AGENDA
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 11th, 2014 Meeting Minutes
C. Financials
D. Renewal Unit Providers List

ADOPT AGENDA

INFORMATION ITEMS

REPORTS – Sharon Carroll (Items 1-6)

Item 1   CHAIRPERSON’S REPORT
Sharon Carroll

Item 2   EXECUTIVE DIRECTOR REPORT
Pete Donovan

Item 3   STATE SUPERINTENDENT’S REPORT
State Superintendent Denise Juneau

Item 4   COMMISSIONER OF HIGHER EDUCATION’S REPORT
Dr. Neil Moisey

Item 5   GOVERNOR’S OFFICE REPORT
Shannon O’Brien
Item 6 STUDENT REPRESENTATIVE’S REPORT
Greta Gustafson

DISCUSSION ITEMS

- MSDB LIAISON - Lila Taylor (Item 7)

Item 7 MSDB REPORT
Donna Sorensen

- ASSESSMENT COMMITTEE – Sharon Carroll (Item 8)

Item 8 SMARTER BALANCED FORMATIVE ASSESSMENT PRACTICES DIGITAL
LIBRARY DEMONSTRATION
Judy Snow

- LICENSURE COMMITTEE – Lila Taylor (Item 9)

Item 9 NOTICE OF SURRENDER OF AN EDUCATOR LICENSE
Ann Gilkey

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.

- EXECUTIVE COMMITTEE – Sharon Carroll (Item 10)

Item 10 CRITICAL QUALITY EDUCATOR SHORTAGE AREAS REPORT
Madalyn Quinlan

- ACCREDITATION COMMITTEE – Bernie Olson (Items 11-14)

Item 11 RECOMMEND APPROVAL OF REPORT ON THE 2013-2014 ADDENDUM TO THE FINAL ACCREDITATION STATUS OF ALL SCHOOLS
Patty Muir

Item 12 RECOMMEND APPROVAL OF REPORT ON 2013-2014 CORRECTIVE PLANS
Patty Muir

Item 13 RECOMMEND APPROVAL OF 2014-2015 ACCREDITATION PROCESS
Dr. Linda Peterson

Item 14 RECOMMEND ACCEPTANCE OF THE REQUEST FROM MOUNT ELLIS ACADEMY TO VOLUNTARILY WITHDRAW FROM MONTANA STATE ACCREDITATION, AND FURTHER RECOMMEND THAT FUTURE REINSTATEMENT OF ACCREDITATION MUST BE IN COMPLIANCE WITH ARM 10.55.605 (1) AND (10).
Dr. Linda Peterson
LICENSURE COMMITTEE – Lila Taylor (Items 15-18)

Item 15  RECOMMEND APPROVAL OF THE REVISIONS TO THE CAEP AND MONTANA PARTNERSHIP AGREEMENT  
Dr. Linda Peterson

Item 16  RECOMMEND APPROVAL OF THE NOTICE OF ADOPTION OF ARM, TITLE 10, CHAPTER 57, EDUCATOR LICENSURE  
Ann Gilkey

Item 17  RECOMMEND APPROVAL OF THE NOTICE OF ADOPTION OF ARM, TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS  
Dr. Linda Peterson

Item 18  RECOMMEND APPROVAL OF THE NOTICE OF ADOPTION OF ARM, TITLE 10, CHAPTER 63, PRESCHOOL STANDARDS  
Terry Kendrick

PUBLIC COMMENT

FUTURE AGENDA ITEMS January 16TH, 2015
Exiting Board Member – Last Meeting  
Transportation Report  
MACIE Update  
Annual School Food Services Report  
Assessment Update  
Accreditation Report  
5 YCEP Progress Report  
Educator Preparation Program Report  
Federal Update

ADJOURN

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 but time limits on public comment may be set at the Chair’s discretion.

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 11th, 2014 Minutes
C. Financials
D. Annual Renewal Unit Providers List
September 22, 2014

The Honorable Sharon Carrol
Chair, Board of Public Education
46 North Last Chance Gulch
P.O. Box 200601
Helena, MT 59620-0601

Dear Ms. Carrol:

I enclose some information regarding the Common Core Standards that I hope you will read and thoughtfully consider.

I am a parent, and I am writing to you with regard to Montana’s adoption of the Common Core Standards. I have been researching the Common Core Standards for almost two years, and I have found a great deal of information that has caused me to become gravely concerned regarding the implementation of the Common Core Standards here in Montana (and elsewhere).

The first aspect of the Common Core Standards to cause me concern is the fact that they have already been adopted by over 40 states and the District of Columbia (some of the 45 states that had originally adopted the Common Core Standards have since abandoned them—or changed their name to give the appearance that they have been abandoned). Such adoption occurred even though many people (including most teachers, many school administrators and even our school boards and state legislators) were not given ANY opportunity to become informed with regard to the Common Core Standards and how they would actually impact the education of ALL students. The Common Core Standards have not been tested in any U.S. classroom and yet have already begun to be adopted by the vast majority of public schools throughout the United States.

What far too many people DO NOT know and what I implore you to consider is:

1. How will the Common Core Standards be applied to the curriculum and by whom?

2. There is no actual evidence that the Common Core Standards are rigorous and/or truly oriented toward college and career readiness as developers and proponents claim; and in fact there appears to be significant evidence to the contrary.

3. The “Race to the Top” grant funding was conditioned (albeit “indirectly”) upon adoption of the Common Core Standards prior to the Common Core Standards actually being published.

4. The assessments required by implementation of the Common Core Standards are cloaked in secrecy, and there is no empirical evidence to indicate that these assessments actually provide valid measurements of student achievements.
5. What evidence exists that the Common Core Standards themselves are age-appropriate at any grade level, and why were the concerns noted by early childhood health and education professionals either not considered or considered and disregarded?

6. The unproven Common Core Standards have been copyright-protected and cannot be changed by anyone except for the tax-exempt trade organizations that own the copyrights.

7. Why is the United States Department of Education being sued for its complete GUTTING of the Family Educational Rights and Privacy Act of 1974 (FERPA)?

8. The adoption of the Common Core Standards requires collection of extensive personal, family, social, and behavioral data via the mandated State Longitudinal Data Systems that are already operational in many states.

9. Many of the parties involved in promoting and implementing the Common Core Standards have extensive financial interests in their implementation (particularly with respect to the mandated assessments).

10. What recourse and alternatives exist if significant concerns should arise from parents, students and/or educators as the Common Core Standards are implemented in Montana (and elsewhere)?

It is astounding to me that the education of our children, that is primarily the right and responsibility of their parents and secondarily of the local communities and states in which they live, is now being driven from the national level by a very small group of people who appear unanswerable and unaccountable and virtually unknown to the public whose children they are affecting. That it has happened without the knowledge of the public, the legislators or even the majority of the education community is unthinkable, yet true. That these enormous changes are being driven by a small but powerful group of special interest groups is entirely inappropriate and unacceptable. But the most significant and frightening of all aspects of the Common Core Standards is that they have been adopted and implemented by our education system in a manner that leaves virtually NO real opportunity for input and/or recourse by concerned educators, parents, etc. The only apparent exception to this is a difficult, uphill battle via the individual state legislative process—which battle is currently underway by grassroots groups of educators and parents here in Montana and elsewhere.

Thank you in advance for your consideration of my concerns with respect to the Common Core Standards and especially for your dedicated service to the education of our children.

Very truly yours,

Dena Burnham Johnson

Enc.
Parents and Teachers Object to Common Core

by Phyllis Schlafly

December 11, 2013

The media are currently filled with reports that U.S. students are scoring poorly on international tests. The Program for International Student Assessment (PISA), which compares 15-year-olds in most industrialized countries, reported that U.S. students dropped from 25th to 31st in math, 11th to 21st in reading, and 20th to 24th in science.

The solution offered for these low rankings is always that we should spend more money on schooling. But numerous studies of the billions of dollars we've spent on education in the last decade show that money has not improved U.S. student performance, and higher scoring foreign countries spend far less per pupil than we do.

Now we are told we need a new national system called Common Core (CC) standards, but this has provoked a grassroots uprising. Parents don't want federal control or a federal curriculum, and teachers don't like the CC tests.

Common Core advocates loudly proclaim that there isn't any CC curriculum, there are only standards based on which the local schools can write their own curriculum. But the CC tests (usually called assessments) are the mechanism of federal control over the curriculum because teachers must teach to the test.

As Common Core is beginning to be implemented by the states, parents and teachers are discovering many things they don't like. An Oak Forest, Illinois high school government class required students and their parents to fill out a questionnaire that identifies their positions on controversial political issues and then places themselves on a "political spectrum."

The best way to describe the leftwing bias of this curriculum is to quote some of the questions assigned to the students, all of which are ideologically slanted. Students are instructed to "put a check in front of each statement with which you agree."

Here are two of the pro-big government statements: "The government has an obligation to regulate businesses in order to preserve the environment for future generations." "Unregulated free enterprise benefits the rich at the expense of the poor."

Here are two more slanted statements: "The government should guarantee medical care for all citizens." "The federal government should guarantee the rights of homosexuals."

Common Core then requires the students to self-identify their political philosophy: "I consider myself A. liberal, B. conservative, C. don't know."

Here is one of the "outcomes" specified as the objective of this biased survey. "Students will be familiar with: 1. Fascism as an historical example of a reactionary group. 2. American Revolution as an historical example of a revolutionary viewpoint."

After checking all the statements with which the students agree, students are given a so-called "Performance Task" to "Conduct a Political Spectrum Interview with someone 40 years or older" using this same survey.

It's no wonder that parents are upset about this assignment, which asks for information that is none of the school's business. This survey, published by "The Center for Learning," is from a textbook called "U.S. Government 2," which is part of the Common Core curriculum used by Oak Forest High School.

A Common Core-approved history textbook, "The American Experience" published by Prentice-Hall, gives an account of World War II that the "greatest generation" would not recognize. World War II is presented primarily by photos of the devastation of Hiroshima with text from John Hersey's article on "Hiroshima."

The Washington Post published a letter from a Delaware teacher who is highly critical of Common Core because she was instructed that she is required "to teach the curriculum word-for-word." Also, she must "stop teaching for 6 weeks in the spring to make sure our students pass that test."
New Mexico Senator Tim Keller described in a recent editorial the complaints he hears from parents who "stress deep objection to the continuing trend of out-of-state, for-profit testing companies' intrusion into the classroom." There's just too much testing driven by those with a nefarious "incentive to make the case for more testing."

Of course, tests are important to measure performance. But Common Core tests are a big money-making industry and are used by the Obama Administration to control the content of the curriculum.

And some of the tests sound downright ridiculous. Here is how a New York City high school principal reported one question on a Common Core first-grade math test:

"Take a look at question No. 1, which shows students five pennies, under which it says 'part I know,' and then a full coffee cup labeled with a '6a' and, under it, the word 'Whole.' Students are asked to find 'the missing part' from a list of four numbers. My assistant principal for mathematics was not sure what the question was asking. How could pennies be part of a cup?"
MINUTES
Thursday September 11th, 2014
8:30 AM

CALL TO ORDER
The meeting was called to order at 8:30 AM by Chair Carroll. The Board said the Pledge of Allegiance and recognized a moment of silence in recognition of the victims of September 11, 2001.

Chair Carroll read the Statement of Public Participation, and welcomed all visitors.

Board members present included: Ms. Sharon Carroll-Chair; Mr. Bernie Olson-Vice Chair; Ms. Erín Williams; Mr. Paul Andersen; Ms. Lila Taylor; Mr. John Edwards; Ms. Mary Jo Bremner; Ms. Greta Gustafson. Staff present included: Mr. Pete Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Ex-Officio members included: Ms. Shannon O’Brien, Education Policy Advisor to Governor Bullock; Superintendent Juneau; Deputy Commission of Higher Education Dr. Neil Moisey. Guests present included: Ms. Nancy Coopersmith, OPI; Mr. Marco Ferro, MEA-MFT; Mr. Eric Feaver, MEA-MFT; Ms. Norma Bixby, MACIE; Mr. Dennis Parman, OPI; Mr. Bob Currie, Digital Academy; Mr. Rob Miller, LFD; Ms. Nancy Hall, OBPP.

PUBLIC COMMENT
Ms. Gina Satterfield, Helena Montana gave public comment regarding Common Core.
Ms. Jean Ruppert, Butte Montana gave public comment regarding Common Core.
Mr. Tim Ravndal, Townsend Montana gave public comment regarding public education in Montana.

ADOPT CONSENT AGENDA
Consent agenda approved as presented.

ADOPT AGENDA
Mr. Bernie Olson moved to adopt the agenda as presented. Motion seconded by Mr. John Edwards.

No discussion. Motion passed unanimously

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

INFORMATION ITEMS
❖ REPORTS – Sharon Carroll (Items 1-6)

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 1  CHAIRPERSON’S REPORT
Sharon Carroll
Chair Carroll announced that Mr. Donovan will be receiving the Governor’s Award for Excellence. Chair Carroll also recognized the staff of the Board and thanked them for the work they do.
  •  Election of Officers

  *Mr. Bernie Olson moved to nominate Ms. Carroll as the next Chair of the Board of Public Education. Motion seconded by Mr. John Edwards.*

  No discussion. Motion passed unanimously.

  *Mr. Bernie Olson moved to nominate Mr. Paul Andersen as the Vice Chair of the Board of Public Education. Motion seconded by Ms. Lila Taylor.*

  No discussion. Motion passed unanimously.

  •  Approve Public Comment Guidelines

  *Ms. Lila Taylor moved to approve the Public Comment Guidelines as proposed. Motion seconded by Mr. Bernie Olson.*

  Public Comment from Mr. Tim Ravndal.

  Motion passed unanimously.

Item 2  EXECUTIVE DIRECTOR REPORT
Pete Donovan
Mr. Donovan thanked Chair Carroll for the Governor’s Award nomination. Mr. Donovan discussed the Community Service award that former Chair Myers will be receiving on Saturday, the upcoming Education and Local Government Interim Committee meeting September 15-16th, the University of Montana Distinguished Alumni Award Superintendent Juneau will be receiving, and the MEA-MFT Conference in October 16-17th. Mr. Donovan also added that the upcoming rule changes, if approved, will cost the Board approximately $7,000.

Item 3  STATE SUPERINTENDENT’S REPORT
State Superintendent Denise Juneau
Superintendent Juneau gave an update from the Office of Public Instruction, including the ACT results from Spring 2014, partnership with Student Assistance Foundation to Graduation Matters schools for FAFSA assistance, College Application week November 3-7th, the upcoming meeting of the Student Advisory Board Oct 11-12th, and the Back to School tour with Governor Bullock, specifically the stop in Bozeman to see how they have implemented Common Core.

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 NOMINATIONS
Ms. Mary Jo Bremner moved to approve the nominations of Ms. Jennifer Smith, Billings Public Schools, and Ms. Georgia Gourneau, MEA-MFT. Motion seconded by Mr. Paul Andersen.

Clarification on public comment from a member of the public.

No Board discussion.

Motion passed unanimously.

DISCUSSION ITEMS

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

Dr. Neil Moisey gave the Commissioner’s Office report. Dr. Moisey updated the Board with some items on the agenda for the upcoming Board of Regents Meeting in Billings including an update on the EverFi product, the requirement of college students to take a course regarding sexual assault and alcohol issues, an update on Ed Ready, the Complete College Montana project, and the math pathways initiative as a part of that project.

Item 5  GOVERNOR’S OFFICE REPORT
Shannon O’Brien

Dr. Shannon O’Brien updated the Board on the activities from the Governor’s office and passed out a report on some projects regarding education being worked on in the Governor’s office which included: Early Edge, Smart Schools, NoKid Hungry, Dual Enrollment, and the Mobile App Challenge.

Item 6  STUDENT REPRESENTATIVE’S REPORT
Greta Gustafson

Ms. Gustafson updated the Board on her activities since the May Board meeting including national student council meeting in Florida. Ms. Gustafson noted that her goal is for more students from Montana to be able to attend the conference next year. Ms. Gustafson also participated in the National Finals Rodeo in Rock Springs, Wyoming in July finishing in the top 50 in girls cutting. In addition, she reported on back to school activities, her role as Student Body Vice President and upcoming activities and projects outlined for the year. Ms. Gustafson reviewed how Common Core has been implemented in her school at Cut Bank High School, and the new Peer Mentoring program introduced this year at Cut Bank High School.

DISCUSSION ITEMS

***TIME CERTAIN AT 10:00***

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

Item 7  STUDENT LEARNING THROUGH STAFF COLLABORATION
Helena School District

Dr. Kent Kultgen presented to the Board some new projects going on in the Helena School District, including consistency amongst the elementary schools, and how the Helena School District has incorporated the Common Core Standards into the curriculum in the Helena School District. Dr. Kultgen also discussed the Professional Learning Communities in the district and how the teachers are working together.
Item 8  HIGH SCHOOL READING INTERVENTION PROGRAM
Helena School District
Mr. John Stillson, Reading Specialist from Helena High School introduced himself and his background with the reading intervention program at Helena High School. Mr. Stillson discussed the new Read 180 program, the impact it has had on students, and how the program has grown. The program was implemented in the 2013-14 school year and is starting in the middle schools this current year. Mr. Stillson fielded questions from the Board.

*Digtal Academy Liaison – Paul Andersen (Items 9-10)*

Item 9  MONTANA DIGITAL ACADEMY REPORT
Bob Currie
Mr. Currie introduced himself and quickly reviewed for the Board the history of the Digital Academy and its purpose. The presentation encompassed both the Digital Academy and Ed Ready. Mr. Currie discussed where the program started, where it’s heading and projections for the future of the programs.

Item 10  ED READY REPORT
Bob Currie
Mr. Currie further discussed Ed Ready, a tool used to help students determine where he/she wants to be in relation to being college and career ready. Currently the program is structured for math, but reading will be implemented for the next school year. The program is cost free. Mr. Currie did a quick run through of what the student sees and how it prepares them for the areas in which they are not ready.

*MACIE Liaison – Mary Jo Bremner (Item 11)*

Item 11  MACIE Update
Norma Bixby
Ms. Norma Bixby gave the MACIE update to the Board. MACIE held a meeting the previous day in Helena and Ms. Bixby reported to the Board on the following items including: a presentation from Special Olympics and their effort to involve Indian Reservations in a new project, an update from OPI on Title I Part D, and a request to Senator Tester’s office to have the FERPA laws changed to include Tribes. MACIE also received an update from Jobs for Montana Graduates in order to get the program implemented in the reservation schools, and an update from the ACLU. Other reports to MACIE included Schools of Promise, Title 3, and Professional Development Grants. Superintendent Juneau thanked Ms. Bixby for all of the hard work she does for Indian Education for All and for MACIE.

Ms. Mary Jo Bremner moved that the BPE reauthorize the Montana Advisory Council on Indian Education until October 1, 2016. Motion was seconded by Mr. Bernie Olson.

No discussion. Motion passed unanimously.

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 – John Edwards (Items 12-19)*
Item 12  RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING OF ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE

Dennis Parman

Mr. Parman briefly reviewed the process of reviewing the Chapter 57 rules and highlighted a few of the proposed changes and requested the Boards approval of the Notice of Public Hearing and the Timeline. Mr. Parman fielded questions from the Board

Mr. John Edwards moved to approve the recommendation of the Superintendent of Public Instruction to approve the Notice of Public Hearing of ARM Title 10 Chapter 57 Educator Licensure with the following changes: 10.57.102(b), 10.57.102(3)(iii), and 10.57.605(5). Motion was seconded by Ms. Lila Taylor.

No discussion. Motion passed unanimously.

***TIME CERTAIN AT 1:30 PM THURSDAY SEPTEMBER 11TH, 2014***

Item 15  RECOMMEND APPROVAL OF PROVISIONAL ACCREDITATION OF THE BACHELOR OF SCIENCE IN SECONDARY EDUCATION-MATHEMATICS AT SALISH KOOTENAI COLLEGE

Dr. Linda Peterson, Dr. Cindy O'Dell

Dr. Peterson reviewed the new program being requested for approval at Salish Kootenai College and introduced Dr. Sarada, Chair, Mathematics Dept. at SKC, and Dr. Cindy O'Dell, Chair of Education Dept. at SKC. Dr. Sarada and Dr. O'Dell reviewed the new program for Board with specifics regarding the need for math programs in Native American schools and the importance of having Native American teachers in the field of mathematics to teach math to Native American students. Dr. O'Dell then discussed how the education program at SKC is expanding and that future expansions are expected. Dr. Sarada then explained how the program was created using iNTASC Standards and the PEPS standards. Dr. Peterson requested the Board to approve the program for provisional accreditation status. A review will be conducted in two years for full approval.

Mr. John Edwards moved to approve the recommendation of the Superintendent of Public Instruction to approve the Bachelor of Science in Secondary Education-Mathematics at Salish Kootenai College. Motion seconded by Mr. Olson.

Public comment from member of the public, from Mr. Eric Feaver, Dr. Neil Moisey, all in favor of the new program.

Motion passed unanimously.

***TIME CERTAIN AT 2:00 PM THURSDAY SEPTEMBER 11TH, 2014***

Item 16  CONTESTED CASE HEARING OF BPE CASE #2014-01

Rob Stutz

See item 19

Item 17  CONTESTED CASE HEARING OF BPE CASE #2014-02

Rob Stutz

See item 19

Item 18  CONTESTED CASE HEARING OF BPE CASE #2014-03

Rob Stutz
See item 19

Item 19  
**DISMISSAL OF BPE CASE #2013-02**  
Rob Stutz

For items 16-19

*Mr. John Edwards moved for the Board to accept the withdrawal of the appeal of the denial of educator license in BPE case #2014-01, BPE Case #2014-02, BPE Case #2014-03, and BPE Case #2013-02. Motion seconded by Ms. Lila Taylor.*

*No discussion. Motion passed unanimously.*

Item 13  
**RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING OF ARM TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS**

Dr. Linda Peterson, Michael Hall, Patty Muir

Dr. Linda Peterson introduced the Notice of Public Hearing of ARM Title 10 Chapter 58 Professional Educator Preparation Program Standards. Dr. Peterson reviewed some of the proposed amendments in the document and proposed new rules. Ms. Patty Muir noted for the Board that the document presented today has all the changes recommended by CSPAC and noted a couple changes in regard to Indian Education For All.

*Mr. John Edwards moved to approve the Notice of Public Hearing of ARM Title 10 Chapter 58 Professional Educator Preparation Program Standards. Motion seconded by Ms. Mary Jo Bremner.*

*No discussion. Motion passed unanimously.*

Item 14  
**RECOMMEND APPROVAL OF THE CAEP/MONTANA STATE AGREEMENT**

Dr. Linda Peterson

Dr. Linda Peterson noted some new changes in the document made by CAEP and walked the Board through those changes. Dr. Peterson then requested the Board to approve agreement.

*Mr. John Edwards moved to approve the Council for the Accreditation of Educator Preparation/Montana State Agreement. Motion seconded by Ms. Lila Taylor.*

*No discussion. Motion passed unanimously.*

**DISCUSSION**

✧ **ASSESSMENT COMMITTEE – Paul Andersen (Item 20)**

Item 20  
**ASSESSMENT UPDATE**  
Judy Snow

Ms. Snow announced that the Smarter Balanced Assessment reports are in and that OPI will be contracting with 2 companies to assist them in gathering the results. Ms. Snow reviewed assessments upcoming for the 2014-15 year including CRT for science and ACT, and then reviewed Goals and Objectives for the Assessment division for the upcoming year. Questions from the Board were answered.
The public was afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

ACCREDITATION COMMITTEE – Bernie Olson (Items 21-22)

Item 21  RECOMMEND APPROVAL OF THE ADDENDUM TO THE 2013-14 FINAL ACCREDITATION STATUS OF ALL SCHOOLS
Dr. Teri Wing

Dr. Wing presented the addendum to the Accreditation report to the Board and explained why some of the changes were necessary.

Mr. Bernie Olson moved to approve recommendation of the Superintendent of Public Instruction to approve the addendum to the 2013-14 Final Accreditation Status of All Schools. Motion was seconded by Ms. Erin Williams.

Public Comment by Jean Ruppert, Butte, regarding accreditation of Butte schools.

Motion passed unanimously.

Item 22  RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING OF ARM TITLE 10, CHAPTER 63, PRESCHOOL STANDARDS
Dennis Parman

Superintendent Juneau reviewed for the Board the new Chapter 63 Preschool Standards and the process of how the standards were created. Mr. Parman fielded questions from the Board. Dr. Moisey discussed the importance of Early Childhood and the impact it has on the child throughout their academic life, and also read notes from Dr. Bobbi Evans-University of Montana, and Dr. Linda Ransdal, Dean of College of Education-MSU in support of the standards. Ms. Shannon O’Brien extended thanks from the Governor to everyone who worked on the Early Learning Standards project.

Mr. Bernie Olson moved to approve the recommendation of the Superintendent of Public Instruction to approve the Notice of Public Hearing of ARM Title 10, Chapter 63, Preschool Standards. Motion seconded by Ms. Lila Taylor.

Public Comment

Opponents
Ann Moran-Conrad Montana representing herself
Jean Ruppert – Butte Montana representing herself
Tim Ravndal – Townsend Montana representing himself

Proponents
Tammy Lacey, Superintendent of Great Falls Public Schools and CSPAC Chair, representing GFPS, and CSPAC
Tara Ferriter-Smith, OPI
Heather O’Loughlin-Montana Budget & Policy Center
Kirk Miller – School Administrators of Montana
Motion passed unanimously.

❖ MSDB LIAISON - Lila Taylor (Items 23-24)

Item 23   APPROVE AMENDMENT TO ARM TITLE 10, CHAPTER 59, MSDB FOUNDATION
Pete Donovan

Ms. Lila Taylor moved to approve the amendment to ARM Title 10, Chapter 59, MSDB Foundation. Motion seconded by Mr. Bernie Olson.

No discussion. Motion passed unanimously.

DISCUSSION ITEM

Item 24   MSDB REPORT
Donna Sorensen, MSDB Superintendent

Ms. Sorensen gave the report to the Board on the happenings of the MSDB including enrollment numbers of 45 students on campus. Ms. Sorensen reported on several changes in Human Resources including the scheduling secretary who has now been replaced, 4 new staff members in the cottage, and an open counselor position. The Outreach Director Position has been offered and accepted. Ms. Sorensen highlighted happenings at the school including back to school activities, new technology at the school including new computers for staff and iPads for students. 19 current students are living in the cottage this year. Ms. Donna Schmidt reported on safety and facility issues as well as budget and finance. Ms. Schmidt reported on a major water leak in one of the cottages which required a complete gut and remodel of one section of the cottages, as well as a remodel of the locker rooms in the pool area, repair of the pool, and a replacement of the windows, as approved in the last biennium. Ms. Sorensen reported that the budget is in good shape as well. Ms. Sorensen also noted a $23,000 donation to the Foundation from 1st Interstate Bank. Discussion then ensued regarding how to handle the MSDB reports in the future, whether to have face to face or conference call meetings for the MSDB committee. Mr. Olsen suggested putting the report at the beginning of the meeting. Ms. Taylor suggested Ms. Carroll and Ms. Sorensen discuss it and let the Board know.

PUBLIC COMMENT

Ms. Ruppert, Butte Montana gave public comment about having a member of the public on the Board and also her concerns about the cost of all the programs the Board approves.

FUTURE AGENDA ITEMS November 13-14th, 2014
Assessment Update
Federal Update
Accreditation Report
Annual Renewal Unit Providers List – C
Alternative to Standards Requests
ADJOURN

Mr. Bernie Olson moved to adjourn the Board of Public Education Meeting.  
Motion seconded by Mr. John Edwards.

No discussion. Motion passed unanimously.

ADJOURN 4:56 PM

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 but time limits on public comment may be set at the Chair’s discretion.

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.
FINANCIALS
This report compares ORG Budgets (ORG_BD) to Actuals expended amounts.

<table>
<thead>
<tr>
<th>Business Unit</th>
<th>(All)</th>
<th>Program Year</th>
<th>(All)</th>
<th>FY_BudPer</th>
<th>(All)</th>
<th>Month</th>
<th>(All)</th>
<th>Source of Auth</th>
<th>(All)</th>
<th>Fund Type</th>
<th>(All)</th>
<th>Account</th>
<th>(All)</th>
<th>Acct Lvl 2</th>
<th>(All)</th>
<th>Account Type</th>
<th>E</th>
<th>Project</th>
<th>(All)</th>
<th>Ledger</th>
<th>(All)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>OBPP Program Fund Subclass Org</th>
<th>Acct Lvl 1</th>
<th>ORG Budget</th>
<th>Actuals Amt</th>
<th>A Accrual Amt</th>
<th>ORG Bud Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 K-12 EDUCATION</td>
<td></td>
<td>394,678.00</td>
<td>88,316.51</td>
<td>0.00</td>
<td>306,361.49</td>
</tr>
<tr>
<td>01100 General Fund</td>
<td></td>
<td>217,532.00</td>
<td>37,827.03</td>
<td>0.00</td>
<td>179,704.97</td>
</tr>
<tr>
<td>235H1 ADMINISTRATION</td>
<td></td>
<td>206,502.00</td>
<td>36,926.03</td>
<td>0.00</td>
<td>169,575.97</td>
</tr>
<tr>
<td>1 BOARD OF PUBLIC EDUCATION</td>
<td></td>
<td>206,502.00</td>
<td>36,926.03</td>
<td>0.00</td>
<td>169,575.97</td>
</tr>
<tr>
<td>61000 Personal Services</td>
<td></td>
<td>181,779.00</td>
<td>25,041.40</td>
<td>0.00</td>
<td>156,737.60</td>
</tr>
<tr>
<td>62000 Operating Expenses</td>
<td></td>
<td>22,941.00</td>
<td>11,884.63</td>
<td>0.00</td>
<td>11,056.37</td>
</tr>
<tr>
<td>69000 Debt Service</td>
<td></td>
<td>1,782.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1,782.00</td>
</tr>
<tr>
<td>235H2 AUDIT (RST/BIEN)</td>
<td></td>
<td>10,965.00</td>
<td>901.00</td>
<td>0.00</td>
<td>10,064.00</td>
</tr>
<tr>
<td>1 BOARD OF PUBLIC EDUCATION</td>
<td></td>
<td>10,965.00</td>
<td>901.00</td>
<td>0.00</td>
<td>10,064.00</td>
</tr>
<tr>
<td>62000 Operating Expenses</td>
<td></td>
<td>10,965.00</td>
<td>901.00</td>
<td>0.00</td>
<td>10,064.00</td>
</tr>
<tr>
<td>235Z1 WORKERS COMP. REDUCTION</td>
<td></td>
<td>65.00</td>
<td>0.00</td>
<td>0.00</td>
<td>65.00</td>
</tr>
<tr>
<td>1 BOARD OF PUBLIC EDUCATION</td>
<td></td>
<td>65.00</td>
<td>0.00</td>
<td>0.00</td>
<td>65.00</td>
</tr>
<tr>
<td>61000 Personal Services</td>
<td></td>
<td>65.00</td>
<td>0.00</td>
<td>0.00</td>
<td>65.00</td>
</tr>
<tr>
<td>02122 Advisory Council</td>
<td></td>
<td>122,146.00</td>
<td>36,912.78</td>
<td>0.00</td>
<td>85,233.22</td>
</tr>
<tr>
<td>235H1 ADMINISTRATION</td>
<td></td>
<td>122,068.00</td>
<td>36,912.78</td>
<td>0.00</td>
<td>85,155.22</td>
</tr>
<tr>
<td>30 Advisory Council Program 01</td>
<td></td>
<td>122,068.00</td>
<td>36,912.78</td>
<td>0.00</td>
<td>85,155.22</td>
</tr>
<tr>
<td>61000 Personal Services</td>
<td></td>
<td>122,068.00</td>
<td>36,912.78</td>
<td>0.00</td>
<td>85,155.22</td>
</tr>
<tr>
<td>235Z1 WORKERS COMP. REDUCTION</td>
<td></td>
<td>78.00</td>
<td>0.00</td>
<td>0.00</td>
<td>78.00</td>
</tr>
<tr>
<td>30 Advisory Council Program 01</td>
<td></td>
<td>78.00</td>
<td>0.00</td>
<td>0.00</td>
<td>78.00</td>
</tr>
<tr>
<td>61000 Personal Services</td>
<td></td>
<td>78.00</td>
<td>0.00</td>
<td>0.00</td>
<td>78.00</td>
</tr>
<tr>
<td>OBPP Program</td>
<td>Fund</td>
<td>Subclass</td>
<td>Org</td>
<td>Acct Lvl 1</td>
<td>ORG Budget</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
<td>----------</td>
<td>-----</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>01 K-12 EDUCATION</td>
<td>02122</td>
<td>Advisory Co</td>
<td>235Z1</td>
<td>WORKERS COMP. REDUCTION</td>
<td>02219 Research Fund</td>
</tr>
<tr>
<td>235H1 ADMINISTRATION</td>
<td>50</td>
<td>Research Program</td>
<td>01</td>
<td>55,000.00</td>
<td>13,576.70</td>
</tr>
<tr>
<td>62000 Operating Expenses</td>
<td>55,000.00</td>
<td>13,576.70</td>
<td>0.00</td>
<td>41,423.30</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td>394,678.00</td>
<td>88,316.51</td>
</tr>
</tbody>
</table>
RENEWAL UNIT PROVIDERS
EXECUTIVE SUMMARY
DATE: NOVEMBER 2014

PRESENTATION: Report of Renewal Unit Providers Pursuant to ARM 10.57.216

PRESENTER: Ann Gilkey
Chief Legal Counsel
Office of Public Instruction

OVERVIEW: Annual report of Renewal Unit Providers. The list of 2014-2015 Renewal Unit Providers can be found at http://www.opi.mt.gov/pdf/Cert/14_15RenewalUnitProviders.pdf

REQUESTED DECISION(S): Information only

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information only
CALENDARS
INFORMATION

- REPORTS – Sharon Carroll (Items 1-7)

ITEM 1

CHAIRPERSON’S REPORT

Sharon Carroll
ITEM 2

EXECUTIVE DIRECTOR REPORT

Peter Donovan
ITEM 3

STATE SUPERINTENDENT’S REPORT

State Superintendent Denise Juneau
ITEM 4

COMMISSIONER OF HIGHER EDUCATION’S REPORT

Dr. Neil Moisey
ITEM 5

GOVERNOR’S OFFICE REPORT

Shannon O’Brien
ITEM 6

STUDENT REPRESENTATIVE REPORT

Greta Gustafson
- **MSDB LIAISON (Item 7)**

  Lila Taylor

**ITEM 7**

**MSDB REPORT**

Donna Sorensen
New and revised policies/procedures to meet accreditation standards resulting from revisions in ARM 10.55.701, 10.55.719, 10.55.602, 10.55.714, and 10.55.804. One new policy to address supervisory meals and meals for visitors on campus.

New Policies –
2166 Gifted Program
4100 Family Engagement
5131 Supervisory Meals

Revised Language –
2130 Program Evaluation and Student Assessment
2169 Distance, Online, and Technology Delivered Learning
5000 Board Goals
5222 Evaluation of Non-Administrative Staff
5600 Professional Development
6000 Goals

Citation Change Only –
1000 Legal Status and Operation
1100 Organization
1521 Board- Superintendent Relationship
1640 Board Participation in Activities
2120 Curriculum Development and Assessment
2310 Library Materials
2310P Procedure for Development of Library Media Collection
2311 Selection, Review and Removal of Textbooks and Instructional Materials
2311P Procedure for Selection, Adoption and Removal of Textbooks and Instructional Materials
2312 Copyright
2330 Academic Freedom, Controversial Issues and Prayer in Schools
2340 Recognition of Unique Cultural Heritages
3210 Equal Education, Nondiscrimination and Sex Equity
3225 Sexual Harassment/Intimidation
3311 Student Suspension and Expulsion
3415 Emergency Illness/Accidents
4310 Public Complaint
4310P Uniform Grievance Procedure
4330 Community Use of School Facilities
4330P Rules and Regulations for Building Use
4500 Cooperative Use of Community Resources
5240 Resolution of Staff Complaints/Problem Solving
7332 Advertising in Schools/Revenue Enhancement
9261 Lease, Rental, Sale or Other Disposition of Real Property

Revised Policies –
3110 Referral Procedures for Placement and Admission and Transfer Procedures
5124 Employee Sign Language Skills
5123F2 Sign Language Entry/Target Skill Level Waiver Request
To the extent possible within resources available, all gifted and talented students shall have the opportunity to participate in appropriate educational programs. The term “gifted and talented” means students in grades K-12 who are exceptional by virtue of markedly greater than average potential or demonstrated abilities in specific academic areas, visual/performing arts, leadership, general intellectual abilities, or creative thinking and whose exceptionality requires special education programming to supplement the regular core curriculum.

The administration shall establish procedures consistent with state guidelines for referring, assessing and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

In developing Individualized Education Plans for students who are identified as “gifted and talented” the IEP team may consider programming that:

1. Provides identified gifted students with flexible pacing options and opportunities designed to encourage their individual progress.
2. Provides support for the social/emotional needs of identified gifted students.
3. Identifies, utilizes and involves family and community resources to expand opportunities for gifted students.
4. Provides services and materials, which will serve as a resource for teachers and families of identified gifted students.

Legal References: §§ 20-7-901 through 904, MCA Gifted and talented children 10.55.804, ARM Gifted and Talented
The Montana School for the Deaf and the Blind (MSDB) affirms that the involvement of families is critical to student success. To better engage our families, MSDB shall strive to utilize the languages, cultures, and communication choices of our families and students as the foundation of an educational program that ensures every student is eager and willing to learn. Collaborative decision-making processes shall be incorporated in appropriate school and residential program actions to improve student outcomes.

MSDB will strive to actively build partnerships with families by encouraging them to:

1. Actively participate in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
2. Engage in regular, two-way meaningful communication with staff about student learning; continuously collaborate with staff to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively.
3. Be empowered advocates for their own and other children, to ensure that students are treated equitably and have appropriate and meaningful access to learning opportunities that will support their success.
4. Partner with school staff in decisions that affect children and families and together inform, influence, and create policies, practices, and programs that improve student learning.
5. Collaborate with school staff and members of the community to connect students to expanded learning opportunities, community services, and civic participation.

Legal References: 10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 11-13-2014
Revised on:
Supervisory Meals 5131

The Montana School for the Deaf and the Blind (MSDB) operates a school lunch program along with breakfast and dinner services to students. This policy provides clarification for meal sales to eligible students, staff, and stakeholders in compliance with USDA and National School Lunch Program guidelines.

Meals for Staff and Stakeholders

1. **Staff** – Individuals from other agencies or schools performing regular duties on-site shall be considered “staff” for the purposes of this policy. Meals will not be sold to the general public except in the case of visiting individuals that are on campus from another school or on an agency-related business matter.
   a. Food Service Workers and Nurses are entitled to MSDB-paid meals during their shift.
   b. Staff members who are directly interacting and/or supervising students during the meal period are entitled to MSDB-paid meals (e.g. teachers, teacher assistants, and residential staff). We encourage staff with a duty-free lunch period to eat with students in the dining hall to provide adult interactions during lunch.
      i. To qualify for an MSDB-paid lunch, staff must be actively engaged, interacting, or supervising students throughout the lunch period.
      ii. Staff sitting with deaf and hard of hearing students should be signing to provide equal access to communication.
      iii. Staff sitting with students who are blind or have visual impairments are encouraged to continue signing to respect the deaf and hard of hearing staff and students in the dining hall.
      iv. Staff members should contact their immediate supervisor if they have questions regarding this procedure.

2. **Volunteers** – Individuals working a minimum of four (4) hours on any given day may be eligible for an MSDB-paid meal. It is the responsibility of the department supervisor for whom the volunteer is working to make that determination.

3. **Visitors (Family, Students, Children, Special Guests including the Board of Public Instruction and our MSDB Foundation Members)** – People visiting MSDB for a campus visit may be served a meal at no cost (with prior arrangement through our Food Services Program) to the visitor.

**Meal prices**

Meal prices are reviewed and set annually.

The Superintendent is directed to develop procedures to ensure that the necessary fiscal requirements are met regarding this policy.

The Board of Public Education strives to achieve efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for the School’s instructional program
2. A provision for staff, resources, and support to achieve the state expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met. Evaluation of the education program is based in part on the results of norm referenced and/or criterion referenced tests administered to students on no less than an annual basis.

Parents who wish to examine any assessment materials may do so by contacting the Superintendent. Parental approval is necessary before administering an individual intelligence, developmental, communication, assistive technology, speech and language, English proficiency, observational or social-emotional, behavioral or classroom based assessments, academic achievement tests, norm referenced and/or criterion referenced tests, local assessments or vocational evaluations. No tests or measurement devices containing any questions about a student’s or the student’s family’s personal beliefs and practices in family life, morality, and religion shall be administered, unless the parent gives written permission for the student to take such test, questionnaire, or examination.

The Superintendent shall prepare an annual report which reflects the degree to which school goals and objectives related to the instructional program have been accomplished. The Superintendent shall annually review the assessment processes and procedures to determine if the purposes of the evaluation program are being accomplished.

Cross Reference: 3111 Student Procedures for Evaluation and Determination of Eligibility
3601 Student Confidentiality of Personally Identifiable Information
3114 Student Procedural Safeguards
2000 Instruction Goals

Legal Reference: 20 U.S.C. § 1232h Protection of Pupil Rights
10.55.603, ARM Curriculum Development and Assessment
10.56.101, ARM Student Assessment
PL 105-17, Sec.615 Procedural Safeguards
10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 11-16-03
Revised on: 11-13-14
For purposes of this policy, “distance learning” is defined as: instruction in which students and teachers are separated by time and/or location with synchronous or asynchronous content, instruction, and communication between student and teacher (e.g., correspondence courses, online learning, video conferencing, or streaming video).

The School may receive and/or provide distance, online, and technology delivered learning programs, provided the following requirements are met:

1. The distance, online, and technology delivered learning programs and/or courses shall meet the learner expectations adopted by the School and be aligned with state content and performance standards.
2. The School shall provide a report to the Superintendent of Public Instruction documenting how it is meeting the needs of students under the accreditation standards who are taking a majority of courses during each grading period via distance, online, and/or technology delivered programs.
3. The School will provide qualified instructors and/or facilities as described in ARM 10.55.907(3)(a)(b)(c).
4. The School will ensure that the distance, online, and technology delivered learning facilitators receive in-service training on technology delivered instruction as described in ARM 10.55.907(3)(d).
5. The School will comply with all other standards as described in ARM 10.55.907(4)(5)(a-e).

The School will permit a student to enroll in an approved distance learning course, in order that such student may include a greater variety of learning experiences within the student’s educational program. Credit for distance learning courses used to meet graduation requirements may be granted, provided the following requirements are met:

1. Prior permission has been granted by the Principal.
2. The program fits the Individual Education Plan submitted by the student’s IEP team.
3. The course does not replace a required course offered by the School.
4. The course is needed as credit retrieval and cannot fit into the student’s schedule.
5. Credit is granted for schools and institutions approved by the School after evaluation for a particular course offering.

Individual student circumstances may be evaluated by a team established by the Principal. The School will not be obligated to pay for a student’s distance learning courses.

Legal Reference: 10.55.602, ARM Definitions
10.55.701, ARM Board of Trustees
Policy History:
Adopted on: 11-16-03
Revised on: 11-13-14
MSDB
PERSONNEL

Board Goals  5000

The human resources of the Montana School for the Deaf and the Blind (MSDB) are valuable and significant in creating an effective educational program and learning residential environment. MSDB functions most efficiently and successfully when highly qualified individuals are employed to staff the needs of the students. Duties and qualifications of personnel employed by the school are delineated in position descriptions which form the basis for professional development plans and staff evaluations. Position descriptions are reviewed on a regular basis by the administration to ensure that they accurately represent the qualifications and skills of staff needed to meet the needs of students served by the education, residential, and outreach programs.

Opportunities for staff development should be planned and provided regularly. Supervision is a necessary, ongoing function of MSDB’s leadership. The Board seeks to promote an efficient and positive school and residential climate in all educational and cottage life endeavors, in order that students may work toward their greatest potential for independence and success, and the community will be proud of its investment.

Nothing contained in the policies or administrative procedures included herein is intended to limit the legal rights of the Board or its agents except as expressly stated.

Should any provision of Board policy or administrative procedure be held to be illegal by a court of competent jurisdiction, all remaining provisions shall continue in full force and effect.

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 3-15-03
Revised on: 11-13-14
Evaluation of Non-Administrative Staff

The employee’s direct supervisor shall evaluate each non-administrative employee’s job performance in accordance with ARM 2.21.6401 and MOM Section 3-0115 “Performance Management and Evaluation.” The administration and employees and/or members of a collective bargaining agreement shall collaboratively develop the evaluation procedure including forms or other instruments used for assessment. The evaluation procedure will be conducted using a process and forms applicable to the job classification and description and day-to-day appraisals based on the performance and competence of the individual employee. The evaluation procedure will be non-discriminatory and uniformly applied. The evaluation system for staff licensed by the Office of Public Instruction will comply with the provisions of ARM 10.55.701(4) including, but not limited to:

1. Alignment with application school goals and standards of the school’s mentorship and induction program as required under ARM 10.55.701(5)(b).
2. Skill sets to be evaluated.
3. Formative and summative components.
4. Assessment of the educator’s effectiveness in supporting every student in meeting rigorous learning goals through performance of the educator’s duties.

1. The evaluation process includes scheduled performance evaluations at each of the following points:
   a. During the first six-months of an initial, 12-month probationary period, ARM 2.21.6401, SDB 3.07,
   b. Before the end of a full academic year, for certified and non-certified staff in the education program, or before the end of a full 12-months for classified staff in the residential and administration programs,
      i. No formal employee evaluations will be conducted during the first two or last two weeks of the school year.
      ii. The written summative evaluation will be shared with the employee no less than 5 working days prior to the summative evaluation conference.
      iii. The written summative evaluation conference will be held with the employee no less than 20 working days prior to the end of the school year.
   c. Annually for the next two years, before the end of each academic year,
   d. Once every three years for all subsequent years of employment, as part of a 3 year cycle of evaluation and professional development activities
      i. Year 1 – formative evaluation to develop job targets for performance improvement.
      ii. Year 2 – identify professional goals for career track development.
      iii. Year 3 – summative evaluation to assess job performance.
   e. Anytime an employee’s performance is determined, by the immediate supervisor, to be substandard.
2. The probationary period may be extended for a maximum of 6 additional, consecutive calendar months in accordance with ARM 2.21.3809 MOM 3-160 Probation Requirements Policy. A probationary employee may be dismissed at any time during the probationary period whether or not a formal performance evaluation has been conducted.

3. The dismissal of certified staff under permanent employment status shall conform with all procedures outlined in MCA 20.4.204 “Termination of Tenure Teacher Services” and/or MCA 20.4.207 “Dismissal of Teacher Under Contract.”

4. Initiation of formal or informal disciplinary actions under MOM section 3-0120 ARM 2.21.6509 is not dependent on completion of the performance evaluation process.

5. The supervisor shall provide a copy of the completed evaluation to the employee and shall provide an opportunity to discuss the evaluation.

6. The original evaluation form shall be signed by the employee and filed with the Superintendent to be placed in the employees’ personnel file. If the employee refuses to sign the evaluation, the supervisor should note the refusal and submit the evaluation to the Superintendent.

7. An employee shall have the right to submit a written response to an evaluation, which shall be retained with the evaluation in the employee’s personnel record. The response shall be submitted to the employee’s supervisor or another person designated in an agency policy within 10 working days of the evaluation.

8. Procedural errors that are subject to the filing of a grievance pursuant to ARM 2.21.8011 et seq., grievances are failure of an evaluator to:
   a. inform an employee of the performance management plan at the start of an evaluation period or of changes to the plan made during the evaluation period;
   b. provide an employee with the completed evaluation and any reviewer’s comments; and
   c. advise an employee of the right to submit a written response.

9. No employee may file a grievance based on the content of a performance management plan, the evaluation or reviewer’s comments.

10. An employee who has not attained permanent status may not file a grievance under ARM 2.21.8011 et seq., involving any aspect of the performance management and evaluation process.

11. Initiation of informal or formal disciplinary actions under the discipline handling policy, ARM 2.21.6504 ARM 2.21.6509 et seq., is not dependent on completion of the performance evaluation process.
Legal References:
ARM 2.21.6401 et seq.
MSDB Personnel 3.07
ARM 2.21.3809 et seq.
MCA 20.4.204
MCA 20.4.207
MOM sec. 3-0130
MOM sec. 3-0160
ARM 2.21.8011 et seq.
ARM 2.21.6501 et seq.
ARM 2.21.6509
ARM 10.55.701

Policy History:
Adopted on: 03-15-02
Revised on: 11-13-14
In accordance with the commitment of the Board of Public Education and the requirements of A.R.M. 10.55.714 for professional development of School personnel, all employees will have opportunities to participate in short-term, job-related training programs for the purpose of upgrading skills. When M.S.D.B. requires the training, all costs of the programs will be covered by the School. However, the School does not pay costs involved for teachers to secure or maintain certification or endorsements.

The Board shall establish an advisory committee to evaluate the school’s current school year professional development plan; and develop and recommend a plan for the subsequent school year.

1. The advisory committee shall include, but not be limited to trustees, administrators, and teachers. A majority of the committee shall be teachers.
2. Each school year the Board shall adopt a professional development plan for the subsequent school year on the recommendation of the advisory committee.
3. The plan recommended by the advisory committee and adopted by the Board shall outline how, when, and from whom the teachers and specialists shall meet their professional development PIR day expectations.
4. The plan adopted by the Board must take into consideration the advisory committee’s recommendations and include two professional development days in October which the school must close in order to permit teachers and specialists to attend the annual professional development meetings of state professional associations.
5. The adopted plan may include alternatives but shall not interfere with or prohibit teacher and specialist attendance at the annual October professional development meetings of state professional associations.
6. Teachers and specialists who do not attend the annual professional development October meetings of state professional associations or school approved alternative professional development PIR days shall not be paid for the days they are absent.
7. Teachers, specialists, administrators, and school districts shall not substitute for professional development PIR days purposes professional development opportunities not specifically outlined in the school district’s adopted professional development plan.
8. The Board shall make their plan available to employees and the public.

Legal Reference: 10.55.714, ARM

Policy History:
Adopted on: 10-14-92
Revised on: 11-13-14
The administrative staff’s primary functions are to manage the School and to facilitate the implementation of quality educational and residential programs and outreach services. It is the goal of the Board that the administrative organization:

1. provide for efficient and responsible supervision, implementation, evaluation and improvement of the instructional, residential and outreach programs, consistent with the policies established by the Board;
2. provide effective and responsive communication with staff, students, parents, constituents in the public schools and other citizens; and
3. foster staff initiative and rapport.

The School’s administrative organization shall be designed so that all programs and departments of the School are part of a single system guided by Board policies which are implemented through the Superintendent. The Principal, Dean of Students, Outreach Director, Business Manager and other Supervisors are expected to administer their facilities in accordance with Board policy and the Superintendent’s rules and procedures.

Duties and qualification of administrative personnel employed by the school are delineated in position descriptions which form the basis for professional development plans and staff evaluations. Position descriptions are reviewed on a regular basis by the administration to ensure that they accurately represent the qualifications and skills of staff needed to meet the needs of students served by the education, residential, and outreach programs, and business services. Opportunities for staff development should be planned and provided on a regular basis.

Legal Reference: 10.55.714, ARM

Policy History:
Adopted on: 07-16-04
Revised on: 11-13-14
The Board of Trustees of the Montana School for the Deaf and the Blind is the governmental entity established by the State of Montana to plan and direct all aspects of the School’s operations, to the end that students shall have ample opportunity to achieve their individual and collective learning needs.

The policies of the Board define the organization of the Board and the manner of conducting its official business. The Board’s operating policies are those that the Board adopts from time to time to facilitate the performance of its responsibilities.

Legal Reference: § 20-3-323, MCA District policy and record of acts
10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 11-04-05
Revised on: 11-13-14
The legal name of this School is the Montana School for the Deaf and the Blind, Cascade County, State of Montana. The School is classified as a state supported special purpose school and must be operated as a separate and independent unit and school of the State of Montana under the general supervision, direction and control of the Board of Public Education.

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become an effective citizen, the Board shall exercise the full authority granted to it by the laws of the state. Its legal powers, duties and responsibilities are derived from the Montana Constitution and state statutes and regulations. Sources such as the school laws of Montana and the administrative rules of the Board of Public Education and the Office of Superintendent of Public Instruction delineate the legal powers, duties, and responsibilities of the Board.

Legal References:
- 20-8-101 MCA Montana School for the Deaf and the Blind-State Supported Special School
- 10.55.701, ARM Board of Trustees

Policy History:
- Adopted on: 11-04-05
- Revised on: 11-13-14
The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and the Superintendent.

The Board hires, evaluates, and seeks the recommendations of the Superintendent as the School chief executive officer. The Board adopts policies necessary to provide the general direction for the School and to encourage achievement of School goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the School’s day-to-day operations.

Cross Reference: 6110 Superintendent

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 11-04-05
Revised on: 11-13-14
Members of the Board, collectively and individually, are encouraged to attend school activities, social functions, and instructional programs, in order to view and observe such functions in operation. Attendance at such programs as musical presentations, speech activities, clubs, dramatic productions, and athletic events, indicates interest in school affairs and provides opportunity for more comprehensive understanding of the total school program. Administration will provide appropriate communications to trustees to keep them informed about activities they may wish to attend.

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 11-04-05
Revised on: 11-13-14
Curriculum Development and Assessment

The Board of Public Education is responsible for the oversite of curriculum adoption, including the adoption of new textbooks and new courses; duties which are delegated to the Superintendent. The curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the Montana School for the Deaf and the Blind’s educational philosophy, mission statement, objectives, and goals.

Development and Assessment

A written sequential curriculum shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards and School education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program. These materials shall be reviewed at least every five (5) years.

In all program areas and at all levels, the School shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The School will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students’ creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

Cross Reference:
2000 5.00 Instruction Goals
2010 5.04 Instruction Objectives

Legal Reference:
§ 20-3-324, MCA Powers and duties
§ 20-4-402, MCA Duties as district superintendent or county high school principal
§ 20-7-602, MCA Textbook selection and adoption
10.55.603, ARM Curriculum development and assessment
10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 7-18-03
Revised on: 11-13-14
The Montana School for the Deaf and the Blind (MSDB) has a library and instructional materials center with the primary objective of implementing and supporting the educational programs in the Department for the Visually Impaired and Department for the Hearing Impaired as well as the Outreach Program. It is the objective of the library to provide a wide range of materials in mediums that are accessible to sensory impaired students at appropriate levels of difficulty, with diversity of appeal.

The provision of a wide variety of library materials at all reading levels and in a variety of mediums supports the School’s basic principle that the school assists all students to develop their literacy skills and interests fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board of Public Education reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

Although the Superintendent is responsible for the selection of library materials, the ultimate responsibility rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal. The principal further delegates that authority to the librarian in the school.

School library and classroom library books are provided primarily for use by MSDB students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The principal may assess fines for damaged or unreturned books.

Students, parents, public school personnel, family support specialists and community health providers who are served by any program of the Montana School for the Deaf and Blind may borrow books and materials from any part of the collection currently available at the MSDB library (excluding reference materials, journals and computer software). This includes students, parents and professionals served by the on-campus education program in Great Falls, as well as those served by off-site consultants and family advisors with the outreach program.

Community members and others not affiliated with MSDB may borrow books or materials from the professional collection only. Under special circumstances, exceptions may be made at the Librarian’s discretion. The use of the library books outside of the School or circumstances specified in this policy is prohibited except for inter-library loan agreements with other libraries.
(NOTE: BY STATUTE, THE SUPERINTENDENT HAS AUTHORITY AND IS RESPONSIBLE FOR SELECTION OF LIBRARY MATERIALS SUBJECT TO THE APPROVAL OF THE BOARD. THE SUPERINTENDENT AND BOARD MAY NOT WANT TO DELEGATE THE RESPONSIBILITY.)

Legal Reference: § 20-4-402(5), MCA Duties of District Superintendent or County High School Principal
§20-7-203, MCA Trustees’ policies for School Library
§20-7-204, MCA School Library Book Selection
10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 11-16-03
Revised on: 11-13-14
The selection of library materials is a professional task conducted by the library staff. In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; consult with teaching and cottage staff, and administration and examine materials and consult reputable, professionally prepared selection aids.

Materials Selection Procedures

1. Criteria for Selection – The following criteria will be used for the selection of materials, where applicable. Materials shall:
   a. Support and be consistent with the general educational goals of the school.
   b. Support and be consistent with the objectives of specific courses.
   c. Be of a medium which is accessible and suitable for sensory impaired students.
   d. Be current.
   e. Have aesthetic, literary or social value.
   f. Be appropriate for the subject area and for the age, emotional development, ability level and social development of those for whom the materials are selected.
   g. Be created by competent and qualified authors and producers.
   h. Be chosen to foster respect for and gain an understanding of the contributions made to our civilization by minority and ethnic groups.
   i. Provide a stimulus to creativity.
   j. Represent differing viewpoints on controversial subjects with the goal of providing a balanced collection.
   k. Be of acceptable technical quality.
   l. Be selected in multiple copies when demand warrants.

2. Process of Selection
   a. During the selection process, the librarian(s) will evaluate the existing collection and assess curriculum and recreational needs. The library(s) will consult:
      i. Reputable, unbiased, professionally prepared selection aids.
      ii. Teachers from departments and/or grade levels.
      iii. Cottage Life Attendants.
      iv. Bibliographies listed in textbooks adopted by the School.
      v. Recommendations for purchase will be solicited from school personnel, students, and parents.
   b. To insure proper quality in content and technical aspects, materials may be ordered for preview before purchase.
   c. A list of proposed reading materials will be made available for review by parents, teachers, cottage life attendants and students prior to ordering.
   d. Recreational reading materials that have been ordered and received will be available for preview by parents, teachers, cottage life attendants and students.
Parental Discretion

Parents may request in writing that their minor child/children not be allowed to check out specific book titles, authors, and/or subjects.

Weeding

When materials no longer meet the criteria for selection, they shall be weeded. Weeding is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

Discarded materials will be clearly stamped:

“WITHDRAWL FROM MONTANA SCHOOL FOR THE DEAF AND THE BLIND LIBRARY”

Materials will be discarded in compliance with § 20-6-604, MCA and with State agency regulations.

Materials Reconsideration Procedures (complaint procedure)

If a complaint is made (a complaint is defined as a verbal or written statement of opposition to a resource, requesting that it be reconsidered), the steps to be followed are:

1. Each complainant should be directed to the principal.
2. The principal will invite the complainant to complete and return the prepared reconsideration form.
3. The principal will notify the librarian and the ________ of the complaint.
4. If a reconsideration form is completed the principal will organize a committee (the principal, two teachers and the librarian, at least one parent, and a student representative) to reconsider the material. The committee will make its recommendation within ten (10) school days.
5. The principal will notify the complainant of the committee decision. If the complainant requests further action, the reconsideration form and school committee decision will be directed to the Superintendent of schools.
6. The Superintendent will appoint a committee (the librarian, one parent, one teacher, one building administrator and a student representative) to re-evaluate the material being questioned and to make recommendations.
7. The Superintendent and the committee may call in representative citizens for consultation.
8. Materials will be reviewed and reconsidered in light of objections raised. The committee will make its recommendation to the Superintendent within ten (10) school days.
9. The committee’s recommendation will be sent in writing to the complainant by the Superintendent within five (5) school days.
10. Within ten school days after receipt of the committee’s decision, the complainant may appeal to the Board of Public Education. The chairperson of the Board may appoint a committee of, but not limited to, two Board members, one administrator, one teacher and
the librarian. If appointed, the committee will submit a recommendation to the Board through the Superintendent for its consideration. In the alternative the Board may review the complaint as a body-of-the whole.

Gifts

Gift materials may be accepted with the understanding that they must meet criteria set for book selection. All gifts will be received by the School through the MSDB Foundation, Inc.

Cross Reference: INSTRUCTION 2314 Textbook and Instructional Materials
Reconsideration

Legal Reference: §20-4-402(5), MCA Duties of District Superintendent or County High School
§20-7-203, MCA Trustees’ Policies for School Library
§20-7-204, MCA School Library Book Selection
10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 11-16-03
Revised on: 11-13-14
Selection, Review and Removal of Textbooks and Instructional Materials

The Board of Public Education is responsible for the selection, approval and provision of textbook and instructional materials (not to include personal consumable materials) necessary for a free public education; duties which are delegated to the Superintendent.

Textbooks and instructional materials, for the purposes of this policy, shall be considered to be any material used in classroom instruction, library materials, software or any materials to which a teacher might refer a student as part of the course of instruction. This includes instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Items that may be recommended, but are not necessary, for the successful completion of required courses and items required for elective courses are to be purchased on an optional basis by the student.

Textbooks and instructional materials should provide quality learning experiences for students and:

- Provide for strong instructional support in core curriculum areas, particularly in the areas of reading and writing and the expanded core areas of vocational and life skills.

- Stimulate growth in knowledge, and skills for the functional application of that knowledge.

- Provide background information to enable students to make intelligent judgments.

- Present opposing sides of controversial issues.

- Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science, and social studies should be reviewed at intervals not exceeding five (5) years. All instructional materials must be sequential and must be compatible with previous and future offerings.

Instructional materials may be made available for loan to students when the best interest of the student and School will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear,
unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all instructional materials.

Removal
Textbooks may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the Learning Materials Review Process.

Parental Review of Textbooks and Instructional Material
A student’s parents/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child’s educational curriculum.

Parents or community members objecting to specific materials used in the School are encouraged to submit a complaint in writing and discuss the complaint with the principal prior to pursuing a formal complaint pursuant to the Materials Reconsideration Procedures (complaint procedure) Policy Instruction 2310P.

Cross Reference: 2314 Instruction Textbook and Instructional Materials Reconsideration
                2310P Instruction Procedure for Development of Library Media Collection

Legal Reference: § 20-4-402, MCA Duties of District Superintendent or County High School Principal
                § 20-7-601, MCA Free Textbook Provisions
                § 20-7-602, MCA Textbook Selection and Adoption
                10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 11-16-03
Revised on: 11-13-14
Curriculum committees will generally be responsible to recommend textbooks and major instructional materials purchases. Recommendations will be made to the Superintendent. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established School goals and objectives. A curriculum committee will consist of representatives of the teachers, administrators and parents of students from the department for which the materials are being purchased. The selection for committee membership should be open, fair and result in a constituency that can best represent the needs of the students.

Selection and Adoption

Textbooks shall be selected by a curriculum committee representing the various staff who will likely be using the text. In most, but not all cases, an administrator will chair the committee. Each committee should develop, prior to selection, a set of selection criteria against which textbooks will be evaluated. The criteria should include the following along with other appropriate criteria. Textbooks shall:

- Be congruent with identified instructional and curricular objectives,
- Be aligned with State adopted academic standards,
- Be appropriate to the instructional needs of sensory impaired students
- Present more than one viewpoint on controversial issues,
- Facilitate the sharing of cultural differences,
- Be priced appropriately.

Removal

Textbooks may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the five (5) year curriculum review process.

Legal Reference: § 20-4-402, MCA Duties of District Superintendent or County High School Principal
§ 20-7-602, MCA Textbook Selection and Adoption
10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 11-14-03
Revised on: 11-13-14
The Montana School for the Deaf and Blind recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio, visual, electronic or printed materials and computer software, unless the copying or using conforms to the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, new reporting, teaching, scholarship or research.

While MSDB encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of School staff to abide by MSDB’s copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary to MSDB staff to violate copyright requirements in order to perform their duties properly.

Any staff member who is uncertain whether reproducing or using copyrighted material in a particular instance complies with the MSDB’s procedures or is permissible under the law should contact the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 07-18-03
Revised on: 11-13-14
The Montana School for the Deaf and the Blind (MSDB) shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold and express their own opinions without personal prejudice or discrimination.

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, importance of fact, value of good judgment and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

1. Relative maturity of students
2. School philosophy of education
3. Community standards, morals and values
4. The necessity for a balanced presentation
5. The necessity to seek prior administrative counsel and guidance in such matters

It is the policy of the Board not to prevent, or otherwise deny participation in, constitutionally protected prayer in any of the school’s facilities, consistent with guidance issued by the U.S. Department of Education and applicable judicial decisions interpreting the religion clause of the First Amendment of the U.S. Constitution, and (1) this policy supersedes any other Board policy that is consistent with it.

Cross Reference: 3200 Student 
Student Rights and Responsibilities

Legal Reference: Article X, Sec. 8, Montana Constitution 
§ 20-3-324 (16 and 17), MCA 
10.55.701, ARM

Policy History:
Adopted on: 07-18-03
Revised on: 11-13-14
The MSDB recognizes the distinct contributions of the deaf and blind communities, American Indians, and America’s other distinct cultures, to our traditional and contemporary art, literature, social structure, values, heritage, history and contemporary perspectives. The curriculum adopted or used by the Montana School for the Deaf and Blind incorporates knowledge of the distinct and unique heritage of these cultures into the school’s education goals. The school’s content and performance standards reflect the connections among these diverse groups present in our country and state’s rich past providing students the opportunity to develop the knowledge skills and process necessary to understand our historical and present cultures.

In furtherance of the School’s educational goals, the MSDB is committed to:

1. Working cooperatively with the Montana Association for the Deaf, the Montana Association for the Blind and Montana tribes that are in close proximity to the School, when providing instruction when implementing educational goals or adopting rules relating to the education of the students.
2. Periodically reviewing its curriculum to ensure the inclusion of the cultural heritage of the Deaf, the Blind and American Indians, which will include, but not necessarily be limited to:
   a. considering methods by which to provide books and materials which reflect authentic historical and contemporary portrayals of these cultures;
   b. taking into account individual and cultural diversity and differences among students;
   c. providing necessary training to school personnel, with the objective of gaining an understanding and awareness of the Deaf, the Blind and American Indian cultures which will assist the staff in its relations with deaf or blind parents, the deaf and the blind communities in Montana and American Indian students and their parents.

Cross Reference: Art. X, Sec. 1(2), Montana Constitution
Legal Reference: 20-1-501, et seq., MCA Recognition of American Indian Cultural Heritage – Legislative Intent Curriculum Development and Assessment 10.55.701, ARM Board of Trustees

Policy History: Adopted on: 07-18-03 Revised on: 11-13-14
Equal Education, Nondiscrimination and Sex Equity  

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, economic or social conditions, or actual or potential marital or parental status or status as a homeless child. Any student may file a discrimination grievance using the procedure that follows this policy.

MSDB will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence because of disability against students, staff, or volunteers with disabilities. MSDB considers this behavior to constitute discrimination on the basis of disability, in violation of state and federal law.

Inquiries regarding discrimination or intimidation should be directed to the MSDB Title IX Coordinator. An individual with a complaint alleging a violation of this policy shall follow the Uniform Grievance Procedure.

In compliance with federal regulations, MSDB will notify annually all students, parents, staff, and community members of this policy and the designated coordinator to receive inquiries. Notification should include the name and location of the coordinator and will be carried in all handbooks.

Accommodating Individuals with Disabilities

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities on a basis equal to those without disabilities and will not be subject to illegal discrimination.

MSDB may provide auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

The Superintendent shall designate the Americans with Disabilities Act, Title II Nondiscrimination Coordinator who is directed to:

1. Oversee the MSDB’s compliance efforts, recommend necessary modifications to the Board, and maintain MSDB’s final Title II self-evaluation document and keep it available for public inspection for at least three (3) years after its completion date.
2. MSDB plans to make information regarding Title II’s protection available to any interested party.

Individuals with disabilities should notify the Nondiscrimination Coordinator, principal or dean of students if they have a disability which will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting.
Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Title II Nondiscrimination Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

**Title IX**

The Board of Public Education hereby adopts as policy for the Montana School for the Deaf and the Blind, the following Title IX and sex discrimination statement:

Montana School for the Deaf and the Blind does not discriminate against any person on the basis of sex in the educational programs or activities which it operates in accordance with requirements of Title IX of the Educational Amendments of 1972.

1. No person shall, on the basis of sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, or advantage, or denied equal access to educational and extracurricular programs and activities.

2. The school may provide separate toilet, locker room and shower facilities on the basis of sex, but such facilities provided for a student of one sex shall be comparable to those provided for students of the other sex.

3. The school shall not provide any course or carry out any education program or activity separately, or require or refuse participation therein by any of its students, on the basis of sex. This includes health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses. (NOTE: With respect to physical education classes, the schools must comply with the regulations as soon as possible but in no more than one year for elementary schools and in no more than three years for secondary schools.)
   a. Students in physical education classes may be grouped by ability as assessed by objective standards of individual performance developed and applied without regard to sex.
   b. Students may be separated by sex within physical education classes during participation in sports which involve bodily contact.
   c. Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the school shall use appropriated standards which do not have that effect.
   d. Portions of classes which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

4. Schools shall not discriminate against any person on the basis of sex in the counseling or guidance of students. Where a school finds that a particular class contains a substantially disproportionate number of individuals of one sex, it shall take steps necessary to assure that such disproportion is not the result of discrimination in counseling.

5. A school shall not discriminate on the basis of sex in providing financial assistance to any student.

6. A school shall not apply any rule concerning a student’s actual or potential parental, family or marital status which treats students differently on the basis of sex.
   a. A school shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the
basis of such student's pregnancy, unless the student requests voluntarily to participate in a separate program.

7. No person shall be discriminated against on the basis of sex in any interscholastic, club or intramural athletics offered by the school, and the school shall not provide any such athletics separately on such basis.

A school may operate or sponsor separate teams for members of each sex where selection for the teams is based on competitive skill or the activity involved is a contact sport. However, in non-contact sports, where the school sponsors a team for one sex but not for the other and athletic opportunities for the other have previously been limited, members of the excluded sex must be allowed to try out for the team offered.

A school which operates or sponsors interscholastic, club or intramural athletics shall provide equal athletic opportunity for members of both sexes.

Schools are granted a one (elementary) or three (secondary) year adjustment period to comply with these requirements.

Legal Reference:  
Art. X, Sec. 7, Montana Constitution – Nondiscrimination in Education
§ 49-2-307, MCA – Discrimination in Education
24.9.1001, et seq., ARM - Sex Discrimination in Education
No Child Left Behind Act of 2001 (P.L. 107-110)
Section 506 of the ADA
10.55.701, ARM Board of Trustees

Cross Reference: Student Uniform Grievance Procedure – Student 3215P

Policy History:
Adopted on: 10-14-92
Revised on: 07-18-03
Revised on: 11-13-14
1 PURPOSE AND PHILOSOPHY

1.1 Sexual harassment is abusive and illegal behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, and intolerance. Because the School is committed to provide a safe, healthy environment for all students which promotes respect, dignity, and equality, it is the purpose of this policy to create and preserve an educational environment free from unlawful sexual harassment and discrimination on the basis of sex.

2 REFERENCES

2.1 20 U.S.C. §1681, Education Amendments of 1972, Title IX. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

2.2 34 C.F.R. §§106.1-106.71, U.S. Department of Education Office for Civil Rights Regulations Implementing Title IX.
Requires designation of Title IX Coordinator, grievance procedure, and public notice of Title IX policies and procedures.

2.3 42 U.S.C. §2000e, Civil Rights Act of 1964, Title VII. Prohibits employers from discriminating on the basis of sex.

2.4 29 C.F.R. § 1604.11, Equal Employment Opportunity Commission (EEOC) Regulations Implementing Title VII.
Provides guidelines on sexual harassment in the workplace.

3 MONITORING RESPONSIBILITY
The School Compliance Officer and Title IX/EEO Coordinator, as designated by the Superintendent of Schools, will be responsible for ensuring compliance with this policy. The Compliance Officer will yearly evaluate, among other things: The frequency and nature of complaints under this policy; staff and student compliance with the policy; the degree and success of parental involvement with the policy; staff, student, and parent perceptions of the policy's effectiveness. Results of the evaluation will be used to modify or update the policy as appropriate, with an emphasis on remedying deficiencies

4 POLICY

4.1 In order to provide a safe and healthy environment that encourages respect, dignity and equality it is School policy to provide an educational environment free from sexual harassment and discrimination on the basis of sex. Under both Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, the School considers sexual harassment to be unlawful discrimination on the basis of sex. In addition, discrimination on the basis of sex is prohibited by the State Constitution. Finally, sexual harassment/assault by any individual may constitute a sexual crime or child abuse under the State Criminal Code.

4.2 The School strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those
that take place at locations outside the School. The School also strictly prohibits any forms of sexual harassment against individuals associated with the school whether or not the harassment occurs on school grounds.

4.3 Because sexual harassment can occur adult to student, student to adult, student to student, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee, or third party (school visitors, vendors, etc.) to sexually harass any student, employee, or any other individual associated with the school (i.e. parents, contractors, maintenance workers, consultants, etc.).

4.4 The School encourages all victims of sexual harassment and persons with knowledge of sexual harassment to report the harassment immediately. Any complainants have the right to be free from retaliation of any kind.

4.5 The School will promptly investigate any formal, informal, verbal and written complaints of sexual harassment, and take prompt corrective action to end the harassment.

5 DEFINITIONS

5.1 "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communications of a sexual nature, and any other gender-based harassment, whether initiated by students, school employees, or third parties when:

5.1.1 Submission to the conduct is made explicitly or implicitly a term or condition of a student's education (including any aspect of the student's participation in school-sponsored activities, or any other aspect of the student's education);

5.1.2 Submission to or rejection of the conduct is used as the basis for decisions affecting a student's academic performance, participation in school-sponsored activities, or any other aspect of a student's education;

5.1.3 The conduct has the purpose or effect of unreasonably interfering with a student's academic performance or participation in school-sponsored activities or creating an intimidating, hostile or offensive education environment.

6 UNACCEPTABLE CONDUCT

6.1 Complaints received will be thoroughly investigated to determine whether the totality of the behavior and circumstances meet any of the elements of the definitions in 5.1 and should be treated as sexual harassment. Unacceptable conduct may or may not constitute sexual harassment. Normally, unacceptable behavior must be severe or pervasive to be considered sexual harassment. In evaluating the totality of the circumstances and making a determination of whether conduct constitutes sexual harassment, faculty and staff who observe unacceptable behavior, as well as administrators conducting an investigation, should consider:

6.1.1 Is the conduct sexual in nature?
6.1.2 Is the conduct derogatory toward one gender?
6.1.3 Is the conduct unwelcome?
6.1.4 Would the behavior be offensive to a reasonable person of the same gender as the victim?
6.1.5 The nature, severity, and scope of the incidents
6.1.6 The number of students or staff involved directly or indirectly
6.1.7 The ages of the parties involved
6.1.8 The relationship of the parties involved (i.e., staff/student, fellow students, etc.) and whether there is equal power between the parties
6.1.9 The past discipline history of the parties involved
6.1.10 The frequency and duration of the behavior
6.1.11 Whether there is a pattern of behavior
6.1.12 Whether the conduct is verbal or physical

EXAMPLES: School-related conduct that the School considers unacceptable and often a part of sexual harassment includes, but is not limited to, the following:
6.1.13 Rape, attempted rape, sexual assault, attempted sexual assault, forcible sexual abuse, hazing, and other sexual and gender-based activity of a criminal nature as defined under the State Criminal Code.
6.1.14 Unwelcome sexual invitations or requests for sexual activity in exchange for grades, promotions, preferences, favors, selection for extracurricular activities or job assignments, homework, etc.;
6.1.15 Unwelcome and offensive public sexual display of affection, including kissing, making out, groping, fondling, petting, inappropriate touching of one's self or others, sexually suggestive dancing and massages.
6.1.16 Any unwelcome communication that is sexually suggestive, sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual jokes; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings lists;" howling, catcalls, and whistles; sexually graphic computer files, messages or games, etc.;
6.1.17 Unwelcome and offensive name, calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions, or that is based on sexual stereotypes or sexual preference;
6.1.18 Unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, cornering or blocking an individual, or standing too close, spanking, pinching, following, stalking, frontal body hugs, etc;
6.1.19 Unwelcome and sexually offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," "mooning," "snuggies" or "wedgies" (pulling underwear up at the waist so it goes in between the buttocks), bra-snapping, skirt "flipups," "spiking" (pulling down someone's pants or swimming suit); pinching; placing hands inside an individual's pants, shirt, blouse, or dress, etc.;
6.1.20 Unwelcome leers, stares, gestures, or slang that are sexually suggestive, sexually degrading or imply sexual motives or intentions;
6.1.21 Clothing with sexually obscene or sexually explicit slogans or messages;
6.1.22 Unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading, or that imply sexual motives or intentions, or that are based on sexual stereotypes;
6.1.23 Unwelcome written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, film§, Internet material, etc;
6.1.24 Any other unwelcome gender-based behavior that is offensive, degrading, intimidating, demeaning, or that is based on sexual stereotypes and attitudes.

7 COMPLAINT PROCEDURES

7.1 In compliance with applicable federal and state law, it is the policy of the school to investigate promptly and resolve equitably all complaints of sexual harassment and discrimination on the basis of sex.

7.2 Victims of sexual harassment shall be afforded avenues for filing complaints which are free from bias, collusion, intimidation, or reprisal. Upon filing complaints, victims may request an investigator of their same gender and may be represented by any person of their choice.

7.3 Victims of sexual harassment should document the harassment as soon as it occurs. In order to assist investigators, victims should document the harassment with as much detail as possible, including: the nature of the harassment; dates, times, and places it has occurred; name of harasser(s); witnesses of the harassment; and the victim's response to the harassment.

7.4 To the extent they feel safe and comfortable doing so, victims are first encouraged to confront the harasser, verbally or in a letter and/or with an advocate present, and tell the harasser to stop the conduct because it is unwelcome. Victims should document the incident(s) of harassment, and any conversations they have with the harasser, noting such information as time, date, place, what was said or done, and other relevant circumstances surrounding the incident(s) and the effect/impact of the behavior on the victim.

7.5 If the victim's concerns are not resolved satisfactorily by communicating with the harasser, or if the victim feels he/she cannot discuss the concerns with the harasser, the victim should directly inform school staff of the complaint and should clearly indicate what action he/she wants taken to resolve the complaint.

7.6 Any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee's obligation to report the complaint to the school administration, and then shall immediately notify the principal, dean of students and/or the school Title IX coordinator.

7.7 Employees who fail to report student complaints of sexual harassment to appropriate administrators or law enforcement authorities may face disciplinary action, up to and including reprimand, probation, or termination.

7.8 School administrators, including principal and dean of students, Title IX coordinators, or school officials who fail to report or investigate student complaints of sexual harassment may also face disciplinary action, including reprimand, probation, or termination.

7.9 Victims who contact school staff with a complaint are encouraged to submit the complaint in writing. However, complaints may be filed verbally. Alternate methods of filing complaints (such as tape recorders, scribes, etc.) shall be made available to individuals with disabilities or small children who need accommodation.

7.10 Complaints are encouraged to be reported as soon as possible, i.e., within ninety (90) days after the incident, in order to be effectively investigated and resolved.

7.11 Reports/Complaints to Law Enforcement Authorities
7.11.1 Consistent with the School Safe and Orderly Schools Policy, where a complaint contains evidence of violence or criminal activity, the principal, dean of students and/or school Title IX coordinator shall refer the complaint to the school and appropriate child protection and/or law enforcement authorities for investigation.

7.11.2 The School encourages any individual who has knowledge of sexual harassment of a violent or criminal nature to independently report the information to child protection and/or law enforcement authorities.

7.12 Child Abuse Any sexual harassment complaint containing evidence of child abuse shall be immediately referred to State child protection authorities and/or local law enforcement authorities according to the reporting requirements of State law (e.g., mandatory reporting of physical or sexual abuse of students; mandatory reporting of child abuse). Nothing in this policy prohibits the School from taking immediate action to protect victims of alleged child abuse. The accused employee shall be placed on administrative leave pending the outcome of the investigation.

8 CONFIDENTIALITY

8.1 It is School policy to respect the privacy and anonymity of all parties and witnesses to complaints brought under this policy. However, because an individual's need for confidentiality must be balanced with the School’s obligations to cooperate with police investigations or legal proceedings, to prove due process to the accused, to conduct a thorough investigation, or to take necessary action to resolve a complaint, the School retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know.

8.2 Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate child protection and/or law enforcement authorities and the anonymity of both the complainant and school officials involved in the investigation will be strictly protected as required by State law.

9 INITIAL (INFORMAL) INVESTIGATION AND RESOLUTION PROCEDURES

9.1 The principal, dean of students and/or Title IX coordinator has the responsibility to conduct a preliminary review when they receive a verbal or written complaint of sexual harassment, or if they observe sexual harassment. Except in the case of severe or criminal conduct, the principal, dean of students and/or Title IX coordinator should make all reasonable efforts to resolve complaints informally at the school level. The goal of informal investigation and resolution procedures is to end the harassment and obtain a prompt and equitable resolution to a complaint.

9.2 As soon as possible but not later than three (3) working days following receipt of a complaint, the principal, dean of students and/or Title IX coordinator should commence an investigation of the complaint according to the following steps:

9.2.1 Interview the victim and document the conversation. Instruct the victim to have no contact or communication regarding the complaint with the alleged harasser. Ask the victim specifically what action he/she wants taken in order to resolve the complaint. Refer the victim, as appropriate, to school social workers, school psychologists, crisis team managers, other school staff, or appropriate outside agencies for counseling services.

9.2.2 Review any written documentation of the harassment prepared by the victim. If the victim has not prepared written documentation, instruct the victim to do so, providing
alternative formats for individuals with disabilities and small children who have difficulty writing and need accommodation.

9.2.3 Interview the alleged harasser regarding the complaint and inform the alleged harasser that if the objectionable conduct has occurred, it must cease immediately. Document the conversation. Provide the alleged harasser an opportunity to respond to the charges in writing.

9.2.4 Instruct the alleged harasser to have no contact or communication regarding the complaint with the victim and to not retaliate against the victim. Warn the alleged harasser that if he/she makes contact with or retaliates against the victim, he/she will be subject to immediate disciplinary action.

9.2.5 Interview any witnesses to the complaint. Where appropriate, obtain a written statement from each witness. Caution each witness to keep the complaint and his/her statement confidential.

9.2.6 Review all documentation and information relevant to the complaint.

9.2.7 Where appropriate, suggest mediation as a potential means of resolving the complaint. In addition to mediation, utilize appropriate informal methods to resolve the complaint, including but not limited to:

9.2.7.1 discussion with the accused, informing him or her of the School ’s policies and indicating that the behavior must stop;

9.2.7.2 suggesting counseling and/or sensitivity training;

9.2.7.3 conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;

9.2.7.4 requesting a letter of apology to the complainant;

9.2.7.5 writing letters of caution or reprimand;

9.2.7.6 separating the parties.

9.2.8 Parent/Student/Employee Involvement and Notification

9.2.8.1 Parents of both victim and accused shall be notified within one school day of allegations that are serious or involve repeated conduct.

9.2.8.2 The parents or advocates of students who file complaints are welcome to participate at each stage of both informal and formal investigation and resolution procedures. Employees bringing complaints shall be informed of their right to be represented by union officials or other professional representatives.

9.2.8.3 If either the victim or the accused is a disabled student receiving special education services under an IEP, or 504/Americans with Disabilities Act accommodations, all members of the student's IEP or 504 team will be consulted to determine the degree to which the student's disability either caused or is affected by the discrimination or policy violation. In addition, due process procedures required for persons with disabilities under state and federal law shall be followed.

9.2.9 Submit a copy of all investigation and interview documentation to the School Compliance Officer/Title IX Coordinator, and to the Human Resources Department if the complaint involves a School employee.

9.2.10 Report back to both the victim and the accused, notifying them in writing, and also in person as appropriate regarding the outcome of the investigation and the action taken to resolve the complaint. Instruct the victim to report immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against him/her.
9.2.11 Notify the victim that if he/she desires further investigation and action, he/she may request a School level investigation by contacting the School Title IX coordinator. Also notify the victim of his/her right to contact the U.S. Department of Education's Office for Civil Rights, the State Human Rights/Civil Rights agencies, and/or a private attorney.

9.3 Whenever a sexual harassment complaint is made, school administrators must take action to investigate the complaint or to refer the complaint for investigation even if the student does not request any action or withdraws the complaint.

9.4 If the initial investigation results in a determination that sexual harassment did occur, and the harasser repeats the wrongful behavior or retaliates against the victim, the site administrator will take prompt disciplinary action and will notify the School Compliance Officer/Title IX Coordinator or the Director of Human Resources.

9.5 The principal, dean of students and school Title IX coordinator must consider the sexuality or pervasiveness of the conduct and exercise discretion in determining whether a School level investigation is necessary. If a complaint contains evidence or allegations of serious or extreme harassment, such as adult to student harassment, criminal touching, quid pro quo (e.g., offering an academic reward or punishment as an inducement for sexual favors), or acts which shock the conscience of a reasonable person, the complaint shall be referred promptly to School administrators, i.e., the appropriate Program Administrator, Human Resources Director, or Compliance Officer/Title IX Coordinator. In addition, where the principal or dean of students has reasonable suspicion that the alleged harassment involves criminal activity, he/she should immediately contact appropriate child protection and law enforcement authorities. Where criminal activity is alleged or suspected, the accused employee shall be placed on administrative leave pending the outcome of the investigation.

10 SCHOOL LEVEL INVESTIGATION

School administrators shall promptly investigate and resolve all sexual harassment complaints that are referred to the School by the school principal, dean of students and Title IX coordinators, as well as those appealed to the School by parties to the complaint. Any party who is not satisfied with the outcome of the initial investigation may request a School level investigation by submitting a written complaint to the appropriate program administrator or Compliance Officer/Title IX Coordinator.

10.1 Important male and female contact persons at the School are as follows: Compliance Officer and Title IX/EEO Coordinator, and Director of Human Resources, Montana School for the Deaf and the Blind.

10.2 The School level investigation should commence as soon as possible but not later than three (3) working days following receipt of the complaint by the School administrator. 10.3 In conducting the School level investigation, the School will use investigators who have received formal training in sexual harassment investigations or that have previous experience investigating sexual harassment complaints.

10.4 If a School investigation results in a determination that sexual harassment did occur, prompt corrective action will be taken to end the harassment. Where appropriate, School investigators may suggest mediation as a means of exploring options of corrective action and informally resolving the complaint.

10.5 No later than thirty (30) days following receipt of the complaint, the School will notify the victim and alleged harasser, in writing, of the outcome of the investigation.
If additional time is needed to complete the investigation or take appropriate action, the School will provide all parties with a written status report within thirty (30) days following receipt of the complaint.

10.6 Any victim or accused who still is not satisfied with the outcome of School investigations, or who feels that his/her civil rights have been violated, may file a request for a review by a neutral panel by submitting a written appeal to the Superintendent of Schools within ten (10) working days following receipt of School findings.

11 RIGHT TO REPRESENTATION AND OTHER LEGAL RIGHTS
The victim and the alleged harasser have the right to be represented by a person of their choice, at their own expense, during sexual harassment investigations and hearings. Students who file complaints may elect to be accompanied by another student of their choice at each stage of the complaint procedure. Victims also have the right to register sexual harassment complaints with the U.S. Department of Education's Office for Civil Rights (OCR):

U.S. Department of Education
Office for Civil Rights, Region VIII Federal Office Building
1244 Speer Boulevard, Suite # 310 Denver, CO 80204
tel: (303) 844-5695

Nothing in this policy shall be construed to limit the right of the complainant to file a lawsuit in either state or federal court.

12 RETALIATION PROHIBITED
Any act of retaliation against any person who opposes sexually harassing behavior, or who has filed a complaint, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a sexual harassment complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension, exclusion, probation or termination.

13 DISCIPLINE
13.1 Any individual, including an individual with disabilities, who violates this policy will be subject to appropriate disciplinary action under applicable school discipline policies, School human resource policies, and the School Safe and Orderly Schools Policy. Disciplinary measures available to school authorities include, but are not limited to, the following:

13.1.1 verbal warnings/reprimands;
13.1.2 written warning/reprimand in employee or student files;
13.1.3 detention or in-school suspension; 13.1A behavior contracts;
13.1.5 requirement of verbal and/or written apology to victim;
13.1.6 mandatory education and training on sexual harassment by means of reading assignments, videos, classes, or other presentations; 13.1.7 requiring a written paper on the topic of sexual harassment;
13.1.8 referral for psychological assessment or treatment;
13.1.9 requiring parents to attend school with perpetrator;
13.1.10 involvement of police and other law enforcement authorities;
13.1.11 community service.

13.2 In addition, if the harassment is severe or persistent, an individual who violates this policy may be subject to alternate placement, suspension, exclusion, probation or termination. Moreover, students who violate this policy may lose the privilege of participating in extracurricular activities such as athletics, music programs, student government, cheerleading, graduation ceremonies, etc. These penalties may be imposed even for first offenses which are severe or extreme.

13.3 In determining what disciplinary or corrective action is appropriate, school officials shall consider the totality of the circumstances, including but not limited to:

13.3.1 the number of victims and harassers involved;
13.3.2 the ages of the victims and harassers; 13.3.3 the prior disciplinary record of the harasser;
13.3.4 the disability status of the victim and/or harasser;
13.3.5 the threatened or actual harm caused by the harassment;
13.3.6 the frequency and/or severity of the harassment.

13.4 If school administrators have reasonable suspicion that the harassment involves sexual assault, rape, or any other activity of a criminal nature, they shall notify appropriate law enforcement authorities and immediately initiate appropriate due process proceedings to remove the accused party from the situation.

13.5 If the alleged harasser is a student with a disability whose education involves services under the Individuals with Disabilities Education Act (IDEA) or accommodations under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, no suspension or expulsion longer than ten (10) school days or change of placement, or other steps shall be imposed until a School multi-disciplinary team meets to determine the extent to which the harassing behavior is or is not a manifestation of the student's disability.

14 FALSE COMPLAINTS
False or malicious complaints of sexual harassment may result in corrective or disciplinary action taken against the complainant.

15 TRAINING
15.1 All students shall be informed of this policy in student handbooks, folders and registration materials. A poster summarizing the policy shall also be posted in a prominent location at each school. All secondary school student-body officers shall receive school training about the policy at the beginning of each school year.

15.2 All new employees shall receive information about this policy at new employee orientation. All other employees shall be provided information at least once a year regarding this policy and the School's commitment to a harassment-free learning and working environment.

15.3 The principal, dean of students or Title IX/EEO Coordinator, and other administrative employees who have specific responsibilities for investigating and
resolving complaints of sexual harassment shall receive yearly training on this policy and related legal developments.

15.4 The principal and dean of students shall be responsible for informing students and staff on a yearly basis of the terms of this policy, including the procedures established for investigation and resolution of complaints, general issues surrounding sexual harassment, the rights and responsibilities of students and employees, and the impact of sexual harassment on the victim.

16 RECORDS
Separate confidential records of sexual harassment complaints and school-level investigations shall be maintained in the principal or dean of student’s office. Records of school investigations shall be maintained in the office of the Compliance Officer/Title IX Coordinator and/or in the Superintendent’s office

16.1 Records of school-level (informal) investigations and resolutions shall be retained for at least one (1) year.

16.2 Records school investigations shall be retained for at least three (3) years.

16.3 Records of complaints and investigations of blatant violations involving criminal touching, quid pro quo, other criminal acts, or acts which shock the conscience of a reasonable person shall be retained permanently.

17 POLICY DISSEMINATION AND REVIEW

17.1 A summary of this policy and related materials shall be posted in a prominent place in each School facility. The policy shall also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications as directed by the School Compliance Officer/Title IX Coordinator. In addition, notification shall be sent annually to each local newspaper for publication.

17.2 A committee of administrators, teachers, parents, enforcement authorities, and attorneys shall be convened annually to review this policy's effectiveness and compliance with applicable state and federal law, and to update the policy accordingly.

Legal Reference:

2.1 20 U.S.C. §1681, Education Amendments of 1972, Title IX.
2.2 34 C.F.R. §§106.1-106.71, U.S.
2.3 42 U.S.C. §2000e, Civil Rights Act of 1964, Title VII.
2.4 29 C.F.R. § 1604.11
Montana Constitution Article X, Section 1;
Montana Human Rights Act MCA, 49-2-101 et. seq.;
Implementing State and Federal Regulations; MCA 49-3-101, et. seq.
10.55.701, ARM Board of Trustees
10.55.719, ARM Student Protection Procedures

Policy History:
Adopted on: 01-27-04
Revised on: 05-11-06
Revised on: 11-13-14
A student with a disability (one of the disabilities defined in the Individuals with Disabilities Education Act (IDEA) ) is subject to suspension or expulsion (removal from his or her current educational placement and the cessation of educational services by MSDB) from school for 10 school days or less per school year on the same basis as a student without a disability.

If a student with a disability is endangering him/herself and/or others, to include teaching and cottage staff, the school shall take emergency action to protect the student and/or others from harm. This may, in extreme cases, involve calling the police.

The school may not suspend a student with disabilities for more than 10 school days during a school year--keeping in mind that the Gun-Free Schools Act does not amend or create any exception to federal civil rights laws. Students with disabilities are still protected under 504 and IDEA and may be suspended for no more than 10 school days unless 1) the parent consents to an interim change in placement with educational services to be provided in an alternative placement; or 2) a temporary restraining order is issued by a court of competent jurisdiction; or 3) a Child Study Team (CST) determines that the misconduct is not a direct manifestation of the student's disability and the Individualized Education Program (IEP) team determines that the current placement is appropriate and the school continues to provide educational services; or 4) an IEP team determines that cumulative suspensions beyond 10 school days in one school year does not constitute a change in placement. If the court denies the TRO and the parent refuses to consent to a change in placement, the student shall be returned to his/her placement and appropriate services provided immediately after the 10th day of suspension unless the misconduct involves violation of the Gun Free Schools Act. Changes in program or placement must be made by an Individualized Education Program (IEP) team in accordance with IDEA procedures.

The following procedure shall be followed if an incident occurs which may require suspension of the student with disabilities for more than ten (10) school days in one school year.

On the day of the incident the school shall suspend the student with disabilities in the same manner as students without disabilities and immediately advise the parents or guardians of the suspension, reason for the suspension and provide a copy of MSDB policy procedures for suspension and due process.

After completion of the above, the Crisis Prevention Team will review records of the student with disabilities to determine if the suspension will result in a change in placement.

On the day after the incident the school shall notify the parents that the school will hold a meeting to determine if the misconduct of the student is directly related to the student's disability and review the student's educational records including special education assessments and disciplinary referrals to determine if evaluation information is current and whether additional assessment of the student's abilities is warranted at this time. Before the tenth day the school shall convene the evaluation team.
meeting and placement team meeting to determine causal relationship between the student's misconduct and the student's disability and appropriateness of the student's current educational program placement.

On the eleventh day of suspension the school must review the process to ensure that the student with disabilities is receiving a free appropriate public education in accordance with proper procedures and determinations.

The Crisis Management Team shall have drawn up a prescriptive behavior management plan which will be thoroughly explained to the parents/guardians and child which will constitute the basis for the child's re-admittance to school and may become part of the child's IEP. If this is not successful, MSDB will pursue judicial relief to have the student removed permanently (expelled) from residential and school placement.

Cite:  "Suspension in Special Education", OPI 1995
       MCA 20-5-202, 20-4-302, 20-4-402, 20-4-403
       Administrative Rules of Montana 10.16.2711  Student's Status During Exclusion from School
       ARM 10.61.205-206
       10.55.701, ARM ___ Board of Trustees

Policy History:
Adopted on:  04-13-76
Revised on:   03-06-97
Revised on: 11-13-14
In the event of injury or illness, the Board of Public Education recognizes that MSDB is responsible for providing first aid or emergency treatment, notifying the parent or guardian and in serious instances, summoning a doctor and/or arranging for hospitalization. In the case of day students, aid, care and communication with parents and monitoring of health care services will be provided by the staff of the health services program.

All accidents that occur on school property or during school activities should be reported to the principal and/or dean of student’s office.

The Director of Health Services will develop uniform procedures for giving first aid and delegate necessary authority for arranging for medical attention and/or hospitalization, notifying parents, and officially reporting accidents. These procedures will be posted in the School and the staff will be informed of them.

The Board encourages its faculty and staff to become trained in first aid. The treatment of minor injuries or administering of medicine will only be performed by licensed health services staff and only when permission has been granted by the parent or guardian.

In the event a child is injured in school, first aid will be administered by the education or cottage staff until licensed health services staff reach the scene. If a child becomes acutely ill or is seriously injured, the school will inform the parents/guardian, who will make the decision whether to pick up the child at the School or meet the child at a health care facility when it is feasible for the parent to be in attendance. If the School is unable to reach the parents or if they choose to meet the child at the health care facility, the child may be transported by School personnel or by ambulance at the discretion of the Director of Health Services. If the School is unable to reach the parents, an attempt will be made to contact the child’s personal physician as designated on the student’s record.

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 10-14-92
Revised on: 11-16-03
Revised on: 11-13-14
The Board is interested in receiving valid complaints and suggestions. Public complaints and suggestions shall be submitted by the Uniform Grievance Procedure 4310P to the appropriate-level staff member or school administrator. Each complaint or suggestion shall be considered on its merits.

Unless otherwise indicated in these policies or unless otherwise provided for by law, no appeal may be taken from any decision of the Board.

Any parent or student who believes that the Board of Public Education, its employees or agents have violated their rights guaranteed by the State or Federal constitution, State or Federal statute, or Board policy may use the Uniform Grievance Procedure 4310P.

The Montana School for the Deaf and Blind will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person’s pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 11-16-03
Revised on: 11-13-14
Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the staff person, department supervisor, or program administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator who is not involved in the alleged harassment.

Level 2: Principal or Dean of Students

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the principal if the complaint arises in the education program or with the dean of students if the complaint arises in the residential program. The grievance must be filed within thirty (30) days of the event or incident.

If the complaint alleges a violation of Board policy or procedure, the principal or dean of students shall investigate and attempt to resolve the complaint. A decision on the grievance shall be made in writing within 20 days after it was filed. If either party is not satisfied with the principal or dean’s decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the principal or dean’s decision. This request must be submitted to the Superintendent within fifteen (15) days of the principal or dean’s decision.

MSDB has appointed a Nondiscrimination Coordinator to assist in the handling of discrimination complaints if a complaint alleges a violation of Title IX, Title II, section 504 of the Rehabilitation Act, or sexual harassment, the principal or dean shall turn the complaint over to the Nondiscrimination Coordinator for investigation of the complaint. The Coordinator will complete the investigation and file the report with the Superintendent within thirty (30) days after receipt of the written grievance. The Coordinator may request the services of an outside investigator. If the Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Superintendent rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal to the Board of Public Education seeking a hearing. The request for a hearing must be received by the Executive Secretary of the Board of Public Education within fifteen (15) days of receiving the report of the Coordinator.

Level 3: Superintendent

Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the principal or dean. The parties shall be afforded the opportunity to either dispute or concur with the principal or dean’s report. The Superintendent shall decide the matter within ten (10 days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the principal or dean, the recommendation will be implemented. If the Superintendent rejects the recommendation of the principal or dean,
the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent, the Board of Public Education is the next avenue for appeal. A written appeal must be received by the Executive Secretary of the Board within fifteen (15) days of receiving the Superintendent’s decision. The Board is the policy-making body of the School, however. Appeals to that level are limited solely to the issue of whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

**Level 4: The Board of Public Education**

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration at their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

**Waiver of Time Limit**

The parties may in writing jointly waive any time limit in this policy.

**Legal Reference:** 10.55.701, ARM Board of Trustees

**Policy History:**
Adopted on: 11-14-03
Revised on: 11-13-14
Community Use of School Facilities   4330

The Montana School for the Deaf and Blind facilities are available to the community for education, civic, cultural and other non-commercial uses consistent with the public interest, when such use does not interfere with the School program or School-sponsored activities. Use of School facilities for School purposes has precedence over all other uses. Persons on School premises must abide by the School’s conduct rules at all times.

Student and School-related organizations shall be granted the use of School facilities at no cost. Other organizations granted the use of the facility shall pay fees and costs. The Superintendent shall develop procedures to manage community use of School facilities. Use of School facilities requires the Superintendent’s approval and is subject to the procedures.

The administration shall approve and schedule the various uses of the School facilities. A master calendar will be kept in the office for scheduling dates to avoid conflicts during the School year. Should a conflict arise, the School reserves the right to cancel an approved request when it is determined that the facilities are needed for School purposes. Requests for use of the School facilities must be submitted to the Superintendent’s office ten days in advance of the event.

Legal Reference: § 20-7-805, MCA Recreational Use of School Facilities Secondary
Lamb’s Chapel v. Center Moriches Union Free School Dist., 113 S. Ct. 2141
10.55.701, ARM Board of Trustees

Cross Reference: COMMUNITY RELATIONS4330P Rules and Regulations for Building Use
COMMUNITY RELATIONS4330F Facility Use Form

Policy History:
Adopted on: 10-14-92
Revised on: 10-18-95
Revised on: 11-14-03
Revised on: 11-13-14
MSDB
COMMUNITY RELATIONS

Rules and Regulations for Building Use   4330P

1. Applications requesting use of the School facility must be presented to the Superintendent’s Office at least ten (10) days in advance of the time desired and must be signed by a qualified representative of the organization desiring to use the building.

2. Rental fees schedules are outlined in the “Application and Permit for Use of MSDB Facilities.”

3. Fees may be waived for private nonprofit groups that do not charge admission fees and provide a benefit to the students served by the School. All other profit or nonprofit groups or organizations will be charged rental fees as listed above.

4. The use of the School premises will be denied when, in the opinion of the Superintendent, such use may be construed to be solely for commercial purposes, there is a probability of damage or injury to School property, or the activity is deemed to be improper to hold in School buildings or on School property.

5. In case of loss or damage to School property, the organization and/or individual signing the request shall be fully responsible and liable.

6. A certificate of liability insurance, as outlined in the “Application and Permit for Use of MSDB Facilities,” will be required from the renting agency. This requirement may be waived by the Superintendent when the risk of injury or property damage by certain activities for some groups or organizations is not present.

7. No furniture or apparatus shall be moved or displaced without permission.

8. No access to other rooms in the building shall be permitted unless designated by agreement.

9. There shall be no smoking within the School buildings. There shall be no narcotics, drugs, stimulants, or alcohol used or sold in or about School buildings and premises, nor shall profane language, quarreling, fighting, or gambling be permitted. Violations of this rule by any organization during occupancy shall be sufficient cause for denying further use of School premises to the organization.

10. Wax, or other preparations ordinarily used on dance floors, is not to be used on gymnasium floors.

11. The Superintendent may require a School employee to be present during use of the building by the non-school organization. In such case, the requesting organization will pay for the employee expense (i.e., custodians, overtime).
12. When the School official finds it necessary that police or other security personnel be retained for crowd control, such requirement may be added as a condition of the “Application and Permit for Use of MSDB Facilities.”

13. There may be additional rules or conditions for the use of specific buildings on campus.

Legal Reference: 10.55.701, ARM Board of Trustees

Cross Reference: COMMUNITY RELATIONS 4330 Community Use of School Facilities
COMMUNITY RELATIONS 4330F Application and Permit for Use of MSDB Facilities

Procedure History:
Adopted on: 07-16-04
Revised on: 11-13-14
The MSDB strives to develop community partnerships based on the needs of its students and the vision and mission of the School. Whenever it appears the cooperative use of resources will result in a stronger school, stronger families, a stronger community and most importantly improved student learning, it is in the best interest of the School to participate in cooperative programs with other units of local or state government, community organizations and private sector business.

When formal cooperative agreements are developed, such agreements shall comply with the requirements of the Interlocal Cooperation Act, with assurances that all parties to the agreement have the legal authority to engage in the activities contemplated by the agreement.

The School may enter into interlocal agreements with a unit of the Montana University System, public community college, and/or tribal college, that would allow enrolled 11th and 12th grade students to attend and earn credit for classes not available through the School. Tuition and fees, if assessed, will be provided for in the interlocal government.

Legal Reference: §§ 7-11-101 et. Seq., MCA Interlocal Cooperation Act 10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 11-14-03
Revised on: 11-13-14
Resolution of Staff Complaints/Problem Solving 5240

Any employee who believes that the Board of Public Education or its agents have violated their rights guaranteed by the State or Federal constitution, State or Federal statute, or Board policy may seek complaint resolution as outlined in Montana Operations Manual, Volume III, Policy 3-0125 “Grievances”. It is the objective of this policy to provide minimum standards for the procedure to be used to adjust grievances filed by eligible employees.

The Montana School for the Deaf and the Blind will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The request of an employee to prompt and equitable resolution of the complaint filed outside of MOM, Policy 3-0125 shall not impair the employee’s pursuit of other remedies. Use of the grievance procedure as outlined in Grievance Procedure, 2.21.8017, ARM, is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

It is the policy of the state of Montana that employees who have attained permanent status may file a grievance as provided in these rules, unless the employee is covered by a grievance procedure provided under a collective bargaining agreement or a statutory grievance procedure.

Incidents of sexual harassment must be reported using the procedure in MSDB Policy 5012 Sexual Harassment/Intimidation in the Workplace, also found at ARM 2.21.1305 (also found at policy 3-0620, Montana Operations Manual, Volume III).

Incidents that are alleged to be in violation of the Americans with Disabilities Act (ADA) of 1990 must be reported using an ADA complaint resolution procedure if such a procedure has been adopted by a department. Otherwise, the employee shall proceed under this policy.

A job classification appeal must be resolved through the procedure adopted by the Board of Personnel Appeals at ARM 24.26.501 et seq., and may not be filed under any other grievance procedure.

Nothing in this policy precludes an employee who is alleging unlawful discrimination from concurrently exercising any statutorily-protected right to timely file a complaint with a civil rights enforcement agency.

The Montana School for the Deaf and the Blind is an Affirmative Action/Equal Opportunity Employer (EOE). MSDB will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, disability, age, religion, ancestry, union membership or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.
Employees and participants who have an inquiry or complaint of harassment or discrimination, or who need information about accommodations for persons with disabilities, should contact the School Compliance Officer and Title IX/EEO Coordinator, Montana School for the Deaf and Blind, 3911 Central Avenue, Great Falls, Montana 59405. Phone (406) 771-6000.

Legal Reference:
3-0125, MOM  Grievances
2.21.8017, ARM  Grievance Procedure
2.21.1305, ARM  Sexual Harassment Prevention Policy History
ADA, 1990  Americans with Disabilities Act
24.26.501, ARM  Wage and Classification Appeals
10.55.701, ARM  Board of Trustees

Policy History:
Adopted on: 11-15-03
Revised on: 5-11-06
Revised on: 11-13-14
Revenue enhancement through a variety of School-wide and School-approved marketing activities, including, but not limited to, advertising, corporate sponsorship, signage in or on School facilities, etc., is a Board-approved venture. The Board, acting through the Superintendent may approve such opportunities subject to certain restrictions in keeping with the contemporary standards of good taste. Advertising will model and promote positive values for MSDB students through proactive educational messages and not be simply traditional advertising of a product. Preferred advertising includes messages encouraging student achievement and establishment of high standards of personal conduct.

All sponsorship contracts will allow the School to terminate the contract on at least an annual basis; if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.

The revenue derived should:
1. Enhance student achievement;
2. Assist in maintenance of existing School athletic and activity programs; and
3. Provide scholarships for students participating in athletic, academic, and activity programs, who demonstrate financial need and merit.

Appropriate opportunities for marketing activities include but are not limited to:
1. Banners or signage of a non-fixed nature.
2. School-level publications including the School website or other electronic media.
3. Athletic facilities, including the gymnasium and athletic fields.

Other than corporate-sponsored curriculum materials approved subject to Board policy, advertising will not be allowed in academic buildings or cottage facilities.

The following restrictions will be in place when seeking revenue enhancement. Revenue enhancement activities will not:
1. Promote hostility, disorder, or violence,
2. Attack ethnic, racial, or religious groups,
3. Discriminate, demean, harass, or ridicule any person or group of persons on the basis of gender,
4. Be libelous,
5. Inhibit the functioning of the School,
6. Promote, favor, or oppose the candidacy of any candidate for election, adoption of any legislative or budget issues, or any public question submitted at any general, county, municipal, state or national election,
7. Be obscene or pornographic, as defined by prevailing community standards,
8. Promote the use of drugs, alcohol, tobacco, firearms, or certain products that create community concerns,
9. Promote any religious or political organization, or
10. Use any School logo without prior approval.

Legal Reference: 10.55.701, ARM Board of Trustees

Cross Reference: 2120 Curriculum Development and Assessment
2309 Library Materials
2311 Instructional Materials

Policy History:
Adopted on: 05-11-06
Revised on: 11-13-14
Lease, Rental, Sale or Other Disposition of Real Property  9261

There shall be no lease, sale or other disposition of School property without the approval of the Board of Public Education. For property jointly owned by the State of Montana and the Montana School for the Deaf and the Blind Foundation, Inc., the approval of the Board and the MSDB Foundation, Inc., is required.

Legal Reference: §20-8-110, MCA Property vested in School
§20-8-111, MCA Duty of Board of Public Education as to property of School
10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 10-14-92
Revised on: 11-13-14
MSDB
STUDENTS

Referral and Evaluation Procedures for Placement and Admission
and Transfer Procedures 3110

Overview
Upon request from a local district, MSDB will provide assistance in determining the educational needs of students identified, or suspected of having a qualifying disability of deafness, hearing or visual impairment, or deafblindness (20-8-102, 20-8-104, MCA), and determining whether placement at MSDB is most appropriate and least restrictive in meeting those identified needs. Any recommendation for evaluation or placement of a student at MSDB will be preceded by a review of the student’s file by the School’s intake committee and at least a 10-day on-campus observation period.

The School shall follow the mandates of the Individuals with Disabilities Education Act (IDEA), and the Administrative Rules of Montana regarding the Child Student Team (CST) Evaluation Report Team and determination of eligibility for services, development of the IEP, and placement of students. The School shall follow any mandates of Montana Law regarding admission of students. A birth certificate and an Immunization records are required for admission to the School.

In accordance with the Montana Immunization Law, a student will not be admitted who has not been immunized against diphtheria, pertussis, tetanus, poliomyelitis, rubella, mumps, and measles. If the student qualifies for conditional attendance or an exemption is filed as defined by Montana law, immunization may not be required.

I. Referral and Evaluation

A. Referral of a student, for evaluation or placement, is accomplished through the following procedures:

1. The student must be an enrolled student in a local district. The student’s IEP team from his/her local district then local education agency (LEA) makes a written recommendation for an evaluation by referral to MSDB. A release of all student records information must be signed by the parent/guardian so that pertinent records can be requested for review.

2. Before an evaluation is conducted, the MSDB intake committee, which may be comprised of the school psychologist, audiologist, orientation mobility specialist, speech/language pathologist, occupational and/or physical therapist, classroom teacher, Braille instructor, education administrator and when appropriate, residential counselor, health services director and residential administrator will conduct a file review to determine if:

   i. the student has a qualifying disability of deafness, hearing or visual impairment, or deafblindness
ii. the hearing or vision loss condition is significant enough to preclude the local district LEA from being able to provide an appropriate education to the student,

iii. the nature and scope of the student’s academic, social/emotional and behavioral needs can be met by the available services and programs, at the time of referral, and more specifically the goals and objectives in the student’s current IEP can be accommodated by MSDB.

B. The file review must consider all current and previous educational records including:

1. Eligibility for hearing or vision impairments deaf, hearing or vision impairment, or deafblindness
   i. Audiological evaluation
   ii. Eye examination
   iii. Communication evaluation (might be included)

2. Eligibility documentation for additional disabilities, if applicable

3. Other relevant health records

4. Current CST ER and current and previous IEP including;
   i. Education/psychological evaluation
   ii. Developmental/cognitive assessment
   iii. Classroom based assessments
   iv. Behavioral observations
   v. Functional vision, Braille, braille, assistive technology or orientation and mobility assessments as necessitated by the disability
   vi. Hearing, speech/language, communication or as determined by the specific disability
   vii. Occupational/physical therapy as determined by the specific disability

5. Functional behavior assessment/behavior intervention plan, if applicable

6. Relevant psychological assessments and/or reports from treatment specialist

7. Transition plan and/or vocational evaluation, if applicable

8. High school transcript, if applicable

9. Attendance record

10. Discipline or behavior reports

11. Most recent report card

12. Achievement scores

13. Individual state assessments

C. A video tape review of the student in his/her current educational setting may be requested to supplement the file review.

D. If the intake committee determines that:

1. the student does have a qualifying disability,

2. the programs and services of MSDB are sufficient to meet the student’s identified needs, i.e., the student’s academic, social/emotional and behavioral needs can be met within or by the existing:
   i. programs,
   ii. curricula,
   iii. student groupings,
   iv. and available staff,

3. the student is not a danger to self or others,
4. the student presents no physical or medically related health or safety issues which are beyond the scope of appropriate care by the education, cottage and health services staff,

5. the student does not present systemic behavior which is disruptive to the educational process of the other students,

E. Based on the determination of the above criteria, a recommendation will may or may not be made to conduct an educational evaluation a 10-day observation period on the MSDB campus.

F. The purpose of this evaluation 10-day observation is to gather additional assessment data, information, which could include assessment data, in MSDB’s unique educational setting, that will provide useful information to the IEP team.

Additionally the following criteria must be met before an on-campus evaluation a 10-day observation period can occur:

1. The student demonstrates self-help skills that are developmentally appropriate for his/her chronological age; i.e., self-feed, chew and swallow most foods, assist in dressing self, cooperate in bathing and toileting, and indicate an awareness of being soiled or wet at the preschool level.

2. Before a student is evaluated on campus, the parent or local district LEA must provide a medical examination form signed by a physician, a copy of the child’s immunization record, and complete contact information for the parent/guardian and the local district. Additional permission forms and releases must be signed by the parent/guardian if the student is residing in the cottages while the evaluation 10-day observation period is being conducted.

3. In order for a child to be admitted as a student to MSDB, and following an IEP team placement decision, a parent or legal guardian must complete an application for admission. As part of the admissions packet a health history, general and extracurricular permissions, media release, notices of intent to test and directory information, athletic information, and Internet use agreement must be signed by a parent or guardian. The parent or guardian must also provide the child’s social security number, medical insurance/Medicaid information, and any applicable documents concerning custody or guardianship.

G. An evaluation typically will not exceed 10 school days. The components of an on-campus evaluation 10-day observation period may include but are not limited to:

1. academic achievement, developmental and/or cognitive assessments
2. classroom based assessments and behavioral observation
3. functional vision, Braille/reading media, technology, and/or orientation mobility for visually impaired students
4. audiological, speech/language (spoken and/or signed) and communication for hearing impaired students, observation and/or assessments
5. assistive technology when appropriate
6. assessment of social, emotional and behavioral adjustment to the cottage setting if the student will be living in the residential program
During the term of the on campus evaluation 10-day observation period it is understood that the IEP written by the local district LEA will remain in force and the responsibility for FAPE remains with the referring district.

H. The parent or guardian of a student must accompany the student for the beginning of the 10-day observation period. No student will be admitted to the Education or Residential Programs until all required documents, permissions and releases are signed and filed in the school’s administration office.

I. Upon completion of the evaluation 10-day observation period a report will be made to the local district LEA and parents/guardians which may include information related but not limited to:
   1. determination of eligibility for special education services,
   2. educational implications and recommendations,
   3. recommendations for support services,
   4. and recommendations for placement.

II. Placement and Admission

A. Placement and admission of students at MSDB is accomplished through the following procedures:
   a. If, after the evaluation, the student’s parents and the local district are interested in placement at MSDB, the local district will conduct an IEP meeting and invite a representative from MSDB to attend. Placement at MSDB is contingent on the outcome of the evaluation and a recommendation of the MSDB evaluation team that the school can provide the most appropriate educational services for the student and that this placement option is the least restrictive setting for the implementation of those services.
   b. At the conclusion of the observation period, a post-observation meeting is conducted with parents/guardians, LEA, the MSDB team and the student, if appropriate. If placement at MSDB is not recommended, the LEA will continue to provide FAPE and Outreach services can be offered and/or continued. If placement at MSDB is recommended, the team will determine if the current IEP will be implemented as written, will be amended, or if a new IEP needs to be developed.
   c. In accordance with an interagency agreement between the Office of Public Instruction and MSDB, a student may not be placed at MSDB by an IEP team without the concurrence of the MSDB administrative representative.
   d. In order for a child to be admitted as a student to MSDB, and following an IEP team placement decision, a parent or legal guardian must complete an application for admission. As part of the admissions packet a health history, general and extracurricular permissions, media release, notices of intent to test and directory information, athletic information, and Internet use agreement must be signed by a parent or guardian. The parent or guardian must also provide a certified copy of the child’s social security card, medical insurance/Medicaid information, and any applicable documents concerning custody or guardianship.
B. Additionally, the following criteria must be met for a student to be admitted to the residential program:
   a. the student does not present a danger to him or herself or others.
   b. the student lives cooperatively with other students.
   c. the student accepts and takes direction from cottage staff.
   d. the student demonstrates self-help skills that are developmentally appropriate for his/her chronological age; i.e., self-feed, chew and swallow most foods, assist in dressing self, cooperate in bathing and toileting, and indicate an awareness of being soiled or wet at the preschool level.

The parent or guardian of a student must visit the school prior to admission of the student and they must accompany the student at the time of admission. No student will be admitted to the Education or Residential Programs until the application is complete and all required documents, permissions and releases are signed and filed in the school’s administration office.

III. Admission to the Residential Program

Admission of children as residents in the cottages at MSDB shall be as follows:
A. Additionally, the following criteria must be met for a student to be admitted to the residential program:
   a. the student does not present a danger to him or herself or others.
   b. the student lives cooperatively with other students.
   c. the student accepts and takes direction from cottage staff.
   d. the student demonstrates self-help skills that are developmentally appropriate for his/her chronological age; i.e., self-feed, chew and swallow most foods, assist in dressing self, cooperate in bathing and toileting, and indicate an awareness of being soiled or wet at the preschool level.

B. Any child otherwise determined as appropriate for admission to MSDB, under the IDEA and as determined by the IEP team, who resides outside the Great Falls Public School transportation district may reside in the cottages during the regular school year if the student does not pose a threat to others and if the residential services available at MSDB are sufficient to meet the student’s needs.

C. Any child otherwise determined, as appropriate for admission to MSDB, under the IDEA and as determined by the IEP team, who resides within the Great Falls Public School transportation district, but is determined by the IEP, to need transitional, life skill, or social development, may reside in the cottages during the regular school year.

D. A parent/guardian request for the placement of any Great Falls Public School student into the residential program must be reviewed approved by the Superintendent, Dean of Students and Principal and may be reviewed annually at the IEP meeting.

E. Placement of any student in the residential program must be concurred in by the student’s parent(s) or guardian and is subject to annual review at the time of the IEP meeting.

IV. Program, Grade or Classroom Placement

Determination of program, grade and or classroom placement of any student admitted to the
MSDB for an initial evaluation will be made by the intake committee based on a review of the student file, discussions with the referring school district, the student’s parent(s) or guardian and MSDB staff. The final placement will be determined by the IEP team at the end of the initial evaluation period.

V. Credit Transfer for Secondary Student

Montana Accreditation Rules and Standard, in accordance with local alternate procedures for earning credit, shall be applied to all credit transfer reviews. Credits awarded by Montana accredited schools are automatically transferred. Requests for transfer of credit and/or grade placement from any non-accredited, non-public or home school shall be subject to examination and approval by the IEP team an administrator before as the student is accepted by MSDB. Any such credit will be posted to a student’s transcript by the referring LEA.

A. When reviewing coursework for credit evaluation the IEP team will:
   a. document that the student has spent approximately the same number of classroom hours in the non-accredited, non-public or home school as the student would have spent in a regular class at MSDB, and
   b. document that the student followed a curriculum, which is substantially similar to that in the course for which they are requesting credit,
   c. document that in the event of a request for credit in a lab, industrial arts, or music course, the equipment and facilities were sufficient to meet the required learning activities of the course;
   d. require that the student has satisfactorily passed, in all courses in which a final exam is normally given, a final exam that was prepared and administered by a staff member in the MSDB.

The MSDB will give credit only for non-accredited, non-public or home school courses that have met all requirements as specified in Montana law. Credit from non-accredited, non-public or home school coursework will only be accepted when a like course is offered at MSDB or GFPS.

The student’s MSDB transcript will record courses taken in non-accredited, non-public or home school settings by indicating the title of the course, location where the course was taken, and the grade and/or credit earned.

For purposes of calculation of class rank, only those courses taken in an accredited school will be used.

VI. Transfer to Local Education Agency

School policies regulating pupil enrollment from other elementary and secondary schools are designed to protect the educational welfare of the child and of other children enrolled at the MSDB. The transfer of students from MSDB to another educational placement shall occur pursuant to the recommendation of the IEP team which includes the parent/guardian and the LEA.
A. The transfer of students from the Montana School for the Deaf and Blind MSDB to another educational placement shall occur pursuant to:
   a. recommendation of the IEP team;
   b. concurrence by the parents; and
   c. consultation with and acceptance by the local education agency.

Legal Reference:

IDEA PL 94-142
10.16.3007, ARM Eligible Students Under the IDEA
10.16.3320, ARM Referral
10.16.3321, ARM Comprehensive Evaluation
10.16.3322, ARM Composition of a Child Study Team
10.16.3340, ARM Individualized Education Program and Placement Decisions
§ 20-5-101, MCA Admittance of child to school
§ 20-5-403, MCA Immunization required – release and acceptance of immunization records
§ 20-5-404, MCA Conditional attendance
§ 20-5-405, MCA Medical or religious exemption
§ 20-5-406, MCA Immunization record
10.55.601 et seq., ARM Accreditation Standards
10.55.701, ARM Board of Trustees

Policy History:
Adopted on: 10-14-92
Revised on: 11-14-03
Revised on: 11-04-05
Revised on: 05-11-06
Revised on: 11-13-14
It shall be required that all permanent employees at the School have sign language skill commensurate with the requirements of their positions. This policy and related procedures applies to staff hired into or voluntarily transferred to positions with Sign Language Skill Standards (SLSS) after July 1, 2012. Job position SLSS either established or raised after staff members’ job entry dates will not apply to these staff. The requirement for a professional development plan to increase sign language skills applies to all staff hired before July 1, 2012 and who have not achieved their Target Skill Level Standard in two consecutive Sign Language Proficiency Interview (SLPI) evaluations.

Purpose
The Montana School for the Deaf and the Blind (MSDB) recognizes the fundamental need and purpose of clear, consistent, and dependable communication as (1) a foundation for the development of language skills, (2) the basis for the development of interpersonal skills, and (3) critical to the sharing of information among all of the members of the MSDB campus community.

For some members of the MSDB community, the primary and most efficient method of communication is American Sign Language (ASL), Manually Coded English such as Signing Exact English (SEE) or some other form of manual communication, speech reading, or use of residual hearing. The primary purpose of the Employee Sign Language Skill policy is to encourage and support an optimal setting of signed communication for all students and staff across the MSDB campus. In recognition of and respect for the diversity of the MSDB student and staff population, MSDB staff need to possess the skills and knowledge needed to communicate and work effectively with all students and staff. MSDB recognizes that the level of these skills and the importance of acquiring these skills vary across MSDB staff job positions. Procedures for implementing this policy include a process for determining reasonable accommodations that may be needed for some staff.

Evaluation Rating Standards and Process
The Superintendent shall establish a sign language skill evaluation review system which specifies the required skill level for each position at the School. Frequency, length, and type of communication required for interaction with students and staff who are deaf or hard of hearing are primary factors used in determining sign language skill level standards for selected MSDB staff positions. These standards are based on the Sign Language Proficiency Interview (SLPI:ASL) Rating Scale. SLPI:ASL entry and target skill level standards for MSDB staff positions and the SLPI Rating Scale are listed in Employee Sign Language Skills 5124P2 and Employee Sign Language Skills 5124P1.

MSDB Job Position Skill Level Standards are included in staff position descriptions. For selected new positions or for potential changes to current skill level standards, the immediate supervisors, program administrators and Coordinating Interpreter meet to discuss standards for these positions. The administrators and Coordinating Interpreter make their recommendations for
standards to the Superintendent. The Superintendent makes final decisions for standards and informs the immediate supervisors and administrators for positions and the Coordinating Interpreter of his/her decisions.

All MSDB Staff members, regardless of their date of hire, who have achieved their Target Skill Level Standard in two (2) consecutive SLPI:ASL evaluations will not be required to be reassessed and will not be required to have a professional development plan for sign language skill development.

MSDB staff, hired after July 1, 2012 who are not at their SLPI Target Skill Level Standard at job entry are required to take the SLPI: ASL within 60 days of job entry dates unless they sign a statement indicating that they have no sign language skills.

All employees, regardless of their date of hire, not at their SLPI Target Skill Level Standard are required to have a professional development plan for sign language skill development approved by their immediate supervisor. A professional development plan may include participation in MSDB-supported sign language skill development training and activities during duty time as well as participation in training and activities during non-paid duty time.

All employees not within one level of their Target Skill Level Standard are required to take the SLPI: ASL annually until they achieve their target skill level. Staff employees hired after July 1, 2012 who are within one level of their target skill level are required to take the SLPI:ASL every three years until they achieve their standards. Staff are expected to achieve their standards within three (3) years from their job entry dates.

If a Deaf staff member is hired into a department/program and the current staff’s Target Skill Level is less than “Intermediate,” staff in that department will be required to improve the sign language skills to at least the “Intermediate Level” in compliance with the process outlined in this section of the policy.

Performance Requirement and Accommodations Waivers for Employees hired after July 1, 2012

Competency in sign language may be required to successfully perform the duties in some positions. Sign language skill development toward the target skill level will be considered in employee performance evaluations during the probationary/tenure period must be demonstrated during the initial 3-year period after hire. For employees who have not achieved their sign language skill target, lack of progress in developing participation in a professional development plan to improve sign language skills during the probationary/tenure this period may constitute grounds for termination. Due to extenuating circumstances, employees who have a professional development plan in place, but have not achieved their target skill level after 3 years, in positions with skill level standards may apply for reasonable accommodation(s) a waiver to the target skill level, “Sign Language Entry/Target Skill Level Waiver Request” 5124F2. Employees may complete a “Request for Reasonable Accommodations for Sign Language Skill Level Standards,” 5124F1 and submit it to their immediate supervisor. All accommodation waivers must be approved by the Program Administrator and Superintendent. Waivers may be renewable.
Recruitment and Hiring
MSDB will extend every effort to recruit and hire people with sign language communication skills, taking into consideration other expertise and skills required for each job position. For positions with sign language skill level standards, efforts will be extended to recruit people who are at or above the target skill level at time of hire. If there are no applicants who possess both the entry skill level and other needed job qualifications, the Program Administrator may submit a “Sign Language Entry/Target Skill Level Waiver Request” 5124F2 to the Superintendent. The waiver must be approved by the Superintendent prior to an offer of employment being extended to a new employee or the transfer of an existing employee.

Legal Reference: MCA 20-8-120 Communication Skills Required of Certain Employees

Policy History:
Adopted on: 10-14-92
Revised on: 03-09-12
Revised on: 11-13-14
Waiver must be approved prior to offer of employment being extended or in the case of a change in employment status of an existing employee.

SECTION A

(Upon completion of Section A, Program Administrator is to forward this form to Coordinating Interpreter for completion of Section B if this is for a current MSDB Employee. If this is for an outside applicant, forward this to the Benefits Specialist Superintendent for completion Section C.)

Program: _____________________________ Program Administrator: __________________________

1. Name of individual needing Waiver: ________________________________________________

2. What position is this Waiver request for? ____________________________________________
   (Title of Position)

3. What is the Entry Skill Level for this position? _______________________________

4. What is the Target Skill Level for this position? ________________________________

5. When is the projected start date for the individual to assume his/her new duties? __________

6. Is this individual a current MSDB employee? (Circle one) YES NO
   If YES, please forward this form to Coordinating Interpreter for completion of Section B
   (after completing the remaining questions and signing as indicated below). If NO, please
   forward to HR Director for review.

7. If this is an internal reassignment, promotion, reclassification, or demotion, has this been
   communicated with Human Resources? (Circle one) YES NO
   If you answered YES, with whom was this communicated? ________________________________

8. If you answered NO to #7 #6 above, has this individual already been placed in the position
   requiring a waiver? (Circle one) YES NO If YES, date of placement: __________________________
   (YES means you are requesting an after the fact waiver.)

9. Has a SLPI been conducted on with this individual? (Circle one) YES NO
If you answered NO to the above question, please explain why this individual has not had a SLPI conducted. If you answered YES, please give the date and results of the individual’s SLPI.

___________________________________________________________________________

___________________________________________________________________________

10. In which school department/cottage wing will this individual be placed?
___________________________________________________________________________

11. What duties will be performed? ____________________________________________
___________________________________________________________________________
___________________________________________________________________________

12. Will this individual be working alone in a building with Deaf and/or Hard of Hearing students? (Circle one)       YES       NO

13. If you answered *NO to #10 above, will there be any employees available for assistance who are capable of effective communication (for example, have Intermediate or above skills [as determined by the SLPI])? (Circle one)       YES       NO
*NO implies that the individual will not be “alone,” therefore, there should be an employee or some employees in the building.

14. If you answered YES to #11 on the above, have any of the employees who will provide assistance met his/her Sign Language Target Skill Level? (Circle one)       YES       NO
If you answered YES, list the names of the employees and their most recent SLPI results: _________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

15. Describe your plans for this individual’s sign language training. For example, how will you ensure coverage so that this individual may take advantage of sign language training opportunities? How will you monitor this individual’s progress towards achieving his/her recommended Sign Language Target Skill Level?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

In the event this request for waiver is approved by the Superintendent, we understand that it is our responsibility to see that this individual is granted ample sign language training opportunities as sponsored by the Coordinating Interpreter both on and off campus if appropriate.

______________________________              ______________________________
Program Administrator                                                                         Date
SECTION B
This section to be completed by Coordinating Interpreter for current MSDB employees ONLY (Upon completion of Section B, forward this form to the Benefits Specialist Superintendent for completion of Section C)

1. Have previous waivers been approved for this individual? (Circle one) YES NO
   If YES, provide documentation of waiver history below and attach copies of previous waivers.
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. SLPI Evaluation History:
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. Sign Language Training History:
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

Coordinating Interpreter ________________________________ Date ________________________________

SECTION C
(This section to be completed by the Benefits Specialist)
(Upon completion of Section C, forward this to the Superintendent for completion of Section D)

1. Has the named Program Administrator communicated this transaction with Human Resources? (Circle one) YES NO

2. What type of transaction is this? (Circle one) New Hire — Transfer from another State agency — Voluntary Transfer within Program — Involuntary Transfer within Program
Voluntary Transfer between Programs
Involuntary Transfer between Programs
Promotion        Reclassification         Demotion

4. Is this an “after the fact” Waiver request? (Circle one) YES NO

______________________________________________________________________________
HR Director                                                                 Date

SECTION D
(This Section to be completed by the Superintendent)

_____Approved
_____Denied

Rationale:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Superintendent                          Date

Distribution to be handled by: Superintendent’s Office with original going to Personnel File and copies to Staff Member, Program Administrator, and Coordinating Interpreter.

Policy History:
Adopted on: 03-09-12
Revised on: 11-13-14
DISCUSSION ITEMS

❖ ASSESSMENT COMMITTEE – (Item 8)

Sharon Carroll

ITEM 8

SMARTER BALANCED FORMATIVE ASSESSMENT PRACTICES DIGITAL ACADEMY DEMONSTRATION

Judy Snow
**OVERVIEW:** The Digital Library is a component of the Smarter Balanced Assessment System. It is an online collection of instructional and professional learning resources contributed by educators for educators. The resources focus on the formative assessment process and its connection to the standards. This presentation will be a demonstration of the Digital Library.
LICENSURE COMMITTEE (Item 9)

Lila Taylor

ITEM 9

NOTICE OF SURRENDER OF AN EDUCATOR LICENSE

Ann Gilkey
EXECUTIVE SUMMARY
DATE: NOVEMBER 2014

PRESENTATION: Report of Educator Surrender Pursuant to ARM 10.57.605

PRESENTER: Ann Gilkey
Chief Legal Counsel
Office of Public Instruction

OVERVIEW: Periodic report of surrendered educator licenses

REQUESTED DECISION(S): Information only

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information only
ACTION ITEMS

❖ EXECUTIVE COMMITTEE – (Item 10)

Sharon Carroll

ITEM 10

CRITICAL QUALITY EDUCATOR SHOR TAGE AREAS REPORT

Madalyn Quinlan
EXECUTIVE SUMMARY
DATE: NOVEMBER 2014

PRESENTATION: Critical Quality Educator Shortage Areas

PRESENTER: Madalyn Quinlan
Chief of Staff
Office of Public Instruction

OVERVIEW: Section 20-4-501 through 20-4-506, MCA provides for a quality educator loan assistance program. This presentation will include information about the responsibilities of the Board of Public Education and the Office of Public Instruction in the implementation of this program. The Office of Public Instruction will report and recommend for board adoption a listing of specific schools and specific quality educator licensure and endorsement areas impacted by critical quality educator shortage areas.

REQUESTED DECISION(S): Adoption of the Critical Quality Educator Shortage Areas report. The report will then be used to establish eligibility for the quality educator loan assistance program in the spring of 2015.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action - Adoption of the report
● ACCREDITATION COMMITTEE  
(Items 11-14)

Bernie Olson

ITEM 11

RECOMMEND APPROVAL OF REPORT ON 
THE 2013-14 ADDENDUM TO THE FINAL 
ACCREDITATION STATUS OF ALL 
SCHOOLS

Patty Muir
EXECUTIVE SUMMARY
DATE: NOVEMBER 2014

PRESENTATION: Recommend Approval of the Addendum to the 2013-2014 Final Accreditation Status of all Schools

PRESENTER: Patty Muir
Accreditation Program Specialist
Accreditation and Educator Preparation Division
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education (BPE) for consideration the addendum to the 2013-2014 accreditation determinations for all schools as recommended by State Superintendent Denise Juneau. These changes are due to errors identified by the Office of Public Instruction after the accreditation determinations were acted on during the July, 2014 BPE meeting and the districts were notified of those determinations. The report is attached.

REQUESTED DECISION(s): Action

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Approve the Addendum to the 2013-2014 Final Accreditation Status of All Schools
# Addendum to the 2013-14 Annual Montana Accreditation Report

**November 2014**

| County            | District                | School                  | Reported Accreditation Status | Recommended Accreditation Status | Reason                                           |
|-------------------|-------------------------|                        |                               |                                |                                                 |
| Beaverhead        | Dillon Elem.            | Parkview School        | REGULAR                       | No Change                      | Data entry error at school                      |
|                   |                         |                         |                                |                                | Assurance Level to Level 1                      |
| Carbon            | Red Lodge Elem.         | Red Lodge Jr. High     | DEFICIENCY                    | REGULAR                        | TEAMS error                                     |
| Lewis & Clark     | Helena Schools          | Broadwater School      | DEFICIENCY                    | REGULAR                        | Data entry error at school                      |
|                   |                         | CR Anderson MS         | DEFICIENCY                    | REGULAR                        | Data entry error at school                      |
| Park              | Arrowhead Elem.         | Arrowhead School       | ADVICE                        | REGULAR                        | Data entry error at school                      |
|                   | Arrowhead Elem.         | Arrowhead 7-8          | ADVICE                        | REGULAR                        | Data entry error at school                      |
|                   | Shields Valley Elem.    | Shields Valley 7-8     | ADVICE                        | REGULAR                        | Data entry error at school                      |
| Richland          | Lambert Schools         | Lambert Elem.          | DEFICIENCY                    | REGULAR                        | TEAMS error                                     |
|                   | Greenfield Elem.        | Greenfield 7-8         | ADVICE                        | REGULAR                        | Data entry error at school                      |
|                   | Power Schools           | Power School           | DEFICIENCY                    | ADVICE                         | Data entry error at school                      |
|                   | Hinsdale Schools        | Hinsdale HS            | ADVICE                        | REGULAR                        | TEAMS error                                     |
| Wibaux            | Wibaux K-12 Schools     | Wibaux Elem.           | REGULAR                       | No Change                      | TEAMS error                                     |
|                   |                         | Wibaux 7-8             | REGULAR                       | No Change                      | Assurance Level to Level 1                      |
|                   |                         | Wibaux HS              | REGULAR                       | REGULAR                        | TEAMS error                                     |
| Yellowstone       | Lockwood Elem.          | Lockwood Int.          | ADVICE                        | REGULAR                        | TEAMS error                                     |
|                   | Lockwood MS             | ADVICE                 | REGULAR                        | TEAMS error                    |
|                   | Independent Elem.       | Independent Elem.      | DEFICIENCY                    | REGULAR                        | TEAMS error                                     |
|                   | Billings Elem.          | Castle Rock 7-8        | ADVICE                        | REGULAR                        | TEAMS error                                     |
|                   | Sandstone               | DEFIENCY               | REGULAR                        | TEAMS error                    |

**NOVEMBER 14, 2014**
ITEM 12

RECOMMEND APPROVAL OF REPORT ON 2013-2014 CORRECTIVE PLANS

Patty Muir
EXECUTIVE SUMMARY
DATE: NOVEMBER 2014

PRESENTATION: Recommend Approval of Report on 2013-2014 Corrective Plans

PRESENTER: Patty Muir
Accreditation Program Specialist
Accreditation and Educator Preparation Division
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education the report on the corrective plans for accreditation deviations during the 2013-2014 school year. State Superintendent Denise Juneau recommends approval of the report as presented. The report is attached.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Approve report on 2013-2014 Corrective Plans
<table>
<thead>
<tr>
<th>County</th>
<th>System</th>
<th>School</th>
<th>Accreditation Status</th>
<th>Deviation</th>
<th>Corrective Plan</th>
<th>Date to Correct</th>
<th>APPROVE / DISAPPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Horn</td>
<td>Hardin Public Schools</td>
<td>Hardin High School</td>
<td>DEFICIENCY</td>
<td>10.55.703 - Principal Licensure</td>
<td>License issued on February 28, 2014.</td>
<td>2/28/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.707 - Misassigned Teacher</td>
<td>Employee no longer employed.</td>
<td>8/18/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hardin Intermediate</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is now endorsed.</td>
<td>9/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Lodge Grass</td>
<td>Lodge Grass Public Schls</td>
<td>Lodge Grass High School</td>
<td>DEFICIENCY</td>
<td>Performance Deficiency: Graduation Rate: 50%</td>
<td>10.55.713 - Class Size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pryor Public</td>
<td>Plenty Coup High School</td>
<td>ADVICE</td>
<td></td>
<td>10.55.709 (1) - No Library Services</td>
<td>Contract with MSSA.</td>
<td>8/15/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Pryor Public</td>
<td>Pryor 7-8</td>
<td>ADVICE</td>
<td></td>
<td>10.55.709 (1) - No Library Services</td>
<td>Contract with MSSA.</td>
<td>8/15/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Pryor Public</td>
<td>Pryor Elem School</td>
<td>ADVICE</td>
<td></td>
<td>10.55.709 (1) - No Library Services</td>
<td>Contract with MSSA.</td>
<td>8/15/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Broadwater</td>
<td>Townsend K-12 Schools</td>
<td>Broadwater High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/27/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td>Cecelia Hazelton School</td>
<td>ADVICE</td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/27/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td>Townsend 7-8</td>
<td>ADVICE</td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/27/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Carbon</td>
<td>Belfry K-12 Schools</td>
<td>Belfry 7-8</td>
<td>DEFICIENCY</td>
<td>10.55.601 - CSIP Report Not Submitted</td>
<td></td>
<td></td>
<td>DISAPPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - School Counselor Endorsement</td>
<td>Employee enrolled in internship program.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
</tbody>
</table>

Denise Juneau, Superintendent • Montana Office of Public Instruction • www.opi.mt.gov
<table>
<thead>
<tr>
<th>County</th>
<th>System</th>
<th>School</th>
<th>Accreditation Status</th>
<th>Deviation</th>
<th>Corrective Plan</th>
<th>Date to Correct</th>
<th>APPROVE / DISAPPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belfry</td>
<td></td>
<td>Belfry High School</td>
<td>DEFICIENCY</td>
<td>10.55.601 - CSIP Report Not Submitted</td>
<td></td>
<td></td>
<td>DISAPPROVE - Deviation not addressed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - School Counselor Endorsement</td>
<td>Employee enrolled in internship program.</td>
<td>7/14/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Teacher is working as a teacher administrator under an online education program called Odysseyware.</td>
<td></td>
<td>DISAPPROVE - Teacher should be enrolled in Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>7/14/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.709 (1) - Library Services - FTE</td>
<td>Hired 1.0 FTE Library Media Specialist.</td>
<td>7/14/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Belfry School</td>
<td>DEFICIENCY</td>
<td>10.55.601 - CSIP Report Not Submitted</td>
<td></td>
<td></td>
<td>DISAPPROVE - Deviation not addressed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - School Counselor Endorsement</td>
<td>Employee enrolled in internship program.</td>
<td>7/14/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Teacher is working as a teacher administrator under an online education program called Odysseyware.</td>
<td></td>
<td>DISAPPROVE - Teacher should be enrolled in Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Red Lodge Public Schools</td>
<td></td>
<td>10.55.601 - CSIP Report Not Submitted</td>
<td></td>
<td></td>
<td>DISAPPROVE - Deviation not addressed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mountain View School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/27/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Red Lodge High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/27/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Belt Public Schools</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/18/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Belt High School</td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/18/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>East Middle School</td>
<td>DEFICIENCY</td>
<td>4th Year Occurrence - 10.55.713 - Class Size</td>
<td>Will not enroll more than 30 students in a class.</td>
<td>9/4/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Longfellow School</td>
<td>DEFICIENCY</td>
<td>3rd year occurrence - 10.55.707 - School Counselor Endorsement</td>
<td>Employee is now endorsed.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meadow Lark School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - School Counselor Endorsement</td>
<td>Employee is now endorsed.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>North Middle School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.709 (1)(a-f) - Library Media Specialist FTE</td>
<td>There are 1.5 FTE Library Media Specialists serving North Middle School and East Middle school.</td>
<td></td>
<td>DISAPPROVE - North Middle School requires 1.5 FTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chouteau</td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Highwood Public Schools</td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Highwood Middle School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Great Falls Public Schls</td>
<td>DEFICIENCY</td>
<td>10.55.713 - Class Size</td>
<td>Will not enroll more than 30 students in a class.</td>
<td>9/4/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jefferson School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed teacher</td>
<td>Employee is now licensed.</td>
<td>8/25/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Washington 7-8</td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/25/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------</td>
<td>--------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Daniels</td>
<td>Scobey K-12 Schools</td>
<td>Scobey 7-8</td>
<td>DEFICIENCY</td>
<td>10.55.708 - Library Media Specialist Endorsement</td>
<td>Employee is now endorsed.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scobey High School</td>
<td>DEFICIENCY</td>
<td>10.55.708 - School Counselor Endorsement</td>
<td>Employee is in internship program.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scobey School</td>
<td>DEFICIENCY</td>
<td>10.55.708 - Library Media Specialist Endorsement</td>
<td>Employee is now endorsed.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - School Counselor Endorsement</td>
<td>Employee is in internship program.</td>
<td>8/14/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Dawson</td>
<td>Glendive Public Schools</td>
<td>Jefferson School</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist Endorsement</td>
<td>Employee is in internship program.</td>
<td>8/14/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td>Lindsay Elementary</td>
<td>Lindsay School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Nonlicensed Teacher</td>
<td>Employee no longer employed.</td>
<td>4/16/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Fergus</td>
<td>Denton Public Schools</td>
<td>Denton 7-8</td>
<td>ADVICE</td>
<td>10.55.710 (1) - School Counselor - No Services</td>
<td>Contract with MSSA.</td>
<td>8/26/14</td>
<td>APPROVE DISAPPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Denton High School</td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.708 - Misassigned Teacher</td>
<td>Teacher will teach this year and next year we will use Montana Digital Academy for our foreign language.</td>
<td>5/24/15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Denton School</td>
<td>ADVICE</td>
<td>2nd Year Occurrence: 10.55.708 - Misassigned Teacher</td>
<td>Teacher no longer employed.</td>
<td>8/26/14</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.710 (1) - School Counselor - No Services</td>
<td>Contract with MSSA.</td>
<td>8/26/14</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Lewistown</td>
<td>Public Schools</td>
<td>Lewistown 7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Hired properly endorsed teacher.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Flathead</td>
<td>Bigfork Public Schools</td>
<td>Bigfork Elementary</td>
<td>ADVICE</td>
<td>10.55.703 - Principal Licensure</td>
<td>Employee is now properly licensed.</td>
<td>6/10/2015</td>
<td>APPROVE DISAPPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.709 (1)(a-f) - Library Media Specialist - FTE</td>
<td>We have added a leveled Library specifically for elem students and have equal access to the library for all K-8 students. More library space is limiting the FTE, however all of our instructional/library needs are currently met.</td>
<td>6/10/2015</td>
<td></td>
</tr>
<tr>
<td>Marion</td>
<td>Elementary</td>
<td>Marion 7-8</td>
<td>ADVICE</td>
<td>10.55.710 (1) - School Counselor - No Services</td>
<td>Contract with MSSA.</td>
<td>7/9/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marion School</td>
<td>ADVICE</td>
<td>10.55.710 (1) - School Counselor - No Services</td>
<td>Contract with MSSA.</td>
<td>7/9/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
<td>-------------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>West Valley Elementary</td>
<td>West Valley Middle School</td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.708 - Misassigned Teacher</td>
<td>Employee is now endorsed.</td>
<td>7/1/2014 DISAPPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>West Valley School</td>
<td>ADVICE</td>
<td>10.55.709 (1)(a-f) - Library Media Specialist - FTE</td>
<td>The corrective plan for the library media specialist is to help with the overload by having a para-educator in the library throughout parts of the school day. We are looking to add a library media specialist next year when we have our new school built.</td>
<td>2015-2016 school year. DISAPPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whitefish Public Schools</td>
<td>Whitefish Middle 5-8</td>
<td>ADVICE</td>
<td>10.55.710 (1-2) - School Counselor - FTE</td>
<td>We will be looking to add a part time counselor to the staff for the 2015-2016 school year.</td>
<td>2015-2016 school year. DISAPPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallatin</td>
<td>Belgrade Public Schools</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/25/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Belgrade High School</td>
<td>ADVICE</td>
<td>10.55.709 (1)(a-f) - Library Media Specialist - FTE</td>
<td>Adjustment of FTE among schools.</td>
<td>8/25/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Belgrade Middle School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Hired new employee.</td>
<td>8/25/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saddle Peak Elementary</td>
<td>ADVICE</td>
<td>10.55.710 (1-2) - School Counselor - FTE</td>
<td>Adjustment of FTE among schools.</td>
<td>8/25/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Big Sky K-12 Schools</td>
<td>Lone Peak High School</td>
<td>DEFICIENCY</td>
<td>10.55.601 - CSIP Report Not Submitted</td>
<td></td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ophir 7-8</td>
<td>DEFICIENCY</td>
<td>10.55.601 - CSIP Report Not Submitted</td>
<td></td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ophir Elementary School</td>
<td>DEFICIENCY</td>
<td>10.55.601 - CSIP Report Not Submitted</td>
<td></td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass Creek Elementary</td>
<td>Pass Creek School</td>
<td>ADVICE</td>
<td>10.55.709 (1) - No Library Services</td>
<td>Contract with MSSA.</td>
<td>8/15/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willow Creek Public Schls</td>
<td>Willow Creek 7-8</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Nonlicensed Teacher</td>
<td>Teacher applied for a provisional license.</td>
<td>8/14/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Willow Creek High School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Nonlicensed Teacher</td>
<td>Teacher applied for a provisional license.</td>
<td>8/14/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Glacier</td>
<td>Browning Public Schools</td>
<td>Browning High School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Nonlicensed Teacher (2 Teachers) Teacher 1: No longer employed. Teacher 2: Employee is in internship program.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.709 (1)(a-f) - Library Media Specialist - FTE</td>
<td>By March 1, 2015, we will request a variance to place an aide in the library.</td>
<td></td>
<td>DISAPPROVE - Variances cannot be issued for license requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cut Bank Public Schools</td>
<td>Cut Bank High School</td>
<td>ADVICE</td>
<td></td>
<td>10.55.707 - Misassigned Teacher</td>
<td>No longer offering the class.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
</tr>
<tr>
<td>Golden Valley</td>
<td>Lavina K-12 Schools</td>
<td>Lavina High School</td>
<td>DEFICIENCY</td>
<td>3rd Year Occurrence-10.55.708 - Misassigned Teacher Teacher is searching for an online program to enter into an internship program for proper endorsement.</td>
<td>No Date DISAPPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryegate K-12 Schools</td>
<td>Ryegate High School</td>
<td>ADVICE</td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Employee is now endorsed.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
</tr>
<tr>
<td>Golden Valley</td>
<td>Ryegate K-12 Schools</td>
<td>Ryegate High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Employee is now endorsed.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
</tr>
<tr>
<td>Hill</td>
<td>Box Elder Public Schools</td>
<td>Box Elder 7-8</td>
<td>ADVICE</td>
<td>10.55.703 - Principal Licensure</td>
<td>Employee is in internship program.</td>
<td>11/25/14 APPROVE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Box Elder High School</td>
<td>DEFICIENCY</td>
<td>Performance Deviation: Graduation Rate: 45.8%</td>
<td>We have worked to put together a strong staff and student mentoring to provide a strong academic and support structure for our students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.703 - Principal Licensure</td>
<td>Employee is in internship program.</td>
<td>11/25/14 APPROVE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Employee is now licensed.</td>
<td>11/25/14 APPROVE</td>
<td></td>
</tr>
<tr>
<td>Rocky Boy Public Schools</td>
<td>Rocky Boy 7-8</td>
<td>ADVICE</td>
<td></td>
<td>10.55.709 (1) - No Library Services</td>
<td></td>
<td></td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rocky Boy High School</td>
<td>ADVICE</td>
<td>10.55.709 (1) - No Library Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana City Elementary</td>
<td>Montana City Middle M</td>
<td>ADVICE</td>
<td></td>
<td>10.55.707 - School Counselor Endorsement</td>
<td>Employee is in internship program.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Montana City School</td>
<td>ADVICE</td>
<td></td>
<td>10.55.707 - School Counselor Endorsement</td>
<td>Employee is in internship program.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
</tr>
<tr>
<td>Whitehall Public Schools</td>
<td>Whitehall Elementary</td>
<td>ADVICE</td>
<td></td>
<td>10.55.707 - School Counselor Endorsement</td>
<td>Adjusted schedule.</td>
<td>8/25/2014 APPROVE</td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------</td>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Judith Basin</td>
<td>Geyser Public Schools</td>
<td>Geyser 7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is now endorsed.</td>
<td>8/31/14</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geyser High School</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is now endorsed.</td>
<td>8/31/14</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geyser School</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is now endorsed.</td>
<td>8/31/14</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Surprise Creek School</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is now endorsed.</td>
<td>8/31/14</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Lake</td>
<td>Arlee Public Schools</td>
<td>Arlee 7-8</td>
<td>ADVICE</td>
<td>2nd year occurrence - 10.55.704 - Superintendent FTE</td>
<td>Hired 1 FTE superintendent.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arlee Elementary</td>
<td>DEFICIENCY</td>
<td>2nd year occurrence - 10.55.704 - Superintendent FTE</td>
<td>Hired 1 FTE superintendent.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.705 - Unlicensed Teacher</td>
<td>Adjusted schedule.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arlee High School</td>
<td>ADVICE</td>
<td>2nd year occurrence - 10.55.704 - Superintendent FTE</td>
<td>Hired 1 FTE superintendent.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Lewis &amp; Clark</td>
<td>East Helena Elementary</td>
<td>Eastgate School</td>
<td>DEFICIENCY</td>
<td>2nd year Occurrence: 10.55.710 (1-2) - School Counselor FTE</td>
<td>Hired 1 FTE additional counselors.</td>
<td>6/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Radley Elementary School</td>
<td>DEFICIENCY</td>
<td>2nd year Occurrence: 10.55.710 (1-2) - School Counselor FTE</td>
<td>Hired 1 FTE additional counselors.</td>
<td>6/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td>Helena Public Schools</td>
<td>Capital High School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Employee is now licensed.</td>
<td>6/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Helena High School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Employee is now licensed.</td>
<td>9/2/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6th year Occurrence: 10.55.713 - Class Size</td>
<td>Adjustment to schedule.</td>
<td>9/2/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------</td>
<td>----------------------------</td>
<td>----------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Lincoln</td>
<td>Libby K-12 Schools</td>
<td>Libby Elementary School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Due to ongoing cuts in the district, we have one FTE librarian for the one elementary library. This year, if funding is available, we will have paraprofessional assistance for the librarian.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Libby High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Teacher provides math services through Special Education Individual Education Plans (IEP). All of the students she instructs in mathematics are at least 3 years behind their peer age group in mathematics. Students receive credit in math through this class and they meet the goals stated in their IEPs. We are going to continue to provide the services for students through special education so they can graduate from high school with their peers.</td>
<td>8/1/2014</td>
<td>DISAPPROVE - NCLB requires a MAT endorsed teacher in the classroom in addition to the SPE teacher</td>
</tr>
<tr>
<td>Madison</td>
<td>Sheridan Public Schools</td>
<td>Sheridan 7-8</td>
<td>DEFICIENCY</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is now properly licensed.</td>
<td>9/15/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sheridan Elementary Schl</td>
<td>DEFICIENCY</td>
<td>10.55.708 - Library Media Specialist Endorsement</td>
<td>Employee is now properly licensed.</td>
<td>9/15/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sheridan High School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Adjustment to schedule.</td>
<td>9/15/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Twin Bridges High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Twin Bridges K-12 Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCona</td>
<td>Circle Public Schools</td>
<td>Circle High School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Adjusted schedule.</td>
<td>08/25/14</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Mineral</td>
<td>Alberton K-12 Schools</td>
<td>Alberton 7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist Endorsement</td>
<td>Hired properly endorsed teacher.</td>
<td>6/10/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alberton High School</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist Endorsement</td>
<td>Hired properly endorsed teacher.</td>
<td>6/10/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alberton School</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist Endorsement</td>
<td>Hired properly endorsed teacher.</td>
<td>6/10/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Missoula</td>
<td>Bonner Elementary</td>
<td>Bonner School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Hired properly endorsed teacher.</td>
<td>8/12/14</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Frenchtown K-12 Schools</td>
<td></td>
<td>Frenchtown High School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Teacher is now licensed.</td>
<td>8/25/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------</td>
<td>--------------</td>
<td>----------------------</td>
<td>-------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Musselshell</td>
<td>Roundup Public Schools</td>
<td>Roundup 7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Hired properly endorsed teacher.</td>
<td>08/15/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Gardiner Public</td>
<td></td>
<td>Gardiner 7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>9/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gardiner High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>9/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Livingston</td>
<td>Public Schools</td>
<td>East Side School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Petroleum</td>
<td>Winnett K-12 Schools</td>
<td>Winnet School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/20/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Phillips</td>
<td>Malta K-12 Schools</td>
<td>Malta 6-7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Employee is improperly endorsed for the subject areas he is currently teaching. He is in the process, with Brad King’s assistance, of completing the requisite documentation required to add endorsement to his Class 4 Ag Ed license.</td>
<td>5/1/2015</td>
<td>DISAPPROVE - employee needs to be in an internship program</td>
</tr>
<tr>
<td>Phillips</td>
<td>Malta K-12 Schools</td>
<td>Malta High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Employee is improperly endorsed for the subject areas he is currently teaching. He is in the process, with Brad King’s assistance, of completing the requisite documentation required to add endorsement to his Class 4 Ag Ed license.</td>
<td>5/1/2015</td>
<td>DISAPPROVE - employee needs to be in an internship program</td>
</tr>
<tr>
<td>Saco Public</td>
<td>Schools</td>
<td>Saco High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Employee is in an internship program.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Pondera</td>
<td>Conrad Public Schools</td>
<td>Conrad High School</td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.708 - Misassigned Teacher</td>
<td>Hired properly endorsed teacher.</td>
<td>6/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meadowlark School</td>
<td>ADVICE</td>
<td>10.55.709 (1)(a-f) - Library Media Specialist - FTE</td>
<td>Adjusted library FTE among schools.</td>
<td>8/27/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prairie View School</td>
<td>ADVICE</td>
<td>10.55.710 (1-2) - School Counselor FTE</td>
<td>Adjusted school counselor FTE among schools.</td>
<td>8/27/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utterback 6 School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Employee is now properly licensed.</td>
<td>8/27/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utterback 7-8</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Employee is now properly licensed.</td>
<td>8/27/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
<td>---------------------------------</td>
<td>----------------------</td>
<td>------------------------------------</td>
<td>------------------------------------------------------</td>
<td>----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Dupuyer Elementary</td>
<td>Dupuyer School</td>
<td>ADVICE</td>
<td>10.55.709 (1) - No Library Services</td>
<td>Contract with MSSA.</td>
<td>8/15/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10.55.710 (1) - School Counselor - No Services</td>
<td>Contract with MSSA.</td>
<td>8/15/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td>Heart Butte K-12 Schools</td>
<td>Heart Butte 7-8</td>
<td>ADVICE</td>
<td>Performance Deficiency: Math: 218</td>
<td>A new math teacher has been acquired with another staff member teaching one level of junior high math. Star Math is utilized to continually assess students in math. A paraprofessional has been placed with the students who have tested below grade level to assist the classroom teacher.</td>
<td>8/1/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td>Heart Butte Elementary</td>
<td></td>
<td>ADVICE</td>
<td>Performance Deficiency: Math: 217</td>
<td>A new math teacher has been acquired with another staff member teaching one level of junior high math. Star Math is utilized to continually assess students in math. A paraprofessional has been placed with the students who have tested below grade level to assist the classroom teacher.</td>
<td>8/1/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td>Miami Elementary</td>
<td>Miami School</td>
<td>ADVICE</td>
<td>10.55.709 (1) - No Library Services</td>
<td>Contract with MSSA.</td>
<td>8/15/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10.55.710 (1) - School Counselor - No Services</td>
<td>Contract with MSSA.</td>
<td>8/15/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td>Valier Public Schools</td>
<td>Kingsbury Colony Attn Ctr</td>
<td>ADVICE</td>
<td>10.55.709 (1) - No Library Services</td>
<td>Contract with MSSA.</td>
<td>8/15/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td>Valier High School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed teacher</td>
<td>Adjusted schedule.</td>
<td>07/23/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td>Powell</td>
<td>O D Speer School</td>
<td>DEFICIENCY</td>
<td>10.55.709 (1)[a-f] - Library Media Specialist - FTE</td>
<td>Adjustment of FTE among schools.</td>
<td>8/1/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10.55.712 - Class Size</td>
<td>Added additional teaching staff.</td>
<td>8/1/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td>Prairie</td>
<td>Terry K-12 Schools</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjusted schedule.</td>
<td>8/1/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td>Ravalli</td>
<td>Corvallis 7-8</td>
<td>DEFICIENCY</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is now licensed.</td>
<td>8/1/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td>Edna Thomas School</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is now licensed.</td>
<td>8/1/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td>Quentin Brown Primary K-4</td>
<td>ADVICE</td>
<td>10.55.710 (1-2) - School Counselor FTE</td>
<td>Variance was applied for and accepted by OPI, June 2014.</td>
<td>8/1/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td>Florence-Carlton K-12 Schls</td>
<td>Florence-Carlton 7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Employee no longer works for school.</td>
<td>7/12/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Stevensville Public Schls</td>
<td>Stevensville 7-8</td>
<td>ADVICE</td>
<td>10.55.710 (1-2) - School Counselor FTE</td>
<td>Enrollment is down, will have appropriate FTE.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stevensville High School</td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.708 - Misassigned Teacher</td>
<td>Hired appropriately endorsed teacher.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stevensville K-6</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Employee is now licensed.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10.55.707 - Administrator Endorsement</td>
<td>Hired appropriately endorsed administrator.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10.55.710 (1-2) - School Counselor FTE</td>
<td>Enrollment is down, will have appropriate FTE.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richland</td>
<td>Fairview Public Schools</td>
<td>Fairview 7-8</td>
<td>ADVICE</td>
<td>2nd Year Occurrence: 10.55.708 - Misassigned Teacher</td>
<td>Employee is in an internship program</td>
<td>8/1/2014 APPROVE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fairview High School</td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.708 - Misassigned Teachers (2 teachers)</td>
<td>Teacher 1: Employee is in an Internship program. Teacher 2: Adjusted schedule.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savage Public Schools</td>
<td>Savage High School</td>
<td>DEFICIENCY</td>
<td>10.55.716 - Unlicensed Long-Term Substitute</td>
<td>Hired licensed teacher.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roosevelt</td>
<td>Brockton Public Schools</td>
<td>Barbara Gilligan 7-8</td>
<td>ADVICE</td>
<td>10.55.709 (1) - No Library Services</td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Barbara Gilligan School</td>
<td>ADVICE</td>
<td>10.55.709 (1) - No Library Services</td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brockton High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10.55.709 (1) - No Library Services</td>
<td>DISAPPROVE - English teacher cannot teach math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frontier Elementary</td>
<td>Frontier School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Hired special education teacher.</td>
<td>6/30/2014 DISAPPROVE - Deviation not addressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poplar Public Schools</td>
<td>Poplar 5-6 School</td>
<td>ADVICE</td>
<td>Performance Deviation: Math: 219</td>
<td>Employed curriculum coordinator.</td>
<td>7/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10.55.704 (1) - No Curriculum Coordinator</td>
<td>DISAPPROVE - Deviation not addressed</td>
<td>7/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10.55.712 - Class Size</td>
<td>Will not have overage in classes.</td>
<td>7/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2013-14 Accreditation Corrective Plans

<table>
<thead>
<tr>
<th>County</th>
<th>System</th>
<th>School</th>
<th>Accreditation Status</th>
<th>Deviation</th>
<th>Corrective Plan</th>
<th>Date to Correct</th>
<th>APPROVE / DISAPPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poplar 7-8</td>
<td>ADVICE</td>
<td>Poplar 7-8</td>
<td>Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>Poplar High School</td>
<td>DEFICIENCY</td>
<td>Poplar High School</td>
<td>Performance Deficiency: Graduation Rate: 43.9%</td>
<td>10.55.703 - Principal Licensure</td>
<td>Hired licensed principal.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.704 (1) - No Curriculum Coordinator</td>
<td>Employed curriculum coordinator.</td>
<td>7/1/2014</td>
<td>DISAPPROVE - Deviation not addressed</td>
</tr>
<tr>
<td>Poplar School</td>
<td>ADVICE</td>
<td>Poplar School</td>
<td>2nd Year Occurrence: 10.55.707 - Misassigned Teacher</td>
<td>10.55.703 - Principal Licensure</td>
<td>Hired licensed principal.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.704 (1) - No Curriculum Coordinator</td>
<td>Employed curriculum coordinator.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Wolf Point Public Schools</td>
<td></td>
<td>Wolf Point High School</td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.708 - Misassigned Teacher</td>
<td>Will continue to advertise position.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Rosebud</td>
<td>Ashland Elementary</td>
<td>Ashland 7-8</td>
<td>ADVICE</td>
<td>Performance Deviation: Math: 214</td>
<td></td>
<td></td>
<td>DISAPPROVE - Deviation not addressed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>An ELE certified teacher will teach second semester.</td>
<td>1/15/2015</td>
<td>DISAPPROVE - need a certified teacher immediately</td>
</tr>
<tr>
<td>Ashland School</td>
<td>ADVICE</td>
<td>Ashland School</td>
<td>Performance Deviation: Math: 219</td>
<td></td>
<td></td>
<td></td>
<td>DISAPPROVE - Deviation not addressed</td>
</tr>
<tr>
<td>Colstrip Public Schools</td>
<td></td>
<td>Colstrip High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjustment to schedule.</td>
<td>8/27/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Forsyth Public Schools</td>
<td></td>
<td>Forsyth 7-8</td>
<td>DEFICIENCY</td>
<td>10.55.708 - School Counselor Endorsement</td>
<td>Will hire appropriately endorsed school counselor.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td></td>
<td></td>
<td>DISAPPROVE - Deviation not addressed</td>
</tr>
<tr>
<td>Forsyth Elementary School</td>
<td>DEFICIENCY</td>
<td></td>
<td>10.55.708 - School Counselor Endorsement</td>
<td>Will hire appropriately endorsed school counselor.</td>
<td></td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Forsyth High School</td>
<td>DEFICIENCY</td>
<td></td>
<td>10.55.708 - School Counselor Endorsement</td>
<td>Will hire appropriately endorsed school counselor.</td>
<td></td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teachers (3 teachers)</td>
<td></td>
<td></td>
<td>DISAPPROVE - Deviation not addressed</td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Lame Deer Public Schools</td>
<td></td>
<td>Lame Deer 7-8</td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.708 - Misassigned Teachers (2 teachers)</td>
<td></td>
<td></td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lame Deer High School</td>
<td>DEFICIENCY</td>
<td>10.55.708 - Misassigned Teachers (3 teachers)</td>
<td></td>
<td></td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lame Deer School</td>
<td>ADVICE</td>
<td>10.55.709 (1) - No Library Services</td>
<td></td>
<td></td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
</tr>
<tr>
<td>Rosebud Public Schools</td>
<td></td>
<td>Rosebud 7-8</td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.708 - Misassigned Teachers (2 Teachers)</td>
<td></td>
<td></td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rosebud High School</td>
<td>DEFICIENCY</td>
<td>Performance Deviation: Graduation Rate: 54.5%</td>
<td></td>
<td></td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rosebud School</td>
<td>ADVICE</td>
<td>3rd Year Occurrence - 10.55.708 - Misassigned Teacher</td>
<td></td>
<td></td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
</tr>
<tr>
<td>Sanders Dixon Elementary</td>
<td></td>
<td>Dixon Elementary</td>
<td>DEFICIENCY</td>
<td>MCA 20-1-301 - Aggregate Hours</td>
<td></td>
<td></td>
<td>Reduction of the number of recess minutes and lengthen the school day for the school year. 8/27/2014 APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>We have updated our Math Expression to the latest edition. We have scheduled 90 minute blocks in each of the grade levels and will be providing intervention weekly according to the RTI model. Professional development will planned around math instruction.</td>
<td></td>
<td></td>
<td>8/1/2014 APPROVE</td>
</tr>
<tr>
<td>Plains Public Schools</td>
<td></td>
<td>Plains 7-8</td>
<td>DEFICIENCY</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td></td>
<td></td>
<td>Employee is now properly licensed. 9/1/2014 APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2nd Year Occurrence: 10.55.708 - School Counselor - Endorsement</td>
<td></td>
<td></td>
<td>9/1/2014 APPROVE</td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Plains</td>
<td>System</td>
<td>Plains Elementary School</td>
<td>DEFICIENCY</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is now properly licensed.</td>
<td>9/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2nd Year Occurrence: 10.55.708 - School Counselor - Endorsement</td>
<td>Employee is now properly licensed.</td>
<td>9/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plains High School</td>
<td>DEFICIENCY</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is now properly licensed.</td>
<td>9/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Sheridan</td>
<td>Plentywood K-12 Schools</td>
<td>Plentywood 7-8</td>
<td>DEFICIENCY</td>
<td>10.55.708 - School Counselor - Endorsement</td>
<td>Employee is in an internship program.</td>
<td>8/25/2014</td>
<td>Approve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plentywood High School</td>
<td>DEFICIENCY</td>
<td>10.55.708 - Misassigned Teachers (3 Teachers)</td>
<td>Adjust schedule.</td>
<td>8/25/2014</td>
<td>Approve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plentywood School</td>
<td>DEFICIENCY</td>
<td>10.55.708 - School Counselor - Endorsement</td>
<td>Employee is in an internship program.</td>
<td>8/25/2014</td>
<td>Approve</td>
</tr>
<tr>
<td>Westby</td>
<td>K-12 Schools</td>
<td>Westby 7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Employee left school district, hence Art 7/8 will no longer be offered. Our district will continue to offer Music (1/2 unit per year), Keyboarding (1/2 unit per year), Foreign Language (1/2 unit per year). In addition, we have added the following: 7th grade Theatre Art (1 unit per year) and 8th grade Shop (1 unit per year).</td>
<td>8/1/2014</td>
<td>DISAPPROVE - 10.55.902: 7/8 schools must offer 1/2 unit of &quot;Visual Arts&quot; (Theatre is &quot;Drama Arts&quot;)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Westby High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Employee is no longer working for the school. Hence, High School Art is no longer a class offered on our schedule. As per 10.55.904 Basic Education Offerings at the High School level, the Westby High School District will continue to offer Music Education (Choir and Band) (1 unit per year) to meet our Arts requirement.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Silver Bow</td>
<td>Butte Public Schools</td>
<td>Butte High School</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Employee is now licensed.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Stillwater</td>
<td>Absarokee Public Schools</td>
<td>Absarokee 7-8</td>
<td>ADVICE</td>
<td>10.55.709 - No Library Services</td>
<td>Hired licensed librarian.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Absarokee High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Hired new employee.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Absarokee School</td>
<td>ADVICE</td>
<td>10.55.713 - Class size</td>
<td>Increase the number of classes offered.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reed Point Public Schools</td>
<td>Reed Point Elementary</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td>Adjustment to schedule.</td>
<td>10/9/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Teton</td>
<td>Choteau Public Schools</td>
<td>Choteau 7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjustment to schedule.</td>
<td>8/14/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dutton/Brady K-12 Schools</td>
<td>Dutton/Brady Middle School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>9/15/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Power Public Schools</td>
<td>Power 7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is in an internship program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Power High School</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is in an internship program.</td>
<td>7/1/2015</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Power School</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is in an internship program.</td>
<td>7/1/2015</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Tool</td>
<td>Galata Elementary</td>
<td>Galata School</td>
<td>DEFICIENCY</td>
<td>10.55.601 - CSIP Not Submitted</td>
<td>Will submit CSIP Report.</td>
<td>9/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Shelby Public Schools</td>
<td>Shelby 7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher (2 Teachers)</td>
<td>Hired properly endorsed teacher.</td>
<td></td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shelby High School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher (2 Teachers)</td>
<td>Hired properly endorsed teacher.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.709 (1)(a-f) - Library Media Specialist - FTE</td>
<td>Adjust FTE among schools.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Valley</td>
<td>Frazer Public Schools</td>
<td>Frazer 7-8</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teachers (3 teachers)</td>
<td>Teacher 1: Employee is now licensed. Teachers 2 &amp; 3: Teachers are no longer employed by school.</td>
<td>3/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frazer Elementary</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teachers (2 teachers)</td>
<td>Teacher 1: Employee is now licensed. Teachers 2: Teacher is no longer employed by school.</td>
<td>3/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Library Media Specialist - Endorsement</td>
<td>Employee is in an internship program.</td>
<td>3/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Frazer High School</td>
<td></td>
<td></td>
<td>DEFICIENCY</td>
<td>Performance Deficiency: Graduation Rate: 43.8% We have analyzed all data with respect to: MAPS, CRT, Aimsweb, and Corrective Reading tests and are profes monitoring continuously and using the data to place students in their prospective intervention/differentiation according to their individual needs. We have weekly PLC meetings and RTI/IMBI=Montana systems of support meetings on a weekly basis.</td>
<td>3/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.707 - Unlicensed Teachers (3 Teachers) Teacher 1: Employee is now licensed. Teachers 2 &amp; 3: Teachers are no longer employed by school.</td>
<td>3/1/2014 APPROVE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>3/1/2014 APPROVE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.716 - Unlicensed Long-Term Substitute Employee no longer works for school.</td>
<td>3/1/2014 APPROVE</td>
<td></td>
</tr>
<tr>
<td>Lustre Elementary</td>
<td>Lustre School</td>
<td></td>
<td>DEFICIENCY</td>
<td>4th Year Occurrence: 10.55.708 - Misassigned Teacher Employee is in an internship program.</td>
<td>8/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nashua K-12 Schools</td>
<td>Nashua 7-8</td>
<td></td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.707 - Unlicensed Teacher Employee is now properly licensed.</td>
<td>6/30/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nashua High School</td>
<td></td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.707 - Unlicensed Teacher Employee is now properly licensed.</td>
<td>6/30/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheatland</td>
<td>Harlowton Public Schools</td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
<td></td>
</tr>
<tr>
<td>Yellowstone</td>
<td>Billings Public Schools</td>
<td></td>
<td></td>
<td></td>
<td>3rd Year Occurrence: 10.55.710 (1-2) - School Counselor - FTE In 2016, we will open a new middle school and move to a 6th-8th grade model that is staffed to meet accreditation standards. This will alleviate the counseling deviation,</td>
<td>8/1/2016 DISAPPROVE - need to apply for a variance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beartooth School</td>
<td></td>
<td>DEFICIENCY</td>
<td>2nd Year Occurrence: 10.55.708 - Library Media Specialist - Endorsement Employee is now properly licensed,</td>
<td>8/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Billings West High School</td>
<td></td>
<td></td>
<td>Adjust schedule,</td>
<td>8/1/2014 APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td>-----------------</td>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eagle Cliffs Elementary</td>
<td>DEFICIENCY</td>
<td>10.55.708 - Library Media Specialist - Endorsement Employee is in an internship program.</td>
<td>In 2016, we will open a new middle school and move to a 6th-8th grade model that is staffed to meet accreditation standards. This will alleviate the counseling deviation.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3rd Year Occurrence: 10.55.710 (1-2) - School Counselor - FTE</td>
<td></td>
<td></td>
<td>DISAPPROVE - need to apply for a variance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>McKinley School</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement Employee is in an internship program.</td>
<td></td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meadowlark School</td>
<td>ADVICE</td>
<td>10.55.710 (1-2) - School Counselor - FTE Meadowlark currently has a 1.0 counselor. The current enrollment at Meadowlark is 444 students. This would require a 1.1 Counselor. We have a variance on file.</td>
<td>2015-2016 term</td>
<td>DISAPPROVE - Variance is for class size</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poly Drive School</td>
<td>DEFICIENCY</td>
<td>10.55.710 (1-2) - School Counselor - FTE Variance on file and approved. We are working toward. At the current time 9/30/14 we have 353 students enrolled at Poly. We have a .8 counselor assigned to Poly. On 9/30/14 all classes at Poly Drive are under accreditation standards.</td>
<td>2015-2016 term</td>
<td>DISAPPROVE - Variance is for class size, not counselor FTE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rose Park School</td>
<td>ADVICE</td>
<td>10.55.709 (1)(a-f) - Library Media Specialist - FTE DISAPPROVE - Deviation not addressed</td>
<td></td>
<td></td>
<td>DISAPPROVE - Deviation not addressed</td>
</tr>
<tr>
<td></td>
<td>Custer K-12 Schools</td>
<td>Custer 7-8</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement Contract with MSSA.</td>
<td>8/14/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher Hired new employee.</td>
<td></td>
<td>7/15/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Custer High School</td>
<td>ADVICE</td>
<td>10.55.708 - Library Media Specialist - Endorsement Contract with MSSA.</td>
<td>8/14/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher Hired new employee.</td>
<td></td>
<td>7/15/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Custer School</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher Hired new employee.</td>
<td></td>
<td>7/15/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td>Elder Grove Elementary</td>
<td>Elder Grove School</td>
<td>ADVICE</td>
<td>10.55.705 - Principal FTE. DISAPPROVE - Deviation not addressed</td>
<td></td>
<td>8/14/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.709 (1)(a-f) - Library Media Specialist - FTE DISAPPROVE - Deviation not addressed</td>
<td></td>
<td></td>
<td>DISAPPROVE - Deviation not addressed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.710 (1-2) - School Counselor FTE Adjustment of FTE among schools.</td>
<td>9/2/2014</td>
<td></td>
<td>APPROVE</td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------</td>
<td>----------------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elysian Elementary</td>
<td>Elysian 7-8</td>
<td>Elysian Elementary</td>
<td>ADVICE</td>
<td>10.55.702 - Superintendent Endorsement</td>
<td>Hired new employee.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.703 - Principal Endorsement</td>
<td>Hired new employee.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Hired new employee.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.714 (3) - No Professional Development Advisory Committee</td>
<td>Now have Professional Development Advisory Committee.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Elysian School</td>
<td>ADVICE</td>
<td>10.55.702 - Superintendent Endorsement</td>
<td>Hired new employee.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Hired new employee.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.710 (1-2) - School Counselor - FTE</td>
<td>Hired new employee.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.714 (3) - No Professional Development Advisory Committee</td>
<td>Now have Professional Development Advisory Committee.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Shepherd Public Schools</td>
<td>Shepherd 7-8</td>
<td>Shepherd Public Schools</td>
<td>DEFICIENCY</td>
<td>4th Year Occurrence: 10.55.709 (1)(a-f) - Library Media Specialist - FTE</td>
<td>Will continue to advertise for position.</td>
<td>9/19/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.710 (1-2) - School Counselor - FTE</td>
<td>Hired new employee.</td>
<td>9/19/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Shepherd Elementary ADVICE 10.55.710 (1-2) - School Counselor - FTE</td>
<td>Enrollment is down, will have appropriate FTE.</td>
<td>9/19/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Shepherd High School ADVICE 10.55.708 - Misassigned Teachers (3 Teachers)</td>
<td>Teacher 1: Hired new employee. Teacher 2: Will not offer class. Teacher 3: Adjustment to schedule.</td>
<td>9/19/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.713 - Class Size</td>
<td>Will not have overage in classes.</td>
<td>9/19/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Yellowstone Academy Elem</td>
<td>Yellowstone Academy Elem</td>
<td>YELLOWSTONE ACADEMY ELEMENT</td>
<td>ADVICE</td>
<td>10.55.709 (1) - No Library Services</td>
<td>Employee is enrolled in internship program.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>Yellowstone Academy HS</td>
<td>Yellowstone Academy HS</td>
<td>YELLOWSTONE ACADEMY HS</td>
<td>ADVICE</td>
<td>10.55.709 (1) - No Library Services</td>
<td>Employee is enrolled in internship program.</td>
<td>8/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td>County</td>
<td>System</td>
<td>School</td>
<td>Accreditation Status</td>
<td>Deviation</td>
<td>Corrective Plan</td>
<td>Date to Correct</td>
<td>APPROVE / DISAPPROVE</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------</td>
<td>-----------------------------</td>
<td>----------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>NONPUBLIC SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Big Horn</td>
<td>North Cheyenne Trib Schools</td>
<td>Northern Cheyenne Trib El</td>
<td>DEFICIENCY</td>
<td>Performance Deficiency: Math: 217</td>
<td>10.55.704 (1) - No Curriculum Coordinator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.707 - Unlicensed Teacher (3 teachers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.709 (1) - No Library Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.710 (1) - No School Counselor Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Northern Cheyenne Trib HS</td>
<td>DEFICIENCY</td>
<td>Performance Deficiency: Science: 208</td>
<td>10.55.704 (1) - No Curriculum Coordinator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.707 - Unlicensed Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.709 (1) - No Library Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.710 (1) - No School Counselor Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Northern Cheyenne Tribal 7-8</td>
<td>DEFICIENCY</td>
<td>Performance Deficiency: Math: 220</td>
<td>10.55.704 (1) - No Curriculum Coordinator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.707 - Unlicensed Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.709 (1) - No Library Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.710 (1) - No School Counselor Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake</td>
<td>Two Eagle River Schools</td>
<td>Two Eagle River High Schl</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Hired new teacher.</td>
<td>8/12/2014</td>
<td>APPROVE</td>
</tr>
</tbody>
</table>

CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL
<table>
<thead>
<tr>
<th>County</th>
<th>System</th>
<th>School</th>
<th>Accreditation Status</th>
<th>Deviation</th>
<th>Corrective Plan</th>
<th>Date to Correct</th>
<th>APPROVE / DISAPPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missoula</td>
<td>Valley Christian High Schl</td>
<td>Valley Christian H S</td>
<td>DEFICIENCY</td>
<td>10.55.704 (2) - No Curriculum Coordinator.</td>
<td>Hired curriculum coordinator.</td>
<td>7/1/2014</td>
<td>APPROVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.55.707 - School Counselor Endorsement</td>
<td>School originally intended for the current 0.5 FTE High School Counselor to sign up for a school counselor's internship through one of the state's universities. However, employee opted to not pursue a school counselor internship. As a result, school will re-advertise for a Montana Certified Educator, possessing the proper endorsement to fill this counselor position. The school will hire a properly certified and endorsed high school counselor commencing with the 2015-2016 school year.</td>
<td>2015-16 year</td>
<td>DISAPPROVE - need to advertise for position immediately</td>
</tr>
<tr>
<td>Valley</td>
<td>Lustre Christian High</td>
<td>Lustre Christian H S</td>
<td>ADVICE</td>
<td>10.55.708 - Misassigned Teacher</td>
<td>Adjustment to schedule</td>
<td>5/23/2014</td>
<td>APPROVE</td>
</tr>
</tbody>
</table>

**STATE-FUNDED SCHOOLS**

<table>
<thead>
<tr>
<th>County</th>
<th>System</th>
<th>School</th>
<th>Accreditation Status</th>
<th>Deviation</th>
<th>Corrective Plan</th>
<th>Date to Correct</th>
<th>APPROVE / DISAPPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cascade</td>
<td>Mont Sch for Deaf &amp; Blind</td>
<td>MT Sch For Deaf &amp; Blind HS</td>
<td>DEFICIENCY</td>
<td>10.55.707 - Unlicensed Teacher</td>
<td></td>
<td></td>
<td>CORRECTIVE PLAN NOT SUBMITTED FOR THIS SCHOOL</td>
</tr>
</tbody>
</table>
ITEM 13

RECOMMEND APPROVAL OF 2014-2015 ACCREDITATION PROCESS

Dr. Linda Peterson
EXECUTIVE SUMMARY  
DATE: NOVEMBER 14, 2014

PRESENTATION: Recommend Approval of 2014-2015 Accreditation Process

PRESENTER: Linda Vrooman Peterson, Ph.D.
Accreditation and Educator Preparation Division Administrator
Office of Public Instruction (OPI)

OVERVIEW: All Montana schools accredited by the Board of Public Education (BPE) participated in the field testing of the new assessments in English Language Arts (ELA) and Mathematics (Math) in the spring of 2014. Field testing, however, did not provide assessment results in either ELA or Math for use in the 2014-2015 accreditation determination process. Due to this extraordinary circumstance State Superintendent Juneau recommends that the BPE approve the use of the following process to determine accreditation status of all Montana accredited schools for the 2014-2015 school year. The proposed 2014-2015 accreditation process is attached.

REQUESTED DECISION(s): Action

OUTLYING ISSUE(s): See attachment

RECOMMENDATION(s): Approve the 2014-2015 accreditation determination process of all Montana accredited schools: This process will use 2014-2015 assurance data and student performance data from the 2012-2013 Reading and Math CRT results; the 2014 spring Science CRT results; and the 2014 high school graduation rates. Because there are no new data for schools to use to improve their situation, for this year only, accredited schools with 2012-2013 deviations in Reading and Math will be held harmless for those deviations.
Proposed Accreditation Determination Process for the 2014-2015 School Year

Background: Pursuant to ARM 10.55.606 Accreditation Process, the Office of Public Instruction (OPI) annually collects, verifies, and uses both assurance data and student performance data to determine accreditation status for every Montana school accredited by the Board of Public Education (BPE). Performance assessment data considered in this process include: the prior spring assessment results of all students enrolled in tested grades (grades 3-8, 11) in English Language Arts (ELA), formerly Reading, and Mathematics; and Science (grades 4, 8, and 10). Also included in the student performance data are the prior spring high school graduation rates.

Current Situation: In the spring of 2014, all Montana schools accredited by the BPE participated in the field testing of the new assessments in ELA and Mathematics (Math). In the spring of 2015, Montana will implement the new assessments in ELA and Math for all students in tested grades enrolled in accredited schools.

Problem: The accreditation process requires that the OPI Accreditation staff use both assurance and performance data to determine accreditation status. However, assessment results in ELA and Math are not available from the 2014 spring field testing. Therefore, the accreditation staff is not able to meet fully the expectations of ARM 10.55.606, which requires that all data elements outlined in the assurance and performance standards shall be used to determine the accreditation status of all accredited schools.

Solution: The state accreditation process for the 2014-2015 school year will include performance data from the 2012-2013 Reading and Math CRT results; the 2014 spring Science CRT results; and the 2014 high school graduation rates. These performance data elements will be used in conjunction with the 2014-2015 assurance data to determine the final accreditation status for the 2014-2015 school year. Because there are no new data for schools to use to improve their situation, for this year only, accredited schools with 2012-2013 deviations in Reading and Math will be held harmless for those deviations.

Return to Regular Accreditation Process: To determine accreditation status in the 2015-2016 school year, the superintendent will examine both the assurance data and performance data of all Montana accredited schools. Performance data considered in the 2015-2016 accreditation determination process will include the 2015 Montana Smarter Test results in ELA and Math; 2015 CRT results in Science; and the 2015 high school graduation rates.

Montana Office of Public Instruction • Denise Juneau, Superintendent • October 17, 2014
ITEM 14

RECOMMEND ACCEPTANCE OF THE REQUEST FROM MOUNT ELLIS ACADEMY TO VOLUNTARILY WITHDRAW FROM MONTANA STATE ACCREDITATION, AND FURTHER RECOMMEND THAT FUTURE REINSTATEMENT OF ACCREDITATION MUST BE IN COMPLIANCE WITH ARM 10.55.605 (1) AND (10).

Dr. Linda Peterson
EXECUTIVE SUMMARY
DATE: NOVEMBER 14, 2014

PRESENTATION: Recommend acceptance of the request from Mount Ellis Academy to voluntarily withdraw from Montana State Accreditation, and further recommend that future reinstatement of accreditation must be in compliance with ARM 10.55.605 (1) and (10).

PRESENTER: Linda Vrooman Peterson, Ph.D.
Accreditation and Educator Preparation Division Administrator
Office of Public Instruction (OPI)

OVERVIEW: This presentation provides to the Board of Public Education (BPE) the written request from Mount Ellis Academy to withdraw from Montana State Accreditation. Mount Ellis Academy also included additional documents to justify the decision to withdraw. These materials are attached.

REQUESTED DECISION(s): Action

OUTLYING ISSUE(S): ARM 10.55.605 Categories of Accreditation (10) *A school seeking initial accreditation or reinstatement of accreditation shall meet the requirements of regular accreditation outlined in (1). This process shall include an on-site review from the Office of Public Instruction.*

RECOMMENDATION(S): Approve the state superintendent’s recommendation to accept the request from Mount Ellis Academy to voluntarily withdraw from Montana State Accreditation effective immediately, and approve the superintendent’s recommendation that future reinstatement of accreditation must be in compliance with ARM 10.55.605 (1) and (10).
7 October, 2014

Linda Peterson
Accreditation Division Administrator
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Dear Ms. Peterson:

I am writing you on behalf of the Operating Board of Mount Ellis Academy in Bozeman, Montana to voluntarily withdraw from Montana State accreditation. We are accredited through several other accrediting agencies, and our current philosophy and direction is moving us away from the ability to maintain the requirements that the state asks.

Our board voted to approve this withdrawal on September 7. You will find included in this letter a copy of our board minutes with our rationale for this decision. If there is anything else you need or if you have any questions, please feel free to contact me at the phone number or email address below. Thank you.

Sincerely,

W. Michael Lee
Principal
Mt. Ellis Academy
principal@mtellis.org
406-587-5178 x102

A state-accredited Christian high school since 1902 • 3641 Bozeman Trail Road • Bozeman, MT 59715 • 406.387.5178
OPERATING BOARD MINUTES
Mt. Ellis Academy
7 Sept, 2014
9:00 am

Attendance
Meeting called to order by Board Chair, Merlin Knowles. Other members present: Scott Hansen, Karen Adams, Don Goodbrad, Keith Waters, Ruth Stanton, Richard Pedersen, Nancy Lee, Merlin Knowles, Phil Hudema, Randle Lambert, Eric Harris, Sharon Staddon, Michael Lee

Invitees Present: Kevin Emmerson

Members absent: Lance Elias, Aric Cooksley, Greg Jones, Jason Rogers

Worship
Michael Lee

OB1415:03 It was VOTED to approve the minutes from the May 13, June 12, and July 7 meetings as reviewed.

OB1415:04 It was VOTED to accept the principal’s report as presented

OB1415:05 It was VOTED to accept the development report as presented

OB1415:06 It was VOTED to accept the June 30 Unaudited Report as presented

OB1415:07 It was VOTED to accept the 2014-2015 budget as presented

OB1415:08 It was VOTED to accept the report from the Finance Committee, reviewing the four areas of concern as identified during the May 13 board meeting, and to recommend to the Finance Committee to continue to seek new cash reserves.
Requests

It was requested that a policy and procedure manual for the purpose of consistency and direction be made up for Mt. Ellis Academy.

It was also requested that the board be made aware ahead of time via email the needs of the academy, the financial status, and activity that is happening at the school.

OB1415:09

It was VOTED that Mt. Ellis Academy provide water access from our well to Mt. Ellis Elementary and Don Jones' house with the understanding that all costs incurred in order to pipe and connect said well to their respective systems would be covered by Mt. Ellis Elementary and the Jones family, contingent upon DEQ approval and certified Engineer's report, and a policy for sharing ongoing water costs with MEE and owner of the house next to it based upon installed water meters.

Update

An update report on the Brazil mission trip was given by Kevin Emmerson. Twenty-five places on the trip have been given to us. Currently we have 12 juniors and seniors signed up. Spots are being opened up to freshmen and sophomores now as they are available. Total cost is estimated to be $2500-$3000 per student. Return dates are being considered in order to allow for seniors to attend Walla Walla U-Days.

OB1415:10

It was VOTED to withdraw voluntarily from Montana State Accreditation (See attached rationale)

Closing Prayer

Ruth Stanton

Adjournment

Meeting adjourned at 12:55 pm
Rationale for withdrawing from Montana State Accreditation

- Montana Office of Public Instruction (OPI) has given Mt. Ellis Academy a "Deficiency" Accreditation Status which requires a corrective plan.
- With current staff and faculty, proper Montana State licensure became apparent as the main issue giving us "Deficiency" accreditation.
- In order to rectify the issue of Montana State licensure, Michael Lee would have to go back to school full time to obtain an undergraduate degree that is recognized by the State. Then he would have to continue and get his master’s degree in Administration or a similar degree before he could be state certified.
- The other option would be to hire a new principal with the prerequisites asked for by the State.
- In a similar situation, though not as extreme, is the lack of State licensure for Seth Ellis.
- This decision will affect Mt. Ellis’ ability to participate in the Montana High School Association (MHSA). We have not been an active participant in any MHSA activities for a number of years, nor is it in our plan to do so.
- Mt. Ellis Academy is accredited through both the Seventh-day Adventist Denomination as well as regionally through the Northwest Accreditation Commission.
- Giving up State Accreditation will not adversely affect students applying to State colleges/universities. Evidence of this is given through an email sent from the Montana State University Office of Admissions as shown below:

We encourage all students to apply to MSU.
I can answer your question from the perspective of Montana State University in Bozeman, but as you will see in the policy below, it is at the discretion of the institution to admit students who have completed high school through home schooling or unaccredited schools based on ACT or SAT scores. Other colleges/universities in Montana and outside of Montana may answer this question differently.

The short answer to your question is yes, MSU admits students from non-state accredited high schools/homeschool programs, based on ACT/SAT scores.
Here is an excerpt from the Montana Board of Regents policy that explains a bit more.


I. General Policies: Student Responsibilities
A. Students must have graduated from a high school accredited by the state accrediting agency, OR have a high school equivalency completion assessment designated by the Montana Board of Public Education to be admitted to any campus of the Montana University System. At the discretion of the institution, for students who complete their secondary education through home schooling or at unaccredited secondary schools, this requirement may be met by “satisfactory performance” on the ACT, SAT, or a recognized testing instrument defined in the Federal Register as indicative of a student’s “ability to benefit.”

I hope this helps- please let me know if you have any questions.
Sincerely,

Laurie

Laurie Grusonik
Admissions Evaluator
MSU Office of Admissions
Montana State University
201 Strand Union
PO Box 172190
Bozeman, MT 59717
LICENSURE COMMITTEE – (Items 15-18)

Lila Taylor

ITEM 15

RECOMMEND APPROVAL OF THE REVISIONS TO THE CAEP AND MONTANA PARTNERSHIP AGREEMENT

Dr. Linda Peterson
EXECUTIVE SUMMARY
DATE: NOVEMBER 2014

PRESENTATION: Recommend Approval of the Revisions to the CAEP/Montana State Partnership Agreement

PRESENTER: Linda Vrooman Peterson, Ph.D.
Accreditation and Educator Preparation Division Administrator
Office of Public Instruction (OPI)

OVERVIEW: The state superintendent recommends that the Board of Public Education (BPE) approve revisions to the state partnership agreement between Montana and the Council for the Accreditation of Educator Preparation (CAEP). These revisions were requested by CAEP to ensure common protocol across all CAEP state partnership agreements. In September, Montana’s partnership agreement was signed by all parties, the BPE, OPI, and CAEP. Following a “read through” of the final agreement, a few necessary revisions came to light and the CAEP staff notified the OPI. State Superintendent Juneau concurs, and recommends the BPE approve the revisions to the partnership agreement. The revisions are presented below.

III. Standards and Processes for Program Review
C. As evidence of quality, CAEP, BPE, and SSPI accept the decisions of national accrediting organizations for specialized professional program areas (SPAs) that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Proper documentation of current accreditation must be presented by the EPP during the joint CAEP/Montana site visit.

REQUESTED DECISION(S): Action
OUTLYING ISSUE(S): None
RECOMMENDATION(S): Approve the state superintendent’s recommendation to revise Section III C of the state partnership agreement between Montana and the Council for the Accreditation of Educator Preparation (CAEP). The revisions are as follows:

III. Standards and Processes for Program Review
C. As evidence of quality, CAEP, BPE, and SSPI accept the decisions of national accrediting organizations for specialized professional program areas (SPAs) that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Proper documentation of current accreditation must be presented by the EPP during the joint CAEP/Montana site visit.

Further, approve the Montana state partnership agreement with CAEP in full as revised, effective from November 14, 2014, through June 30, 2021.
September 25, 2014

Sharon Carroll
Chairperson
Montana Board of Public Education
PO Box 200601
Helena, MT 59620-0601

Dear Ms. Carroll

On behalf of the Council for the Accreditation of Educator Preparation (CAEP), I want to commend and congratulate Montana for being among the first CAEP State Partners. Your leadership role in creating the first of fifty new CAEP State Partnership Agreements is important to CAEP's mission of transforming educator preparation through continuous improvement and innovation; and, ultimately in advancing P-12 student learning. The State Partnership program, by coordinating the state approval and CAEP accreditation reviews of Educator Preparation Providers, will eliminate duplication of effort and reporting and offer a cost saving benefit to providers as well as the state.

I would like to recognize the good work of Linda Vrooman Peterson and others in bringing the Agreement to fruition. Enclosed is the signed copy of the Montana-CAEP State Partnership agreement which embodies both of our commitments to educator preparation and will serve as a guide for conducting the work of State and CAEP.

Sincerely,

James G. Cibulka
President
Montana Board of Public Education,
Montana State Superintendent of Public Instruction,
and the
Council for the Accreditation of Educator Preparation

Partnership Agreement

September 11, 2014

In order to promote excellence in educator preparation by coordinating Montana approval and national accreditation reviews of educator preparation providers (EPPs), and to eliminate duplication of effort and reporting, the Council for the Accreditation of Educator Preparation (CAEP), the Board of Public Education (BPE), and the State Superintendent of Public Instruction (SSPI) enter into this partnership agreement. The agreement describes the partnership and delineates the processes and policies for CAEP accreditation in Montana.

I. Standards for National Accreditation of Educator Preparation Providers
   A. CAEP educator preparation provider standards must be met on the basis of sufficient and accurate evidence to merit national accreditation by CAEP.

   B. Montana Professional Educator Preparation Program standards play a central role in the CAEP/Montana accreditation process.

II. Process of National Accreditation for Educator Preparation Providers
   A. The process required for national accreditation by CAEP is outlined in the CAEP policies. EPPs seeking CAEP accreditation must satisfy eligibility requirements, submit a self-study in a CAEP-approved format for formative feedback through off-site review, facilitate the posting of a call for public comment and distribution of third-party surveys to stakeholders, host a joint CAEP/Montana site visit, and complete an approved program review process for all programs of study leading to professional practice in an accredited school setting.

   B. Terms of accreditation shall be for seven years. EPP accreditation status is subject to CAEP/Montana policies, including the CAEP annual payment of fees and submission of an annual report as required.

III. Standards and Processes for Program Review
   A. The EPP may choose from among any of the three program review options listed in III.D below that have been approved by the BPE upon recommendation of the SSPI. In this partnership agreement, EPPs will submit a self-study following the instructions for the selected program review process, including disaggregated data by content area.

   B. The BPE is authorized to approve all programs making the final decision by using information provided as part of the accreditation and program review process and recommendation from the state superintendent.
C. As evidence of quality, CAEP, BPE, and SSPI accept the decisions of national accrediting organizations for specialized professional program areas (SPAs) that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Documentation of current SPA accreditation must be presented by the EPP during the joint CAEP/Montana site visit.

D. EPPs will choose from among the following program review options for each licensure/endorsement area and may choose different options for different licenses/endorsements, e.g., Educational Leadership; Teacher Education, Alternative Routes.

E. For purposes of the BPE program approval, the BPE and the SSPI recognize the following program review options:

1. **CAEP Program Review with National Recognition:**
   CAEP Program Review with National Recognition applies SPA standards in the review process and can result in national recognition. The SSPI's staff on behalf of the BPE will examine the program review report and will provide a recommendation to the BPE for the final decision on continued Montana approval.

   Link to websites of the CAEP and of particular SPAs for more information: http://caepnet.org/about/governance/memberorgs/

2. **CAEP Program Review with Feedback:**
   CAEP Program Review with Feedback, based on disaggregated data reported in the Self-Study, provides information to EPPs, OPI, states, and accreditation teams.

3. **Montana Program Review by the BPE:**
   The SSPI conducts program reviews for purposes of making recommendations to the BPE. The SSPI provides procedures, forms, and instructions on the program review process that leads to final program approval by the Montana BPE.

   Link to Montana Educator Preparation Web page: http://opi.mt.gov/Programs/Accred/#qpm1_5

**IV. Accreditation Review Team Composition**
The Accreditation Review Team is appointed by CAEP, in consultation with the OPI, according to the guidelines and policies for each selected accreditation pathway. EPPs may select a single pathway for all programs or select different pathways for each program an EPP offers. The accreditation pathways include the Continuous Improvement Pathway, Inquiry Brief Pathway, or Transformation Initiative Pathway. The SSPI and CAEP will conduct a joint CAEP/Montana site review.
The following conditions apply to all teams:

- All members of review teams must have successfully completed CAEP/Montana review team member training.
- A P-12 practitioner shall be a member of each CAEP/Montana team.
- MEA-MFT may appoint an observer for the joint CAEP/Montana site visit review at MEA-MFT's expense.
- The EPP will assume all expenses — including travel, lodging and meals — for CAEP/Montana team members, as well as the periodic evaluation fee. Joint CAEP/Montana site team activities will be conducted according to the CAEP and the BPE protocols.
- The OPI will assume all expenses — including travel, lodging and meals — for the state consultant and other OPI support staff to facilitate the joint CAEP/Montana site review.
- The joint CAEP/Montana site team operates as a single team with shared responsibilities and equal roles in all aspects of the review, which might include co-chairs or CAEP chairperson.
- The joint CAEP/Montana team report will be shared with the BPE and the SSPI.
- To assure EPPs and the public that joint CAEP/Montana site reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, accreditation review team members will adhere to the CAEP’s Code of Conduct.

V. Other Terms and Conditions

A. CAEP will collaborate with the SSPI to plan, design and implement a range of training opportunities for reviewers. As part of this agreement, the SSPI and the BPE contact(s) may participate in all Web trainings. The registration fee for one SSPI/BPE contact will be waived for one annual CAEP Conference; however the Montana contact must assume other expenses. CAEP will assume all expenses for one SSPI/BPE contact to attend the annual CAEP Clinic, with additional Montana staff welcome at their own expense, including a registration fee. Additional training events may be arranged, including events in the state, on a cost-recovery basis with arrangements negotiated according to the CAEP’s policies regarding fees and expenses for training.

B. The SSPI will receive copies of all pertinent accreditation and specialized program area approval documents and reports through access to the Accreditation Information Management System (AIMS); the SSPI agency personnel will be supplied with login information, passwords and technical support.

C. The SSPI will notify CAEP of a “Change in Status:” within 30 days of action taken by the BPE, or a CAEP-accredited EPP.

D. Montana EPPs seeking CAEP accreditation or holding CAEP accreditation status will pay annual CAEP dues.

E. The OPI is responsible for annual CAEP membership dues. Final accreditation
decisions are posted on the three websites: CAEP, OPI, and BPE. CAEP sends a letter with the official accreditation decision to the BPE and the state superintendent. Additionally, CAEP provides written notice of all accreditation decisions to the U.S. Department of Education, all accrediting agencies recognized by the U.S. Department of Education, and the Council for Higher Education Accreditation, and the public (via the websites).

F. The partnership agreement shall be for an initial period of seven years (September 12, 2014, through June 30, 2021) and may be modified by the three parties during that time, if deemed to be necessary.

G. The SSPI will work with associations that represent P-12 educators (i.e., MEA-MFT, MTSBA, SAM, NBPTS), EPPs, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the state’s P-12 educators’ professional contributions to the work of CAEP/Montana joint review as visiting team members.

H. The terms of this agreement have been reached by mutual consent and have been read and understood by the persons whose signatures appear below. The parties agree to comply with the terms and conditions of the plan as set forth herein.

James G. Cibulka
Council for the Accreditation of Educator Preparation

September 19, 2014

Sharon Carroll, Chairperson
Board of Public Education

September 11, 2014

Denise Juneau
State Superintendent of Public Instruction

9/12/14
ITEM 16

RECOMMEND APPROVAL OF THE NOTICE
OF ADOPTION OF ARM, TITLE 10,
CHAPTER 57, EDUCATOR LICENSURE

Ann Gilkey
EXECUTIVE SUMMARY
DATE: NOVEMBER 14, 2014

PRESENTATION: Recommend Approval of the Notice of Adoption of Administrative Rules of Montana (ARM) Title 10, Chapter 57, Educator Licensure

PRESENTER: Peter Donovan, Executive Secretary
Board of Public Education
Ann Gilkey
Legal Counsel
Office of Public Instruction (OPI)

OVERVIEW: This presentation provides to the Board of Public Education (BPE) the Notice of Adoption of ARM Title 10, Chapter 57, Educator Licensure. On November 3, 2014, at 10 a.m., the BPE conducted a public hearing relating to adoption of the amendment and repeal of rules pertaining to educator licensure. The Notice of Adoption includes public comments and responses from that hearing and other comments received by the BPE no later than 5 p.m., November 6, 2014. State Superintendent Juneau recommends approval of the Notice of Adoption pertaining to Chapter 57, Educator Licensure.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Approve Notice of Adoption of ARM Title 10, Chapter 57, Educator Licensure, which includes the amendment and repeal of rules pertaining to K-12 educator/specialist licensing.
BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment and repeal of rules in ARM Title 10, chapter 57 pertaining to K-12 educator/specialist licensing)

NOTICE OF PUBLIC HEARING ON PROPOSED AMENDMENT AND REPEAL

TO: All Concerned Persons

1. On November 3, 2014, at 10:00 a.m., the Board of Public Education will hold a public hearing in the Office of Public Instruction conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed amendment and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on October 21, 2014, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. Statement of Reasonable Necessity: ARM 10.57.101 requires the Board of Public Education to comprehensively review educator licensure rules at least every five years to ensure that the rules are meeting the needs of the state, reflect current practice, are more comprehensible, and are consistent with law and related chapters of ARM Title 10.

The proposed amendments and repeal better reflect current and best practices, clarify procedure, and are coordinated with ARM Title 10, chapter 58 and other relevant rules and law. Subchapter 6 more clearly details an educator’s due process rights when appealing a denial of licensure or facing potential action against a license by the Board.

With input from members of the Montana Council of Deans, the Certification and Standards and Practices Advisory Council, professional education organizations and associations, and licensing professionals, the Board of Public Education has determined it is reasonable and necessary to amend and repeal rules relating to chapter 57, educator licensure to effectuate the requirements of 20-4-102, MCA.

4. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

10.57.101 REVIEW OF POLICY (1) By authority of Article X of the Montana Constitution and 20-4-102, MCA, the Board of Public Education exercises general...
supervision over the public school system and such other public educational institutions as may be assigned by law. By authority of 20-4-102, MCA, the Board of Public Education adopts policies rules for the issuance of teacher educator licenses which are administered by the Superintendent of Public Instruction.

(2) The board regularly shall consider recommendations for revision of the policies rules at any time it deems necessary. Notwithstanding any changes made in any five-year period, every Every five years the board shall have made conduct a comprehensive review of its licensure policies rules to insure ensure that such policies rules are meeting the needs of the state.

AUTH:  20-4-102, MCA
IMP:  20-4-102, MCA

10.57.102 DEFINITIONS  The following definitions apply to this chapter.

(1) "Acceptable evidence" means current relevant official transcripts, portfolio university recommendation, certificates of completion, and such other data documentation as may be deemed necessary required by the Board of Public Education or the Superintendent of Public Instruction.

(2) "Accredited" refers to program approval (accreditation) by the National Council for the Accreditation of Teacher Education (NCATE) or accreditation by a state board of education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana.

(3) "Accredited professional educator preparation program" means:
(a) an educator preparation program accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP); or
(b) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana. The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.

(4) "Accredited specialist program" means:
(a) for school psychologists, a program for the preparation of specialists accredited by the National professional accrediting body Association of School Psychologists (NASP); or and
(b) for school counselors, a program for the preparation of specialists approved or accredited by:
   (i) the Council for the Accreditation of Counseling and Related Education Programs (CACREP); or
(ii) a state board of public education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana. The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to approval by the Board of Public Education upon appeal of the denial.

(5) "Appropriate endorsements" are those subject fields such as English, mathematics, science, social studies, etc. identified by the Board of Public Education.

(6) "Appropriate grade level(s)" means early childhood, elementary, middle, secondary, or other levels as defined by the Board of Public Education.

(7) remains the same but is renumbered (5).

(8) "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator, or specialist program of an accredited college or university. Certification includes grade level(s), endorsement(s), and classification.

(9) "College credit" means credit received for completion of a course from a regionally accredited college or university. College credits are counted as one quarter credit being equal to 10 clock hours, or one semester credit being equal to 15 clock hours. One semester credit is equivalent to one and one-half quarter credits and one quarter credit is equivalent to two-thirds semester credit.

(10) "Dual credit-only postsecondary faculty" means:

(a) Qualified faculty employed by a regionally accredited postsecondary institution who:

(i) meet all qualifications for faculty set forth by the Montana Board of Regents or the regional accreditation organization, and the employing institution; and

(ii) have entered into a contractual employment relationship with the employing institution to assume formal teaching responsibilities for the course offered for dual credit.

(b) The regionally accredited postsecondary institution shall have hired the applicant through a process that includes all of the following:

(i) reference checks;

(ii) verification of the educational attainment level and experience appropriate and required for the discipline and the institution; and

(iii) compliance with the prevailing institution, system, and state policies, regulations, and laws.

(c) In addition to any postsecondary teaching assignments, an individual licensed as a dual credit-only postsecondary faculty pursuant to ARM 10.57.437 and 10.57.438 is limited to teaching dual credit courses in their endorsed area to Montana high school students.

(11) "Elementary endorsement" means the holder is authorized to teach in grades kindergarten through eight.

(12) "Endorsement" means an official indication on a license of the grade level(s), subject area(s), and/or specialized specialist program area(s) as listed in
Subchapter 4 for which the holder of the license is authorized to practice in Montana accredited schools. Grade levels are:

(a) age 3 - grade 3 (early childhood);
(b) K-8 (elementary);
(c) 4-8 (middle grades);
(d) 5-12 (secondary, content-specific);
(e) K-12 (content-specific); and
(f) P-12 (special education and school psychologist).

(9) "Lapsed license" means that a license is considered lapsed if:
(a) the holder has not earned the required number of renewal units during the term of the license (units earned through August 31 immediately following the expiration date of a license also shall be considered for renewal); or
(b) the holder has earned the required number of renewal units during the term of the license but has not renewed the license by June 30 following the year of expiration.

(10) "License" or "licensure" means a certificate issued or applied for under 20-4-101, et seq., MCA.

(11) "Minimal educator licensure requirements" means:
(a) a bachelor’s degree from a regionally accredited institution of higher education;
(b) six semester credits in any coursework under a department of education from an accredited education preparation program either in Montana or elsewhere; and
(c) verification of student teaching or one year of teaching experience in an elementary and/or secondary school or school district either in Montana or elsewhere or eligibility for a Class 5 alternative license to complete this requirement.

(12) "Regionally accrediting agency accredited" means a college or university accredited by one of the following accrediting associations:
(a) through (d) remain the same.
(b) Southern Association of Schools and Colleges; and or
(f) remains the same.
(13) "Regionally accredited institution" means an institution of higher education accredited by one of the regional accrediting agencies specified in (16).

(14) "Secondary level endorsement" means the holder is authorized to teach in grades 5-12 specifically in the subject field endorsement. Those applicants who have completed a secondary level teacher preparation program shall be granted a 5-12 level license.

(15) "Supervised teaching experience" means teaching experience while under the supervision of an accredited professional educator preparation program and is identified on a college or university transcript as field experience, internship, practicum, or student teaching.

(16) "Year of administrative experience" means employment at any level within a state accredited K-12 school system as a licensed administrator of at least .5 full-time employee (FTE) in an accredited school during a school fiscal year for at least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days, as a licensed member of a supervisory or administrative staff. The experience required must be obtained in a school organization consistent with Montana’s K-12 education.
pattern. Experience gained prior to basic eligibility for initial licensure is not considered. Any individual wishing to have their experience as a County Superintendent may be considered as "administrative" experience must provide with evidence of the following:

(a) possession of a Class 3 administrative license for the time period as County Superintendent they are requesting to be considered for as administrative experience; and
(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have noted there is no superintendent or principal by having the chair of the Board of Trustees submit evidence of the supervisory role of the county superintendent provided notice that the county superintendent served in an administrative role.

(21) "Year of teaching experience" means employment in an accredited school during a school fiscal year as a licensed member of an instructional staff. The experience required must be obtained in a school organization consistent with Montana's K-12 pattern at any level within a state accredited K-12 school system as licensed instructional staff of at least .5 FTE during a school fiscal year for at least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days. Experience gained prior to basic eligibility for initial licensure is not considered.

(22) "Year of validity" means the full year of a teaching license. All licenses are validated July 1 through June 30.

AUTH: 20-4-102, MCA
IMP: 20-4-106, MCA

10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT (1) In accordance with 20-4-111, MCA, school district administrators who have exhausted all possibilities for obtaining hiring a licensed teacher may request that the Superintendent of Public Instruction issue an emergency authorization of employment to the district to employ a person to teach in the emergency situation. The following requirements and standards set forth below must be met to assure consideration of the request for an emergency authorization of employment:

(a) The request for emergency authorization of employment must originate with the school district.
(b) The position must have been advertised at least statewide through the teacher placement offices of the Montana job service and the Montana university system far enough in advance to reasonably enable qualified applicants to submit applications and credentials and to be interviewed.
(c) The individual for whom the emergency authorization is being sought shall not be currently licensed or eligible for a license and shall:
   (i) shall have previously held a valid teacher or specialist license;
   (ii) shall hold a bachelor's degree related to the area for which the emergency authorization of employment is being sought; or
   (iii) shall provide acceptable evidence of cultural expertise academic qualifications and experience related to the area for which the emergency authorization of employment is being sought.
authorization of employment is being sought.

(d) The individual for whom the emergency authorization is being sought shall not have held a valid Class 5 license within the year preceding the year for which emergency authorization of employment is being sought.

(2) remains the same.

AUTH: 20-4-102, MCA
IMP: 20-4-111, MCA

10.57.109 UNUSUAL CASES (1) The Board of Public Education is aware that these licensure rules cannot cover all the special circumstances that can arise. Therefore, the Superintendent of Public Instruction is authorized to exercise judgment in unusual cases and report any such actions to the Board of Public Education on a regular basis.

AUTH: 20-4-102, MCA
IMP: 20-4-102, MCA

10.57.112 LICENSE OF EXCHANGE TEACHERS (1) An exchange teacher is a person from outside the United States with exceptional expertise and contracted to provide instruction.

(2) A Class 5 license may be issued for one year to a teacher, administrator, or specialist an educator who is on an exchange program with a school district or university, when the university-employed exchange teacher is assigned in the role of a Class 8 dual credit-only postsecondary faculty.

AUTH: 20-4-102, MCA
IMP: 20-4-103, MCA

10.57.201 GENERAL PROVISIONS TO ISSUE LICENSES (1) remains the same.

(2) Applicants for an initial Montana Class 1, 2, 3, or 6 licensure license who qualify under subchapter 4 of this chapter and meet the following qualifications to practice may be licensed Class 1, 2, 3, or 6 as appropriate:

(a) individuals applicants who have a current professional - (not provisional, or alternative, or lifetime) - teacher, specialist, or administrator license from another state and completed an accredited professional educator preparation program in an area that can be licensed approved for endorsement in Montana. This section applies only to individuals who have completed an applicable accredited professional educator preparation program in an area that can be licensed in Montana and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102;

(b) individuals applicants who have graduated within the last five years from an accredited teacher, specialist, or administrator professional educator preparation program in an area that can be licensed in Montana and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102 approved for endorsement; or
(c) individuals applicants who hold a current license from the National Board for Professional Teaching Standards in an area that can be licensed approved for endorsement in Montana, and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102; or
(d) individuals who currently hold a Class 5 alternative license who meet one or more of the above three qualifications and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102;
(3) Applicants for an initial Montana Class 1 or 2 licensure license must verify completion of a supervised teaching experience either as part of an accredited professional educator preparation program or successfully complete one year of supervised internship in a state accredited elementary and/or secondary school or school district either in Montana or elsewhere.
(4) Applicants for an initial Montana Class 1, 2, or 3 licensure license whose degree is more than five years old and who do not have current out-of-state licensure must have earned six semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or lifetime licenses.
(5) Applicants for an initial Montana Class 6 licensure license who meet relevant sections the requirements of ARM 10.57.433, 10.57.434, and 10.57.435 may be licensed as appropriate. Those whose Applicants with a degree is more than five years old and who do not have current out-of-state licensure must have earned six graduate semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or lifetime licenses.
(6) Applicants for an initial Montana Class 4 licensure who have a current career and technical license from another state in an area that can be endorsed in Montana shall license may be licensed as Class 4A, 4B, or 4C depending on the level of education and extent of training as required under ARM 10.57.420 and 10.57.421.
(7) Applicants for an initial Montana Class 5 alternative licensure license who meet the requirements of ARM 10.57.424 and the relevant section(s) of ARM 10.57.425 through 10.57.432 may be licensed as appropriate.
(8) Applicants for an initial Montana Class 7 Native American language and culture licensure license who meet the requirements of ARM 10.57.436 may be licensed as appropriate.
(9) Applicants for an initial Montana Class 8 dual credit-only postsecondary faculty licensure shall license who meet the requirements of ARM 10.57.437 and 10.57.438 may be licensed as appropriate.
(10) All applicants must meet all other nonacademic requirements for licensure in Montana pursuant to 20-4-104, MCA.

AUTH: 20-4-102, MCA
IMP: 20-4-103, MCA

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK (1) The National
Child Protection Act of 1993, as amended, (codified at 42 United States Code sections 5119a and 5119c) (the "Act") authorizes a state and national criminal history background check to determine the fitness of an employee, volunteer, or other person with unsupervised access to children, the elderly, or individuals with disabilities. The background check contemplated herein shall be made pursuant to and with the support of the Act. The purpose of this rule is to support the Superintendent of Public Instruction’s duty to evaluate a provider’s moral and professional character and to determine whether a provider, as defined herein and in the Act, an applicant for licensure has been convicted of a crime that bears upon the provider’s applicant’s fitness to have responsibility for related to the safety and well-being of children and the integrity of the teaching profession.

(2) As applied to the Act and used in this rule, the following definitions shall apply:
   (a) "authorized agency" means the Montana Office of Public Instruction;
   (b) "identification document" means a document made or issued by or under the authority of the United States government, a state, political subdivision of a state, a foreign government, political subdivision of a foreign government, an international governmental or an international quasi-governmental organization which, when completed with information concerning a particular individual, is of a type intended or commonly accepted for the purpose of identification of individuals;
   (c) "national criminal history background check" means a report generated from the criminal history record system maintained by the United States Federal Bureau of Investigation based on fingerprint identification or any other method of positive identification;
   (d) "provider" means those persons seeking educator licensure in Montana and listed in (3);
   (e) "qualified entity" means the Superintendent of Public Instruction.

(3) Except as otherwise provided for herein, each of the following persons (the "applicants") shall provide to the Superintendent of Public Instruction Montana Department of Justice information and material sufficient to obtain a fingerprint-based national criminal history background check (a "background check"):  
   (a) remains the same.
   (b) any person applicant seeking to reinstate a lapsed, surrendered, revoked, or suspended educator license; or
   (c) an individual for whom a school district is seeking emergency authorization of employment pursuant to 20-4-110, MCA, and ARM 10.57.107; and
   (c) any applicant seeking to reinstate a lapsed, revoked, or suspended educator license.

(4) remains the same but is renumbered (3).

(5) (4) The Superintendent of Public Instruction shall not issue to an applicant a Montana educator license pursuant to 20-4-101, et seq., MCA, until the applicant’s background check has been completed and the results of the background check have been delivered to and reviewed by the Superintendent of Public Instruction.

(6) The Superintendent of Public Instruction may accept the results of a background check conducted for field experiences required by a professional educator preparation unit of the Montana university system or for employment in a
public school or school district, provided the background check was completed no more than two years before the applicant submits a license application to the Superintendent of Public Instruction.

(5) To initiate the criminal history background check process, the applicant must submit a set of fingerprints on the appropriate form to the Montana Department of Justice.

(7) The Superintendent of Public Instruction shall not request a background check of a provider hereunder unless the provider first provides a set of fingerprints and completes and signs a statement that:

(a) contains the name, address, and date of birth appearing on a valid identification document of the provider;

(b) the provider has not been convicted of a crime and, if the provider has been convicted of a crime, contains a description of the crime and the particulars of the conviction;

(c) notifies the provider that the entity may request a background check hereunder;

(d) notifies the provider of the provider's rights under (8); and

(e) notifies the provider that prior to the completion of the background check the qualified entity may choose to deny the provider unsupervised access to a person to whom the qualified entity provides care.

(6) As part of the licensure application process, the applicant must provide character and fitness information to the Superintendent of Public Instruction. If the applicant has any criminal history record, the applicant must provide a description and explanation of the circumstances of the crime.

(8) Each provider applicant who is the subject of a background criminal history background check is entitled to receive a copy of the report from the Superintendent of Public Instruction with the appropriate identification and signed release. The applicant may challenge the accuracy and completeness of any information contained in any such report and obtain a prompt determination as to the validity of such challenge before a final determination is made by the authorized agency through the Montana Department of Justice procedures.

(9) The authorized agency Montana Office of Public Instruction shall:

(a) upon receipt of a background check report lacking disposition data, conduct research in whatever state and local record keeping systems are available in order to obtain complete data; and

(b) make a determination whether the provider applicant has been convicted of, or is under pending indictment for, a crime that bears upon the provider's applicant's fitness to have responsibility for related to the safety and well-being of children, the elderly, or individuals with disabilities and shall convey that determination to the qualified entity or the teaching profession.

(10) Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the Superintendent of Public Instruction in the licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, or theft, or any other crime meeting the criteria of Title 37, chapter 1, part 2, MCA offense related to public health, welfare, and safety as it applies to the teaching profession.

MAR Notice No. 10-57-267 19-10/9/14
10.57.209 EXTENSION OF LICENSES FOR MILITARY SERVICE (1) The unexpired term of a valid teaching license held by a person employed in a position requiring a Montana educator license and called into active military service shall be extended in proportion to the length of active military service. Official notification of the beginning and termination dates of active military service must be submitted to the Superintendent of Public Instruction on or when the person has been released from active duty to secure such extension of licensure.

(2) The unexpired term of a valid teaching license shall be extended one year for each year of active military service not to exceed five years. In calculating the unexpired term of a license for military extension purposes, any year in which a teacher has taught more than one-half of the school year shall be any year in which a teacher has taught more than one-half of the school year.

(3) remains the same but is renumbered (2).

AUTH: 20-4-102, MCA
IMP: 20-4-102, MCA

10.57.215 RENEWAL REQUIREMENTS (1) Requirements for renewal of All Montana educator licenses are as follows: may be renewed with verification of 60 renewal units earned during the five years of validity through August 31 of the year the license expires.

(a) Class 1 licenses require 60 renewal units;
(b) Class 2 licenses require college credit and renewal units as follows:
   (i) three semester credits and 15 renewal units;
   (ii) four semester credits;
   (iii) four quarter credits and 20 renewal units;
   (iv) five quarter credits and 10 renewal units;
   (v) six quarter credits;
(c) Class 3 licenses require 60 renewal units;
(d) Class 4 licenses require 60 renewal units. The requirements specific to each type of license are set forth in ARM 10.57.420(3);
(e) Class 5 licenses cannot be renewed;
(f) Class 6 licenses require college credit or renewal units as follows:
   (i) four graduate semester credits;
   (ii) six graduate quarter credits; or
   (iii) 60 renewal units;
(g) Class 7 licenses require 60 renewal units as verified by the tribe and as set forth in ARM 10.57.536;
(h) Class 8 licenses require 60 renewal units.

(2) remains the same.

(a) one hour of attendance at a professional development activity = one renewal unit;

19-10/9/14 MAR Notice No. 10-57-267
(b) and (c) remain the same.

(3) Renewal activities used to renew all licenses must be:
(a) for activities other than (3)(b) or (c);
(i) a planned and structured experience;
(ii) of benefit to the license holder’s professional development as defined in ARM 10.55.714;
(iii) an exposure to a new idea or skill or an extension of an existing idea or skill; and
(iv) in compliance with (6) and (7); or
(b) the instruction of a relevant higher education course, based upon the academic credit of the course, by a Montana license holder who has achieved a graduate degree in an endorsed field of specialization; or
(c) the completion of the assessment process for national board licensure, or renewal of national board licensure, through the National Board for Professional Teaching Standards. Verification of completion of the national board assessment shall result in 60 renewal units. Renewal units earned may apply to renewal of an expiring license. Class 2 license holders may use national board renewal units in lieu of college course credits as required in (1). This process may also be used in lieu of any credits required to reinstate a lapsed license. Renewal activities used to renew all licenses must be a planned and structured experience, of benefit to the licensee’s professional development as defined in ARM 10.55.714, an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4).

(4) All renewal units must be earned during the valid term of the license. Renewal units earned through August 31 immediately following the expiration date of a license shall also be considered for renewal. Activities acceptable to renew licenses are:
(a) credits earned from a regionally accredited college or university;
(b) activities offered by renewal unit providers approved pursuant to ARM 10.57.216 and documented on an OPI renewal unit certificate;
(c) other professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216, when licensees have received approval for the professional development activity from the Superintendent of Public Instruction or submit acceptable evidence of the professional development activity with their application for renewal;
(d) another state’s validated professional development activities other than college or university credit when the intent and structure of the process ensures the meeting or exceeding of Montana renewal unit requirements for licensure;
(e) the instruction of a relevant college or university course, based upon the academic credit of the course, by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or
(f) verification of completing the National Board Certification (NBC) process through the National Board of Professional Teaching Standards or successfully achieving and renewing NBC licensure shall result in 60 renewal units. NBC renewal units may apply to renewal of an expiring license.

(5) The licensee holder shall be solely responsible for retaining the renewal unit verification to be used in the application for license renewal.
(6) Educators licensed in Montana who are living out of state and participate in another state's validated professional development activities other than college/university credit may use these renewal unit activities when the intent and structure of the process assures the meeting or exceeding of Montana renewal unit requirements for licensure.

(7) Educators licensed in Montana who are living in state and who wish to participate in professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216 may apply to the state superintendent for approval prior to beginning the program.

AUTH: 20-2-121, 20-4-102, MCA
IMP: 20-4-102, 20-4-108, MCA

10.57.216 APPROVED RENEWAL ACTIVITY (1) Organizations wishing to offer professional development activities for the award of renewal units may apply for annual-provider status to the Superintendent of Public Instruction. The organization must receive approval from the Superintendent of Public Instruction prior to awarding renewal units offering activities. Status as an annual provider must will be renewed July 1 of each year as long as the provider is in compliance with (2).

(2) Organizations which may be approved for status as a provider of professional development for renewal unit credit, upon submission and approval of an application for status as a provider of professional development renewal unit credit, may include:
   (a) regionally accredited college and university programs offering activities for units other than college credit;
   (b) public school districts or schools accredited by the Board of Public Education not part of a public school district which is an OPI-approved renewal unit provider;
   (c) government agencies (federal, state, tribal, county, city); and
   (d) other organizations providing professional development appropriate for educators in Montana's accredited K-12 schools.

(3) Approved providers of professional development for the award of renewal units must agree to:
   (a) provide activities deemed appropriate for educator license renewal professional development of licensees in compliance with ARM 10.55.714 and 10.57.215;
   (b) prepare and issue award completed renewal unit registration forms certificates provided by the Superintendent of Public Instruction, or an approved facsimile, to eligible participants. This form shall be provided by the Superintendent of Public Instruction and this form, or an approved facsimile, must be utilized for all renewal unit awards;
   (c) report the activities undertaken as professional development for renewal unit awards offered to the Superintendent of Public Instruction. Annual provider status shall be continued upon complete reporting of all activities for the period of July 1 through June 30 of each year;
   (d) be prepared to submit to an audit of records conducted by the Superintendent of Public Instruction. Records which must be maintained by the
provider include including:
  (i) through (e) remain the same.
  (4) The Superintendent of Public Instruction shall provide access to approved professional development providers and annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.

AUTH: 20-4-102, MCA
IMP: 20-4-108, MCA

10.57.217 APPEAL PROCESS FOR RENEWAL ACTIVITY (1) Decisions of the Superintendent of Public Instruction on matters of renewal unit activity or provider status may be appealed to the Board of Public Education pursuant to ARM 10.57.603.

AUTH: 20-4-102, MCA
IMP: 20-4-108, MCA

10.57.218 RENEWAL UNIT VERIFICATION (1) Applications to the Superintendent of Public Instruction for license renewal shall include a listing of the activities completed for renewal as required by ARM 10.57.215. The educator licensee is responsible for maintaining official documentation verifying completion of renewal activities during the term of the license.

(2) The Superintendent of Public Instruction may conduct an audit of any renewal applications submitted. Those persons licensees selected for audit will be required to submit verification of meeting the professional development requirements through official documentation (official transcripts, original grade reports or original renewal unit certificates) within 60 days from the date the renewal application is submitted or from the date of the audit letter.

(3) If an educator is unable to produce verification of renewal unit activities within 60 days from the date of the audit letter, the educator's license may be suspended or revoked by the Board of Public Education.

AUTH: 20-4-102, MCA
IMP: 20-4-108, MCA

10.57.301 ENDORSEMENT INFORMATION (1) The only endorsements on Montana teaching, administrative, or specialist licenses are those approved by the Board of Public Education. A major or a minor or the equivalent in the endorsement area is required.

(2) An endorsement may be granted by the Superintendent of Public Instruction for the appropriate level(s) and area(s) of preparation based on the college program of study completed as verified by the appropriate official defined in ARM 10.57.102.

(3) An endorsement may be dropped from a teaching license at the end of the valid term of the license if minimum licensure requirements (major and minor or extended major) pursuant to these rules are met without that endorsement.

MAR Notice No. 10-57-267 19-10/9/14
10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE  (1) and (2) remain the same.
   (a) meeting or exceeding the minimum educator licensure requirements in ARM 10.57.102(15) a bachelor's degree from a regionally accredited college or university;
   (b) completion of an accredited professional educator preparation program which included appropriate supervised teaching experience defined in ARM 10.57.102; and
   (c) remains the same.
(3) A Class 2 standard teacher's license shall be renewable pursuant to the requirements of ARM 10.57.215.
   (4) A lapsed Class 2 standard teacher's license may be reinstated by showing verification of earning 60 renewal units, 40 of which must be earned by college credit, earned during the five-year period preceding the validation date of the new license.

AUTH:  20-4-102, MCA
IMP:   20-4-103, 20-4-106, MCA

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE  (1) through (2)(a) remain the same.
   (b) a master's degree in professional education or an endorsable teaching area(s) from an accredited college or university or certification by the National Board for Professional Teaching Standards; and
   (c) three years of successful teaching experience as defined by ARM 10.57.102(24).
(3) remains the same.
   (4) A lapsed Class 1 professional teacher's license may be reinstated by showing verification of earning 60 renewal units earned during the five-year period preceding the validation date of the new license.

AUTH:  20-4-102, MCA
IMP:   20-4-106, 20-4-108, MCA

10.57.412 CLASS 1 AND 2 ENDORSEMENTS  (1) remains the same.
   (2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business and information technology education, chemistry, communication, computer science K-12, drama, early childhood (age 3 to grade 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health enhancement K-12, history, history-political science, industrial arts technology education, journalism, library K-12, marketing, mathematics, middle grades (4-8), music K-12, physical education K-12, political science, school counseling K-12, science (broadfield), social studies (broadfield),
sociology, special education P-12, speech-communication, speech-drama, technology education, theater, trades and industry, traffic education K-12, and world languages.

(3) A license holder may qualify for a statement of specialized competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the Board of Public Education. Approved areas of permissive specialized competency are: early childhood education, gifted and talented education, technology in education, mentor teacher, and dance. Permissive special competencies identified on an educator license may be retained as long as the licensee continues to renew the license.

(4) To obtain an elementary (K-8), early childhood (age 3 to grade 3), or middle grades (4-8) endorsement, an applicant must provide verification of completion of an accredited elementary teacher education program in those areas to include student teaching or university supervised teaching experience.

(5) To obtain a secondary (5-12) or K-12 endorsement other than special education, the applicant must provide verification of at least:

(a) 46 semester credits in a professional educator completion of an accredited professional educator preparation program at the grade level(s) identified by the program, including student supervised teaching experience or an appropriate college waiver; and

(b) for those applicants completing programs which are not an accredited professional educator preparation program:

(b) and (c) remain the same but are renumbered (i) and (ii).

(6) Both elementary and secondary preparation, including student teaching or university supervised teaching experience, are required for endorsement in any approved K-12 endorsement area. The K-12 endorsement areas outlined in (2) may also be endorsed at the elementary or secondary level depending on the verified level of preparation.

(a) A Class 1 or 2 license may be endorsed in special education P-12 with program preparation at the elementary or secondary levels, or a balanced K-12 program of comparable preparation.

(6) To obtain an endorsement in special education P-12, the applicant must provide verification of:

(b) The balanced K-12 license level option is available through Montana Board of Public Education-approved special education programs for those individuals with:

(i) (a) a minimum of a completed bachelor’s degree; and

(ii) (b) verified completion of an out-of-state approved accredited special education P-12 program which includes student teaching or university supervised teaching experience.

(c) Completion of an accredited professional educator preparation program in any disability area shall result in a special education endorsement.

(7) Applicant must also submit a recommendation for any endorsement requested from the appropriate official from an accredited professional educator program.

(8) Applicants who have completed accredited professional educator preparation programs outside of Montana and hold endorsements in specific
disability areas (for example, early childhood special education, autism, hearing impaired) in another state may not qualify for a special education P-12 endorsement.

(9) Applicants with graduate degrees in an endorsable field of specialization area may use experience instructing in relevant higher education college or university courses as credit in that endorsement area for licensure.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) remains the same.

(2) Appropriate administrative areas acceptable which may be approved for license endorsement are the following: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.

(3) To obtain a Class 3 administrative license, except pursuant to ARM 10.57.419, an applicant must hold at least the appropriate master's degree and qualify for one of the endorsements be eligible for an appropriately endorsed Class 1, 2, or 5 license to teach in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM 10.57.414 through 10.57.419.

(4) A Class 3 administrative license shall be renewable pursuant to the requirements of ARM 10.57.215.

(5) remains the same.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE - SUPERINTENDENT ENDORSEMENT (1) remains the same.

(a) a minimum of three years of successful teaching experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor, and an education specialist, master's, or doctoral degree in education or education leadership;

(b) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for superintendents;

(b) a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree, in each of the following content areas:

(i) organizational leadership;
(ii) instructional leadership;
(iii) facilities planning and policy;
(iv) personnel and labor relations;
(v) community and board relations;
(vi) policy development; and

(c) a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree in education leadership and include three semester credits of college coursework in each of the following:
(i) Montana school law; and three semester credits of college coursework in
(ii) Montana school finance; and
(iii) Montana collective bargaining and employment law;
(d) a minimum of three years of teaching experience as an appropriately licensed teacher or specialist;
(e) licensure and endorsement as a P-12 principal; and
(f) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent.

(2) In addition to the requirements detailed in (1), every applicant must provide verification of either: Applicant must also submit a recommendation for the endorsement requested from the appropriate official from an accredited professional educator program.

(a) an education specialist degree or doctoral degree in education leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); and
(b) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent; or
(c) a master's degree in educational leadership from an accredited professional educator preparation program or a master's degree in education from an accredited program; and
(i) licensure and endorsement as a K-12 principal; and
(ii) a minimum of one year of administrative experience as defined in ARM 10.57.102(20) or a minimum of one year of a supervised Board of Public Education approved administrative internship as superintendent.

(3) A Class 3 administrative license endorsed as a superintendent shall be renewed as follows:

(a) for those applicants meeting all licensure requirements at the time of initial application, verification of 60 renewal units earned during the valid term of the license; or
(b) for those applicants not meeting the requirement of (1)(b)(vii), verification of three semester credits of college coursework in Montana school law and three semester credits of college coursework in Montana school finance earned during the valid term of the initial Class 3 license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT

(1) remains the same.

(a) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level; and
(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); or a master's degree related to education;

MAR Notice No. 10-57-267 19-10/9/14
(c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for elementary principals;

(e) a master's degree from any accredited professional educator preparation program and a minimum of 24 graduate semester credits from a school administrator preparation program in the following content areas:

(i) school leadership;

(ii) instructional leadership to include supervision and elementary curriculum;

(d) (iii) successful completion of three semester credits of college coursework in Montana school law; and

(e) recommendation for the endorsement from the appropriate official from an accredited professional educator program.

(iv) school and community relations.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE - SECONDARY PRINCIPAL ENDORSEMENT  (1) remains the same.

(a) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the secondary level; and

(b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); or a master's degree related to education;

(c) completion of an accredited professional educator preparation program as defined in ARM 10.57.102 for secondary principals;

(c) a master's degree from any accredited professional educator preparation program and a minimum of 24 graduate semester credits from a school administrator preparation program in the following content areas:

(i) school leadership;

(ii) instructional leadership to include supervision and secondary curriculum;

(d) (iii) successful completion of three semester credits of college coursework in Montana school law; and

(e) recommendation for the endorsement from the appropriate official from an accredited professional educator program.

(iv) school and community relations.

(2) A Class 3 administrative license endorsed as a secondary principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.417 CLASS 3 ADMINISTRATIVE LICENSE - K-12 PRINCIPAL ENDORSEMENT  (1) remains the same.

(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); or a
master's degree related to education;
(b) full eligibility for an elementary or a secondary principal endorsement or current endorsement as a Montana elementary or secondary principal; completion of an accredited educator preparation program for K-12 principals;
(c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level within K-12; and
(d) at least six graduate semester credits in educational leadership and curriculum at the elementary level, if eligible at the secondary level, or at least six graduate credits in educational leadership and curriculum at the secondary level, if eligible at the elementary level. Completion of three semester credits of college coursework in Montana school law; and
(e) recommendation for the endorsement from the appropriate official from an accredited professional educator program.

(2) A Class 3 administrative license endorsed as a K-12 principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE - SUPERVISOR ENDORSEMENT (1) This administrative endorsement is issued in specific fields such as math, music, and school counseling, or in general areas such as elementary education, secondary education and curriculum development. This endorsement may be issued to applicants who submit verification:
(a) of successful completion, at an accredited college or university, of a master's degree in the area requested for endorsement at a regionally accredited college or university;
(b) remains the same.
(c) of three years of successful experience as an appropriately licensed and assigned teacher;
(d) of at least 14 graduate semester credits in education or the equivalent to include:
(i) general school administration;
(ii) administration in the specific area to be endorsed;
(iii) supervision of instruction;
(iv) basic school finance; and
(v) school law; and
(e) completion of a supervised practicum/internship (minimum of four semester credits or appropriate waiver) at an accredited professional educator preparation program; and
(e) recommendation for the endorsement from the appropriate official from an accredited professional educator program. The recommendation of the appropriate official(s) is required.

(2) A Class 3 administrative license endorsed as a supervisor shall be renewed upon verification of 60 renewal units earned during the valid term of the license.
10.57.419  CLASS 3 ADMINISTRATIVE LICENSE - SPECIAL EDUCATION SUPERVISOR ENDORSEMENT  
(1) remains the same.

(a) successful completion, at an a regionally accredited college or university, of a master's degree in special education or a master's degree in the following special education-related service fields: i.e., school psychologist, speech-language pathologist, audiologist, physical therapist, occupational therapist, registered nurse, clinical social worker, or clinical professional counselor;

(b) remains the same.

(c) three years of successful experience in an accredited school setting as an appropriately licensed and assigned teacher, or five years of successful experience in an accredited school setting as a fully licensed and assigned related services provider;

(d) at least 14 graduate semester credits in education or the equivalent to include: three semester credits in special education law;

(i) general school administration;

(ii) administration in the specific area to be endorsed;

(iii) supervision of instruction;

(iv) basic school finance; and

(v) school law; and

(e) a supervised practicum/internship (minimum of four semester credits or appropriate waiver) in an accredited professional educator preparation program; and

(f) The recommendation of for the endorsement from the appropriate official(s) is required from an accredited professional educator preparation program.

(2) A Class 3 administrative license endorsed as a special education supervisor shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH:  20-4-102, MCA
IMP:   20-4-106, 20-4-108, MCA

10.57.420  CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

(1) and (2) remain the same.

(a) A Class 4A license shall be issued to individuals holding a valid Montana secondary level teaching license, but without an appropriate career and technical education endorsement;

(b) A Class 4B license shall be issued to individuals with at least a bachelor's degree, but who do not hold a valid Montana secondary level teaching license with the appropriate career and technical education endorsement; and

(c) A Class 4C license shall be issued to individuals who hold at least a high school diploma or GED high school equivalency diploma and meet the minimum requirements for endorsement.

AUTH:  20-4-102, MCA
IMP:   20-4-106, 20-4-108, MCA

19-10/9/14 MAR Notice No. 10-57-267
(3) and (4) remain the same.

(a) Class 4A licenses (with a bachelor's degree) shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit. Endorsement related to technical studies may be accepted with prior approval. The first renewal must show evidence of renewal units earned in the following content areas:

(i) and (ii) remain the same.

(b) Class 4A licenses (with a master's degree) shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following content areas:

(i) principles and/or philosophy of career and technical education; or
(ii) safety and teacher liability.

(c) (b) Class 4B or 4C licenses shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit. Appropriate coursework to renew a Class 4B or 4C license includes the following:

(i) through (vii) remain the same.

(viii) endorsement related technical studies, with prior OPI approval.

(5) A lapsed Class 4 license may be reinstated by showing verification of the following:

(a) for Class 4A licenses:

(i) if the licensee does not have a master's degree, 60 renewal units, 40 of which must be earned by college credit or prior approved endorsement related technical studies, earned during the five-year period preceding the validation date of the new license; or

(ii) if the licensee has a master's degree, 60 renewal units earned during the five-year period preceding the validation date of the new license.

(b) for Class 4B and 4C licenses, the licensee must verify completion of four semester credits of coursework 60 renewal units earned during the five-year period preceding the validation date of the new license in the following areas:

(i) through (vii) remain the same.

(viii) endorsement related technical studies or industry validated training, with prior approval.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.421 CLASS 4 ENDORSEMENTS (1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: automotive technology, welding, auto body, industrial mechanics, agriculture business (marketing and communications), livestock production, plant and soil sciences, small engines, heavy equipment operations, electronics, horticulture, agriculture mechanics, building trades, building maintenance, culinary arts, metals, drafting, computer information systems, graphic arts, aviation, health occupations, science education, machining, diesel mechanics, videography, and theater arts.
(2) Endorsements not on removed from the list of recognized occupations may be retained as long as the holder licensee continues to renew the license.

(2) (3) To obtain an endorsement on a Class 4 license, an applicant must provide the following:

(a) verification of a minimum of 10,000 hours of documented work experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation is determined by the Superintendent of Public Instruction and may include, but is not limited to:

(i) and (ii) remain the same but are renumbered (a) and (b).

(iii) (c) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or

(iv) (d) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS).

(b) for (4) For health occupations science education or computer information systems, an alternative to the above requirement of 10,000 hours work experience may be substituted as approved by the Superintendent of Public Instruction as follows:

(i) (a) for health occupations science education:

(A) through (D) remain the same but are renumbered (i) through (iv).

(ii) remains the same but is renumbered (b).

(3) remains the same but is renumbered (5).

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.424 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE  

(1) A Class 5 alternative provisional license is valid for a term of three years, is not renewable, and may not be reinstated.

(2) An applicant for a Class 5 alternative provisional license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading, within three years of the date of validity of the provisional license, to the an appropriately endorsed Class 1, 2, 3, or 6 license within three years of the date of the alternative license as provided in ARM 10.57.412, 10.57.414 through 10.57.419, or 10.57.434 and 10.57.436.

(3) A Class 5 alternative license is available with any endorsement normally allowed for Class 1, 2, 3, or 6 licenses.

(4) A Class 5 alternative provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5 licensure expiration date.

(5) (4) When the endorsement-specific requirement in ARM 10.57.425 through 10.57.432 requires a master's degree, master's degrees which do not meet the specific requirement may be accepted with university approval as evidenced by enrollment in the accredited professional educator preparation program.
10.57.425 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - ELEMENTARY LEVEL
(1) To obtain a Class 5 alternative provisional license with an elementary, middle, or early childhood level endorsement, an applicant must provide verification of:

(a) a bachelor's degree; and

(b) a minimum of 60 semester credits of academic preparation in language arts and literature, history, government and related social science, mathematics, and any two of the following: art, music, foreign languages, speech, drama, library science, or health;

(c) professional preparation of at least six semester credits to include human growth and development, reading and/or language arts, social studies, and arithmetic; and

(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:

(i) can meet the requirements for full licensure within the three-year valid period of the license; and

(ii) meets the professional educator preparation program's admission requirements.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.426 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - SECONDARY, K-12, AND P-12 SPECIAL EDUCATION LEVELS
(1) To obtain a Class 5 alternative provisional license with a secondary, K-12, or P-12 special education level endorsement, an applicant must provide verification of:

(a) a bachelor's degree;

(b) a minimum of 30 semester credits in an area approved by the Board of Public Education for endorsement;

(c) professional educator preparation of at least six semester credits; and

(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:

(i) can meet the requirements for full licensure within the three-year valid period of the license; and

(ii) meets the professional educator preparation program's admission requirements.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.427 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE -
SUPERINTENDENT ENDORSEMENT  (1) To obtain a Class 5 alternative provisional license with a superintendent endorsement, an applicant must provide verification of:

(a) remains the same.
(b) eligibility for a Class 1, 2, or 5, or 6 teaching license at the appropriate level;
(c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level; and
(d) of one year of appropriately licensed experience as a principal or one year of a supervised Board of Public Education approved administration internship as superintendent;
(e) completion of an accredited professional educator preparation program, as defined in ARM 10.57.102, for superintendents; and
(f) for those applicants who have not completed the required courses in Montana school law, Montana school finance, and Montana collective bargaining and employment law, a plan of intent as detailed in ARM 10.57.424.

(2) Applicants more than six semester credits from meeting requirements for full licensure required to complete coursework other than Montana school law, Montana collective bargaining and employment law, and Montana school finance must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and enrollment in the be enrolled in a Board of Public Education-approved internship program as outlined in ARM 10.55.703 607; or
(b) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:
   (i) supervision of the licensee by university personnel;
   (ii) annual on-site visitations by the university supervisor; and
   (iii) progress toward completion of requirements for the superintendent endorsement.

AUTH:  20-4-102, MCA
IMP:  20-4-106, 20-4-108, MCA

10.57.428  CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - ELEMENTARY PRINCIPAL ENDORSEMENT  (1) To obtain a Class 5 alternative provisional license with an elementary principal endorsement, an applicant must provide verification of:

(a) a master's degree from any accredited professional educator preparation program and nine graduate semester credits in school administration;
(b) eligibility for a Class 1, 2, or 5, or 6 teaching license at the elementary level; and
(c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level; and
(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:

(i) can meet the requirements for full licensure within the three-year valid period of the license; and

(ii) meets the professional educator preparation program’s admission requirements.

(2) Applicants more than six semester credits from meeting requirements for full licensure required to complete coursework other than Montana school law must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and enrollment in the Board of Public Education-approved internship program as outlined in ARM 10.55.703 607; or

(b) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:

(i) supervision of the licensee by university personnel;

(ii) annual on-site visitations by the university supervisor; and

(iii) progress toward completion of requirements for the elementary principal endorsement.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.429 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - SECONDARY PRINCIPAL ENDORSEMENT (1) To obtain a Class 5 alternative provisional license with a secondary principal endorsement, an applicant must provide verification of:

(a) a master's degree from any accredited professional educator preparation program and nine graduate semester credits in school administration;

(b) eligibility for a Class 1, 2, or 5 or 6 teaching license at the secondary level; and

(c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the secondary level; and

(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:

(i) can meet the requirements for full licensure within the three-year valid period of the license; and

(ii) meets the professional educator preparation program’s admission requirements.

(2) Applicants more than six semester credits from meeting requirements for full licensure required to complete coursework other than Montana school law must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program
leading to the secondary principal endorsement and enrollment in the Board of Public Education-approved internship program as outlined in ARM 10.55.703; or
(b) enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:
   (i) supervision of the licensee by university personnel;
   (ii) annual on-site visitations by the university supervisor; and
   (iii) progress toward completion of requirements for the secondary principal endorsement.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.430 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - K-12 PRINCIPAL ENDORSEMENT
(1) To obtain a Class 5 alternative provisional license with a K-12 principal endorsement, an applicant must provide verification of:
   (a) a master's degree from any accredited professional educator preparation program and nine graduate semester credits in school administration;
   (b) eligibility for a Class 1, 2, or 5 or 6 teaching license at any level within K-12; and
   (c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level within K-12; and
   (d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:
      (i) can meet the requirements for full licensure within the three-year valid period of the license; and
      (ii) meets the professional educator preparation program's admission requirements.
(2) Applicants more than six semester credits from meeting requirements for full licensure required to complete coursework other than Montana school law must also submit written evidence of either:
   (a) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and enrollment in the Board of Public Education-approved internship program as outlined in ARM 10.55.703; or 607
   (b) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:
      (i) supervision of the licensee by university personnel;
      (ii) annual on-site visitations by the university supervisor; and
      (iii) progress toward completion of requirements for the K-12 principal endorsement.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

19-10/9/14 MAR Notice No. 10-57-267
10.57.431  CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - SUPERVISOR ENDORSEMENT  (1) To obtain a Class 5 alternative provisional license with a supervisor endorsement, an applicant must provide verification of:

(a) remains the same.

(b) verification of three years of appropriately licensed experience as a teacher in the area requested for supervisory endorsement or verification of five years of experience in a school setting as a fully licensed and appropriately assigned related services provider.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.432  CLASS 5 ALTERNATIVE PROVISIONAL LICENSE - SPECIALIST ENDORSEMENT  (1) To obtain a Class 5 alternative provisional license with a specialist endorsement in school psychology, an applicant must provide verification of:

(a) verification of a master's degree or greater in school psychology or related field from a regionally accredited school psychologist professional educator preparation program; and

(b) recommendation from the Montana Association of School Psychologists Competency Review Board, for those applicants who have not completed an accredited specialist preparation program, verification from an accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.434.

(2) To obtain a Class 5 alternative provisional license with a specialist endorsement in school counseling, an applicant must provide verification of:

(a) verification of a master's bachelor's degree; and

(b) institutional verification from the accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.433  CLASS 6 SPECIALIST LICENSE  (1) through (2)(b) remain the same.

(3) A Class 6 specialist license may also be endorsed in traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

(4) Class 6 specialist licenses may be renewed pursuant to the requirements of ARM 10.57.215.

(4) (5) A lapsed Class 6 specialist license may be reinstated by showing verification of four graduate semester credits or equivalent 60 renewal units earned during the five-year period preceding the validation date of the new license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

MAR Notice No. 10-57-267  19-10/9/14
10.57.434 CLASS 6 SPECIALIST LICENSE - SCHOOL PSYCHOLOGIST
(1) remains the same.
(a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School Psychologists (NASP); or
(b) completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200-hour internship, of which 600 hours were in a school setting; or
(c) for those applicants who did not earn at least a specialist level school psychology degree from a NASP accredited program:
(i) a master's degree or higher in school psychology or an education specialist degree in a related field from a regionally accredited institution college or university; and
(ii) recommendation from the Montana Association of School Psychologists Competency Review Board after completion of an oral examination a NASP accredited specialist program defined in ARM 10.57.102, attesting to the applicant's qualifications being equivalent to NASP training standards, which included a 1200-hour internship experience of which 600 hours were in a school setting.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.435 CLASS 6 SPECIALIST LICENSE - SCHOOL COUNSELOR
(1) remains the same.
(a) a master's degree; in school counseling (K-12); or and
(b) a master's degree with equivalent graduate level school counseling content; and
(c) a supervised internship of at least 600 hours in a school or school related setting.
(2) A Class 6 specialist endorsed in school counseling may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.
(b) completion of a CACREP accredited school counselor program which included an internship in a school setting of 600 hours; or
(c) for those applicants who did not earn a degree from a CACREP accredited program:
(i) a master's degree in school counseling from a regionally accredited college or university; and
(ii) recommendation from an accredited specialist program defined in ARM 10.57.102, which included an internship in a school setting of 600 hours.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST
(1) A Class 7 American Indian language and culture specialist license shall be is valid for a period of five years.
(2) The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the American Indian tribe for which the language and culture licensure is desired that the individual authorized representative of a tribal government, that has a memorandum of understanding with the Superintendent of Public Instruction, that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture. Candidates for Class 7 licensure must meet all nonacademic requirements for licensure in Montana.

(3) The Board of Public Education will accept and place on file the criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture.

(4) remains the same.

(5) Sixty units of renewal activities authorized and verified by the tribe will be required for renewal of a Class 7 license. A Class 7 American Indian language and culture specialist license may be renewed upon verification by the tribe that the professional development plan, as defined by the memorandum of understanding in (2) is met.

(6) A school district may assign an individual licensed under this rule to only specialist services within the field of American Indian language and culture under such supervision as the district may deem appropriate. No other teaching license or endorsement is required for duties within this prescribed field.

AUTH: 20-4-102, MCA
IMP: 20-4-103, 20-4-106, MCA

10.57.437 CLASS 8 DUAL CREDIT-ONLY POSTSECONDARY FACULTY LICENSE

(1) A faculty member of a postsecondary institution college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 and properly endorsed, whenever a faculty member is teaching a course for which one or more students will earn both high school and college credit.

(2) The license is valid for five years:
   (a) as long as the license holder is a faculty member of a regionally accredited postsecondary institution;
   (b) only for the delivery of courses that fall within an endorsable major or minor, or the equivalent, held by the faculty member; and
   (c) only when teaching dual credit courses within the role and scope of their duties assigned by the employing postsecondary institution.

(3) To obtain a Class 8 dual credit-only postsecondary faculty license, an applicant shall provide the following:
   (a) Verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited postsecondary institution that the class 8 licensure applicant meets the definition in ARM 10.57.102(10) in their role of teaching a dual credit course at a regionally accredited postsecondary institution; and
   (b) compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A; and
   (b) (c) Recommendation from the appropriate official Chief Academic Officer
from a Montana or NCATE regionally accredited professional educator preparation program college or university stating all of verifying the following:

(i) the Applicant has earned a major or minor or the equivalent in one of the endorseable teaching areas as set forth in ARM 10.57.438 plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor; and

(ii) the Applicant is competent, pursuant to ARM 10.58.501, as demonstrated by the applicant's satisfaction of criteria set forth in a rubric developed and published by the Superintendent of Public Instruction in consultation with K-12 education and higher education; and demonstrates adequate education and experience to instruct dual enrollment courses as demonstrated by the following criteria:

(A) ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;

(B) understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and

(C) understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana.

(c) Compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201(4), and 10.57.201A.

(4) Class 8 dual credit license applications will be reviewed by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. Denial of an application for licensure shall be appealable to the Board of Public Education pursuant to ARM 10.57.607.

(5) A Class 8 dual credit-only postsecondary faculty license shall be renewed pursuant to the requirements of ARM 10.57.215.

(6) A Class 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited postsecondary institution college or university.

(6) This rule shall be applied beginning with the fall semester of 2009.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.438 CLASS 8 DUAL CREDIT-ONLY POSTSECONDARY FACULTY LICENSE ENDORSEMENTS (1) Dual credit instructors must qualify for licensure and endorsement under one of the following categories:

(a) Class 1 professional or Class 2 standard license according to ARM 10.57.410, 10.57.411, and 10.57.412;

(b) Class 4 career and technical license according to ARM 10.57.420 and 10.57.421; or

(c) Class 8 dual credit-only postsecondary license according to ARM 10.57.437 and this rule.
(2) Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses include the following: agriculture, art K-12, biology, business education, chemistry, computer science K-12, drama, earth science, economics, English, family and consumer sciences, geography, health, history, history-political science, industrial arts, journalism, marketing, mathematics, music K-12, physical education K-12, science (broadfield), social studies (broadfield), sociology, speech-communication, speech-drama, technology education, trade and industry and world languages are listed in ARM 10.57.412.

(3) Applicants for the Class 8 license with degrees in highly specialized academic areas and hired by the postsecondary institution college or university under the policies set forth in ARM 10.57.102(10) to teach specific courses not covered by the K-12 endorsement areas in (2) (1), may be eligible for a designation in their area of specialization as approved by the Superintendent of Public Instruction.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.501 SOCIAL WORKERS, NURSES, AND SPEECH AND HEARING THERAPISTS (1) remains the same.

(2) Speech and hearing therapists engaged in school services in the public schools of Montana who issued grades or credits in the pupil's school program must be licensed under the regularly established teacher licensure requirements in speech and hearing association. For related school services which do not involve credits or promotion, the Superintendent of Public Instruction shall recognize speech and hearing therapists licensed by the American Speech and Hearing Association on the basis of professional association standards on file with the Superintendent of Public Instruction.

AUTH: 20-4-102, MCA
IMP: 20-4-102, MCA

10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION (1) Pursuant to 20-4-110(2), MCA, requests to issue a letter of reprimand or to suspend or revoke an educator/specialist license shall be brought before the Board of Public Education by only:

(a) an official action of the board of trustees of a local district for any licensed educator/specialist currently employed by that district or under contract or otherwise employed by that district at any time during the 12 months prior to the receipt by the Board of Public Education of the discipline request to issue a letter of reprimand or to suspend or revoke; or

(b) the Superintendent of Public Instruction.

(2) The Superintendent of Public Instruction may initiate a request to the Board of Public Education for discipline against an educator/specialist's license within 12 months from the date of receiving direct notification of alleged misconduct from a local school district board of trustees or from any other credible source.

MAR Notice No. 10-57-267 19-10/9/14
(3) Requests for discipline shall specify whether a letter of reprimand, revocation, or suspension is sought and shall include:

(a) through (c) remain the same.

(d) if the request is made by a board of trustees of a district, a copy of the minutes documenting the trustees’ decision to request disciplinary action a letter of reprimand or revocation or suspension of a license, if the request is made by the board of trustees.

AUTH: 20-4-102, MCA
IMP: 20-4-110, MCA

10.57.601A DEFINITION OF "IMMORAL CONDUCT"  (1) remains the same.

(a) sexual contact, as defined in 45-2-101, MCA, or sexual intercourse as defined in 45-2-101, MCA, between an educator/specialist and involving a minor or a person the educator/specialist applicant or licensee knows, or reasonably should know, or should have known is a student at a public or private elementary or secondary school;

(b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state:

(i) through (iii) remain the same.

(iv) 45-5-505, MCA, (deviate sexual conduct), if the conduct either was non-consensual or involved a minor or a person the educator/specialist applicant or licensee knows, or reasonably should know, or should have known is a student at a public or private elementary or secondary school;

(v) through (d)(iii) remain the same.

(e) submitting false credentials, omitting relevant information, or making any statement of material fact the an applicant or licensee knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:

(i) and (ii) remain the same.

(iii) false academic awards; and or

(iv) inaccurate employment history;

(f) significant misuse of technology or electronic communication with involving a minor or a person an applicant or licensee licensed educator/specialist knows, or reasonably should know, or should have known is a student at a public or private elementary or secondary school, including but not limited to misuse of computers, cellular telephones, or other electronic devices; or

(g) remains the same.

AUTH: 20-4-102, MCA
IMP: 20-4-110, MCA

10.57.601B REVIEW  (1) Upon receipt of a request for disciplinary action by the trustees of a district or the Superintendent of Public Instruction made pursuant to 20-4-110(2), MCA, and ARM 10.57.601, and for the purpose of complying with 20-4-110(5), MCA, the Board of Public Education shall review the allegations to determine whether or not a substantial reason exists to hold a hearing for the issuance of a
letter of reprimand or the suspension or revocation of the educator/specialist license there is sufficient cause to believe that professional misconduct occurred.

(2) This review shall include notifying the affected educator/specialist licensee of the charges request for discipline and allegations against the educator licensee by certified mail and allowing the educator/specialist licensee ten days to respond to those charges.

(3) After receiving a response from the licensee, the board may request further information to ensure the preliminary review properly reflects the facts and position of each party.

(4) If the board determines there is sufficient cause to believe that professional misconduct occurred, the board shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602.

AUTH: 20-4-102, MCA
IMP: 20-4-110, MCA

10.57.602 NOTICE AND OPPORTUNITY FOR OF HEARING UPON DETERMINATION THAT SUBSTANTIAL REASON EXISTS TO HOLD A HEARING

(1) On the basis of the preliminary review conducted pursuant to ARM 10.57.601B, the Board of Public Education shall determine whether or not a substantial reason exists to hold a hearing to issue a letter of reprimand or to suspend or revoke the educator/specialist license.

(a) If the board determines that no substantial reason exists to hold such a hearing, the matter is ended.

(b) If the board determines that there is substantial reason to hold such a hearing, the board shall provide notice of the pending disciplinary action to the educator/specialist licensee, by certified mail not less than 30 days prior to the date of the hearing.

(a) Such notice shall include:

(i) through (iv) remain the same.

(v) a designation of who will hear the allegation pursuant to ARM 10.57.603; and

(vi) a provision advising statement of the licensee's parties of their right to be represented by counsel at the hearing.

(e) The notice shall advise the educator/specialist licensee that the educator/specialist licensee has the right to contest the proposed disciplinary action of the board, and that the educator/specialist licensee may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the educator/specialist filing a written signed statement contesting the matters asserted and requesting a hearing.

(d) The board shall enclose with the notice an election form on which the educator/specialist shall be asked to indicate whether the educator/specialist intends to appear at the hearing and contest the board's proposed action, contest the board's proposed action without appearing at the hearing, or accept the proposed letter of reprimand, suspension or revocation without contesting it. The notice shall require the educator/specialist to return the election form within 20 days of the date
on which the notice was mailed, and shall inform the educator/specialist that failure to return the form in a timely manner shall result in a letter of reprimand or the suspension or revocation of the license by default.

(e) If the educator/specialist or administrator does not return the completed election form within 20 days or elects to accept the proposed letter of reprimand, suspension, or revocation without contesting it, the board, at its next meeting, shall suspend or revoke the educator/specialist license or shall direct the chair to issue a letter of reprimand.

(c) The notice shall advise the licensee that the disciplinary hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.

(f) (2) If the licensed licensee educator/specialist or administrator elects to contest the proposed letter of reprimand, suspension, or revocation and complies with (1)(d), disciplinary action, the board shall conduct a contested case hearing pursuant to ARM 10.57.603.

(2) (3) If resolution is reached prior to the hearing, the parties may report such resolution to the board and ask for dismissal of the matter. Dismissal of the matter by the board based on mutual agreement of the parties must be granted in writing, but need not contain findings of fact or conclusions of law.

AUTH:  20-4-102, MC
IMP:   20-4-110, MCA

10.57.603 HEARING IN CONTESTED CASES  (1) The Board of Public Education shall select one of the following methods for providing a hearing:
   (a) a hearing before the Board of Public Education at a special or regular meeting of the board;
   (b) a hearing before a committee of the board that shall report to the board proposed findings of fact, proposed conclusions of law, and a proposed order; or
   (c) a hearing before a hearing examiner appointed by the Board of Public Education who shall report to the board proposed findings of fact, proposed conclusions of law, and a proposed order.

(2) At the time and place set in the notice to the educator/specialist applicant or licensee, the chairperson of the Board of Public Education, the designated committee, or an appointed hearing examiner shall conduct the hearing in accordance with Title 2, chapter 4, part 6, MCA, and ARM 1.3.211 through 1.3.224 of the Attorney General's model rules for hearing contested cases, as found in the Administrative Rules of Montana.

(3) In the case of an appeal made pursuant to ARM 10.57.217 regarding a denial of renewal units or provider status, written notice of the appeal must be made to the board within 30 days of the denial by the Superintendent of Public Instruction. For this type of appeal, the board may follow informal proceedings pursuant to 2-4-604, MCA, and the final board decision may be issued by letter from the chair of the board to the appellant. Prior to the hearing, the board’s attorney or designated hearing officer shall schedule a pre-hearing conference to consider:
   (a) simplification of the issues;
   (b) the possibility of obtaining admissions of facts and documents;
(c) the number of witnesses;
(d) the exchanges of witness and exhibit lists; and
(e) any other matters which may aid in the disposition of the matter.

(4) On appeal the burden is on the appellant to establish by a preponderance of the evidence that the appellant meets the statutory criteria for issuance of an educator/specialist license. In the case of a request for disciplinary action against a licensee pursuant to ARM 10.57.601 or 10.7.611, the burden is on the requestor to establish by a preponderance of the evidence that the disciplinary action is warranted.

AUTH: 20-4-102, MCA
IMP: 20-4-110, MCA

10.57.604 POST HEARING PROCEDURE

(1) Either immediately following the hearing, or within 60 days of the conclusion of the hearing regarding an educator/specialist license, the Board of Public Education shall, as provided herein applicable:

(a) make a final decision to: uphold the decision of the Superintendent of Public Instruction to deny an application for licensure;

(i) through (iii) remain the same but are renumbered (b) through (d).

(iv) (e) suspend or revoke the license for a specific period of time, up to and including permanent revocation of the educator/specialist license; and

(b) consistent with its decision, issue findings of fact, conclusions of law, and an order for suspension or revocation of the educator/specialist license; or

(c) dismiss the request for letter of reprimand, revocation, or suspension.

(2) Consistent with the board's decision to suspend or revoke a license, the board chair or designee shall sign the stipulated agreement, the letter of reprimand, or in the case of a suspension or revocation, the final decision, findings of fact, conclusions of law, and an order signed by the board chair or designee.

(3) The board shall record its decision in its minutes and shall serve provide its decision, including the letter of reprimand, or a copy of the findings of fact, conclusions of law, and order by certified mail on the educator/specialist to the licensee and on to any other involved party within 30 days of its decision.

(4) The date of the letter of reprimand, decision to uphold a denial of licensure by the superintendent, or final written decision and order of the board determines the date from which an appeal may be filed pursuant to 2-4-702, MCA.

(5) Pursuant to 2-4-623, MCA, decisions of the Board of Public Education shall be available for public inspection. Confidential information such as names of any minors, the educator/specialist's applicant's or licensee's address, telephone number, or medical records may be redacted from the posted final decision.

AUTH: 20-2-121, 20-4-102, MCA
IMP: 20-4-102, 20-4-110, MCA

10.57.605 SURRENDER OF AN EDUCATOR/SPECIALIST LICENSE

(1) An educator/specialist licensee may surrender that educator/specialist's his or her license to the Superintendent of Public Instruction. The Superintendent of
Public Instruction, upon review, may accept or reject the license surrender.

(2) remains the same.

(3) The Superintendent of Public Instruction may investigate further following the surrender of an educator/specialist's license and shall maintain a record of the circumstances surrounding the surrender of any license. The contents of that record shall be available for review by the licensing authority from any other jurisdiction in which the educator/specialist seeks licensure.

(4) Surrender of a license is permanent and irrevocable, unless specified otherwise in the document of surrender. Surrender of a license is a sanction against an educator or specialist and may prejudice the ability of an educator/specialist to successfully seek relicensure in Montana in the same or any other class of license or educational endorsement.

(5) The Superintendent of Public Instruction shall provide notice to immediately inform the Board of Public Education of each surrender of a license and of the circumstances surrounding the surrender.

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

10.57.606 REPORTING OF THE SURRENDER, DENIAL, REVOCATION, OR SUSPENSION OF A LICENSE

(1) The Superintendent of Public Instruction shall maintain membership in the National Association of State Directors of Teacher Education and Certification (NASDTEC) and shall report information concerning disciplinary action to the NASDTEC clearinghouse concerning licensure as provided herein and as required by NASDTEC membership.

(2) Upon receipt of a license surrendered pursuant to ARM 10.57.605, the Superintendent of Public Instruction shall report to the NASDTEC clearinghouse that the Superintendent accepted the surrender of a license held by the educator/specialist licensee.

(3) As provided herein, the Superintendent of Public Instruction shall report to the NASDTEC clearinghouse the denial of licensure for cause. A denial “for cause” is defined as circumstances which:

(a) through (4)(b) remain the same.

(5) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse a letter of reprimand issued by the Board of Public Education, and the suspension or revocation of a license held by an educator/specialist licensed in Montana.

(6) If a denial of licensure or disciplinary action by the Board of Public Education is overturned by a court of competent jurisdiction, the Superintendent of Public Instruction will notify the NASDTEC clearinghouse of such action.

(7) The Superintendent of Public Instruction shall maintain, pursuant to the superintendent’s record retention policies, a record of the circumstances surrounding the surrender, denial, revocation, suspension, or reprimand involving an educator/specialist’s license or application for licensure. The contents of that record shall be available for review by the certifying authority from any other jurisdiction in which the educator/specialist seeks licensure.

19-10/9/14 MAR Notice No. 10-57-267
10.57.607  APPEAL FROM DENIAL OF AN EDUCATOR/SPECIALIST LICENSE

(1) Written notice of appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of an educator/specialist license must be submitted to the Board of Public Education. Written notice of appeal must be postmarked or received by the board no later than 30 days from the date of the letter of denial sent from the office of the Superintendent of Public Instruction.

(2) The written request notice of appeal may not be submitted by e-mail. The notice must be signed by the appellant and must be in a form which:
   (a) summarizes the appellant's responses to the Superintendent's denial of licensure;
   (b) states that the appellant meets the minimum qualifications for issuance of a license established by law provide preliminary statements supporting the appellant's contention that the Superintendent's denial should be overturned; and
   (c) if applicable, shows that the appeal satisfies the requirements of ARM 10.57.608.

(3) When an appeal of a denial from the decision of the Superintendent is before the Board of Public Education, the board shall provide notice by certified mail at least 30 days prior to a hearing of the appeal.
   (a) Such notice shall include:
      (i) a statement of the time, place, and nature of the hearing;
      (ii) the legal authority and jurisdiction under which the hearing is to be held;
      (iii) reference to the particular sections of the statutes and rules involved;
      (iv) a statement of the matters asserted; and
      (v) designation of who will hear the allegation pursuant to ARM 10.57.603.
   (b) The notice shall advise the applicant that the applicant has the right to contest the denial and that the applicant may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the applicant.
   (c) The notice shall advise the licensee that the hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.
   (d) The hearing officer or person designated pursuant to ARM 10.57.603 to hear the appeal shall conduct a pre-hearing conference to determine matters relevant to scheduling, evidence, witnesses, and other matters related to the hearing as delineated in ARM 10.57.603.

AUTH:  20-4-102, MCA
IMP:   20-4-110, MCA

10.57.608  CONSIDERATIONS GOVERNING ACCEPTANCE OF APPEAL IN CASES ARISING UNDER 20-4-104, MCA  (1) The Board of Public Education shall not consider an appeal from a denial by the Superintendent of Public Instruction based on 20-4-104, MCA, if the appellant has made an appeal to the board from the denial of an educator/specialist license within three years prior to the
application which is at issue, and that appeal was denied by the board the appellant did not prevail following a hearing, unless at the time of notice of appeal pursuant to ARM 10.57.607 the appellant demonstrates substantial changes in circumstances relating to the appellant's eligibility for a license.

(2) The board shall not consider an appeal by an educator/specialist licensee regarding a suspended, revoked, or surrendered license during the period of suspension, revocation, or surrender.

AUTH: 20-4-102, MCA
IMP: 20-4-110, MCA

10.57.611  SUBSTANTIAL AND MATERIAL NONPERFORMANCE  (1) A licensed staff member commits a violation of substantial and material nonperformance of an employment contract pursuant to 20-4-110(1)(g), MCA, if, after signing a binding contract of employment with a Montana school district, the licensed staff member substantially and materially breaches such contract without good cause.

(2) through (2)(c) remain the same.

(3) Licensed staff members violating 20-4-110(1)(g), MCA, may be penalized according to the following guidelines as follows:

(a) through (c) remain the same.

(4) In determining the severity of the sanction, if any, the board Board of Public Education will consider the following:

(a) through (c) remain the same.

(5) This rule provides guidelines only and shall not be construed to either require or to prohibit the board from exercising its discretion in overseeing discipline of license holders pursuant to 20-4-110(6), MCA.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-2-121, 20-4-110, MCA

5. The board proposes to repeal ARM 10.57.609, Hearing on Appeal, AUTH: 20-1-102, MCA; IMP: 20-4-110, MCA.

6. The effective date of these rules is July 1, 2015.

7. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., November 6, 2014.

8. Peter Donovan has been designated to preside over and conduct this hearing.
9. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 7 above or may be made by completing a request form at any rules hearing held by the board.

10. An electronic copy of this proposal notice is available through the Secretary of State's web site at http://sos.mt.gov/ARM/Register. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

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

12. With regard to the requirements of 2-4-111, MCA, the board has determined that the amendment and repeal of the above-referenced rules will not significantly and directly impact small businesses.

/s/ Peter Donovan       /s/ Sharon Carroll
Peter Donovan          Sharon Carroll
Rule Reviewer          Board Chair
Board of Public Education

Certified to the Secretary of State September 29, 2014.
ITEM 17

RECOMMEND APPROVAL OF THE NOTICE OF ADOPTION OF ARM, TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS

Dr. Linda Peterson
EXECUTIVE SUMMARY
DATE: NOVEMBER 14, 2014

PRESENTATION: Recommend Approval of the Notice of Adoption of Administrative Rules of Montana (ARM) Title 10, Chapter 58, Professional Educator Preparation Program Standards

PRESENTER: Peter Donovan, Executive Secretary
Board of Public Education
Linda Vrooman Peterson, Ph.D.
Accreditation and Educator Preparation Division Administrator
Office of Public Instruction (OPI)

OVERVIEW: This presentation provides to the Board of Public Education (BPE) the Notice of Adoption of ARM Title 10, Chapter 58, Professional Educator Prepartion Program Standards (PEPPS). On October 31, 2014, at 10 a.m., the BPE conducted a public hearing relating to adoption of new rules, amendments, amendment and transfer, and repeal of rules pertaining educator preparation programs. The Notice of Adoption includes public comments and responses from that hearing and other comments received no later than 5 p.m., November 6, 2014. State Superintendent Juneau recommends approval of the Notice of Adoption pertaining to Chapter 58 PEPPS.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Approve the Notice of Adoption of ARM Title 10, Chapter 58, Professional Educator Preparation Program Standards, which includes the adoption of new rules I through XIV; the amendment of ARM 10.58.102 through 10.58.104, 10.58.501 through 10.58.503, 10.58.505, 10.58.507, 10.58.509 through 10.58.511, 10.58.513 through 10.58.524, 10.58.526, 10.58.528, 10.58.705, 10.58.707, and 10.58.802; the amendment and transfer of ARM 10.58.508 and 10.58.512; and the repeal of ARM 10.58.210, 10.58.304 through 10.58.309, 10.58.525, 10.58.527, 10.58.601 through 10.58.603, 10.58.801, and 10.58.901 all pertaining to educator preparation programs.
BEFORE THE BOARD OF PUBLIC EDUCATION OF THE STATE OF MONTANA

In the matter of the adoption of New Rules I through XIV; the amendment of ARM 10.58.102 through 10.58.104, 10.58.501 through 10.58.503, 10.58.505, 10.58.507, 10.58.509 through 10.58.511, 10.58.513 through 10.58.524, 10.58.526, 10.58.528, 10.58.705, 10.58.707, and 10.58.802; the amendment and transfer of ARM 10.58.508 and 10.58.512; and the repeal of ARM 10.58.210, 10.58.304 through 309, 10.58.525, 10.58.527, 10.58.601 through 10.58.603, 10.58.801, and 10.58.901 all pertaining to educator preparation programs.

NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION, AMENDMENT, AMENDMENT AND TRANSFER, AND REPEAL

TO: All Concerned Persons

1. On October 31, 2014, at 10:00 a.m., the Board of Public Education will hold a public hearing in the Office of Public Instruction conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed adoption, amendment, amendment and transfer, and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on October 20, 2014 to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The Board of Public Education proposes to adopt the following rules:

NEW RULE I CONTENT AND PEDAGOGICAL KNOWLEDGE (1) The provider ensures that candidates:

(a) demonstrate a deep understanding of the critical concepts and principles of their discipline and are able to use discipline-specific practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards;

(b) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility";
(c) use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice;
(d) apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;
(e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; and
(f) integrate technology in the design, implementation, and assessment of learning experiences to engage P-12 students, improve learning, and enrich professional practice.

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

NEW RULE II  CLINICAL PARTNERSHIPS AND PRACTICE  (1) The provider:
(a) ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;
(b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes;
(c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, the provider uses multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and
(d) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in [NEW RULE I].

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

MAR Notice No. 10-58-271 19-10/9/14
NEW RULE III  CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

(1) The provider:
   (a) demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure;
   (b) presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish its mission and demonstrates efforts to know and address local, community, tribal, Montana, national, or regional needs for hard-to-staff schools and current shortage fields;
   (c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, gathers data to monitor the applicants and selected pool of candidates and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, including:
      (i) data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and
      (ii) data that is regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;
   (d) establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program, including selecting criteria, describing the measures used and evidence of the reliability and validity of those measures, and reporting data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching;
   (e) creates criteria for program progression and monitors candidates' advancement from admissions through completion; ensures candidates demonstrate the ability to teach to college- and career-ready standards; and presents multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains;
   (f) prior to recommending any completing candidate for licensure, documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and
   (g) prior to recommending any completing candidate for licensure, documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

AUTH:  20-2-114, MCA
IMP:     20-2-121, MCA
NEW RULE IV  PROGRAM IMPACT  (1) The provider:
(a) demonstrates the impact of its completers on P-12 student learning and
development, classroom instruction, and schools, and the satisfaction of its
completers with the relevance and effectiveness of their preparation;
(b) documents impact on P-12 student learning and development using state-
supported P-12 data and other measures employed by the provider, including
employer surveys and program completer surveys;
(c) demonstrates, through structured and validated observation instruments
and surveys, which completers effectively apply the professional knowledge, skills,
and dispositions as delineated in ARM 10.58.501;
(d) demonstrates, using measures that result in valid and reliable data that
employers are satisfied with the completers' preparation for their assigned
responsibilities in working with P-12 students; and
(e) demonstrates, using measures that result in valid and reliable data, that
program completers perceive their preparation as relevant to the responsibilities they
confront on the job and that the preparation was effective.

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

NEW RULE V  PROVIDER QUALITY ASSURANCE AND CONTINUOUS
IMPROVEMENT  (1) The provider:
(a) maintains a quality assurance system comprised of valid data from
multiple measures, including evidence of candidates' and completers' positive
impact on P-12 student learning and development; supports continuous
improvement that is sustained and evidence-based and that evaluates the
effectiveness of its completers; and uses the results of inquiry and data collection to
establish priorities, enhance program elements and capacity, and test innovations to
improve completers' impact on P-12 student learning and development;
(b) develops a quality assurance system comprised of multiple measures that
can monitor candidate progress, completer achievements, and provider operational
effectiveness;
(c) ensures that its quality assurance system relies on data that are relevant,
verifiable, representative, cumulative; provides specific guidance for improvement;
and produces empirical evidence that interpretations of data are valid and
consistent;
(d) regularly and systematically assesses performance against its goals and
relevant standards, tracks results over time, tests innovations and the effects of
selection criteria on subsequent progress and completion, and uses results to
improve program elements and processes;
(e) ensures that measures of completer impact on P-12 learning and
development are based on established best practices, summarized, analyzed,
shared widely, and acted upon in decision making related to programs, resource
allocation, and future direction; and
(f) assures that appropriate stakeholders, including alumni, employers,
practitioners, school and community partners, and others defined by the provider,
are involved in program evaluation, improvement, and identification of models of
NEW RULE VI  EARLY CHILDHOOD EDUCATION  (1) The program requires that successful candidates:

(a) demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes and motivation to learn;

(b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play;

(c) apply their understanding of multiple influences on young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;

(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children;

(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child;

(f) know about, understand, and value the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, supports, and community resources;

(g) create respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;

(h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find resources concerning parenting, mental health, health care, and financial assistance;

(i) demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs;

(j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to:

(i) learn about children's unique qualities;

(ii) guide instruction; and

(iii) evaluate effective curriculum to maximize children's development and
learning;

(k) make ethical considerations when administering and interpreting assessments including:

(i) an understanding of family context and involving families in the assessment process;
(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and
(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;

(l) create a caring community of learners that supports positive relationships; promotes the development of children's social, emotional, and friendship skills; and assists children in the development of security, self-regulation, responsibility, and problem solving;

(m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology;

(n) provide curriculum and learning experiences that reflect the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;

(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;

(p) design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All;

(q) integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by:

(i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement;

(ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;
(iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

(iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;

(v) demonstrating knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;

(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and

(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students;

(r) base curriculum planning on the understanding of the particular significance of social and emotional development as the foundation for young children's school readiness and future achievements;

(s) uphold and use state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;

(t) collaborate with multiple stakeholders, including:

(i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades;

(ii) families and interdisciplinary professionals to meet the developmental needs of each child; and

(iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;

(u) use formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;

(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;
(w) engage in informed advocacy for young children and the early childhood profession; and

(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings:

(i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and

(ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.

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

NEW RULE VII MIDDLE GRADES (4-8) (1) The program ensures that successful candidates demonstrate knowledge of young adolescent development and an understanding of the middle grades learner and learning. Candidates demonstrate:

(a) knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and apply this knowledge and understanding when making curricular decisions, planning and implementing instruction, and participating in middle grades programs and practices;

(b) knowledge of young adolescents in the areas of intellectual, physical, social, emotional, and moral characteristics, individual needs, and interests, and apply this knowledge to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own;

(c) knowledge and understanding of the implications of diversity on the development of young adolescents and apply that understanding to implement curriculum and instruction that is responsive to young adolescents’ local, tribal, Montana, national, and international histories, language/dialects, and individual identities;

(d) understanding of young adolescent development and apply that understanding when planning and implementing middle grades curriculum and when selecting and using instructional strategies; and

(e) knowledge of young adolescent development when making decisions about their role in creating and maintaining developmentally responsive learning environments and when participating in effective middle grades instructional and organizational practices, including interdisciplinary team organization and advisory programs.

(2) The program ensures that successful candidates demonstrate in-depth interdisciplinary knowledge of the middle grades content, standards, and curriculum and the ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. Candidates demonstrate:

(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking, and listening; reading and writing processes; literature, print, and non-print texts, which are inclusive of texts from and
about American Indians and tribes in Montana; and technology; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement for young adolescents;

(b) knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build middle grades student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, and the history and nature of science, including scientific contributions of American Indians and tribes in Montana;

(c) knowledge, understanding, and use of the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability to engage young adolescent students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

(d) knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote middle grades students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and the interdependent world;

(e) knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;

(f) knowledge, understanding, and use of health education to create opportunities for middle grades student development and practice of skills that contribute to good health for all young adolescents; and

(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for all young adolescent students.

(3) The program ensures that successful candidates demonstrate knowledge and understanding of middle grades philosophy and school organization. Candidates demonstrate:

(a) knowledge and understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle grades programs and schools and apply this knowledge and understanding to work skillfully within the middle grades organizational components;

(b) knowledge of the philosophical foundations of developmentally responsive middle grades programs and schools; and

(c) knowledge of the effective components of middle grades programs and apply this knowledge in order to function effectively within a variety of school organizational settings (e.g., grades K-8, 4-6, 6-8, 7-8).

(4) The program ensures that successful candidates demonstrate knowledge
and understanding of middle grades curriculum, instruction, assessment, and learning. Candidates demonstrate:

(a) knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage middle grades students' ideas, interests, concerns, and experiences;

(b) abilities to plan and implement instructional strategies for middle grades classrooms based on knowledge of individual students, learning theory, content, cross-curricular connections, curricular goals, and an understanding of community;

(c) understanding of how middle grades students differ in their development and approaches to learning, and apply this understanding to differentiate instruction to meet the learning needs of all young adolescents;

(d) knowledge of proven instructional strategies and use this knowledge to develop middle grades students' ability to use critical thinking, problem solving, and current and emerging technologies;

(e) knowledge and understanding of individual and group motivation and behavior among students at the middle grade level to foster active engagement in learning, self-motivation, and positive interaction, and to create supportive learning environments;

(f) knowledge and understanding of effective verbal, nonverbal, and media communication techniques in middle grades learning environments to foster active inquiry, collaboration, and supportive interaction in the middle grades classroom; and

(g) knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of middle grades students.

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

NEW RULE VIII  ADVANCED PROGRAMS  (1) Advanced programs are offered at postbaccalaureate levels for:

(a) the continuing education of teachers who have previously completed initial preparation; or

(b) the preparation of other school professionals.

(2) Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include:

(a) teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement;

(b) programs for teachers who are seeking a master's degree in the field in which they teach;

(c) programs not tied to endorsement, such as programs in curriculum and instruction; and

(d) programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors.

MAR Notice No. 10-58-271 19-10/9/14
NEW RULE IX CONTENT AND PEDAGOGICAL KNOWLEDGE (1) The provider ensures that advanced program candidates:
   (a) develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards;
   (b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline;
   (c) use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline;
   (d) apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;
   (e) demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards; and
   (f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.

NEW RULE X CLINICAL PARTNERSHIPS AND PRACTICE (1) The provider:
   (a) ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;
   (b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes;
   (c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development. In collaboration with their partners, providers use
multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and

(d) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in [NEW RULE IX], that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.

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

NEW RULE XI  CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY  (1) The provider:

(a) demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program;

(b) presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:

(i) admitted candidates reflect the diversity of Montana's P-12 students; and

(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields;

(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, providing:

(i) data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and

(ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;

(d) establishes and monitors attributes and dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program, and selects criteria, describes the measures used and evidence
of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and

(e) creates criteria for program progression and monitors candidates' advancement from admissions through completion. All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains.

(2) Prior to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:

(a) has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning; and

(b) understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

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

NEW RULE XII PROGRAM IMPACT (1) The provider:

(a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;

(b) documents advanced program completers' impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys;

(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;

(d) demonstrates, using measures that result in valid and reliable data that employers are satisfied with the advanced program completers' preparation for their assigned responsibilities in working with P-12 students; and

(e) demonstrates, using measures that result in valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

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

NEW RULE XIII PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:

(a) maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive
impact on P-12 student learning and development; supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers; and uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development;

(b) develops a quality assurance system which is comprised of multiple measures, that can monitor candidate progress, completer achievements, and provider operational effectiveness;

(c) ensures that its quality assurance system relies on data that are relevant, verifiable, representative, cumulative, and provides specific guidance for improvement, and produces empirical evidence that interpretations of data are valid and consistent;

(d) regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations, and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes;

(e) ensures that measures of advanced program completer impact on the P-12 learning environment, including available outcome data, are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction; and

(f) assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

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

NEW RULE XIV SUPERINTENDENTS (1) The successful candidate completes the requirements of ARM 10.58.705 and the following requirements. The program requires that successful candidates:

(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and:

   (i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system by strategic planning, aligning districtwide curriculum, and facilitating policy-making processes;

   (ii) promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing and adjusting plans to achieve goals; and

   (iii) demonstrate skill in working with school boards;

   (b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth and:

   (i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular
program that addresses post-secondary and life readiness through district academic standards;

(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders;

(iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;

(iv) develop districtwide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and

(v) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and:

(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;

(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory;

(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff;

(iv) demonstrate knowledge of information systems;

(v) demonstrate knowledge of student transportation laws and best practices; and

(vi) demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;

(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential of each person and:

(i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners;

(ii) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and

(iii) collect and analyze data and information pertinent to the educational environment;

(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools and:

(i) ensure a system of accountability for every student's academic, social, and emotional success;

(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;

(iii) safeguard the values of democracy, equity, and diversity;

(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs
inform all aspects of schooling; and

(v) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA);

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and

(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

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

4. The Board of Public Education proposes to amend the following rules, new matter underlined, deleted matter interlined:

10.58.102 PROCESS LEADING TO ACCREDITATION OF EDUCATOR PREPARATION PROVIDERS PROFESSIONAL EDUCATION UNITS

(1) The Board of Public Education shall adopt procedures for implementing the process of accrediting professional education units the accreditation review of educator preparation providers.

(2) The Office Superintendent of Public Instruction shall implement the Board of Public Education's procedures by conducting accreditation site reviews.

(a) The Office Superintendent of Public Instruction shall establish a cadre of qualified educators to serve on review teams. Team members representing accredited K-20 education entities shall:

(i) Team members shall be recommended from higher education and public schools nominated by K-20 teachers, administrators, supervisors, and members of professional organizations, and educational boards, and agencies.; and

(ii) Team members shall have a minimum of five years of teaching or professional education experience.

(b) The Office Superintendent of Public Instruction shall administer conduct workshops sessions to that prepare educators for serving on review teams to serve as team members of site reviews. Work sessions shall include instruction in constitutional and statutory authority of the Board of Public Education, requirements for state and national accreditation, history and content of state standards, practical experience at applying standards, and information on the review procedures.

(c) Performance of team members shall be evaluated by the team chairperson, in conjunction with and the Office of Public Instruction's educator preparation program director coordinator.

(d) Team chairpersons or and members shall not be assigned to serve in the
review of institutions educator preparation providers where a conflict of interest may interfere with the integrity of the review.

(3) Members of the Board of Public Education shall be invited to participate as observers at each unit's program review observe accreditation site reviews.

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

10.58.103 VISITATIONS ACCREDITATION SITE REVIEWS  (1) All professional education units Educator preparation providers (EPPs) shall host an accreditation site review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of an institution the EPP or the Board of Public Education.

(2) Joint visitations accreditation site reviews and cooperation with other accrediting agencies the Council for the Accreditation of Educator Preparation (CAEP) will be encouraged.

(3) A review by the National Council for Accreditation of Teacher Education (NCATE) of the same material covered in subchapters 2, 3, 4 and 6 may be accepted in lieu of the state review.

(4) Units Educator preparation providers are required to engage in an ongoing self-study of professional educator preparation programs continuous improvement.

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

10.58.104 ACCREDITED PROGRAMS  (1) The Office Superintendent of Public Instruction shall report to the public the professional education unit's educator preparation providers' accreditation status in meeting the Board of Public Education's standards for professional educator preparation.

(2) Pursuant to 20-4-121, MCA, the report shall include professional education units educator preparation providers and the corresponding regional and national accreditation agencies. The report shall include the initial and expiration dates of all accredited programs.

(a) Each professional education unit educator preparation provider shall annually provide information pursuant to (2) to the Office of Public Instruction.

(b) The report shall be accessible to institutions, school personnel offices, counselors, K-20 educators and the general public within the state, and to other state education agencies, and shall be posted on the web sites of to the Office of Public Instruction and Board of Public Education web sites.

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

10.58.501 GENERAL REQUIREMENTS TEACHING STANDARDS  (1) All programs require that successful candidates:

(a) demonstrate understanding of and ability to integrate knowledge of the
historical, cultural heritage, and contemporary status of American Indians and tribes in Montana. How learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;

(b) demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for students use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

(c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;

(d) demonstrate knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;

(e) demonstrate understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;

(f) utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;

(g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;

(h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;

(i) plan instruction based on knowledge of subject matter, students, the
community, curriculum goals, and appropriate use of current and emerging
technologies engage in ongoing professional learning and use evidence to
continually evaluate candidate's practice, particularly the effects of candidate's
choices and actions on others (learners, families, other professionals, and the
community), and adapt practice to meet the needs of each learner;

(j) demonstrate assessment strategies, tools, and practices to plan and
evaluate effective instruction interact knowledgeably and professionally with
students, families, and colleagues based on social needs and institutional roles;

(k) demonstrate continued growth in knowledge related to a particular subject
area and the teaching of it; engage in leadership or collaborative roles, or both, in
content-based professional learning communities and organizations and continue to
develop as professional educators; and

(l) demonstrate knowledge of strategies to build relationships with school
colleagues, families, and agencies in the larger community to support students' learning and well-being; and understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.

(m) demonstrate the ability to foster contextual and experiential learning and
to build connections between academic learning and the skills required in the present and future workforce.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.502 AGRICULTURAL EDUCATION (1) Candidates for agricultural education teacher endorsement shall The program requires that candidates have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program.

(2) The program requires and that successful candidates:

(a) demonstrate essential skills and knowledge including the scientific/technical, safety, and career information in the following areas of:

(i) through (x) remain the same.

(b) demonstrates a philosophy of vocational career and technical education, which reflects the unique student/community and industry interaction and includes the biological, physical, and applied sciences, personal leadership, and school-to-career components of a comprehensive agricultural education program;

(c) demonstrate competence in the development of a comprehensive instructional program based on identified agriculture industry demographic and technological advances, including current and evolving issues and ongoing practices of Montana American Indian agricultural contributions, while recognizing the social, economic, and demographic diversity of the community in conjunction with a partnership of students, community, business, industry, tribes, families, and an appointed advisory committee;

(d) through (g) remain the same.

(h) demonstrate research-based strategies to meet the diverse learning needs of all students by applying and integrating the state's learning goals, agricultural workplace competencies, and essential academic learning requirements in program implementation and assessment, including 20-1-501, MCA American

19-10/9/14 MAR Notice No. 10-58-271
Indians and tribes in Montana.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.503  ART K-12  (1) The program requires that successful candidates:
   (a) develop competence and a working vocabulary in: demonstrate understanding of and engage in the processes of art making involving traditional and contemporary studio approaches, concentrating in one or more studio area;
   (b) demonstrate understanding of historical and contemporary theories of art education curriculum and instruction, enabling them to reflect and refine personal art education practices;
   (c) engage in inquiry into the history of art, enabling them to acquire knowledge of the cultural context in which artworks have been created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;
   (d) develop abilities to critically study, see, and respond to the qualities within artworks, both in the process of creating their own artworks and in observing the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written language;
   (i) (e) develop competence and a working vocabulary in art production through developing the ability to present imaginative and original ideas and feelings by creating images in a concentration of one or more of the visual art forms;
   (ii) art history and heritage through developing the ability to understand and appreciate works of art from different cultures, places, and times, to include Montana American Indians;
   (iii) art criticism through developing the ability to analyze and evaluate the structure and significance of works of art and to make reasoned interpretations and judgments about their meaning; and
   (iv) aesthetics, including sensory perception, and the study of the nature and experience of the arts;
   (b) (f) use appropriate art technologies as tools of expression, research, and assessment;
   (e) (g) comprehend and appropriately use copyright and patent laws in relation to original art works and reproductions;
   (d) (h) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media;
   (e) demonstrate an understanding of;
   (2) The program requires that successful candidates demonstrate an understanding of:
   (i) (a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age appropriate;
   (ii) through (v) remain the same but are renumbered (b) through (e).
   (f) develop and use assessment strategies for evaluating student progress and accomplishments in the visual arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology.
and the content areas;

(g) connect art collaborative skills and practices of art in interdisciplinary curriculum and instruction with other disciplines; and

(h) introduce career opportunities in art and art-related fields, and encourage and advise to provide encouragement and advice to students about postsecondary future options.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.505  BUSINESS AND INFORMATION TECHNOLOGY EDUCATION

(1) The program requires that successful candidates:

(a) demonstrate a variety of collaborative efforts to enhance the curricula including, but not limited to, advisory committees, business partnerships, tech prep, school to work, applied academics, technology integration, career planning, cooperative education, curriculum integration, and Indian Education for All (20-1-501, MCA) create, analyze, revise, and implement business education curricula that facilitates the learning of dynamic subject matter in diverse learning environments;

(b) build professional relationships with stakeholders to produce a relevant learning environment that reflects the real world and provides benefits to the student and the community, including development of career pathways and work-based learning experiences;

(c) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork collaboration);

(d) demonstrate and apply ethical professional practice based on the principles and philosophy and objectives of business education and career and technical education through civic engagement, advocacy, and active participation in professional development and professional growth activities;

(d) demonstrate effective classroom management techniques and modify the curriculum to meet a variety of student needs;

(e) integrate professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;

(f) identify methods for selection and application of the tools of technology tools relating to personal and business decision making;

(g) remains the same but is renumbered (g).

(h) demonstrate basic concepts of effective oral and written communication skills to facilitate learning, incorporate quality standards in all forms of communications, and recognize that culture impacts business communication;

(i) determine the nature and extent of the information needed, access needed information effectively and efficiently, and evaluate information and its sources critically;

(j) demonstrate ethical and social responsibilities responsibility related to business and the legal framework for personal, business, and social interactions;

(i) demonstrate the skills needed to successfully obtain and maintain

19-10/9/14 MAR Notice No. 10-58-271
employment;
(j) remains the same but is renumbered (k).
(l) demonstrate the importance of employment communications to career success (e.g., resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines), interview techniques, and the skills needed to successfully obtain and maintain employment;
(k) through (p) remain the same but are renumbered (m) through (r).
(q) conduct research activities in domestic and international business;
(s) demonstrate an awareness of the interrelatedness of one country's political policies and economic practices on another including interactions with sovereign tribal nations and an understanding of the global business environment, including the interconnectedness of cultural, political, legal, economic, and ethical systems;
(r) through (t) remain the same but are renumbered (t) through (v).
(u) (w) demonstrate accounting procedures to make decisions about planning, organizing, and allocating and use of accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources; and
(x) demonstrate the ability to use technology as a tool for facilitating business functions, coordinate information technology instruction in business education and across the curriculum, and explain the value of information technology and the potential impact it may have on students' lives;
(y) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and
(v) remains the same but is renumbered (z).

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-1-501, 20-2-121, 20-4-121, MCA

10.58.507 THEATRE (1) The program requires that successful candidates:
(a) demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, from creating and performing to responding; including:
(i) generating and conceptualizing creations;
(ii) analyzing, interpreting, selecting, organizing, developing, and refining artistic techniques; conveying meaning; and completing performances; and
(iii) perceiving and analyzing, interpreting intent and meaning in, and apply criteria to evaluate responses;
(b) through (d) remain the same.
(2) Candidates The program requires that successful candidates demonstrate understanding and knowledge of:
(a) theatre as a social and aesthetic experience and a reflection of culture, reflecting on authentic representation, including Montana cultures of American Indians and tribes in Montana and cultures, a broad view of the unique history of theatre and acquaintance with representative plays of past and present, and candidates will be able to synthesize and relate knowledge and personal experiences to make art;
(b) and (c) remain the same.

(3) **Candidates shall** The program requires candidates have experience with performance, in order to and that successful candidates:
   (a) direct/supervise a theatrical production/activity with artistic integrity, including supervision of appropriate selections (being mindful of community standards), analysis, casting, rehearsal, and performance;
   (b) manage/supervise the technical requirements and use current and emerging technologies of a theatrical production/activity by effectively planning and executing scenery, lights, make-up, sound, properties, costumes, special effects, promotion and publicity; and
   (c) use production/activity as a measurement/evaluation of current and future goals and objectives.

(4) **Candidates** The program requires candidates interact with the community, as a resource person who and successful candidates:
   (a) contributes in the development of facilities;
   (b) supervises classroom projects, assembly programs, or any activity that involves elements of theatre;
   (c) assists planning comprehensive theatre and/or other fine arts curriculum including video/film; and
   (d) advocates in their school and the larger community for theatre instruction and performances.

(5) The program requires candidates demonstrate knowledge and use of educational theatre resources and professional organizations.

**AUTH:** 20-2-114, MCA
**IMP:** 20-1-501, 20-2-121, MCA

10.58.509 ENGLISH/LANGUAGE ARTS (1) The program requires that successful candidates:
   (a) apply theory, research, and practice of in English/language arts throughout program preparation and performance requirements to plan standards-based learning experiences for all students;
   (b) demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in learning plan, implement, assess, and reflect on instruction that increases motivation and active student engagement; builds sustained learning of English/language arts and responds to diverse students' needs;
   (c) demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical thinking plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues related to social justice, diversity, and democracy;
   (d) make connections between the English/language arts curriculum and developments in culture, society, and education;
   (e) engage their students in activities learning experiences that demonstrate the role of the arts, humanities, and other content areas in English/language arts; and
(f) (e) demonstrate understanding of legal and ethical issues in English/language arts such as freedom of expression, censorship, and bias in literature.

(2) (f) Candidates are knowledgeable about demonstrate understanding of theory and research and apply knowledge in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print media texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology, research theory and findings. Candidates demonstrate:

(a) (g) knowledge of and skills in the use of the English language plan, implement, assess, and reflect on standards-based instruction that incorporates knowledge of language, including structure, history, and conventions; and facilitate students’ comprehension and creation of oral and written discourse and print and non-print texts;

(b) (h) knowledge of and skills in the use of oral discourse plan, implement, assess, and reflect on standards-based instruction that incorporates knowledge of oral communication and interpersonal (verbal/non-verbal) communication for various contexts, purposes, and audiences;

(c) knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation)

(i) plan, implement, assess, and reflect on standards-based instruction that integrates individual and collaborative approaches and that demonstrates a variety of reading comprehension strategies appropriate for reading purposes and genres;

(d) knowledge of and skills in writing processes

(j) plan, implement, assess, and reflect on standards-based instruction that integrates individual and collaborative approaches and technologies and that demonstrates an understanding of writing processes and strategies in different genres for a variety of purposes and audiences;

(e) knowledge of and skills in using

(k) plan, implement, assess, and reflect on standards-based instruction in literature, integrating an extensive range of literature, authors, print and non-print texts and genres, including historic and contemporary works by and about Montana American Indians and tribes in Montana;

(f) knowledge of and skills in the use of print and nonprint media and technology in contemporary culture

(l) plan, implement, assess, and reflect on standards-based instruction integrating technologies and/or digital media to compose multimodal discourse; and

(g) knowledge of research theory and findings in English/language arts; and

(h) the disposition and skills needed to integrate knowledge of English/language arts, students, and teaching.

(m) prepare to interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles; engage in leadership and/or collaborative roles in English/language arts professional learning communities; and continue to develop as professional educators.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA
10.58.510 STUDENTS WITH DISABILITIES PK-12  (1) The program requires that successful candidates:
   (a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education and how exceptionalities may interact with development and learning and use this knowledge to provide culturally responsive, meaningful, and challenging learning experiences for individuals with exceptionalities;
   (b) demonstrate an understanding of the similarities and differences in human development, knowledge of characteristics of learners of all ages and the educational, cultural, and environmental implications of characteristics of various exceptionalities, including implications for Montana American Indian learners understand how to create and implement personalized, safe, inclusive, and culturally responsive learning environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;
   (c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians use knowledge of general and specialized curricula, including curricula used in Montana schools, to implement individualized learning opportunities that align with the needs of students with exceptionalities;
   (d) demonstrate the ability to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways, and promote and advocate the learning and well-being of individuals with exceptional learning needs use multiple methods of assessment and data sources to identify individualized learning needs and make a variety of education decisions (i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPS) (34 CFR 300.320(a)(1)), write measurable goals and objectives, and use data to monitor progress);
   (e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement select, adapt, and use a repertoire of evidence-based instructional strategies and assistive technology to advance learning of individuals with exceptionalities;
   (f) demonstrate knowledge and understanding of typical and atypical language development and the ways in which exceptional conditions interact with an individual's experience with and use of language, and demonstrate knowledge and use of individualized strategies to enhance language development and teach communication skills guide professional practices by using foundational knowledge of the field along with professional ethics and standards;
   (g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum collaborate and communicate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families (i.e., facilitating meetings, scheduling services, implementing accommodations and
(h) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results an understanding of the philosophical, historical, and legal foundations of special education;

(i) demonstrate knowledge of individualized decision-making and instruction and develop individualized instructional plans integrating general and special education learning expectations typical and atypical language development and use systematic evidence-based instruction to enhance language development and teach communicative competence;

(j) demonstrate knowledge and understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one’s teaching special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and appropriate instructional strategies and techniques to support students with social-emotional/behavioral needs (e.g., positive behavior intervention plans/supports); and

(k) demonstrate understanding of ethical and professional practices; and proficiency in Montana special education procedural competencies including knowledge of state and federal laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law, understand legal resources to assist decision making, and the ability to navigate federal and Montana law.

(l) demonstrate knowledge and understanding of psychological perspectives, applicable laws and regulations, procedural safeguards, ethical concerns, and appropriate instructional strategies, practices, and techniques to support students with challenging behaviors.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.511 WORLD LANGUAGES (1) The program requires that successful candidates:

(a) demonstrate knowledge of phonetics, phonology, morphology, syntax, second language acquisition, and other aspects of linguistics (applied to the specific language or applied to second language study as a whole), literature, and culture understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and describe the structure, function, and meaning of target language discourse;

(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;

MAR Notice No. 10-58-271 19-10/9/14
(c) identify and explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;

(b) (d) demonstrate sufficient listening comprehension to understand most routine social conventions, conversations on school or work requirements, and discussion on concrete topics related to particular interests and special fields of competence short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;

e) demonstrate oral proficiency to satisfy most work requirements, and show some ability to communicate on concrete topics relating to particular interests and special fields of competence;

d) demonstrate reading comprehension for factual information in nontechnical prose and concrete topics related to special interests, read for information and description, follow a sequence of events and react to that information, and separate main ideas and details in material written for the general public;

(e) demonstrate the ability to write about most common topics with some precision and in some detail, write detailed resumes and summaries, take accurate notes, write social and informal business correspondence, describe and narrate personal experiences, explain simple points of view in prose discourse, and write about concrete topics relating to particular interests and special fields of competence in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect;

(f) demonstrate a working social and professional competence in cultural skills (reflecting the international character of present-day social, political, and economic ties among countries) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;

(g) demonstrate knowledge of and strategies to build connections with native cultures deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;

(h) demonstrate understanding of language as an essential element of culture, of the principal ways in which the second language culture differs from the first language culture, first-hand knowledge of literary masterpieces, and the geography, history, art, and social customs of major lands in which the language is dominant understand conventional written narrative and descriptive texts, such as descriptions of persons, places, and things and narrations about past, present, and future events;

(i) demonstrate and apply an understanding of the differences between the grammatical systems of the second language and those of English write narratives, descriptions, and summaries on topics of general interest in all major time frames with good control of aspect;

(j) demonstrate knowledge of the present-day objectives of second language teaching as communication, an understanding of the methods and techniques for attaining these objectives, and the ability to evaluate the professional literature of
second language teaching understanding of language as an essential element of culture;

(k) demonstrate knowledge of the use of special techniques, such as educational media, the internet and electronic mail, and the relation of second language study to other curricular areas; and cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;

(l) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;

(m) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;

(n) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;

(o) provide opportunities for students to connect to the target language and culture through a variety of means, including technology, as a key component of their classroom practice;

(p) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;

(q) tailor language use to students' developing proficiency levels and use a variety of strategies to help students understand oral and written input;

(r) use the target language to the maximum extent in the classroom at all levels of instruction;

(s) demonstrate an understanding of the national and state standards for foreign language learning to make instructional decisions;

(t) understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;

(u) design authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies;

(v) design a content-based curriculum which integrates content from other subject areas into instruction; and

(l) remains the same but is renumbered (w).

(2) through (2)(c) remain the same.

(3) The Native American language requires that successful candidates demonstrate the knowledge of and competence in Native American languages as attested by the appropriate tribal authority.

(4) The English as a Second Language (ESL) program requires that successful candidates:

(a) demonstrate knowledge of the linguistic structure of the language and features of the culture which uses the native language understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;

(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;

(b) (c) demonstrate knowledge of and use of instructional strategies, methods, and skills for teaching English as a second language; and understanding
of how cultural groups and individual cultural identities affect language learning and school achievement;

demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;

demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;

demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and

c remains the same but is renumbered (g).

4) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.513 HEALTH (1) The program requires that successful candidates:
(a) utilize health-related data about the social and cultural environments inclusive of Montana Indian tribes, impacting growth and development factors, needs, and interests of students to promote healthy lifestyles and behaviors inclusive of American Indians and tribes in Montana;
(b) distinguish between behaviors and external factors (family, peers, culture, media, technology) that foster promote health enhancement and those that hinder well-being;
(c) conduct needs assessments that provide appropriate data to determine health education needs based on observed and obtained data of the learners and diverse populations;
(d) use advocacy and communication skills to recruit school and community representatives to support and assist in health education program planning;
(e) develop a logical scope and sequence plan for a health education program that includes a display of functional knowledge of health promotion and disease prevention concepts related to alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, suicide prevention, personal and consumer health, including goal settings, interpersonal communication, and decision skills to enhance health and community and environmental health;
(f) formulate appropriate and measurable learner goals and objectives that promote healthy lifestyles and behaviors;
(g) design health educational strategies consistent with specified learner goals and objectives to encourage the practice of healthy behaviors to promote physical and cognitive health;
(h) remains the same.
(i) select resources and media best suited to implement program plans for diverse learners, including relevant resources for American Indians and tribes in

19-10/9/14 MAR Notice No. 10-58-271
Montana. Resources and media must meet the guidelines set for Indian Education for All (20-1-501, MCA);

(j) demonstrate competence in delivering planned health education programs;

(k) evaluate health educational programs, adjusting objectives and instructional strategies as necessary;

(l) plan to assess student achievement of based on health education program objectives, interpret results, and determine future program needs;

(m) implement evaluation plans;

(n) interpret results of program evaluation and examine implications of evaluation findings of future program planning;

(o) design and develop a plan for coordinating health education with other components of a school health program;

(p) demonstrate the dispositions and communication skills to facilitate cooperation among health educators, other teachers, and appropriate school staff;

(q) remains the same but is renumbered (o).

(r) design professional development programs for teachers, other school personnel, community members, and other interested individuals;

(s) and (t) remain the same but are renumbered (p) and (q).

(u) synthesize valid and reliable health data and respond to requests for health information;

(v) select effective, educational valid, and reliable health resource materials for dissemination;

(w) interpret concepts, purposes, models, and theories of health promotion and health education;

(x) remains the same but is renumbered (u).

(y) select a variety of communication methods and techniques in providing health information and adapt health information to a specific target audience; and

(z) develop effective communication between health care providers and consumers working cooperatively as an advocate for improving personal, family, and community health.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.514 FAMILY AND CONSUMER SCIENCES (1) and (1)(a) remain the same.

(b) illustrate how each domain of human well-being including social, economic, financial, emotional, spiritual, physical, and intellectual can be enriched in every family and consumer sciences content area;

(b) (c) use manage resources responsibly to address the diverse needs and goals of individuals, families, and communities in all family and consumer sciences areas, such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel including, but not limited to, practices related to human, economic, and environmental resources;

(e) (d) apply principles of early childhood, human development, and
interpersonal relationships, and family to strengthen relationships for individuals and families across the life span in contents such as parenting, care giving, and the in the family, workplace, and communities throughout the life span;

(e) (e) apply principles of nutrition, food, and wellness practices that enhance individual and family well being across the life span, culinary arts, and sustainability of wellness practices and address related concerns in a global society;

(e) (f) develop, justify, and implement curricula that address perennial and evolving family, career, and community issues, and reflect the integrative nature of family and consumer sciences, and integrate core across all academic areas;

(f) (g) create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians (20-1-501, MCA) and tribes in Montana;

(g) remains the same but is renumbered (h).

(h) (i) assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes; and

(i) (j) integrate leadership strategies from Family, Career, and Community Leaders of American (FCCLA) or other sources into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development.; and

(k) facilitate each student's critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.515 INDUSTRIAL/TRADES AND TECHNOLOGY EDUCATION

(1) and (1)(a) remain the same.

(i) a mission statement with stated goals and objectives that reflect the intent of industrial/technology trades and technology education programs, as guided by the national professional organizations;

(ii) remains the same.

(iii) content orientated toward technology education (TE) or industrial trades and technology (IT) education;

(b) demonstrate knowledge of content area(s) in which the candidate teaches knowledge/competency in applied science, technology, engineering, mathematics, and communication, including:

(i) fundamental knowledge about the development of technology, its effects on people, industry, the environment, and society;

(ii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;

(ii) remains the same but is renumbered (iii).

(iii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;

19-10/9/14 MAR Notice No. 10-58-271
(iv) through (vii) remain the same.
(c) demonstrate knowledge of quality workmanship and work ethics;
(d) through (j) remain the same.
(k) apply and use other content knowledge (e.g., mathematics, science, history) from other disciplines to technology to solve individual and social problems inclusive of gender equity and culturally sensitive opportunities;
(l) introduce career opportunities in industrial/technology and related fields and encourage and advise students about postsecondary options;
(l) know and understand the rules and requirements and how to obtain access to industry certifications (i.e., automotive, welding, machining);
(m) demonstrate knowledge of educational environments in the classroom and laboratory that enhance student learning;
(n) select and apply appropriate instructional strategies for individual and group instruction;
(e) (m) demonstrate knowledge of and apply safe laboratory management skills (e.g., maintaining inventory, filing, requisitioning equipment and materials, maintenance, and budgeting) including OSHA 10 requirements, with emphasis on the facilities, personal safety equipment, and environmental concerns;
(o) demonstrate knowledge of educational environments in the classroom and laboratory that enhance student learning;
(q) develop and implement classroom management consistent with school policy;
(r) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork)
(n) demonstrate and apply ethical professional practice based on principles and philosophy of industrial trade and technology education and career technical education (CTE) through civic engagement, advocacy, and active participation in professional development and professional growth activities;
(o) demonstrate an awareness of professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and industry community; and recognize the potential for these organizations to provide personal leadership development;
(p) demonstrate a knowledge of the value of building professional relationships with stakeholders to produce a relevant learning environment and provide benefits to the student and the community including development of career pathways and work-based learning experiences;
(s) (q) articulate industrial/technology trades and technology education to the school and the local community publics;
(t) (r) develop and coordinate an external advisory committee for the program partnerships, advisory boards, and work-related experiences into the curriculum; and
(u) (s) demonstrate knowledge of and how to gain access to services and financial resources available from state and federal agencies and operate within applicable laws and regulations governing education;
(v) develop students’ abilities to search, access, retrieve, synthesize, and apply information; and

MAR Notice No. 10-58-271 19-10/9/14
(w) provide opportunities for students with work-related experience useful for employment entry after graduation.

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

10.58.516 JOURNALISM (1) through (1)(b) remain the same.
  (c) demonstrate knowledge of the functions of the news media in a democratic society and ensure students understand their role in preserving free and independent news media;
  (d) demonstrate knowledge of the organizational structure of the news media and the value of news for today's media consumers;
  (e) through (h) remain the same.
  (i) demonstrate knowledge of and apply skills in using multiple drafts, conferences, and self-assessment as guides for revision and editing, matching language use and style with the intended audience;
  (j) and (k) remain the same.
  (l) demonstrate the values and skills needed to package multimedia products effectively using various forms of journalistic design with a range of visual, auditory, and interactive media;
  (m) demonstrate the value of auditory, visual, still photography, and photojournalism to tell stories in compelling ways;
  (n) demonstrate knowledge of develop a plan and apply strategies on how to organize staffs and demonstrate skills in leadership and group dynamics;
  (o) remains the same but is renumbered (p).
  (p) demonstrate knowledge of the purposes and characteristics of sound strategies in instructional planning and delivery;
  (q) communicate components of curriculum and instruction to students, parents, lay audiences, and other educators;
  (r) create engaging learning environments by organizing students for effective whole class, small group, and individual work;
  (s) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; and
  (t) select, prepare, use, and evaluate varied assessment methods and procedures;
  (u) communicate components of curriculum and instruction to students, parents, lay audiences, and other educators; and
  (v) incorporate instruction in reading literacy and writing literacy in journalism as required by the Montana Content Standards, understanding that course organization needs to allow continuous student learning.
  (w) create an inclusive and supportive learning environment in which all students can engage in learning.

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

19-10/9/14 MAR Notice No. 10-58-271
10.58.517 LIBRARY MEDIA K-12  (1) The program requires that successful candidates:

(a) demonstrate planning, implementing, teaching, and evaluating an integrated instructional program in information literacy, including working collaboratively with students and certified and support staff in the development of K-12 curriculum that promotes information literacy to prepare independent, lifelong learners, including the implementation of Indian Education for All, 20-1-501, MCA; the ability to design, implement, assess, and evaluate an information literacy program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum;

(b) demonstrate the ability to manage the library facility to meet school district goals and exhibit professional best practices through policy development, budgeting, needs assessment, market analysis, technical skills, and collaboration with students, faculty, and administrators. Candidates demonstrate competency in library program administration including strategic planning from which budgets, funding, facilities, equipment, and public relations are exhibited and professional standards met; by:

(i) utilizing current practices in the areas of policy development, budgeting, needs assessment, and collaboration with students and colleagues; and

(ii) demonstrating competency and professionalism in library program administration including budgeting, facilities, equipment, public relations, and program advocacy;

(c) promote reading for learning and enjoyment by demonstrating the ability to:

(i) manage library collections through evaluation, selection, acquisition, and organization of library materials for staff, faculty, and diverse learners, including American Indian learners;

(ii) collaborate with teachers and students in the selection of reading materials in print and digital formats; and

(iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana;

(d) demonstrate knowledge of acquisitions and technical services and the policies and procedures that govern these services; and

(e) use emerging information technologies and explain their impact on the K-12 library media program model and facilitate the effective use of current and emerging digital information tools to locate, analyze, evaluate, and efficiently and ethically use information to support research, learning, creating, and communicating in a digital society.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.518 MATHEMATICS (1) and (1)(a) remain the same.

(b) reason, construct, and evaluate mathematically in constructing.
evaluating, and communicating mathematical arguments and develop appreciation for mathematical rigor and inquiry;

(c) communicate mathematical thinking orally and in writing to peers, faculty, and others demonstrate an appreciation for mathematical rigor and inquiry;

(d) recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding recognize, formulate, and apply connections between mathematical ideas and representations in a wide variety of contexts;

(e) use varied representations of mathematical ideas to support and deepen students’ mathematical understanding demonstrate understanding of the mathematical modeling process by interpreting and analyzing mathematical results and models in terms of their reasonableness and usefulness;

(f) appropriately use current and emerging technologies as essential tools for teaching and learning mathematics; and recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding including the ability to:

(i) attend to precision in mathematical language, notation, approximations, and measurements by consistently and appropriately applying mathematical definitions and procedures; and

(ii) choose appropriate symbolic representations and labels such as specifying units of measure, calculating accurately and efficiently, and expressing numerical answers with a degree of precision appropriate for the context and the data used in calculation;

(g) support a positive disposition toward mathematical processes and mathematical learning appropriately use current and emerging technologies as essential tools for teaching and learning mathematics;

(h) look for and recognize repeated reasoning patterns and the mathematical structures behind those patterns to organize and generalize mathematical methods and results in mathematical problem solving and inquiry;

(ii) demonstrate knowledge of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning by demonstrating;

(i) how learners develop mathematical proficiency through the interdependent processes of integrating conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition;

(ii) an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments in mathematics and ensure high standards of mathematical work for all students;

(iii) an understanding of learning environments that promote mathematical learning, including individual and collaborative learning, positive social interaction about mathematics, active engagement in mathematics learning, and promote self-motivation among mathematical learners;

(iv) an understanding of multiple methods of assessment of mathematical learner growth, progress, and decision making;

(v) an understanding of a variety of instructional strategies that encourage learners to develop deep understanding of mathematics; and

(vi) an understanding of grades 5-12 mathematics curriculum as specified by
the State of Montana Content Standards and of the assessment process as specified by the Montana statewide assessment;

(3) (j) demonstrate content knowledge in:

(a) (i) numbers and operations by demonstrating computational proficiency, including a conceptual understanding of numbers, ways of representing number relations among number and number systems, and meanings of operations including knowledge and understanding of number systems, arithmetic algorithms, fundamental ideas of number theory, proportion and rate, quantitative reasoning, modeling, and applications;

(b) (ii) different perspectives on algebra including ways of representing mathematical relationships and algebraic structures knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures and results in abstract algebra, and linear algebra;

(c) (iii) geometries by using spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties geometry and trigonometry including knowledge and understanding of Euclidean and non-Euclidean geometries, geometric transformations, axiomatic reasoning and proof, formulas and calculations related to classical geometric objects, and properties of trigonometric functions;

(d) (iv) calculus by demonstrating a conceptual including knowledge and understanding of limit, continuity, differentiation, and integration involving single and multiple-variable functions, sequences and series, and a thorough background in the techniques and application of the calculus;

(e) (v) discrete mathematics by applying including knowledge and understanding of basic the fundamental ideas of discrete mathematics structures, counting techniques, iteration, recursion, formal logic, and applications in the formulation and solution of problems;

(f) (vi) data analysis, statistics, and probability by demonstrating including knowledge and understanding of concepts and practices related to data analysis, statistics, and probability descriptive statistics using numbers and graphs, survey design, sources of bias and variability, empirical and theoretical probability, simulation, and inferential statistics related to univariate and bivariate data distributions; and

(g) measurement by applying and using measurement concepts and tools

(vii) historical development and perspectives of various branches of mathematics including contributions of significant historical figures and diverse cultures, including American Indians and tribes in Montana.

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

10.58.519 MUSIC K-12 (1) The program requires that successful candidates:

(a) demonstrate ability to advise and encourage students about higher education and career opportunities related to the study and performance of music and music-related fields perform solo and small to large ensemble repertoire in
candidate’s specialty area;

(b) demonstrate competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, and recording technology perform in both vocal and instrumental ensembles;

(c) remains the same.

d) perform solo and small to large ensemble repertoire at a high artistic level demonstrate a comprehensive knowledge of musical notation and terminology;

(e) perform in both vocal and instrumental ensembles;

(f) demonstrate competence in performing and teaching voice, winds, string, and percussion instruments in order to conduct choral and instrumental ensembles;

(g) arrange and/or transpose music in an age- and level-appropriate manner for ensembles and classroom situations;

(h) demonstrate basic competence in performing and teaching voice, winds, string, and percussion instruments, including a comprehensive knowledge of musical notation and language and skill in conducting and score reading, in order to instruct and conduct choral and instrumental ensembles;

(i) demonstrate a comprehensive knowledge and skill in conducting and score reading for choral and instrumental ensembles;

(j) demonstrate through analysis and performance an understanding of aural perception to distinguish tonal and temporal relationships;

(k) demonstrate through analysis and performance an understanding of the elements of music, including melody, harmony, rhythm, tempo, timbre, tone, dynamics, and form—and style;

(l) demonstrate through analysis and performance knowledge of acoustics and the physics of sound as it relates to instrumental sound production, timbre, and tone quality;

(m) develop an understanding of post K-12 opportunities available to students, including post-secondary, other post K-12 education, and career opportunities related to the study and performance of music and music-related fields;

(n) analyze music aurally and visually in terms of musical elements;

(o) demonstrate knowledge of acoustics and the physics of sound;

(p) identify music stylistically and place it in an in terms of style, historical period, and cultural significance as it relates to instruction, rehearsal, and performance;

(q) demonstrate knowledge, awareness, and appreciation of post and present music of Montana’s cultures, especially Montana American Indian cultures, and world musical cultures, including those of American Indians and tribes in Montana;

(r) demonstrate understanding of the diversity of students with regard to culture, backgrounds, and abilities, including the cultures of American Indians and tribes in Montana;

(s) demonstrate knowledge of the relationship of music to other performing and visual arts, and other disciplines outside the arts;

(t) demonstrate an understanding of the aesthetic, philosophical, and psychological aspects of music, and music’s contribution to the individual and society; and
(r) demonstrate knowledge of the relationship of music to other disciplines outside the arts;
(s) demonstrate knowledge and understanding of how children learn and develop, both as individuals and as part of a group, with regard to music instruction;
(t) demonstrate understanding of the diversity of their students with regard to learning styles, backgrounds, and abilities, including American Indian cultures pursuant to 20-1-501, MCA;
(u) use a variety of age-appropriate instructional strategies to develop students' critical thinking, problem solving, and performance skills;
(r) demonstrate competency in promoting student creativity through age- and ability-appropriate instruction in interpretation, improvisation, and composition;
(v) structure appropriate learning environments for K-12 music instruction;
(w) plan instruction based on their candidate's musical knowledge and needs of the curriculum, their student's students, school, and the community, and curriculum goals;
(x) demonstrate understanding of and use varied age-appropriate assessment strategies to evaluate and ensure continuous and consistent musical development of students;
(y) evaluate the effects of their choices and actions on others; and
(z) demonstrate understanding of how to structure appropriate learning environments for K-12 music instruction, including appropriate pacing, modeling, and rehearsal organization;
(w) develop an understanding of the need for positive relationships with colleagues, parents, and community members to support student learning and program continuity;
(x) demonstrate an understanding of strategies for managing a music program in terms of equipment management and maintenance, instructional materials, co-curricular activities including music performance and participation, and finance management including fundraising, grants, and sponsorships; and
(y) demonstrate an understanding of the implementation of age-appropriate classroom management for the music classroom.

AUTH:  20-2-114, MCA
IMP:  20-1-501, 20-2-121, MCA

10.58.520 PHYSICAL EDUCATION (1) through (1)(b) remain the same.
(c) describe performance concepts and strategies related to skillful movement and physical activity (e.g., including fitness principles, game tactics, and skill improvement principles);
(d) remains the same.
(e) demonstrate knowledge and understanding of approved state and national content standards, current law, including Indian Education for All (20-1-501,
MCA) those related to American Indians and tribes in Montana, and local program goals as related to physical education;

(f) identify, select, and implement appropriate learning/practice opportunities of K-12 physical education students based on developmental needs, expected progression, level of readiness, understanding the student, the learning environment, and the task;

(g) identify, select, and implement appropriate demonstrate understanding and use of current and proven instructional strategies, services, and resources that are responsive to students' strengths and/or weaknesses, multiple needs, learning styles, and prior experiences (e.g., personal, family, community, and cultural inclusive of Montana's Indian tribes) to promote skillful movement and physical activities;

(h) use organizational and managerial skills to create efficient, active, and equitable learning experiences in physical education and development that are responsive to students' strengths, interests, challenges, individual prior experiences, and diverse cultural heritages including the distinct cultural differences of American Indians and tribes in Montana;

(i) use a variety of developmentally and culturally appropriate practices (e.g., content selection, instructional formats, use of music, and appropriate incentives/rewards) to motivate school age K-12 students to participate in indoor and outdoor physical activity inside and outside of the school to promote physical and cognitive health;

(j) use strategies to help students demonstrate responsible personal and social behaviors (e.g., including mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment;

(k) develop and apply an effective classroom management plan;

(l) describe and demonstrate effective communication skills;

(m) describe and implement demonstrate knowledge and use of instructional strategies to enhance communication among students in physical activity settings;

(n) identify, develop, and implement appropriate program and instructional goals based on short and long term goals that are linked to student needs;

(o) design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction;

(p) provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas;

(q) select and implement instructional strategies for reading and writing within the content area;

(r) develop and apply direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, and critical thinking);

(s) demonstrate knowledge of components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias;

(t) demonstrate knowledge and apply assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes);
(u) interpret and use performance data to make informed curricular and instructional decisions;
(v) evaluate personal instructional performance (e.g., description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change);
(w) construct a plan for continued professional growth based on the assessment of personal teaching performance and school-based needs;
(x) design, develop, and implement student learning activities that integrate information
(l) demonstrate knowledge and use technology tools and instruments to monitor students’ motor skills, development, and performance;
(y) use technologies to communicate, network, locate resources, and enhance continuing professional development;
(z) (m) demonstrate strategies to become an advocate in the school and community to promote a variety of health-enhancing opportunities; and
(aa) (n) participate in the professional health education and physical education community (e.g., school, district, state, tribal, and national) and within the broader education field;
(ab) identify, seek, and utilize community resources to promote health enhancing opportunities; and
(ac) establish productive relationships with parents/guardians and school colleagues to support student growth and well-being.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.521 READING SPECIALISTS K-12 (1) The program requires that successful candidates:
(a) demonstrate knowledge of understand the theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including:
(i) knowledge of a wide range of evidence-based reading research and histories of reading understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components;
(ii) knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners; and
(iii) demonstrating knowledge and awareness of reading components (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation), and how these are integrated in fluent reading and the writing process;
(iv) an understanding and recognition of the distinct and unique cultural heritage of American Indians and tribes in Montana; and
(v) appropriate use of educational technology in the reading program;
(b) demonstrate knowledge and understanding of individual, cultural,
linguistic, and ethnic diversity in the teaching process; create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by:

(i) recognizing, understanding, and valuing the forms of diversity that exist in society and their importance in learning to read and write;
(ii) using a literacy curriculum and engaging in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity; and
(iii) developing and implementing strategies to advocate for equity;
(c) demonstrate use instructional practices, approaches, methods, and curriculum materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing instruction; by:
(i) utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum;
(ii) utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections, including the use of appropriate technology; and
(iii) utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;
(d) demonstrate use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction; and by:
(i) understanding types of assessments and their purposes, strengths, and limitations;
(ii) selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data; and
(iii) using assessment information to plan, evaluate, reflect on, and adjust instruction;
(e) integrate foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and assessments to monitor and evaluate the reading program and student learning. create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by:
(i) designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction;
(ii) designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and
(iii) utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

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

10.58.522 SCIENCE (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

19-10/9/14 MAR Notice No. 10-58-271
programs are limited to biology, earth science, chemistry, and physics. The physical science endorsement is a balanced combination of physics and chemistry. 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.

(2) remains the same.

(a) demonstrate a thorough understanding of inquiry-based learning across the sciences. This preparation includes: the nature of science and essential science engineering practices, including:

(i) both breadth and depth of knowledge in science, including recent significant changes in the field, as reflected by national standards Montana Content Standards, the science framework and their impact on the content knowledge necessary for teaching K-12 students;

(ii) understanding and articulating the knowledge and practices of contemporary science and engineering;

(iii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching;

(iv) preparation and experience in environmental science, including Montana American Indians and tribes in Montana and their traditional relationships to the environment; and

(v) methods to engage in active inquiry lessons in a variety of ways where students ask questions, develop and use models, plan and carry out investigations, analyze and interpret data using applicable science-specific technology, mathematics, and computational thinking, in order to construct explanations and solutions and communicate concepts by engaging in argument from evidence;

(b) demonstrate knowledge and skills in the methods of guided and facilitated learning in order to interpret and communicate science research in obtaining, evaluating, and communicating information using multiple sources in order to communicate claims, methods, and designs to others;

(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 use a variety of strategies that demonstrate the candidates' knowledge of the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and technology, or both;

(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 safe laboratory management skills;

(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 practice ethical treatment of living organisms in the classroom; and
apply and evaluate models of interdisciplinary approaches to provide experiences in understanding science; interrelate and interpret important concepts, ideas, and applications in their field of endorsement and supporting disciplines.

Articulate a well-defined rationale for instructional goals, materials, and actions in relation to state and national education standards and student achievement.

The candidate for an endorsement in earth science has the following knowledge and skills, including demonstrates the following core competencies:

- 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;
- Through (f) remain the same but are renumbered (b) through (e);
- Conceptual understanding of ethical and human implications of such contemporary issues as the impact of technologies on earth systems; and
- Ability to designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in earth science and especially techniques and strategies for using the local environment as a teaching/learning laboratory; and
- 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.

The candidate for an endorsement in biology demonstrates the following knowledge and skills, including core competencies:

- Conceptual understanding of the unifying concepts of biological systems: cellular organization, order, sensitivity, growth/development/reproduction, energy utilization, evolutionary adaptation, and homeostasis life processes in living systems including organization of matter and energy;
- Exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows experimental design and how to apply and teach these methods conceptual understanding of the similarities and differences among animals, plants, fungi, microorganisms, and viruses;
- Remains the same.
- Course work in the diversity of life including zoology, botany, and microbiology, encompassing the subdisciplines and noting the interrelationships of physiology, genetics, ecology, and evolution conceptual understanding of the principles and practices of biological classification and the theory and principles of biological evolution;
- Conceptual understanding of mathematics including a working knowledge of probability and statistics the ecological systems including the interrelationships and dependencies of organisms with each other and their environments;
- Conceptual understanding of two out of three areas of physics, chemistry, or earth science emphasizing the interrelationships among the sciences population dynamics and the impact of population on its environment;
(g) conceptual understanding of the relationships between biology and molecular genetics and the impacts of biotechnology upon humans and their environment including ethical and legal implications; general concepts of genetics and heredity;

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and specimens which support and enhance curricula and instruction in biology; and conceptual understanding of organizations and functions of cells and multi-cellular systems;

(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; understanding of the regulation of biological systems including homeostatic mechanisms;

(j) conceptual understanding of the fundamental processes of modeling and investigating in the biological sciences;

(k) understanding of the applications of biology in environmental quality and in personal and community health;

(l) conceptual understanding of bioenergetics including major biochemical pathways;

(m) understanding of biochemical interactions of organisms and their environments;

(n) conceptual understanding of molecular genetics and heredity and mechanisms of genetic modification;

(o) understanding of molecular basis for evolutionary theory and classification;

(p) conceptual understanding of the causes, characteristics, and avoidance of viral, bacterial, and parasitic diseases;

(q) understanding of the issues related to living systems such as genetic modification, uses of biotechnology, cloning, and pollution from farming; and

(r) conceptual understanding of applications of biology and biotechnology in society, business, industry, and health fields.

(5) The candidate for an endorsement in chemistry demonstrates the following knowledge and skills, including core competencies:

(a) remains the same.

(b) understanding of exploration and inquiry as tools in investigating all aspects of the natural environment and knows how to apply and teach demonstrates knowledge of application and instruction using these methods when instructing students;

(c) systemic and quantitative study of the fundamental topics of chemistry, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of chemistry in society; conceptual understanding of the fundamental structures of atoms and molecules;

(d) conceptual understanding of organic, inorganic, analytical, physical, and biochemistry, and their relationships with each other; the basic principles of ionic, covalent, and metallic bonding.
(e) conceptual understanding of physics, biology, or earth science emphasizing the interrelationships among the sciences, the physical and chemical properties and classification of elements including periodicity;

(f) conceptual understanding of mathematics including a working knowledge of calculus, chemical kinetics and thermodynamics;

(g) conceptual understanding of the interaction of chemistry and technology in contemporary health, ethical, legal, and human issues (e.g., the effects of synthetic molecules and food additives on life systems and the disposal of toxic chemical wastes) principles of electrochemistry;

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and chemicals which support and enhance curricula and instruction in chemistry; and understanding of the Mole concept, stoichiometry, and laws of composition;

(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;

(j) conceptual understanding of solutions, colloids, and colligative properties;

(k) understanding of transition elements and coordination compounds;

(l) conceptual understanding of acids and bases, oxidation-reduction chemistry, and solutions;

(m) conceptual understanding of the applications of chemistry in personal and community health and environmental quality;

(n) understanding of the molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter;

(o) conceptual understanding of the advanced concepts of chemical kinetics, and thermodynamics;

(p) understanding of Lewis structures and molecular geometry;

(q) conceptual understanding of major biological compounds and natural products;

(r) understanding of solvent system concepts;

(s) conceptual understanding of chemical reactivity and molecular structure including electronic and steric effects; and

(t) understanding of organic chemistry including syntheses, reactions, mechanisms, and aromaticity.

(6) The candidate for an endorsement in physics demonstrates the following knowledge and skills core competencies, including:

(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-energy, work, and power;

(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 understanding of motion, major forces, and momentum;

(c) systematic and quantitative study of the fundamental topics in physics, interrelated and illustrated with descriptive and historical perspectives, as well as the
applications of physics in society conceptual understanding of Newtonian physics with engineering applications;

(d) conceptual understanding of 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 conservation, mass, momentum, energy, and charge;

(e) conceptual understanding of biology, chemistry, or earth science emphasizing interrelationships among the sciences the physical properties of matter;

(f) conceptual understanding of mathematics, including an introduction to calculus kinetic-molecular motion and atomic models;

(g) conceptual understanding of interaction of physics and technology in contemporary health, ethical, legal, and human issues (e.g., power plant siting and waste disposal, long-range energy policies, and the effects of radiation on living systems) radioactivity, nuclear reactors, fission, and fusion;

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in physics; and understanding of wave theory, sound, light, the electromagnetic spectrum and optics;

(i) facilitating classroom discourse through questions, reflecting on, and critically analyzing ideas leading students toward a deeper understanding of the inquiry process itself, especially using questions to define problems and potential solutions. conceptual understanding of electricity and magnetism;

(j) understanding of the fundamental processes of investigating in physics;

(k) conceptual understanding of the applications of physics in environmental quality and to personal and community health;

(l) understanding of thermodynamics and energy-matter relationships;

(m) conceptual understanding of nuclear physics including matter-energy duality and reactivity;

(n) understanding of angular rotation and momentum, centripetal forces, and vector analysis;

(o) conceptual understanding of quantum mechanics, space-time relationships, and special relativity;

(p) understanding of models of nuclear and subatomic structures and behavior;

(q) conceptual understanding of light behavior, including wave-particle duality and models;

(r) understanding of electrical phenomena including electric fields, vector analysis, energy, potential, capacitance, and inductance;

(s) conceptual understanding of issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems, and weapons development;

(t) understanding of historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and evolution of theories in physics; and

MAR Notice No. 10-58-271 19-10/9/14
(u) conceptual understanding of the applications of physics and engineering in society, business, industry, and health fields.

(7) The candidate for an endorsement in broadfield science demonstrates the following knowledge and skills, including core competencies:

(a) remains the same.

(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 ability to collect and interpret empirical data using applicable science-specific technology to develop science and engineering practices, understand the cross-cutting concepts and processes, relationships, and natural patterns;

(c) systematic and quantitative interdisciplinary 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;

(d) study and experiences emphasizing interrelationships among all the sciences, as well as between cross-cutting concepts of the sciences and with other areas of study such as mathematics, technology, and engineering;

(e) conceptual understanding of mathematics, including a working knowledge of calculus and statistics;

(f) conceptual understanding of the relationships among science, science technologies, and the study of environmental education;

(g) designing, developing, and evaluating field experiences, demonstrations, 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 the science and engineering practices, investigation and inquiry, and the use of experimental methods;

(h) conceptual understanding of earth sciences including course work content in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;

(i) conceptual understanding of biology including course work content 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;

(j) conceptual understanding of chemistry including course work content in organic, inorganic, analytical, physical and biochemistry and their relationships with each other;

(k) conceptual understanding of physics including course work content 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

(l) 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.
10.58.523 SOCIAL STUDIES (1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and/or sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional coursework content chosen from economics, geography, psychology, and/or sociology, Native American studies, or anthropology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards.

(2) remains the same.

(a) demonstrate knowledge of the purposes of social studies, how to select content appropriate to those purposes, how to use emerging technology, and how to assess student learning in terms of social studies goals;
(b) and (c) remain the same.
(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana, including an awareness and application of the Montana 7 Essential Understandings; and
(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and range of abilities.

(3) through (3)(b) remain the same.
(c) the basic economic goals for society, including freedom of choice, personal financial literacy, ethical action, efficiency, equity, full employment, price stability, growth, and security;
(d) through (4)(c) remain the same.
(d) the use of maps and other tools of geographical investigation or presentation, including the use of emerging technology, to process information from a spatial perspective.
(5) remains the same.
(a) the nature of individual dignity, human rights, (popular) sovereignty (popular, tribal, and national), political power, citizenship, and political authority;
(b) through (d) remain the same.
(e) the American political system compared with forms of government and politics of other countries of the world and of American Indian tribes; and
(f) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order; and
(f) American democracy as compared and contrasted with other forms of government, political systems, and philosophies throughout history and today.

(6) through (6)(c) remain the same.
(d) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record by using appropriate content standards;
(e) and (f) remain the same.
(g) the changing role of culture, ethnicity, race, gender, class, and identity in human affairs.
(7) through (7)(b) remain the same.
(c) the behaviors which are most effective in coping with stresses in life; understanding the effects of historical trauma upon cultures, and in improving interpersonal and cross-cultural relationships;
(d) through (8) remain the same.
(a) the basic structure and history of the world's dominant and indigenous social systems;
(b) the factors, including the effects of changing communications, which hold groups together or which change and weaken them;
(c) and (d) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.524 COMMUNICATION (1) The program requires that successful candidates:
(a) demonstrate understanding of and perform proficiently in:
   (i) the composing process, including research, organization, and context development to plan standards-based, coherent, and relevant learning experiences for all students;
   (ii) theory
   (b) demonstrate understanding of theories of human communication including:
      (A) symbolic development;
      (B) transference of meaning, both cognitively and affectively;
      (C) nonverbal communication; and
      (D) language, including social and cultural factors affecting language use;
      (c) demonstrate understanding of context (practices) of human communication, including:
         (A) public speaking;
         (B) rhetoric;
         (C) argumentation;
         (D) persuasion;
         (E) oral interpretation;
         (F) interpersonal, small group, and organizational communication;
         (G) cross-cultural communication, including Montana American Indians and tribes in Montana;
         (H) mass media and society; and
         (I) listening;
      (d) demonstrate understanding of diagnostic techniques, progress assessment, and prescriptions for improving students' formal and informal communication skills and communicate with students about their performance in ways that actively involve them in their own learning;
(b) demonstrate knowledge of curriculum, lesson planning, and instructional strategies for interpersonal communication;
(e) design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;
(c) (f) demonstrate positive attitudes for teaching communication and demonstrate knowledge and understanding of students' social, linguistic, and cultural backgrounds affecting symbolic cognition; and
(g) select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.526  TRAFFIC EDUCATION  (1) The program requires that successful candidates:
(a) demonstrate an understanding of the state requirements for approval of a traffic education program, (i.e., school and teacher, student age, scheduling, program length, and liability);
(b) demonstrate an understanding of the state requirements to be eligible as an approved teacher of traffic education, (i.e., educator license, driver's license, driving record, and specific coursework, and professional development);
(c) demonstrate an understanding of the state requirements regarding vehicle usage, (i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring);
(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program, (i.e., approval and reimbursement forms);
(e) remains the same.
(f) demonstrate a working knowledge and administration of the cooperative driver testing program (CDTP) leading to instructor certification to administer the CDTP driver's license knowledge and road skills tests and issue the traffic education learner license;
(g) and (h) remain the same.
(i) demonstrate an understanding of the consequences resulting from violations, (i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting);
(j) demonstrate the ability to effectively assist students in examining and clarifying their beliefs, attitudes, and values as they relate to general traffic safety;
(k) demonstrate an understanding of the importance of positive attitudes toward safe driving, (i.e., mental, social, and physical tasks performed through a decision-making process);
(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system, (i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways);
(m) demonstrate an understanding of the responsibilities of vehicle ownership, (i.e., basic mechanical operation, maintenance, and insuring);
(n) demonstrate an understanding of vehicle dynamics and balance as they relate to operator control, vehicle safety technology, and the effects of occupant restraint systems;
   (o) demonstrate an understanding of current traffic education issues, (i.e., parent involvement, zone control, reference points, distracted, drowsy, impaired, and aggressive driving, and graduated driver licensing);
   (p) remains the same.
   (q) design educational strategies for appropriate classroom and driving experiences for diverse learners;
   (r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle, (i.e., controlled but varied situations and environments);
   (s) demonstrate knowledge, application, and evaluation of specific student competencies, (i.e., scanning, vehicle balance and control, roadway markings, maneuvers, intersections, and highways);
   (t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations; (i.e., Office of Public Instruction and American Driver and Traffic Safety Education Association);
   (u) design educational strategies for visual perceptual skill development, (i.e., scanning, zone control, limiting distractions, risk management, IPDE process, Smith system, and defensive driving principles);
   (v) experience and demonstrate an understanding of driving skills required to operate and control a vehicle from both the driver's and instructor's seats to successfully handle adverse and emergency situations;
   (w) demonstrate an understanding of accident crash facts, causation, and current crash avoidance and injury prevention strategies;
   (x) remains the same.
   (y) demonstrate skills and techniques using potential equipment, to assist learning for students with special needs;
   (z) through (ab) remain the same.
   (ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network within the community.

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

10.58.528 COMPUTER SCIENCE (1) The program requires that successful candidates:
   (a) demonstrate knowledge of computer science prerequisites consistent with, and substantially beyond, that which a classroom teacher may be expected to teach: content, models, important principles, and concepts through:
      (i) knowledge of, and proficiency in, the use of primitive data types;
      (ii) understanding of data representation;
      (iii) knowledge of, and proficiency in, the use of static and dynamic data structures;
      (iv) knowledge of, and proficiency in, the use of common data abstraction
mechanisms (e.g., abstract and generic classes such as stacks, trees, etc.); and
(v) effective use, manipulation, and explanation of external data stores –
various types (text, images, sound) and various locations (local, server, cloud);
(b) demonstrate knowledge of algorithm design, analysis, and
implementation in an object-oriented programming language, using data structures,
and abstract data types covering:
(i) problem solving techniques and strategies;
(ii) algorithm problem solving techniques and strategies and design
methodologies;
(iii) (ii) algorithm verification;
(iv) (iii) algorithm analysis; complexity and efficiency; and
(v) data structures and abstract data types;
(vi) (iv) knowledge of at least two one of the programming languages,
including object-oriented programming and/or C++, Java, C#, or Ada, and one other
current programming language and current programming language trends; and
(vii) program testing;
(c) demonstrate knowledge of the major subject areas of the discipline of
computer science, including: effective design, development, and testing of programs by:
(i) using a modern high-level programming language; constructing correctly
functioning programs involving simple and structured data types; using compound
Boolean expressions; and sequential, conditional, iterative, and recursive control
structures;
(ii) designing and testing programming solutions to problems in different
contexts (i.e., textual, symbolic, numeric, graphic) using advanced data structures;
(iii) demonstrating knowledge of and skills regarding the syntax and
semantics of two high-level programming languages other than those covered in
(b)(iv), their control structures, and their basic data representation;
(iv) demonstrating knowledge of and skill regarding program correctness
issues and practices (i.e., testing, test data design, and proofs of correctness);
(v) demonstrating knowledge of and skill regarding at least three different
program development environments in widespread use;
(vi) demonstrating knowledge of and the ability to construct multi-threaded
client-server applications;
(vii) demonstrating knowledge of and the ability to construct web sites that
utilize complex data bases;
(viii) demonstrating knowledge of and the ability to construct artificial
intelligence and robotic applications; and
(ix) demonstrating knowledge of the principles of usability and human-
computer interaction and be able to apply these principles to the design and
implementation of human-computer interfaces;
(i) algorithms and data structures;
(ii) programming languages;
(iii) architecture and machine-dependent programming;
(iv) numerical and symbolic computing;
(v) operating systems and networks;
(vi) software methodology and engineering;
(vii) database and information retrieval;
(viii) artificial intelligence and robotics; and
(ix) human-computer interaction;
(d) demonstrate knowledge of computer systems and networks and be able to:
   (i) team software development; and describe the operation of a computer system, CPU and instruction cycle, peripherals, network components, and applications, indicating their purposes and interactions among them;
   (ii) personal-written and oral-communication skills demonstrate an understanding of operating systems;
   (iii) demonstrate an understanding of computer networks; and
   (iv) demonstrate an understanding of the issues involved in building and fielding mobile services;
(e) demonstrate an understanding of software engineering and be able to demonstrate an understanding of:
   (i) the difference between computer science and software engineering;
   (ii) software development methodologies and the software development life cycle; and
   (iii) the purpose and contents of the software engineering body of knowledge;
(f) demonstrate an understanding of the key concepts of computer/information security and be able to:
   (i) demonstrate an understanding of the concept of "attack surface" and the various methods used to minimize an attack surface;
   (ii) demonstrate an understanding of the importance of maintaining logs of all system activity related to security; and
   (iii) demonstrate an understanding of the purpose and general functionality of a firewall;
(g) demonstrate an understanding of the role computer science and software engineering plays in the modern world and be able to demonstrate an understanding of:
   (i) significant historical events relative to computers and information systems;
   (ii) the social, ethical, and legal issues and impacts of computing and information systems;
   (iii) the contributions that computer and information science and software engineering make to science, the humanities, the arts, commerce, and entertainment;
   (iv) and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, equitable access to technology resources, gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change; and
   (v) the many different careers that are closely related to the development and use of computer and information systems;
(h) demonstrate effective content pedagogical strategies that make the discipline comprehensible to students and:
   (i) design projects that require students to effectively describe computing artifacts and communicate results using multiple forms of media;
(ii) identify problematic concepts and constructs in computer science and appropriate strategies to address them; and

(iii) promote and model the safe, effective, and ethical use of computer hardware, software, peripherals, and networks and develop digital citizenship.

(e) demonstrate knowledge of computing issues, including:

(i) the history of computing;

(ii) current trends and future directions in computing;

(iii) career opportunities in computing;

(iv) ethical and moral obligations in the use of computer hardware and software;

(v) impacts of computing on society;

(vi) practical, hands-on experience with widespread software applications, including:

(A) productivity tools;

(B) communications and networking;

(C) multimedia/authoring tools;

(D) instructional software; and

(E) operating systems software;

(f) deal with computing issues unique to the classroom, including:

(i) computer hardware and software management such as hardware setup, software installation, and user and network level hardware and software troubleshooting and maintenance;

(ii) availability and use of resources such as journals, sources of computer hardware and software, relevant conference titles, and professional organizations;

(iii) continual study of effective pedagogical uses of computers as a means to stay updated;

(iv) hands-on use of hardware, software, and operating systems common in schools;

(v) develop online/electronic class formats; and

(vi) trends and innovations in computing curricula; and

(g) apply assessment tools and practices that range from individual and group tests, to individual and group informal classroom assessment and strategies, including technology-based assessment tools.

AUTH: 20-4-102 20-2-114, MCA

IMP: 20-4-103 20-2-121, MCA

10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS (1) The program requires that successful candidates:

(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students; and:

(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision;

MAR Notice No. 10-58-271 19-10/9/14
(ii) promote continuous and sustainable school and program improvement through the use of decision-making and problem-solving skills, an organized climate, application of change theory, and use professional leadership behaviors including self-awareness and reflective practice;

(iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and

(iv) design, implement, assess, and adjust plans to achieve goals through prioritization, flexibility, and adaption;

(b) promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students; the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:

(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory;

(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;

(iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning;

(iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and

(v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development;

(c) manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students; ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and:

(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy;

(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and
(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;

d) collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indians and tribes in Montana communities, and mobilize community resources in order to promote the success of all students; fully develop the educational potential of each person and:

(i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;

(ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and

(iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;

e) act with integrity, fairness, and in an ethical manner in order to promote the success of all students; develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and:

(i) ensure a system of accountability for every student's academic, social, and emotional success;

(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;

(iii) safeguard the values of democracy, equity, and diversity; and

(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and

(g) remains the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.707 SCHOOL PSYCHOLOGISTS (1) The program requires that successful candidates:

(a) demonstrate an understanding of the articulated integrated and comprehensive training philosophy, mission statement, goals, and objectives, program of study, and supervised practice;

(b) demonstrate knowledge of the unique history of American Indians as it relates to education, social and emotional development, and academic skills;

MAR Notice No. 10-58-271 19-10/9/14
(c) demonstrate knowledge of these domains in the field of school psychology by:

(i) applying data-based decision making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;

(ii) applying varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;

(iii) applying effective interventions and instructional support to develop and development of cognitive/academic skills through a thorough understanding of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies;

(iv) socialization and development of applying interventions and mental health services to develop social and life skills to promote social-emotional understanding of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies;

(v) student diversity in development and learning understanding individual differences, abilities, disabilities, and other individual student characteristics, principles, and research related to diversity factors for children, families, and schools, factors related to culture, including American Indians and tribes in Montana, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity in development and learning;

(vi) applying schoolwide practices and systems organization, policy development, and climate to promote learning;

(vii) applying principles and research related to resilience and risk factors in learning and mental health, supporting services in schools and communities, prevention, crisis intervention, and mental health multi-tiered prevention, and evidence-based strategies for effective crisis response;

(viii) home/school/community collaboration applying principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools;

(ix) applying research, and design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings;

(x) school psychology applying the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists legal, ethical, and professional practice and development; and

(xi) integrating information technology into school psychologist practice;

(d) demonstrate knowledge and understanding of:

(i) orientation to the educational process;

(ii) assessment for intervention;
(iii) direct intervention; and
(iv) indirect intervention.
(2) The provider shall ensure that:
(a) practica experiences shall be distinct from and occur prior to the internship;
(b) practica occur at scheduled time(s), are in settings, and are of sufficient length, and are in settings to be appropriate to the specific training objectives of the program;
(b) through (g) remain the same but are renumbered (c) through (h).
(i) the program shall require successful candidates to demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and
(ii) the program shall require successful candidates to demonstrate knowledge of available school and community resources.
(3) remains the same.
(a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services. The and the internship experience:
(i) through (iv) remain the same.
(v) occurs under conditions of appropriate supervision. Field (field-based internship supervisors shall hold a valid credential as a school psychologist for that portion of the internship that is in a school setting, and, That the portion of the internship, which appropriately may be in a nonschool setting, requires supervision by an appropriately credentialed psychologist);
(vi) is supervised. Field (field-based internship supervisors are responsible for no more than two interns at any given time, and, University internship supervisors are responsible for no more than 12 interns at any given time);
(vii) is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student and, University internship supervisors provide at least one on-site contact per semester with each intern and supervisor;
(viii) through (x) remain the same.
(xi) occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years. At and at least 600 hours of the internship are completed in a school setting;
(b) through (c)(v) remain the same.
(4) School The provider ensures that school psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. School The provider ensures that school psychology graduate programs shall:
(a) through (f) remain the same.
(g) include a full-time continuous residency or an alternate planned experience for all students. Programs and programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those
experiences are equivalent to experiences commonly associated with residency requirements.

(5) The standards for provider ensures that specialist-level programs shall follow those standards described by the National Association of School Psychologists (NASP), and:
   (a) through (d) remain the same.

(6) The provider ensures that standards for doctoral programs shall follow those the standards described by the National Association of School Psychologists NASP. Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards; The provider ensures that:
   (a) remains the same.
   (b) the program shall includes a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation; and
   (c) the program shall includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours.

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

10.58.802 STANDARDS FOR APPROVAL OF NEW CURRICULAR PROGRAMS (1) The unit shall provide a clear statement justifying the provider may request for the approval of a new, innovative, or experimental curricular program. That statement shall include the program’s assumptions, rationale, and objectives.

(2) Each program shall:
   (a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall: by describing the purpose, need, and objectives of the program and the impact on P-12 education.
   (2) The provider:
      (i) be prepared cooperatively by the agencies concerned with teacher education;
      (ii) be based on analyses of current practices and trends in this field of the public school curriculum; and
      (iii) be available in writing:
         (a) ensures that the program of study is based on current research, proven practice, and emerging trends in this field of P-12 school curriculum;
         (b) works cooperatively with accredited school districts, education organizations, agencies, and P-20 stakeholders to design the program;
         (c) implements, assesses, and evaluates the program’s impact on the identified P-12 needs;
         (d) submits regular and systematic reports of the program’s impact on P-12 education to the state superintendent and the Board of Public Education; and

19-10/9/14 MAR Notice No. 10-58-271
(e) updates and maintains program information on its Web page.
(b) include articulation of the competencies teachers need in this area. This statement of competencies shall:
(i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;
(ii) be based on the program’s statement of objectives outlined in (2)(a); and
(iii) be available in writing;
(3) The provider:
(a) articulates initial or advanced candidates’ learning expectations pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7;
(b) aligns learning expectations and outcome assessments to the program objectives;
(c) include a description of the process used describes the professional learning process, plan, and timeline to prepare personnel;
(d) develop provisions for keeping records of the students’ establishes assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidate’s progress in the program;
(e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction;
(f) be ensures that the program is supported by identifiable human and physical resources that will be available throughout the duration of to the program. Any and resources not under the control of the institution shall be outlined and confirmed by the Board of Public Education;
(g) include creates a timetable setting forth that includes:
(i) the program’s beginning and ending dates proposed implementation date;
(ii) the sequence of activities that will occur;
(iii) selection and schedules of regular and systematic intervals for of competency candidate and program evaluations; and
(iv) the approximate dates for submitting periodic the program plan, timeline, and reports for program approval to the appropriate institutional officials and to the sSuperintendent of pPublic iInstruction; and
(h) ensures that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The and the evaluations shall:
(i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported align to initial or advanced standards pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; and
(ii) give information that identifies areas in the program that need strengthening; and
(iii) be used to suggest new directions for ensure continuous program improvement by using data to inform decisions that provide positive impact on candidates’ professional growth and on program development.
(3) (4) The preparing institution provider shall be responsible for the administration of establish and administer the program. Within this responsibility it shall establish and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies.
5. The Board of Public Education proposes to amend and transfer the following rules:

10.58.508 (10.58.532) ELEMENTARY (1) The program requires that successful candidates:

(a) demonstrate knowledge and understanding of and use the major concepts, principles, theories, and research related to the development of children and young adolescents and apply these understandings to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation engagement in learning;

(b) demonstrate knowledge, and understanding, and use of the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. Candidates:

(i) demonstrate a high level of competence in the use of English language arts and demonstrate knowledge, understanding, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;

(ii) demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement;

(iii) demonstrate knowledge, and understanding, of and use of the fundamental concepts in the subject matter of science, including of physical, life, earth, and space sciences, as well as to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, science in personal and social perspectives; the history and nature of science, including American Indian scientific contributions of American Indians and tribes in Montana the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;

(iv) demonstrate knowledge, and understanding, of and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense operations, algebra, geometry, measurement, data analysis statistics and probability, and algebra, in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;
(iv) (f) demonstrate knowledge, and understanding, of and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, including personal financial literacy, and an understanding of the social sciences (e.g., anthropology, archaeology, psychology, and sociology), and other related areas (e.g., humanities, law, philosophy, religion, mathematics, science, and technology), to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world, including meeting the requirements of 20-1-501, MCA;

(v) (g) demonstrate knowledge, and understanding, of and use of the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, perspective, and insight engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

(vi) (h) demonstrate knowledge, and understanding, of and use of the comprehensive nature of students' physical, mental, and social well being to create opportunities for student development and practice of skills that contribute to health enhancement; and major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students;

(i) demonstrate knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all elementary students;

(vii) (j) demonstrate knowledge, and understanding, of and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;

(e) (k) plan and implement instructional strategies based on knowledge of individual students, learning theory, subject matter content, connections across the curriculum, curricular goals, and community. Candidates;

(i) (l) demonstrate understanding of how elementary students, within different populations, including Montana American Indians and tribes in Montana, differ in their development and approaches to learning and demonstrate the ability to differentiate instructional opportunities that are adapted to diverse learners for learners of all cognitive abilities;

(ii) (m) demonstrate understanding of proven instructional and use a variety of teaching routines and strategies that encourage and use this knowledge to develop elementary students' development of ability to use critical thinking, problem solving, and performance skills, including the appropriate use of current and emerging technologies;

(iii) (n) apply demonstrate knowledge and understanding of individual and group motivation and behavior among students and apply this knowledge to develop foster active engagement in learning, self-motivation, and positive interaction and to create supportive learning environments; and

(iv) (o) apply use knowledge and understanding of effective verbal, nonverbal, and electronic media communication techniques to develop in elementary
learning environments to foster active inquiry, collaboration, and supportive interaction among students; and

(d) (p) demonstrate knowledge and understanding of and use formal and informal formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each elementary students.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.512 (10.58.610) SCHOOL COUNSELING K-12 (1) The program requires that successful candidates:

(a) demonstrate knowledge of school counseling program models, the history, development, current trends, philosophy, current and emerging computer technology leadership, advocacy, qualities and styles of effective leadership in schools, and professional activities related to the practice of professional school counseling K-12;

(b) demonstrate understanding of models of school-based collaboration and consultation, as well as competence in developing relationships with service agencies community resources such as community, public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success;

(c) remains the same.

(d) demonstrate knowledge of educational philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development, as well as the school counselor's role in student support and school leadership teams;

(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including Montana American Indians and tribes in Montana;

(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;

(g) remains the same.

(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives;

(ii) appraising and interpreting interviews, observations, and formal assessments (e.g., aptitude, interest, achievement, and personality tests) and other assessments relevant to K-12 education;

(iii) promoting student success using developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options) strategies and interventions that address academic
development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement;

(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group counseling contexts such as personal/social counseling, parent conferences, teaching guidance curriculum lessons using lesson planning and classroom management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;

(v) consulting with educators, family members, school personnel, community agencies, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development of all students;

(vi) utilizing prevention and intervention programs that address issues such as drugs and alcohol, wellness, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and crisis management programs related to emergency management plans, crises, disasters, and other trauma-causing events;

(vii) managing, school counseling programs by using, accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement) that advocate for students and programs;

(viii) acquiring demonstrating new knowledge and skills, and refining existing skills through professional renewal (i.e. e.g., self-reflection, continuing education, and professional development); and

(ix) acquiring demonstrating knowledge of special education laws, rules, and regulations and demonstrated competence in the knowledge of developmental and educational issues of exceptional students and their families;

(x) demonstrating knowledge of the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders including the signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs;

(xi) demonstrating knowledge of common medications that affect learning, behavior, and mood in children and adolescents; and

(xii) demonstrating knowledge of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;

(h) demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA); and

(i) demonstrate knowledge of the ASCA national standards for student development (academic, career, and personal/social developmental domains) and demonstrate competence integrating the national standards throughout the school counseling program.
(i) (2) The candidate will successfully complete a supervised counseling practicum and internship experience, which includes observation and practice of counseling and other professional skills related to professional school counseling. The counseling practicum and internship experience shall include with the following requirements:

(ii) (a) The counseling practicum must total with a minimum of 100 hours, which includes 40 hours of supervised direct service to K-12 students providing individual counseling and group work;

(ii) (b) The counseling practicum must be supervised by a program faculty member or a supervisor under the supervision of a program faculty member, a minimum of one hour per week in an individual supervision session and one and one-half hours per week in a group supervision session; by a program faculty member or a supervisor under the supervision of a program faculty member.

(iii) (c) An internship is begun that begins after the successful completion of a counseling practicum and must consist of a minimum of 600 hours in a school setting;

(iv) (d) An internship must include 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation);

(v) (e) An internship must be that is supervised at a minimum of one hour per week in an individual supervision session (provided by a site supervisor) and one and one-half hours per week in a group supervision session (provided by a program faculty member);

(vi) (f) Each regular or and adjunct program faculty member who provides individual or group practicum and/or internship supervision must have a doctoral degree and/or appropriate clinical preparation, preferably from an accredited school counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience; and

(vii) (g) Site supervisors must have a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licensure or licensure, a minimum of two years of experience as a school counselor, and knowledge of the program’s expectations, requirements, and evaluation procedures for trainees.

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

6. The Board of Public Education proposes to repeal the following rules:

10.58.210 CONCEPTUAL FRAMEWORK(S)
AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.304 CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

19-10/9/14 MAR Notice No. 10-58-271
10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS

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

7. The effective date of these rules is July 1, 2015.

8. Statement of Reasonable Necessity: The Office of Public Instruction staff facilitated a comprehensive process to review and revise Title 10, chapter 58 with involvement from Montana P-20 education stakeholders, including Montana Council of Deans of Education, Certification Standards and Practices Advisory Council, professional education organizations and associations, and content-specific professionals.

The proposed new and amended rules are necessary to provide clear guidance to Montana educator preparation providers regarding program requirements to prepare educator candidates to meet the teaching, learning, and leading expectations in Montana's P-12 accredited schools. National accrediting standards have been modified to reflect research-based practice and improvements in instructional strategies. Montana must incorporate necessary changes to ensure that our educator preparation providers will continue to be in compliance. Rules were amended for clarity, consistency, and currency. Content areas were updated to address evidence-based instructional practice.

Revisions required the repeal of some rules with standards no longer necessary. ARM 10.58.508 and 10.58.512 were transferred to more appropriate locations.

9. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., November 6, 2014.

10. Peter Donovan has been designated to preside over and conduct this hearing.

11. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 9 above or may be made by completing a request form at any rules hearing held by the board.

12. An electronic copy of this proposal notice is available through the 19-10/9/14 MAR Notice No. 10-58-271
Secretary of State's web site at http://sos.mt.gov/ARM/Register. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

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

14. With regard to the requirements of 2-4-111, MCA, the board has determined that the adoption, amendment, amendment and transfer, and repeal of the above-referenced rules will not significantly and directly impact small businesses.

/s/ Peter Donovan    /s/ Sharon Carroll
Peter Donovan    Sharon Carroll
Rule Reviewer    Board Chair
Board of Public Education

Certified to the Secretary of State September 29, 2014.
ITEM 18

RECOMMEND APPROVAL OF THE NOTICE
OF ADOPTION OF ARM, TITLE 10,
CHAPTER 63, PRESCHOOL STANDARDS

Terry Kendrick
EXECUTIVE SUMMARY
DATE: NOVEMBER 14, 2014

PRESENTATION: Recommend Approval of the Notice of Adoption of Administrative Rules of Montana (ARM) Title 10, Chapter 63, Preschool Standards

PRESENTER: Peter Donovan, Executive Secretary
Board of Public Education

Terry Kendrick
Special Projects Coordinator
Office of Public Instruction (OPI)

OVERVIEW: This presentation provides to the Board of Public Education (BPE) the Notice of Adoption of ARM Title 10, Chapter 63, Preschool Standards. On November 3, 2014, at 11 a.m., the BPE conducted a public hearing relating to adoption of new rules pertaining to preschool education. The Notice of Adoption includes public comments and responses from that hearing and other comments received by the BPE no later than 5 p.m., November 6, 2014. State Superintendent Juneau recommends approval of the Notice of Adoption pertaining to Chapter 63 Preschool Education.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Approve Notice of Adoption of ARM Title 10, Chapter 63, Preschool Education, which includes new rules pertaining to preschool programming for public schools.
BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW RULES I through XV pertaining to preschool programming for public schools ) NOTICE OF PUBLIC HEARING ON ) PROPOSED ADOPTION )

TO: All Concerned Persons

1. On November 3, 2014, at 11:00 a.m., the Board of Public Education will hold a public hearing in the Office of Public Instruction conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed adoption of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on October 21, 2014, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

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

NEW RULE I PROCEDURES (1) The trustees of a school may establish a public preschool program to meet the unique developmental needs for children between the ages of 3 and 5 years. When preschool programs are established they must be an integral part of the public school and must be governed according to the following accreditation standards for the preschool standards of early learning content and accreditation in coordination with the standards outlined for schools within ARM Title 10, chapter 55, excluding 10.55.601, 10.55.602, 10.55.603, 10.55.704, 10.55.705, 10.55.709, 10.55.710, 10.55.712, 10.55.715, and ARM Title 10, chapter 55, subchapters 10 through 21. For the purposes of the accreditation process detailed in ARM 10.55.606, preschool programs will be assessed on the program's assurance standards only.

(2) Preschool programs shall meet this chapter's curriculum, instruction, and program delivery standards, supporting children's development of the knowledge and skills outlined in the content standards in subchapter 3, which describe the expectations for what young children should know and be able to do across the four core developmental domains of learning upon entrance to kindergarten.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

19-10/9/14 MAR Notice No. 10-63-269
NEW RULE II  DEFINITIONS  (1) For the purposes of this chapter, the following terms apply:

   (a) "Accreditation" means certification by the Board of Public Education that a school meets the adopted standards of the Board of Public Education for a specified school year.
   (b) "Assessment" means the gathering, organizing, and evaluation of information about student learning in order to monitor and measure student learning, the effectiveness of the instructional program, and to inform local policies and decisions.
   (c) "Collaborative inquiry" means a teaching strategy in which teachers and students engage in joint learning, discovery, or intellectual effort, or when groups of students work together to search for understanding, meaning, or solutions.
   (d) "Developmental domain" means the broad, interrelated categories or dimensions of early childhood development reflective of preschool children’s learning and growth. The four core domains include emotional/social, physical, communication, and cognitive.
   (e) "Early childhood curriculum" means an articulated educational plan for young children, which is grounded in research-based understandings of child development and developmentally appropriate practices. Curriculum guides the teaching process from identifying what to teach, including early content standards in each of the four developmental domains and how to teach, including developing learning experiences based upon individual and group outcomes, and assessing what was learned then using this data to inform future planning and teaching.
   (f) "Experiential learning" means to engage in learning through exploration, experimentation, and discovery.
   (g) "Paraprofessional, assistant teacher, or teacher aide" means an adult with the qualifications detailed in [New Rule V] who works under the direct supervision of a teacher and who may work independently in a teacher's absence, but for the majority of the time works directly with the teacher in the same space with the same group of students.
   (h) "Teacher" means a licensed individual as defined in ARM 10.55.602, with primary responsibility for a group or class of preschool students.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

NEW RULE III  LEADERSHIP  (1) The program leadership shall effectively implement policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all students, families, and staff have high-quality experiences.

(2) Professional development for preschool educators as required by ARM 10.55.714 should be tailored to early childhood development and learning.

AUTH: 20-7-101, MCA
NEW RULE IV  TEACHER ASSIGNMENTS AND QUALIFICATIONS
(1) Teachers shall be assigned at the levels for which they are licensed and endorsed in accordance with state statutes and Board of Public Education rules.
(2) Teachers with an Early Childhood Education Special Permissive Competency shall be considered to be appropriately licensed, endorsed, and assigned to teach in an accredited preschool program until July 1, 2018, at which time those teachers will need to be appropriately licensed and endorsed pursuant to ARM Title 10, chapter 57.
(3) All other teachers or individuals with background, training, or experience in early childhood that are interested in teaching in a public school preschool program may apply for a Class 5 provisional license pursuant to ARM 10.57.424, if they do not have the proper endorsement.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

NEW RULE V  EARLY CHILDHOOD PARAPROFESSIONAL QUALIFICATIONS
(1) Early childhood paraprofessionals must have:
   (a) completed two years of study at an institution of higher education; or
   (b) obtained an associate's (or higher) degree; or
   (c) a high school diploma and meet a rigorous standard of quality and be able to demonstrate knowledge of and the ability to assist in the delivery of the curriculum, instruction, and program delivery standards to support students' development of the knowledge and skills outlined in the early learning content standards.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

NEW RULE VI  EARLY CHILDHOOD PARAPROFESSIONAL SUPERVISION
(1) Early childhood paraprofessionals shall be under the direct supervision of a licensed teacher who is responsible for instruction and assessment of students.
(2) Early childhood paraprofessionals assigned to assist students with special education needs shall be under the supervision of the teacher.
(3) The supervising teacher shall be available while an early childhood paraprofessional is fulfilling his or her responsibilities and shall not be simultaneously assigned to another teaching duty or preparation time.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

NEW RULE VII  CLASS SIZE
(1) There must be one appropriately licensed and endorsed teacher for ten students, with an early childhood paraprofessional for
any additional students over ten, for up to no more than 18 total students in a classroom with two adults.

(2) Class size of 18 preschoolers is the maximum number of students, regardless of the number of staff.

**NEW RULE VIII AGGREGATE HOURS**  
(1) Trustees may designate the preschool program as either a half-time or full-time program with a minimum of 720 hours. Outdoor play, snack, and meal time are included in the aggregate hours. Nap time and daily transportation to and from the classroom do not count as part of the 720 hour preschool program hours.

(2) The trustees of a school district shall set the number of days in the school term, the length of the school day, and the number of school days in a week.

**NEW RULE IX ENROLLMENT ELIGIBILITY**  
(1) A child must have reached three years of age before the district's official start date of the preschool program or have been enrolled by special permission by the board of trustees.

**NEW RULE X EARLY LEARNING CONTENT STANDARDS DEVELOPMENTAL DOMAINS**  
(1) The emotional and social domain requires instruction which incorporates and includes:

(a) culture, family, and community, wherein students learn to develop:
   (i) an awareness of and appreciation for similarities and differences between themselves and others;
   (ii) an awareness of the functions and diverse characteristics of families; and
   (iii) an understanding of the basic principles of how communities function, including work roles and commerce.

(b) emotional development wherein students:
   (i) develop an awareness and appreciation of self as a unique, competent, and capable individual;
   (ii) demonstrate a belief in their abilities;
   (iii) manage internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments; and
   (iv) express a wide and varied range of feelings through facial expressions, gestures, behaviors, and words.

(c) social development which helps students:
   (i) develop trust, emotional bonds, and interact comfortably with adults;
   (ii) interact and build relationships with peers; and
   (iii) develop skills in cooperation, negotiation, and empathy.
(2) The physical domain requires development of motor skills and instruction in health, safety, and personal care.
   (a) Development of motor skills includes:
      (i) small muscle strength, coordination, and skills;
      (ii) large muscle strength, coordination, and skills; and
      (iii) use of their senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.
   (b) Health, safety, and personal care standards for early childhood education are that students:
      (i) develop personal health and hygiene skills as they develop and practice self-care routines;
      (ii) eat a variety of nutritional foods and develop healthy eating practices;
      (iii) develop healthy behaviors through physical activity; and
      (iv) develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.
(3) The communication domain includes communication, language, and literacy development.
   (a) Standards for early childhood communication and language include:
      (i) receptive communication, wherein students use listening and observation skills to make sense of and respond to spoken language and other forms of communication; enter into the exchange of information around what is seen, heard, and experienced; and they begin to acquire an understanding of the concepts of language that contribute to learning;
      (ii) expressive communication, wherein students develop skills in using sounds, facial expressions, gestures, and words, such as to help others understand their needs, ask questions, express feelings and ideas, and solve problems;
      (iii) social communication wherein students develop skills to interact and communicate with others in effective ways; and
      (iv) for dual language speakers, students receive support in their home language(s) while becoming proficient in English.
   (b) Literacy standards for early childhood education are that students develop:
      (i) an understanding, skills, and interest in the symbols, sounds, and rhythms of written language and develop awareness that the printed word can be used for various purposes;
      (ii) interest and skills in using symbols as a meaningful form of communication;
      (iii) an understanding that print carries a message through symbols and words and that there is a connection between sounds and letters (the alphabetic principle); and
      (iv) an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.
(4) The cognitive domain requires instruction which incorporates and includes:
   (a) approaches to learning which help students develop:
(i) curiosity through imagination, inventiveness, originality, and interest as they explore and experience new things;  
(ii) initiative and self-direction through engagement in new tasks and to take risks in learning new skills or information;  
(iii) persistence and attentiveness with the ability to focus their attention and concentration to complete tasks and increase their learning; and  
(iv) reflection and interpretation skills in thinking about their learning in order to inform their future decisions.

(b) development of reasoning and representational thought skills in causation, critical and analytical thinking, problem solving, and representational thought;  
(c) instruction in creative arts, including:  
(i) creative movement wherein students produce rhythmic movements spontaneously and in imitation with growing technical and artistic abilities;  
(ii) drama, wherein students show appreciation and awareness of drama through observation, imitation, and participation in simple dramatic plots;  
(iii) music, wherein students engage in a variety of musical or rhythmic activities; and  
(iv) visual arts, wherein students demonstrate a growing understanding and appreciation for the creative process and visual arts.

(d) mathematics and numeracy standards for early childhood education are that students:  
(i) develop number sense and operations through the ability to think and work with numbers, to understand their uses, and describe their relationships through structured and everyday experiences;  
(ii) develop an awareness of measurement concepts through use of measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time;  
(iii) apply mathematical skills in data analysis, such as counting, sorting, and comparing objects;  
(iv) develop an awareness of initial algebraic thinking and operations through counting, sorting, and comparing objects; and  
(v) build the foundation for geometric and spatial reasoning through recognition, creation, and manipulation of shapes, and learning spatial reasoning and directional words as they become aware of their bodies and personal space in their physical environment.

(e) science standards for early childhood education are that students:  
(i) engage in scientific thinking and the use of scientific methods through investigation using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations;  
(ii) develop an understanding of and compassion for living things;  
(iii) develop an understanding of the physical world, the nature and properties of energy, and nonliving matter;  
(iv) develop an understanding of the earth and planets; and  
(v) develop an understanding of engineering as the process that assists people in designing and building.

(f) social studies for early childhood education are that students:
(i) develop an understanding of the concept of historical time, including past, present, and future;
(ii) develop knowledge of geographical places and regions by understanding that each place has its own unique characteristics and the reciprocal effect individuals have with the world around them;
(iii) become aware of their natural world, including the environment and our interdependence on the natural world; and
(iv) develop an understanding of technology with awareness of technological tools and developmentally appropriate exploration of the ways to use these resources.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

NEW RULE XI  CURRICULUM AND ASSESSMENT  (1) The early childhood curriculum, as defined in [New Rule II], shall:
(a) contain a written philosophy and framework, grounded in research-based understandings of child development, to provide a clear, coherent focus for planning students' experiences;
(b) guide the learning process and daily plans for learning through the selection of materials and equipment to enhance development and learning in each core domain, including emotional/social, physical, communication, and cognition; and encourage integration of early childhood content areas, including social, emotional, physical, health, safety, language, literacy, mathematics, science, social studies, creative expression and the arts, and technology;
(c) include planned opportunities for active exploration, discovery, and social interaction;
(d) plan for students' engagement in play each day; and
(e) be implemented in a manner reflective of students' family and community lives while being responsive to diversity, including gender, age, language, culture, and ability, including opportunities for students and families to learn about the distinct and unique heritage of American Indians, particularly Montana Indian tribes, in a culturally responsive manner (20-1-501, MCA).
(2) School districts shall develop preschool programs to include an ongoing and systematic written assessment plan which includes protocols for:
(a) monitoring the progress of students toward achieving content standards and learning in the developmental domains using formative and summative approaches that include universal screening, progress monitoring, and diagnostic assessments;
(b) administration of assessments and interpretation of assessment results;
(c) providing disaggregated data to educators and teams to inform instructional planning and decision making;
(d) involving families as partners in linguistically and culturally responsive ways to inform decisions about students' needs; and
(e) assessing the effectiveness of the instructional program that guides adjustments for improvement.

19-10/9/14 MAR Notice No. 10-63-269
NEW RULE XII  INSTRUCTION  

(1) The preschool program shall ensure developmentally, culturally, and linguistically appropriate and effective teaching strategies that enhance students' development and learning of the early learning content standards [New Rule X] through the program's curriculum.

(2) The preschool instructional program shall:

   a) use both content and child development knowledge to create learning opportunities and to engage young learners in meaningful, planned, and purposeful experiences related to the curriculum goals and content standards;
   b) use a variety of effective approaches and strategies which include opportunities for both teacher and student-initiated interactions and activities;
   c) use knowledge of each student's development to enhance instruction, modify strategies and materials, and adjust supports and challenges as students gain competence, understanding, and skills;
   d) build upon student's language, understanding of concepts, and increase vocabulary;
   e) integrate knowledge of students' families and the community to build relationships that foster integral connections with the curriculum and learning experiences;
   f) use cultural and community resources in the classroom to enhance student learning and development; and
   g) work as a team to implement learning plans, including plans for students with special needs.

AUTH: 20-7-101, MCA
IMP: 20-1-501, 20-7-117, MCA

NEW RULE XIII  PHYSICAL AND LEARNING ENVIRONMENT  

(1) The preschool program shall ensure an appropriate and well-maintained safe and healthful physical environment that:

   a) is designed to protect student health and safety;
   b) allows for supervision of students primarily by sight;
   c) provides sanitization according to state and federal health standards;
   d) follows state and federal guidelines for meals and snacks; and
   e) provides safe, supervised, and adequate outside play space with age-appropriate equipment and safe, adequate indoor space for each child.

(2) The preschool program shall ensure a safe and healthful learning environment by:

   a) providing a written predictable but flexible schedule that provides intentionally planned routines and transitions; and
   b) providing daily indoor and outdoor activities, including:
      i) planned time where students have individual choice of activities;
      ii) opportunities to learn and play individually, in small groups, and as a whole group; and
      iii) use of developmentally appropriate materials and equipment.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA
NEW RULE XIV  CHILD GUIDANCE  (1) Child guidance means employing a variety of strategies to foster self-regulation, respect for others, problem solving, and emotional and social development in an ongoing interactive process and helps students learn how to communicate with others in developmentally appropriate ways. To ensure appropriate child guidance, the preschool program shall:
   (a) use positive behavior supports to ensure the social, emotional, and cultural development of each student;
   (b) provide a positive climate to ensure equality, inclusion, and citizenship;
   (c) develop relationships with the student and the student's family in ways that are linguistically and culturally sensitive;
   (d) provide opportunities for students to be contributing members of the classroom community;
   (e) provide clear behavioral expectations, including the use of effective methods to prevent and redirect misbehavior; and
   (f) partner with families and other professionals for students with challenging behavior to develop and implement an individualized plan that fosters the child's inclusion and success.

AUTH:  20-7-101, MCA
IMP:   20-7-117, MCA

NEW RULE XV  FAMILY AND COMMUNITY ENGAGEMENT  (1) The program staff shall establish and maintain collaborative relationships with each child's family and community to foster student's development in all settings.
   (2) To ensure collaborative relationships between the community, school, and families, preschool programs shall have protocols which:
      (a) establish intentional practices designed to foster strong reciprocal relationships with families;
      (b) ensure that families are an integral part of the decision-making team through communication and family conferences which promote dialogue and partnership regarding their student's educational goals and services;
      (c) collaborate with families to help students participate successfully in early childhood settings;
      (d) ensure that all families, regardless of family structure, socioeconomic, racial, religious, and cultural diversity, gender, abilities, or preferred languages are included in their child's educational experience;
      (e) assist families in locating, contacting, and using community resources that support the student's well-being, development, and goals;
      (f) promote awareness and understanding of the unique legal and political structures of Montana Tribal Nations in order to best meet the needs of Indian students and families;
(g) collaborate with community-based programs to ensure that parents and families have the resources they need to be involved in their student's education, growth, and development; and

(h) provide access to health screenings and referrals for all students in the program.

AUTH:  20-7-101, MCA
IMP:   20-7-117, MCA

4. Statement of Reasonable Necessity: The Governor has announced an early childhood initiative, Early Edge, for the coming legislative session. It is necessary to have rules to ensure that programming and accreditation standards meet the needs of the state, reflect current and best practice, and are consistent with related laws and chapters of ARM Title 10.

The Board of Public Education has determined it is reasonable and necessary to adopt rules relating to preschool program standards for public schools. The Office of Public Instruction staff facilitated a comprehensive process to draft these new rules with input from Montana P-20 education stakeholders.

5. The effective date of these rules is July 1, 2015.

6. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., November 6, 2014.

7. Peter Donovan has been designated to preside over and conduct this hearing.

8. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 6 above or may be made by completing a request form at any rules hearing held by the board.

9. An electronic copy of this proposal notice is available through the Secretary of State's web site at http://sos.mt.gov/ARM/Register. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text
will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

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

11. With regard to the requirements of 2-4-111, MCA, the board has determined that the adoption of the above-referenced rules will not significantly and directly impact small businesses.

/s/ Peter Donovan    /s/ Sharon Carroll
Peter Donovan     Sharon Carroll
Rule Reviewer     Board Chair
Board of Public Education

Certified to the Secretary of State September 29, 2014.
FUTURE AGENDA ITEMS

January 16th, 2015

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