastgate Elementary. Both schools also have the support of 2.0 FTE licensed mental health professionals. It is the district's position that the addition of these support personnel more than compensate for the deficiency in required school counselors. The stated objective is to "assist students in acquiring skills in decision making and problem solving for interactions with other students as well as adults."

While the student impact of the services of mental health professionals is appreciated and understood, the district has not sufficiently demonstrated its ability to successfully meet the School Counseling Program Delivery Standards (10.55.1901). It appears that the full range of counseling services and guidance curriculum cannot be delivered with .5 FTE counselor, especially at Radley Elementary with an enrollment of 512 students.
C.M. Russell High School Alternative Standard Request

1. List the accreditation rule to which this request applies (e.g., 10.55.709 Library Media Services): Accreditation Rule 10.44.709 Library Media Services.

2. Submit a mission statement (what you hope to accomplish) for this proposed alternative.

   The C.M. Russell Media Center Mission Statement: "Promoting quality education through responsibility, excellence, cross-discipline collaboration, and incorporation of lifelong learning, literacy, and information-seeking skills."

3. Provide a detailed description of your alternative plan and how your school will meet or exceed the Program Area Standards and/or Content and Performance Standards.

   The C.M. Russell Media Center has, for years, provided a very high level of service to the faculty, staff and students of our high school. As enrollment has fluctuated, and budgets diminished, we have had to "look outside of the box" to find alternative ways of serving the needs of our clientele. In doing so, I feel that we have created a model of what a high school media center should look like. Our Media Center is the "Living room" of our school. It is the center of learning, reading and technology.

   The demand we have had for services over the last few years necessitated the addition of a fourth computer lab in our Center, bringing the number of machines we have available for our clientele to 115. The open concept of our area allows my staff and me to "multi-task" and help students and teachers either one-on-one, small group or large class situations. We have a variety of configurations of machines, tables and labs to accommodate this. With the ever increasing availability of technology to students, we have also created personal computing spaces where students are allowed to bring their own technology and set up an area in which to work, accessing either our resources-technological, physical, electronic or our expertise.

   Our electronic library, which includes the resources we physically have available in our center and our electronic resources such as databases and multiple links, is available through our webpage and can be accessed throughout our school whether on machine based computers, in any one of our nine mobile labs, or from home.

   While the electronic aspect of our center truly allows us to be open for use "24/7", we also felt that creative scheduling would allow our physical space to be open more hours throughout the day, thus enabling students to fit their needs for our Center
around their other obligations. We are now open each day at 6:45 a.m., allowing our 7:00 a.m. classes access to resources and personnel, until 5:30 p.m. three nights a week and until 3:40 p.m. the other two nights. As well, we are open each Saturday from 8:00 a.m. – 12:00 p.m. and have tremendous usage during these times. We have seen our usage grow exponentially this past year in doing so because students are able to seek academic help, resources or utilize equipment around their schedules.

As in any library/media program, the aspect of reading for pleasure, as well as informational needs, is paramount. We have shifted the "old-school" philosophy of the library as a place where silence is an expectation and students will be "shushed" for any infraction, to a book café' atmosphere, much like one would find at Barnes and Noble, where students can find a quiet secluded nook to study, plug in or read. Large bean bags, hand shaped chairs, recliners and a futon provide students a place to gather to meet, visit, read, or work in a relaxed atmosphere. High tables and stools allow students to eat lunch, study or play games, again either in groups or solo. The only downside to all of this is that we have so many students wanting to spend their lunches, opens or free time with us we often have more students that seating, so we are continually adding furniture to accommodate the ever increasing usage.

The C.M. Russell Media Center is, without a doubt, like no other center in the state. A large flat screen television on the wall has been a gathering place for students to watch history as it happens, keep current on news and events, and a place for students to display their own technology works such as movies.

In large part, we are able to operate our center like this because we have spent a tremendous amount of time and resources the past several years on professional development to increase the technology skills of the classroom teachers in our building. We offer Professional Learning Groups, small and large group Professional Learning Community time devoted to resources available through our center or specific technology skills and PIR classes for the same. As well, we often do one-on-one work with classrooms teachers when the need arises. Making classroom teachers comfortable using our area, resources, our expertise and technology has allowed us to run the Media Center in the fashion that we do.

My colleague and I both have Masters Degrees in Education with an emphasis on technology and our secretary has an Associate’s Degree in Technology which has proven to be a huge asset as our staffing has decreased from 2.5 Media Specialists to two. Additionally, between my colleague and me, we offer a variety of endorsements, experiences and backgrounds to our patrons. Our nearly 45 years of combined experience allow us to stay on top of the trends, aware of the ever changing resources
and to work with each and every student in our building, from the high risk students, to the special needs students, to the advanced placement kids, often all within the same period. In addition, the Media Center has become the school's hub for the Montana Digital Academy and all that has to offer our students, students from the community and our homebound students.

Again, the C.M. Russell High School Media Center is unlike any other in the state. Whether you call it the Media Center, Library, Living Room of the School, The Hub of Learning or The Heart of CMR, it is all of those things. The CMR Media Center is not only a great place to teach, but an even better place to learn.

4. List at least one specific, measurable objective (for example: affective, cognitive, or psychomotor) that clearly shows how your proposed alternative will meet or exceed the results under the current standard(s).

This proposed alternative has been in place for two full years now, and I believe that the continual increase in our usage and need for expansion shows that we are meeting the needs of our students and faculty. By increasing the resources that we have available, and making those resources more readily available, we have increased our usage, measurable through the statistics we keep, and continued access to the tools (monitored for access through circulation statistics) that they need to be 21st Century learners; college, career, and citizenship ready when they leave our school, which is supported by the number of students we have successfully completing the requirements of our school, district and state for graduation.

5. Identify formative measures (the ongoing assessment of teaching and learning during the instruction) to be used to evaluate the effectiveness of the alternative.

Any time we are instructing the students in the Media Center, we are conducting formative assessment. We gauge the students comfort level and abilities with the task or technology that we are currently using and make modifications, increasing or decreasing the level of difficulty or the way in which we instruct. Technology tools are very much hands-on tools, but each student brings with them a learning style that needs to be met. We are able to do this because of the arrangement of our center and our flexible scheduling. We work with classroom teachers to make sure that all of the students are reaching the goal of the activity, lesson or project and modify our work as needed. The following items are the formative measures that we will use to evaluate the effectiveness of the alternative standard:

- Number of hours of collaboration with each core department using our online scheduling system;
6. Identify summative measures (the cumulative assessment of teaching and learning after the instruction) to be used to evaluate the effectiveness of the alternative.

Again, this proposed alternative has been in place for two full years now and we believe that the continual increase in our usage and need for expansion shows that we are meeting the needs of our students and faculty. Professional Development will continue to play a predominate role in the ongoing education our faculty receives. Staying current with the latest technology equipment and trends will continue our students and teachers to be "cutting-edge." We will continue to add to the resources that we have available, and making those resources varied, we will continue to increase our usage, measurable through the statistics we keep, and continue access for the students to the tools that they need to be 21st Century learners; college, career, and citizenship ready when they leave our school. We believe that this will continue to be supported by the number of students we have successfully completing the requirements of our school, district and state for graduation. The following items are the summative measures that we will use to evaluate the effectiveness of the alternative standard:

- Media Center usage charted by departments/year
- Media Center usage charted by teachers/year
- Media Center usage charted by patrons/year
- Media Center circulation statistics recorded for comparison of collection usage by year
- Database usage
- Faculty and Student surveys used to determine current trends, needs and services required
- Assess the results of the surveys to adjust programming and collection as needed
- CRT assessment score trends
- MAP assessment score trends
- WORK KEYS assessment score trends
- Adjust programming based on score trends
Check one:
- [ ] Initial Application
- [ ] Renewal Application

**RULE**

10.55.604 Variances to Standards (1) A school district may apply to the board of public education through the office of public instruction to implement an alternative to a standard or a section of standards, excluding standards stating a statutory criteria, teacher certification or endorsement or content and performance standards as defined by the board of public education and provided in guidance from the superintendent of public instruction.

**PROCESS**

- The intent of rule 10.55.604 is to allow locally initiated proposals that better reflect the unique individuality of each district as well as foster innovative approaches to solving educational problems.
- **Application must be made through the Office of Public Instruction.**
- The Board of Public Education must approve the alternative standard(s) prior to implementation in the school program.
- All schools will be notified by the Office of Public Instruction regarding the status of their request after the Board of Public Education has made a determination.

**APPROVAL CRITERIA**

- The major consideration in determining if a proposed alternative would be acceptable is whether the proposed change or modification shows clearly how it will "meet or exceed" the results under the current standard(s).
- Initial approval will be for a two-year period.
- The district may reapply for a possible five-year approval following an on-site evaluation by the Office of Public Instruction.

**PROCEDURE**

1. List the accreditation rule to which this request applies, (e.g., 10.55.709 Library Media Services):

Accreditation Rule 10.44.709 Library Media Services

2. Submit a mission statement (what you hope to accomplish) for this proposed alternative.

Our plan is to continue meeting the elements outlined in our mission statement, with no loss of integrity or comprehensiveness.

Bison Library Mission

BisonLibrary is committed to teaching information seeking skills for the Twenty-First Century; to providing a balanced collection of resources in a variety of formats; to meeting both the research and personal use needs of our clientele; and to providing prompt, courteous, effective, and efficient service.
3. Provide a detailed description of your alternative plan and how your school will meet or exceed the Program Area Standards and/or Content and Performance Standards.

The proposal is to staff the library with two fulltime librarians and two fulltime, dedicated library support staff personnel.

The concern raised by a request for library variances are a scope issue, and the question centers on adequacy of service. We are using 10.55. 1801 as the criteria for measurement in this section. First we will address the elements within 10.55.1801, and then we will present proposals to help increase time for direct client services with the variance of two full-time librarians.

BisonLibrary has been functioning with two full-time librarians for the last three years (the last two our student population was under 1500) and we currently meet and/or exceed the standards identified in 10.55.1801.

Coverage: The table below provides statistical measurement of client use. Placing the raw statistics in context, we provide services and access to approximately 1½ classes and approximately 18 independent students (excludes independent teacher use) per every period we are open during the school year.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Current Year</th>
<th>Last Year</th>
<th>Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment: (Oct. 4 count)</td>
<td>1403</td>
<td>1454</td>
<td>1551</td>
</tr>
<tr>
<td>Circulation &amp; Use Statistics:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student (Total checkouts)</td>
<td>7390</td>
<td>6827</td>
<td>*8858</td>
</tr>
<tr>
<td>Faculty/Staff (Total Checkouts)</td>
<td>777</td>
<td>451</td>
<td>451</td>
</tr>
<tr>
<td>Class Use</td>
<td>1745</td>
<td>1598</td>
<td>1764</td>
</tr>
<tr>
<td>Student Use</td>
<td>20,360</td>
<td>20,263</td>
<td>24,696</td>
</tr>
<tr>
<td>BisonLibrary Cyber Use</td>
<td>587,271</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*At the beginning of the 2009-2010 we changed statistical philosophies and are using a pure checkout model rather than the traditional usage model (which tracks in-house use).

In addition to the classes and independent client use of the physical library, our clients have 24/7 access to many of our resources and services through the cyber branch of BisonLibrary. The cyber library provides access to extensive reference materials (67 databases across all curricular areas and a reference e-book library); to MLA citation information that we wrote specifically in a high school friendly format (this site is used, with permission, by many schools both in-state and out of state); annotated reading lists by teacher; card catalog searches for public, university, and GFPS District libraries; research and writing help; homework help; readers advisory services; GFHS professional library resources (annotated); community help contacts; as well as other resources.

Collaboration: Currently, all departments directly use the physical facility and every department uses the cyber library. We work individually with the majority of teachers and provide project design help, rubric design; collaboration on grading; designing exercises and assignments; classroom teaching of all research elements, resource collaboration, and technology help. We make emergency “house calls” to classrooms. In addition, we have trained our teaching staff and many feel confident about conducting research using portable labs and the cyber library in their classrooms with only the need for a librarian to provide guidance and help with research specific problems.

4. List at least one specific, measurable objective (for example: affective, cognitive, or psychomotor) that clearly shows how your proposed alternative will meet or exceed the results under the current standard(s).

GOAL: Expand the electronic materials collection available for client use.

Objective 1: Increase the “Open” hours of BisonLibrary resources by increasing the number of resources available to clients in a 24/7 online format.

Objective 2: Reallocate more staff time to direct client services by reducing the amount of time currently allocated to processing, checkout, and return of materials.

MEASURABLE ASSESSMENT:

Objective 1: (a) Implementation of an e-book library for personal use materials to complement the existing reference e-book collection. (b) Tracking use statistics to measure the efficacy of client service.

Objective 2: (a) Assess the ability to maintain current services by comparing use statistics. (b) Identify new direct client services added.
5. Identify formative measures (the ongoing assessment of teaching and learning during the instruction) to be used to evaluate the effectiveness of the alternative.

BisonLibrary incorporates formative assessment, both in the guidance of individual students as they research and in the lessons provided in classroom settings.

Example 1: We are an integral part of the freshman WarFair project, which requires an oral and written product from all teams, as well as requiring them to incorporate all four curricular areas into the product. The project is introduced in early fall with a formative assessment scavenger hunt that provides students the opportunity to learn BisonLibrary resources and to practice research and teamwork skills. Students have three class periods to locate the answers to the ten questions. We grade their papers each day so they have the opportunity to correct answers and achieve a perfect score. This also provides us the opportunity to work with individual students to help improve their skill areas that are roadblocks to personal success. This year we will be taking advantage of the Moodle technology to collaborate with the teachers by providing quizzes and information about research and teamwork skills.

Example 2: Every contact for either research or readers’ advisory help is a formative assessment experience for that client. By reallocating staff time through technology, we can provide more of these opportunities.

6. Identify summative measures (the cumulative assessment of teaching and learning after the instruction) to be used to evaluate the effectiveness of the alternative.

We participate with summative assessment through project collaboration, such as grading parts of the project process.

Example 1: We work with teachers who are still gaining comfort with grading MLA citation pages by creating grading rubrics that identify the important elements, and even at times modeling the rubric application by actually grading the papers and then reviewing the grades with the teachers. Again, by reallocating staff time, we can continue to utilize this collaborative schema.

Example 2: We will also continue to participate in direct collaborative assignments. Please find attached the project form we use when collaborating with teachers. You will note that we not only identify all the project elements and responsibilities, but we identify what library standards are addressed with the project.

7. If this is a renewal application, attach a summary of the evaluation data gathered based upon the measurable objective(s) and criteria approved in the initial or previous renewal application.

8. If this application is for Library or Counseling Services and you receive contracted services outside the district, please attach a copy of the Letter of Agreement.

Include:

a. the name and qualification(s) of the provider(s) (i.e., licensure, education), and

b. total hours of service per school year.

If contractors change, send a new Letter of Agreement to the OPI.
ITEM 11

RECOMMENDATION OF APPROVAL OF NOTICE OF PUBLIC HEARING AND TIMELINE PERTAINING TO THE AMENDMENTS OF ARM TITLE 10, CHAPTER 66 ADULT SECONDARY EDUCATION CREDENTIALS

Margaret Bowles
EXECUTIVE SUMMARY
DATE: DECEMBER 2012

PRESENTATION: Recommendation of Approval of Notice of Public Hearing and Timeline pertaining to the adoption and repeal of Administrative Rules of Montana (ARM) Title 10, Chapter 66 Subchapter 1.

PRESENTER: Margaret Bowles, GED Administrator
Career, Technical and Adult Education Division
Office of Public Instruction

OVERVIEW: The Office of Public Instruction provides Notice of Public Hearing and Timeline pertaining to the proposed adoption and repeal of rules in Chapter 66 Adult Secondary Education Credentials. Superintendent Juneau recommends approval of the Notice of Public Hearing and Timeline.

REQUESTED DECISION(s): Action

OUTLYING ISSUE(s):

RECOMMENDATION(s): Approval of and direction to publish the Notice of Public Hearing and Timeline pertaining to the proposed adoptions and repeal of rules in ARM Chapter 66 Adult Secondary Education Credentials.
TIMELINE
Adult Education
December 31, 2012

- First introduction of rule change to BPE ......................... November meeting
- Proposed notice to BPE .................................................. January 2013 meeting
- Proposed notice to SOS for notice in MAR .............................. 1/22/13
- MAR publication out .......................................................... 1/31/13
- Hearing date ........................................................................ on or after 2/21/13
- Final Public Input deadline ................................................. on or after 2/28/13
- Adoption Notice to BPE ......................................................... March 2013 meeting
- Adoption notice to SOS for notice in MAR .............................. 4/1/2013
- MAR publication out .......................................................... 4/10/2013
- Effective Date of Rules ......................................................... 4/11/2013
BEFORE THE BOARD OF PUBLIC EDUCATION OF THE STATE OF MONTANA

In the matter of the adoption of NEW RULES I - VIII relating to adult education and the repeal of ARM 10.66.101 through 10.66.109 relating to high school level tests of general education development (GED)

NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION AND REPEAL

TO: All Concerned Persons

1. On ______________, 2013 at _____ a.m., the Board of Public Education will hold a public hearing in the Superintendent's conference room at 1227 11th Avenue, Helena, Montana, to consider the proposed adoption and repeal of the above-stated rules.

2. The Board of Public Education 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 board no later than 5:00 p.m. on ____________, 2013 to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I DEFINITIONS (1) For the purposes of this chapter, the following terms apply:
(a) "School" means an education program provided by a public, private, or home school.
(b) "Chief education officer" means the principal or designated school official (e.g. guidance counselor).
(c) "Alternative educational options" means a state approved educational program designed to provide a secondary education outside a traditional high school setting (e.g., Job Corps, Youth Challenge).
(d) "High school equivalency diploma" means a diploma issued by the state to individuals passing a state approved high school equivalency test.
(e) "High school equivalency (HSE) test" means a test designed for individuals without a high school diploma to demonstrate the competencies of a high school graduate.
(f) "Regular school program" means an education program provided by a public, private, or home school for which credits towards graduation are earned.
(g) "State HSE test administrator" means the person in the Office of Public Instruction (OPI) who administers the HSE program.

MAR Notice No. 10-66-264
NEW RULE II QUALIFICATIONS TO RECEIVE HIGH SCHOOL EQUIVALENCY DIPLOMAS  
(1) Candidates shall not be currently enrolled in school or have received an accredited high school diploma or high school equivalency credential.  
(2) Candidates shall receive a high school equivalency (HSE) diploma when scores meet or exceed the minimum score requirement established by the Board of Public Education.  
(3) Candidates must physically reside in Montana and have a Montana mailing address, or claim Montana as their state of residence if tested at a military installation or in a federal correctional institution.  
(4) Candidates must be at least 19 years of age.

NEW RULE III QUALIFICATIONS – EXCEPTIONS  
(1) Candidates 17 and 18 years of age are eligible to test and receive HSE diplomas provided the candidate:  
   (a) submits to the HSE testing center prior to testing, an original, official school document that clearly identifies the candidate by name, date of birth, and provides the last school enrollment date and signed by the chief education officer verifying that the candidate has been advised of in-school and alternative educational options; or  
   (b) resides in a Montana-based job corps center, correctional facility, state authorized group home, or treatment center and submits a written referral from the facility director or authorized agent (e.g., probation officer); and  
   (c) is no longer enrolled in a regular high school program for credit.  
(2) Candidates with no previous high school enrollment are required to provide documentation from a chief education officer or the county superintendent of the county in which the candidate currently resides, documenting the candidate has not enrolled in school and has been advised of in-school and alternative education options.

NEW RULE IV AGE REQUIREMENT – WAIVER  
(1) A 16-year-old may receive a waiver of the age requirement if documentation is submitted and approved by the state HSE test administrator (ARM [NEW RULE II]), as follows;  
   (a) a completed, signed, and notarized 16-year-old age waiver application form providing school status as required under [NEW RULE III] and notarized permission from the candidate’s parent or legal guardian;  
   (b) a statement from an OPI adult basic education program stating the candidate has successfully completed HSE preparation classes or has attained pre-
test scores indicating a likelihood that the candidate will pass the official HSE test; and
  
(c) a letter on official letterhead stationery from an employer or continuing education training program indicating that acceptance of the candidate is based upon successful completion of the HSE test.

(2) A candidate 16 years of age who resides in a Montana-based job corps center, correctional facility, state authorized group home, or treatment center may receive a waiver of the age requirement if the candidate submits a written referral from the facility director or authorized agent (e.g., probation officer) and is no longer enrolled in a regular high school program for credit.

(3) Candidates with no previous high school enrollment are required to provide documentation from a chief education officer or the county superintendent of the county in which the candidate currently resides, documenting the candidate has not enrolled in school and has been advised of in-school and alternative education options.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-2-121, MCA

NEW RULE V  REQUIREMENTS FOR TESTING  (1) The following items must be submitted to an official HSE testing center prior to testing:
  
(a) picture identification issued by tribal, state, or federal authorities;
(b) appropriate documentation pursuant to [New Rule III] or [New Rule IV] if under the age of 19; and
(c) proof of Montana residency.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-2-121, MCA

NEW RULE VI  FEES  (1) Upon advice and consent of the Board of Public Education, the Superintendent of Public Instruction shall establish a schedule of fees that may be charged for the administration of the HSE test. The schedule of fees shall be commensurate with the testing program centers’ actual costs related to the HSE test. The Superintendent of Public Instruction shall report annually to the Board of Public Education the status of all fees associated with the HSE test.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-2-121, MCA

NEW RULE VII  RETESTING  (1) Retests must be administered in a test form not previously taken by the examinee and in compliance with the testing service requirements.

(2) Candidates who previously received a Montana high school equivalency credential may retest if higher scores are required for employment or admission to a postsecondary institution. Retesting for this purpose requires prior approval from the state HSE administrator in the Office of Public Instruction. Candidates shall show proof that retesting is necessary by presenting a written request on official letterhead
stationery signed by the agent requiring higher scores, stating the reason the higher scores are necessary.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-2-121, MCA

NEW RULE VIII ISSUANCE OF EQUIVALENCY DIPLOMAS AND OFFICIAL TRANSCRIPTS  
(1) All HSE diplomas are issued by the Superintendent of Public Instruction. Official transcripts and diplomas will be awarded to those who successfully complete the HSE test. Candidates will have access to test results through an official data base. The Office of Public Instruction will maintain HSE records permanently. HSE records may be obtained by contacting the state HSE administrator at the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

(2) HSE test transcripts are accepted as official only when reported to the state HSE administrator by official HSE testing centers or by a scoring service recognized by the HSE administrator.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-2-121, 20-7-131, MCA

NEW RULE IX OFFICIAL HSE TEST CENTERS  
(1) Official HSE test centers may be established as needed with the approval and inspection by the state HSE administrator.

(2) Each Montana HSE test center must meet the requirements, policies, and procedures as proscribed by their individual testing company.

(3) Following approval by the state HSE administrator, the HSE test center's contact information will be posted on the Office of Public Instruction HSE website.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-2-121, MCA

4. The board proposes to repeal the following rules:

10.66.101 REQUIREMENTS WHICH MUST BE MET IN ORDER TO RECEIVE HIGH SCHOOL EQUIVALENCY DIPLOMAS

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-2-121, 20-4-120, MCA

10.66.102 WAIVER OF AGE REQUIREMENT

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.66.103 METHOD OF APPLYING
5. REASON: The GED Testing Service has partnered with Pearson Vue. Through this partnership, GED has transitioned to a for-profit company and plans for significant changes to GED testing. Of greatest concern to the Montana task force, and stakeholders across the country, is the substantial increase in test taker fees. There is currently much discussion at the national level to develop alternative high school equivalency tests. The proposed rule changes will allow the OPI the flexibility to adopt other tests when and if they are developed, and maintain the quality control that is necessary to ensure the integrity and validity of our adult high school equivalency diploma. Additionally, the new language replaces out-dated terminology and references, clarifies age-based exceptions, and aligns rule with practice.

6. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch,
7. Peter Donovan, Executive Secretary for the Board of Public Education has been designated to preside over and conduct this hearing.

8. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this board. 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 5 above or may be made by completing a request form at any rules hearing held by the board.

9. 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 the 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.

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

______________________________    ___________________________
Peter Donovan                    Patty Myers, Chair
Rule Reviewer                    Board of Public Education

Certified to the Secretary of State _____________, 2013.
ITEM 12

RECOMMENDATION OF APPROVAL OF NOTICE OF PUBLIC HEARING AND TIMELINE PERTAINING TO THE AMENDMENTS OF ARM TITLE 10, CHAPTER 7 SCHOOL BUS STANDARDS

Donell Rosenthal
EXECUTIVE SUMMARY
DATE: JANUARY 2013

PRESENTATION: Recommendation of Approval of Notice of Public Hearing and Timeline pertaining to the amendments of ARM 10.64.301 to adopt the 2012 Montana School Bus Standards.

PRESENTER: Donell Rosenthal
Pupil Transportation Director
Office of Public Instruction

OVERVIEW: The Office of Public Instruction (OPI) provides to the Board of Public Education a Notice of Public Hearing Timeline relating to the 2012 Montana School Bus Standards.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S):

RECOMMENDATION(S): Approval Notice of Public Hearing and Timeline pertaining to the amendments of ARM 10.64.301 Montana School Bus Standards.
TIMELINE
Bus Standards
August 21, 2012

- First introduction of rule change to BPE ........................ November meeting
- Proposed notice to BPE .............................................. January 2013 meeting
- Proposed notice to SOS for notice in MAR .......................... 1/22/13
- MAR publication out ............................................................. 1/31/13
- Hearing date ........................................................................ on or after 2/21/13
- Final Public Input deadline ..................................................... on or after 2/28/13
- Adoption Notice to BPE ....................................................... March 2013 meeting
- Adoption notice to SOS for notice in MAR .......................... 4/1/2013
- MAR publication out ............................................................. 4/10/2013
- Effective Date of Rules .......................................................... 4/11/2013
BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of ARM 10.64.301 relating to school bus requirements ) NOTICE OF PUBLIC HEARING ON PROPOSED AMENDMENT

TO: All Concerned Persons

1. On ______________ at __________.m. the Board of Public Education will hold a public hearing in the Superintendent’s conference room at 1227 11th Avenue, Helena Montana, to consider the proposed amendment of the above-stated rule.

2. The Board of Public Education 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 board no later than 5:00 p.m. on __________, 2013, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

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

10.64.301 School Bus Requirements (1) The Board of Public Education adopts and incorporates herein the Standards for School Buses in Montana – 2002 2012. A copy of this document is available from the Board of Public Education, P.O. Box 200601, Helena, Montana 59620-0601 or from the Office of Public Instruction, Pupil Transportation Division, P.O. Box 202501, Helena, Montana 59620-2501.

(2) The Board of Public Education adopts standards for school buses in Montana in part from the 2000 National School Transportation Specifications and Procedures, as recommended adopted in 2010 by the Fifteenth national congress on school transportation (NCST). The interpretation committee of the NCST occasionally issues an interpretation on one or more of its recommended adopted specifications and procedures. Any interpretation made adopted by the NCST interpretations committee shall be the official interpretation of the corresponding Montana standards unless that interpretation is specifically redefined or preempted by a corresponding Montana standard, law, or regulation. The National School Transportation Specifications and Procedures and additional information regarding the NCST are available at www.NCSTOnline.org.

AUTH: 20-2-121, MCA
IMP: 20-10-111, MCA

4. REASON: The Board of Public Education must prescribe minimum standards consistent with the recommendations adopted by the national congress

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(previously “conference”) on school transportation (NCST). The NCST has revised and adopted specifications and procedures for school buses. It is necessary for the BPE to amend ARM 10.64.301 to update the Standards for School Buses in Montana to be consistent with the 2010 National School Transportation Specifications and Procedures. The Montana Pupil Transportation Advisory Council and OPI staff conducted a comprehensive review of the 2002 Standards for School Buses in Montana. The revised version, 2012 Standards for School Buses in Montana, also needs to be incorporated into the rules.

5. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., __________, 2012.

6. Peter Donovan, Executive Secretary for the Board of Public Education has been designated to preside over and conduct this hearing.

7. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this board. 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 5 above or may be made by completing a request form at any rules hearing held by the board.

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 the 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.

__________________________   _______________________
Peter Donovan                  Patty Myers, Chair
Rule Reviewer                  Board of Public Education

Certified to the Secretary of State __________, 2012.

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- MSDB LIAISON (Item 13)
  Patty Myers

ITEM 13

MSDB REPORT

Lila Taylor
FUTURE AGENDA ITEMS