

**Montana School for the Deaf and Blind  
Great Falls, MT**

**May 23-24th, 2013**

***BOARD OF PUBLIC EDUCATION***

# AGENDA

**BOARD OF PUBLIC EDUCATION**  
**MEETING AGENDA**

May 23-24<sup>th</sup>, 2013  
Montana School for the Deaf and Blind  
Great Falls, MT

**Thursday May 23<sup>rd</sup>, 2013**  
**8:30 AM**

**CALL TO ORDER**

- A. Pledge of Allegiance led by MSDB Students
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

**PUBLIC COMMENT**

**CONSENT AGENDA**

*(Items may be pulled from Consent Agenda upon request)*

- A. Correspondence
- B. March 14-15<sup>th</sup>, 2013 Minutes
- C. Financials

**ADOPT AGENDA**

**INFORMATION**

❖ **REPORTS – Patty Myers (Items 1-6)**

Item 1                    **CHAIRPERSON'S REPORT**  
Patty Myers

Item 2                    **EXECUTIVE DIRECTOR REPORT**  
Pete Donovan

**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.*

- **CSPAC Appointment – Tammy Lacey Reappointment Application**

**INFORMATION**

Item 3                    **STATE SUPERINTENDENT'S REPORT**  
State Superintendent Denise Juneau

**ACTION**

**PUBLIC COMMENT**

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- Approval of MACIE Nominations:
- Mr. William Enemy Hunter
  - Mr. Thomas Brown
  - Ms. Sandra Boham

**INFORMATION**

- Item 4                    **COMMISSIONER OF HIGHER EDUCATION'S REPORT**  
Commissioner Clayton Christian
- Item 5                    **GOVERNOR'S OFFICE REPORT**  
Jim Molloy
- Item 6                    **STUDENT REPRESENTATIVE'S REPORT**  
Charity Ratliff

**DISCUSSION**

- ❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 7-8)**

- Item 7                    **FEDERAL UPDATE**  
Nancy Coopersmith

**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.*

- Item 8                    **RECOMMENDATION OF BASE AID PAYMENT SCHEDULE**  
Nancy Coopersmith

**DISCUSSION**

- ❖ **MACIE LIAISON – (Item 9)**

- Item 9                    **MACIE REPORT**  
Sandra Boham

**ITEM 10 TIME CERTAIN 11:00 AM**

**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.*

❖ **LICENSURE COMMITTEE – Sharon Carroll (Items 10-12)**

- Item 10                    **DENIAL HEARING BPE CASE #2012-04**  
Katherine Orr
- Item 11                    **RECOMMENDATION OF APPROVAL OF NEW PROGRAM-UNIVERSITY OF GREAT FALLS SOCIAL STUDIES: HISTORY MAJOR AND MINOR, BROADFIELD SOCIAL STUDIES MAJOR, SOCIOLOGY MAJOR AND MINOR, PSYCHOLOGY MINOR, AND POLITICAL SCIENCE MINOR**  
Dr. Linda Peterson; Dr. Tim Laurent, Vice President for Academic Affairs, University of Great Falls
- Item 12                    **RECOMMENDATION OF APPROVAL OF THE STATE EXIT REPORT OF THE ON-SITE FOCUS REVIEW OF GRADUATE EDUCATION PROGRAMS OF THE PROFESSIONAL EDUCATION UNIT AT MONTANA STATE UNIVERSITY-NORTHERN**  
Dr. Linda Peterson; Dr. Christine Shearer-Cremean, Dean, College of Education, Arts and Sciences and Nursing, Montana State University-Northern

**INFORMATION**

❖ **ACCREDITATION COMMITTEE – Erin Williams (Items 13-17)**

- Item 13                    **UPDATE ON VARIANCES TO STANDARDS REVIEW BOARD MEETING**  
Dr. 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.*

- Item 14                    **RECOMMENDATION OF APPROVAL OF THE NOTICE OF ADOPTION AND AMENDMENT PERTAINING TO ADMINISTRATIVE RULES OF MONTANA, TITLE 10, CHAPTER 55 STANDARDS OF ACCREDITATION**  
Dr. Linda Peterson
- Item 15                    **RECOMMENDATION OF APPROVAL OF THE ADDENDUM TO THE 2012-13 FINAL ACCREDITATION STATUS OF ALL SCHOOLS**  
Teri Wing

**Item 16**                    **RECOMMENDATION RELATING TO ALTERNATIVE TO STANDARDS REQUESTS**  
**Teri Wing**

**INFORMATION**

**Item 17**                    **UPDATE ON PROGRESS OF SCHOOLS IN INTENSIVE ASSISTANCE**  
**Teri Wing**

**DISCUSSION**

❖ **MSDB LIAISON - Lila Taylor (Item 18)**

**Item 18**                    **MSDB COMMITTEE MEETING REPORT**  
**Steve Gettel**

❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 19-20)**

**Item 19**                    **MSDB SUPERINTENDENT PERFORMANCE EVALUATION (CLOSED)**  
**Patty Myers**

**Item 20**                    **BPE EXECUTIVE DIRECTOR PERFORMANCE EVALUATION (CLOSED)**  
**Patty Myers**

**ADJOURN**

**FUTURE AGENDA ITEMS July 16<sup>th</sup>-18<sup>th</sup>, 2013**

Strategic Meeting – Review Bylaws & Operational Rules  
CSPAC/BPE Joint Meeting  
Annual CSPAC Report  
MACIE Update  
Annual GED Report  
Special Education Report  
Assessment Update  
Federal Update  
Accreditation Report

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*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 8 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. Pledge of Allegiance led by MSDB students**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

## **CONSENT AGENDA**

Items may be pulled from Consent Agenda if  
requested

- A. Correspondence**
- B. March 14-15<sup>th</sup>, 2013 Minutes**
- C. Financials**

# CORRESPONDENCE



# Board of Public Education

PO Box 200601  
Helena, Montana 59620-0601  
(406) 444-6576  
[www.bpe.mt.gov](http://www.bpe.mt.gov)

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Lila Taylor  
Busby

Bernie Olson  
Lakeside

John Edwards  
Billings

Paul Andersen  
Bozeman

Charity Ratliff, Student Rep.  
Hardin

### EX OFFICIO MEMBERS:

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

### EXECUTIVE DIRECTOR:

Pete Donovan

April 10, 2013

Mr. Adam Duncan  
Chief Joseph Middle School  
4255 Kimberwicke St  
Bozeman, MT 59718

Dear Mr. Duncan,

On behalf of the Board of Public Education, I would like to congratulate you on receiving the 2013 Montana Teacher of the Year Award from the Montana Council for Exceptional Children. Your efforts to encourage, support and educate our special needs students in Montana are greatly appreciated. Your dedication to the students and their families is admirable.

Thank you for your commitment to education, the students of your school and the people of your community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers  
Chair



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Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

### EXECUTIVE DIRECTOR:

Pete Donovan

April 15, 2013

Mr. Bruce Dunkle, Principal  
18 Clancy Creek Rd.  
Clancy, MT 59634

Mr. Dunkle, Clancy staff and students,

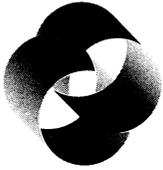
On behalf of the Board of Public Education, I commend each of you for your outstanding display of school community, which was published in the Helena Independent Record on Sunday April 14, 2013. From the administration to the youngest student, it is apparent that support and genuine care for one another does impact the effectiveness and success of a school and its students. For Clancy this includes "going the extra mile" in academics as well as relationships.

The policies you have adopted and the commitments you have made to Clancy School have made a positive impact on both the educators and students in your community. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Pete Donovan".

Pete Donovan  
Executive Director  
Board of Public Education



# Shodair Children's Hospital

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2755 Colonial Drive • P.O. Box 5539, Helena, MT 59604

800.447.6614 • 406.444.7500 • Fax 406.444.7536

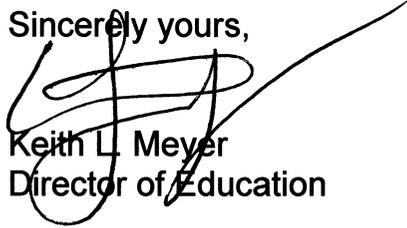
April 26, 2013

Dear Mr. Peter Donavon,

On behalf of Jack Casey, CEO of Shodair Children's Hospital, and myself I would like to thank you for taking time out of your busy day to attend our Education Summit the other day. I appreciated your comments, suggestions and ideas you provided as we begin to reset our vision for our education department here at Shodair Children's Hospital. We plan to continue to meet with the individuals connected to the education profession from our community and the surrounding area who attended our Summit. I look forward to our continued work in making the education experience the best we can offer for our students here at Shodair.

Again thanks for attending our Summit.

Sincerely yours,



Keith L. Meyer  
Director of Education

# MINUTES

**BOARD OF PUBLIC EDUCATION**  
**MEETING MINUTES**

**March 14-15, 2013**  
**Elkhorn Room A, Holiday Inn Conference Center**  
**Helena, MT**

**Thursday March 14, 2013**  
**8:30 AM**

**CALL TO ORDER**

The meeting was called to order at 8:35 AM by Chairperson Myers. Ms. Myers led the Board in the Pledge of Allegiance.

**PUBLIC COMMENT**

No public comment was made.

**CONSENT AGENDA**

**The agenda was approved as presented.**

**ADOPT AGENDA**

**Ms. Sharon Carroll moved to approve the agenda as presented. Motion seconded by Ms. Williams.**

***No discussion. Motion passed unanimously.***

Board Members Present: Ms. Patty Myers – Chair; Ms. Sharon Carroll – Vice Chair; Ms. Erin Williams; Ms. Lila Taylor; Mr. Bernie Olson; Mr. John Edwards. Absent: Ms. Charity Ratliff – Student Representative; Mr. Paul Andersen. Ex-Officio members present: Superintendent of Public Instruction Ms. Denise Juneau; Mr. Neil Moisey, representing the Commissioner of Higher Education’s Office; Mr. Jim Molloy, Governor’s Office. Guests: Ms. Elizabeth Keller, OPI; Dr. Linda Peterson, OPI; Ms. Nancy Coopersmith, OPI; Ms. Ann Gilkey, OPI; Ms. Christine Emerson, OPI; Ms. Margaret Bowles, OPI; Mr. TJ Eyer, OPI; Ms. Donelle Rosenthal, OPI; Ms. Teri Wing, OPI.

**Items are listed in the order in which they are presented.**

**INFORMATION**

❖ **REPORTS – Patty Myers (Item 1)**

**Item 1 CHAIRPERSON’S REPORT-Patty Myers**

Ms. Myers updated the Board on the Legislative work she and Executive Director Mr. Donovan have been involved with during the Legislative Session. Ms. Myers discussed the possibility of an upcoming Board of Education meeting in Great Falls in May, and a new Evaluation process for the Executive Director and the Superintendent of MSDB.

❖ **CSPAC LIASON – Sharon Carroll (Item 2)**

**Item 2 EXECUTIVE DIRECTOR REPORT-Pete Donovan**

Mr. Donovan reviewed his meetings attended and thanked Chair Myers for her support and help during the Legislative session by attending hearings and testifying. Mr. Donovan reviewed bills directly affecting the Board of Public Education in particular HB 181, HJ 14, SB 257, and SB 302.

❖ **REPORTS – Patty Myers (Items 3-5)**

**Item 3 STATE SUPERINTENDENT’S REPORT-State Superintendent Denise Juneau**

Superintendent Juneau asked Ms. Gilkey to speak about HB 158 regarding Administrative Rules. Ms. Gilkey discussed the bill and how it would affect the Board and OPI if passed. Superintendent Juneau discussed other bills affecting the Office of Public Instruction and Montana schools, and then presented the following three MACIE Nominations to the Board for approval:

- Ms. Dulce Whitford
- Ms. Leona Kienenberger
- Mr. Edward “Buster” Moore, Jr.

**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.*

*Mr. Bernie Olson moved to approve the three nominations from Superintendent Juneau to MACIE: Ms. Dulce Whitford, Ms. Leona Kienenberger; and Mr. Edward “Buster” Moore, Jr. Motion seconded by Mr. John Edwards.*

*No discussion. Motion passed unanimously.*

**Item 4 COMMISSIONER OF HIGHER EDUCATION’S REPORT-Associate Commissioner Neil Moisey**

Mr. Moisey discussed the most recent Board of Regents meeting making note of the tuition freeze and performance based funding model approved by the Board of Regents.

**Item 5 GOVERNOR’S OFFICE REPORT-Jim Molloy**

Mr. Molloy thanked the Board on behalf of Governor Bullock for their work. Mr. Molloy discussed some of the bills before the Legislature regarding education and the Governor’s stance on those bills. Newly appointed Board of Public Education member Paul Andersen was discussed and the calling of a Board of Education meeting to be held in May.

❖ **LICENSURE COMMITTEE – Sharon Carroll (Items 6-7)**

**Item 6 Educator License Surrender Reports- Ann Gilkey**

Ms. Gilkey presented to the Board a License Surrender of a teacher. Discussion ensued regarding how surrenders are reported to OPI and listed on their website.

**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.*

**Item 7 HEARING ON DENIAL OF EDUCATOR LICENSE BPE CASE #2012-04**

The hearing has been postponed to the May 2013 meeting at the request of the appellant. Ms. Katherine Orr from Agency Legal Services was introduced to the Board. Ms. Orr gave the Board a brief summary of how the hearing process will work and answered questions from Board members.

**Ms. Sharon Carroll motioned to authorize Katherine Orr to insistute a scheduling order and Interim matters in BPE Case 2012-04. Motion seconded by Mr. John Edwards.**

***No discussion. Motion passed unanimously.***

❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 8-9)**

**Item 8 FEDERAL UPDATE-Nancy Coopersmith**

Ms. Coopersmith updated the Board on program cuts in education due to sequestration. Ms. Coopersmith also updated the Board on the Academic Yearly Progress timeline.

**Item 9 SCHOOL NUTRITION PROGRAMS ANNUAL REPORT-Christine Emerson**

Ms. Emerson presented the School Nutrition Annual report to the Board highlighting priority areas, accomplishments, and improvements over the last year.

**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.***

❖ **LICENSURE COMMITTEE – Sharon Carroll (Items 14-15)**

**Item 14 RECOMMENDATION OF APPROVAL OF THE STATE ACCREDITATION REVIEW EXIT REPORT OF THE PROFESSIONAL EDUCATION UNIT AT THE UNIVERSITY OF GREAT FALLS – Dr. Linda Peterson, Dr. Tim Laurent, Vice President for Academic Affairs, University of Great Falls, Angel Turoski, Director of Education Programs, University of Great Falls**

Dr. Peterson reviewed the report briefly. Ms. Carroll called for questions from the Board and there were none.

**Ms. Sharon Carroll moved to approve the State Accreditation Review Exit Report of the Professional Education Unit at the University of Great Falls. Motion seconded by Ms. Erin Williams.**

***No discussion. Motion approved unanimously.***

**Item 15 RECOMMENDATION OF APPROVAL OF THE PROGRESS REPORT AS PRESENTED BY THE PROFESSIONAL EDUCATION UNIT AT THE UNIVERSITY OF GREAT FALLS-Dr. Linda Peterson, Dr. Tim Laurent, Vice President for Academic Affairs, University of Great Falls, Angel Turoski, Director of Education Programs, University of Great Falls**

Dr. Peterson reviewed the progress report then turned the report over to Dr. Laurent. Dr. Laurent discussed the report, findings, changes the school has made, and changes forthcoming per the report findings. Ms. Turoski discussed the areas “met with weakness” and how those issues will be addressed. Dr. Laurent addressed the Not Met area of Social Studies, plans to resolve the issues, and future goals.



**Ms. Sharon Carroll moved to approve the repeal of ARM 10.66.101 through ARM 10.66.109 relating to high school level test of General Education Development (GED) and adopt new rule ARM 10.66.110 through ARM 10.66.118 with change noted by the HSE Administrator in ARM 10.66.110 to replace “state” with “Board of Public Education”. Motion seconded by Ms. Erin Williams.**

***No discussion. Motion passed unanimously.***

**Item 12            RECOMMENDATION OF APPROVAL OF HIGH SCHOOL EQUIVALENCY TEST FOR 2014-Margaret Bowles**

Ms. Bowles reviewed the process of selecting a new vendor, the Task Force, Request for Information, and the work the Task Force did in selecting a new High School Equivalency Test vendor. Ms. Bowles requested the Board’s approval of the new vendor.

**Ms. Sharon Carroll moved to approve that beginning on January 1, 2014 the ETS High School Equivalency Assessment, HiSET, be the Board of Public Education’s approved testing program to demonstrate an eligible applicant has satisfied requirements for equivalency of completion of secondary education. Motion seconded by Ms. Lila Taylor.**

***No discussion. Motion passed unanimously.***

**❖ EXECUTIVE COMMITTEE – Patty Myers (Item 13 )**

**Item 13            RECOMMENDATION OF APPROVAL OF NOTICE OF ADOPTION OF AMENDMENT PERTAINING TO ADMINISTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 7 SCHOOL BUS STANDARDS-Donell Rosenthal**

Ms. Rosenthal reviewed the hearing held February 28<sup>th</sup>, 2013 and requested the Board’s approval of the new school bus standards.

**Mr. Bernie Olson moved to approve the Notice of Adoption of Amendment Pertaining to Administrative Rules of Montana Title 10, Chapter 7, School Bus Standards. Motion seconded by Ms. Erin Williams.**

***No discussion. Motion passed unanimously.***

**❖ LICENSURE COMMITTEE – Sharon Carroll (Items 16)**

**Item 16            RURAL ELEMENTARY SCHOOLS QUALITY EDUCATOR REPAYMENT-Madalyn Quinlan**

Ms. Quinlan reviewed the Critical Quality Educator Report approved by the Board in November 2012 and discussed the request to expand the program to rural elementary teachers in high poverty areas in an effort to reach more applicants.

**Ms. Sharon Carroll moved to adopt the revised Critical Quality Educator Repayment List. Motion seconded by Ms. Erin Williams.**

***No discussion. Motion passed unanimously***

❖ **ACCREDITATION COMMITTEE – Bernie Olson (Items 17-19)**

**Item 17      RECOMMENDATION OF APPROVAL OF THE NOTICE OF PUBLIC HEARING OF PROPOSED AMENDMENT AND ADOPTION PERTAINING TO ADMINISTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 55 STANDARDS OF ACCREDITATION  
Dr. Linda Peterson**

Dr. Peterson reviewed the proposed public hearing and timeline for changes to the Chapter 55 Standards of Accreditation. The proposed changes are to create consistency by correcting errors in the language, modify the Gifted and Talented language, and add new language pertaining to high school transcripts. Dr. Peterson requested the Board's approval.

**Mr. Bernie Olson moved to approve the Notice of Public Hearing of the Proposed Amendments and Adoption Pertaining to Administrative Rules of Montana Title 10, Chapter 55 Standards of Accreditation. Motion seconded by Ms. Sharon Carroll.**

***No discussion. Motion passed unanimously.***

**Item 18      RECOMMENDATION OF APPROVAL OF THE 2012-13 FINAL ACCREDITATION STATUS ALL SCHOOLS-Teri Wing**

Ms. Wing presented the 2012-13 Final Accreditation Report to the Board, reviewing new deviations, repeating deviations, removals from deviation, recommendations, and request for approval of the report from the Board.

**Mr. Bernie Olson moved to approve the 2012-13 Final Accreditation Status All Schools, and to remove the following schools from Deviation (see Apendix). Motion seconded by Ms. Lila Taylor.**

***No discussion. Motion passed unanimously.***

**Item 19      RECOMMENDATIONS RELATING TO ALTERNATIVE TO STANDARDS REQUESTS-Teri Wing**

Ms. Wing reviewed an Alternative to Standards Request from the Corvallis School 7-8.

**Mr. Bernie Olson moved to approve the Recommendation of Superintendent Juneau to Approve the Alternative to Standards Request for Corvallis School 7-8. Motion seconded by Ms. Lila Taylor.**

***No discussion. Motion passed unanimously.***

Meeting adjourned at 11:19 AM.

**FUTURE AGENDA ITEMS May 9-10, 2013**

CSPAC Appointments  
Student Representative Last Meeting  
BASE Aid Payment Schedule – C  
Assessment Update  
Alternative to Standards Requests & Renewals  
MACIE Update  
Federal Update  
Executive Director Evaluation  
Superintendent MSDB, Evaluation & Contract Extension

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*to receive renewal units. One hour of contact time = 1 renewal unit up to 8 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.*

## **APPENDIX**

Schools recommended for removal from Deviation Status Item 18:

Margaret Leary Elementary  
Emerson Elementary  
Whittier Elementary  
Billings Central  
Columbia Falls – all schools  
Fairview Elementary and High School  
Northern Cheyenne Tribal Elementary  
Mount Ellis Academy  
Two Eagle River High School

# FINANCIALS

**51010 Board of Public Education**  
**ORG Budget Summary by OBPP Prog, Fund, Subclass**

Data Selected for MonthFY: 01 (Jul)/2013 through 10 (Apr)/2013

This report compares ORG Budgets (ORG\_BD) to Actuals expended amounts

Business Unit	(All)
Program Year	(All)
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Account Type	E
Project	(All)
Ledger	(All)

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OBPP Program	Fund	Subclass	Org	Acct Lvl 1	Acct Lvl 2	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
<b>01 K-12 EDUCATION</b>						<b>410,355.00</b>	<b>216,035.30</b>	<b>0.00</b>	<b>194,319.70</b>
01100 General Fund						222,033.00	102,933.99	0.00	119,099.01
235H1 ADMINISTRATION						222,033.00	102,933.99	0.00	119,099.01
1 BOARD OF PUBLIC EDUCATION						222,033.00	102,933.99	0.00	119,099.01
61000 Personal Services						175,367.00	62,198.37	0.00	113,168.63
61000 Personal Services						175,367.00	0.00	0.00	175,367.00
61100 Salaries						0.00	50,953.18	0.00	(50,953.18)
61400 Employee Benefits						0.00	11,245.19	0.00	(11,245.19)
62000 Operating Expenses						45,775.00	39,844.62	0.00	5,930.38
62000 Operating Expenses						45,775.00	0.00	0.00	45,775.00
62100 Other Services						0.00	7,480.02	0.00	(7,480.02)
62200 Supplies & Materials						0.00	3,069.14	0.00	(3,069.14)
62300 Communications						0.00	4,031.75	0.00	(4,031.75)
62400 Travel						0.00	15,632.69	0.00	(15,632.69)
62500 Rent						0.00	7,033.82	0.00	(7,033.82)
62700 Repair & Maintenance						0.00	55.00	0.00	(55.00)
62800 Other Expenses						0.00	2,542.20	0.00	(2,542.20)
69000 Debt Service						891.00	891.00	0.00	0.00
69000 Debt Service						891.00	0.00	0.00	891.00
69300 Capital Leases						0.00	891.00	0.00	(891.00)
02122 Advisory Council						113,320.00	69,290.36	0.00	44,029.64
235H1 ADMINISTRATION						113,320.00	69,290.36	0.00	44,029.64
30 Advisory Council Program 01						113,320.00	69,290.36	0.00	44,029.64
61000 Personal Services						113,320.00	69,290.36	0.00	44,029.64
61000 Personal Services						113,320.00	0.00	0.00	113,320.00
61100 Salaries						0.00	51,172.18	0.00	(51,172.18)
61400 Employee Benefits						0.00	18,118.18	0.00	(18,118.18)
02219 Research Fund						75,002.00	43,810.95	0.00	31,191.05
235H1 ADMINISTRATION						75,002.00	43,810.95	0.00	31,191.05
50 Research Program 01						75,002.00	43,810.95	0.00	31,191.05
61000 Personal Services						12,000.00	12,000.00	0.00	0.00
61000 Personal Services						12,000.00	0.00	0.00	12,000.00
61100 Salaries						0.00	1,933.64	0.00	(1,933.64)
61300 Other Compensation						0.00	1,950.00	0.00	(1,950.00)
61400 Employee Benefits						0.00	8,116.36	0.00	(8,116.36)
62000 Operating Expenses						62,111.00	30,920.00	0.00	31,191.00
62000 Operating Expenses						62,111.00	0.00	0.00	62,111.00
62100 Other Services						0.00	3,745.25	0.00	(3,745.25)
62200 Supplies & Materials						0.00	3,331.67	0.00	(3,331.67)
62300 Communications						0.00	3,706.38	0.00	(3,706.38)
62400 Travel						0.00	11,675.75	0.00	(11,675.75)
62500 Rent						0.00	6,043.30	0.00	(6,043.30)
62700 Repair & Maintenance						0.00	54.99	0.00	(54.99)
62800 Other Expenses						0.00	2,362.66	0.00	(2,362.66)
69000 Debt Service						891.00	890.95	0.00	0.05
69000 Debt Service						891.00	0.00	0.00	891.00
69300 Capital Leases						0.00	890.95	0.00	(890.95)
235Z1 WORKERS COMP. REDUCTION						0.00	0.00	0.00	0.00
50 Research Program 01						0.00	0.00	0.00	0.00
61000 Personal Services						0.00	0.00	0.00	0.00
61000 Personal Services						0.00	0.00	0.00	0.00
<b>Grand Total</b>						<b>410,355.00</b>	<b>216,035.30</b>	<b>0.00</b>	<b>194,319.70</b>

# CALENDARS

# March 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1	2
3	4	5 Ed Partners Mtg-Pete, Patty	6 Senate Ed Hearing-HB 181 - Pete	7 MSDB Students at Expressions of Silence at Capital - Patty Board of Regents Meeting - Helena College	8	9
10	11 Digital Academy Conf Call - Pete	12 Ed Partners Mtg-Pete, Patty TLLC Workgroup - Pete	13	14 BPE Meeting - Helena MT	15	16
17 	18 K-12 Education Day of Advocacy - Pete & Patty	19 Data Governance Council Conf Call - Sharon Ed Partners Mtg-Pete, Patty	20	21 TLLC Workgroup - Pete	22	23
24	25 Senate Ed Hearing BPE Appt - Pete	26 Ed Partners Mtg-Pete, Patty TLLC Workgroup - Pete	27 MSDB Call-Pete, Patty, Sharon, Bernie, Lila	28 BPE Hearings: Bus Standards, GED-Pete School Staffing Project Leadership Team - Pete	29	30
31 	Notes:					

# April 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 TLLC Workgroup - Pete Education Partners Meeting - Pete, Patty	3	4	5	6
7	8 MT Digital Academy Board of Directors - Pete ASPC Process Mtg OPI - Pete	9 Education Partners Mtg - Pete, Patty	10	11	12 Meet w/Ross Johnson Bus Standards Audit - Pete, Genii, Kris Senate Ed Hearing -Paul Andersen Confirmation - Pete	13
14	15	16 Data Governance Council Conf Call - Sharon Education Partners Mtg - Pete	17	18 TLLC Workgroup - Pete	19 CSPAC Meeting - Helena	20
21	22 MT Digital Academy Board of Directors - Pete Chpt 55 Accreditation Standards hearing - Pete	23 Ed Partners Mtg - Pete Variance to Standards Committee Mtg - Pete	24 MSDB Call-Pete, Patty, Sharon, Bernie,	25	26	27
28 Paul Andersen meeting - Pete	29	30	Notes:			

# May 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:			1	2 Budget Meeting w/Nancy Hall - Pete, Kris	3	4
5	6	7 Evaluations System Meeting - Pete  BOE Planning Mtg- Pete,Patty	8	9 Meet w/Dennis Parman re: HJ 14 - Pete	10	11
12	13 MT Digita Academy Call - Pete	14	15	16	17	18
19	20 MSDB Foundation - Patty  Higher Ed Consortium - Pete	21	22	23  Board of Public Education Mtg - Great Falls	24	25
26	27 	28	29	30	31	

# INFORMATION

## ❖ REPORTS - Patty Myers (Item 1)

### ITEM 1

#### CHAIRPERSON'S REPORT

Patty Myers

**ITEM 2**

**EXECUTIVE DIRECTOR REPORT**

**Peter Donovan**

*Meetings Attended by Peter Donovan*  
*03/14/13 to 05/23/13*

**March**

- |  |             |
|--|-------------|
| 1. Board of Public Education, Helena                     | 03/14-15/13 |
| 2. K-12 Education Day of Advocacy                        | 03/18/13    |
| 3. Evaluation Systems Workgroup                          | 03/21/13    |
| 4. Senate Education Committee Hearing on BPE Appointment | 03/25/13    |
| 5. Education Partners Meeting                            | 03/26/13    |
| 6. Evaluation Systems Workgroup                          | 03/26/13    |
| 7. MSDB Committee Conference Call                        | 03/27/13    |
| 8. School Staffing Project Leadership Team               | 03/28/13    |

**April**

- |  |          |
|--|----------|
| 9. Education Partners Meeting                        | 04/02/13 |
| 10. Evaluation Systems Workgroup                     | 04/02/13 |
| 11. Montana Digital Academy Board of Directors       | 04/08/13 |
| 12. ASPC Process Meeting OPI                         | 04/08/13 |
| 13. Education Partners Meeting                       | 04/09/13 |
| 14. Education Partners Meeting                       | 04/16/13 |
| 15. Evaluation Systems Workgroup                     | 04/18/13 |
| 16. CSPAC Helena                                     | 04/19/13 |
| 17. Hearing on BPE standards for student transcripts | 04/22/13 |
| 18. Montana Digital Academy Conference Call          | 04/22/13 |
| 19. Variance to Standards Review Board               | 04/23/13 |

- |  |          |
|--|----------|
| 20. MSDB Committee Conference Call             | 04/24/13 |
| 21. Legislature Adjourns, Sine Die             | 04/24/13 |
| 22. BPE Orientation meeting with Paul Andersen | 04/28/13 |

**May**

- |  |             |
|--|-------------|
| 23. BPE/CSPAC budget meeting with Nancy Hall & Kris Stockton | 05/02/13    |
| 24. Evaluation Systems Workgroup                             | 05/07/13    |
| 25. Planning Meeting, Board of Education                     | 05/07/13    |
| 26. Dennis Parman, regarding HJ 14, Financial Literacy       | 05/09/13    |
| 27. Montana Higher Education Consortium Meeting              | 05/20/13    |
| 28. Board of Public Education, Great Falls                   | 05/23-24/13 |



A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA URGING THE BOARD OF PUBLIC EDUCATION TO INCLUDE THE SUCCESSFUL COMPLETION OF A FINANCIAL LITERACY COURSE AS A REQUIREMENT FOR GRADUATION.

WHEREAS, without knowledge and understanding of financial matters, people are incapable of managing their personal finances effectively and making sound decisions regarding matters like purchasing, saving, investing, and borrowing; and

WHEREAS, becoming financially literate and learning these necessary skills at an early age encourages greater economic self-sufficiency, higher levels of successful home ownership, and enhanced retirement security; and

WHEREAS, the informed use of credit and other financial products and services benefits individual consumers and promotes economic growth; and

WHEREAS, the past decade has seen declining personal savings rates, increased bankruptcy rates, increased home foreclosures, and rising percentages of household income devoted to servicing household debt; and

WHEREAS, a lack of financial literacy can be especially damaging to students and families during hard economic times; and

WHEREAS, many students in Montana's public schools do not receive sufficient financial education in their homes; and

WHEREAS, personal financial education and money management skills are crucial to ensure that our young people and adults are prepared to manage credit and debt, build savings, and become responsible workers, heads of households, investors, entrepreneurs, business leaders, and productive citizens.

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA:

- (1) That the Board of Public Education be strongly urged to require students to demonstrate proficiency

in financial literacy by successfully completing a financial literacy course as a requirement for graduation.

(2) That the required financial literacy course include instruction on:

(a) financial responsibility and decisionmaking;

(b) basic financial functions, including skills such as opening a bank account and writing a check;

(c) income and careers;

(d) planning and money management;

(e) credit and debt management, including the fundamentals of purchasing, saving, investing, and borrowing;

(f) risk management and insurance;

(g) how to avoid becoming a victim of predatory lending, financial scams, and other forms of financial exploitation;

(h) financial planning for higher education; and

(i) financial planning for retirement.

(3) That the Secretary of State send copies of this resolution to each member of the Board of Public Education and the Superintendent of Public Instruction.

- END -

I hereby certify that the within joint resolution,  
HJ 0014, originated in the House.

---

Chief Clerk of the House

---

Speaker of the House

Signed this \_\_\_\_\_ day  
of \_\_\_\_\_, 2013.

---

President of the Senate

Signed this \_\_\_\_\_ day  
of \_\_\_\_\_, 2013.

HOUSE JOINT RESOLUTION NO. 14

INTRODUCED BY JACOBSON, BLASDEL, ECK, HANSEN, HUNTER, KNUDSEN, MCCLAFFERTY,  
MEHLHOFF, MILLER, PRICE, C. SMITH, WILSON, ZOLNIKOV

A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA URGING THE BOARD OF PUBLIC EDUCATION TO INCLUDE THE SUCCESSFUL COMPLETION OF A FINANCIAL LITERACY COURSE AS A REQUIREMENT FOR GRADUATION.

## 1 HOUSE BILL NO. 181

2 INTRODUCED BY BALLANCE, FIELDER, GREEF, D. JONES, LEWIS, THOMAS

3

4 A BILL FOR AN ACT ENTITLED: "AN ACT ALLOWING LOCAL BOARDS OF TRUSTEES TO DEFINE THE  
5 ~~RESOURCING STANDARDS FOR~~ RATIO OF LIBRARY MEDIA SERVICES PERSONNEL TO STUDENTS  
6 UPON CONSIDERATION OF THE GUIDELINES SET BY THE BOARD OF PUBLIC EDUCATION; AMENDING  
7 SECTIONS 20-2-121 AND 20-3-324, MCA; AND PROVIDING AN EFFECTIVE DATE."

8

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

10

11 **Section 1.** Section 20-2-121, MCA, is amended to read:12 **"20-2-121. Board of public education -- powers and duties.** The board of public education shall:

13 (1) effect an orderly and uniform system for teacher certification and specialist certification and for the  
14 issuance of an emergency authorization of employment by adopting the policies prescribed by 20-4-102 and  
15 20-4-111;

16 (2) consider the suspension or revocation of teacher or specialist certificates and appeals from the denial  
17 of teacher or specialist certification in accordance with the provisions of 20-4-110;

18 (3) administer and order the distribution of BASE aid in accordance with the provisions of 20-9-344;

19 (4) adopt and enforce policies to provide uniform standards and regulations for the design, construction,  
20 and operation of school buses in accordance with the provisions of 20-10-111;

21 (5) adopt policies prescribing the conditions when school may be conducted on Saturday and the types  
22 of pupil-instruction-related days and approval procedure for those days in accordance with the provisions of  
23 20-1-303 and 20-1-304;

24 (6) adopt standards of accreditation and establish the accreditation status of every school in accordance  
25 with the provisions of 20-7-101 and 20-7-102;

26 ~~(7) set resourcing guidelines for library media services personnel~~ THE RATIO OF CERTIFIED LIBRARY MEDIA  
27 SPECIALISTS WITH A K-12 LIBRARY MEDIA ENDORSEMENT TO STUDENTS to be considered by the local board of trustees  
28 in making library staffing decisions;

29 (8) ADOPT RULES FOR LIBRARY LOCATION IN SCHOOLS AND THE MINIMUM NUMBER OF CERTIFIED LIBRARY  
30 PERSONNEL FOR SCHOOLS;

1           ~~(7)(8)(9)~~ approve or disapprove educational media selected by the superintendent of public instruction  
 2 for the educational media library in accordance with the provisions of 20-7-201;  
 3           ~~(8)(9)(10)~~ adopt policies for the conduct of special education in accordance with the provisions of  
 4 20-7-402;  
 5           ~~(9)(10)(11)~~ adopt rules for issuance of documents certifying equivalency of completion of secondary  
 6 education in accordance with 20-7-131;  
 7           ~~(10)(11)(12)~~ adopt policies for the conduct of programs for gifted and talented children in accordance with  
 8 the provisions of 20-7-903 and 20-7-904;  
 9           ~~(11)(12)(13)~~ adopt rules for student assessment in the public schools; and  
 10           ~~(12)(13)(14)~~ perform any other duty prescribed from time to time by this title or any other act of the  
 11 legislature."

12  
 13           **Section 2.** Section 20-3-324, MCA, is amended to read:  
 14           **"20-3-324. Powers and duties.** As prescribed elsewhere in this title, the trustees of each district shall:  
 15           (1) employ or dismiss a teacher, principal, or other assistant upon the recommendation of the district  
 16 superintendent, the county high school principal, or other principal as the board considers necessary, accepting  
 17 or rejecting any recommendation as the trustees in their sole discretion determine, in accordance with the  
 18 provisions of Title 20, chapter 4;  
 19           (2) employ and dismiss administrative personnel, clerks, secretaries, teacher's aides, custodians,  
 20 maintenance personnel, school bus drivers, food service personnel, nurses, and any other personnel considered  
 21 necessary to carry out the various services of the district;  
 22           (3) ~~define resourcing standards for library media services personnel~~ DETERMINE INCREMENTAL INCREASES  
 23 OR DECREASES IN CERTIFIED LIBRARY MEDIA SPECIALISTS WITH A K-12 LIBRARY MEDIA ENDORSEMENT after consideration  
 24 of the guidelines LIBRARIAN-STUDENT RATIO set forth ESTABLISHED by the board of public education;  
 25           ~~(3)(4)~~ administer the attendance and tuition provisions and govern the pupils of the district in accordance  
 26 with the provisions of the pupils chapter of this title;  
 27           ~~(4)(5)~~ call, conduct, and certify the elections of the district in accordance with the provisions of the school  
 28 elections chapter of this title;  
 29           ~~(5)(6)~~ participate in the teachers' retirement system of the state of Montana in accordance with the  
 30 provisions of the teachers' retirement system chapter of Title 19;

1           ~~(6)~~(7) participate in district boundary change actions in accordance with the provisions of the school  
2 districts chapter of this title;

3           ~~(7)~~(8) organize, open, close, or acquire isolation status for the schools of the district in accordance with  
4 the provisions of the school organization part of this title;

5           ~~(8)~~(9) adopt and administer the annual budget or a budget amendment of the district in accordance with  
6 the provisions of the school budget system part of this title;

7           ~~(9)~~(10) conduct the fiscal business of the district in accordance with the provisions of the school financial  
8 administration part of this title;

9           ~~(10)~~(11) establish the ANB, BASE budget levy, over-BASE budget levy, additional levy, operating reserve,  
10 and state impact aid amounts for the general fund of the district in accordance with the provisions of the general  
11 fund part of this title;

12           ~~(11)~~(12) establish, maintain, budget, and finance the transportation program of the district in accordance  
13 with the provisions of the transportation parts of this title;

14           ~~(12)~~(13) issue, refund, sell, budget, and redeem the bonds of the district in accordance with the provisions  
15 of the bonds parts of this title;

16           ~~(13)~~(14) when applicable, establish, financially administer, and budget for the tuition fund, retirement fund,  
17 building reserve fund, adult education fund, nonoperating fund, school food services fund, miscellaneous  
18 programs fund, building fund, lease or rental agreement fund, traffic education fund, impact aid fund, interlocal  
19 cooperative fund, and other funds as authorized by the state superintendent of public instruction in accordance  
20 with the provisions of the other school funds parts of this title;

21           ~~(14)~~(15) when applicable, administer any interlocal cooperative agreement, gifts, legacies, or devises in  
22 accordance with the provisions of the miscellaneous financial parts of this title;

23           ~~(15)~~(16) hold in trust, acquire, and dispose of the real and personal property of the district in accordance  
24 with the provisions of the school sites and facilities part of this title;

25           ~~(16)~~(17) operate the schools of the district in accordance with the provisions of the school calendar part  
26 of this title;

27           ~~(17)~~(18) set the length of the school term, school day, and school week in accordance with 20-1-302;

28           ~~(18)~~(19) establish and maintain the instructional services of the schools of the district in accordance with  
29 the provisions of the instructional services, textbooks, K-12 career and vocational/technical education, and special  
30 education parts of this title;

1           ~~(19)~~(20) establish and maintain the school food services of the district in accordance with the provisions  
2 of the school food services parts of this title;

3           ~~(20)~~(21) make reports from time to time as the county superintendent, superintendent of public instruction,  
4 and board of public education may require;

5           ~~(21)~~(22) retain, when considered advisable, a physician or registered nurse to inspect the sanitary  
6 conditions of the school or the general health conditions of each pupil and, upon request, make available to any  
7 parent or guardian any medical reports or health records maintained by the district pertaining to the child;

8           ~~(22)~~(23) for each member of the trustees, visit each school of the district not less than once each school  
9 fiscal year to examine its management, conditions, and needs, except that trustees from a first-class school  
10 district may share the responsibility for visiting each school in the district;

11           ~~(23)~~(24) procure and display outside daily in suitable weather on school days at each school of the district  
12 an American flag that measures not less than 4 feet by 6 feet;

13           ~~(24)~~(25) provide that an American flag that measures approximately 12 inches by 18 inches be  
14 prominently displayed in each classroom in each school of the district, except in a classroom in which the flag  
15 may get soiled. This requirement is waived if the flags are not provided by a local civic group.

16           ~~(25)~~(26) adopt and administer a district policy on assessment for placement of any child who enrolls in  
17 a school of the district from a nonpublic school that is not accredited, as required in 20-5-110;

18           ~~(26)~~(27) upon request and in compliance with confidentiality requirements of state and federal law,  
19 disclose to interested parties school district student assessment data for any test required by the board of public  
20 education;

21           ~~(27)~~(28) consider and may enter into an interlocal agreement with a postsecondary institution, as defined  
22 in 20-9-706, that authorizes 11th and 12th grade students to obtain credits through classes available only at a  
23 postsecondary institution;

24           ~~(28)~~(29) approve or disapprove the conduct of school on a Saturday in accordance with the provisions  
25 of 20-1-303;

26           ~~(29)~~(30) consider and, if advisable for a high school or K-12 district, establish a student financial  
27 institution, as defined in 32-1-115; and

28           ~~(30)~~(31) perform any other duty and enforce any other requirements for the government of the schools  
29 prescribed by this title, the policies of the board of public education, or the rules of the superintendent of public  
30 instruction."

1

2           NEW SECTION. **Section 3. Effective date.** [This act] is effective July 1, 2013.

3

- END -



## Great Falls Public Schools

---

Human Resources • 1100 4<sup>th</sup> Street South • P.O. Box 2429  
Great Falls, Montana 59403 • 406.268.6010 • Fax 406.268.6094 • [www.gfps.k12.mt.us](http://www.gfps.k12.mt.us)

May 1, 2013

Montana Board of Public Education  
PO Box 200601  
Helena, MT 59620

Dear Board Members,

I would like to take this opportunity to request that you re-appoint me to a second, three-year term on the Certification Standards and Practices Advisory Council (SCPAC).

I have very much enjoyed serving the last three years as first a member and currently as the Vice-Chair. I have learned a great deal about the governance of education in Montana through joint work with the Board and with the Council of Deans. Additionally, I feel that we have done some good work, to include the updating of the Code of Ethics and the processing of Permissive Special Competency programs and Class 8 Dual Credit licensure. I would very much like to continue the current and future work of CSPAC.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Tammy L. Lacey". The signature is fluid and cursive, with the first name being the most prominent.

Tammy L. Lacey  
Director of Human Resources  
Superintendent of Schools-Elect

❖ **REPORTS (Items 3-6)**

**ITEM 3**

**STATE SUPERINTENDENT'S REPORT**

**State Superintendent Denise Juneau**



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

opi.mt.gov

Office of Public Instruction  
P.O. Box 202501  
Helena, MT, 59620-2501  
(406) 444-3095  
(888) 231-9393  
(406) 444-0169 (TTY)  
opi.mt.gov

**RECEIVED**

APR 05 2013

**BOARD OF  
PUBLIC EDUCATION**

**TO:** Patty Myers, Chairperson  
Montana Board of Public Education

**FROM:** Denise Juneau, Superintendent of Public Instruction  
Montana Office of Public Instruction 

**DATE:** April 4, 2013

**SUBJECT:** Nominee for the Montana Advisory Council on Indian Education (MACIE)

---

The Bylaws of the Montana Advisory Council on Indian Education (MACIE) state the following in Article 1, Membership:

“The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where Indian students and adults attend. The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to MACIE.”

**Mr. William Enemy Hunter** has been nominated by the **Crow Tribe**. I concur with the recommendation to accept him as a MACIE member and ask the Board of Public Education to consider and approve him as a member of MACIE.

Thank you.

## MACIE APPOINTMENT FORM

The **Crow Tribe** wishes to appoint the following person as its member of record to the Montana Advisory Council on Indian Education.

Name: William L. Enemy Hunter  
Address: 41 Almadin Lane  
City, ZIP: Billings 59105  
Phone/Fax: (406) 638-3725  
Email: lenemyhunter@Crownations.net

I have contacted our nominee and he/she has agreed to represent our tribe.

  
Chairman/President Signature

3/27/13  
Date

**Please return this form to:**

Billie LeDeau  
Executive Assistant to the Superintendent  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501  
(406) 444-5658 Phone  
(406) 444-2893 Fax  
bledeau@mt.gov

William L. Enemy Hunter  
41 Almadin Lane  
Billings, Mt 59105  
(406) 638-3725  
Email: lenemyhunter@Crownations.net



Montana  
**Office of Public Instruction**  
 Denise Juneau, State Superintendent

opi.mt.gov

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 P.O. Box 202501  
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**RECEIVED**

APR 05 2013

**BOARD OF  
 PUBLIC EDUCATION**

**RECEIVED**

APR 05 2013

**BOARD OF  
 PUBLIC EDUCATION**

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**Mr. Thomas Brown** has been nominated by the **Montana Indian Education Association**. I concur with the recommendation to accept him as a MACIE member and ask the Board of Public Education to consider and approve him as a member of MACIE.

Thank you.

Please fill out this form and return to:  
Billie LeDeau  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501  
(406) 444-3924 (fax)

I wish to appoint the person listed below as our representative (Montana Indian Education Association) to the Montana Advisory Council on Indian Education.

Name: Thomas Brown  
Address: Box 214  
City, ZIP: ~~Great Falls~~ Brocton 59213  
Phone/Fax: 768-7998  
Email: ~~brown60@nemontel.net~~  
brown60

I have contacted our nominee and he/she has agreed to represent our organization.

Tribe: Montana Indian Education Association  
Director signature: Jandia L Boham  
Date: 3.14.13



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

opi.mt.gov

Office of Public Instruction  
P.O. Box 202501  
Helena, MT, 59620-2501  
(406) 444-3095  
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opi.mt.gov

**RECEIVED**

APR 05 2013

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PUBLIC EDUCATION**

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Montana Board of Public Education

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Montana Office of Public Instruction 

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“The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where Indian students and adults attend. The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to MACIE.”

**Ms. Sandra Boham** has been nominated by the **Urban-Great Falls** area. I concur with the recommendation to accept her as a MACIE member and ask the Board of Public Education to consider and approve her as a member of MACIE.

Thank you.

Please fill out this form and return to:  
Billie LeDeau  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501  
(406) 444-3924 (fax)  
~~jsmith@mt.gov~~

I wish to appoint the person listed below as our representative (Urban-Great Falls) to the Montana Advisory Council on Indian Education.

Name: Sandra Boham  
Address: 909 Durango Drive  
City, ZIP: Great Falls MT 59404  
Phone/Fax: 406 268-6003      406 268 6644  
Email: sandra-boham@gfps.k12.mt.us

I have contacted our nominee and he/she has agreed to represent our organization.

Tribe: ~~Great Falls~~ Urban Great Falls  
Director signature: Sandra L Boham  
Date: 3.14.13

**ITEM 4**

**COMMISSIONER OF HIGHER  
EDUCATION'S REPORT**

**Commissioner Clayton Christian**

**ITEM 5**

**GOVERNOR'S OFFICE REPORT**

**Jim Molloy**

**ITEM 6**

**STUDENT REPRESENTATIVE REPORT**

**Charity Ratliff**

❖ **EXECUTIVE COMMITTEE (Items 7-8)**  
**Patty Myers**

**ITEM 7**

**FEDERAL UPDATE**

**Nancy Coopersmith**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2013**

- PRESENTATION:** Federal Update
- PRESENTER:** Nancy Coopersmith  
Assistant Superintendent  
Office of Public Instruction
- OVERVIEW:** This informational report will include a brief analysis of President Obama's Fiscal Year 2014 Budget Request for the U.S. Department of Education. Additional information will be provided concerning Fiscal Year 2013 federal allocations that will be available to Montana school districts July 1, 2013. This will include cuts in funding due to the sequestration of funding as required by the Budget Control Act of 2011.
- REQUESTED DECISION(S):** No decisions are requested.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None

Funds for State Formula-Allocated and Selected Student Aid Programs  
U.S. Department of Education Funding  
Montana

Program	2012 Actual	2013 Estimate	2014 Estimate	Amount Change FY 2013 to 2014	Percent Change FY 2013 to 2014
College- and Career-Ready Students (Title I, Grants to LEAs)	45,165,766	42,982,334	44,693,288	1,710,954	4.0%
School Turnaround Grants (School Improvement State Grants)	1,537,565	1,486,786	1,893,960	407,174	27.4%
State Agency Program--Migrant Student Education	1,041,687	986,004	1,041,686	55,682	5.6%
State Agency Program--Neglected and Delinquent Children and Youth Education	115,204	111,121	117,228	6,107	5.5%
Subtotal, Accelerating Achievement & Ensuring Equity	47,860,222	45,566,245	47,746,162	2,179,917	4.8%
Impact Aid Basic Support Payments	43,026,368	40,775,831	43,026,380	2,250,549	5.5%
Impact Aid Payments for Children with Disabilities	1,259,073	1,193,216	1,259,064	65,848	5.5%
Impact Aid Construction	0	0	0	0	---
Subtotal, Impact Aid	44,285,441	41,969,047	44,285,444	2,316,397	5.5%
Effective Teachers and Leaders State Grants	0	0	8,551,450	8,551,450	---
Improving Teacher Quality State Grants	11,493,668	10,844,660	0	-10,844,660	-100.0%
Mathematics and Science Partnerships	744,840	705,964	0	-705,964	-100.0%
21st Century Community Learning Centers	5,643,199	5,348,665	0	-5,348,665	-100.0%
Assessing Achievement (State Assessments)	3,649,643	3,591,715	3,649,643	57,928	1.6%
Rural and Low-income Schools Program	411,930	392,412	414,021	21,609	5.5%
Small, Rural School Achievement Program	5,040,054	4,802,432	4,843,406	40,974	0.9%
Indian Student Education--Grants to Local Educational Agencies	3,363,477	3,531,642	3,726,564	194,922	5.5%
English Learner Education (English Language Acquisition)	510,659	529,153	558,633	29,480	5.6%
Homeless Children and Youth Education	195,408	188,751	194,823	6,072	3.2%
<i>Subtotal, All of the Above Programs, which were or are proposed to be authorized by the Elementary and Secondary Education Act</i>	123,198,541	117,470,686	113,970,146	-3,500,540	-3.0%
Special Education--Grants to States	37,221,455	35,200,272	37,221,454	2,021,182	5.7%
Special Education--Preschool Grants	1,158,199	1,094,344	1,157,549	63,205	5.8%
Grants for Infants and Families	2,170,499	2,056,021	2,265,599	209,578	10.2%
Subtotal, Special Education	40,550,153	38,350,637	40,644,602	2,293,965	6.0%
Career and Technical Education State Grants	5,202,584	4,939,307	4,895,146	-44,161	-0.9%
Subtotal, Vocational and Adult Education	5,202,584	4,939,307	4,895,146	-44,161	-5.1%
<b>Subtotal, All Elementary/Secondary Level Programs</b>	168,951,278	160,760,630	159,509,894	-1,250,736	-0.8%

Funds for State Formula-Allocated and Selected Student Aid Programs  
U.S. Department of Education Funding  
Montana

Program	2012 Actual	2013 Estimate	2014 Estimate	Amount Change FY 2013 to 2014	Percent Change FY 2013 to 2014
Federal Pell Grants	82,400,000	84,400,000	88,500,000	4,100,000	4.9%
Federal Supplemental Educational Opportunity Grants	1,581,966	1,502,790	1,585,733	82,943	5.5%
Federal Work-Study	3,190,087	3,168,463	3,856,815	688,352	21.7%
College Access Challenge Grant	1,500,000	1,423,500	1,500,000	76,500	5.4%
<b>Subtotal, All Postsecondary Education Programs</b>	<b>88,672,053</b>	<b>90,494,753</b>	<b>95,442,548</b>	<b>4,947,795</b>	<b>5.5%</b>
Vocational Rehabilitation State Grants	13,477,988	11,346,108	12,154,019	807,911	7.1%
Client Assistance State Grants	124,204	117,709	124,204	6,495	5.5%
Protection and Advocacy of Individual Rights	175,300	166,132	175,300	9,168	5.5%
Supported Employment State Grants	300,000	300,000	0	-300,000	-100.0%
Independent Living State Grants	311,766	295,459	311,769	16,310	5.5%
Centers for Independent Living	857,441	812,592	857,435	44,843	5.5%
Services for Older Blind Individuals	225,000	225,000	225,000	0	0.0%
Assistive Technology State Grant Program	433,705	418,732	433,706	14,974	3.6%
Protection and Advocacy for Assistive Technology	50,000	50,000	50,000	0	0.0%
Adult Basic and Literacy Education State Grants	1,242,934	1,162,247	1,213,796	51,549	4.4%
English Literacy and Civics Education State Grants	60,000	60,000	60,000	0	0.0%
<b>Subtotal, All Other</b>	<b>17,258,338</b>	<b>14,953,979</b>	<b>15,605,229</b>	<b>651,250</b>	<b>4.4%</b>
<b>Total</b>	<b>274,881,669</b>	<b>266,209,362</b>	<b>270,557,671</b>	<b>4,348,309</b>	<b>1.6%</b>
New Student Loan Volume:					
Federal Direct Student Loans	254,486,648	260,182,026	272,109,530	11,927,504	4.6%
Total, New Student Loan Volume	254,486,648	260,182,026	272,109,530	11,927,504	4.6%
<b>Grand Total</b>	<b>529,368,317</b>	<b>526,391,388</b>	<b>542,667,201</b>	<b>16,275,813</b>	<b>3.1%</b>

**NOTES:**

State allocations for fiscal years 2013 and 2014 are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates.

No allocations are shown for 2013 for 21st Century Community Learning Centers because the President's Budget proposes changing the program from a formula to a competitive grant program.

Amounts distributed from the fiscal years above are based on the Pell Grant program's estimated cost as of April 2013. All estimates include new appropriations plus the use of all or a portion of an accumulated surplus of unobligated balances.

The totals for Adult Basic and Literacy Education programs exclude amounts for the English Literacy and Civics Education State Grants program, which is displayed in a separate table.

FY 2014 estimates reflect the Administration's proposal to ensure that a State's allocation would not be less than the total amount allocated to the State in fiscal year 2013 for both the Vocational Rehabilitation (VR) State Grants and the Supported Employment State Grants programs.

Consistent with the FY 2014 Budget Request, the Administration is seeking authority to pay, from funds made available for the VR State grants program, the continuation costs of the remaining grants that were awarded under the Migrant and Seasonal Farmworkers program.

For Supported Employment State Grants, FY 2014 estimates reflect the Administration's proposal to eliminate separate funding authorities for the smaller VR-related programs under the Rehabilitation Act.



777 6th Street NW  
Suite 650  
Washington DC 20001  
Tel: (202) 618-3900  
Fax: (202) 478-1804  
[www.pennhillgroup.com](http://www.pennhillgroup.com)

## Analysis of the President's FY 2014 Budget Request for the U.S. Department of Education

The Obama Administration submitted the FY 2014 budget request to Congress on April 10, 2013. Below is a summary and analysis of the portion of the budget request pertaining to the U.S. Department of Education (ED).

### Top Line Funding and Major Aspects of the Budget Request

The budget request proposes \$71.2 billion in discretionary spending for ED, which is an increase of \$3.1 billion or 4.5 percent over the fiscal year 2012 level<sup>1</sup>. Of this amount, \$22.8 billion alone is designed to fund the Pell Grant program and its maximum grant of \$5,785 for the 2014-2015 award year. This continues to be the largest single discretionary program (not counting its additional mandatory funding) at the Department.

### Department of Education Discretionary Appropriations (in billions of dollars)

	FY 2012 Enacted Level	FY 2014 Request	Difference
Total	\$68.1	\$71.2	+ \$3.1
Discretionary (without Pell)	\$45.3	\$48.4	+ \$3.1
Pell	\$22.8	\$22.8	\$0.0

Other major aspects of the President's budget request include:

- \$75 billion over 10 years for a new Preschool for All initiative aimed at assisting states in providing preschool for 4-year-olds from low- and moderate-income families. There is also a companion \$750 million Preschool Development Grants program designed to build state capacity to implement the Preschool for All initiative. In addition, these initiatives are coupled with funding through the Department of Health and Human Services for voluntary home visits and improved care for infants and toddlers.
- \$300 million for a new High School Redesign program.
- Adopting a variable interest rate structure for subsidized and unsubsidized Stafford loans and PLUS loans. The rate structure is paired with an expansion of the Administration's Pay as You Earn plan, allowing anyone with a Federal loan (not just new loans) to qualify for caps on loan payments based on discretionary income and forgiveness of

<sup>1</sup>It is important to note that the requested funding levels in the 2014 budget are compared to 2012 funding levels. Budget documents state that 2013 funding levels were not finalized at the time the budget documents were prepared, making the comparison to 2012 levels necessary. A \$48.4 billion bottom line for discretionary funding (not counting Pell Grants) would be approximately \$5.5 billion over the final FY 2013 level.

remaining loan balances after 20 years. The rate structure would set rates once a year, and a loan would have a fixed rate for the life of the loan. There would be no cap on the interest rate.

- Maintains past Obama Administration priorities of Race to the Top (RTT) and Investing in Innovation (i3). Specifically the Budget calls for a \$1 billion new College Affordability and Completion Race to the Top program, and funding \$215 million for the i3 program, up to \$64 million of which could be used for an ARPA-ED initiative.
- \$5 billion in one-time mandatory funding for the RESPECT project (proposed legislation). This program would provide grants to states and consortia of districts to conduct reform of teacher preparation, strengthen teacher and principal evaluation, and improve conditions in schools that improve teaching.
- Several new initiatives related to school safety and positive learning environments. Specifically, the request calls for \$50 million in school climate transformation grants through multi-tiered decision-making frameworks, \$30 million in one-time grants to SEAs to help school districts improve emergency management planning, and \$25 million to help school districts support post trauma mental health services, conflict resolution programs, and other means to prevent violence.<sup>2</sup>
- \$265 million in new STEM Funding for STEM Innovation Networks, STEM Teacher Pathways, and a STEM Master Teacher Corps. These initiatives are part of a larger government wide effort to eliminate or consolidate other STEM-related programs across various agencies.
- \$260 million for a First in the World Fund, an i3-like program for higher education with a focus on college completion, creating validation systems identifying competencies necessary for high-need fields, and pay-for-success projects aimed at providers producing free degree programs for students tied to these validation systems.
- An increase of \$240 million for the Promise Neighborhoods initiative.
- As with the FY 2013 request, the FY 2014 budget request calls for major consolidation and/or elimination of programs across several areas of ED, but mostly under the Elementary and Secondary Education Act (ESEA).

## **Major Funding Increases and Decreases, and Discussion of Policy initiatives**

### **PreK, Elementary and Secondary Education**

#### *Preschool For All*

The 2014 budget request includes \$1.3 billion as part of a 10-year \$75 billion mandatory program supporting states providing preschool to four-year-olds from low- and moderate-income families. The budget documents describe this as an “incentive for States to provide universal access.”

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<sup>2</sup> The \$50, \$30 and \$25 million grant programs do not appear in the Department of Education’s budget tables that accompany the request. This leads us to believe that the programs would likely be administered by another agency.

Elements would include:

- mandatory BA's for teachers;
- professional development for teachers;
- low class sizes;
- full-day programs;
- alignment with state early learning standards;
- salaries that are comparable to those for K-12 teaching staff;
- ongoing evaluation; and
- on-site comprehensive services.

States would be required to provide matching funds. States already providing universal preschool to four-year-olds from families with incomes below 200 percent of the poverty line would be able to use funds for full-day kindergarten, or (if that is already provided), preschool for three-year-olds. Federal dollars would cover a significant share of the program costs initially, but would ramp down over time.

#### *Preschool Development Grants*

\$750 million is provided in the request for grants to help states prepare for the Preschool for All initiative. Specifically, grants would address facility creation, workforce development, quality improvements, and scale-up of proven models. The budget documents cite states with small or no preschool programs as eligible to build capacity and those states with more robust preschool efforts presently as eligible to use funds to improve quality.

#### *Investing in Innovation*

The request calls for \$215 million for i3, with up to \$64 million available to fund the Advanced Research Projects Agency-Education (ARPA-ED) initiative that has been proposed in the last few budget requests.

#### *STEM*

The request proposes several new STEM initiatives totaling \$265 million, and a new authority modeled off the current ED Mathematics and Science Partnerships program. These STEM initiatives are described as part of a government-wide realignment that would consolidate or restructure 90 STEM-related programs across 11 agencies. The new initiatives include:

- STEM Innovation Networks (\$150 million) – competitive awards to institutions of higher education, nonprofits, and others to replicate evidence-based practices across a regional network of participating schools. Networks would be focused on utilizing other STEM assets in their region, including research facilities and other Federal STEM resources.
- STEM Teacher Pathways (\$80 million) – competitive grants aimed at producing 100,000 new STEM teachers over the next 10 years.
- STEM Master Teacher Corps – recognizing and rewarding the nation's most talented STEM teachers and building local and regional communities of practice.

Additionally, the request creates a new Effective Teaching and Learning program that would replace the existing Mathematics and Science Partnerships program and make awards to states or consortia of states and other entities to implement a comprehensive strategy for STEM instruction to students. High-need schools could be targeted for assistance through a 20 percent reservation of grant funds. This initiative has been part of the Administration's ESEA reauthorization blueprint and has been in the budget the last few years.

### *ESEA Reauthorization*

The budget request bases its program structure and funding requests on the Administration's [reauthorization blueprint](#) that was released in 2010 and it calls for much of the same reauthorization focus as in previous budget requests by the Obama Administration. As part of the reauthorized Title I, states and school districts would be required to implement one of four rigorous school turnaround models in the state's bottom five percent of schools as well as "research-based locally determined strategies" in schools that are between the fifth and tenth percentiles in performance.

The request further emphasizes equitable distribution of teachers and leaders based on definitions of effectiveness that would be developed by states. School districts would be required to use up to 20 percent of their Title I funds to implement school improvement strategies and carry out strategies designed to ensure equitable distribution of teachers and leaders. The budget request also includes a call for strengthening Title I's "comparability" requirements to ensure a more equitable distribution of state and local funding between high-poverty and low-poverty schools in a district. Lastly, the Department calls for additional evaluation funding through reserving 0.5 percent in a number of accounts (not just Title I) for evaluation purposes.

### *School Turnaround Grants (also known as School Improvement Grants (SIG))*

The request would provide a \$125 million increase under the SIG authority for the purpose of funding new competitive grants to build school district capacity to support school turnaround efforts. \$25 million of these funds could be used to expand the School Turnaround AmeriCorps initiative at the Corporation for National and Community Service.

### *High School Redesign*

As discussed in the State of the Union speech, the request proposes a \$300 million high school redesign program. The program would provide competitive grants to LEAs in partnership with institutions of higher education and employers. Funded projects would leverage existing resources to engage students in personalized learning opportunities, provide rigorous coursework (courses that provide postsecondary credit to high school students), help students learn career-related competencies and employability and technical skills, and offer career and college exploration.

### *Teacher and Principal Quality*

The FY 2014 budget request triples funding for the school leadership program, and renews a call to consolidate the Teacher Quality Partnership, and Transition to Teaching programs into a new version of the Teacher Quality state grants program (ESEA, Title II, Part A), renaming it the Effective Teachers and Leaders State Grants program. The same level of funding provided in FY 2012 is requested for this new Title II approach.

Under the new Title II construct, states would be required to develop definitions of effective and highly effective teachers and principals that would be used as part of teacher evaluation systems. In addition, 25 percent of the program's funding would be reserved at the Department level to conduct various efforts to improve the teaching profession, including activities in the areas of recruiting, training, and supporting effective teachers and school leaders; strengthening educator evaluation; and developing accountability systems for teacher preparation.

The request also includes \$400 million for a Teacher and Leader Innovation Fund – essentially the Administration's new version of the Teacher Incentive Fund.

### *Charter Schools*

As in past years, the 2013 budget request consolidates the Charter School program into a new Expanding Educational Options program. This new initiative would fund both charter schools and public school choice activities. Unlike past years, however, the Department proposes to increase funding to \$294.8 million for this new initiative compared to the \$255 million provided for the Charter School program in FY 2012. In addition, the Department states that it would only fund the charter school aspects of the proposed consolidation, allowing the \$40 million increase to go for replication and expansion of high-quality charter schools but not to other school choice initiatives.

### *21<sup>st</sup> Century Community Learning Centers*

The request increases funding for the 21<sup>st</sup> Century Community Learning Centers program by \$100 million (for a total of \$1.2517 billion) and maintains the focus of the Administration's reauthorization proposal by allowing funding for before- and after-school programs, summer enrichment programs, summer school programs, expanded learning time programs, and full-service community schools.

### *Other Programs*

Funding for the Comprehensive Centers, the English Language Learners formula program, Rural Education, Migrant Education, and Neglected and Delinquent are all level funded at FY 2012 enacted levels. The Arts Education program, as in past year, is eliminated in favor of a "Well-Rounded" Education program focused on improving instruction and learning in the arts, physical education, foreign languages, and other subjects.

As in the past few years, the Advanced Placement (AP) program is consolidated along with the High School Graduation Initiative into a College Pathways initiative. The request specifically highlights that the Department would be authorized to reserve funds to make grants to states to pay for the cost of test fees for AP and other similar assessments.

## **Higher Education (including Pell and Student Loan Programs)**

### *RTT – College Affordability and Completion*

The request calls for \$1 billion for RTT for a college affordability and completion competition. The request would fund up to 10 states to carry out projects that focus on several reforms, including sustaining state fiscal support, removing barriers that prevent innovative methods of student learning and new degree pathways, enhancing transparency designed to improve consumer choice, and supporting transferring between institutions of higher education.

### *First in the World (i3 for higher education)*

The request repeats the call for "First in the World," an i3-like program with a higher education focus that was first proposed in the FY 2013 request. In the FY 2014 request, \$260 million would support efforts targeted at college completion and creating validation systems identifying competencies necessary for high-need fields, as well as pay-for-success projects aimed at providers producing free degrees tied to these validation systems.

### *New Student Loan Interest Rate Structure and Expansion of Pay as You Earn*

Interest rates on subsidized student loans are scheduled to rise from 3.4 percent to 6.8 percent in July of this year. Congress and the Administration delayed the increase in these rates for one year last July. To respond to this increase, the request calls for a variable interest rate structure for subsidized and unsubsidized Stafford loans and PLUS loans. The rate structure would set

rates once a year and a loan would have a fixed rate for the life of the loan. There would be no cap on the interest rate, and the existing cap on consolidation loans of 8.25 percent would be eliminated. The interest rate structure would be based on the 10-year Treasury note with additions of:

- 0.93 percent for subsidized Stafford loans;
- 2.93 percent for unsubsidized Stafford loans; and
- 3.93 percent for PLUS loans.

The rate structure is paired with an expansion of the Administration's Pay as You Earn Plan. Under the request, anyone with any Federal loan (that isn't in default) would be eligible. Previously, borrowers were only eligible for Pay as You Earn if they had no loans as of 2007 and had received a Direct Loan after 2011. Under the request, starting in July 2014, everyone with any Federal student loan balance would be allowed to participate in Pay as You Earn. Student loan payments would be capped at 10 percent of a borrower's prior-year discretionary income and forgiveness of remaining loan balances would take place after 20 years.

#### *Community College Initiative*

The request includes a new initiative, also proposed in the FY 2013 request, jointly administered by ED and the Department of Labor to improve access to job training and increase community college partnerships with business. This initiative would be funded at \$8 billion over three years.

#### *Campus-Based Aid Changes*

The request level funds the Supplemental Educational Opportunity Grant (SEOG) program and increases Work Study funding by \$150 million compared to the FY 2012 enacted level. The Administration proposes to change the formula that allocates SEOG and Work Study funding to institutions of higher education (IHEs) in order to provide larger amounts to IHEs that hold down tuition and costs and graduate high numbers of Pell-eligible students.

The Administration also proposes a new Perkins Loan program similar to its proposal in past budget requests. The existing Perkins Loan program is scheduled to expire in 2014. The request estimates that this new program will provide \$8.5 billion in new loan volume annually. Loans would be serviced by ED and not colleges. The request claims this change would produce savings that would be used to maintain the funding in the Pell program and fund the maximum Pell Grant.

#### *Pell*

The budget request maintains a \$22.8 billion discretionary level of funding, the same as the FY 2012 enacted level. The maximum Pell Grant is scheduled to increase to \$5,785 for the 2014-2015 award year. The Department projects that the request will provide 9.4 million students with Pell Grants.

The request notes that the Pell program is expected to encounter funding deficits in future award years and makes two changes to student loan programs to provide savings to fund Pell. With these two changes the request states that the Pell program will be fully funded through the 2015-2016 award year. The first change is the creation of the new Perkins Loan program as described under the Campus-Based Aid Changes section above. The second is a change in how guaranty agencies (GAs) are compensated when rehabilitating a loan. Under the request, if a GA is unable to find a private buyer for a rehabilitated loan, it would be required to assign it to ED. In addition, the request calls for a reduction in the fee that GAs can charge borrowers who have rehabilitated their loans from 18.5 percent to 16 percent. The request estimates this



will save \$3.7 billion over 10 years and calls for these savings used for future Pell funding shortfalls.

#### *Presidential Teaching Fellows Program*

The TEACH Grant program is proposed to be replaced in the budget request by a Presidential Teaching Fellows program (PTF). This proposal was first made in the FY 2012 budget request. PTF, funded with mandatory spending, would provide grants to states to award scholarships of up to \$10,000 to individuals who attend high-performing teacher preparation programs and commit to teaching in a high-need school.

#### *HEA Program Evaluation and Dual Enrollment Demonstration*

The budget request provides \$67.6 million to support the collection and analysis of performance data and evaluation of Higher Education Act programs that don't have funding set-asides for this purpose. In addition, \$32 million of this amount would be reserved for demonstration and evaluation of dual enrollment programs with \$10 million in additional funding from Career and Technical Education National programs at the Department.

### **Special Education and Rehabilitative Services**

#### *IDEA*

The Administration's request level-funds the Part B, grants to states program, placing the federal share of funding for special education at approximately 15 percent. The budget request estimates that this would provide \$1,767 per child for an estimated 6.5 million students with disabilities. In addition, the budget request states that \$15 million of Part B funds would be reserved for technical assistance to improve state capacity to collect data under IDEA.

Part C (infants and toddlers) would receive a \$20 million increase compared to FY 2012. Part D programs under IDEA would be cut by \$1.4 million compared to FY 2012, with funding increasing for state personnel development grants and decreasing for personnel preparation grants. Parent Training and Information Centers would be level-funded compared to FY 2012.

#### *Vocational Rehabilitation*

Vocational Rehabilitation state grants receive a \$71.4 million increase under the budget request to meet the statutory requirement for an annual inflationary increase. In addition, Supported Employment State Grants and Migrant and Seasonal Farmworkers programs are eliminated as they were in the FY 2013 request.

#### *Assistive Technology*

These programs are funded at \$30.8 million, a decrease of \$2 million, with \$25.6 million for state grants, \$4.3 million for protection and advocacy, and \$1 million for technical assistance.

### **Career, Technical and Adult Education**

#### *Career and Technical Education*

The budget request calls for level funding for Career and Technical Education state grants and reiterates the Administration's support for its [reauthorization proposal](#) (announced in April 2012). As part of the request, \$10 million is targeted for Pay for Success projects.

### *Adult Education*

Adult Education state grants are level funded at \$595 million – the FY 2012 enacted level. A \$3 million increase in the national programs would support new awards to support reentry education models.

### **Research**

#### *IES*

The budget request increases research, development, and dissemination funding for IES by \$12.5 million, to \$202.3 million total. This is intended to permit IES to make new awards and support a new program focused on understanding strategies intended to support continuous improvement of educational systems. Special education research would receive an increase of \$10 million compared to FY 2012. NCES would receive \$14 million in additional funding to support state participation in the Program for International Student Assessment (PISA) and to begin collecting certain National Postsecondary Student Aid Survey data every two years.

Regional Educational Laboratories would maintain level funding of \$57.4 million, compared to FY 2012. The funding is intended to support the third year of the contracts with the Labs.

Statewide Data Systems would receive an additional \$47 million for a total of \$85 billion. The request states that up to \$25 million would be used for awards to public and private agencies to support activities to improve data coordination, quality, and use. \$36 million of the \$47 million increase would be used for new grants emphasizing early childhood data linkages and better use of data in analysis and policymaking, and \$10 million would be focused on improving information on students as they move from high school the college and the workforce.

### **NAEP/NAGB**

The budget request cuts NAEP and NAGB funding by \$5 million compared to the FY 2012. In the budget summary, the Department states that this reduced level of funding for NAEP is sufficient.

**ITEM 8**

**BASE AID PAYMENT SCHEDULE**

**Nancy Coopersmith**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2013**

**PRESENTATION:** K-12 Schools Payment Schedule for Fiscal Year 2013-14

**PRESENTER:** NANCY COOPERSMITH  
Assistant Superintendent  
Office of Public Instruction

**OVERVIEW:** As required by 20-9-344, MCA, the Board of Public Education must approve the distribution of K-12 BASE aid for public education. The schedule is the same as past years, approximately the 25<sup>th</sup> of each month, with adjustments for weekends and holidays. It has been reviewed by the Board of Investments.

**REQUESTED DECISION(S):** Approval of dates

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Approval



Montana  
**Office of Public Instruction**  
 Denise Juneau, State Superintendent

Office of Public Instruction  
 P.O. Box 202501  
 Helena, MT 59620-2501  
 406.444.3095  
 888.231.9393  
 406.444.0169 (TTY)  
 opi.mt.gov

### **FINAL PAYMENT SCHEDULE - FISCAL YEAR 2013-14**

The following distribution dates for fiscal year 2013-14 BASE aid payments to K-12 schools are proposed for board approval. Other payment types will be included as noted.

<b>2013</b>	<b>August 23</b>	<b>DSA-QEC-ARC-IEA-SAG-SPED-TECHF</b>
	<b>September 27</b>	<b>DSA-QEC-ARC-IEA-SAG-SPED</b>
	<b>October 25</b>	<b>DSA-QEC-ARC-IEA-SAG-SPED</b>
	<b>November 22</b>	<b>GTB/SBG</b>
	<b>December 20</b>	<b>DSA-QEC-ARC-IEA-SAG-SPED</b>
<b>2014</b>	<b>January 24</b>	<b>DSA-QEC-ARC-IEA-SAG-SPED</b>
	<b>February 21</b>	<b>DSA-QEC-ARC-IEA-SAG-SPED</b>
	<b>March 28</b>	<b>DSA-QEC-ARC-IEA-SAG-SPED-TRAN</b>
	<b>April 25</b>	<b>DSA-QEC-ARC-IEA-SAG-SPED</b>
	<b>May 23</b>	<b>GTB/FAC REIM/SBG</b>
	<b>June 27</b>	<b>DSA-QEC-ARC-IEA-SAG-SPED-TRAN</b>

- DSA - Direct State Aid (Basic and Per-ANB Entitlements)**
- QEC - Quality Educator Component Payment**
- ARC - At Risk Student Component Payment**
- IEA - Indian Education for All**
- SAG - American Indian Student Achievement**
- SPED - State Special Education Entitlements**
- TUIGF - Tuition General Fund**
- TUITR - Tuition Transportation**
- FAC REIM - Facility Reimbursements**
- GTB - Guaranteed Tax Base Aid**
- TECHF - Technology Acquisition Grants (funded by income produced from the annual timber harvest on common school trust lands)**
- SBG - School Block Grants**
- TRAN - Transportation Regular Payments**

Transportation Regular Payments (TRAN) are projected to be paid with the March 28<sup>th</sup> and June 27<sup>th</sup> payments.

Tuition (TUIGF; TUITR) are projected to be paid monthly as submitted by districts.

*The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.*

❖ **MACIE LIAISON (Item 9)**

**ITEM 9**

**MACIE REPORT**

**Sandra Boham**

❖ **LICENSURE COMMITTEE (Item 10)**  
**Sharon Carroll**

**ITEM 10**

**DENIAL HEARING BPE CASE**  
**#2012-04**

**Katherine Orr**

**ITEM 11**

**RECOMMENDATION OF APPROVAL OF  
NEW PROGRAM-UNIVERSITY OF GREAT  
FALLS SOCIAL STUDIES: HISTORY MAJOR  
AND MINOR, BROADFIELD SOCIAL  
STUDIES MAJOR, SOCIOLOGY MAJOR AND  
MINOR, PSYCHOLOGY MINOR, AND  
POLITICAL SCIENCE MINOR**

**Dr. Linda Peterson  
Dr. Tim Laurent, Vice President for  
Academic Affairs, University of Great Falls**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2013**

**PRESENTATION:** Recommendation of Approval of New Program—University of Great Falls Social Studies: History Major and Minor, Broadfield Social Studies Major, Sociology Major and Minor, Psychology Minor, and Political Science Minor

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

Dr. Tim Laurent  
Vice President for Academic Affairs  
University of Great Falls

**OVERVIEW:** On April 24, 2013 a two-person team conducted a follow-up on-site review of the new programs in social studies at the University of Great Falls (UGF). The purpose of the follow-up on-site visit was to verify the information provided in the Institutional Report (IR) and supporting material relating to the New Program in Social Studies as requested by UGF. The additions to the secondary education curriculum include: History Major and Minor, Broadfield Social Studies Major, Sociology Major and Minor, Psychology Minor, and Political Science Minor. The follow-up visit report is attached.

**REQUESTED DECISION(S):** ACTION

**OUTLYING ISSUE(S):** Approval of the State Superintendent's recommendation for provisional approval for the University of Great Falls new programs in Social Studies allows the Education Department to enroll and graduate students in the designated social studies subject areas beginning immediately. The OPI will conduct a follow-up on-site visit within the next two years to review the data of these new programs.

**RECOMMENDATION(S):** State Superintendent Juneau recommends Provisional Approval of New Program in the Social Studies at University of Great Falls. These new Social Studies programs include: History Major and Minor, Broadfield Social Studies Major, Sociology Major and Minor, Psychology Minor, and Political Science Minor.

**University of Great Falls Professional Education Unit  
Accreditation Review – New Program Exit Report  
April 24, 2013**

On April 24, 2013 a two-person team conducted a follow-up on-site Accreditation Review – New Program in Social Studies at the University of Great Falls. The purpose of the follow-up on-site visit was to verify the Unit’s Institutional Report (IR) as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards for the proposed Social Studies subject areas in the secondary education curriculum. The review consisted of reviewing IR, course syllabi, documents and corresponding evidence, interviewing key faculty and administrators. The purpose of this document is to summarize the results of the review findings.

The on-site review verifies that the Social Studies programs for secondary education meet the Administrative Rules of Montana 10.58.523. The State Superintendent will recommend provisional approval for the new programs to the Board of Public Education at its May 2013 meeting. Provisional approval allows the University of Great Falls to enroll and graduate students in these designated social studies subject areas beginning immediately. The OPI will conduct a follow-up on-site visit in within two years to review the data of these new programs.

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

ARM	TITLE	STATUS
10.58.501	General Requirements	MET
10.58.523	Social Studies <ul style="list-style-type: none"> <li>• History Major and Minor</li> <li>• Broadfield Social Studies Major</li> <li>• Sociology Major and Minor</li> <li>• Psychology Minor</li> <li>• Political Science Minor</li> </ul>	MET

**Sub-Chapter 8 – Innovative and Experimental Programs**

ARM	TITLE	STATUS
10.58.802	Standards for Approval	MET

**Commendations**

The on-site review team wishes to thank the Great Falls administration, faculty and staff for the warm welcome and the comfortable work environment. Special recognition is extended to Dr. Tim Laurent and Angel Turoski for their leadership throughout this process.

Thank you all for your commitment to Montana education.



# Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
<b><u>10.58.523 SOCIAL STUDIES</u></b>			
(1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and/or sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional course work chosen from economics, geography, psychology, and/or sociology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards.	The University of Great Falls offers several degrees under this standard. All programs are based upon this standard, the National Curriculum Standards for Social Studies established by the National Council for the Social Studies, and the standards found in 10.58.501 for general requirements for teachers. The UGF programs include history major and minor, social studies broadfield major, sociology major and minor, psychology minor, and political science minor.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(2) The social studies endorsement requires that successful candidates:	UGF offers this degree as social studies broadfield. When completed, a candidate earns a content minor equivalent in history and government, with concentrations offered in either psychology or sociology. The courses and electives in this major are carefully selected to offer the candidate a broad sampling of the field of social studies as outlined by the state standards and the standards from the National Council for the Social Studies. This major was revised, renamed, and moved to the PEU for supervision and advisement in the spring of 2013 in response to the OPI Accreditation visit in the fall of 2012. Faculty from the history, sociology, and psychology supported the changes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) demonstrate knowledge of the purposes of	Met in the following courses: EDU 315 Assessment of Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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# Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals;	EDU 338 Teaching Reading in the Content Area EDU 430 Secondary Teaching Procedures EDU 342 Methods in Elementary Social Studies		
(b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards;	Met in the following courses: EDU 338 Teaching Reading in the Content Area EDU 430 Secondary Teaching Procedures EDU 498 Secondary Student Teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines for use in social studies instruction;	Met in the following courses: HST 239 Practicing History EDU 342 Methods in Elementary Social Studies EDU 338 Teaching Reading in the Content Area EDU 430 Secondary Teaching Procedures EDU 498 Secondary Student Teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana; and	Met in the following courses: HST 360 Montana and the West HST 315 Native American History EDU 260 Multicultural Education EDU 430 Secondary Teaching Procedures EDU 498 Secondary Student Teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and abilities.	Met in the following courses: EDU 260 Multicultural Education EDU 261 Introduction to Exceptionalities EDU 338 Teaching Reading in the Content Area EDU 430 Secondary Teaching Procedures EDU 498 Secondary Student Teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(3) The economics endorsement program requires that successful candidates demonstrate knowledge of:		<input type="checkbox"/>	<input type="checkbox"/>
(a) economic theory;		<input type="checkbox"/>	<input type="checkbox"/>
(b) the basic economic problems confronting societies and the examination of the ways in which		<input type="checkbox"/>	<input type="checkbox"/>



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# Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact;			
(c) the basic economic goals for society, including freedom of choice, ethical action, efficiency, equity, full employment, price stability, growth, and security;		<input type="checkbox"/>	<input type="checkbox"/>
(d) the nature of comparative economic systems, including:		<input type="checkbox"/>	<input type="checkbox"/>
(i) the organization and importance of the international economic system;		<input type="checkbox"/>	<input type="checkbox"/>
(ii) the distribution of wealth and resources on a global scale;		<input type="checkbox"/>	<input type="checkbox"/>
(iii) the struggle of developing nations to attain economic independence and a better standard of living for their citizens;		<input type="checkbox"/>	<input type="checkbox"/>
(iv) the role of the transnational corporation in changing rules of exchange; and		<input type="checkbox"/>	<input type="checkbox"/>
(v) the influence of political events on the international economic order.		<input type="checkbox"/>	<input type="checkbox"/>
(4) The geography endorsement program requires that successful candidates demonstrate knowledge of:		<input type="checkbox"/>	<input type="checkbox"/>



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# Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
(a) the geographic themes of location (absolute and relative), place (physical and human characteristics), human-environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change);		<input type="checkbox"/>	<input type="checkbox"/>
(b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography;		<input type="checkbox"/>	<input type="checkbox"/>
(c) human geography, including cultural, social, historical, political, and economic concerns; and		<input type="checkbox"/>	<input type="checkbox"/>
(d) the use of maps and other tools of geographical investigation or presentation to process information from a spatial perspective.		<input type="checkbox"/>	<input type="checkbox"/>
(5) The government endorsement program requires that successful candidates demonstrate knowledge of:	UGF offers this degree as a minor in political science utilizing both on-campus courses and on-line courses through the OCICU Consortium which are reviewed each semester for alignment with UGF course requirements by faculty in the history department.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) the nature of individual dignity, human rights, (popular) sovereignty, political power, citizenship, and political authority;	This standard is met in the following courses: PLS 150 American Government PLS 250 State and Local Government	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) American democracy as a form of government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation;	This standard is met in the following courses: PLS 150 American Government	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) the organization, powers, and politics of the	This standard is met in the following courses:	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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# Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
national, state, tribal, and local units of American government;	PLS 150 American Government PLS 250 State and Local Government		
(d) the role of public opinion, the press, elections, interest groups, and political leaders in building compromise and policy making;	This standard is met in the following courses: PLS 250 State and Local Government PLS 150 American Government PLS 300 International Relations PLS 305 Comparative Government	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(e) the role of public opinion, the press, elections, interest groups, and political leaders in building compromise and policy making;	This standard is met in the following courses: PLS 150 American Government PLS 250 State and Local Government PLS 300 International Relations PLS 305 Comparative Government	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(f) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order.	This standard is met in the following courses: PLS 300 International Relations PLS 305 Comparative Government	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(6) The history endorsement program requires that successful candidates demonstrate knowledge of:	UGF offers both a major and minor in this area. It was reviewed and restructured in the spring of 2013 to ensure alignment with the Montana PEPPS and the National Curriculum Standards for Social Studies from the National Council for the Social Studies. The revised major offers candidates an education concentration to clearly differentiate the course requirements from the generalist major. This appears as "Option A" on the planner and in the catalog and is under the supervision of the PEU for revisions now. Courses common to both options are to be reviewed jointly by history faculty and education faculty for continuing alignment with the PEPPS. Courses in the Option B category are strictly supervised by history faculty only.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) U.S. history, including the history of the many peoples who have contributed to the development	This is met in the following courses: HST 203 US History I	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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# Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
of North America;	HST 204 US History II HST 360 Montana and the West HST 315 Native American History		
(b) the history of diverse civilizations throughout the world;	This is met in the following courses: HST 101 History of Civ I HST 102 History of Civ II HST 230 World and Regional Geography	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) the origin, development, and ramifications of present local, tribal, national, and world affairs;	This is met in the following courses: HST 101 History of Civ I HST 102 History of Civ II HST 203 US History I HST 204 US History II HST 315 Native American History HST 360 Montana and the West	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record;	Met in all history courses. Assessed specifically in HST 239 Practicing History.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(e) the cultural, economic, political, scientific/technological, and social activity of humans in the analysis of contemporary issues and problems;	Met in all history courses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(f) the history, cultural heritage, political development, and contemporary status of American Indians and tribes in Montana; and	This is met in the following courses: HST 315 Native American History HST 360 Montana and the West EDU 260 Multicultural Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(g) the changing role of race, gender, class, and identity in human affairs.	Met in all history courses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(7) The psychology endorsement program requires that successful candidates demonstrate knowledge of:	UGF offers a minor in this subject area. This minor was adjusted in the fall of 2012 to add PSY 352 as suggested by the OPI accreditation on-site visit. It is also considered a concentration area in the Social Studies Broadfield major for secondary	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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# Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
	education students.		
(a) the basic psychological theories including developmental, personality, learning, motivation, cognition, biological/physiological, social behavior, and psychological disorders;	This standard is met in the following courses: PSY 212 Developmental Psychology PSY 201 Personality Theory PSY 200 General Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) the application of the processes of scientific inquiry and descriptive statistics to questions concerning human behavior;	This standard is met in the following course: PSY 200 General Psychology PSY 201 Personality Theory	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) the behaviors which are most effective in coping with stresses in life and in improving interpersonal relationships;	This standard is met in the following courses: PSY 200 General Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) human development in terms of physiological, social, and environmental influences throughout the lifespan; and	This standard is met in the following courses: PSY 212 Developmental Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(e) the theories and factors which contribute to psychological dysfunction of individuals and families.	This standard is met in the following course: PSY 352 Abnormal Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(8) The sociology endorsement program requires that successful candidates demonstrate knowledge of:	UGF offers both a major and minor in this subject for secondary education students. It is also considered a concentration area in the Social Studies Broadfield major for secondary education students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) the basic structure and history of the world's social systems;	This standard is met in the following course: SOC 110SS The Real World: Introduction to Sociology	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) the factors which hold groups together or which change and weaken them;	This standard is met in the following courses: SOC 110SS The Real World: Introduction to Sociology PSY 330 Social Psychology SOC 201 Sociology of the Family	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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# Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
(c) the application of knowledge and techniques to practical problems in the every day world of individuals, groups, organizations, and government; and	This standard is met in the following courses: SOC 202 Social Problems PSY 330 Social Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) the importance of diversity in society.	This standard is met in the following courses: SOC 110SS The Real World: Introduction to Sociology SOC 202 Social Problems PSY 330 Social Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)			



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Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

Office of Public Instruction  
P.O. Box 202501  
Helena, MT 59620-2501  
406.444.3095  
888.231.9393  
406.444.0169 (TTY)  
opi.mt.gov

## MEMORANDUM

May 2, 2013

TO: Dr. Tim Laurent  
Vice President for Academic Affairs  
University of Great Falls

Angel Turoski, Director  
Education Programs  
University of Great Falls

FROM: Dr. Linda Vrooman Peterson, Administrator  
Accreditation and Educator Preparation

SUBJECT: Accreditation Review – New Program Exit Report

On April 24, 2013, a two-person team conducted a follow-up on-site Accreditation Review – New Program in Social Studies at the University of Great Falls. The on-site review verifies that the Social Studies programs for secondary education meet the Administrative Rules of Montana 10.58.523. The State Superintendent will recommend provisional approval for the new programs to the Board of Public Education at its May 2013 meeting. Provisional approval allows the University of Great Falls to enroll and graduate students in these designated social studies subject areas beginning immediately. The OPI will conduct a follow-up on-site visit in within two years to review the data of these new programs.

I wish to thank the faculty, staff and administration of the University of Great Falls for their hospitality and forthcoming nature during the follow-up on-site campus visit April 24, 2013.

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

cc: Dr. Eugene McAllister, President, University of Great Falls  
Dennis Parman, Deputy Superintendent  
Nancy Coopersmith, Assistant Superintendent

Attachment

**ITEM 12**

**RECOMMENDATION OF APPROVAL OF  
THE STATE EXIT REPORT OF THE ON-  
SITE FOCUS REVIEW OF GRADUATE  
EDUCATION PROGRAMS OF THE  
PROFESSIONAL EDUCATION UNIT AT  
MONTANA STATE UNIVERSITY-  
NORTHERN**

**Dr. Linda Peterson**

**Dr. Christine Shearer-Cremean, Dean,  
College of Education, Arts and Sciences and  
Nursing, Montana State University Northern**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2013**

- PRESENTATION:** Recommendation of Approval of the State Exit Report of the On-Site Focus Review of Graduate Education Programs of the Professional Education Unit at Montana State University-Northern
- PRESENTER:** Linda Vrooman Peterson, Administrator  
Accreditation and Educator Preparation Division  
Office of Public Instruction
- Dr. Christine Shearer-Cremean, Dean  
College of Education, Arts and Sciences, and Nursing  
Montana State University-Northern (MSU-N)
- OVERVIEW:** This presentation provides the report of the February 6-7, 2013, on-site focus review of the Graduate Education Programs: School Counseling and Learning and Instruction of the Professional Education Unit at MSU-N. The state exit report is attached. Dr. Christine Shearer-Cremean, Dean, will be available for questions and remarks.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** State Superintendent Juneau recommends approval of the state exit report of the on-site focus review of Graduate Education Programs of the Professional Education Unit at MSU-N.



The report of the February 2013 focus review team’s findings follows.

<b>ARM</b>	<b>TITLE</b>	<b>STATUS</b>
ARM 10.58.305	Assessment System and Unit Evaluation	MET w/Notation
ARM 10.58.601	Program Planning and Development School Counseling Instruction and Learning	MET w/Notation
ARM 10.58.603	Assessment of Advanced Programs School Counseling Instruction and Learning	MET w/Notation

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### **Next Steps**

- Because there are still no aggregated data available for review, the graduate programs at MSU-N must populate their assessment system with data and report outcomes regularly and systematically to their stakeholders.
- Beginning January 2014, the graduate programs at MSU-N must annually report outcomes to the Office of Public Instruction.
- The graduate programs should move from the use of a spreadsheet for recording data into database applications that offer opportunities for deeper data analysis and comparisons.
- Attention is needed to bolster the governance of the graduate programs in the overall MSU-N structure. Because it seemed to the review team that the graduate faculty members are running these programs in isolation with few to no other participants from MSU-N, the team recommends clear and obvious placement of these programs in the institutional governance structure with better implementation of the oversight and support (e.g., resources for data management) inherent in that governance structure. Further, in keeping with this oversight, MSU-N would do well to assure that the larger professional community is involved as resources for these programs, and to assure that Advisory Boards are well organized and meet regularly. In conducting interviews, the team became aware of almost universal goodwill and enthusiasm among area professionals for working with these graduate programs on advisory boards; as supervisors; as reviewers and contributors to development of forms, surveys and other instruments; and as recipients of the information that assesses the success of candidates and programs. The team also found considerable confusion among area professionals about the purposes of the activities they currently are part of, when they meet, and what their roles are.

- With regard to the program preparing School Counselors, MSU-N is urged to follow up on policy recommendations to the Graduate Council from the November 2012 site visit. Because the Counselor Education program has a dual focus but also results in the granting of licenses to those who will become School Counselors, it is essential that the program give emphasis to developing the professional identity of the school counselors, including the understanding and promoting of the school counseling role, the joining of professional associations, attendance at meetings for school counselors, and keeping up with school counseling literature.



**State On-site Accreditation Focus Review Exit Report  
Professional Education Unit at Montana State University – Northern  
February 6 - 7, 2013**

**Narrative Summary Report**

**ARM 10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION**

**Area for Improvement:** The advanced programs must design, develop and implement a comprehensive assessment system that includes aggregation of data in addition to the existing array of disaggregated individual student data.

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**Sources of Evidence:** Status Update: Graduate Programs, December 10, 2012; General Meeting Overview with Rosalyn Templeton, Christine Shearer-Creman, Darlene Setters, Curtis Smeby, and John Foley; Interviews with Debra Bradley, Enrolled Candidates and Graduates of School Counseling and Instruction and Learning Programs; Advisory Council; Site Supervisors

**Summary of Findings:** The advanced graduate programs have developed an assessment system, a plan for collecting data at salient points in the program, including the addition of standardized exit assessments and post-graduation surveys to be completed by program graduates and their employers. As required by ARM 10.58.305(1)(a), the professional community has been involved to some extent in development of this system. As required by ARM 10.58.305(1)(b), the Graduate Education Program faculty have mapped the plan to collect and use regular comprehensive information ... regularly and systematically compiled or summarized for analyses to improve candidate performance, program quality or unit operations. The advanced graduate faculty have begun to focus their data collection on the key assessments tied to the standards and to analyze, share and use data to evaluate the efficacy of courses, program and clinical experiences as required by ARM 10.58.305(1)(c).

**Areas for Improvements:** Recommend moving from use of a spreadsheet for data reporting into database applications, which provide opportunities for deeper data analysis and comparison.

**Accreditation Recommendation**

Meets Standard with Notation—Advanced Graduate Programs



**State On-site Accreditation Focus Review Exit Report  
Professional Education Unit at Montana State University – Northern  
February 6 - 7, 2013**

**Narrative Summary Report**

**ARM 10.58.512 SCHOOL COUNSELING K-12**

**Area for Improvement:** A stronger program identity for K-12 school counseling is recommended, with caution against having the larger clinical/agency focus eclipse the school counseling focus. Candidates are encouraged to join state and national professional associations and to attend conferences to promote professional “educator” identity and to stay current on trends in contemporary K-12 School Counseling Profession.

---

**Sources of Evidence:** Status Update: Graduate Programs, December 10, 2012; General Meeting Overview with Rosalyn Templeton, Christine Shearer-Creman, Darlene Setters, Curtis Smeby, and John Foley; Interviews with Enrolled Candidates and Graduates of School Counseling Program; Advisory Council; Site Supervisors; and District Administrators

**Summary of Findings:** Current and graduated candidates spoke highly of the dual-purpose program of school counseling. However, the graduate faculty, stretched by teaching and advising duties, appear to have limited time to offer adequate direct supervision of the program and current candidates. In addition, it is essential that the program give emphasis to developing the professional identity of the school counselors, including the understanding and promoting of the school counseling role, the joining of professional associations, attendance at meetings for school counselors, and keeping up with school counseling literature.

**Areas for Improvements:** Finalize and disseminate an employer survey of the School Counseling graduate program to establish external perspective of how well the program meets the needs of the regional school districts and how well the candidates are meeting the needs of K-12 students.

**Accreditation Recommendation**

Meets Standard with Notation—School Counseling K-12



**State On-site Accreditation Focus Review Exit Report  
Professional Education Unit at Montana State University – Northern  
February 6 - 7, 2013**

**Narrative Summary Report**

**ARM 10.58.601 PROGRAM PLANNING AND DEVELOPMENT**

**Area for Improvement:** The advanced graduate programs must develop and implement a comprehensive assessment system connecting the conceptual framework and program objectives with student outcome performances. Resulting data must be aggregated and shared with internal and external constituencies.

---

**Sources of Evidence:** Status Update: Graduate Programs, December 10, 2012; General Meeting Overview with Rosalyn Templeton, Christine Shearer-Creman, Darlene Setters, Curtis Smeby, and John Foley; Interviews with Debra Bradley, Enrolled Candidates and Graduates of School Counseling and Instruction and Learning Programs; Advisory Council; Site Supervisors; District Supervisors

**Summary of Findings:** The ARM 10.58.601(1)(e) requirements are met. The advanced graduate program faculty has developed an assessment system that outlines a plan for collecting data at salient points in the program. To meet the standard, the graduate faculty have begun to focus their data collection on the key assessments tied to Professional Educator Preparation Program standards and to analyze, share and use aggregated and disaggregated data to evaluate program and candidate performance.

**Accreditation Recommendation**

Meets Standard with Notation—ARM 601(1)(e) School Counseling and Instruction and Learning



**State On-site Accreditation Focus Review Exit Report  
Professional Education Unit at Montana State University – Northern  
February 6 - 7, 2013**

**Narrative Summary Report**

**ARM 10.58.603 ASSESSMENT OF ADVANCED PROGRAMS**

**Area of Improvement:** To meet the standard, programs must demonstrate their value through aggregations of program data demonstrating alignment with expected program student performance outcomes and changes in the programs based upon these aggregated data.

---

**Sources of Evidence:** Status Update: Graduate Programs, December 10, 2012; General Meeting Overview with Rosalyn Templeton, Christine Shearer-Creman, Darlene Setters, Curtis Smeby, and John Foley; Interviews with Debra Bradley, Enrolled Candidates and Graduates of School Counseling and Instruction and Learning Programs; Advisory Council; Site Supervisors; District Administrators

**Summary of Findings:** ARM 10.58.603 indicates that "... programs shall meet or exceed standards of performance equivalent to those established for national professional education accreditation for candidate competence and program quality." Because the newly defined assessment system will aggregate disaggregated individual student data to determine trends, themes and an overarching perspective of the program, meeting this expectation is now possible.

**Accreditation Recommendation**

Meets Standard with Notation—School Counseling and Instruction and Instruction and Learning





Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

Office of Public Instruction  
P.O. Box 202501  
Helena, MT 59620-2501  
406.444.3095  
888.231.9393  
406.444.0169 (TTY)  
opi.mt.gov

## MEMORANDUM

March 20, 2013

**TO:** Dr. Christine Shearer-Cremean, Dean  
College of Education, Arts and Sciences, and Nursing  
Montana State University-Northern

**FROM:** Dr. Linda Vrooman Peterson, Administrator  
Accreditation and Educator Preparation

**SUBJECT:** State On-site Accreditation Focus Review Exit Report

The State On-Site Accreditation Focus Review Team has completed the State Exit Report of the February 6-7, 2013, state accreditation review of the Professional Education Unit (Unit) of the College of Education at Montana State University-Northern (MSU-N). The State Exit Report includes the narrative summaries of the focused review and the required next steps. The report is attached.

Please examine the State Exit Report and corresponding Narrative Summaries correcting errors and omissions. Return those corrections and omissions to the Office of Public Instruction (OPI) within 30 days from the receipt of the State Exit Report. The Unit may write a rejoinder to the report as needed.

The team recommends to the Superintendent of Public Instruction approval of the advanced graduate programs in School Counseling and Instruction and Learning of the Professional Education Unit of the College of Education at MSU-N. The Office of Public Instruction will monitor the ongoing progress of the collection, analysis, and regular and systematic use of data to improve both candidate performance and program quality.

The time line of the approval process is outlined below.

- April 19, 2013 – Unit provides corrections, omissions, and rejoinder, as necessary
- May 24, 2013 – Final action presentation before the Board of Public Education (BPE) – Great Falls
- January 15, 2014 – First annual outcomes report due to the Office of Public Instruction

For more information, contact Linda Vrooman Peterson by telephone, (406) 444-5726, or by e-mail, [lypeterson@mt.gov](mailto:lypeterson@mt.gov).

cc: Dr. Rosalynn Templeton, Provost, MSU-N  
Audrey Peterson, Focus Review Team Chairperson  
Dennis Parman, Deputy Superintendent, Office of Public Instruction  
Nancy Coopersmith, Assistant Superintendent, Office of Public Instruction

Attachments

*The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.*



**Education that Works**

**MEMORANDUM**

April 18, 2013

**TO:** Dr. Linda Vrooman Peterson, Administrator  
Accreditation and Educator Preparation

**FROM:** Dr. Christine Shearer-Cremean, Dean  
College of Education, Arts and Sciences, and Nursing  
Montana State University-Northern

**SUBJECT:** Response to Onsite Visit

Dear Dr. Peterson,

I am satisfied with the reviewers' summary and recommendations. The unit will be taking steps to address the review team's concerns under my direction as dean.

Thank you for your careful, thoughtful review of the Advanced Programs unit. We will work diligently to address the concerns expressed in our future yearly reports.

Cordially,

Christine Shearer-Cremean

**Cc:** Dennis Parman, Deputy Superintendent, Office of Public Instruction  
Nancy Coopersmith, Assistant Superintendent, Office of Public Instruction  
Audrey Peterson, Focus Review Team Chairperson

❖ **ACCREDITATION COMMITTEE**  
**(Items 13-17)**  
**Erin Williams**

**ITEM 13**

**UPDATE ON VARIANCES TO STANDARDS**  
**REVIEW BOARD MEETING**

**Dr. Linda Peterson**

**EXECUTIVE SUMMARY**  
**DATE: MAY 2013**

**PRESENTATION:** Update on Variances to Standards Review Board Meeting

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

**OVERVIEW:** On April 23, 2013, the Variances to Standards Review Board held its first meeting in Helena. Seven of the eight members were present. This presentation provides to the Board of Public Education (BPE) a brief summary of the Review Board work session. Also the BPE will get a first look at the Variances to Standards Application Process, application and draft rubric. Materials are attached.

Here is the Review Board timeline through August:

- June 20 Work Session
- July 17 Due Date: First round applications
- August 6 Review applications; Determine recommendations
- August Recommendations to State Superintendent
- August Recommendations to BPE
- September Second round application process begins
- January 2014 First round approved variances implemented

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Information/Discussion

**Office of the Superintendent of Public Instruction**  
**Variations to Standards Review Board**  
**April 23, 2013**

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**ARM 10.55.604 VARIANCES TO STANDARDS** (1) A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

**Purpose**

The purpose of the Variations to Standards Review Board is to provide guidance and develop procedures for requests for flexibility to the Montana Standards of Accreditation for accredited schools.

**Charge**

The charge of the Review Board is to consider all accredited school applications to provide recommendations for approval, modification, or disapproval to the Superintendent of Public Instruction.

**Variance to Standards Review Board**

Fred Anderson, North Middle School Principal, Great Falls  
Mona Bilden, Miles City Public Schools Elementary Teacher, Miles City  
Mary Jo Bremner, Browning High School Teacher, Browning  
John Fleming, St. Ignatius High School Teacher, St. Ignatius  
Paul Furthmyre, Anaconda High School Principal, Anaconda  
Anne Keith, Hyalite Elementary School Instructional Coach, Bozeman  
Tony Kloker, Montana City Elementary School Superintendent, Montana City  
Lance Voegelé, Belgrade Public Schools Trustee, Belgrade

**Office of Public Instruction Staff**

Dennis Parman, Deputy Superintendent  
Nancy Coopersmith, Assistant Superintendent  
Linda Vrooman Peterson, Division Administrator  
Teri Wing, Accreditation Specialist  
Michael Hall, Director of Professional Learning and Technology Support  
Steve York, Assistant Superintendent  
Donna Waters, Administrative Specialist

## VARIANCES TO STANDARDS APPLICATION PROCESS (ARM 10.55.604)

Last September, the Board of Public Education (BPE) adopted revised rules that allow accredited schools to apply for variances designed to meet or exceed results under established standards. The Office of Public Instruction (OPI) Accreditation and Educator Preparation Division staff developed an application and draft rubric for districts interested in seeking a “variance to standards.” (Click here to access these documents: [http://www.opi.mt.gov/pdf/Accred/Variances\\_StandardsApp.docx](http://www.opi.mt.gov/pdf/Accred/Variances_StandardsApp.docx).)

The deadline for “variance to standards” applications – first round only – is extended from July 1 to Wednesday, July 17, 2013. Implementation of approved applications is second semester 2013-14. Extension of the deadline to July 17 will allow local superintendents the month of May to plan and develop the “variance to standards” application with public participation, and to prepare for the June and July meetings of the local boards of trustees. The “variance to standards” rule requires local boards of trustees to produce evidence of local public participation, and evidence that it officially approved the “variance to standards” application, before submission to the newly formed Variance to Standards Review Board.

A possible scenario for developing an application might look like this:

In May, a local superintendent works with staff and community stakeholders to develop the concept and complete a draft application.

In June, the local board of trustees approves the concept of a draft application. Following the meeting, the superintendent continues to refine the application with input from staff and stakeholders, documenting the process.

At the July board of trustees meeting, the superintendent presents the proposed “variance to standard” application with accompanying documentation of the process and list of contributors. The local board then takes final action on the proposed application. Including the minutes of the local board in the application, showing their oversight, decision-making, and approval, the school district fulfills its requirement to provide evidence through official minutes of the board of trustees that local school and community stakeholders were involved in the consideration and development of the proposed “variance to standards.” Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students, as applicable.

By July 17, 2013, the locally approved “variance to standard” application is submitted to the OPI.

In August, the Variance to Standards Review Board will consider all applications submitted by Montana accredited schools and will make recommendations for approval, modification, or disapproval to the Superintendent of Public Instruction.

In September, the BPE will consider the recommendations of State Superintendent Juneau and take final action.

For more information, contact Linda Vrooman Peterson by telephone at (406) 444-5726, or by email at [lvpeterson@mt.gov](mailto:lvpeterson@mt.gov), or Teri Wing by telephone at (406) 444-4436, or by email at [twing@mt.gov](mailto:twing@mt.gov).





## VARIANCES TO STANDARDS APPLICATION (Draft – May 2013)

Purpose: ARM 10.55.604.1. A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

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### DUE DATES

- **First round application only:** Second semester 2013-14 implementation  
Wednesday, July 17, 2013

### REGULAR DUE DATES

- First semester implementation; first Monday in March
  - Second semester implementation; first Monday in July
- 

### COUNTY:

### DISTRICT:

### LIST THE SCHOOL OR MULTIPLE SCHOOLS THAT ARE REQUESTING THE VARIANCE(S):

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1. Is this an initial application (2 years) or a Renewal application (3 years)?
2. Is this for first semester implementation or second semester implementation?
3. Please attach evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students as applicable.
4. Please provide evidence that the board of trustees adopted its application for variance at an official, properly noticed meeting of its board of trustees.
5. Standard(s) for which a variance is requested, i.e., 10.55.709. If there is a program delivery standard, be sure to list it as well. For example, 10.55.1801.





6. Describe the variance requested.
7. Provide a brief statement of mission and objectives of this proposed variance.
8. In what way does this variance to standard meet the specific needs of the students in your school(s)?
9. Variance to Standard: Outline how and why the proposed variance would be:
  - a. Workable. (Sufficient district resources are available for the success of the variance.)
  - b. Educationally sound. (Applicant has relied on sound research as a rationale for the variance.)
  - c. Designed to meet or exceed results under established standards. (Desired results are clearly identified with data to be gathered as evidence of the success of the variance.)
  - d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.1901.
10. List at least one specific measurable objective(s) that demonstrates that the proposed variance will meet or exceed the results under the current standard(s).
11. What data or evidence will be gathered to document progress toward meeting the measurable objective(s)?

**RENEWAL APPLICATION ONLY:** Please attach a summary of the data gathered to demonstrate that the variance cycle ending June 30, met or exceeded the standard. State the measurable objective for the initial or previous application.



**Mail your signed form to:**

**Accreditation and Educator Preparation Division  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501**

Board Chair Name: \_\_\_\_\_

Board Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent Name: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date \_\_\_\_\_

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**OPI USE ONLY**

Superintendent's Designated Representative \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_ Approve \_\_\_\_ Disapprove

Board of Public Education Chair \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_ Approve \_\_\_\_ Disapprove



Variance implementation: (Circle) First semester Second semester

School name: \_\_\_\_\_ School Code: \_\_\_\_\_ LE# \_\_\_\_\_

Reviewer's Name \_\_\_\_\_ Date \_\_\_\_\_

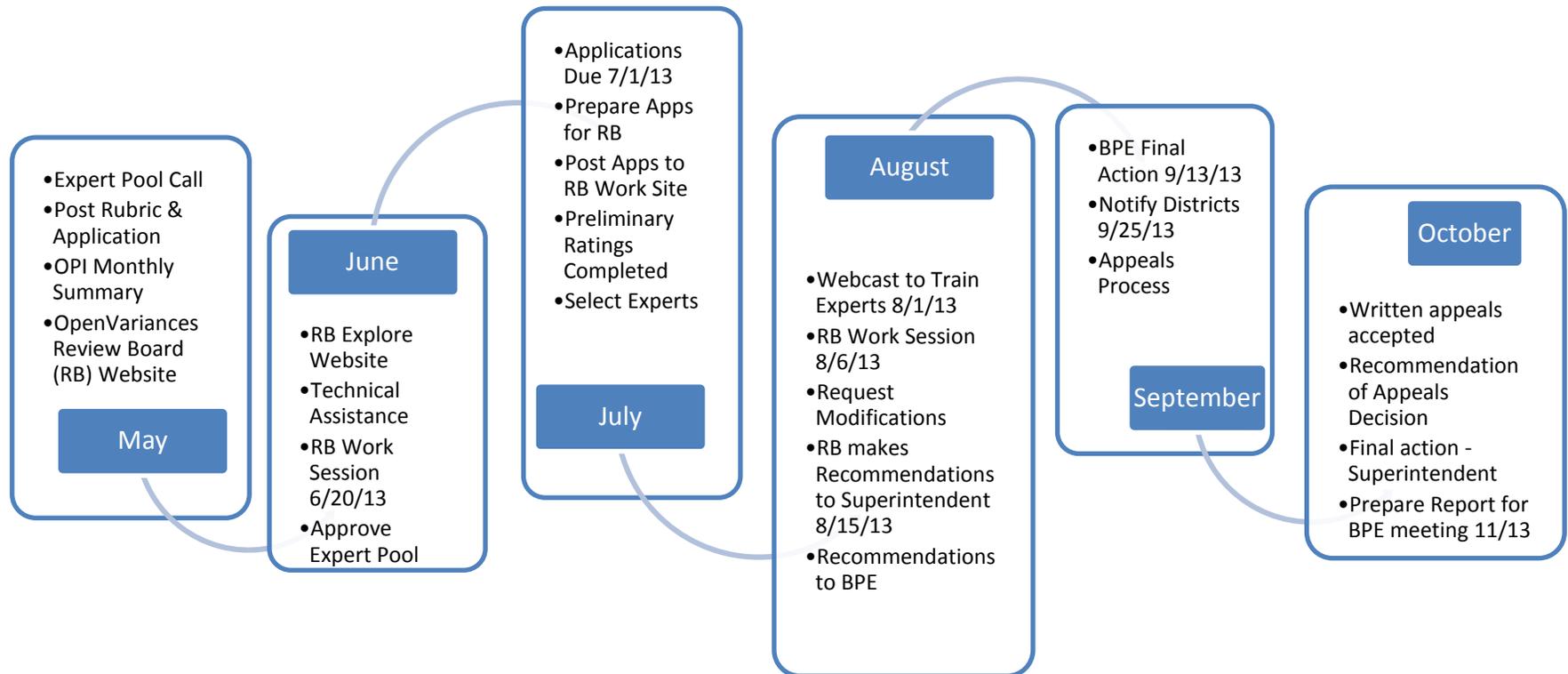


Administrative Rule Criteria	Unacceptable	Incomplete	Acceptable	Comments/Notes
<b>Application contains evidence that local school community stakeholders were involved in the consideration and development of the proposed variance.</b> <b>Criteria 10.55.604 (1)(b)</b>	No evidence of stakeholder involvement is provided in the application.	Limited evidence of stakeholder involvement is provided in the application.	Sufficient evidence is provided in the application to demonstrate that stakeholder were involved in the consideration and development of the proposed variance.	
<b>Application contains evidence that the application for the proposed variance was adopted at an official, properly noticed meeting of the board of trustees.</b> <b>Criteria 10.55.604 (1)(b)</b>	No evidence is provided in the application that the proposed variance was adopted at an official, properly noticed meeting of the board of trustees.	Limited evidence is provided in the application that the proposed variance was adopted at an official, properly noticed meeting of the board of trustees.	Sufficient evidence is provided in the application that the proposed variance was adopted at an official, properly noticed meeting of the board of trustees.	
<b>Description of the variance</b>	No description of the variance is provided.	The description of the variance provided is incomplete.	The description of the variance provided is acceptable.	

<b>Administrative Rule Criteria</b>	<b>Unacceptable</b>	<b>Incomplete</b>	<b>Acceptable</b>	<b>Comments/Notes</b>
<b>Statement of mission and objectives of this proposed variance</b>	Application does not provide mission statement and/or objectives of proposed variance.	Application provides incomplete mission statement and objectives of proposed variance.	Application provides acceptable mission statement and objectives of proposed variance.	
<b>Variance to standard meets the specific needs of the students in your school(s)</b>	No evidence provided that to verify that variance to standard meets specific needs of the students.	Incomplete evidence provided to verify that variance to standard meets specific needs of the students.	Sufficient evidence provided to verify that variance to standard meets specific needs of the students.	
<b>Variance is workable Criteria 10.55.604 (1) (a)</b>	Application lacks a clear commitment of district/school resources for the successful implementation of the variance.	The district/school commitment of resources is partially addressed but not fully demonstrated.	Application demonstrates that sufficient district/school resources are available for the success of this variance.	
<b>Variance is educationally sound Criteria 10.55.604 (1) (a)</b>	Application lacks a sound educational rationale.	Application contains some educational rationale but it is not fully demonstrated.	Application cites sound educational rationale for the variance.	
<b>Variance is aligned with program standards (Only applies to those standards, which also have a related program delivery standard) Criteria 10.55.604 (1) (a)</b>	Application does not address the required program delivery standard.	Required program delivery standard is included in the application, but is not sufficiently addressed.	Application addresses all requirements of the program delivery standard and demonstrates effectively how the standard will be met.	



# Variances to Standards Phase I Timeline – Implementation Date: January 2014



**ITEM 14**

**RECOMMENDATION OF APPROVAL OF  
THE NOTICE OF ADOPTION AND  
AMENDMENT PERTAINING TO  
ADMINISTRATIVE RULES OF MONTANA,  
TITLE 10, CHAPTER 55 STANDARDS OF  
ACCREDITATION**

**Dr. Linda Peterson**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2013**

**PRESENTATION:** Recommendation of Approval of the Notice of Adoption and Amendment Pertaining to Administrative Rules of Montana, 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 Education (BPE) for approval of the adoption of NEW RULE I and amendment of ARM 10.55.701, 10.55.704, 10.55.708, 10.55.804 and 10.55.906 relating to accreditation standards. The recommended amendments will correct errors and for consistency with Chapter 55 rules adopted and delete Administrative Code Committee objection from the history of ARM 10.55.804 Gifted and Talented. The rule as proposed to be adopted also provides NEW RULE I Official High School Transcript. This presentation provides a summary of the April 22, 2013, public hearing.

The Notice of Adoption and Amendment and timeline are attached.

**REQUESTED DECISION(S):** Action

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** State Superintendent Juneau recommends approval of the Notice of Adoption of NEW RULE I and Amendment of ARM 10.55.701, 10.55.704, 10.55.708, 10.55.804 and 10.55.906 relating to accreditation standards.

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of NEW ) NOTICE OF ADOPTION AND  
RULE I and amendment of ARM ) AMENDMENT  
10.55.701, 10.55.704, 10.55.708, )  
10.55.804, and 10.55.906 relating to )  
accreditation standards )

TO: All Concerned Persons

1. On March 28, 2013, the Board of Public Education published MAR Notice No. 10-55-265 pertaining to the public hearing on the proposed adoption and amendment of the above-stated rules at page 357 of the 2013 Montana Administrative Register, Issue Number 6.

2. The board has adopted NEW RULE I (ARM 10.55.911) as proposed, but with the following changes from the original proposal, new matter underlined, deleted matter interlined:

10.55.911 OFFICIAL HIGH SCHOOL TRANSCRIPT (1) through (b) remain as proposed.

(c) statewide school identifier, school name, school address, school phone, school system name, school system code, and school code;

(d) through (n) remain as proposed.

3. The board has amended ARM 10.55.906 as proposed, but with the following changes from the original proposal, new matter underlined, deleted matter interlined:

10.55.906 HIGH SCHOOL CREDIT (1) through (4) remain as proposed.

(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 as defined in ARM 10.55.911.

4. The board has amended ARM 10.55.701, 10.55.704, 10.55.708 and 10.55.804 as proposed.

5. The following comments or testimony were received with the board's responses as follows:

COMMENT: Susan Murray, of the Office of Public Instruction requested that student phone number be added to New Rule I(b) and school system name, school system code, and school code be added to New Rule I(c) as these are data elements needed for federal and state data collection.

RESPONSE: The board thanks Ms. Murray for her comment and concurs with her suggestion that the school system name, school system code, and school code be added to New Rule I(b).

COMMENT: Ann Gilkey, Chief Legal Counsel for the Superintendent of Public Instruction stated that she was a proponent for the proposed rules and suggested that New Rule I be referenced in ARM 10.55.906(4)(a). She also commented that a student's phone number is not a required data element, may be hard to obtain, and may result in the unintended consequence of a district not being able to issue a transcript because of not having the student's phone number. Ms. Gilkey requested that the student's phone number not be required on an official transcript.

RESPONSE: The board thanks Ms. Gilkey for her comments and concurs with her suggestions.

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Peter Donovan  
Rule Reviewer

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Patty Myers, Chair  
Board of Public Education

Certified to the Secretary of State May 29, 2013.



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

Office of Public Instruction  
P.O. Box 202501  
Helena, MT 59620-2501  
406.444.3095  
888.231.9393  
406.444.0169 (TTY)  
opi.mt.gov

## **TIMELINE**

### **Accreditation Rules – Chapter 55**

#### **May 1, 2013**

- Proposed notice to BPE .....March 15, 2013
- Proposed notice to SOS for notice in MAR .....March 18, 2013
- MAR publication out .....March 28, 2013
- Hearing date ..... April 22, 2013
- Final Public Input deadline..... April 25, 2013
- Adoption Notice to BPE ..... May meeting
- Adoption notice to SOS for notice in MAR .....May 28, 2013
- MAR publication out.....June 6, 2013
- Effective Date of Rules ..... July 1, 2013

**ITEM 15**

**RECOMMENDATION OF APPROVAL OF  
THE ADDENDUM TO THE 2012-13 FINAL  
ACCREDITATION STATUS OF ALL  
SCHOOLS**

**Teri Wing**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2013**

**PRESENTATION:** Addendum to the 2013 Accreditation Report

**PRESENTER:** Teri Wing  
Accreditation Compliance Specialist  
Office of Public Instruction

**OVERVIEW:** This presentation provides to the Board of Public Education a report on schools that made an error in the Annual Data Collection resulting in an accreditation status that needs revision. The report is attached.

**REQUESTED DECISION(S):** Action

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Approve the recommendations of State Superintendent Denise Juneau regarding revisions to the 2013 accreditation status of these identified schools.



Addendum to the 2013 Accreditation Report

Dillon Elementary

Error in reporting superintendent FTE. He was listed as 1.0 FTE superintendent and .125 elementary principal which was subtracted from his superintendent FTE. Parkview School and Dillon Middle School change status to REGULAR.

Ulm School, Ulm 7&8, and Fairhaven Colony School

Schools were cited for having no library services. The schools have an alternative to the standard for Library through MSSA that is in effect until June 2014. Their status should be changed from DEFICIENCY to REGULAR.

Fairfield High School

Teacher has Earth Science endorsement. He teaches an independent study ES and the superintendent incorrectly listed it as General Science. Change status to REGULAR.

SH School

REGULAR accreditation needs to be changed to DEFICIENCY because their teacher, Elaine Logan, did not get licensed until December 17.

Big Sky High School

Math class was coded as SPED because it is part of their RTI program, but it is a regular math class taught by a licensed math teacher. Change status from REGULAR WITH MINOR DEVIATION to REGULAR.

Rosebud High School

Class coded as Computer Applications (needing a BU endorsement) should have been coded as General Computer Education. Change status from REGULAR WITH MINOR DEVIATION to REGULAR.

**ITEM 16**

**RECOMMENDATION RELATING TO**  
**ALTERNATIVE TO STANDARDS**  
**REQUESTS**

**Teri Wing**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2013**

- 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**

**May 2013**

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

**Approvals**

The following Alternative to Standard requests are for renewal of previously approved alternatives for first semester 2013 implementation: Columbia Falls High School, West Valley K-8, Bozeman Elementary Schools, St. Ignatius K-12, Hamilton High School, and Plains Elementary School. The Accreditation and Educator Preparation Division has also received two initial applications for first semester 2013 implementation: Billings Elementary Schools and Glendive Elementary.

**Flathead County**

Columbia Falls High School	Renewal application. Enrollment: 720
10.55.709 Library	
10.55.1801 Library Program Delivery Standards	Required FTE: 1.5 FTE

Columbia Falls High School has operated its library program for the past two years with 1.0 FTE library media specialist and 1.0 FTE para-educator, .5 FTE library media specialist less than required. The para-educator supervises the library writing lab, assists students with research, and enables access to the library during all periods of the day. This arrangement also enables the library media specialist to collaborate with classroom teachers in the classrooms and library.

Columbia Falls High School has provided ample evidence of meeting the goals and mission stated in their application. This includes schedules, calendars, usage charts and student survey results.

West Valley Elementary	Renewal application. Enrollment: 485
10.55.709 Library	
10.55.1801 Library Media Program Delivery Standards	Required FTE: 1.5 FTE

West Valley Elementary K-8 of 485 students would mean that the school could meet the standards with 1.0 FTE library media specialist. However, the school has two school codes for K-8: one for K-6 and the second for 7/8. For K-6 with an enrollment of 343 a 1.0 FTE library media specialist is needed; for 7/8 with an enrollment of 142 a .5 FTE library media specialist is needed. West Valley has 1.0 FTE library media specialist and 2.0 FTE para-educators serving the K-8 school. The school has provided ample evidence of meeting the goals and mission stated in their application and the intent of 10.55.709 and 10.55.1801. This includes schedules, calendars, and usage charts.

**Gallatin County**

Bozeman Elementary

10.55.710 Assignment of Counseling Staff

Renewal application. Enrollment: 3930

Required FTE: 10.0 FTE

Bozeman Elementary district implemented this alternative to the standard a number of years ago. One component, volunteer mentors from the community, has been in place for over 25 years and is now an integral part of the counseling program. The district has 6.0 FTE licensed counselors who work with teams of school psychologists, parent liaisons, behavioral specialists, and school-based mental health workers to provide wrap-around services to the students of the district. The parent liaisons provide a range of classes for parents and work with parents who have difficulty communicating with the school. The district is highly invested in this approach to support services and the entire program is supervised by a licensed counselor.

The district has extensive data to support the claim that their alternative meets or exceed results that would be achieved under the standard.

---

**Lake County**

St. Ignatius K-12 Schools

10.55.709 Library

10.55.1801 Library Media Program Delivery Standards

Renewal application. Enrollment: 492

Required FTE: 1.5 FTE

St. Ignatius schools have a situation that is similar to that of West Valley. Their total K-12 enrollment is 492. According to the 10.55.709 this enrollment would require 1.0 FTE library media specialist. However, St. Ignatius district has three school codes: K-5 with 224 students requiring .5 FTE; 6-8 with 117 students requiring .5 FTE; and 9-12 with 151 students requiring .5 FTE. The St. Ignatius schools employ a 1.0 FTE library media specialist and a 1.0 FTE para-educator.

The school has provided ample evidence of meeting the goals and mission stated in their application and the intent of 10.55.709 and 10.55.1801. This includes schedules, calendars, and usage charts.

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**Ravalli County**

Hamilton High School

10.55.709 Library

10.55.1801 Library Media Program Delivery Standards

Renewal application. Enrollment: 564

Required FTE: 1.5 FTE

Hamilton High School employs a 1.0 FTE library media specialist and a 1.0 FTE para-educator. The para-educator supervises the library check-out processes, assists students with research, and enables access to the library during all periods of the day and after school. This arrangement also enables the library media specialist to collaborate with classroom teachers in the classrooms and library.

The school has provided ample evidence of meeting the goals and mission stated in its application and the intent of 10.55.709 and 10.55.1801. This includes schedules, calendars, and usage charts.

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**Sanders County**

Plains Elementary Schools  
10.55.607 Internships

Renewal application. Enrollment: 295

Plains District employs a teacher who is currently enrolled in the Counselor Education program at Northern in Havre. He is approximately a year away from completing the degree. Because the Counseling program at Northern is so small, the faculty cannot offer an internship in counseling for this teacher. Thus, this teacher is going to be working in the capacity of counselor in Plains 7/8 and high school without an approved internship program. The Plains District would like to provide a “home grown” internship experience for this teacher. The district has hired a part-time licensed counselor to supervise this teacher. The licensed counselor will oversee the entire counseling program. The teacher-counselor will present all of the academic and career components of the program and will present the counseling curriculum, “Steps to Respect,” in the classrooms.

The application includes summative measures written in the form of measurable objectives, using data from SchoolMaster on student behavior and tasks that flow from the counseling curriculum.

---

The Office of Public Instruction has received two initial applications; Glendive Elementary Schools for a library alternative and Billings Elementary District for a class size alternative.

**Yellowstone County**

Billings Elementary District Schools  
10.55.712 Class size

Enrollment: 8276 students in 22 schools  
Currently 93 classrooms over the class load  
Under the alternative there will be 74 over limit

The Billings Elementary District has experienced tremendous growth. District facilities are inadequate to handle the growth at this time. The district will run a mill levy in May for \$1,087,000 to add 15-18 additional classroom teachers. If the levy is successful there will not be classrooms available for these teachers. The district is proposing that, for the core academic subjects, an additional teacher will be added. Two over-crowded classes will be divided among three teachers in order to provide smaller learning groups for students in these critical academic areas.

The completed alternative to standards application is included here for your information.

## Disapproval

### Dawson County

Glendive Elementary School District

10.55.709 Library Media Services  
10.55.1801 Library Program Delivery

Initial application.

Enrollment: Jefferson 273; Lincoln 275

Required FTE: 1.0 FTE at each school

Due to the oil expansion Glendive elementary schools have experienced growth. Glendive employs 1.0 FTE library media specialist to serve both elementary schools. In addition they have hired 1.0 FTE library aide in each building with the library media specialist traveling between schools. The library aides provide services while the specialist is not in the building.

The application includes data that will be collected including usage, circulation, and staff surveys. The application was brief and did not provide a clear rationale for the plan other than the increase in enrollment. The application did not make a clear argument that the alternative would meet or exceed the results under the current standard.



**Division of School Leadership Support**  
Billings Public Schools  
415 North 30<sup>th</sup> Street  
Billings, Montana 59101-1298  
Phone: (406) 281-5065 Fax: (406) 281-6186

April 29, 2013

Teri Wing  
Accreditation  
Montana Office of Public Instruction  
PO Box 202501  
Helena, MT 59620

RE: Alternative Standard Request  
Rule 10.55.604.1

Dear Teri:

Thank you for your help guiding us through the process of submitting an Alternative Standard Request, Rule 10.55.604.1. Enclosed you will find the completed form with attachments. The completed form will also be emailed to you. If you have any questions, please do not hesitate to contact me.

Sincerely,

Kathy Olson  
Executive Director

KO/mm  
Enclosures



Denise Juneau, Superintendent  
 Montana Office of Public Instruction  
 P.O. Box 202501  
 Helena, Montana 59620-2501  
 In-State Toll-Free 1-888-231-9393, Local (406) 444-3095  
 www.opi.mt.gov

**ALTERNATIVE STANDARD(S) REQUEST**  
 Rule 10.55.604.1

**DUE DATE: March 1**  
**To: Office of Public Instruction**  
**Accreditation Division**

OPI USE ONLY	
School Dist. Name: Billings School Dist. #2	Legal Entity:
School Name: Elementary District	School Code:
County: Yellowstone	County No.:

**Check one:**

- Initial Application
- Renewal Application

**ONE ALTERNATIVE STANDARD REQUEST PER APPLICATION FORM.**

**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):

See Attached

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

See Attached

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.

See Attached

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).

See Attached

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

See Attached

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

See Attached

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.

**CERTIFICATION: The information on this application is correct to the best of my knowledge.**

Printed Name/Board of Trustees Chairperson Teresa Stroebe	Signature 	Date 4-29-13
Printed Name/Superintendent (District or County) Terry Nelsen Bouck	Signature 	Date 4-26-13

**RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION**

Authorized Signature	<input type="checkbox"/> Approval <input type="checkbox"/> 2 years <input type="checkbox"/> Denial <input type="checkbox"/> 5 years	Date
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**APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION**

Chairperson	<input type="checkbox"/> Approval <input type="checkbox"/> 2 years <input type="checkbox"/> Denial <input type="checkbox"/> 5 years	Date
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## **1. ACCREDITATION RULE**

### **a. 10.55.712 Class Size: Elementary**

## **2. STATEMENT OF MISSION**

- a. To provide a lower K-6 student to teacher ratio over a period of three to four years.
- b. To provide students with more individual instruction.
- c. To provide the ability to flexibly group students based on need.
- d. To provide the ability to work in small groups and one-on-one with students.
- e. To build budget and teacher capacity to staff our new schools when they come on line in the future.

## **3. DETAILED DESCRIPTION OF ALTERNATIVE PLAN**

Currently in BPS we have 383 general education classroom teachers. These are teachers who are in a general education classrooms with students in grades K-6. These teachers serve 8,276 general education students who live in 22 diverse neighborhoods that have K-6 schools.

We have additional teachers in Billings to meet the needs of our students, but they are not general education classroom teachers and are funded out of federal funds, specifically Title 1 teachers, special education teachers, etc. These teachers are not included in this conversation.

In our 383 general education K-6 classrooms, we currently have 290 classrooms meeting accreditation standards and 93 classrooms over accreditation without the assignment of an instructional paraprofessional. During the 2012-2013 school year we assigned 14,469 FTE in instructional paraprofessionals to some significantly overcrowded classrooms.

We have been steadily adding classroom teaching staff in the K-6 grades but additional student growth and space constraints have not allowed us to keep up with the demand. Billings K-6 schools have been experiencing growth since 2007 with an additional  $\pm 600$  students in the last three years; this student growth has significantly impacted the Billings Public Schools budget and space.

Another significant impact to Billings Public Schools was the addition of full-day kindergarten in 2007. This addition added the need to find an additional 350 seats

in our 22 K-6 schools as most of the kindergarten students shared a seat when the program design was half-day.

In addition to funding, we are facing a very real problem of space in Billings Public Schools. Should we be given the funding to staff all K-6 schools at accreditation, we would need an additional **93 classroom spaces**. We currently have four classroom spaces that are not being used in our 22 K-6 schools. For the 2013-2014 school year we will be moving more kindergarten classrooms offsite, more sixth grade students to the middle schools and redistributing our special education self-contained programs to accommodate for eight additional classroom teachers.

To address the space issue we have done the following to date:

1. Moved eight sixth grade classrooms to two different middle schools.
2. Moved ten kindergarten classrooms from schools needing space to schools with capacity.
3. Moved five preschool special education classrooms from various K-6 building locations to the Billings Career Center.
4. We have constructed walls and knocked out walls in two different schools to make less than adequate classroom spaces.

For the 2013-2014 school year we will continue with the above-mentioned space solutions in addition to the following:

1. Move three classrooms of sixth graders to Riverside Middle School, forcing teachers at that school to be on carts rather than have their own classroom.
2. Move two additional sixth grade classrooms to two different middle schools.
3. Move two more kindergarten classrooms in the Heights to a kindergarten site other than their home-school site.
4. Fill three classrooms of kindergarten at one school and the additional enrollees will be bussed to another kindergarten classroom at another site.
5. Move two additional self-contained special education classrooms to a different school as the school they are currently being housed in is out of space.
6. Divide a library at a school to create a small classroom space.
7. Divide a staff room to create a small classroom space.

We have undertaken, completed, and adopted a Facilities Master Plan Study for our K-12 District. All student numbers referenced in this document are from the Demographics Study, which is part of the Facilities Master Plan. The projections for Billings Public Schools indicate that by 2019 we will need space in K-8 to accommodate 12,122 students. The projection indicates an increase of approximately 1,139 K-8 students from this current school term.

The recommendation from the geographers, demographers and architects who worked on our Facilities Master Plan is that we build two new middle schools and

once complete, all middle schools will house grades 6-8 students. We now house only 7th and 8th grade students in our middle schools, except for the school within a school model that we are currently using for our sixth grade students housed outside of their elementary school building. In addition, our Facilities Master Plan recommends adding classroom space to some of our elementary schools. Our Board has adopted the first phase of the plan recommended by our demographers, geographers and architects who worked on the Master Plan. If our levy, discussed below, passes we will be putting a \$1.22 million dollar bond before the Billings community.

In the last three years, we have added an additional 23 full-time regular education classroom teachers to our K-6 program. In addition, we have continued to address our lack of compliance in the counseling and librarian area by adding additional FTE to the plan as submitted to the Board of Public Education.

For the 2013-2014 school term we have done the following to address classroom teachers in the elementary program:

- 1. Our Board of Trustees is aggressively undertaking a mill levy campaign. The entire amount of the levy --\$1,087,000-- will be used to hire 15-18 additional elementary classroom teachers.**
- 2. We will allocate levy resources in future years to the hiring of additional classroom teachers.**

We have two ways we would like to use our additional staff to solve accreditation violations in lieu of having actual classroom space to house the additional teachers:

- 1. In our most critically overcrowded classrooms, at the primary level (K-3), we are requesting a variance to assign two teachers to the classroom.**

This model will allow each teacher to work with small groups of students for instructional purposes. It will allow teachers to work with students for individual help and will allow teachers to accelerate students who may need acceleration. Our staff is accustomed to sharing classroom space as we have "push in" programming options in our schools.

- 2. We are requesting a variance to allow us to use the extra teachers to act as an additional teacher in core instruction subjects and use this individual as a "push in" teacher.**

For instance, if there are two first grade teachers at a school and both of these classes are over accreditation standards, we would split the two groups into three flexible groups. Assuming each of

the two first grades had 25 students, we could have three flexible instructional groups of 16, 17 and 17. These groups could be “need specific” and this design would give us the option of pulling students to work on specific skill sets. We could use this model for all core instruction programs in certain schools where the individual classrooms are over accreditation.

This model of gradually adding classroom teachers to meet our accreditation standards is really the only option that we have. We are out of space—we would need 39 more classroom spaces to fully meet accreditation standards and we need our class sizes to be immediately lowered.

Based on enrollment projections of an increase of 229 K-6 students and the addition of eighteen classroom teachers in the 2013-2014 term the number of classrooms in the K-6 program in Billings will decrease 93 classrooms over accreditation to approximately 74 classrooms over accreditation.

From 2014-2015 to the 2018-2019 school term Billings Public Schools is projected to increase by 539 K-6 students. Using an average class size of 25 in K-6 we would keep up with increased enrollment if we were able to add an additional four general education classroom teachers per year. To address the 74 classrooms that still remain over accreditation, using a 25:1 average class size, we would add approximately five classroom teachers from 2014-2015 to 2018-2019. This would be a total of nine general classroom teachers per year from 2014-2015 to 2018-2019.

#### **4. MEASURABLE OBJECTIVE**

To reduce the number of over-accredited elementary classrooms from 93 to 74 in 2013-2014 and then from 74 in 2013-2014 to 66 by 2014-2015.

#### **5. FORMATIVE MEASURES**

Through the PLC process grade level teachers will design formative assessments to be used during instruction to assess student learning. Data will be analyzed on a frequent basis to assess student learning and the need for intervention, grouping changes, and acceleration.

#### **6. SUMMATIVE MEASURES**

We will use the following summative assessment tools to measure the effectiveness of our plan: NWEA, Smarter Balanced Assessment, MONTCas, DRA data, AIMS web data, and end of unit assessments from adopted curriculums.

1. Reading scores in the K-3 will increase on AIMS web or DRA by allowing a wider range of flexible grouping. Reading scores on the NWEA in grade three from fall to spring will increase by four RIT points for each individual student.
2. Billings Public School students will decrease the number of students scoring two or below in each cluster on the report card by two percentage points per semester. Math scores for the third grade students will increase by three RIT points from fall to spring of each year.

### **Plan "B"**

If our levy does not pass, our plan is to reevaluate our budget.

**ITEM 17**

**UPDATE ON PROGRESS OF SCHOOLS  
IN INTENSIVE ASSISTANCE**

**Teri Wing**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2013**

- PRESENTATION:** Intensive Assistance Report
- PRESENTER:** Teri Wing  
Accreditation Compliance Specialist  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education a report on schools in the Intensive Assistance Process, the Helena School District and the Billings School District. 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 regarding next actions in the Intensive Assistance Process.



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

Office of Public Instruction  
P.O. Box 202501  
Helena, MT 59620-2501  
406.444.3095  
888.231.9393  
406.444.0169 (TTY)  
opi.mt.gov

### **Intensive Assistance– Recommendations**

**May 2013**

Included in your packet is a 2013 accreditation summary for each of the districts' schools, Helena School District and the Billings School District. The elementary schools in each of these districts are in the Intensive Assistance Process due to serious and continuing deviations.

The Helena School District and the Billings School District are each required to submit to the Office of Public Instruction (OPI) a corrective plan indicating the steps that will be taken to remedy their deviations. That corrective plan is due to the OPI on June 1, 2013.

It is the recommendation of Superintendent Juneau that the superintendents and Board Chairs of each district be invited to come to the July 2013 Board of Public Education meeting to discuss their corrective plans.

The brochure describing the Intensive Assistance Process is also included in the packet.



The Office of Public Instruction (OPI) Accreditation Division works with schools and districts to resolve deviation issues without further actions by the Board of Public Education (BPE). Schools that have serious and/or continuing deviations are in Deficiency status and are expected to develop and implement a corrective plan to remedy the deviations which resulted in the Deficiency status. Schools failing to implement the corrective plan are placed in Intensive Assistance. This process represents the final effort to resolve the school's significant accreditation issues. The school's lack of response to Intensive Assistance can result in a recommendation from the Superintendent of Public Instruction to the BPE to move the school to Non-Accreditation status. Section 20-9-344, MCA, gives the BPE the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Administrative Rules of Montana 10.67.102 and 10.67.103 establish the procedures and hearing schedules as adopted by the BPE.



The Office of Public Instruction is committed to equal employment opportunity and nondiscriminatory access to all our programs and services, and will take necessary and appropriate steps to insure that the workplace and OPI programs and services are free of discrimination and sexual harassment.

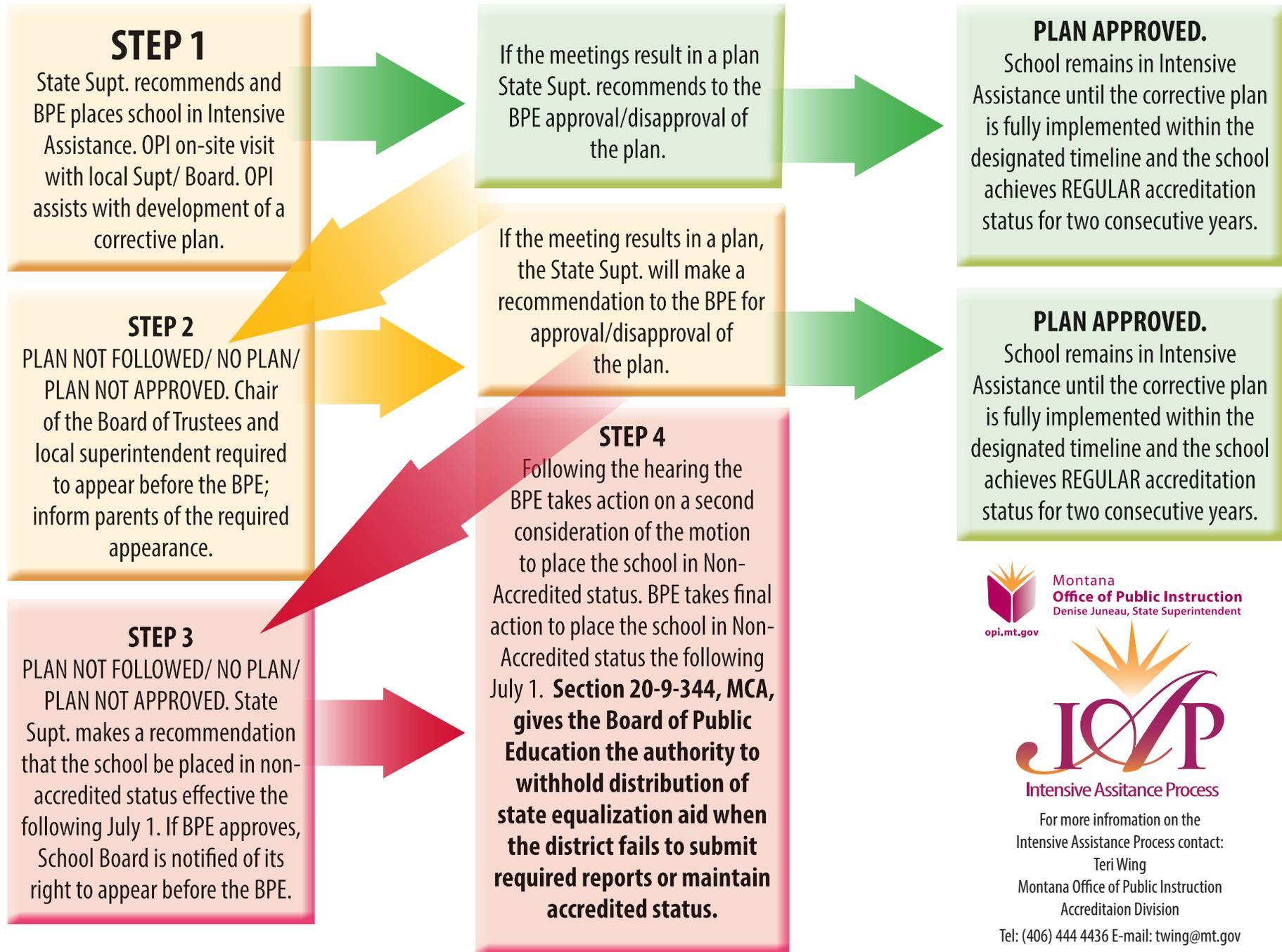


**Intensive  
Assistance  
Process**



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

# Intensive Assistance Process



### 2011-12 and 2012-13 Status of Billings Public Schools

School	2011-12 Status	2011-12 Deviation(s)	2012-13 Status	2012-13 Deviation(s)
Big Sky	REG WITH MINOR	Teaching assignment; counseling FTE; class size-5	ADVICE	Class size-3
Central Heights	REG WITH MINOR	Class size- 8	ADVICE	Class size-7
Eagle Cliffs	REG WITH MINOR	Counseling FTE; class size-6	ADVICE	Class size-7
Riverside 7-8	REG WITH MINOR	Library FTE; class size-2	ADVICE	Library FTE
Arrowhead	DEFICIENCY	Library FTE; counseling FTE; class size-9	DEFICIENCY	Counseling FTE; class size-5
Beartooth	ADVICE	Counseling FTE; class size-5	DEFICIENCY	Library FTE; Counseling FTE; class size-5
Boulder	DEFICIENCY	Counseling FTE	DEFICIENCY	Counseling FTE; class size-5
Highland	DEFICIENCY	Library FTE; counseling FTE; class size-4	DEFICIENCY	Counseling FTE
McKinley	DEFICIENCY	Class size-6	DEFICIENCY	Class size-4
Miles Avenue	ADVICE	Library FTE; class size-3	DEFICIENCY	Class size-7
Newman	DEFICIENCY	Library FTE; class size-2	DEFICIENCY	Library FTE; class size-2
Orchard	ADVICE	Counseling FTE; class size-6	DEFICIENCY	Class size-9
Poly Drive	DEFICIENCY	Counseling FTE; class size-2	DEFICIENCY	Counseling FTE; class size-2
Rose Park	ADVICE	Counseling FTE	DEFICIENCY	Library FTE; counseling FTE; class size-2
Sandstone	DEFICIENCY	Counseling FTE; class size-7	DEFICIENCY	Counseling FTE; class size-6
Washington	DEFICIENCY	Library FTE; class size-3	DEFICIENCY	Class size-4
Billings SR HS	REG WITH MINOR	Teaching assignment	REG WITH MINOR	Class size-2
Billings West HS	REGULAR		REG WITH MINOR	Teaching assignment; class size-1
Bitterroot	REG WITH MINOR	Class size-4	REG WITH MINOR	Class size-3
Broadwater	REGULAR		REG WITH MINOR	Class size
Burlington	REGULAR		REG WITH MINOR	Counselor FTE
Castle Rock 7-8	REGULAR		REG WITH MINOR	Library FTE; class size-2

**2011-12 and 2012-13 Status of Billings Public Schools**

School	2011-12 Status	2011-12 Deviation(s)	2012-13 Status	2012-13 Deviation(s)
Meadowlark	<b>DEFICIENCY</b>	Non-licensed teacher; counseling FTE; Class size-9	<b>REG WITH MINOR</b>	Class size-7
Skyview HS	<b>DEFICIENCY</b>	Non-licensed teacher; teaching assignment	<b>REG WITH MINOR</b>	Teaching assignment
Alkali Creek	<b>ADVICE</b>	Class size-7	<b>REGULAR</b>	
Bench	<b>REG WITH MINOR</b>	Teaching assignment	<b>REGULAR</b>	
Lewis & Clark 7-8	<b>DEFICIENCY</b>	Non-licensed teacher; library FTE	<b>REGULAR</b>	
Ponderosa	<b>ADVICE</b>	Class size-2	<b>REGULAR</b>	
Will James 7-8	<b>DEFICIENCY</b>	Library FTE	<b>REGULAR</b>	



### 2011-12 and 2012-13 Status of Helena Public Schools

School	2011-12 Status	2011-12 Deviation(s)	2012-13 Status	2012-13 Deviation(s)
Bryant	REG WITH MINOR	Class size-2	ADVICE	No counselor; class size-4
Helena MS	REG WITH MINOR	Library FTE	ADVICE	Library FTE
Jefferson	REG WITH MINOR	Library FTE	ADVICE	No counselor
Hawthorne	REGULAR		ADVICE	No counselor
Smith	REGULAR		ADVICE	No counselor
Warren	REGULAR		ADVICE	No counselor
Broadwater	ADVICE	Class size-2	DEFICIENCY	No counselor; class size-2
Helena HS	DEFICIENCY	Teacher assignment-2; class size-11	DEFICIENCY	Teacher assignment-3; Library FTE; Class size-8
Jim Darcy	DEFICIENCY	Class size-6	ADVICE	No counselor
Rossiter	DEFICIENCY	Class size-9	ADVICE	No counselor
Four Georgians	DEFICIENCY	Class size-3	REG WITH MINOR	Counselor FTE
Kessler	DEFICIENCY	Class size-6	REG WITH MINOR	Counselor FTE
CR Anderson MS	REGULAR		REG WITH MINOR	Library FTE
Central	ADVICE	Class size-2	REGULAR	

❖ MSDB LIAISON (ITEM 18)  
Lila Taylor

ITEM 18

MSDB COMMITTEE MEETING REPORT

Steve Gettel

**Montana School for the Deaf and the Blind**  
**Board of Public Education Committee Meeting Minutes**  
**March 27, 2013**

The meeting was called to order by Chairperson Myers at 4:10 pm with Board members Carroll, and Olson present. Also present were Pete Donovan, Donna Schmidt, Kim Schwabe, Donna Sorenson, Jim Kelly and Steve Gettel.

1. Student Enrollment/Evaluation

Steve Gettel reported that in the past month one student returned to his home school district and there were no new enrollments. There are currently 18 students in the VI department (-1), 30 in the D/HH department, 18 (-1) residential students and there have been 4 evaluations for placement to date.

2. Human Resources

Steve Gettel reported there were no resignations, terminations, or hires during the past month. Two employees, one from the Education program and one from the Student Services program have indicated they plan to retire at the end of the school year.

3. Education Program – Campus

Kim Schwabe reported that Amanda Taylor, our IEFA staff person attended the IEFA conference in Helena in Feb. She brought back many ideas and a survey will be going out to staff.

On March 7, 2013, the students were invited to attend the state capital to meet the legislative body. The students from the department for the blind and visually impaired brought along their technology to demonstrate their skills. The students proudly demonstrated to the representatives and senators how to use screen readers, electronic magnifiers, Braille notetakers, digital book players and iPads. Beyond sharing their love of technology, the students had a tour of the Montana capitol building and were able to utilize a tactile map and their awesome orientation and mobility skills to navigate the grand building. One of our students even made friends with a legislature and was invited to sit with him at his desk on the floor of the Senate! Our deaf and hard of hearing students involved in EOS also performed for the House and the Senate.

For two days in March, students participated in a PE Ski day at Showdown. The kids did a marvelous job and we only had one injury!

The Easter Egg Hunt was enjoyed by the elementary students. Sponsors and middle school assistants had fun setting up and helping. Many thanks to the Telephone Pioneers for their continued support.

The interpreting group of MSDB has welcomed a new sub and an intern from ISU. Things are going well with lots of mentoring and educating for our new members. We are learning from them too - whether it's current trends being taught in training programs or questions about why we do what we do, we are happy to expand our knowledge in our approach and our work.

Steve Gettel reported that a Corrective Action Plan must be filed with the OPI by June 1<sup>st</sup> to address deviations noted in the final determination of accreditation status which includes the 5<sup>th</sup> occurrence of assignment deviation for “special education teacher not sole provider at both the elementary and secondary level,” and the 3<sup>rd</sup> occurrence of Counselor FTE requirements not met Counseling Staff – No services.” Kim Schwabe reported that four applicants for the counselor position are being considered after the resignation by Sally Tilleman in January. These applicants meet the requirement for licensure. Committee member Myers said she would provide this information to committee member Taylor.

Steve Gettel also reported that the school is moving forward with an application for a Rural Utility Services grant with the Bitterroot Valley Educational Cooperative and the OPI as partners. Vision Net and One Vision Solutions is providing technical support. There are 20 school districts interested in participating in the project with the purpose of providing top quality audio and video communications including the ability to record and archive educational content to special need students.

Some of the specific services planned include: Direct student services in a face-to-face manner via videoconference, training for those providing direct student services, such as teachers, specialists and parents, and archives for later viewing on demand of any training provided over videoconference. The target audience included students and staff who are associated with students who are Deaf, Hard of Hearing, Visually Impaired, deaf-blind, or students with Mental Health Disorders or Autism

#### 4. Education Program – Outreach

Donna Sorenson reported that 24 students attended the recent Focus/Enrichment weekend for visually impaired students. To date the total contacts with staff, parents and professionals by the consultants for the Visually Impaired and consultants for the Deaf and Hard of Hearing are 3700 and 2,800 respectively. DHH consultants have attended 190 training sessions and student meetings and VI consultants have attended 150 training sessions and student related meetings.

#### 5. Student Services Program

Jim Kelly reported that the month of March has been busy for the students in the residential program. March 1<sup>st</sup> and March 2<sup>nd</sup> was the Deaf and Hard of Hearing Enrichment weekend. The outreach and cottage staff worked hard to provide the students with an enjoyable weekend. All the cottage students who are deaf or hard of hearing participated in this event.

March 8<sup>th</sup> and March 11<sup>th</sup> students traveled to and from their homes. The travel was uneventful and all made it safely to their destinations.

On Saturday, March 16<sup>th</sup> the cottage kids watched the St. Patrick's Day parade in downtown Great Falls. They seemed to enjoy the outing. Then on Sunday, March 17<sup>th</sup> the kids and staff had a pot-luck BBQ (shi-ka-bob), watched movies and socialized in the activity room.

The Goal ball Enrichment Weekend and Braille Focus program was held March 21-23. This was well attended and the kids had a great time. All the cottage students with visual impairments participated in this event.

The MSU-COT Health Fair was held on Saturday, March 23<sup>rd</sup>. The Cottage Student Council had a table set up to share information about MSDB. The students enjoyed the opportunity to showcase their school and the cottage program. Comments from their participation in this event have been nothing but positive.

March 24<sup>th</sup> the Easter formal dinner was held in our main dining room. Ham was the main course and as always the meal and conversations were just wonderful.

Students will travel home on Thursday, March 28<sup>th</sup> for the Easter/Spring break and will return on Tuesday, April 2<sup>nd</sup>. Due to the Department of Transportation shutting down Rimrock Trailways on Friday, March 22<sup>nd</sup> – our means of transportation for students living in Helena, West Yellowstone, Missoula and points west of Missoula we will be chartering school buses for the upcoming travel. This will increase our travel cost per travel by about \$1650 per travel. While we have had significant savings using Rimrock Trailways safety is our main concern with the students travelling home.

The Cottage Student Council is planning a day long outing in May (May 18<sup>th</sup>). This will be a fishing trip to Holter Lake (weather permitting).

6. Safety and Facilities

Donna Schmidt reported on the most recent Safety Committee meeting and possible future training with law enforcement as more integrated approaches and plans for community safety are developed.

Donna received a bid from Simplex Grinnell to upgrade to fire detection system to include different colored lights for emergency alerts other than just fire. The estimate to add one amber light to each enunciator is \$97,000. Donna said for the immediate future we are implementing “low-tech” options to improve communication among staff to alert to emergencies. These include email on the school network and text messages to the personal cell phones of staff members.

7. Budget and Finance

Donna Schmidt reported that the budget is expended at about 65% which is on track for this point in the fiscal year. Contracting with Big Sky Bus for the remaining travel weekends will cost about \$5000 more than what we had budgeted for student travel.

8. Legislative Session

Steve Gettel reported that with the hard work and an amendment to HB 2 by Representative Bob Mehlhoff the Appropriations Committee voted to approve an additional \$125,000 in each year to the biennium to the personal services budget for the Education Program. The amendment states that the money is intended to be used to bring compensation for the education professionals at the school into parity with education professionals in the Great Falls Public Schools.

The money allocated in HB 13 to the executive branch agencies is 70.4% of the 5% for FY14 and 77% of the 5% for FY15. This would equate to a 3.5% raise the first year and a 3.85% the second year. If the funds are appropriated at that rate the new money for salaries in the 2015 biennium will be \$416,604. Our target to achieve market parity requires \$816,000 in new dollars. If HB13 and HB2 remain unchanged during the session we will be able to meet this target by using \$149,396 of the \$227,000 vacancy savings adjusted into Present Law from FY13 budget.

9. School Calendar of Events

April 17 – 22 Expressions of Silence perform at the American Musical Salute: American Civil War Sesquicentennial in Gettysburg, Pennsylvania and Washington, DC.

April 25 – Spring Program and Arbor Day Graduate and Retiree Program – 1 pm in the Mustang Center

April 27 – Expressions of Silence Program and Fundraiser – 5pm in the Mustang Center

May 25 – Graduation – 2 Pm in the Mustang Center

10. There was no public comment.

The meeting was adjourned at 4:55 pm.

Committee Meeting Dates for 2013

All meetings begin at 4:00 PM

April 24

May 29

June 26

July 31

August 28

September 25

October 30

Authorized Representative

Sent via email to: [sgettel@msdb.mt.gov](mailto:sgettel@msdb.mt.gov)

9371	MT Sch For Deaf & Blind HS
9368	MT Sch For Deaf & Blind EI

As a result of the above school's 2012-13 accreditation status (refer to final accreditation letter dated 3/14/2013 which should have been received via US Mail) a Corrective Plan is required by the Board of Public Education (BPE). Plans are due to the Office of Public Instruction by June 1, 2013 in order to be presented to the BPE at their July meeting.

Please use the Corrective Plan form that can be found at <http://www.opi.mt.gov/pdf/Accred/13CorrectivePlan.doc> and mail your completed plan, with the Chair of the Board of Trustees' signature, as soon as possible.

Cordially,

Teri Wing



MONTANA  
SCHOOL *for the*  
Deaf & Blind

3911 CENTRAL AVENUE  
Great Falls, Montana 59405  
406.771.6000 V/TTY  
406.771.6164 FAX  
[www.msdb.mt.gov](http://www.msdb.mt.gov)

*Giving kids the building blocks to independence.*

August 9, 2011

Members of the Board:

On August 2<sup>nd</sup> Linda Peterson, Kelly Glass, Patty Myers and I meet to discuss a plan of remediation that will address the deficiencies in the school's current accreditation report. Most of the deficiencies can be addressed without too much difficulty. The area that presents the most difficulty in finding a suitable resolution, as you know, is in the assignment of teachers. In summary the problem arises, and has existed over time, because of the difficulty the school experiences in recruiting staff that meet licensure and endorsement standards in Montana, while possessing the specific skills necessary to meet the unique educational needs of our students.

Before I submit a remediation plan to the OPI for accreditation deviations I would ask that you give consideration to the following information and then take formal action on the question of whether the school should continue to seek Board accreditation. In reviewing MSDB committee reports and BOPE action items the Board has never formally considered this question. I believe this is an appropriate action item for Board consideration and have provided the following background information, discussion of relevant statute and administrative rules, and the question of future action the Board wishes to take regarding BOPE accreditation for the school.

#### Background

Prior to 2005 the school did not seek accreditation nor was it accredited by the Board of Public Education. MSDB was accredited at that time by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). In 2002 it was my recommendation to the BOPE that the school pursue accreditation through the state because it would provide the school with an external review of resource inputs and curriculum and instruction that were not a part of the self study with CEASD.

Because there were several private special schools along with MSDB considering accreditation, and because of their unique programs and populations served by the schools, the BOPE requested that the OPI establish a Special Purpose Schools Task Force in 2003. The task force was to look at the needs of the schools and make a recommendation for a process of accreditation that would be valid and at the same time allow for recognition of the unique missions of the schools. No recommendations were made to the BOPE because no common process could be identified that would address both of these parameters.

During the 2005-06 school year MSDB when through a joint accreditation review by the CEASD, the Northwest Accreditation Commission (NWAC), and the National Accreditation Council for Blind and Low Vision Services (NAC). This same year the school went through the BOPE accreditation review for the first time and received regular accreditation status for both the

elementary and high school programs. This came about through discussions with the MSDB committee of the BOPE, the principal Bill Davis, and staff at the OPI. Participation in the accreditation process was not something that I recommended or a decision that was formally made by the BOPE at that time. The school had completed a 5 year comprehensive education plan and participating in the annual data collection process so a review for accreditation was a natural extension of those activities.

#### Discussion of relevant MCA and ARM

The purpose and merit of BOPE accreditation have not changed since they were first considered in 2002. BOPE accreditation provides the school with an external review of resource and program components that are not included in the accreditation standards for CEASD and NAC. And to some extent the standards measured by the BOPE are aligned with inputs needed by the school's programs to satisfy the requirements of IDEA and NCLB.

Sections 2 and 4, 20-8-102, MCA, "Objects and purposes" for MSDB state that the school is to "furnish and provide, by the use of specialized methods and systems, an education for the hearing impaired and visually impaired children of this state that is commensurate with the education provided to nonhandicapped children in the public schools and that will enable children being served by the school to become independent and self-sustaining citizens."

It might seem logical to apply BOPE accreditation to MSDB because this enabling legislation calls for an education that is "commensurate" with the education provided non-handicapped children in the public schools. However the statute also states that specialized methods and systems are to be employed to provide an appropriate education for "children and adolescents who are deaf or blind or whose hearing or sight is so defective that they cannot be successfully taught and are unable to receive a sufficient or proper education in the public schools of the state."

Therein lies the challenge; to apply specialized methods and systems in the education process of children with vision or hearing loss when in the broad context under 20-7-403, MCA, and more directly under 10.16.3136, ARM Sections (3) and (4), the BOPE does not provide for standards of training. This administrative rule requires that the administrator or teacher assigned to students with vision or hearing loss obtains specific skills which enable the teacher or administrator to deal effectively with students with disabilities under the teacher or administrator's supervision; those methods and systems mandated 20-8-102, MCA but not addressed by the BOPE.

The absence of administrative rule to implement 20-8-102, MCA puts the school in the sometimes difficult position of providing specialized services for students by staff that may meet the requirements for licensure and endorsement under 10.57.412, ARM but not possess the specific skills that would enable them to meet the needs of students attending MSDB. It is possible for the school to work toward compliance when deviations to standards occur and in recent years, because of changes to rule that under some circumstances recognize out-of-state preparation and recommendation for endorsement in the area of special education, it has been less of a challenge to ensure that staff are properly licensed, endorsed and assigned. However, as superintendent, responsible for ensuring first that the school carries out its statutory obligations, I

can not ensure that the needs of these student can or will be met under the application of current administrative rule and consistent compliance with current accreditation standards.

#### Summary and Future Action

Initially and before MSDB entered the BOPE accreditation process there was effort given to developing an alternative process for special purpose schools based on relevant factors that impact the schools and not just programs. Unfortunately no recommendations came from that effort and MSDB entered the regular accreditation process without any deliberate consideration of the statutes or rules for the school and the application of the accreditation standards. After working with the accreditation process for five years and dealing with deficiencies, many of which have been addressed but acknowledging that some present on-going challenges with recruitment and financing of endorsements necessary to meet some of the standards, I would like input from the Board on the school's continued involvement in the BOPE accreditation process.

I am willing to make a recommendation to the BOPE and will carry out any directive regardless of the decision. But I believe there should be a full discussion by the Board of accreditation standards and their impact on the statutes and rules governing the school prior to making that decision. I would be happy to discuss any of this information with you further and look forward to your reply.

Sincerely,

*Steve Gettel*

Steve Gettel  
Superintendent

## Chronology of events related to MSDB accreditation

2003

ITEM 21 SPECIAL PURPOSE SCHOOLS TASK FORCE from meeting minutes of July 17, 18, 2003 BOPE Dr. Peterson, Accreditation Division Administrator, OPI, presented for approval the Special Purpose Schools Task Force, purpose, charge, membership, and timeline. Due to the increasing numbers of special purpose schools in the state of Montana, OPI feels there is a need to formulate a task force to examine the accreditation standards that relate to Special Purpose Schools, not programs. The current accreditation standards and review process accommodates alternative programs within schools. Mr. Bishop wished to clarify that this process is an alternative route to accreditation through the performance based accreditation process.

2004

Superintendent's January meeting report to the BOPE regarding the Special Purpose Schools Task Force  
A focus group of some of the task force constituents met on 11/06/03 to see if there is "common ground" towards the development of an accreditation proposal that could be supported and taken to the full Task Force. One of the result of the meeting was that the focus group agreed the phrase "state supported special school," should be inserted in the existing rule to cover schools such as MSDB. The next meeting of the task force will be held in Helena on 02/09/04.

Clarifying MSDB's Definition within the State System of Education MSDB has enjoyed a positive relationship with the BOPE and the OPI. The administration would like to ensure that regardless of personnel changes, within any of the three agencies these relationships will remain strong over time. As the School willingly and enthusiastically implements changes mandated under NCLB, i.e., a school improvement initiative through the 5-Year Comprehensive Education Plan, testing to determine AYP, and new reporting requirements, as well as seeks accreditation as a special purpose school, MSDB is becoming more inculcated into Montana's system of administering general public education under the Office of Public Education. As this evolution occurs the administration has questions about how the OPI currently defines the School within the state system of education and how these changes may affect MSDB's definition in the state plan. This may be a good time for the OPI, BOPE and MSDB to have some dialogue on issues related to accreditation and its impact on MSDB campus-based program, access to federal funds, as well as a review of the school's role and function in serving sensory impaired children through its statewide outreach program.

2005

Senator Don Ryan introduced SB 152, "An act defining "Basic System of Free Quality Public Elementary and Secondary Schools." MSDB's interest in this bill lies primarily in Section 3 (2) (c) and (e) which require implementation of educational programs for students with disabilities, the equipment and resources necessary to provide those identified programs, (ii) specialized materials and delivery systems for students with special needs, and (f) in-service training and staff development required to implement identified programs.

MSDB contends that a quality program for a sensory impaired student requires identification of essential services in the IEP; i.e. access to the curriculum through sign language or Braille and modifications to curriculum necessary to meet the specific educational needs of the student including the expanded core curriculum and orientation and mobility training. The quality of the programs and services is directly related to the LEA or school's ability to recruit and retain staff that is not only appropriately licensed and/or endorsed but also has the skills and knowledge necessary to provide those services identified in the IEP. The existing accreditation standards cited in Section 3 (2) (a) are generally not sufficient to address either the programmatic or staff requirements for students identified with a low incidence disability.

Where a positive impact can be made by this statute is in carefully crafting rules for implementation of Section 3 (2) (3) (ii) specialized materials and delivery systems and Section 3 (2) (f) in-service training and staff development required to implement programs identified in the subsections of the statute and more accurately in the Individualized Education Plans for students with disabilities.

AYP Status Report The School Improvement Committee completed changes to the School's 5 – Year Comprehensive Education Plan and submitted revisions to the OPI on April 15, 2005.

Communication from the OPI indicates that Superintendent intends to remove the MSDB from NCLB requirement for determining AYP. In the original state plan submitted to the DOE, MSDB was included along with all other state supported and public school districts. Based on the School's enabling legislation it is the opinion of the OPI that:

1. since the school is a special purpose school and must be conducted as a separate and independent unit and special school of the state of Montana under the general supervision, direction, and control of the board of public education, 20-8-101, MCA and,
2. because it is serving students whose hearing or sight is so defective that they cannot be successfully taught and are unable to receive a sufficient or proper education in the public schools, 20-8-102, MCA,

MSDB is not a “regular” public school for the definition and purposes of the NCLB. Initially we expect that MSDB will not be required to provide data from test scores to calculate AYP. It's anticipated that no other provisions of the NCLB will be effected by this determination. The School will continue to be eligible for Title II and Title V funds and will continue to operate under the regular accreditation rules 10.55.601, ARM.

2007

Preliminary Accreditation Report The School had 4 teachers miss assigned according to 10.55.708.1 ARM. The School anticipates starting the 2008-09 school year with three teachers misassigned; one of whom is enrolled in a master's level program which will lead to an appropriate endorsement for special education.

2008

Preliminary Accreditation Report The school also received regular accreditation with deviation by the Board of Public Education through the Office of Public Instruction

2009

In January MSDB was noticed by the Northwest Association of Accredited Schools (NAAS) of its continued “Approved” accreditation status with no deviations noted in the report. MSDB was commended for a very well organized report and encouraged to continue to work on professional preparation of staff so that they meet the OPI requirements for specific certification.

The School also received regular accreditation with deviation by the Board of Public Education through the Office of Public Instruction. Working with the OPI and utilizing high objective uniform State standard of evaluation (HOUSSE) all of MSDB's teachers were determined to be highly qualified under 330.18 of the ESEA.

2010

Preliminary Accreditation Report The Accreditation Status for both the Elementary and High School programs is “Advice” with a total of three teachers misassigned at the elementary and high school levels. After completing a masters degree in the area of vision education at Stephen F. Austin State University two of the three teachers are unable to receive an institutional recommendation from SFASU and a Special Education endorsement in Montana. The School continues to hold full accreditation status with the Conference of Educational Administrators of Schools and Programs for the Deaf, the National Accreditation Council for Agencies Serving People with Blindness or Visual Impairment, and the Northwest Association of Accredited Schools.

2011

Preliminary Accreditation Report The Accreditation Status for both the Elementary and High School programs is “Deficient” with one teacher misassigned due to lack of a special education endorsement. Three occurrences of deficiency related to problems receiving endorsements or inaccuracies in the reporting of annual data were corrected during the year. The School continues to hold full accreditation status with the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD), the National Accreditation Council for Agencies Serving People with Blindness or Visual Impairment (NAC), and the Northwest Accreditation Commission (NWAC). Staff has completed preliminary work including consumer surveys and team review of standards and indicators in preparation for on-site visits by these agencies during the 2011-12 school year.

❖ **EXECUTIVE COMMITTEE (Items 19-20)**  
**Patty Myers**

**EXECUTIVE SESSION – CLOSED**

**ITEM 19**

**MSDB SUPERINTENDENT PERFORMANCE**  
**EVALUATION**

**Patty Myers**

**ITEM 20**

**BPE EXECUTIVE DIRECTOR  
PERFORMANCE EVALUATION**

**Patty Myers**

**FUTURE AGENDA ITEMS July 15-18<sup>th</sup>, 2013**

**Board of Education Meeting  
Strategic Planning Meeting  
Review By-Laws & Operational Rules  
Annual CSPAC Report  
MACIE Update  
Annual GED Report  
Special Education Report  
Assessment Update  
Federal Update  
Accreditation Update**