

**Montana State Capitol Building  
Room 317  
Helena, MT**

**July 14-15, 2016**

***BOARD OF PUBLIC EDUCATION***

# AGENDA

# JOINT BPE/CSPAC MEETING

WEDNESDAY JULY 13<sup>TH</sup>, 2016

Room 317

Montana State Capital

Helena, Montana 59601

Beginning at 1:30 PM

## CALL TO ORDER

- A. Call to order
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

## ADOPT AGENDA

## DISCUSSION

- Item 1                      **Board of Public Education Update – Sharon Carroll**
- Item 2                      **CSPAC ANNUAL REPORT – Dr. Cindy O’Dell**
- Item 3                      **July 13<sup>th</sup>, 2016 CSPAC MEETING SUMMARY – Dr. Cindy O’Dell**
- Item 4                      **RISE4MONTANA PRESENTATION – Montana Public Education Center**

## PUBLIC COMMENT

## ADJOURN

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*Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed “time certain”. Action may be taken by the Board on any item listed on the agenda. Public comment is welcome on all items but time limits on public comment may be set at the Chair’s discretion.*

*The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual’s ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: [kmstockton@mt.gov](mailto:kmstockton@mt.gov) or phone at 444-0302.*

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

July 14-15, 2016  
Montana State Capitol, Room 317  
Helena, MT

**Thursday, July 14, 2016**  
**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. May 12-13, 2016 Meeting Minutes
- C. Financials

**ADOPT AGENDA**

**INFORMATION ITEMS**

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

- Item 1                    **CHAIRPERSON'S REPORT**  
                              Sharon Carroll
  
- Item 2                    **EXECUTIVE DIRECTOR REPORT**  
                              Pete Donovan
  
- Item 3                    **STATE SUPERINTENDENT'S REPORT**  
                              State Superintendent Denise Juneau
  
- Item 4                    **COMMISSIONER OF HIGHER EDUCATION'S REPORT**  
                              Angela McLean
  
- Item 5                    **GOVERNOR'S OFFICE REPORT**  
                              Siri Smillie
  
- Item 6                    **STUDENT REPRESENTATIVE'S REPORT**  
                              Molly DeMarco

**ACTION**

**PUBLIC COMMENT**

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

❖ **LICENSURE COMMITTEE – Darlene Schottle (Item 7)**

Item 7                    **HEARING RE: APPEAL OF LICENSURE DENIAL, BPE CASE 2016-01  
Rob Stutz**

❖ **ACCREDITATION COMMITTEE – Erin Williams (Items 8-15)**

Item 8                    **INTENSIVE ASSISTANCE UPDATE  
Patty Muir**

Item 9                    **PRESENTATION OF THE FINAL 2015-2016 ANNUAL MONTANA  
ACCREDITATION REPORT  
Patty Muir**

**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 10                    **RECOMMEND APPROVAL OF PROPOSED SCIENCE CONTENT  
STANDARDS, APPROVAL OF THE NOTICE OF PUBLIC HEARING, AND  
AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE  
FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER  
Jael Prezeau**

Item 11                    **RECOMMEND ADOPTION, AMENDMENT, AND REPEAL OF MONTANA  
ARTS STANDARDS, ARM TITLE 10, CHAPTERS 53 AND 54  
Jael Prezeau**

Item 12                    **RECOMMEND ADOPTION, AMENDMENT, AND REPEAL OF MONTANA  
HEALTH ENHANCEMENT STANDARDS, ARM TITLE 10, CHAPTERS 53 AND  
54  
Karin Billings**

Item 13                    **RECOMMEND APPROVAL OF THE 2015-2016 CORRECTIVE PLANS AND  
TIMELINES  
Patty Muir**

Item 14                    **RECOMMEND APPROVAL OF THE 2015-2016 CORRECTIVE PLANS AND  
TIMELINES OF ACCREDITED SCHOOLS IN STEP 2 OF THE INTENSIVE  
ASSISTANCE PROCESS  
Patty Muir**

\*\*\*\*TIME CERTAIN AT 2:00 PM\*\*\*\*

Item 15                    **PRESENTATION OF SCHOOLS APPROVED TO ENTER STEP 2 OF THE INTENSIVE ASSISTANCE PROCESS**  
Sharon Carroll

- Northern Cheyenne Tribal Schools
- Lustre School
- Lavina High School
- Conrad High School
- Box Elder High School

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**Friday, July 15, 2016**

**8:00 AM**

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Item 16)

Item 16                    **RECOMMEND APPROVAL OF REVISED BASE AID SCHEDULE FOR FISCAL YEAR 2017**  
Ken Bailey

❖ ASSESSMENT COMMITTEE – Paul Andersen (Item 17)

Item 17                    **RECOMMEND ADOPTION OF AMENDMENT OF ARM TITLE 10, CHAPTER 56, STUDENT ASSESSMENT**  
Rob Stutz

❖ LICENSURE COMMITTEE – Darlene Schottle (Item 18)

**INFORMATION**

Item 18                    **INITIAL PRESENTATION OF THE REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE**  
Ann Gilkey

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Items 19-20)

Item 19                    **FEDERAL REPORT**  
Nancy Coopersmith

Item 20                    **SPECIAL EDUCATION ANNUAL REPORT**  
Frank Podobnik

❖ MSDB LIAISON - Mary Jo Bremner (Item 21)

Item 21                    **MSDB REPORT**  
Donna Sorensen

## **FUTURE AGENDA ITEMS September 15-16, 2016**

Election of Board Officers

Set Yearly Board Meeting Calendar - C

Set Annual Agenda Calendar – C

BPE Goal Review – C

MACIE *Update*

Digital Academy Update

*Superintendent Goals*

*Assessment Update*

*Federal Update*

*Annual HiSet Report*

*MACIE Renewal (Even Years)*

## **PUBLIC COMMENT**

## **ADJOURN**

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*The Montana Board of Public Education is a Renewal Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit up to 8 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.*

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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. May 12-13, 2016 Meeting Minutes**
- B. Financials**
- C. Correspondence**

# CONSENT AGENDA

## MINUTES

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

**May 12-13<sup>th</sup>, 2016**  
**Montana School for the Deaf and Blind**  
**3911 Central AVE**  
**Great Falls, MT**

**Thursday May 12<sup>th</sup>, 2016**  
**8:30 AM**

**CALL TO ORDER**

Chair Carroll called the meeting to order at 8:31 AM.

Students from the MSDB led the Board in the Pledge of Allegiance. Ms. Stockton took roll call.

Board members present included: Ms. Sharon Carroll, Chair; Dr. Darlene Schottle; Mr. Jesse Barnhart; Ms. Mary Jo Bremner; Ms. Tammy Lacey; Ms. Erin Williams; Student Rep Ms. Greta Gustafson, incoming student rep Ms. Molly DeMarco. Absent: Mr. Paul Andersen, Vice Chair. Ex Officio members present included: Ms. Siri Smillie, Governor's Office; Mr. Erik Rose, Commissioner of Higher Education's office; Superintendent of Public Instruction Denise Juneau. Staff present included: Mr. Pete Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Guests present included: Mr. Rob Stutz, Agency Legal Services; Ms. Madalyn Quinlan, OPI; Mr. Zack Hawkins, OCHE/GEAR UP Director; Ms. Jael Prezeau, OPI; Dr. Linda Peterson, OPI; Mr. Dennis Parman, OPI; Ms. Donna Sorensen, MSDB Superintendent; Mr. Jim Fryor, Hobson, MT; Ms. Karin Billings, OPI; Ms. Ann Gilkey, OPI; Ms. Terry Kendrick, OPI; Mr. Marco Ferro, MEA-MFT; Ms. Patty Muir, OPI; Mr. Nathan Miller, OPI; Ms. Madalyn Quinlan, OPI; Dr. Jayne Downey, MSU-Bozeman; Dr. Mary Susan Fishbaugh, MSU-Billings; Mr. Andy Maheras, Bridger Program, Bozeman High School; Ms. Tami O'Neill, Bridger Program, Bozeman High School; Dr. Rob Watson, Superintendent Bozeman Public Schools; Mr. Craig Barringer, Libby Public Schools; Mr. Kaide Dodson, Libby Public Schools; Mr. Jacob Francom, Troy Schools; Ms. Jill Francom, Troy, MT.

**PUBLIC COMMENT**

No public comment.

**CONSENT AGENDA**

*The consent agenda was approved as presented.*

**ADOPT AGENDA**

**Ms. Tammy Lacey moved to adopt the agenda as presented. Dr. Schottle seconded the motion.**

*No discussion. Motion passed unanimously.*

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

## INFORMATION ITEMS

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

#### **Item 1                   CHAIRPERSON’S REPORT** **Sharon Carroll**

Ms. Carroll discussed the time certain items on the agenda

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

Mr. Donovan discussed the initial biennial audit review, the CSPAC meeting on April 22, including updates to the Chapter 57 licensure rules and the 5 year review cycle of the Montana Educator Code of Ethics the Council is reviewing. Mr. Donovan discussed the May 3-5<sup>th</sup> meeting of the School Funding Interim Commission, and Council of Deans Retreat in June in Helena.

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

Superintendent Juneau congratulated Board member Bremner who will be retiring from teaching at the end of the year, and welcomed new student rep Molly DeMarco. The Superintendent thanked Ms. Gustafson for her service to the Board. The Superintendent updated the Board on Graduation Matters grants, the SBAC testing which is ongoing right now and that the OPI office has not received any reports of technical issues. ACT Plus Writing for high school juniors was given on April 19<sup>th</sup>. The Superintendent attended an Arbor Day celebration in Billings with 4<sup>th</sup> graders on National Arbor Day award. Other events reported included: National Military month celebrations in Great Falls for the month of April, meeting of Alternative Learning staff sponsored by OPI; the AP Summer Institute in June, Graduation Matters Summit in Bozeman June 21<sup>st</sup>, and Montana Behavior Initiative at MSU in June.

#### **Item 4                   COMMISSIONER OF HIGHER EDUCATION’S REPORT** **Erik Rose**

Mr. Rose updated the board on the current enrollment numbers in the Dual Enrollment program and the effort to bring the enrollment numbers up by 1,000 students per semester and discussed the strategies to meet that goal. Mr. Rose also reviewed the ongoing collaboration between the Commissioner’s Office and the Tribal Colleges and the ongoing work to build partnerships between the two entities to work on retention for transfer students from Tribal colleges to MUS campus; common course numbering for the Tribal Colleges so credits will transfer more easily, and getting the Tribal Colleges on board with the National Student Clearinghouse, as well as working with the Complete College America program.

#### **Item 5                   GOVERNOR’S OFFICE REPORT** **Siri Smillie**

Ms. Smillie welcomed Superintendent Lacey and Ms. DeMarco to the Board, and thanked Ms. Gustafson for her work. Ms. Smillie noted that Dual Enrollment is still very important to Governor Bullock. Ms. Smillie noted the celebration in April of the 13 schools who were winners of the Smart Schools Initiative, the Breakfast After the Bell program the Governor and First Lady are promoting at schools, and \$55,000 in grants for 18 schools. Also discussed was the Education Superhighway, a program to bring high speed internet and ensuring connectivity to rural school districts. Ms. Smillie discussed several other education related initiatives the Governor’s Office is working on as well, including high quality work based learning programs, and a new Suicide Prevention Text Line which will allow students to send a text to a line and engage with a crisis support person for support.

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

Ms. Gustafson reported on recent activities including the Student Advisory Board meeting in Helena, the Montana Association of Student Council Executive Committee meeting to select the new student

representative to the Board and selection of the 2016 State Conference site of Glasgow, and National Association of Student Council held in Portland, Oregon in the fall. Other meetings included the District 2 meeting and a partnership with a local food drive, state High School Rodeo in Baker in June, and activities at Cut Bank High School this spring. Ms. Molly DeMarco introduced herself to the Board and spoke briefly about herself and her activities.

## DISCUSSION ITEMS

### ❖ EXECUTIVE COMMITTEE – Sharon Carroll (Items 7- 10)

#### Item 7                   **GEAR UP REPORT** **Zack Hawkins**

Mr. Zack Hawkins updated the Board on the GEAR UP Program and discussed what the program is about, what services they offer to schools and school districts including: College visits where GEAR UP Students visit college campuses. State level partnerships include; OCHE, Montana Post-secondary Education School Council, MT School Counselor Association, MACIE, OPI, and SAF. GEAR UP provides the funding for the ACT Plus Writing test for all high school juniors. Mr. Hawkins discussed the College Application Week Initiative in the fall of every year which allows high school seniors to apply to college and the application fee is waived. Mr. Hawkins discussed upcoming changes to the FAFSA where students can use prior-prior year data and begin filing in October instead of January.

#### Item 8                   **FEDERAL REPORT** **Dennis Parman**

Superintendent Juneau noted this will be Mr. Parman's last meeting as Deputy Superintendent and thanked him for his work. Mr. Parman updated the Board regarding the ESSA Implementation project and the stakeholders making up the group. Mr. Parman discussed how the project will move forward to meet the deadlines set by the Department of Education for ESSA Implementation.

## ACTION

## PUBLIC COMMENT

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

#### Item 9                   **K-12 SCHOOLS PAYMENT SCHEDULE FOR FISCAL YEAR 2016-2017** **Dr. Linda Vrooman Peterson**

Dr. Peterson asked for the Boards approval of the K-12 Payment Schedule as required by law.

**Mr. Jesse Barnhart moved to approve the K-12 Payment Schedule for fiscal year 2016-17. Ms. Mary Jo Bremner seconded the motion.**

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

## DISCUSSION ITEMS

### ❖ ACCREDITATION COMMITTEE – Erin Williams (Items 11-13)

#### Item 11                   **INITIAL PRESENTATION OF TIMELINE AND PROPOSED SCIENCE** **STANDARDS, ARM TITLE 10, CHAPTER 53** **Jael Prezeau**

Ms. Jael Prezeau distributed a copy of the proposed standards and timeline to the Board. Ms. Prezeau discussed the process of assembling the Negotiated Rulemaking committee and the process of reviewing and revising the proposed science standards which began on a statewide level amongst science teachers

in 2012. Ms. Prezeau discussed the Negotiated Rulemaking committee, the work they did revising the standards and the different groups, including MACIE, who reviewed the standards and provided input. Ms. Prezeau reviewed some of the the differences between the old and new standards, then discussed the proposed timeline with the Board and requested their acceptance of the timeline. Ms. Prezeau fielded questions from the Board.

**Ms. Erin Williams moved to adopt the timeline as presented for ARM Title 10, Chapters 53 and 54. Ms. Tammy Lacey seconded the motion.**

***Public comment was heard from Mr. Jim Fryer, Hobson MT regarding the proposed timeline for adoption.***

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

#### **TIME CERTAIN AT 11:00 AM**

#### **Item 10 ACT COLLEGE AND CAREER READINESS AWARDS Superintendent Denise Juneau**

Superintendent Juneau presented the winners of the 2016 ACT College and Career Readiness Awards.

Ms. Shannon Hayes from the National College and Career Readiness Campaign addressed the Board and discussed the work of the campaign.

- **STUDENT READINESS AWARD – NICOLE ALLERDINGS, PLEVNA HIGH SCHOOL**
- **COLLEGE AND CAREER TRANSITION AWARD – HAMILTON HIGH SCHOOL**

#### **ACTION**

#### **PUBLIC COMMENT**

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

#### **Item 12 RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING ON PROPOSED REPEAL, AMENDMENT, AND ADOPTION OF MONTANA ARTS STANDARDS, ARM TITLE 10, CHAPTER 53 Jael Prezeau, Madalyn Quinlan**

Ms. Jael Prezeau also presented this item to the Board, discussed the timeline, and reviewed the process the Negotiated Rulemaking Committee used to reach a final version of the standards presented in the Proposed Notice of Public Hearing. Mr. Stutz recommended adding to this and future Notices of Public Hearing the Board's Constitutional rulemaking authority in the hearing notice. Ms. Madalyn Quinlan reviewed the Economic Impact Statement, which was previously presented to the Board in March.

**Ms. Erin Williams moved to approve the Notice of Public Hearing on the Proposed Repeal, Amendment, and Adoption of Montana Arts Standards, ARM Title 10, Chapter 53 and to authorize the filing of the Notice with the Secretary of State for notice in the Montana Administrative Register, with the added language to include Montana Constitution Article X, Sec. 9, "to the authorizing and implementing statutes" the following: The board also proposes to include in the authorizing and implementing statutes a citation to its constitutional authority requiring the board "to exercise**

**general supervision over the public school system.” This inclusion would recognize the board’s constitutional authority to conduct rulemaking.**  
***Motion seconded by Ms. Tammy Lacey.***

***Public comment by Senator Mary Moe supporting the standards.***  
***Public comment from Mr. Marco Ferro, MEA-MFT supporting the new standards.***

**Item 13**

**RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING ON PROPOSED REPEAL, AMENDMENT, AND ADOPTION OF MONTANA HEALTH ENHANCEMENT STANDARDS, ARM TITLE 10, CHAPTERS 53 AND 54**

**Karin Billings, Madalyn Quinlan**

Ms. Karin Billings presented the proposed Health and PE Standards to the Board and reviewed the Negotiated Rulemaking process, and what is different between the new standards as compared to the old standards.

Brief pause in the meeting was made to allow public comment from Ms. Michelle Peterson, the Director of Shape Montana who was in between teaching classes to offer support of the new Health and PE Standards.

Ms. Quinlan brought to the Boards attention that the version passed out today will need the Authority and Implementation citation added as well as the Boards Constitutional Rulemaking authority citations. Ms. Quinlan reviewed briefly the Economic Impact Statement only pointing out differences in this statement compared to the Economic Impact Statement for the Arts Standards.

**Ms. Erin Williams moved to approve the Notice of Public Hearing on Proposed repeal, amendment, and adoption of the Montana Health Enhancement Standards, ARM Title 10, Chapters 53 and 54 as amended by the Superintendent, and authorize the filing of the notice with the Secretary of State for publication in the Montana Administrative Register, with the added language to include Montana Constitution Article X, Sec. 9, “to the authorizing and implementing statutes” the following: The board also proposes to include in the authorizing and implementing statutes a citation to its constitutional authority requiring the board “to exercise general supervision over the public school system.” This inclusion would recognize the board’s constitutional authority to conduct rulemaking.**  
***Motion seconded by Ms. Mary Jo Bremner.***

***Public comment from Mr. Marco Ferro, MEA-MFT supporting the Standards***

***Public comment from Senator Mary Moe supporting the Health Standards, particularly the concepts of body safety, concussion awareness, and mental health.***

***Comments from Board members Bremner and Lacey regarding the new standards.***

***Motion passed unanimously.***

❖ LICENSURE COMMITTEE – Tammy Lacey (Items 14-15)

Item 14                    **RECOMMEND APPROVAL OF MONTANA STATE UNIVERSITY (MSU) TEACHER EDUCATION PROGRAM STATE EXIT REPORT AND CAEP REPORT, AND APPROVAL OF FULL ACCREDITATION STATUS FOR THE TEACHER EDUCATION PROGRAM AT MSU**  
Dr. Linda Vrooman Peterson, OPI; Dr. Alison Harmon, MSU; Dr. Jayne Downey, MSU

Dr. Peterson reviewed the joint review process with CAEP as part of the Montana/CAEP Agreement. This is the final report ready for approval for full accreditation. Dr. Jayne Downey reported to the board on the accreditation process the University went through in achieving the full accreditation status.

**Ms. Tammy Lacey moved to approve the Montana State University Exit Report and approval of full accreditation status for the Teacher Education Program at MSU. Dr. Darlene Schottle seconded the motion.**

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

Item 15                    **RECOMMEND APPROVAL OF THE MSU REQUEST TO WITHDRAW NORTHERN PLAINS TRANSITION TO TEACHING (NPTT) STATE EXIT REPORT FROM CONSIDERATION IN THE ACCREDITATION PROCESS BY THE BOARD OF PUBLIC EDUCATION**

Dr. Linda Vrooman Peterson, OPI; Dr. Alison Harmon, MSU

Dr. Peterson reviewed the decision by MSU to withdraw the Northern Plains Transition to Teaching (NPTT) state exit report from the accreditation process and to withdraw the program in its entirety. Dr. Alison Harmon joined the meeting via phone and discussed with the Board the schools' decision to withdraw NPTT from accreditation review and why the decision was made to terminate the NPTT program. Dr. Harmon discussed how students currently enrolled in the NPTT program will be transitioned out. The Board of Regents will be voting on this decision at their meeting May 19-20<sup>th</sup>.

**Ms. Tammy Lacey moved to Approve Montana State University's decision to withdraw Northern Plains Transition to Teaching (NPTT) from the accreditation process and to terminate the NPTT program, effective immediately. Motion seconded by Dr. Darlene Schottle.**

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

Meeting adjourned at 3:17 PM for the day.

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**Friday May 13<sup>th</sup>, 2016**

**8:00 AM**

Chair Carroll called the meeting to order at 8:02 AM

**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 - Mary Jo Bremner (Item 16)

**Item 16****MSDB REPORT  
Donna Sorensen**

Ms. Donna Sorensen presented the MSDB report to the Board and reviewed current position openings and hiring efforts to fill vacant positions. The cottages have been doing end of year activities and the students are excited to be going home for the summer. Ms. Donna Schmidt has been working on drafting budget request proposals for the school for the 2019 Biennium. Upgrades are scheduled for the playground, and graduation is scheduled for May 28<sup>th</sup>. Ms. Bremner requested Ms. Sorensen to discuss the contract request with Virtual Solutions to use in replace of the Speech and Language Pathologist while that position is being advertised. The Board will need to approve a contract with Virtual Solutions for Therapy. The contract amount will result in approximately \$4,000.

**Ms. Mary Jo Bremner moved to approve the contract with Virtual Solutions to provide speech and language pathology services to the students with the stipulation that the contract end June 30<sup>th</sup>. Motion seconded by Dr. Darlene Schottle.**

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

**ASSESSMENT COMMITTEE – Darlene Schottle (Items 17-18)****Item 17****RECOMMEND APPROVAL OF THE UPDATED REPORT ON MONTANA  
MINIMUM SCORES ON PRAXIS SUBJECT ASSESSMENTS  
Dr. Linda Vrooman Peterson**

Dr. Linda Peterson presented the updated report on the minimum scores on the PRAXIS subject assessments. Dr. Peterson referred the board members to the scores sheet in their packet and reviewed the process for setting the scores and how the Educator Preparation Programs use the scores to recommend candidates for licensure.

**Dr. Darlene Schottle moved to approve the Montana Minimum Scores on Praxis Subject Assessments (formerly Praxis II Content Knowledge Tests) in Business Education, Health and Physical Education, Special Education, Music, General Science, and Social Studies, pursuant to ARM 10.57.410(3). Mr. Jesse Barnhart seconded the motion.**

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

**Item 18****RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING ON  
PROPOSED AMENDEMENT TO ARM TITLE 10, CHAPTER 56,  
ASSESSMENT  
Rob Stutz**

Chair Carroll reviewed the proposed hearing notice bringing attention to the areas that were changed per Board member request at the March 2016 meeting. Board members reviewed the hearing notice with no changes. Mr. Stutz asked that members review the “reason” in the hearing notice for any revisions.

**Dr. Darlene Schottle moved to approve the proposed Notice of Public Hearing to ARM Title 10, chapter 56. Motion seconded by Ms. Mary Jo Bremner.**

***Dr. Darlene Schottle expressed concern with the language “all students” and that with the implementation of ESSA that may need to be revised. Mr. Parman expanded on that concern and that sections of Chapter 55 may also need to be revised at a later date.***

***No further discussion. Motion passed unanimously with Ms. Lacey abstaining upon her arrival.***

❖ **LICENSURE COMMITTEE – Tammy Lacey (Items 19-22)**

**Item 21 RECOMMEND APPROVAL OF THE UNIVERSITY OF MONTANA-WESTERN (UMW) STATE EXIT REPORT AND CAEP REPORT, AND APPROVAL OF FULL ACCREDITATION STATUS FOR THE TEACHER EDUCATION PROGRAM AT UMW**

**Dr. Linda Vrooman Peterson, OPI; Dr. Nora Strauss UMW**

Dr. Peterson introduced Dr. Strauss and reviewed the accreditation review process for the Board. The board heard the initial presentation of this item at the March 2016 meeting. Dr. Strauss reviewed the process the university undertook in the accreditation review cycle.

***Ms. Tammy Lacey moved to Recommend Approval of the University of Montana-Western State Exit Report, and approval of full accreditation status for the Educator Preparation Provider at the UMW. Ms. Mary Jo Bremner seconded the motion.***

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

**TIME CERTAIN AT 9:00 AM**

**Item 19 CONTESTED CASE HEARING BPE CASE #2015-05  
Rob Stutz**

Ms. Lacey opened the hearing and turned the process over to Mr. Stutz, who reviewed the process and noted that Mr. McCormick, the appellant, waived his right to privacy so the hearing will not be closed. Mr. Stutz introduced Mr. McCormick, Ms. Ann Gilkey, Chief Legal Counsel for OPI, and asked the parties to introduce themselves to the board. Mr. Stutz will swear in any witnesses. Ms. Gilkey introduced herself and stated the case from OPI and the statutes and ARM rules pertaining to this case. Mr. McCormick had no statement.

Ms. Gilkey reviewed the Exhibits she will present with no objections from Mr. McCormick. The exhibits were admitted into evidence. Mr. Stutz explained the process to the board and what is required of the board.

Mr. Stutz swore in Mr. Lester McCormick who was examined by Ms. Ann Gilkey. OPI exhibits 1 and 2 were entered and discussed.

Mr. Stutz swore in Ms. Shannon Koenig, former Manager of Educator Licensure at OPI, currently working for DPHHS. Ms. Gilkey examined Ms. Koenig. OPI Exhibits 3 and 4 were entered and discussed.

Mr. McCormick presented his case to the Board and explained his situation. Mr. McCormick produced documents for exhibit which Mr. Stutz reviewed and entered. Board members questioned Mr. McCormick. 2 additional exhibits were entered into evidence from Mr. McCormick.

Mr. Stutz called for closing statements from each party.

Mr. McCormick addressed the board.

Ms. Gilkey addressed the board with closing remarks from OPI and reviewed the board's options.

Mr. Stutz recommended a brief recess so that copies of Mr. McCormick's exhibits could be made and reviewed.

The meeting reconvened and the board reviewed the exhibits.

Board members questioned Mr. McCormick.

Chair Lacey closed the hearing.

**Ms. Tammy Lacey moved to uphold the recommendation of the Superintendent of Public Instruction to revoke the Class 1 and Class 3 licenses of the educator named in BPE case #2015-05. Dr. Darlene Schottle seconded the motion.**

***Mr. Stutz reviewed the post hearing process for Findings of Facts and Conclusions and asked that if the board has any additional findings of facts or conclusions those will be included in the final report.***

***Chair Lacey noted that the items introduced into evidence were sufficient and the board had no additional information to add.***

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

**Item 20**

**BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION P-3**

**Dr. Linda Vrooman Peterson, OPI; Ms. Susan Harper-Whalen, University of Montana**

Dr. Peterson reviewed the new curricular program being requested by the University of Montana due to interest in the program after the new Chapter 63 licensure rules were approved. Dr. Peterson turned the presentation over to Ms. Harper-Whalen to review the new program. Dr. Peterson discussed the desk review performed by the Accreditation division at the OPI and an upcoming performance audit to determine how candidates are performing.

**Ms. Tammy Lacey moved to approved the University of Montana proposal to add the Bachelor of Arts in Early Childhood Education Preschool through Grade 3 (ECE P-3). Ms. Erin Williams seconded the motion.**

***Mr. Parman and Ms. Smillie thanked the University for their work on the new program in response to the interest from the field for the new licensure programs.***

***Board members Schottle and Bremner also thanked the University for this new program. Board member Lacey also commended the new program.***

**Item 22**

**RECOMMEND APPROVAL OF MONTANA STATE UNIVERSITY BILLINGS (MSUB) PROPOSAL FOR MINOR ENDORSEMENT IN EARLY CHILDHOOD EDUCATION (ECE) PRESCHOOL THROUGH GRADE 3 (P-3)**

**Dr. Linda Vrooman Peterson, OPI; Dr. Mary Susan Fishbaugh, MSUB**

Dr. Peterson reviewed the minor endorsement program and Dr. Mary Susan Fishbaugh noted that this is a revision of an existing minor with expanded coursework including a student teacher experience and additional courses to meet the new requirements.

**Ms. Tammy Lacy moved to approve the Minor Endorsement in Early Childhood Education (ECE) Preschool through Grade 3 (P-3) as proposed**



**Ms. Erin Williams moved to recommend approval of the Superintendent's recommendation for the Bozeman High Schools Charter Program. Motion seconded by Dr. Darlene Schottle.**

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

Ms. Patty Muir presented the remaining initial applications.

**Ms. Erin Williams moved to recommend approval of the Superintendent of Public Instruction's recommendation for Bonner and Joliet School Districts Variance to Standards application. Motion seconded by Ms. Tammy Lacey.**

***Chair Carroll asked for explanation from Ms. Muir on the reason for the variance requests.***

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

Ms. Muir presented 9 schools for renewal requests for Variances to Standards. Ms. Muir briefly explained the requests to the Board.

**Ms. Erin Williams moved to recommend approval of the Superintendent's recommendation to approve 9 renewal Variances to Standards applications as 1 application. Motion seconded by Mr. Jesse Bremner.**

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

## **Item 25**

### **RECOMMEND APPROVAL OF THE INTENSIVE ASSISTANCE REPORT**

**Patty Muir**

Ms. Muir distributed a new brochure on how the Intensive Assistance process works and discussed the reasons why schools are in Intensive Assistance or Deficiency Status. Ms. Muir explained at what point it is necessary for the Board to become involved in the process which is when OPI recommends the school move into Step 2 of the Intensive Assistance Process. The Board can request those districts to appear before the Board and present a Corrective Action Plan. Ms. Muir will bring 3 recommendations to the Board: 1) for 8 schools to exit Intensive Assistance, 2) for 19 schools to enter Intensive Assistance, and 3) for 11 schools to move into Step 2 of Intensive Assistance.

**Ms. Erin Williams moved to approve the recommendation of the Superintendent to Exit 8 schools from Intensive Assistance. Dr. Darlene Schottle seconded the motion.**

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

**Ms. Erin Williams moved to approve the recommendation of Superintendent Juneau to enter 19 schools enter Intensive Assistance. Ms. Mary Jo Bremner seconded the motion.**

***Discussion regarding how OPI will be communicating with these schools. OPI will be visiting each school for a meeting.***

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

Ms. Patty Muir reviewed the schools that are being recommended to enter Step 2 of Intensive Assistance.

**Ms. Erin Williams moved to approve the recommendation of Superintendent Juneau for 11 schools to move to Level 2 of Intensive Assistance process. Motion seconded by Dr. Darlene Schottle.**

***Dr. Schottle asked how the presentation from a school before the Board would look. Dr. Peterson responded to the questions. Discussion amongst the Board members ensued regarding having schools present to the Board.***

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

**PUBLIC COMMENT**

Mr. Fryer gave public comment to the Board supporting the Boards discussions of keeping students first, importance of math, and work based learning. Mr. Fryer stated concerns regarding Early Childhood Education, and some of the proposed Science Standards, as well as his concern that there seems to be a rush in adopting the Standards.

\*\*\*\*\*CLOSED SESSION\*\*\*\*\*

**❖ EXECUTIVE COMMITTEE – Sharon Carroll (Items 26-27)**

**Item 26                    EVALUATION OF SUPERINTENDENT OF MONTANA SCHOOL FOR THE DEAF AND BLIND  
Sharon Carroll**

**Item 27                    EVALUATION OF EXECUTIVE DIRECTOR OF THE BOARD OF PUBLIC EDUCATION  
Sharon Carroll**

\*\*\*\*\*OPEN SESSION\*\*\*\*\*

**Dr. Darlene Schottle moved to approve the MSDB Calendar for the 2016-2017 Calendar year. Motion was seconded by Mr. Jesse Barnhart.**

***Ms. Tammy Lacey commented that the GFPS and the MSDB coordinate the calendar as best as they can since some students are shared between the 2 districts.***

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

**Dr. Darlene Schottle moved to approve the contract for Superintendent Donna Sorensen for the MSDB from July 1, 2016 to June 30<sup>th</sup>, 2017. Motion seconded by Mr. Jesse Barnhart.**

***Clarification on change of Evaluation process requested by Ms. Lacey and confirmed by Dr. Schottle.***

***Ms. Mary Jo Bremner moved to adjourn the meeting. Meeting adjourned at 2:04 PM***

## **FUTURE AGENDA ITEMS July 13-15<sup>th</sup>, 2016**

Strategic Planning Meeting  
CSPAC/BPE Joint Meeting  
CSPAC Annual Report  
*Annual HiSET Report*  
*Special Education Report*  
*Assessment Update*  
*Federal Update*

## **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.*

*Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Action may be taken by the Board on any item listed on the agenda. Public comment is welcome on all items but time limits on public comment may be set at the Chair's discretion.*

*The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: [kmstockton@mt.gov](mailto:kmstockton@mt.gov) or phone at 444-0302.*

# CONSENT AGENDA

## FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2016 through 12 (Jun)/2016

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 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

[Refresh](#)

[Return to Menu](#)

OBPP Program	Fund	Subclass	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
<b>01 K-12 EDUCATION</b>					<b>365,612.00</b>	<b>293,375.73</b>	<b>0.00</b>	<b>72,236.27</b>
01100 General Fund					187,534.00	137,477.73	0.00	50,056.27
		<b>235H1 ADMINISTRATION</b>			<b>143,064.00</b>	<b>116,033.83</b>	<b>0.00</b>	<b>27,030.17</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>143,064.00</b>	<b>116,033.83</b>	<b>0.00</b>	<b>27,030.17</b>
				{61000 Personal Services	105,792.00	105,586.00	0.00	206.00
				{62000 Operating Expenses	35,490.00	10,447.83	0.00	25,042.17
				{69000 Debt Service	1,782.00	0.00	0.00	1,782.00
		<b>235H2 AUDIT (RST/BIEN)</b>			<b>14,364.00</b>	<b>5,528.90</b>	<b>0.00</b>	<b>8,835.10</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>14,364.00</b>	<b>5,528.90</b>	<b>0.00</b>	<b>8,835.10</b>
				{62000 Operating Expenses	14,364.00	5,528.90	0.00	8,835.10
		<b>235H3 LEGAL EXPENSES (RST/OTO)</b>			<b>30,000.00</b>	<b>15,915.00</b>	<b>0.00</b>	<b>14,085.00</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>30,000.00</b>	<b>15,915.00</b>	<b>0.00</b>	<b>14,085.00</b>
				{62000 Operating Expenses	30,000.00	15,915.00	0.00	14,085.00
		<b>235Z1 WORKERS COMP. REDUCTION</b>			<b>106.00</b>	<b>0.00</b>	<b>0.00</b>	<b>106.00</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>106.00</b>	<b>0.00</b>	<b>0.00</b>	<b>106.00</b>
				{61000 Personal Services	106.00	0.00	0.00	106.00
02122 Advisory Council					123,078.00	100,176.36	0.00	22,901.64
		<b>235H1 ADMINISTRATION</b>			<b>122,992.00</b>	<b>100,176.36</b>	<b>0.00</b>	<b>22,815.64</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				{61000 Personal Services	0.00	0.00	0.00	0.00
			<b>30 Advisory Council Program 01</b>		<b>122,992.00</b>	<b>100,176.36</b>	<b>0.00</b>	<b>22,815.64</b>
				{61000 Personal Services	122,992.00	100,176.36	0.00	22,815.64
		<b>235Z1 WORKERS COMP. REDUCTION</b>			<b>86.00</b>	<b>0.00</b>	<b>0.00</b>	<b>86.00</b>
			<b>30 Advisory Council Program 01</b>		<b>86.00</b>	<b>0.00</b>	<b>0.00</b>	<b>86.00</b>
				{61000 Personal Services	86.00	0.00	0.00	86.00
02219 Research Fund					55,000.00	55,000.00	0.00	0.00
		<b>235H1 ADMINISTRATION</b>			<b>55,000.00</b>	<b>55,000.00</b>	<b>0.00</b>	<b>0.00</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				{62000 Operating Expenses	0.00	0.00	0.00	0.00
			<b>50 Research Program 01</b>		<b>55,000.00</b>	<b>55,000.00</b>	<b>0.00</b>	<b>0.00</b>
				{62000 Operating Expenses	55,000.00	55,000.00	0.00	0.00
08116 Montana Commission on Teaching					0.00	721.64	0.00	(721.64)
		<b>235V2 MT COMMISSION ON TEACHING</b>			<b>0.00</b>	<b>721.64</b>	<b>0.00</b>	<b>(721.64)</b>
			<b>10 Montana Commission on Teaching</b>		<b>0.00</b>	<b>721.64</b>	<b>0.00</b>	<b>(721.64)</b>
				{62000 Operating Expenses	0.00	721.64	0.00	(721.64)
<b>Grand Total</b>					<b>365,612.00</b>	<b>293,375.73</b>	<b>0.00</b>	<b>72,236.27</b>

# CORRESPONDENCE



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

May 16, 2016

Sharon Carroll - Chair  
Ekalaka

Paul Andersen-Vice Chair  
Bozeman

Darlene Schottle  
Big Fork

Erin Williams  
Missoula

Jesse Barnhart  
Broadus

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

Greta Gustafson, Student Rep.  
Cut Bank

### EX OFFICIO MEMBERS:

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

### EXECUTIVE DIRECTOR:

Pete Donovan

Leanne Kurtz  
Office of Research and Policy Analysis  
Legislative Services Division  
PO Box 201706  
Helena MT 59620-1706

Dear Ms. Kurtz:

Enclosed please find the proposed timeline for the Science Standards. The enclosed timeline for the adoption of the new standards was presented to the Board of Public Education at their May 12-13<sup>th</sup>, 2016 meeting. The Board is sending you the proposed timeline to notify the Legislative Fiscal Division in accordance with MCA 20-7-101(2) which states, "Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the Education and Local Government Interim Committee for review." The Board expects to be presented with the proposal of the revised standards for the Science Standards at the July 13-15<sup>th</sup>, 2016 in Helena, MT.

If you have any questions or concerns, please do not hesitate to contact our office.

Sincerely,

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

Pete Donovan  
Executive Director, Board of Public Education

Enclosure

Cc: Laura Sankey, Staff Attorney  
Rob Miller, Legislative Fiscal Analyst

# CALENDARS

# May 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 MCDE Conference Call - Pete	3 School Funding Interim Commission Meeting - Pete	4 OPI Special Ed Partnerships meeting - Pete	5 School Funding Interim Commission Meeting - Pete	6	7
8 Mother's Day	9 MT Digital Academy Call - Pete  Negotiated Rulemaking Committee:Science - Pete	10  TLLS Workgroup Meeting - Pete	11	12  BPE Meeting - MSDB Great Falls	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28  MSDB Graduation - Mary Jo
29	30  <i>Memorial Day</i>	31	Notes:			

# June 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:			1	2	3	4
5	6	7	8	9 Check in w/Siri Smillie - Pete	10	11
12	13 School Funding Interim Commission Meeting - Pete MTDA Conference Call - Pete	14	15	16 MSDB Committee Conference Call - Pete, Sharon, Mary Jo	17	18
19 Father's Day	20 Summer Begins 	21	22	23	24 Assessment Hearing - Pete	25
26	27 Content Standards Hearings (Art, Health Enhancement) - Pete	28	29	30	Notes:	

# July 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1	2
3	4 	5	6	7	8	9
10	11	12 TLLC Workgroup - Pete	13 CSPAC Meeting - Helena BPE/CSPAC Joint Meeting - Helena BPE Strategic Planning	14 BPE Meeting - Helena	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

# **INFORMATION**

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

### **ITEM 1**

#### **CHAIRPERSON'S REPORT**

**Sharon Carroll**

**ITEM 2**

**EXECUTIVE DIRECTOR REPORT**

**Peter Donovan**

*Meetings Attended by Peter Donovan*  
*05/16/2016 – 07/15/2016*

**May**

- |   |               |
|---|---------------|
| 1. MCDE Conference Call/Virtual Meeting | 05/18,19/2016 |
| 2. ESSA Committee Meeting               | 05/25,26/2016 |

**June**

- |   |            |
|---|------------|
| 3. Meeting w/Siri Smillie                       | 06/09/2016 |
| 4. School Funding Interim Commission Meeting    | 06/13/2016 |
| 5. Montana Digital Academy Conference Call      | 06/13/2016 |
| 6. MSDB Committee Meeting Conference Call       | 06/16/2016 |
| 7. Assessment Hearing                           | 06/24/2016 |
| 8. Art Content Standards Hearing                | 06/27/2016 |
| 9. Health Enhancement Content Standards Hearing | 06/27/2016 |

**July**

- |                                    |               |
|------------------------------------|---------------|
| 10. TLLC Workgroup Meeting         | 07/12/2016    |
| 11. CSPAC Meeting                  | 07/13/2016    |
| 12. Joint BPE/CSPAC Meeting        | 07/13/2016    |
| 13. BPE Strategic Planning Meeting | 07/13/2016    |
| 14. BPE Meeting                    | 07/14,15/2016 |

**INFORMATION**

**ITEM 3**

**STATE SUPERINTENDENT'S REPORT**

**Superintendent of Public Instruction  
Denise Juneau**

**ITEM 4**

**COMMISSIONER OF HIGHER EDUCATION**  
**REPORT**

**Angela McLean**

**ITEM 5**

**GOVERNOR'S OFFICE REPORT**

**Siri Smillie**

**ITEM 6**

**STUDENT REPRESENTATIVE'S REPORT**

**Molly DeMarco**

**ACTION**

❖ **LICENSURE COMMITTEE – (Item 7)**

**Darlene Schottle**

**ITEM 7**

**HEARING RE: APPEAL OF LICENSURE  
DENIAL, BPE CASE 2016-01**

**Rob Stutz**

❖ **ACCREDITATION COMMITTEE – (Items 8-15)**

**Erin Williams**

**ITEM 8**

**INTENSIVE ASSISTANCE UPDATE**

**Patty Muir**

# Montana Board of Public Education Executive Summary

**Date:** July 2016

<b>Presentation</b>	Intensive Assistance Process Update
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides to the Board of Public Education (BPE) an overview of the Intensive Assistance on site visits to schools who entered Step 1 of the Intensive Assistance process.
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Information/Discussion



**ITEM 9**

**PRESENTATION OF THE FINAL 2015-2016**  
**ANNUAL MONTANA ACCREDITATION**  
**REPORT**

**Patty Muir**

# Montana Board of Public Education Executive Summary

**Date:** July 2016

<b>Presentation</b>	Presentation of final 2015-16 Annual Montana Accreditation Report
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides to the Board of Public Education (BPE) the final copy of the annual Montana Accreditation Report.
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Information/Discussion



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

[opi.mt.gov](http://opi.mt.gov)

**ACTION**

**ITEM 10**

**RECOMMEND APPROVAL OF PROPOSED  
SCIENCE CONTENT STANDARDS,  
APPROVAL OF THE NOTICE OF PUBLIC  
HEARING, AND AUTHORIZE FILING OF  
THE NOTICE WITH THE SECRETARY OF  
STATE FOR PUBLICATION IN THE  
MONTANA ADMINISTRATIVE REGISTER**

**Jael Prezeau**

**EXECUTIVE SUMMARY FOR  
BOARD OF PUBLIC EDUCATION MEETING  
DATE: July 14-15, 2016**

AGENDA ITEM:	Action item requesting approval of the rule changes and authorization to publish the Notice of Hearing of Science Content Standards, ARM Title 10, Chapters 53 and 54.
PRESENTATION:	This is the second presentation of this item to the BPE. This is a request for BPE action: Approval of the adoption of NEW RULES I through X, the amendment of ARM 10.53.101 and 10.54.2501, and the repeal of ARM 10.54.5010 through 10.54.5013; 10.54.5020 through 10.54.5023; 10.54.5030 through 10.54.5033; 10.54.5040 through 10.54.5043; 10.54.5050 through 10.54.5053; 10.54.5060 through 10.54.5063; and 10.54.5087 through 10.54.5098 pertaining to K-12 science content standards and authorize filing of the Notice of Public Hearing with the Secretary of State (SOS) for publication in the Montana Administrative Register.
PRESENTER:	NAME: Jael Prezeau TITLE: Division Administrator, Content Standards and Instruction Division Office of Public Instruction
OVERVIEW:	<p>The Superintendent of Public Instruction is recommending approval of the science content standards rules. The BPE heard the first presentation on these rules at the May meeting.</p> <p>Using a negotiated rulemaking process involving stakeholder groups, Superintendent of Public Instruction Denise Juneau has developed recommendations for the revision of the Montana Science Content Standards. The current science standards were adopted in 2006. In order to benefit students, it is important to implement standards that are based on current knowledge and understanding of best practices in science. The proposed standards include three disciplines of science including physical, life, and earth and space sciences.</p>

	The proposed Notice of Public Hearing is attached.
REQUESTED DECISION(S):	Approval of the proposed rule changes as set forth on the attached Notice of Public Hearing and authorization to file the Notice of Public Hearing with the SOS for publication in the Montana Administrative Register.
OUTLYING ISSUE(S):	None identified at this time.
RECOMMENDATION(S):	Vote to approve proposed rule changes, approve the Notice of Public Hearing and authorize filing of the Notice with the SOS for publication in the Montana Administrative Register.

**PROPOSED  
TIMELINE FOR SCIENCE STANDARDS  
May 2016**

- Introduction of work on rule changes (with proposed timeline) to BPE ..... May 12, 2016
- Proposed new rules to BPE for approval ..... July 13-15, 2016
- Proposed notice of hearing to BPE for approval of publication..... July 13-15, 2016
- Proposed notice to SOS for notice in MAR ..... July 25, 2016
- MAR publication out ..... August 5, 2016
- Hearing date ..... On or after August 26, 2016
- Final Public Input deadline..... Date of hearing or September 3, 2016 (whichever is later)
- Adoption Notice to BPE for adoption of rules .. September 15-16, 2016
- Adoption notice to SOS for notice in MAR ..... October 3, 2016
- MAR publication out..... October 14, 2016
- Effective Date of Rules ..... July 1, 2017

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of NEW	)	NOTICE OF PUBLIC HEARING ON
RULES I through X, the amendment	)	PROPOSED ADOPTION,
of ARM 10.53.101 and 10.54.2501,	)	AMENDMENT, AND REPEAL
and the repeal of ARM 10.54.5010	)	
through 10.54.5013; 10.54.5020	)	
through 10.54.5023; 10.54.5030	)	
through 10.54.5033; 10.54.5040	)	
through 10.54.5043; 10.54.5050	)	
through 10.54.5053; 10.54.5060	)	
through 10.54.5063; and 10.54.5087	)	
through 10.54.5098 pertaining to K-	)	
12 science content standards	)	

TO: All Concerned Persons

1. On August 30, 2016 at 10:00 a.m., the Board of Public Education will hold a public hearing in room 172 of the Montana Capitol Building, Helena, Montana, to consider the proposed adoption, amendment, and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on August 22, 2016, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

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

NEW RULE I SCIENCE CONTENT STANDARDS (1) The content areas included in the science standards are:

(a) physical science for which students will use crosscutting concepts, science and engineering practices, and technology while investigating how matter and energy exist in a variety of forms and how physical and chemical interactions change matter and energy.

(b) life science for which students will use crosscutting concepts, science and engineering practices, and technology while investigating the characteristics, structures, and functions of living things; the processes and diversity of life; and how living organisms interact with each other and their environments;

(c) earth and space science for which students will use crosscutting concepts, science and engineering practices, and technology while investigating the composition, history, and processes that shape earth, the solar system, and the universe.

(2) Students will learn science with integration of content area ideas, crosscutting concepts, science and engineering practices, and technology.

(3) Content standards for science ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas. Students will understand that American Indians' use of scientific knowledge and practices are interdisciplinary and are a valid way to learn about the natural world.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE II DEFINITIONS (1) For purposes of science content standards contained in this subchapter, the following definitions apply:

(a) "Crosscutting concepts" are those that connect learning across the different areas of disciplinary content. They are:

- (i) patterns;
- (ii) cause and effect;
- (iii) scale, proportion, and quantity;
- (iv) systems and system models;
- (v) energy and matter, flows, cycles, and conservation;
- (vi) structure and function; and
- (vii) stability and change.

(b) "Science and engineering practices" are methods of inquiry by which ideas are developed and refined. They are:

- (i) asking questions as it applies to science and defining problems as it applies to engineering;
- (ii) developing and using models;
- (iii) planning and carrying out investigations;
- (iv) analyzing and interpreting data;
- (v) using mathematics and computational thinking;
- (vi) constructing explanations as it applies to science and designing solutions as it applies to engineering;
- (vii) engaging in argument from evidence; and
- (viii) obtaining, evaluating, and communicating information.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE III SCIENCE CONTENT STANDARDS FOR KINDERGARTEN

(1) Physical science content standards for kindergarten are that each student will:

- (a) Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object;
- (b) analyze data to determine whether a design solution works as intended to change the speed or direction of an object with a push or a pull;
- (c) construct an explanation based on observations of the effect of sunlight on earth's surface; and

(d) use tools and materials to design and build a structure to reduce the warming effect of sunlight on an area.

(2) Life science content standards for kindergarten are that each student will:

(a) use observations to describe patterns of what plants and animals, including humans, need to survive.

(3) Earth and space science content standards for kindergarten are that each student will:

(a) construct an argument supported by evidence for how plants and animals, including humans, can change the environment to meet their needs;

(b) use a model to represent the relationship between the needs of different plants or animals, including humans, and the places they live;

(c) communicate ideas about the impact of humans on the land, water, air, or other living things in the local environment;

(d) use and share observations of local weather conditions to describe patterns over time; and

(e) ask questions to obtain information about the purpose of weather forecasting to predict, prepare for, and respond to weather.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE IV SCIENCE CONTENT STANDARDS FOR FIRST GRADE

(1) Physical science content standards for first grade are that each student will:

(a) plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can cause materials to vibrate;

(b) make observations to construct an evidence-based explanation that objects can be seen only when illuminated;

(c) plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light; and

(d) design a solution or build a device that facilitates communication over distance using light or sound.

(2) Life science content standards for first grade are that each student will:

(a) use materials to design a solution to a human problem by mimicking plant and animal structures and functions that help them survive, grow, and meet their needs;

(b) use information from print and other media to identify patterns in behavior of parents and offspring that help offspring survive; and

(c) make an evidence-based explanation of how young plants and animals are like, but not exactly like, their parents.

(3) Earth and space science content standards for first grade are that each student will:

(a) use observations of the sun, moon, and stars to describe patterns that can be predicted; and

(b) make observations at different times of year to relate the amount of daylight to the time of year.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE V SCIENCE CONTENT STANDARDS FOR SECOND GRADE

(1) Physical science content standards for second grade are that each student will:

- (a) plan and conduct an investigation to describe and classify various materials by their observable properties;
- (b) conduct an investigation and analyze data to determine which materials have the properties best suited for an intended purpose;
- (c) make observations to construct an evidence-based claim of how an object made of a small set of pieces can be disassembled and made into a new object; and
- (d) construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

(2) Life science content standards for second grade are that each student will:

- (a) plan and conduct a cause and effect investigation to determine whether plants need sunlight and water to grow;
- (b) develop a simple model that mimics the structure and function of an animal in dispersing seeds or pollinating plants; and
- (c) make observations of plants and animals to compare and contrast the diversity of life in different habitats.

(3) Earth and space science content standards for second grade are that each student will:

- (a) use information from several sources to provide evidence that earth events can occur quickly or slowly;
- (b) construct explanations to compare multiple physical and naturally built designs which impact wind or water's effect on the shape of the land;
- (c) develop models to represent the shapes and kinds of land and bodies of water in an area; and
- (d) obtain information to identify where water is found on earth and that water can be solid, liquid, or gas.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VI SCIENCE CONTENT STANDARDS FOR THIRD GRADE

(1) Physical science content standards for third grade are that each student will:

- (a) plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object;
- (b) observe and record qualitative and quantitative data about an object's motion to provide evidence that a pattern can be used to predict future motion;
- (c) ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other; and
- (d) define a simple design problem that can be solved by applying scientific ideas about magnets.

- (2) Life science content standards for third grade are that each student will:
- (a) construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all;
  - (b) make a claim about the effectiveness of a solution to a problem caused when the environment changes and that the types of plants and animals that live there may change;
  - (c) construct a cause and effect argument communicating some animals, including humans, form groups and communities that help members survive;
  - (d) analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago;
  - (e) develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death;
  - (f) analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms;
  - (g) use evidence to support the explanation that traits can be influenced by the environment; and
  - (h) use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- (3) Earth and space science content standards for third grade are that each student will:
- (a) obtain and represent data using tables and graphical displays to describe observed and predicted weather conditions during a particular season;
  - (b) obtain and combine information to describe climate patterns in different regions of the world; and
  - (c) make a claim based on information about the merit of a design solution that reduces the impacts of a weather-related hazard.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE VII SCIENCE CONTENT STANDARDS FOR FOURTH GRADE

- (1) Physical science content standards for fourth grade are that each student will:
- (a) use evidence to describe the relationship between the speed of an object and the energy of that object;
  - (b) make observations to provide evidence of transfer of energy from place to place by sound, light, heat, and electric currents;
  - (c) ask questions and predict outcomes about the changes in energy that occur when objects collide;
  - (d) apply scientific ideas to design, test, and refine a device that converts energy from one form to another;
  - (e) develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move;
  - (f) develop a model communicating that light reflected from objects into the eye allows objects to be seen; and

(g) generate and compare multiple solutions that use patterns to transfer information.

(2) Life science content standards for fourth grade are that each student will:

(a) construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction; and  
(b) use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

(3) Earth and space science content standards for fourth grade are that each student will:

(a) obtain and combine information from a variety of sources to communicate that energy and fuels are derived from natural resources and their uses affect the environment;

(b) identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time;

(c) make observations or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation;

(d) analyze and interpret data from maps as evidence to make a claim about patterns of earth's features; and

(e) generate and compare multiple solutions to reduce the impacts of natural earth processes on humans.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE VIII SCIENCE CONTENT STANDARDS FOR FIFTH GRADE

(1) Physical science content standards for fifth grade are that each student will:

(a) develop a model to communicate that matter is made of particles too small to be seen;

(b) measure and graph quantities to provide evidence that the total mass of matter is conserved regardless of the type of change that occurs when heating, cooling, or mixing substances;

(c) observe and record qualitative and quantitative evidence to support identification of materials based on their properties;

(d) conduct an investigation that produces quantitative and qualitative data to analyze whether the mixing of two or more substances results in new substances;

(e) use models to describe that energy in animals' food was once energy from the sun; and

(f) support an argument that the gravitational force exerted by earth on objects is directed toward the center of the earth.

(2) Life science content standards for fifth grade are that each student will:

(a) support an argument that plants get the materials they need for growth chiefly from air and water; and

(b) develop and critique a model to describe the movement of matter among plants, animals, decomposers, and the environment.

(3) Earth and space science content standards for fifth grade are that each

student will:

(a) develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, or atmosphere interact;

(b) graph and explain the proportion and quantities of water and fresh water in various natural and human-made reservoirs to provide evidence about the distribution of water on earth;

(c) obtain and combine information from various sources about ways individual communities use science ideas to protect the earth's resources, environment, and systems and describe examples of how American Indians use scientific knowledge and practices to maintain relationships with the natural world;

(d) use evidence or models to support the claim that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from earth; and

(e) graph the daily changes in the length, shape, and direction of shadows; lengths of day and night; and the seasonal appearance of select stars to communicate the patterns of the earth's movement and describe how astronomical knowledge is used by American Indians.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IX SCIENCE CONTENT STANDARDS FOR SIXTH THROUGH EIGHTH GRADES (1) Physical science content standards for sixth through eighth grades are that each student will:

(a) develop and critique models that describe the atomic composition of simple molecules and extended structures;

(b) analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred;

(c) gather information to describe that synthetic materials come from natural resources and impact society;

(d) develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed;

(e) develop, use, and critique a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved;

(f) undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes;

(g) apply Newton's Third Law of Motion to design a solution to a problem involving the motion of two colliding objects;

(h) plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object;

(i) ask questions about data to determine the factors affecting electric and magnetic force strengths;

(j) construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the mass of interacting objects;

(k) design and conduct an investigation to provide evidence that fields exist

between objects exerting forces on each other even though the objects are not in contact;

(l) construct and interpret graphic displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object;

(m) develop and critique models to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system;

(n) apply scientific principles to design, construct, and test a device that minimizes or maximizes thermal energy transfer;

(o) plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample;

(p) construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object;

(q) use mathematical representations to describe a simple model for waves that includes how the amplitude and wavelength of a wave is related to the energy in a wave; and

(r) develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

(2) Life science content standards for sixth through eighth grades are that each student will:

(a) conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells;

(b) develop and use a model to describe the structure and function of a cell as a whole and ways parts of cells contribute to the function;

(c) use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells;

(d) construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms;

(e) develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth, release energy, or both, as this matter moves through an organism;

(f) analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem and analyze scientific concepts used by American Indians to maintain healthy relationships with environmental sources;

(g) develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem;

(h) construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems;

(i) evaluate competing design solutions for maintaining biodiversity and ecosystem services;

(j) use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively;

(k) construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth and development of organisms;

(l) develop and use a model to describe why structural changes to genes, such as mutations, may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism;

(m) develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation;

(n) gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms;

(o) analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on earth under the assumption that natural laws operate today as in the past;

(p) apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships;

(q) analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy;

(r) construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment; and

(s) use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

(3) Earth and space science content standards for sixth through eighth grades are that students will:

(a) develop and use a model of the earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons;

(b) develop and use a model to describe the role of gravity in the motions within galaxies and the solar system;

(c) analyze and interpret data to determine scale properties of objects in the solar system;

(d) construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize earth's 4.6 billion-year-old history;

(e) construct an explanation based on evidence for how geoscience processes have changed earth's surface at varying time scales and spatial scales;

(f) analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions;

(g) develop a model to describe the cycling of earth's materials and the flow of energy that drives this process;

(h) develop a model to describe the cycling of water through earth's systems driven by energy from the sun and the force of gravity;

(i) construct a scientific explanation based on evidence for how the uneven distributions of earth's mineral, energy, and groundwater resources are the result of

past and current geoscience processes;

(j) collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions;

(k) develop and use a model to describe how unequal heating and rotation of the earth cause patterns of atmospheric and oceanic circulation that determine regional climates;

(l) ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century;

(m) analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects;

(n) apply scientific principles to design a method for monitoring and minimizing a human impact on the environment; and

(o) construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact earth's systems including indigenous populations.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE X SCIENCE CONTENT STANDARDS FOR NINTH THROUGH TWELFTH GRADES (1) Physical science content standards for ninth through twelfth grades are that each student will:

(a) use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms;

(b) plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles;

(c) develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay;

(d) communicate through scientific and technical information roles of molecular-level structure in the functioning of designed materials;

(e) construct and revise an explanation for outcomes of simple chemical reactions based on outer electron states of atoms, trends in the periodic table, and patterns of chemical properties;

(f) develop a model to illustrate that the release or absorption of energy from chemical reactions is dependent upon changes in total bond energy;

(g) apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs;

(h) refine the design of a chemical system by specifying changes in conditions that would alter the amount of products at equilibrium;

(i) use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction;

(j) analyze data to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic

object, its mass, and its acceleration;

(k) use mathematical representations to demonstrate how total momentum of a system is conserved when there is no net force on the system;

(l) apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes forces on an object during collisions;

(m) use a mathematical representation of Newton's Law of Gravitation and Coulomb's Law to explain gravitational and electrostatic forces between objects;

(n) plan and conduct investigations to provide evidence that electric currents can produce magnetic fields and changing magnetic fields can produce electric currents;

(o) create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component and energy flows in and out of the system are known;

(p) develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles and energy associated with the relative position of particles;

(q) design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy;

(r) plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system;

(s) develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the change in energy of the objects due to the interaction;

(t) use mathematical representations to support a claim regarding relationships among the frequency, amplitude, wavelength, and speed of waves traveling in various media;

(u) evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other;

(v) evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter; and

(w) communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

(2) Life science content standards for ninth through twelfth grades are that each student will:

(a) construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells;

(b) develop and use a model to illustrate the organizational structure of interacting systems that provide specific functions within multicellular organisms;

(c) plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis;

(d) use a model to illustrate how photosynthesis transforms light energy into

stored chemical energy;

(e) construct an explanation based on evidence from multiple sources for how carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur may combine with other elements to form organic macromolecules with different structures and functions;

(f) use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy;

(g) construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions;

(h) use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem;

(i) use mathematical or computational representations to support arguments about environmental factors that affect carrying capacity, biodiversity, and populations in ecosystems;

(j) evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem;

(k) design, evaluate, and refine a solution for reducing the direct and indirect impacts of human activities on the environment and biodiversity and analyze scientific concepts used by American Indians to maintain healthy relationships with environmental resources;

(l) construct an explanation using evidence from multiple sources to describe the role of cellular division and differentiation in producing and maintaining complex organisms;

(m) make and defend a claim based on evidence from multiple sources that inheritable genetic variations may result from:

(i) new genetic combinations through meiosis;

(ii) viable errors occurring during replication; or

(iii) mutations caused by environmental factors;

(n) apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population;

(o) evaluate and communicate scientific information about how common ancestry and biological evolution are supported by multiple lines of empirical evidence;

(p) construct an explanation based on evidence that the process of evolution by natural selection primarily results from four factors:

(i) the potential for a species to increase in number;

(ii) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction;

(iii) competition for limited resources; and

(iv) the proliferation of those organisms that are better able to survive and reproduce in the environment;

(q) apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait;

(r) construct an explanation based on evidence for how natural selection

leads to adaptation of populations over time; and

(s) evaluate the evidence supporting claims that changes in environmental conditions may result in:

(i) changes in the number of individuals of some species;

(ii) the emergence of new species over time;

(iii) the extinction of other species; and

(iv) investigate and explain American Indian perspectives on changes in environmental conditions and their impacts.

(3) Earth and space science content standards for ninth through twelfth grades are that students will:

(a) develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches earth in the form of radiation;

(b) construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe;

(c) communicate scientific ideas about the way stars, over their life cycle, produce elements;

(d) use mathematical or computational representations to predict the motion of orbiting objects in the solar system;

(e) evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks;

(f) apply scientific reasoning and evidence from ancient earth materials, meteorites, and other planetary surfaces to construct an account of earth's formation and early history;

(g) develop a model to illustrate how earth's internal and surface processes operate at different spatial and time scales to form continental and ocean-floor features;

(h) analyze geoscience data to make the claim that one change to earth's surface can create feedbacks that cause changes to other earth systems;

(i) develop a model based on evidence of earth's interior to describe the cycling of matter by thermal convection;

(j) plan and conduct an investigation of the properties of water and its effects on earth materials and surface processes;

(k) develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere;

(l) construct an argument based on evidence about the simultaneous coevolution of earth's systems and life on earth;

(m) use a model to describe how variations in the flow of energy into and out of earth's systems result in changes in climate;

(n) analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to earth systems;

(o) construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity;

(p) evaluate competing design solutions for developing, managing, and

utilizing energy and mineral resources based on cost-benefit ratios;

(q) create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, biodiversity, and investigate and explain how some American Indian tribes use scientific knowledge and practices in managing natural resources; and

(r) evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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

10.53.101 EXPLANATION OF THE CONTENT STANDARDS (1) through (b) remain the same.

(c) mathematics; ~~and~~

(d) arts;

(e) health and physical education; and

(f) science.

(2) remains the same.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.2501 EXPLANATION OF THE CONTENT AND PERFORMANCE STANDARDS (1) The content and performance standards shall be used by school districts to develop local curriculum and assessment in content areas including: library media; ~~science~~; social studies; technology; world languages; workplace competencies; and career and vocational/technical education. The K-12 content standards describe what students shall know, understand and be able to do in these content areas. Benchmarks define the expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. Progress toward meeting these standards is measured at three points along that continuum: the end of grade 4, the end of grade 8, and upon graduation. Performance standards define the quality of student performance and describe the performance to be demonstrated. Performance level descriptions provide a picture or profile of student achievement at the four performance levels: advanced, proficient, nearing proficiency, and novice.

AUTH: Mont. Const. Art. X. sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X. sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

5. The Board proposes to repeal the following rules:

10.54.5020 SCIENCE CONTENT STANDARD 2, AUTH: 20-2-114, MCA;  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5021 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 FOR  
END OF GRADE 4, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101,  
MCA

10.54.5022 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 FOR  
END OF GRADE 8, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101,  
MCA

10.54.5023 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 UPON  
GRADUATION, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5030 SCIENCE CONTENT STANDARD 3, AUTH: 20-2-114, MCA;  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5031 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 FOR  
END OF GRADE 4, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101,  
MCA

10.54.5032 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 FOR  
END OF GRADE 8, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101,  
MCA

10.54.5033 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 UPON  
GRADUATION, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5040 SCIENCE CONTENT STANDARD 4, AUTH: 20-2-114, MCA;  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5041 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 FOR  
END OF GRADE 4, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101,  
MCA

10.54.5042 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 FOR  
END OF GRADE 8, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101,  
MCA

10.54.5043 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 UPON  
GRADUATION, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5050 SCIENCE CONTENT STANDARD 5, AUTH: 20-2-114, MCA;  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5051 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 FOR  
END OF GRADE 4, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101,  
MCA

10.54.5052 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 FOR END OF GRADE 8, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5053 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 UPON GRADUATION, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5060 SCIENCE CONTENT STANDARD 6, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5061 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 FOR END OF GRADE 4, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5062 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 FOR END OF GRADE 8, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5063 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 UPON GRADUATION, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5087 ADVANCED SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 4, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5088 PROFICIENT SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 4, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5089 NEARING-PROFICIENCY SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 4, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5090 NOVICE SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 4, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5091 ADVANCED SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 8, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5092 PROFICIENT SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 8, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5093 NEARING-PROFICIENCY SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 8, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5094 NOVICE SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 8, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5095 ADVANCED SCIENCE PERFORMANCE DESCRIPTORS UPON GRADUATION, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5096 PROFICIENT SCIENCE PERFORMANCE DESCRIPTORS UPON GRADUATION, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5097 NEARING-PROFICIENCY SCIENCE PERFORMANCE DESCRIPTORS UPON GRADUATION, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.5098 NOVICE SCIENCE PERFORMANCE DESCRIPTORS UPON GRADUATION, AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

6. Statement of Reasonable Necessity: The Board of Public Education has determined it is reasonable and necessary to adopt, amend, and repeal rules relating to science content standards pursuant to ARM 10.54.2503 Standards Review Schedule and ARM 10.53.104 Standards Review Schedule. The board has determined that to stay consistent with the legislative intent of Senate Bill 152 of the 2005 Legislative Session it must review and make contemporary amendments to its standards. The Legislature recognizes the need to reassess educational needs on a cyclical basis and the board recognizes its standards represent the minimum standards. These standards are the basis upon which a quality system of education is built and maintained. The board strives to conform to a regular review cycle for every chapter of accreditation. The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools and in accordance with the requirements of 20-7-101, MCA.

Using a negotiated rulemaking process involving stakeholder groups, Superintendent of Public Instruction Denise Juneau has developed recommendations for the revision of the Montana Science Content Standards. The current science standards were adopted in 2006. In order to benefit students, it is important to implement standards that are based on current knowledge and understanding of best practices in science. The proposed standards include three disciplines of science including physical, life, and earth and space sciences.

The board also proposes to include in the authorizing and implementing statutes a citation to its constitutional authority requiring the board "to exercise general supervision over the public school system." This inclusion would recognize the board's constitutional authority to conduct rulemaking.

7. Economic impact statement summary: The Office of Public Instruction (OPI) surveyed school districts in April-May, 2016 about the impact of the proposed

standards on district resources for staffing, instructional materials, curriculum development, and professional development. Sixty-five percent of respondents indicated that their district could implement the proposed standards using existing resources. Of the remaining respondents, many of these districts face challenges in meeting the current standards. A majority of the respondents in this group indicated that they have a shortage of time and materials for curriculum development and professional development. A smaller number face challenges finding teachers endorsed in the sciences and/or finding instructional materials.

The OPI has identified \$259,330 in school year 2016-17, \$218,830 in 2017-18, and \$64,330 in 2018-19 to support the implementation of the proposed science standards. In addition to this funding, the OPI will make a legislative request of an additional \$100,000 for the 2017 biennium to support the implementation. This funding will provide for face-to-face trainings in nine regions throughout the state and online professional development opportunities with the intent of providing all teachers at all grade levels with access to professional development opportunities to support science teaching and learning. The OPI will also develop a model curriculum guide and instructional resources to assist school districts with curriculum development. For those districts that are having trouble meeting the current standards, the statewide trainings and model curriculum guide may provide more support than the districts are presently receiving. The OPI estimates that not all school districts will be able to absorb, in their existing budgets, the cost of modifying their science curriculum to align with the proposed standards.

8. The proposed effective date of these rules is July 1, 2017.

9. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail [pdonovan@mt.gov](mailto:pdonovan@mt.gov) and must be received no later than 5:00 p.m., September 6, 2016.

10. Peter Donovan has been designated to preside over and conduct this hearing.

11. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 9 above or may be made by completing a request form at any rules hearing held by the board.

12. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of

State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

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

14. With regard to the requirements of 2-4-111, MCA, the board has determined that the adoption, amendment, and repeal of the above-referenced rules will not significantly and directly impact small businesses.

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Peter Donovan  
Rule Reviewer

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Sharon Carroll  
Board Chair  
Board of Public Education

Certified to the Secretary of State July 25, 2016.

# Economic Impact Statement for Content Standards Revision Science

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## Economic Impact Statement for Content Standards Revision Science

### Executive Summary

Using a negotiated rulemaking process involving stakeholder groups, Superintendent of Public Instruction Denise Juneau has developed recommendations for the revision of the Montana Science Content Standards. The current science standards were adopted in 2006. In order to benefit students, it is important to implement standards that are based on current knowledge and understanding of best practices for science instruction to ensure that Montana schools provide students with the up-to-date, rigorous learning expectations across the range of science learning opportunities.

Three content areas or disciplines are included in the proposed standards: earth and space science, life science, and physical science. Students will learn science through the integration of content area ideas by focusing on crosscutting concepts which unite core ideas throughout the fields of science and engineering. The purpose of the crosscutting concepts is to help students deepen their understanding of the disciplinary core ideas and develop a coherent and scientifically-based view of the world.

The Office of Public Instruction (OPI) surveyed school districts in April-May 2016 about the impact of the proposed standards on district resources for staffing, instructional materials, curriculum development, and professional development. Sixty-five percent (65%) of respondents indicated that their district could implement the proposed standards using existing resources. Of the remaining respondents, many of these districts face challenges in meeting the *current* standards. A majority of the respondents in this group indicated that they have a shortage of time and materials for curriculum development and professional development. A smaller number face challenges finding teachers endorsed in the sciences and/or finding instructional materials.

The OPI has identified \$259,330 in school year 2016-17, \$218,830 in 2017-18, and \$64,330 in 2018-19 to support the implementation of the proposed science standards. In addition to this funding, the OPI will make a legislative request of an additional \$100,000 for the 2017 biennium to support the implementation. This funding will provide for face-to-face trainings in nine regions throughout the state and online professional development opportunities with the intent of providing all teachers at all grade levels with access to professional development opportunities to support science teaching and learning. The OPI will also develop a model curriculum guide and instructional resources to assist school districts with curriculum development. For those districts that are having trouble meeting the current standards, the statewide trainings and model curriculum guide may provide more support than the districts are presently receiving. The OPI estimates that not all school districts will be able to absorb, in their existing budgets, the cost of modifying their science curriculum to align with the proposed standards.

Based on the analysis of the survey results and the advice of the negotiated rulemaking committee, the OPI has concluded that the school district expenditures required under the proposed standards are substantial expenditures that cannot be readily absorbed into the budgets of existing district programs. Given resources that the OPI has identified, including a legislative budget request, it is believed that the agency can cover the expenditures to support the implementation of the proposed standards in Montana schools.

## Economic Impact Statement for Content Standards Revision Science

### Introduction

Content standards are adopted by the Board of Public Education through the administrative rulemaking process. The content standards for thirteen academic subject areas are promulgated in Title 10, Chapters 53 and 54. The content standards are used by school districts to develop local curriculum and assessments in all the content areas that include the arts, career and technical, English language arts, English language proficiency, health enhancement, library media, mathematics, science, social studies, technology, traffic education, workplace competencies, and world languages. The K-12 content standards describe what students shall know, understand, and be able to do in these content areas.

This economic impact statement analyzes the impact of the proposed revisions to the Montana Science Content Standards as prescribed in [2-4-405, MCA](#). The proposed content standards are segregated into three disciplines: earth and space science, life science, and physical science.

### Affected Classes of Persons

*Describe the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule. Refer to Section 2-4-405 (2)(a).*

The individuals who will be affected by the proposed science content standards are those persons who have responsibilities for implementing the science standards at the local level. These responsibilities include allocating resources for curriculum development and coordination, developing and adopting curriculum, delivering curriculum in the classroom, supporting students in meeting learning goals, and paying for any changes that are required by the standards. The affected classes include school administrators, teachers, school trustees, school business officials, parents, students, and taxpayers.

The beneficiaries of the proposed rule are students and the educators and parents who educate those students. In order to benefit students, it is important to implement standards that are based on current knowledge and understanding of best practices for science instruction to ensure that Montana schools provide students with the up-to-date learning expectations across the range of science learning opportunities. Integrating content area ideas, crosscutting concepts, the systematic practice for solving problems (engineering), and technology, the proposed standards support students' learning and understanding of how science is connected to their lives and the world around them.

Further benefits of the revised rules relate to the structure of the proposed standards. The Montana Science Content Standards of 2006 included six content standards with benchmarks at 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grades. The proposed standards integrate Montana's Indian Education for All and move from general content standards across all science disciplines to three distinct disciplines: earth and space science, life science, and physical science. The proposed standards are organized by grade level for grades K-5, and by grade band for grades 6-8 and 9-12. The benefit of having grade level standards from K-5 is to clarify learning expectations for the elementary teacher who is responsible for teaching all standards in all content areas. The 6-8 and 9-12 grade bands provide clarity of expectations while allowing flexibility of staffing and program delivery at those grade levels.

The proposed standards do not require that all schools offer courses in every discipline. While the Superintendent of Public Instruction is recommending changes to the science content standards, the science program delivery standards (ARM 10.55.1501) have not been changed.

## Economic Impact Statement for Content Standards Revision Science

The proposed standards will also benefit higher education institutions who prepare Montana's pre-service teachers with alignment to high-quality, college-and-career ready learning expectations.

The costs of the proposed rules will be borne by local school districts and their taxpayers as well as the Office of Public Instruction (OPI). To support the implementation of the proposed standards, the OPI will provide professional development opportunities and include supplemental materials that districts can use to assist in curriculum development.

The OPI has teamed with higher education through two Math Science Partnership (MSP) grant projects and a Northwest Earth and Space Sciences Pipeline (NESSP) grant project to support Montana teacher leaders who can provide high-quality science professional development for science instruction in their respective schools and regions across Montana. Both the MSP projects, MSP-LEAD and the Montana Partnership with Regions for Excellence in STEM (MPRES), in conjunction with the NESSP project, support summer teacher leader institutes and online professional training throughout the year to cohorts of science educators who serve as coaches, mentors, and leaders for science teaching and learning in their schools, communities, and regions across Montana.

The OPI, with support from the MSP-LEAD, MPRES, and NESSP teacher leaders across Montana, will also provide workshops at state conferences for educators, provide regional and site-based workshops, help design a model curriculum guide and instructional resources accessible on the OPI website, and offer online professional development for educators through the OPI Teacher Learning Hub (Hub).

The Hub is an online interactive professional learning network dedicated to providing free high quality professional development and training for all K-12 educators throughout Montana. As part of the OPI's service to Montana schools, the Hub's readily accessible learning opportunities aim to minimize the time teachers spend away from their classrooms to attend trainings as well as save school districts money on professional development costs. The Hub offers facilitated and self-paced modules, as well as a video library with a variety of trainings that support instruction, positive school climate, and student success.

### Economic Impact

*Describe the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact. Refer to Section 2-4-405 (2)(b).*

The Office of Public Instruction (OPI) conducted a survey of schools to assess the impacts of the proposed rule between April 12 and May 3, 2016. A total of 79 responses were received from superintendents, principals, district clerks, curriculum coordinators, teachers, and county superintendents. The respondents represented 30 counties and 55 school systems.

Fifty-one of the 79 respondents (65%) indicated that their district would be able to meet the proposed standards within existing resources. Two-thirds of the respondents (66%) indicated that the proposed standards would not require their district to substantially revise the district's current curriculum.

The majority of the respondents (92%) indicated that their school systems could meet the proposed standards with existing staff. The proposed rule does not require schools to hire additional science

## Economic Impact Statement for Content Standards Revision Science

teachers. Specifically, the proposed rule is written in a manner that recognizes that elementary teachers (with an elementary endorsement) are most often the teachers who deliver the science education curriculum in grades K-5. Of the 6 respondents (8%) who expect to have a shortage of teachers endorsed to teach the proposed standards, five of these respondents are in districts that presently have a shortage of teachers who are endorsed in science. The issue of teacher shortages for science may be part of Montana's larger challenges with recruitment and retention of teachers in general, rather than a challenge associated with the proposed standards.

The OPI does not anticipate that providers of services under contract with the state or small businesses will be affected by the proposed rules. It is possible that school districts will replace existing instructional materials and supplies, which may be a minor benefit to local service providers.

### Cost to State Agencies

*Describe and estimate the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue. Refer to Section 2-4-405 (2)(c)*

The Office of Public Instruction (OPI), in accordance with 20-7-101, MCA, has incurred costs associated with the negotiated rulemaking process, including contracting with a facilitator and convening the rulemaking committee. The OPI also pays for rule filings and publication of notices with the Secretary of State for standards revision. The OPI does not anticipate any additional costs associated with the accreditation of schools. The new standards will be incorporated into the OPI's accreditation review process within the existing budget of the OPI.

The Board of Public Education is responsible for the adoption of content standards. The costs associated with board member attendance at public hearings will be paid within the existing budget of the Board of Public Education.

In addition to the costs associated with the rulemaking process, the OPI will incur costs associated with providing professional development opportunities. The OPI has budgeted \$542,490 for 2016-2019 (from sources at OPI) to assist with the implementation of the proposed rule. The OPI plans to offer free professional development online through the Teacher Learning Hub in addition to providing regional face-to-face and onsite trainings across Montana. The OPI has also committed funding to the teacher leaders in science initiative to support the implementation of the proposed standards.

### Cost and Benefits of the Proposed Rule

*Analyze and compare the costs and benefits of the proposed rule to the costs and benefits of inaction. Refer to Section 2-4-405 (2)(d).*

The Board of Public Education has adopted a regular cycle for review of content area standards. The purpose of the regular review of standards is to ensure that content standards reflect current knowledge and best practices for the each content area. The proposed science content standards provide clear benchmarks for what students should know as they move through the K-12 grades.

The majority of the costs associated with the proposed standards are for ensuring that teachers understand the new science standards, and have acquired current knowledge and best-practice

## Economic Impact Statement for Content Standards Revision Science

instructional strategies to support engaged student learning and understanding in Montana K-12 classrooms. These proposed standards provide teachers and students a wide range of up-to-date science teaching and learning opportunities that connect science to our students' lives and the world around them.

The proposed standards will benefit teaching and learning in the following ways:

- The standards move from general content standards across all science disciplines to three distinct disciplines. These disciplines are earth and space science, life science, and physical science.
- The revised standards reflect that science education in Montana encompasses integration of content area ideas, crosscutting concepts, science and engineering practices, and technology.
- The revised science standards integrate Montana's Indian Education for All and the *Essential Understandings Regarding Montana Indians*, acknowledging the contribution of native tribes to Montana's rich artistic and cultural life.

The standards identify scientific ideas and practices that all students should learn by the end of high school in order to be prepared for college and careers. The standards are designed to make science education more closely resemble the way scientists work, think, and apply their knowledge to issues and problems they encounter in research and the workplace. Effective science instruction provides the opportunity for all students to engage in the critical thinking and problem solving that will prepare them for entry into any academic or career pathway.

Decades of research on what is known to be effective learning have led to the recommendations for the new science standards (Reiser, 2013). These standards support learning that develops critical thinking that involves science inquiry in exploring a problem, question, or situation; integrating all the available information about it; arriving at a solution or hypothesis; and justifying one's position (Warnick and Inch). These standards support science learning that "needs a keen power of observation; many times it is the miniscule, the incidental, or the tangential that holds the mystery of our inquiries. Science learners need to be able to detect, describe/report, and use relationships (i.e.: cause-effect; co-cause, co-effect, symbiosis) between phenomena" (Petress, 2016).

Additionally, the recently reauthorized Elementary and Secondary Education Act, commonly known as the Every Student Succeeds Act (ESSA), emphasizes the fundamental importance of providing all students access to science, technology, engineering and mathematics (STEM) education. With one hundred STEM references throughout, ESSA promotes a well-rounded education that engages students in rigorous, relevant, and integrated learning experiences focused on science, technology, engineering, and mathematics, which include authentic school-wide research (2016, Jolly).

The following addresses four areas of potential economic impact on school district operations and budgets.

## **Economic Impact Statement for Content Standards Revision Science**

### **Personnel**

The proposed standards were developed with the expectation that the K-5 science curriculum will be delivered by elementary teachers with the 00 elementary endorsement. At the middle school and high school levels, districts will need teaching staff with endorsements in one of the sciences that fall under Physical Science, Life Science, and/or Earth and Space Science for high school as well as an elementary teaching certification for grades K-8 to meet the proposed standards just as they do with the current standards.

Six schools responded that the proposed science standards would require the district to hire additional teaching staff. Others commented that the grade level standards in grades K-5 would require additional instructional time with K-5 students. It is important to emphasize that there is no requirement in the proposed standards for additional instructional time be allocated to science. There are also no requirements for additional teaching endorsements. However, districts and teachers will need time to integrate the new standards into their curriculum and lesson plans.

The Office of Public Instruction (OPI) does anticipate that more time will be required for educators to increase their knowledge of science topics and to align curriculum and instruction to the proposed grade level standards. The OPI has developed a plan for providing professional development to educators and administrators who are responsible for delivering the science standards. This plan is outlined under the Professional Development section of this statement.

### **Curriculum and Instructional Materials**

A majority of the respondents (67%) indicated that they would not need to substantially revise their existing science curriculum to implement the proposed standards. The OPI will provide a model curriculum guide and instructional resources for the science standards once the proposed rule is adopted. The guide will be useful to districts as they begin the review and revision of their current science curriculum.

Districts are likely to follow a combination of one or more of four approaches to revise their curriculum and identify supporting instructional materials:

- Identify the gaps in their existing curriculum and make adjustments to align with the proposed standards;
- Adapt and adopt the model curriculum guide developed by the OPI;
- Adapt and adopt the curriculum materials provided by their local curriculum consortium or the Montana Small Schools Alliance; or
- Adapt and adopt curriculum materials that are aligned to the state standards and available online.

As stated in the previous section, it is likely that science teachers will need time away from their classrooms to work on curriculum development both at the school and through professional development opportunities. Districts will incur costs for substitutes and travel expenses to curriculum consortia meetings and conferences. The OPI plans to provide funding to support these efforts as described in the next section under Professional Development.

## **Economic Impact Statement for Content Standards Revision Science**

If school districts determine that updated or additional instructional materials are needed to implement their revised curriculum, the cost of these instructional materials will be borne by the school district.

### **Professional Development**

The OPI anticipates that at least one elementary teacher at each school will need to be trained on the science standards. A common practice of school districts is to send one or two lead teachers to training; these teachers are then responsible for sharing information and resources with their colleagues to implement the necessary curriculum revisions. The lead teachers will need approximately three hours of professional development time to learn about the new standards.

Science teachers at the middle school and high school levels will also need to be trained on standards to support science courses in the three science disciplines: earth and space science, life science, and physical science.

Science teachers at every grade level will need access to professional development opportunities that will help integrate the new standards and instructional strategies into their curriculum guides. The OPI grant-funded teacher leaders in science projects will provide regional face-to-face trainings in nine locations around the state, as well as provide science standards courses on the OPI Teacher Learning Hub. The intent is that with face-to-face trainings and the Hub courses, all teachers at all grade levels will have access to science professional learning opportunities that support teaching and student learning based on the proposed science standards.

The OPI will cover the projected \$542,490 cost of these trainings from 2016 through 2019. With a 2017 Legislative request for \$100,000 for the biennium, the implementation of the proposed standards in all Montana schools will be supported with a total of \$642,490 over three school years, 2016-2019. Furthermore, many teachers are members of science professional organizations and will attend conferences and workshops offered by these associations, including the Montana Science Teachers Association, Montana American Chemical Society, Montana Association of Physics Teachers, Montana Learning Center, and the Montana Professional Teaching Foundation.

The OPI's implementation plan includes presentations through 2016-2019 at the following state conferences: Title I, Montana Behavioral Initiative, School Administrators of Montana, Montana Association of School Superintendents, MEA-MFT, and Indian Education for All Best Practices.

The OPI will provide a curriculum guide for the science standards once the proposed rule is adopted. The guide will be useful to districts as they begin the review and revision of their current science curriculum. The guide will also help districts incorporate Indian Education for All into their science curriculum.

If school districts determine that updated or additional instructional materials are needed to implement their revised curriculum, the cost of these instructional materials will be borne by the school district.

## Economic Impact Statement for Content Standards Revision Science

The budget for implementing the OPI's professional development plan is shown below.

Professional Development & Resources	Funding sources	2016-2017	2017-18	2018-19
Teacher Leaders of Science	NESSP	\$100,000	\$100,000	\$ 50,000
Institutes/training and regional and online course and professional development workshops	MSP-LEAD	\$ 84,500	\$ 50,500	
	MPRES	\$ 50,000	\$ 50,000	
	OPI	\$ 16,830	\$ 14,330	\$ 14,330
Model curriculum guides	OPI	\$ 8,000	\$ 4,000	
Subtotal:		\$259,330	\$218,830	\$ 64,330
2017 Legislative Budget Request			\$ 75,000	\$ 25,000
Total:		\$259,330	\$293,830	\$ 89,330

The cost of inaction would compromise of the quality of educational opportunity in science for Montana students. The adoption of statewide science standards and expectations for what students should know reduces the science programs and course offerings disparities that may occur across the state.

### Less Costly or Less Intrusive Methods

*Are there less costly or less intrusive methods for achieving the purpose of the proposed rule? Refer to Section 2-4-405 (2)(e).*

No. The process for proposing, reviewing, and adopting academic content standards is prescribed in statute in 20-7-101, MCA and in Montana Administrative Procedure Act. It is not possible to have statewide implementation of standards without formal rule adoption.

The role of the Board of Public Education is to set standards that apply to all accredited schools. The proposed rules reflect a set of best practices identified by educators that establish a minimum level of quality for all schools to meet. While there are school district costs associated with the implementation of these standards by school districts, the Office of Public Instruction will offer and coordinate professional development opportunities in a manner to reduce the burden of costs on school districts.

The proposed rule for revising the science content standards includes the following Statement of Reasonable Necessity:

The Board of Public Education has determined it is reasonable and necessary to adopt, amend, and repeal rules relating to Science content standards pursuant to ARM 10.54.2503 Standards Review Schedule and 10.53.104 Standards Review Schedule. The board has determined that to stay consistent with the legislative intent of [20-1-102](#) and [20-9-309](#), MCA, it must review and make contemporary amendments to its standards. The Legislature recognizes the need to reassess educational needs on a cyclical basis and the board recognizes its standards represent the minimum standards. These standards are the basis upon which a quality system of education is built and maintained. The board strives to conform to a regular review cycle for every chapter of accreditation. The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools and in accordance with the requirements of 20-7-101, MCA.

## Economic Impact Statement for Content Standards Revision Science

### Selection of Proposed Rule

*Analyze any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule. Refer to Section 2-4-405 (2)(f).*

In recent years, the Office of Public Instruction (OPI) has promoted educator best practices and updated information on science education. However, this has not reached all schools or all educators. With the adoption of the proposed science standards, all schools and educators will be seeking updated information and best practices in science education.

Montana's Science Standards have not been revised for 10 years. The OPI received requests from teachers and schools to revise the standards so schools could be assured they are providing quality science education. School districts are interested in revising their curriculum based on current science information and pedagogy. The Board of Public Education agreed to move forward with the Superintendent's request to begin the process for science standards revision.

### Efficient Allocation of Public and Private Resources

*Does the proposed rule represent an efficient allocation of public and private resources? Refer to Section 2-4-405 (2)(g).*

Yes, the proposed content standards will apply to all public and any private schools seeking accreditation by the Board of Public Education.

### Data Gathering and Analysis

*Quantify or describe the data upon which the economic impact statement was based and an explanation of how the data was gathered. Refer to Section 2-4-405 (2)(h).*

The Office of Public Instruction disseminated an electronic survey tool to all school districts in the state. The recipient list included superintendents, principals, district clerks, and county superintendents. Many school districts shared the survey tool with teachers and curriculum coordinators. The survey was available for 22 days. The existing standards and proposed standards were linked to the survey tool, so that respondents could compare the two. Please see the OPI [Content Standards Revision](#) webpage for more information.

Attached to this economic impact statement is a summary of the results from respondents. ([Attachment A](#))

## Economic Impact Statement for Content Standards Revision Science

### Applicable Statute

**2-4-405. Economic impact statement.** (1) Upon written request of the appropriate administrative rule review committee based upon the affirmative request of a majority of the members of the committee at an open meeting, an agency shall prepare a statement of the economic impact of the adoption, amendment, or repeal of a rule as proposed. The agency shall also prepare a statement upon receipt by the agency or the committee of a written request for a statement made by at least 15 legislators. If the request is received by the committee, the committee shall give the agency a copy of the request, and if the request is received by the agency, the agency shall give the committee a copy of the request. As an alternative, the committee may, by contract, prepare the estimate.

(2) Except to the extent that the request expressly waives any one or more of the following, the requested statement must include and the statement prepared by the committee may include:

(a) a description of the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule;

(b) a description of the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact;

(c) the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue;

(d) an analysis comparing the costs and benefits of the proposed rule to the costs and benefits of inaction;

(e) an analysis that determines whether there are less costly or less intrusive methods for achieving the purpose of the proposed rule;

(f) an analysis of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule;

(g) a determination as to whether the proposed rule represents an efficient allocation of public and private resources; and

(h) a quantification or description of the data upon which subsections (2)(a) through (2)(g) are based and an explanation of how the data was gathered.

(3) A request to an agency for a statement or a decision to contract for the preparation of a statement must be made prior to the final agency action on the rule. The statement must be filed with the appropriate administrative rule review committee within 3 months of the request or decision. A request or decision for an economic impact statement may be withdrawn at any time.

(4) Upon receipt of an impact statement, the committee shall determine the sufficiency of the statement. If the committee determines that the statement is insufficient, the committee may return it to the agency or other person who prepared the statement and request that corrections or amendments be made. If the committee determines that the statement is sufficient, a notice, including a summary of the statement and indicating where a copy of the statement may be obtained, must be filed with the secretary of state for publication in the register by the agency preparing the statement or by the committee, if the statement is prepared under contract by the committee, and must be mailed to persons who have registered advance notice of the agency's rulemaking proceedings.

(5) This section does not apply to rulemaking pursuant to 2-4-303.

(6) The final adoption, amendment, or repeal of a rule is not subject to challenge in any court as a result of the inaccuracy or inadequacy of a statement required under this section.

(7) An environmental impact statement prepared pursuant to 75-1-201 that includes an analysis of the factors listed in this section satisfies the provisions of this section.

## Economic Impact Statement for Content Standards Revision Science

### Attachment A

#### Summary of Survey Responses - Science

The Office of Public Instruction surveyed school personnel about the fiscal impact of the proposed Science standards between April 12 and May 3, 2016, and received 79 survey responses.

The 79 respondents represented 30 counties and 55 school systems and included the following school personnel.

<b>Role of Survey Respondents:</b>	<b>Total</b>
Science Administrator Retired	1
Business Manager	2
County Superintendent	0
Curriculum Coordinator	6
Principal	20
Superintendent	10
Supervising Teacher	1
Teacher	38
Unknown	1
<b>Total</b>	<b>79</b>

Below is a list of the Science survey questions.

Q1	Is your district able to meet the current science standards with existing staff?
Q2	Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?
Q3	Do you anticipate that your district will be able to meet the proposed standards with existing resources?
Q4	Does your district have difficulty finding instructional materials to implement the current standards?
Q5	Will your district have difficulty finding instructional materials to implement the proposed standards?
Q6	Does your district have a shortage of teachers endorsed in science?
Q7	Will your district have a shortage of teachers endorsed in science?
Q8	Does your district have difficulty finding professional development opportunities for science educators?
Q9	Will your district have difficulty finding professional development opportunities for science educators?
Q10	Does your district have a shortage of time and resources to support curriculum development in science?
Q11	Will your district have a shortage of time and resources to support curriculum development in science?
Q12	Instructional Materials: Would the proposed standards impose a cost beyond that required to implement the current standards?
Q13	What increase in total dollars would be required to cover the cost associated with Instructional Materials?

## Economic Impact Statement for Content Standards Revision

### Science

Q14	What new purchases would be needed?
Q15	Personnel: Would the proposed standards impose a cost beyond what is required to implement the current standards?
Q16	What increase in total dollars would be required to cover the cost associated with Personnel?
Q17	How many new hires would be needed?
Q18	Professional Development: Would the proposed standards impose a cost beyond those expenses already required to implement the current standards?
Q19	What increase in total dollars would be required to cover the cost associated with Professional Development?
Q20	What professional development would be needed?
Q21	How many teachers would need this professional development?
Q22	How many hours of professional development would be needed for each teacher?
Q23	Curriculum Development: Would the proposed standards impose a cost beyond what is required to implement the current standards?
Q24	What increase in total dollars would be required to cover the cost associated with Curriculum Development?
Q25	How many personnel would be involved in curriculum development?
Q26	How many hours of professional time would be needed in total for Curriculum Development?
Q27	YOUR TURN: Is there anything else you believe the OPI should consider in determining a fiscal impact for implementing new standards?

The following information is compiled from the survey responses.

Q1: Is your district able to meet the current science standards with existing staff?

73 districts can meet the current standards with existing staff. 4 districts are not able to meet the current standards with existing staff. (2 left blank)

Q2: Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?

52 respondents (66%) said that the proposed standards would not require the district to substantially revise its current curriculum and 26 said the district would need to substantially revise. (1 left blank)

Q3: Do you anticipate that your district will be able to meet the proposed standards with existing resources?

51 districts (65%) responded that they could meet the proposed standards within existing resources. 4 of the remaining 28 districts had already indicated that they had difficulty meeting the current standards.

## Economic Impact Statement for Content Standards Revision Science

Count of Q3	Q1			
Q3	No	Yes	(blank)	Grand Total
No	4	23	1	29
Yes		50	1	46
Grand Total	4	73	2	79

### INSTRUCTIONAL MATERIALS

Q4: Does your district have difficulty finding instructional materials to implement the current standards?

Q5: Will your district have difficulty finding instructional materials to implement the proposed standards?

17 of the 79 respondents (22%) expect to have difficulty finding instructional materials to implement the proposed standards. 4 of these have difficulty finding instructional materials currently. 62 respondents do not expect to have difficulty.

Count of Q4	Q5			
Q4	No	Yes	(blank)	Grand Total
No	11	13		24
Yes		4		4
Grand Total	11	17		28

### SHORTAGE OF TEACHERS WITH ENDORSEMENTS IN THE SCIENCE

Q6: Does your district have a shortage of teachers endorsed in the areas of science education?

Q7: Will your district have a shortage of teachers endorsed in the areas of science education?

6 of 79 respondents (8%) expect to have a shortage of teachers endorsed in the areas of science education. 5 of these have teacher shortages currently. 73 of all the respondents do not expect to have shortages.

Count of Q6	Q7		
Q6	No	Yes	Grand Total
No	22	1	23
Yes		5	5
(blank)			
Grand Total	22	6	28

## Economic Impact Statement for Content Standards Revision Science

### PROFESSIONAL DEVELOPMENT

Q8: Does your district have difficulty finding professional development opportunities for science education staff?

Q9: Will your district have difficulty finding professional development opportunities for science education staff?

13 of 79 respondents (16%) expect to have difficulty finding professional development opportunities for Science education staff. 11 of these have difficulty finding professional development opportunities currently. 66 of all respondents do not expect to have difficulty.

Count of Q8	Q9		
Q8	No	Yes	Grand Total
No	15	2	17
Yes		11	11
Grand Total	15	13	28

### CURRICULUM DEVELOPMENT

Q10: Does your district have a shortage of time and resources to support curriculum development in the areas of science education?

Q11: Will your district have a shortage of time and resources to support curriculum development in the areas of science education?

22 of 79 respondents (28%) expect to have a shortage of time and resources to support curriculum development in the areas of science education. 15 of these have a shortage currently. 57 of all respondents do not expect to have a shortage of time and resources.

Count of Q10	Q11		
Q10	No	Yes	Grand Total
No	6	7	13
Yes		15	15
Grand Total	6	22	28

**ITEM 11**

**RECOMMEND ADOPTION, AMENDMENT,  
AND REPEAL OF MONTANA ARTS  
STANDARDS, ARM TITLE 10, CHAPTERS 53  
AND 54**

**Jael Prezeau**

**EXECUTIVE SUMMARY FOR  
BOARD OF PUBLIC EDUCATION MEETING  
DATE: July 14-15, 2016**

AGENDA ITEM:	Action item requesting adoption, amendment and repeal of Montana Arts Content Standards, ARM Title 10, Chapters 53 and 54.
PRESENTATION:	This is the third presentation of this item to the BPE. It is a request for action by the BPE: Vote to adopt new Montana Standards for Arts in Chapter 53, amend rules in in Chapters 53 and 54, and repeal Arts Standards in Chapter 54.
PRESENTER:	NAME: Jael Prezeau TITLE: Division Administrator, Content Standards and Instruction Office of Public Instruction
OVERVIEW:	<p>The Board of Public Education published a Notice of Public Hearing on the above noted rules relating to arts content standards on June 3, 2016. A public hearing was held on June 27, 2016. The comments received at the hearing and in response to publication of the notice are summarized in the Notice of Adoption, Amendment and Repeal together with suggested responses. (The Notice will be available following close of public comment on July 5, 2016.)</p> <p>If adopted by the BPE the rules will be effective July 1, 2017.</p>
REQUESTED DECISION	That the Board of Public Education adopt New Rules I through IX, amend ARM 10.53.101 through 10.53.103 and 10.54.2501 and repeal ARM 10.54.2810 through 10.54.2813, 10.54.2820 through 10.54.2823, 10.54.2830 through 10.54.2833, 10.54.2840 through 10.54.2843, 10.54.2850 through 10.54.2853, 10.58.2860 through 10.54.2863, and 10.54.2887 through 10.54.2898; approve the response to comments; and authorize the filing of the attached Notice of Adoption, Amendment and Repeal with the Secretary of State (SOS) for publication in the Montana Administrative Register.

OUTLYING ISSUE(S):	None identified at this time.
RECOMMENDATION(S):	Vote to adopt New Rules I through IX, amend ARM 10.53.101 through 10.53.103 and 10.54.2501 and repeal ARM 10.54.2810 through 10.54.2813, 10.54.2820 through 10.54.2823, 10.54.2830 through 10.54.2833, 10.54.2840 through 10.54.2843, 10.54.2850 through 10.54.2853, 10.58.2860 through 10.54.2863, and 10.54.2887 through 10.54.2898 pertaining to K-12 Arts content standards; approve the response to comments; and authorize filing of the Notice of Adoption, Amendment and Repeal with the SOS for publication in the Montana Administrative Register.

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of NEW	)	NOTICE OF ADOPTION,
RULES I through IX, the amendment	)	AMENDMENT, AND REPEAL
of ARM 10.53.101 through 10.53.103	)	
and 10.54.2501, and the repeal of	)	
ARM 10.54.2810 through 10.54.2813,	)	
10.54.2820 through 10.54.2823,	)	
10.54.2830 through 10.54.2833,	)	
10.54.2840 through 10.54.2843,	)	
10.54.2850 through 10.54.2853,	)	
10.58.2860 through 10.54.2863, and	)	
10.54.2887 through 10.54.2898	)	
pertaining to K-12 arts content	)	
standards	)	

TO: All Concerned Persons

1. On June 3, 2016, the Board of Public Education published MAR Notice No. 10-53-275 pertaining to the public hearing on the proposed adoption, amendment, and repeal of the above-stated rules at page 938 of the 2016 Montana Administrative Register, Issue Number 11.

2. The board has adopted the following new rules:

NEW RULE I	ARM 10.53.601	ARTS CONTENT STANDARDS
NEW RULE II	ARM 10.53.602	ARTS CONTENT STANDARDS FOR KINDERGARTEN
NEW RULE III	ARM 10.53.603	ARTS CONTENT STANDARDS FOR FIRST GRADE
NEW RULE IV	ARM 10.53.604	ARTS CONTENT STANDARDS FOR SECOND GRADE
NEW RULE V	ARM 10.53.605	ARTS CONTENT STANDARDS FOR THIRD GRADE
NEW RULE VI	ARM 10.53.606	ARTS CONTENT STANDARDS FOR FOURTH GRADE
NEW RULE VII	ARM 10.53.607	ARTS CONTENT STANDARDS FOR FIFTH GRADE
NEW RULE VIII	ARM 10.53.608	ARTS CONTENT STANDARDS FOR SIXTH THROUGH EIGHTH GRADES
NEW RULE IX	ARM 10.53.609	ARTS CONTENT STANDARDS FOR NINTH THROUGH TWELFTH GRADES

3. The board has amended ARM 10.53.101 through 10.53.103 and 10.54.2501 as proposed.

4. The board has repealed 10.54.2810 through 10.54.2813, 10.54.2820

through 10.54.2823, 10.54.2830 through 10.54.2833, 10.54.2840 through 10.54.2843, 10.54.2850 through 10.54.2853, 10.58.2860 through 10.54.2863, and 10.54.2887 through 10.54.2898 as proposed.

4. The following comments were received.

COMMENT 1: Mr. Pat Audet, Associate Director, School Administrators of Montana stated that SAM supports the new Art standards. He recognized that wonderful minds were together to create these standards and having artists in his family he sees the importance of the Arts in Education. These standards give students a vast array of exposure to a variety of the arts.

RESPONSE: The Board of Public Education thanks the commenter for his comments.

COMMENT 2: Ms. Emily Kohring, Director of Arts Education for the Montana Arts Council submitted written comments in support of the arts standards. She stated they are a great leap forward from the previous, outdated set of standards. She acknowledge the hard work and dedication of the people involved with writing and reviewing the standards. She feels these standards will result in a higher quality of teaching and a much deeper and richer experience in arts learning for all of Montana's K-12 students.

RESPONSE: The Board of Public Education thanks the commenter for her comments.

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Peter Donovan  
Rule Reviewer

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Sharon Carroll, Chair  
Board of Public Education

Certified to the Secretary of State July 25, 2016.

**ITEM 12**

**RECOMMEND ADOPTION, AMENDMENT,  
AND REPEAL OF MONTANA HEALTH  
ENHANCEMENT STANDARDS, ARM TITLE  
10, CHAPTERS 53 AND 54**

**Karin Billings**

**EXECUTIVE SUMMARY FOR  
BOARD OF PUBLIC EDUCATION MEETING  
DATE: July 14-15, 2016**

AGENDA ITEM:	Action item requesting adoption and repeal of Montana Health and Physical Education Content Standards, ARM Title 10, Chapters 53 and 54.
PRESENTATION:	This is the third presentation of this item to the BPE. It is a request for action by the BPE: Vote to adopt new Montana Standards for Health and Physical Education in Chapter 53 and repeal Health and Physical Education standards in Chapter 54.
PRESENTER:	NAME: Karin Billings TITLE: Division Administrator, Health Enhancement and Safety Division, Office of Public Instruction
OVERVIEW:	<p>The Board of Public Education published a Notice of Public Hearing on the above noted rules relating to health and physical education standards on June 3, 2016. A public hearing was held on June 27, 2016. The comments received at the hearing and in response to publication of the notice are summarized in the Notice of Adoption and Repeal together with suggested responses. (The Notice will be available following close of public comment on July 5, 2016.)</p> <p>If adopted by the BPE the rules will be effective July 1, 2017.</p>
REQUESTED DECISION(S):	That the Board of Public Education adopt New Rules I through XIX and repeal ARM 10.54.7010 through 10.54.7013, 10.54.7020 through 10.54.7023, 10.54.7030 through 10.54.7033, 10.54.7040 through 10.54.7043, 10.54.7050 through 10.54.7053, 10.54.7060 through 10.54.7063, 10.54.7070 through 10.54.7073, 10.54.7087 through 10.54.7098 pertaining to K-12 health and physical education content standards; approve the response to comments; and authorize the filing of the attached Notice of Adoption and Repeal with the Secretary of State (SOS) for publication in the Montana Administrative Register.

OUTLYING ISSUE(S):	None identified at this time.
RECOMMENDATION(S):	Vote to adopt New Rules I through XIX and repeal ARM 10.54.7010 through 10.54.7013, 10.54.7020 through 10.54.7023, 10.54.7030 through 10.54.7033, 10.54.7040 through 10.54.7043, 10.54.7050 through 10.54.7053, 10.54.7060 through 10.54.7063, 10.54.7070 through 10.54.7073, and 10.54.7087 through 10.54.7098 pertaining to K-12 health and physical education content standards; approve the response to comments; and authorize filing of the Notice of Adoption and Repeal with the SOS for publication in the Montana Administrative Register.

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of NEW	)	NOTICE OF ADOPTION AND
RULES I through XIX and repeal of	)	REPEAL
ARM 10.54.7010 through 10.54.7013,	)	
10.54.7020 through 10.54.7023,	)	
10.54.7030 through 10.54.7033,	)	
10.54.7040 through 10.54.7043,	)	
10.54.7050 through 10.54.7053,	)	
10.54.7060 through 10.54.7063,	)	
10.54.7070 through 10.54.7073,	)	
10.54.7087 through 10.54.7098	)	
pertaining to K-12 health and physical	)	
education content standards	)	

TO: All Concerned Persons

1. On June 3, 2016, the Board of Public Education published MAR Notice No. 10-53-275 pertaining to the public hearing on the proposed adoption, amendment, and repeal of the above-stated rules at page 961 of the 2016 Montana Administrative Register, Issue Number 11.

2. The board has adopted the following new rules:

NEW RULE I	ARM 10.53.701	HEALTH CONTENT STANDARDS
NEW RULE II	ARM 10.53.702	HEALTH STANDARDS FOR KINDERGARTEN
NEW RULE III	ARM 10.53.703	HEALTH STANDARDS FOR FIRST GRADE
NEW RULE IV	ARM 10.53.704	HEALTH STANDARDS FOR SECOND GRADE
NEW RULE V	ARM 10.53.705	HEALTH STANDARDS FOR THIRD GRADE
NEW RULE VI	ARM 10.53.706	HEALTH STANDARDS FOR FOURTH GRADE
NEW RULE VII	ARM 10.53.707	HEALTH STANDARDS FOR FIFTH GRADE
NEW RULE VIII	ARM 10.53.708	HEALTH STANDARDS FOR SIXTH THROUGH EIGHTH GRADES
NEW RULE IX	ARM 10.53.709	HEALTH STANDARDS FOR NINTH THROUGH TWELFTH GRADES
NEW RULE X	ARM 10.53.710	CONTENT STANDARDS FOR PHYSICAL EDUCATION
NEW RULE XI	ARM 10.53.711	DEFINITIONS
NEW RULE XII	ARM 10.53.712	PHYSICAL EDUCATION STANDARDS FOR KINDERGARTEN
NEW RULE XIII	ARM 10.53.713	PHYSICAL EDUCATION STANDARDS

NEW RULE XIV	ARM 10.53.714	FOR FIRST GRADE PHYSICAL EDUCATION STANDARDS FOR SECOND GRADE
NEW RULE XV	ARM 10.53.715	PHYSICAL EDUCATION STANDARDS FOR THIRD GRADE
NEW RULE XVI	ARM 10.53.716	PHYSICAL EDUCATION STANDARDS FOR FOURTH GRADE
NEW RULE XVII	ARM 10.53.717	PHYSICAL EDUCATION STANDARDS FOR FIFTH GRADE
NEW RULE XVIII	ARM 10.53.718	PHYSICAL EDUCATION STANDARDS FOR SIXTH THROUGH EIGHTH GRADES
NEW RULE XIX	ARM 10.53.719	PHYSICAL EDUCATION STANDARDS FOR NINTH THROUGH TWELFTH GRADES

3. The board has repealed ARM 10.54.7010 through 10.54.7013, 10.54.7020 through 10.54.7023, 10.54.7030 through 10.54.7033, 10.54.7040 through 10.54.7043, 10.54.7050 through 10.54.7053, 10.54.7060 through 10.54.7063, 10.54.7070 through 10.54.7073, and 10.54.7087 through 10.54.7098 as proposed.

4. The following comments were received.

COMMENT 1: Mr. Pat Audet, Associate Director, School Administrators of Montana stated that SAM had reviewed the standards and is in full support. As a former health enhancement teacher he feels the standards support successful learning.

RESPONSE: The Board of Public Education thanks the commenter for his comments.

COMMENT 2: Ms. Nancy Stock, Executive Director of SHAPE Montana and a health education teacher in Florence, Montana, stated this was the first time health education was written into federal standards and is now considered to be part of a well-rounded education, allowing for more funding and diverse programs.

RESPONSE: The Board of Public Education thanks the commenter for her comments.

COMMENT 3: Ms. Marti Edgemond, a health K-6 teacher in Billings and a board member of SHAPE Montana stated her support for the rules and that she appreciates the learner outcomes at each grade level and separate standards for each grade level.

RESPONSE: The Board of Public Education thanks the commenter for her comments.

COMMENT 4: Ms. Teri Wilkinson, a health teacher in Noxon, Montana and secretary of SHAPE Montana stated her support for the rules and appreciates how adaptable the standards are for small and large schools.

RESPONSE: The Board of Public Education thanks the commenter for her comments.

COMMENT 5: Ms. Michelle Peterson, K-6 health teacher for Great Falls and a director of SHAPE Montana stated the standards allow adaptability across schools so students can transfer seamlessly. She appreciates the grade level banding and how the health and physical education standards are separate.

RESPONSE: The Board of Public Education thanks the commenter for her comments.

COMMENT 6: Ms. Carrie Ashe, Director of the Montana State University Extension Nutrition Education submitted testimony in support of the new health and physical education standards. She stated her belief that the standards will provide a framework for educator's efforts to ensure K-12 students in Montana have the knowledge and skills necessary for both health and physical education.

RESPONSE: The Board of Public Education thanks the commenter for her comments.

COMMENT 7: Ms. Patti Steinmuller, MS, RD, CSSD, a sports dietician, submitted testimony in support of the new rules. She stated that the topics covered in the standards are important to address in aiding children and young adults in becoming competent in using nutrition and physical activities to maintain and improve their physical and mental health. She suggested introducing relationships between nutrition and physical activity earlier than grade 4 since the earlier they are discussed the more familiar and meaningful they become. She also suggested addressing energy balance directly starting at grade 3-4 so youth know ways in which nutrition and physical activity can interact to achieve healthy body weights and compositions.

RESPONSE: The Board of Public Education thanks the commenter for her comments.

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Peter Donovan  
Rule Reviewer

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Sharon Carroll, Chair  
Board of Public Education

Certified to the Secretary of State July 25, 2016.

**ITEM 13**

**RECOMMEND APPROVAL OF THE 2015-2016  
CORRECTIVE PLANS AND TIMELINES**

**Patty Muir**

# Montana Board of Public Education Executive Summary

**Date:** July 2016

<b>Presentation</b>	Recommend Approval of the 2015-2016 Corrective Plans and Timelines
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides the Board of Public Education (BPE) the Corrective Plans for schools with accreditation deviations during the 2015-2016 school year. Superintendent Juneau recommends approval of the Corrective Plans and Timelines as presented.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Action One: Recommend APPROVAL of 2015-2016 Corrective Plans and Timelines for schools in ADVICE or DEFICIENCY Status.



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

[opi.mt.gov](http://opi.mt.gov)

**2015-2016 Corrective Plans Recommended for APPROVAL  
for Schools with ADVICE or DEFICIENCY Status**

County	School System	IA	School	Accred Status	Deviation	Corrective Plan		
Big Horn	Hardin Public Schools		Crow Agency	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Prekindergarten	The teacher is certified K-8, is not teaching Pre-K and is enrolled in classes to become certified Pre-K.		
					Student Performance: Reading (245)	Using I-Station assessment. Small group intervention with 30 min tiered intervention. Also pull tier III students for additional help.		
					Student Performance: Math (221)	New curriculum. Using I-Station assessment. Used Mind Song for K-2 assessment as well. Small group in class intervention.		
				Fort Smith	DEFICIENCY	10.55.709 - Library Media Specialist - FTE: No FTE	We will apply for a Variance to Standard for the second semester (deadline July 6, 2016). Before the deadline we will be searching for a teacher with the Library Media Specialist certification.	
						Student Performance: Math (248)	Restructuring weekly meeting so they are collaborative data meetings. Monitor data and place students accordingly. Using I-Station. Using OPI website to direct teacher learning.	
						Student Performance: Science (235)	New curriculum and new textbooks. Training teachers accordingly.	
				Hardin High	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S HIS, 04S POL; Teaching: Physical Education	Using interventions. Looking into different options as well. During the 2015-16 school year a Physical Education (Strength and Conditioning) teacher was not properly endorsed. This teacher was part of an internship program with MSU-Billings and the Hardin Public Schools. Which to my understanding is accepted by the Accreditation Department. During the 2016-17 school year this same teacher will be teaching Social Studies where he is properly endorsed and the Physical Education position (Strength and Condition) has been filled by a different teacher who is <u>properly endorsed to teach PE (Strength and Conditioning)</u>	
						<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S HIS, 04S POL; Teaching: Fitness/Conditioning Activities	During the 2015-16 school year a Physical Education (Strength and Conditioning) teacher was not properly endorsed. This teacher was part of an internship program with MSU-Billings and the Hardin Public Schools. Which to my understanding is accepted by the Accreditation Department. During the 2016-17 school year this same teacher will be teaching Social Studies where he is properly endorsed and the Physical Education position (Strength and Condition) has been filled by a different teacher who is <u>properly endorsed to teach PE (Strength and Conditioning)</u>	
						10.55.713 - Class Size: Two Classes	Physical Education classes were over 30 in the beginning of the 2015-16 school year. Due to attraction the class sizes became less than the state required 30 students per class. During the 2016-17 school year Hardin High School will increase the number of class offerings for Physical Education and be well below the state maximum of 30 students per class.	
						Student Performance: Graduation Rate (72.1%)	Gear Up School, help take students to colleges to see what is available to them. Offer after school tutoring for all students. Mandatory if you have 2 or more failing classes. Also offer Math Lab with tutors specifically for math assistance. During Winter break we offer additional instruction time. Just incorporated Ed Ready for intervention purposes. Work on areas of deficiency in Math to get back on track.	
						Student Performance: Math (239)	Offer after school tutoring for all students. Mandatory if you have 2 or more failing classes. Also offer Math Lab with tutors specifically for math assistance. During Winter break we offer additional instruction time. Just incorporated Ed Ready for intervention purposes. Work on areas of deficiency in Math to get back on track. Have 3 certified teachers for Summer School.	
						Student Performance: Science (225)	Offer after school tutoring for all students. Mandatory if you have 2 or more failing classes. Also offer Math Lab with tutors specifically for math assistance. During Winter break we offer additional instruction time. Just incorporated Ed Ready for intervention purposes. Work on areas of deficiency in Math to get back on track. Have 3 certified teachers for Summer School.	
			Hardin Middle	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 01S ENG, 31A REA; Teaching: Science	10.55.709 - Misassigned Teacher: Jamie Feeley (SEID 73205) has been reassigned to align her certified endorsement in ELA for 2016-2017 school year.		
					10.55.710 - School Counselor - FTE: Insufficient FTE	10-455-710 Insufficient School Counselor FTE: The District will hire a certified school counselor on a part time basis to meet the accreditation requirement.		
					Student Performance: Math (240)	Implemented new program called Go Math for grades 1-8. Math interventions for Tier III kids. Go to Star Math next year.		
					Student Performance: Science (236)	Purchased new curriculum program for 6-8. Will have interventions for science in each grade level, Tier II and Tier III.		
			Hardin Primary	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 32A SPE; Teaching: Prekindergarten	The Kindergarten Readiness Center plans to remedy the deviation by completion of Early Childhood endorsements. Each pre-school teacher is Elementary licensed are currently in plan of course study for Early Childhood.		

\* Denotes a school in the Intensive Assistance Process

**2015-2016 Corrective Plans Recommended for APPROVAL  
for Schools with ADVICE or DEFICIENCY Status**

County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 32A SPE; Teaching: Prekindergarten	The Kindergarten Readiness Center plans to remedy the deviation by completion of Early Childhood endorsements. Each pre-school teacher is Elementary licensed are currently in plan of course study for Early Childhood.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Prekindergarten	The Kindergarten Readiness Center plans to remedy the deviation by completion of Early Childhood endorsements. Each pre-school teacher is Elementary licensed are currently in plan of course study for Early Childhood.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Prekindergarten	The Kindergarten Readiness Center plans to remedy the deviation by completion of Early Childhood endorsements. Each pre-school teacher is Elementary licensed are currently in plan of course study for Early Childhood.
	Lodge Grass Public Schools		Lodge Grass	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Teacher has resigned and left. Another candidate will apply for a class 5. 2nd grade.
					10.55.709 - Library Media Specialist - FTE: Insufficient FTE	We advertised locally. Looking to hire a potential principal candidate that has library endorsement and split the FTE, if possible.
					10.55.712 - Class Size: Five Classes	We will limit our class sizes to the required minimum standard. If needed, will add a para. We will keep class size to the minimum requirement and use a para, if needed. Grades 3 - 4.
					Student Performance: Reading (237)	Walk to Read is in place. Trying to put after school program in place for next year. Regular curriculum for reading. Walk to Read is the intervention program. Curriculum is specifically selected because of the heavy emphasis of comprehension and vocabulary. ISIP monthly assessment. SilverBack Learning - computer based, enter data, allows each teacher to target students. Use MAPS.
					Student Performance: Math (222)	Walk to Math. Time in morning is spent on math facts and other skills. Use MAPS for assessment and SilverBack for data collection.
					Student Performance: Science (216)	Will be looking at new Science Curriculum. Leadership team is willing to look into it.
			Lodge Grass High	ADVICE	10.55.709 - Library Media Specialist - FTE: Insufficient FTE	Trying to hire part time principal with library media specialist endorsement.
					Student Performance: Graduation Rate (47.6%)	Putting students on Ascellis program to do credit recovery. Summer School through Gear UP for students that are short credits in Jr. year to get caught up. HiCet Program - looking at budget for adding.
					Student Performance: Reading (239)	Training teachers in curriculum that has been available for two years. Training will take place this summer. The curriculum is used throughout all grades for transitioning students. Use MAP assessments, SilverBack. and ISIP, and Gear UP.
					Student Performance: Math (224)	Have an after school tutoring program for math. Use MAP assessments, SilverBack, ISIP, and Gear UP.
					Student Performance: Science (209)	Looking at new Science curriculum with inquiry style. Use MAP assessments, SilverBack, ISIP, and Gear UP.
	Pryor Public Schools		Plenty Coups High	DEFICIENCY	10.55.707 - Nonlicensed Teacher	The teacher renewed his license in December 2015.
					Student Performance: Math (225)	The district will continue to try to improve student attendance as we have found that high absenteeism directly correlates with poor student performance
					Student Performance: Science (221)	The district will continue to try to improve student attendance as we have found that high absenteeism directly correlates with poor student performance
	Wyola Elem		Wyola	DEFICIENCY	10.55.709 - Library Media Specialist - FTE: No FTE	We are advertising again for a certified librarian. This was our second year without a certified librarian.
					Student Performance: Reading (244)	Daily use of the I-Station, online daily practice, and working with OPI on monthly assessment of reading fundamentals of the title III program. Provided Special Education training to improve vocabulary. We track the data and develop individual student plans to improve.
					Student Performance: Math (235)	From 2013-2015 Contracted with Native Peoples center in Sheridan, Wyoming which specializes in math coaching, transitions, everyday math series, and trained in math recovery. For the 2015-16 school year we are working with St. Labre, for professional development in Montana content standards for math.
					Student Performance: Science (229)	Current science teacher has masters in science and education. We have launched new programming including robotics and gardening.
			Wyola 7-8	DEFICIENCY	10.55.709 - Library Media Specialist - FTE: No FTE	We are advertising for a Certified School Librarian. This was our second year without a certified librarian.

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					Student Performance: Math (230)	Using transitions Math in 7-8 grade. From 2013-2015 Contracted with Native Peoples center in Sheridan, Wyoming which specializes in math coaching, transitions, everyday math series, and trained in math recovery. For the 2015-16 school year we are working with St. Labre, for professional development in Montana content standards for math.
Blaine	Harlem Public Schools		Harlem Elem	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 32A SPE; Teaching: Kindergarten	Is currently in an internship through MSU-Billings.
					Student Performance: Math (248)	New series, Golden Triangle Curriculum Consortium, piloting "mathmetize" PTI through Gear Up.
					Student Performance: Science (244)	Using Golden Triangle Curriculum Consortium and vertical alignment through elementary, junior high, and high school.
	Hays-Lodge Pole Schools		Hays-Lodge Pole 7-8	DEFICIENCY	<b>Second Occurrence:</b> 10.55.707(4) - School Counselor Licensure: Not Endorsed	The School Counselor is endorsed. Her name is Susan Werk; her folio # is 79179. Her endorsement was effective 7/1/15 and expires 6/30/18.
					Student Performance: Reading (250)	A standards-based curriculum, instruction and assessment system for reading, math and science has not been developed, nor articulated from grade level to grade level (k-12), in order for teachers to know exactly which content standards students should exit proficiently. While we have new materials and textbooks, the development and articulation of academic standards, instruction and formative and summative assessments needs to be completed, so students do not exit without the proficiency of important content at each grade level. Additionally, a Response to Intervention (RTI) system needs to be consistently maintained K-12 for those students who are academically below 2 or more grade levels.
					Student Performance: Math (225)	A standards-based curriculum, instruction and assessment system for reading, math and science has not been developed, nor articulated from grade level to grade level (k-12), in order for teachers to know exactly which content standards students should exit proficiently. While we have new materials and textbooks, the development and articulation of academic standards, instruction and formative and summative assessments needs to be completed, so students do not exit without the proficiency of important content at each grade level. Additionally, a Response to Intervention (RTI) system needs to be consistently maintained K-12 for those students who are academically below 2 or more grade levels.
					Student Performance: Science (227)	A standards-based curriculum, instruction and assessment system for reading, math and science has not been developed, nor articulated from grade level to grade level (k-12), in order for teachers to know exactly which content standards students should exit proficiently. While we have new materials and textbooks, the development and articulation of academic standards, instruction and formative and summative assessments needs to be completed, so students do not exit without the proficiency of important content at each grade level. Additionally, a Response to Intervention (RTI) system needs to be consistently maintained K-12 for those students who are academically below 2 or more grade levels.
	Hays-Lodge Pole High		DEFICIENCY	<b>Second Occurrence:</b> 10.55.707(4) - School Counselor Licensure: Not Endorsed	The School Counselor is endorsed. Her name is Susan Werk; her folio # is 79179. Her endorsement was effective 7/1/15 and expires 6/30/18.	
Student Performance: Graduation Rate (70.0%)				The graduation rate for the 2015-2016 year is 100%. One of the factors in this data is the adoption of an Alternative Academy within the high school. By doing so the higher risk students were provided a different setting for student success.		
					Student Performance: Reading (232)	A standards-based curriculum, instruction and assessment system for reading, math and science has not been developed, nor articulated from grade level to grade level (k-12), in order for teachers to know exactly which content standards students should exit proficiently. While we have new materials and textbooks, the development and articulation of academic standards, instruction and formative and summative assessments needs to be completed, so students do not exit without the proficiency of important content at each grade level. Additionally, a Response to Intervention (RTI) system needs to be consistently maintained K-12 for those students who are academically below 2 or more grade levels.

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					Student Performance: Math (226)	A standards-based curriculum, instruction and assessment system for reading, math and science has not been developed, nor articulated from grade level to grade level (k-12), in order for teachers to know exactly which content standards students should exit proficiently. While we have new materials and textbooks, the development and articulation of academic standards, instruction and formative and summative assessments needs to be completed, so students do not exit without the proficiency of important content at each grade level. Additionally, a Response to Intervention (RTI) system needs to be consistently maintained K-12 for those students who are academically below 2 or more grade levels.
					Student Performance: Science (216)	A standards-based curriculum, instruction and assessment system for reading, math and science has not been developed, nor articulated from grade level to grade level (k-12), in order for teachers to know exactly which content standards students should exit proficiently. While we have new materials and textbooks, the development and articulation of academic standards, instruction and formative and summative assessments needs to be completed, so students do not exit without the proficiency of important content at each grade level. Additionally, a Response to Intervention (RTI) system needs to be consistently maintained K-12 for those students who are academically below 2 or more grade levels.
	Lodge Pole			DEFICIENCY	<b>Second Occurrence:</b> 10.55.707(4) - School Counselor <u>Licensure: Not Endorsed</u>	The School Counselor is endorsed. Her name is Susan Werk; her folio # is 79179. Her endorsement was effective 7/1/15 and expires 6/30/18.
					10.55.707 - Nonlicensed Teacher	An endorsed Elementary Curriculum Teacher will be hired for the 2016-2017 year.
					Student Performance: Math (225)	A standards-based curriculum, instruction and assessment system for reading, math and science has not been developed, nor articulated from grade level to grade level (k-12), in order for teachers to know exactly which content standards students should exit proficiently. While we have new materials and textbooks, the development and articulation of academic standards, instruction and formative and summative assessments needs to be completed, so students do not exit without the proficiency of important content at each grade level. Additionally, a Response to Intervention (RTI) system needs to be consistently maintained K-12 for those students who are academically below 2 or more grade levels.
					Student Performance: Science (233)	A standards-based curriculum, instruction and assessment system for reading, math and science has not been developed, nor articulated from grade level to grade level (k-12), in order for teachers to know exactly which content standards students should exit proficiently. While we have new materials and textbooks, the development and articulation of academic standards, instruction and formative and summative assessments needs to be completed, so students do not exit without the proficiency of important content at each grade level. Additionally, a Response to Intervention (RTI) system needs to be consistently maintained K-12 for those students who are academically below 2 or more grade levels.
	North Harlem Colony Elem		North Harlem Elem	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 08A HE; Teaching: Prior to Secondary Education	North Harlem Colony school is making every effort to find an elementary endorsed teacher. They attended a career fair in Bozeman last week looking for a teacher and are advertising on OPI's website and elsewhere. They have also increased their starting salary and are offering a sign-on bonus. They are also willing to help with health insurance.
<b>Broadwater</b>	Townsend K-12 Schools	*	Broadwater High	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Received endorsement 7/1/16.
					10.55.713 - Class Size: Two Classes	Working on scheduling to avoid class overloads in the future.
			Cecelia Hazelton	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	No longer working at the school. Will hire a new counselor.
					10.55.712 - Class Size: One Class	Working on scheduling to avoid class overloads in the future. Will use a paraprofessional if necessary.
<b>Carbon</b>	Joliet Public Schools	*	Joliet	DEFICIENCY	<b>Second Occurrence:</b> 10.55.707(4) - School Counselor <u>Licensure: Not Endorsed</u>	Class 5 was issued on 2/10/16.
					10.55.703 - Principal Licensure: Not Endorsed	Data entry error. Allison Evertz (30S PRI) should have been listed as elementary principal. Marilyn Vukonich is the principal for the Middle School and High School. Allison is considering various options for principal position.
<b>Cascade</b>	Cascade Public Schools		Cascade High	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Mr. Driessen let his certificate lapse for a period of two months. This was not caught by the central office at the time. He has already resolved the problem and renewed his certificate.

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					Student Performance: Science (245)	Aligning of the Science Scope and Sequence K-12. Aligns with New Generation Science. Shifting of courses offered to HS Classes. Freshmen = Foundations, Sophomores = Biology, Juniors = Chemistry, Seniors = Anatomy & Physiology, Elective Science Courses = Environmental & Botany. Beginning in FY17 our Freshmen class will be required to complete 3 Science credits in order to graduate rather than 2 as in years past.
	Centerville Public Schools		Big Stone	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed	Mrs. Connie Darko with Folio Number 67430 has received a provisional endorsement and will be finishing up her college classes this summer. We plan to have her continue to serve as our Library Media Specialist. This will correct this problem.
			Centerville	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed	Mrs. Connie Darko with Folio Number 67430 has received a provisional endorsement and will be finishing up her college classes this summer. We plan to have her continue to serve as our Library Media Specialist. This will correct this problem.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Prekindergarten	We started a new Prekindergarten program this past year. Mrs. Bumgarner has taught preschool in California as well as taught a year in Belt as a preschool teacher. Currently she is enrolled in the University of Montana Early Childhood program and has received a grant from the state to pay for class work in this program. She should have a provisional endorsement for next year. She will then receive a full endorsement the following year. This should take care of this issue.
					10.55.712 - Class Size: One Class	We had too many students assigned to a Keyboarding class. We had 26 third grade students. Next year we will make sure to have the regular classroom teacher working in this room as a team teacher so the ratio at this grade level would be reduced to 13 to 1 ratio. We plan to more closely monitor this situation so we do not end up in this situation again. The plan should be corrected for next year.
			Centerville 7-8	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed	Mrs. Connie Darko with Folio Number 67430 has received a provisional endorsement and will be finishing up her college classes this summer. We plan to have her continue to serve as our Library Media Specialist. This will correct this problem.
			Centerville High	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed	Mrs. Connie Darko with Folio Number 67430 has received a provisional endorsement and will be finishing up her college classes this summer. We plan to have her continue to serve as our Library Media Specialist. This will correct this problem.
					Student Performance: Math (248)	We have created one additional lower level math class in our High School Schedule for next year. This should help to remediate this issue and strengthen our math scores in the High School.
<b>Chouteau</b>	Fort Benton Public Schools		Fort Benton High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Creative Art - Comprehensive	We have hired a Teacher that will be working on their state approved provisional and securing her Art Teaching endorsement in order to properly teach our two periods of High School Art.
					Student Performance: Science (247)	We have introduced a teacher collaboration weekly period in order to facilitate growth in our Science and Math curriculum. We have identified and are working on remediation for non proficient students in these areas. We are excited about some curriculum changes we have made during this year along with the successful remediation we have implemented and anticipate higher scores.
	Geraldine Public Schools		Geraldine High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: General Band	We have hired a new music teacher who is certified in Music K-12, to replace our current teacher who was not certified in music.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Chorus	We have hired a new music teacher who is certified in Music K-12, to replace our current teacher who was not certified in music.
					10.55.708 - Teaching Assignment; Endorsement: 17S BT; Teaching: Animal Production/Science	Our current Ag/Shop teacher has submitted paperwork to OPI and is waiting for approval/an updated license that would allow him to teach Animal Production/Science.
					Student Performance: Science (241)	Geraldine Schools has hired a new science teacher with a Masters Degree in secondary education to ensure effective classroom management/instruction. Administration will work closely with the science department to effectively align standards with course instruction and student assessments. Students will be provided Chromebooks with a digital ebook (science textbook installed on the Chromebook) that will enhance their learning opportunities while providing an abundance of resources, including but not limited to; online tutorial videos, access to practice quizzes, and online lab reviews. The science teacher will utilize practice Science CRT test problems (past released test items) as Bell-Ringer activities and Exit-Ticket strategies.
<b>Deer Lodge</b>	Anaconda Public Schools		Anaconda High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 04S HIS; Teaching: Psychology	We have hired a teacher for the upcoming school year that will be certified to teach Psychology and Sociology.

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					Student Performance: Science (239)	Last year we were in the process of changing our science curriculum so we could reverse Earth Science and Biology. We did this by offering Earth Science to both freshman and sophomores. This upcoming year we will now have freshman taking Earth Science with an endorsed teachers, and sophomores taking Biology with a certified biology teacher.
			Fred Moodry 7-8	ADVICE	<b>Second Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: Insufficient FTE Student Performance: Science (250)	We will have a full time librarian for the 2016-17 school year.
			W K Dwyer	ADVICE	<b>Second Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: Insufficient FTE <b>Second Occurrence:</b> 10.55.712 - Class Size: 14 Classes	We will increase the time for Science in the 3- 6 grade curriculum to help with the background knowledge required for the middle school years. Lab time will be increased to three times a week for 50 minutes each time. Will be writing scientific notations with depth of knowledge. For the 2016-2017 school year the Anaconda School District has hired a full time Library Media Specialist which will fulfill this accreditation standard. The Anaconda School District will address class size overages in the "elective" courses by assigning Instructional Aides to all courses that are over on class sizes which will fulfill this accreditation standard.
Fergus	Denton Public Schools	* Denton High		DEFICIENCY	<b>Fourth Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 30A PRI, 30A SUP; Teaching: Physical Education Student Performance: Science (244)	Received endorsement on 12/3/15. 13 probes, more hands on instruction, and more labs for science students.
	Grass Range Public Schools	Grass Range High		ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Creative Art - Comprehensive 10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 12S BUS; Teaching: Physical Education	Review teacher preparation opportunities at a post secondary institution that is appropriate. In future vacancies, we would also look for numerous certifications to meet state requirements. Review teacher preparation opportunities at a post secondary institution that is appropriate. In future vacancies, we would also look for numerous certifications to meet state requirements.
	Winifred K-12 Schools	Winifred 6-8		DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S BF, 04S HIS, 04S POL; Teaching: Physical Education	We are currently working on obtaining certified applicants for the position. The teacher shortage in Montana is creating a real problem for small rural schools. We are looking for applicants that are willing to obtain additional certifications.
		Winifred High		DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: English/Language Arts II (Grade 10)	We are currently working on obtaining certified applicants for the position. The teacher shortage in Montana is creating a real problem for small rural schools. We are looking for applicants that are willing to obtain additional certifications. We have also reassigned some teachers for next year to cover our certifications more efficiently.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: English/Language Arts III (Grade 11)	We are currently working on obtaining certified applicants for the position. The teacher shortage in Montana is creating a real problem for small rural schools. We are looking for applicants that are willing to obtain additional certifications. We have also reassigned some teachers for next year to cover our certifications more efficiently.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Mathematics - Other	We are currently working on obtaining certified applicants for the position. The teacher shortage in Montana is creating a real problem for small rural schools. We are looking for applicants that are willing to obtain additional certifications. We have also reassigned some teachers for next year to cover our certifications more efficiently.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S BF, 04S HIS, 04S POL; Teaching: Physical Education	We are currently working on obtaining certified applicants for the position. The teacher shortage in Montana is creating a real problem for small rural schools. We are looking for applicants that are willing to obtain additional certifications. We have also reassigned some teachers for next year to cover our certifications more efficiently.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 31A CO1; Teaching: Physical Education	We are currently working on obtaining certified applicants for the position. The teacher shortage in Montana is creating a real problem for small rural schools. We are looking for applicants that are willing to obtain additional certifications. We have also reassigned some teachers for next year to cover our certifications more efficiently.
					Student Performance: Science (235)	We have recently replaced our Science teacher at the school and we hope to improve upon our Science scores. It would be very helpful if the state would work to adopt an appropriate measure of accountability for the field of Science, as the world is kilometers ahead of the U.S. We need to focus on an inquiry based approach to Science and stop assessing and marking deviations for a system that needs to be deviated from.
Flathead	Bigfork Public Schools		Bigfork 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Mr. David Creamer was inaccurately identified as PC20. He will be identified as DS06 (Other Supervisory) in the future.

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			Bigfork High	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Mr. David Creamer was inaccurately labeled as PC20. He will be changed to DS06 (Other Supervisory).
	Deer Park Elem		Deer Park 7-8	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 02S MAT, 30A PRI; Teaching: Spanish	The teacher/principal Dan Block was teaching Spanish without a foreign language licensed endorsement. Next year students will have the option of taking Spanish online through Montana Digital Academy.
	Fair-Mont-Egan Elem		Fair-Mont-Egan	DEFICIENCY	<b>Second Occurrence:</b> 10.55.704 - Superintendent - FTE: No FTE	The district will hire a .1 FTE Superintendent.
					<b>Second Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: Insufficient FTE	The current Library Media Specialist is shared with another district. We can not increase her FTE to meet the requirement. We are currently looking for a qualified person to fill the needed .1 FTE.
					10.55.708 - Teaching Assignment; Endorsement: 03S BF, 03S BIO; Teaching: Grade 6	One of the district teachers is only certified to teach science and was assigned to teach social studies. The district is revising the class/teacher schedule to meet accreditation.
			Fair-Mont-Egan 7-8	DEFICIENCY	<b>Second Occurrence:</b> 10.55.704 - Superintendent - FTE: No FTE	The district will hire a .1 FTE Superintendent.
	Smith Valley Elem		Smith Valley 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Natalie Mayhew has received her license on 3/14/2016.
			Smith Valley Primary	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Natalie Mayhew has received her license on 3/14/2016.
<b>Gallatin</b>	Big Sky K-12 Schools		Lone Peak High	DEFICIENCY	10.55.703 - Principal Licensure: Nonlicensed	Principal Alex Ide has currently completed over half of the course work related to becoming a certified principal in the state of Montana. He will be enrolled in the internship program as of September 2016. Due to some unforeseen circumstances with his licensure in Montana the school has this deviation. Alex came to us from Idaho where he was an independent school principal and a previously licensed teacher of Science (5-12).
					Student Performance: Science (246)	We have taken this academic year to examine the curriculum, teaching strategies and learning experiences in the middle grades and the early years of high school. We are making a curricular change of resources for the 10th grade next year as well as making a teaching change at that same level.
			Ophir 7-8	DEFICIENCY	10.55.703 - Principal Licensure: Nonlicensed	Principal Alex Ide has currently completed over half of the course work related to becoming a certified principal in the state of Montana. He will be enrolled in the internship program as of September 2016. Due to some unforeseen circumstances with his licensure in Montana the school has this deviation. Alex came to us from Idaho where he was an independent school principal and a previously licensed teacher of Science (5-12).
	Bozeman Public Schools		Bozeman High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 06S FRE; Teaching: Photojournalism	The school will ensure teachers are properly certified to teach the assigned courses.
					10.55.708 - Teaching Assignment; Endorsement: None; Teaching: Creative Art-Drawing	The school will ensure teachers are properly certified to teach the assigned courses. Teacher license issue has been corrected.
					10.55.708 - Teaching Assignment; Endorsement: None; Teaching: Art Portfolio	The school will ensure teachers are properly certified to teach the assigned courses. Teacher license issue has been corrected.
					10.55.708 - Teaching Assignment; Endorsement: None; Teaching: AP Studio Art-General Portfolio	The school will ensure teachers are properly certified to teach the assigned courses. Teacher license issue has been corrected.
					10.55.708 - Teaching Assignment; Endorsement: None; Teaching: Graphic Design	The school will ensure teachers are properly certified to teach the assigned courses. Teacher license issue has been corrected.
					10.55.713 - Class Size: 13 Classes	The school will stay within class size limits.
			Sacajawea Middle	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 06A SPA; Teaching: Writing	The school will ensure teachers are properly certified to teach the assigned courses.
					10.55.713 - Class Size: 14 Classes	The school will stay within class size limits.
	Gallatin Gateway Elem		Gallatin Gateway 7-8	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 01S ENG, 04S HIS; Teaching: Spanish	Our school had a teacher who was not properly endorsed in the subject area in which he was teaching. Mr. Michael Herdina (SEID#:80628) did not possess the Spanish endorsement required to teach that class in our middle school program. The district will address this by hiring an individual with the proper endorsement to cover our middle school Spanish program. This deviation will be addressed and an educator with the appropriate endorsement will be in place prior to the start of the 2016-17 academic year. Thank you for your time and attention on this matter.
	Manhattan Public Schools	*	Manhattan 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Received endorsement in December 2015.
			Manhattan High	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Received endorsement in December 2015.

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	Monforton Elem		Monforton 7-8	DEFICIENCY	10.55.709 - Library Media Specialist - FTE: No FTE	We listed a 0.2 FTE position at the beginning of this school year, but we had no applicants for the position. With the school's growing enrollment, we anticipate attempting to create a 0.5 FTE position for the 2016-2016 school year.		
Glacier	Browning Public Schools		Browning Middle	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S BF; Teaching: Language Arts (Grade 7)	Transferring him into High School Social Studies class. Will have an endorsed instructor teaching Language Arts (grade 7) for 2016-2017.		
					10.55.707 - Nonlicensed Teacher	Issued license 12/8/15. Has left district.		
					10.55.713 - Class Size: One Class	Data entry error.		
					Student Performance: Reading (245)	Intervention central for students in tier 3. Star testing. Hired a specialist for reading. MSRP for reading and using data to monitor growth. Teachers monitoring specific data areas to see how it is affecting test scores. Using Cornell notes. Formative assessment.		
					Student Performance: Math (230)	Math 180 with some students and would like to expand to more students. Using corrective math and Star math testing. Hired a specialist for math. Applying for another grant as well.		
					Student Performance: Science (223)	Using Fusion curriculum. Looking for a science specialist. Working with SRI grant regarding exit strategies. Teachers are using MSRP resources.		
					K W Bergan	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Class 5 license acquired 12/8/2015.
					* Napi	DEFICIENCY	<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	Received a class 5 as of 1/12/16.
					Student Performance: Reading (249)	Continue working with Linda Collins at OPI. Implemented rewards for Reading. Plan do study act implemented in 2015-2016. ISEP Intervention program. Authentic literacy model: think, pair, share. Have instructional coaches. Using FOCUS: Elevating the Essentials. Success for all 90 minute reading block.		
					Student Performance: Math (228)	ISEP Intervention program. Have Instructional coaches. 60 minute math block with 30 minute intervention focusing on math facts. Use Star assessment. 3 <sup>rd</sup> year with Envision Math. PDSA model targeting small groups. Interventionist also will work with Math. Strong focus on 6 <sup>th</sup> grade for 2016-2017. Seven teachers will receive specialized training. 21 <sup>st</sup> Century services for after school. Focus to increase mental health aspect to help teachers be able to focus solely on teaching.		
					Student Performance: Science (234)	Implemented Fusion curriculum. Extra opportunity to be engaged in text literacy. Focus on implementing literary strategies into core areas. Interventionist will also help bridge the literacy into organizing thoughts and applying it to science. Avid program		
						Vina Chattin	DEFICIENCY	10.55.707 - Nonlicensed Teacher
Cut Bank Public Schools			Anna Jeffries Elem	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed	Library specialist is participating in a current internship plan.		
			Glacier Elem	DEFICIENCY	10.55.709 - Library Media Specialist - FTE: No FTE Student Performance: Science (240)	Library specialist is in an internship program. Will be licensed for 2016-2017. We will have a new teacher for Glacier Elementary for next year with greater experience to help our students.		
			H C Davis Elem	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed	Library specialist is in a current internship plan.		
			Hidden Lake Elem	DEFICIENCY	10.55.709 - Library Media Specialist - FTE: No FTE	Library specialist is in an internship program. Will be licensed for 2016-2017.		
			Horizon Elem	DEFICIENCY	10.55.709 - Library Media Specialist - FTE: No FTE	Library specialist is in an internship program. Will be licensed for 2016-2017.		
			Zenith Elem	DEFICIENCY	10.55.709 - Library Media Specialist - FTE: No FTE	Library specialist is in an internship program. Will be licensed for 2016-2017.		
Granite	Phillipsburg K-12 Schools		Granite High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 01S ENG; Teaching: Art Portfolio	Teacher will be enrolled in a appropriate internship program from Montana State University		
					Student Performance: Science (244)	We have established a CRT/Smarter Balance committee to identify areas of need. Those areas have be discovered and address.		
Hill	Rocky Boy Public Schools		Rocky Boy High	ADVICE	Student Performance: Graduation Rate (58.1%)	Each grade level [9-12] will be assigned 3-4 staff advisors to aggressively monitor student performance and achievement each semester and assist students in registering for classes in subsequent semesters to ensure they enroll in courses leading to graduation. Students experiencing academic and attendance issues will be referred to the counselor, Dean, & Principal for closer monitoring. Implementation of a modified RTI model was initiated in the Fall of 2015 to include English and Math placement for all students. Supplemental programs such as Gear Up and Graduation MT Matters-Rocky Boy will offer annual services to promote graduation.		

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**2015-2016 Corrective Plans Recommended for APPROVAL  
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County	School System	IA	School	Accred Status	Deviation	Corrective Plan		
					Student Performance: Math (237)	We have implemented a math RTI model to ensure proper placement of students in applicable math courses. During the Fall of 2016, our 9-12 math curriculum will be reviewed, revised, and aligned to MT benchmarks and standards, as well as to Golden Triangle standards. A common textbook series will be adopted and implemented in 2017. On-going tutoring and supplemental services are provided Monday-Thursday throughout the school year. Classroom teachers, advisors, counselor, and principal will be more proactive in the identification and assignment of academic assistance for deficient students.		
					Student Performance: Science (216)	We will implement a science RTI model to ensure proper placement of students in applicable science courses. During the Fall of 2016, our 9-12 science curriculum will be reviewed, revised, and aligned to MT benchmarks and standards, as well as to Golden Triangle standards. A common textbook series will be adopted and implemented in 2017. On-going tutoring and supplemental services are provided Monday-Thursday throughout the school year. Classroom teachers, advisors, counselor, and principal will be more proactive in the identification and assignment of academic assistance for deficient students.		
Jefferson	Montana City Elem	Montana City Elementary	DEFICIENCY	10.55.704(2) - Curriculum Coordinator FTE: No FTE	We will be participating in the Montana Education Curriculum Consortium with a focus on collaborating to research and design curriculum aligned to the Montana Content Standards.			
		Montana City Middle	DEFICIENCY	10.55.704(2) - Curriculum Coordinator FTE: No FTE	We will be participating in the Montana Education Curriculum Consortium with a focus on collaborating to research and design curriculum aligned to the Montana Content Standards.			
	Whitehall Public Schools	Whitehall 7-8	DEFICIENCY	<b>Second Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: No FTE	The deviation occurs due to school enrollment numbers between the 3 schools of the district. We have one librarian hired and plan for our enrollment to decrease due to a number of economic factors in our district, therefore, the FTE requirement per school will change and we are projecting that 1 librarian will be able to service the district.			
		Whitehall High	ADVICE	<b>Second Occurrence:</b> 10.55.713 - Class Size: Two Classes	We have had a deviation in high school PE and we have added an additional PE class to our schedule to alleviate the overload in PE.			
				10.55.709 - Library Media Specialist - FTE: Insufficient FTE	The deviation occurs due to school enrollment numbers between the 3 schools of the district. We have one librarian hired and plan for our enrollment to decrease due to a number of economic factors in our district, therefore, the FTE requirement per school will change and we are projecting that 1 librarian will be able to service the district.			
Judith Basin	Hobson K-12 Schools	Hobson	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	Hobson School's Current School Counselor is working on completing a Masters in School Counseling at this time. She has completed her first two semesters of course work through an accredited institution. She has developed a plan with the district to complete her Masters in School Counseling by August, 2017.			
		Hobson 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Hobson High School's Music Instructor was hired in July of 2015. He had been teaching for 14 years in Alaska. The district hired him with the understanding that he had fulfilled all the requirements for Montana Licensure. It was brought to the district and teacher attention that he did not have the required renewal units/credits at this time. Mr. Kenneth Brottem has been diligently working on gaining the appropriate renewal/unit credits for Montana Licensure. He will complete the requirements by August 1, 2016 by attending a variety of Golden Triangle Curriculum Consortium Professional Development opportunities, as well as the Montana Behavioral Institute seminar this summer.			
					10.55.707(4) - School Counselor Licensure: Not Endorsed	Hobson K-12 School District's School Counselor is currently working towards gaining her Masters in School Counseling. Mrs. Robin Fiedler has completed her first two semesters of course work through an accredited institution. She has developed a plan with the district to complete her Masters in School Counseling by August, 2017.		
					Hobson High	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Hobson High School's Music Instructor was hired in July of 2015. He had been teaching for 14 years in Alaska. The district hired him with the understanding that he had fulfilled all the requirements for Montana Licensure. It was brought to the district and teacher attention that he did not have the required renewal units/credits at this time. Mr. Kenneth Brottem has been diligently working on gaining the appropriate renewal/unit credits for Montana Licensure. He will complete the requirements by August 1, 2016 by attending a variety of Golden Triangle Curriculum Consortium Professional Development opportunities, as well as the Montana Behavioral Institute seminar this summer.

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					10.55.707(4) - School Counselor Licensure: Not Endorsed	Hobson School's Current School Counselor is working on completing a Masters in School Counseling at this time. She has completed her first two semesters of course work through an accredited institution. She has developed a plan with the district to complete her Masters in School Counseling by August, 2017.
	Stanford K-12 Schools		Stanford	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Prekindergarten	Our Board of Trustees has begun the process of adopting Board Policy 3100 for Waiver of Age Requirements. We are going to start a Kindergarten 1 program for children 4 years of age on or before September 10 of the current school year. We have advertised for a certified teacher to teach this standalone program which will follow our adopted Kindergarten curriculum.
			Stanford 7-8	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 06A SPA; Teaching: Art	We will assign a teacher with the appropriate endorsement to teach seventh and eighth grade Art.
Lake	Charlo Public Schools		Charlo High	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 02S MAT; Teaching: Physics  Student Performance: Science (246)	There will be a properly assigned teacher placed next year.  Charlo is reworking its Science classes in order to remove some conflicts with scheduling. Students were missing certain classes at certain times of day. We have also adopted a new series in our K-8 Science with the goal to better prepare students for high school. The new series is called Fusion. It is the first time that the entire K-8 will be using the same texts. We have had 3 science teachers in the last years but next year we will have a teacher two consecutive years. We are hopeful that those 3 adjustments will increase our science scores.
	Two Eagle River Schools		Two Eagle River High	ADVICE	Student Performance: Reading (227)  Student Performance: Math (227) Student Performance: Science (218)	Adopted Read 180 RTI model. Test students to see if they meet scores, if not they use this program.  Adopted brand new curriculum called Engage New York. Purchased new levels of Math 180 as well. Students are tested in various Science areas. No specific science program, but we created a lower level section to help bring their science skills up. Continuum of learning targeted for remediation.
Lewis & Clark	Augusta Public Schools		Augusta Elem	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed	Kelly Skinner will begin her (OPI) Library Endorsement course of study this summer.
			Augusta High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 03S BIO; Teaching: Lifetime Fitness Education	Kezia Allen - Instructing Advanced P.E. The District is dropping that class/offering
	East Helena Elem		East Valley Middle	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed  10.55.713 - Class Size: 14 Classes	The Library Media Specialist had inadvertently not completed her provisional license endorsement for the Library position she was assigned to. She has completed that provisional certification as of April 2016 and is now endorsed to perform that assignment. Marne Bender, Folio Number 83631 should now show that provisional certification as required.  The current class size figures for East Valley Middle School were anomalies based on late September enrollment increases that create a need for advanced classes and band enrollment that pushed some sections into extra large sections. The school district did not accurately report the paraprofessional assistance that was given to these classrooms either. In the fall of 2016 and for the 2016 - 2017 school year appropriate class sizes of no more than 30 students will be strictly adhered to or there will be sufficient additional assistance to accommodate any additional class loads. All deviations will be corrected in the fall of 2016.
	Helena Public Schools		Helena Middle	ADVICE	<b>Second Occurrence:</b> 10.55.713 - Class Size: Eight Classes	Helena Middle School received ADVICE accreditation for the 2015-2016 school year due to class size exceeding the state maximum for 2 consecutive years. This last year the overages occurred in Spanish class and PE class. In effort to remedy the situation Helena Middle School will: 1)Not allow enrollment to exceed the 30 student standard by requiring students to take their second choice for electives when enrollment is at the maximum. 2)Deny out of district and in district boundary exception requests for attendance of students when they would like to take classes that are already full. These are students desiring to attend Helena Middle School, but already have a public school opportunity where they currently live. 3) Continue to revise its master course schedule to ensure proper class size limits are achieved. submitted by Josh McKay, Principal
	Department of Corrections – Youth		Pine Hills Youth Correctional Facilities Elem	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed	This individual is no longer employed with the district. We are recruiting for this position at this time.

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan		
			Pine Hills Youth Correctional Facilities High	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed	This individual is no longer employed with the district. We are recruiting for this position at this time.		
Lincoln	Eureka Public Schools	Lincoln Co High		DEFICIENCY	<b>Second Occurrence</b> : 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Spanish I	Misassigned teacher will have proper endorsement by the beginning of next school year.		
					<b>Second Occurrence</b> : 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Spanish II	Misassigned teacher will have proper endorsement by the beginning of next school year.		
					Student Performance: Science (245)	Brain Science Professional development for Science teachers. Cooping with Libby and Troy.		
	Libby K-12 Schools	Libby Elem		DEFICIENCY	<b>Second Occurrence</b> : 10.55.707(4) - School Counselor Licensure: Not Endorsed	We have filled the part-time position with an properly endorsed counselor for the 2-16-2017 school year.		
					<b>Third Occurrence</b> : 10.55.709 - Library Media Specialist - FTE: Insufficient FTE <b>Second Occurrence</b> : 10.55.712 - Class Size: 19 Classes	Our elementary has one library. We will try to adjust FTE using the High School Librarian. We had an average overload 1.5 students per class in second grade. The class will move to third grade and meet class size standards		
		Libby High	ADVICE		10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Computer and Information Technology	We projected larger class sizes in Physical Education and Health than we actually had. We will meet this standard next year, because of smaller class sizes in the freshmen class.		
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Computer Applications 10.55.713 - Class Size: One Class	Working on certification, but is not currently endorsed. Will apply for a class 4 licensure and contact CTE with additional questions. Working on certification, but is not currently endorsed. Will apply for a class 4 licensure and contact CTE with additional questions.		
Libby Middle	DEFICIENCY		<b>Third Occurrence</b> : 10.55.709 - Library Media Specialist - FTE: Insufficient FTE	We will move one of our endorsed Library Media specialists into the library for the required time. This shift will eliminate two English classes.				
Madison	Harrison K-12 Schools	Harrison		DEFICIENCY	10.55.707 - Nonlicensed Teacher	The Special Education teacher was replaced in November of 2015 with a licensed teacher from our Special Education Co-op.		
					Harrison 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	We replaced our unlicensed teacher with a properly licensed teacher in November of 2015.
					Harrison High	DEFICIENCY	10.55.707 - Nonlicensed Teacher	We replaced our unlicensed teacher with properly licensed teachers in November of 2015.
McCone	Circle Public Schools	Circle High		DEFICIENCY	10.55.707 - Nonlicensed Teacher	The teacher in question, Jonna Jessen, has renewed her teaching certificate and is in good standing.		
					Student Performance: Science (232)	Circle High School will continue to improve their science (CRT) test scores through curriculum and teacher professional development. We have purchased science texts that are aligned to the common core.		
		Redwater 7-8	DEFICIENCY	<b>Second Occurrence</b> : 10.55.707 - Nonlicensed Teacher	The teacher in question, Jonna Jessen, has renewed her teaching certificate and is in good standing.			
Meagher	White Sulphur Springs Public Schools	White Sulphur Springs 7-8		ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	This teacher has been enrolled in a program at MSU-Northern which will result in licensure upon completion. This is a three year program that has one year complete and will include an internship at the beginning of year 3.		
					White Sulphur Springs Elem	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	This teacher has been enrolled in a program at MSU-Northern which will result in licensure upon completion. This is a three year program, that has one year complete and will include an internship at the beginning of year 3.
					White Sulphur Springs High	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	This teacher has been enrolled in a program at MSU-Northern which will result in licensure upon completion. This is a three year program that has one year complete and will include an internship at the beginning of year 3.
Missoula	Frenchtown K-12 Schools	Frenchtown High		ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 32E SPE; Teaching: Social Development Instruction	Teacher is enrolled to take Transitions and Community supports (C&I 526) this summer. This will allow her to become certified K-12 instead of K-9 from Kansas.		
	Missoula Co Public Schools	Big Sky High		ADVICE	10.55.708 - Teaching Assignment; Endorsement: 02S MAT, 04S HIS, 06S SPA; Teaching: Sociology 10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 32E SPE; Teaching: Social Development Instruction	1.)Bethany Shepard - internship to obtain a PK12 Spec ed endorsement. 2.)Dan Nile - reassigned to U.S. History. 1.)Bethany Shepard - internship to obtain a PK12 Spec ed endorsement. 2.)Dan Nile - reassigned to U.S. History.		

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					Student Performance: Science (241)	Comprehensive review of curriculum that will go before the board. Using Project lead the way and Stem. Looking at hiring data manager to utilize data to enhance education.
			Seeley-Swan High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 31A LIB; Teaching: Journalism	Katrina Stout - internship for Business endorsement
					Student Performance: Science (241)	Comprehensive review of curriculum that will go before the board. Using Project Lead the Way and STEM. Looking at hiring data manager to utilize data to enhance education.
	Valley Christian High School		Valley Christian High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 03S BIO; Teaching: Physical Education	We are currently searching for a properly endorsed H&PE instructor. Our plan is to have a properly endorsed and certified H&PE teacher employed to teach our high school Health and Physical Education classes in time for the 2016-2017 school year.
Musselshell	Melstone Public Schools		Melstone 7-8	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 18S AG; Teaching: U.S. Geography	Mr. J.R. Pierce who is my VoAg teacher will not be teaching 7th and 8th grade physical Education and he will not be teaching Geography. I will make a new assignment for him so he teaches only VoAg classes and the Junior High teacher will have to take over more of those classes.
					10.55.708 - Teaching Assignment; Endorsement: 18S AG; Teaching: Physical Education (Grade 7)	Mr. J.R. Pierce who is my VoAg teacher will not be teaching 7th and 8th grade physical Education and he will not be teaching Geography. I will make a new assignment for him so he teaches only VoAg classes and the Junior High teacher will have to take over more of those classes.
					10.55.708 - Teaching Assignment; Endorsement: 18S AG; Teaching: Physical Education (Grade 8)	Mr. J.R. Pierce who is my VoAg teacher will not be teaching 7th and 8th grade physical Education and he will not be teaching Geography. I will make a new assignment for him so he teaches only VoAg classes and the Junior High teacher will have to take over more of those classes.
					10.55.902 - Basic Education Program: No World Language Program	The school offers but we do not schedule the world language class. I have contacted MTDA and they offer a Multi Language Class for middle school and that will work best for my school because I do not have a certified world language teacher.
			Melstone High	ADVICE	10.55.904 - Basic Education Program: No World Language Program	Melstone will offer a world language course thru MTDA so students have that option. Not having a world language teacher is the only option I have for my school.
Park	Gardiner Public Schools	*	Gardiner	DEFICIENCY	<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	Working towards licensure for 2016-2017.
					<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	Renewed endorsement 2/8/16.
					<b>Third Occurrence:</b> 10.55.707 - Nonlicensed Teacher	Working towards licensure for 2016-2017.
			Gardiner High	DEFICIENCY	<b>Third Occurrence:</b> 10.55.707 - Nonlicensed Teacher	Working towards licensure for 2016-2017.
	Livingston Public Schools		Sleeping Giant Middle	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 32A SPE; Teaching: Contemporary U.S. Issues	Amanda Smith's (SEID # 86580) is endorsed K-8 (00E ELE) and it appears that Amanda is listed as teaching Contemporary US issues but she is not in fact teaching that subject. She is teaching a much broader class which is a middle years program that consists of developing an understanding of and ability to investigate/analyze issues within the realm of history, economics, politics, civics, etc... Her Current Events and Debate class falls under the following descriptor: 54171 ** IB Humanities, Middle Years Program 04S BF, 04S ECO, 04S GEO, 04S HIS, 04S HUM, 04S NAS, 04S POL, 04S PSY, 04S SOC, 00E ELE, 04A NAS, 04E NAS International Baccalaureate (IB) Humanities, Middle Years Program courses aim to develop the understanding and application of concepts (time, place and space, change, systems and global awareness) and skills (technical, analytical, problem solving, and investigative). Content may include topics such as geography, history, economics, politics, civics, sociology, anthropology, and psychology.

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					10.55.713 - Class Size: Ten Classes	<ul style="list-style-type: none"> <li>Maximum class size for PE and Art:</li> </ul> <p>10.55.713 (2b) TEACHER LOAD AND CLASS SIZE: HIGH SCHOOL, JUNIOR HIGH, MIDDLE SCHOOL, AND GRADES 7 AND 8 FUNDED AT HIGH SCHOOL RATES (1) Each program offered shall be staffed by appropriately licensed and endorsed FTE educators.</p> <p>(2) Individual class size shall not exceed 30 students.</p> <p>(a) Class size limits do not apply to instrumental music or choral groups.</p> <p>(b) Laboratory/studio, e.g., science, art, PE, career and technical education, class size shall be limited for safety purposes. The number of students shall be determined through consultation with the teacher, considering the number, size, and use of laboratory stations.</p> <p>(3) The number of students assigned a teacher per day shall not exceed 150.</p> <p>(a) Study hall, regardless of size, shall be counted at 15 students.</p> <p>(b) Student limits do not apply to instrumental music or choral groups.</p> <ul style="list-style-type: none"> <li>(c) Library, guidance, and study hall duties are assigned student responsibilities. However, in cases where a teacher is assigned full time in these areas, the assignment may be for the entire day.</li> </ul>
Petroleum	Winnett K-12 Schools		Winnett	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed	Advertising for position. Kimberly Jensen is working towards Class 5 Provisional.
Phillips	Saco Public Schools		Saco High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 03S BF, 31A TRE; Teaching: U.S. Government-Comprehensive	I have two teachers, Amber Erickson and Jay Barry Malone teaching a History and Government class respectively. Neither are endorsed in these areas. On staff, my math teacher, Kraig Nordahl, has both a math endorsement and a social studies endorsement. He will be teaching both of these classes next year. OPI/BPE must understand that this forces me to take two extremely good veteran teachers who both love and know history and government and makes me put Mr. Nordahl in these classes even though he doesn't like the classes nor is he very good at teaching them (He'd admit to this too). He's a great math teacher. Yet now, I have to remove him from two of his good math classes and give them to someone less qualified and put him where he himself is less qualified to replace two teachers who are more qualified. Although this will address the "advice" rating we received this past year, it certainly doesn't serve our kids well at all. I should be given more latitude (as it relates to "local control) to place licensed teachers in classes that best serve my students not to placate officials in Helena. I should be allowed to place a veteran experienced teacher in (at least) one class that I feel is a good placement for them even though they aren't specifically endorsed in that area. This needs to change. Current regulations are simply hurting my students.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 08A HE, 31 A CO1; Teaching: World History and Geography	I have two teachers, Amber Erickson and Jay Barry Malone teaching a History and Government class respectively. Neither are endorsed in these areas. On staff, my math teacher, Kraig Nordahl, has both a math endorsement and a social studies endorsement. He will be teaching both of these classes next year. OPI/BPE must understand that this forces me to take two extremely good veteran teachers who both love and know history and government and makes me put Mr. Nordahl in these classes even though he doesn't like the classes nor is he very good at teaching them (He'd admit to this too). He's a great math teacher. Yet now, I have to remove him from two of his good math classes and give them to someone less qualified and put him where he himself is less qualified to replace two teachers who are more qualified. Although this will address the "advice" rating we received this past year, it certainly doesn't serve our kids well at all. I should be given more latitude (as it relates to "local control) to place licensed teachers in classes that best serve my students not to placate officials in Helena. I should be allowed to place a veteran experienced teacher in (at least) one class that I feel is a good placement for them even though they aren't specifically endorsed in that area. This needs to change. Current regulations are simply hurting my students.
Pondera	Heart Butte K-12 Schools	*	Heart Butte 7-8	DEFICIENCY	<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, and Kristi Merschand (Birchak).
					<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, and Kristi Merschand (Birchak).
					<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, and Kristi Merschand (Birchak).
					<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, and Kristi Merschand (Birchak).

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					10.55.707(4) - School Counselor Licensure: Nonlicensed	Christina will begin an internship with MSU-Billings in Fall 2016.
					Student Performance: Reading (240)	Changed curriculum. OPI will assist with Language Arts curriculum and Corrective Reading. PD August 16th for Reading Mastery. Summer school.
					Student Performance: Math (218)	Changed to Eureka Math. Ordered Rocket Math for supplemental.
					Student Performance: Science (213)	No new curriculum. Incorporating reading strategies into Science lessons to improve student achievement.
			Heart Butte Elem	DEFICIENCY	10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, Kristi Merschand (Birchak), and Constance Bradley.
					10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, Kristi Merschand (Birchak), and Constance Bradley.
					10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, Kristi Merschand (Birchak), and Constance Bradley.
					10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, Kristi Merschand (Birchak), and Constance Bradley.
					10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, Kristi Merschand (Birchak), and Constance Bradley.
					10.55.707(4) - School Counselor Licensure: Nonlicensed	Christina will begin an internship with MSU-Billings in Fall 2016.
					Student Performance: Reading (238)	Changed curriculum. Reading Mastery and Corrective Reading. PD August 16th for Reading Mastery. Summer school.
					Student Performance: Math (217)	Changed to Eureka Math. Ordered Rocket Math for supplemental.
					Student Performance: Science (221)	No new curriculum. Incorporating reading strategies into Science lessons to improve student achievement.
			* Heart Butte High	DEFICIENCY	<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, and Kristi Merschand (Birchak).
					<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, and Kristi Merschand (Birchak).
					<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, and Kristi Merschand (Birchak).
					<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	The following teachers have applied for their Class 5: Mackenzie Bullinger, Carol Poppenga, Crystal Tailfeathers, and Kristi Merschand (Birchak).
					10.55.707(4) - School Counselor Licensure: Nonlicensed	Christina will begin an internship with MSU-Billings in Fall 2016.
					Student Performance: Reading (246)	Corrective Reading in place. OPI will be working with teachers on curriculum needs. AR for assessment.
					Student Performance: Math (225)	New curriculum for Math. Upgrading math for pre algebra @ middle school. Have been recommended by OPI to go to MAP assessment.
					Student Performance: Science (212)	New curriculum in place. Vocabulary emphasis. With upgrade in reading and math, hope to see increase in Science scores.
Powder River	Broadus Public Schools		Broadus 7-8	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 13S IA; Teaching: Science (Grade 7)	Misassigned 7th grade Science teacher is retiring at the end of the 2015-16 school year, course will now be assigned to a properly endorsed teacher.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 08A HE; Teaching: Mathematics (Grade 7)	District was extremely fortunate to hire an endorsed mathematics teacher for the 2016-17 school year.
			Powder River Co District High	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Pre-Algebra	Teacher is now fully certified as he did not complete Praxis test for mathematics endorsement until this January.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Algebra I - Part 1	Teacher is now fully certified as he did not complete Praxis test for mathematics endorsement until this January.

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**2015-2016 Corrective Plans Recommended for APPROVAL  
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County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Algebra II	Teacher is now fully certified as he did not complete Praxis test for mathematics endorsement until this January.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 08A HE; Teaching: Consumer Math	The district was extremely fortunate to hire another mathematics teacher for the 2016-17 school year.
<b>Powell</b>	Deer Lodge Elem		E F Duvall 7-8	ADVICE	<b>Second Occurrence:</b> 10.55.713 - Class Size: Six Classes	We will be moving our large 8th grade class to the high school. This will enable us to be under the class size for all 7th and 8th grade classes.
<b>Prairie</b>	Terry K-12 Schools		Terry High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 04S BF, 17S BT, 17S ELC; Teaching: Welding	The Terry School District and the Administration will advertise for an industrial arts teacher that can teach all classes. We hope to achieve this to eliminate a future deviation.
					10.55.708 - Teaching Assignment; Endorsement: 04S BF, 17S BT, 17S ELC; Teaching: Automobile Mechanics-Comprehensive	The Terry School District and the Administration will advertise for an industrial arts teacher that can teach all classes. We hope to achieve this to eliminate a future deviation.
<b>Ravalli</b>	Florence-Carlton K-12 Schools		Florence-Carlton 7-8	DEFICIENCY	<b>Second Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: No FTE	We have hired Scott Berryman Folio #53564 to be the 7-8 librarian .5 FTE and .25 Administrator.
					10.55.705 - Principal FTE: No FTE	We have hired Scott Berryman Folio #53564 to be the 7-8 librarian .5 FTE and .25 Administrator.
<b>Richland</b>	Sidney Public Schools		Central Elem	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 08A HE, 32A SPE; Teaching: Grade 4	Enrolled in a 00E ELE program. Should be close to completing.
			* Sidney High	DEFICIENCY	<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	London Gordon has a 4 year education plan, should be finished with endorsement this year.
					<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	Jennifer King has applied for a class 4, also looking at master's program for endorsement.
					<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	Christopher Merica's Class 2 issued 12/8/15.
					10.55.708 - Teaching Assignment; Endorsement: 04S HIS; Teaching: Psychology	04S BF issued 5/25/16. Had all of her work in at August.
					Student Performance: Science (243)	Older data for this year. Collectively as a district we have implemented Professional Learning Communities. Early out, professional development, Next Gen science standards. new and active science teachers.
			Sidney Middle	ADVICE	<b>Second Occurrence:</b> 10.55.713 - Class Size: One Class	Larger class sizes could be continual without being able to hire an additional teacher due to budgetary constraints.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Self-Contained Classroom (Special Education)	Veronique Kidd is no longer employed with the school system.
<b>Roosevelt</b>	Froid Public Schools		Froid 7-8	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 18S AG; Teaching: Music	An endorsed K-8 elementary staff member will handle the 7th / 8th grade music.
					10.55.707(4) - School Counselor Licensure: Not Endorsed	Will have a teacher in an approved internship for counseling or will purchase the MSSA counseling for the next school year.
					Student Performance: Science (244)	Introducing Map Testing in Science. Curriculum review and selecting new textbooks.
			Froid Elem	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 18S AG; Teaching: Music	Music will be handled by endorsed K-8 elementary staff.
					10.55.707(4) - School Counselor Licensure: Not Endorsed	Will either have a teacher in an internship for counseling, or will purchase the MSSA counselor for the year.
					10.55.712 - Class Size: One Class	An aide has been assigned to help with class size deviation.
			Froid High	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 18S AG; Teaching: General Band	We are in the process of finding a 1/8 licensed music instructor for next year. We will have someone in place for this one period next year.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 18S AG; Teaching: Chorus	We are in the process of finding a 1/8 licensed music instructor for next year. We will have someone in place for this one period next year.
					10.55.707(4) - School Counselor Licensure: Not Endorsed	We will have a teacher in an approved internship for counseling or we will purchase the MSSA counseling for the next school year.
					Student Performance: Science (231)	Introducing Map Testing in Science. Curriculum review and selecting new textbooks.

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan		
	Poplar Public Schools		Poplar 7-8	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 04S BF; Teaching: Mathematics (Grade 7) Student Performance: Reading (242)	It has been remedied as the teacher has been reassigned to the proper endorsement and subject area next year.		
					Student Performance: Math (227)	I do not understand the score of 242? Again, If this is last years score how can we be docked for this year? However to answer a plan of remedy we are implementing a School wide Title 1 program where students will be pulled out for one on one academic remediation.		
					Student Performance: Science (228)	I do not understand the score of 227?? If this is last years score how can we be docked for this year? However to answer a plan of remedy we are implementing a School wide Title 1 program where students will be pulled out for one on one academic remediation.		
						We have recently renovated our science lab for 7th and 8th grades. This will allow us to have more hands on experience in learning as well as utilizing active engagement strategies.		
	Wolf Point Public Schools	Northside	ADVICE		10.55.708 - Teaching Assignment; Endorsement: 02S MAT; Teaching: Grade 5 10.55.703 - Principal Licensure: Not Endorsed Student Performance: Math (242)	Roberta has resigned and has been replaced by a certified teacher.		
					Student Performance: Science (246)	Working on Class 5 application for 2016-2017 school year.		
						Working to implement multiple intervention Classes. Have summer school and credit recovery. In the process of aligning vertically. Joined Prairie View Curriculum Consortium. NWAs and MAP Assessment. 90 min math blocks. Trial for Math ISIP.		
						Working to implement multiple intervention Classes. Have summer school and credit recovery. In the process of aligning vertically. Joined Prairie View Curriculum Consortium. NWAs and MAP Assessment.		
		* Southside	DEFICIENCY		10.55.707 - Nonlicensed Teacher Student Performance: Math (231)	She has resigned. We hope to replace her with a certified teacher for the 2016-2017 school year. Currently using multiple intervention classes. Have summer school and credit recovery. In the process of aligning vertically. Joined Prairie View Curriculum Consortium. NWAs and MAP Assessment. 90 min math blocks.		
		* Wolf Point 7-8	DEFICIENCY		10.55.707 - Nonlicensed Teacher 10.55.707 - Nonlicensed Teacher 10.55.707 - Nonlicensed Teacher 10.55.708 - Teaching Assignment; Endorsement: 04S HIS, 04S POL; Teaching: Reading	Cole Baker – resigned. Tiffanie Darby was given a Class 5 on 3/2/16. Sandra Sather-Westley has also resigned. Every Junior High teacher teaches 1 section of reading classes. Working on possible solutions for this deviation in terms of correct Course Codes.		
							10.55.708 - Teaching Assignment; Endorsement: 04S HIS, 04S POL; Teaching: Language Arts (Grade 7) 10.55.709 - Library Media Specialist - FTE: No FTE Student Performance: Math (241)	Every Junior High teacher teaches 1 section of reading classes. Working on possible solutions for this deviation in terms of correct Course Codes. We have a certified Librarian for the 2016-2017 school year. Working to implement multiple intervention Classes. Have summer school and credit recovery. In the process of aligning vertically. Joined Prairie View Curriculum Consortium. NWAs and MAP Assessment.
							Student Performance: Science (242)	Working to implement multiple intervention Classes. Have summer school and credit recovery. In the process of aligning vertically. Joined Prairie View Curriculum Consortium. NWAs and MAP Assessment.
* Wolf Point High	DEFICIENCY						<b>Fourth Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 31A REA Teaching: Cad Design and Software	He was previously denied a Class 4 license. He is working with licensure to resubmit his application.
	<b>Fourth Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 31A REA Teaching: Carpentry						He was previously denied a Class 4 license. He is working with licensure to resubmit his application.	
	<b>Fourth Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 31A REA Teaching: Cabinetmaking						He was previously denied a Class 4 license. He is working with licensure to resubmit his application.	
	<b>Fourth Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 31A REA Teaching: Woodworking						He was previously denied a Class 4 license. He is working with licensure to resubmit his application.	
			10.55.707 - Nonlicensed Teacher 10.55.709 - Library Media Specialist - FTE: No FTE Student Performance: Graduation Rate (65.6%)	Has resigned and replaced by a certified teacher. We have a certified Librarian for the 2016-2017 school year. Graduation Matters school. Working to revamp alternative school. Also a Gear Up school. Working to implement multiple intervention Classes.				

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					Student Performance: Math (239)	Working to implement multiple intervention Classes. Have summer school and credit recovery. In the process of aligning vertically. Joined Prairie View Curriculum Consortium. NWA's and MAP Assessment.
					Student Performance: Science (233)	Working to implement multiple intervention Classes. Have summer school and credit recovery. In the process of aligning vertically. Joined Prairie View Curriculum Consortium. NWA's and MAP Assessment.
<b>Rosebud</b>	Ashland Elem		Ashland	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 01S ENG Teaching: Mathematics (Grade 5)	Jennifer Dyas will be reassigned and no longer teach Math or Art. May begin internship for Math. Reviewing several other options for Art and Mathematics teachers for 2016-2017.
					Student Performance: Reading (247)	Summer school program. Currently applying for a grant for a consultant. System 44 and Read 180. Participating in Reading Counts. Local Masons reading incentive program. Would like to incorporate Heritage Center connection.
					Student Performance: Math (219)	Summer school program. Currently applying for a grant for a consultant. New math/science curriculum implemented. Sum Dog and Go Math. Fraction nation and scholastic.
		*	Ashland 7-8	DEFICIENCY	<b>Third Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 01S ENG Teaching: Art	Jennifer Dyas will be reassigned and no longer teach Math or Art. May begin internship for Math. Reviewing several other options for Art and Mathematics teachers for 2016-2017.
					<b>Third Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 01S ENG Teaching: Mathematics (Grade 7)	Jennifer Dyas will be reassigned and no longer teach Math or Art. May begin internship for Math. Reviewing several other options for Art and Mathematics teachers for 2016-2017.
					Student Performance: Reading (244)	Summer school program. Currently applying for a grant for a consultant. System 44 and Read 180. Participating in Reading Counts. Local Masons reading incentive program. Would like to incorporate Heritage Center connection.
					Student Performance: Math (215)	Summer school program. Currently applying for a grant for a consultant. New math/science curriculum implemented. Sum Dog and Go Math. Fraction nation and scholastic.
	Lame Deer Public Schools	*	Lame Deer	DEFICIENCY	<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
					<b>Second Occurrence:</b> 10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
					<b>Third Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: No FTE	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies. We have offered a part time librarian a job for 2016-2017 and still will continue to advertise.
					10.55.712 - Class Size: Nine Classes	We have not exceeded the class size limits and will continue to do our best not to exceed them in the future. This was reported wrongly to OPI. We will need better training for reporting in the future.

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					Student Performance: Reading (245)	<ul style="list-style-type: none"> <li>• It is our understanding that we are at level two and this is not a cause for deficiency status. Our goal is to continue our pattern of positive growth in this area.</li> <li>• We will continue to stress Intervention as appropriate for identified students.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress action through our Building Leadership team.</li> <li>• <u>Recruit, hire and retain quality and qualified teachers.</u></li> </ul>
					Student Performance: Math (221)	<ul style="list-style-type: none"> <li>• It is our understanding that we are at level two and this is not a cause for deficiency status. Our goal is to continue our pattern of positive growth in this area.</li> <li>• We will continue to stress Intervention as appropriate for identified students.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress action through our Building Leadership team.</li> <li>• Recruit, hire and retain quality and qualified teachers.</li> <li>• Use Math U See program</li> <li>• <u>Continue MAPs- Descarte</u></li> </ul>
					Student Performance: Science (231)	<ul style="list-style-type: none"> <li>• It is our understanding that we are at level two and this is not a cause for deficiency status. Our goal is to continue our pattern of positive growth in this area.</li> <li>• We will continue to stress Intervention as appropriate for identified students.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress action through our Building Leadership team.</li> <li>• Recruit, hire and retain quality and qualified teachers.</li> <li>• <u>Attend Science Fairs with our students science projects.</u></li> </ul>
	Rosebud Public Schools		Rosebud High	ADVICE	Student Performance: Graduation Rate (50.0%)	This year the Rosebud School District in on the advice level for our graduation rate. To increase the graduation rate we have made several important changes including hiring a part time school social worker to work with our most emotionally challenged students. Increasing parental involvement by reaching out to parents and making our school an inviting a welcoming place for parents and this is a priority for us. This year we have also implemented a new code of conduct and implemented it in a fair, firm and consistent way for all students. This has had a positive impact on the climate and culture of the school and on student morale. Next year we will continue with this strategy and begin implementing a character education program based on the book Cowboy Ethics. Students who struggle academically will also be provided with support from a special education para or title one para. This year teachers were trained how to deescalate students. This has helped to increase the number of positive interactions with students and we will continue to focus on this in our professional development. Supporting students in developing the reading skills to be successful in school starts in elementary school and our elementary teachers continue to make this the focus of their instruction. Rosebud school district has a staff of highly qualified veteran elementary school teachers who are doing an excellent job in this area and this is why our elementary school has scored well on state exams.
					Student Performance: Science (246)	To address our science scores we have hired a new science teacher this year and we are providing her with the mentoring, professional development and support to provide students with the highest quality science education possible. This teacher has been instructed to use a student centered, hands on approach to teaching science based on the Montana State Standards and she is highly motivated. In addition, we have hired an elementary school teacher with a science endorsement and we will use this expertise at the elementary level to prepare students for high school science. As a Superintendent and former science teacher I will be working with both of our science teachers to implement Marzano's instructional framework to support quality instruction in all science classes and teacher evaluations will be based on this framework. Frequent observations, feedback and dialogue will be provided to accelerate learning. Next year we will Focus on the scientific method, critical thinking, and depth of knowledge.
<b>Sanders</b>	Hot Springs K-12 Schools		Hot Springs 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	The school has now hired a full time certificated K-12 Music teacher for the 2016-17 school year.
<b>Sheridan</b>	Medicine Lake K-12 Schools		Medicine Lake High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Language Arts I (Grade 9)	Mr. Cook is currently working with his college professors and licensure/registrar office to amend his license. He also has given me notice that he may not be coming back to teach at the Medicine Lake School District for the 2016-17 school year. I will continue to work with him to finalize his credentials.

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County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Language Arts II (Grade 10)	Mr. Cook is currently working with his college professors and licensure/registrar office to amend his license. He also has given me notice that he may not be coming back to teach at the Medicine Lake School District for the 2016-17 school year. I will continue to work with him to finalize his credentials.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Language Arts III (Grade 11)	Mr. Cook is currently working with his college professors and licensure/registrar office to amend his license. He also has given me notice that he may not be coming back to teach at the Medicine Lake School District for the 2016-17 school year. I will continue to work with him to finalize his credentials.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Language Arts IV (Grade 12)	Mr. Cook is currently working with his college professors and licensure/registrar office to amend his license. He also has given me notice that he may not be coming back to teach at the Medicine Lake School District for the 2016-17 school year. I will continue to work with him to finalize his credentials.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Journalism	Mr. Cook is currently working with his college professors and licensure/registrar office to amend his license. He also has given me notice that he may not be coming back to teach at the Medicine Lake School District for the 2016-17 school year. I will continue to work with him to finalize his credentials.
					Student Performance: Graduation Rate (66.7%)	With the low enrollment and small graduation classes, losing just one student truly affects our rates. This student dropped out of school due to pregnancy and moving out of our school district.
					Student Performance: Science (236)	We will continue to place an emphasis on education and driving our curriculum to meet the Montana State Standards. Once again the small class size hinders our percentage as two out of the eight students in the 10th grade were students with IEPs.
	Westby K-12 Schools		Westby	ADVICE	10.55.708 - Library Media Specialist: Not Endorsed	Mrs. Olson is currently enrolled in the library endorsement program at Montana State. She is scheduled to complete the program Spring 2017.
			Westby 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Ms. Hair obtained a double major from Rocky Mountain College in the Spring of 2015. Upon her employment in Westby, she was accepted into the NPPT program in Bozeman. She is eligible for Class 5 licensure.
					10.55.708 - Library Media Specialist: Not Endorsed	Mrs. Olson is currently enrolled in the library endorsement program at Montana State. She is scheduled to complete her program Spring 2017.
			Westby High	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Mrs. Rush was only able to teach for the Westby School District for the first semester. A fully licensed and endorsed veteran teacher finished the second semester. Westby School has advertised the position since February of 2015. The English opening is still not filled. We have interviewed roughly 20 candidates during that time span. All have accepted jobs elsewhere. We will continue to work to find a replacement.
					10.55.707 - Nonlicensed Teacher	Ms. Hair obtained a double major from Rocky Mountain College in the Spring of 2015. Upon her employment in Westby, she was accepted into the NPPT program in Bozeman. She is eligible for Class 5 licensure.
					10.55.708 - Library Media Specialist: Not Endorsed	Mrs. Olson is currently enrolled in the library endorsement program at Montana State. She is scheduled to complete her program Spring 2017.
<b>Silver Bow</b>	Butte Central High		Butte Central High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 01S ENG; Teaching: Chorus	The school will not be bringing back Mrs. Valery Frangelica as the schools chorus teacher for the 16-17 school year. We will be recruiting and working to hire a licensed music teacher.
					10.55.708 - Library Media Specialist: Not Endorsed	The .5 librarian has already received a provisional license for the 16-17 school year.
					Student Performance: Math (249)	Have two great licensed Math teachers. Adding assessment to track Math better to identify student needs. Adding additional Math class. Adding lunch time tutoring.
					Student Performance: Science (241)	Science teachers are collaborating to identify areas where student performance is low.
	Melrose Elem		Melrose	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Prekindergarten	Ms. Laura Chamberlain is working on getting the proper classes completed, and paperwork turned in.
<b>Stillwater</b>	Absarokee Public Schools		Absarokee 7-8	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 23S CA; Teaching: Food and Nutrition	We will more carefully select Carolyn Story's classes to fit her endorsement of 23S CA.
					Student Performance: Science (243)	After school program where teachers stay until 4:30 and work with any students that receive a D or F. Those students stay after and work on missing assignments in Science, Math, and Reading.
			Absarokee High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 23S CA; Teaching: Child Development	We will more carefully select Carolyn Story's classes to fit her endorsement of 23S CA.
					10.55.703 - Principal Licensure: Not Endorsed	Meredith Feddes' Principal FTE will be split amongst all three schools for the 2016-17 school year. She is endorsed K-12 Principal.

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					Student Performance: Math (245)	After school program where teachers stay until 4:30 and work with any students that receive a D or F. Those students stay after and work on missing assignments in Science, Math, and Reading. New math Curriculum textbooks are being purchased for 7-8 and will help raise scores and transition to the high school level.
					Student Performance: Science (243)	After school program where teachers stay until 4:30 and work with any students that receive a D or F on. Those students stay after and work on missing assignments in Science, Math, and Reading.
	Columbus Public Schools		Columbus Middle	ADVICE	<b>Second Occurrence:</b> 10.55.713 - Class Size: One Class	The Columbus Middle School has taken three corrective actions to remedy the deviation of having too many students assigned to our PE classes. 1) The school is offering another class of PE to reduce the student to teacher ratio to meet accreditation standards. 2) If an influx of students come into the school a paraprofessional will be assigned to the class with greater than 30 students. 3) The administration will re-checked our student registration numbers for upcoming school year and years to follow to verify that the student numbers in our PE classes are below the 30 students per class.
	Rapelje Public Schools		Rapelje High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ECE, 00E ELE; Teaching: General Band	We currently have a K-8 certified teacher teaching our K-12 music. This means she is misassigned for our high school band and choir. Because we are small district (56 students K-12), our music position is a part time position. We receive no applications when we advertise for a part-time music position. We will advertise for a part time music teacher next year to attempt to remedy this deviation. Until we are able to fill this music position with a certified music teacher, we will continue to employ our current teacher, as she does an excellent job with our music program. She has an extensive background in music, even though she is not certified for high school music classes.
					10.55.708 - Teaching Assignment; Endorsement: 00E ECE, 00E ELE; Teaching: Chorus	We currently have a K-8 certified teacher teaching our K-12 music. This means she is misassigned for our high school band and choir. Because we are small district (56 students K-12), our music position is a part time position. We receive no applications when we advertise for a part-time music position. We will advertise for a part time music teacher next year to attempt to remedy this deviation. Until we are able to fill this music position with a certified music teacher, we will continue to employ our current teacher, as she does an excellent job with our music program. She has an extensive background in music, even though she is not certified for high school music classes.
<b>Teton</b>	Bynum Elem		Bynum	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Teacher submitted paperwork and renewed her teaching certificate issued 9/7/2015.
	Dutton/Brady K-12 Schools		Dutton/Brady Elem	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 32A SPE; Teaching: Prekindergarten Student Performance: Science (247)	This school will endeavor to hire a teacher that is endorsed in Early Childhood Education to fill this position. We have advertised to fill this position and have met with no success. This school will place an increased emphasis on science at the elementary level. For many years the emphasis has been on reading and math perhaps to the detriment of science. Elementary teaching staff will be coached to increase instruction on science and science-related curricula to rectify this issue. In addition, elementary teaching staff will be encouraged to participate in science related professional development training. <u>Administration will supervise and monitor the increased emphasis.</u>
	Greenfield Elem		Greenfield	DEFICIENCY	10.55.707 - Nonlicensed Teacher	Teacher resigned. School is interviewing new candidates for the position.
	Power Public Schools		* Power	DEFICIENCY	10.55.710 - School Counselor - FTE: No FTE	The deviation was remedied on November 11, 2015 when Earlene Ostberg began working as our school counselor. She was unable to begin working earlier than that due to the rules of TRS.
					10.55.707 - Nonlicensed Teacher	The deviation was remedied in January of 2016. Wendy Maruska, our 5th grade teacher, become certified at that time.
				DEFICIENCY	* Power 7-8 10.55.710 - School Counselor - FTE: No FTE	We hired a school counselor, Earlene Ostberg, and she began working in November of 2015.
				DEFICIENCY	* Power High 10.55.710 - School Counselor - FTE: No FTE	We hired a school counselor, Earlene Ostberg, and she began working in November of 2015.
<b>Treasure</b>	Hysham K-12 Schools		Hysham High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 31A CO1; Teaching: Physical Education	In our high school, we have a misassigned PE instructor. The current person who teaches PE has both a K-8 endorsement in elementary education and a K-12 endorsement in counseling. We have just one high school PE period per day. With just one job opening so far in our district, we will try to find a person who not only has the job we need filled, special education, but may also have the health and PE endorsement also. If we do not find such an applicant, we will try to fill the one period position with a staff person willing to go to school and pick-up the health and PE endorsement. If we have such a staff member, the district will need to help pay the expenses of the staff person to add this endorsement to his/her certificate.

\* Denotes a school in the Intensive Assistance Process

**2015-2016 Corrective Plans Recommended for APPROVAL  
for Schools with ADVICE or DEFICIENCY Status**

County	School System	IA	School	Accred Status	Deviation	Corrective Plan		
					10.55.703 - Principal Licensure: Not Endorsed	I thought this deviation was taken care of when I called OPI on April 11th and talked to Linda Peterson who was going to turn it over to a staff person who was absent that day. Since I did not hear anything back, I thought the deviation mark had been corrected. The reasoning behind questioning this deviation is that I am a full time superintendent for the school district of less than 70 students in K-12 and less than 14 FTE in K-12. Looking at ARM 10.55.704 and 10.55.705 the need for a principal was covered by having a full time superintendent in the building. If this is not the case, then I will need to go back to school and get my high school principal endorsement since I have only a K-12 principal endorsement from MSU. This may also be solved when I retire at the end of the 2016-2017 school year and the district hires a person endorsed as superintendent and K-12 principal.		
Valley	Frazer Public Schools	*	Frazer High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Corrective Reading	The classes identified are Special education classes. The district has been and continues its recruitment effort to hire a certified Special Education teacher. In the future these SPED classes will be taught by regular ed teachers under the supervision of the Special Education department.		
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Applied English and Communications	The classes identified are Special education classes. The district has been and continues its recruitment effort to hire a certified Special Education teacher. In the future these SPED classes will be taught by regular ed teachers under the supervision of the Special Education department.		
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: General Math	The classes identified are Special education classes. The district has been and continues its recruitment effort to hire a certified Special Education teacher. In the future these SPED classes will be taught by regular ed teachers under the supervision of the Special Education department.		
					Student Performance: Reading (246)	Using I - Station, an intervention program. Has benchmarks for critical areas that teachers can address.		
					Student Performance: Math (234)	Implemented Ed Ready. Working to keep it going.		
					Student Performance: Science (224)	Advertising for full time Science teacher. No applicants. Person who taught last year is pretty old, but would be willing.		
Glasgow K-12 Schools	Glasgow Middle School		Glasgow Middle School	DEFICIENCY	10.55.707(4) - School Counselor Licensure: Nonlicensed	Our current Counselor is enrolled in the school counseling program and working towards her degree. We had no other applicants this summer/fall and Grace Burns came on board in October for the MS. She has a Bachelor in Psychology and emphasis in Human Services. She is currently being supported by the other two district counselors and our school psychologist.		
					10.55.708 - Library Media Specialist: Not Endorsed	Our library media specialist is currently enrolled in the MSU Bozeman internship program. Due to miscommunication, we did not fill out all of the paperwork this summer that was required. We are completing this paperwork to reflect current standing.		
					Student Performance: Science (250)	In an effort to improve student achievement in the area of Science, Glasgow Middle School is continuing the support of cross curricular collaboration. We feel that involving the reading/writing component along with the Science related content will help students better articulate their Science knowledge. Our LA and Science teams plan to increase the level of support next year. We are also engaging in vertical and horizontal alignment discussions as to ensure that there are not gaps in the content being delivered.		
Hinsdale Public Schools	Hinsdale		Hinsdale	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Library Media Specialist: Not Endorsed	The school's plan to remedy Library Media Specialist deficiency is to contract with Montana Small Schools Alliance for Standards Library Services for 2016-2017. This contract will be approved by the Hinsdale Public Schools Board of Trustees at its regularly scheduled board meeting on May 10, 2016.		
					Hinsdale 7-8	DEFICIENCY	10.55.709 - Library Media Specialist - FTE: No FTE	The school's plan to remedy Library Media Specialist deficiency is to contract with Montana Small Schools' Alliance for Standard Library Services for 2016-2017. This contract will be approved by the Hinsdale Public Schools Board of Trustees at its regularly scheduled board meeting on May 10, 2016.
					Hinsdale High	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Library Media Specialist: Not Endorsed	The school's plan to remedy Library Media Specialist deficiency is to contract with Montana Small Schools Alliance for Standards Library Services for 2016-2017. This contract will be approved by the Hinsdale Public Schools Board of Trustees at its regularly scheduled board meeting on May 10, 2016.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Algebra I	The current staff member, Jay Billingsley, is retiring in May 2016. The school is making every effort to hire a qualified high school math teacher with a 02S MAT Montana Endorsement and Teaching Certificate for the 2016-2017 year. If a qualified teacher cannot be hired to teach high school math on-site, the Montana Digital Academy courses will be set up to provide this service with a qualified facilitator to monitor the students during their math class.		

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**2015-2016 Corrective Plans Recommended for APPROVAL  
for Schools with ADVICE or DEFICIENCY Status**

County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Algebra II	The current staff member, Jay Billingsley, is retiring in May 2016. The school is making every effort to hire a qualified high school math teacher with a 02S MAT Montana Endorsement and Teaching Certificate for the 2016-2017 year. If a qualified teacher cannot be hired to teach high school math on-site, the Montana Digital Academy courses will be set up to provide this service with a qualified facilitator to monitor the students during their math class.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Geometry	The current staff member, Jay Billingsley, is retiring in May 2016. The school is making every effort to hire a qualified high school math teacher with a 02S MAT Montana Endorsement and Teaching Certificate for the 2016-2017 year. If a qualified teacher cannot be hired to teach high school math on-site, the Montana Digital Academy courses will be set up to provide this service with a qualified facilitator to monitor the students during their math class.
					10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Mathematics - Other	The current staff member, Jay Billingsley, is retiring in May 2016. The school is making every effort to hire a qualified high school math teacher with a 02S MAT Montana Endorsement and Teaching Certificate for the 2016-2017 year. If a qualified teacher cannot be hired to teach high school math on-site, the Montana Digital Academy courses will be set up to provide this service with a qualified facilitator to monitor the students during their math class.
	Lustre Christian High	* Lustre Christian High		DEFICIENCY	<b>Third Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S PSY; Teaching: U.S. History-Comprehensive	We will either have the teacher in classes through one of the state colleges to get his professional until he is correctly certified by Aug. 16 or we will hire a certified teacher in the history dept.
					<b>Third Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S PSY; Teaching: U.S. Government-Comprehensive	We will either have the teacher in classes through one of the state colleges to get his professional until he is correctly certified by Aug. 16 or we will hire a certified teacher in the history dept.
					<b>Third Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S PSY; Teaching: World People Studies	We will either have the teacher in classes through one of the state colleges to get his professional until he is correctly certified by Aug. 16 or we will hire a certified teacher in the history dept.
					<b>Third Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S PSY; Teaching: World History and Geography	We will either have the teacher in classes through one of the state colleges to get his professional until he is correctly certified by Aug. 16 or we will hire a certified teacher in the history dept.
					<b>Third Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S PSY; Teaching: Geography - Other	We will either have the teacher in classes through one of the state colleges to get his professional until he is correctly certified by Aug. 16 or we will hire a certified teacher in the history dept.
	Nashua K-12 Schools	Nashua		DEFICIENCY	10.55.707 - Nonlicensed Teacher	This has been remedied since the teacher has received their license.
					Student Performance: Math (244)	Use MAP assessment at the elementary level. Will address any and all needs from that assessment. Smarter Balanced results will help us address any critical needs.
		Nashua 7-8		DEFICIENCY	10.55.707 - Nonlicensed Teacher	This has been remedied for Arthur Allen who has received his license.
					10.55.707 - Nonlicensed Teacher	Teresa Fahlgren has resigned and a licensed teacher will be hired in her place.
		Nashua High		DEFICIENCY	10.55.707 - Nonlicensed Teacher	This has been remedied for Arthur Allen who has received his license.
					10.55.707 - Nonlicensed Teacher	Teresa Fahlgren has resigned and a licensed teacher will be hired in her place.
					Student Performance: Science (246)	Will utilize MAP's assessment to address critical needs in the area of Science.
	Opheim K-12 Schools	Opheim 7-8		DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 01S ENG, 04S HIS, 31A LIB; Teaching: Chorus	I am attending the Minnesota Teaching Fair in Minneapolis on Monday, April 18th in order to recruit for several open positions, including music/choir. The statewide and nationwide teaching shortage make recruitment challenging for small, rural schools such as Opheim.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 01S ENG, 04S HIS, 31A LIB; Teaching: Music (Grade 7)	I am attending the Minnesota Teaching Fair in Minneapolis on Monday, April 18th in order to recruit for several open positions, including music/choir. The statewide and nationwide teaching shortage make recruitment challenging for small, rural schools such as Opheim.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 01S ENG, 04S HIS, 31A LIB; Teaching: Music (Grade 8)	I am attending the Minnesota Teaching Fair in Minneapolis on Monday, April 18th in order to recruit for several open positions, including music/choir. The statewide and nationwide teaching shortage make recruitment challenging for small, rural schools such as Opheim.
		Opheim High		DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 01S ENG, 04S HIS, 31A LIB; Teaching: General Band	I am attending the Minnesota Teaching Fair in Minneapolis on Monday, April 18th in order to recruit for several open positions, including music/choir. The statewide and nationwide teaching shortage make recruitment challenging for small, rural schools such as Opheim.

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**2015-2016 Corrective Plans Recommended for APPROVAL  
for Schools with ADVICE or DEFICIENCY Status**

County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 01S ENG, 04S HIS, 31A LIB; Teaching: Chorus	I am attending the Minnesota Teaching Fair in Minneapolis on Monday, April 18th in order to recruit for several open positions, including music/choir. The statewide and nationwide teaching shortage make recruitment challenging for small, rural schools such as Opheim.
					Student Performance: Graduation Rate (50.0%)	2015 - one senior and she graduated. In 2016, two seniors, both graduated. We anticipate 3 graduates in 2017 who will graduate successfully.
<b>Wheatland</b>	Harlowton Public Schools		Harlowton High	DEFICIENCY	<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Pre-Algebra	Teacher Endorsement SEID# 52415 Allison Steeter will not be teaching Pre-Algebra. However, I do have a new elementary teacher that will be teaching Algebra I next year. I have advertised since January 2016. I had two applications for the Math teaching job. I offered the job to both teachers, and both teachers took jobs in Western Montana. The new elementary teacher has a Math concentration and is going to try and get on an <u>internship plan in which she will have three years to become math certified.</u>
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 01S ENG, 04S HIS; Teaching: Creative Art-Comprehensive	Teacher SEID#70876 Mary-Kate Nienhuis French also will have her Art Internship starting this fall. Mary-Kate is taking classes at the University of Montana this summer and she is accepted into an internship program for art.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 01S ENG, 04S HIS; Teaching: Ceramics/Pottery	Teacher SEID#70876 Mary-Kate Nienhuis French also will have her Art Internship starting this fall. Mary-Kate is taking classes at the University of Montana this summer and she is accepted into an internship program for art.
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Computer Applications	Teacher SEID# 71920 Timothy Lange will not be working for Harlowton Public Schools next year. Business is an opening that I have opened for three years now. I have yet to get a certified teacher to apply for my business opening. I do have Tara Berg who was accepted into an internship program with MSU-Bozeman to get certified <u>to teach technology for the next school year.</u>
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Computer Technology	Teacher SEID# 71920 Timothy Lange will not be working for Harlowton Public Schools next year. Business is an opening that I have opened for three years now. I have yet to get a certified teacher to apply for my business opening. I do have Tara Berg who was accepted into an internship program with MSU-Bozeman to get certified <u>to teach technology for the next school year.</u>
					<b>Second Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 00E ELE; Teaching: Business/Office Career Exploration	Teacher SEID# 71920 Timothy Lange will not be working for Harlowton Public Schools next year. Business is an opening that I have opened for three years now. I have yet to get a certified teacher to apply for my business opening. I do have Tara Berg who was accepted into an internship program with MSU-Bozeman to get certified <u>to teach technology for the next school year.</u>
					Student Performance: Math (241)	Harlowton Public Schools has concentrated on getting Math scores up. Even though we are stuck in AYP purgatory, without testing with the MONTCAS Test anymore, we have been concentrating on getting our Math curriculum in line. We have aligned our curriculum with MCCSS and we have split our classes so we can use small group instruction, as well as advance kids at different paces. We hired a second math concentration elementary teacher, since we could not find a certified math instruction, and made our math classes smaller. Our elementary teacher will be teaching GO MATH to grades 7-8 as well as pre-algebra and algebra 1. We have <u>also added a consumer math to our schedule as well.</u>
<b>Yellowstone</b>	Billings Public Schools	*	Beartooth	ADVICE	<b>Second Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: Insufficient FTE	Due to the expansion of our new middle school, we will be able to have sufficient Library Media Specialist FTE for next year.
					10.55.708 - Library Media Specialist: Not Endorsed	The librarian is working on her library media specialist endorsement.
		*	Billings West High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 02S MAT, 06S SPA; Teaching: Early Childhood Education	Linda Boyer will continue to teach the Family/Parenting class next year. However, we will code the class differently to align with her current endorsements.
					Student Performance: Science (247)	Professional Learning Communities will address any needs in this area. We will have formative assessments and address all critical areas.
			Castle Rock 7-8	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 01S ENG; Teaching: World History - Overview	Remove mis-assigned class from targeted teachers schedule. Recheck teacher assignments for errors before the start of the school year.
		*	Rose Park	DEFICIENCY	<b>Fourth Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: Insufficient FTE	Rose Park will have a full time librarian for the 16-17 school year.
		*	Washington	DEFICIENCY	<b>Third Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: Insufficient FTE	We will have a full time Library Media Specialist next year
					Student Performance: Math (240)	We have Title 1 coaches in place, PLC's, and will address all critical areas as assessed by the Smarter Balanced Assessment.
	Broadview Public Schools		Broadview 7-8	ADVICE	10.55.902 - Basic Education Program: No World Language Program	Advertised for position, two applicants, board chair dismissed both. Looks like the Digital Academy will be used.
	Elder Grove Elem		Elder Grove	DEFICIENCY	10.55.707 - Nonlicensed Teacher	The teacher that was non licensed is currently licensed as of December 2015.

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**2015-2016 Corrective Plans Recommended for APPROVAL  
for Schools with ADVICE or DEFICIENCY Status**

County	School System	IA	School	Accred Status	Deviation	Corrective Plan
					Student Performance: Science (232)	We currently have a big unit for Science in grades 5th-8th grade that they all do a Science Fair project. This takes 2 months of instructional time. We are going to scale this back to one month in 5th grade and only do a Science Fair project in 8th grade. This will allow more time on teaching the standards in 5th-7th grade. We are also changing curriculum to C12 online curriculum that follows the next generation science standards. This will be a much better curriculum than our old text books.
			Elder Grove 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	The teacher that was non licensed is currently licensed as of December 2015.
	Elysian Elem		Elysian	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	The school counselor at Elysian School is now endorsed.
			Elysian 7-8	ADVICE	10.55.707(4) - School Counselor Licensure: Not Endorsed	The school counselor at Elysian Elementary ( K-8) is now endorsed.
	Huntley Project K-12 Schools		Huntley Project High	ADVICE	10.55.708 - Teaching Assignment; Endorsement: 00E ELE, 31E REA; Teaching: Geography - Other	The k-8 endorsed teacher who taught a HS geography class is no longer in the employ of HP schools. That class will be taught by a properly certified teacher beginning next year.
					10.55.709 - Library Media Specialist - FTE: Insufficient FTE	HP HS numbers fluctuate around the 250 mark. As of the count date the number was over 250, requiring another .5 FTE librarian. That number later dropped below 250, and therefore the FTE requirement dropped. We will not know until school starts if a 1.0 FTE is needed or not, but don't anticipate this to be a problem in the future. If it continues to be an issue we will file a request for variance by the appropriate deadline.
					Student Performance: Science (243)	The JH/HS science PLC team will be analyzing test scores to identify areas for improvement. This will include discussion and implementation of instructional techniques that will enhance student learning in identified areas. This PLC team will also be provided with appropriate professional development, both content specific and reading related.
	Lockwood Elem		Lockwood Intermediate	ADVICE	10.55.703 - Principal Licensure: Not Endorsed	Jennifer Fox is now fully licensed and endorsed as a principal.
					Student Performance: Science (248)	We have increased our curricular materials to include Scholastic News. We are using more STEM oriented curriculum and have received a robotics grant.
	Lockwood Elem		Lockwood Primary	ADVICE	10.55.703 - Principal Licensure: Not Endorsed	Jennifer Fox is now properly licensed and endorsed.

**ITEM 14**

**RECOMMEND APPROVAL OF THE 2015-2016  
CORRECTIVE PLANS AND TIMELINES OF  
ACCREDITED SCHOOLS IN STEP 2 OF THE  
INTENSIVE ASSISTANCE PROCESS**

**Patty Muir**

# Montana Board of Public Education Executive Summary

**Date: July 2016**

<b>Presentation</b>	Recommend Approval of the 2015-2016 Corrective Plans and Timelines of Accredited Schools in Step 2 of the Intensive Assistance Process
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides the Board of Public Education (BPE) the Corrective Plans and Timelines for schools in Step 2 of the Intensive Assistance Process. District Board of Trustee Chairs and Superintendents will be presenting at the July BPE meeting.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Action One: Recommend APPROVAL of 2015-16 Corrective Plan and Timeline for Northern Cheyenne Tribal Schools 7-8.  Action Two: Recommend APPROVAL of 2015-16 Corrective Plan and Timeline for Northern Cheyenne Tribal High School.



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

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Action Three: Recommend APPROVAL of 2015-16 Corrective Plan and Timeline for Lavina High School.

Action Four: Recommend APPROVAL of 2015-16 Corrective Plan and Timeline for Conrad High School.

Action Five: Recommend APPROVAL of 2015-16 Corrective Plan and Timeline for Lustre Elementary.

Action Six: Recommend APPROVAL of 2015-16 Corrective Plan and Timeline for Box Elder High School.

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## Schools in **STEP 2** Intensive Assistance

### Northern Cheyenne Tribal Schools

- Northern Cheyenne Tribal 7-8
- Northern Cheyenne Tribal High School

### Lavina K-12 Schools

- Lavina High School

### Box Elder Public Schools

- Box Elder High School

### Helena Public Schools

- Helena High School

### Conrad Public Schools

- Conrad High School

### Poplar Public Schools

- Poplar High School

### Lame Deer Public Schools

- Lame Deer High School
- Lame Deer 7-8

### Lustre Elementary

- Lustre School

### Billings Public Schools

- McKinley School

## Schools in **STEP 2** Intensive Assistance

### Northern Cheyenne Tribal Schools

<b>Northern Cheyenne Tribal 7-8</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	No CSIP Report; Nonlicensed Teacher
2011-2012	REGULAR	
2012-2013	REGULAR	
2013-2014	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; No School Counselor FTE
2014-2015	DEFICIENCY	No Curriculum Coordinator FTE; Teaching Misassignment; No Library Media Specialist FTE; No School Counselor FTE
2015-2016	DEFICIENCY	Nonlicensed Teacher; Student Performance

<b>Northern Cheyenne Tribal High School</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	No CSIP Report; Nonlicensed Teacher; Teaching Misassignment
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment; No Library Media Specialist FTE; No School Counselor FTE
2014-2015	DEFICIENCY	Principal Not Endorsed, No Curriculum Coordinator FTE; Nonlicensed Teacher; Teaching Misassignment; Nonlicensed School Counselor
2015-2016	DEFICIENCY	Nonlicensed Teacher; Student Performance

### Lavina K-12 Schools

<b>Lavina High School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	REGULARMD	Teaching Misassignment; Library Media Specialist Not Endorsed
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment
2015-2016	DEFICIENCY	Teaching Misassignment; Principal Not Endorsed

## Schools in **STEP 2** Intensive Assistance

### Box Elder Public Schools

<b>Box Elder High School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Nonlicensed Principal; Nonlicensed Teacher; Student Performance
2014-2015	DEFICIENCY	Nonlicensed Teacher; Basic Education Program; Student Performance
2015-2016	DEFICIENCY	Nonlicensed Teacher; Student Performance

### Helena Public Schools

<b>Helena High School</b>		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Class Size; Teaching Misassignment
2011-2012	DEFICIENCY	Class Size; Teaching misassignment
2012-2013	DEFICIENCY	Class Size; Library Media Specialist FTE; Teaching misassignment
2013-2014	DEFICIENCY	Class Size; Nonlicensed Teacher
2014-2015	DEFICIENCY	Class Size; Board of Trustees Policies; Nonlicensed Teacher
2015-2016	DEFICIENCY	Class Size

## Schools in **STEP 2** Intensive Assistance

### Conrad Public Schools

<b>Conrad High School</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	REGULAR	
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment
2015-2016	DEFICIENCY	Teaching Misassignment

### Poplar Public Schools

<b>Poplar High School</b>		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	DEFICIENCY	Supt Endorsement; Nonlicensed Teacher; Teaching Misassignment
2013-2014	DEFICIENCY	Nonlicensed Principal; No Curriculum Coordinator FTE; Student Performance
2014-2015	DEFICIENCY	Nonlicensed Teacher; Student Performance
2015-2016	DEFICIENCY	Nonlicensed Teacher; School Counselor not endorsed

## Schools in **STEP 2** Intensive Assistance

### Lame Deer Public Schools

<b>Lame Deer High School</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	REGULARMD	Library Media Specialist Not Endorsed
2012-2013	REGULAR	
2013-2014	DEFICIENCY	Teaching Misassignment; Student Performance
2014-2015	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; Student Performance
2015-2016	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; Teaching Misassignment; Student Performance

<b>Lame Deer 7-8</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	REGULARMD	Teaching Misassignment; Library Media Specialist Not Endorsed
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment; No Library Media Specialist FTE
2015-2016	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; Principal not endorsed

### Lustre Elementary

<b>Lustre School</b>		
Year	Status	Reason(s)
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	DEFICIENCY	Teaching Misassignment
2012-2013	DEFICIENCY	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment
2015-2016	DEFICIENCY	Teaching Misassignment

## Schools in **STEP 2** Intensive Assistance

### Billings Public Schools

<b>McKinley School</b>		
<b>Year</b>	<b>Status</b>	<b>Reason(s)</b>
2010-2011	ADVICE	Class Size; Library Media Specialist FTE
2011-2012	DEFICIENCY	Class Size
2012-2013	DEFICIENCY	Class Size
2013-2014	DEFICIENCY	Class Size; Library Media Specialist not endorsed
2014-2015	DEFICIENCY	Library Media Specialist not endorsed
2015-2016	DEFICIENCY	Library Media Specialist not endorsed

**2014-2015 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accreditation Status	Deviation	Corrective Plan
Big Horn	Northern Cheyenne Tribal Schools	* Northern Cheyenne Tribal 7-8	Deficiency	Student Performance: Science (216)	Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
				<b>2nd Occurrence:</b> 10.55.704(4) - Curriculum Coordinator FTE: No FTE	Curriculum Coordinator will be assigned for the 2014-2015 year.
				10.55.708 - Teaching Assignment - Dean of Students: Endorsement: O4S BF	Position will be eliminated.
				10.55.707(4) - Professional Licensure - School Counselor: Expired License	Teacher will not be assigned as school counselor for the 2015-2016 school year.
				Student Performance: Reading (234)	Teachers have not had set curriculum. Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Read 180 for struggling students. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
Student Performance: Math (220)	Teachers have not had set curriculum. Saxon Math will be used for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.				
Big Horn	Northern Cheyenne Tribal Schools	* Northern Cheyenne Tribal High School	Deficiency	10.55.703 - Principal Endorsement: Endorsement: 00E ELE	Principal license was issued on 12/9/2015.
				10.55.707(4) - Professional Licensure - School Counselor: Expired License	Teacher will not be assigned as school counselor for the 2015-2016 school year.
				10.55.708 - Teaching Assignment - Dean of Students: Endorsement: O4S BF	Position will be eliminated.
				<b>2nd Occurrence:</b> 10.55.704(4) - Curriculum Coordinator FTE: No FTE	Curriculum Coordinator will be assigned for the 2014-2015 year.
				<b>2nd Occurrence:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher will have their license by the beginning of the 2015-2016 school year or his contract will not be renewed.

**2014-2015 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				Student Performance: Math (223)	Teachers have not had set curriculum. Saxon Math will be used for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
				Student Performance: Reading (237)	Teachers have not had set curriculum. Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Read 180 for struggling students. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
				Student Performance: Science (208)	Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
Golden Valley	Lavina K-12 Schools	* Lavina High School	Deficiency	<b>4th Occurrence:</b> 10.55.708 - Teaching Assignments: Endorsement: 04S BF; Teaching: Physical Education	We have one class of physical education and very few applications that have multiple endorsements. Individual we have listed will be taking classes through Eastern Oregon University in physical education in order to get the proper endorsement for licensure with an anticipated graduation date for the 2017-2018 year. Teacher will be asked by the school district to obtain a Class 5 provisional license in the meantime. Should the teacher not apply for a Class 5 license, the school district will continue to advertise for a properly endorsed PE/Health teacher.
				Student Performance: Graduation Rate (72.7%)	For the 2014-2015 graduation rate was 100%. This was a case where we had 12 children where 1 graduated a year late and one dropped out.
Hill	Box Elder Public Schools	* Box Elder High School	Deficiency	<b>2nd Occurrence:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher is no longer with the district.
				<b>2nd Occurrence:</b> 10.55.707 - Teacher Licensure: License is Pending Review	Teacher's 00E ELE License was issued on 2/19/15 and expires on 6/30/2019 and was nonrenewed for the 2015-16 year.
				Student Performance: Graduation Rate (54.2%)	"Invisible mentoring" – staff evaluates the students in the first part of the year and assigns students to specific staff members and then staff does daily check-ins with those students. Apple Connect Ed grant, this will provide an iPad for each student in October 2015. Participant of Graduation Matters. Have community members that have graduated come back to be guest speakers at 8th grade send-off. Redskins Foundation has offered scholarships and technology advancement. Building relationships with parents and families to encourage student attendance. Incentive programs for High School Honor Roll students. Summer School program offered.

**2014-2015 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				Student Performance: Math (231)	Afterschool and summer school student tutoring is available for all students. i-Ready instantly evaluates the students and then provides online work for students and provides teacher work to help the students, performing assessments every quarter. Flex hours to allow students the most time to catch up. High absenteeism causes gaps in learning and makes it difficult for the students to catch up.
				Student Performance: Science (226)	Afterschool and summer school student tutoring is available for all students. Flex hours to allow students the most time to catch up. High absenteeism causes gaps in learning and makes it difficult for the students to catch up. Science research programs provide hands-on science programs that encourages learning. Gear Up and DEMO Grant offers additional resources.
Lewis & Clark	Helena Public Schools	* Helena High School	Deficiency	10.55.701 - Board Policies: Significant Writing	Our high school district has had a significant writing policy in place for years. Our guidelines state that in an ELA significant writing class, no individual class can exceed 23 students and cannot total more than 100 students in a day. ELA teachers are required to complete 8 process pieces per year.
				<b>2nd Occurance:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher has taken necessary steps to acquire certification/endorsement.
				<b>7th Occurance:</b> 10.55.713 - Class Size: 14 Classes	Will balance classes at or below 30 for the count date.
Pondera	Conrad Public Schools	* Conrad High School	Deficiency	<b>3rd Occurance:</b> 10.55.708 - Teaching Assignments: Endorsement: 04S BF; Teaching Physical Education	We have re-assigned all teachers teaching out of certification. We have hired new teachers with the correct certifications.
				Student Performance: Science (243)	Meetings with Science department teachers to evaluate and have strategies to improve student performance.
Roosevelt	Poplar Public Schools	* Poplar High School	Deficiency	<b>3rd Occurance:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher is currently in an internship program and will be applying for a provisional license.
				<b>3rd Occurance:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher is currently licensed.
				Student Performance: Graduation Rate (56.9%)	Participant in Graduation Matters. Assistant Superintendent is responsible for Graduation Matters. VISTA coordinator to help with career choices. Work with the Fort Peck Tribal Education Department on a regular basis in an effort to increase student attendance.
				Student Performance: Math (230)	Added 2 periods of Math and remedial Math classes for students that struggle and smaller classes. Afterschool assistance is offered.

**2014-2015 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				Student Performance: Reading (242)	Using MAP and Teacher Evaluation we are going to form ability grouping using SFA Reading program to make a 5% increase in student performance. The district is also in the process of hiring a Curriculum Coordinator to observe the process. Hiring a Reading Interventionist to assist students.
				Student Performance: Science (220)	Hiring a properly licensed and endorsed science teacher to facilitate the Science classes. Adjustment of curriculum to align with Common Core.
Rosebud	Lame Deer Public Schools *	Lame Deer 7-8	Deficiency	Student Performance: Science (226)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. PLC's in place. RTI implemented.
				<b>3rd Occurrence:</b> 10.55.708 - Teaching Assignments: Endorsement: 04S HIS; Teaching: Math & Science	We are actively recruiting for a certified and properly endorsed teacher for this position.
				<b>3rd Occurrence:</b> 10.55.708 - Teaching Assignments: Endorsement: 08A HE; Teaching: Math & History	Teacher is no longer employed and actively recruiting for a properly endorsed teacher.
				10.55.709 - Library Media Specialist - FTE: No FTE	We plan on applying for a Variance to Standards stating that the 1.0 FTE elementary librarian can cover the need for .001 FTE at the 7-8 school effective for the 2016-2017 school year.
				Student Performance: Reading (241)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. A specialist interventionist is being hired to help with students are struggling and smaller class size. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Reading 180. PLC's in place. RTI implemented.

**2014-2015 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				Student Performance: Math (228)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. A specialist interventionist is being hired to help with students are struggling and smaller class size. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Compass Math. PLC's in place. RTI implemented.
Rosebud	Lame Deer Public Schools *	Lame Deer High School	Deficiency	10.55.707 - Teacher Licensure: Expired License	License with 05A MUS endorsement issued on 12/31/14 and no longer with the district for the 2015-2016 year. Position is now being advertised.
				10.55.709 - Library Media Specialist - FTE: No FTE	We plan on applying for a Variance to Standards stating that the 1.0 FTE elementary librarian can cover the need for .001 FTE at the 7-8 school effective for the 2016-2017 school year.
				Student Performance: Graduation Rate (38.9%)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Improvement of student discipline and a Dean of Students to work with students in an attempt to improve attendance. Increase school pride.
				Student Performance: Math (223)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Compass Math.
				Student Performance: Reading (228)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Reading 180.
				Student Performance: Science (210)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues.

**2014-2015 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accreditation Status	Deviation	Corrective Plan
Valley	Lustre Elementary	* Lustre School	Deficiency	<b>5th Occurrence</b> : 10.55.708 - Teaching Assignments: Endorsement: 01S ENG; Teaching: Grade 7 & 8	Teacher taking the Praxis this summer for Elementary Degree. Will have endorsement in place for the 2015-2016 year.
Yellowstone	Billings Public Schools	* McKinley School	Deficiency	<b>2nd Occurrence:</b> 10.55.708 - Teaching Assignments - Library: Endorsement: 00E ELE	Library media specialist not endorsed deviation is being addressed by the District Leadership Team.
				Student Performance: Math (240)	McKinley School Staff and Administration has been working with the OPI School Improvement Advisor (SIA). We will continue to work with the SIA to identify goal areas and develop action plans to meet the goals. Plan for 2015-2016: 1. Implement a common K-5 math screener delivered in the fall, winter and spring to identify student deficits. Based on this data, goals and action plans will be developed at each grade level to address student needs. Specific goals and action plans will be published after the fall benchmarking. 2. Specific math performance goals in math will be published in grades 3-5 based on Spring MWEA MAP Scores. Since the spring 2015 data has not been received and winter benchmark data indicates that the student should exceed the 2% goal for the Spring of 2014; goal percentages will be adjusted to 2% increase from current year's performance. 3. Implementing a school-wide math 30 minute intervention/acceleration block weekly to address student needs. Specific lesson will be developed with assistance of the Billings Public Schools math coach.
				Student Performance: Science (247)	McKinley School will continue to work and improve reading and math skills of students which are integral skills to science content knowledge and understanding. Teachers will strive to integrate science instruction in the K-3 into their reading and math lessons. Intermediate staff will be more intentional about teaching science on a consistent basis.

**2015-2016 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accred Status	Deviation	Corrective Plan	
Big Horn	Northern Cheyenne Tribal Schools	Northern Cheyenne Tribal High	DEFICIENCY	<b>3rd Occurrence:</b> 10.55.707 - Nonlicensed Teacher	The superintendent registered and attended the Missoula, MT Teacher Educator Fair on April 17-18, 2016 to recruit highly qualified teachers. The superintendent registered and attended the Bozeman, MT Teacher Educator Fair on April 27-28, 2016 to recruit highly qualified teachers. The school has composed a list and faxed to all higher education institutions, and tribal colleges. The school uses the national website www.bie.edu to advertise job position openings. The school uses MT OPI Teacher METNET to advertise the current teacher position openings. The school has posted on their website current job position openings, www.nctsk12.com.	
				Student Performance: Reading (237)	The superintendent registered and attended the Missoula, MT Teacher Educator Fair on April 17-18, 2016 to recruit highly qualified teachers. The superintendent registered and attended the Bozeman, MT Teacher Educator Fair on April 27-28, 2016 to recruit highly qualified teachers. The school has composed a list and faxed to all higher education institutions, and tribal colleges. The school uses the national website www.bie.edu to advertise job position openings. The school uses MT OPI Teacher METNET to advertise the current teacher position openings. The school has posted on their website current job position openings, www.nctsk12.com.	
				Student Performance: Math (223)	The superintendent registered and attended the Missoula, MT Teacher Educator Fair on April 17-18, 2016 to recruit highly qualified teachers. The superintendent registered and attended the Bozeman, MT Teacher Educator Fair on April 27-28, 2016 to recruit highly qualified teachers. The school has composed a list and faxed to all higher education institutions, and tribal colleges. The school uses the national website www.bie.edu to advertise job position openings. The school uses MT OPI Teacher METNET to advertise the current teacher position openings. The school has posted on their website current job position openings, www.nctsk12.com.	
				Student Performance: Science (209)	The superintendent registered and attended the Missoula, MT Teacher Educator Fair on April 17-18, 2016 to recruit highly qualified teachers. The superintendent registered and attended the Bozeman, MT Teacher Educator Fair on April 27-28, 2016 to recruit highly qualified teachers. The school has composed a list and faxed to all higher education institutions, and tribal colleges. The school uses the national website www.bie.edu to advertise job position openings. The school uses MT OPI Teacher METNET to advertise the current teacher position openings. The school has posted on their website current job position openings, www.nctsk12.com.	
			Northern Cheyenne Tribal 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	The superintendent registered and attended the Missoula, MT Teacher Educator Fair on April 17-18, 2016 to recruit highly qualified teachers. The superintendent registered and attended the Bozeman, MT Teacher Educator Fair on April 27-28, 2016 to recruit highly qualified teachers. The school has composed a list and faxed to all higher education institutions, and tribal colleges. The school uses the national website www.bie.edu to advertise job position openings. The school uses MT OPI Teacher METNET to advertise the current teacher position openings. The school has posted on their website current job position openings, www.nctsk12.com.
				Student Performance: Reading (234)		The superintendent registered and attended the Missoula, MT Teacher Educator Fair on April 17-18, 2016 to recruit highly qualified teachers. The superintendent registered and attended the Bozeman, MT Teacher Educator Fair on April 27-28, 2016 to recruit highly qualified teachers. The school has composed a list and faxed to all higher education institutions, and tribal colleges. The school uses the national website www.bie.edu to advertise job position openings. The school uses MT OPI Teacher METNET to advertise the current teacher position openings. The school has posted on their website current job position openings, www.nctsk12.com.
				Student Performance: Math (220)		The superintendent registered and attended the Missoula, MT Teacher Educator Fair on April 17-18, 2016 to recruit highly qualified teachers. The superintendent registered and attended the Bozeman, MT Teacher Educator Fair on April 27-28, 2016 to recruit highly qualified teachers. The school has composed a list and faxed to all higher education institutions, and tribal colleges. The school uses the national website www.bie.edu to advertise job position openings. The school uses MT OPI Teacher METNET to advertise the current teacher position openings. The school has posted on their website current job position openings, www.nctsk12.com.

**2015-2016 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accred Status	Deviation	Corrective Plan
				Student Performance: Science (216)	The superintendent registered and attended the Missoula, MT Teacher Educator Fair on April 17-18, 2016 to recruit highly qualified teachers. The superintendent registered and attended the Bozeman, MT Teacher Educator Fair on April 27-28, 2016 to recruit highly qualified teachers. The school has composed a list and faxed to all higher education institutions, and tribal colleges. The school uses the national website www.bie.edu to advertise job position openings. The school uses MT OPI Teacher METNET to advertise the current teacher position openings. The school has posted on their website current job position openings, www.nctsk12.com.
Golden Valley	Lavina K-12 Schools	Lavina High	DEFICIENCY	<b>5th Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S BF; Teaching: Physical Education	Individual is on a plan to be endorsed in area, already has 12 credits towards endorsement. Classes taken include: Hist/Phil Ethics of Sport, Sport Management, Teaching Team Sports, Teach Games/Dance/Gym.
				10.55.703 - Principal Licensure: Not Endorsed	In past this has never been an issue in a K-12 class C school that has one administrator. (This administrator is no longer at Lavina)
				Student Performance: Graduation Rate (71.4%)	According to Superintendent the graduation rate is incorrect. He stated he had 100% graduation rate - 2 students.
Hill	Box Elder Public Schools	Box Elder High	DEFICIENCY	<b>3rd Occurrence:</b> 10.55.707 - Nonlicensed Teacher	Box Elder High School had two teachers that were not licensed, Dean Buffington (SEID# 77214) and Connie Reichelt (SEID#109749). Mr. Buffington resigned in January of 2016 and we have hired Wade Colliflower to replace him. Mr. Colliflower has a Class V endorsement for K-12 Special Education. In late December, Mrs. Reichelt received a Class V endorsement in 5-12 Mathematics. This was after the December 10 deadline which accounts for the deficiency. Therefore, both of these deficiencies have been addressed and rectified.
				Student Performance: Graduation Rate (57.1%)	Graduation rate up by 20% for this year. We are a Graduation Matters school and we are utilizing peer and after school tutoring. Also implemented credit recovery.
				Student Performance: Math (231)	After school tutoring. Using interventions and Apple Ed connect grant. Also using special development for teachers to change curriculum and teaching tactics.
				Student Performance: Science (231)	After school tutoring. Using interventions and Apple Ed connect grant. Also using special development for teachers to change curriculum and teaching tactics.
Lewis & Clark	Helena Public Schools	Helena High	DEFICIENCY	<b>8th Occurrence:</b> 10.55.713 - Class Size: 18 Classes	Class sizes will be monitored and kept under the cap. Current class enrollments will assist with making this goal more likely. Helena High School will work hard to not exceed 30 students in any classrooms.
				Student Performance: Science (250)	Through the Helena School District's PLC process, the science department will work hard to align curriculum and address deficiencies by our students on the CRT Science assessment.
Pondera	Conrad Public Schools	Conrad High	DEFICIENCY	<b>4th Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 04S BF; Teaching: Physical Education	For the 2016-2017 school year, the District will close Prairie View School and the District teaching staff has been re-aligned. We have assigned a K-12 certified PE teacher for the 7-12 PE program at Conrad High School.
				Student Performance: Science (243)	The High School Principal has directed the science teachers to evaluate student testing data and curriculum to determine where instruction may need revision and to discover areas where students may be having difficulty with instruction.
Roosevelt	Poplar Public Schools	Poplar High	DEFICIENCY	<b>4th Occurrence:</b> 10.55.707 - Nonlicensed Teacher	The High School ELA teacher is now licensed.
				10.55.707(4) - School Counselor Licensure: Not Endorsed	The High School Counselor will be in an internship during the Fall Semester, and will be fully endorsed at the end of that semester.
				Student Performance: Graduation Rate (61.2%)	The High School has applied for and been granted the Graduation Matters Montana Grant. The High School is implementing an advisory program involving students and staff. Change of how students qualify as belonging to a certain graduating class.
				Student Performance: Reading (242)	The High School is adding six (6) classes of remedial reading, which will be taught by our Reading Interventionist. The instructor will be utilizing the Read 180 program pending Board approval of the program
				Student Performance: Math (230)	The High school is implementing Math Study Skills classes, which will be in addition to their core math class. These classes will provide a one-on-one opportunity for students who are not performing proficient.
				Student Performance: Science (230)	The High School Science Department plans to utilize more interactive technology, more hands on experimental labs and more professional development specific to Science.

**2015-2016 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accred Status	Deviation	Corrective Plan
Rosebud	Lame Deer Public Schools	Lame Deer 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				<b>2nd Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: No FTE	We are currently offering a part time contract to a teacher whom we believe to be getting license. We will continue to advertise for qualified candidates. We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				10.55.703 - Principal Licensure: Not Endorsed	The person licensed was licensed and endorsed last year, but simply was awarded the license slightly after the deadline. We worked with and will continue to work with the I-Lead program from MSU-Bozeman. We will continue to hire qualified and properly licensed administrators.
				Student Performance: Reading (241)	<ul style="list-style-type: none"> <li>• We will continue to recruit and retain qualified and properly endorsed instructors to help us increase students' academic performance. ( See Non-licensed teacher Plan of Action as it also applies here)</li> <li>• We will continue to provide intervention instruction to students identified as in need.</li> <li>• Train Teachers in Best Practices.</li> <li>• Train Teachers in MBI strategies. Expect they be followed along with Board Policy and Student Handbooks.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>

**2015-2016 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accred Status	Deviation	Corrective Plan
				Student Performance: Math (228)	<ul style="list-style-type: none"> <li>• Our academic growth in this area is not satisfactory.</li> <li>• We will continue with having a math consultant come in tow work with our math teachers.</li> <li>• We are advertising for another math teacher FTE to enable us to decrease class size and increase opportunity for math intervention with a qualified instructor.</li> <li>• See Non-Licensed Teacher plan as it applies here.</li> <li>• We will continue to recruit and retain qualified and properly endorsed instructors to help us increase students' academic performance. ( See Non-licensed teacher Plan of Action as it also applies here)</li> <li>• We will continue to provide intervention instruction to students identified as in need.</li> <li>• Train Teachers in Best Practices.</li> <li>• Train Teachers in MBI strategies. Expect they be followed along with Board Policy and Student Handbooks.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
				Student Performance: Science (218)	<ul style="list-style-type: none"> <li>• We plan to improve our scores by doing the following.</li> <li>• Plan for more hands on activities.</li> <li>• Provide IEFA activities.</li> <li>• We will continue to recruit and retain qualified and properly endorsed instructors to help us increase students' academic performance. ( See Non-licensed teacher Plan of Action as it also applies here)</li> <li>• We will continue to provide intervention instruction to students identified as in need.</li> <li>• Train Teachers in Best Practices.</li> <li>• Train Teachers in MBI strategies. Expect they be followed along with Board Policy and Student Handbooks.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
	Lame Deer High		DEFICIENCY	<b>2nd Occurrence:</b> 10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				<b>2nd Occurrence:</b> 10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				<b>2nd Occurrence:</b> 10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.

**2015-2016 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accred Status	Deviation	Corrective Plan
				<b>2nd Occurrence:</b> 10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				<b>2nd Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: No FTE	We are currently offering a part time contract to a teacher whom we believe to be getting license. We will continue to advertise for qualified candidates. We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				10.55.708 - Teaching Assignment; Endorsement: 06Z CHE; Teaching: U.S. Government-Comprehensive	Our Class VII endorsed teacher does Tribal Government and not US Government for next year. This was the case this year, and not reported correctly.
				Student Performance: Graduation Rate (54.8%)	Our more recent rates have improved greatly. We will ask OPI to help our administration and staff understand how the Graduation rate formula works. Also help us with how that formula should and can work on the Northern Cheyenne Reservation. As our school continues to improve, we hope to retain and attract more students. We will also continue to improve attendance.
				Student Performance: Reading (228)	<ul style="list-style-type: none"> <li>• Establish a literacy program with Rising Stars program.</li> <li>• Motivate Students to test better.</li> <li>• We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
				Student Performance: Math (223)	<ul style="list-style-type: none"> <li>• We have authorized an additional 1 FTE for Math Instructor to enable smaller class sizes and more student opportunity for help and tutor services.</li> <li>• Continue to bring in a math consultant to work with math staff.</li> <li>• We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.</li> <li>• Establish a literacy program using Rising Stars program.</li> <li>• Motivate Students to Test better.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>

**2015-2016 Corrective Plans for Schools in Step 2 Intensive Assistance**

County	School System	School	Accred Status	Deviation	Corrective Plan
				Student Performance: Science (213)	<ul style="list-style-type: none"> <li>• More hands on activities in class.</li> <li>• We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.</li> <li>• Motivate Students to test better.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
Valley	Lustre Elem	Lustre	DEFICIENCY	<b>6th Occurrence:</b> 10.55.708 - Teaching Assignment; Endorsement: 05A MUS; Teaching: Spanish	We will have a certified k-8 teacher teach Jr. high Spanish next year. 2016-2017
Yellowstone	Billings Public Schools	McKinley	DEFICIENCY	<b>3rd Occurrence:</b> 10.55.708 - Library Media Specialist: Not Endorsed	McKinley School's plan to remedy the Library Media Specialist- Not Endorsed, is to work with the Billings Public School District Administration to place a Library Media Specialist, that is endorsed in the State of Montana, at McKinley School for the 2016-2017 school year.
				Student Performance: Math (240)	For grades K-2, utilize Fastbridge data to identify area of needs of our students, focus instruction and progress monitor the students.
				Student Performance: Science (250)	Work with district curriculum office to get Project Lead the Way implemented at McKinley School.

**TIME CERTAIN AT 2:00 PM**

**ITEM 15**

**PRESENTATION OF SCHOOLS APPROVED  
TO ENTER STEP 2 OF THE INTENSIVE  
ASSISTANCE PROCESS**

**Sharon Carroll**

- **Northern Cheyenne Tribal Schools**
  - **Lustre School**
  - **Lavina High School**
  - **Conrad High School**
  - **Box Elder High School**



# Board of Public Education

June 10, 2016

**BOARD MEMBERS**

**APPOINTED MEMBERS:**

Sharon Carroll - Chair  
Ekalaka

Paul Andersen-Vice Chair  
Bozeman

Darlene Schottle  
Big Fork

Erin Williams  
Missoula

Jesse Barnhart  
Broadus

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

Molly DeMarco, Student Rep.  
Great Falls

**EX OFFICIO MEMBERS:**

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

**EXECUTIVE DIRECTOR:**

Pete Donovan

Elouise Snow, Chair  
Northern Cheyenne Tribal Schools  
PO Box 150  
Busby, MT 59016

Dear Ms. Snow:

At the May, 2015 meeting of the Board of Public Education (BPE), schools in the Northern Cheyenne Tribal District were placed in Step 1 of the Intensive Assistance Process due to continuing and serious deviations from the BPE rule requirements. The deviations included no Curriculum Coordinator FTE, teacher missassignments, no library media specialist FTE, no school counselor FTE, nonlicensed Teachers, nonlicensed school counselor, and a nonendorsed principal.

The Northern Cheyenne Tribal School's Corrective Action Plans for 2015 have not resulted in remediating the deviations. For the 2015 – 16 school year, The Northern Cheyenne Tribal 7-8 and the Northern Cheyenne Tribal High School are in DEFICIENCY accreditation status. Deviations include citations for nonlicensed teachers and student performance.

At the May, 2016 meeting of the BPE, the Superintendent of Public Instruction recommended that Northern Cheyenne Tribal 7-8 and Northern Cheyenne Tribal High School be placed in Step 2 of the Intensive Assistance Process to help bring all schools into REGULAR accreditation status for the 2016 – 17 school year. This recommendation was approved by the BPE and requires that the Northern Cheyenne Tribal Schools Superintendent and Chair of the Board of Trustees appear before the BPE on either July 14 or July 15 in Helena at the Montana Capitol Building, Room 137, to share your progress toward remediating these deviations.

More specifics about the exact time and date of your appearance will be sent the first week in July once the BPE's agenda is confirmed.

Please contact Patty Muir, Accreditation Program Director, at 406-444-4317 or [pmuir@mt.gov](mailto:pmuir@mt.gov).

Sincerely,

  
Sharon Carroll, Chair, Board of Public Education

cc: Nancy Coopersmith, Assistant Superintendent  
Linda Vrooman Peterson, Accreditation & Educator Preparation Division  
Administrator  
Patty Muir, Accreditation Program Director



# Board of Public Education

June 10, 2016

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## APPOINTED MEMBERS:

Sharon Carroll - Chair  
Ekalaka

Paul Andersen-Vice Chair  
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Darlene Schottle  
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Erin Williams  
Missoula

Jesse Barnhart  
Broadus

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

Molly DeMarco, Student Rep.  
Great Falls

## EX OFFICIO MEMBERS:

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

## EXECUTIVE DIRECTOR:

Pete Donovan

Loverty Erickson, Program Director  
Northern Cheyenne Tribal Schools  
PO Box 150  
Busby, MT 59016

Dear Ms. Loverty:

At the May, 2015 meeting of the Board of Public Education (BPE), schools in the Northern Cheyenne Tribal District were placed in Step 1 of the Intensive Assistance Process due to continuing and serious deviations from the BPE rule requirements. The deviations included no curriculum coordinator FTE, teacher missassignments, no library media specialist FTE, no school counselor FTE, nonlicensed teachers, nonlicensed school counselor, and a nonendorsed principal.

The Northern Cheyenne Tribal School's Corrective Action Plans for 2015 have not resulted in remediating the deviations. For the 2015 – 16 school year, the Northern Cheyenne Tribal 7-8 and the Northern Cheyenne Tribal High School are in DEFICIENCY accreditation status. Deviations include citations for nonlicensed teachers and student performance.

At the May, 2016 meeting of the BPE, the Superintendent of Public Instruction recommended that Northern Cheyenne Tribal 7-8 and Northern Cheyenne Tribal High School be placed in Step 2 of the Intensive Assistance Process to help bring all schools into REGULAR accreditation status for the 2016 – 17 school year. This recommendation was approved by the BPE and requires that the Northern Cheyenne Tribal Schools Superintendent and Chair of the Board of Trustees appear before the BPE on either July 14 or July 15 in Helena at the Montana Capitol Building, Room 137, to share your progress toward remediating these deviations.

More specifics about the exact time and date of your appearance will be sent the first week in July once the BPE's agenda is confirmed.

Please contact Patty Muir, Accreditation Program Director, at 406-444-4317 or [pmuir@mt.gov](mailto:pmuir@mt.gov).

Sincerely,

  
Sharon Carroll, Chair, Board of Public Education

cc: Nancy Coopersmith, Assistant Superintendent  
Linda Vrooman Peterson, Accreditation & Educator Preparation Division  
Administrator  
Patty Muir, Accreditation Program Director



# Board of Public Education

June 10, 2016

**BOARD MEMBERS**

Landon Olfert, Chairperson  
282 Lustre Road  
Frazer, MT 59225

**APPOINTED MEMBERS:**

Sharon Carroll - Chair  
Ekalaka

Paul Andersen-Vice Chair  
Bozeman

Darlene Schottle  
Big Fork

Erin Williams  
Missoula

Jesse Barnhart  
Broadus

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

Molly DeMarco, Student Rep.  
Great Falls

**EX OFFICIO MEMBERS:**

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

**EXECUTIVE DIRECTOR:**

Pete Donovan

Dear Mr. Olfert:

At the May, 2015 meeting of the Board of Public Education (BPE), the Lustre School was placed in Step 1 of the Intensive Assistance Process due to continuing and serious deviations from the BPE rule requirements. The deviations included missassigned teachers.

The Lustre School Corrective Action Plan for 2015 has not resulted in remediating the deviations. For the 2015 – 16 school year, the Lustre School continues to be in DEFICIENCY accreditation status. Deviations include citations for a missassigned teacher.

At the May, 2016 meeting of the BPE, the Superintendent of Public Instruction recommended that Lustre School be placed in Step 2 of the Intensive Assistance Process to help bring it into REGULAR accreditation status for the 2016 – 17 school year. This recommendation was approved by the BPE and requires that the Lustre Elementary Principal and Chair of the Board of Trustees appear before the BPE on either July 14 or July 15 in Helena at the Montana Capitol Building, Room 137, to share your progress toward remediating these deviations.

More specifics about the exact time and date of your appearance will be sent the first week in July once the BPE's agenda is confirmed.

Please contact Patty Muir, Accreditation Program Director, at 406-444-4317 or [pmuir@mt.gov](mailto:pmuir@mt.gov).

Sincerely,

A handwritten signature in cursive script that reads "Sharon Carroll".

Sharon Carroll, Chair, Board of Public Education

cc: Nancy Coopersmith, Assistant Superintendent  
Linda Vrooman Peterson, Accreditation & Educator Preparation Division  
Administrator  
Patty Muir, Accreditation Program Director



# Board of Public Education

June 10, 2016

**BOARD MEMBERS**

**APPOINTED MEMBERS:**

Sharon Carroll - Chair  
Ekalaka

Paul Andersen-Vice Chair  
Bozeman

Darlene Schottle  
Big Fork

Erin Williams  
Missoula

Jesse Barnhart  
Broadus

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

Molly DeMarco, Student Rep.  
Great Falls

**EX OFFICIO MEMBERS:**

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

**EXECUTIVE DIRECTOR:**

Pete Donovan

Wes Young, Principal  
294 Lustre Road  
Frazer, MT 59225

Dear Mr. Young:

At the May, 2015 meeting of the Board of Public Education (BPE), the Lustre School was placed in Step 1 of the Intensive Assistance Process due to continuing and serious deviations from the BPE rule requirements. The deviations included missassigned teachers.

The Lustre School Corrective Action Plan for 2015 has not resulted in remediating the deviations. For the 2015 – 16 school year, the Lustre School continues to be in DEFICIENCY accreditation status. Deviations include citations for a missassigned teacher.

At the May, 2016 meeting of the BPE, the Superintendent of Public Instruction recommended that Lustre School be placed in Step 2 of the Intensive Assistance Process to help bring it into REGULAR accreditation status for the 2016 – 17 school year. This recommendation was approved by the BPE and requires that the Lustre Elementary Principal and Chair of the Board of Trustees appear before the BPE on either July 14 or July 15 in Helena at the Montana Capitol Building, Room 137, to share your progress toward remediating these deviations.

More specifics about the exact time and date of your appearance will be sent the first week in July once the BPE's agenda is confirmed.

Please contact Patty Muir, Accreditation Program Director, at 406-444-4317 or [pmuir@mt.gov](mailto:pmuir@mt.gov).

Sincerely,

  
Sharon Carroll, Chair, Board of Public Education

cc: Nancy Coopersmith, Assistant Superintendent  
Linda Vrooman Peterson, Accreditation & Educator Preparation Division  
Administrator  
Patty Muir, Accreditation Program Director



# Board of Public Education

June 10, 2016

**BOARD MEMBERS**

Lee Burroughs, Chairperson  
PO Box 290  
Lavina, MT 59046

**APPOINTED MEMBERS:**

Sharon Carroll - Chair  
Ekalaka

Dear Mr. Burroughs:

Paul Andersen-Vice Chair  
Bozeman

At the May, 2015 meeting of the Board of Public Education (BPE), the Lavina High School was placed in Step 1 of the Intensive Assistance Process due to continuing and serious deviations from the BPE rule requirements. The deviations included missassigned teachers.

Darlene Schottle  
Big Fork

Erin Williams  
Missoula

The Lavina High School Corrective Action Plan for 2015 has not resulted in remediating the deviations. For the 2015 – 16 school year, the high school continues to be in DEFICIENCY accreditation status. Deviations include citations for missassigned teachers and a nonendorsed principal.

Jesse Barnhart  
Broadus

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

At the May, 2016 meeting of the BPE, the Superintendent of Public Instruction recommended that Lavina High School be placed in Step 2 of the Intensive Assistance Process to help bring it into REGULAR accreditation status for the 2016 – 17 school year. This recommendation was approved by the BPE and requires that the Lavina K-12 Schools Superintendent and Chair of the Board of Trustees appear before the BPE on either July 14 or July 15 in Helena at the Montana Capitol Building, Room 137, to share your progress toward remediating these deviations.

Molly DeMarco, Student Rep.  
Great Falls

More specifics about the exact time and date of your appearance will be sent the first week in July once the BPE's agenda is confirmed.

**EX OFFICIO MEMBERS:**

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

**EXECUTIVE DIRECTOR:**

Pete Donovan

Please contact Patty Muir, Accreditation Program Director, at 406-444-4317 or [pmuir@mt.gov](mailto:pmuir@mt.gov).

Sincerely,

  
Sharon Carroll, Chair, Board of Public Education

cc: Nancy Coopersmith, Assistant Superintendent  
Linda Vrooman Peterson, Accreditation & Educator Preparation Division  
Administrator  
Patty Muir, Accreditation Program Director



# Board of Public Education

June 10, 2016

## BOARD MEMBERS

## APPOINTED MEMBERS:

Sharon Carroll - Chair  
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Paul Andersen-Vice Chair  
Bozeman

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Big Fork

Erin Williams  
Missoula

Jesse Barnhart  
Broadus

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

Molly DeMarco, Student Rep.  
Great Falls

## EX OFFICIO MEMBERS:

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

## EXECUTIVE DIRECTOR:

Pete Donovan

Steven Schwartz, Superintendent  
PO Box 290  
Lavina, MT 59046

Dear Mr. Schwartz:

At the May, 2015 meeting of the Board of Public Education (BPE), the Lavina High School was placed in Step 1 of the Intensive Assistance Process due to continuing and serious deviations from the BPE rule requirements. The deviations included missassigned teachers.

The Lavina High School Corrective Action Plan for 2015 has not resulted in remediating the deviations. For the 2015 – 16 school year, the high school continues to be in DEFICIENCY accreditation status. Deviations include citations for missassigned teachers and a nonendorsed principal.

At the May, 2016 meeting of the BPE, the Superintendent of Public Instruction recommended that Lavina High School be placed in Step 2 of the Intensive Assistance Process to help bring it into REGULAR accreditation status for the 2016 – 17 school year. This recommendation was approved by the BPE and requires that the Lavina K-12 Schools Superintendent and Chair of the Board of Trustees appear before the BPE on either July 14 or July 15 in Helena at the Montana Capitol Building, Room 137, to share your progress toward remediating these deviations.

More specifics about the exact time and date of your appearance will be sent the first week in July once the BPE's agenda is confirmed.

Please contact Patty Muir, Accreditation Program Director, at 406-444-4317 or [pmuir@mt.gov](mailto:pmuir@mt.gov).

Sincerely,

A handwritten signature in cursive script that reads "Sharon Carroll".

Sharon Carroll, Chair, Board of Public Education

cc: Nancy Coopersmith, Assistant Superintendent  
Linda Vrooman Peterson, Accreditation & Educator Preparation Division  
Administrator  
Patty Muir, Accreditation Program Director



# Board of Public Education

June 10, 2016

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Paul Andersen-Vice Chair  
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Tammy Lacey  
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Molly DeMarco, Student Rep.  
Great Falls

## EX OFFICIO MEMBERS:

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

## EXECUTIVE DIRECTOR:

Pete Donovan

Joe Russell, Chairperson  
215 South Maryland St  
Conrad, MT 59424- 2017

Dear Mr. Russell:

At the May, 2015 meeting of the Board of Public Education (BPE), the Conrad High School was placed in Step 1 of the Intensive Assistance Process due to continuing and serious deviations from the BPE rule requirements. The deviations included missassigned teachers.

The Conrad High School Corrective Action Plan for 2015 has not resulted in remediating the deviations. For the 2015 – 16 school year, the high school continues to be in DEFICIENCY accreditation status. Deviations include citations for missassigned teachers.

At the May, 2016 meeting of the BPE, the Superintendent of Public Instruction recommended that Conrad High School be placed in Step 2 of the Intensive Assistance Process to help bring it into REGULAR accreditation status for the 2016 – 2017 school year. This recommendation was approved by the BPE and requires that the Conrad Public Schools Superintendent and Chair of the Board of Trustees appear before the BPE on either July 14 or July 15 in Helena at the Montana Capitol Building, Room 137, to share your progress toward remediating these deviations.

More specifics about the exact time and date of your appearance will be sent the first week in July once the BPE's agenda is confirmed.

Please contact Patty Muir, Accreditation Program Director, at 406-444-4317 or [pmuir@mt.gov](mailto:pmuir@mt.gov)

Sincerely,

  
Sharon Carroll, Chair, Board of Public Education

cc: Nancy Coopersmith, Assistant Superintendent  
Linda Vrooman Peterson, Accreditation & Educator Preparation Division  
Administrator  
Patty Muir, Accreditation Program Director



# Board of Public Education

June 10, 2016

**BOARD MEMBERS**

**APPOINTED MEMBERS:**

Sharon Carroll - Chair  
Ekalaka

Paul Andersen-Vice Chair  
Bozeman

Darlene Schottle  
Big Fork

Erin Williams  
Missoula

Jesse Barnhart  
Broadus

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Browning

Tammy Lacey  
Great Falls

Molly DeMarco, Student Rep.  
Great Falls

**EX OFFICIO MEMBERS:**

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

**EXECUTIVE DIRECTOR:**

Pete Donovan

Donald Mathis, Superintendent  
215 South Maryland St  
Conrad, MT 59424- 2017

Dear Mr. Mathis:

At the May, 2015 meeting of the Board of Public Education (BPE), the Conrad High School was placed in Step 1 of the Intensive Assistance Process due to continuing and serious deviations from the BPE rule requirements. The deviations included missassigned teachers.

The Conrad High School Corrective Action Plan for 2015 has not resulted in remediating the deviations. For the 2015 – 16 school year, the high school continues to be in DEFICIENCY accreditation status. Deviations include citations for missassigned teachers.

At the May, 2016 meeting of the BPE, the Superintendent of Public Instruction recommended that Conrad High School be placed in Step 2 of the Intensive Assistance Process to help bring it into REGULAR accreditation status for the 2016 – 2017 school year. This recommendation was approved by the BPE and requires that the Conrad Public Schools Superintendent and Chair of the Board of Trustees appear before the BPE on either July 14 or July 15 in Helena at the Montana Capitol Building, Room 137, to share your progress toward remediating these deviations.

More specifics about the exact time and date of your appearance will be sent the first week in July once the BPE's agenda is confirmed.

Please contact Patty Muir, Accreditation Program Director, at 406-444-4317 or [pmuir@mt.gov](mailto:pmuir@mt.gov)

Sincerely,

  
Sharon Carroll, Chair, Board of Public Education

cc: Nancy Coopersmith, Assistant Superintendent  
Linda Vrooman Peterson, Accreditation & Educator Preparation Division  
Administrator  
Patty Muir, Accreditation Program Director



# Board of Public Education

June 10, 2016

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Sharon Carroll - Chair  
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Missoula

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Browning

Tammy Lacey  
Great Falls

Molly DeMarco, Student Rep.  
Great Falls

## EX OFFICIO MEMBERS:

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

## EXECUTIVE DIRECTOR:

Pete Donovan

Barbara Friede, Chairperson  
PO Box 205  
Box Elder, MT 59521

Dear Ms. Friede:

At the May, 2015 meeting of the Board of Public Education (BPE), the Box Elder High School was placed in Step 1 of the Intensive Assistance Process due to continuing and serious deviations from the BPE rule requirements. The deviations included nonlicensed principal, nonlicensed teachers, student performance, and basic education program requirements not being met.

The Box Elder High School Corrective Action Plan for 2015 has not resulted in remediating the deviations. For the 2015 – 16 school year, the high school continues to be in DEFICIENCY accreditation status. Deviations include citations for nonlicensed teachers and student performance.

At the May, 2016 meeting of the BPE, the Superintendent of Public Instruction recommended that Box Elder High School be placed in Step 2 of the Intensive Assistance Process to help bring it into REGULAR accreditation status for the 2016 – 2017 school year. This recommendation was approved by the BPE and requires that the Box Elder Public Schools Superintendent and Chair of the Board of Trustees appear before the BPE on either July 14 or July 15 in Helena at the Montana Capitol Building, Room 137, to share your progress toward remediating these deviations.

More specifics about the exact time and date of your appearance will be sent the first week in July once the BPE's agenda is confirmed.

Please contact Patty Muir, Accreditation Program Director, at 406-444-4317 or [pmuir@mt.gov](mailto:pmuir@mt.gov).

Sincerely,

  
Sharon Carroll, Chair, Board of Public Education

cc: Nancy Coopersmith, Assistant Superintendent  
Linda Vrooman Peterson, Accreditation & Educator Preparation Division  
Administrator  
Patty Muir, Accreditation Program Director



# Board of Public Education

June 10, 2016

**BOARD MEMBERS**

**APPOINTED MEMBERS:**

Sharon Carroll - Chair  
Ekalaka

Paul Andersen-Vice Chair  
Bozeman

Darlene Schottle  
Big Fork

Erin Williams  
Missoula

Jesse Barnhart  
Broadus

Mary Jo Bremner  
Browning

Tammy Lacey  
Great Falls

Molly DeMarco, Student Rep.  
Great Falls

**EX OFFICIO MEMBERS:**

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Steve Bullock, Governor

**EXECUTIVE DIRECTOR:**

Pete Donovan

Thom Peck, Superintendent  
PO Box 205  
Box Elder, MT 59521

Dear Mr. Peck:

At the May, 2015 meeting of the Board of Public Education (BPE), the Box Elder High School was placed in Step 1 of the Intensive Assistance Process due to continuing and serious deviations from the BPE rule requirements. The deviations included nonlicensed principal, nonlicensed teachers, student performance, and basic education program requirements not being met.

The Box Elder High School Corrective Action Plan for 2015 has not resulted in remediating the deviations. For the 2015 – 16 school year, the high school continues to be in DEFICIENCY accreditation status. Deviations include citations for nonlicensed teachers and student performance.

At the May, 2016 meeting of the BPE, the Superintendent of Public Instruction recommended that Box Elder High School be placed in Step 2 of the Intensive Assistance Process to help bring it into REGULAR accreditation status for the 2016 – 2017 school year. This recommendation was approved by the BPE and requires that the Box Elder Public Schools Superintendent and Chair of the Board of Trustees appear before the BPE on either July 14 or July 15 in Helena at the Montana Capitol Building, Room 137, to share your progress toward remediating these deviations.

More specifics about the exact time and date of your appearance will be sent the first week in July once the BPE's agenda is confirmed.

Please contact Patty Muir, Accreditation Program Director, at 406-444-4317 or [pmuir@mt.gov](mailto:pmuir@mt.gov)

Sincerely,  
  
Sharon Carroll, Chair, Board of Public Education

cc: Nancy Coopersmith, Assistant Superintendent  
Linda Vrooman Peterson, Accreditation & Educator Preparation Division  
Administrator  
Patty Muir, Accreditation Program Director

❖ **EXECUTIVE COMMITTEE (Item 16)**

**Sharon Carroll**

**ITEM 16**

**RECOMMEND APPROVAL OF REVISED  
BASE AID SCHEDULE FOR FISCAL YEAR  
2017**

**Ken Bailey**

# Montana Board of Public Education Executive Summary

**Date: July 14-15, 2016**

<b>Presentation</b>	REVISED K-12 Schools Payment Schedule for Fiscal Year 2016-2017
<b>Presenter</b>	Ken Bailey Assistant Superintendent for Operations, OPI
<b>Position Title</b>	Office of Public Instruction
<b>Overview</b>	<p>On May 12, the Board of Public Education approved agenda item #9. This request is seeking approval for a change to the scheduled payment date for June 2017 to the 30th instead of the 29th. This will ensure consistency in our business process for Friday payment dates. No other changes are being proposed to the original Payment Schedule. As required by 20-9-344, MCA, the Board of Public Education must approve the distribution of K-12 BASE aid for public education. The Revised K-12 Schools Payment Schedule for Fiscal Year 2016-2017 is attached. I appreciate your time again in considering this matter for an additional agenda item.</p>
<b>Requested Decision(s)</b>	Approval of Revised Schedule
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Approval



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)



## **FINAL PAYMENT SCHEDULE - FISCAL YEAR 2016-17**

The following distribution dates for FY2017 BASE aid payments to K-12 schools have been approved by the Montana Board of Public Education and are scheduled according to 20-9-344, MCA.

### **2016**

**August 26** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement, Natural Resource Development, Technology, Transportation Prepayment and Education Improvement Payment

**September 23** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement and Natural Resource Development

**October 21** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement and Natural Resource Development

**November 18** Guaranteed Tax Base Aid (GTB), School & County Block Grants, Indian Language Immersion Payment and Education Improvement Payment

**December 16** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement and Natural Resource Development

### **2017**

**January 20** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement and Natural Resource Development

**February 24** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement, Natural Resource Development and Education Improvement Payment

**March 24** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement, Natural Resource Development and Transportation

**April 21** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement and Natural Resource Development

**May 19** Guaranteed Tax Base Aid (GTB), School & County Block Grants, Facilities Debt Service GTB and Education Improvement Payment

**June 30** Direct State Aid, Quality Ed Component, At Risk Component, Indian Ed for All, Student Achievement Gap, Special Ed, Data for Achievement, Natural Resource Development and Transportation

❖ ASSESSMENT COMMITTEE (Item 17)

Paul Andersen

ITEM 17

RECOMMEND ADOPTION OF AMENDMENT  
OF ARM TITLE 10, CHAPTER 56, STUDENT  
ASSESSMENT

Rob Stutz

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the amendment of ) NOTICE OF AMENDMENT  
ARM 10.56.101 pertaining to student )  
assessment )

TO: All Concerned Persons

1. On June 3, 2016, the Board of Public Education published MAR Notice No. 10-56-271 pertaining to the public hearing on the proposed amendment of the above-stated rule at page 991 of the 2016 Montana Administrative Register, Issue Number 11.

2. The department has amended the above-stated rule as proposed.

3. No comments or testimony were received.

/s/ Peter Donovan  
Peter Donovan  
Rule Reviewer

/s/ Sharon Carroll  
Sharon Carroll, Chair  
Board of Public Education

Certified to the Secretary of State July 25, 2016.

# INFORMATION

## ❖ LICENSURE COMMITTEE – (Item 18)

Darlene Schottle

### ITEM 18

## INITIAL PRESENTATION OF THE REVISIONS TO ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE

Rob Stutz

**EXECUTIVE SUMMARY FOR  
BOARD OF PUBLIC EDUCATION MEETING  
DATE: July 14-15, 2016**

AGENDA ITEM:	Initial informational presentation of proposed rule changes addressing educator licensure in ARM Title 10, Chapter 57
PRESENTATION:	<p>This is the initial presentation of the proposed changes to the Board of Public Education's administrative rules as recommended by the Superintendent of Public Instruction and presentation of a proposed timeline (attached). The draft rules have been reviewed by CSPAC at their April and July meetings.</p> <p>[A draft of the proposed rules will be available prior to the BPE meeting.]</p>
PRESENTER:	<p>NAME: Ann Gilkey and Kristine Thatcher TITLE: Chief Legal Counsel and Educator Licensure Unit Manager, Office of Public Instruction</p>
OVERVIEW:	<p>The proposed rule amendments attempt to address the issue of considering the successful experience of out-of-state educators who completed an “alternative” education preparation program for Montana licensure. The proposed rules were developed with input from Montana education entities, including the school administrators, MTSBA, MEA-MFT, and educator preparation programs. Other amendments incorporate changes identified as necessary for consistency, clarity, practice and accuracy.</p>
REQUESTED DECISION(S):	None. This is informational only.
OUTLYING ISSUE(S):	
RECOMMENDATION(S):	Accept proposed timeline.

**TIMELINE**  
**Chapter 57 Rules**  
**April 14, 2016**

- Meeting with Ed partners ..... April 14, 2016
- Rules to CSPAC for review ..... April 22, 2016
- Additional meetings with Deans and Ed partners.....May 2, 18, 19, 24  
and June, 27, 2016
- Rules to CSPAC for approval to recommend to BPE.....July 13, 2016
- Introduction of work on rule amendments (with proposed timeline)  
to BPE ..... July 14-15, 2016
- Proposed notice of hearing to BPE for approval of  
publication ..... September 15-16, 2016
- Proposed notice to SOS for notice in MAR ..... October 3, 2016
- MAR publication out ..... October 14, 2016
- Hearing date ..... After November 3, 2016
- Final Public Input deadline ..... On or after November 10, 2016
- Adoption Notice to BPE for adoption of rules (Action item)... January, 2017  
meeting
- Adoption notice to SOS for notice in MAR ..... January \* \_\_\_\_, 2017

- MAR publication out.....\* \_\_\_\_\_, 2016
- Effective Date of Rules .....\* \_\_\_\_\_, 2017

(\*These dates have not been determined by the SOS at this time.)

PROPOSED

BOARD OF PUBLIC EDUCATION

CHAPTER 57

EDUCATOR LICENSURE

Subchapter 1

General Information

Rule	10.57.101	Review of Policy
	10.57.102	Definitions
	10.57.103	Grades (REPEALED)
	10.57.104	Student Teaching/Supervised Practice (REPEALED)
	10.57.105	Certification of Non-Citizens (REPEALED)
	10.57.106	Life Certificates (REPEALED)
	10.57.107	Emergency Authorization of Employment
	10.57.108	Substitute Teaching (REPEALED)
	10.57.109	Unusual Cases
	10.57.110	Area of Permissive Specialized Competency (REPEALED)
		Rule 10.57.111 reserved
	10.57.112	License of Exchange Teachers
	10.57.113	Substitute Teachers (TRANSFERRED)

Subchapter 2

Issuance of Licenses

Rule	10.57.201	General Provisions to Issue Licenses
	10.57.201A	Criminal History Background Check
	10.57.202	Approved Programs (REPEALED)
	10.57.203	Training Evaluation (REPEALED)
	10.57.204	Experience Verification

Rule	10.57.205	Conversion Program Secondary to Elementary (REPEALED)
	10.57.206	Equivalency (REPEALED)
	10.57.207	Correspondence Extension and Inservice Credits (REPEALED)
	10.57.208	Reinstatement (REPEALED)
	10.57.209	Extension of Licenses for Military Service
	10.57.210	Health Examination (REPEALED)
	10.57.211	Test for Certification (REPEALED)
	10.57.211A	Educator Recruitment (REPEALED)
	10.57.212	Minimum Scores on Test of Basic Skills (REPEALED)
	10.57.213	Reporting of Denial of Initial Certification, of Reinstatement or of Renewal of Certification (REPEALED)
		Rule 10.57.214 reserved
	10.57.215	Renewal Requirements
	10.57.216	Approved Renewal Activity
	10.57.217	Appeal Process for Renewal Activity
	10.57.218	Renewal Unit Verification
	10.57.219	Conversion From Renewal Credits to Renewal Units (REPEALED)
	10.57.220	Recency of Credit (REPEALED)

### Subchapter 3

#### General Endorsement Areas

Rule	10.57.301	Endorsement Information
	10.57.302	Computer Endorsement Review Committee (REPEALED)

### Subchapter 4

#### Classes of Licensure

Rule	10.57.401	Class 1 Professional Teaching Certificate (REPEALED)
	10.57.402	Class 2 Standard Teaching Certificate (REPEALED)

	10.57.403	Class 3 Administrative Certificate (REPEALED)
	10.57.404	Class 4 Vocational Certificate (REPEALED)
	10.57.405	Class 5 Provisional Certificate (REPEALED)
	10.57.406	Class 6 Specialist Certificate (REPEALED)
	10.57.407	Class 7 American Indian Language and Culture Specialist (TRANSFERRED)
		Rules 10.57.408 and 10.57.409 reserved
	10.57.410	Class 2 Standard Teacher's License
	10.57.411	Class 1 Professional Teacher's License
	10.57.412	Class 1 and 2 Endorsements
	10.57.413	Class 3 Administrative License
	10.57.414	Class 3 Administrative License - Superintendent Endorsement
	10.57.415	Class 3 Administrative License - Elementary Principal Endorsement
	10.57.416	Class 3 Administrative License - Secondary Principal Endorsement
	10.57.417	Class 3 Administrative License - K-12 Principal Endorsement
	10.57.418	Class 3 Administrative License - Supervisor Endorsement
	10.57.419	Class 3 Administrative License - Special Education Supervisor Endorsement
	10.57.420	Class 4 Career and Technical Education License
	10.57.421	Class 4 Endorsements
Rule	10.57.422	Class 4B Career and Vocational/Technical Education License (REPEALED)
	10.57.423	Class 4C Career and Vocational/Technical Education License (REPEALED)
	10.57.424	Class 5 Provisional License
	10.57.425	Class 5 Provisional License - Elementary Level

- 10.57.426 Class 5 Provisional License - Secondary, K-12, and P-12 Special Education Levels
- 10.57.427 Class 5 Provisional License - Superintendent Endorsement
- 10.57.428 Class 5 Provisional License - Elementary Principal Endorsement
- 10.57.429 Class 5 Provisional License - Secondary Principal Endorsement
- 10.57.430 Class 5 Provisional License - K-12 Principal Endorsement
- 10.57.431 Class 5 Provisional License - Supervisor Endorsement
- 10.57.432 Class 5 Provisional License - Specialist Endorsement
- 10.57.433 Class 6 Specialist License
- 10.57.434 Class 6 Specialist License - School Psychologist
- 10.57.435 Class 6 Specialist License - School Counselor
- 10.57.436 Class 7 American Indian Language and Culture Specialist
- 10.57.437 Class 8 Dual Credit Postsecondary Faculty License
- 10.57.438 Class 8 Dual Credit Postsecondary Faculty License Endorsements

#### Subchapter 5

#### Ancillary Services

- Rule 10.57.501 Social Workers, Nurses, and Speech and Hearing Therapists

#### Subchapter 6

#### Educator Licensure Disciplinary Procedures

- Rule 10.57.601 Request for Discipline Against the License of an Educator/ Specialist: Preliminary Action
  - 10.57.601A Definition of "Immoral Conduct"
  - 10.57.601B Review
  - 10.57.602 Notice of Hearing
  - 10.57.603 Hearing in Contested Cases
  - 10.57.604 Post Hearing Procedure

- 10.57.605 Surrender of an Educator/Specialist License
- 10.57.606 Reporting of the Surrender, Denial, Revocation, or Suspension of a License
- 10.57.607 Appeal From Denial of an Educator/Specialist License
- 10.57.608 Considerations Governing Acceptance of Appeal in Cases Arising Under 20-4-104, MCA
- 10.57.609 Hearing on Appeal (REPEALED)  
Rule 10.57.610 reserved
- 10.57.611 Substantial and Material Nonperformance

### Subchapter 7

#### Procedures for Hearing Appeals From Decisions Denying Issuance or Renewal of Teacher Certificates

- Rule 10.57.701 Appeal From Denial of a Teacher, Specialist or Administrator Certificate (TRANSFERRED)
- 10.57.702 Considerations Governing Acceptance of Appeal in Cases Arising Under 20-4-104(1)(c), MCA (TRANSFERRED)
- 10.57.703 Hearing on Appeal (TRANSFERRED)

### Subchapter 8

#### Substantial and Material Nonperformance

- Rule 10.57.801 Substantial and Material Nonperformance (TRANSFERRED)

### Subchapter 1

#### General Information

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

(2) The board shall consider recommendations for revision of the rules at any time it deems necessary. Every five years the board shall conduct a comprehensive review of its licensure rules to ensure that such rules are meeting the needs of the

state. (History: 20-4-102, MCA; IMP, 20-4-102, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 1986 MAR p. 1305, Eff. 8/1/86; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.102 DEFINITIONS The following definitions apply to this chapter.

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

(2) "Accredited educator preparation program" means:

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

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

(3) "Accredited specialist program" means:

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

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

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

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

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

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

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

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

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

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

(b) K-8 (elementary);

(c) 4-8 (middle grades);

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

(e) K-12 (as delineated in ARM 10.57.412); and

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

(9) "Lapsed license" means:

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

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

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

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

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

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

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

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

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

(14) "Year of teaching experience" means employment at any level within a state accredited P-12 school system, or in an educational institution specified in 20-9-707, MCA, as licensed instructional staff of at least .5 FTE ~~during for the duration of a school fiscal year for at least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days.~~ Experience gained prior to ~~eligibility for~~ initial licensure is not considered. (History: 20-4-102, MCA; IMP, 20-4-106, MCA; ARM Pub. 11/25/77; AMD, 1978 MAR p. 1488, Eff. 10/27/78; AMD, 1980 MAR p. 2645, Eff. 9/26/80; AMD, 1982 MAR p. 379, Eff. 2/26/82; AMD, 1983 MAR p. 220, Eff. 3/18/83; AMD, 1987 MAR p. 591, Eff. 5/14/87; AMD, 1988 MAR p. 1812, Eff. 8/12/88; AMD, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2005 MAR p. 916, Eff. 6/17/05; AMD, 2008 MAR p. 2050, Eff. 9/26/08; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2009 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

10.57.103 GRADES (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-102, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 1995 MAR p. 628, Eff. 4/28/95; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.104 STUDENT TEACHING/SUPERVISED PRACTICE (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-102, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2005 MAR p. 916, Eff. 6/17/05; REP, 2009 MAR p. 345, Eff. 3/27/09.)

10.57.105 CERTIFICATION OF NON-CITIZENS (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-203, MCA; Eff. 4/21/75; ARM Pub. 11/15/77; AMD, 1980 MAR p. 2645, Eff. 9/26/80; REP, 1982 MAR p. 379, Eff. 2/26/82.)

10.57.106 LIFE CERTIFICATES (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-203, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 1984 MAR p. 1472, Eff. 9/1/85; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

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

(a) The request must originate with the school district.

(b) The position must have been advertised at least statewide far enough in advance to reasonably enable qualified applicants to submit applications and be.

(c) The individual for whom the emergency authorization is being sought shall not be currently licensed or eligible for a license endorsed in the area of requested authorization and shall:

(i) have previously held a teacher or specialist license;

(ii) ~~hold a bachelor's degree related to the area for which the emergency authorization of employment is being sought;~~ or

(iii) ~~(ii)~~ provide acceptable evidence of academic qualifications and or significant experience related to the area for which the emergency authorization of employment is being sought.

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

(2) An emergency authorization of employment is valid for one year.

(3) Experience as a classroom teacher when authorized pursuant to this rule qualifies as teaching experience as defined in 10.57.102(14).

(History: 20-4-102, MCA; IMP, 20-4-111, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 1990 MAR p. 1547, Eff. 8/17/90; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1997 MAR p. 312, Eff. 2/11/97; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.108 SUBSTITUTE TEACHING (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-102, MCA; Eff. 4/13/76; ARM Pub. 11/25/77; AMD, 1978 MAR p. 1491, Eff. 10/27/78; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

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

Public Education on a regular basis. (History: 20-4-102, MCA; IMP, 20-4-102, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.110 AREA OF PERMISSIVE SPECIALIZED COMPETENCY (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-103, MCA; NEW, 1994 MAR p. 954, Eff. 4/15/94; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; REP, 2009 MAR p. 345, Eff. 3/27/09.)

Rule 10.57.111 reserved

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

(2) A Class 5 license may be issued to an educator who is on an exchange program with a school district or university. (History: 20-4-102, MCA; IMP, 20-4-103, MCA; NEW, 1983 MAR p. 601, Eff. 5/27/83; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.113 SUBSTITUTE TEACHERS (TRANSFERRED) (History: 20-4-102, MCA; IMP, 20-4-102, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD & TRANS, 2003 MAR p. 554, Eff. 3/28/03.)

## Subchapter 2

### Issuance of Licenses

~~10.57.201 GENERAL PROVISIONS TO ISSUE LICENSES (1) Teacher, specialist, or administrator licenses may be issued by the Superintendent of Public Instruction to applicants who submit acceptable evidence of successful completion of an accredited professional educator preparation program.~~

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

~~———— (a) applicants who have a current professional (not provisional, alternative, or lifetime) teacher, specialist, or administrator license from another state and completed an accredited professional educator preparation program in an area approved for endorsement in Montana;~~

~~———— (b) applicants who graduated within the last five years from an accredited professional educator preparation program in an area approved for endorsement; or~~

~~———— (c) applicants who hold a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana.~~

~~———— (3) Applicants for an initial Montana Class 1 or 2 license must verify completion of a supervised teaching experience as part of an accredited professional educator preparation program.~~

~~———— (4) Applicants for an initial Montana Class 1, 2, or 3 license whose degree is more than five years old and who do not have current out-of-state licensure must have earned six semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or lifetime licenses.~~

~~— (5) Applicants for an initial Montana Class 6 license who meet the requirements of ARM 10.57.433, 10.57.434, and 10.57.435 may be licensed as appropriate. Applicants with a degree more than five years old and who do not have current out-of-state licensure must have earned six graduate semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or lifetime licenses.~~

~~— (6) Applicants for an initial Montana Class 4 license may be licensed as Class 4A, 4B, or 4C depending on the level of education and extent of training as required under ARM 10.57.420 and 10.57.421.~~

~~— (7) Applicants for an initial Montana Class 5 license who meet the requirements of ARM 10.57.424 and the relevant section(s) of ARM 10.57.425 through 10.57.432 may be licensed as appropriate.~~

~~— (8) Applicants for an initial Montana Class 7 license who meet the requirements of ARM 10.57.436 may be licensed as appropriate.~~

~~— (9) Applicants for an initial Montana Class 8 license who meet the requirements of ARM 10.57.437 and 10.57.438 may be licensed as appropriate~~

~~(10) All applicants must meet all other nonacademic requirements for licensure in Montana pursuant to 20-4-104, MCA. (History: 20-4-102, MCA; IMP, 20-4-103, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2004 MAR p. 2910, Eff. 12/3/04; AMD, 2005 MAR p. 916, Eff. 6/17/05; AMD, 2008 MAR p. 2050, Eff. 9/26/08; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2009 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)~~

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

(2) Each of the following applicants shall provide to the Montana Department of Justice information and material sufficient to obtain a fingerprint-based national criminal history background check:

- (a) any applicant for initial Montana educator licensure;
- (b) any applicant seeking to reinstate a lapsed, surrendered, revoked, or suspended educator license; or
- (c) an individual for whom a school district is seeking emergency authorization of employment pursuant to 20-4-110, MCA, and ARM 10.57.107.

(3) Neither the Superintendent of Public Instruction nor the Board of Public Education shall bear the costs of the background check.

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

(5) To initiate the criminal history background check process, the applicant must submit a set of fingerprints on the appropriate form to the Montana Department of Justice for the purpose of licensure. Criminal background checks submitted for other purposes will not be accepted for licensure.

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

(7) Each applicant who is the subject of a criminal history background check is entitled to receive a copy of the report from the Superintendent of Public Instruction with the appropriate identification and signed release. The applicant may challenge the accuracy and completeness of any information contained in any such report through the Montana Department of Justice procedures.

(8) The Montana Office of Public Instruction shall make a determination whether the applicant has been convicted of, or is under pending indictment for, a crime that bears upon the applicant's fitness related to the safety and well-being of children or the teaching profession.

(9) Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the Superintendent of Public Instruction in the licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, theft, or any other offense related to public health, welfare, and safety as it applies to the teaching profession. (History: 20-4-102, MCA; IMP, 20-4-103, 20-4-104, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.202 APPROVED PROGRAMS (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-102, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 1995 MAR p. 628, Eff. 4/28/95; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.203 TRAINING EVALUATION (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-103, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.204 EXPERIENCE VERIFICATION (1) The determination of appropriate educational experience shall be made by the Superintendent of Public Instruction. (History: 20-4-102, MCA; IMP, 20-4-103, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 1978 MAR p. 1488, Eff. 10/27/78; AMD, 1980 MAR p. 662, Eff. 2/29/80; AMD, 1980 MAR p. 2645, Eff. 9/26/80; AMD, 1989 MAR p. 2050, Eff. 12/8/89; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1998 MAR p. 1918, Eff. 7/17/98; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 2244, Eff. 11/26/09.)

10.57.205 CONVERSION PROGRAM SECONDARY TO ELEMENTARY (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-106, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; REP, 1995 MAR p. 628, Eff. 4/28/95.)

10.57.206 EQUIVALENCY (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-102, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; REP, 1992 MAR p. 230, Eff. 3/1/92.)

10.57.207 CORRESPONDENCE EXTENSION AND INSERVICE CREDITS (REPEALED) (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 1978 MAR p. 1488,

Eff. 10/27/78; AMD, 1981 MAR P. 843, Eff. 8/14/81; AMD, 1983 MAR p. 990, Eff. 7/29/83; AMD, 1985 MAR p. 112, Eff. 2/1/85; AMD, 1987 MAR p. 591, Eff. 5/15/87; REP, 1992 MAR p. 230, Eff. 3/1/92.)

10.57.208 REINSTATEMENT (REPEALED) (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA; AMD, 1978 MAR p. 1489, Eff. 10/27/78; AMD, 1981 MAR p. 844, Eff. 8/14/81; AMD, 1983 MAR p. 990, Eff. 7/29/83; AMD, 1985 MAR p. 112, Eff. 2/1/85; AMD, 1987 MAR p. 591, Eff. 5/15/87; AMD, 1991 MAR p. 1552, Eff. 3/15/91; REP, 1992 MAR p. 795, Eff. 4/17/92.)

#### 10.57.209 EXTENSION OF LICENSES FOR MILITARY SERVICE

(1) When a person employed in a position requiring a Montana educator license is called into active military service, the unexpired term of an active educator license shall be extended in proportion to the length of active military service. Official notification of the beginning and termination dates of active military service must be submitted to the Superintendent of Public Instruction when the person has been released from active duty.

(2) The extension period of the unexpired term of any license becomes automatically effective on the previous July 1 of the year of termination of active military service. On expiration of this extension period, renewal requirements must be met for further licensure. (History: 20-4-102, MCA; IMP, 20-4-102, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.210 HEALTH EXAMINATION (REPEALED) (History: 20-4-102, MCA; IMP, 20-1-104, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; REP, 1992 MAR p. 1473, Eff. 7/17/92.)

10.57.211 TEST FOR CERTIFICATION (REPEALED) (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, MCA; NEW, 1985 MAR p. 1018, Eff. 7/1/86; AMD, 1990 MAR p. 1547, Eff. 8/17/90; AMD, 1991 MAR p. 298, Eff. 3/15/91; AMD, 1993 MAR p. 2781, Eff. 11/25/93; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1996 MAR p. 680, Eff. 3/8/96; AMD, 1996 MAR p. 2979, Eff. 11/8/96; AMD, 1997 MAR p. 1187, Eff. 7/8/97; REP, 2002 MAR p. 1463, Eff. 5/17/02.)

10.57.211A EDUCATOR RECRUITMENT (REPEALED) (History: 20-2-121, MCA; IMP, 20-4-102, MCA; NEW, 2002 MAR p. 1463, Eff. 5/17/02; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.212 MINIMUM SCORES ON TEST OF BASIC SKILLS (REPEALED) (History: 20-2-121, MCA; IMP, 20-4-102, MCA; NEW, 1986 MAR p. 1020, Eff. 6/13/86; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1996 MAR p. 2979, Eff. 11/8/96; REP, 2002 MAR p. 1463, Eff. 5/17/02.)

10.57.213 REPORTING OF DENIAL OF INITIAL CERTIFICATION, OF REINSTATEMENT OR OF RENEWAL OF CERTIFICATION (REPEALED) (History: 20-2-121, MCA; IMP, 20-4-102, MCA; NEW, 2000 MAR p. 1510, Eff. 6/16/00; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

Rule 10.57.214 reserved

10.57.215 RENEWAL REQUIREMENTS (1) All Montana educator licenses Class 1, 2, 3, and 6 educator licenses may be renewed with verification of 60 renewal units earned during the five years of validity through August 31 of the year the license expires.

(2) Participation in renewal activities is equivalent to the following renewal units:

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

(b) one quarter college credit = 10 renewal units;

(c) one semester college credit = 15 renewal units.

(3) Renewal activities used to renew all licenses must be a planned and structured experience, of benefit to the licensee's professional development as defined in ARM 10.55.714, an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4).

(4) Activities acceptable to renew licenses are professional development, training, workshops, or coursework consistent with PK-12 public school curriculum and may include:

(a) credits earned from a regionally accredited college or university;

(b) activities offered by renewal unit providers approved pursuant to ARM 10.57.216 and documented on an OPI renewal unit certificate;

(c) other professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216, when licensees have received approval for the professional development activity from the Superintendent of Public Instruction or submit acceptable evidence of the professional development activity with their application for renewal;

(d) another state's validated professional development activities other than college or university credit when the intent and structure of the process ensures the meeting or exceeding of Montana renewal unit requirements for licensure;

(e) the instruction of a relevant college or university course, ~~based upon the academic credit of the course,~~ by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or

(f) verification of completing the National Board Certification (NBC) process through the National Board of Professional Teaching Standards or successfully achieving and renewing NBC licensure shall result in 60 renewal units. NBC renewal units may apply to renewal of an expiring license.

(5) The licensee shall be solely responsible for retaining the renewal unit verification to be used in the application for license renewal. (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, 20-4-108, MCA; NEW, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1997 MAR p. 1188, Eff. 7/8/97; AMD, 1998 MAR p. 1919, Eff. 7/17/98; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2004 MAR p. 2910, Eff. 12/3/04; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2009 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.216 APPROVED RENEWAL ACTIVITY (1) Organizations wishing to offer professional development activities for the award of renewal units must receive approval from the Superintendent of Public Instruction prior to offering activities. Status as an approved provider will continue as long as the provider is in compliance with (2).

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

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

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

(c) annually report the activities offered to the Superintendent of Public Instruction, including:

(i) the activity title and brief description;

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

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

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

(3) The Superintendent of Public Instruction shall provide access to approved professional development providers and annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers. (History: 20-4-102, MCA; IMP, 20-4-108, MCA; NEW, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2004 MAR p. 2910, Eff. 12/3/04; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

10.57.217 APPEAL PROCESS FOR RENEWAL ACTIVITY (1) Decisions of the Superintendent of Public Instruction on matters of renewal unit activity or provider status may be appealed to the Board of Public Education pursuant to ARM 10.57.603. (History: 20-4-102, MCA; IMP, 20-4-108, MCA; NEW, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

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

(2) The Superintendent of Public Instruction may conduct an audit of any renewal applications submitted. Those licensees selected for audit will be required to submit official transcripts or original renewal unit certificates within 60 days from the date the renewal application is submitted or from the date of the audit letter.

(3) Failure to respond within the time allowed to a request for renewal unit activities in connection with an audit may result in denial of license renewal.

(History: 20-4-102, MCA; IMP, 20-4-108, MCA; NEW, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1995 MAR p. 2144, Eff. 10/13/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 977, Eff. 5/9/03; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.219 CONVERSION FROM RENEWAL CREDITS TO RENEWAL UNITS (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-108, MCA; NEW, 1992 MAR p. 794, Eff. 3/1/92; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.220 RECENCY OF CREDIT (REPEALED) (History: 20-4-102, 20-4-103, MCA; IMP, 20-4-102, 20-4-103, 20-4-106, MCA; NEW, 1992 MAR p. 795, Eff.

4/17/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1998 MAR p. 2753, Eff. 7/17/98; AMD, 2000 MAR p. 1511, Eff. 6/16/00; AMD, 2003 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; REP, 2009 MAR p. 345, Eff. 3/27/09.

### Subchapter 3

#### General Endorsement Areas

10.57.301 ENDORSEMENT INFORMATION (1) The only endorsements on Montana teaching, administrative, or specialist licenses are those approved by the Board of Public Education.

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

(3) An endorsement may be dropped from a license at the end of its valid term if licensure requirements pursuant to these rules are met. (History: 20-4-102, MCA; IMP, 20-4-103, 20-4-106, MCA; Eff. 4/21/75; AMD, Eff. 7/12/76; AMD, Eff. 9/14/76; ARM Pub. 11/25/77; AMD, 1978 MAR p. 1489, Eff. 10/27/78; AMD, 1980 MAR p. 2645, Eff. 9/26/80; AMD, 1985 MAR p. 1396, Eff. 9/27/85; AMD, 1986 MAR p. 1902, Eff. 11/15/86; AMD, 1988 MAR p. 52, Eff. 1/15/88; AMD, 1989 MAR p. 662, Eff. 5/26/89; AMD, 1991 MAR p. 299, Eff. 3/15/91; AMD, 1991 MAR p. 300, Eff. 3/15/91; AMD, 1994 MAR p. 1690, Eff. 6/24/94; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1996 MAR p. 1835, Eff. 6/21/96; AMD, 1998 MAR p. 347, Eff. 1/30/98; AMD, 1998 MAR p. 1922, Eff. 7/17/98; AMD, 1998 MAR p. 1923, Eff. 7/17/98; AMD, 2000 MAR p. 1511, Eff. 6/16/00; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2004 MAR p. 2910, Eff. 12/3/04; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2009 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.302 COMPUTER ENDORSEMENT REVIEW COMMITTEE (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-103, MCA; NEW, 1991 MAR p. 300, Eff. 3/15/91; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

### Subchapter 4

#### Classes of Licensure

10.57.401 CLASS 1 PROFESSIONAL TEACHING CERTIFICATE (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 1979 MAR p. 158, Eff. 2/16/79; AMD, 1987 MAR p. 591, Eff. 5/15/87; AMD, 1990 MAR p. 725, Eff. 4/13/90; AMD, 1991 MAR p. 1552, Eff. 3/15/91; AMD, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1992 MAR p. 795, Eff. 4/17/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1998 MAR p. 1924, Eff. 7/17/98; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.402 CLASS 2 STANDARD TEACHING CERTIFICATE (REPEALED) (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA; Eff. 4/21/75; AMD, 1978 MAR p. 1490, Eff. 10/27/78; AMD, 1981 MAR p. 845, Eff. 8/14/81; AMD, 1983 MAR p. 990, Eff. 7/29/83; AMD, 1985 MAR p. 112, Eff.

2/1/85; AMD, 1987 MAR p. 591, Eff. 5/15/87; AMD, 1989 MAR p. 662, Eff. 5/26/89; AMD, 1992 Mar p. 230, Eff. 3/1/92; AMD, 1992 MAR p. 795, Eff. 4/17/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.403 CLASS 3 ADMINISTRATIVE CERTIFICATE (REPEALED)

(History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; Eff. 4/21/75; AMD, 1978 MAR p. 1490, Eff. 10/27/78; AMD, 1980 MAR p. 2645, Eff. 9/26/80; AMD, 1981 MAR p. 419, Eff. 5/1/81; AMD, 1985 MAR p. 46, Eff. 2/1/85; AMD, 1986 MAR p. 1306, Eff. 8/1/86; AMD, 1987 MAR p. 591, Eff. 5/15/87; AMD, 1988 MAR p. 52, Eff. 1/15/88; AMD, 1989 MAR p. 2050, Eff. 12/8/89; AMD, 1991 MAR p. 1552, Eff. 3/15/91; AMD, 1991 MAR p. 1487, Eff. 8/16/91; AMD, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1992 MAR p. 795, Eff. 4/17/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1995 MAR p. 2802, Eff. 12/22/95; AMD, 1998 MAR p. 1925, Eff. 7/17/98; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.404 CLASS 4 VOCATIONAL CERTIFICATE (REPEALED) (History:

20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; Eff. 6/9/75; ARM Pub. 11/25/77; AMD, 1980 MAR p. 2645, Eff. 9/26/80; AMD, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1993 MAR p. 940, Eff. 5/14/93; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1998 MAR p. 934, Eff. 4/17/98; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.405 CLASS 5 PROVISIONAL CERTIFICATE (REPEALED) (History:

20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; Eff. 4/21/75; AMD, Eff. 4/13/76; ARM Pub. 11/25/77; AMD, 1978 MAR p. 1490, Eff. 10/27/78; AMD, 1980 MAR p. 2645, Eff. 9/26/80; AMD, 1982 MAR p. 380, Eff. 2/26/82; AMD, 1984 MAR p. 828, Eff. 5/18/84; AMD, 1985 MAR p. 46, Eff. 2/1/85; AMD, 1986 MAR p. 1306, Eff. 8/1/86; AMD, 1992 MAR p. 1474, Eff. 7/17/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1995 MAR p. 2802, Eff. 12/22/95; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.406 CLASS 6 SPECIALIST CERTIFICATE (REPEALED) (History:

20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1998 MAR p. 1926, Eff. 7/17/98; REP, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.407 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST (TRANSFERRED) (History: 20-4-102, MCA; IMP, 20-4-103, 20-4-106, MCA; NEW, 1995 MAR p. 2803, Eff. 12/22/95; TRANS to ARM 10.57.436, 2002 MAR p. 3309, Eff. 11/28/02.)

Rules 10.57.408 and 10.57.409 reserved

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

(2) Applicants for an initial Montana Class 1, 2, or 3 license whose degree is more than five years old and who do not have current out-of-state licensure must have earned six semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or lifetime licenses.

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

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

(b) completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program; and

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

(d) a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana.

~~(3)~~ (4) If the educator preparation program completed by the applicant is not in Montana, upon initial application of a Class 1, Class 2, or Class 3, the applicant must provide:

(a) proof of a minimum score on the PRAXIS II Subject Assessments applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; and

(b) verified completion of on-line Indian Education for All essential understandings review; and

(c) completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102; or

(d) completion of an educator preparation program, current out-of-state educator license, and five years of successful teaching experience as defined in 10.57.102 and appropriately aligned to ARM 10.58.501 as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.

~~(4)~~ (5) A Class 2 standard teacher's license is renewable pursuant to the requirements of ARM 10.57.215.

~~(5)~~ (6) A lapsed Class 2 standard teacher's license may be reinstated by earning 60 renewal units during the five-year period preceding the date of application for the new license. (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 978, 5/9/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

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

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

(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410, including proof of a minimum score on the PRAXIS Subject Assessments applicable to the requested endorsement and the Indian Education for All on-line review if the educator preparation program completed by the applicant is not in Montana;

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

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

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

(4) A lapsed Class 1 professional teacher's license may be reinstated by earning 60 renewal units during the five-year period preceding the date of

application for the new license. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2003 MAR p. 978, Eff. 5/9/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

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

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

(3) As appropriate, endorsements may be issued as consistent with the educator preparation program completed by the applicant.

(34) Permissive special competencies or endorsements identified on an educator license, but no longer offered, may be retained as long as the licensee continues to renew the license.

(45) To obtain an elementary (K-8), early childhood (age 3 to grade 3), or middle grades (4-8) endorsement, an applicant must provide verification of completion of an accredited teacher education program in those areas to include supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.

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

(a) completion of an NCATE or CAEP accredited professional educator preparation program as defined in 10.57.102 at the grade level(s) identified by the program, including supervised teaching experience, or a waiver of this requirement on the University Recommendation if the applicant has previously had supervised teaching experience; or

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

~~—— (i) 30 semester credits in an approved major and 20 semester credits in an approved minor; or~~

~~—— (ii) 40 semester credits in an extended major; and~~

~~(iii) supervised teaching experience~~ completion of an educator preparation program, current out-of-state educator license, and five years of teaching experience as defined in 10.57.102 documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.

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

(a) completion of an NCATE or CAEP accredited professional educator preparation program; or

(b) completion of a state-approved special education P-12 professional educator preparation program from a regionally accredited college or university; and

(c) supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.

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

(8) Applicants who have completed accredited professional educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) in another state may not qualify for a special education P-12 endorsement in hearing and vision upon verification of program completion and proof of a minimum score on the PRAXIS Subject Assessments applicable to the special education endorsement.

(9) Applicants with graduate degrees in an endorsable area may use experience instructing in relevant college or university courses as credit in that endorsement area for licensure. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2012 MAR p. 1038, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15; AMD, 2015 MAR p. 2091, Eff. 11/26/15.)

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

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

(3) To obtain a Class 3 administrative license, except pursuant to ARM 10.57.419, an applicant must qualify as set forth in ARM 10.57.414 through 10.57.418 and be eligible for an appropriately endorsed Class 1, 2, or 5 license to teach in the school(s) in which the applicant would be an administrator or would supervise, or be currently licensed in another state as an administrator with the same level of licensure and five years of successful administrative experience as defined in 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed the Superintendent of Public Instruction, and qualify as set forth in ARM 10.57.414 through 10.57.418.

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

(5) A lapsed Class 3 administrative license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the date of application for the new license. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 978, Eff. 5/9/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2009 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT (1) To obtain a superintendent endorsement an applicant must provide verification of all of the following:

(a) an education specialist, master's, or doctoral degree from a regionally accredited college or university in education or education leadership;

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

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

(i) Montana school law;

(ii) Montana school finance; and

(iii) Montana collective bargaining and employment law;

(d) a minimum of three years of teaching experience as an appropriately licensed teacher **or specialist**;

(e) licensure and endorsement as a principal (P-12); and

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

(2) Applicant must also submit a recommendation for the endorsement requested from the appropriate official from an accredited **professional educator superintendent** program. (History: 20-4-102, MCA; **IMP**, 20-4-106, 20-4-108, MCA; **NEW**, 2002 MAR p. 3309, Eff. 11/28/02; **AMD**, 2009 MAR p. 345, Eff. 3/27/09; **AMD**, 2014 MAR p. 2930, Eff. 7/1/15; **AMD**, 2015 MAR p. 1051, Eff. 7/31/15.)

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) To obtain an elementary principal endorsement an applicant must provide verification of:

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

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

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

(d) completion of three semester credits of college courses in Montana school law, including special education law; and

(e) recommendation for the endorsement from the appropriate official from an accredited professional **educator principal** program. (History: 20-4-102, MCA; **IMP**, 20-4-106, 20-4-108, MCA; **NEW**, 2002 MAR p. 3309, Eff. 11/28/02; **AMD**, 2009 MAR p. 345, Eff. 3/27/09; **AMD**, 2014 MAR p. 2930, Eff. 7/1/15; **AMD**, 2015 MAR p. 1051, Eff. 7/31/15.)

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) To obtain a secondary principal endorsement an applicant must provide verification of:

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

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

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

(d) completion of three semester credits of college courses in Montana school law, including special education law; and

(e) recommendation for the endorsement from the appropriate official from an accredited professional **educator principal** program. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINCIPAL ENDORSEMENT (1) To obtain a K-12 principal endorsement an applicant must provide verification of:

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

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

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

(d) completion of three semester credits of college courses in Montana school law, including special education law; and

(e) recommendation for the endorsement from the appropriate official from an accredited professional **educator K-12 principal** program. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE – SUPERVISOR ENDORSEMENT (1) This administrative endorsement is issued in specific fields such as math, music, and school counseling. This endorsement may be issued to applicants who submit verification:

(a) of completion of an accredited educator preparation program for;

~~(a)~~ (b) of completion of a master's degree in the area requested for endorsement at a regionally accredited college or university;

~~(b)~~ (c) that the applicant meets eligibility requirements for a Class 1 or Class 2 teaching license endorsed in the field of specialization;

~~(c)~~ (d) of three years of experience as an appropriately licensed and assigned teacher;

~~(d)~~ (e) of completion of a supervised practicum/internship at an accredited professional educator preparation program; and

~~(e)~~ (f) of recommendation for the endorsement from the appropriate official from an accredited professional **educator supervisor** program. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE – SPECIAL EDUCATION SUPERVISOR ENDORSEMENT (1) This administrative endorsement is issued in the specific field of special education. This endorsement may be issued to applicants who submit verification of:

(a) completion, at a regionally accredited college or university, of a master's degree in special education or a master's degree in the following special education-

related service fields: school psychologist, speech-language pathologist, audiologist, physical therapist, occupational therapist, registered nurse, clinical social worker, or clinical professional counselor;

(b) full licensure in the field of specialization;

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

(d) three semester credits in special education law; and

(e) a supervised practicum/internship from an accredited special education supervisor program ~~in an accredited professional educator preparation program; and~~  
(f) recommendation for the endorsement from the appropriate official from an accredited professional educator preparation special education supervisor program.

(History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

#### 10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

(1) A Class 4 license is specific to career and technical education and shall be valid for a period of five years.

(2) There are three types of Class 4 licenses:

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

(b) A Class 4B license issued to individuals with at least a bachelor's degree from a regionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and

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

(3) To obtain a Class 4 career and technical educator license an applicant must meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM 10.57.421.

(4) A Class 4 license shall be renewable pursuant to the requirements of ARM 10.57.215 and the requirements specific to each type of Class 4 license.

(a) Class 4A licenses shall be renewable by earning 60 renewal units. Endorsement related technical studies may be accepted. The Additionally, the first renewal must show evidence of renewal units earned in each of the following content areas:

(i) curriculum and instruction in career and technical education; and

(ii) safety and teacher liability.

(b) Class 4B or 4C licenses shall be renewable by earning 60 renewal units.

The first renewal must show evidence of renewal units earned in the following content areas:

(i) curriculum and instruction in career and technical education; and

(ii) safety and teacher liability.

(c) Other professional development appropriate to renew a Class 4B or 4C license includes the following:

(i) principles and/or philosophy of career and technical education;

(ii) curriculum and instruction in career and technical education;

(iii) learning styles/teaching styles; including serving students with special needs;

(iv) safety and teacher liability;

- (v) classroom management;
- (vi) teaching methods;
- (vii) career guidance in career and technical education; or
- (viii) endorsement related technical studies, with prior OPI approval.

(5) A lapsed Class 4 license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the validation date of the new license, including renewal units in:

- (a) curriculum and instruction in career and technical education;
- (b) safety and teacher liability; and
- (c) endorsement related technical studies or industry validated training.

(History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 2081, Eff. 9/26/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2009 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.421 CLASS 4 ENDORSEMENTS (1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following:

automotive technology, business marketing, engineering, welding, auto body, industrial mechanics, agriculture business (~~marketing and communications~~), livestock production, plant and soil sciences, small engines, heavy equipment operations, electronics, horticulture, agriculture mechanics, building trades, building maintenance, culinary arts, metals, drafting, computer information systems, graphic arts, aviation, health science education, machining, diesel mechanics, videography, and stagecraft, and Reserve Officer Training Corps (ROTC) instruction.

(2) Endorsements removed from the list of recognized occupations may be retained as long as the licensee continues to renew the license.

(3) To obtain an endorsement on a Class 4 license, an applicant must provide verification of a minimum of 10,000 hours of documented, relevant work experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation of relevant work experience is determined by the Superintendent of Public Instruction and may include, but is not limited to:

- (a) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;
- (b) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;
- (c) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement; or
- (d) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS).

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

- (a) For health science education:
  - (i) hold a Class 1 or 2 license with an endorsement in health or any of the

science areas;

(ii) ~~verification of participation in or completion of an approved internship program in a medical setting~~ provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized both nationally and by the Office of Public Instruction; and

(iii) successful completion of coursework in human biology and or anatomy and physiology; or

(iv) hold a current professional license or certificate in a related health occupation field.

(b) For engineering an individual

(i) hold a Class 1 or 2 license with an endorsement in math or science; and

(ii) provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized both nationally and by the Office of Public Instruction.

~~(b) for~~ (c) For computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or recognized industry standard certificate.

(5) A Class 4A, 4B, or 4C career and technical education license may be approved to teach traffic education if the license meets the requirements of ARM 10.13.310.

(6) To qualify for a ROTC instructor endorsement the applicant must provide evidence of certification by the appropriate branch of the US military and successful completion of a criminal background check pursuant to 10.57.201A. This endorsement does not require verification of 10,000 hour of work experience and may not be issued as a 4C license. A Class 4A or 4B license with a ROTC endorsement may be renewed every five years with resubmission of certification by the appropriate branch of the US military.

(History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 2081, Eff. 9/26/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.422 CLASS 4B CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 2081, Eff. 9/30/03; REP, 2009 MAR p. 345, Eff. 3/27/09.)

10.57.423 CLASS 4C CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 2081, Eff. 9/26/03; REP, 2009 MAR p. 345, Eff. 3/27/09.)

10.57.424 CLASS 5 PROVISIONAL LICENSE (1) A Class 5 provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4 license or a Class 7 or 8 license.

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

10.57.419, or 10.57.434 and 10.57.436.

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

(4) A Class 5 provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5 licensure expiration date.

~~(5) When the endorsement-specific requirement in ARM 10.57.425 through 10.57.432 requires a master's degree, master's degrees which do not meet the specific requirement may be accepted with university approval as evidenced by enrollment in the accredited professional educator preparation program.~~ (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

#### 10.57.425 CLASS 5 PROVISIONAL LICENSE – ELEMENTARY LEVEL

(1) To obtain a Class 5 provisional license with an elementary, middle, or early childhood level endorsement, an applicant must provide verification of:

(a) a bachelor's degree from a regionally accredited college or university; and  
(b) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:

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

(ii) meets the professional educator preparation program's admission requirements. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 325, Eff. 3/27/09; AMD, 2009 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 2091, Eff. 11/26/15.)

10.57.426 CLASS 5 PROVISIONAL LICENSE – SECONDARY, K-12, and P-12 SPECIAL EDUCATION LEVELS (1) To obtain a Class 5 provisional license with a secondary, K-12, or P-12 special education level endorsement, an applicant must provide verification of:

(a) a bachelor's degree from a regionally accredited college or university; and  
(b) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:

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

(ii) meets the professional educator preparation program's admission requirements. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2009 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 2091, Eff. 11/26/15.)

10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT (1) To obtain a Class 5 provisional license with a superintendent endorsement, an applicant must provide verification of:

(a) a master's degree in educational leadership from an accredited professional educator preparation or equivalent as defined in 10.57.102;

(b) eligibility for a Class 1, or 2, or 5 teaching license or a current out-of-state licensure and five years successful supervisory experience as a licensed administrator as defined in 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction;

(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level;

(d) one year of appropriately licensed experience as a principal; and

(e) completion of an accredited professional educator preparation program, as defined in ARM 10.57.102, for superintendents; ~~and~~

(f) for those applicants who have not completed the required courses in Montana school law, Montana school finance, and Montana collective bargaining and employment law, a plan of intent as detailed in ARM 10.57.424.

(2) Applicants required to complete coursework other than Montana school law, Montana collective bargaining and employment law, and Montana school finance must be enrolled in a Board of Public Education-approved internship program as outlined in ARM 10.55.607 are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.

(History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.428 CLASS 5 PROVISIONAL LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) To obtain a Class 5 provisional license with an elementary principal endorsement, an applicant must provide verification of:

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

(b) eligibility for a Class 1, or 2, or 5 teaching license at the elementary level or current out-of-state licensure and five years successful supervisory experience as a licensed administrator as defined in 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction;

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

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

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

~~\_\_\_\_\_ (ii) meets the professional educator preparation program's admission requirements.~~

(2) Applicants required to complete coursework other than Montana school law, including special education law must submit written evidence of enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and enrollment in the Board of Public Education approved are not eligible for a Class 5 provisional license, but may enroll in an internship program as outlined in pursuant to ARM 10.55.607. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

10.57.429 CLASS 5 PROVISIONAL LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) To obtain a Class 5 provisional license with a secondary principal endorsement, an applicant must provide verification of:

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

(b) eligibility for a Class 1, or 2, or 5 teaching license at the secondary level or current out-of-state licensure and five years of successful administrative experience as a licensed administrator as defined in 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and

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

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

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

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

(2) Applicants required to complete coursework other than Montana school law, including special education law must submit written evidence of enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607. ARM 10.55.607. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

10.57.430 CLASS 5 PROVISIONAL LICENSE – K-12 PRINCIPAL ENDORSEMENT (1) To obtain a Class 5 provisional license with a K-12 principal endorsement, an applicant must provide verification of:

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

(b) eligibility for a Class 1, or 2, or 5 teaching license at any level within K-12 or current out-of-state licensure and five years successful supervisory experience a licensed administrator as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and

(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level within K-12; and

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

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

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

(2) Applicants required to complete coursework other than Montana school

law, including special education law must submit written evidence of enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in **are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.** ARM 10.55.607. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

#### 10.57.431 CLASS 5 PROVISIONAL LICENSE – SUPERVISOR

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

- (a) a master's degree from **an regionally** accredited college or university in the area requested for supervisory endorsement; and
- (b) three years of appropriately licensed experience as a teacher in the area requested for supervisory endorsement or five years of experience in a school setting as a fully licensed and appropriately assigned related services provider; **and**
- (c) a plan of study from an accredited professional educator preparation program verifying that the applicant:**

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

**(ii) meets the professional educator preparation program's admission requirements.** (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

#### 10.57.432 CLASS 5 PROVISIONAL LICENSE – SPECIALIST

ENDORSEMENT (1) To obtain a Class 5 provisional license with a specialist endorsement in school psychology, an applicant must provide:

- (a) verification of a master's degree or greater in school psychology or related field from a regionally accredited **program college or university**; and
- (b) for those applicants who have not completed an accredited specialist preparation program, verification from an accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.434.

(2) To obtain a Class 5 provisional license with a specialist endorsement in school counseling an applicant must provide:

- (a) verification of a bachelor's degree; and
- (b) verification from the accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

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

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

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

(3) Applicants for an initial Montana Class 6 license with a degree more than five years old and who do not have current out-of-state licensure must have earned six graduate semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or lifetime licenses.

~~(3)~~ (4) A Class 6 specialist license may also be endorsed in traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

~~(4)~~ (5) Class 6 specialist licenses may be renewed pursuant to the requirements of ARM 10.57.215.

~~(5)~~ (6) A lapsed Class 6 specialist license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the date of application for the new license. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

#### 10.57.434 CLASS 6 SPECIALIST LICENSE – SCHOOL PSYCHOLOGIST

(1) To obtain a Class 6 specialist license with a school psychologist endorsement an applicant must provide verification of:

(a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School Psychologists (NASP);

(b) recommendation verifying completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200-hour internship, of which 600 hours were in a school setting; or

(c) for those applicants who did not earn at least a specialist level school psychology degree from a NASP accredited program:

(i) a master's degree or higher in school psychology or a related field from a regionally accredited college or university; and

(ii) recommendation from a NASP accredited specialist program defined in ARM 10.57.102, attesting to the applicant's qualifications being equivalent to NASP training standards, which included a 1200-hour internship experience of which 600 hours were in a school setting. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

#### 10.57.435 CLASS 6 SPECIALIST LICENSE – SCHOOL COUNSELOR

(1) To obtain a Class 6 specialist license with a school counselor endorsement an applicant must provide verification of:

(a) a master's degree from a regionally accredited college or university; and

(b) completion of a CACREP accredited school counselor program which included an internship in a school setting of 600 hours; or

(c) for those applicants who did not earn a degree from a CACREP accredited program:

(i) a master's degree in school counseling from a regionally accredited college or university; and

(ii) recommendation from an accredited specialist program defined in ARM 10.57.102, which included an internship in a school setting of 600 hours. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff.

11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST (1) A Class 7 American Indian language and culture specialist license is valid for a period of five years.

(2) The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the authorized representative of a tribal government, ~~that has a memorandum of understanding with the Superintendent of Public Instruction,~~ that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture.

(3) The Board of Public Education will accept and place on file the criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture.

(4) A Class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

(5) A Class 7 American Indian language and culture specialist license may be renewed upon verification by the tribe that the professional development plan, as defined by the memorandum of understanding in (2) is met.

(6) A school district may assign an individual licensed under this rule to only specialist services within the field of American Indian language and culture under such supervision as the district may deem appropriate. No other teaching license or endorsement is required for duties within this prescribed field. (History: 20-4-102, MCA; IMP, 20-4-103, 20-4-106, MCA; NEW, 1995 MAR p. 2803, Eff. 12/22/95; TRANS, 2002 MAR p. 3309, 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

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

(2) The license is valid for five years.

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

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

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

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

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

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

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

(B) understanding and ability to use a variety of instructional and assessment

strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and

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

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

(5) A Class 8 dual credit postsecondary faculty license may be consecutively reissued upon submission and approval of an application for renewal. An educator with a lapsed Class 8 license must submit a new application.

(6) A Class 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited college or university. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2008 MAR p. 2050, Eff. 9/26/08; AMD, 2009 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15; AMD, 2015 MAR p. 1051, Eff. 7/31/15.)

10.57.438 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE ENDORSEMENTS (1) Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses are listed in ARM 10.57.412

(2) Applicants for the Class 8 license with degrees in highly specialized academic areas and hired by the college or university to teach specific courses not covered by the K-12 endorsement areas in (1), may be eligible for a designation in their area of specialization as approved by the Superintendent of Public Instruction. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2009 MAR p. 2244, Eff. 11/26/09; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

## Subchapter 5

### Ancillary Services

10.57.501 SOCIAL WORKERS, NURSES, AND SPEECH AND HEARING THERAPISTS (1) Professionals such as social workers, nurses and speech and hearing therapists who are teaching in a classroom must have a teaching license appropriate for the level(s) and area(s) taught.

(2) Speech and hearing therapists engaged in school services in the public schools of Montana who issued grades or credits in the pupil's school program must be licensed under the regularly established teacher licensure requirements in speech and hearing association. (History: 20-4-102, MCA; IMP, 20-4-102, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 1981 MAR p. 420, Eff. 5/1/81; AMD, 1982 MAR p. 380, Eff. 2/26/82; AMD, 1982 MAR p. 1606, Eff. 8/27/82; AMD, 1986 MAR p. 1307, Eff. 8/1/86; AMD, 1994 MAR p. 955, Eff. 4/15/94; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

## Subchapter 6

### Educator Licensure Disciplinary Procedures

10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION (1) Pursuant to 20-4-110, MCA, requests to issue a letter of reprimand or to suspend or revoke an educator/specialist license shall be brought before the Board of Public Education by only:

(a) an official action of the board of trustees of a local district for any licensed educator/specialist currently employed by that district or under contract or otherwise employed by that district at any time during the 12 months prior to the receipt by the Board of Public Education of the discipline request; or

(b) the Superintendent of Public Instruction.

(2) The Superintendent of Public Instruction may initiate a request to the Board of Public Education for discipline against an educator/specialist's license within 12 months from the date of receiving direct notification of alleged misconduct from a local school district board of trustees or from any other credible source.

(3) Requests for discipline shall specify whether a letter of reprimand, revocation, or suspension is sought and shall include:

(a) the specific charge(s) against the educator/specialist;

(b) the subsection of 20-4-110, MCA, under which the charge(s) is brought;

(c) an outline of the facts and evidence related to the charge(s); and

(d) if the request is made by a board of trustees of a district, a copy of the minutes documenting the trustees' decision to request disciplinary action. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; Eff. 12/10/75; ARM Pub. 11/25/77; AMD, 1979 MAR p. 362, Eff. 3/30/79; AMD, 1980 MAR p. 2646, Eff. 9/26/80; AMD, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1991 MAR p. 1488, Eff. 8/16/91; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.601A DEFINITION OF "IMMORAL CONDUCT" (1) "Immoral conduct" related to the teaching profession, under 20-4-110(1)(f), MCA, includes, but is not limited to:

(a) sexual contact, as defined in 45-2-101, MCA, or sexual intercourse as defined in 45-2-101, MCA, involving a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school;

(b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state:

(i) 45-5-502, MCA, (sexual assault);

(ii) 45-5-503, MCA, (sexual intercourse without consent);

(iii) 45-5-504, MCA, (indecent exposure);

(iv) 45-5-505, MCA, (deviate sexual conduct), if the conduct either was non-consensual or involved a minor or a person the applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school;

(v) 45-5-507, MCA, (incest);

(vi) 45-5-601, 45-5-602, or 45-5-603, MCA, (offenses involving prostitution);

(vii) 45-5-622(2), MCA, (endangering the welfare of children);

(viii) 45-5-623, MCA, (unlawful transactions with children);

(ix) 45-5-625, MCA, (sexual abuse of children);

(x) 45-8-201, MCA, (obscenity);

(xi) 45-5-627, MCA, (ritual abuse of minor);

(xii) any statute in Title 45, chapter 9, part 1, MCA, (dangerous drugs),

provided that a first offense under 45-9-102(2), MCA, shall not fall within this definition;

- (xiii) 45-5-220, MCA, (stalking);
- (xiv) 45-5-223, MCA, (surreptitious visual observation or recordation);
- (xv) 45-10-103, MCA, (criminal possession of drug paraphernalia);
- (xvi) 45-10-105, MCA, (delivery of drug paraphernalia to a minor);
- (xvii) 45-8-334, MCA, (possession of a destructive device);
- (xviii) 45-8-361, MCA, (possession or allowing possession of weapon in

school building);

- (xix) 45-8-403, MCA, (use of threat to coerce gang membership);
- (xx) 45-8-406, MCA, (supplying of firearms to criminal street gang);
- (xxi) 45-5-622(3), MCA (endangering welfare of children);

(c) repeated convictions for violations of any one or more of the criminal laws of this state, which violations are not otherwise grounds for suspension or revocation, if the repeated convictions, taken together, demonstrate that the teacher, specialist or administrator is unwilling to conform their conduct to the requirements of law;

(d) occurrences related to ARM 24.9.1003(3), (sexual harassment), defined as "unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature" when:

(i) submission to the conduct is explicitly or implicitly made a term or condition of education;

(ii) submission to or rejection of the conduct is used as the basis for an educational decision affecting the individual; and/or

(iii) the conduct has the purpose or effect of unreasonably interfering with school performance or creating an intimidating, hostile or offensive learning environment.

(e) submitting false credentials, omitting relevant information, or making any statement of material fact an applicant or licensee knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:

(i) college degrees or credit from non-accredited or -approved colleges or universities;

(ii) false professional development credit;

(iii) false academic awards; or

(iv) inaccurate employment history;

(f) significant misuse of technology or electronic communication involving a minor or a person an applicant or licensee knows, reasonably should know, or should have known is a student at a public or private elementary or secondary school, including but not limited to misuse of computers, cellular telephones, or other electronic devices; or

(g) intentionally falsifying or deliberately misrepresenting information regarding standardized assessment of students, including but not limited to providing or changing test answers or using inappropriate testing accommodations or modifications. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.601B REVIEW (1) Upon receipt of a request for disciplinary action by the trustees of a district or the Superintendent of Public Instruction pursuant to 20-4-

110(2), MCA, and ARM 10.57.601, the Board of Public Education shall review the allegations to determine whether there is sufficient cause to believe that professional misconduct occurred.

(2) This review shall include notifying the affected licensee of the request for discipline and allegations against the licensee by certified mail and allowing the licensee ten days to respond to those charges.

~~(3) After receiving a response from the licensee, the board may request further information to ensure the preliminary review properly reflects the facts and position of each party.~~

(4-3) If the board determines there is sufficient cause to believe that professional misconduct occurred, the board shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.602 NOTICE OF HEARING (1) The Upon notice of a request for disciplinary action pursuant to 10.57.601 and determination of sufficient cause, the Board of Public Education shall provide notice of a pending disciplinary action to the licensee, by certified mail not less than 30 days prior to the date of the hearing.

(a) Such notice shall include:

(i) a statement of the time, place and nature of the hearing;

(ii) a statement of the legal authority and jurisdiction under which the hearing is to be held;

(iii) a reference to the particular sections of the statutes and rules involved;

(iv) a statement of the matters asserted;

(v) a designation of who will hear the allegation pursuant to ARM 10.57.603; and

(vi) a statement of the licensee's right to be represented by counsel at the hearing.

(b) The notice shall advise the licensee that the licensee has the right to contest the proposed disciplinary action of the board, and that the licensee may do so by filing a written signed statement contesting the matters asserted and requesting a hearing.

(c) The notice shall advise the licensee that the disciplinary hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.

(2) If the licensee elects to contest the proposed disciplinary action, the board shall conduct a contested case hearing pursuant to ARM 10.57.603.

(3) If resolution is reached prior to the hearing, the parties may report such resolution to the board and ask for dismissal of the matter. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; Eff. 12/10/75; ARM Pub. 11/25/77; AMD, 1979 MAR p. 362, Eff. 3/30/79; AMD, 1980 MAR p. 2646, Eff. 9/26/80; AMD, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1991 MAR p. 1488, Eff. 8/16/91; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.603 HEARING IN CONTESTED CASES (1) The Board of Public Education shall select one of the following methods for providing a hearing:

(a) a hearing before the board at a special or regular meeting of the board;

(b) a hearing before a committee of the Board that shall report to the board proposed findings of fact, proposed conclusions of law, and a proposed order; or

(c) a hearing before a hearing examiner appointed by the board who shall

report to the board proposed findings of fact, proposed conclusions of law, and a proposed order.

(2) At the time and place set in the notice to the applicant or licensee, the chairperson of the Board of Public Education, the designated committee, or an appointed hearing examiner shall conduct the hearing in accordance with Title 2, chapter 4, part 6, MCA, and ARM 1.3.211 through 1.3.224 of the Attorney General's model rules for hearing contested cases.

(3) Prior to the hearing, the board's attorney or designated hearing officer shall schedule a pre-hearing conference to consider:

- (a) simplification of the issues;
- (b) the possibility of obtaining admissions of facts and documents;
- (c) the number of witnesses;
- (d) the exchanges of witness and exhibit lists; and
- (e) any other matters which may aid in the disposition of the matter.

(4) On appeal the burden is on the appellant to establish by a preponderance of the evidence that the appellant meets the statutory criteria for issuance of an educator/specialist license. In the case of a request for disciplinary action against a licensee pursuant to ARM 10.57.601 or 10.7.611, the burden is on the requestor to establish by a preponderance of the evidence that the disciplinary action is warranted. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; Eff. 12/10/74; ARM Pub. 11/25/77; AMD, 1979 MAR p. 362, Eff. 3/30/79; AMD, 1980 MAR p. 2646, Eff. 9/26/80; AMD, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.604 POST HEARING PROCEDURE (1) Either immediately following the hearing, or within 30 days of the conclusion of the hearing regarding an educator/specialist license, the Board of Public Education shall, as applicable:

(a) uphold the decision of the Superintendent of Public Instruction to deny an application for licensure;

(b) dismiss the matter;

(c) issue a letter of reprimand;

(d) enter into a stipulated agreement; or

(e) suspend or revoke the license for a specific period of time, up to and including permanent revocation of the license.

(2) Consistent with a decision to suspend or revoke a license, the board shall issue findings of fact, conclusions of law, and an order signed by the board chair or designee.

(3) The board shall record its decision in its minutes and shall provide its decision, including the letter of reprimand, or a copy of the findings of fact, conclusions of law, and order by certified mail to the licensee and to any other involved party within ten days of its decision.

(4) The date of the letter of reprimand, decision to uphold a denial of licensure by the superintendent, or final written decision and order of the board determines the date from which an appeal may be filed pursuant to 2-4-702, MCA.

(5) Pursuant to 2-4-623, MCA, decisions of the Board of Public Education shall be available for public inspection. Confidential information such as names of any minors, the applicant's or licensee's address, telephone number, or medical records may be redacted from the posted final decision. (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, 20-4-110, MCA; Eff. 12/10/74; ARM Pub. 11/25/77; AMD,

1979 MAR p. 362, Eff. 3/30/79; AMD, 1980 MAR p. 2646, Eff. 9/26/80; AMD, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2000 MAR p. 1510, Eff. 6/16/00; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

#### 10.57.605 SURRENDER OF AN EDUCATOR/SPECIALIST LICENSE

(1) A licensee may surrender his or her license to the Superintendent of Public Instruction. The Superintendent of Public Instruction, upon review, may accept or reject the license surrender.

(2) Surrender of a license to the Superintendent of Public Instruction does not relieve the reporting requirements set forth in 20-4-110, MCA.

(3) The Superintendent of Public Instruction may investigate further following the surrender of a license and shall maintain a record of the circumstances surrounding the surrender of any license. The contents of that record shall be available for review by the licensing authority from any other jurisdiction in which the educator/specialist seeks licensure.

(4) Surrender of a license is permanent and irrevocable, unless specified otherwise in the document of surrender. Surrender of a license is a sanction against an educator or specialist and may prejudice the ability of an educator/specialist to successfully seek relicensure.

(5) The Superintendent of Public Instruction shall immediately inform the Board of Public Education of each surrender of a license and of the circumstances surrounding the surrender. (History: 20-4-114, MCA; IMP, 20-2-121, MCA; NEW, 1994 MAR p. 2525, Eff. 9/9/94; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

#### 10.57.606 REPORTING OF THE SURRENDER, DENIAL, REVOCATION, OR SUSPENSION OF A LICENSE

(1) The Superintendent of Public Instruction shall maintain membership in the National Association of State Directors of Teacher Education and Certification (NASDTEC) and shall report information concerning disciplinary action to the NASDTEC clearinghouse.

(2) Upon receipt of a license surrendered pursuant to ARM 10.57.605, the Superintendent of Public Instruction shall report to the NASDTEC clearinghouse that the superintendent accepted the surrender of a license held by the licensee.

(3) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse the denial of licensure for cause. A denial "for cause" is defined as circumstances which:

(a) resulted in a determination by the superintendent that the applicant lacked the requisite moral and professional character; or

(b) would, in the case of a licensed Montana educator, be grounds for suspension or revocation.

(4) The superintendent shall not report to NASDTEC under (3) until either:

(a) the period for appeal of denial as provided in ARM 10.57.607 has expired;

or

(b) the Board of Public Education affirms the denial.

(5) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse a letter of reprimand issued by the Board of Public Education, and the suspension or revocation of a license held by an educator/specialist licensed in Montana.

(6) If a denial of licensure or disciplinary action by the Board of Public Education is overturned by a court of competent jurisdiction, the Superintendent of

Public Instruction will notify the NASDTEC clearinghouse of such action.

(7) The Superintendent of Public Instruction shall maintain, pursuant to the superintendent's record retention policies, a record of the circumstances surrounding the surrender, denial, revocation, suspension, or reprimand involving a license or application for licensure. The contents of that record shall be available for review by the certifying authority from any other jurisdiction in which the educator/specialist seeks licensure. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2004 MAR p. 2910, Eff. 12/3/04; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.607 APPEAL FROM DENIAL OF AN EDUCATOR/SPECIALIST LICENSE

(1) Written notice of appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of an educator/specialist license must be submitted to the Board of Public Education. Written notice of appeal must be postmarked or received by the board no later than 30 days from the date of the letter of denial sent from the office of the Superintendent of Public Instruction.

(2) The written notice of appeal may not be submitted by e-mail. The notice must be signed by the appellant and must:

(a) summarize the appellant's responses to the superintendent's denial of licensure;

(b) provide preliminary statements supporting the appellant's contention that the superintendent's denial should be overturned; and

(c) if applicable, show that the appeal satisfies the requirements of ARM 10.57.608.

(3) When an appeal of a denial from the decision of the superintendent is before the Board of Public Education, the board shall provide notice by certified mail at least 30 days prior to a hearing of the appeal.

(a) Such notice shall include:

(i) a statement of the time, place, and nature of the hearing;

(ii) the legal authority and jurisdiction under which the hearing is to be held;

(iii) reference to the particular sections of the statutes and rules involved;

(iv) a statement of the matters asserted; and

(v) designation of who will hear the allegation pursuant to ARM 10.57.603.

(b) The notice shall advise the applicant that the applicant has the right to contest the denial and that the applicant may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the applicant.

(c) The notice shall advise the licensee that the hearing will be open to the public unless an individual's right to privacy outweighs the public's right to know.

(d) The hearing officer or person designated pursuant to ARM 10.57.603 to hear the appeal shall conduct a pre-hearing conference to determine matters relevant to scheduling, evidence, witnesses, and other matters related to the hearing as delineated in ARM 10.57.603. (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, 20-4-110, MCA; NEW, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2000 MAR p. 1510, Eff. 6/16/00; AMD & TRANS, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.608 CONSIDERATIONS GOVERNING ACCEPTANCE OF APPEAL IN CASES ARISING UNDER 20-4-104, MCA (1) The Board of Public Education shall not consider an appeal from a denial by the Superintendent of Public Instruction based on 20-4-104, MCA, if the appellant has made an appeal to the board from the denial of a license within three years prior to the application which is at issue, and the appellant did not prevail following a hearing, unless at the time of notice of appeal pursuant to ARM 10.57.607 the appellant demonstrates substantial changes in circumstances relating to the appellant's eligibility for a license.

(2) The board shall not consider an appeal by a licensee regarding a suspended, revoked, or surrendered license during the period of suspension, revocation, or surrender. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD & TRANS, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

10.57.609 HEARING ON APPEAL (REPEALED) (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD & TRANS, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 1039, Eff. 5/25/12; REP, 2014 MAR p. 2930, Eff. 7/1/15.)

Rule 10.57.610 reserved

10.57.611 SUBSTANTIAL AND MATERIAL NONPERFORMANCE (1) A licensed staff member commits substantial and material nonperformance of an employment contract pursuant to 20-4-110(1)(g), MCA, if, after signing a binding contract of employment with a Montana school district, the licensed staff member substantially and materially breaches such contract without good cause.

(2) "Good cause" shall be determined by the board on a case-by-case basis. The following are examples of good cause:

(a) substantial hardship to the licensed staff member's family due to a change in employment of the spouse of the licensed staff member that necessitates a move;

(b) illness of a family member of the licensed staff member that necessitates a move for purposes of providing for, caring for, or tending to the ill family member; or

(c) intolerable working conditions, judged on the same basis as constructive discharge under Montana law.

(3) Licensed staff members violating 20-4-110(1)(g), MCA, may be penalized as follows:

(a) a first violation committed not more than 30 calendar days prior to the beginning of the school year may result in a sanction not to exceed placement of a letter of reprimand in the licensed staff member's public record certification file;

(b) a first violation committed on or after school starts shall result in a sanction ranging from placement of a letter of reprimand in the licensed staff member's public record licensure file to temporary suspension of the licensed staff member's license for not more than 30 days; and

(c) a second or subsequent violation shall result in a sanction ranging from a temporary suspension of the licensed staff member's license to revocation of the license.

(4) In determining the severity of the sanction, if any, the Board of Public Education will consider the following:

(a) any direct, harmful impact on students caused by the breach of contract;

(b) the length of prior notice provided to the employing board by the licensed staff member; and

(c) the impact of the licensed staff member's breach of contract on the district's compliance with accreditation standards.

(5) This rule shall not be construed to either require or to prohibit the board from exercising its discretion in overseeing discipline of license holders pursuant to 20-4-110(6), MCA. (History: 20-2-114, 20-2-121, MCA; IMP, 20-2-121, 20-4-110, MCA; NEW, 2002 MAR p. 1549, Eff. 5/31/02; TRANS, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2012 MAR p. 1039, Eff. 5/25/12; AMD, 2014 MAR p. 2930, Eff. 7/1/15.)

## Subchapter 7

### Procedures for Hearing Appeals from Decisions Denying Issuance or Renewal of Teacher Certificates

10.57.701 APPEAL FROM DENIAL OF A TEACHER, SPECIALIST OR ADMINISTRATOR CERTIFICATE (TRANSFERRED) (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, 20-4-110, MCA; NEW, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2000 MAR p. 1510, Eff. 6/16/00; AMD & TRANS to 10.57.607, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.702 CONSIDERATIONS GOVERNING ACCEPTANCE OF APPEAL IN CASES ARISING UNDER 20-4-104(1)(c), MCA (TRANSFERRED) (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD & TRANS to 10.57.608, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.703 HEARING ON APPEAL (TRANSFERRED) (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD & TRANS to 10.57.609, 2002 MAR p. 3309, Eff. 11/28/02.)

## Subchapter 8

### Substantial and Material Nonperformance

10.57.801 SUBSTANTIAL AND MATERIAL NONPERFORMANCE (TRANSFERRED) (History: 20-2-114, 20-2-121, MCA; IMP, 20-2-121, 20-4-110, MCA; NEW, 2002 MAR p. 1549, Eff. 5/31/02; TRANS to 10.57.611, 2002 MAR p. 3309, Eff. 11/28/02.)



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

**Sharon Carroll**

**ITEM 19**

**FEDERAL REPORT**

**Nancy Coopersmith**

# Montana Board of Public Education Executive Summary

**Date: July 2016**

<b>Presentation</b>	Federal Report
<b>Presenter</b>	Nancy Coopersmith Assistant Superintendent
<b>Position Title</b>	Office of Public Instruction
<b>Overview</b>	This agenda item will include a discussion of the implementation of the Every Student Succeeds Act (Public Law 114-95), including the organization of the Office of Public Instruction staff and resources, composition of the stakeholder workgroups and major milestones of the process. In addition, information about federal funding and proposed regulations will be included.
<b>Requested Decision(s)</b>	No decisions are required.
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



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

[opi.mt.gov](http://opi.mt.gov)

# Every Student Succeeds Act (PL 114-95)

## OPI Work Groups

<i>Project Management Team</i>	
	Nancy Coopersmith
	BJ Granbery
	Dennis Parman
	Steve York

<i>Coordinating Council</i>	
<i>Co-Chairs:</i>	Nancy Coopersmith
	BJ Granbery
<i>Members:</i>	Karin Billings
	Mandy Smoker Broaddus
	Heather Denny
	Jamey Ereth
	TJ Eyer
	Scott Furois
	Natalee Hawks
	Patricia Johnson
	Sue Mohr
	Jack O'Connor
	Dennis Parman
	Linda Peterson
	Jay Phillips
	Frank Podobnik
	Kate Vatter
	Steve York

# Every Student Succeeds Act (PL 114-95)

## OPI Work Groups

<i>Consolidated Application</i>		
Chair: Dennis Parman		
	<i>Work Plan Subgroup</i>	<i>Accountability Plan Subgroup</i>
<i>Co-Chairs:</i>	BJ Granbery	Dennis Parman
	Linda Peterson	
<i>Members:</i>	Karin Billings	Mandy Smoker Broaddus
	Angela Branz-Spall	Scott Furois
	Mandy Smoker Broaddus	BJ Granbery
	Julie Cruse	Debbie Hunsaker
	Heather Denny	Dale Kimmet
	Mary Ellen Earnhardt	Eric Meredith
	TJ Eyer	Sue Mohr
	Michael Hall	Patty Muir
	Debbie Hunsaker	Jack O'Connor
	Pat Johnson	Linda Peterson
	Tracey Moseman	Jael Prezeau
	Patty Muir	Miriam Naiman-Sessions
	Jack O'Connor	Judy Snow
	Frank Podobnik	Christy Mock-Stutz
	Jael Prezeau	Steve York
	Kathi Tiefenthaler	Brett Carter
	Jake Warner	
	Steve York	

# Every Student Succeeds Act (PL 114-95)

## OPI Work Groups

<i>Grants Management Subgroup</i>	
<i>Co-Chairs:</i>	Jack O'Connor
	Jay Phillips
<i>Members:</i>	Joan Anderson
	Karla Beagles
	Angela Branz-Spall
	Heather Denny
	Mary Ellen Earnhardt
	Tara Ferriter-Smith
	Michael Hall
	Renee Harris
	Natalee Hawks
	Pat Johnson
	Charlotte McMilin
	Brenda Swyers
	Julie Tenneson
	Kate Vatter
	Jake Warner

<i>Resources Subgroup</i>	
<i>Chair:</i>	Steve York
<i>Members:</i>	Colet Bartow
	Cheri Bergeron
	Jessica Bryant
	Susan Murray
	Shawna Pieske
	Tara Steinke

## Montana ESSA Consolidated State Plan Stakeholders

First	Last	District	Role
Terry	Annalora	Miles City	Trustee
Corey	Austin	Target Range Elem LE0593	District Superintendent
Laurie	Barron	Evergreen Elem LE0339	District Superintendent
Norma	Bixby	Northern Cheyenne Tribe	Dir N Cheyenne Tribal Ed Dept
Amanda	Blair	Browning Elem LE0400	Special Education Teacher
Tina	Blair	West Valley Elem LE1184	Middle School Principal
Bob	Connors	Glasgow K-12 Schools LE0926	District Superintendent
Jason	Cummins	Hardin Elem LE0023	Elementary Principal
Kaide	Dodson	Libby K-12 Schools LE0522	Curriculum, SpEd, and Fed Pgrms Dir
Mark	Halgren	Belgrade Elem LE0368	Curriculum Director
Dana	Haring	Kalispell Elem LE0310	Middle School Teacher
Bart	Hawkins	North Star HS LE1234	District Superintendent
Reg	Hageman	Helena	Health Educator
Kevin	Kennaugh	Poplar Elem LE0775	Elementary Teacher
Marilyn	King	Bozeman Elem LE0350	Deputy Superintendent Instruction
Yvonne	Kunz	Helena	Parent
Shelby	Moody	Cut Bank H S LE0403	High School Teacher
Reyna	Perez	Hays-Lodge Pole K-12 Schls LE1213	Academy Administrator
Doug	Reisig	Hellgate Elem LE0586	District Superintendent
Paula	Schultz	Anderson Elem LE0366	Special Educator
Donna	Sorensen	Mont Sch for Deaf Blind LE9258	School Superintendent
Carla	Swenson	Glasgow K-12 Schools LE0926	Elementary Teacher
Greg	Trangmoe	Stevensville H S LE0733	Trustee
Ruth	Uecker	Great Falls Elem LE0098	K-6 Assistant Superintendent
Jule	Walker	Plevna K-12 Schools LE0256	District Superintendent
Shawnda	Zahara-Harris	Glasgow K-12 Schools LE0926	High School Principal
Amy	Williams	OCHE	Higher Education
Kirk	Miller	MT-PEC	Member
Marco	Ferro	MT-PEC	Member
Pete	Donovan	BPE	Executive Director
Darlene	Schottle	BPE	Board Member
Siri	Smillie	Governor's Office	Education Policy Advisor
Eric	Moore	Senate Representative	Senator
Debra	Lamm	House Representative	Representative
Mandy	Broaddus	OPI	State Indian Ed Division Administrator
BJ	Granbery	OPI	State EOE Division Administrator

June 21, 2016

Denise Juneau, Superintendent Montana Office of Public Instruction [www.opi.mt.gov](http://www.opi.mt.gov)

## Montana ESSA Grants Management Stakeholders

First Name	Last Name	Position	City
Jeri	Anton	School Business Official	Billings
Daniel	Baker	High School Teacher	Bridger
Bob	Connors	District Superintendent	Glasgow
Patricia	Hubbard	School Business Official	Billings
Glenn	Kanvick	High School Teacher	Billings
Dale	Lambert	Director of Student Services	Great Falls
Ann	Morani	Elementary Principal	Deer Lodge
Lynne	Peterson	District Superintendent	Savage
Tony	Warren	District Superintendent	Opheim

June 21, 2016

**ITEM 20**

**SPECIAL EDUCATION REPORT**

**Frank Podobnik**

# Montana Board of Public Education Executive Summary

**Date: July 2016**

<b>Presentation</b>	Special Education Report
<b>Presenter</b>	Frank Podobnik Division Administrator, Special Education
<b>Position Title</b>	Office of Public Instruction
<b>Overview</b>	The report provides an overview of the organization of the Special Education Division and the types of activities performed by the four units within the division. This report also covers a discussion of the numbers of students with disabilities served by Montana public schools, the various sources of funding for special education services, and a description of the State Systemic Improvement Plan and State Identified Measureable Result. Annual Performance Plan indicator data are reported for each of the five Comprehensive System of Personnel Development regions.
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None

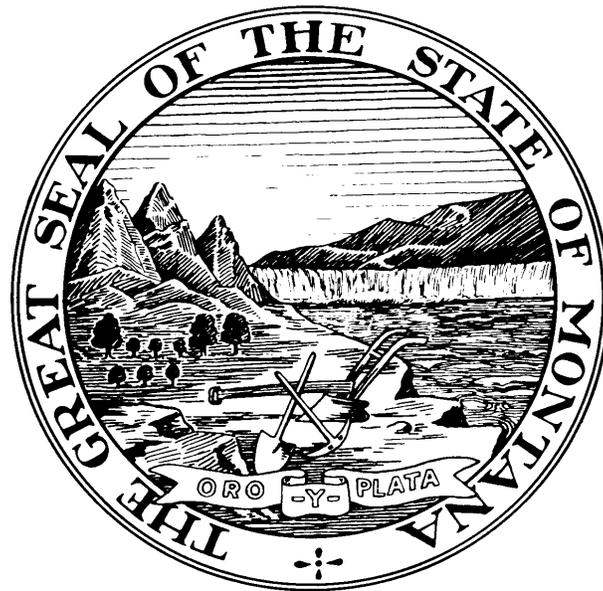


Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

**SPECIAL EDUCATION REPORT TO THE  
BOARD OF PUBLIC EDUCATION**

**July 2016**



**Denise Juneau**

**Superintendent**

**Office of Public Instruction**

**OPISupt@mt.gov**

**PO Box 202501, Helena, MT 59620-2501**

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## **Special Education Division**

The Special Education Division of the Office of Public Instruction (OPI) provides many services to Montana schools to assist them in providing a quality education to all students. The programs managed through this division are all aligned with Superintendent Juneau's Graduation Matters Montana initiative. The special education division is organized into four work units that provide professional development, funding, data collection and analysis, and general supervision to local school districts. These efforts are supported by an excellent group of administrative assistants that keep the division functioning smoothly. Below is a brief description of the major activities of each unit in the Special Education Division.

### **School Improvement/Compliance Monitoring Unit**

Under the requirements of the Individuals with Disabilities Education Act (IDEA) the OPI must provide General Supervision of the special education and related services provided to students with disabilities in Montana. The OPI must ensure that each child with a disability is identified and provided with a Free Appropriate Public Education (FAPE). The OPI's compliance monitoring activities are a major component of the system that is in place to meet the General Supervision requirements. The monitoring staff provides technical assistance to school district staff to support them in maintaining compliance with the requirements of the IDEA regulations and Montana rules. When an instance of noncompliance is identified, the monitoring staff works with the school district to correct the noncompliance and to develop procedures that will lead to continued regulatory compliance. The unit staff also provides on-site and phone consultation to local school staff to assist in developing effective programs for children.

### **Professional Development Unit**

The Professional Development Unit is responsible for implementing a number of major training initiatives for the OPI. This unit operates the State Personnel Development Grant (SPDG) programs, as well as programs funded through the IDEA discretionary grant monies. These programs include:

**Comprehensive System of Personnel Development (CSPD)** – CSPD is a unified personnel development system that ensures quality educational programs and services for all children and youth. The CSPD uses a process which includes preservice, inservice and technical assistance for parents, general education staff, administrators and other service providers with the end result being better programs and services for all children and youth. This is accomplished by collaborating with all stakeholders, disseminating best practices, and the evaluation of CSPD activities. Montana CSPD is organized through a statewide council and five regional councils.

**Montana Behavioral Initiative (MBI)** – MBI is a proactive approach to creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students. MBI uses the Response to Intervention model which is a 3-tiered system of support and a problem solving process to assist schools in meeting the needs of and effectively educating all students. The MBI has five key goals: to increase the awareness and understanding of effective schools practices; to increase and improve the use of team processes in educational decision-making and in addressing issues concerning our youth; to support the implementation of best practices procedures in Montana's schools, foster beliefs which hold that all children are valued, and that positive and proactive approaches to problems produce the most satisfying results; to increase awareness regarding the value and use of data-based decision-making in education; and to foster the belief that the education of today's youth is a community responsibility.

**Response to Intervention (RTI)** – RTI is the practice of providing high-quality instruction to all students based on individual need. The principles that guide RTI implementation in Montana are: effective schools use a team approach to make data-based decisions for individual students to increase student achievement; schools utilize data from universal screenings and ongoing assessment practices to make informed decisions about student needs; strong leadership at the state, district, and school levels is essential to improving teaching and learning; students should be taught all skills necessary for success: academic, social, behavioral, and emotional; schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members; successful schools provide ongoing training for staff; all teachers believe in and are invested in helping all students to be successful; and schools need support and specialized training in order to meet the needs of teachers and students.

**Montana Autism Education Project (MAEP)** – Helping students with autism learn requires specific skills and knowledge beyond what is acquired through teacher preservice programs or attendance at lectures and workshops. Other agencies in Montana are targeting services specifically to children with autism and are developing or already using training curricula and certification in the area of autism for staff who work with the same children who are being educated in public schools. In the near future, school staff working with children with autism will be expected by parents and non-school professionals to have specific knowledge in autism-specific educational techniques. The goals of MAEP are: to increase district-level knowledge of how to educate students with autism through interactive video training; on-site technical assistance and peer-to-peer collaboration; to develop sustainable groups across Montana of on-site or regional educators who can educate students with autism and provide assistance to other school districts; and to develop inter-agency collaboration between the OPI, school districts, Part C Agency providers, Department of Public Health and Human Services, Parents Let's Unite for Kids (PLUK), and Institutes of Higher Education.

**School-Based Mental Health** – In collaboration with the Health Enhancement division of the OPI and the Children's Mental Health Bureau at the Department of Public Health and Human Services (DPHHS) the Special Education division works to address the mental health needs of Montana's children. The activities of this project include providing training to school district staff on the recognition of mental health concerns and intervention and prevention strategies; facilitation of several communities of practice regarding the mental health needs of children in schools; and working with local school districts to develop suicide prevention and response protocols.

**Montana Higher Education Consortium** – With the assistance of the Technical Assistance for Excellence in Special Education (TAESE) center at the University of Utah, the OPI continues to work with representatives of all Montana teacher education programs to improve preservice instruction. The OPI has always been interested in and encouraged the involvement of Institutions of Higher Education (IHE) in state-coordinated activities such as the State Special Education Advisory Panel, Comprehensive System of Personnel Development Council, State Professional Development Plan and State Performance Plan. The consortium is an activity under the Montana State Comprehensive System of Personnel Development (CSPD). The OPI has supported the Higher Education Consortium for the past 12 years. One outcome of the Consortium is to create a mechanism to foster greater involvement of IHEs in important educational initiatives to ensure there is consistency between the message of the OPI and IHEs regarding future teachers on important educational initiatives.

**Traineeships** – In partnership with the University of Montana and Montana State University-Billings, the OPI provides support for training programs for special education teachers, speech-language pathologists, and school psychologists. These programs help defray the costs of training and provide a structure for supervision of students as they complete their training. In addition, students who participate in these programs agree to work in Montana schools for a minimum of two years after licensure.

### **Data and Accountability Unit**

The Data and Accountability staff oversees the collection, analysis and reporting of all special education data required for federal and state reporting purposes. The staff provides technical assistance and support to local district staff in the management of student data related to special education.

### **IDEA Part B Program Unit**

The IDEA Part B Program manager oversees the distribution of state and federal special education funds and ensures accountability for the use of those funds. Each year the OPI distributes over \$78 million dollars in special education funds to Montana school districts. The program manager reviews and approves the applications for the IDEA funds, determines what expenditures are allowable, and works with other OPI staff to set the special education rates for state appropriations. This unit is also responsible for submitting the Annual Application for Funding under the IDEA and all related grant reporting and fiscal requirements.

# Students Served

## Special Education Child Count and Student Enrollment

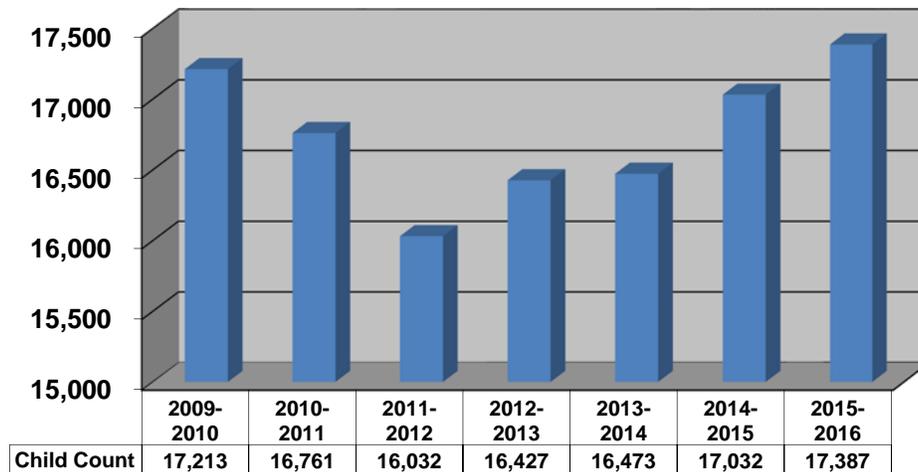
Public schools must make available special education and related services to all students with disabilities beginning at age three and continuing until the student is determined to be no longer eligible. Students exit special education by returning to regular education, graduating, or reaching the maximum age of attendance. In most Montana school districts students may attend through age 18. Services to students ages 19, 20, and 21 are permissive. Several Montana school districts do provide services to students beyond age 19. Eligibility as a student with a disability is a two-part test. To be eligible a student must meet the criteria for one of the 13 disability categories and demonstrate a need for special education and related services. Students who are eligible for special education receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services such as speech-language therapy, interpreting services, occupational therapy, and physical therapy. The student's Individualized Education Program (IEP) team determines the type and amount of services that each student receives.

Students with disabilities that have been parentally placed in a private school, including home-schooled children, are eligible to receive special education and related services, although they are not entitled to a Free Appropriate Public Education (FAPE). The amount and type of services available to private school students are different than for public school students. The determination of the types of services made available to private school students is based on discussions between the local school district and the private school officials. The amount of services available is limited to the funding available under the Individuals with Disabilities Education Act (IDEA) proportionate share calculation.

On the first Monday of October each year the Special Education Child Count is conducted. This is a count of students with disabilities who have a valid IEP and are receiving special education services on that date. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI, and students who are in private or home schools and are receiving special education services from a public school under a Services Plan.

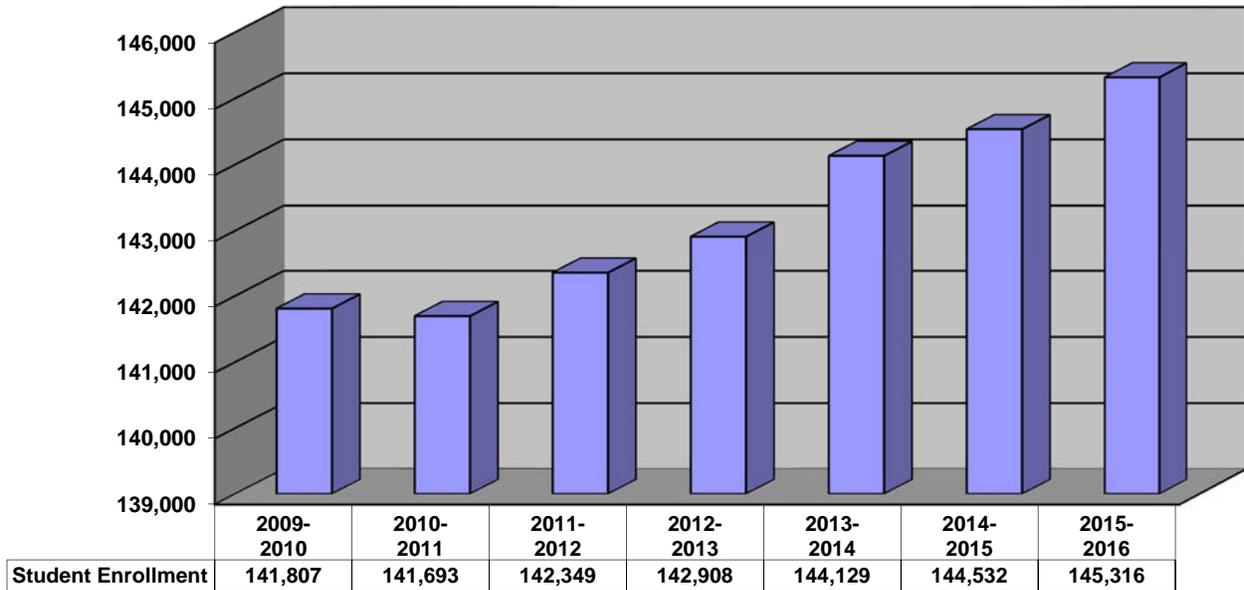
Figure 1.1 below shows the Child Count trend data from the 2009-2010 school year to present.

**Figure 1.1 Special Education Child Count Longitudinal Data**

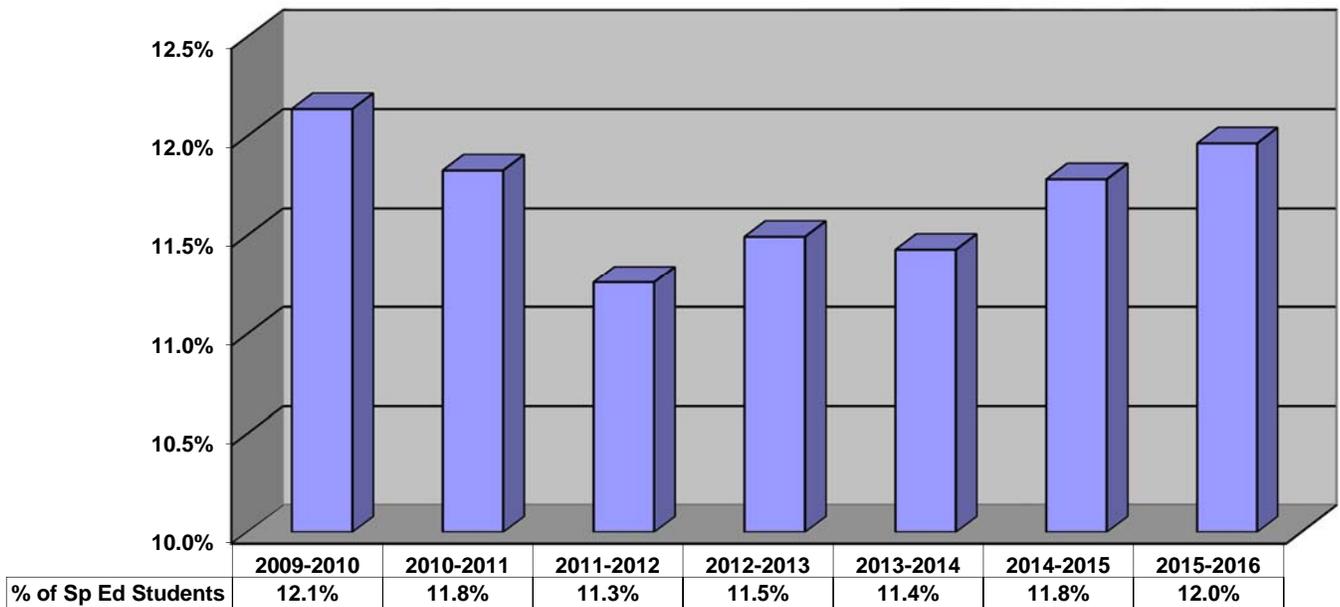


The data in Figure 1.1 show a recent upward turn in the overall Child Count numbers for Montana. Student enrollment for all students shows the same type of increase. Figures 1.2 and 1.3 below show the trend data for student enrollment and for the identification rates for students with disabilities.

**Figure 1.2 Student Enrollment Data Grades Pre-Kindergarten through 12**



**Figure 1.3 Proportion of All Students Enrolled in Public Schools Who are Eligible for Special Education**

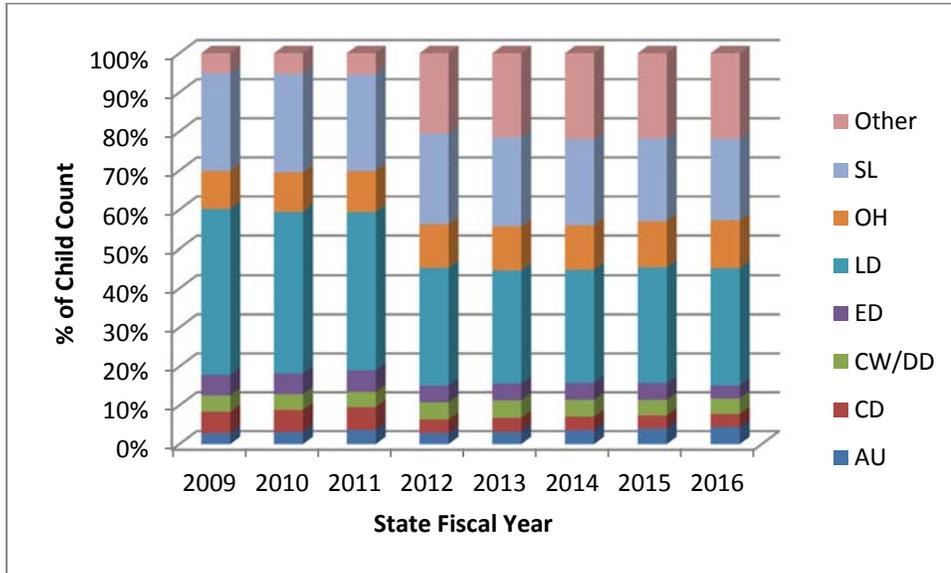


As the interested reader can see from the figures above, the number of students with disabilities who are eligible for special education and related services in Montana has grown at a faster pace than the

total enrollment. This has resulted in an increase in the proportion of students identified as students with disabilities. The data show an increase of 355 students with disabilities for the 2015-2016 school year. The increase in the Child Count total is most likely a result of improved compliance with the Child Find requirements and the corresponding increase in data validity.

### Student Identification by Disability

**Figure 1.4 Disabilities by Percentage of Total Child Count**



The data in Figure 1.4 show the relative proportions of the Child Count made up by students with various disabilities. The proportions have remained stable over the last several years. The shift in the proportions between 2011 and 2012 is due to a change in the reporting requirements. The Other category includes students with Multiple Disabilities, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Traumatic Brain Injury, Deafness, and Deaf-Blindness.

## Funding

There are three main funding streams for school districts to use in meeting the costs of providing special education and related services to students with disabilities in Montana. Local, state and federal funds may be used for this purpose. The expenditure of these funds is reported to the OPI using the Trustees' Financial Summary (TFS) report each year in September. The data from those reports are used to provide the summary information below and to ensure compliance with the fiscal regulations of the IDEA.

Figure 2.1 and Figure 2.2 below show the amounts and relative percentages of the special education expenditures which come from each funding source.

**Figure 2.1 Amounts Expended for Special Education by School Year**

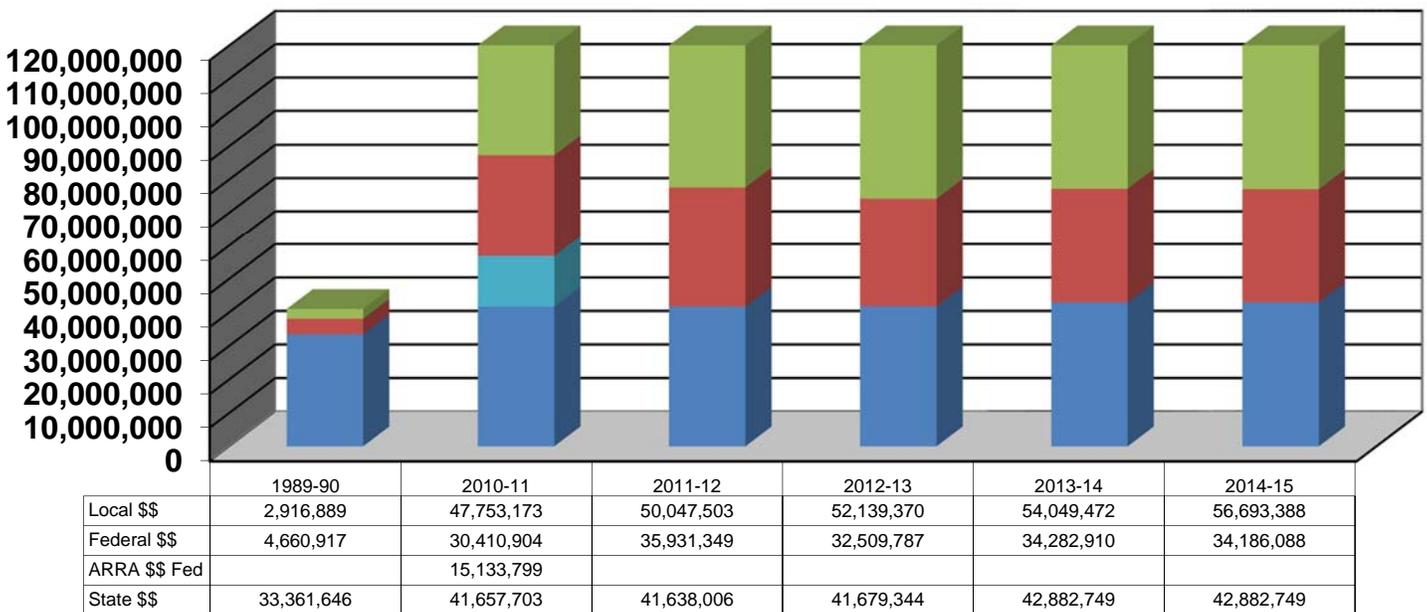


Figure 2.1 shows the amounts, in dollars, which were expended in each of the last five years (along with the base year of 1989-1990) to cover the costs of providing special education and related services to Montana students. During the 2010-2011 school years an additional amount of funds was made available to schools under the American Recovery and Reinvestment Act (ARRA). This increased the federal share of the expenditures for those two years. The ARRA funds have all been expended and will not be included in future years' expenditures. As can be seen above, the total expenditures for special education during the 2014-2015 school year (State Fiscal Year 2015) were just above \$133 Million dollars. This chart shows that there was an increase of over \$2.6 million in local expenditures between SFY 2014 and SFY 2015. Expenditures of state funds remained flat and federal expenditures decreased slightly during the same period. The amount of local funds used to pay for special education and related services costs has increased steadily over time.

**Figure 2.2 Percentages of State, Federal, and Local Funds Used for Special Education**

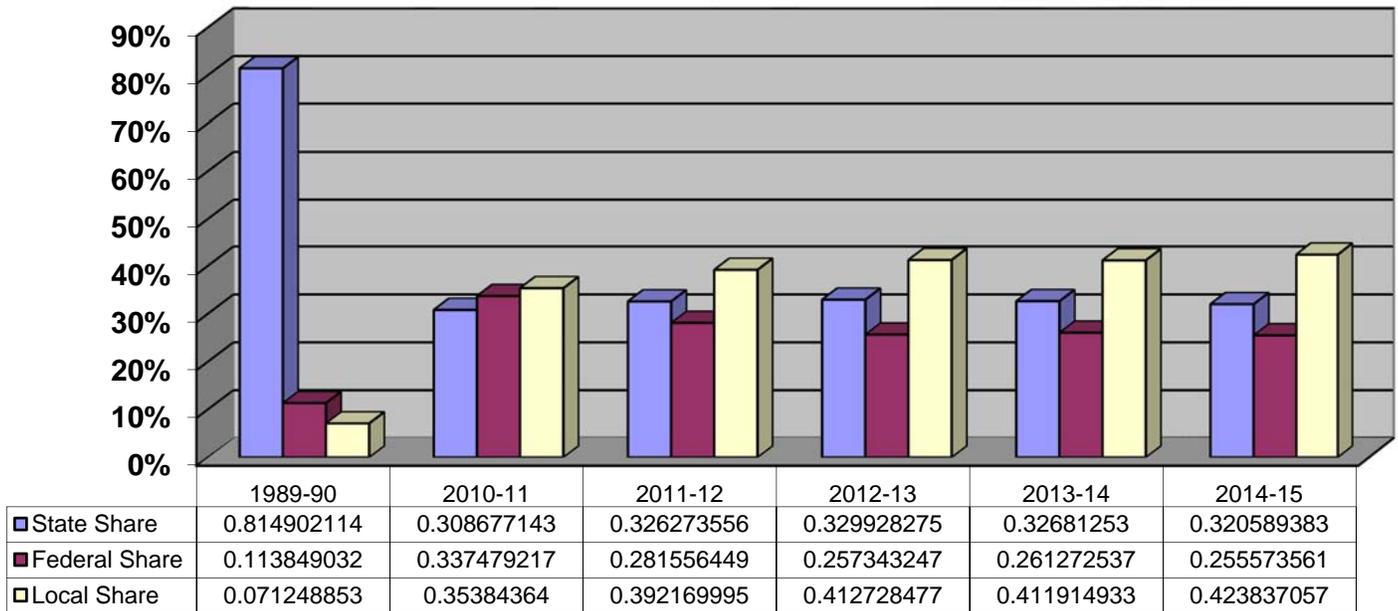


Figure 2.2 shows the relative percentages of the total expenditures that come from each source. As was noted above, the availability of the ARRA IDEA funds during the 2010-2011 school year increased the proportion of expenditures attributed to federal sources. Despite that influx of ARRA dollars, the proportion of the expenditures that are from local sources has continued to increase over the years.

### **Federal Funding Under IDEA**

Each year, Montana receives an award of funds from the U.S. Department of Education (ED) under the IDEA Part B (Section 611) and Preschool (Section 619). For the 2015-2016 school year Montana received a total IDEA allocation of \$38,049,110. Of this amount, \$4,693,273 was set aside for administrative purposes, and \$33,355,837 was distributed to local school districts. The IDEA funds are allocated by school district and distributed to the approximately 70 IDEA Part B projects through the electronic grants management system (EGrants). School districts that are members of a cooperative or consortium submit a joint application for funds to the OPI and the funds are then distributed to the cooperative/consortium.

### **State Special Education Funding**

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment and expenditures. Seventy percent of the appropriation is distributed through the instructional and related services block grants, which are based on enrollment. Twenty-five percent of the funds are distributed through reimbursement for disproportionate costs, which is based on expenditures, and the remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. Figure 2.3 shows the breakout of state funding by percentage.

**Figure 2.3 Percentage of State Special Education Funding by Category**

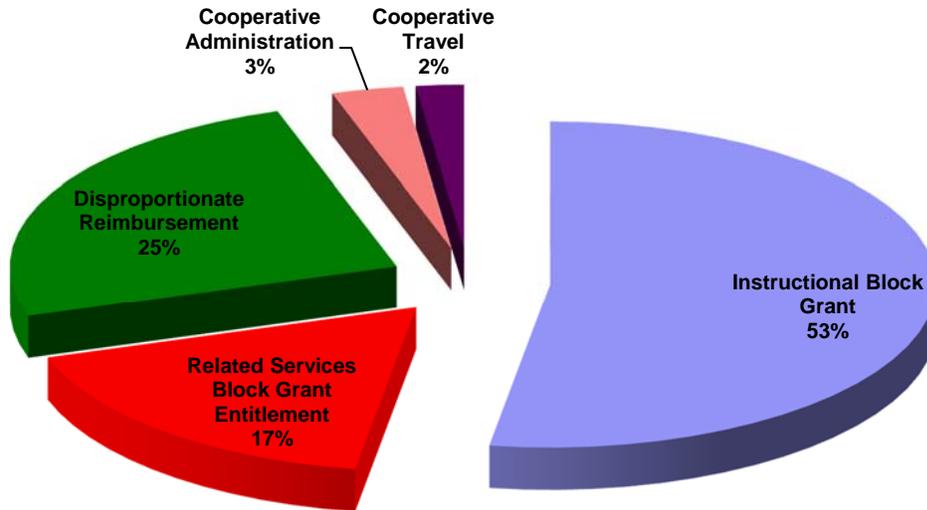


Table 2.1 below shows the projected state entitlements for the 2016-2017 school year in each funding category.

**Table 2.1 Preliminary State Entitlement for 2016-2017 School Year**

Instructional Block Grant	\$22,610,757
Related Services Block Grant Entitlement	\$7,535,918
Disproportionate Reimbursement	\$10,720,602
Cooperative Administration	\$1,286,472
Cooperative Travel	\$857,648
<b>Total</b>	<b>\$43,011,397</b>

## State Funding Trend Data

**Figure 2.4 Instructional Block Grant per Student Allocation**

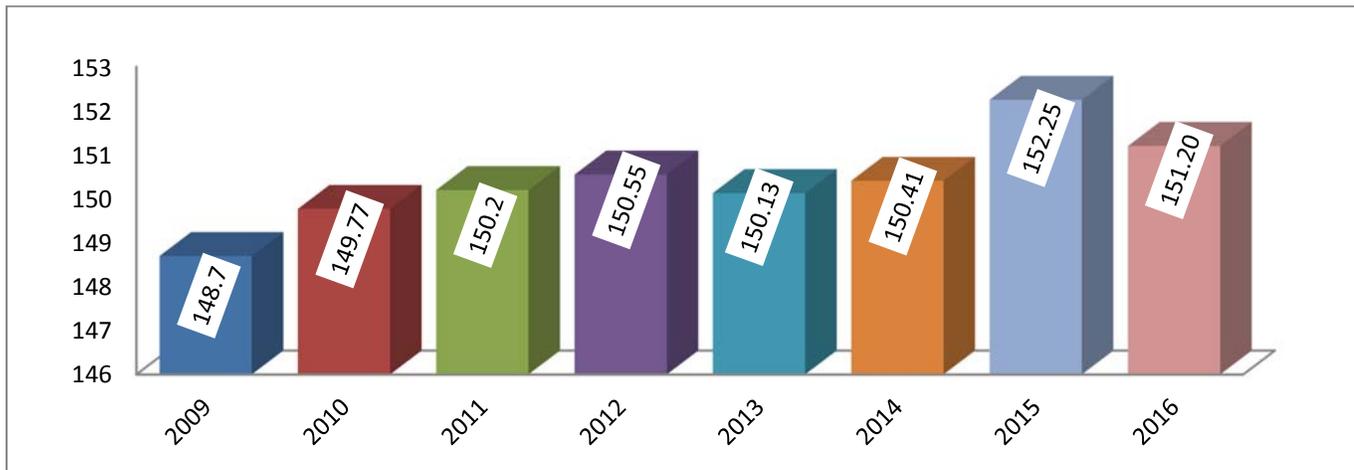


Figure 2.4 shows that the Instructional Block Grant rate decreased for the last fiscal year. This is a result of the level funding for special education and the increasing enrollment, which results in a smaller per-pupil amount. This rate is adjusted annually based on the amount of the legislative appropriation and the enrollment figures for the previous year. A small amount of the allocation is set-aside each year to allow for adjustments as enrollments change.

**Figure 2.5 Related Services Block Grant per Student Allocation**

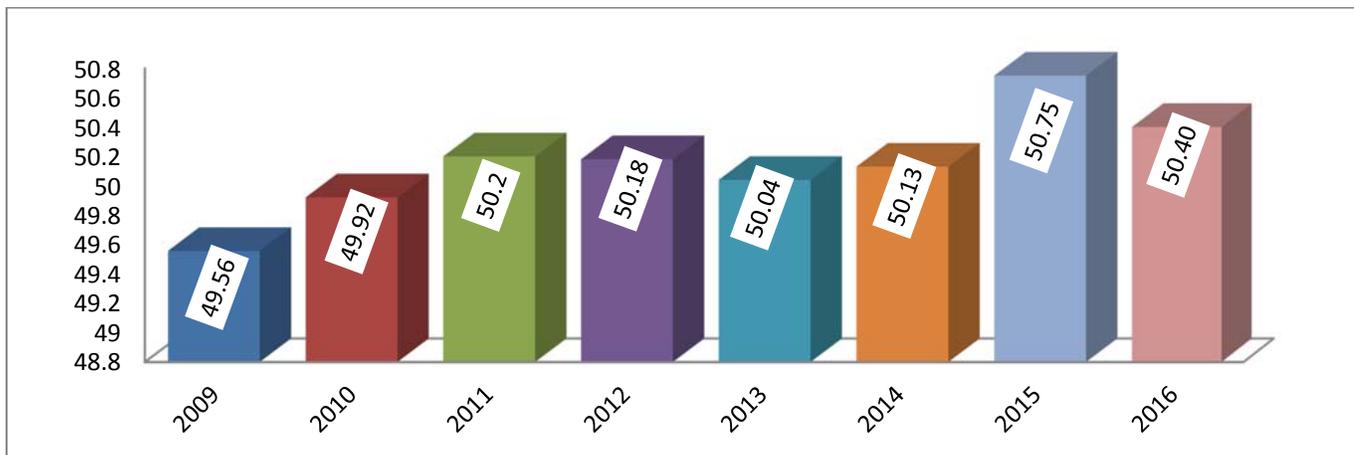


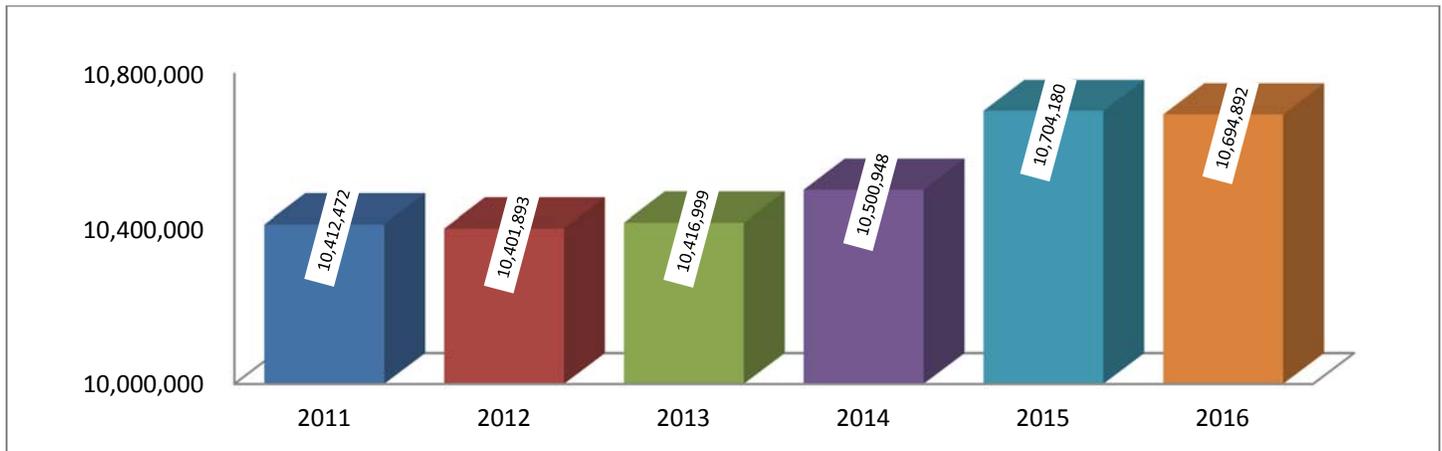
Figure 2.5 shows a corresponding reduction in the Related Services Block Grant rate for the last fiscal year.

### Reimbursement of Disproportionate Costs

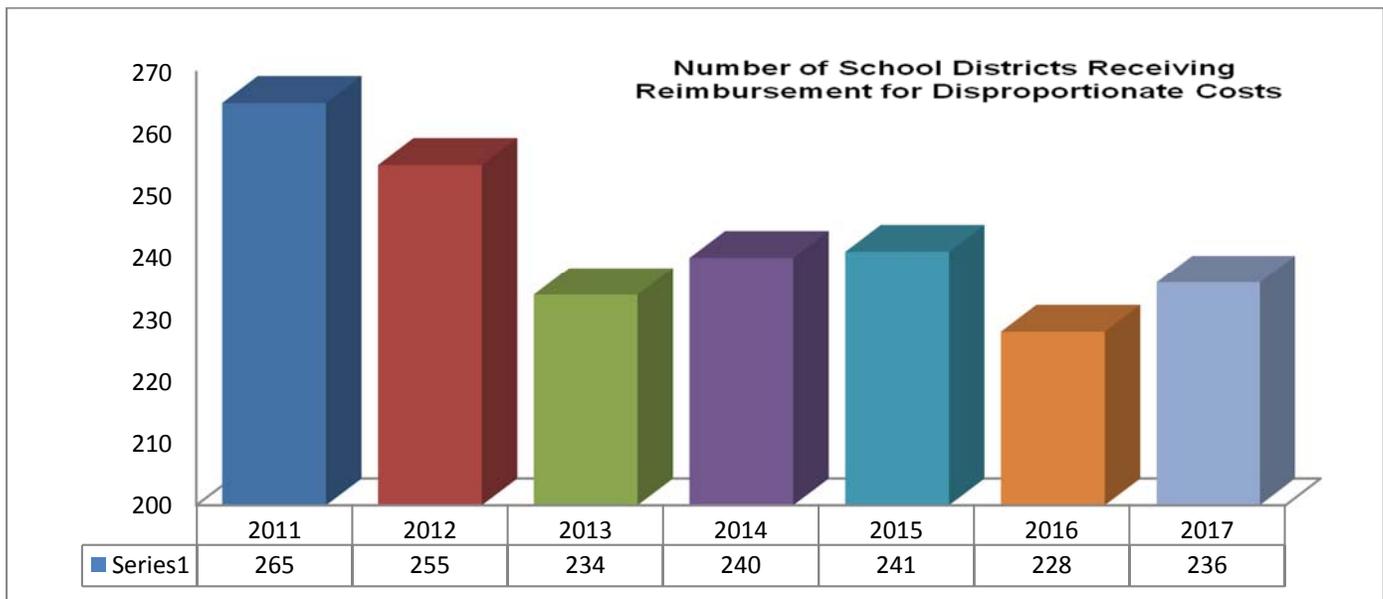
The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs is set at 25 percent of the total appropriation for special education costs. Changes in the amounts distributed are a function of changes in the state appropriation.

Figure 2.6 shows the total dollar amount distributed for disproportionate cost reimbursements by year and Figure 2.7 shows the number of school districts receiving those reimbursements.

**Figure 2.6 Total Amounts for Disproportionate Cost Reimbursement by Year**



**Figure 2.7 Numbers of School Districts Receiving Reimbursement for Disproportionate Costs**



As these two figures show, the dollar amount distributed to school districts as disproportionate cost reimbursements remained relatively stable for the last fiscal year, but the number of districts that receive those reimbursements increased. As the costs of education as a whole increase, the amount that must be spent to meet the requirements for the disproportionate costs also increases.

**Local Funding**

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increases in costs of special education by increasing their contribution to over \$56 million dollars in state fiscal year 2015. This amount represented over 42 percent of the total expenditures for special education. The amount of local funds expended has continued to increase. The need for public school districts to expend local funds to cover the cost of special education presents a significant challenge to districts. However, another dimension of the challenge public schools face when they budget for special education is the relatively unpredictable nature of special education costs, particularly for small districts.

Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year to year within the same district. The reasons for this variability are many. Differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in a community, and the costs of serving students with significant educational needs who enroll and later withdrawal are some of the primary factors contributing to the variability.

## **Medicaid**

The Office of Public Instruction (OPI) and the Health Resources Division of the Department of Public Health and Human Services (DPHHS) have collaborated for a number of years on projects that have increased reimbursement to districts for certain special education costs. Currently, Medicaid supports certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), a program for administrative claiming, and a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

Under this program, school districts are able to claim Medicaid reimbursements for medical services (Occupational Therapy, Personal Care Services, Physical Therapy, School Psychology Services, and Speech/Language Therapy) provided to Medicaid-eligible students. School districts are also able to claim reimbursement for CSCT services for any Medicaid-eligible student.

Revenue to school districts has increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.

There are three programs that provide Medicaid reimbursement to districts: 1) Fee for service provides reimbursement for medical services such as speech therapy, occupational therapy, and physical therapy; 2) Administrative claiming compensates school districts for some of the costs associated with administration of school-based health services such as helping to identify and assist families in accessing Medicaid services and seeking appropriate providers and care; and 3) CSCT services. These three programs generate over \$35 million for the districts. Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to Community Mental Health Centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services. (Source for data on payments: DPHHS, Health Resources Division)

The largest proportion of the Medicaid reimbursements to school districts was for the provision of CSCT services. The CSCT is a comprehensive planned course of treatment provided by Community Mental Health Centers in school and community settings. The CSCT services include: behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

Serious behavioral problems can significantly interfere with a student's education and the education of others. Community Mental Health Centers working in close cooperation with public school districts increase the likelihood that education and mental health programs are better coordinated. Because mental health professionals are present throughout the school day, they are available to intervene and redirect inappropriate behaviors and to teach appropriate behaviors and social skills at each opportunity. This "real-time" intervention in the "natural setting" promises to have a major impact on improving the effectiveness of children's mental health services and the quality of the educational environment for all children.

# **State Performance Plan/Annual Performance Report**

The *Individuals with Disabilities Education Improvement Act of 2004* requires states to submit a State Performance Plan (Part B – SPP) outlining efforts to implement the requirements and purposes of Part B of the Act, and describes how the state will improve such implementation [20 U.S.C. 1416(b)(1)].

The primary focus of the Performance Plan is based on three key monitoring priorities for the Office of Special Education Programs of the U.S. Department of Education:

1. Provision of a **free appropriate public education (FAPE) in the least restrictive environment (LRE)**;
2. the state exercise of **general supervisory authority**; and
3. **disproportionate representation** of racial/ethnic groups in special education and related services.

Within each of the three monitoring priorities, performance indicators established by the United States Secretary of Education quantify and prioritize outcome indicators for special education. The state uses these 17 performance indicators to establish measurable and rigorous targets with which to assess performance of both local educational agencies and the state.

In SFY 2015, the OPI was required to submit an updated plan, now referred to as the State Systemic Improvement Plan (SSIP). In addition to the other indicators, the OPI worked with a large stakeholder group to identify a State Identified Measurable Result (SIMR). This SIMR represents the state's long-term goal and is based on an analysis of data for students with disabilities. The SIMR for Montana is: The number and percent of American Indian students with disabilities who successfully complete their secondary education will increase.

Based on the available data, the OPI has identified a group of school districts in which additional supports are being provided to increase the effectiveness of intervention programs that are already in place.

## **CSPD Regional Performance**

Performance data for each CSPD region are provided below. This includes performance indicators the state is required to publicly report. District performance reports can be accessed using the following link:

<http://gems.opi.mt.gov/StudentCharacteristics/Pages/SpecialEducationDistrictPerformance.aspx>.

Assignment of a specific school district to a CSPD region is based on the counties within the border of the CSPD region.

## **Indicator 1 – Graduation Rates**

The graduation rate for students with disabilities is a status graduation rate in that it utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. For further information as to the formula used in defining the cohort used in the calculation, please refer to Montana's State Performance Plan at <http://www.opi.mt.gov/Programs/SpecialEd/Index.html>.

The table below provides an evaluation of regional performance status and state performance status related to the State’s Performance Target for graduation rates. These evaluations are based on the 2013-2014 school year.

**Table 1.1 Graduation Rates for Students with Disabilities for the 2013-2014 School Year**

	School Leaver Cohort Total	Graduation Count for Special Education	Completion Rate for Special Education	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	124	92	74.2%	81.1%	65.8%	81.2%	Not Met
CSPD Region II - MNCESR	198	136	68.7%	74.8%	62.0%	81.2%	Not Met
CSPD Region III - MRESA3	294	218	74.2%	78.8%	68.9%	81.2%	Not Met
CSPD Region IV - RESA4U	250	190	76.0%	80.9%	70.3%	81.2%	Not Met
CSPD Region V - WM-CSPD	348	284	81.6%	85.3%	77.2%	81.2%	Met
<b>State of Montana</b>	<b>1214</b>	<b>920</b>	<b>75.8%</b>	<b>78.1%</b>	<b>73.3%</b>	<b>81.2%</b>	<b>Not Met</b>

## Indicator 2 – Dropout Rates

As with graduation rates, the data source and measurement for this indicator has recently been revised to align with the ESEA reporting timelines and dropout rate calculation. There is a one-year data lag for this indicator. Therefore, data is for the 2013-2014 school year rather than the 2014-2015 school year.

The special education dropout rate calculation is an event rate (a snapshot of those who drop out in a single year) adapted from the National Center for Education Statistics (NCES) at the U.S. Department of Education. The dropout rate is calculated by dividing the number of special education dropouts, grades 7-12, by the number of students with disabilities, grades 7-12, enrolled in school as of the first Monday in October.

**Table 2.1 Montana Dropout Rates for Students with Disabilities by CSPD Region, 2013-2014 School Year**

	Special Education Student Count, Grades 7-12	Special Education Dropout Count	Dropout Rate for Special Education	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	752	32	4.3%	5.9%	3.0%	3.6%	Met
CSPD Region II - MNCE SR	1020	43	4.2%	5.6%	3.1%	3.6%	Met
CSPD Region III - MRESA3	1623	55	3.4%	4.4%	2.6%	3.6%	Met
CSPD Region IV - RESA4U	1517	71	4.7%	5.9%	3.7%	3.6%	Not Met
CSPD Region V - WM-CSPD	2065	59	2.9%	3.7%	2.2%	3.6%	Met
<b>State of Montana</b>	<b>6977</b>	<b>260</b>	<b>3.7%</b>	<b>4.2%</b>	<b>3.3%</b>	<b>3.6%</b>	<b>Met</b>

### **Indicator 3 – Statewide Assessments**

#### Indicator 3A – Meeting Montana’s AYP Objectives for the Disability Subgroup

No data is available for Indicator 3 for the 2014-2015 school year. Due to the passage of the Every Student Succeeds Act, and the removal of the requirement for the state to determine Annual Yearly Progress (AYP), the U.S. Dept of Education, Office of Special Education Programs, removed the requirement to report on Indicator 3A for the 2014-2015 school year.

#### Indicator 3B – Participation Rates

Participation rates are calculated by dividing the number of special education students who participated in the Math assessment plus the number of special education students who participated in the Reading by the number of students in special education in all grades assessed times two. This count includes all students with disabilities participating in the regular assessment (Smarter Balance Assessment), with and without accommodations, and in the alternate assessment (CRT-Alt). Note: The state performance target for participation of students with disabilities in assessments for the State Performance Plan under IDEA is not the same as used for the AYP determination.

The two tables below provide an evaluation of regional and state performance on Reading (Table 3.2) and Math (Table 3.3). These evaluations are based on the 2014-2015 school year.

**Table 3.2 Participation Rates of Students with Disabilities in State Assessments for Reading**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	869	511	58.8%	62.0%	55.5%	100.0%	Not Met
CSPD Region II - MNCESR	1257	669	53.2%	56.0%	50.5%	100.0%	Not Met
CSPD Region III - MRESA3	2001	1068	53.4%	55.6%	51.2%	100.0%	Not Met
CSPD Region IV - RESA4U	2116	1056	49.9%	52.0%	47.8%	100.0%	Not Met
CSPD Region V - WM-CSPD	2521	1283	50.9%	52.8%	48.9%	100.0%	Not Met
<b>State of Montana</b>	<b>8764</b>	<b>4587</b>	<b>52.3%</b>	<b>53.4%</b>	<b>51.3%</b>	<b>100.0%</b>	<b>Not Met</b>

**Table 3.3 Participation Rates of Students with Disabilities in State Assessments for Math**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	869	670	77.1%	79.8%	74.2%	100.0%	Not Met
CSPD Region II - MNCESR	1257	1105	87.9%	89.6%	86.0%	100.0%	Not Met
CSPD Region III - MRESA3	2001	1690	84.5%	86.0%	82.8%	100.0%	Not Met
CSPD Region IV - RESA4U	2116	1567	74.1%	75.9%	72.1%	100.0%	Not Met
CSPD Region V - WM-CSPD	2521	1902	75.4%	77.1%	73.7%	100.0%	Not Met
<b>State of Montana</b>	<b>8764</b>	<b>6934</b>	<b>79.1%</b>	<b>80.0%</b>	<b>78.3%</b>	<b>100.0%</b>	<b>Not Met</b>

### Indicator 3C – Proficiency Rates

Proficiency rates are calculated by dividing the number of special education students scoring Proficient or Advanced in the Math assessment plus the number of special education students scoring Proficient or Advanced in the Reading assessment by the number of students in all grades assessed times two. This count includes all students with disabilities who scored proficient or above in the regular assessment (Smarter Balance Assessment), with or without accommodations, and in the alternate assessment (CRT-Alt).

Table 3.4 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on reading assessments. Performance Targets have not yet been set for this indicator, as the 2014-2015 data is being used to set a baseline based on the new assessment. These evaluations are based on the 2014-2015 school year.

**Table 3.4 Proficiency Rates of Students with Disabilities on Reading Assessments**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	359	46	12.8%	16.7%	9.7%		
CSPD Region II - MNCESR	570	117	20.5%	24.0%	17.4%		
CSPD Region III - MRESA3	899	158	17.6%	20.2%	15.2%		
CSPD Region IV - RESA4U	867	234	27.0%	30.0%	24.1%		
CSPD Region V - WM-CSPD	861	242	28.1%	31.2%	25.2%		
<b>State of Montana</b>	<b>3556</b>	<b>797</b>	<b>22.4%</b>	<b>23.8%</b>	<b>21.1%</b>		

Table 3.5 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on math assessments. Performance Targets have not yet been set for this indicator, as the 2014-2015 data is being used to set a baseline based on the new assessment. These evaluations are based on the 2014-2015 school year.

**Table 3.5 Proficiency Rates of Students with Disabilities on Math Assessments**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	526	53	10.1%	12.9%	7.8%		
CSPD Region II - MNCESR	1000	127	12.7%	14.9%	10.8%		
CSPD Region III - MRESA3	1522	170	11.2%	12.9%	9.7%		
CSPD Region IV - RESA4U	1399	236	16.9%	18.9%	15.0%		
CSPD Region V - WM-CSPD	1489	260	17.5%	19.5%	15.6%		
<b>State of Montana</b>	<b>5936</b>	<b>846</b>	<b>14.3%</b>	<b>15.2%</b>	<b>13.4%</b>		

**Indicator 4A – Suspension and Expulsion Rates**

The OPI compares the long-term suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students in order to determine if there is a *significant discrepancy* occurring with respect to long-term suspension and expulsion rates for students with disabilities.

**Long-term Suspension or Expulsion Definition**

A suspension or expulsion that results in removal of a student, out of school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

**Significant Discrepancy Definition**

An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

Table 4.1 below provides an evaluation of regional and state performance related to the state’s established performance target for the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2013-2014 school year. Because of the U.S. Department of Education’s reporting requirements in the Annual Performance Report, the data for Indicator 4 will be one year behind.

**Table 4. 1 State and CSPD/RSA Region Performance on Long-Term Suspension and Expulsion Rates**

	Number of LEAs	Number of LEAs identified with significant discrepancy	Percent of LEAs identified with significant discrepancy	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	82	0	0.0%	0.0%	Met
CSPD Region II - MNCESR	75	0	0.0%	0.0%	Met
CSPD Region III - MRESA3	88	0	0.0%	0.0%	Met
CSPD Region IV - RESA4U	85	0	0.0%	0.0%	Met
CSPD Region V - WM-CSPD	78	0	0.0%	0.0%	Met
<b>State of Montana</b>	<b>408</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>	<b>Met</b>

Table 4.2 below provides a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the calculation of significant discrepancy.

**Table 4.2 Long-Term Suspension and Expulsion Rates for the 2013-2014 School Year**

	Special Education Child Count	Number of Special Education Students with Long-Term Suspension or Expulsion	Special Education Long-term Suspension or Expulsion Rates	General Education Enrollment	Number of Regular Education Students with Long-term Suspension or Expulsion	Regular Education Long-Term Suspension and Expulsion Rates
CSPD Region I - PESA	1780	10	0.6%	11745	26	0.3%
CSPD Region II - MNCESR	2399	16	0.7%	19888	99	0.5%
CSPD Region III - MRESA3	3544	7	0.2%	28194	44	0.2%
CSPD Region IV - RESA4U	3715	6	0.2%	30841	30	0.1%
CSPD Region V - WM-CSPD	4762	16	0.3%	36674	65	0.2%
<b>State of Montana</b>	<b>16200</b>	<b>50</b>	<b>0.3%</b>	<b>127342</b>	<b>264</b>	<b>0.2%</b>

## Indicator 4B – Suspension/Expulsion Rates by Race/Ethnicity

Table 4.3 below provides an evaluation of regional and state performance related to the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities by race and ethnicity categories. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2013-2014 school year.

**Table 4.3 Long-Term Suspension or Expulsion Data by Race/Ethnicity**

		Special Education Child Count	Number of Special Education Students with Long-Term Suspension or Expulsion	Special Education Long-Term Suspension or Expulsion Rates	Regular Education Long-Term Suspension and Expulsion Rates	General Education Enrollment	Number of Regular Education Students with Long-term Suspension or Expulsion
CSPD Region I - PESA	American Indian/Alaskan Native	489	9	1.8%	0.5%	2416	13
	Asian	5	0	0.0%	0.0%	58	0
	Black or African American	14	0	0.0%	0.0%	56	0
	Hispanic or Latino	75	0	0.0%	0.3%	394	1
	Multi-Racial	61	0	0.0%	0.2%	409	1
	Native Hawaiian or Pacific islander	4	0	0.0%	0.0%	11	0
	White, Non-Hispanic	1132	1	0.1%	0.1%	8401	11
CSPD Region II - MNCESR	American Indian/Alaskan Native	492	13	1.6%	1.7%	5060	88
	Asian	13	0	0.0%	0.0%	150	0
	Black or African American	35	0	0.0%	0.0%	303	0
	Hispanic or Latino	71	0	0.0%	0.5%	610	3
	Multi-Racial	88	0	0.0%	0.2%	500	1
	Native Hawaiian or Pacific islander	8	0	0.0%	0.0%	64	0
	White, Non-Hispanic	1392	3	0.2%	0.1%	13201	7
CSPD Region III - MRESA3	American Indian/Alaskan Native	422	2	0.5%	0.5%	2888	14
	Asian	10	0	0.0%	0.0%	192	0
	Black or African American	51	0	0.0%	0.7%	278	2
	Hispanic or Latino	275	1	0.4%	0.2%	1773	4
	Multi-Racial	129	1	0.8%	0.2%	1033	2
	Native Hawaiian or Pacific islander	7	0	0.0%	0.0%	72	0
	White, Non-Hispanic	2650	3	0.1%	0.1%	21958	22
CSPD Region IV - RESA4U	American Indian/Alaskan Native	160	0	0.0%	0.6%	797	5
	Asian	27	0	0.0%	0.0%	299	0

	Black or African American	46	0	0.0%	0.4%	238	1
	Hispanic or Latino	196	0	0.0%	0.0%	1118	0
	Multi-Racial	79	2	2.5%	0.2%	502	1
	Native Hawaiian or Pacific islander	7	0	0.0%	1.6%	64	1
	White, Non-Hispanic	3200	4	0.1%	0.1%	27823	22
CSPD Region V - WM-CSPD	American Indian/Alaskan Native	505	3	0.6%	0.8%	2655	21
	Asian	28	0	0.0%	0.3%	393	1
	Black or African American	62	1	1.6%	0.0%	285	0
	Hispanic or Latino	196	0	0.0%	0.1%	1272	1
	Multi-Racial	123	0	0.0%	0.2%	820	2
	Native Hawaiian or Pacific islander	13	0	0.0%	0.0%	69	0
	White, Non-Hispanic	3835	12	0.3%	0.1%	31180	40
State of Montana	American Indian/Alaskan Native	2368	27	1.1%	1.0%	13816	141
	Asian	83	0	0.0%	0.1%	1092	1
	Black or African American	208	1	0.5%	0.3%	1160	3
	Hispanic or Latino	813	1	0.1%	0.2%	5167	9
	Multi-Racial	480	3	0.6%	0.2%	3264	7
	Native Hawaiian or Pacific islander	39	0	0.0%	0.4%	280	1
	White, Non-Hispanic	12209	23	0.2%	0.1%	102563	102

## Indicator 5 - Education Environment

The educational placement count of students with disabilities, ages 6-21, is part of the larger child count data collection that is conducted on the first Monday of October each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 6-21, for the following educational placement categories:

- 5A - Regular Class: Removed from regular class less than 21 percent of the day.
- 5B - Full-time Special Education: Removed from regular class greater than 60 percent of the day.
- 5C - Combined Separate Facilities: A roll-up of public/private separate schools, residential placements, and home or hospital settings.

The three tables below provide an evaluation of regional and state performance related to the state's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2014-2015 school year.

**Table 5.1 Performance on Indicator 5A for the State and CSPD/RSA Regions**

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1693	756	44.7%	47.0%	42.3%	52.1%	Not Met
CSPD Region II - MNCESR	2245	1059	47.2%	49.2%	45.1%	52.1%	Not Met
CSPD Region III - MRESA3	3389	1296	38.2%	40.0%	36.6%	52.1%	Not Met
CSPD Region IV - RESA4U	3589	1874	52.2%	53.8%	50.6%	52.1%	Met
CSPD Region V - WM-CSPD	4493	2232	49.7%	51.1%	48.2%	52.1%	Not Met
<b>State of Montana</b>	15409	7217	46.9%	47.6%	46.1%	52.1%	Not Met

**Table 5.2 State and CSPD/RSA Region Performance Status for Indicator 5B**

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1693	216	12.8%	14.4%	11.3%	11.2%	Not Met
CSPD Region II - MNCESR	2245	318	14.2%	15.7%	12.8%	11.2%	Not Met
CSPD Region III - MRESA3	3389	567	16.7%	18.0%	15.5%	11.2%	Not Met
CSPD Region IV - RESA4U	3589	406	11.3%	12.4%	10.3%	11.2%	Met
CSPD Region V - WM-CSPD	4493	456	10.1%	11.1%	9.3%	11.2%	Met
<b>State of Montana</b>	15409	1963	12.7%	13.3%	12.2%	11.2%	Not Met

**Table 5.3 State and CSPD/RSA Region Performance Status for Indicator 5C**

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1693	1	0.1%	0.3%	0.1%	1.5%	Met
CSPD Region II - MNCESR	2245	33	1.5%	2.0%	1.1%	1.5%	Met
CSPD Region III - MRESA3	3389	49	1.4%	1.9%	1.1%	1.5%	Met
CSPD Region IV - RESA4U	3589	105	2.9%	3.5%	2.5%	1.5%	Not Met
CSPD Region V - WM-CSPD	4493	26	0.6%	0.8%	0.4%	1.5%	Met
<b>State of Montana</b>	15409	214	1.4%	1.4%	1.4%	1.5%	Met

## Indicator 6 – Preschool Settings

The educational placement count of students with disabilities, ages 3-5, is part of the larger child count data collection that is conducted on the first Monday of October each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 3-5, for the following educational placement categories:

- 6A: Regular Early Childhood Program: Served in the regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- 6B: Served in Separate Facilities: A roll-up of separate special education class, separate school or residential facility.

The two tables below provide an evaluation of regional and state performance related to the state’s Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2014-2015 school year.

**Table 6.1 State and CSPD/RSA Region Baseline Data for Indicator 6A**

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	151	61	40.4%	48.4%	32.9%	44.9%	Met
CSPD Region II - MNCESR	289	116	40.1%	45.9%	34.7%	44.9%	Met
CSPD Region III - MRESA3	323	150	46.4%	51.9%	41.1%	44.9%	Met
CSPD Region IV - RESA4U	380	181	47.6%	52.7%	42.7%	44.9%	Met
CSPD Region V - WM-CSPD	477	202	42.3%	46.8%	38.0%	44.9%	Met
<b>State of Montana</b>	<b>1620</b>	<b>710</b>	<b>43.8%</b>	<b>46.3%</b>	<b>41.4%</b>	<b>44.9%</b>	<b>Met</b>

**Table 6.2 State and CSPD/RSA Region Baseline Data for Indicator 6B**

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	151	24	15.9%	22.6%	10.9%	27.7%	Not Met
CSPD Region II - MNCESR	289	49	17.0%	21.7%	13.1%	27.7%	Not Met
CSPD Region III - MRESA3	323	99	30.7%	35.9%	25.9%	27.7%	Met
CSPD Region IV - RESA4U	380	99	26.1%	30.7%	21.9%	27.7%	Met
CSPD Region V - WM-CSPD	477	194	40.7%	45.1%	36.4%	27.7%	Met
<b>State of Montana</b>	<b>1620</b>	<b>465</b>	<b>28.7%</b>	<b>31.0%</b>	<b>26.6%</b>	<b>27.7%</b>	<b>Met</b>

## Indicator 7 – Preschool Outcomes

This Indicator is designed to follow a preschool student (a student who is aged 3 or 4 or 5) longitudinally while the student is participating in a preschool program. For reporting in the State Performance Plan and subsequent Annual Performance Reports, there are two sets of data that the OPI will collect each year:

1. Entry-level data for preschool students with disabilities reported for the first time on Child Count (initial IEP).
2. Exit-level and progress data for preschool students with disabilities who have reported entry-level data six months prior to exiting.

### Indicator 7A – Positive Social-Emotional Skills (including social relationships)

The positive social-emotional skills outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

Table 7.1 below presents the data for preschool children exiting the program during the 2014-2015 school year, and is presented as two Summary Statements for Indicator 7A.

**Table 7.1 Positive Social-Emotional Skills for Children Exiting in the 2014-2015 School Year**

**Indicator 7A.1** Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	19	14	73.7%	88.2%	51.2%	76.6%	Met
CSPD Region II - MNCESR	41	30	73.2%	84.3%	58.1%	76.6%	Met
CSPD Region III - MRESA3	32	24	75.0%	86.7%	57.9%	76.6%	Met
CSPD Region IV - RESA4U	28	26	92.9%	98.0%	77.4%	76.6%	Met
CSPD Region V - WM-CSPD	61	52	85.2%	92.0%	74.3%	76.6%	Met
<b>State of Montana</b>	<b>181</b>	<b>146</b>	<b>80.7%</b>	<b>85.8%</b>	<b>74.3%</b>	<b>76.6%</b>	<b>Met</b>

**Indicator 7A.2** The percent of children who were functioning with the age expectations by the time they turned 6 years of age or exited the program

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	29	22	75.9%	87.8%	57.9%	75.1%	Met
CSPD Region II - MNCESR	78	60	77.0%	84.9%	66.4%	75.1%	Met
CSPD Region III - MRESA3	49	31	63.3%	75.3%	49.3%	75.1%	Met
CSPD Region IV - RESA4U	54	43	79.7%	88.2%	67.1%	75.1%	Met
CSPD Region V - WM-CSPD	106	84	79.2%	85.9%	7.1%	75.1%	Met
<b>State of Montana</b>	<b>316</b>	<b>240</b>	<b>75.9%</b>	<b>80.3%</b>	<b>70.9%</b>	<b>75.1%</b>	<b>Met</b>

## Indicator 7B – Acquisition and Use of Knowledge and Skills

The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

Table 7.2 below presents the data for preschool children exiting the program during the 2014-2015 school year, and is presented as two Summary Statements for Indicator 7B.

**Table 7.2 Acquisition and Use of Knowledge and Skills**

**Indicator 7B.1 Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.**

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	28	24	85.7%	94.3%	68.5%	80.6%	Met
CSPD Region II - MNCESR	72	59	81.9%	89.1%	71.5%	80.6%	Met
CSPD Region III - MRESA3	47	37	78.7%	88.0%	65.1%	80.6%	Met
CSPD Region IV - RESA4U	50	43	86.0%	93.1%	73.8%	80.6%	Met
CSPD Region V - WM-CSPD	101	81	80.2%	86.8%	71.4%	80.6%	Met
<b>State of Montana</b>	<b>298</b>	<b>244</b>	<b>81.9%</b>	<b>85.8%</b>	<b>77.1%</b>	<b>80.6%</b>	<b>Met</b>

**Indicator 7B.2 The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program**

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	29	16	55.2%	71.6%	37.5%	58.1%	Met
CSPD Region II - MNCESR	78	44	56.4%	66.9%	45.4%	58.1%	Met
CSPD Region III -MRESA3	49	19	38.8%	52.8%	26.4%	58.1%	Not Met
CSPD Region IV - RESA4U	54	30	55.6%	68.0%	42.4%	58.1%	Met
CSPD Region V - WM-CSPD	106	52	49.1%	58.4%	39.7%	58.1%	Met
<b>State of Montana</b>	<b>316</b>	<b>161</b>	<b>50.9%</b>	<b>56.4%</b>	<b>45.5%</b>	<b>58.1%</b>	<b>Not Met</b>

## Indicator 7C- Use of Appropriate Behaviors to Meet Their Needs

The use of appropriate behaviors to meet their needs outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting in the world in socially appropriate ways to get what one wants.

Table 7.3 below presents the data for preschool children exiting the program during the 2014-2015 school year, and is presented as two Summary Statements for Indicator 7C.

### Table 7.3 Use of Appropriate Behaviors to Meet Their Needs

**Indicator 7C.1** Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	17	14	82.4%	93.8%	59.0%	75.5%	Met
CSPD Region II - MNCESR	40	32	80.0%	89.5%	65.2%	75.5%	Met
CSPD Region III - MRESA3	31	22	71.0%	83.9%	53.4%	75.5%	Met
CSPD Region IV - RESA4U	28	23	82.1%	92.1%	64.4%	75.5%	Met
CSPD Region V - WM-CSPD	57	49	86.0%	92.7%	74.7%	75.5%	Met
<b>State of Montana</b>	<b>173</b>	<b>140</b>	<b>80.9%</b>	<b>86.1%</b>	<b>74.4%</b>	<b>75.5%</b>	<b>Met</b>

**Indicator 7C.2** The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program

CSPD Region I - PESA	29	22	75.9%	87.8%	57.9%	75.5%	Met
CSPD Region II - MNCESR	78	64	82.1%	89.0%	72.1%	75.5%	Met
CSPD Region III - MRESA3	49	31	63.3%	75.3%	49.3%	75.5%	Not Met
CSPD Region IV - RESA4U	54	42	77.8%	86.8%	65.1%	75.5%	Met
CSPD Region V - WM-CSPD	106	81	76.4%	80.3%	67.5%	75.5%	Met
<b>State of Montana</b>	<b>316</b>	<b>240</b>	<b>75.9%</b>	<b>83.5%</b>	<b>70.9%</b>	<b>75.5%</b>	<b>Met</b>

### Indicator 8 - Parent Involvement

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported.

To report on this indicator, each of the survey respondents received a percent of maximum score based on their responses to the 26 items on the survey. A parent who has a percent of maximum score of 60 percent or above is identified as one who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

The parent involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parent involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities.

The table below provides an evaluation of regional and state performance related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2014-2015 school year.

**Table 8.1 Results of Parental Involvement Survey for the 2014-2015 School Year**

	Total Number of Parent Respondents	Number who reported school facilitated their involvement	Percent who reported school Facilitated their involvement	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	53	41	77.4%	86.5%	64.5%	70.1%	Met
CSPD Region II - MNCESR	189	131	69.3%	75.4%	62.4%	70.1%	Met
CSPD Region III - MRESA3	124	96	77.4%	83.9%	69.3%	70.1%	Met
CSPD Region IV - RESA4U	76	61	80.3%	87.7%	70.0%	70.1%	Met
CSPD Region V - WM-CSPD	74	56	75.7%	84.0%	64.8%	70.1%	Met
<b>State of Montana</b>	<b>518</b>	<b>387</b>	<b>74.7%</b>	<b>78.3%</b>	<b>70.8%</b>	<b>70.1%</b>	<b>Met</b>

**Indicator 9 – Disproportionate Representation**

This indicator evaluates disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement for this indicator, as reported in the Annual Performance Report, is the percent of districts identified as having a disproportionate representation due to inappropriate identification practices. This is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation due to inappropriate identification procedures.

**Definition of Disproportionate Representation**

An LEA is determined to have ***disproportionate representation*** (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

Table 9.1 below provides an evaluation of region and state performance related to the established performance target for the percent of districts identified as having a disproportionate representation due to inappropriate identification procedures. This evaluation is based on data from the 2014-2015 school year.

**Table 9.1 District Review of Disproportionate Representation by CSPD Region**

	Number of School Districts Reviewed	Number Districts Identified With Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	408	0	0	0.0%	0.0%
CSPD Region I - PESA	83	0	0	0.0%	0.0%
CSPD Region II - MNCESR	75	0	0	0.0%	0.0%
CSPD Region III - MRESA3	87	0	0	0.0%	0.0%
CSPD Region IV - RESA4U	85	0	0	0.0%	0.0%
CSPD Region V - WM-CSPD	78	0	0	0.0%	0.0%

**Indicator 10 – Disproportionate Representation - Disability Categories**

Evaluation of district performance for this indicator involves the same multiple measures employed for Indicator 9. Again, this indicator is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation in specific disability categories due to inappropriate identification procedures.

**Table 10.1 Districts Identified with Disproportionate Representation-Specific Disabilities**

	Number of School Districts Reviewed	Number Districts Identified with Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	408	0	0	0.0%	0.0%
CSPD Region I - PESA	83	0	0	0.0%	0.0%
CSPD Region II - MNCESR	75	0	0	0.0%	0.0%
CSPD Region III - MRESA3	87	0	0	0.0%	0.0%
CSPD Region IV - RESA4U	85	0	0	0.0%	0.0%
CSPD Region V - WM-CSPD	78	0	0	0.0%	0.0%

## Indicator 11 – Child Find

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, school district performance for this indicator is only reported for districts monitored in the year in which data is being reported. During the compliance monitoring process, the OPI reviews a sample of student records for students who have been initially evaluated for special education services. This review includes a comparison of the date of the school district’s receipt of written parent permission for evaluation to the date that the evaluation was completed to ensure that the evaluation was conducted in accord with the 60-day timeline.

The evaluation rate is calculated by dividing the number of reviewed IEPs for students whose eligibility was determined within the 60-day timeline by the total number of reviewed IEPs for students for whom parental consent to evaluate was received.

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from the 2014-2015 school year. This is a compliance indicator meaning that the performance target is **100 percent** of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

**Table 11.1 State and CSPD Region Performance Status**

	Number of Children for whom Parent Consent was Received	Number of Children whose Evaluations were completed within 60 days	Percent of children with Parent Consent Evaluated within 60 days	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	34	34	100.0%	100.0%	89.9%	100.0%	Met
CSPD Region II - MNCESR	47	47	100.0%	100.0%	92.4%	100.0%	Met
CSPD Region III - MRESA3	39	39	100.0%	100.0%	91.0%	100.0%	Met
CSPD Region IV - RESA4U	35	35	100.0%	100.0%	90.1%	100.0%	Met
CSPD Region V - WM-CSPD	115	113	98.3%	99.5%	93.9%	100.0%	Not Met
<b>State of Montana</b>	<b>270</b>	<b>268</b>	<b>99.3%</b>	<b>99.8%</b>	<b>97.3%</b>	<b>100.0%</b>	<b>Not Met</b>

## Indicator 12 – Part C to Part B Transition

In collaboration with the lead agency for the IDEA Part C Early Intervention Program, the OPI collects data from specific school districts in order to evaluate performance for this indicator. Therefore, performance data reported are for those districts who received a referral for IDEA Part B eligibility determination from the IDEA Part C Early Intervention Program.

The OPI receives child-specific referral data from each Part C provider that includes the name of the LEA receiving the referral and the date of the referral. The OPI contacts each LEA to collect additional data, including the following: date of eligibility meeting, eligibility determination outcome, date of the initial IEP, and any reasons for delay if the initial IEP was not implemented by the child’s third birthday.

The indicator rate, the percent of children found eligible for Part B and who have an IEP developed and implemented by their third birthday, is calculated by dividing the number of children found eligible and have an IEP developed and implemented by their third birthday by the number of children referred by Part C to Part B for eligibility determination.

This is a compliance indicator meaning that the state’s performance target will be 100 percent for each year of the State Performance Plan.

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from the 2014-2015 school year. This is a compliance indicator meaning that the state’s performance target will be **100 percent** for each year of the State Performance Plan.

**Table 5. 1 State and CSPD/RSA Region Performance Status**

	Number of Children Referred by Part C to Part B for Eligibility Determination	Number of Children found Eligible for Part B and who Have an IEP Developed and Implemented by Their Third Birthday	Percent of children Referred by Part C Prior to age 3, Who Have An IEP Developed and Implemented by Their Third Birthday	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	6	6	100.0%	100.0%	Met
CSPD Region II - MNCESR	19	16	84.2%	100.0%	Not Met
CSPD Region III - MRESA3	39	39	100.0%	100.0%	Met
CSPD Region IV - RESA4U	19	19	100.0%	100.0%	Met
CSPD Region V - WM-CSPD	20	19	95.0%	100.0%	Not Met
<b>State of Montana</b>	<b>103</b>	<b>99</b>	<b>96.1%</b>	<b>100.0%</b>	<b>Not Met</b>

**Indicator 13 – Secondary Transition with IEP Goals**

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, **performance for this indicator is only reported for the CSPD regions in which districts were monitored in the year in which data is being reported. Monitoring was conducted in the 2014-2015 school year.** The OPI reviews a sample of student records for students, ages 16 and older, to ensure their IEPs include coordinated, measurable, annual goals and transition services that will reasonably enable students to meet postsecondary goals.

The secondary transition IEP goals rate is calculated by dividing the number of reviewed IEPs for students aged 16 and older that include coordinated, measurable, annual IEP goals and transition services by the total number of reviewed IEPs for students aged 16 and older.

Table 13.1 provides an evaluation of regional and state performance related to the established performance target for secondary transition. In order to have met the target, the percent of IEPs with

secondary transition goals must be at the SPP Performance Target of 100 percent, as this is a compliance indicator. The data are based on the monitoring data from the 2014-2015 school year.

**Table 13.1 Secondary Transition Data**

	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of Secondary transition with IEP Goals
CSPD Region I - PESA	12	12	100.0%
CSPD Region II - MNCESR	24	24	100.0%
CSPD Region III - MRESA3	7	7	100.0%
CSPD Region IV - RESA4U	27	27	100.0%
CSPD Region V - WM-CSPD	26	26	100.0%
<b>State of Montana</b>	<b>96</b>	<b>96</b>	<b>100.0%</b>

**Indicator 14 – Post-School Outcomes**

Montana utilized the Montana Post-School Survey modeled after the post-school survey developed by the National Post-School Outcomes Center. Each LEA is responsible for contacting students and conducting survey interviews. The Post-School Survey is a Web-based survey.

The population for the survey are all high school students with disabilities reported as leaving school at the end of the 2013-2014 school year by means of dropping out, graduating with a regular diploma, or having reached maximum age.

**Table 14.1 Percent of Youth with Disabilities Enrolled in Higher Education (14A)**

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education	Percent of Youth with Disabilities Enrolled in Higher Education	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	80	28	35.0%	45.9%	25.5%	26.6%	Met
CSPD Region II - MNCESR	102	27	26.5%	35.8%	18.8%	26.6%	Met
CSPD Region III - MRESA3	148	31	20.9%	28.2%	15.2%	26.6%	Met
CSPD Region IV - RESA4U	171	28	16.4%	22.6%	11.6%	26.6%	Not Met
CSPD Region V - WM-CSPD	204	32	15.7%	21.3%	11.3%	26.6%	Not Met
<b>State of Montana</b>	<b>705</b>	<b>146</b>	<b>20.7%</b>	<b>23.9%</b>	<b>17.9%</b>	<b>26.6%</b>	<b>Not Met</b>

**Table 14.2 Percent of Youth With Disabilities Enrolled in Higher Education or Competitively Employed (14B)**

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education or Competitively Employed	Percent of youth With Disabilities Enrolled in Higher Education or Competitively Employed	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	80	58	72.5%	81.1%	61.9%	73.4%	Met
CSPD Region II - MNCESR	102	67	65.7%	74.2%	56.1%	73.4%	Met
CSPD Region III - MRESA3	148	110	74.3%	80.7%	66.7%	73.4%	Met
CSPD Region IV - RESA4U	171	124	72.5%	78.7%	65.4%	73.4%	Met
CSPD Region V - WM-CSPD	204	147	72.1%	77.8%	65.5%	73.4%	Met
<b>State of Montana</b>	<b>705</b>	<b>506</b>	<b>71.8%</b>	<b>75.0%</b>	<b>68.3%</b>	<b>73.4%</b>	<b>Met</b>

**Table 14.3 Percent of Youth with Disabilities in Some Type of Education or Employment (14C)**

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or competitively Employed, or in Some Other Employment	Percent of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or competitively Employed, or in Some Other Employment	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	80	66	82.5%	89.3%	72.7%	87.0%	Met
CSPD Region II - MNCESR	102	89	87.3%	92.4%	79.4%	87.0%	Met
CSPD Region III - MRESA3	148	124	83.8%	88.9%	77.0%	87.0%	Met
CSPD Region IV - RESA4U	171	152	88.9%	92.8%	83.3%	87.0%	Met
CSPD Region V - WM-CSPD	204	169	82.8%	87.4%	77.1%	87.0%	Met
<b>State of Montana</b>	<b>705</b>	<b>600</b>	<b>85.1%</b>	<b>87.5%</b>	<b>82.3%</b>	<b>87.0%</b>	<b>Met</b>

**Indicator 15 – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.**

The Montana Office of Public Instruction had two hearing requests that went to resolution sessions for FFY 2014. Those resolution meetings did not result in written settlement agreements prior to the end of the fiscal year. Written settlement agreements were subsequently reached. Guidance from the

OSEP indicates states are not required to establish baseline or targets until the reporting period in which the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

**Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2014**

SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey	Resolution Sessions	Number
(3.1)	Resolution sessions	2
(a)	Written settlement agreements	0
<b>%=[(a)/(3.1)]*100</b>	<b>Percent of hearing requests with settlement agreements</b>	<b>0.0%</b>

**Indicator 16 – Percent of mediations held that resulted in mediation agreements.**

For FFY 2014, the OPI had a total of two mediation requests. Neither were related to due process and one of those resulted in a written agreement. One mediation request was pending at the end of FFY 2014. Guidance from the OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of mediations reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

**Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2014**

SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey	Mediation Requests	Number
(2.1)	Mediations	2
(a)(i)	Mediation, related to Due Process, with agreements	0
(b)(i)	Mediation, not related to Due Process, with agreements	1
<b>%=[(a)(i)+(b)(i)]/(2.1)</b>	<b>Percent of mediations held resulting in agreements</b>	<b>50.0%</b>

# **Appendix**

## **A. Special Education Acronym Dictionary**

## Appendix A: Special Education Acronym Dictionary

<b>ADC</b>	Annual Data Collection
<b>AIM</b>	Achievement In Montana Statewide Student Database
<b>AMO</b>	Annual Measurable Objectives
<b>APR</b>	Annual Performance Report
<b>ARM</b>	Administrative Rule of Montana
<b>AYP</b>	Adequate Yearly Progress
<b>CCD</b>	Common Core of Data
<b>CRT</b>	Criterion-Referenced Test
<b>CSPD</b>	Comprehensive System of Personnel Development
<b>CST</b>	Child Study Team
<b>EAP</b>	Early Assistance Program
<b>ESEA</b>	Elementary and Secondary Education Act
<b>FAPE</b>	Free Appropriate Public Education
<b>FFY</b>	Federal Fiscal Year
<b>GED</b>	General Education Development Test
<b>GSEG</b>	General Supervision Enhancement Grant
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Education Plan
<b>IHE</b>	Institutions of Higher Education
<b>IHO</b>	Independent Hearing Officer
<b>LEA</b>	Local Education Agency
<b>LRE</b>	Least Restrictive Environment
<b>MAIDPG</b>	Montana American Indian Dropout Prevention Grant
<b>MBI</b>	Montana Behavioral Initiative
<b>MCA</b>	Montana Code Annotated
<b>MPRRC</b>	Mountain Plains Regional Resource Center
<b>NCCRES</b>	National Center for Culturally Responsive Educational Systems

<b>NCES</b>	National Center for Education Statistics
<b>NCLB</b>	No Child Left Behind
<b>NCSEAM</b>	National Center Special Education Accountability Monitoring
<b>NECTAC</b>	National Early Childhood Technical Assistance Center
<b>NGA</b>	National Governors' Association
<b>OPI</b>	Office of Public Instruction
<b>OSEP</b>	Office of Special Education Programs
<b>PLUK</b>	Parents, Let's Unite for Kids
<b>PTI</b>	Parent Training Information
<b>RFP</b>	Request for Proposals
<b>RTI</b>	Response to Intervention
<b>SERIMS</b>	Special Education Records and Information Management System
<b>SIS</b>	Student Information System
<b>SPP</b>	State Performance Plan
<b>SWD</b>	Students with Disabilities
<b>TA</b>	Technical Assistance
<b>USC</b>	United States Code



**MSDB LIAISON – (Item 21)**

**ITEM 21**

**MSDB REPORT**

**Donna Sorensen**

Board of Public Education – MSDB Report: July 13-15, 2016

*\*Some numbers below indicate ongoing total since the beginning of the school year*

Agenda Item	Notes
Superintendent Report	<ol style="list-style-type: none"> <li>1. Again, I want to thank Mary Jo for being part of our graduation ceremony! We know it takes time for her to drive down and be with us and we appreciate her effort to be part of this special occasion.</li> <li>2. This summer, the Administration team had a retreat at Donna Schmidt’s house. It was nice to be off campus and focus on specific work that needed to be done. We met for 2.5 days. We discussed our upcoming Accreditation and how we would use that opportunity to further clarify and solidify our mission and each department would also develop their own mission related to the School/Agency mission. We discussed and agreed upon a process for handling venting, complaints, and concerns. We discussed ideas for growing programs in the future. We talked about what we wanted for our Transition program.</li> <li>3. At our conference call meeting, Donna Sorensen clarified the expectations around “listening and goal setting sessions” with the staff. The administration team will take some regularly scheduled time for staff to meet with us and discuss any concerns, to better understand those concerns from the staff’s perspective, and to collaboratively work on finding appropriate solutions to those concerns.</li> </ol>
Student Enrollment and Evaluations	<p><del>On-campus students who are visually impaired:</del>  <del>On-Campus students who are deaf or hard of hearing:</del>  <del>On-campus students who are deafblind:</del>  <del>10-day observations in progress:</del>  <del>Outreach students who are visually impaired:</del>  <del>Outreach students who are deaf or hard of hearing:</del>  <del>Outreach students who are deafblind:</del></p> <p><u>Report:</u>                  Since school is out for the summer, this area will be updated in the fall.</p>
Human Resources	<p><u>Open Positions:</u> 2 Teacher of the Deaf (TOD), 2 Teacher of Students with Visual Impairments (TVI), 1 Cottage Behavior Counselor, and 1 Speech and Language Pathologist. Anticipated opening: 1 Education Assistant Secretary</p> <p><i>Posted to: State of Montana, MSDB website, MCASE Recruiter, in process – DeafEd.net, CEASD, COSB, AER, Gallaudet, etc...</i></p>

	<p>New Hires: Paula Gladback as Supervising Teacher of Students with Visual Impairments, Jessteene Clifford as Teacher of the Deaf</p> <p><u>Report:</u> We had one teacher retire at the end of the year – Bob Corwin. Bob was our transition coordinator, activities director, teacher, and too many other hats to name. We thank Bob for his 39 years of service to MSDB!</p>
Education Program	<p><del>*IEPs/504 meetings:</del> <del>*Visits and Campus Tours:</del></p> <p><u>Report:</u> IEP meetings and 504 meetings will resume in the fall.</p>
Outreach Program	<p>*DHH/VI Family Contacts: 1490 / 1255 *DHH/VI School Contacts: 2110 / 2720 *DHH/VI Other Contacts: 408 / 963 *Professional Development-Inservices/*Number in Attendance: I don't have updated information here.</p> <p><u>Report:</u> Outreach hosted two wonderful Family Learning Weekends – one for families with children who are deaf or hard of hearing and one for families with children who are blind or visually impaired. Both weekends featured young adult panels /advice, parent-family panels, presentations by experts in the fields and by our expert staff, and feelings of our students as well as feelings of their siblings. Family Learning Weekends are a time for families to connect with other families who are experiencing similar life circumstances and to celebrate all their children have and can accomplish.</p>
Student Services Program	<p><del>DHH students:</del> <del>VI students:</del> <del>Boys:</del> <del>Girls:</del></p> <p><u>Report:</u> Again, this information will be updated in the fall after school starts.</p>

	<p>Currently, we are in the middle of Deaf Camp. The theme is and has been Survivor. Each day the students engage in a few challenges and there is always fun to be had. The students learn communication skills, language skills, and social and emotional development skills to help prepare them for a more successful life outside of MSDB. Outreach students also attend and have an opportunity to be in groups with communication and language similar to theirs.</p> <p>The Summer Skills Camp for students with visual impairments will be held July 10-16.</p>
Safety and Facilities	<p><u>Safety Report:</u> No information at this time.</p> <p><u>Facilities Report:</u> Everyone is busy painting and cleaning to prepare the buildings and classrooms for a fresh start in the fall.</p>
Budget and Finance	<p>Donna Schmidt has been busy with the audit (we are fairly confident that there will be no findings) and wrapping up year end. She has also been busy preparing for the upcoming legislative session.</p>
Legislation Information	<p>OPI is revising some of the language in Chapter 57 relating to teacher licensure. There will be recognition of teacher licenses for Teacher of the Deaf and Teacher of Students with Visual Impairments. This should help us with recruiting people with these specific skills and for them to be able to become licensed in the state of Montana as a Special Education endorsement.</p>
MSDB Foundation Report	<p>The most recent Foundation Board meeting was held on May 16, 2016. One topic of discussion was fundraising. We have expanded our fundraising efforts this year and have seen some income from those efforts. We also had a presentation about the Scrip program and the Foundation will be looking more closely at that program.</p> <p>It was suggested that after the November elections, we invited Representatives and Senators to our campus for a tour and to showcase the magic that happens here.</p> <p>Our garden "Thyme to Harvest" was celebrated as the students spearheaded by Missie Hill was awarded \$1000 and Missie Hill also convinced Home Depot to donate TWO greenhouses!</p>
School Calendar of Events	<p>June 19-25 – Deaf Camp  July 10-16 – Summer Skills Camp for VI  August 4-6 Big Sky Interpreter Conference  August 22 – Start of Orientation Week  August 29 – First Day of School</p>

	September 10-11 – EIPA Performance Testing at MSDB September 13 – Community ASL Classes start at 7pm September 16-17 – First Annual Silent Weekend (come practice your signing skills)
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**MSDB COMMITTEE MEETING  
AGENDA**

*June 16, 2016  
4:00pm-5:00pm*

Conference DN: 444-7956(local)1-888-224-5889(long)  
Conference Password: 6771

**Information for chairpersons only:**

Chairperson Name: Sharon Carrol  
Chairperson DN: 444-7951(local) 1-888-223-1980 (long)  
Chairperson Password: 3473

*Thursday, June 16, 2016, 4:00pm-5:00pm*

**Call to Order – Mary Jo Bremner called the meeting to order at 4:03pm.**

- 1. Roll Call – Present were: Mary Jo Bremner, Pete Donovan, Donna Schmidt, and Donna Sorensen.**
- 2. Approval of Agenda – Agenda was approved.**

**INFORMATION**

**New Business**

**1. Superintendent's Report**

- a. Thank You to Mary Jo Bremner for Graduation – DSorensen thanked Mary Jo for being part of our graduation ceremony and for conferring the diplomas. It is important for the Board to have a representative at graduation and we appreciate the long drive Mary Jo makes to be part of that ceremony.
- b. Leadership Retreat Summary – DSorensen shared topics from the Leadership Retreat. We spent some time talking about the staff survey results of the lack of clear direction and of staff not knowing the mission of the school. For Accreditation purposes, this will be a major focus this year. The School/Agency will develop a new mission/refine our current mission. Each department will develop their own mission that ties into the School/Agency mission. In this way, we are clarifying the importance of each person at MSDB.
- c. General Information – We had a good discussion clarifying the Board's vision of "listening and goal setting sessions." DSorensen clarified that she is to establish meetings with the staff to discuss some of the anonymous complaints that have been brought forward. She is to gain a better understanding of staff perspective of those issues and work together between admin and staff to address some of those issues. Both Pete and Mary Jo stated this was their understanding as well.

**2. Education**

- a. End of the Year Wrap Up and Awards Day – DSorensen shared that the end of the year went smoothly. The last day is always an Award’s Day. It was inspiring to notice how much the students had matured over the year and how excited they were to get the awards they received.
- b. Open Positions – There are 8 open positions: 2 Teacher of the Deaf (TOD), 2 Teachers of Students with Visual Impairments (YVI), 1 Speech and Language Pathologist (SLP), 1 Cottage Behavior Counselor, 1 Education Assistant Secretary/Scheduling Secretary, and 1 part-time Para-Educator. Diana “Dee” Blake resigned her TVI position and will be a Special Education teacher in Fort Benton. We wish her much success there.
- c. Hiring – We have hired Paula Gladback as the Supervising Teacher for Students with Visual Impairments. We had also offered a Teacher of the Deaf position to someone who accepted and later emailed to say she needed to decline the offer. We also had one Teacher of the Deaf retire, Bob Corwin.

### **3. Outreach**

- a. Family Learning Weekends – The Outreach Consultants along with Student Services hosted two Family Learning Weekends – one for families with deaf and hard of hearing children and one for families with visually impaired children. Both were very successful. For the VI weekend, three Outreach staff had gone to Hamilton to visit a woman who is blind and runs her own Equestrian Center. The movie they put together was so inspiring for the families to see what is possible for their own children in the future. The movie showed her working with her horses, clips of her speaking about various things she experienced growing up, and clips of her mom talking about how she tried to raise her daughter.

### **4. Student Services**

- a. Summer Camps – There are two summer camps that we host. The first summer camp is the Deaf Summer Camp which will be held June 19-June 25. The Summer Skills Camp for VI will be held **July 10-July 16**. (DSorensen reported the camp was the next week and that she wasn’t sure – July 10-16 is the correct date for this camp.) Both of these camps focus on language development, communication, social and emotional development, and independent living skills. The camps are fun and educational!
- b. Open Positions – See above.

### **5. Business Office**

- a. Audit – DSchmidt shared that we were finishing up our audit and that it had gone well. We expect to have no findings.
- b. Year End - DSchmidt is also wrapping up year end. This had been a busy time since we were having the audit, year end, and preparing for the next biennium. For a 2-person accounting office, this is too much. DSchmidt will work with the Audit Office to schedule our next audit a little earlier in the year so that it doesn’t coincide with Year End and other tasks that need to be done during this time.

### **Old Business**

There was no old business.

**ADJOURN – Mary Jo called the meeting adjourned at 4:42pm.**

# **FUTURE AGENDA ITEMS**

**September 15-16, 2016**

**Election of Board Officers**

**Set Yearly Board Meeting Calendar - C**

**Set Annual Agenda Calendar – C**

**BPE Goal Review – C**

***MACIE Update***

**Digital Academy Update**

***Superintendent Goals***

***Assessment Update***

***Federal Update***

***Annual HiSet Report***

***MACIE Renewal (Even Years)***