

**Holiday Inn Park Plaza Hotel
Ballroom
22 N Last Chance Gulch
Helena, MT**

March 13th, 2015

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

March 13th, 2015
Holiday Inn Park Plaza Hotel
22 N Last Chance Gulch
Helena, MT

Friday March 13th, 2015
8:30 AM

CALL TO ORDER

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

PUBLIC COMMENT

CONSENT AGENDA

(Items may be pulled from Consent Agenda upon request)

- A. Correspondence
- B. January 16th, 2015 Meeting Minutes
- C. Financials

ADOPT AGENDA

INFORMATION ITEMS

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

- Item 1 **CHAIRPERSON'S REPORT**
Sharon Carroll
 - Committee Assignments

- Item 2 **EXECUTIVE DIRECTOR REPORT**
Pete Donovan
 - Update on 2015 Legislature

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

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

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

Item 6 **STUDENT REPRESENTATIVE’S REPORT**
Greta Gustafson

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.

❖ **MSDB LIAISON - Lila Taylor (Item 7)**

Item 7 **MSDB REPORT**
Lila Taylor

- Discussion of MSDB Meeting Schedule
- Approve Significant Writing Policy
- Approve MSDB School Calendar
- MHS/MSDB Volleyball Agreement

DISCUSSION

❖ **EXECUTIVE COMMITTEE – Sharon Carroll (Items 8-9)**

Item 8 **FEDERAL UPDATE**
Nancy Coopersmith

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

❖ **ASSESSMENT COMMITTEE – Paul Andersen (Item 10)**

Item 10 **ASSESSMENT REPORT**
Judy Snow

❖ **LICENSURE COMMITTEE – John Edwards (Item 11)**

Item 11 **REPORT ON SUPERINTENDENT’S RECOMMENDATIONS TO REVISIONS
TO ARM TITLE 10, CHAPTER 57 EDUCATOR LICENSURE**
Ann Gilkey

❖ **ACCREDITATION COMMITTEE – Erin Williams (Items 12-13)**

Item 12 **REPORT ON SUPERINTENDENT’S RECOMMENDATIONS TO REVISIONS
TO ARM TITLE 10, CHAPTER 63 PRESCHOOL STANDARDS**
Dennis Parman

ACTION

PUBLIC COMMENT

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

Item 13 **RECOMMEND APPROVAL OF THE 2014-15 FINAL ACCREDITATION
STATUS OF ALL SCHOOLS**
Dr. Linda Peterson

❖ **LICENSURE COMMITTEE – John Edwards (Items)**

Item 14 **BPE HEARING CASE #2014-04**
Agency Legal Services Rep

Item 15 **BPE HEARING CASE #2014-06**
Agency Legal Services Rep

FUTURE AGENDA ITEMS May 7-8th, 2015

CSPAC Appointments

Student Representative Last Meeting

BASE Aid Payment Schedule

Alternative to Standards Requests & Renewals

Federal Update

MACIE Update

Executive Director Performance Evaluation

MSDB Superintendent Performance Evaluation & Contract Extension

Establish Executive Staff Salaries

PUBLIC COMMENT

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.

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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. January 16th, 2015 Minutes**
- B. Financials**

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

January 16th, 2015
Via VisionNet Conference
OPI Conference Room
1300 11th AVE
Helena MT

Friday, January 16th, 2015
8:30 AM

CALL TO ORDER

Chair Carroll called the meeting to order at 8:31 AM. The Board said the Pledge of Allegiance and Executive Director Pete Donovan read the Statement of Public Participation.

Board members present via VisionNet included: Ms. Sharon Carroll, Chair; Mr. Paul Andersen, Vice-Chair; Ms. Erin Williams, Ms. Lila Taylor, Mr. John Edwards, Mr. Bernie Olson. Ms. Mary Jo Bremner – excused. Staff present in Helena included Mr. Pete Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Ex-Officio members present in Helena included; Dr. Neil Moisey, OCHE; Dr. Shannon O'Brien, Governor's Office; Superintendent Juneau, OPI. Guests present in Helena included: Ms. Nancy Coopersmith, OPI; Dr. Linda Vrooman-Peterson, OPI; Ms. Donna Sorensen, MSDB Superintendent; Ms. Donna Schmidt, MSDB; Ms. Donell Rosenthal, OPI; Mr. Michael Hall, OPI.

PUBLIC COMMENT

No public comment.

CONSENT AGENDA

Consent agenda adopted as presented.

ADOPT AGENDA

Mr. John Edwards moved to adopt the agenda as presented. Motion seconded by Mr. Paul Andersen.

No discussion. Motion passed unanimously.

INFORMATION ITEMS

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

❖ REPORTS – Sharon Carroll (Items 1-6)

Item 1 CHAIRPERSON'S REPORT
Sharon Carroll

Chair Carroll reviewed for the Board her attendance at the HiSet Conference in December 2014. 12 states, including Montana, have adopted the HiSet exam. Chair Carroll also discussed a conference call she had with Executive Director Donovan and CSPAC Chair Tammy Lacey regarding a model for a Professional Educator Code of Ethics. Chair Carroll reviewed the 2015 Legislative process and updates from the office. Chair Carroll stated she plans to attend the State of Education Address given by Superintendent Juneau on February 2nd, 2015, weather permitting.

**Item 2 EXECUTIVE DIRECTOR REPORT
Pete Donovan**

Mr. Donovan reviewed the 2015 Legislature to date. The BPE budget was presented to the House Appropriations Committee on Monday January 12th. Mr. Donovan discussed SB 124 to have audio/video minutes loaded to the Board website within 24 hours and some of the bill drafts that have been proposed.

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

Superintendent Juneau discussed the release of the 2013 graduation rate of 85.4%, and the upcoming State of Education Address on February 2nd, 2015. The Superintendent reviewed some of the bills that the OPI is requesting including increasing the minimum drop out age to 18, or upon graduation, to eliminate winter enrollment count, and to provide ANB funding for 19 year olds.

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

Dr. Moisey gave the report for the Commissioner of Higher Education's office. Dr. Moisey discussed some of the bills the Commissioner is watching including supporting the Governor's Early Edge program. Dr. Moisey and Dr. John Cech worked with the Tribal Colleges this fall, touring the colleges and discussing issues of transferring, and common course numbering. The office is also working on prior learning assessments, developmental education, and watching for the Smarter Balanced Assessments results this spring. Chair Carroll discussed that she now has 2 math classes up and running on the Ed Ready site as of this week and discussed how she is using the program in her classroom.

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

Dr. O'Brien thanked the Board members, Executive Director Donovan and staff for their support. Dr. O'Brien stated that she has been working with Mr. Donovan on a regular basis. Dr. O'Brien congratulated Superintendent Juneau on the new graduation rates released this week. Dr. O'Brien discussed the Dual Enrollment Initiative and that the Governor's goal is to have 60% of Montanans to have at least a 2 year degree, and how Dual Enrollment complements that initiative. Dr. O'Brien discussed the Governor's priorities for this Legislative session including funding for Early Edge, K-12 Education funding, Indian Education for All, supporting increasing the drop out age, ANB funding for 19 year olds, a tuition freeze for Higher Ed, performance based funding, increasing the number of students in medical exchange program, and research investments for Higher Ed.

**Item 6 STUDENT REPRESENTATIVE'S REPORT
Greta Gustafson**

Ms. Gustafson reviewed activities at Cut Bank High School with semester testing this week, including the bomb threat the school experienced this week as well as the high schools in Havre and Chinook. Ms. Gustafson reviewed her preparation for the upcoming State Student Council meeting, Student Advisory Board meeting, and organizing for prom this spring. She also discussed the student question of the month she posed at her school which was to ask whether students preferred to have a longer summer break or longer Christmas break. The results will be presented to the School Board. Ms. Gustafson also informed the board of a new social media app causing some bullying issues at Cut Bank High School. She has been invited to attend a Future Physicians conference in Massachusetts this summer and is currently preparing for the ACT test.

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.

❖ **MSDB LIAISON - Lila Taylor (Item 7)**

Item 7

MSDB REPORT

Donna Sorensen, MSDB Superintendent

Ms. Donna Sorensen gave a brief update on activities at the MSDB including their IT Director having a kidney transplant. Ms. Sorensen stated that she will be asking for the Board to approve the school calendar. The school's enrollment is currently at 51 students with 2 possible new students. A new TVI staff person has been hired as of yesterday and will begin teaching at the school February 1st. A finalist has been chosen for the Accounting Technician position and the school hopes to have that position filled soon. The school had a visitor from Tanzania who works with Deaf and Blind individuals in Tanzania. Ms. Sorensen also discussed the relationship they have with a Deaf and Blind school in Russia and that those folks will be visiting April 27-May 4th. On May 7th and small group from MSDB will be going to Russia. Ongoing sign language training was also discussed, as well as changes in the unified Braille Code System.

Ms. Donna Schmidt discussed Safety and Worker's Comp Claims which are down 50% this year, that First Aid kits have been purchased for the vans used to transport students, and that step ladders will be purchased for staff. Ms. Schmidt gave an update on the cottage that has been remodeled due to a water leak last fall. The MSDB Foundation has donated the funding for a great deal of the project, but the agency has also used some carry forward monies from FY14 they are using to finish the remodel.

Discussion took place regarding the Significant Writing Policy and how many readings of the policy should be completed prior to adoption. It was determined that Action will take place after the 2nd reading which will be at the March 2015 BPE meeting.

Ms. Lila Taylor moved to approve the amended MSDB calendar. Motion seconded by Mr. Bernie Olson.

No discussion. Motion passed unanimously.

The Board members were emailed a budget sheet and Ms. Donna Schmidt discussed the numbers with the Board.

Discussion took place on future updates to the Board from MSDB. Does having an update at each BPE meeting suffice or as the School Board for the MSDB, or should the Board be more involved and resume the monthly MSDB Committee meetings that were occurring under Superintendent Gettel? Ms. Sorensen added that she will comply with whatever the Board wishes to do. The Board asked Mr. Donovan to review statutes regarding the BPE's oversight responsibilities for the MSDB and to have this as a discussion item for the March BPE meeting.

DISCUSSION ITEMS

❖ **EXECUTIVE COMMITTEE – Sharon Carroll (Items 9-10)**

Item 9

FEDERAL UPDATE

Nancy Coopersmith

Ms. Coopersmith updated the Board on happenings in education at the Federal level including the funding received by the OPI from the Federal government for funding for preschools for high need areas. four areas have been identified and staff is currently being hired. Ms. Coopersmith detailed other funding increases in School Food, IESA, and that there will be no funding for Race to the Top, since Montana does not receive RTT funds. Ms. Coopersmith discussed the Reauthorization of the Elementary and

Secondary Education Act and upcoming changes which are being drafted. No final bill is in place yet so the end product is not yet determined.

❖ **MACIE LIAISON – Mary Jo Bremner (Item 8)**

Item 8 **MACIE UPDATE**
Norma Bixby

Ms. Nancy Coopersmith gave a brief update from the MACIE meeting highlighting staffing issues for the Indian Education Program across the state, Title III monitoring, new grants received by OPI for school climate and wrap around health services, early warning systems to give educators a sense of helping to identify possible drop outs, an update from the Superintendent, and a legislative update from the Deputy Superintendent.

Item 10 **ANNUAL TRANSPORTATION REPORT**
Donnell Rosenthal

Ms. Rosenthal highlighted some of the results from the Annual Transportation Report for 2014, reviewed the upcoming Pupil Transportation Conference in June 2015, and how the new school bus driver qualification requirements are being completed. Ms. Rosenthal will be attending the National Pupil Transportation Conference where the transportation committee will be voting on new national standards. Those new national standards will be brought back to Montana to be discussed and voted on.

❖ **LICENSURE COMMITTEE – John Edwards (Item 11)**

Item 11 **EDUCATOR PREPARATION PROVIDER REPORT**
Dr. Linda Vrooman Peterson

Dr. Peterson gave the annual report of the Educator Preparation programs. The data is retrieved from Title II of the Higher Education Act. Dr. Peterson briefly reviewed the report then discussed the 7 year review cycle for the Educator Preparation Programs and the 2 reviews coming up in the next year for University of Montana Western in October 2015, and MSU-Bozeman in November 2015. Dr. Peterson invited any interested Board members to observe the reviews.

❖ **ACCREDITATION COMMITTEE – Erin Williams (Item 12)**

Item 12 **ACCREDITATION PROCEDURES FOR SMALL AND STATE-FUNDED SCHOOLS**
Dr. Linda Vrooman Peterson

Dr. Peterson updated the Board on a new procedure adopted by the OPI which will be implemented this season for Small and State-Funded Schools. This procedure deals with schools with a select population including Yellowstone Academy, MSDB, Pine Hills Correctional Facility, and Riverside Academy. These schools have enrollment numbers that fluctuate due to the makeup of their student populations and Dr. Peterson discussed how that affects their accreditation status. Beginning 2014-15 the OPI would like to accredit the schools based upon assurance standards only. OPI will monitor this procedure for unintended consequences. Dr. Peterson fielded questions from the Board.

FUTURE AGENDA ITEMS March 12-13th, 2015

Assessment Update

Alternative to Standards Requests & Renewals

MACIE Update

Federal Update

Accreditation Report

Annual School Food Services Report

BPE Oversight of MSDB

PUBLIC COMMENT

No public comment was given.

ADJOURN

Mr. Bernie Olson moved to adjourn the meeting. Motion seconded by Ms. Erin Williams.

No discussion. Motion passed unanimously.

The meeting adjourned at 11:00 AM

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FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2015 through 08 (Feb)/2015

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

Business Unit	(All)
Program Year	(All)
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Acct Lvl 1	(All)
Account Type	E
Project	(All)
Ledger	(All)

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OBPP Program	Fund	Subclass	Org	Acct Lvl 2	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					394,678.00	190,685.99	0.00	203,992.01
	01100 General Fund				217,532.00	87,719.69	0.00	129,812.31
		235H1 ADMINISTRATION			206,502.00	76,754.69	0.00	129,747.31
			1 BOARD OF PUBLIC EDUCATION		206,502.00	76,754.69	0.00	129,747.31
				{61000 Personal Services	181,779.00	0.00	0.00	181,779.00
				{61100 Salaries	0.00	47,169.81	0.00	(47,169.81)
				{61400 Employee Benefits	0.00	17,700.25	0.00	(17,700.25)
				{62000 Operating Expenses	22,941.00	0.00	0.00	22,941.00
				{62100 Other Services	0.00	2,326.50	0.00	(2,326.50)
				{62200 Supplies & Materials	0.00	314.16	0.00	(314.16)
				{62300 Communications	0.00	1,370.13	0.00	(1,370.13)
				{62400 Travel	0.00	5,797.84	0.00	(5,797.84)
				{62500 Rent	0.00	1,875.00	0.00	(1,875.00)
				{62800 Other Expenses	0.00	201.00	0.00	(201.00)
				{69000 Debt Service	1,782.00	0.00	0.00	1,782.00
		235H2 AUDIT (RST/BIEN)			10,965.00	10,965.00	0.00	0.00
			1 BOARD OF PUBLIC EDUCATION		10,965.00	10,965.00	0.00	0.00
				{62000 Operating Expenses	10,965.00	0.00	0.00	10,965.00
				{62100 Other Services	0.00	10,965.00	0.00	(10,965.00)
		235Z1 WORKERS COMP. REDUCTION			65.00	0.00	0.00	65.00
			1 BOARD OF PUBLIC EDUCATION		65.00	0.00	0.00	65.00
				{61000 Personal Services	65.00	0.00	0.00	65.00
	02122 Advisory Council				122,146.00	62,084.52	0.00	60,061.48
		235H1 ADMINISTRATION			122,068.00	62,084.52	0.00	59,983.48
			30 Advisory Council Program 01		122,068.00	62,084.52	0.00	59,983.48
				{61000 Personal Services	122,068.00	0.00	0.00	122,068.00
				{61100 Salaries	0.00	43,485.24	0.00	(43,485.24)
				{61300 Other Compensation	0.00	550.00	0.00	(550.00)
				{61400 Employee Benefits	0.00	18,049.28	0.00	(18,049.28)
		235Z1 WORKERS COMP. REDUCTION			78.00	0.00	0.00	78.00
			30 Advisory Council Program 01		78.00	0.00	0.00	78.00
				{61000 Personal Services	78.00	0.00	0.00	78.00
	02219 Research Fund				55,000.00	40,881.78	0.00	14,118.22
		235H1 ADMINISTRATION			55,000.00	40,881.78	0.00	14,118.22
			50 Research Program 01		55,000.00	40,881.78	0.00	14,118.22
				{62000 Operating Expenses	55,000.00	0.00	0.00	55,000.00
				{62100 Other Services	0.00	10,014.60	0.00	(10,014.60)
				{62200 Supplies & Materials	0.00	4,382.32	0.00	(4,382.32)
				{62300 Communications	0.00	3,611.60	0.00	(3,611.60)
				{62400 Travel	0.00	9,923.93	0.00	(9,923.93)
				{62500 Rent	0.00	8,444.40	0.00	(8,444.40)
				{62800 Other Expenses	0.00	4,504.93	0.00	(4,504.93)
Grand Total					394,678.00	190,685.99	0.00	203,992.01

CALENDARS

January 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:				1	2	3
4	5 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">2015 Legislative Session Begins</div>	6	7	8	9	10
11	12 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Appropriations Committee - BPE Budget Approval, Pete</div>	13	14	15	16 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">BPE Meeting - Helena</div>	17
18	19  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Hearing for SB 124 - Pete</div>	20	21 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Appropriations Sub Committee on Education</div>	22	23	24
25	26	27	28	29	30	31

February 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						
1	2 State of Education Address - Pete, Sharon, Paul	3	4	5	6 CSPAC Meeting - Helena	7
8	9	10	11	12	13 Hearing on SB 275 - Pete	14 Valentine's Day 
15	16 President's Day 	17 Data Governance Conf Call - Sharon	18 Hearings on HB 376, 377 - Pete, Paul	19 CSPAC Conf Call - Pete Meeting w/Sen Hansen re: SB 331 - Pete	20 Hearing for SB 331 - Pete	21
22	23	24 Hearing for HB 377 - Pete	25	26	27	28

March 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						
1	2	3	4	5	6 Hearings for SR 19, 20 - BPE Appointments - Pete Board of Regents Meeting - Helena	7
8	9 MT Digital Academy Conf Call - Pete	10	11	12	13 Board of Public Education Meeting	14
15	16	17 	18	19	20	21
22	23	24	25	26	27	28
29	30	31	Notes:			

INFORMATION

❖ REPORTS – Sharon Carroll (Items 1-7)

ITEM 1

CHAIRPERSON’S REPORT

- **Committee Assignments**

Sharon Carroll

Board of Public Education
Committee Assignments
2014-2015

STANDING COMMITTEES

Executive Committee

Sharon Carroll, Chair
Bernie Olson, Vice Chair
Pete Donovan

Accreditation Committee

Bernie Olson, Chair
Erin Williams, Member
Lila Taylor, Member
Sharon Carroll, Ex-Officio Member

Licensure Committee

John Edwards, Chair
Lila Taylor, Member
Sharon Carroll, Ex-Officio Member

MSDB Committee

Bernie Olson, Member
Sharon Carroll, Chair
Lila Taylor, Member

Legislative Committee

Lila Taylor, Member
John Edwards, Member
Erin Williams, Member

Sharon Carroll, Ex-Officio Member

Assessment Committee

Paul Andersen, Chair
Sharon Carroll, Ex-Officio Member

ADVISORY GROUP LIAISONS

CSPAC - John Edwards
MACIE - Mary Jo Bremner
Montana Digital Academy – Paul Andersen

Education and Local Government

Interim K-12 Subcommittee

Sharon Carroll
Bernie Olson
Lila Taylor
Pete Donovan

ITEM 2

EXECUTIVE DIRECTOR REPORT

- **2015 Legislative Update**

Peter Donovan

Meetings Attended by Peter Donovan
01/16/2015 – 03/13/2015

January

- | | |
|--|------------|
| 1. Board of Public Education Meeting | 01/16/2015 |
| 2. Hearing for SB 124 | 01/19/2015 |
| 3. Appropriations Sub Committee on Education | 01/21/2015 |

February

- | | |
|---------------------------------------|------------|
| 4. State of Education Address | 02/02/2015 |
| 5. CSPAC Meeting, Helena | 02/06/2015 |
| 6. Hearing for SB 275 | 02/13/2015 |
| 7. Hearings for HB 376, 377 | 02/18/2015 |
| 8. Meeting with Sen Hansen re: SB 331 | 02/19/2015 |
| 9. CSPAC Conference Call | 02/19/2015 |
| 10. Hearings for SB 331 and SB 345 | 02/20/2015 |

March

- | | |
|--|---------------|
| 11. Board of Regents | 03/05,06/2015 |
| 12. MT Digital Academy Conference Call | 03/09/2015 |
| 13. Board of Public Education Meeting | 03/13/2015 |

SENATE BILL NO. 275

INTRODUCED BY R. WEBB, M. BLASDEL, K. HANSEN, J. HINKLE, D. HOWARD, D. KARY, S. SALES,
C. SMITH, N. SWANDAL, J. TAYLOR, G. VANCE

A BILL FOR AN ACT ENTITLED: "AN ACT SUBMITTING TO THE QUALIFIED ELECTORS OF MONTANA AN
AMENDMENT TO ARTICLE X, SECTION 9, OF THE MONTANA CONSTITUTION REQUIRING ELECTION OF
THE MEMBERS OF THE BOARD OF PUBLIC EDUCATION; AND PROVIDING A DELAYED EFFECTIVE DATE
AND AN APPLICABILITY DATE."

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

Section 1. Article X, section 9, of The Constitution of the State of Montana is amended to read:

"Section 9. Boards of education. (1) There is a state board of education composed of the board of regents of higher education and the board of public education. It is responsible for long-range planning, and for coordinating and evaluating policies and programs for the state's educational systems. It shall submit unified budget requests. A tie vote at any meeting may be broken by the governor, who is an ex officio member of each component board.

(2) (a) The government and control of the Montana university system is vested in a board of regents of higher education which shall have full power, responsibility, and authority to supervise, coordinate, manage and control the Montana university system and shall supervise and coordinate other public educational institutions assigned by law.

(b) The board consists of seven members appointed by the governor, and confirmed by the senate, to overlapping terms, as provided by law. The governor and superintendent of public instruction are ex officio non-voting members of the board.

(c) The board shall appoint a commissioner of higher education and prescribe his term and duties.

(d) The funds and appropriations under the control of the board of regents are subject to the same audit provisions as are all other state funds.

(3) (a) There is a board of public education to exercise general supervision over the public school system and such other public educational institutions as may be assigned by law. Other duties of the board shall be provided by law.

1 (b) The board consists of seven members ~~appointed by the governor, and confirmed by the senate, to~~
 2 ~~overlapping terms elected~~ WHO MUST BE QUALIFIED ELECTORS OF THE DISTRICT FROM WHICH THEY ARE ELECTED, WITH
 3 EACH MEMBER ELECTED FROM A SEPARATE DISTRICT OF THE STATE as provided by law. The governor, commissioner
 4 of higher education and state superintendent of public instruction shall be ex officio non-voting members of the
 5 board.

6 (C) THE SEVEN DISTRICTS ARE:

7 (I) 1ST DISTRICT: FLATHEAD, LAKE, LINCOLN, MINERAL, AND SANDERS COUNTIES;

8 (II) 2ND DISTRICT: GRANITE, MISSOULA, POWELL, AND RAVALLI COUNTIES;

9 (III) 3RD DISTRICT: BEAVERHEAD, DEER LODGE, MADISON, AND SILVER BOW COUNTIES;

10 (IV) 4TH DISTRICT: BROADWATER, GLACIER, JEFFERSON, LEWIS AND CLARK, PONDERA, AND TETON COUNTIES;

11 (V) 5TH DISTRICT: BLAINE, CASCADE, CHOUTEAU, DANIELS, DAWSON, FERGUS, GARFIELD, HILL, JUDITH BASIN,
 12 LIBERTY, MCCONE, MEAGHER, PETROLEUM, PHILLIPS, RICHLAND, ROOSEVELT, SHERIDAN, TOOLE, VALLEY, WHEATLAND,
 13 AND WIBAUX COUNTIES;

14 (VI) 6TH DISTRICT: GALLATIN, PARK, AND SWEET GRASS COUNTIES;

15 (VII) 7TH DISTRICT: BIG HORN, CARBON, CARTER, CUSTER, FALLON, GOLDEN VALLEY, MUSSELSHELL, POWDER
 16 RIVER, PRAIRIE, ROSEBUD, STILLWATER, TREASURE, AND YELLOWSTONE COUNTIES."

17
 18 NEW SECTION. Section 2. Two-thirds vote required. Because [section 1] is a legislative proposal
 19 to amend the constitution, Article XIV, section 8, of the Montana constitution requires an affirmative roll call vote
 20 of two-thirds of all the members of the legislature, whether one or more bodies, for passage.

21
 22 NEW SECTION. Section 3. Effective date -- applicability. If approved by the electorate, this
 23 amendment is effective January 1, 2017, and applies to the election to be held in November 2018.

24
 25 NEW SECTION. Section 4. Submission to electorate. [This act] shall be submitted to the qualified
 26 electors of Montana at the general election to be held in November 2016 by printing on the ballot the full title of
 27 [this act] and the following:

28 YES on Constitutional Amendment ____.

29 NO on Constitutional Amendment ____.

30 - END -

SENATE BILL NO. 331

INTRODUCED BY K. HANSEN, L. JONES

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4 A BILL FOR AN ACT ENTITLED: "AN ACT ALLOWING SCHOOL DISTRICT TRUSTEES TO TEMPORARILY
5 EMPLOY CERTAIN QUALIFIED INDIVIDUALS WITHOUT ~~A TEACHING LICENSE WHEN THE DISTRICT~~
6 ~~CANNOT SECURE THE SERVICES OF AN INDIVIDUAL WITH A TEACHING LICENSE~~ SATISFYING A
7 TRADITIONAL PATHWAY TO LICENSURE; ALIGNING STATE LAW WITH FLEXIBLE LICENSING RULES OF
8 THE BOARD OF PUBLIC EDUCATION; PROVIDING ALTERNATIVE PATHWAYS TO LICENSURE
9 CONSISTENT WITH FLEXIBILITY UNDER RULES OF THE BOARD OF PUBLIC EDUCATION; AMENDING
10 ~~SECTION SECTIONS~~ 20-4-101, 20-4-104, 20-4-106, AND 20-4-108, MCA; AND PROVIDING AN IMMEDIATE
11 EFFECTIVE DATE."

12
13 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

14
15 **Section 1.** Section 20-4-101, MCA, is amended to read:

16 **"20-4-101. System and definitions of teacher and specialist certification -- student teacher**
17 **exception.** (1) ~~(a)~~ In order to establish a uniform system of quality education balanced with the needs of
18 individual school districts and the control vested in school district trustees pursuant to Article X, section 8, of the
19 Montana constitution and to ensure the maintenance of professional standards, a system of teacher and specialist
20 certification must be established and maintained under the provisions of this title ~~and~~ Except as provided in
21 subsection (1)(b) (2), a person may not be permitted to teach in the public schools of the state until the person
22 has obtained a teacher or specialist certificate or the district has obtained an emergency authorization of
23 employment from the state PURSUANT TO 20-4-111.

24 ~~(b) For a school year in which the trustees of a district cannot secure the services of a person holding~~
25 ~~a teacher or specialist certificate, the trustees may employ as a teacher a person without a teacher or specialist~~
26 ~~certificate when the person:~~

- 27 ~~—— (i) holds a valid and current teacher or specialist license for the subject area from another state;~~
- 28 ~~—— (ii) holds a bachelor's degree in the subject area; or~~
- 29 ~~—— (iii) provides to the district acceptable evidence of expertise in the subject area.~~
- 30 ~~—— (c) Trustees utilizing the exception under subsection (1)(b) must submit documentation to the office of~~

1 ~~public instruction that the position was advertised through the teacher placement offices of the Montana job~~
 2 ~~service and the Montana university system far enough in advance to reasonably enable qualified applicants to~~
 3 ~~submit applications and credentials and to be interviewed.~~

4 (2) (A) As used in this part, "teacher or specialist certificate" means a certificate issued or applied for
 5 under 20-4-106. The term "teacher or specialist" refers to a person certified under 20-4-106.

6 (3)(B) The certification requirement does not apply to a student teacher who is a student enrolled in an
 7 institution of higher learning approved by the board of regents of higher education for teacher training and who
 8 is jointly assigned by the institution of higher learning and the governing board of a district or a public institution
 9 to perform practice teaching in a nonsalaried status under the direction of a regularly employed and certificated
 10 teacher.

11 (4) A student teacher, while serving a nonsalaried internship under the supervision of a certificated
 12 teacher, must be accorded the same protection of the laws as that accorded a certificated teacher and shall, while
 13 acting as a student teacher, comply with all rules of the governing board of the district or public institution and
 14 the applicable provisions of 20-4-301 relating to the duties of teachers.

15 (C) THE TRADITIONAL PATHWAYS TO CERTIFICATION REPRESENTED BY THE CLASS 1, CLASS 2, AND CLASS 3
 16 DESIGNATIONS UNDER 20-4-106 DO NOT APPLY TO:

17 (I) A CLASS 5 ALTERNATIVE CERTIFICATE, WHICH IS VALID FOR A TERM NOT TO EXCEED 5 YEARS, PROVIDED THAT
 18 THE APPLICANT SATISFIES THE REQUIREMENTS OF 20-4-106(1)(E);

19 (II) A CLASS 7 SPECIALIST CERTIFICATE, PROVIDED THAT THE APPLICANT SATISFIES THE REQUIREMENTS OF
 20 20-4-101(1)(G);

21 (III) A CLASS 8 CERTIFICATE, PROVIDED THAT THE APPLICANT SATISFIES THE REQUIREMENTS OF 20-4-101(1)(H);

22 OR

23 (IV) AN INTERNSHIP INCORPORATING ON-THE-JOB TRAINING AND A PROGRAM DESIGN UNDER WHICH:

24 (A) THE INTERN WILL COMPLETE THE REQUIREMENTS FOR THE APPROPRIATE ENDORSEMENT WITHIN 3 YEARS;

25 (B) THE SCHOOL DISTRICT WILL PROVIDE LOCAL SUPERVISION AND SUPPORT OF THE INTERN; AND

26 (C) THE ACCREDITED EDUCATOR PREPARATION PROGRAM WILL APPROVE THE COURSEWORK AND PROVIDE
 27 SUPPORT AND PERIODIC SUPERVISION."

28

29 **SECTION 2. SECTION 20-4-104, MCA, IS AMENDED TO READ:**

30 **"20-4-104. Qualifications. (1) A person may be certified as a teacher when the person satisfies the**

1 following qualifications. The person:

2 (a) is 18 years of age or older;

3 (b) is of good moral and professional character;

4 (c) has completed the teacher education program of a unit of the Montana university system or an
5 essentially equivalent program at an accredited institution of equal rank and standing as that of any unit of the
6 Montana university system, and the training is evidenced by at least a bachelor's degree and a certification of the
7 completion of the teacher education program, except as provided for in 20-4-106~~(1)(d)~~; and

8 (d) has subscribed to the following oath or affirmation before an officer authorized by law to administer
9 oaths:

10 "I solemnly swear (or affirm) that I will support The Constitution of the United States of America and The
11 Constitution of the State of Montana."

12 (2) Any person may be certified as a specialist when the person satisfies the requirements of subsections
13 (1)(a) and (1)(b) and the requirement for a specialist certificate provided in 20-4-106(2)."

14

15 **SECTION 3. SECTION 20-4-106, MCA, IS AMENDED TO READ:**

16 **"20-4-106. Classifications of teacher and specialist certificates.** (1) The superintendent of public
17 instruction shall issue teacher certificates and the board of public education shall adopt teacher certification
18 policies on the basis of the following classifications of teacher certificates:

19 (a) The class 1 professional certificate may be issued to an otherwise qualified applicant who has
20 completed a teacher education program that includes a bachelor's degree and a minimum of 1 year of study
21 beyond the degree in a unit of the Montana university system or an equivalent institution. The professional
22 certificate may be endorsed for elementary instruction, for secondary instruction, or both, and for specified subject
23 fields on the basis of the applicant's academic and professional training and according to the board of public
24 education policy for teacher certification endorsement.

25 (b) The class 2 standard certificate may be issued to an otherwise qualified applicant who has completed
26 a 4-year teacher education program and who has been awarded a bachelor's degree by a unit of the Montana
27 university system or an equivalent institution. The standard certificate may be endorsed for elementary instruction,
28 for secondary instruction, or both, and for specified subject fields on the basis of the applicant's academic and
29 professional training and according to the board of public education policy for teacher certification endorsement.

30 (c) The class 3 administrative and supervisory certificate may be issued to an otherwise qualified

1 applicant who is eligible for a teacher certificate endorsed for teaching in the school or schools in which the
2 applicant would be an administrator or would supervise. The applicant must also possess the training and
3 experience required by the policies of the board of public education for an endorsement as superintendent,
4 principal, or supervisor.

5 (d) The class 4 vocational, recreational, or adult education certificate may be issued to an otherwise
6 qualified applicant who has the qualifications of training and experience required by the United States office of
7 education or the qualifications required by the special needs of the several vocational, recreational, or adult
8 education fields and who can qualify under the policy of the board of public education for the issuance of this
9 classification of teacher certification.

10 (e) The class 5 ~~provisional~~ alternative certificate may be issued to an otherwise qualified applicant who
11 can provide satisfactory evidence of the intent to qualify in the future for a class 1 or a class 2 certificate and who
12 has completed a 4-year college program or its equivalent and holds a bachelor's degree from a unit of the
13 Montana university system or its equivalent. The ~~provisional~~ alternative certificate may be endorsed for
14 elementary instruction, for secondary instruction, or both, and for special subject fields on the basis of the
15 applicant's academic and professional training and according to the board of public education policy for teacher
16 or specialist certification endorsement.

17 (f) The class 6 specialist certificate may be issued to an otherwise qualified applicant meeting the
18 requirements of the board of public education for a school psychologist or school counselor.

19 (g) The class 7 specialist certificate may be issued to an otherwise qualified applicant based upon the
20 verification by the American Indian tribe for which the language and culture certification is desired that the
21 individual has met tribal standards for competency and fluency as a requisite for teaching that language and
22 culture.

23 (h) The class 8 certificate may be issued to an otherwise qualified applicant who is a faculty member of
24 a regionally accredited postsecondary institution for the exclusive purpose of delivery of dual credit courses that
25 fall within an endorsable major or minor, or the equivalent, held by the faculty member when teaching dual credit
26 courses within the role and scope of their duties assigned by the employing postsecondary institution.

27 (2) The superintendent of public instruction shall issue specialist certificates, and the board of public
28 education shall adopt specialist certification policies. The specialist certificate may be issued to an otherwise
29 qualified applicant who has the training, experience, and license required under the standards of the board of
30 public education for the certification of a profession other than the teaching profession.

SENATE BILL NO. 345

INTRODUCED BY E. ARNTZEN

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A BILL FOR AN ACT ENTITLED: "AN ACT REVISING THE PROCESS OF ADOPTION OR AMENDMENT OF ACCREDITATION STANDARDS FOR SCHOOLS; MAKING REQUIREMENTS OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION; CLARIFYING THE ROLE OF THE EDUCATION AND LOCAL GOVERNMENT INTERIM COMMITTEE; AMENDING SECTIONS 20-3-106 AND 20-7-101, MCA; AND PROVIDING AN IMMEDIATE EFFECTIVE DATE."

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

Section 1. Section 20-3-106, MCA, is amended to read:

"20-3-106. Supervision of schools -- powers and duties. The superintendent of public instruction has the general supervision of the public schools and districts of the state and shall perform the following duties or acts in implementing and enforcing the provisions of this title:

(1) resolve any controversy resulting from the proration of costs by a joint board of trustees under the provisions of 20-3-362;

(2) issue, renew, or deny teacher certification and emergency authorizations of employment;

(3) negotiate reciprocal tuition agreements with other states in accordance with the provisions of 20-5-314;

(4) approve or disapprove the opening or reopening of a school in accordance with the provisions of 20-6-502, 20-6-503, 20-6-504, or 20-6-505;

(5) approve or disapprove school isolation within the limitations prescribed by 20-9-302;

(6) generally supervise the school budgeting procedures prescribed by law in accordance with the provisions of 20-9-102 and prescribe the school budget format in accordance with the provisions of 20-9-103 and 20-9-506;

(7) establish a system of communication for calculating joint district revenue in accordance with the provisions of 20-9-151;

(8) approve or disapprove the adoption of a district's budget amendment resolution under the conditions prescribed in 20-9-163 and adopt rules for an application for additional direct state aid for a budget amendment

1 in accordance with the approval and disbursement provisions of 20-9-166;

2 (9) generally supervise the school financial administration provisions as prescribed by 20-9-201(2);

3 (10) prescribe and furnish the annual report forms to enable the districts to report to the county
4 superintendent in accordance with the provisions of 20-9-213(6) and the annual report forms to enable the county
5 superintendents to report to the superintendent of public instruction in accordance with the provisions of 20-3-209;

6 (11) approve, disapprove, or adjust an increase of the average number belonging (ANB) in accordance
7 with the provisions of 20-9-313 and 20-9-314;

8 (12) distribute BASE aid and special education allowable cost payments in support of the BASE funding
9 program in accordance with the provisions of 20-9-331, 20-9-333, 20-9-342, 20-9-346, 20-9-347, and 20-9-366
10 through 20-9-369;

11 (13) provide for the uniform and equal provision of transportation by performing the duties prescribed by
12 the provisions of 20-10-112;

13 (14) request, accept, deposit, and expend federal money in accordance with the provisions of 20-9-603;

14 (15) authorize the use of federal money for the support of an interlocal cooperative agreement in
15 accordance with the provisions of 20-9-703 and 20-9-704;

16 (16) prescribe the form and contents of and approve or disapprove interstate contracts in accordance
17 with the provisions of 20-9-705;

18 (17) recommend standards of accreditation for all schools to the board of public education in accordance
19 with the provisions of 20-7-101; and

20 (18) evaluate compliance with the accreditation standards and recommend accreditation status of every
21 school to the board of public education in accordance with the provisions of ~~20-7-101~~ and 20-7-102;

22 ~~(18)~~(19) collect and maintain a file of curriculum guides and assist schools with instructional programs
23 in accordance with the provisions of 20-7-113 and 20-7-114;

24 ~~(19)~~(20) establish and maintain a library of visual, aural, and other educational media in accordance with
25 the provisions of 20-7-201;

26 ~~(20)~~(21) license textbook dealers and initiate prosecution of textbook dealers violating the law in
27 accordance with the provisions of the textbooks part of this title;

28 ~~(24)~~(22) as the governing agent and executive officer of the state of Montana for K-12 career and
29 vocational/technical education, adopt the policies prescribed by and in accordance with the provisions of
30 20-7-301;

1 ~~(22)~~(23) supervise and coordinate the conduct of special education in the state in accordance with the
2 provisions of 20-7-403;

3 ~~(23)~~(24) administer the traffic education program in accordance with the provisions of 20-7-502;

4 ~~(24)~~(25) administer the school food services program in accordance with the provisions of 20-10-201
5 through 20-10-203;

6 ~~(25)~~(26) review school building plans and specifications in accordance with the provisions of 20-6-622;

7 ~~(26)~~(27) provide schools with information and technical assistance for compliance with the student
8 assessment rules provided for in 20-2-121 and collect and summarize the results of the student assessment for
9 the board of public education and the legislature;

10 ~~(27)~~(28) upon request and in compliance with confidentiality requirements of state and federal law,
11 disclose to interested parties all school district student assessment data for a test required by the board of public
12 education;

13 ~~(28)~~(29) administer the distribution of guaranteed tax base aid in accordance with 20-9-366 through
14 20-9-369; and

15 ~~(29)~~(30) perform any other duty prescribed from time to time by this title, any other act of the legislature,
16 or the policies of the board of public education."

17

18 **Section 2.** Section 20-7-101, MCA, is amended to read:

19 **"20-7-101. Standards of accreditation.** (1) Standards of accreditation for all schools must be adopted
20 by the board of public education upon the recommendations of the superintendent of public instruction. The
21 superintendent shall develop recommendations in accordance with subsection (2). The recommendations
22 presented to the board must include an economic impact statement, as described in 2-4-405, prepared in
23 consultation with the negotiated rulemaking committee under subsection (2).

24 (2) The accreditation standards recommended by the superintendent of public instruction must be
25 developed through the negotiated rulemaking process under Title 2, chapter 5, part 1. The superintendent may
26 form a negotiated rulemaking committee for accreditation standards to consider multiple proposals. The
27 negotiated rulemaking committee may not exist for longer than 2 years. The committee must represent the
28 diverse circumstances of schools of all sizes across the state and must include representatives from the following
29 groups:

30 (a) school district trustees;

1 **(b) school administrators;**

2 **(c) teachers;**

3 **(d) school business officials;**

4 **(e) parents; and**

5 **(f) taxpayers.**

6 (2) Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal,
7 including the economic impact statement required under subsection (1), to the education and local government
8 interim committee for review at least 1 month in advance of a scheduled committee meeting. ~~The interim~~
9 ~~committee shall request a fiscal analysis to be prepared by the legislative fiscal division. The legislative fiscal~~
10 ~~division shall provide its analysis to the interim committee and to the office of budget and program planning to~~
11 ~~be used in the preparation of the executive budget.~~

12 (3) ~~If Unless the fiscal analysis of expenditures by school districts required under the proposal is found~~
13 ~~are determined by the legislative fiscal division education and local government interim committee to have a~~
14 ~~substantial fiscal impact be insubstantial expenditures that can be readily absorbed into the budgets of existing~~
15 ~~district programs, the board may not implement the standard until July 1 following the next regular legislative~~
16 ~~session and shall request that the same legislature fund implementation of the proposed standard. A substantial~~
17 ~~fiscal impact is an amount that cannot be readily absorbed in the budget of an existing school district program.~~

18 (4) Standards for the retention of school records must be as provided in 20-1-212."

19

20 **NEW SECTION. Section 3. Effective date.** [This act] is effective on passage and approval.

21

- END -

HOUSE BILL NO. 377

INTRODUCED BY D. LAMM, N. BALLANCE, G. BENNETT, S. BERGLEE, M. BLASDEL, R. BRODEHL,
 B. BROWN, T. BURNETT, A. DOANE, J. FIELDER, C. GLIMM, D. HAGSTROM, K. HANSEN, B. HARRIS,
 G. HERTZ, S. HESS, J. HINKLE, D. HOWARD, D. KARY, A. KNUDSEN, S. LASZLOFFY, S. LAVIN,
 F. MANDEVILLE, T. MANZELLA, W. MCKAMEY, M. MONFORTON, D. MORTENSEN, M. NOLAND,
 R. OSMUNDSON, R. PINOCCI, A. REDFIELD, K. REGIER, V. RICCI, M. ROSENDALE, N. SCHWADERER,
 C. SMITH, S. STAFFANSON, N. SWANDAL, G. VANCE, R. WEBB, K. WHITE, J. WINDY BOY,
 D. ZOLNIKOV

A BILL FOR AN ACT ENTITLED: "AN ACT REVISING THE PROCESS FOR THE ADOPTION OR AMENDMENT
 OF ACCREDITATION STANDARDS FOR THE BASIC SYSTEM OF FREE QUALITY PUBLIC ELEMENTARY
 AND SECONDARY SCHOOLS; REQUIRING MEETINGS RELATED TO THE ADOPTION OR AMENDMENT
 OF ACCREDITATION STANDARDS TO BE OPEN TO THE PUBLIC; PROHIBITING PUBLIC OFFICIALS FROM
 BELONGING TO ASSOCIATIONS THAT WOULD RESULT IN CEDING ANY MEASURE OF CONTROL OVER
 PUBLIC SCHOOLS IN MONTANA; PROHIBITING AND VOIDING THE ADOPTION OF STANDARDS OR
 ASSESSMENTS RELATED TO THE COMMON CORE INITIATIVE; PROVIDING FOR TEMPORARY CONTENT
 STANDARDS IN MATHEMATICS AND ENGLISH LANGUAGE ARTS AND FOR A PROCESS FOR
 DEVELOPMENT AND ADOPTION OF NEW CONTENT STANDARDS IN MATHEMATICS AND ENGLISH
 LANGUAGE ARTS; ESTABLISHING AN ACCREDITATION STANDARDS REVIEW COUNCIL AND PROVIDING
 FOR MEMBERSHIP AND DUTIES; PROVIDING FOR REVIEW COUNCIL RECOMMENDATION AND FOR A
 FISCAL ANALYSIS OF PROPOSED ACCREDITATION STANDARDS; ENSURING LOCAL CONTROL OF
 CONTENT STANDARDS AND CURRICULUM BY PROHIBITING THE WITHHOLDING OF BASE AID BASED
 ON A DISTRICT'S DECISION ~~TO NOT ADOPT~~ NOT TO ADHERE TO CONTENT STANDARDS; REPEALING
 TITLE 10, CHAPTER 53, SUBCHAPTERS 4 AND 5, ARM; AMENDING SECTIONS 20-7-101 AND 20-9-344,
 MCA; AND PROVIDING AN IMMEDIATE EFFECTIVE DATE."

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

NEW SECTION. **Section 1. Legislative intent.** It is the intent of the legislature to ensure that the
 governance of the basic system of free quality public elementary and secondary schools be fully controlled by

1 the state of Montana. The legislature recognizes the constitutional authority of the board of public education to
 2 generally supervise the basic system of free quality public elementary and secondary schools that the legislature
 3 provides. In providing and funding the basic system, the legislature has the constitutional duty and fiduciary
 4 responsibility to oversee the development of standards on which the basic system is built. The legislature also
 5 intends to ensure the local control of schools in each district by the trustees elected by the people of that district.
 6 While responsible for meeting the minimum standards required of schools within the basic system, local trustees
 7 also have the autonomy to govern their schools as entrusted by their voters. The legislature intends to resist the
 8 nationalization and standardization of education to ensure that Montana's basic system truly develops the full
 9 educational potential of each individual.

10

11 **Section 2.** Section 20-7-101, MCA, is amended to read:

12 **"20-7-101. Standards of accreditation.** (1) ~~Standards of accreditation for all schools must be adopted~~
 13 ~~by the board of public education upon the recommendations of the superintendent of public instruction. The board~~
 14 ~~of public education, in exercising its general supervision of the basic system of free quality public elementary and~~
 15 ~~secondary schools provided by the legislature under Article X of the Montana constitution, shall adopt standards~~
 16 ~~of accreditation in accordance with the provisions of this section.~~

17 (2) The board may consult with the superintendent of public instruction in proposing to adopt or amend
 18 accreditation standards.

19 (3) All meetings of a public agency at which proposals to adopt or amend the accreditation standards
 20 are discussed must be open to the public. The development of proposals to adopt or amend the accreditation
 21 standards must provide for the participation of teachers, school administrators, parents, and students from across
 22 the state.

23 (4) Public officers of this state may not join on behalf of the state or a state agency any consortium,
 24 association, or other entity if the membership would require the state or a political subdivision to cede any
 25 measure of control over the basic system of free quality public elementary and secondary schools of this state.
 26 Public officers may not accept grants or sign agreements or memoranda of understanding that cede any measure
 27 of control over the basic system of free quality public elementary and secondary schools of this state.

28 (5) In accordance with subsection (4), the board of public education may not adopt and the
 29 superintendent of public instruction may not implement content standards or assessments based on or related
 30 to those developed by the common core state standards initiative. Any previous adoption of standards or

1 assessments related to the common core initiative is void as of [the effective date of this act].

2 ~~(2)(6)~~ Prior to adoption or amendment of any accreditation standard, the board shall submit each
 3 proposal to the ~~education and local government interim committee~~ accreditation standards review council
 4 established in [section 3] for review. The proposal must be accompanied by an analysis prepared by the office
 5 of public instruction of the financial impacts of the proposed standards on the state and on local school districts.
 6 The accreditation standards review council shall hold a public hearing on the proposal within 60 days, but no less
 7 than 30 days, after the submission of the proposal and financial analysis. A majority vote of the council in favor
 8 of the proposal is required in order to recommend the proposal to the board of public education. If the council
 9 determines that the implementation of the proposed standards will require increased funding requiring legislative
 10 action, the council may delay its vote until the conclusion of the next legislative session. The interim committee
 11 shall request a fiscal analysis to be prepared by the legislative fiscal division. The legislative fiscal division shall
 12 provide its analysis to the interim committee and to the office of budget and program planning to be used in the
 13 preparation of the executive budget.

14 ~~(3)~~ If the fiscal analysis of the proposal is found by the legislative fiscal division to have a substantial
 15 fiscal impact, the board may not implement the standard until July 1 following the next regular legislative session
 16 and shall request that the same legislature fund implementation of the proposed standard. A substantial fiscal
 17 impact is an amount that cannot be readily absorbed in the budget of an existing school district program.

18 ~~(4)(7)~~ Standards for the retention of school records must be as provided in 20-1-212."
 19

20 NEW SECTION. Section 3. Accreditation standards review council -- membership. (1) There is
 21 an accreditation standards review council administratively attached to the legislative services division.

22 (2) The council consists of the following ~~46~~ 15 members:

23 (a) the presiding officers or their designees and ranking minority party members or their designees of:

24 (i) the education standing committees of the senate and house of representatives; and

25 (ii) the joint subcommittee for education that deals with appropriations;

26 (b) the superintendent of public instruction or the superintendent's designee;

27 (c) the presiding officer of the board of public education or a designee;

28 (d) the presiding officer of the board of regents or a designee; and

29 (e) six individuals, four of whom are not legislators, three appointed by the president of the senate and

30 three by the speaker of the house of representatives. In appointing these individuals, consideration must be given

1 to providing that the entire membership of the council ensures geographical distribution of members and includes:

- 2 (i) members representing both urban and rural areas; and
3 (ii) members with deep understanding of educational issues, who may include:
4 (A) teachers;
5 (B) school administrators;
6 (C) school district trustees;
7 (D) education faculty from institutions of higher education;
8 (E) parents of school-aged children; and
9 (F) students.

10 (3) Elected members shall serve the duration of their terms. Appointed members shall serve 2-year
11 terms, except that the council shall designate three members of the first council appointees to serve 4-year terms
12 to ensure continuity.

13 (4) The council shall elect a presiding officer from its members.

14 (5) The presiding officer shall convene the council as necessary for the purposes of reviewing
15 accreditation standards as described in 20-7-101.

16 (6) Unless otherwise provided by law, each member of the council is entitled to be paid \$50 for each day
17 in which the member is engaged in the performance of duties under this section and is also entitled to be
18 reimbursed for travel expenses, as provided for in 2-18-501 through 2-18-503, incurred while in the performance
19 of council duties. Members who are full-time salaried officers or employees of this state or of a political
20 subdivision of this state are not entitled to be compensated for their service as members except when they
21 perform their council duties outside their regular working hours or during hours charged against their leave time,
22 but those members are entitled to be reimbursed for travel expenses as provided for in 2-18-501 through
23 2-18-503.

24

25 **Section 4.** Section 20-9-344, MCA, is amended to read:

26 **"20-9-344. Duties of board of public education for distribution of BASE aid.** (1) The board of public
27 education shall administer and distribute the BASE aid and state advances for county equalization in the manner
28 and with the powers and duties provided by law. The board of public education:

29 (a) shall adopt policies for regulating the distribution of BASE aid and state advances for county
30 equalization in accordance with the provisions of law;

1 (b) may require reports from the county superintendents, county treasurers, and trustees that it considers
2 necessary; and

3 (c) shall order the superintendent of public instruction to distribute the BASE aid on the basis of each
4 district's annual entitlement to the aid as established by the superintendent of public instruction. In ordering the
5 distribution of BASE aid, the board of public education may not increase or decrease the BASE aid distribution
6 to any district on account of any difference that may occur during the school fiscal year between budgeted and
7 actual receipts from any other source of school revenue.

8 (2) (a) The board of public education may order the superintendent of public instruction to withhold
9 distribution of BASE aid from a district when the district fails to:

10 ~~(a)(i)~~ submit reports or budgets as required by law or rules adopted by the board of public education;
11 or

12 ~~(b)(ii) except as provided in subsection (2)(b),~~ maintain accredited status because of failure to meet the
13 board of public education's assurance and performance standards.

14 (b) A district's BASE aid may not be withheld or limited based on a district's decision not to ~~adopt~~ ADHERE
15 TO the content and performance standards in the state accreditation standards. A district's decision does not allow
16 a district to opt out of state assessments based on the content and performance standards.

17 (3) Prior to any proposed order by the board of public education to withhold distribution of BASE aid or
18 county equalization money, the district is entitled to a contested case hearing before the board of public
19 education, as provided under the Montana Administrative Procedure Act.

20 (4) If a district or county receives more BASE aid than it is entitled to, the county treasurer shall return
21 the overpayment to the state upon the request of the superintendent of public instruction in the manner prescribed
22 by the superintendent of public instruction.

23 (5) Except as provided in 20-9-347(2), the BASE aid payment must be distributed according to the
24 following schedule:

25 (a) from August to October of the school fiscal year, to each district 10% of:

26 (i) direct state aid;

27 (ii) the total quality educator payment;

28 (iii) the total at-risk student payment;

29 (iv) the total Indian education for all payment;

30 (v) the total American Indian achievement gap payment;

- 1 (vi) the total data-for-achievement payment; and
2 (vii) the total natural resource development K-12 funding payment;
3 (b) from December to April of the school fiscal year, to each district 10% of:
4 (i) direct state aid;
5 (ii) the total quality educator payment;
6 (iii) the total at-risk student payment;
7 (iv) the total Indian education for all payment;
8 (v) the total American Indian achievement gap payment;
9 (vi) the total data-for-achievement payment; and
10 (vii) the total natural resource development K-12 funding payment;
11 (c) in November of the school fiscal year, one-half of the guaranteed tax base aid payment to each
12 district or county that has submitted a final budget to the superintendent of public instruction in accordance with
13 the provisions of 20-9-134;
14 (d) in May of the school fiscal year, the remainder of the guaranteed tax base aid payment to each district
15 or county; and
16 (e) in June of the school fiscal year, the remaining payment to each district of direct state aid, the total
17 quality educator payment, the total at-risk student payment, the total Indian education for all payment, the total
18 American Indian achievement gap payment, the total data-for-achievement payment, and the total natural
19 resource development K-12 funding payment.
20 (6) The distribution provided for in subsection (5) must occur by the last working day of each month."
21

22 **NEW SECTION. Section 5. Temporary content standards and assessments established -- timeline**
23 **and procedure for replacement content standards -- development subcommittees.** (1) For the 2014-2015
24 school year, school districts may not be required to administer statewide assessments in English language arts
25 or mathematics based on the common core state standards. If the trustees of a district determine to administer
26 statewide assessments in English language arts or mathematics based on the common core state standards for
27 the 2014-2015 school year, a student may not participate in the assessment unless the student's parent or legal
28 guardian signs a form provided by the school district granting permission.
29 (2) For the 2015-2016 and 2016-2017 school years, the board of public education shall adopt and the
30 superintendent of public instruction shall implement content standards and assessments in English language arts

1 and mathematics identical to those content standards and assessments that were in effect prior to July 1, 2013.
2 The adoption does not require the recommendation or fiscal analysis required in 20-7-101(6).

3 (3) No later than July 1, 2016, the accreditation standards review council shall develop new content
4 standards for English language arts and mathematics through the procedure described in subsection (4). These
5 standards must be reviewed by the accreditation standards review council pursuant to 20-7-101(6) by September
6 15, 2016. If the board adopts the standards, the standards and valid and reliable assessments aligned to the
7 standards must be used beginning in the 2017-2018 school year.

8 (4) (a) In developing the new content standards in English language arts and mathematics, the
9 accreditation standards review council shall appoint two content standards development subcommittees, one for
10 the development of English language arts content standards and one for the development of mathematics content
11 standards. The council shall appoint the presiding officer of each subcommittee to oversee the development of
12 new content standards. The presiding officer must be a faculty member at a 4-year university in the English
13 language or literature department for the English language arts subcommittee and in the mathematics, science,
14 or engineering department for the mathematics subcommittee. The council shall develop a nomination process
15 for appointees.

16 (b) Each subcommittee must be composed of seven members who have experience in teaching and who
17 collectively possess experience in elementary, middle, and high schools.

18 (c) Each subcommittee shall select a highly rated pre-2009 set of state standards as a foundational
19 blueprint for the development of new standards.

20 (d) Each subcommittee may form working groups to address grade-level standards for elementary,
21 middle, and high school grades.

22 (e) No later than January 1, 2016, each subcommittee shall electronically publish initial draft standards
23 and establish means to receive public comment on the draft standards.

24 (f) No later than April 1, 2016, each subcommittee shall hold no fewer than five public hearings on the
25 draft standards, at least one of which must be held in each of the districts of the state established in 2-15-3402.

26 (g) No later than July 1, 2016, and following the public hearings required in subsection (4)(f), each
27 subcommittee shall hold a final meeting to amend the draft standards as necessary and to vote on recommending
28 the draft standards to the accreditation standards review council.

29 (h) The office of public instruction shall prepare an analysis of the financial impacts of the draft standards
30 and submit the analysis along with the draft standards to the review council.

1 (5) Unless otherwise provided by law, each member of the content standards development
2 subcommittees is entitled to be paid \$50 for each day in which the member is engaged in the performance of
3 duties under this section and is also entitled to be reimbursed for travel expenses, as provided for in 2-18-501
4 through 2-18-503, incurred while in the performance of subcommittee duties. Members who are full-time salaried
5 officers or employees of this state or of a political subdivision of this state are not entitled to compensation for their
6 service as members except when they perform their subcommittee duties outside their regular working hours or
7 during hours charged against their leave time, but those members are entitled to be reimbursed for travel
8 expenses as provided for in 2-18-501 through 2-18-503.

9

10 NEW SECTION. Section 6. Repealer. All rules under Title 10, chapter 53, subchapters 4 and 5, of the
11 Administrative Rules of Montana are repealed.

12

13 NEW SECTION. Section 7. Codification instruction. [Sections 1, 3, and 5] are intended to be codified
14 as an integral part of Title 20, chapter 7, part 1, and the provisions of Title 20, chapter 7, part 1, apply to [sections
15 1, 3, and 5].

16

17 NEW SECTION. Section 8. Effective date. [This act] is effective on passage and approval.

18

- END -

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

ACTION

❖ MSDB LIAISON (Item 7)

Lila Taylor

ITEM 7

MSDB REPORT

- **Discussion of MSDB Meeting Schedule**
 - **Approve Significant Writing Policy**
 - **Approve MSDB School Calendar**
 - **MHSA/MSDB Volleyball Agreement**

Donna Sorensen

Board of Public Education – MSDB Report: March 2015

Agenda Item	Notes
Superintendent Report	<p>Second Reading – New Policy: Significant Writing Policy.</p> <p>Our IT Network Manager is still recovering from a kidney transplant. He had a small set back and was in the hospital in Great Falls for a few days. After he came home, he had a follow up appointment and surgery in Spokane. He continues to improve and it is a joy to see him back at work!</p>
MSDB Foundation Report	<p>The MacKenzie River Pizza fundraiser began January 13th and for now is only happening in Great Falls. Bonnie will try to contact each MacKenzie River Pizza in the state and see if we can fundraise with them, also, on the second Tuesday of each month. A voucher is necessary to include when paying the bill. From the proceeds, 20% will be given, excluding alcohol.</p> <p>Donna Schmidt noted that some of the restricted accounts may need to be spent during the year. Donna requested to have \$3,000 from the Career Development Work Study moved to the Senior Trip as they will need a male chaperone that they hadn't planned. Motion from Scott and seconded by Jon to approve the \$3,000 to transfer to Senior Trip category. Carried.</p> <p>A new group, Jogging Jokers, from MSDB started jogging in November. This group includes day and residential students that meet on Tuesday and Thursday after school. Teacher, Bethany Hultz, wrote and received a matching grant from the Big Sky State games and would like to be able to take the group to the Big Sky State games in July. The Great Falls Voyagers gave a donation towards the t-shirts. Donna would need to add a line item to the budget to help with travel expenses to attend the State games. Motion by Scott and seconded by Ed to authorize Donna Schmidt to move \$500 at her discretion to the new line item. Carried.</p> <p>Donna stated the current total amount collected for the library in honor of Steve Gettel is \$2,890.</p> <p>The next item of discussion was the Geyser cottage remodel. Total donations received for the remodel is \$47,600.00. New beds for all of the cottages and furniture for Geyser were purchased. Day Springs bid for taping, texturing and primer that was not damaged by the water is \$10,998.00. New light fixtures (25) from Crescent Electric are \$2,682.25. A request was made to purchase new light fixtures for the dining/living room from the approximately \$1,500.00 left from the First Interstate Bank donation. There is roughly \$33,000 brought forward from 2014-2015 that has not been spent. Other expenditures were listed that were paid by the State of Montana that totaled \$27,731.12. Ed has donated his time and expertise to refinish the kitchen cabinets. Total for this project is just under \$60,000. The balance remaining from the Foundation is \$15,480.00. Day Spring has requested a payment of \$12,402.00, but Donna is waiting for them to finish</p>

	<p>everything. Donna requested from Shannon an authorization to issue a check in the amount of \$10,998.00 to Day Spring. The State's payment is \$12,402.00 to Day Spring.</p>
<p>Student Enrollment Evaluations</p>	<p>Current: 50</p> <p>Referrals: 10 Day in Process: 2 (VI) Intentions declared: 1 (VI)</p>
<p>Human Resources</p>	<p><u>In the Education Program:</u></p> <p>We have four positions currently open. Two Outreach Consultants for Students with Visual Impairments are retiring – one who works in Northeastern Montana and one in the Billings area. Those two positions are posted. Our Speech and Language Pathologist (SLP) and Communications Technician are both retiring. We have the SLP position open. For the Communication Technician position, we are adjusting the focus and will look for an ASL Bilingual Specialist. As a school that embraces a Total Communication philosophy, we have staff members that are skilled at teaching English and using spoken language or using sign with spoken language. We would like to add someone who can support our ASL learning – both for staff and students and work with us in learning and using strategies where ASL can support English learning.</p> <p><u>In the Cottage Program:</u></p> <p>Hal Adams, Cottage Life Attendant with the boys retired on January 4, 2015. Hal worked here for 30 years and his work with the students will be missed. At this time we are not planning to fill his position due to number of male students in the program.</p> <p>Katherine Boadle, Behavioral Counselor was released from duty on February 12th. It was just not a good fit. The job will be posted per the collective bargaining agreement.</p>
<p>Education Program</p>	<ul style="list-style-type: none"> • Visits and Tours: <ul style="list-style-type: none"> ○ A teacher from Stanford observed a class in which a student we share attends. She wanted to gather ideas on ways to help the student better in her classroom. • Student Celebration Awards: <ul style="list-style-type: none"> ○ January: Kaelyn received the Schultes' Student of the Week award, Jason received the Principal's Club award, and Jogging Jokers awarded a \$400 grant from Shopko for staying physically fit. ○ February: Angelina received the Schultes' Student of the Week award; Charlotte received the Principal's Club Award; Academic Bowl competition presentation; and the Reading Challenge was announced. The challenge is for the student body to read 500 books. Each book will be represented by a gumball in the "gumball dispenser" (a large paper dispenser on the library bulletin board). Once 500 books are read, the bike donated by the Masons will be awarded to the school for all students to use.

	<p>Spotlight on Academic Bowl: High school Deaf and Hard of Hearing students, both those served at the campus school and those served by Outreach, can annually try out for our Academic Bowl team. Four to five students are selected for the team. Only those with the desire to learn and willingness to commit to a great deal of study are selected. This year the team consisted of one campus student and three Outreach students. The team met for practices at least once a week throughout the school year often through interactive video conferencing as team members were scattered across the state. Informational areas such as deaf studies, current events, sports, social studies, math, language/literature, the arts, technology and others are studied and then the students practice these in a question/answer game format to prepare for competition. In February, the team attended the regional competition at the Oregon for the Deaf in Salem, OR. There they competed against other schools and programs for the deaf and hard of hearing from the western United States. Although our team didn't earn one of the top two spots that ensure attending nationals, our students performed well enough that they may end up earning a wildcard spot. Nationals are held at Gallaudet in Washington, D.C. We should hear the results in a couple of weeks. We are very proud of the students and their accomplishment!</p>
<p>Outreach Program</p>	<p>Two consultants and one consulting audiologist will attend the Early Hearing Detection and Intervention (EHDI) Conference to enhance the implementation of early hearing detection and intervention program in our state. This years conference will be in Louisville, KY and focus on successful strategies such as screening, audiologic evaluations, early intervention, reporting, tracking, and data integration. The team will return to Montana and share their knowledge with the other consultants and professionals working to serve babies identified as having a hearing loss.</p> <p>Five consultants and Teachers of the Visually Impaired (TVIs) serving Braille students will attend the Unified English Braille training in Gooding, ID. This training is offered to support Idaho in writing their state plan to implement the new Braille Code. Since Montana is part of the Northern Rockies Chapter of Association of Education and Rehabilitation of the Blind and Visually Impaired (AER), Montana has a close relationship with Idaho and they have invited Montana Consultants to attend this workshop. Idaho will be bringing in a national speaker from the Braille Authority of North America (BANA) to support the plan development. Montana consultants will come back and work with others serving Braille students to write our state plan which will be implemented in January 2016.</p> <p>Thirteen consultants attended and presented at the MCEC conference in Bozeman. The feedback on the presentations with very positive. Topics ranged from auditory learning to sign language training to cortical visual impairments.</p>
<p>Student Services Program</p>	<p>February 25, 2015</p> <p>Since the return from the holidays the students have been busy with several all cottage activities. Students traveled home for MLK Jr. Weekend on January 16th and returned on January 19th.</p>

	<p>Chinese New Year Lunch/Dinner activity was held on January 24, 2015. The students and staff made various Chinese decorations and food for their party.</p> <p>The annual Super Bowl Party was held on Sunday, February 1st (which was also travel return). Hamburgers and hot dogs were the menu and each cottage made some special treats for the students and staff to enjoy. Almost all the students and staff were Seattle fans so they had a disappointing ending to an exciting game and activity!</p> <p>February 5th the Expressions of Silence performed at the MT CEC conference in Bozeman. The students did a wonderful job representing the school at this event in which there were more than 250 educators in the audience.</p> <p>On February 10th was the Cottage Student Council Chili Fundraiser. The students made the chili and corn bread. The event was a success and the students seem to enjoy these types of activities. The students are raising funds for an overnight trip to Helena in May.</p> <p>Students traveled home on February 13th for President’s Day Weekend and returned on Monday, February 16th. We have been blessed with uneventful travels this year. We have a core group of staff who ride the busses with the students and all seems to go well.</p> <p>On February 22nd the students and staff had a Mardi Gras party. Masks were made and there was various types of Mardi Gras food that was prepared by the students and staff.</p> <p>Students (girls with visual impairments) who were displaced by the Geyser remodel project are looking forward with great anticipation to move back to their “new” cottage in a few weeks.</p>
<p>Safety and Facilities</p>	<p><u>Safety:</u></p> <ul style="list-style-type: none"> • Only one workers compensation claim this winter and that was in December as a result of a fall walking between our state vehicles in the parking lot. Snow tends to accumulate between the cars, because it is hard to remove the snow between the parked cars. • We recently purchased six utility carts for the campus using funds from the Early Return to Work 5% discount we received from the state fund. This money is to be used specifically for safety equipment. These carts will make moving items between buildings and around the building easier, and reduce the risk of injury by hopefully eliminating carrying of heavy or bulky items. • Jim Kelly, Maeona Lee and Donna Schmidt attended the OPI provided Montana School Emergency Operations Plan Training at the end of January. This training helped us look at our emergency plans for the school and we realized we have great processes to follow during emergencies, but we lack documentation on what to do in the

	<p>days and weeks after an emergency. It was very informative and the safety committee will start working on expanding our current plans to include this time frame.</p> <p><u>Facilities:</u></p> <ul style="list-style-type: none"> • Geysers cottage work is complete. Moving of students back into the wing started on March 9th. • Work on the painting of the pool clearstory is complete. The pool has been filled again and is in use. • Still waiting on a time line from A & E as to when the new windows in the cottages will be installed. That will hopefully be completed this spring.
<p>Budget and Finance</p>	<p>We have spent about 60% of our budget year to date, compared with about 54% last year at this same time. We anticipated a difference due to the large payout for Steve Gettel's retirement. (We are anticipating about 6 retirements at the end of this school year.)</p>
<p>Legislative Session</p>	<p>Donna Sorensen and Donna Schmidt met with legislators January 12th. They talked about additional needs that weren't funded through the Governor's budget. Topics reviewed were additional travel costs of \$35,000, professional development of \$25,000 and salary parity. The noncertified staff makes 17% less than other state employees and the teachers make 28% less than public school teachers. This includes the state employee increases and the \$125,000 Steve Gettel received last biennium.</p> <p>Long Range Building also approved \$125,000 for upgrading our security cameras on campus and installing hardware and software for campus-wide announcements.</p>
<p>School Calendar of Events</p>	<ul style="list-style-type: none"> • March 3rd: Academic Bowl practice and Community Sign Class • March 4: Ski Day • March 5th: Education Staff Meeting • March 6: PepNet meeting in Helena, EOS performs for Legislature, VI students demo equipment in Capitol • March 10th: VI Outreach Meeting • March 10th: Academic Bowl practice and Community Sign Class • March 11th: Ski Day • March 12th: Travel Home, Internet Safety Presentation by Officer Slaughter • March 15th: Travel Return • March 16th: Academic Bowl practice and Community Sign Class • March 19-21: Focus/Goalball Enrichment Weekend • March 24th: Academic Bowl practice • March 27-28: Deaf Enrichment Weekend

- | | |
|--|--|
| | <ul style="list-style-type: none">• March 29th: Spring Formal Dinner• March 31st: Academic Bowl practice• April 1st: End of 3rd Quarter and Travel Home• April 3-6: Spring Break• April 7th: Classes resume• April 10-11: Untangling the Dots workshop• April 15: Spring Program
• Presentations/Workshops attended by one or more staff members:<ul style="list-style-type: none">○ January: PepNet in Washington, D.C○ February: CSPD general trainings and MCCS via MNCESR |
|--|--|



MONTANA SCHOOL FOR THE DEAF AND THE BLIND 2015-16 DRAFT

PIR ORIENTATION

17-21 Orientation
 23 Students Return
 24 First Day of School
****ALL TRAVEL HOME**
SCHOOL IS IN SESSION and DISMISSED AT 12:45 PM except on the last day and will be dismissed at noon.

AUGUST '15						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER '15						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day – No School (Cottages Open)
 18 Travel Home **
 21 Travel Return
 School in Session

2-3 Enrichment Wkd (D/HH)
 14 Travel Home **
 15-16 Teacher Convention
 18 Travel Return
 19 Classes Resume
 28 End of 1st Quarter (45 Days)
 30 Travel Home **

OCTOBER '15						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER '15						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1 Travel Return
 2 School in Session
 5-7 Focus/Goalball Enrich. (VI)
 24 Travel Home **
 25-29 Thanksgiving Vacation
 29 Travel Return
 30 Classes Resume

1 Classes Resume
 10 Gallaudet Day
 16 Dress Rehearsal 9:00 AM
 17 Christmas Program 1:00 PM
 Christmas Tea to follow
 18 Travel Home**
 Christmas Vacation
 (December 19-January 2)

DECEMBER '15						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY '16						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

3 Travel Return
 4 Classes Resume
 15 Travel Home **
 18 Travel Return No School
 19 Classes Resume
 19 End of 2nd Quarter (45 Days)

12 Travel Home **
 15 Travel Return No School
 16 Classes Resume

FEBRUARY '16						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

MARCH '16						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4 Travel Home**
 5 Travel Return
 6 Classes Resume
 22 Travel Home **
 23-28 Spring/Easter Vacation
 28 Travel Return No School
 29 Classes Resume
 29 End of 3rd Quarter (45 Days)
 31 Focus/Goalball Enrich. (VI)

1-2 Focus/Goalball Enrich. (VI)
 8-9 Enrichment Wkd (D/HH)
 Arbor Day and
 Music Program 1:00 PM
 15 Travel Home
 18 Travel Return No School
 19 Classes Resume

APRIL '16						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY '16						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6 Travel Home **
 9 Travel Return
 School in Session
 13-14 Games for the VI
 28 Graduation 2:00 PM
 30 Labor Day – No School (Cottages Open)
 No public school May 27 or 30

2 Last Day of School
 Awards Assembly 10:30 AM
 Dismissed at noon
 End of 4th Quarter (45 Days)
 Teacher Check-out
 1st Quarter: October 28, 2015
 2nd Quarter: January 19, 2016
 3rd Quarter: March 29, 2016
 4th Quarter: June 2, 2016
www.msdb.mt.gov
 1 800 882-MSDB
 3911 Central Avenue
 Great Falls, MT 59405-1967

JUNE '16						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY '16						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

IMPORTANT PHONE NUMBERS
 Administration 406 771-6000
 Education 406 771-6030
 CST/IEP Information 406 771-6060
 Cottage Office 406 771-6120
 Health Services 406 771-6104
 FAX 406 771-6164
 TDD 406 771-6063

Approved Board of Public Education:
 Month Day, 2015
 Updated: 12/08/2014



Montana High School Association

1 South Dakota Avenue ♦ Helena, MT 59601 ♦ (406) 442-6010 ♦ Fax: (406) 442-8250 ♦ www.mhsa.org

February 11, 2015

TO: SCHOOL CONTACT

FROM: MONTANA HIGH SCHOOL ASSOCIATION

RE: COOPERATIVE SPONSORSHIP AGREEMENT RENEWAL

ACTIVITIES: VOLLEYBALL

According to our records, your Cooperative Sponsorship Agreement in the activity(ies) listed above will expire at the close of this school year.

Here you will find a copy of the Cooperative Sponsorship Renewal Application. If your school board votes to renew your agreement(s), please complete the form(s) and return to this office for official action by the Executive Director. *If your school will NOT be renewing the contract(s), please contact the MHSA office by letter, by email, or by fax to inform us of that decision.*

Please note that a renewal form will need to be completed for **each** activity in which you would like to renew.

Please complete item five exactly as the motion appears in the school board minutes, and contact the MHSA office if you have any questions.

Thank you.

COOPERATIVE SPONSORSHIP OF ACTIVITIES

RENEWAL AGREEMENT



This application form must be completed by each school involved in the Cooperative Sponsorship Agreement. Please submit to the Montana High School Association, 1 South Dakota, Helena, MT 59601

Important Item: *Because of recurring problems, the MHS Executive Board emphasizes that no portion of the three years of this activity's dues will be waived unless the schools request a dissolution from the Board. The Board will review rationale for the dissolution from all schools involved before granting a dues waiver.*

1. Name of applying school: Montana School for the Deaf and Blind
2. Other school(s) involved: Great Falls Central Catholic High School
3. Which school would be considered the "host" school: GFCCHS
4. Activity to be sponsored (only one activity per form) Volleyball
5. Indicate date and place where school board meeting was held when this filing was approved:
Date: _____ Place: _____
6. Please include in the space below an exact copy of the above motion as it appears in the district school board minutes:

7. School's official approval of this renewal.

Date of application: _____

Signature of School Board President: _____

Signature of School Superintendent: _____

.....

ACTION OF THE MHS EXECUTIVE DIRECTOR

The above request for Renewal of Cooperative Sponsorship is hereby Approved / Denied (circle one) for the activity of _____ for the school years of: 20____-20____; 20____-20____; 20____-20____.

By: _____ Date: _____
Executive Director

COPY

COOPERATIVE SPONSORSHIP OF ACTIVITIES

RENEWAL AGREEMENT



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Important Item: Because of recurring problems, the MHS Association Executive Board emphasizes that no portion of the three years of this activity's dues will be waived unless the schools request a dissolution from the Board. The Board will review rationale for the dissolution from all schools involved before granting a dues waiver.

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3. Which school would be considered the "host" school: GFCCHS
4. Activity to be sponsored (only one activity per form) Volleyball
5. Indicate date and place where school board meeting was held when this filing was approved:
6. Please include in the space below an exact copy of the above motion as it appears in the district school board minutes:

7. School's official approval of this renewal.

Date of application:
Signature of School Board President:
Signature of School Superintendent:

ACTION OF THE MHS EXECUTIVE DIRECTOR

The above request for Renewal of Cooperative Sponsorship is hereby Approved / Denied (circle one) for the activity of for the school years of: 20-20; 20-20; 20-20

By: Executive Director Date:

DISCUSSION ITEMS

❖ EXECUTIVE COMMITTEE – (Items 8-9)

Sharon Carroll

ITEM 8

FEDERAL UPDATE

Nancy Coopersmith

EXECUTIVE SUMMARY

DATE: MARCH 2015

- PRESENTATION:** Federal Report
- PRESENTER:** Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction
- OVERVIEW:** The report will include the Office of Public Instruction process used to meet a federal requirement. Each state must submit to the U.S. Department of Education, by June 1, 2015, a State Plan to Ensure Equitable Access to Excellent Educators that ensures "poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers." The state plan is required by the No Child Left Behind (NCLB) Act .
- REQUESTED DECISION(S):** No formal action will be requested of the Montana Board of Public Education.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

November 10, 2014

Dear Chief State School Officer:

In July, Secretary Duncan announced our Excellent Educators for All initiative, designed to move America toward the day when every student in every public school is taught by excellent educators. As part of the initiative, consistent with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965 (ESEA), each State educational agency (SEA) must submit to the U.S. Department of Education (Department) a State Plan to Ensure Equitable Access to Excellent Educators (State Plan) that ensures “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.” Your State Plan is due on **June 1, 2015**. The Department is extending the original deadline in order to provide ample time for your State to conduct meaningful consultation with a wide range of stakeholders, including students, teachers, unions, non-profit teacher organizations, principals, district leaders, parents, civil rights groups, and other key stakeholders. Obtaining meaningful input from stakeholders is vital to creating high-quality plans and for setting the stage for successful implementation of those plans.

To support you in this challenging work, the Department is providing a number of tools that we hope you will find helpful.

- **Frequently Asked Questions (FAQs):** The purpose of the guidance—*State Plans to Ensure Equitable Access to Excellent Educators*—is to help each SEA prepare a comprehensive plan that meets the requirements of ESEA section 1111(b)(8)(C) and helps ensure that all students have equitable access to excellent educators.
- **Data Files:** A high-quality State Plan starts with a data-driven analysis of existing conditions. To facilitate this analysis, today, November 10, 2014, the Department will send each SEA a data file that includes (1) data from the 2011-2012 Civil Rights Data Collection (CRDC); (2) school level student poverty rates; (3) “Highly Qualified Teacher (HQT)” data; and (4) a geographic cost of living adjustor. The CRDC data include comprehensive school- and district-level data, disaggregated by race, sex, disability, and limited English proficiency status, reported by districts to the Department. Metrics include, among other things: teacher experience; teacher absenteeism; teacher certification; access to preschool and rigorous course work, including science, mathematics, and Advanced Placement courses; and school expenditures. The Department is also sending supporting documentation, including a data dictionary and codebook, to facilitate your use of the data files. These files will all be sent to your State’s *EDFacts* coordinator through the Department’s Partner Support Center.

The Department is providing these data as a resource to help inform the development of your State Plan, but States are not required to use these data. Instead of or in addition to these data, you may choose to use data collected by your State. In developing your State

Plan, I encourage you to consider not only the optimal data to depict existing inequities in access to excellent educators (for instance, data on teachers rated as effective or teachers with at least one year of experience), but also other variables or sources of information that provide insights into the root causes of those inequities (for example, data on teacher satisfaction, working conditions, principal stability, or salaries).

- **Educator Equity Profiles:** Using data *found in the file described above, the Department developed Educator Equity Profiles that compare certain teacher characteristics in high- and low-poverty schools, and in schools with high and low concentrations of minority students, in your State, disaggregated by district and urbanicity. As with the data file described above, the Department is providing these profiles as a resource and an example of how you might present data analyzing differences in teacher characteristics between schools across your State for purposes of developing your State Plan. Your State Plan must include a data-based analysis of equity gaps, but this profile is only one example of the type of data and data analysis you may use. I encourage you to supplement the Educator Equity Profile provided by the Department with your own data and analysis.*

- **Webinars:** The Department invites you and your staff to participate in a series of upcoming webinars that will provide additional information and support as you develop your State Plan:
 - State Plan to Ensure Equitable Access to Excellent Educators: November 17, 2014, 3:00pm EST
This webinar will provide SEAs with information about preparing a State Plan to ensure that all students have equitable access to excellent educators.
To register for this webinar, please use the following link:
<https://educate.webex.com/educate/j.php?RGID=rb3826a9f84d48099d28475640fa39559>

 - Understanding Your Educator Equity Profile: December 1, 2014
This webinar will provide SEAs with a deeper understanding of the educator equity profiles and will provide a forum for Q&A with Department staff who developed the profiles. Registration information will be coming soon.

 - Understanding your Data: December 9, 2014
This webinar will help SEAs better understand the large data file described above, and will include discussion of how a SEA might use it to inform its State Plan.
Registration information will be coming soon.

- **Equitable Access Support Network:** The Department invites you to take advantage of our new Equitable Access Support Network (EASN), designed to support SEAs and districts as you develop and implement your State Plan. The EASN is a partnership between national and local experts, and between analysts and practitioners, designed to address your State's individual needs, share promising strategies, and develop tools and model plans. The EASN will offer a voluntary pre-submission review process designed to provide State-specific feedback on draft State Plans prior to submission. More details

about the EASN will be forthcoming; if you have questions, please contact EASN@ed.gov.

We look forward to working with you and your team and appreciate your efforts to ensure that *all* students have access to excellent educators. If you have additional questions, please do not hesitate to contact Dr. Monique M. Chism, Director, Office of State Support (OSS), at Monique.Chism@ed.gov. Thank you for your continued focus on enhancing education for all students.

Sincerely,

/s/

Deborah S. Delisle
Assistant Secretary

**STATE PLANS TO ENSURE
EQUITABLE ACCESS TO EXCELLENT EDUCATORS
Frequently Asked Questions
November 10, 2014**

1. ESEA Statutory Citations

Section 1111(a)(1)

For any State desiring to receive a grant, the SEA shall submit to the Secretary a plan, developed in consultation with..., that satisfies the requirements of this section...

Section 1111(b)(8)(C)

Each plan shall describe the specific steps the SEA will take to ensure that both schoolwide and targeted assistance schools provide instruction by highly qualified instructional staff, including steps that the SEA will take to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the SEA will use to evaluate and publicly report the progress of the SEA with respect to such steps

Section 1111(f)(1)(B)

Each state plan shall be periodically reviewed and revised as necessary

Section 1112(c)(1)(L)

Each LEA plan will provide assurances to ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

2. Requirements that each State Plan must meet

- a. Describe and provide documentation of the steps the SEA took to consult
- b. Identify equity gaps
 1. Define key terms
 2. Examine data and calculate equity gaps
 3. Describe how the SEA identified the equity gaps
- c. Explain likely cause(s) of the identified equity gaps
- d. Set forth the SEA's steps to eliminate identified equity gaps
 1. Describe strategies the SEA will implement to eliminate the gaps
 2. Include timelines for implementing the strategies
 3. Describe how the SEA will monitor LEA's actions
- e. Describe measures the SEA will use to evaluate progress toward eliminating the identified equity gaps
- f. Describe how the SEA will publicly report on its progress

3. Deadline to submit: June 1, 2015

Montana Equitable Access Planning Timeline

Major Activities	Parties Involved	Organizer	Time Frame	
I. Develop Timeline	Team	Nancy	12/30/2014	
II. Denise Approves Timeline		Dennis	1/7/2015	
III. Data				
A. Gather & Review	Team	Sue	11/20/2014	1/15/2015
B. Analyze	Team and M&A Staff	Sue and Staff	2/28/2015	
C. Identification of Equity Gaps	Team	Sue and Staff	2/28/2015	
D. Prepare Data to Share with Stakeholders		Sue and Staff	2/28/2015	
IV. Communication with Stakeholders	Team		1/15/2015	5/15/2015
A. MACIE (Montana Advisory Council on Indian Education) Meetings				
Introduction	Mandy and Nancy	Mandy	1/12/2015	
Share Draft	Mandy and Nancy	Mandy	4/8/2015	
Suggestions to Team		Mandy	4/27/2015	
B. Special Education Advisory Panel				
Introduction	Frank	Frank	1/22/2015	
Share Draft (electronically)	Frank	Frank	4/8/2015	
Suggestions to Team		Frank	4/27/2015	
C. Title I Committee of Practitioners				
Introduction (electronically)	BJ	BJ	1/22/2015	
Share Draft	BJ	BJ	4/8/2015	
Suggestions to Team		BJ	4/27/2015	
D. Board of Public Education				
Introduction	Nancy	Nancy	3/13/2015	
Share Draft (electronically)	Nancy	Nancy	4/8/2015	
Suggestions to Team		Nancy	4/27/2015	
E. OPI Leadership Council				
Introduction	Nancy	Dennis	1/30/2015	
Share Draft	Nancy	Dennis	4/8/2015	
Suggestions to Team		Dennis	4/27/2015	
F. OPI Website				
Introduction		Linda	2/15/2015	
Share Draft		Linda	4/8/2015	

Montana Equitable Access Planning Timeline

Major Activities	Parties Involved	Organizer	Time Frame	
Suggestions to Team		Linda	4/27/2015	
G. Educators Evaluation Systems Work Team				
Introduction	Linda	Linda	1/13/2015	
Share Draft	Linda	Linda	4/8/2015	
Suggestions to Team		Linda	4/27/2015	
H. Certification Standards and Practices Advisory Board (SCPAC)				
Introduction	Linda	Linda	2/6/2015	
Share Draft	Linda	Linda	4/8/2015	
Suggestions back to Team	Linda	Linda	4/27/2015	
I. Montana Council of Deans of Education				
Introduction	Linda	Linda	1/19/2015	
Share Draft	Linda	Linda	4/8/2015	
Suggestions to Team		Linda	4/27/2015	
J. Higher Education Consortium				
Introduction	Frank	Frank	1/14/2015	
Share Draft	Frank	Frank	4/8/2015	
Suggestions to Team		Frank	4/27/2015	
V. Write Draft	Team			
A. Compile & Analyze past work on data	Team	Sue	2/28/2015	
B. Write draft narrative on Equity Gaps	Team	Linda	2/16/2015	3/6/2015
C. Identify Strategies	Team	Linda and/or BJ	2/26/2015	3/6/2015
D. Develop Timelines for expected results	Team	BJ	3/6/2015	3/13/2015
E. Develop Timeline for expected progress reports	Team	BJ	3/16/2015	3/20/2015
F. Write Draft of Progress Reports	Team	Dennis	3/23/2015	3/27/2015
G. Complete Draft	Team	Nancy	3/30/2015	4/7/2015
VI. Revise Draft	Team			
A. Compile Comments from Stakeholders	Team	Dennis	4/28/2015	5/7/2015
B. Select & Make Needed Changes to Draft	Team	Nancy	5/8/2015	5/20/2015
VII. Draft Submittal Letter from Denise to Department		Nancy	5/21/2015	
VIII. Obtain Final Approval from Denise Juneau		Dennis	5/26/2015	
IX. Submit to US Department of Education		Nancy	5/29/2015	

ITEM 9

**SCHOOL NUTRITION PROGRAMS ANNUAL
REPORT**

Christine Emerson

EXECUTIVE SUMMARY

DATE: MARCH 2015

- PRESENTATION:** School Nutrition Programs Annual Report
- PRESENTER:** Christine Emerson
Director, School Nutrition Programs
Office of Public Instruction
- OVERVIEW:** The presentation will include information about the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, USDA Foods Program, Cooperative Purchase Program, Team Nutrition Program, and Fresh Fruit and Vegetable Program for the 2013-2014 school year.
- REQUESTED DECISION(S):** None.
- OUTLYING ISSUE(S):** The presentation will be designed to show changes in program participation and funding over five school years. It will also cover nutrition education activities for schools, parents and the community to improve nutritional value and acceptability of school meals, and promote the health and education of children.
- RECOMMENDATION(S):** The presentation is informational. Nothing will be recommended to the BPE other than its continued support of the School Nutrition Programs to help children get the nutrition they need to learn, play and grow.

Montana

School Nutrition Programs
Office of Public Instruction
Division of Health Enhancement and Safety

2014 Annual Report
(July 1, 2013-June 30, 2014)



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

January 2015

Introduction

School Nutrition Programs

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Office of Public Instruction

School Nutrition Programs

School Nutrition Programs aim to promote healthy eating and physical activity through improvements in school meal programs and environments. To foster these changes, School Nutrition Programs have developed a strategic plan for the year. This strategic plan consists of three primary goals:

1. Improve Program Management and Integrity

This goal will be accomplished through the use of technology, maintenance and sharing of program information, program management, development of strong relationships with our partners, and improvements in food safety.

2. Increase Program Access and Participation to End Childhood Hunger

This goal will be accomplished through increased direct certification efforts and reporting by Montana schools, increased participation in the School Breakfast Program through outreach and alternate service options, and increased Summer Food Service Program participation through outreach and activities for children.

3. Promote Healthy Eating and Physical Activity Behaviors

To promote health and reduce childhood obesity, this goal will be accomplished through training and technical assistance to help schools improve the nutritional quality of school meals, use of the Fresh Fruit and Vegetable Program, and connecting children to local produce through Farm-to-School strategies.

The OPI School Nutrition Programs make improvements to operating procedures as legislation and funding create opportunities.

Direct Certification is the process of matching Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF) recipients to enrolled students to directly certify their eligibility for free meals at school. During the 2013-2014 school year, the OPI continued to refine and enhance the online Direct Certification Application (DCA) system. The software uses technology to match students enrolled in the state student information system, AIM, to school-aged recipients in SNAP and TANF and limits the amount of manual processes required to certify students for free meals.

Community Eligibility Provision (CEP) allows high-poverty schools to offer breakfast and lunch at no charge to all students while eliminating the traditional school meal application process. CEP benefits both schools and students by improving student access to school meals while reducing school administrative processes by eliminating the need to qualify meal applications and track student eligibility. Schools having 40 percent or more students identified as directly certified in a public assistance program such as SNAP, TANF, or Food Distribution Program on Indian Reservations are eligible to participate. Ninety-three schools completed agreements to participate in the program, which starts in SY 2014-2015.

Office of Public Instruction

School Nutrition Programs

The School Nutrition Programs unit is administered through the OPI Health Enhancement and Safety Division. The School Nutrition Programs service for schools include administration of the eight U.S. Department of Agriculture (USDA) Child Nutrition Programs:

- ✓ National School Lunch Program (NSLP)
- ✓ School Breakfast Program (SBP)
- ✓ Afterschool Snack Program
- ✓ Special Milk Program
- ✓ Summer Food Service Program (SFSP)
- ✓ USDA Food Distribution Program (including the Department of Defense Fresh Fruit and Vegetable Program)
- ✓ Fresh Fruit and Vegetable Program
- ✓ Montana Team Nutrition Program

School Nutrition Programs reimburse schools for meals served to children; distribute USDA Foods for school meal and summer programs; provide educational workshops for school food service personnel, administrators, and teachers; ensure that schools are in compliance with federal regulations; and provide nutrition education for students to promote healthful habits.

Sponsors choose which programs to participate in based on local needs. Sponsors include public schools, private/nonpublic schools, nonprofit residential child care institutions, government agencies, public or private nonprofit organizations and camps.

Vision:

Our vision is school communities that provide children full access to healthful meals and snacks that nourish minds and bodies and school nutrition environments that encourage healthful lifestyles and are supported by community partnerships.

Mission:

To ensure that schools provide nutritious meals and promote healthy lifestyles through collaborative education and training, and administration of the USDA's School Nutrition Programs.

Office of Public Instruction
School Nutrition Programs
PO Box 202501
Helena, MT
406-444-2501



Montana Team Nutrition Program
Montana State University
PO Box 173370
Bozeman, MT 59717-3360
406-994-5641

Office of Public Instruction

School Nutrition Programs

Program Management and Integrity

Program Activities

Administrative Reviews

The School Nutrition Program (SNP) Review is a comprehensive on-site evaluation of the School Food Authority once every three years. The monitoring process involves review of fiscal integrity and nutritional quality of school nutrition programs. SNP staff conducted 79 administrative reviews during the 2013-2014 school year.

Summer Food Service Program (SFSP)

School nutrition staff conducted 41 sponsor and site reviews in 2014. Sponsors who were found to be in violation of program requirements submitted corrective action plans.

Program Reporting

Verification of Free and Reduced-Price Meal Applications

Local Education Agencies (LEAs) that participate in the National School Lunch Program provide free and reduced-price meal benefits to eligible students through approval of school meal applications. Schools must verify a sample of the applications and report results to the state agency.

Only 16 (6.6 percent) LEAs had less than 80 percent response rate from households, meaning that more than 20 percent of the applicants selected for verification at their school did *not* respond by sending documents that show what they reported on their application was accurate. This verification data serves as the primary source of information on the accuracy of the eligibility determination process.

Sanitation Inspections

Schools are required to have two sanitation inspections per year and report the number of inspections to the state agency. Montana schools reported the following:

Number of schools that had 0 inspections: 186 (22.9%)

Number of schools that had one inspection: 208 (25.6%)

Number of schools that had two inspections: 418 (51.5%)

Office of Public Instruction

School Nutrition Programs

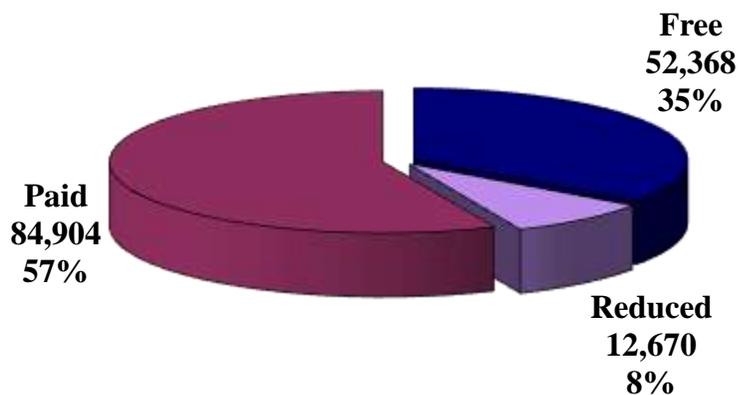
Program Access

Children who come from low-income families are at most risk for hunger and food insecurity. Improved access to affordable meals helps decrease the likelihood of children living in hunger.

At the beginning of each school year, schools send households a free and reduced-price school meal application to allow eligible families to apply. Completion of the income documentation permits School Nutrition Programs to offer meal benefits to students based on income eligibility.

During the 2013-2014 school year, 149,942 students were enrolled in schools that participated in School Nutrition Programs. Of these enrolled students, 52,368 (35 percent) were eligible for free meals, 12,670 (8 percent) were eligible for reduced-price meals, and 84,904 (57 percent) were eligible for paid meals.

Percent of Students by Eligibility Category



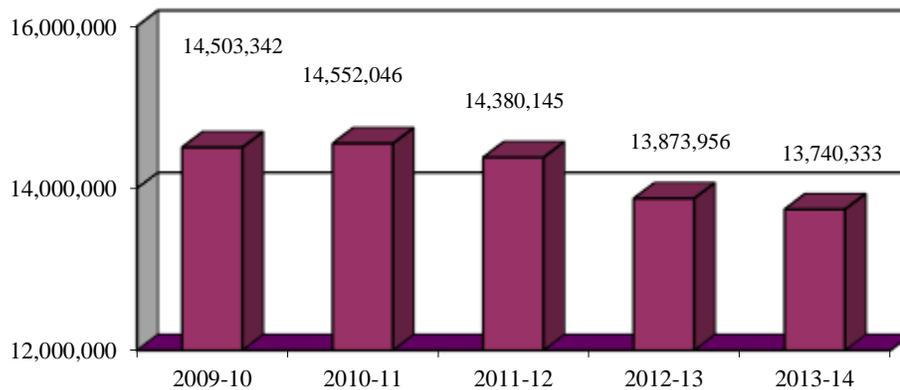
A total of 65,038 (43 percent) of Montana students were eligible for free and reduced-price school meals in 2014.

National School Lunch Program

The National School Lunch Program began in 1946 under the National School Lunch Act and is intended to help meet the nutrition needs of children from low-income households.

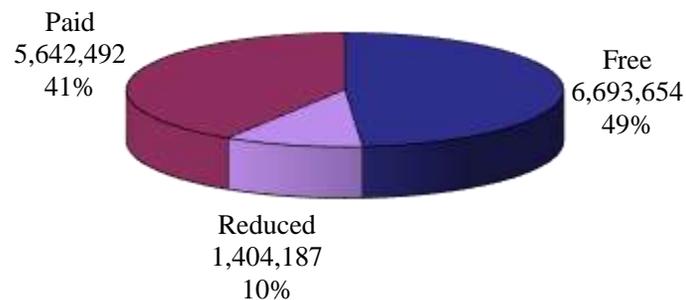
More than 13.7 million lunches were served during the 2014 school year.

Total Lunches Served



On a daily basis, 52 percent (79,446) of the total eligible students (149,492) participated in the National School Lunch Program. Students consuming school lunches are predominately eligible for free and reduced-price meals.

Student Lunches by Category

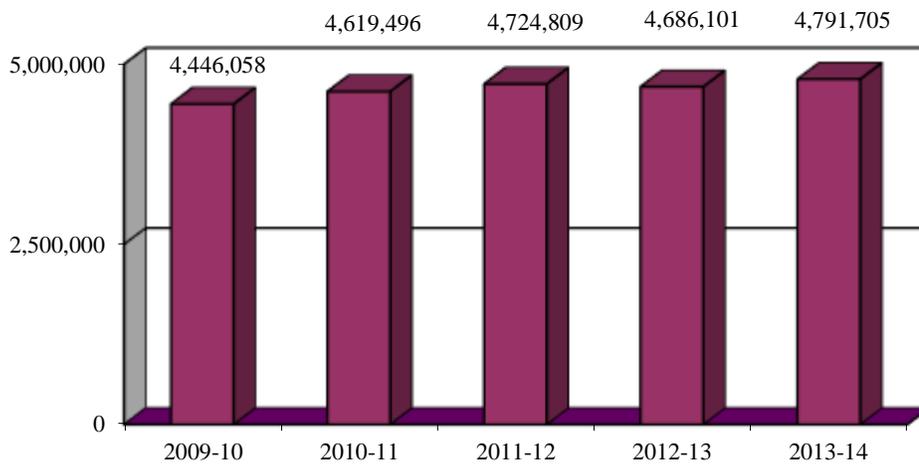


School Breakfast Program

The School Breakfast Program began as a pilot project in 1966 and was made permanent in 1975. Combined, a school breakfast and lunch provide over half the nutrition that a child needs in a day.

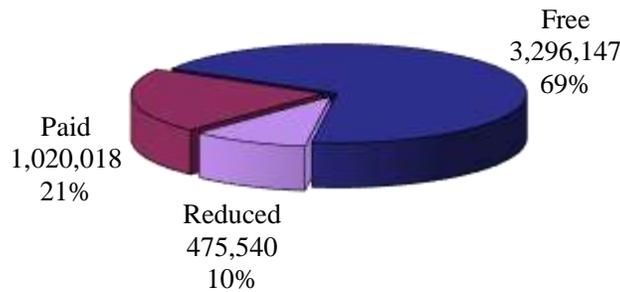
More than 4.7 million breakfasts were served during the 2014 school year.

Total Breakfasts Served



On a daily basis, 18 percent (27,357) of the total eligible students (149,942) participated in the School Breakfast Program. Students eating breakfast meals are predominately eligible for free and reduced-price meals.

Student Breakfasts by Category



School Breakfast Program

Researchers concur that eating breakfast helps student perform better in school. According to the 2013 *Montana Youth Risk Behavior Survey Report*, only 40 percent of high school students reported eating breakfast in the past seven days prior to the survey.

In the 2013-2014 school year, 27,357 students participated in the School Breakfast Program on a daily basis, which means 18 percent of the children eligible to participate in the program are eating breakfast at school. Breakfast is offered at 689 out of 827 (83 percent) Montana schools.

The OPI and Team Nutrition provide educational workshops and technical assistance to school employees on meeting breakfast meal pattern requirements and how to operate a successful program. Adoption of the Community Eligibility Provision (which provides meals to students at no cost) is expected to increase breakfast participation rates in SY 2014-2015 beyond the steady one to two percent annual rate.

Research shows that schools with breakfast programs can also improve participation by expanding student access through alternative service styles such as breakfast in the classroom and grab-and-go. The OPI works in collaboration with No Kid Hungry and the Montana Food Bank Network to meet the goal of expanding school breakfast access. No Kid Hungry, in partnership with the governor's office, started a *Breakfast after the Bell* initiative to encourage schools to serve school breakfast after the start of the school day. The initiative gained momentum with breakfast grants and recognition of high-achieving schools. Two schools were awarded *The First Lady School Breakfast Award* in February 2014. Fromberg School District started a new breakfast program and Corvallis High School implemented a morning grab-n-go meal service.

Montana Food Bank Network developed a variety of breakfast resources for schools to help make breakfast more accessible and offered additional guidance to schools wishing to enhance their breakfast program.

Only 40 percent of
high school students
report eating
breakfast daily
during the past
seven days

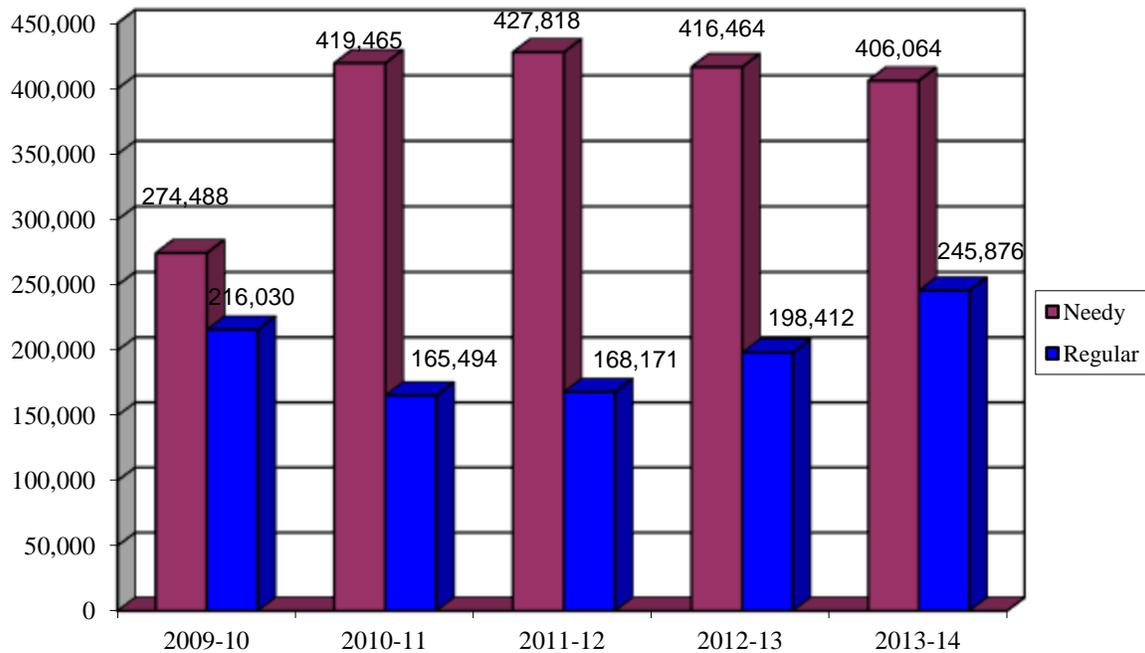
*2013 Montana Youth Risk
Behavior Survey Report*

Afterschool Snack Program

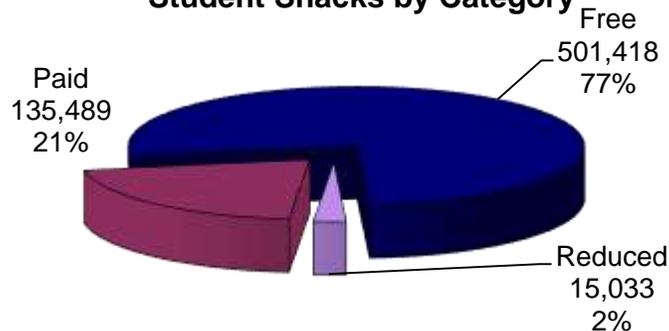
Started in 1998, the Afterschool Snack Program offers children education and enrichment activities that are safe, fun, and filled with learning opportunities. Schools in which 50 percent of the students qualify for free and reduced-price lunches are considered area eligible (needy) and students qualify for free snacks.

Over the past year, there was an increase of 37,064 snacks served.

Total After School Snacks Served



Student Snacks by Category

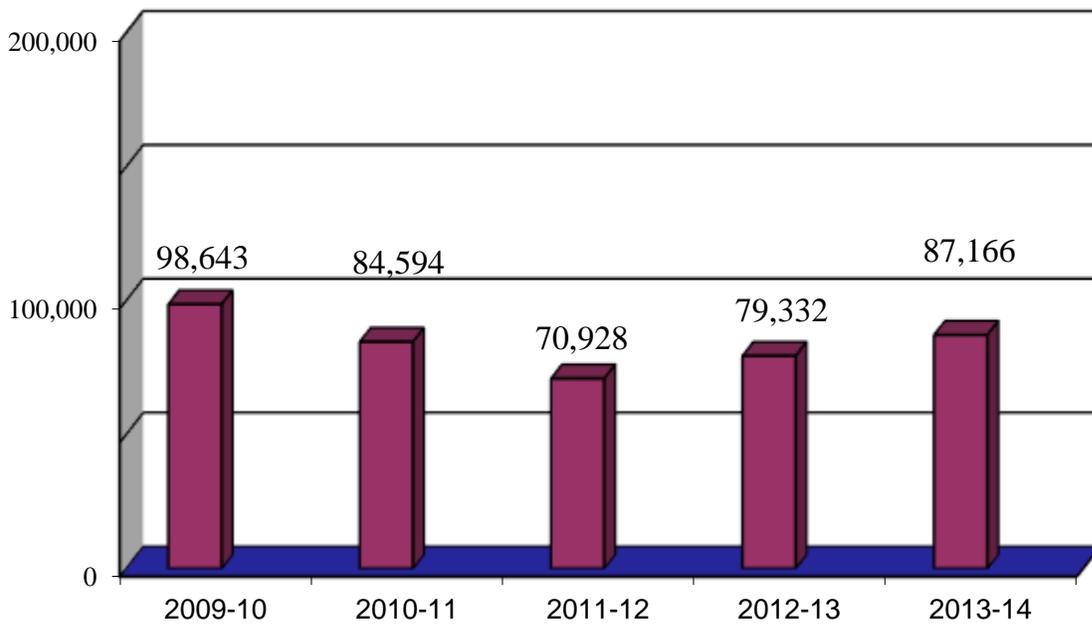


Special Milk Program

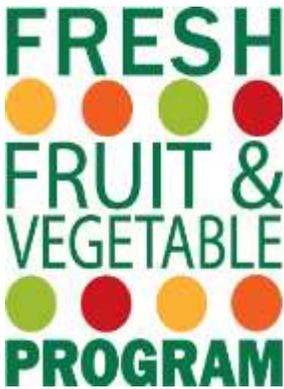
Schools that do not offer other school meal programs or kindergarten students who do not have access to lunch and breakfast at school may participate in the Special Milk Program.

Sixteen schools participated in the Special Milk Program during 2014. Over the past year, there was an increase of 7,834 half-pints served.

Total Half Pints of Milk Served



Fresh Fruit and Vegetable Program



The Fresh Fruit and Vegetable Program (FFVP) was developed as catalyst to combat childhood obesity by exposing children to fresh fruits and vegetables and helping them learn more healthful eating habits. The FFVP was successfully implemented in 163 schools in 2014, five more than the previous school year.

School Selection:

Elementary school

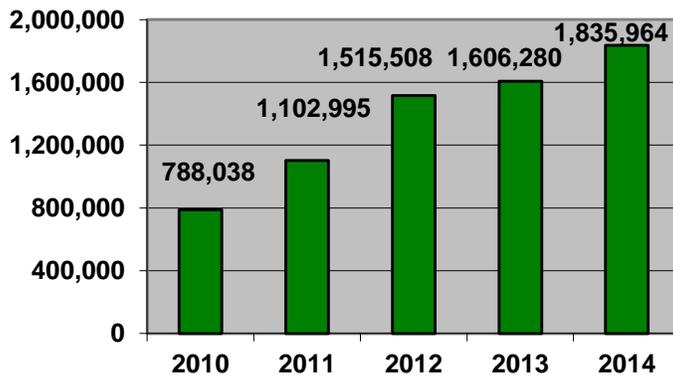
National School Lunch Program participant

FFVP application

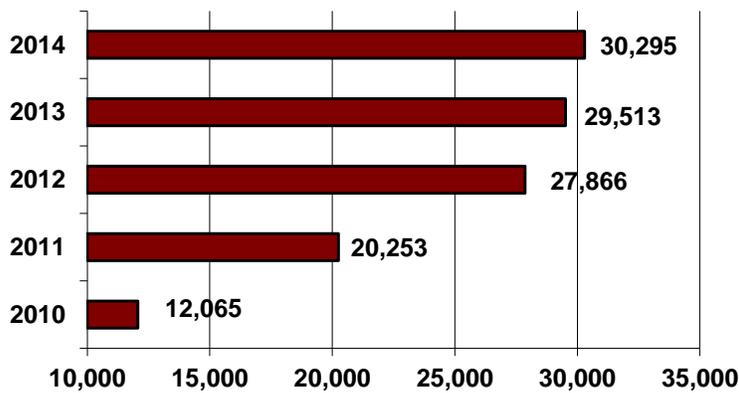
Highest priority given to schools with the highest percentage of free and reduced students.

Total enrollment of all schools selected must result in \$50-75 per student allocation each year.

FFVP Funding



FFVP Enrollment

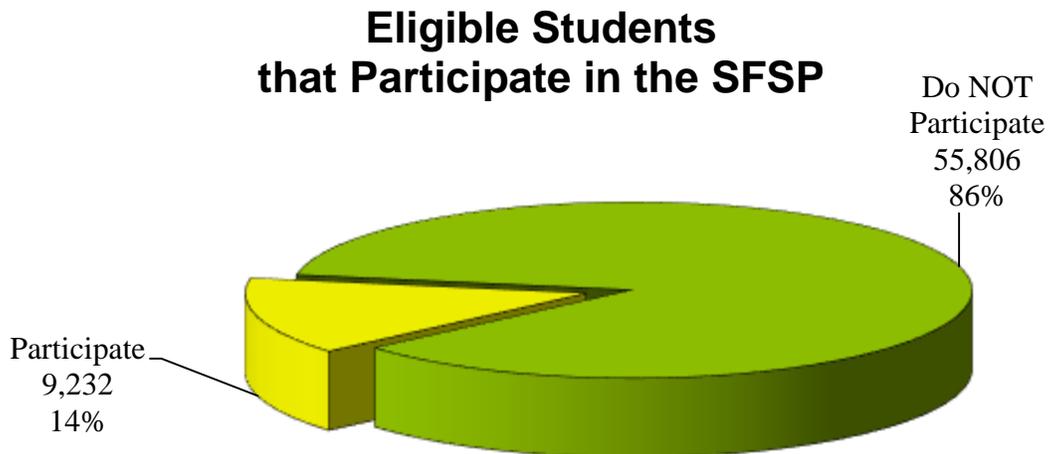


Summer Food Service Program

The Summer Food Service Program (SFSP) provides nutritious meals at no charge to children while school is not in session. This program was established to ensure that children in low-income areas could continue to receive nutritious meals in between school sessions.

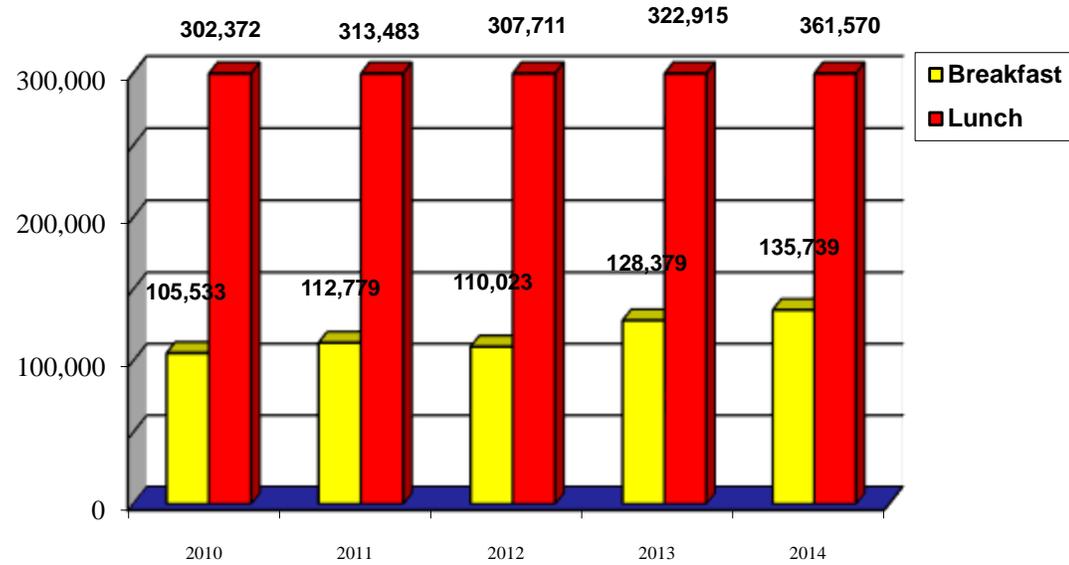
Montana SFSP sites serve children in small rural communities, seven of the larger cities, and each of the seven American Indian reservations. Sites operate in low-income areas where at least half of the children come from families that qualify for free or reduced-price meals.

Of the 68,038 children eligible for free and reduced-price meals, 9,232 (14 percent) participated daily in the SFSP. In 2014, 361,570 lunches were served which is an increase of 38,655 meals from the previous year.

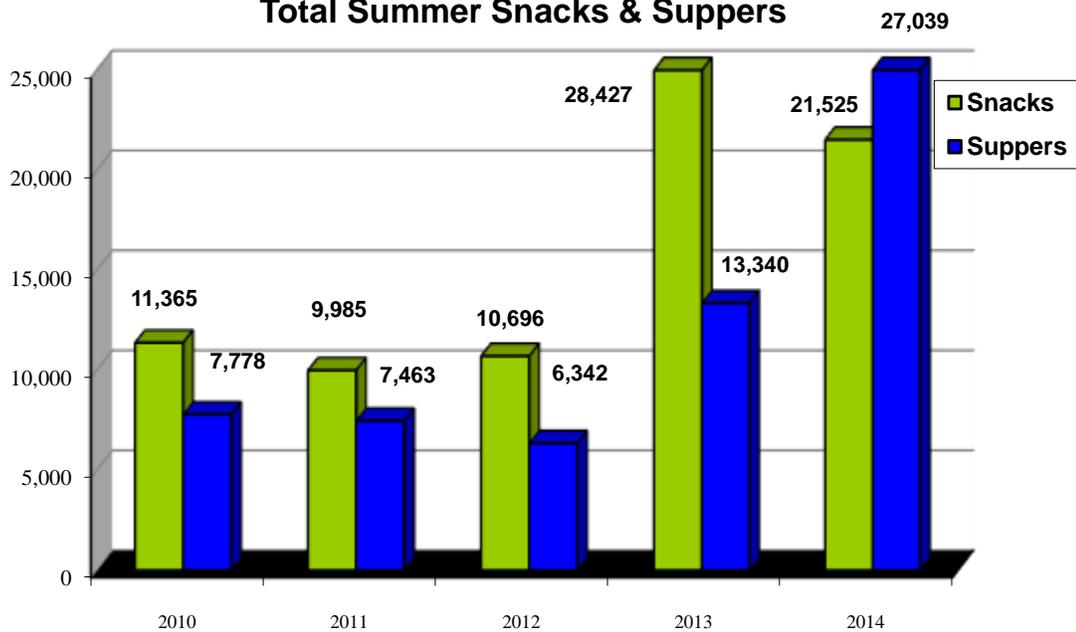


Summer Food Service Program

Total Summer Breakfasts & Lunches



Total Summer Snacks & Suppers



Summer Food Service Program

Montana Summer Food Summit 2014

Growing Summer Food Programs

School Nutrition Programs hosted the fourth annual Summer Food Summit conference in 2014. The summit provided sponsors an opportunity to learn and discuss ways to grow their summer food programs through fun site activities, marketing, and innovative strategies. Some of the strategies included; kick off events, boosting menus, coordinating with school resources, transportation, and Senior Corps volunteer networks. Sponsors also learned about grant opportunities and tips for applying. The conference qualified as the required SFSP sponsor training.

Forty-seven people representing 27 of the 92 Sponsors (29 percent) attended, as well as representatives from the Montana Food Bank Network, Montana No Kid Hungry, DPHHS, MSU Extension SNAP-Ed and EFNEP, AmeriCorps VISTA, and FoodCorps.

Promotion and Activities to Increase Participation

Two summer youth ambassadors from the No Kid Hungry program worked with the OPI to promote SFSP sites, provide strategies to improve site participation, and recruit volunteers. No Kid Hungry also awarded mini-grants to sponsors in support of summer meal outreach strategies.

USDA Food Distribution Program



The USDA Food Distribution Program delivers USDA Foods to School Food Authorities. USDA Foods account for 15 to 20

percent of school nutrition program food. During the 2013-2014 school year, schools received an entitlement of 23.25 cents for each lunch served (during the previous school year) to spend on commodity foods. This entitlement totaled \$2,867,175.

USDA Foods are a healthy food choice.

USDA continually explores ways to offer healthy food choices so that schools can serve meals consistent with the Dietary Guidelines for Americans.

Whole Grains

Items include brown rice, rolled oats, whole wheat flour, and whole grain spaghetti.

Less Sugar

Items include canned fruits packed in light syrup, water, or natural juices.

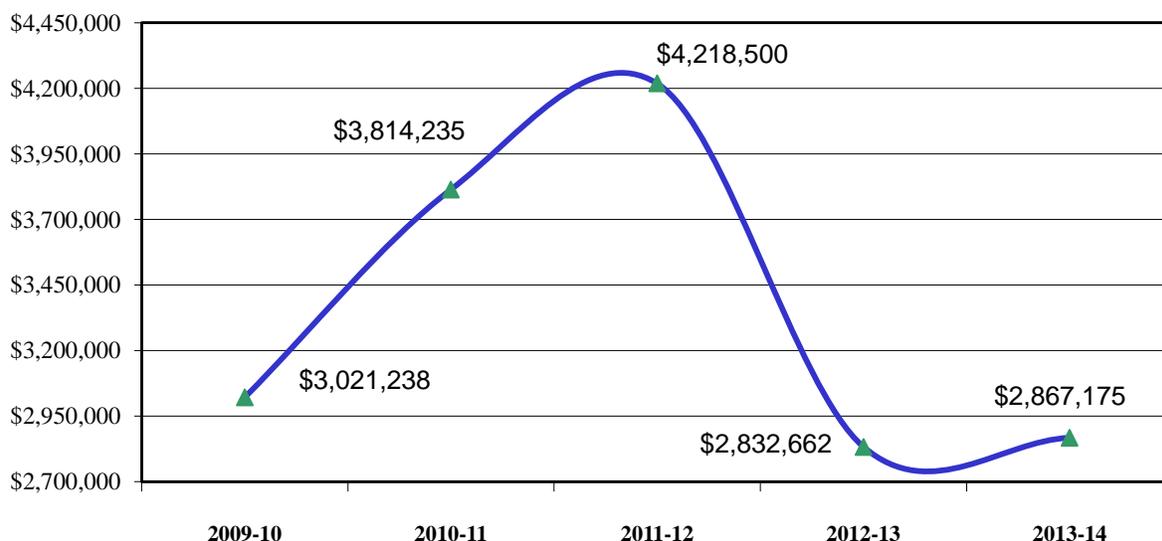
Less Fat

Items include 85 percent lean ground beef, 97 percent lean ham, 95 percent lean turkey ham, diced chicken, part skim mozzarella, and no trans-fat in frozen potato products.

Less Sodium

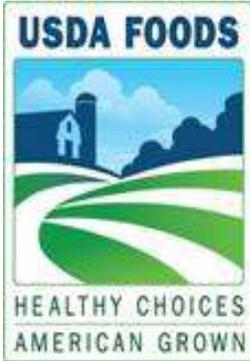
Canned vegetables are being reduced to 140 mg of sodium per serving.

Total Value of USDA Foods



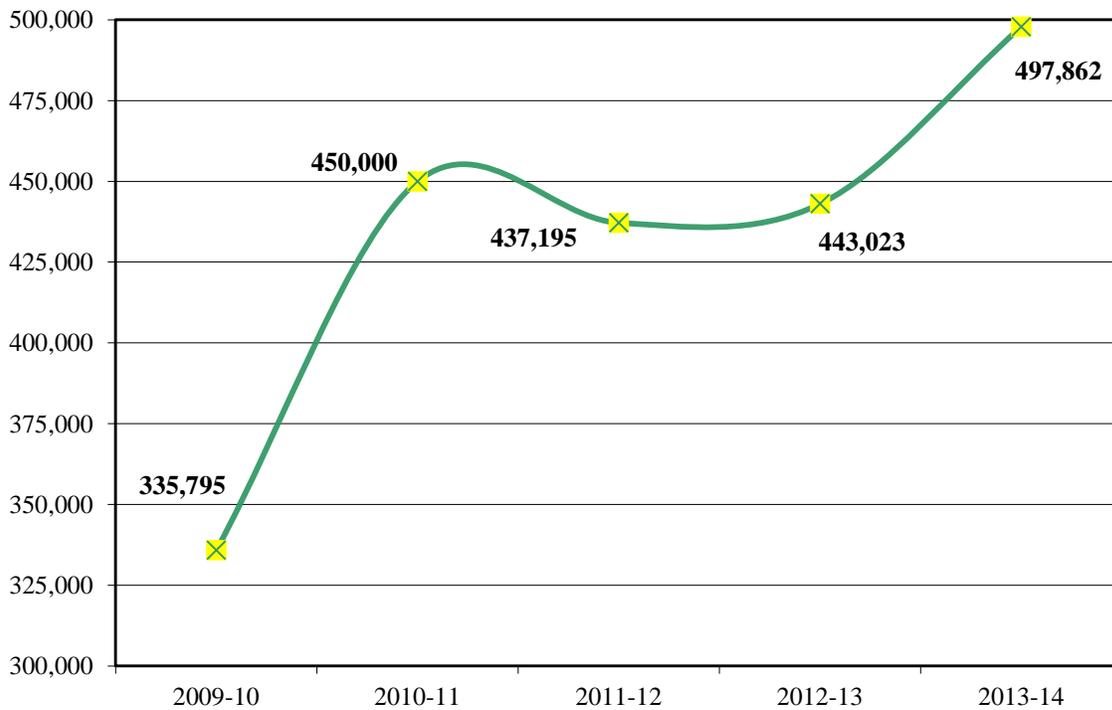
Fresh Fruit and Vegetable Program

Department of Defense



A portion of the total entitlement for Montana's Food Distribution Program is set aside for the Department of Defense Fresh Fruit and Vegetable Program. This program, administered through the U.S. Department of Defense, allows schools that participate in the National School Lunch Program to use the USDA commodity entitlement to purchase high quality fresh fruits and vegetables. During the 2013-2014 school year, Montana schools spent \$497,862 for fresh fruits and vegetables using this program.

Total Value of Fresh Fruits and Vegetables



Montana Team Nutrition Program

Team Nutrition is a USDA competitive grant focused on improving children's lifelong eating and physical activity habits by integrating the principles of the Dietary Guidelines for Americans and USDA's MyPlate into comprehensive, behavior-based education. Montana State University in Bozeman is home to the **Montana Team Nutrition Program**, which serves as the nutrition education component of School Nutrition Programs.



Team Nutrition provides professional development and technical assistance to the staff at schools and child care facilities throughout the state of Montana. During the 2013-2014 school year, Team Nutrition connected with 840 school staff and/or community partners from 335 school districts/organizations, which impacts the potential of 140,277 students. Cafeteria, classroom, and community initiatives focused on the consistency of educational messages within these core areas:

1. Strengthening School Wellness and Improving Quality of School Meals
2. Enhancing Focus on Nutrition Education and Farm to School Programs
3. Ending Childhood Hunger and Reducing Childhood Obesity

Strengthening School Wellness and Improving Quality of School Meals

- Administered the *2014 School Wellness in Action Mini-Grant Program*, which distributed \$20,000 in mini-grants to 12 school districts to support healthier school environment policies and procedures.
- Assisted five schools from three school districts to receive a *HealthierUS School Challenge Award* or a *Healthier Montana Menu Challenge Award*.
- Developed and conducted professional development workshops - *Build a Rainbow on Your Tray; Montana Cook Fresh; Baking with Whole Grains*- that educated school food service staff on the USDA's new meal pattern and culinary skills. These four-hour workshops engage the learner through food demonstrations and hands-on cooking projects.
- Continued to teach the principles of Pleasant and Positive Mealtimes including *Recess before Lunch* (www.opi.mt.gov/pleasantmealtimes) through workshops and technical assistance to schools. Cosponsored the first of three *Helping Children Eat and Grow Well* workshops in June 2014 with the Montana Child and Adult Care Food Program.
- Conducted five regional or statewide presentations on the USDA's School Wellness Policy or its new *Smart Snack Rule* to school staff and community partners.
- Conducted one professional development food safety workshop on School Hazard Analysis Critical Control Point to school food service staff.

Montana Team Nutrition Program

- Offered a *Smarter Lunchrooms Movement* (www.smarterlunchrooms.org) workshop to school food service staff, and initiated a Smarter Lunchroom pilot project with five high schools to determine how Smarter Lunchroom principles impact school meal participation and student plate waste. The pilot project is in collaboration with Montana State University's Smarter Lunchroom grant received from the BEN Center at Cornell University.

Enhancing Focus on Nutrition Education and Farm to School Programs

Nutrition Education

- Increased access to nutrition education curricula, professional development workshops or technical assistance through promotion of agency and partner websites, such as www.opi.mt.gov/nutritioneducation or www.opi.mt.gov/Farm2School.
- Promoted the use of the statewide *Nutrition Education for Youth and Families Directory* posted at this website: <http://opi.mt.gov/pdf/SchoolFood/NutritionEdDirectory.pdf>.
- Conducted six nutrition education professional development workshops at statewide, regional conferences, or individual districts.
- Sponsored an exhibit table for the OPI's Health Enhancement and Safety Division at the *2013 Montana Educator's Association Conference*. Distributed nutrition education curricula or resources (including sets of the thirteen *Montana Specialty Food Posters* developed by the Mission Mountain Food and Enterprise Center).

Farm to School

- Conducted multiple presentations and provided technical assistance on local food procurement practices, garden-based nutrition education, and community connections with agricultural partners.
- Facilitated a statewide campaign to celebrate *National Farm to School Month* in October 2013. Cosponsored the first *Montana Crunch Time* to celebrate *Food Day* on October 24, 2013, that reached 11,000 students around the state. This fun event motivated students to enjoy a Montana or regional-grown apple and learn about fun apple facts or recipes.
- Participated as an active member in a statewide Montana Beef to School Network to explore steps needed to increase procurement of local beef by school food service programs.
- Provided technical assistance to the ten Montana FoodCorps service members on school wellness and nutrition education policies and collaborated with the National Center of Appropriate Technology (NCAT) to support their initiatives.
- Serve as the state liaison to the National Farm to School Network, and collaborate with Grow Montana, MSU Extension, Montana Department of Agriculture, Montana FoodCorps and the NCAT to strengthen grassroots support for Farm to School as a successful strategy of improving children's health. Led the submission process of a *2015 USDA Farm to School Grant* application in partnership with the OPI, with support from NCAT and the U.S. Department of Agriculture.

Montana Team Nutrition Program

Ending Childhood Hunger and Reducing Childhood Obesity

- Participated and provided leadership and resources to statewide and local nutrition organizations that foster children's healthy eating habits and reduce hunger, including Montana Action for Healthy Kids, Eat Right Montana Coalition, Montana School Nutrition Association, the Montana Partnership to End Childhood Hunger, and Montana Academy of Nutrition and Dietetics.
- Provided leadership on the planning committee for hosting the *Build a Stronger Montana: End Childhood Hunger Summit* in September 2013; Contributed nutrition education data to the *10 Step Plan to End Childhood Hunger in Montana (2010-2020 publication)*.
- Served as a preceptor site for the Montana Dietetic Internship Program and mentored four interns to increase their understanding of child nutrition programs while giving them applied learning opportunities as a future dietitian.
- Participated as an active member of the planning committee for the 2014 Montana Behavioral Initiative Summer Institute. Contributions included planning three early bird health-related presentations, daily wellness activities, and the menus for snacks and the Best Practice Expo. The presentations covered these topics: smart snacks that fuel student success, positive body image, and classroom-based physical activity strategies.

OPI Cooperative Purchase Program

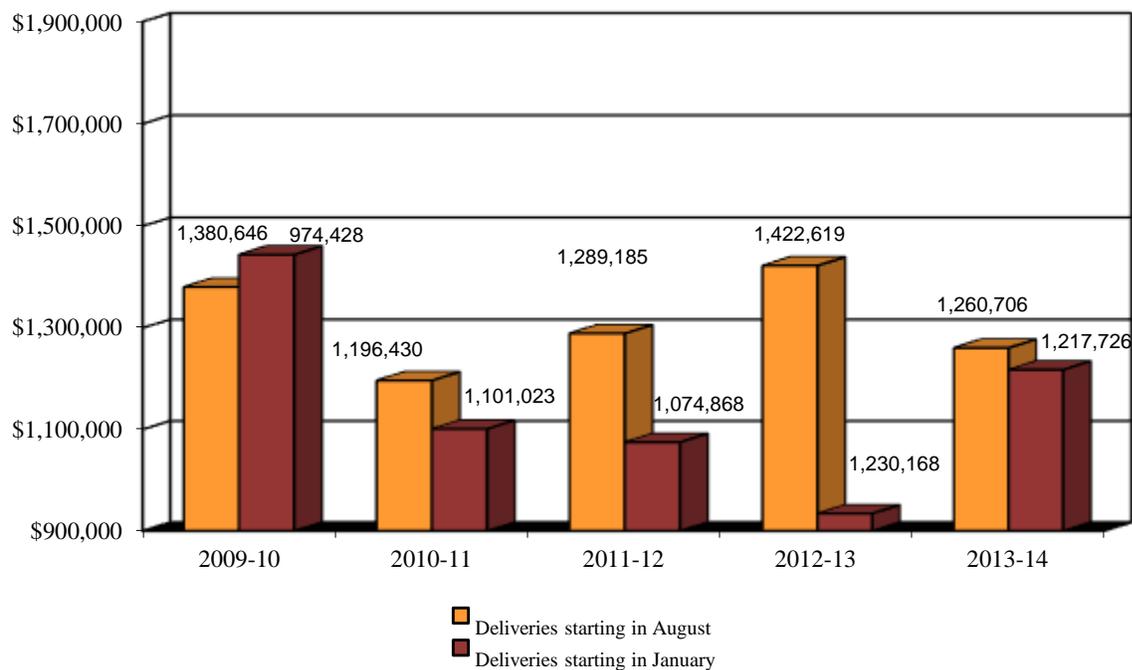


The OPI Cooperative Purchase Program was implemented in 1980 to assist schools in purchasing high-quality nutritious foods and standard kitchen paper/plastic supplies at reasonable prices. All participating schools receive items at the same price regardless of size or location. There are two bids a year and four deliveries per bid for a total of eight food deliveries per year. The fall bid is delivered between August-December and the winter bid is delivered January-May.

The Advisory for the Bid and Commodity Committee, which consists of state agency staff and school foodservice personnel, meets three times a year to sample and discuss products. The committee helps keep the bid current with regulations, student centric trends, and cost.

School Nutrition Programs serve as a liaison between schools and food manufacturers, producers, processors, distributors, and representatives. During the 2013-2014 school year, Montana schools purchased \$2,478,432 worth of food through the OPI Cooperative Purchase Program.

Value of Food Purchased by Schools

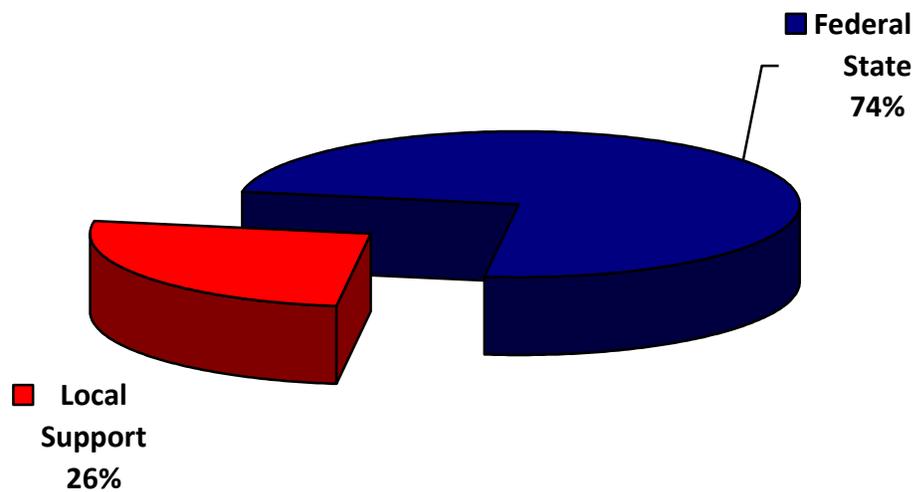


Funding and Reimbursement

Financial Management

The USDA provides general assistance for every reimbursable meal served to children in school according to reimbursement rates that are updated yearly. School Food Authorities received \$39,462,488 in federal reimbursement and \$663,861 in state matching funds in program income in 2013-2014. The state matching funds were used to cover the cost of shipping and handling, storage, and processing of USDA Foods.

Child Nutrition Program Expenditures



Overall school expenditures were \$54,096,059. After subtracting federal reimbursement and state match, local support to the meal programs was \$13,969,710, or 26 percent, of the total expenditures. Local support includes students who pay for breakfast and lunch.

Funding and Reimbursement

FUNDING FOR THE SCHOOL NUTRITION PROGRAMS IN MONTANA	
<i>July 1, 2013 – June 30, 2014</i>	
<u>Income</u>	
National School Lunch Program Meals	\$25,677,810
Afterschool Snacks	\$416,871
USDA Foods Entitlement	\$2,867,175
National School Lunch Program (lunches, snacks and commodities)	\$28,961,856
School Breakfast Program	\$7,208,512
Special Milk Program	\$18,920
Fresh Fruit and Vegetable Program	\$1,602,800
Summer Food Service Program	\$1,670,400
Total Federal Funding	\$39,462,488
Total State Matching Funds	\$663,861
Total Federal and State Funding	\$40,126,349
<u>Expenditures</u>	
Federal and state reimbursement	\$40,126,349
Student, adult payments, general fund, other sources	<u>\$13,969,710</u>
Total expenditures	\$54,096,059



ASSESSMENT COMMITTEE – (Item 10)

ITEM 10

ASSESSMENT REPORT

Judy Snow

EXECUTIVE SUMMARY

DATE: MARCH 2015

PRESENTATION: Assessment Update

PRESENTER: Judy Snow
State Assessment Director
Office of Public Instruction

OVERVIEW: Spring 2015 MontCAS Update

REQUESTED DECISION(S): Information Item

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

❖ **LICENSURE COMMITTEE (Item 11)**

John Edwards

ITEM 11

**REPORT ON SUPERINTENDENT'S
RECOMMENDATIONS TO REVISIONS TO
ARM TITLE 10, CHAPTER 57 EDUCATOR
LICENSURE**

Ann Gilkey

EXECUTIVE SUMMARY

DATE: MARCH 2015

PRESENTATION: Review of proposed amendments to ARM Title 10, Chapter 57

PRESENTER: Ann Gilkey
Chief Legal Counsel
Office of Public Instruction

OVERVIEW: A comprehensive review of ARM Title 10, Chapter 57 was conducted in 2014. Amendments to these educator licensure rules were adopted by the BPE on November 14, 2014, and Notice of the Adoption was published on December 11, 2014. The amendments to the rules become effective July 1, 2015. As the OPI licensing specialists have begun to work with the new rules to draft revised applications and process applications for the 2015-2016 school year, they have identified errors and omissions in the new rules. The attached draft highlights suggested corrections. Also attached is a corresponding explanation of each suggested amendment.

REQUESTED DECISION(S): Accept a timeline for the proposed rulemaking.

OUTLYING ISSUE(S):

RECOMMENDATION(S):

AMENDMENTS TO TITLE 10, CHAPTER 57

10.57.102 DEFINITIONS

Page 1, line 44: It is clearer and preferable to refer to the rule (10.57.412) containing the specific delineated endorsements than adding a definition of “content specific.”

Page 2, lines 21 and 33: Clarifies that experience as a licensed administrator or educator in an accredited preschool may be counted toward a “year of administrative experience.”

10.57.216 APPROVED RENEWAL ACTIVITY

Page 3, lines 3-4: Clarifies that renewal unit (CEU) provider status is *not* annually renewed. Providers remain in an “approved” status as long as they meet the requirements of the rule.

Lines 12-15 clarify that the CEU providers need to report their professional development activities annually to the OPI, rather than simply be prepared for a random audit.

Line 18 adds the requirement that the CEU providers submit the name of program participants in addition to the number of attendees. Although it is up to the educator to keep track of his/her own CEU/renewal requirements, this is the only way to verify attendance if the educator has not retained proof of attendance.

Line 20 requires providers to keep the records related to a professional development activity for five years, which is consistent with the length of time an educator could use attendance at that activity toward license renewal.

10.57.410 CLASS 2 TEACHER’S LICENSE

Page 3, line 35: clarifies that both the terms “accredited educator preparation program” and “supervised teaching experience” are defined in 10.57.102.

Lines 38-41: This amendment addresses the present gap in our licensing process which allows out-of-state applicants to receive a Montana educator license without having passed any standardized test *anywhere*. There is a misunderstanding that this gap had been closed, but in fact, many out-of-state applicants still submit applications for licensure in Montana because Montana is the only state having no testing requirement for licensure. Graduates from Montana educator preparation programs must take PRAXIS II content tests and obtain a certain score before they may be recommended for licensure, but there are no comparable rules for out-of-state applicants. If otherwise eligible for licensure, these out-of-state applicants use their Montana license to get licensed in a state where they were unable to be licensed because they could not pass the required test(s). These applicants often have no intention of working in Montana. This amendment will address this problem and close this loophole by applying the same testing requirement on graduates from out-of-state and in-state education prep programs.

Page 3, lines 45-46: Clarifies that the renewal units required to reinstate a lapsed license must be earned five years prior from the date an application is submitted, *not* preceding the validation date of the license. Licenses are all valid on July 1. If an educator working in a school completes the necessary renewal credits *after* July 1 of the current school year, their license cannot become valid until July 1 of the next year – making them ineligible to teach as a licensed educator in the current school year. This fixes that problem for the educator and the hiring district.

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE

Page 4, lines 15-16: Same as above.

10.15.412 CLASS 1 and 2 ENDORSEMENTS

Page 4, lines 28-32: Strikes redundant endorsement (health enhancement = PE), up-dates the reference to industrial trades, and adds missing endorsements. Clarifies that traffic education isn't taught in elementary school, but world languages may be taught in all grades.

Line 43: subsections (a) and (b) are disjunctive, *not* conjunctive.

Page 5, lines 3-4: clarifies that student teaching is required for a non-NCATE/CAEP education prep program graduate.

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE

Page 5, line 36: Same as above in 410, page 3, line 45.

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT

Page 6, line 8-9: Clarifies that the endorsement may be any grade levels between P-12 and not a comprehensive P-12 endorsement.

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT

Page 6, lines 29-30: SPED law was added to principal educator prep requirements in Ch 58, but was unintentionally omitted in Ch 57 licensing requirements.

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT

Page 6, line 46. Same as above.

10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINCIPAL ENDORSEMENT

Page 7, lines 17-18. Same as above.

10.57.424 CLASS 5 PROVISIONAL LICENCE

Page 7, lines 31-34: Addresses applicants for Class 5 from non-Montana schools who cannot pass PRAXIS tests in another state. *If* the applicant has a job in Montana or resides in Montana, they are eligible for a Class 5 (and have three years to meet the PRAXIS requirements in 410 on page 3, lines 38-41).

10.57.428 CLASS 5 PROVISIONAL LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT

Page 8, line 17. Same as above in 415-417.

Lines 19-20: Class 5 license does *not* require enrollment in an internship program.

10.57.429 CLASS 5 PROVISIONAL LICENSE – SECONDARY PRINCIPAL ENDORSEMENT

Page 8, lines 40-43: Same as above.

10.57.430 CLASS 5 PROVISIONAL LICENSE – K-12 PRINCIPAL ENDORSEMENT

Page 9, lines 17-20. Same as above.

10.57.433 CLASS 6 SPECIALIST LICENSE

Page 9, lines 35-36: Same as 410, 411 and 413 above.

10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE

Page 9, lines 43-44: Clarifies that dual credit teachers must teach *at* the college or university.

Page 10, lines 28-31: Clarifies that Class 8 licensees do not need the same 60 CEUs as K-12 educators. Educators with a Class 8 license must apply for renewal every five years to continue to be licensed, but if the license lapses, the applicant must submit a new application.

1 **10.57.102 DEFINITIONS** The following definitions apply to this chapter.

2 (1) "Acceptable evidence" means relevant official transcripts, university
3 commendation, certificates of completion, and other documentation as required by the
4 Board of Public Education or the Superintendent of Public Instruction.

5 (2) "Accredited educator preparation program" means:

6 (a) an educator preparation program accredited by the National Council for the
7 Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of
8 Educator Preparation (CAEP); or

9 (b) an educator preparation program at a regionally accredited college or
10 university approved or accredited by a state board of education or a state agency. The
11 Superintendent of Public Instruction has discretion to deny licensure consistent with
12 these rules if the standards are not substantially equivalent to or greater than the
13 standards required in Montana, subject to approval by the Board of Public Education
14 upon appeal of the denial.

15 (3) "Accredited specialist program" means:

16 (a) for school psychologists, a program accredited by the National Association of
17 School Psychologists (NASP); and

18 (b) for school counselors, a program for the preparation of specialists approved
19 or accredited by:

20 (i) the Council for the Accreditation of Counseling and Related Education
21 Programs (CACREP); or

22 (ii) a state board of public education or a state agency. The Superintendent of
23 Public Instruction has discretion to deny licensure consistent with these rules if the
24 standards are not substantially equivalent to or greater than the standards required in
25 Montana, subject to approval by the Board of Public Education upon appeal of the
26 denial.

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

29 (5) "Appropriate official" means the Superintendent of Public Instruction, the
30 dean of the school of education or another official designated by them.

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

35 (7) "College credit" means credit received for completion of a course from a
36 regionally accredited college or university.

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

40 (a) age 3 - grade 3 (early childhood);

41 (b) K-8 (elementary);

42 (c) 4-8 (middle grades);

43 (d) 5-12 (secondary, content-specific);

44 (e) K-12 (**content specific as delineated in 10.57.412**); and

45 (f) P-12 (special education and school psychologist).

46 (9) "Lapsed license" means:

1 (a) the licensee has not earned the required number of renewal units during the
2 term of the license; or

3 (b) the licensee has earned the required number of renewal units during the term
4 of the license but has not renewed the license by June 30 following the year of
5 expiration.

6 (10) "License" or "licensure" means a certificate issued or applied for under 20-
7 4-101, et seq., MCA.

8 (11) "Regionally accredited" means a college or university accredited by one of
9 the following:

- 10 (a) Middle States Association of Schools and Colleges;
- 11 (b) New England Association of Schools and Colleges;
- 12 (c) North Central Association of Schools and Colleges;
- 13 (d) Northwest Commission on Colleges and Universities;
- 14 (e) Southern Association of Schools and Colleges; or
- 15 (f) Western Association of Schools and Colleges.

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

20 (13) "Year of administrative experience" means employment at any level within a
21 state accredited **K P-12** school system, or in an educational institution specified in 20-9-
22 707, MCA, as a licensed administrator of at least .5 full-time employee (FTE) for at least
23 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days.
24 Experience gained prior to eligibility for initial licensure is not considered. Experience
25 as a County Superintendent may be considered as "administrative" experience with
26 evidence of the following:

27 (a) possession of a Class 3 license for the time period requested to be
28 considered as administrative experience; and

29 (b) the school(s) they are claiming to hold or have held supervisory
30 responsibilities over have provided notice that the county superintendent served in an
31 administrative role.

32 (14) "Year of teaching experience" means employment at any level within a state
33 accredited **KP-12** school system, or in an educational institution specified in 20-9-707,
34 MCA, as licensed instructional staff of at least .5 FTE during a school fiscal year for at
35 least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school
36 days. Experience gained prior to eligibility for initial licensure is not considered.

37 (History: 20-4-102, MCA; IMP, 20-4-106, MCA; ARM Pub. 11/25/77; AMD, 1978 MAR p.
38 1488, Eff. 10/27/78; AMD, 1980 MAR p. 2645, Eff. 9/26/80; AMD, 1982 MAR p. 379, Eff.
39 2/26/82; AMD, 1983 MAR p. 220, Eff. 3/18/83; AMD, 1987 MAR p. 591, Eff. 5/14/87;
40 AMD, 1988 MAR p. 1812, Eff. 8/12/88; AMD, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1995
41 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2005 MAR p.
42 916, Eff. 6/17/05; AMD, 2008 MAR p. 2050, Eff. 9/26/08; AMD, 2009 MAR p. 345, Eff.
43 3/27/09; AMD, 2009 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)
44
45
46

1 **10.57.216 APPROVED RENEWAL ACTIVITY** (1) Organizations wishing to offer
2 professional development activities for the award of renewal units must receive approval
3 from the Superintendent of Public Instruction prior to offering activities. Status as ~~a-an~~
4 ~~approved provider will be renewed July 1 of each year~~ continue as long as the provider
5 is in compliance with (2).

6 (2) Approved providers of professional development for the award of renewal
7 units must:

8 (a) provide activities deemed appropriate for professional development of
9 licensees in compliance with ARM 10.55.714 and 10.57.215;

10 (b) prepare and award completed renewal unit certificates provided by the
11 Superintendent of Public Instruction, or an approved facsimile, to eligible participants;

12 (c) annually report the activities offered to the Superintendent of Public
13 Instruction;

14 ~~(d) be prepared to submit to an audit of records conducted by the~~
15 ~~Superintendent of Public Instruction~~, including:

16 (i) the activity title and brief description;

17 (ii) date(s) and location(s) of the program; and

18 (iii) program schedule, name and number of participants; and

19 (e) maintain records of all professional development activities for which renewal
20 unit awards are made for one five years following the date of completion of the annual
21 reporting requirement.

22 (3) The Superintendent of Public Instruction shall provide access to approved
23 professional development providers and annually provide a report to the Board of Public
24 Education, which shall include, at a minimum, a list of providers. (History: 20-4-102,
25 MCA; IMP, 20-4-108, MCA; NEW, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1995 MAR p.
26 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2004 MAR p. 2910, Eff.
27 12/3/04; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)
28

29 **10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE** (1) A Class 2 standard
30 teacher's license shall be valid for a term of five years.

31 (2) To obtain a Class 2 standard teacher's license an applicant must submit
32 verification of all of the following:

33 (a) a bachelor's degree from a regionally accredited college or university;

34 (b) completion of an accredited professional educator preparation program
35 which included including appropriate supervised teaching experience as the terms are
36 defined in ARM 10.57.102; and

37 (c) qualification for one or more endorsement as outlined in ARM 10.57.412.

38 (3) If the educator preparation program completed by the applicant is not in
39 Montana, upon initial application of a Class 1, Class 2 or Class 3, the applicant must
40 provide proof of a passing score on the PRAXIS II applicable to the requested
41 endorsement as required by Montana educator preparation programs.

42 (3 4) A Class 2 standard teacher's license is renewable pursuant to the
43 requirements of ARM 10.57.215.

44 (4 5) A lapsed Class 2 standard teacher's license may be reinstated by earning
45 60 renewal units during the five-year period preceding the validation date of application
46 of the new license.

1
2 **10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE** (1) A Class 1
3 professional teacher's license shall be valid for a period of five years.

4 (2) To obtain a Class 1 professional teacher's license an applicant must submit
5 verification of all of the following:

6 (a) eligibility for the Class 2 standard teacher's license as set forth in ARM
7 10.57.410;

8 (b) a master's degree in education or an endorsable teaching area(s) from a
9 regionally accredited college or university or certification by the National Board for
10 Professional Teaching Standards; and

11 (c) three years of teaching experience as defined by ARM 10.57.102.

12 (3) A Class 1 professional teacher's license shall be renewable pursuant to the
13 requirements of ARM 10.57.215.

14 (4) A lapsed Class 1 professional teacher's license may be reinstated by earning
15 60 renewal units during the five-year period preceding the **validation date of application**
16 **for** the new license. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW,
17 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2003
18 MAR p. 978, Eff. 5/9/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p.
19 2930, Eff. 7/1/15.)
20

21 **10.57.412 CLASS 1 AND 2 ENDORSEMENTS** (1) Subject field endorsement must be
22 in areas approved for endorsement by the Board of Public Education.

23 (2) Areas approved for endorsement on Class 1 and 2 licenses include the
24 following: agriculture, art K-12, biology, business and information technology education,
25 chemistry, communication, computer science K-12, early childhood (age 3 to grade 3),
26 earth science, economics, elementary education (K-8), English, English as a second
27 language K-12, family and consumer sciences, geography, health, health enhancement
28 K-12, history, industrial **trades and** technology education, journalism, library K-12,
29 marketing, mathematics, middle grades (4-8), music K-12, **physical education K-12**,
30 political science, **physics, psychology, reading K-12**, school counseling K-12, science
31 (broadfield), social studies (broadfield), sociology, special education P-12, theater,
32 **trades and industry**, traffic education **K-12**, and world languages **K-12**.

33 (3) Permissive special competencies identified on an educator license may be
34 retained as long as the licensee continues to renew the license.

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

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

41 (a) completion of an NCATE or CAEP accredited professional educator
42 preparation program at the grade level(s) identified by the program, including
43 supervised teaching experience; **and or**

44 (b) for those applicants completing an educator preparation program at a
45 regionally accredited college or university approved or accredited by a state board of
46 education or a state agency:

1 (i) 30 semester credits in an approved major and 20 semester credits in an
2 approved minor; or

3 (ii) 40 semester credits in an extended major; **and**

4 **(iii) supervised teaching experience.**

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

7 (a) a bachelor's degree; and

8 (b) completion of an accredited special education P-12 program which includes
9 student teaching or supervised teaching experience.

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

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

17 (9) Applicants with graduate degrees in an endorsable area may use experience
18 instructing in relevant college or university courses as credit in that endorsement area
19 for licensure. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002
20 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2012 MAR p.
21 1038, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

22
23 **10.57.413 CLASS 3 ADMINISTRATIVE LICENSE** (1) A Class 3 administrative
24 license shall be valid for a period of five years.

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

28 (3) To obtain a Class 3 administrative license, except pursuant to ARM
29 10.57.419, an applicant must be eligible for an appropriately endorsed Class 1, 2, or 5
30 license to teach in the school(s) in which the applicant would be an administrator or
31 would supervise, and qualify as set forth in ARM 10.57.414 through 10.57.418.

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

34 (5) A lapsed Class 3 administrative license may be reinstated by showing
35 verification of 60 renewal units earned during the five-year period preceding the
36 **validation date of application for** the new license. (History: 20-4-102, MCA; IMP, 20-4-
37 106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 978,
38 Eff. 5/9/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2009 MAR p. 2244, Eff.
39 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

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47 **10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT**

1 **ENDORSEMENT** (1) To obtain a superintendent endorsement an applicant must
2 provide verification of all of the following:

3 (a) an education specialist, master's, or doctoral degree in education or
4 education leadership;

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

7 (c) a minimum of 18 semester graduate credits in a school administrator
8 preparation program, of which 12 must be beyond the master's degree in education
9 leadership and include three credits in each of the following:

10 (i) Montana school law;

11 (ii) Montana school finance; and

12 (iii) Montana collective bargaining and employment law;

13 (d) a minimum of three years of teaching experience as an appropriately
14 licensed teacher or specialist; (e) licensure and endorsement as a **P-12 principal (P-**
15 **12)**; and

16 (f) a minimum of one year of administrative experience as an appropriately
17 licensed principal or one year of a supervised Board of Public Education approved
18 administrative internship as a superintendent.

19 (2) Applicant must also submit a recommendation for the endorsement
20 requested from the appropriate official from an accredited professional educator
21 program. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p.
22 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff.
23 7/1/15.)
24

25 **10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINCIPAL**
26 **ENDORSEMENT** (1) To obtain an elementary principal endorsement an applicant

27 must provide verification of:

28 (a) a minimum of three years of experience as an appropriately licensed and
29 assigned Class 1 or 2 teacher at the elementary level;

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

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

35 (d) completion of three semester credits of college coursework college courses
36 in both Montana school law and special education law; and

37 (e) recommendation for the endorsement from the appropriate official from an
38 accredited professional educator program. (History: 20-4-102, MCA; IMP, 20-4-106, 20-
39 4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff.
40 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)
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46 **10.57.416 CLASS 3 ADMINISTRATIVE LICENSE – SECONDARY PRINCIPAL**

1 **ENDORSEMENT** (1) To obtain a secondary principal endorsement an applicant must
2 provide verification of:

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

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

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

10 (d) completion of three semester **credits of college coursework in college**
11 **courses in both** Montana school **and special education** law ; and

12 (e) recommendation for the endorsement from the appropriate official from an
13 accredited professional educator program. (History: 20-4-102, MCA; IMP, 20-4-106, 20-
14 4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff.
15 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

16
17 **10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINCIPAL**

18 **ENDORSEMENT** (1) To obtain a K-12 principal endorsement an applicant must
19 provide verification of:

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

23 (b) completion of an accredited educator preparation program for K-12
24 principals;

25 (c) a minimum of three years of experience as an appropriately licensed and
26 assigned Class 1 or 2 teacher;

27 (d) completion of three semester **credits of college coursework in college**
28 **courses in both** Montana school **and special education** law; and

29 (e) recommendation for the endorsement from the appropriate official from an
30 accredited professional educator program. (History: 20-4-102, MCA; IMP, 20-4-106, 20-
31 4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff.
32 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

33
34 **10.57.424 CLASS 5 PROVISIONAL LICENSE** (1) A Class 5 provisional license is
35 valid for a term of three years, is not renewable, and may not be reinstated.

36 (2) An applicant for a Class 5 provisional license must sign and file with the
37 Superintendent of Public Instruction a plan of professional intent leading, within three
38 years of the date of validity of the provisional license, to an appropriately endorsed
39 Class 1, 2, 3, or 6 license as provided in ARM 10.57.412, 10.57.414 through 10.57.419,
40 or 10.57.434 and 10.57.436.

41 **(3) An applicant for a Class 5 provisional license who has graduated from an**
42 **educator preparation program outside of Montana and does not meet the testing**
43 **requirements of 10.57.410(3), must provide a current Montana address or job offer from**
44 **an accredited or state-funded P-12 school in Montana.**

45 (3) A Class 5 provisional licensee is not eligible for a Board of Public Education
46 approved internship program in the same endorsement area subsequent to the Class 5

1 licensure expiration date.

2 (4) When the endorsement-specific requirement in ARM 10.57.425 through
3 10.57.432 requires a master's degree, master's degrees which do not meet the specific
4 requirement may be accepted with university approval as evidenced by enrollment in
5 the accredited professional educator preparation program. (History: 20-4-102, MCA;
6 IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009
7 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)
8
9

10 **10.57.428 CLASS 5 PROVISIONAL LICENSE – ELEMENTARY PRINCIPAL**
11 **ENDORSEMENT** (1) To obtain a Class 5 provisional license with an elementary

12 principal endorsement, an applicant must provide verification of:

13 (a) a master's degree from an accredited professional educator preparation
14 program;

15 (b) eligibility for a Class 1, 2, or 5 teaching license at the elementary level;

16 (c) a minimum of three years of experience as an appropriately licensed and
17 assigned teacher at the elementary level; and

18 (d) for those applicants who have not completed an accredited professional
19 educator preparation program, a plan of study from an accredited professional educator
20 preparation program verifying that the applicant:

21 (i) can meet the requirements for full licensure within the three-year valid period
22 of the license; and

23 (ii) meets the professional educator preparation program's admission
24 requirements.

25 (2) Applicants required to complete coursework other than Montana school law
26 and special education law must also submit written evidence of enrollment in an
27 accredited professional educator preparation program leading to the elementary
28 principal endorsement and enrollment in the Board of Public Education approved
29 internship program as outlined in ARM 10.55.607. (History: 20-4-102, MCA; IMP, 20-4-
30 106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345,
31 Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)
32

33 **10.57.429 CLASS 5 PROVISIONAL LICENSE – SECONDARY PRINCIPAL**

34 **ENDORSEMENT** (1) To obtain a Class 5 provisional license with a secondary principal
35 endorsement, an applicant must provide verification of:

36 (a) a master's degree from an accredited professional educator preparation
37 program;

38 (b) eligibility for a Class 1, 2, or 5 teaching license at the secondary level;

39 (c) a minimum of three years of experience as an appropriately licensed and
40 assigned teacher at the secondary level; and

41 (d) for those applicants who have not completed an accredited professional
42 educator preparation program, a plan of study from an accredited professional educator
43 preparation program verifying that the applicant:

44 (i) can meet the requirements for full licensure within the three-year valid period
45 of the license; and

46 (ii) meets the professional educator preparation program's admission

1 requirements.

2 (2) Applicants required to complete coursework other than Montana school law
3 **and special education law** must also submit written evidence of enrollment in an
4 accredited professional educator preparation program leading to the secondary principal
5 endorsement **and enrollment in the Board of Public Education approved internship**
6 **program as outlined in ARM 10.55.607.** (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-
7 108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff.
8 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)
9

10 **10.57.430 CLASS 5 PROVISIONAL LICENSE – K-12 PRINCIPAL ENDORSEMENT**

11 (1) To obtain a Class 5 provisional license with a K-12 principal endorsement, an
12 applicant must provide verification of:

- 13 (a) a master's degree from an accredited professional educator preparation
14 program;
15 (b) eligibility for a Class 1, 2, or 5 teaching license at any level within K-12;
16 (c) a minimum of three years of experience as an appropriately licensed and
17 assigned teacher at any level within K-12; and
18 (d) for those applicants who have not completed an accredited professional
19 educator preparation program, a plan of study from an accredited professional educator
20 preparation program verifying that the applicant:
21 (i) can meet the requirements for full licensure within the three-year valid period
22 of the license; and
23 (ii) meets the professional educator preparation program's admission
24 requirements.

25 (2) Applicants required to complete coursework other than Montana school law
26 **and special education law** must also submit written evidence of enrollment in an
27 accredited professional educator preparation program leading to the K-12 principal
28 endorsement **and enrollment in the Board of Public Education approved internship**
29 **program as outlined in ARM 10.55.607.** (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-
30 108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff.
31 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)
32

33 **10.57.433 CLASS 6 SPECIALIST LICENSE** (1) A Class 6 specialist license is valid
34 for a period of five years.

35 (2) Class 6 specialist licenses may be issued with the following endorsements:

- 36 (a) school psychologist; or
37 (b) school counselor.

38 (3) A Class 6 specialist license may also be endorsed in traffic education if the
39 licensee meets the requirements of ARM 10.13.310 and is approved by the
40 Superintendent of Public Instruction.

41 (4) Class 6 specialist licenses may be renewed pursuant to the requirements of
42 ARM 10.57.215.

43 (5) A lapsed Class 6 specialist license may be reinstated by showing verification
44 of 60 renewal units earned during the five-year period preceding the **validation date of**
45 **application for** the new license. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108,
46 MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09;

1 AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

2
3 **10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE** (1) A
4 faculty member of a college or university is required to hold a Class 8 dual credit
5 license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 and
6 properly endorsed, whenever a faculty member is teaching a dual credit course at the
7 college or university for which one or more students will earn both high school and
8 college credit.

9 (2) The license is valid for five years-

10 (3) To obtain a Class 8 dual credit postsecondary faculty license, an applicant
11 shall provide the following:

12 (a) verification of faculty employment from the Chief Academic Officer or an
13 appropriate official of the employing regionally accredited college or university;

14 (b) compliance with all other nonacademic requirements for licensure as
15 required by 20-4-104, MCA, ARM 10.57.201 and 10.57.201A; and

16 (c) recommendation from the Chief Academic Officer from a regionally
17 accredited college or university verifying the following:

18 (i) the applicant plans to teach in a subject covered by the K-12 endorsement
19 areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or
20 minor; and

21 (ii) the applicant demonstrates adequate education and experience to instruct
22 dual enrollment courses as demonstrated by the following criteria:

23 (A) ability to create learning environments that support creativity, critical thinking,
24 individual and collaborative learning, and that encourage positive social interaction,
25 active engagement in learning, and self-motivation;

26 (B) understanding and ability to use a variety of instructional and assessment
27 strategies to encourage learners to develop understanding of content areas and to build
28 skills to apply knowledge in meaningful ways; and

29 (C) understanding of individual differences and diverse cultures with an ability to
30 integrate history, culture, heritage, and contemporary status of American Indians and
31 tribes in Montana.

32 (4) Class 8 dual credit license applications will be reviewed by the Certification
33 Standards and Practices Advisory Council for recommendation regarding issuance of
34 the license by the Superintendent of Public Instruction. Denial of an application for
35 licensure shall be appealable to the Board of Public Education pursuant to ARM
36 10.57.607.

37 (5) A Class 8 dual credit postsecondary faculty license shall be renewed
38 pursuant to the requirements of ARM 10.57.215. may be consecutively reissued upon
39 submission and approval of an application for renewal. An educator with a lapsed Class
40 8 license is required to submit a complete application.

41 (6) A Class 8 license shall not be valid unless the licensee is in an employment
42 relationship with a regionally accredited college or university. (History: 20-4-102, MCA;
43 IMP, 20-4-106, 20-4-108, MCA; NEW, 2008 MAR p. 2050, Eff. 9/26/08; AMD, 2009
44 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

45

TIMELINE
Chapter 57 Rule Amendment
March, 2015

- Introduction to BPEMarch 12-13, 2015 meeting
- Proposed notice to BPE May 7-8, 2015 meeting
- Proposed notice to SOS for notice in MAR May 18, 2015
- MAR publication out May 28, 2015
- Hearing date After June 18, 2015
- Final Public Input deadlineOn or after June 29, 2015
- Adoption Notice to BPE July 15-17, 2015 meeting
- Adoption notice to SOS for notice in MAR July 20, 2015
- MAR publication out July 28, 2015
- Effective Date of Rules July 29, 2015

❖ **ACCREDITATION COMMITTEE (Item 12)**

Erin Williams

ITEM 12

**REPORT ON SUPERINTENDENT'S
RECOMMENDATIONS TO REVISIONS TO
ARM TITLE 10, CHAPTER 63 PRESCHOOL
STANDARDS**

Dennis Parman

EXECUTIVE SUMMARY

DATE: MARCH 2015

- PRESENTATION:** Review of proposed amendments to ARM Title 10, Chapter 63
- PRESENTER:** Dennis Parman
Deputy Superintendent
Office of Public Instruction
- OVERVIEW:** New preschool standards of accreditation in ARM Title 10, Chapter 63 were adopted by the BPE on November 14, 2014, and Notice of the Adoption was published on December 11, 2014. The new rules become effective July 1, 2015. An error was identified in new rule 10.63.106 Aggregate Hours. Instead of 720 hours for a half-time program, the correct number is 540 hours.
- REQUESTED DECISION(S):** Accept a timeline for the proposed rulemaking.
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):**

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of) NOTICE OF PUBLIC HEARING ON
ARM 10.63.108 pertaining to) PROPOSED AMENDMENT
preschool hours)

TO: All Concerned Persons

1. On _____, at _____ 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 of the above-stated rule.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on _____, 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 rule as proposed to be amended provides as follows, new material underlined, deleted material interlined:

10.63.108 AGGREGATE HOURS (1) Trustees may designate the preschool program as either a half-time or full-time program with a minimum of ~~720~~ 540 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~~ 540 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.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

4. Statement of Reasonable Necessity: The Board of Public Education finds that it is reasonable and necessary to amend this rule because the reference to 720 was an error. The correct number of hours is 540 hours which is half time.

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., _____.

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 amendment of the above-referenced rule will not significantly and directly impact small businesses.

Peter Donovan
Rule Reviewer

Sharon Carroll
Board Chair
Board of Public Education

Certified to the Secretary of State _____.

TIMELINE
Chapter 63 Rule Amendment
March, 2015

- Introduction to BPEMarch 12-13, 2015 meeting
- Proposed notice to BPE May 7-8, 2015 meeting
- Proposed notice to SOS for notice in MAR May 18, 2015
- MAR publication outMay 28, 2015
- Hearing date After June 18, 2015
- Final Public Input deadlineOn or after June 29, 2015
- Adoption Notice to BPE July 15-17, 2015 meeting
- Adoption notice to SOS for notice in MAR July 20, 2015
- MAR publication out July 28, 2015
- Effective Date of Rules July 29, 2015

ACTION

ITEM 13

**RECOMMEND APPROVAL OF THE 2014-15
FINAL ACCREDITATION STATUS OF ALL
SCHOOLS**

Dr. Linda Peterson

EXECUTIVE SUMMARY

DATE: MARCH 12-13, 2015

PRESENTATION: **Recommend approval of the 2014-2015 Final Accreditation Status of All Schools**

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

OVERVIEW: The Superintendent of Public Instruction provides to the Board of Public Education the 2014-2015 Annual Montana Accreditation Report. This presentation includes a review of the process used to determine accreditation status for all schools, analysis of the data, and a review of the accreditation determinations for all schools. Superintendent Juneau recommends approval of the 2014-2015 Final Accreditation Status for All Accredited Schools as presented.

The 2014-2015 Annual Montana Accreditation Report is embargoed until March 12-13, 2015.

REQUESTED DECISION(S): **Action**

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Approve the 2014-2015 Final Accreditation Status for All Accredited Schools.



LICENSURE COMMITTEE (Items 14-15)

John Edwards

ITEM 14

BPE HEARING CASE #2014-04

Agency Legal Services Rep

ITEM 15

BPE HEARING CASE #2014-06

Agency Legal Services Rep

FUTURE AGENDA ITEMS

May 7-8th, 2015

CSPAC Appointments
Student Representative Last Meeting
BASE Aid Payment Schedule
Federal Update
MACIE Update
Alternative to Standards Requests
Executive Director Performance Evaluation
MSDB Superintendent Performance
Evaluation & Contract Extension
Establish Executive Staff Salaries