

**VISIONNET CONFERENCE MEETING
OFFICE OF PUBLIC INSTRUCTION
CONFERENCE ROOM
1300 11TH AVE
HELENA, MT**

November 15th, 2013

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA
VisionNet Conference Call

November 15, 2013
Office of Public Instruction
1300 11th Ave
Helena MT

Friday, November 15, 2013
8:30 AM

CALL TO ORDER

- A. Pledge of Allegiance
- 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. September 12th, 2013 Minutes
- C. October 8th, 2013 Conference Call Minutes
- D. Financials

ADOPT AGENDA

INFORMATION ITEMS

❖ **REPORTS – Sharon Carroll (Items 1-6)**

Item 1 **CHAIRPERSON'S REPORT**
 Sharon Carroll

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.

- **By-Laws Revision**

INFORMATION ITEMS

- Item 2 EXECUTIVE DIRECTOR REPORT
Pete Donovan
- Item 3 STATE SUPERINTENDENT'S REPORT
Dennis Parman
- Item 4 COMMISSIONER OF HIGHER EDUCATION'S REPORT
Commissioner Clayton Christian
- Item 5 GOVERNOR'S OFFICE REPORT
Shannon O'Brien
- Item 6 STUDENT REPRESENTATIVE'S REPORT
Charity Ratliff

DISCUSSION ITEMS

- ❖ EXECUTIVE COMMITTEE – Sharon Carroll (Items 7-8)

- Item 7 FEDERAL UPDATE
Nancy Coopersmith
- Item 8 ANNUAL RENEWAL UNIT PROVIDERS REPORT
Elizabeth Keller

- ❖ ASSESSMENT COMMITTEE – Paul Andersen (Item 9)

- Item 9 ACT RESULTS
Dennis Parman

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 – John Edwards (Items 10-11)

- Item 10 ACTION ON THE STATE EXIT REPORT AND FULL ACCREDITATION FOR
THE PHYLLIS J WASHINGTON (PJW) COLLEGE OF EDUCATION AND
HUMAN SCIENCES AT THE UNIVERSITY OF MONTANA
Dr. Linda Peterson
- Item 11 ACTION ON A NEW PROGRAM IN BROADFIELD SCIENCE FOR THE
PHYLLIS J WASHINGTON (PJW) COLLEGE OF EDUCATION AND HUMAN
SCIENCES AT THE UNIVERSITY OF MONTANA
Dr. Linda Peterson

❖ **ACCREDITATION COMMITTEE – Bernie Olson (Item 12-13)**

**Item 12 ACTION ON THE STATE SUPERINTENDENT’S RECOMMENDATIONS OF
THE VARIANCES TO STANDARDS APPLICATIONS
Dennis Parman**

**Item 13 ACTION ON HELENA PUBLIC SCHOOLS REQUEST FOR VARIANCE TO
ARM 10.55.710
Bernie Olson**

DISCUSSION ITEMS

❖ **MSDB LIAISON - Lila Taylor (Item 14)**

**Item 14 MSDB REPORT
Lila Taylor**

ADJOURN

FUTURE AGENDA ITEMS January 6-7th, 2014

Exiting Board Member-Last Meeting
Transportation Report
MACIE Update
Annual School Food Services Report
Assessment Update
Federal Update
Accreditation Report
Educator Preparation Program Report
5 YCEP Process Update

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.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed “time certain”. Action may be taken by the Board on any item listed on the agenda. Public comment is welcome on all items. The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual’s ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 444-0302.

CALL TO ORDER

- A. Pledge of Allegiance**
- 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. September 12th, 2013 Minutes**
- C. October 8th, 2013 Conference Call
Minutes**
- D. Financials**

CORRESPONDENCE



Board of Public Education

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
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

September 16, 2013

Mr. Geoff Habel
C/O Great Falls High School
1900 2nd Ave. S.
Great Falls, MT 59405

Dear Geoff,

It was exciting to read about the honor bestowed upon you recently! You are such a deserving person, and the kids whose lives you have touched over the years, have been so fortunate to have you as their teacher.

On behalf of the Board of Public Education, I would like to congratulate you on receiving the 1st Montana Global Educator of the Year award. Your commitment and dedication have well served the students and staff at Great Falls High School.

Thank you Geoff, for all you have done to support and encourage our students and education in the Great Falls community.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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BOARD MEMBERS

September 26, 2013

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

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Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

Ms. Anna Baldwin
Arlee High School
72220 Fyant St.
Arlee, MT 59821

Dear Ms. Baldwin,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the 2014 Montana Teacher of the Year! As a recipient of the 1998 Montana Teacher of the Year award, I know the year ahead is going to be a thrilling one for you!

Your dedication to cultural diversity, moving outside the box in your teaching techniques, and connections made with students and staff, make you an obvious choice for this prestigious award!

Thank you for your dedication to the students of Montana. I look forward to meeting you and celebrating your accomplishments at the Montana Teacher of the Year Dinner in Bozeman in October!

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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September 27, 2013

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 Rattliff, Student Rep.
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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

Senator Jeff Essman
Senate President
PO Box 200500
Helena Montana 59620

RE: Records of Process on Adoption of Common Core Standards by Board of Public Education

Dear Senator Essman:

Enclosed is a binder containing all the materials you have requested regarding the Board of Public Education's process of adoption of the Montana Common Core Standards. Also included is a CD of audio minutes from the portion of the meetings where Common Core was on the meeting agenda.

Please let me know if there is anything else you need.

Sincerely,

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

Patty Myers
Chair, Board of Public Education

CC: Pete Donovan
Sharon Carroll



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Denise Juneau,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

September 30, 2013

Scott Schumacher, Principal
Manhattan Elementary
PO Box 425
416 North Broadway St
Manhattan, MT 59741

Dear Mr. Schumacher,

On behalf of the Board of Public Education, I would like to congratulate you and your staff on the acceptance of the 2013 National Blue Ribbon Schools Award. Receiving this prestigious award is a high honor and is a reflection of the hard work and commitment of the educators and staff in your school.

Thank you for your dedication to the students, faculty, staff and community members of your school.

Sincerely,

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

Patty Myers
Chairwoman



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Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

October 28, 2013

Mr. Paul Furthmyre
1410 West Park Ave.
Anaconda, MT 59711

Dear Mr. Furthmyre,

On behalf of the Board of Public Education, I would like to congratulate you on being named the Montana High School Principal of the Year by the School Administrators of Montana. Your service to your students, staff, and school are greatly admired, and this award is well deserved.

Thank you for setting such a positive example through your dedication 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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Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

October 28, 2013

Ms. Kelly Johnson, Principal
Sidney Middle School
415 South Central Ave.
Sidney, MT 59270

Dear Ms. Johnson,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the 2013 Montana School Board Association's School and Community Service Award recipient. Your engagement in service to the Sidney Middle School students and staff is very much appreciated.

Thank you for your dedication to education and the students of your community.

Sincerely,

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

Patty Myers
Chair



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Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

October 28, 2013

Mr. Justin Heupel
Flathead High School
644 4th Ave. W
Kalispell MT 59901

Dear Justin,

On behalf of the Board of Public Education, I would like to congratulate you again, this time as the 2013 Montana Association for Career and Technical Education Teacher of the Year. Your support and contributions to the Agricultural programs through your school and community is greatly appreciated.

Thank you for your dedication to your students and for providing them with an abundance of opportunities to engage Career Development within the Flathead Valley and the state of Montana.

Sincerely,

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

Patty Myers
Chair



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Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

October 28, 2013

Mr. Joe McMahon, Principal
226 E. Clinton Street
East Helena, MT 59635

Dear Joe,

On behalf of the Board of Public Education, I would like to congratulate you for the recent honor bestowed upon you as the National Distinguished Principal of the Year for the State of Montana. Your efforts to ensure "high standards for instruction, student achievement, character, and climate for the students, families, and staffs in their learning communities" are greatly appreciated.

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

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

September 12th, 2013
Lincoln Center Board Room
415 N 30th Street
Billings, Montana

Thursday September 12, 2013
8:30 AM

CALL TO ORDER

Meeting called to order at 8:35 AM.

Board members present: Ms. Patty Myers – Chair; Ms. Sharon Carroll – Vice Chair; Ms. Lila Taylor; Ms. Charity Ratliff – Student Representative; Mr. John Edwards; Mr. Bernie Olson; Mr. Paul Andersen. Ex-Officio members: Superintendent Denise Juneau; Ms. Shannon O'Brien – Governor's Office. Staff members present: Mr. Pete Donovan – Executive Director; Ms. Kris Stockton – Administrative Assistant. Guests included: Ms. Nancy Coopersmith, OPI; Ms. Ann Gilkey, OPI; Dr. Linda Peterson, OPI; Mr. Dennis Parman, OPI; Ms. Terri Wing, OPI; Ms. Elizabeth Keller, OPI; Mr. Scott Furois, OPI; Ms. Sandra Boham, MACIE; Ms. Lynn Hinch, OPI; Mr. Marco Ferro, MEA-MFT; Dr. Kirk Miller, SAM; Ms. Penny Kipp, Confederated Salish & Kootenai Tribes; Mr. Scott McCullough, Billings; Mr. Kevin O'Brien, Florence; Mr. Richard Paris, Florence; Mr. Colby Reynolds, Florence; Mr. Jeff Weldon, Billings; Mr. John McGee, Florence; Ms. Kristin Page-Nei, Florence; Ms. Vickie Cornish, Florence; Mr. Steve Nei, Florence; Mr. John Cornith, Florence; Mr. Tom Dennison, Florence; Ms. Amy York, Florence; Mr. John Boucher, Florence; Dr. Trent Atkins, Missoula; Dr. Mary Susan Fishbaugh, Billings; Dr. Kent Kultgen, Helena School District; Mr. Greg Upham, Helena School District; Mr. Chad Kinnett, Billings; Ms. Teresa Majerus, Lewistown; Ms. Lisa Kuehn, Terry; Ms. Lisa Held, Clyde Park; Mr. Bob Besel, Billings; Ms. Karen Severeide, Billings; Mr. Terry Booth, Billings; Mr. Daniel Sybrout, Corvallis; Ms. Libby Goldes, Helena School Board.

PUBLIC COMMENT

No public comment was given.

CONSENT AGENDA

Agenda approved as presented.

ADOPT AGENDA

Agenda approved as presented.

INFORMATION ITEMS

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

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

Item 1 CHAIRPERSON'S REPORT
Patty Myers

Ms. Myers reviewed her activities since the July Board meeting including the "Back to School" tour of Great Falls Schools with Governor Bullock. Ms. Myers also discussed the public records request to the Board regarding the process of adoption of the Common Core State Standards from Senator Essman,

and her attendance at the MACIE meeting the previous day. Also noted was the upcoming Montana Educator's Conference in October.

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.

- **Approve Changes to Board By-Laws**

Ms. Lila Taylor moved to adopt the changes to the By-Laws. Motion seconded by Mr. John Edwards.

No discussion. Motion passed unanimously.

- **Approve Changes to Board Goals**

Ms. Sharon Carroll moved to approve the changes to the Board Goals with changes to goal #2, #5, #4, and #6. Motion seconded by Mr. John Edwards.

No discussion. Motion passed unanimously.

- **Set 2014 Annual Agenda Calendar**

Mr. John Edwards moved to approve the 2014 Annual Agenda Calendar. Motion seconded by Mr. Bernie Olson.

No discussion. Motion passed unanimously.

- **Set 2014 BPE Meeting Calendar**

Mr. Bernie Olson moved to approve the 2014 BPE Meeting Calendar. Motion seconded by Ms. Lila Taylor.

No discussion. Motion passed unanimously.

Item 2 EXECUTIVE DIRECTOR'S REPORT Pete Donovan

Mr. Donovan reported on his recent activities representing the Board of Public Education. Mr. Donovan discussed the public records request from Senator Essman's office and the upcoming Education and Local Government Interim Committee meeting in which the adoption process for the Common Core Standards will be reviewed.

Item 3 STATE SUPERINTENDENT'S REPORT State Superintendent Denise Juneau

Superintendent Juneau highlighted a few items on her calendar including Graduation Matters Montana, results from the ACT test administered to all juniors in the Spring of 2013, and a partnership with Student Assistance Foundation to help seniors complete the Free Application for Federal Student Aid. The Superintendent distributed flyers that have been created for parents to help them in understanding the

Common Core standards called "Parent's Backpack Guide". The new Bully Free Website available from OPI includes resources for parents and teachers regarding bullying.

ACTION

PUBLIC COMMENT

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

- **MACIE Appointments**

Ms. Sharon Carroll moved to approve the appointment of Ms. Norma Bixby to MACIE. Motion seconded by Mr. John Edwards.

No discussion. Motion passed unanimously.

Ms. Sharon Carroll moved to approve the appointment of Dr. Richard Littlebear to MACIE. Motion seconded by Ms. Lila Taylor.

No discussion. Motion passed unanimously.

Item 4 **COMMISSIONER OF HIGHER EDUCATION'S REPORT**
Commissioner Clayton Christian

No one from the Commissioner's Office was present.

Item 5 **GOVERNOR'S OFFICE REPORT**
Shannon O'Brien

Ms. O'Brien updated the Board regarding Governor Bullock's "Back to School Tour" as well as some of the initiatives the Governor would like to pursue, including continuing Dual Enrollment, Early Childhood Education, and post-secondary education. Ms. O'Brien reviewed some the visits she and the Governor have been on, including visits to several 2 and 4 year colleges and Schools of Education at the University of Montana, and Montana Western.

Item 6 **STUDENT REPRESENTATIVE'S REPORT**
Charity Ratliff

Ms. Ratliff highlighted her trip to Europe with the Northern Ambassadors of Music group. Ms. Ratliff discussed her interactions with other students, their appreciativeness of being able to take the ACT for free last spring, and different back to school activities from across the state, as well as upcoming activities on her calendar.

DISCUSSION ITEMS

❖ **MACIE LIAISON – (Item 7)**

Item 7 **MACIE REPORT**
Sandra Boham

Ms. Boham reviewed highlights from the Montana Advisory Council for Indian Education (MACIE) meeting the previous day as well as an update on AYP and graduation rates for Native Americans. Ms. Boham also discussed the use of the Digital Academy for high risk freshman to take Health and Montana History classes online for original credit, as well as using the Digital Academy for credit recovery for at risk students. In addition Ms. Boham discussed the Area of Special Permissive Competency in Native American Studies and the ongoing effort to have the program approved.

❖ EXECUTIVE COMMITTEE – Patty Myers (Items 8-10)

Item 8 **FEDERAL UPDATE**
Nancy Coopersmith, Scott Furois

Ms. Coopersmith reviewed the Federal Budget including what can be expected in the coming weeks regarding Sequestration, Reauthorization, and upcoming issues on the Federal level. Mr. Furois then presented the Adequate Yearly Progress report.

Item 10 **THE STATE MODEL FOR THE EVALUATION OF TEACHERS AND PRINCIPALS**
Dr. Linda Peterson

Dr. Peterson gave a brief update on the State Model for the Evaluation of Teachers and Principals, training that has been conducted, and upcoming sessions for schools for using the model. Dr. Kirk Miller and Mr. Marco Ferro also discussed the model from their perspectives.

Item 9 **CRITERION REFERENCED TEST (CRT) RESULTS FOR 2012-13 SCHOOL YEAR**
Scott Furois

Mr. Furois gave the statewide report on the Criterion Referenced Test Results for the previous school year and highlighted improvement in the scores in math and reading.

❖ LICENSURE COMMITTEE – Sharon Carroll (Items 12)

DISCUSSION ITEMS

Item 12 **REPORT ON THE SURRENDER OF TEACHER LICENSES**
Ann Gilkey

Ms. Gilkey reported the surrender of a Class 2 license for an elementary school teacher in Gallatin County.

Meeting broke for lunch at 12:10

Meeting resumed at 12:57

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 (Item 11)

TIME CERTAIN AT 1:00

Item 11 **HEARING BPE CASE #2013-01**
Katherine Orr

Ms. Carroll introduced the item and turned the hearing over to Katherine Orr, Agency Legal Services counsel.

Ms. Sharon Carroll moved to accept the items of evidence 1-10 from OPI and A-I from Mr. McGee. Motion was seconded by Ms. Lila Taylor.

No discussion. Motion passed unanimously.

and the full approval of the Board of Public Education. Motion seconded by Ms. Sharon Carroll.

The Board held discussion on the motion regarding (d) and (e). Public comment from school counselors from the Montana School Counselors Association, MEA-MFT, School Administrators of Montana. Dr. Linda Peterson, clarified some history of the Helena variance for the Board. Greg Upham, Helena Public Schools, Helena School Board Chair Libby Goldes, and 4 additional school counselors also commented. Dr. Kultgen reviewed how the blended model works in Helena.

Ms. Lila Taylor moved to amend the motion removing letters (d) and (e). Seconded by Mr. John Edwards.

No discussion. Motion failed.

Ms. Sharon Carroll moved to table the original motion until the November meeting. Seconded by Mr. Bernie Olson.

No discussion. Motion passed with Board member Taylor dissenting.

Mr. Parman brought forward Variance Applications #1, #3, #5, and #6 for a variance to ARM 10.55.601(3).

Mr. Bernie Olson moved to approve the Superintendent's recommendations for a variance to standards request to ARM 10.55.601(3) for Troy Elementary, Troy Junior High, Troy High School, Flathead High School, Glacier High School, Sweetgrass High School, and Manhattan High School. Motion seconded by Ms. Sharon Carroll.

No discussion. Motion passed unanimously.

DISCUSSION ITEM

❖ LICENSURE COMMITTEE – Sharon Carroll (Item 13)

Item 13

**PRESENTATION OF THE REJOINDER FROM THE PHYLLIS J. WASHINGTON (PJW) COLLEGE OF EDUCATION AND HUMAN SERVICES AT THE UNIVERSITY OF MONTANA IN RESPONSE TO THE STATE EXIT REPORT OF THE APRIL 14-16, 2013, JOINT NCATE/CAEP/STATE ACCREDITATION REVIEW
Dr. Linda Peterson**

Dr. Peterson discussed the follow-up to the State Exit Report of the Phyllis J. Washington College of Education and Human Services. The report deals with items that were “met with notation” from the accreditation report. The items “met with notation” will be resolved and struck from the final report. Dr. Trent Atkins from the University of Montana discussed the changes the university made to be in full compliance with the report.

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 15 **ACTION ON THE STATE SUPERINTENDENT'S REPORT ON THE 2012-13 ACCREDITATION CORRECTIVE ACTION PLANS**
Teri Wing

Mr. Bernie Olson moved to approve the recommendation of the State Superintendent of the corrective action plans for Lincoln K-12 Schools, Glendive Public Schools – Jefferson School and Lincoln School, Denton Public Schools – Denton High School, and Helena Public Schools – all elementary schools. Motion seconded by Ms. Lila Taylor.

No discussion. Motion passed unanimously.

DISCUSSION ITEMS

❖ MSDB LIAISON - Lila Taylor (Item 16)

Item 16 **MSDB REPORT**
Lila Taylor

Ms. Taylor updated the Board on the most recent meeting of the MSDB Committee. Fewer students are enrolled in the school this year and the school is replacing Cottage Life Attendants who have moved on.

Item 17 **ELECTION OF BOARD OFFICERS**
Pete Donovan

Ms. Patty Myers nominated Ms. Sharon Carroll as Chair of Board of Public Education. Ms. Lila Taylor moved to cast a unanimous vote. Seconded by Ms. Patty Myers.

No discussion. Motion passed unanimously.

Ms. Sharon Carroll moved to nominate Mr. Bernie Olson as Vice Chair. Ms. Lila Taylor seconded the motion. Ms. Lila Taylor moved to cast a unanimous vote. Seconded by Mr. John Edwards.

No discussion. Motion passed.

Item 18 **COMMITTEE ASSIGNMENTS**
Patty Myers

New committee chairs were named for the Licensure Committee, Assessment Committee, and Executive Committee. Board member Edwards will chair the Licensure Committee, Board member Andersen will chair the Assessment Committee, and Board member Carroll will chair the Executive Committee. Board member and Chair elect Carroll will replace Chair Myers as the ex-officio member on the Accreditation Committee, Licensure Committee, Legislative Committee, and Assessment Committee.

Meeting adjourned at 6:13 PM.

FUTURE AGENDA ITEMS November 15th, 2013 via VisionNet

MACIE Annual Report

Assessment Update

Federal Update

Alternative to Standards Requests

DRAFT

BOARD OF PUBLIC EDUCATION
CONFERENCE CALL MEETING MINUTES

October 8, 2013

October 8th, 2013
4:15 PM

CALL TO ORDER

The conference call was called to order at 4:17 PM by Ms. Patty Myers, Chair. In attendance on the call were Board members: Mr. John Edwards, Mr. Paul Andersen, Ms. Sharon Carroll, Vice-Chair, Mr. Bernie Olson, and Ms. Lila Taylor. Also participating in the call were Ms. Katherine Orr, Agency Legal Services, Mr. Pete Donovan, Executive Director, Board of Public Education, Ms. Kris Stockton, Administrative Assistant, Board of Public Education, and Ms. Ann Gilkey, Chief Legal Counsel, Office of Public Instruction.

Adopt Agenda

Agenda was adopted as presented.

PUBLIC COMMENT

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

No public comment was given.

ACTION ITEM

❖ **LICENSURE COMMITTEE – John Edwards (Item 1)**

**Item 1 REVIEW AND APPROVE LETTER OF REPRIMAND FOR MR. JOHN C. MCGEE; BPE CASE #2013-01.
 Katherine Orr**

Ms. Myers turned the call over to Mr. John Edwards, Licensure Committee Chair. Mr. Edwards asked if all the Board members had read the draft letter and if there were any questions. No questions were asked.

Mr. John Edwards moved that the Board of Public Education place in Mr. John McGee's file a letter of reprimand copied to the Office of Public Instruction for permanent placement in his educator licensure file kept by the Office of Public Instruction. Motion seconded by Ms. Sharon Carroll.

Roll Call vote:

Ms. Patty Myers	yes
Ms. Sharon Carroll	yes
Ms. Erin Williams	absent
Mr. Bernie Olson	yes
Ms. Lila Taylor	yes
Mr. Paul Andersen	yes
Mr. John Edwards	yes

No discussion. Motion passed unanimously. Board member Williams absent.

Ms. Katherine Orr requested to be added to the record that the letter is the final decision of the Board pursuant to ARM 10.57.604. Ms. Myers added that the date on the letter will be October 8, 2013 and the minutes will reflect this is the final decision of the Board.

ADJOURN

Meeting adjourned at 4:24 PM.

FINANCIALS

51010 Board of Public Education

ORG Budget Summary by OBPP Prog, Fund, Subclass

Data Selected for Month/FY: 01 (Jul)/2014 through 04 (Oct)/2014

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)
Acct Lvl 1	(All)
Account Type	E
Project	(All)
Ledger	(All)

[Refresh](#)

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OBPP Program	Fund	Subclass	Org	Acct Lvl 2	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					387,948.00	84,152.16	0.00	303,795.84
	01100 General Fund				215,764.00	44,176.44	0.00	171,587.56
		235H1 ADMINISTRATION			199,196.00	44,176.44	0.00	155,019.56
			1 BOARD OF PUBLIC EDUCATION		199,196.00	44,176.44	0.00	155,019.56
				61000 Personal Services	174,559.00	0.00	0.00	174,559.00
				61100 Salaries	0.00	21,156.49	0.00	(21,156.49)
				61300 Other Compensation	0.00	500.00	0.00	(500.00)
				61400 Employee Benefits	0.00	8,092.28	0.00	(8,092.28)
				62000 Operating Expenses	22,855.00	0.00	0.00	22,855.00
				62100 Other Services	0.00	2,330.87	0.00	(2,330.87)
				62200 Supplies & Materials	0.00	690.89	0.00	(690.89)
				62300 Communications	0.00	1,590.49	0.00	(1,590.49)
				62400 Travel	0.00	5,913.42	0.00	(5,913.42)
				62500 Rent	0.00	2,500.00	0.00	(2,500.00)
				62800 Other Expenses	0.00	1,402.00	0.00	(1,402.00)
				69000 Debt Service	1,782.00	0.00	0.00	1,782.00
		235H2 AUDIT (RST/BIEN)			16,418.00	0.00	0.00	16,418.00
			1 BOARD OF PUBLIC EDUCATION		16,418.00	0.00	0.00	16,418.00
				62000 Operating Expenses	16,418.00	0.00	0.00	16,418.00
		235Z1 WORKERS COMP. REDUCTION			150.00	0.00	0.00	150.00
			1 BOARD OF PUBLIC EDUCATION		150.00	0.00	0.00	150.00
				61000 Personal Services	150.00	0.00	0.00	150.00

OBPP Program	Fund	Subclass	Org	Acct Lvl 2	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATIOI	01100 General Fur	235Z1 WORKERS COMP. REDUCTION						
		02122 Advisory Council			117,184.00	27,592.13	0.00	89,591.87
		235H1 ADMINISTRATION			116,810.00	27,592.13	0.00	89,217.87
		30 Advisory Council Program 01			116,810.00	27,592.13	0.00	89,217.87
				61000 Personal Services	116,810.00	0.00	0.00	116,810.00
				61100 Salaries	0.00	20,155.31	0.00	(20,155.31)
				61300 Other Compensation	0.00	150.00	0.00	(150.00)
				61400 Employee Benefits	0.00	7,286.82	0.00	(7,286.82)
		235Z1 WORKERS COMP. REDUCTION			374.00	0.00	0.00	374.00
		30 Advisory Council Program 01			374.00	0.00	0.00	374.00
				61000 Personal Services	374.00	0.00	0.00	374.00
		02219 Research Fund			55,000.00	12,383.59	0.00	42,616.41
		235H1 ADMINISTRATION			55,000.00	12,383.59	0.00	42,616.41
		50 Research Program 01			55,000.00	12,383.59	0.00	42,616.41
				61000 Personal Services	0.00	0.00	0.00	0.00
				62000 Operating Expenses	55,000.00	0.00	0.00	55,000.00
				62100 Other Services	0.00	2,343.47	0.00	(2,343.47)
				62200 Supplies & Materials	0.00	613.20	0.00	(613.20)
				62300 Communications	0.00	1,313.92	0.00	(1,313.92)
				62400 Travel	0.00	4,212.50	0.00	(4,212.50)
				62500 Rent	0.00	2,500.00	0.00	(2,500.00)
				62800 Other Expenses	0.00	1,400.50	0.00	(1,400.50)
				69000 Debt Service	0.00	0.00	0.00	0.00
Grand Total					387,948.00	84,152.16	0.00	303,795.84

CALENDARS

September 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day 	3	4 TLLC Workgroup - Pete	5	6	7
8	9	10	11 MACIE Meeting - Patty	12 Board of Public Education Meeting - Billings	13	14
15	16	17	18	19	20	21
22	23 Education & Local Gov't Interim Committee Mtg - Pete, Patty	24 Troops to Teachers - Pete	25 Board of Regents - Pete MSDB Committe Mtg- Pete, Patty, Sharon, Bernie	26 Conf call w/Dean's re: CSPAC/COD meeting - Pete	27	28
29	30	31	Notes:			

October 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:		1	2	3 TLLC Workgroup - Pete	4	5
6	7	8 BPE Conf Call	9	10 CSPAC/Council of Deans Joint Meeting-Billings Teacher of the Year Dinner - Pete, Patty, Sharon	11 Council of Deans Meeting - Billings	12
13	14  Columbus Day	15	16	17 Troops for Teachers Mtg-Pete MEA-MFT Conference - Pete, Patty, Sharon	18	19
20	21	22	23	24	25	26
27	28	29	30	31 		

November 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1	2
3	4 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: auto;">TLLC Workgroup - Pete</div>	5	6	7	8	9
10	11 Veteran's Day 	12	13	14	15 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: auto;">BPE Meeting - Helena</div>	16
17	18	19	20	21 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: auto;">Board of Regents Meeting - Pete</div>	22	23
24	25	26	27	28 	29	30

INFORMATION

❖ REPORTS – Sharon Carroll (Item 1)

ITEM 1

CHAIRPERSON’S REPORT

Sharon Carroll

- **Approve Changes to Board By-Laws**

STATE OF MONTANA
BOARD OF PUBLIC EDUCATION

BYLAWS

Article I. Name

The legal name of the Board is the Board of Public Education.

Article II. Objective

The objective of the Board is to carry out its constitutional and statutory responsibility to exercise general supervision, in cooperation with the Superintendent of Public Instruction, over the public school system and other such public educational institutions as may be assigned by law.

Article III. Membership

The Board consists of seven members appointed by the Governor and confirmed by the Senate. Not more than four may be from each of the two commission districts per MCA 5-1-102 (2) (a) (b), and not more than four may be affiliated with the same political party. The Governor, Superintendent of Public Instruction and Commissioner of Higher Education are ex officio, non-voting members of the Board. There is also a non-voting student member. The terms of members appointed to the Board shall be seven years. When a vacancy occurs, the Governor shall appoint a member for the remainder of the term of the incumbent. Members appointed to the Board, before discharging their duties, shall take and subscribe to the constitutional oath of office.

Article IV. Officers

The officers of the Board shall consist of a Chairperson and Vice Chairperson. The Chairperson and Vice Chairperson shall be elected among the appointed membership for the period of one year; annual reelection is permissible. Election of the Chairperson and Vice Chairperson shall be conducted by voice vote. The Chairperson and Vice Chairperson elect shall assume their respective office at the beginning of the next regularly scheduled meeting upon adjournment of the meeting at which they were elected. If the office of the Chairperson or Vice Chairperson is vacated prior to the expiration of the term, the Board will hold an election to fill the vacated office; the newly elected officer will serve for the remainder of the unexpired term and assume the gavel immediately. The duties of the Chairperson shall include presiding at meetings, participation in the construction of meeting agendas and appointing all committees. The Chairperson shall vote on all matters. In the absence of the Chairperson, the

Approved September 12, 2013

Vice Chairperson shall preside and shall perform such duties as are prescribed for the Chairperson.

Article V. Executive Director

The Board shall appoint, prescribe the term and duties, and establish the salary of the Executive Director. The Executive Director shall serve as administrator to the Board and also as liaison between the Board and the Superintendent of Public Instruction, the Commissioner of Higher Education, the Legislature and the Governor's office.

Article VI. Meetings

According to law, the Board shall meet at least quarterly. Special meetings may be called by the Governor, the chairperson of the Board, the Executive Director, or a request in writing of four regular appointed members. When necessary, the Board may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call or by a combination of both. In the case of a special meeting, the Executive Director shall notify each regular and ex officio member either by e-mail, mail, or by telephone sufficiently in advance of the meeting to allow all Board members to travel to the meeting site from their principal Montana residence.

In case of a conference call, twenty-four hours prior to the meeting shall be deemed adequate notice.

The Board of Public Education and the Board of Regents shall meet at least twice yearly as the State Board of Education per MCA 20-2-101.

Article VII. Quorum

A majority of the appointed members shall constitute a quorum for the transaction of business.

Article VIII. Committees

Standing committees shall be as follows:

1. An Executive Committee: composed of the Chairperson, Vice Chairperson and the Executive Director;
2. An Accreditation Committee;
3. A Licensure Committee;
4. A School for the Deaf and Blind Committee;

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5. A Legislative Committee.

Special committees may be appointed by the Chairperson of the Board as the Board shall deem necessary to carry out the responsibilities of the Board.

Duties of the committees shall be to review, report on, and make recommendations concerning any item referred to them and to alert the Board Chairperson and Executive Director on any matters which should be placed on the agenda for Board discussion action. The Chairperson and the Executive Director shall serve as ex officio, non-voting members of all committees.

The Board shall establish a School for the Deaf and Blind Committee. The committee is responsible for the general supervision and control over the school, subject to the powers of the Board set forth by this by-law. The committee shall meet at the school on a regular basis, not less than six times annually. The Chairperson of the committee shall report on the activities of the committee to the full Board of Public Education at each regular Board meeting. The Board retains the power to overrule or amend any decision of the committee by majority vote of the Board at a duly convened Board meeting. Any member of the Board may by motion bring before the Board any matter on which the committee has acted.

One Board of Public Education member will be appointed by the Chairperson and approved by the entire Board to serve on the School for the Deaf and Blind Foundation. Other members of the Foundation Board are appointed by the MSDB Board of Directors.

Article IX. Sessions

All committee meetings, telephone conference calls, and regular sessions of the Board shall be open to the public. The Chairperson may close the meeting to the public if he or she determines:

- a. That the demand of individual privacy clearly exceeds the merits of public disclosure, or
- b. That an open meeting would have a detrimental effect on the bargaining or the litigating position of the Board.

This action will be taken by a decision of the Chairperson or a vote of the Board. The Chairperson shall read for the minutes the reason for the closing, or the minutes will show that the person in question requested a closed session. A record will be made of business conducted during a closed session and will be kept in a sealed file subject to opening only by a court order.

Telephone, video conference action, or a combination of the two, providing a quorum is participating in the call, shall be legitimate for transaction of business

Approved September 12, 2013

necessary in between meetings. The minutes of all telephone conference meetings shall be approved at the next regular meeting of the Board.

Article X. Order of Business

The regular order of business shall be as follows:

1. Call to Order
2. Roll Call
3. Statement of Public Participation
4. Agenda Adoption
5. Consent Agenda
6. Items Pulled from Consent Agenda
7. Agenda
8. Date and Place of Next Meeting
9. Adjournment

Suggested Order of Business:

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Statement of Public Participation
5. Welcome Visitors
6. Items Pulled from Consent Agenda
7. Consent Agenda Adoption
8. Agenda Adoption
9. Agenda
10. Date and Place of Next Meeting
11. Adjournment

Article XI. Communications

All official communications should come to the attention of the Board through the Executive Director of the Board.

Article XII. Parliamentary Procedure

The current edition of **Robert's Rules of Order** shall prevail on questions of parliamentary procedure.

Article XIII. Amendments

These bylaws may be added to or amended by a majority vote at any meeting of the Board of Public Education provided that a quorum is present and provided

Approved September 12, 2013

that the proposed amendment is sent in writing to members of the Board of Public Education at least seven days in advance.

Approved September 12, 2013

ITEM 2

EXECUTIVE DIRECTOR REPORT

Peter Donovan

Meetings Attended by Peter Donovan
09/12/2013 to 11/15/2013

September

- | | |
|--|---------------|
| 1. Troops to Teachers, Bozeman | 09/17/2013 |
| 2. Board of Regents, Butte | 09/18/2013 |
| 3. Education & Local Gov't Interim Committee Meeting | 09/23,24/2013 |
| 4. MSDB Committee Meeting Call | 09/25/2013 |
| 5. Conference Call re: COD/CSPAC Meeting | 09/26/2013 |

October

- | | |
|--|---------------|
| 6. TLLC Workgroup | 10/03/2013 |
| 7. BPE Conference Call | 10/08/2013 |
| 8. CSPAC Meeting – Billings | 10/10/2013 |
| 9. CSPAC/Council of Deans Meeting – Billings | 10/10/2013 |
| 10. Council of Deans Meeting – Billings | 10/11/2013 |
| 11. Troops for Teachers Meeting w/Lee Gaub | 10/17/2013 |
| 12. Teacher of the Year Awards Banquet | 10/17/2013 |
| 13. MEA-MFT Conference | 10/17,18/2013 |

November

- | | |
|---------------------------------------|---------------|
| 14. TLLC Workgroup | 11/04/2013 |
| 15. Board of Public Education Meeting | 11/15/2013 |
| 16. Board of Regents Meeting | 11/21,22/2013 |

❖ **REPORTS (Items 3-6)**

ITEM 3

STATE SUPERINTENDENT'S REPORT

Dennis Parman



October 11, 2013

RE: Addressing Questions about the School Speed Test Upload and Download Speeds

Since the technology needs of schools can be very different, there isn't an easy catch all number that is a "good" download/upload speed. We agree with the State Educational Technology Directors' Association (SETDA) that one way to estimate what your teachers and students can do with the internet (and thus whether you can meet digital learning goals) is using a per-user bandwidth.

Per-user bandwidth can be calculated by taking the maximum connection size (or the maximum available bandwidth if you're evaluating the classroom connection) which is in Mbps, multiplying by 1000 to get Kbps, and dividing by the number of student and staff members using the connection.

Although SETDA recommends that schools have 100 Kbps per student and staff member for a technology rich environment that uses 1:1 or lots of online tools, which is a good target number for schools to strive for, this per user bandwidth isn't necessarily what every school needs to meet their current goals. In their report "The Broadband Imperative" they lay out a number of per-student bandwidth targets for varying levels of technology use.

The chart below is from "[The Broadband Imperative](#)" report. It gives some sample activities and recommended download speeds. This is useful information to discuss real network demands with Internet service providers and to identify the range of activities that may be taking place in your schools now.

Sample Broadband Requirements (Download Only) for Various Activities

The chart below identifies the typical broadband speeds required for the seamless integration of activities that support student learning experiences. In this chart the speeds are indicated per-user based on the trends indicated in the above section.

Activity	Recommended Download Speeds
Email and Web Browsing	500 Kbps
Download a 1 MB digital book in 5.3 seconds	1.5 Mbps
Online Learning	250 Kbps
HD-quality Video Streaming	4 Mbps
Skype Group-Video Session, 7+	8 Mbps
Download a 6144 MB Movie in 8 minutes	100 Mbps
Current Generation Multiple-Choice Assessments	64 Kbps/student

Using the recommended download speed listed above for "Current Generation Multiple Choice Assessment" with a lab of 30 computers, a connection speed for the computer lab with these computers would require 1.92 Mbps. If we look at the recommended specifications for the Smarter Balanced Assessments, our next generation

assessment system, the download demand is actually less than the current generation examples of multiple choice assessments (30 computers, connection speed of 50 Kbps/student = 1.67 Mbps). **Smarter Balanced assessments are the least demanding in terms of per-user bandwidth.** This has been an important design criterion in the delivery design process. The code and methods used will render assessment items and handle student interactions in a manner that intentionally minimizes the amount of information that has to travel over the internet to the server and back to the student computer.

Assessment	Recommendation
Smarter Balanced Assessment Consortium (SBAC)	20 Kbps/student minimum 50 Kbps/student recommended

Also, it is important to have a basic set of vocabulary to use as we all come to terms with the educational broadband needs. Appendix A, below, is also found in “The Broadband Imperative.”

APPENDIX A: TERMS AND DEFINITIONS

Bits and Bytes

Bits and bytes are both units of digital information. A bit is the basic element; a byte is equal to eight bits. The terms kilobyte (KB), megabyte (MB), and gigabyte (GB) are used to indicate the size of a file or a program. The terms kilobit (Kb), megabit (Mb), and gigabit (Gb) are used to convey the rate at which data are transferred over a network, i.e., megabits per second, or Mbps.

Kilobit per second (Kbps) = 1,000 bits per second
 Megabit per second (Mbps) = 1,000 Kbps
 Gigabit per second (Gbps) = 1,000 Mbps

Speed vs. Capacity

A 1 Mbps broadband connection is “faster” than a 1 Kbps connection which means that it has a greater capacity to carry data. The 1 Kbps connection can deliver a maximum of 1,000 bits of information to your computer from the Internet in a second; a 1 Mbps connection can deliver 1,000 KB in a second. Although the bits are moving at the same speed (more or less), one connection delivers more in the same amount of time, so it feels faster to the end user. This capacity is referred to as *bandwidth*.

Throughput

The actual amount of data that gets transmitted from a PC, through the collection of networks known as the Internet, to the web server—per second—is what is known as *throughput*. Throughput rates vary, depending on traffic and other factors, but it will always be lower than the speed quoted by the ISP providing the connection. Think of that number as the fastest possible speed under ideal circumstances.

Cloud Computing

The term “cloud computing” refers to a computing model in which data, applications, and other computing resources are available on the Internet from just about any connected device. Another way to think of it: It’s computing delivered as a service.

We hope this helps answer some questions about why School Speed Test data is useful and valuable to our state. Feel free to reach out with questions or visit the [OPI Tech Readiness](#) Web page for more resources.

Dennis Parman, Deputy Superintendent, OPI, dparman@mt.gov

Judy Snow, Assessment Director, OPI, jsnow@mt.gov

Colet Bartow, Technology Readiness Coordinator, OPI, cbartow@mt.gov

ITEM 4

**COMMISSIONER OF HIGHER
EDUCATION'S REPORT**

Commissioner Clayton Christian

ITEM 5

GOVERNOR'S OFFICE REPORT

Shannon O'Brien

ITEM 6

STUDENT REPRESENTATIVE REPORT

Charity Ratliff

On October 20-22, I attended the Montana Association of Student Councils state conference. There I spoke about the Board of Public Ed, Graduation Matters, Bully Free Montana, and the Student Advisory Board. I took part in a workshop encouraging students to honor their core values. We also sent out information about the student rep position to prepare students for the application and interview. I also took part in our resolutions; which are attached as well. We did not get through all of them, the ones that we discussed were

Activity Related Absences- Passed

Affirmative Action Should be Restricted in Montana-Passed

CRT Testing Should not be Mandatory for Montana Public School Students-Passed

Allowing the NSA to monitor school data-Failed

Government Grants Should be Provided to all Montana Students for the Funding of the SAT test for Juniors-Passed

ParliPro-Passed

Unfortunately I was unable to attend the Student Advisory Board meeting because of our school musical performances, but another student from my school is now a member, and will give the information to report on it at the meeting.

If you have any questions, please email me: charity_ratliff@hotmail.com

Activity Related Absences

Author: Charity Ratliff

School: Hardin High School

Whereas exemplary students are often involved in school-related activities as well as activities outside of school such as 4-H.

Whereas, participation in activities in the school or outside the school is important to a student's overall educational experience.

Whereas, students are often penalized for absences related to valuable activities outside of school.

Therefore, be it resolved that students' involved in educational opportunities whether school-related or not are given the same consideration for absences.

Motorcycle Safety

Author: Charity Ratliff

School: Hardin High School

Be it resolved that there should be a primary law requiring motorcyclists of all ages to wear a department of transportation approved helmet whenever their motorcycle is in motion.

Whereas, Motorcycle safety can be increased by requiring riders to wear department of transportation approved helmets.

Whereas motorcycle safety can prevent mortality and injury.

Whereas it can lower the death rate among motorcycle riders.

Whereas less than 10% mortality rate among motorcycle accidents, when the riders is wearing a helmet.

Whereas this resolution can create safer roads or both motorcycles and cars.

Therefore be it resolved that the Montana Association of State Student Council's supports the creation of a primary law requiring motorcyclists of all ages to wear a department of transportation approved helmet whenever their motorcycle is in motion.

Taylor Preshinger
Capital High School
Resolution

Adding a new alternative for a minor who has committed an illegal offense

Whereas, minors charged with an offense have options as to what their punishment might be

Whereas, if the minor can not pay the fine, they are entitled to a cheaper, more effective
alternative

Whereas, the alternative punishment will offer a preventative aspect for other students following
the down the same path

Therefore, let it be resolved, that the Montana Association of Student Councils supports the
proposal of a new alternative punishment for minors charge with an illegal offense

Defense against the Dark Arts

Jayson Lundberg

Hardin High School

Whereas, MHSA should require schools to provide a defense against the dark arts class.

Whereas, this class would prepare high school students to defend themselves against a plethora of magical, and other-worldly entities, seeking to harm the populace.

Whereas, threats from the dark lord (who shall not be named), and his followers are ever increasing.

Whereas, D.A.D.A. teachers shall be required to be one of the following: senile, criminally insane, gothic, extremely sarcastic, or straight up goofy.

Whereas, weekly duels will take place in school gymnasiums in order to cause public humiliation, build character, and/or build grudges.

Whereas,

Therefore, let it be resolved that the Montana Association of Student Council's supports the idea of a Defense against the Dark Arts class for all Montana High Schools.

Amanda Williams

Custer County District HS

MASC 2013

Resolution

Parliamentary Procedures should be mandatory in Student Council

Whereas, Parliamentary Procedure is used in many meeting and clubs including student council, and

Whereas, basic Parliamentary Procedure is easier to use and are helpful to make a meeting run smoothly, once understood

Therefore, let it be resolved, that the Montana Association of Student Councils supports a basic parliamentary procedure workshop should be mandatory for student council members.

Weighted GPA
Allie Nelson
Foothills Community Christian School

Resolution

Whereas, student who have not taken upper level math and science classes are able to become a valedictorian and salutatorian without taking a rigorous course.

Whereas, the value of valedictorian and salutatorian title has decreased due to the requirements of each class.

Whereas, weighted grades make the class rank more competitive than a non-weighted GPA

Therefore, let it be resolved that, MASC should support the weighted GPA for the selection of the valedictorian and salutatorian according to

Gay Marriage

Jayson Lundberg

Hardin High School

Whereas, prohibiting the right to gay marriage is a violation of civil rights.

Whereas, the first amendment of the United States Constitution calls for the separation of church and state.

Whereas, federally legalizing gay marriage will decrease the competition for straight men to reproduce.

Whereas, the adoption rate would increase.

Whereas, suicide rates will likely decrease, if gay members of society are legally accepted.

Whereas, civil unions are only legal, and recognized in their respective states.

Whereas, "marriage" is universally accepted across state, international, and cultural borders.

Whereas, gay couples are not allowed hospital visitations, and medical rights for their respective partners.

Therefore, let it be resolved that the Montana Association of Student Council's supports the idea of federally legalized gay marriage.

Should Kid's Be Rewarded for Doing What is Expected?

Author: Charity Ratliff

School: Hardin High School

Whereas, some schools award students for mediocre grades and citizenship, that would regularly be expected behaviors in school.

Whereas, students should be able to follow basic behaviors without being given incentives to do so.

Whereas, the average GPA for High School students in the nation is 3.2, and anything below that should not be considered for an incentive.

Whereas, students with more than 5 absences and 5 tardies in two weeks should not be considered for an incentive.

Whereas, when students that are striving to do above and beyond are not being properly rewarded, because they are overshadowed by those students being rewarded for what is expected.

Therefore let it be resolved that, the Montana Association of Student Councils supports those schools give rewards only to those students who truly strive for excellence above those standards that are already expected by that school.

Yoga Pants Should Be Allowed in Montana Public School Students

Author: Emma Fewer

School: Glasgow High School

Whereas, yoga pants are common clothing item for girls.

Whereas yoga pants are similar to leggings, jeggings, and skinny jeans.

Whereas, yoga pants are comfortable pants to work out or lounge in.

Therefore be it resolved, that the Montana Association of Student Council supports yoga pants to be worn in all Montana Public Schools.

Share the Air

Charity Ratliff
Student Representative
Montana Board of Public Education

A Little About Me

Passionate about education
and making schools better



What I do



- I speak for you--Student Voice
- Correspond with students and try to find out what programs have helped, and what programs haven't helped to make our public schools in Montana a better place
- Work with Superintendent of Public Instruction Denise Juneau to promote the Graduation Matters Montana Initiative

Y.E.L.L.

- Youth
- Encouraging
- Lifetime
- Learning



Montana Board of Public Education

Mission Statement:

The Montana Constitution created and empowered the Board of Public Education to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools.

Montana Board of Public Education

GOALS:

Goal 1: Promote a safe learning environment.

Goal 2: Evaluate the Boards accreditation standards to ensure they are contemporary and effective to improve quality education for all Montana students.

Goal 3: Provoke quality teaching and administration in an era of change in 21st century learning.

Goal 4: Prepare all Montana student's for work, post-secondary education, and civic life.

Goal 5: Exercise the Boards constitutional and statutory authority to improve schools.

Goal 6: Recognize and fulfill the Boards statutory obligation to the School for the Deaf and Blind.

Bully Free Montana

- Bully free Montana is a program created by the office of public instruction in order to help schools, students, and parents deal with bullying.
- opi.mt.gov/bullyfree
- The Stats: Bullying in Montana-2013
 - 38% of middle school students reported being bullied at school
 - 19% reported being bullied online.
 - 26% of high school students reported being bullied at school
 - 18% reported being bullied online

Graduation Matters

Program created by Superintendent of Public Instruction in order to help raise graduation rates across the state.

Since the program was created our statewide dropout rate has been continually been going down!



Student Advisory Board

Group of about 30 students who meet two times a year and discuss different reasons why students drop out and ways we can solve the problem.

Programs We Discuss

- *My Voice Survey*
- *Teacher Compassion*
- *School Rigidity*
- *Bullying*
- *Dropout Prevention at Early Grades*



Share the Air

- Making the climate in your school better
- Glorify all members of the school
- Everyone has something to contribute



What You Can Do

Be Positive

Be a Friend

Thank You

**Feel Free to contact me
for question or reports
on your school!**



Email: charity_ratliff@hotmail.com

DISCUSSION

- ❖ EXECUTIVE COMMITTEE (Item 7-8)
Sharon Carroll

ITEM 7

FEDERAL UPDATE

Nancy Coopersmith

EXECUTIVE SUMMARY

DATE: NOVEMBER 2013

PRESENTATION: Federal Update

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: The information/discussion item will include the following topics: (1) The short-term continuing resolution passed by the U.S. Congress to fund the federal government through January 15, 2014; (2) The extension of the federal debt limit until February 7, 2014; (3) Effect of the government shutdown on Impact Aid districts; (4) U.S. House of Representatives approval of a background check bill; and (5) The Adequate Yearly Progress process for 2014.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None



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MEMORANDUM

TO: **Interested Parties**
FROM: **Penn Hill Group**
DATE: **October 17, 2013**
SUBJECT: **Overview of the Continuing Resolution and Debt Limit Legislation**

Last night, Congress passed and the President signed into law a measure ([H.R. 2775](#)) ending the government shutdown and extending the federal debt limit. This legislation passed the House on a [285-144 vote](#) and the Senate on a [81-18 vote](#).

Summary of Spending and Debt Limit bill

The major elements of the legislation include:

- **A short-term continuing resolution (CR) funding the federal government through January 15, 2014 at the FY 2013 spending levels (\$986 billion government-wide).** The expiration date for this CR is significant in that, under the sequestration rules, after January 15 the Administration is required to implement 2014 discretionary defense and non-defense spending caps that would bring overall discretionary spending down to \$967 billion government-wide. It is important to note that most of the reduction due to the 2014 caps would happen on the defense side.
- **An extension of the Federal debt limit until February 7, 2014.** Further, the legislation does not block the U.S. Treasury from utilizing “extraordinary measures” (largely moving funds between different accounts to extend the federal government’s ability to make payments without taking on additional debt). The measure also provides for a debt ceiling disapproval process that would allow for a vote to disapprove this increase in the debt ceiling (the February 7th increase only). However, any measure passed under this process would be subject to a Presidential veto and require two-thirds of both houses of Congress for an override, making this disapproval process largely symbolic.
- Federal employees will receive retroactive pay covering the time period of the government shutdown.
- The Department of Health and Human Services is required to verify the income of individuals who will receive subsidies or tax credits when purchasing health insurance through the Affordable Care Act health exchanges to ensure they are eligible for such subsidies and credits. HHS must certify this to Congress and the HHS inspector general will submit a report on the effectiveness of the procedures employed by HHS to do this verification.

Budget Resolution Conference. As part of the agreement to pass this legislation, the House and Senate have gone to conference on the 2014 budget resolution, with conferees instructed to report back by December 13, 2013. The act of going to conference was not required by the legislation, so conferees could fail to reach a deal without any specific consequences triggered



by the legislation. However, failing to reach a budget resolution conference agreement could significantly complicate passage of a CR subsequent to January 15, 2014 and any further extensions of the federal debt limit. In addition, any agreement on a budget resolution conference report would still require additional action by Congress to actually implement any revenue or mandatory spending goals established by the budget resolution.

Extension of alternative certification rules pertaining to highly qualified teachers. The legislation also extends, through the 2015-2016 school year, the authority provided in Department of Education regulations to consider teachers who do not yet have full state certification or licensure, but are in alternative certification programs, to be considered highly qualified teachers under the Elementary and Secondary Education Act. This is the only education-related rider to the legislation.

Analysis

The passage of this bill largely puts off the decisions around final FY 2014 spending to January, and any subsequent increasing of the debt limit to February/March. What is also very unclear is whether the House/Senate budget conference formed as part of the agreement to move this bill forward will produce a budget resolution conference report. Significant differences between the House and Senate budget resolutions (mandatory spending cuts vs. increased tax revenue) have existed since the two chambers first passed their budget resolutions in the spring. These differences are likely to make reaching a budget resolution conference deal extremely difficult.

Lastly, the inability to reach a budget conference agreement by December 13, coupled with the need for another Continuing Resolution (CR) after January 15 and looming sequestration cuts, will quickly return Congress to the issues which caused the government shutdown. The acrimonious nature of how this bill came together has also frayed Congressional relationships between and inside the parties. The fact that federal employees and Congressional staff have also been furloughed will likely result in delays in restarting agency operations and work on various legislation that will be felt for weeks to come. All these factors could make it difficult for major legislative priorities, including education legislation, to move before the end of the year.

ITEM 8

ANNUAL RENEWAL UNIT PROVIDERS
LIST

Elizabeth Keller

EXECUTIVE SUMMARY

DATE: NOVEMBER 2013

PRESENTATION: Annual Renewal Unit Provider Report

PRESENTER: Elizabeth Keller
Educator Licensure Manager
Office of Public Instruction

OVERVIEW: At the request of the Board of Public Education, the OPI presents the current list of entities approved to award "Renewal Units" to Montana licensees. Renewal Units may make up all or part of an educator's renewal requirements, depending on the class of license.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None



List of Providers with Events for Fiscal Year: 2013

Date Printed: 10/15/2013

Provider Type: Tribal

Provider #	Provider Name	Provider Location	Provider's Contacts
2488	Chief Dull Knife College	Lame Deer MT	Richard Littlebear/Sharon Bishop-Purvis
2774	Fort Peck Community College	Poplar MT	Adriann Ricker
			Count of Tribal: 2



List of Providers with Events for Fiscal Year: 2013

Date Printed: 10/15/2013

Provider Type: Professional Education Organizations

Provider #	Provider Name	Provider Location	Provider's Contacts
2595	ACE-Alliance for Curriculum Enhancement	Laurel MT	Andrea Fischer
3076	AdvancED Montana	Corvallis MT	Daniel Sybrant
3072	American Association of Family and Consumer Sciences	Alexandria VA	Daila Boufford
2939	American Center for Educators Online at the National Constitution Center	Malvern PA	
2451	Answers Plus Consulting, Inc.	Billings MT	Stephanie Smith
3094	Archie Bray Foundation	Helena MT	Martha Grover
3082	Archie Bray Foundation Clay Business	Helena MT	Joshua David
3091	Beyond The Chalk	Lolo MT	Dean Phillips
2474	Big Sky Special Needs Coop	Conrad MT	Kris E Magruder
3020	Big Sky Therapeutic Services, PLLC	Great Falls MT	Brett Gilleo
2575	Bitterroot Valley Education Coop	Stevensville MT	Tim Miller/Deb Thomas
2671	Bozeman Teaching American History Program	Bozeman MT	Danice Toyias
2452	Bureau of Education & Research	Bellevue WA	Jennifer McLaughlin, BER Executive Assistant
2455	CE Credits Online	Woodinville WA	Sandra Blazeovich
2576	Central Montana Learning Resource Center Co-op	Lewistown MT	Joni Kremer
3054	Child Care Connections	Bozeman MT	Tori Rasmussen
2456	Child Care Partnerships	Helena MT	Brandi Thomas
3019	ClassPad101	Portland OR	Unknown, please Update
2849	CMI Education Institute, Inc.	Eau Claire WI	Kristine Cleasby
2891	Dahlem Law Firm	Whitefish MT	Michael Dahlem
2658	Delta Kappa Gamma - Alpha Chapter	Helena MT	Shirley Thomas
2422	Delta Kappa Gamma - Lambda	Whitefish MT	Susan Argabright
2748	Delta Kappa Gamma - Mu Chapter	Bozeman MT	Sue Hamilton
2738	Delta Kappa Gamma Alpha Iota Chapter	Hamilton MT	Norma Gilmore/Linda Stephani
2684	Delta Kappa Gamma Omicron Chapter	Drummond MT	Audrey Collins
2834	Delta Kappa Gamma-Beta Chapter	Butte MT	Margie Willhite
2577	District 7 HRDC	Billings MT	Carl Visser/DeeAnn Hartman



List of Providers with Events for Fiscal Year: 2013

Date Printed: 10/15/2013

Provider #	Provider Name	Provider Location	Provider's Contacts
2559	Eastern Yellowstone Special Services Coop	Billings MT	Leonard Orth
3050	Ecology Project International	Missoula MT	Erin Clark
3089	Extraworksheets Consulting Services	Eureka MT	Melinda Teed
2566	Family Connections MT	Great Falls MT	Kim Hawn/Katee Guderjahn
2827	Felt Martin Frazier & Weldon PC	Billings MT	Jeff Weldon
3092	Flathead Reservation Human Rights Coalition, Inc.	Ronan MT	Catherine Billie
3098	Freeman and Gaffney Associates, LLC	Saco MT	Anita Freeman
2640	Golden Triangle Cooperative	Shelby MT	Diana Knudson
2023	Great Divide Education Services	Deer Lodge MT	Silvia Mangen
3081	Havre-Hill County Local Advisory Council	Havre MT	Michele Holden
3111	Helena Chapter of MT Association for the Education of Young Children	Helena MT	Mary Jane Standaert
2752	High Trust Teacher Center	Santa Barbara CA	Dennis M McLoughlin
2754	Historical Museum @ Fort Missoula	Missoula MT	Carolyn Thompson
2506	Holter Museum of Art	Helena MT	Sondra Hines
3018	Holy Rosary Healthcare	Miles City MT	Amy Tooke
2740	Infant Adoption Awareness Training Initiative	Sioux Falls SD	Ronda Thielen
3099	Institute for Brain Potential	Los Altos CA	Harmeet Singh
2906	Institute for Educational Development	Bellevue WA	Tanya Hughes
2835	Intermountain Children's Home and Services	Helena MT	Jim Fitzgerald
2889	iTeach to Achieve LLC	Billings MT	Becky Berg
2979	Journeys From Home Montana	Florence MT	Executive Director
2466	Knowledge Delivery Systems	New York NY	Stephanie Wertkin
3011	Learning By Nature	Bozeman MT	Bobbi Geise
2632	MEA-MFT	Helena MT	Eric Feaver/Cathy Warner
2836	Midland Empire Reading	Billings MT	Ruth Ferris
2457	Montana Association for Career and Technical Education	Harlowton MT	Sandy Woldstad
2837	Montana Association for the Education of Young Children	Florence MT	Sharon DiBrito
2387	Montana Association of Family and Consumer Sciences	Bozeman MT	Nancy Kaiser-Nelson



List of Providers with Events for Fiscal Year: 2013

Date Printed: 10/15/2013

Provider #	Provider Name	Provider Location	Provider's Contacts
1843	Montana Association of Gifted and Talented Education	Corvallis MT	Darci Herbstritt
3095	Montana Association of School Business Officials	Helena MT	Denise Ulberg
2923	Montana Association of School Psychologists	Great Falls MT	Rhonda Remsen
2403	Montana Council of Teachers of Mathematics	Billings MT	Angel Zickefoose
2938	Montana Council on Economic Education	Bozeman MT	Connie Genger
2901	Montana Environmental Education Association	Missoula MT	Carolyn Sevier
3006	Montana Indian Education Association	Great Falls MT	Sandra Boham
2458	Montana Learning Center	Helena MT	Olivia Le Tellier
2942	Montana Library Association	Three Forks MT	Debbi Kramer
2586	Montana Natural History Center	Missoula MT	Lisa Bickell
2945	Montana North Central Educational Service Region II	Big Sandy MT	Gaye Genereux
2587	Montana Rural Education Association	Helena MT	Dave Puyear
2588	Montana School Boards Association	Helena MT	Lance Melton/Carol Will
2872	Montana School Counselor Association	Great Falls MT	Barb Holden
2447	Montana Small Schools Alliance	Dillon MT	Dan Rask
2436	Montana State Reading Council	Grass Range MT	Terry Lewis
3093	MSU Flathead Reservation Extension	Polson MT	Rene Kittle
2839	Northern Rockies Educational Services	Twin Bridges MT	Fred B. Seidensticker
3026	Northwest Council for Computer Education	Burlington WA	Becky Firth
2525	Northwest Montana Educational Cooperative	Kalispell MT	Eliza Sorte
2600	Northwest Montana Reading Council	Kalispell MT	Sue Brown
2760	Ortho Montana	Billings MT	Jodie Smith
2425	Park County Special Education Coop	Livingston MT	Verne Beffert
2446	Prairie View Curriculum Consortium	Miles City MT	Kim Stanton
2535	Prairie View Special Services	Glendive MT	Deb Linn
2408	Prickly Pear Cooperative	East Helena MT	Vaughn Kauffman



List of Providers with Events for Fiscal Year: 2013

Date Printed: 10/15/2013

Provider #	Provider Name	Provider Location	Provider's Contacts
3104	Professional Development Institute	Irvine CA	Caryn Chavez
2661	Project Archaeology	Bozeman MT	Jeanne Moe/Crystal Alegria
2833	Region I CSPD	Glendive MT	Comprehensive System of Personnel Development RegionI
2648	Region II CSPD	Havre MT	Aileen Couch
2429	Region III CSPD	Billings MT	Debra Miller
2663	Region IV CSPD	East Helena MT	Denielle Miller/Susan Bailey-Anderson
2935	RESA4U	Bozeman MT	Marcy Moriarty
2875	Sanders County Educational Services Cooperative	Thompson Falls MT	Merle Farrier
2463	School Administrators of Montana	Helena MT	Darrell Rud/Julie Sykes
2591	Shodair Children's Hospital	Helena MT	Keith Meyer
2840	Staff Development for Educators	Peterborough NH	Kendra Fowler/Joan Paczkowski
2604	Summit Preparatory School	Kalispell MT	Todd Fiske
2770	Summit Professional Education	Franklin TN	Randy Tatel
2841	Swan Ecosystem Center	Condon MT	Anne Dahl/Diann Ericson
2773	Sylvan Learning Center - Bozeman	Bozeman MT	Randy Morrison
3063	Sylvan Learning Center - Butte	Butte MT	Kristel Callahan
2557	Sylvan Learning Center - Helena	Helena MT	Ronald/Charlene Kautzman
1719	Sylvan Learning Center, Helena	Helena MT	Ronald & Charlene Kautzman
2973	Teacher Continuing Education Online	North Bend WA	
2685	Thompson Falls Public Schools	Thompson Falls MT	Jerri Pauli
3103	Tyler Technologies Schoolmaster	Olympia WA	Kurt Miyatake
2593	Visual Phonics Seminars	Missoula MT	Linda E. Anderson
2623	VSA Arts of Montana	Missoula MT	Alayne Dolson
2688	WaterColor Computer Training, LLC	Missoula MT	Denise Loran
3070	Western Montana Mental Health Center: Riverfront Mental Health Center	Hamilton MT	Helene F. Latta Musante
2621	WM-CSPD	Missoula MT	Nancy Marks
2877	Yellowstone Art Museum	Billings MT	Carol Welch
2464	Yellowstone-West/Carbon County Special Services Coop	Laurel MT	Karen Underwood



List of Providers with Events for Fiscal Year: 2013

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Provider #	Provider Name	Provider Location	Provider's Contacts
2545	Youth Dynamics, Inc	Billings MT	Mikel
Count of Professional Education Organizations: 110			



List of Providers with Events for Fiscal Year: 2013

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Provider Type: Universities and Colleges

Provider #	Provider Name	Provider Location	Provider's Contacts
2726	Carroll College	Helena MT	Paula McNutt
2487	Chapman U	Garrison MT	Richard Gunter
2412	Colstrip Adult and Community Education	Colstrip MT	Debi Smith
2493	Dawson Community College	Glendive MT	Marilyn Dutton
2633	Flathead Valley Community College	Kalispell MT	Susie Burch
2444	Great Falls College MSU	Great Falls MT	Deborah Richerson
2631	Helena College	Helena MT	Daniel Bingham/Mary Lannert
3088	Little Big Horn College	Crow Agency MT	Dionne PrettyOnTop
2585	Miles Community College	Miles City MT	Kassie Taylor
2956	Missoula College UM, Outreach Office	Missoula MT	Mary Opitz, Program Coordinator
3039	Montana Career Information System	Butte MT	Kehli Hazlett
3101	Montana State University Extension Fallon-Carter County	Baker MT	Fallon-Carter Extension
2629	Montana Tech of the University of Montana	Butte MT	Don Blackketter/Carmen Nelson
2441	Montana Watercourse	Bozeman MT	Stephanie McGinnis
2807	Montana Writing Project	Missoula MT	Brooklyn Walters
2880	MSU - College of Engineering	Bozeman MT	Julian Collins
2617	MSU Extended University	Bozeman MT	Kim Obbink
2767	MSU Extension Forestry	Missoula MT	Cindy Bertek
2978	MSU Extension Service	Plentywood MT	Sheila Friedrich
2618	MSU-4-H Center for Youth Development	Bozeman MT	Cody Stone
2947	MSU-Department of Mathematical Sciences	Bozeman MT	Jennifer Luebeck
3084	MSU/Lewis & Clark County Extension	Helena MT	Brent Sarchet
2985	MSUB Educators on Campus	Billings MT	Danielle Loomer
2932	Rocky Mountain College	Billings MT	Stephanie "Stevie" Schmitz
2536	Salish Kootenai College	Pablo MT	Chris Strom
2962	The University of Montana- Institute for Educational Research and Service (IERS)	Missoula MT	Nancy Berg
2413	UM - Center for Environmental Health Services	Missoula MT	Desirae Ware
2809	UM - Rural Institute	Missoula MT	Gail McGregor
2442	UM - Western	Dillon MT	Ryann Gibson



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

List of Providers with Events for Fiscal Year: 2013

Date Printed: 10/15/2013

Provider #	Provider Name	Provider Location	Provider's Contacts
2664	UM College of Education & Human Sciences	Missoula MT	Roberta Evans/Karen Payne
Count of Universities and Colleges: 30			



List of Providers with Events for Fiscal Year: 2013

Date Printed: 10/15/2013

Provider Type: County Superintendents

Provider #	Provider Name	Provider Location	Provider's Contacts
3040	Carbon County Superintendent	Red Lodge MT	Jerry Scott, Superintendent
2830	Fergus County Superintendent of Schools	Lewistown MT	Rhonda Long
2665	Flathead County Superintendent of Schools	Kalispell MT	Marcia Sheffels
2560	Gallatin County Superintendent of Schools	Bozeman MT	Mary Ellen Fitzgerald
2561	Garfield County Superintendent of Schools	Jordan MT	Jessica McWilliams
2563	Hill County Superintendent	Havre MT	Shirley Isbell
2427	Missoula County Superintendent of Schools	Missoula MT	Erin Lipkind
2539	Teton County Superintendent of Schools	Choteau MT	Diane Inbody

Count of County Superintendents: 8



List of Providers with Events for Fiscal Year: 2013

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Provider Type: Government Agencies

Provider #	Provider Name	Provider Location	Provider's Contacts
3047	Arthur Carhart National Wilderness Training Center	Missoula MT	Steve Archibald
2848	Dept of Labor & Industry Employment Relations Division	Helena MT	Nikki Hartman
2399	DLI/Jobs for Montana's Graduates	Helena MT	Lucille Thomason
3100	Early Childhood Services Bureau	Choteau MT	Rhonda Schwenke
3097	First Peoples Buffalo Jump State Park	Ulm MT	Jacob McCoy
2432	Glacier National Park	West Glacier MT	Laura Law
2624	Grant-Kohrs National Historic Site	Deer Lodge MT	Laura Rotegard/Julie Croglio
3086	Helena National Forest	Helena MT	Liz Burke
2999	Montana Asthma Control Program- MT DPHHS	Helena MT	Michelle Harrell M.S.
2868	Montana Board of Crime Control	Helena MT	Kevin Dusko
2855	Montana Board of Public Education	Helena MT	Pete Donovan/Kris Stockton
3014	Montana Department of Agriculture/Lorri Brenneman	Manhattan MT	Lorri Brenneman
3105	Montana Department of Labor, ERD, SHB	Helena MT	David de Fer
2821	Montana Fish Wildlife & Parks	Helena MT	Kurt Cunningham
2431	Montana Historical Society	Helena MT	Debra Mitchell
2517	Montana School for the Deaf and the Blind	Great Falls MT	Steve Gettel
2616	Montana State Hospital	Warm Springs MT	John Glueckert
2521	Montana State Library	Helena MT	Joann Flick
3029	MSU Physics Department	Bozeman MT	Joey Key
2453	Office of Public Instruction - Accreditation	Helena MT	Linda Vrooman-Peterson
2527	Office of Public Instruction - Assessment	Helena MT	Judy Snow
3067	Office of Public Instruction - Content Standards & Instruction	Helena MT	Jael Prezeau
2428	OFFICE OF PUBLIC INSTRUCTION - CTAE DIVISION	HELENA MT	Mary Ann Gregory
2627	Office of Public Instruction - Educational Opportunity and Equity	Helena MT	Shawna Pieske
2594	Office of Public Instruction - Educator Licensure	Helena MT	Elizabeth Keller



List of Providers with Events for Fiscal Year: 2013

Date Printed: 10/15/2013

Provider #	Provider Name	Provider Location	Provider's Contacts
2528	Office of Public Instruction - Health Enhancement	Helena MT	Susan Court
2460	Office of Public Instruction - Indian Education	Helena MT	Joan Franke
2619	Office of Public Instruction - Special Education	Helena MT	Frank Podobnik/Susan Bailey-Anderson
2411	Office of Public Instruction - Traffic Education	Helena MT	Fran Penner-Ray
2686	Office of the Commissioner of Higher Education	Helena MT	David Hall
2897	OPI - Division of School Finance	Helena MT	Donell Rosenthal
2993	OPI-MTMEP	Helena MT	Jenine Synness
2590	Professional Development Center	Helena MT	Janes Rhodes
3106	Secretary of State's Office	Helena MT	Lori Hamm

Count of Government Agencies: 34



List of Providers with Events for Fiscal Year: 2013

Date Printed: 10/15/2013

Provider Type: School Districts

Provider #	Provider Name	Provider Location	Provider's Contacts
3085	Acadia Montana	Butte MT	Don Berryman
2395	Anaconda School District #10	Anaconda MT	Tom Darnell
2903	Anderson School District 41	Bozeman MT	Jeff Blessum
3059	Arlee Joint School District #8	Arlee MT	Deanne Smith
2420	Baker Public Schools	Baker MT	David Breitbach
3034	Belfry School District	Belfry MT	Jason Olson
2994	Belgrade Public Schools	Belgrade MT	Cindy Baker
2570	Big Timber Grade School	Big Timber MT	Mark Ketcham
3062	Billings Catholic Schools	Billings MT	Harold Olson
2683	Billings Public Schools	Billings MT	Josh Middleton
2448	Box Elder School District 13G	Box Elder MT	Mark Irvin
2715	Bozeman Public Schools	Bozeman MT	Robert Watson
2605	Broadus Public Schools	Broadus MT	Jim Hansen
499	Brockton Public Schools	Brockton MT	Stephen Henderson
2475	Browning Public Schools	Browning MT	Janet Guardipee
2454	Butte School District #1	Butte MT	Jim O'Neill
3080	Charlo School District 7J	Charlo MT	Thom Peck
2571	Chinook Public Schools	Chinook MT	Jay Eslick
3079	Clinton School District	Clinton MT	Julie Espinosa
2788	Columbia Falls Schools	Columbia Falls MT	Michael W Nicosia/Dot Wood
2682	Conrad Public Schools	Conrad MT	Lynn Utterback
2787	Corvallis School District	Corvallis MT	Monte Silk
2492	Cut Bank Public Schools	Cut Bank MT	Venus Dodson/Wade Johnson
2884	Darby Public Schools	Darby MT	Loyd Rennaker
2494	Deer Lodge Elementary	Deer Lodge MT	Rodney Simpson
2405	Dillon Elementary	Dillon MT	Glen Johnson
2898	Drummond Public Schools	Drummond MT	Donn Livoni
2500	Dutton/Brady K-12 Schools	Dutton MT	Tim Tharp
2572	East Helena Public Schools District #9	East Helena MT	Ron Whitmoyer
2022	Elder Grove School	Billings MT	Justin Klebe
3012	Elysian School	Billings MT	Brenda Koch



List of Providers with Events for Fiscal Year: 2013

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Provider #	Provider Name	Provider Location	Provider's Contacts
2434	Ennis School District #52	Ennis MT	John T. Sullivan
2573	Eureka Public Schools	Eureka MT	Jim Mephram/Venessa Jackson
3049	Evergreen School District # 50	Kalispell MT	Laurie Barron
2728	Fairview Public Schools	Fairview MT	Matt Schriver
3038	Fergus High School	Lewistown MT	Terry Lankutis
2672	Flathead Special Education Cooperative	Kalispell MT	Noranne Yeager/Amber Yoder
2680	Florence-Carlton School	Florence MT	John McGee/Louise Warila
3113	Forsyth Public Schools	Forsyth MT	David W. Shreeve
2503	Frenchtown School District #40	Frenchtown MT	Randy Cline
2729	Froid Public School	Froid MT	Roger E Britton
2730	Gallatin Gateway School District #35	Gallatin Gateway MT	Dr. Kim DeBruycker
2567	Glasgow K-12 Schools	Glasgow MT	Robert Connors
2504	Glendive Public Schools	Glendive MT	Jim Germann
2443	Great Falls Public Schools	Great Falls MT	Chris Olszewski
2739	Hamilton K-12 Schools	Hamilton MT	Tom Korst
2562	Hardin Public Schools	Hardin MT	Roxanne Not Afraid/Albert Peterson
2421	Havre Public Schools	Havre MT	Leland Stocker
3035	Heart Butte School	Heart Butte MT	Robert Anderson
2655	Helena Public Schools	Helena MT	Barbara Ridgway
2888	Highwood School District	Highwood MT	Superintendent
3053	Jefferson High School	boulder MT	JHS Network Admin
1886	Judith Gap Public Schools	Judith Gap MT	Annette Hart
2657	Kalispell Public Schools	Kalispell MT	Darlene Schottle/Daniel Zorn
2406	Lame Deer Public Schools	Lame Deer MT	Jill Henzie
2508	Laurel Public Schools	Laurel MT	Linda Filpula
2990	Lewistown Public Schools	Lewistown MT	
2601	Libby K-12 Schools	Libby MT	Ellen Mills
2597	Lincoln K-12 Schools	Lincoln MT	Kathy Heisler
3060	Lisa Scott Mathematics Education Consulting	Billings MT	Lisa Scott
2407	Livingston School District #1 and #4	Livingston MT	Rich Moore
2955	Lockwood School	Billings MT	Don Christman
3015	Lolo School District	Lolo MT	Michael Magone



List of Providers with Events for Fiscal Year: 2013

Date Printed: 10/15/2013

Provider #	Provider Name	Provider Location	Provider's Contacts
2602	Loyola Sacred Heart High School	Missoula MT	Patrick Haggarty
2927	Malta Public Schools	Malta MT	Scott King
2625	Manhattan Public Schools	Manhattan MT	Jim Notaro
2641	Medicine Lake School	Medicine Lake MT	Alyssa Hove
2713	Miles City Unified School District	Miles City MT	Keith Campbell
2789	Missoula County Public Schools	Missoula MT	
2790	Montana City School	Clancy MT	Jeanne Dorrington
2574	Moore Public School	Moore MT	Denise Chrest
2569	Plains Public Schools	Plains MT	Jim Holland/Larry McDonald
2568	Plentywood K-12 Schools	Plentywood MT	Joe Bennett
1713	Polson Public Schools	Polson MT	Susan McCormick/Carl Elliot
2439	Poplar Elementary	Poplar MT	Charles Cook
2389	Powell County High School	Deer Lodge MT	Kerry Glisson
2596	Ramsay Schools	Ramsay MT	Rosemary Garvey
2907	Richey Public Schools	Richey MT	Brad Moore
2430	Rocky Boy Schools	Box Elder MT	Voyd St Pierre/Josephine Corcoran/Lewis Reese
2416	Ronan School District #30	Ronan MT	Andrew Holmlund
3027	Rosebud Public Schools	Rosebud MT	Matt Kleinsasser
2828	Shepherd Public Schools	Shepherd MT	Dan Jamieson
2656	Sidney Public Schools	Sidney MT	Nicole Beyer
2607	St Labre Catholic School	Ashland MT	Russell Alexander
2628	St. Ignatius School District	St. Ignatius MT	Jason Sargent/Bob Lewondowski
2851	Stevensville Public Schools	Stevensville MT	David Whitesell
2894	Superior K-12 Public Schools	Superior MT	Wayne Stanley
2677	Sweetgrass County High School	Big Timber MT	Alvin Buerkle
3114	The Center for Collaborative Solutions	Bozeman MT	Lynn Fiedler
2698	Three Forks Schools	Three Forks MT	Jerry Breen
3032	Townsend School District #1	Townsend MT	Andrea K. Johnson
2409	Trout Creek School District	Trout Creek MT	Daisy Carlsmith
2449	Troy Public Schools	Troy MT	Jacob Francom



List of Providers with Events for Fiscal Year: 2013

Date Printed: 10/15/2013

Provider #	Provider Name	Provider Location	Provider's Contacts
3109	Twin Bridges K-12 School District #7	Twin Bridges MT	Eldon C. Johnson
2541	Victor School	Victor MT	Dan Johnston
2847	West Yellowstone School District 69	West Yellowstone MT	Lael Calton
3073	Westby School District	Westby, MT MT	Tony Holecek
2450	Whitefish Public Schools	Whitefish MT	Luanne Sagen
894	Whitehall Public Schools	Whitehall MT	Kim Kingston
2896	Wolf Point High School	Wolf Point MT	Joseph Paine
2542	Yellowstone Academy	Billings MT	Mike Sullivan
			Count of School Districts: 101

❖ **ASSESSMENT COMMITTEE (Item 9)**
Paul Andersen

ITEM 9

ACT RESULTS

Dennis Parman

EXECUTIVE SUMMARY

DATE: NOVEMBER 2013

- PRESENTATION:** ACT Results
- PRESENTER:** Dennis Parman
Deputy Superintendent
Office of Public Instruction
- OVERVIEW:** This presentation will include the summary of the spring 2013 administration of the ACT for All to Montana high school juniors.
- REQUESTED DECISION(S):** This is an informational item and no decisions are requested.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None



Access and Opportunity: ACT for All Public School Juniors, 2013

Why ACT for All?

- Through Graduation Matters Montana, the OPI is working to increase access to higher education and open doors to new opportunities for Montana students.
- ACT for All allows every Montana junior the opportunity to assess their college readiness.
- Over time, states have found that more males, minority students, middle and lower-income students and first-generation students took the ACT and had the ability to assess their college readiness.
- Additionally, in states providing ACT testing for all students more minority and low-income students enrolled in college.

Partnership Between OPI and OCHE

- As part of her Graduation Matters Montana initiative, during the 2011 Legislative Session Superintendent Juneau proposed but did not receive funding to allow all high school juniors to take the ACT test by removing the testing fees students have to pay to participate.
- Later that year, OCHE was awarded a seven-year, \$28 million GEAR UP grant, a portion of which is covering the cost of every public high school junior in Montana having access to the *ACT Plus Writing* test for the next five years.

ACT Pilot in April 2012: 51 schools tested all juniors.

Statewide ACT Testing in April 2013: All public school juniors allowed to take *ACT Plus Writing* at no cost to their families.



Increased Access

2,870 more students took the ACT from the upcoming class of 2014 than the class of 2013.*

School Districts with Highest Increases of Students Tested	Increased # of Students Tested
Flathead HS	401
Great Falls HS	351
Billings HS	320
Missoula HS	309
Helena HS	265
Columbia Falls HS	109
Laurel HS	94
Polson HS	66
Belgrade HS	54
Frenchtown HS	48

*Bozeman and Butte participated in the 2012 pilot of ACT for all juniors and have tested all of their juniors for the past two years.

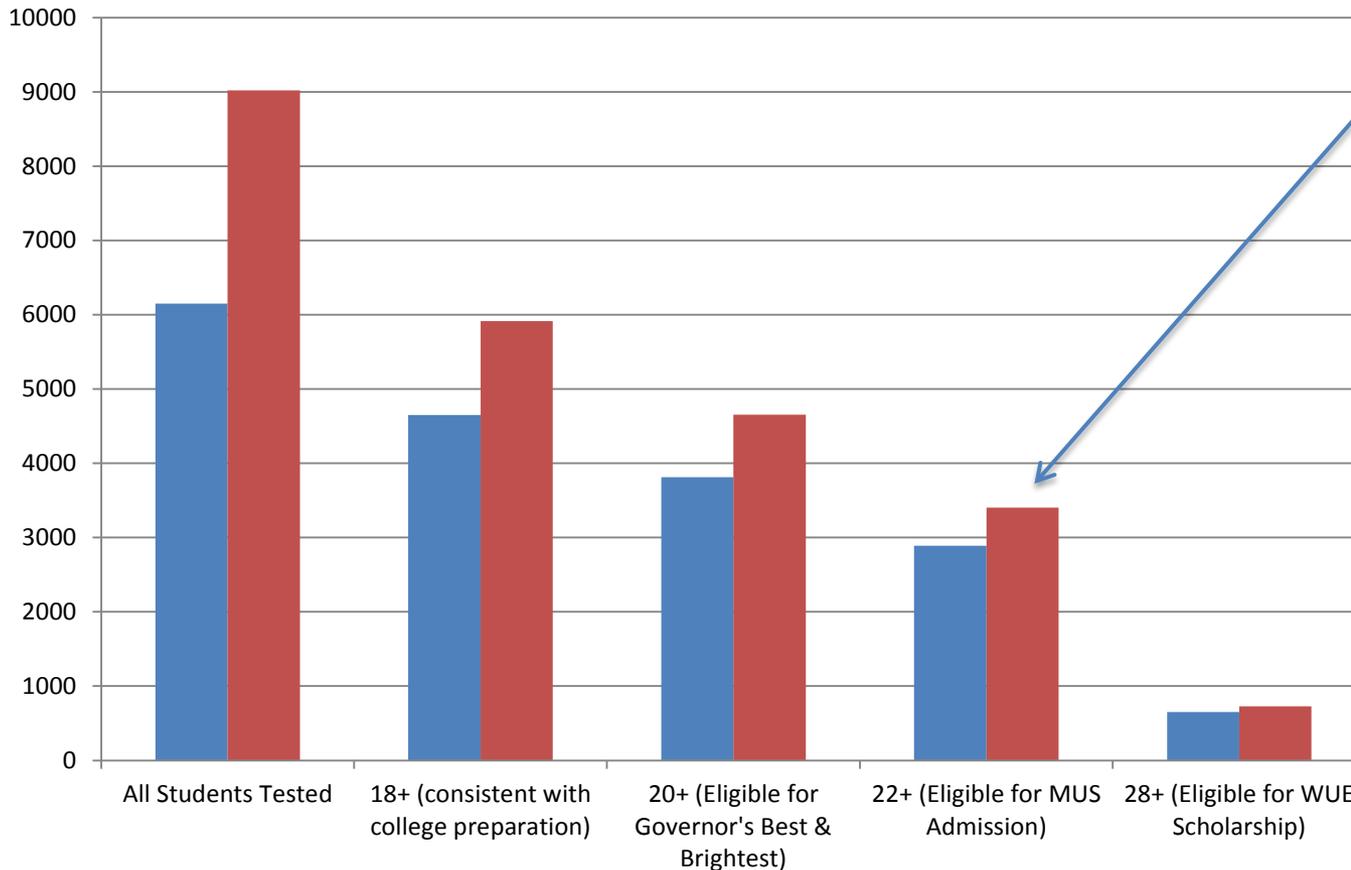
Increased Opportunity

840 additional students qualified for the Governor’s “Best & Brightest” scholarship, which is available for students with an ACT composite score of 20 +.

Top 10 Districts with Increased Numbers of Students Scoring 20+	Additional Students Earning a Score of 20+ Compared to Class of 2013
Flathead HS	147
Missoula HS	123
Great Falls HS	112
Billings HS	76
Helena HS	73
Columbia Falls HS	30
Laurel HS	30
Belgrade HS	21
Frenchtown HS	19
Jefferson HS	19

Increased Opportunity

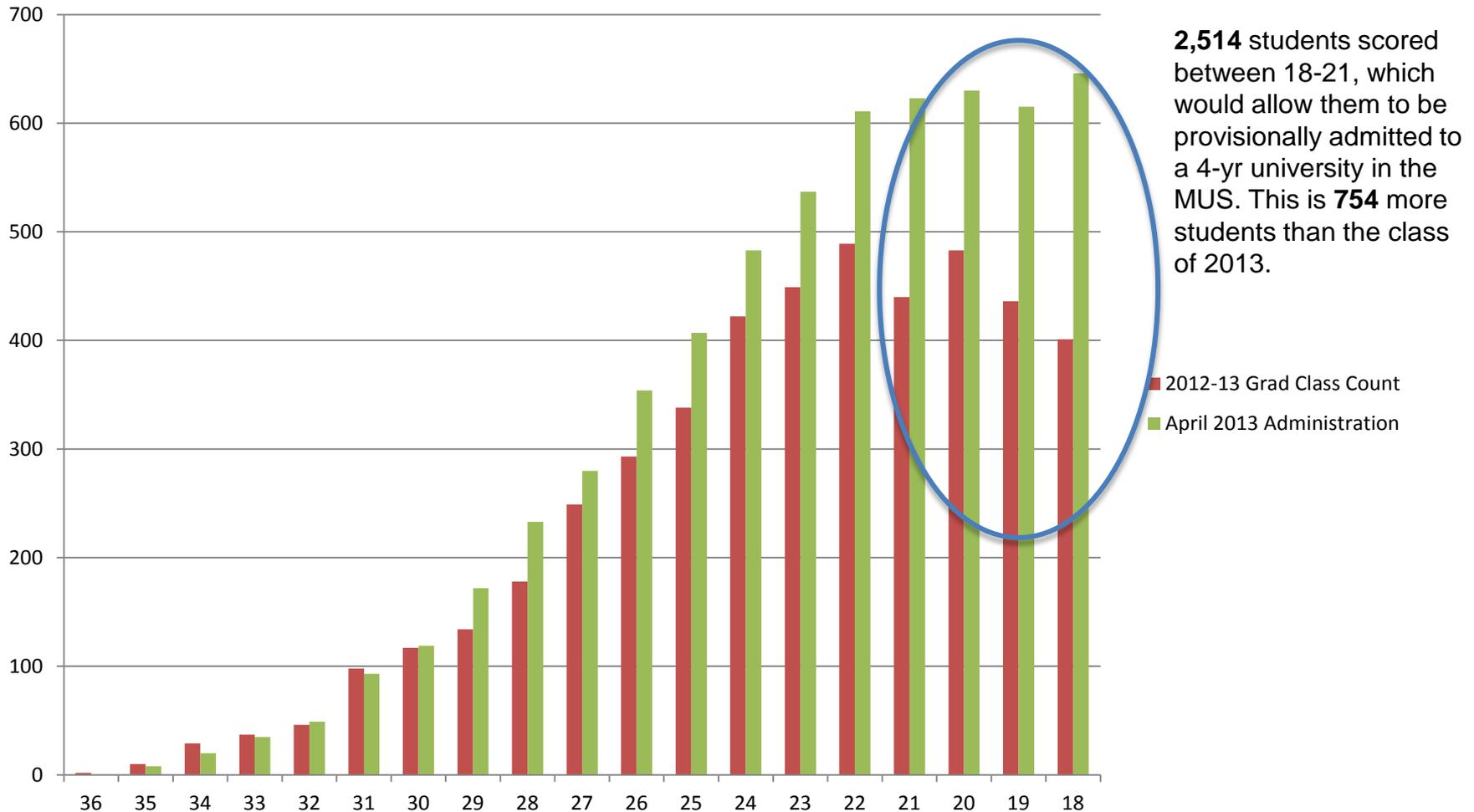
More Students Eligible for Scholarships and Admission to Higher Education



520 additional students are eligible for full admission into one of MT's four-year colleges than the class of 2013.

■ 2013 Grad Year Count
■ 2013 April Administration

Identifying Students Nearing College Readiness



2,514 students scored between 18-21, which would allow them to be provisionally admitted to a 4-yr university in the MUS. This is **754** more students than the class of 2013.

ACTION

- ❖ **LICENSURE COMMITTEE (Item 10-11)**
John Edwards

ITEM 10

ACTION ON THE STATE EXIT REPORT AND
FULL ACCREDITATION FOR THE PHYLLIS
J WASHINGTON (PJW) COLLEGE OF
EDUCATION AND HUMAN SCIENCES AT
THE UNIVERSITY OF MONTANA

Dr. Linda Peterson

EXECUTIVE SUMMARY
DATE: NOVEMBER 2013

- PRESENTATION:** Recommend Approval of the State Exit Report and Full Accreditation for the Phyllis J. Washington (PJW) College of Education and Human Sciences at the University of Montana UMT
- PRESENTER:** Linda Vrooman Peterson
Administrator of Accreditation and Educator Preparation Division
Office of Public Instruction
- OVERVIEW:** On April 14-16, 2013, a joint team of educators representing the National Council for Accreditation of Teacher Education (NCATE) and Montana K-20 education conducted the on-site accreditation review of the PJW College of Education and Human Sciences at the UMT. Before taking action on the accreditation status of the PJW College of Education and Human Sciences, the Board of Public Education considered the state exit report; the UMT rejoinder and the Office of Public Instruction response; and the NCATE Board of Examiners Report. The Superintendent of Public Instruction recommends approval of the state exit report and full accreditation of the PJW College of Education and Human Sciences.
- The state exit report and the NCATE Board of Examiners report are attached.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** State Superintendent Denise Juneau recommends approval of the state exit report; adoption of the NCATE Board of Examiners Report; and full accreditation and program approval of the Phyllis J. Washington College of Education and Human Sciences at the University of Montana.

**University of Montana Professional Education Unit
Phyllis J. Washington College of Education and Human Sciences
State Review Exit Report
April 14-16, 2013
Updated September 2013**

Chairperson, Mary Susan E. Fishbaugh, Ed.D.

From April 14-16, 2013, a four person state team and five person NCATE/CAEP team worked on the campus at the University of Montana (UM) to review the Phyllis J. Washington College of Education and Human Sciences (the Unit). Unit partners include three additional colleges—College of Arts and Sciences, College of Visual and Performing Arts, and the School of Business. The purpose of the On-Site Team's visit was to verify the Unit's Institutional Report (IR) as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards (PEPPS). Team members read documents, visited field placement sites, and interviewed staff, faculty, administrators, and candidates, both current and completed. The purpose of this document is to summarize the results of the team's findings.

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

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.501	General Requirements	Met	1-2
10.58.503	Art K-12	Met with Notation	3
10.58.505	Business and Information Technology Education	Met	4
10.58.507	Theatre	Met	5
10.58.508	Elementary	Met	6
10.58.509	English/Language Arts	Met	7
10.58.510	Students with Disabilities	Met	8
10.58.511	World Languages		9-15
	French	Met	9
	Spanish	Met with Notation	10-11
	Russian	Met	12
	German	Met	13
	Latin	Met	14
	English as a Second Language K-12	Met	15
10.58.513	Health	Met	17
10.58.517	Library Media K-12	Met	18
10.58.518	Mathematics	Met	19
10.58.519	Music K-12	Met	20
10.58.520	Physical Education	Met	17
10.58.521	Reading Specialists K-12	Met	21-22



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10.58.522	Science		23-27
	Broadfield Science	Met	23
	Biology	Met	24
	Chemistry	Met	25
	Earth Science	Met	26
	Physics	Met	27
10.58.523	Social Studies		28-34
	Broadfield Social Studies	Met	28
	Economics	Met	29
	Geography	Met	30
	Government	Met	31
	History	Met	32
	Sociology	Met	33
	Psychology	Met	34
10.58.527	Areas of Permissive Special Competency - Technology	Met	35
10.58.527	Areas of Permissive Special Competency – Dance	Met	36

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

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.509	English/Language Arts (MA)	Met	7
10.58.512	School Counseling K-12	Met	16
10.58.518	Mathematics (MA in Education)	Met	19
10.58.518	Mathematics (MA Option II)	Met	19
10.58.519	Music K-12 (MM)	Met	20

Sub-Chapter 6 – Curriculum Principles and Standards: Advanced Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.601	Program Planning and Development	Met	37
10.58.602	Teaching Areas: Advanced Programs	Met	37
10.58.603	Assessment of Advanced Programs	Met	37



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Sub-Chapter 7 – Specializations: Supervisory and Administrative Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.705	School Principals, Superintendents, Supervisors and Curriculum Directors	Met	38
10.58.707	School Psychologists	Met	39

Student Learning for Other School Professionals

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
	Speech Language Pathology	Met	40
	Integrated Arts and Education (Creative Pulse)	Met	41
	Curriculum and Instruction (M.Ed.)	Met	42

Commendations: The Professional Education Council is a clear example of the Unit’s Conceptual Framework center—a Learning Community. The Unit has demonstrated its leadership in forming collaborative, constructive, visionary relationships with their partner colleges to prepare educators.

Improvements: We encourage the Unit to continue exploring ways of insuring that all candidates have the opportunity to work with a wide diversity of learners. We also suggest that the Unit recognize opportunities to expose candidates to local learners for whom English is not their first language and near-by reservation schools where learners’ first language may be that of their tribe.

We thank the University of Montana administration, faculty and students for their warm welcome. Our work and lodging environments were comfortable. From the first evening, when the team members were introduced to the University of Montana Professional Education Unit to the conclusion of our visit, staff, faculty, and students welcomed us and complied with our requests. A special thank you is extended to the planners/providers of electronic resources, including the website reports/exhibits, access to the internet, and a speedy response to calls for technical help. Clearly, care was taken in planning this visit.

Thank you all for a job well-done.



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**Phyllis J. Washington College of Education and Human Sciences
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013**

Narrative Summary Report

Number and Name of Standard: ARM 10.58.511 World Languages - Russian

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the PEPPS and the syllabi and assessments developed by the Unit to meet the standards for 10.58.511 Russian.

Sources of Evidence

Evidence was gathered from the general bulletin and catalog, course, and accompanying syllabi.

Assessment Aligned to Standard

The assessments provided in the IR align to the standards.

Evaluation

Most of the required courses and aligned assessments provided in the IR meet the standards.

Commendations

The program is comprehensive and provides multiple opportunities for application of knowledge gained.

Response to the Rejoinder

The OPI staff agrees that the information in the Teacher Education Services and the information in the catalog for both Curriculum and Instruction and Modern and Classical Languages align. The notations for the Russian and Latin programs are removed.

The approval designation of “met with notation” means that there is a minor deviation to the standard and that the recommendation/suggestion does not require immediate follow-up or reporting before the Board of Public Education takes action final on the approval of the accreditation status. Progress and changes in areas of “met with notation” would be examined in the next accreditation review cycle.

Accreditation Recommendation

Meets Standard

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.

Phyllis J. Washington College of Education and Human Sciences
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013
Narrative Summary Report

Number and Name of Standard: ARM 10.58.511 Spanish

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the PEPPS and the syllabi and assessments developed by the Unit to meet the standards for 10.58.511 Spanish.

Sources of Evidence

Montana - NCATE/CAEP Accreditation Institutional Report/Educator Preparation Assessment System (EPAS); **Spanish (K-12)** State Accreditation Report and Key Assessments by Program; February, 2013 Alignment of Conceptual Framework; Professional Behaviors; and Content Standards.

Assessment Aligned to Standard

The content topics in the assessments are consistent with the standards with the following exceptions:

Standard (1)(b) - Additional typical assessments specific to teaching major did not assess proficiency/achievement of the standard.

Standard (1)(c) - Additional typical assessments specific to teaching major did not assess proficiency/achievement of the standard.

Standard (1)(h) - Additional typical assessments specific to teaching major did not assess proficiency/achievement of the standard.

Standard (1)(i) - Additional typical assessments specific to teaching major did not assess proficiency/achievement of the standard.

The above assessments named *could* adequately address the range of knowledge, skill, and dispositions that are delineated in the standard and, they *might* be congruent with the complexity, cognitive demands and skill requirements described in the standards. But there were no scoring guides or assessment examples for any of the named assessments to make that determination.

Additional assessments that address listening comprehension should be included such as interviews, transcriptions, phone conversations, and face-to-face conversations. Assessments that address ORAL PROFICENCY and ABILITY TO COMMUNICATE should also be incorporated into courses. Some examples of these assessments include face-to-face conversations, giving directions that require listeners to follow directions to accomplish a designated task, and participating in discussions.

Evaluation

Most of the required courses and aligned assessments provided in the IR for Spanish meet the standards.

Commendations

EDU 407 (Ethics and Policy Issues) clearly addresses Standard 1(c, e) in the General Education program. The understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching are necessary for students in the Spanish program. Standard 1(a), the “speaking” standard, is particularly well-developed and aligned across the curriculum and within the assessments.

Improvements

There are some concerns about course offerings that may be weaker than others in addressing the standards. The course list that is meant to achieve standard 1(d, e, f, g, and h) seems vague or very general in some instances. Some of the courses do not seem to contribute to achievement of these parts of the standard. More specifically, not all course offerings listed for standard 1(b) seem to contribute to achieving this standard. This standard deals with demonstrating listening comprehension but the courses are general in nature and deal tangentially with listening comprehension. They seem more focused on achieving the speaking standard.

Additionally, there is concern about the teaching requirements for the Spanish endorsement for a minor. Currently, the Spanish program requirements consist of 57 credits for a major and 36 credits for a minor. There are 21 credit offerings in literature and electives for the major endorsement. There are only three credit offerings in literature for the minor endorsement; and that is a choice between the Contemporary Spanish Literature course and the Contemporary Latin American Literature course. Given the culture most likely to be encountered by the students being taught, perhaps a recommendation to take the Contemporary Latin American Literature course should be made for candidates seeking the minor endorsement. In Montana, many Spanish-endorsed teachers enter the teaching field at the secondary level, teaching Spanish as a minor where there will likely not be another Spanish teacher (and less likely one that majored in Spanish) at the same school. There is concern about the integrity of the student learning experience with such minimal preparation in history, civilization and culture of the teacher candidate seeking a minor endorsement.

Another issue raised is the question of where history, civilization and culture are studied. Are they addressed through the literature courses or perhaps encountered through study in a Spanish speaking country or an experience considered to be equivalent?

Response to Rejoinder

World Languages – Spanish

After reviewing the narrative report, course syllabi, and catalog information, the OPI concurs with the review team finding: There is no evidence of performance outcomes of the study abroad experience. The notation recommends that the Spanish program faculty examine the study abroad program to determine the common performance outcomes and indicators. The notation remains.

Correct the Institutional Report: Provide the appropriate link to the syllabus for SPNS 102 Introduction to Spanish II; and add the link to the syllabus for SPNS 301 Oral and Written Expression.

Accreditation Recommendation

Meets Standard with Notation

**Phyllis J. Washington College of Education and Human Sciences
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013**

Narrative Summary Report

Number and Name of Standard: ARM 10.58.511 World Languages - Latin

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the PEPPS and the syllabi and assessments developed by the Unit to meet the standards for 10.58.511 Latin.

Sources of Evidence

Evidence was gathered from the general bulletin and catalog, course, and accompanying syllabi.

Assessment Aligned to Standard

The assessments as provided in the IR align to the standards.

Evaluation

Most of the required courses and aligned assessments provided in the IR meet the standards.

Commendations

The program is comprehensive and provides multiple opportunities for application of knowledge gained.

Response to Rejoinder

The OPI staff agrees that the information in the Teacher Education Services and the information in the catalog for both Curriculum and Instruction and Modern and Classical Languages align. The notations for the Russian and Latin programs are removed.

The approval designation of “met with notation” means that there is a minor deviation to the standard and that the recommendation/suggestion does not require immediate follow-up or reporting before the Board of Public Education takes action final on the approval of the accreditation status. Progress and changes in areas of “met with notation” would be examined in the next accreditation review cycle.

Accreditation Recommendation

Meets Standard

-----Original Message-----

From: Evans, Roberta D. [<mailto:Roberta.Evans@mso.umt.edu>]

Sent: Friday, October 25, 2013 4:00 PM

To: deborah.eldridge@caepnet.org

Cc: Peterson, Linda; trent.atkins@umontana.edu; Susan Harper-Whalen; Murphy, Kristine

Subject: RE: CAEP's Continuous Improvement Commission Accreditation Decision

Dear Dr. Eldridge:

This is the email we have been anxious to receive, and we are most grateful!

Warm regards,

Roberta Evans, Susan Harper-Whalen, Trent Atkins, and Kristine Murphy

Phyllis J. Washington College of Education & Human Sciences

University of Montana

From: deborah.eldridge@caepnet.org [deborah.eldridge@caepnet.org]

Sent: Friday, October 25, 2013 3:07 PM

To: Evans, Roberta D.

Cc: lvpeterson@mt.gov; trent.atkins@umontana.edu

Subject: CAEP's Continuous Improvement Commission Accreditation Decision

Dear Dr. Evans:

CAEP's Continuous Improvement Commission met earlier this week to determine the accreditation status of 61 institutions being reviewed with NCATE standards. We are pleased to inform you that accreditation has been continued for the professional education unit at University of Montana-Missoula. Congratulations!

An official letter and action report, including any areas for improvement, if assigned, will be sent within two weeks, and will include contact information for questions or concerns. The letter will also contain information on publicizing the accreditation decision, as we certainly encourage you to share your unit's excellence and its successful accreditation with policymakers and the media. Again, congratulations!

Sincerely yours,

Deb Eldridge

Senior Vice President, CAEP

202-223-0077

Deborah.Eldridge@caepnet.org<mailto:Deborah.Eldridge@caepnet.org>

www.caepnet.org<http://www.caepnet.org/>

ITEM 11

**ACTION ON A NEW PROGRAM IN
BROADFIELD SCIENCE FOR THE PHYLLIS
J WASHINGTON (PJW) COLLEGE OF
EDUCATION AND HUMAN SCIENCES AT
THE UNIVERSITY OF MONTANA**

Dr. Linda Peterson

EXECUTIVE SUMMARY
DATE: NOVEMBER 2013

PRESENTATION: Recommend Approval of the New Program for Science Broadfield – Physics
Phyllis J. Washington (PJW) College of Education and Human Sciences
The University of Montana

PRESENTER: Linda Vrooman Peterson
Administrator of Educator Preparation Program
Office of Public Instruction

OVERVIEW: The Superintendent of Public Instruction recommends provisional approval for the proposal from the PJW College of Education and Human Sciences at the University of Montana to add Science Broadfield – Physics to its secondary education curriculum. The Science Broadfield – Physics program for secondary education meets the Administrative Rules of Montana 10.58.522 Science Broadfield – Physics. The material is attached.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S): Provisional approval allows PJW College of Education to enroll and graduate students with majors in the Science Broadfield - Physics program beginning immediately. The program will be reviewed in 2015.

RECOMMENDATION(S): Approve the State Superintendent’s recommendation for provisional approval of the new program of Science Broadfield – Physics for the secondary education curriculum of the Phyllis J. Washington College of Education and Human Sciences at the University of Montana.

**Broadfield Science Physics-Based
INSTITUTIONAL REPORT**

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	PERFORMANCE ASSESSMENT	TO BE COMPLETED BY VISITING TEAM	
			Met	Not Met
<u>10.58.522 SCIENCE</u>				
(1) The science program ensures that successful candidates follow the subject major and/or minor program of study or the broadfield major program of study. Subject major and/or minor teaching endorsement programs are limited to biology, earth science, chemistry, and physics. The broadfield major includes a concentration in one of the endorsable disciplines, coupled with balanced study in three other endorsable science disciplines. Science disciplines selected adhere to a scope and sequence which ensures a thorough grounding in the basic concepts, skills, and dispositions associated with Montana and national K-12 content standards.	<p>The University of Montana offers both the subject major/minor program of study and the broadfield science program of study.</p> <p>For the subject major/minor programs of study, candidates earn the BA in biology, chemistry, earth science, or physics. If candidates choose earth science or physics as a major, they must also complete the major/minor endorsement in another science field.</p> <p>For the broadfield science teaching endorsement, candidates may earn the BA in biology with an ecology option. This major requires a minimum of 22 credits in biology, 10 credits in physics and geology, and 14 credits in chemistry.</p> <p>For the broadfield science teaching endorsement, candidates may earn the BA in physics with a general science teaching option. This major requires a minimum of 24 credits in physics, 10-11 credits in earth science, 12 credits in biology, 11 credits in chemistry, and 18-19 credits in math.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
(2) The science endorsement requires that successful candidates: (a) demonstrate a thorough understanding of inquiry-based learning across the sciences. This preparation includes: (i) both breadth and depth of knowledge in science, including	<p>Candidates demonstrate breadth and depth of knowledge of science by completing</p> <ul style="list-style-type: none"> • 62-85 credits for a major in a science field; • 47-59 credits for a minor in a science field; and • course requirements from three different science fields. 		<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Broadfield Science Physics-Based
INSTITUTIONAL REPORT**

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	PERFORMANCE ASSESSMENT	TO BE COMPLETED BY VISITING TEAM	
			Met	Not Met
recent significant changes in the field, as reflected by national standards;	<p>The broadfield major includes science content in four fields.</p> <p>The broadfield science standards are shown in (7) below.</p>			
(ii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching;	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • M 162 Applied Calculus • M 171 Calculus I • STAT 216 Intro to Statistics • EDU 370 Integrating Technology into Education • EDU 497 Methods: 5-12 Science 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is unit development.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iii) preparation and experience in environmental science, including Montana American Indian traditional relationships to the environment; and	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • SCI 350 Environmental Perspectives • EDU 497 Methods: 5-12 Science 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iv) methods to engage in inquiry in a variety of ways;	<p>Courses addressing this standard include EDU 497 Methods: 5-12 Science.</p>	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessments specific to teaching major:</p> <ul style="list-style-type: none"> • journal • unit development • scope and sequence 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Broadfield Science Physics-Based
INSTITUTIONAL REPORT**

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	PERFORMANCE ASSESSMENT	TO BE COMPLETED BY VISITING TEAM	
			Met	Not Met
(b) demonstrate knowledge and skills in the methods of guided and facilitated learning in order to interpret and communicate science research to others;	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • BIOE 370 General Ecology • BIOE 371 General Ecology Lab • BIOB 170 Principles of Biological Diversity • BIOB 171 Principles of Biological Diversity Lab • BIOO 433 Plant Physiology • BIOM 360 General Microbiology • BIOM 361 General Microbiology Lab • CHMY 302 Chemistry Literature and Scientific Writing • CHMY 311 Analytical Chem-Quantitative Analysis • GEO 231 Geosciences Field Methods • PHSX 330 Communicating Physics 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) apply instructional strategies which model learning environments with extended time, appropriate space, and resources with equipment and technology found in the contemporary secondary classroom;	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • EDU 395 Field Experience • EDU 495 Student Teaching • EDU 497 Methods: 5-12 Science 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessments specific to teaching major:</p> <ul style="list-style-type: none"> • journal • unit development • scope and sequence 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) demonstrate understanding and experience of how to develop and maintain the highest levels of safety in classrooms, stockrooms, laboratories, and other areas related to instruction in science;	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • CHMY 485 Laboratory Safety • EDU 495 Student Teaching 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Broadfield Science Physics-Based
INSTITUTIONAL REPORT**

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	PERFORMANCE ASSESSMENT	TO BE COMPLETED BY VISITING TEAM	
			Met	Not Met
(e) demonstrate knowledge of formative and summative assessment techniques which model a variety of authentic and equitable assessment strategies that ensure the continuous intellectual, social, and personal development of the learner in all aspects of science;	Courses addressing this standard include the following: <ul style="list-style-type: none"> • EDU 221 Educational Psychology and Measurements • EDU 497 Methods: 5-12 Science 	Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is unit development.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(f) apply and evaluate models of interdisciplinary approaches to provide experiences in understanding science;	Courses addressing this standard include EDU 497 Methods: 5-12 Science.	Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is unit development.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(g) articulate a well-defined rationale for instructional goals, materials, and actions in relation to state and national education standards and student achievement.	Courses addressing this standard include EDU 497 Methods: 5-12 Science.	Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessments specific to teaching major:</p> <ul style="list-style-type: none"> • unit development • scope and sequence 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Broadfield Science Physics-Based
INSTITUTIONAL REPORT**

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	PERFORMANCE ASSESSMENT	TO BE COMPLETED BY VISITING TEAM	
			Met	Not Met
<p>(7) The candidate for an endorsement in broadfield science demonstrates the following knowledge and skills, including:</p> <p>(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;</p>	<p>Candidates pursuing a broadfield science endorsement major in biology and take additional courses that prepare them to teach biology, chemistry, physics, and the earth sciences at the secondary level.</p> <p>The broadfield science physics-based program plan is included as an additional document.</p> <p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • BIOB 160N Principles of Living Systems • ASTR 131N Elementary Astronomy I • ASTR 134N Elementary Astronomy I Lab • GEO 101N Introduction to Physical Geology • GEO 102N Intro to Physical Geology Lab • GEO 105 Oceanography or GEO 108 Climate Change or GEO 211 Earth History and Evolution • CHMY 141N College Chemistry I • CHMY 143N College Chemistry II • PHSX 215N Fund of Physics w/Calc I • PHSX 216N Fund of Physics w/Calc I Lab • PHSX 217N Fund of Physics w/Calc II • PHSX 218N Fund of Physics w/Calc II Lab 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Broadfield Science Physics-Based
INSTITUTIONAL REPORT**

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	PERFORMANCE ASSESSMENT	TO BE COMPLETED BY VISITING TEAM	
			Met	Not Met
(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows how to apply and teach these methods when instructing students;	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • BIOB 160N Principles of Living Systems • PHSX 215N Fund of Physics w/Calc I • PHSX 216N Fund of Physics w/Calc I Lab • PHSX 217N Fund of Physics w/Calc II • PHSX 218N Fund of Physics w/Calc II Lab • CHMY 141 College Chemistry I • CHMY 143 College Chemistry II • CHMY 485 Laboratory Safety • ASTR 131N Elementary Astronomy I • ASTR 134N Elementary Astronomy I Lab • GEO 101N Introduction to Physical Geology • GEO 102N Intro to Physical Geology Lab 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) systematic and quantitative study of the fundamental topics in biology, chemistry, physics, and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • BIOB 160N Principles of Living Systems • PHSX 215N Fund of Physics w/Calc I • PHSX 216N Fund of Physics w/Calc I Lab • PHSX 217N Fund of Physics w/Calc II • PHSX 218N Fund of Physics w/Calc II Lab • CHMY 141 College Chemistry I • CHMY 143 College Chemistry II • ASTR 131N Elementary Astronomy I • ASTR 134N Elementary Astronomy I Lab • GEO 101N Introduction to Physical Geology • GEO 102N Intro to Physical Geology • GEO 105 Oceanography or GEO 108 Climate Change or GEO 211 Earth History and Evolution 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Broadfield Science Physics-Based
INSTITUTIONAL REPORT**

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	PERFORMANCE ASSESSMENT	TO BE COMPLETED BY VISITING TEAM	
			Met	Not Met
(d) study and experiences emphasizing interrelationships among all the sciences, as well as between the sciences and other areas of study such as mathematics;	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • PHSX 215N Fund of Physics w/Calc I • PHSX 216N Fund of Physics w/Calc I Lab • PHSX 217N Fund of Physics w/Calc II • PHSX 218N Fund of Physics w/Calc II Lab • CHMY 141 College Chemistry I • CHMY 143 College Chemistry II • ASTR 131N Elementary Astronomy I • ASTR 134N Elementary Astronomy I Lab • GEO 101N Introduction to Physical Geology • GEO 102N Intro to Physical Geology • M 171 Calculus I • M 172 Calculus II • M 273 Multivariable Calculus • M 311 Ordinary Differential Equations and Systems • STAT 216 Intro to Stats or STAT 341 Intro Probability and Statistics 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(e) conceptual understanding of mathematics, including a working knowledge of calculus and statistics;	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • M 171 Calculus I • M 172 Calculus II • M 273 Multivariable Calculus • M 311 Ordinary Differential Equations and Systems • STAT 216 Intro to Stats or STAT 341 Intro Probability and Statistics 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Broadfield Science Physics-Based
INSTITUTIONAL REPORT**

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	PERFORMANCE ASSESSMENT	TO BE COMPLETED BY VISITING TEAM	
			Met	Not Met
(f) conceptual understanding of the relationships among science, technologies, and the study of environmental education;	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • GEO 105 Oceanography or GEO 108 Climate Change or GEO 211 Earth History and Evolution • BIOB 160N Principles of Living Systems • EDU 497 Methods: 5-12 Science 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(g) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and specimens which support and enhance curricula and instruction in all sciences including laboratory and field studies that promote investigation and inquiry, and the use of experimental methods;	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • BIOB 160 Principles of Living Systems • PHSX 215N Fund of Physics w/Calc I • PHSX 216N Fund of Physics w/Calc I Lab • PHSX 217N Fund of Physics w/Calc II • PHSX 218N Fund of Physics w/Calc II Lab • PHSX 330 Communicating Physics • CHMY 141 College Chemistry I • CHMY 143 College Chemistry II • CHMY 485 Laboratory Safety • ASTR 131N Elementary Astronomy I • ASTR 134N Elementary Astronomy I Lab • GEO 101N Introduction to Physical Geology • GEO 102N Intro to Physical Geology 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>• Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(h) conceptual understanding of earth sciences including course work in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • ASTR 131N Elementary Astronomy I • ASTR 134N Elementary Astronomy I Lab • GEO 101N Introduction to Physical Geology • GEO 102N Intro to Physical Geology • GEO 105 Oceanography or GEO 108 Climate Change or GEO 211 Earth History and Evolution 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>• Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Broadfield Science Physics-Based
INSTITUTIONAL REPORT**

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	PERFORMANCE ASSESSMENT	TO BE COMPLETED BY VISITING TEAM	
			Met	Not Met
(i) conceptual understanding of biology including course work in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other. This preparation must include study and experiences emphasizing living organisms;	Courses addressing this standard include the following: <ul style="list-style-type: none"> • BIOB 160N Principles of Living Systems • BIOB 260 Cell and Molecular Biology • BIOB 272 Genetics and Evolution 	Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(j) conceptual understanding of chemistry including course work in organic, inorganic, analytical, physical and biochemistry and their relationships with each other;	Courses addressing this standard include the following: <ul style="list-style-type: none"> • CHMY 141 College Chemistry I • CHMY 143 College Chemistry II • CHMY 485 Chemistry Lab Safety 	Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(k) conceptual understanding of physics including course work in classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics and their relationships with each other; and	Courses addressing this standard include the following: <ul style="list-style-type: none"> • PHSX 215N Fund of Physics w/Calc I • PHSX 216N Fund of Physics w/Calc I Lab • PHSX 217N Fund of Physics w/Calc II • PHSX 218N Fund of Physics w/Calc II Lab • PHSX 301 Intro to Theoretical Physics • PHSX 311 Waves and Oscillations • PHSX 343 Modern Physics 	Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Broadfield Science Physics-Based
INSTITUTIONAL REPORT**

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	PERFORMANCE ASSESSMENT	TO BE COMPLETED BY VISITING TEAM	
			Met	Not Met
<p>(I) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially, using questions to define problems and potential solutions.</p>	<p>Courses addressing this standard include the following:</p> <ul style="list-style-type: none"> • EDU 497 Methods: 5-12 Science • PHSX 330 Communicating Physics • BIOB 160N Principles of Living Systems • BIOB 260 Cell and Molecular Biology • BIOB 272 Genetics and Evolution • PHSX 215N Fund of Physics w/Calc I • PHSX 216N Fund of Physics w/Calc I Lab • PHSX 217N Fund of Physics w/Calc II • PHSX 218N Fund of Physics w/Calc II Lab • PHSX 301 Intro to Theoretical Physics • PHSX 311 Waves and Oscillations • PHSX 343 Modern Physics • CHMY 141 College Chemistry I • CHMY 143 College Chemistry II • ASTR 131N Elementary Astronomy I • ASTR 134N Elementary Astronomy I Lab • GEO 101N Introduction to Physical Geology • GEO 102N Intro to Physical Geology Lab • GEO 105 Oceanography or GEO 108 Climate Change or GEO 211 Earth History and Evolution 	<p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term papers • book reviews • daily assignments <p>Additional typical assessment specific to teaching major is laboratory/field assignments and written reports.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>(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>, 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u>, 2007 MAR p.190, Eff. 2/9/07.)</p>				

General Science Broadfield Teaching Requirements (Grades 5-12) - PHYSICS-BASED DRAFT
The University of Montana

Name:
Student ID:

For an endorsement in the extended major field of General Science, a student must complete the requirements for the B.A. with a major in Physics, general science teaching option (see the Department of Physics and below). Individuals holding a baccalaureate degree must meet these requirements by completing the courses listed below or demonstrate course equivalency. The General Science Broadfield Teaching major qualifies as a single field endorsement.

General Science Broadfield Teaching MAJOR Requirements

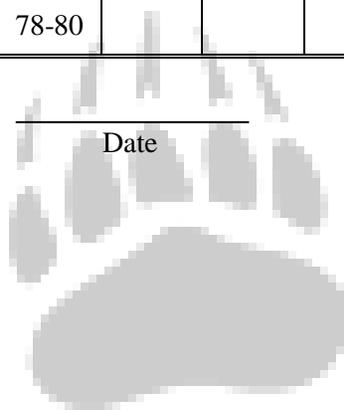
Course Titles	Cr.	Term.	Grade	Approved Substitute	Institution	Credits	Grade
PHSX 215 Fundamentals of Physics with Calculus I	4						
PHSX 216 Fundamentals of Physics with Calculus I Lab	1						
PHSX 217 Fundamentals of Physics with Calculus II	4						
PHSX 218 Fundamentals of Physics with Calculus II Lab	1						
PHSX 301 Intro to Theoretical Physics	3						
PHSX 311 Waves and Oscillations	2						
PHSX 330 Communicating Physics	3						
PHSX 343 Modern Physics	3						
PHSX Upper-division elective	3						
M 171 Calculus I	4						
M 172 Calculus II	4						
M 273 Multivariable Calculus	4						
M 311 Ordinary Differential Equations and Systems	3						
STAT 216 Intro to Stats or STAT 341 Intro Probability and Statistics	3-4						
ASTR 131N Elementary Astronomy I	3						
ASTR 134N Elementary Astronomy I Lab	1						
GEO 101N Intro to Physical Geology	3						
GEO 102N Intro to Physical Geology Lab	1						

GEO 105N Oceanography or GEO 108N Climate Change or GEO 211 Earth History and Evolution or ASTR 351 Planetary Science	2-3						
BIOB 160N (BIOL 110N) Principles of Living Systems	4						
BIOB 260N (BIOL 221) Cell and Molecular Biology	4						
BIOB 272 (BIOL 223) Genetics and Evolution	4						
CHMY 141N (CHEM 161N) College Chemistry I	5						
CHMY 143N (CHEM 162N) College Chemistry II	5						
CHMY 485 Laboratory Safety	1						
EDU 497 (C&I 426) Methods: 5-12 Science (coreq. EDU 395)	3						
Total Credits	78-80						

Department Advisor Signature

Date

Major GPA





MEMORANDUM

TO: LINDA VROOMAN PETERSON, ADMINISTRATOR, ACCREDITATION AND
EDUCATOR PREPARATION DIVISION

FROM: KRISTI MURPHY, ASSESSMENT AND LICENSURE MANAGER, PJW COLLEGE ^{KKM}
OF EDUCATION AND HUMAN SCIENCES

CC: ROBERTA EVANS, DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF
EDUCATION AND HUMAN SCIENCES

SUBJECT: BROADFIELD SCIENCE ENDORSEMENT BASED IN PHYSICS

DATE: OCTOBER 24, 2013

The University of Montana is currently state-approved to offer a general science broadfield teaching major. The current major is housed in the Division of Biological Sciences and leads to a B.A. in Biology. We are seeking Board of Public Education approval to offer a second general broadfield science major. The Department of Physics at UM has sought and received approval through UM Faculty Senate and the Montana Board of Regents (September 2013) to add an option in General Science Teaching to the B.A. in Physics. This proposed second general science broadfield program will be housed in the Department of Physics and lead to a B.A. in Physics. Both programs incorporate biology, chemistry, earth science and physics.

The Department of Physics was motivated to add this option in General Science Broadfield for four primary reasons: 1) there is a need for more STEM (Science, Technology, Engineering, and Mathematics) teachers at the middle and high school levels; 2) teachers with broadfield science licensure are in demand in Montana; 3) licensure in physics through UM does not qualify as a single-field endorsement and this will allow individuals with an interest in physics a different path to obtain a single-field endorsement; and 4) it will give teacher candidates the option of a broadfield science major housed in either biological sciences or physical sciences.

UM has a long history of expertise in the discipline of physics and the other broadfield science disciplines. No new courses or faculty resources are necessary for the creation of this degree and the proposed curriculum aligns with the strategic goals of UM. Individuals pursuing this program will also seek admission and complete the Teacher Education Program in the PJW College of Education and Human Sciences. The Department of Curriculum and Instruction gathers data related to educator preparation programs at UM and will work in connection with the Department of Physics to review and evaluate program-specific data on an annual basis.

❖ ACCREDITATION COMMITTEE
(Items 12-13)
Bernie Olson

ITEM 12

ACTION ON THE STATE
SUPERINTENDENT'S
RECOMMENDATIONS OF THE VARIANCES
TO STANDARDS APPLICATIONS

Dennis Parman

EXECUTIVE SUMMARY

DATE: NOVEMBER 2013

- PRESENTATION:** Recommendations Relative to Variances to Standards Applications
- PRESENTER:** Dennis Parman
Deputy Superintendent of Public Instruction
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education the State Superintendent's recommendations on the Variances to Standards applications for implementation second semester 2013-14.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):**

Montana Office of Public Instruction. Denise Juneau, Superintendent

Montana Board of Public Education
November 14, 2013

Superintendent's Recommendations on the Applications for Variances to Standards (ARM 10.55.604) Submitted by Schools, October 2013 for Implementation Second Semester of the 2013-14 School Year

Darby Schools Application. Darby Elementary School, Darby 7-8 School, and Darby High School - variance to ARM 10.55.601(3). The superintendent recommends approval of the request for the variance as submitted in this application.

Powell County High School Application. Powell County High School - variance to ARM 10.55.601(3). The superintendent recommends approval of the request for the variance as submitted in this application.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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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

October 21, 2013

MEMORANDUM

To: State Superintendent Denise Juneau
From: Variances to Standards Review Board

Re: Variances to Standards Review Board Recommendations for November 2013 Board of Public Education (BPE) Meeting

Darby Schools Application. Initial request (2 years). This is a request for Darby district's elementary, junior high and high schools to replace the Continuous School Improvement process in Administrative Rules of Montana (ARM) 10.55.601(3) with the AdvancED school improvement process in which the schools are currently engaged.

Recommendation: The Variances to Standards Review Board recommends that the application for Variances to Standards ARM 10.55.601(3) from Darby Elementary School, Darby 7-8 School, and Darby High School be approved. The Review Board recommends approval of the request to use the AdvancEd/NWAC school improvement process in lieu of the Continuous School Improvement Plan contingent upon submission of the schools' local AdvancEd/NWAC School Improvement Plan to the Office of Public Instruction (OPI) within the same time frame as required for the Continuous School Improvement Plan.

Comments/Rationale: The Review Board reinforces that this variance is only for ARM 10.55.601(3). The mechanics of submission of the local AdvancEd plan will be determined by the OPI. The AdvancEd plan exceeds the requirements of ARM 10.55.601(3) and the Review Board commends the aforementioned schools for seeking a system-wide means of school improvement.

Vote: 7-yes, 0-no

Powell County High School Application. Initial request (2 years). This is a request for Powell County High School to replace the Continuous School Improvement process in Administrative Rules of Montana (ARM) 10.55.601(3) with the AdvancED school improvement process in which the schools are currently engaged.

Recommendation: The Variances to Standards Review Board recommends that the application for Variances to Standards ARM 10.55.601(3) from Powell County High School be approved. The Review Board recommends approval of the request to use the AdvancEd/NWAC school improvement process in lieu of the Continuous School Improvement Plan contingent upon submission of the schools' local AdvancEd/NWAC School Improvement Plan to the Office of Public Instruction (OPI) within the same time frame as required for the Continuous School Improvement Plan.

Comments/Rationale: It may be prudent to consider expanding both the measurable objective and the evidence to document progress toward meeting the objective to include other assessments beyond the Smarter Balance assessment.

The Review Board reinforces that this variance is only for ARM 10.55.601(3). The mechanics of submission of the local AdvancEd plan will be determined by the OPI. The AdvancEd plan exceeds the requirements of ARM 10.55.601(3) and the Review Board commends the aforementioned schools for seeking a system-wide means of school improvement.

Vote: 7-yes, 0-no

Respectfully,

A handwritten signature in blue ink that reads "Fred Anderson". The signature is fluid and cursive, with a large loop at the end.

Acting Chair
Variances to Standards Review Board

A handwritten signature in blue ink that reads "Dennis J. Parman". The signature is cursive and clearly legible.

Dennis J. Parman
Deputy Superintendent



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.

DUE DATES

ONE-TIME ONLY DUE DATE

- **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: Ravalli

DISTRICT: Darby Public Schools

LIST THE SCHOOL OR MULTIPLE SCHOOLS THAT ARE REQUESTING THE VARIANCE(S): Darby Elementary School, Darby Junior High, and Darby High School

- 1. Is this an initial application (2 years) or a Renewal application (3 years)?**
Initial application (2 years)
- 2. Is this for first semester implementation or second semester implementation?**
Second Semester
- 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.**
Minutes of the July 8, 2013 Meeting are attached, and a copy of a School Leadership Team Meeting held in May, 2013 are also attached.
- 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.**
Minutes of the July 8, 2013 Meeting are attached





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.

10.55.601(3)

6. Describe the variance requested.

Due to the rigorous nature of the AdvancED/NWAC accreditation process, Darby Schools requests that they be allowed to use the AdvancED/NWAC process in replacement of 10.55.601(3). We see this as a duplication of efforts.

7. Provide a brief statement of mission and objectives of this proposed variance.

It is the mission of the Darby Schools to use this variance to promote rigor, equity, student engagement, and depth of knowledge for our students. The objectives are as follows;

1. Utilize a school improvement plan that requires identification of goals for improvement of achievement and instruction.
2. Utilize collaborative learning communities to increase teacher skills in grading and reporting that is based on clear criteria for attainment of knowledge and skills.
3. Continue to develop the use of data to promote growth in student learning, student readiness for the next level, and student success at the next level.
4. Develop a comprehensive student assessment system with local and standard assessments resulting in a range of data about student learning.

8. In what way does this variance to standard meet the specific needs of the students in your school(s)?

Darby Schools are regionally accredited through AdvancED/NWAC. To obtain this accreditation, the schools go through a rigorous process that includes a self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from parents, teachers, and students as well as an external review from an outside team of educators every five years. An extensive educationally based continuous school improvement process is required from AdvancED indicators 1.3, 3.2, 3.4, 3.8, 3.11, 5.4, and 5.5. A school district education profile is required from AdvancED indicators 5.1, 5.2, 3.2, and 3.6. A description of strategies for assessing student progress is required from AdvancED indicators 3.2 and 5., and a professional development component is required from indicators 2.6, 3.3, 3.4, 3.5, 3.7, 3.11, and 5.3. A description of these indicators is attached. With the steps required through the AdvancED process, Darby Schools meets and exceeds 10.55.601(3), therefore duplication of efforts is not needed. Due to the self review and external review required, students will be benefited by vertically and horizontally aligned programs. This process promotes rigor, equity, student engagement and depth of application of knowledge. The school improvement plan requires identification of goals for



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improvement of achievement and instruction. Teachers participate in collaborative learning communities, and grading and reporting must be based on clear criteria for attainment of knowledge and skills. Finally, Darby Schools must demonstrate, using data, growth in student learning, student readiness for the next level, and student success at the next level.

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.)

Darby Schools have sufficient resources for this variance. An annual fee to AdvancED/NWAC is paid which provides all information needed for the standards and indicators, student performance diagnostics, surveys and survey results. The annual fee also includes the AdvancED Adaptive System of School Improvement Support Tools (ASSIST), a state-of-the-art system that allows schools to streamline and enhance their efforts to boost student success. The school also has the opportunity to receive training at the annual AdvancED/NWAC School Improvement Conference.

b. Educationally sound. (Applicant has relied on sound research as a rationale for the variance.)

The AdvancED/NWAC standards and indicators are research based. The following is from the AdvancED website; "With over a century of work in schools and districts throughout the world, AdvancED collects and manages information that has the potential to revolutionize the way we think about continuous improvement and the factors that have the greatest promise for ensuring student success. For that reason, we have committed to an ambitious 5-year research agenda that will uncover the impact of accreditation on school improvement and student achievement. The objective is to provide the education community with research-based strategies, conditions, and behaviors that lead to transformative school improvement. A research team of academics and practitioners has already published two studies, Learning from Accreditation and District Accreditation: Leveraging Change.

Dedicated to both school and system improvement, we are proud to be able to share our depth of knowledge with the greater educational community. As a knowledge leader in the area of education policy and practice, we know our research will not only be a catalyst for positive change, but will transform the way educators approach educational innovation and continuous improvement." (AdvancED website <http://www.advanced.org/schoolimprovement-research>)

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.)

As a result of our AdvancED/NWAC accreditation status, Darby Schools goes through a rigorous process that includes a self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from parents, teachers and students as well as an external review from an outside team of educators every five years. An extensive educationally based continuous school improvement process is required from AdvancED indicators 1.3, 3.2, 3.4, 3.8, 3.11, 5.4, and 5.5. A school district education profile is required from AdvancED indicators 5.1, 5.2,





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3.2, and 3.6. A description of strategies for assessing student progress is required from AdvancED indicators 3.2 and 5., and a professional development component is required from indicators 2.6, 3.3, 3.4, 3.5, 3.7, 3.11, and 5.3. A description of these indicators is attached. With the steps required through the AdvancED process, Darby Schools meets and exceeds 10.55.601(3), therefore duplication of efforts is not needed.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.1901.

Attached are all AdvancED Standards and Indicators that frame vertical and horizontal alignment for all program offerings required by the Montana Office of Public Instruction.

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).

1. Darby School Teachers will implement lessons aligned to the Common Core Standards 100% of the time, and use Differentiated Instruction 80% of the time as measured by self-assessment and administrator observation.
2. Darby students will exceed the state average in mathematics achievement scores on the 2015 test.
3. Darby students will exceed the state average in reading achievement scores on the 2015 test.
4. Darby's class of 2015 will have at least a 90% graduation rate.
5. District English/Language Arts curriculum will be reviewed to ensure compliance with the Montana Common Core by July 31, 2014.

11. What data or evidence will be gathered to document progress toward meeting the measurable objective(s)?

1. Administrator walk-throughs, formal evaluations, peer reviews, and self assessments.
2. Mathematics scores will be gathered from the results of the 2015 Smarter Balance Assessment.
3. Reading scores will be gathered from the results of the 2015 Smarter Balance Assessment.
4. Graduation rate data will be tracked by the cohort through the Office of Public Instruction.
5. By participating in the Ravalli County Curriculum Consortium, our curriculum will be reviewed in June of 2014 to ensure curriculum guides, pacing guides and common assessments are aligned to the Montana Common Core.

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: ERIK ABRAHAMSEN

Board Chair Signature: [Signature] Date: 9-26-13

Superintendent Name: Lloyd D. Rennaker

Superintendent Signature: [Signature] Date 9/26/13

OPI USE ONLY

Superintendent of Public Instruction _____ Date _____





Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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___ Approve ___ Disapprove

Board of Public Education Chair _____ Date _____

___ Approve ___ Disapprove



VARIANCE TO STANDARD APPLICATION for 10.55.601(3)

COUNTY—Powell

DISTRICT—Powell County High School

LIST THE SCHOOL OR MULTIPLE SCHOOLS THAT ARE REQUESTING THE VARIANCE(S): Powell County High School

1. **Is this an initial application (2 years) or a Renewal application (3 years)?** Initial application (2 years).
2. **Is this for 1st semester implementation or 2nd semester implementation?** 1st 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.** A copy of the official minutes from the Board of Trustees meeting on June 10 when the variance was discussed is attached. A list of visitors to the meeting including community members, classified staff members and parents is also attached.
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.** A copy of the official minutes from the Board of Trustees meeting on June 10 is attached.
5. **Standard(s) for which a variance is requested.** 10.55.601(3)
6. **Describe the variance requested.** Due to the rigorous nature of the AdvancED/NWAC accreditation process described above in question 1, the Powell County High School requests that it be allowed to use the AdvancED/NWAC process in replacement of 10.55.601(3). We see this as a duplication of efforts.
7. **Provide a brief statement of mission and objectives of this proposed variance.** It is the mission of the Powell County high School to use this variance to promote rigor, equity, student engagement and depth of application of knowledge for our students. The objectives are as follows:
 - Utilize a school improvement plan that requires identification of goals for improvement of achievement and instruction.
 - Utilize collaborative learning communities to increase teacher skills in grading and reporting that is based on clear criteria for attainment of knowledge and skills.
 - Continue to develop the use of data to promote growth in student learning, student readiness for the next level, and student success at the next level.

- Develop a comprehensive student assessment system with local and standard assessments resulting in a range of data about student learning.

8. **In what way does this variance to standard the specific needs of the students in your school(s)?** Powell County High School is regionally accredited through

AdvancED/NWAC. To obtain this accreditation, the school goes through a rigorous process that includes a self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from parents, teachers and students as well as an external review from an outside team of educators every 5 years. An extensive continuous education school improvement process is required from AdvancED indicators 1.3, 3.2, 3.4, 3.8, 3.11, 5.4, 5.5. A school district education profile is required from AdvancED indicators 5.1, 5.2, 3.2, 3.6. A description of strategies for assessing student progress is required from AdvancED indicators 3.2 and 5.1 and a professional development component is required from indicators 2.6, 3.3, 3.4, 3.5, 3.7, 3.11 and 5.3. A description of these indicators is attached. With the steps required through the AdvancED process, PCHS meets and exceeds 10.55.601(3) therefore duplication of efforts is not needed. Due to the self-review and external review required, students will be benefited by vertically and horizontally aligned programs. This process promotes rigor, equity, student engagement and depth of application of knowledge. The school improvement plan requires identification of goals for improvement of achievement and instruction. Teachers participate in collaborative learning communities, and grading and reporting must be based on clear criteria for attainment of knowledge and skills. Finally PCHS must demonstrate, using data, growth in student learning, student readiness for the next level, and student success at the next level.

9. **Variance to Standard: Outline how and why the proposed variance would be:**

- **Workable:** The school has sufficient resources for this variance. An annual fee to AdvancED/NWAC is paid which provides all information needed for the standards and indicators, student performance diagnostics, surveys and survey results. The annual fee also includes the AdvancED Adaptive System of School Improvement Support Tools (ASSIST), a state-of-the-art system that allows schools to streamline and enhance their efforts to boost student learning. The school also has the opportunity to receive training at the annual AdvancED/NWAC School Improvement Conference.
- **Educationally sound:** The AdvancED/NWAC standards and indicators are research based. The following is from the AdvancED website: “With over a century of work in schools and districts throughout the world, AdvancED collects and manages information that has the potential to revolutionize the way we think about continuous improvement and the factors that have the greatest promise for ensuring student success. For that reason, we have committed to an ambitious 5-year research agenda that will uncover the impact of accreditation on school improvement and student achievement. The objective is to provide the education community with research-based strategies, conditions, and behaviors that lead to transformative school improvement. A research team of academics and practitioners has already published two studies, *Learning from Accreditation* and *District Accreditation: Leveraging Change*. Dedicated to both school and system improvement, we are proud to be able to share our depth of knowledge with the greater educational community. As a

knowledge leader in the area of education policy and practice, we know our research will not only be a catalyst for positive change, but will transform the way educators approach educational innovation and continuous improvement (AdvancED website <http://www.advanc-ed.org/school-improvement-research>).

- **Designed to meet or exceed results under established standard:** As a result of our AdvancED/NWAC accreditation status, PCHS goes through a rigorous process that includes a self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from parents, teachers and students as well as an external review from an outside team of educators every 5 years. An extensive continuous education school improvement process is required from AdvancED indicators 1.3, 3.2, 3.4, 3.8, 3.11, 5.4, 5.5. A school district education profile is required from AdvancED indicators 5.1, 5.2, 3.2, 3.6. A description of strategies for assessing student progress is required from AdvancED indicators 3.2 and 5.1 and a professional development component is required from indicators 2.6, 3.3, 3.4, 3.5, 3.7, 3.11 and 5.3. A description of these indicators is attached. With the process required through the AdvancED process, PCHS meets and exceeds 10.55.601(3) therefore duplication of efforts is not needed.
- **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.1901:** Attached are all AdvancED Standards and Indicators that frame vertical and horizontal alignment for all program offerings required by the Montana Office of Public Instruction.

10. List at least one specific measurable objective that demonstrates that the proposed variance will meet or exceed the results under the current standard:

- a. PCHS will meet or exceed the Mathematics achievement scores based on the Smarter Balance assessments in the spring 2015.
- b. PCHS will meet or exceed the Reading achievement scores based on the Smarter Balance assessments in the spring 2015.
- c. The PCHS graduation rate will exceed 90 percent for the class of 2015.

11. What data or evidence will be gathered to document progress toward meeting the measurable objective?

- a. Mathematics achievement data will be collected from the scores of the Smarter Balance assessments taken in the spring of 2015.
- b. Reading achievement data will be collected from the scores of the Smarter Balance assessments taken in the spring of 2015.
- c. Data related to the district's graduation will be gathered from information provided by the Office of Public Instruction.

ITEM 13

ACTION ON HELENA PUBLIC SCHOOLS
REQUEST FOR VARIANCE TO ARM
10.55.710

Bernie Olson

❖ **MSDB LIAISON (Item 14)**
Lila Taylor

ITEM 14

MSDB REPORT

Lila Taylor

**Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
August 28, 2013**

The meeting was called to order by Chairperson Myers at 4:05 PM with board members Taylor, Carroll, and Olson present. Also present were Pete Donovan, Kim Schawbe, Donna Sorenson, Donna Schmidt, Jim Kelly and Steve Gettel.

1. Student Enrollment/Evaluations

Steve Gettel reported on-campus enrollment at 42 students with an 5 referrals anticipated in the next month or so. Outreach program enrollment at the end of the 2012-13 school year was 577. An update on enrollment for both programs will occur in October.

2. Human Resources

Steve Gettel reported that there has been general agreement between the MEA-MFT and the administration regarding negotiations over implementation of the state pay plan and additional funds from HB2 for licensed professional staff. Negotiations have not been scheduled yet with the UFCW.

All vacancies in the Education Program were filled prior to the start of school. Two staff members resigned from the cottage program during the first week of school. These are both cottage life attendant positions and Jim Kelly reported that he is reviewing applicants from the previous selection process but has had significantly fewer applicants than in the past.

3. Education Program

Kim Schwabe reported on staff training that occurred during orientation week and on the start of the school year for the on-campus program.

4. Outreach Program

Donna Sorensen discussed orientation activities and caseload adjustments with the outreach staff and the new hire, Amy Sangwin, who will work with the blind and visually impaired in the Great Falls region.

5. Student Services Program

Jim Kelly provided the following written report for the cottage program. The week-long orientation was good for the staff. I believe we are off to a good positive start. We currently have two positions to fill – both are CLA's working with girls. One person resigned on the Thursday before Orientation and the second person resigned at the very end orientation. Neither individual gave two weeks notice. We also had one retirement in the summer (Sue Swartz); she had worked for almost 40 years and was working as CLA/Housekeeping. Her position was filled in-house, which opened a night watch position which was filled by Marianne Krogstad (she worked at MSDB before).

We have 18 students and one coming for an evaluation on Monday. Last year we started with 22 students (five were post high school). We divided the deaf girls department so we now have two departments of deaf and hard of hearing girls. The age range is much better for the girls as last year ranges were age 6 to age 18 and this year there will be basically middle school/high school and an elementary group. This made it necessary to hire one additional person; however, one of the CLA's cut back 8 hours so in essence it is only an additional 32 hours per week and a much better situation for the girls! We were able to hire this person prior to orientation starting. We

also transferred one lead houseparent to work with the younger deaf girls and the Dean of Students will provide staff supervision to the staff working with the girls who are visually impaired.

The students seem to be happy to be back, the staff seems happy to be back and all seem to be in good spirits. Everyone is busy getting things situated and back to a routine.

Labor Day Weekend Plans are: Friday night, GF Voyagers Baseball Game, Saturday, various outdoor activities, picnic off campus and movie in the activity room; Sunday, Omelat breakfast in the activity room and Electric City Water Park with Chili Dogs for dinner in the activity room; Monday, BBQ in the afternoon, “summer birthday party celebration” and then get ready for school the next day. All of these events are funded by the MSDB Foundation. All activities are pending good weather!

Cottage Student Council will have a car wash on Saturday, September 7th in our parking lot, weather permitting of course.

Students (cottage students and some day students) will go to Missoula on Saturday, September 21st to attend the Griz Game. Tickets compliments Griz Kidz and our Foundation will pick up some of the other cost. This is a big day for our students!

Our first travel weekend will be Friday, September 13th. At this time we plan to use Big Sky Bus lines for travels to Billings, Helena/Missoula and Havre. We plan to use a shuttle service for one student from Helena to Bozeman. While our anticipated bus cost for the year by exceed \$100,000 - the shuttle service will save about \$20,000 (which will put us at about \$80,000). Much of this extra expense is due to the fact that Rimrock or Salt Lake Stages bus schedule is not compatible with our needs. At any time this could all change depending on student needs and transportation changes.

Lila Taylor asked how student transportation is funded. Donna Schmidt reported that it is part of the Student Services Program operating budget. Bernie Olson asked why the school doesn't have a line item for transportation. Steve Gettel reported that it is not the way the budget is developed and funds are appropriate. Expenses can be tracked but in the budget development process there is usually no consideration for unanticipated cost increases. That could be a consideration in the FY17 budget process however. Lila Taylor asked if local districts could use their transportation funds to help with their student's costs at MSDB. Steve Gettel said it was not likely since there is no mechanism for MSDB to receive local district transportation funds through the OPI.

6. Safety and Facilities

Donna Schmidt reported on the cottage complex-door entry project which will add keyless entries to 4 main doors eliminating the need for keys to access the entire cottage facility. This allows for monitoring of all entry activity and will make the complex more secure. No start date has been announced by the Architecture and Engineering Division for the window replacement project in the cottage complex. Approximately 86 aging and defective windows will be replaced making the facility more energy efficient and safe.

7. Budget and Finance

Donna Schmidt reported that after adjustments were made to pay “carry forward” obligations from FY13 there was less than 1% of the budget remaining unspent, primarily from operating funds. Based on FY13 and increased staffing for FY14 it is anticipated there will be no “vacancy savings” funds available to supplement salary increases for this school year beyond what was allocated in HB13 and HB2.

Patty Myers asked about the status of the new vehicles the school will receive. Donna Schmidt reported that the motor pool only orders vehicles twice a year, in September and January for delivery in March. However she had inquired about getting some replacement vehicles now and the motor pool will have a sedan and a van with low mileage available within the next couple weeks. The van is handicapped accessible with a fold-down ramp which may be useful for some students.

8. School Calendar of Events

Steve Gettel summarized coming events on the school calendar.

9. Public Comment for Non Agenda Items

There was no public comment

10. Action Items

There were no action items taken up by the Board.

The meeting was adjourned at 4:55. The next committee meeting will be on Wednesday, September 25th at 4:00 PM

FUTURE AGENDA ITEMS

January 6-7th, 2014

**Exiting Board Member-Last Meeting
Transportation Report**

MACIE Update

Annual School Food Services Report

Assessment Update

Federal Update

Accreditation Report

Educator Preparation Program Report

5 YCEP Process Update