

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

November 17-18, 2016

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

November 17-18, 2016
Holiday Inn Park Plaza
Ballroom
Helena MT

Thursday, November 17, 2016
1:00 PM

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. September 16, 2016 Meeting Minutes
- B. Financials
- C. Renewal Unit Providers Annual Report

ADOPT AGENDA

INFORMATION ITEMS

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

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

Item 2 **EXECUTIVE DIRECTOR REPORT**
 Pete Donovan

ACTION

PUBLIC COMMENT

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

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

- **MACIE Appointment – Erna Granbois**

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

❖ ACCREDITATION COMMITTEE – Erin Williams (Items 7-9)

Item 7 PROPOSED REVISIONS TO INTENSIVE ASSISTANCE PROCESS
Dr. Linda Vrooman-Peterson

Item 8 VERIFICATION OF STEP 2 INTENSIVE ASSISTANCE PARENTAL NOTIFICATION
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 9 CONTINUED DISCUSSION: HELENA PUBLIC SCHOOLS, HELENA HIGH SCHOOL
STEP 2 OF THE INTENSIVE ASSISTANCE PROCESS, WRITTEN CORRECTIVE
PLAN, AND PLAN TO NOTIFY HELENA HIGH SCHOOL PARENTS
Patty Muir

❖ MSDB LIAISON - Mary Jo Bremner (Item 10-11)

Item 10 MSDB REPORT
Donna Sorensen
• Approve MSDB Policy Revisions (2nd Reading)

*****CLOSED*****

Item 11 EVALUATION OF SUPERINTENDENT OF THE MONTANA SCHOOL FOR THE DEAF
AND BLIND
Sharon Carroll

.....
Friday November 18, 2016

8:00 AM

DISCUSSION

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Items 12-15)

Item 12 FEDERAL REPORT
Nancy Coopersmith, BJ Granberry

Item 13 TRAFFIC EDUCATION REPORT
Fran Penner-Ray

Item 14 PROPOSED CHANGES TO ARM 10.64.301, BUS STANDARDS
Kara Sperle, Donnell Rosenthal

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 15 APPROVE CRITICAL QUALITY EDUCATOR SHORTAGE REPORT
Madalyn Quinlan

❖ ACCREDITATION COMMITTEE – Erin Williams (Items 16-17)

Item 16 CONTENT STANDARDS REVISION PROCESS AND SCHEDULE
Pete Donovan, Jael Prezeau

Item 17 RECOMMENDATION TO APPROVE THE ACCREDITATION OF THE GLASGOW
MIDDLE SCHOOL
Michael Hall

DISCUSSION

❖ ASSESSMENT COMMITTEE – Paul Andersen (Item 18)

Item 18 ASSESSMENT REPORT
Jessica Eilertson

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

Item 19 UNIVERSITY OF MONTANA DEPARTMENT OF COMPUTER SCIENCE PROPOSES
TO ADD A SECONDARY COMPUTER SCIENCE ENDORSEMENT
Dr. Linda Vrooman-Peterson

*****TIME CERTAIN @10:30 AM*****

ACTION

PUBLIC COMMENT

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

Item 20 LICENSE SURRENDER OF BPE CASE #2016-04
Rob Stutz

Item 21 HEARING ON BPE CASE #2016-05
Rob Stutz

Item 22 RECOMMEND APPROVAL OF PROPOSED AMENDMENT AND REPEAL OF ARM
TITLE 10, CHAPTER 57 LICENSURE RULES
Ann Gilkey

FUTURE AGENDA ITEMS January 20, 2017 (Conference Call)

Exiting Board Member – Last Meeting and Recognition

Transportation Report

MACIE Update

School Nutrition Annual Report

Assessment Update

Federal Update

Accreditation Report

PUBLIC COMMENT

ADJOURN

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

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

CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. September 16, 2016 Meeting
Minutes**
- B. Financials**
- C. Renewal Unit Providers Annual
Report**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

September 16, 2016
Willson Building
411 Main St
Bozeman MT

Friday, September 16, 2016
8:00 AM

CALL TO ORDER

Chair Carroll called the meeting to order at 8:07 AM. The Board stated the Pledge of Allegiance. Chair Carroll read the Statement of Public Participation and welcomed guests. Dr. Rob Watson, Superintendent Bozeman Public Schools welcomed the Board and guests to Bozeman.

Board members present included: Ms. Sharon Carroll, Chair; Dr. Darlene Schottle; Ms. Erin Williams; Ms. Mary Jo Bremner; Ms. Molly DeMarco; Ms. Tammy Lacey; Mr. Jesse Barnhart. Mr. Paul Andersen – absent. Ex-officio members present included: Superintendent Denise Juneau; Ms. Siri Smillie, Governor's Office; Ms. Angela McLean, OCHE. Guests present included: Ms. Jael Prezeau, OPI; Ms. Michelle McCarthy, OPI; Mr. Jake Warner, OPI; Ms. BJ Granbery, OPI; Ms. Candy Lubansky, OPI; Ms. Colet Bartow, OPI; Mr. Dennis Parman, MREA; Ms. Katy Wright, Helena Public Schools; Dr. Linda Vrooman Peterson, OPI; Mr. Joseph Hagemeister, Bozeman School District; Mr. Bob Vogel, MTSBA; Mr. TJ Eyer, OPI; Ms. Diane Burke, MQEC; Mr. Marco Ferro, MEA-MFT; Ms. Norman Bixby, Northern Cheyenne Tribal Schools; Mr. Gerald Wheeler, Quality STEM; Mr. Steve Eshbaugh, Quality STEM; Mr. Rob Watson, Superintendent, Bozeman School District.

PUBLIC COMMENT

No public comment.

CONSENT AGENDA

Consent agenda approved as presented.

ADOPT AGENDA

Ms. Mary Jo Bremner moved to adopt the agenda. Mr. Jesse Barnhart 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

Chair Carroll reported on her attendance at the Celebrating and Elevating Effective Teachers Conference along with Mr. Donovan in August. Chair Carroll reported she will be attending a Math Conference in Plevna in October, then briefly reviewed conference calls she had with the Office of Public Instruction. Chair Carroll turned the floor to Mr. Donovan for the Election of Officers.

- Election of Officers

Dr. Darlene Schottle moved to re-elect Chair Carroll to another term as Chair. Ms. Erin Williams seconded the motion.

No discussion. Motion passed unanimously.

Chair Carroll opened the floor for nominations for Vice Chair.

Ms. Erin Williams moved to nominate Dr. Darlene Schottle as Vice Chair. Ms. Mary Jo Bremner seconded the motion.

No additional nominations.

Ms. Tammy Lacey moved to close nominations. Motion seconded by Ms. Mary Jo Bremner. No discussion. Motion passed unanimously.

Motion on the floor to nominate Dr. Darlene Schottle as Vice Chair.

No discussion. Motion passed unanimously.

Chair Carroll thanked Mr. Andersen for his service as the Vice Chair and discussed his work training teachers around the world on the Science Standards.

**Item 2 EXECUTIVE DIRECTOR REPORT
Pete Donovan**

Mr. Donovan also thanked Mr. Andersen for his service to the Board. Mr. Donovan discussed the Montana Arts Conference in Helena the weekend of September 23-24 to celebrate the new Arts Content Standards adopted by the Board. Mr. Donovan will be attending and invited anyone to attend. Mr. Donovan also discussed the upcoming September 26 ESSA workgroup which will be meeting for the second time. October 4th the Certification Standards and Practices Advisory Council will meet in Dillon on the UM Western campus with the Council of Deans. Also upcoming on October is the MCEL Administrators conference and the MEA-MFT Conference. November 9th, will be the Public Hearing on the proposed changes to the Chapter 57 Licensure rules. Mr. Donovan also thanked Chair Carroll for her service as Chair to the Board.

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

Superintendent Juneau updated the Board regarding work on the state plan for ESSA and the upcoming workgroup meetings. A plan will be presented to Governor Bullock in November. Smarter Balanced Assessment scores improved this year, as well as ACT scores which all high school juniors take each spring. The Montana Farm to School conference is upcoming and OPI has received a nearly half million-

❖ LICENSURE COMMITTEE – Tammy Lacey (Items 13-16)

**Item 13 NOTICE OF LICENSE SURRENDER
Ann Gilkey**

Ms. Gilkey reported a license surrender by an educator to the Board.

ACTION

PUBLIC COMMENT

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

**Item 14 RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING ON
PROPOSED AMENDMENT AND REPEAL OF FARM TITLE 10, CHAPTER 57,
EDUCATOR LICENSURE
Ann Gilkey**

Ms. Ann Gilkey and Ms. Kristine Thatcher from OPI presented the proposed Notice of Public Hearing on the proposed revisions to the Chapter 57 Educator Licensure rules. Ms. Gilkey reviewed the changes since the Board was presented with the initial revisions in July.

Ms. Tammy Lacey moved to approve the proposed rule changes and to approve the Notice of Public Hearing and authorize filing of the Notice with the Secretary of State for publication in the Montana Administrative Register. Motion seconded by Ms. Mary Jo Bremner.

Public Comment from Ms. Katy Wright, Helena Public Schools requested MACTE to be added back into the definitions in 10.57.102.

Mr. Dennis Parman, MREA passed out a Montana Professional Education Center document with 3 requested changes for adding MACTE, principal endorsement from out of state with 5 years of experience, and P-12 special education for autism.

Mr. Bob Vogel, MTSBA spoke in support of the above requested changes.

Mr. Marco Ferro, MEA-MFT spoke in support of the above requested changes.

Ms. Diane Burke, MQEC, spoke in support of the above requested changes.

Ms. Lacey, Licensure committee chair, requested that all the above changes be sent to CSPAC for their review at their upcoming meeting October 4th. CSPAC will make recommendations to the Board upon their review. Recommendations would go forward to the Board at the November BPE meeting. Dr. Schottle supported the recommendation from Mr. Lacey. Discussion regarding the process.

No further discussion. Motion passed unanimously.

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 19 **RECOMMEND ADOPTION, AMENDMENT, AND REPEAL OF THE MONTANA K-12 SCIENCE CONTENT STANDARDS, ARM TITLE 10, CHAPTERS 53 AND 54**

Jael Prezeau

Ms. Prezeau presented the Notice of Adoption of the Science Standards to the Board, reviewed the process the OPI had taken to date, and a review of the Public Hearing in August.

Ms. Erin Williams moved to approve to adopt, amend, and repeal the New ARM Rules I-X, the amendment of ARM 10.53.101 and 10.54.2501, and repeal ARM 10.54.5010-10.54.5013, 10.54.5020-10.54.5023, 10.54.5030-10.54.5033, 10.54.5040-10.54.5043, 10.54.5050-10.54.5053, 10.54.5060-10.54.5063m 10.54.5087-10.54.5098, pertaining to K-12 science content standards and authorize filing with the Secretary of State for publication in the Montana Administrative Register. Ms. Tammy Lacey seconded the motion.

Public comment from MSU professor Jerry Williams who spoke in support of the standards on behalf of science teachers across the state.

Comment from Mr. Steve Eshbaugh in support of the standards.

No further discussion. Motion passed unanimously.

In essence of time, the future agenda items list was moved up prior to the Time Certain item at 3:00 PM.

FUTURE AGENDA ITEMS November 17-18, 2016

Committee Appointments – C

MACIE Annual Report

Assessment Update

Critical Quality Educator Shortage Area Report

Federal Update

Variance to Standards Requests & Renewals

Accreditation Report

Youth Risk Behavior Survey Update (Odd Years)

Annual Renewal Unit Providers List - C

MSDB Superintendent Performance Evaluation & Contract Extension Discussion

❖ **ACCREDITATION COMMITTEE – Darlene Schottle (Items 20-21)**

*******TIME CERTAIN 3:00 PM*******

Item 20

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

Patty Muir

Ms. Muir briefly reviewed the list of schools who will present and what steps they need to take to resolve their deviations.

- **Billings/McKinley Elementary**

Ms. Greta Bresch-Moen reviewed the current enrollment status of Billings Public Schools, issues the district has faced and resolved and how they will resolve their current deviations. Mr. Terry Bouck discussed the current deviations and what their resolutions will be, including the hiring of a new certified librarian for the beginning of this year to resolve their deviation.

Dr. Darlene Schottle moved to approve the 2015-2106 corrective plan for McKinley Elementary. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

- **Helena High School**

Mr. Jack Copps, Interim Superintendent, Helena Public Schools addressed the Board with regard to the deficiencies at Helena High. Questions from the Board were directed to Mr. Copps. A discussion ensued between the board and Mr. Copps who disagreed with the issue of oversized classroom status since 2010. A discussion was held regarding the plan presented by the school and the possible consequences to the school of the plan is not approved by the board. The board could consider a recommendation for non-accreditation status. Representatives from OPI stated that the Office is not recommending non-accreditation, rather working towards a solution to the deficiencies. After a lengthy discussion:

Dr. Darlene Schottle moved to disapprove the Corrective Plan for 2015-2016 for Helena High School. Ms. Erin Williams seconded the motion.

Ms. Lacey questioned when Helena High School was placed in Step 1 of the Intensive Assistance process., and if there was a corrective plan presented and what happened with the plan.

Mr. Copps asked to go on record that he disagrees with the motion.

Question from Board members for Dr. Peterson were answered.

Roll call vote: Carroll, Williams, Schottle vote to approve the motion. Bremner, Barnhart, Lacey voting not to approve the motion. Motion fails on a tie vote.

Discussion amongst the Board members was held on how to proceed, how to clean up the process, and where the Board goes from this point in holding Helena High accountable for their Corrective Plan.

The Board requests that Helena High Superintendent and Board Chair appear before the Board at the November 2016 meeting with a new written plan.

Dr. Darlene Schottle moved to continue the Corrective Plan and Timeline to the November 17-18, 2016 meeting and request that the Helena Superintendent and Board Chair appear with a written plan to address class size and science scores and a plan for parental notification. Ms. Tammy Lacey seconded the motion.

No discussion. Motion passed unanimously.

- **Lame Deer 7-8/High School**

The Board chair and Superintendent addressed the Board with their Action plan to address their deviations. The Board chair discussed some of the issues the district is facing that contribute to their deficiencies. The Superintendent discussed how they plan to resolve the discrepancies and retain teachers. Areas where deficiencies have been corrected were noted. The Superintendent reviewed each area of deficiency and solutions for remedy.

Dr. Schottle moved to approve the Corrective Plan for 2015-2106 for Lame Deer 7-8. Mr. Jesse Barnhart seconded the motion.

Comments from the Board Chair and staff. Comments from Ms. Lacey commending their recruitment strategy.

No further discussion. Motion passed unanimously.

Dr. Schottle moved to approve the Corrective Plan for 2015-2016 for Lame Deer High School. Motion seconded by Ms. Erin Williams.

No discussion. Motion passed unanimously.

- **Poplar High School**

The Board chair addressed the board and discussed the issues they deal with as a reservation school, interventions when students aren't showing up for class, working with local colleges to get student teachers in and encourage current students to become teachers and return to teach. The Superintendent presented their plan to correct the deficiencies to the Board.

Dr. Darlene Schottle moved to approve the 2015-2016 Corrective Action Plan for Poplar High School. Mr. Jesse Barnhart seconded the motion.

Comment from Ms. Tammy Lacey congratulating them on their hard work.

No further discussion. Motion passed unanimously.

Item 21

**RECOMMEND APPROVAL/DENIAL OF THE 2015-2016 CORRECTIVE PLANS AND TIMELINES OF NORTHERN CHEYENNE TRIBAL 7-8 SCHOOL AND HIGH SCHOOL IN STEP 2 OF THE INTENSIVE ASSISTANCE PROCESS
Patty Muir**

Ms. Norma Bixby, Vice Chair of the School Board, addressed the board and addressed some of the issues the schools deal with in the Northern Cheyenne reservation, and the unique circumstance they are in as a Bureau of Indian Affairs School who received no state education dollars. Ms. Erickson discussed in detail with the Board steps the district has taken to begin to remedy the deviations the district is facing, and a plan going forward.

Dr. Darlene Schottle moved to approve the 2015-2016 Corrective Plan for Northern Cheyenne 7-8. Ms. Mary Jo Bremner seconded the motion.

Ms. Tammy Lacey thanked Ms. Erickson for her direction for the district.

No further discussion. Motion passed unanimously.

Dr. Darlene Schottle moved to approve the 2015-2016 Corrective Plan and Timeline for Northern Cheyenne High School. Ms. Mary Jo Bremner seconded the motion.

No discussion. Motion passed unanimously.

PUBLIC COMMENT

No public comment.

ADJOURN

Ms. Erin Williams moved to adjourn the meeting. Motion seconded by Ms. Mary Jo Bremner.

No discussion. Motion passed unanimously.

Meeting adjourned at 5:41 PM

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CONSENT AGENDA

FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2017 through 05 (Nov)/2017

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)

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OBPP Program	Fund	Subclass	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					366,588.10	104,889.75	0.00	261,698.35
01100 General Fund					187,381.10	7,687.10	0.00	179,694.00
235H1 ADMINISTRATION					148,546.00	(11.39)	0.00	148,557.39
61000 Personal Services					111,279.00	0.00	0.00	111,279.00
					111,279.00	0.00	0.00	111,279.00
62000 Operating Expenses					35,485.00	(11.39)	0.00	35,496.39
					35,485.00	(11.39)	0.00	35,496.39
69000 Debt Service					1,782.00	0.00	0.00	1,782.00
					1,782.00	0.00	0.00	1,782.00
235H2 AUDIT (RST/BIEN)					8,835.10	417.90	0.00	8,417.20
62000 Operating Expenses					8,835.10	417.90	0.00	8,417.20
					8,835.10	417.90	0.00	8,417.20
235H3 LEGAL EXPENSES (RST/OTO)					30,000.00	7,280.59	0.00	22,719.41
62000 Operating Expenses					30,000.00	7,280.59	0.00	22,719.41
					30,000.00	7,280.59	0.00	22,719.41
235Z1 WORKERS COMP. REDUCTION					0.00	0.00	0.00	0.00
61000 Personal Services					0.00	0.00	0.00	0.00
					0.00	0.00	0.00	0.00
02122 Advisory Council					124,207.00	68,339.56	0.00	55,867.44
235H1 ADMINISTRATION					124,207.00	68,339.56	0.00	55,867.44
61000 Personal Services					124,207.00	68,339.56	0.00	55,867.44
					0.00	0.00	0.00	0.00
					124,207.00	68,339.56	0.00	55,867.44
235Z1 WORKERS COMP. REDUCTION					0.00	0.00	0.00	0.00
61000 Personal Services					0.00	0.00	0.00	0.00
					0.00	0.00	0.00	0.00
02219 Research Fund					55,000.00	28,138.47	0.00	26,861.53
235H1 ADMINISTRATION					55,000.00	28,138.47	0.00	26,861.53
62000 Operating Expenses					55,000.00	28,138.47	0.00	26,861.53
					0.00	0.00	0.00	0.00
					55,000.00	28,138.47	0.00	26,861.53
08073 Student Leadership Initiative					0.00	724.62	0.00	(724.62)
235H1 ADMINISTRATION					0.00	724.62	0.00	(724.62)
62000 Operating Expenses					0.00	724.62	0.00	(724.62)
					0.00	724.62	0.00	(724.62)
Grand Total					366,588.10	104,889.75	0.00	261,698.35

CONSENT AGENDA

**RENEWAL UNIT ANNUAL PROVIDERS
REPORT**



Montana
Office of Public Instruction
 Denise Juneau, State Superintendent

opi.mt.gov

Date Printed: 10/14/2016

List of Providers with Events for Fiscal Year: 2016

Provider Type: School Districts

Provider #	Provider Name	Provider Location	Provider's Contacts
2433	Absarokee Public Schools	Absarokee MT	Dustin Sturm
2395	Anaconda School District #10	Anaconda MT	Gerry Nolan
3059	Arlee Joint School District #8	Arlee MT	Christine Kuschel
6211	Bainville Public School	Bainville MT	rrasmussen@bainvilleschool.k12.mt.us
2420	Baker Public Schools	Baker MT	David Breitbach
2994	Belgrade Public Schools	Belgrade MT	Nicole Grafel
1787	Big Sandy Public Schools	Big Sandy MT	Brad A Moore
3133	Big Sky School District #72	Gallatin Gateway MT	Dustin Shipman
2570	Big Timber Grade School	Big Timber MT	Mark Ketcham
2916	Bigfork School District #38	Bigfork MT	Matt Jensen
3062	Billings Catholic Schools	Billings MT	Timothy Lowe
2683	Billings Public Schools	Billings MT	Jay Lemelin
2448	Box Elder School District 13G	Box Elder MT	Mark Irvin
2715	Bozeman Public Schools	Bozeman MT	Robert Watson
2605	Broadus Public Schools	Broadus MT	Jim Hansen
499	Brockton Public Schools	Brockton MT	Francis J. LaBounty
2475	Browning Public Schools	Browning MT	Janet Guardipee
2454	Butte School District #1	Butte MT	Jim O'Neill
2571	Chinook Public Schools	Chinook MT	Jay Eslick
3079	Clinton School District	Clinton MT	Julie Espinosa
2412	Colstrip Adult and Community Education	Colstrip MT	Debi Smith
2788	Columbia Falls Schools	Columbia Falls MT	Michael W Nicosia/Dot Wood
2682	Conrad Public Schools	Conrad MT	Sharyl Allen
2787	Corvallis School District	Corvallis MT	Tim Johnson
2492	Cut Bank Public Schools	Cut Bank MT	Venus Dodson/Wade Johnson
2884	Darby Public Schools	Darby MT	Loyd Rennaker
2494	Deer Lodge Elementary	Deer Lodge MT	Rodney Simpson
6171	Denton School District #84	Denton MT	gkrenzke@denton.k12.mt.us
2405	Dillon Elementary	Dillon MT	Glen Johnson
2499	Dixon Public School	Dixon MT	Kelly Moore



Montana
Office of Public Instruction
 Denise Juneau, State Superintendent

opi.mt.gov

List of Providers with Events for Fiscal Year: 2016

Date Printed: 10/14/2016

Provider #	Provider Name	Provider Location	Provider's Contacts
6186	Dodson School District	Dodson MT	Gary Weitz
2898	Drummond Public Schools	Drummond MT	Rick Parke
2500	Dutton/Brady K-12 Schools	Dutton MT	Tim Tharp
2572	East Helena Public Schools District #9	East Helena MT	Ron Whitmoyer
2022	Elder Grove School	Billings MT	Justin Klebe
3012	Elysian School	Billings MT	Barbara Frank
2434	Ennis School District #52	Ennis MT	John Overstreet
2573	Eureka Public Schools	Eureka MT	Jim Mephram/Venessa Jackson
2728	Fairview Public Schools	Fairview MT	Luke Kloker
2672	Flathead Special Education Cooperative	Kalispell MT	Victoria Beddall
2680	Florence-Carlton School	Florence MT	Bud Scully/Louise Warila
2503	Frenchtown School District #40	Frenchtown MT	Randy Cline
2567	Glasgow K-12 Schools	Glasgow MT	Robert Connors
2504	Glendive Public Schools	Glendive MT	Jordan Viegut
2443	Great Falls Public Schools	Great Falls MT	Chris Olszewski
2739	Hamilton K-12 Schools	Hamilton MT	Tom Korst
2562	Hardin Public Schools	Hardin MT	Roxanne Not Afraid/Albert Peterson
1598	Harlowton Public Schools	Harlowton MT	Andrew Begger
2421	Havre Public Schools	Havre MT	Leland Stocker
6205	Headwaters Academy	Bozeman MT	Levi Lucy
2655	Helena Public Schools	Helena MT	Barbara Ridgway
2996	Hellgate Elementary - Dr. Douglas Reisig	Missoula MT	Douglas Reisig
880	Huntley Project K-12 Schools	Huntley MT	Mark Wandle
6202	Jefferson Elementary School	Glendive MT	Stephen Schreiberis
3045	Jordan Public Schools	Jordan MT	Nate Olson
1886	Judith Gap Public Schools	Judith Gap MT	Annette Hart
6216	Kaleva Law Office	Missoula MT	Elizabeth A. Kaleva
2657	Kalispell Public Schools	Kalispell MT	Andrea Johnson
2414	Lambert Public Schools	Lambert MT	Tyler Arlint
2406	Lame Deer Public Schools	Lame Deer MT	Veronica Small-Eastman
2508	Laurel Public Schools	Laurel MT	Linda Filpula
2990	Lewistown Public Schools	Lewistown MT	



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

List of Providers with Events for Fiscal Year: 2016

Date Printed: 10/14/2016

Provider #	Provider Name	Provider Location	Provider's Contacts
2601	Libby K-12 Schools	Libby MT	Ellen Mills
2597	Lincoln K-12 Schools	Lincoln MT	Carla Anderson
2407	Livingston School District #1 and #4	Livingston MT	Todd Wester
2955	Lockwood School	Billings MT	Don Christman
3015	Lolo School District	Lolo MT	Michael Magone
2927	Malta Public Schools	Malta MT	Scott King
2625	Manhattan Public Schools	Manhattan MT	Jim Notaro
2641	Medicine Lake School	Medicine Lake MT	Tiffani Anderson
2713	Miles City Unified School District	Miles City MT	Keith Campbell
2789	Missoula County Public Schools	Missoula MT	Karen Allen
2790	Montana City School	Clancy MT	Jeanne Dorrington
2961	Montana Digital Academy	Missoula MT	Robert Currie
2574	Moore Public School	Moore MT	Denise Chrest
2424	Park City School	Park City MT	Dan Grabowska
2569	Plains Public Schools	Plains MT	Jim Holland/Larry McDonald
2568	Plentywood K-12 Schools	Plentywood MT	Joe Bennett
1713	Polson Public Schools	Polson MT	Susan McCormick/Carl Elliot
2439	Poplar Elementary	Poplar MT	Charles Cook
2389	Powell County High School	Deer Lodge MT	Kerry Glisson
2596	Ramsay Schools	Ramsay MT	Maurice Cook
6183	Ranch for Kids Project, Inc.	Rexford MT	Diana Powell HR/Training Manager
2907	Richey Public Schools	Richey MT	Maureen Simonson
2430	Rocky Boy Schools	Box Elder MT	Voyd St Pierre/Josephine Corcoran
2416	Ronan School District #30	Ronan MT	Mark Johnston
3027	Rosebud Public Schools	Rosebud MT	Michael Silverman
3096	Savage Public Schools	Savage MT	Lynne Peterson
1921	Shelby Public Schools	Shelby MT	Merilee Kleiber
2828	Shepherd Public Schools	Shepherd MT	Dan Jamieson
2656	Sidney Public Schools	Sidney MT	Nicole Beyer
2607	St Labre Catholic School	Ashland MT	Russell Alexander
2628	St. Ignatius School District	St. Ignatius MT	Jason Sargent/Bob Lewondowski
2851	Stevensville Public Schools	Stevensville MT	Robert Moore



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List of Providers with Events for Fiscal Year: 2016

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Provider #	Provider Name	Provider Location	Provider's Contacts
2894	Superior K-12 Public Schools	Superior MT	Scott Kinney
2685	Thompson Falls Public Schools	Thompson Falls MT	Jerri Pauli
2698	Three Forks Schools	Three Forks MT	Robert DoBell
3032	Townsend School District #1	Townsend MT	Andrea K. Johnson
2409	Trout Creek School District	Trout Creek MT	D Carlsmith
2449	Troy Public Schools	Troy MT	Jacob Francom
3109	Twin Bridges K-12 School District #7	Twin Bridges MT	Eldon C. Johnson
2541	Victor School	Victor MT	Dan Johnston
3134	Walsworth Yearbooks	Missoula MT	Kati Patterson
2847	West Yellowstone School District 69	West Yellowstone MT	Kevin Flanagan
3073	Westby School District	Westby, MT MT	Tony Holecek
2450	Whitefish Public Schools	Whitefish MT	Amy Brown
894	Whitehall Public Schools	Whitehall MT	John Sullivan
2896	Wolf Point High School	Wolf Point MT	Robert Osborne
2542	Yellowstone Academy	Billings MT	Mike Sullivan

Count of School Districts: 109



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List of Providers with Events for Fiscal Year: 2016

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Provider Type: Tribal

Provider #	Provider Name	Provider Location	Provider's Contacts
2488	Chief Dull Knife College	Lame Deer MT	Richard Littlebear/Sharon Bishop-Purvis
6217	CSKT Project LAUNCH	Pablo MT	Whitney Danz
2774	Fort Peck Community College	Poplar MT	Patty Murray

Count of Tribal: 3



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Provider Type: Professional Education Organizations

Provider #	Provider Name	Provider Location	Provider's Contacts
2595	ACE-Alliance for Curriculum Enhancement	Laurel MT	Andrea Meiers
3076	AdvancED Montana	Corvallis MT	Daniel Sybrant
6209	Advanced Observations	Kalispell MT	Christina Bernier - Roberts
2451	Answers Plus Consulting, Inc.	Billings MT	Stephanie Smith
3094	Archie Bray Foundation	Helena MT	Lindsey Carroll
3091	Beyond The Chalk	Lolo MT	Jeff Crews
2474	Big Sky Special Needs Coop	Conrad MT	Kris E Magruder
3020	Big Sky Therapeutic Services, PLLC	Great Falls MT	Brett Gilleo
2575	Bitterroot Valley Education Coop	Stevensville MT	Maggie Nelson/Tim Miller
2671	Bozeman Teaching American History Program	Bozeman MT	Danice Toyias
2452	Bureau of Education & Research	Bellevue WA	Jennifer McLaughlin, BER Executive Assistant
5148	Butte 4 C's	Butte MT	Terri Amberg
2455	CE Credits Online	Woodinville WA	Sandra Blazevich
2576	Central Montana Learning Resource Center Co-op	Lewistown MT	Joni Kremer
6193	Certell, Inc.	Indianapolis IN	Fred Fransen
3054	Child Care Connections	Bozeman MT	Tori Sproles
2456	Child Care Partnerships	Helena MT	Brandi Thomas
6155	Child Care Resources	Missoula MT	Lucy Marose
3019	ClassPad101	Portland OR	Unknown, please Update
6176	Core Connections	Missoula MT	Aimee Ryan
2891	Dahlem Law Firm	Kalispell MT	Michael Dahlem
2658	Delta Kappa Gamma - Alpha Chapter	Helena MT	Shirley Thomas
2422	Delta Kappa Gamma - Lambda	Whitefish MT	Susan Argabright
2748	Delta Kappa Gamma - Mu Chapter	Bozeman MT	Sue Hamilton
2738	Delta Kappa Gamma Alpha Iota Chapter	Hamilton MT	Norma Gilmore/Linda Stephani
2684	Delta Kappa Gamma Omicron Chapter	Drummond MT	Audrey Collins
2834	Delta Kappa Gamma-Beta Chapter	Butte MT	Margie Willhite
2577	District 7 HRDC	Billings MT	Carl Visser/DeeAnn Hartman
3048	Domestic and Sexual Violence Services	Red Lodge MT	Beth Wiley



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List of Providers with Events for Fiscal Year: 2016

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Provider #	Provider Name	Provider Location	Provider's Contacts
2559	Eastern Yellowstone Special Services Coop	Billings MT	Leonard Orth
6185	Emma's House Children's Advocacy Center	Hamilton MT	Kierstin Schmitt
2827	Felt Martin Frazier & Weldon PC	Billings MT	Jeff Weldon
3092	Flathead Reservation Human Rights Coalition, Inc.	Ronan MT	Catherine Billie
2640	Golden Triangle Cooperative	Shelby MT	Diana Knudson
6220	GoodTherapy.org	Olympia WA	Kayti McRusso
2023	Great Divide Education Services	Deer Lodge MT	Silvia Mangan
6174	Head Start Inc.	Billings MT	Marci Krohn
2752	High Trust Teacher Center	Santa Barbara CA	Dennis M McLoughlin
2754	Historical Museum @ Fort Missoula	Missoula MT	Kristjana Eyjolfsson
2506	Holter Museum of Art	Helena MT	Sondra Hines
6208	HRDC Head Start, Ken Miller	Bozeman, MT	Ken Miller
2740	Infant Adoption Awareness Training Initiative	Sioux Falls SD	Ronda Thielen
6191	Inner Workings Resources	Missoula MT	Patrick Marsolek
2906	Institute for Educational Development	Bellevue WA	Nicole Hargreaves
4140	InTECHgrated Professional Development, LLC	Bozeman MT	Lindy Hockenbary
2835	Intermountain Children's Home and Services	Helena MT	Jim Fitzgerald
2889	iTeach to Achieve LLC	Billings MT	Becky Berg
2466	Knowledge Delivery Systems	New York NY	Stephanie Wertkin
2950	Learner's Edge	Lakeville MN	Julie Yaeger
3060	Lisa Scott Mathematics Education Consulting	Billings MT	Lisa Scott
6154	MALT (Montana Association of Language Teachers)	Big Sky MT	Keith McHugh
6179	MASSP Region 2	Cut Bank MT	Peter Hamilton
2632	MEA-MFT	Helena MT	Eric Feaver/Cathy Warner
6182	Missoula Writing Collaborative	Missoula MT	Missoulawriting@gmail.com
2457	Montana Association for Career and Technical Education	Worden MT	Mark Branger
2837	Montana Association for the Education of Young Children	Florence MT	Sharon DiBrito



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List of Providers with Events for Fiscal Year: 2016

Provider #	Provider Name	Provider Location	Provider's Contacts
2387	Montana Association of Family and Consumer Sciences	Bozeman MT	Nancy Kaiser-Nelson
1843	Montana Association of Gifted and Talented Education	Corvallis MT	Darci Herbstritt
4146	Montana Association of Private Schools	Helena MT	superintendent@montanacc.org
3095	Montana Association of School Business Officials	Helena MT	Denise Williams
2923	Montana Association of School Psychologists	Great Falls MT	Rhonda Remsen
2403	Montana Council of Teachers of Mathematics	Billings MT	Angel Zickefoose
3128	Montana Digital Professional Learning Network	Missoula MT	Instructional Project Director
2901	Montana Environmental Education Association	Missoula MT	Carolyn Sevier
6215	Montana FFA Association	Bozeman MT	ffajrose@gmail.com
2909	Montana Gear Up	Helena MT	Zach Hawkins
3006	Montana Indian Education Association	Brockton MT	Thomas Brown
2458	Montana Learning Center	Helena MT	Olivia Le Tellier
2942	Montana Library Association	Three Forks MT	Debbi Kramer
2586	Montana Natural History Center	Missoula MT	Lisa Bickell
2945	Montana North Central Educational Service Region II	Highwood MT	Jessica McGowan
2766	Montana Post Secondary Educational Opportunities Council	Missoula MT	Amy M Leary
6210	Montana ProStart	Billings MT	Lee Johnson
2587	Montana Rural Education Association	Helena MT	Dave Puyear
2588	Montana School Boards Association	Helena MT	Lance Melton/Carol Will
2872	Montana School Counselor Association	Great Falls MT	Barb Holden
2447	Montana Small Schools Alliance	Dillon MT	Dan Rask
2436	Montana State Reading Council	Malta MT	Lynne Nevriy
6175	Montana Youth in Transition	Helena MT	Mary Di Biase
3093	MSU Flathead Reservation Extension	Polson MT	Rene Kittle
6167	National Center For Appropriate Technology	Butte MT	Demetrius Fassas
2839	Northern Rockies Educational Services	Twin Bridges MT	Fred B. Seidensticker



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List of Providers with Events for Fiscal Year: 2016

Provider #	Provider Name	Provider Location	Provider's Contacts
2525	Northwest Montana Educational Cooperative	Kalispell MT	Eliza Sorte
2600	Northwest Montana Reading Council	Kalispell MT	Sue Brown
2760	Ortho Montana	Billings MT	Jodie Smith
2425	Park County Special Education Coop	Livingston MT	Verne Beffert
4147	PESA-Region I	Miles City MT	Terry Annalora
2849	PESI, Inc	Eau Claire WI	Kristine Cleasby
2446	Prairie View Curriculum Consortium	Miles City MT	Kim Stanton
2535	Prairie View Special Services	Glendive MT	Deb Linn
2408	Prickly Pear Cooperative	East Helena MT	Vaughn Kauffman
2925	Professional Learning Board	Minneapolis MN	Murray Davis
2661	Project Archaeology	Bozeman MT	Jeanne Moe/Crystal Alegria
3131	Project CRISS	Kalispell MT	Debra Franciosi
6196	Ready to Educate	Afton WY	Dr. Lori Schieffer
2833	Region I CSPD	Glendive MT	Comprehensive System of Personnel Development RegionI
2648	Region II CSPD	Havre MT	Aileen Couch
2429	Region III CSPD	Billings MT	Debra Miller
2663	Region IV CSPD	East Helena MT	Denielle Miller/Susan Bailey-Anderson
3061	Rocky Mountain School of Photography	Missoula MT	Bob McGowan
2875	Sanders County Educational Services Cooperative	Thompson Falls MT	Merle Farrier
2463	School Administrators of Montana	Helena MT	Kirk Miller
2591	Shodair Children's Hospital	Helena MT	Keith Meyer
4143	Southwest Montana School Services	Bozeman MT	Travis Anderson
2840	Staff Development for Educators	Peterborough NH	Toni Deschenes
2604	Summit Preparatory School	Kalispell MT	Todd Fiske
2770	Summit Professional Education	Franklin TN	Randy Tatel
1719	Sylvan Learning Center, Helena	Helena MT	Ronald & Charlene Kautzman
6184	Tamarack Grief Resource Center	Missoula MT	Tina Barrett
2973	Teacher Continuing Education Online	North Bend WA	
2498	Teacher Learning Center	Rochester NY	Jon Crabbe



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Provider #	Provider Name	Provider Location	Provider's Contacts
4142	TeachMe Professional Development	San Luis Obispo, California CA	Patricia Hocking-Walker
3114	The Center for Collaborative Solutions	Bozeman MT	Lynn Fiedler Holsinger
6168	The Learning Center at Red Willow	Missoula MT	Kathy Mangan
6199	Trauma Resource Institute	Claremont MT	Dana Eisenberg
2599	VisionNet	Great Falls MT	Rob Ferris/Bruce Wallace
2593	Visual Phonics Seminars	Missoula MT	Linda E. Anderson
2623	VSA Arts of Montana	Missoula MT	Cori Di Biase
2688	WaterColor Computer Training, LLC	Missoula MT	Denise Loran
6187	We the People: The Citizen and the Constitution	Whitefish MT	Richard Hildner
3070	Western Montana Mental Health Center: Riverfront Mental Health Center	Hamilton MT	Helene F. Latta Musante
2621	WM-CSPD	Trout Creek MT	Cass Rocco
6197	WM-PLC/WM-RESA	Trout Creek MT	Director
2877	Yellowstone Art Museum	Billings MT	Jordan Pehler
6204	Yellowstone Association Institute	Gardiner MT	Jessica Haas
2464	Yellowstone-West/Carbon County Special Services Coop	Laurel MT	Karen Underwood
2545	Youth Dynamics, Inc	Billings MT	Emma Kerr-Carpenter

Count of Professional Education Organizations: 127



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List of Providers with Events for Fiscal Year: 2016

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Provider Type: County Superintendents

Provider #	Provider Name	Provider Location	Provider's Contacts
2959	Butte-Silver Bow County Superintendent of Schools Office	Butte MT	
2830	Fergus County Superintendent of Schools	Lewistown MT	Rhonda Long
2665	Flathead County Superintendent of Schools	Kalispell MT	Jack Eggensperger
2560	Gallatin County Superintendent of Schools	Bozeman MT	Laura Axtman
2561	Garfield County Superintendent of Schools	Jordan MT	Jessica McWilliams
2563	Hill County Superintendent of Schools	Havre MT	Diane McLean
6222	Madison County Superintendent of Schools	Virginis City MT	Pam Birkeland
2427	Missoula County Superintendent of Schools	Missoula MT	Erin Lipkind
2539	Teton County Superintendent of Schools	Choteau MT	Cathy Sessions

Count of County Superintendents: 9



List of Providers with Events for Fiscal Year: 2016

Provider Type: Universities and Colleges

Provider #	Provider Name	Provider Location	Provider's Contacts
3110	Aaniih Nakoda College	Harlem MT	Dr. Donna L. Miller
3057	Bitterroot College University of Montana	Hamilton MT	Victoria Clark
2493	Dawson Community College	Glendive MT	Marilyn Dutton
2633	Flathead Valley Community College	Kalispell MT	Susie Burch
2444	Great Falls College MSU	Great Falls MT	Heather Palermo
2631	Helena College	Helena MT	Daniel Bingham/Mary Lannert
2585	Miles Community College	Miles City MT	Jan Hartmann
2956	Missoula College UM, Outreach Office	Missoula MT	Vida Wilkinson
3003	Montana State University Teacher Education Program	Bozeman MT	Virginia Mohr
2629	Montana Tech of the University of Montana	Butte MT	Kathy J Williams
2441	Montana Watercourse	Bozeman MT	Stephanie McGinnis
2807	Montana Writing Project	Missoula MT	Brooklyn Walters
2869	MSU - Department of Education	Bozeman MT	Fenqjen Luo
2985	MSU Billings Extended Campus	Billings MT	Shelly Ovalle
2617	MSU Extended University	Bozeman MT	Kim Obbink
2767	MSU Extension Forestry	Missoula MT	Cindy Peterson
2978	MSU Extension Service	Plentywood MT	Sheila Friedrich
6160	MSU Valley County Extension	Glasgow MT	Roubie Younklin
2618	MSU-4-H Center for Youth Development	Bozeman MT	Cody Stone
2947	MSU-Department of Mathematical Sciences	Bozeman MT	Jennifer Luebeck
6203	National Native Children's Trauma Center	Missoula MT	Maegan Rides At The Door
2686	Office of the Commissioner of Higher Education	Helena MT	Katie Spalinger
2932	Rocky Mountain College	Billings MT	Stephanie "Stevie" Schmitz
2536	Salish Kootenai College	Pablo MT	Amy Burland
4144	spectrUM Discovery Area (University of Montana science museum)	Missoula MT	Beth Covitt
2962	The University of Montana- Institute for Educational Research and Service (IERS)	Missoula MT	Nancy Berg
2413	UM - Center for Environmental Health Services	Missoula MT	Desirae Ware
2809	UM - Rural Institute	Missoula MT	Stacey Bliss
2442	UM - Western	Dillon MT	Ryann Gibson



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List of Providers with Events for Fiscal Year: 2016

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Provider #	Provider Name	Provider Location	Provider's Contacts
2664	UM College of Education & Human Sciences	Missoula MT	Roberta Evans/Karen Payne
2997	UM Dept of English	Missoula MT	Beverly Ann Chin
6169	University of Montana - Counselor Education Department	Missoula MT	Lindsey Nichols
6200	University of Montana College of Visual and Performing Arts	Missoula MT	Cheri Ferguson
3031	Yellowstone Writing Project	Bozeman MT	Hali Kirby

Count of Universities and Colleges: 34



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Provider Type: Government Agencies

Provider #	Provider Name	Provider Location	Provider's Contacts
6189	Alliance for Youth, Inc.	Great Falls MT	Nicole Zimmerman
6181	Big Horn County Best Beginnings	Hardin MT	Shelly Sutherland
2848	Dept of Labor & Industry Employment Relations Division	Helena MT	Nikki Hartman
2399	DLI/Jobs for Montana's Graduates	Helena MT	Erica Swanson
6157	DPHHS - Addictive & Mental Disorders Division	Helena MT	Carrie Lutkehus
3100	Early Childhood Services Bureau	Choteau MT	Rhonda Schwenke
2432	Glacier National Park	West Glacier MT	Laura Law
2624	Grant-Kohrs National Historic Site	Deer Lodge MT	Laura Rotegard/Julie Croglio
3086	Helena National Forest	Helena MT	Liz Burke
3126	Kicking Horse Job Corps	Ronan MT	Dr. Arlene Bigby
2999	Montana Asthma Control Program- MT DPHHS	Helena MT	William Biskupiak
2855	Montana Board of Public Education	Helena MT	Pete Donovan/Kris Stockton
3108	Montana Department of Labor and Industry/Montana Career Information System	Helena MT	Annette Miller
3105	Montana Department of Labor, ERD, SHB	Helena MT	David de Fer
2821	Montana Fish Wildlife & Parks	Helena MT	Kurt Cunningham
2431	Montana Historical Society	Helena MT	Debra Mitchell
2517	Montana School for the Deaf and the Blind	Great Falls MT	Steve Gettel
2616	Montana State Hospital	Warm Springs MT	John Glueckert
2521	Montana State Library	Helena MT	Joann Flick
6194	MT Dept Public Health and Human Services - Ealy Childhood Services Bureau	Helena MT	Sara Loewen
6188	MT DPHHS Child and Family Service Division	Helena MT	Jack Clearman
2453	Office of Public Instruction - Accreditation	Helena MT	Linda Vrooman-Peterson
2527	Office of Public Instruction - Assessment	Helena MT	Judy Snow
3067	Office of Public Instruction - Content Standards & Instruction	Helena MT	Jael Prezeau
2428	Office of Public Instruction - CTAE Division	HELENA MT	TJ Eyer



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Provider #	Provider Name	Provider Location	Provider's Contacts
2627	Office of Public Instruction - Educational Opportunity and Equity	Helena MT	Shawna Pieske
2594	Office of Public Instruction - Educator Licensure	Helena MT	Shannon Koenig
2528	Office of Public Instruction - Health Enhancement	Helena MT	Susan Court
2460	Office of Public Instruction - Indian Education	Helena MT	Joan Franke
2856	Office of Public Instruction - Measurement & Accountability Unit	Helena MT	Ashley McGrath
2619	Office of Public Instruction - Special Education	Helena MT	Frank Podobnik/Susan Bailey-Anderson
4139	Office of Public Instruction - Title I School Support	Helena MT	Kathi Tiefenthaler
2411	Office of Public Instruction - Traffic Education	Helena MT	Fran Penner-Ray
2897	OPI - Division of School Finance	Helena MT	Donell Rosenthal
2590	Professional Development Center	Helena MT	Janes Rhodes
3106	Secretary of State's Office	Helena MT	Lori Hamm
6206	Teacher Learning Hub	Helena MT	Jessica Bryant

Count of Government Agencies: 37

CALENDARS

September 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:				1	2	3
4	5 Labor Day 	6	7	8 Check in w/Siri Smillie - Pete	9	10
11	12	13 TLLC Workgroup - Pete	14	15	16 BPE Meeting - Bozeman	17
18	19	20	21	22 Fall Begins 	23 Montana Arts Leadership Summit - Pete	24
25	26 ESSA Stakeholder Meeting - Pete	27 2019 Biennium Personal Services Meeting - Pete, Kris	28	29	30	

October 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						1
2	3	4 CSPAC Meeting - UM Western CSPAC/Council of Deans Meeting - UM Western	5	6	7	8
9	10  Columbus Day	11 TLLC Workgroup Meeting - Pete	12	13 Content Standards Meeting - Pete Meeting w/Siri Smillie - Pete	14	15
16	17	18 ESSA Roundtable w/Sen Tester - Pete	19	20 Teacher of the Year Celebration - Pete, Sharon, Jesse MEA-MFT Conference - Pete, Sharon, Jesse	21	22
23	24 ESSA Stakeholder Meeting - Pete	25	26	27 MDSB Committee Meeting - Pete, Sharon, Mary Jo	28	29

November 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8 	9 Chpater 57 Hearing	10 ESSA Stakeholder Meeting - Pete	11 Veterans Day 	12
13	14 MACIE Meeting - Pete	15 TLLC Workgroup - Pete	16	17 BPE Meeting - Helena	18	19
20	21	22	23	24 	25	26
27	28	29	30	Notes:		

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
09/23/2016 – 11/17/2016

September

- | | |
|---|------------|
| 1. Montana Arts Education Leadership Summit | 09/23/2016 |
| 2. ESSA Stakeholders Meeting | 09/26/2016 |
| 3. 2019 Biennium Personal Services Meeting | 09/27/2016 |

October

- | | |
|--|---------------|
| 4. CSPAC Meeting | 10/04/2016 |
| 5. Joint CSPAC/MT Council of Deans Meeting | 10/04/2016 |
| 6. TLLC Workgroup Meeting | 10/11/2016 |
| 7. Standards Feedback Meeting | 10/13/2016 |
| 8. Meeting with Siri Smillie | 10/13/2016 |
| 9. ESSA Roundtable w/Senator Tester | 10/18/2016 |
| 10. MEA-MFT Conference – Helena | 10/20,21/2016 |
| 11. ESSA Stakeholders Meeting | 10/24/2016 |
| 12. MSDB Committee Conference Call | 10/27/2016 |

November

- | | |
|--|---------------|
| 13. Chapter 57 Hearing | 11/09/2016 |
| 14. ESSA Stakeholders Group Meeting | 11/10/2016 |
| 15. Meeting w/Siri Smillie | 11/10/2016 |
| 16. MACIE Meeting | 11/14/2016 |
| 17. TLLC Workgroup Meeting | 11/15/2016 |
| 18. Board of Education Conference Call Meeting | 11/16/2016 |
| 19. Board of Public Education Meeting | 11/17,18/2016 |

ACTION

ITEM 3

STATE SUPERINTENDENT'S REPORT

**Superintendent of Public Instruction
Denise Juneau**

- **MACIE Appointment – Erna Granbois**



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501
406.444.3095
888.231.9393
406.444.0169 (TTY)
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TO: Sharon Carroll, Chairperson
Montana Board of Public Education

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

A handwritten signature in blue ink, appearing to read "Denise Juneau".

DATE: September 22, 2016

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

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

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

Erna Granbois has been nominated by the **Fort Peck Tribes**. I concur with the recommendation to accept her as a MACIE member and ask the Board of Public Education to consider and approve her as a member of MACIE.

Thank you.

INFORMATION

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

❖ **ACCREDITATION COMMITTEE – (Items 7-9)**

Erin Williams

ITEM 7

**PROPOSED REVISIONS TO INTENSIVE
ASSISTANCE PROCESS**

Dr. Linda Vrooman-Peterson

Montana Board of Public Education Executive Summary

Date: November 2016

Presentation	Proposed Revision to the Intensive Assistance Process
Presenter	Linda Vrooman Peterson
Position Title	Accreditation Program Director Office of Public Instruction
Overview	This presentation provides the Board of Public Education (BPE) a proposed revision of the Intensive Assistance Process. This presentation will also include a brief history of the Intensive Assistance process and the rationale for the suggested revisions. This is an information item.
Requested Decision(s)	None
Related Issue(s)	None
Recommendation(s)	Information/Discussion



INTENSIVE ASSISTANCE PROCESS

The Office of Public Instruction (OPI) works with schools and districts to resolve deviation issues without further actions by the Board of Public Education (BPE). Schools in Advice and Deficiency status are expected to develop and implement a written corrective plan to remedy unresolved deviations. If a school remains in Advice accreditation status for two years and has not developed or implemented an approved written corrective plan, or continues to have serious and/or continuing deviations, the school will be placed in Deficiency accreditation status. For schools in Deficiency status failing to develop or implement a corrective plan, the BPE will consider, on a case by case basis, placing the school in Intensive Assistance on the recommendation of the state superintendent.

If the school in Deficiency status does not implement the corrective plan within the timeline, the state superintendent will consider, on a case by case basis, recommending to the BPE the school be placed in Intensive Assistance—STEP 1.

INTENSIVE ASSISTANCE—STEP 1

The OPI staff provides technical assistance to the chair of the local board of trustees and superintendent and provides support in the development of a written corrective plan. The local board chair and superintendent are required to submit a written corrective plan to the OPI outlining the district's plan to resolve the deviations. The state superintendent will recommend the BPE take action on the written corrective plan as presented by the OPI.

- If the plan is approved by the BPE, the school remains in Intensive Assistance—STEP 1 until the corrective plan is fully implemented within the designated timeline.
- If there is no written plan, or the plan is not approved by the BPE, the BPE may consider, on a case by case basis, placing the school to Intensive Assistance—STEP 2.

INTENSIVE ASSISTANCE—STEP 2

- The BPE notifies the local board chair and superintendent of the date, location, and time for the presentation to the BPE. The local board chair and superintendent will submit the revised written plan to the OPI and present to the BPE the revised written corrective plan describing the strategies and timeline demonstrating how the school district will comply with the Standards of Accreditation. Following the presentation, the state superintendent will recommend approval or disapproval of the plan to the BPE.
- The local board chair and superintendent are required to inform district parents of the required appearance and provide verification to the OPI.
- If the plan is approved by the BPE, the school remains in Intensive Assistance—STEP 2 until the corrective plan is fully implemented within the designated timeline.
- If the school demonstrates improvement on the current deviations, the BPE may consider, on a case by case basis, continued STEP 2 Intensive Assistance with annual reporting of progress.
- If no written plan is presented, or the plan is not approved, the BPE will consider, on a case by case basis, action to move the school to STEP 3 of Intensive Assistance.

INTENSIVE ASSISTANCE—STEP 3

The state superintendent makes the first motion to the BPE to place the school in Nonaccredited status effective the following July 1. If the BPE approves the motion, the local board chair and superintendent are notified of the right to appear at a hearing before the BPE.

INTENSIVE ASSISTANCE—STEP 4

Following the hearing, the BPE takes action on a second consideration of the motion to place the school in Nonaccreditation status. The BPE takes final action to place the school in Nonaccredited status the following July 1. When the district fails to submit required reports or maintain accredited status, Section 20-9-344, MCA, gives the BPE the authority to withhold distribution of state equalization aid.

ITEM 8

**VERIFICATION OF STEP 2 INTENSIVE
ASSISTANCE PARENTAL NOTIFICATION**

Patty Muir

Montana Board of Public Education Executive Summary

Date: November 2016

Presentation	Verification of Step 2 Intensive Assistance Parental Notifications
Presenter	Patty Muir, M.Ed.
Position Title	Accreditation Program Director Office of Public Instruction
Overview	This presentation provides the Board of Public Education (BPE) the parental notifications from schools in Step 2 of the Intensive Assistance process.
Requested Decision(s)	None
Related Issue(s)	None
Recommendation(s)	Information/Discussion



ACTION

ITEM 9

**CONTINUED DISCUSSION: HELENA PUBLIC
SCHOOLS, HELENA HIGH SCHOOL STEP 2
OF THE INTENSIVE ASSISTANCE PROCESS,
WRITTEN CORRECTIVE PLAN, AND PLAN
TO NOTIFY HELENA HIGH SCHOOL PARENTS**

Patty Muir



MDSB LIAISON – (Items 10-11)

Mary Jo Bremner

ITEM 10

MSDB REPORT

- **MSDB Policy Approval (2nd Reading)**

Donna Sorensen

Board of Public Education – MSDB Report: November 17-18, 2016

**Some numbers below indicate ongoing total since the beginning of the school year*

Agenda Item	Notes
Superintendent Report	<p><u>Listening Session #1:</u> We had our first Listening Session between Admin and Staff for Thursday, November 3, 2016. Topics brought forward included the upcoming legislative session, the state of Montana budgeting process, parity for staff, the importance of ASL and English for our students who are deaf or hard of hearing, updating curriculum materials, overtime laws going into effect in December, and increasing the number of students we serve on campus. These are a few of the topics that were brought up.</p> <p><u>Mentorship:</u> Cheryl Crawley has been working with me. I have appreciated her leadership, guidance, and perspective. She is a joy to work with and I feel fortunate that she agreed to be my mentor!</p> <p><u>Policies – Second Reading</u></p> <ol style="list-style-type: none">1. 2310 Library Program (fixing old language)2. 2310P Procedure for Development of Library Media Collection (fixing old language)3. 2312 Copyright (grammatical fixes)4. 2340 Recognition of Cultural Heritages5. 3612 Network Acceptable Use6. 3612F Parent Permission for Internet Access <div data-bbox="386 919 842 1521"></div> <p><u>AWARDS:</u> We nominated several staff members for awards through the Principals of Schools and Services for the Blind (POSB). Diane Moog was selected as the national winner of Teachers of Students with Visual Impairments and Multiple Challenges.</p> <div data-bbox="1486 919 1942 1521"></div>

<p>Student Enrollment and Evaluations</p>	<p>On-campus students who are visually impaired: 23 On-campus students who are deaf or hard of hearing: 22 On-campus students who are deafblind: 1 10-day observations in progress: 3 completed, none in progress at the moment</p> <p><u>Report:</u> No report.</p>
<p>Human Resources</p>	<p>Open Positions:</p> <ul style="list-style-type: none"> • Teacher of the Deaf and Hard of Hearing • Teacher of Students with Visual Impairments • Part-Time Interpreter • Cook/Dining Hall Attendant • ASL Instructor-Mentor for Staff <p><i>Posted to:</i> State of Montana website, MSDB website, emails to teacher training programs, AER, CEASD, deafed.net, OPI</p> <p>New Hires:</p> <ul style="list-style-type: none"> • Jennifer Rector (SLP) from Speech Therapy Montana provides speech/language services for us two days a week. She is amazing! She is the first speech pathologist we have engaged who has come with signing skills. • Stefani Brewer (Para-educator): One of our para-educators (Shelly Vana) has returned to college to pursue her degree in nursing. She will continue to substitute for us. We have hired Stefani Brewer (former cook/dining hall attendant) to fill this position. This leaves an opening in the Dining Hall (now posted). • Ray Sevie (CLA): We have hired Ray Sevie as a Cottage Life Attendant.
<p>Education Program</p>	<p>*IEPs/504 meetings: 13 / 1 *Visits and Campus Tours: 4 tours</p> <p><u>Report:</u> Our Open House/Welcome Back activity on the first day of school went well. We have several families (especially families of the younger students) in attendance. We had staff (some of who were notaries) available to parents to assist with completing any back to school documents.</p>

	<p><i>Professional Development:</i></p> <ul style="list-style-type: none"> • The yearlong Early Out Wednesday training and meeting calendar has been set and shared with staff. • Covered topics for the DHH staff: ASL English Bilingual Strategies, Listening and Spoken Language Strategies • Covered topics for the VI staff: Unified English Braille, Nemeth Code, and Expanded Core Curriculum. • We are exploring the option of getting college credit for interested staff. <p><i>Student Related:</i></p> <ul style="list-style-type: none"> • Student numbers: At the start of the school year, two students transferred back to their home districts. With our two graduates and our exiting post-high school student, that put us 5 students down. We have just concluded two 10-Day Observations with students being placed so our numbers are back up to 47. Currently we have one 10-Day in progress and another file review pending. • The Washington School for the Blind is delivering two interactive real-time math classes for some of the students in the VI Department. One of these is a general math class for students using Nemeth code and the second is an Algebra II class. • Native American week was observed by focused lessons throughout the week and a school-wide culminating activity. • We held our first deaf and hard of hearing (DHH) “Focus Enrichment Day” with Outreach where some of the DHH students served by Outreach join campus students in various activities. • Two DHH students have obtained volunteer positions at Loaf and Jug as part of their work experience class. Our VI Employability class is starting a recycling project along with learning about careers and work responsibilities. • For the first time, we have one student participating on the Leadership High School Great Falls this year. Their opening reception was on September 19th.
<p>Outreach Program</p>	<p>*DHH/VI Family Contacts: 191/179 (current to end of Sept) *DHH/VI School Contacts: 424/242 (current to end of Sept) *DHH/VI Other Contacts: 66/52 (current to end of Sept) *Professional Development-Inservices/*Number in Attendance: 15 trainings/194 participants (current to end of Sept)</p> <p><u>Report:</u></p> <ul style="list-style-type: none"> • We have had 13 referrals since August. (DHH-8/VI-5) Several referrals were students who are new to the state. • Consultants for Deaf and Hard of Hearing completed Fall Deaf Enrichment Weekend. Twenty-five (25) kids attended. We expanded the weekend to include a part day Transition activity which included going to Voc Rehab to learn about their services, walked downtown from there to learn about services in our community, students worked on interacting

	<p>with the public by ordering lunch downtown and doing a scavenger hunt. The focus of the weekend was exposure to sign language, communication, self determination, transition awareness and socialization.</p> <ul style="list-style-type: none"> • Consultants for Blind and Visually Impaired are working on the Educators Training called Untangling the Dots. Twelve teachers/paraeducators from across the state are signed up to learn more about braille to help students within their public schools. This two day workshop will focus on Library of Congress Certification for educators involved. • The Montana Prison Braille program is up and running. The Education Director at Crossroads Correctional Center is signing up inmates up for the Library of Congress Braille Transcriber Program. The goal is to have a total of 12 inmates participate in the program as an educational option and a future paid position in the prison system. Post incarceration, they would be nationally certified to work as a Braille Transcriber. • All consultants are gearing up for professional development conferences happening in various locations over Teachers Convention days. Some will attend the NRAER Northern Rockies Association for Education and Rehabilitation of the Blind and Visually Impaired. Others will present at MEA for people interested in learning more about Sign Language. And a third group will be prepping for the ongoing VIISA training (focus on toddlers with vision loss). • Consultants are getting out on the roads to see families, work with school staff and collaborate with other agencies to provide services for babies and school age kids.
<p>Student Services Program</p>	<p>DHH students: 6 VI students: 10 Boys: 4 Girls: 12 Total: 16 Cottage Students</p> <p><u>Report:</u></p> <ul style="list-style-type: none"> • The students and staff are off to another good school year. We have 3 high school students participating with Great Falls Central Catholic High School in cheerleading and football. We are fortunate to have this opportunity. • Students traveled on Friday, September 16th and returned on Monday, September 19th. Still waiting on the bid process for the student travel weekends and have been using the same vendors as the past several years. • On September 23rd and 24th the Fall Deaf Enrichment Weekend (DEW) was held. The MSDB Consultants and the campus staff did a wonderful job. About 25 people were housed in Camas and Grizzly cottage for this event. Without the ability to house the participants and their parents it would not be feasible to host these events on our campus. • On September 25th the Cottage Student Council had a car wash and did a very nice job and earned almost a hundred dollars. They also had a BBQ and the students enjoyed the meal and time spent together. • On Saturday, October 8th students and staff went to the Griz Game in Missoula. As always this is a huge event for our

	<p>students and staff. Donna Schmidt and her family as well as Jim Kelly’s family host the annual tailgate gathering! Funding for this event comes from the GrizKidz organization and the MSDB Foundation.</p> <ul style="list-style-type: none"> • Students traveled home for the MEA/Teacher Convention – Wednesday, 10/19 and returned Sunday, 10/23. • Teresa Leese (Lead Houseparent) arranged for a field trip to the city court house for the cottage student council. The students had a great time, were very well behaved, and seemed to learn a lot. They had great questions to ask both the judge and the officer in attendance. We heard nothing but compliments on how well mannered our students were and what great questions they posed! Thank you Theresa for getting this set up for us!! • The Cottage recently held a Taco Tuesday Fundraiser raising about \$250 for the student council. Many staff and family members attended and everyone had fun and a yummy meal.
<p>Safety and Facilities</p>	<p><u>Safety Report:</u></p> <ul style="list-style-type: none"> • We received our Early Return to Work (ERTW) volume discounts totaling \$410.70. Each quarter, we typically receive money back for our safety record (knock on wood!). Our employees continue to work hard in being safe! We use this money to purchase items to create even safer environments. Last year, we purchased several work-to-stand computer stations and we look forward to purchasing more. We purchased safety step ladders for each building and pod. We have purchased carts for across-campus transport of heavier objects. • We have scheduled all safety drills for the year. We recently conducted a fire drill and each building was evacuated in a timely and safe manner. • Our next project will be to continue working on safety plans for after an event has happened. <p><u>Facilities Report:</u></p> <ul style="list-style-type: none"> • One of our Maintenance staff quit, and we are in the process of interviewing for a replacement. • A Request for Proposal (RFP) is currently advertised by the State Procurement Department for our Student Travel weekends. Because the cost of this travel is above the \$50,000 threshold. (Last year travel expenses were \$67,525) We must gather bids for this service and enter into a contract with a transportation company via the state of Montana procurement process. Big Sky Bus Lines in Great Falls was providing this service when the commercial bus lines quit in Great Falls. They will not be bidding on this project because they can’t pay the state prevailing wages for a school bus driver. So we are apprehensive about this process. • A curb cut is being installed by the “bus depot” door at the school to accommodate a student who is multi-handicapped. We had to remove a tree and tear out the old curb to put in ADA compliant curbing. This project is costing the school \$10, 488. • Donna Schmidt quickly sent an email to all staff regarding a recent newspaper article about our biannual audit and the

	one finding about reconciling dollar amounts with the DNRC. The email was sent to the MSDB Board committee and the committee felt the email clearly communicated the particulars of the situation.
Budget and Finance	As of 10/19/2016 we are at 22.81% of our budget spent, which is a bit lower but right in line with where we were at last year at 25.56% spent on 10/22/2015.
Legislation Information	The MSDB Foundation plans to invite newly elected and elected incumbents to tour the school and learn more about our programs. This visit is currently planned for Monday, November 21, 2016.
MSDB Foundation Report	<ul style="list-style-type: none"> • The MSDB Foundation was happy to learn of the potential changes to Chapter 57 that would allow Teachers of the Deaf and Teachers of Students with Visual Impairments to be certified in Special Education and licensable in MT. • The Foundation is working with Carol Clayton-Bye, the Outreach Director, in approaching various Lion’s Clubs across the state to fund the purchase of some Visiobooks. These Visiobooks cost around \$3000 and function as an enlarger for students with visual impairments. The Visiobooks are lightweight and portable making them great tools for middle and high school students who change classrooms throughout the day. The camera can also be turned for distance viewing for an enlargement of a SmartBoard, for example. • The Foundation sponsors several fundraisers throughout the year – MacKenzie River Pizza every third Tuesday for lunch and dinner in Great Falls and Fuddruckers every first Wednesday from 5pm-9pm. • November 30th will be a fundraising event at the Great Falls Buffalo Wild Wings. We will receive 20% of proceeds from sales accompanied with our ticket. • The Foundation expressed concerns about the lack of Professional Development funding from the state and from the legislators. One teacher who has worked at MSDB for 27 years recently went to training in Washington State related to ASL-English Bilingual Training. She said, “This is the first time I have been to Professional Development training in my field since I started working at MSDB.” Our teachers can get training in general education and special education. To obtain training in our fields of Deaf Education and Education for Students with Visual Impairments, we have to look to others states, which is expensive. Our teachers are considered the experts in these fields and yet this teacher has not had specific Deaf Education training in 27 years. Montana must do better than this for the sake of our students who are deaf, hard of hearing, blind, visually impaired, or deafblind. • The Foundation is looking at ways to create a better connection with the staff of MSDB so the Foundation can learn what staff members do for our students and staff can learn what the Foundation does for MSDB.
School Calendar of Events	<p>Sign Classes</p> <ul style="list-style-type: none"> • Community Sign Language Class EVERY TUESDAY at 7:00 pm • Sandra VanTigham ASL M-F 7:00-7:30 • Sheryl Lute ASL M-F 8:15-8:45 and Thurs 1:30-2:00

Student Practices

- Expressions of Silence practice every Monday and Wednesday from 3:15-4:30
- Jogging Jokers every Tues/Wed/Thurs from 3:30-4:30

Calendar Items

- Wed, Nov 2: Student Height and Weights @ 8:30-12:30 in the Infirmary (Health Services)
- Wed, Nov 2: End of quarter * GRADES DUE*
- Thurs, Nov 3: Listening Session #1 2:00 and 3:15 @ Bitterroot Conference room
- Thurs, Nov 3: Cane Club @ 3:15
- Mon, Nov 7: Jr. National Association of the Deaf (NAD) meeting
- Thurs, Nov 10: PICTURE RETAKE DAY!!!!
- Fri-Sat, Nov 11-12: VIEW – Visually Impaired Enrichment Weekend
- Mon-Wed, Nov 14-16: Montana Youth and Transition Conference
- Sun, Nov 20: Cottage Formal Thanksgiving Dinner
- Mon, Nov 21: MSDB Foundation Meeting
- Tues, Nov 22: Travel home and Staff Harvest Potluck
- Sun, Nov 27: Travel Return
- Sat, Dec 3: EIPA Video Conference
- Fri, Dec 9: Gallaudet Day
- Sat, Dec 17: Christmas Cookie Decorating in the Dining Hall
- Sun, Dec 18: Cottage Formal Holiday/Christmas Dinner
- Tues, Dec 20: Winter Program Dressed Rehearsal
- Wed, Dec 21: Winter Program Performance
- Thurs, Dec 22: Travel Home
- Mon, Jan 2: Travel Return
- Tues, Jan 3: Classes Resume

MSDB INSTRUCTION

Library Materials 2310

The Montana School for the Deaf and the Blind (MSDB) has a library and Instructional Materials Center (IMC) with the primary objective of implementing and supporting the educational programs in the Department for the Visually Impaired and Department for the Hearing Impaired Deaf and Hard of Hearing as well as the Outreach Program. It is the objective of the library to provide a wide range of materials in mediums that are accessible to sensory impaired students who are deaf, hard of hearing, blind, visually impaired, or deafblind at appropriate levels of difficulty, with diversity of appeal.

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

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

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

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

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

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

Community members and others not affiliated with MSDB may borrow books or materials from the *professional collection* only. Under special circumstances, exceptions may be made at the

Librarian's discretion. The use of the library books outside of the School or circumstances specified in this policy is prohibited except for inter-library loan agreements with other libraries.

(NOTE: BY STATUTE, THE SUPERINTENDENT HAS AUTHORITY AND IS RESPONSIBLE FOR SELECTION OF LIBRARY MATERIALS SUBJECT TO THE APPROVAL OF THE BOARD. THE SUPERINTENDENT AND BOARD MAY NOT WANT TO DELEGATE THE RESPONSIBILITY.)

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

Policy History:

Adopted on: 11-16-03

Revised on: 11-14-14

8-22-16

MSDB INSTRUCTION

Procedure for Development of Library Media Collection 2310P

The selection of library materials is a professional task conducted by the library staff. In selecting library materials, the Librarian will evaluate the existing collection; assess curricula needs; consult with teaching and cottage staff, and administration and examine materials and consult reputable, professionally prepared selection aids.

Materials Selection Procedures

1. Criteria for Selection – The following criteria will be used for the selection of materials, where applicable. Materials shall:
 - a. Support and be consistent with the general educational goals of the school.
 - b. Support and be consistent with the objectives of specific courses.
 - c. Be of a medium which is accessible and suitable for sensory impaired students who are deaf, hard of hearing, blind, visually impaired, or deafblind.
 - d. Be current.
 - e. Have aesthetic, literary or social value.
 - f. Be appropriate for the subject area and for the age, emotional development, ability level and social development of those for whom the materials are selected.
 - g. Be created by competent and qualified authors and producers.
 - h. Be chosen to foster respect for and gain an understanding of the contributions made to our civilization by minority and ethnic groups.
 - i. Provide a stimulus to creativity.
 - j. Represent differing viewpoints on controversial subjects with the goal of providing a balanced collection.
 - k. Be of acceptable technical quality.
 - l. Be selected in multiple copies when demand warrants.
2. Process of Selection
 - a. During the selection process, the Librarian(s) will evaluate the existing collection and assess curriculum and recreational needs. The library(s) will consult:
 - i. Reputable, unbiased, professionally prepared selection aids.
 - ii. Teachers from various departments and/or grade levels.
 - iii. Cottage Life Attendants.
 - iv. Bibliographies listed in textbooks adopted by the School.
 - v. Recommendations for purchase will be solicited from school personnel, students, and parents.
 - b. To insure proper quality in content and technical aspects, materials may be ordered for preview before purchase.
 - c. A list of proposed reading materials will be made available for review by parents, families, Teachers, Cottage Life Attendants and students prior to ordering.
 - d. Recreational reading materials that have been ordered and received will be available for preview by parents, families, Teachers, Cottage Life Attendants and students.

Parental Discretion

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

Weeding

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

Discarded materials will be clearly stamped:

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

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

Materials Reconsideration Procedures (complaint procedure)

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

1. Each complainant should be directed to the Ppincipal.
2. The Ppincipal will invite the complainant to complete and return the prepared reconsideration form.
3. The Ppincipal will notify the Llibrarian and the _____ of the complaint.
4. If a reconsideration form is completed the Ppincipal will organize a committee (the Ppincipal, two Tteachers, and the Llibrarian, at least one parent, and a student representative) to reconsider the material. The committee will make its recommendation within ten (10) school days.
5. The Ppincipal will notify the complainant of the committee decision. If the complainant requests further action, the reconsideration form and school committee decision will be directed to the Superintendent of schools.
6. The Superintendent will appoint a committee (the Llibrarian, one parent, one Tteacher, one building administrator and a student representative) to re-evaluate the material being questioned and to make recommendations.
7. The Superintendent and the committee may call in representative citizens for consultation.
8. Materials will be reviewed and reconsidered in light of objections raised. The committee will make its recommendation to the Superintendent within ten (10) school days.
9. The committee's recommendation will be sent in writing to the complainant by the Superintendent within five (5) school days.

10. Within ten school days after receipt of the committee's decision, the complainant may appeal to the Board of Public Education. The chairperson of the Board may appoint a committee of, but not limited to, two Board members, one Aadministrator, one Teacher and the Librarian. If appointed, the committee will submit a recommendation to the Board ~~through the Superintendent~~ for its consideration. In the alternative, the Board may review the complaint as a body-of-the-whole.

Gifts

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

Cross Reference: INSTRUCTION 2314 Textbook and Instructional Materials
Reconsideration

Legal Reference: §20-4-402(5), MCA

§20-7-203, MCA

§20-7-204, MCA

10.55.701, ARM

Duties of District Superintendent or County High School
Trustees' Policies for School Library
School Library Book Selection
Board of Trustees

Policy History:

Adopted on: 11-16-03

Revised on: 11-14-14

8-22-16

**MSDB
INSTRUCTION**

Copyright 2312

The Montana School for the Deaf and Blind (MSDB) recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio, ~~Visual~~, visual, electronic or printed materials, and computer software, unless the copying or using conforms to the "fair use" doctrine.

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

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

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

Legal Reference: 17 U.S.C. 101-1010 Federal Copyright Law of 1976
 10.55.701, ARM Board of Trustees

Policy History:

Adopted on: 07-18-03

Revised on: 11-14-14

8-22-16

**MSDB
INSTRUCTION**

Recognition of Unique Cultural Heritages 2340

The Montana School for the Deaf and the Blind (MSDB) recognizes the distinct contributions of the deaf and blind communities, American Indians, and America's other distinct cultures, to in our traditional and contemporary art, literature, social structure, values, heritage, history and contemporary perspectives. In addition, MSDB recognizes how the world has gained from people who are deaf, hard of hearing, blind, visually impaired, and deafblind as well as their cultural contributions. The curriculum adopted or used by the Montana School for the Deaf and Blind MSDB incorporates knowledge of the distinct and unique heritage of these cultures into the school's educational goals. The school's content and performance standards reflect the connections among these diverse groups. ~~present in our country and state's rich past providing students the opportunity to develop the knowledge, skills and process necessary to understand our historical and present cultures.~~

~~In furtherance of the School's educational goals, the MSDB is committed to:~~
MSDB is committed to furthering the school's educational goals by:

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

Cross Reference:
Legal Reference:

Art. X, Sec. 1(2), Montana Constitution
20-1-501, et seq., MCA

Recognition of American Indian Cultural
Heritage – Legislative Intent
Curriculum Development and Assessment
Board of Trustees

10.55.701, ARM

Policy History:
Adopted on: 07-18-03

Revised on: 11-14-14
8-22-16

**MSDB
STUDENTS**

3612

Network Acceptable Use - Electronic Information, Services and Networks

Overview

The Montana School for the Deaf and the Blind (MSDB) recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred, those changes may also alter instruction and student learning. MSDB generally supports students' abilities to access by students to rich information resources along with the development by staff of appropriate skills to as well as learn to analyze and evaluate such resources. In a free and democratic society, access to information is considered a fundamental right of citizenship.

Telecommunications, because they may lead to any publicly available file server in the world, will open classrooms to broader arrays of resources. Electronic information research skills are now fundamental to in preparation of citizens and future employees during an Age of Information. MSDB expects that staff will blend thoughtful use of such information throughout the curriculum and ~~that the staff will~~ provide guidance and instruction to students in the appropriate use of such resources. MSDB requires that all such materials support and enrich the curriculum while ~~taking into account~~ considering the varied instructional needs, learning styles, abilities and developmental levels of the students. Access to telecommunications will enable students to explore thousands of libraries, databases, and informational resources. MSDB believes that the benefits of access to Internet resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, MSDB supports and respects each family's right to decide whether or not to apply for allow Internet access for their child/ren.

General School rules for behavior and communications apply to use of the network and Internet access. Network storage is School property. Users should not expect that files stored on servers and workstations will be private. Network administrators may review files and communications to maintain system integrity and to ensure that students and staff members are using the system responsibly. **PLEASE NOTE:** Without exception, all information stored on School computers is considered School property and may be subject to public disclosure laws.

Communication over networks should **NOT** be considered private. Messages may sometimes be diverted accidentally to a destination other than the one intended. Electronic mail should never be considered secure and staff/students should use extreme caution when communicating information that may be considered confidential. ~~Electronic mail and telecommunications are to be utilized with care to in sharing confidential information about students as messages are not entirely secure.~~ All communications on the network are under the jurisdiction of Family Educational Rights and Privacy Act (FERPA) 34 C.F.R. Part 99 Subpart A. This law states that no one can share confidential information about another person without permission. Parental permission is required for sharing information and pictures of minors (under 18). Courts have

ruled that old messages may be subpoenaed, and network supervisors may examine communications in order to ascertain compliance with network guidelines for acceptable use.

MSDB uses filtering software that designed to prohibits student access ~~by students~~ to content that is defined in Section 1460 of Title 18 U.S. Code as obscene or defined in Section 2256 of Title 18 U.S. Code as child pornography or "harmful to minors". Our filter technology is designed to be running at all times up and running at all times. System administrators regularly schedule a check of the system to ensure functionality. MSDB endeavors to block all online mail, social media sites including chat rooms, and other forms of direct communication from outside our network to ensure the safety and security of minors. Staff will actively supervise all Internet access.

Student Rights and Responsibilities

All students will be informed by staff of their rights and responsibilities as users of the network prior to gaining access to that network, either as an individual user or as a member of a class. Students are required to obtain parental permission and attend network usage/Internet training sessions in order to access the network/Internet. Permission is not transferable and may not be shared.

Students are responsible for good behavior on the computer network just as they are in a classroom or a School hallway. Communications on the network are often public in nature. E-mail is **not** private. MSDB's network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner and who sign a Student Technology Contract. Parent permission is required. Access is a privilege, not a right. Therefore, the system administrators will deem what is inappropriate use and their decisions are final. The system administrators may close an account at any time. The administration, faculty, and staff of MSDB may deny, revoke, or suspend specific user accounts.

Procedure for Changing or Securing New Passwords

If a student forgets or misplaces his/her password, he/she is to report either to the Network Manager, Teacher, or Principal ~~or Technology Coordinator~~ to have the password reset. The Network Manager ~~or Technology Coordinator~~ will then reset that ~~person~~ student's password, and inform him/her of the change. At the next logon, the student will enter the password assigned by either the Network Manager or Technology Coordinator, but will be required to change it immediately upon logon, and will not be allowed access to the computer or network until password is changed. At the next logon, the student may be required to change his/her password. Depending on the age and maturity of the student, the teacher may also assist in keeping track of the students' passwords.

Rules

Students must read and sign a "Student Technology Contract" on an annual basis before being allowed to use school owned technology equipment or to access the school computer network system or wireless connections on campus.

Additionally the following actions are **NOT** permitted:

1. Sharing confidential information including pictures, addresses, phone numbers, passwords and financial account numbers
2. Sending or displaying offensive messages or pictures
3. Using obscene language
4. Harassing, intimidating, cyber-bullying, menacing, insulting or attacking others
5. Using online email, social networks, instant messaging or chat rooms
6. Using others' passwords and/or accessing their profiles, folders, documents, or files without permission
7. Using the school's Internet through either a wired or wireless connection without a signed parental permission form and/or unsupervised use of the Internet
8. Engaging in practices that threaten or disrupt the network or workstation function (e.g., breaking computers, downloading files that may introduce a virus, intentionally wasting network resources, etc.)
9. Unauthorized access including "hacking" and other unlawful activities
10. Employing the network for commercial purposes
11. Assisting a campaign for election of any person to any office or for the promotion of or opposition to any ballot proposition
12. Promoting, supporting, or celebrating religion or religious institution

The use of personal equipment including wireless or mobile computers, tablets or cell phones that connect to the Internet is allowed with some restrictions and with prior administrative approval. All use of personal equipment must comply with the rules listed in this policy and the Student Technology Contract.

Sanctions

1. Violations may result in a loss of access.
2. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.
3. When applicable, law enforcement agencies will be involved.

Cross Reference:

3310

3226

10.55.701 (1)(g), ARM

10.55.801(1)(d), ARM

Student Discipline

Hazing/Harassment/Intimidation/Bullying/Menacing

Board of Trustees

School Climate

Policy History:

Adopted on: 10-18-95

Revised on: 11-09-01

Revised on: 07-12-12

Revised on: 8-22-16

**MSDB
STUDENTS**

Parent Permission for Internet Access 3612F

We are pleased to offer students of the Montana School for the Deaf and the Blind access to the school's computer network for electronic mail and the Internet. To gain access to e-mail and the Internet, all students under the age of 18 must obtain parental permission. Students 18 and over may sign their own forms.

Access to the Internet will enable students to explore thousands of libraries, databases, and other electronic information throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives under the close supervision of the staff, students may find ways to access other materials as well. Students will not be allowed to access on-line e-mail accounts, instant messenger programs or other direct on-line communication modes while on the Internet. We believe that the benefits to students from access to the Internet exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Montana School for the Deaf and the Blind supports and respects each family's right to decide whether or not to apply for access.

After reading the Safe Internet Policy, please complete this form to indicate that you agree with the terms and conditions outlined. The signatures of both the student and parent/guardian are mandatory before access may be granted to Internet. Students can sign either in the presence of their parents or here at school with a technology staff person.

This document reflects the entire agreement and understanding of all parties.

As parent/legal guardian of the student signing below, I grant permission for my child to access MSDB's network, e-mail system, and the Internet. I have read and agree to the Safe Internet Policy, and I understand that my child may be held responsible for violations. I understand that my child will be supervised while on the Internet but that it may happen that my child will come across some materials on the Internet that may be objectionable. Therefore, I agree to accept responsibility for guiding my child, and conveying to her/him appropriate standards for selecting, sharing and/or exploring information and media.

Permission is:	Granted	Denied
Network/Computer Use		
E-mail		
Internet		
Display school work and projects on the Website		

Parent/Guardian Name (Please Print):

Parent/Guardian Signature: _____

Date: _____

Student User Agreement: As a user of the Montana School for the Deaf and the Blind computer network, I have read and hereby agree to comply with the Safe Internet Policy.

Student Name (Please Print):

Student Signature: _____

Date: _____

Policy History:

Adopted on: 11-09-01

Revised on:

**MSDB
STUDENTS**

Parent Permission for Internet Access 3612F

Parental Permissions & Authorizations
STUDENT ACCESS TO TECHNOLOGY– *COTTAGE & DAY STUDENTS*

The Montana School for the Deaf and the Blind (MSDB) offers students access to our wired (through school computers) and wireless (through portable devices such as iPads) Internet connections. Students under age 18 must get parent permission for access while those 18 and over who are their own guardians may sign their own forms.

Internet access, wired or wireless, enables students to search for information worldwide. Families know some Internet material may contain illegal, defamatory, inaccurate or offensive items. We want Internet access to further educational goals/objectives under staff supervision. MSDB has Internet filtering software that is compliant with CIPA regulations, but as families know, no filtering solution is perfect so students may still be able to obtain access to inappropriate material. With wired access, students are prohibited from accessing on-line (outside school) e-mail, instant messenger programs, social media sites, or other direct online communication sites. Students may complete homework assignments, communicate via e-mail, or research information via the Internet. Wireless access is provided with iPads so that electronic textbooks can be downloaded and/or so that an online curriculum can be accessed. iPads also provide communication and enlargement accessibility options. iPads are managed under our Meraki system. Meraki allows us to track iPads, lock/unlock apps and view student usage. All students who require educational access to an iPad will be assigned one for the year to use at school. Use of mobile devices in classrooms is under teacher/supervising staff discretion.

Students are welcome, with parental and administrative approval, to bring their own personal mobile devices (laptop, iPad, Kindle, etc) to support learning and communication at school or at home. With specific parental and administrative approval, students may access specified social media sites to communicate with their family provided they meet the minimum age requirement. Passwords to access student level wireless portals will be entered by tech staff.

Students must be responsible users of technology. Unauthorized use or violation of school rules with devices will result in confiscation of the device and possible investigation and disciplinary action. Confiscated personal devices will be returned to parents/guardians or the student. All MSDB policies apply to using any device, personal or not. Law officials may be contacted if necessary.

The benefits of Internet access exceed disadvantages. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards their children will follow when using the Internet. MSDB supports and respects each family's right to decide whether or not to allow access.

Students must sign a student technology contract listing rules and consequences. The first time a technology contract is broken, the student will be suspended from using the Internet/e-mail (possibly computers and/or mobile devices) for up to nine (9) weeks dependent on age/maturity. At the second offense, the student will be suspended from Internet/e-mail use until the end of the school year. Students who are suspended and use the Internet to communicate with family, access online curriculum or support sites will be allowed to do so during class or Cottage Homework Connection.

Students with checked out devices must use and transport equipment safely. If, through neglect or intentional act, the equipment is damaged or lost, the student/parent will be charged the repair or replacement costs. MSDB is not responsible for maintaining personal student devices.

After reading the Network Wise Use Policy #3612 (www.msdb.mt.gov), please complete this form showing you agree with the terms and conditions outlined.

As parent/legal guardian of the student signing below, I grant and/or deny permission for the areas listed below. I agree to accept responsibility for guiding my child, and conveying to her/him appropriate standards for selecting, sharing and/or exploring information and media.

Permission is: (please check either granted or denied for each item)	Granted	Denied
School e-mail		
Wired Internet Access		
Wireless Access (ex: for iPads)		
Personal device (if applicable)		
Access to Social Media Site for family communication (such as FaceBook) LIST below:		

Parent/Guardian Name (Please Print): _____
 Parent/Guardian Signature: _____
 Date: _____

MONTANA SCHOOL FOR THE DEAF AND THE BLIND
APPROPRIATIONS - VS - EXPENDITURES
FISCAL YEAR 2017
YEAR TO DATE

FISCAL YEAR 2017

11/7/2016

2017 APPROPRIATIONS:

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	PROPRIETARY	OTHER	TOTAL
1 ADMINISTRATION PROGRAM (01)	512,756.04	2,940.00	0.00	0.00	0.00	515,696.04
2 GENERAL SERVICES PROGRAM (02)	532,308.00	0.00	0.00	0.00	0.00	532,308.00
3 STUDENT SERVICES (03)	1,769,029.00	0.00	23,000.00	0.00	0.00	1,792,029.00
4 EDUCATIONAL (04)	4,446,685.00	255,469.00	47,435.00	0.00	0.00	4,749,589.00
ALLOCATED TOTALS:	7,260,778.04	258,409.00	70,435.00	0.00	0.00	7,589,622.04

YTD EXPENDITURES:

1 ADMINISTRATION PROGRAM (01)	190,719.84	0.00	0.00	0.00	0.00	190,719.84	
2 GENERAL SERVICES PROGRAM (02)	228,689.64	0.00	0.00	0.00	0.00	228,689.64	
3 STUDENT SERVICES (03)	444,252.49	0.00	4,100.26	0.00	0.00	448,352.75	
4 EDUCATIONAL (04)	1,130,329.89	37,272.65	0.00	0.00	0.00	1,167,602.54	
TOTAL EXPENDITURE TO DATE:	1,993,991.86	37,272.65	4,100.26	0.00	0.00	2,035,364.77	26.82%
UNSPENT ALLOCATED BUDGET:	5,266,786.18	221,136.35	66,334.74	0.00	0.00	5,554,257.27	73.18%

APPROPRIATIONS - VS - EXPENDITURES BY ORG

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	PROPRIETARY	OTHER	TOTAL	
1 ADMINISTRATION PROGRAM (01)	512,756.04	2,940.00	0.00	0.00	0.00	515,696.04	
EXPENDITURES	190,719.84	0.00	0.00	0.00	0.00	190,719.84	36.98%
UNSPENT ALLOCATED BUDGET:	322,036.20	2,940.00	0.00	0.00	0.00	324,976.20	63.02%
2 GENERAL SERVICES PROGRAM (02)	532,308.00	0.00	0.00	0.00	0.00	532,308.00	
EXPENDITURES	228,689.64	0.00	0.00	0.00	0.00	228,689.64	42.96%
UNSPENT ALLOCATED BUDGET:	303,618.36	0.00	0.00	0.00	0.00	303,618.36	57.04%
3 STUDENT SERVICES (03)	1,769,029.00	0.00	23,000.00	0.00	0.00	1,792,029.00	
EXPENDITURES	444,252.49	0.00	4,100.26	0.00	0.00	448,352.75	25.02%
UNSPENT ALLOCATED BUDGET:	1,324,776.51	0.00	18,899.74	0.00	0.00	1,343,676.25	74.98%
4 EDUCATIONAL (04)	4,446,685.00	255,469.00	47,435.00	0.00	0.00	4,749,589.00	
EXPENDITURES	1,130,329.89	37,272.65	0.00	0.00	0.00	1,167,602.54	24.58%
UNSPENT ALLOCATED BUDGET:	3,316,355.11	218,196.35	47,435.00	0.00	0.00	3,581,986.46	75.42%
ALLOCATED TOTALS:	7,260,778.04	258,409.00	70,435.00	0.00	0.00	7,589,622.04	
TOTAL EXPENDITURE TO DATE:	1,993,991.86	37,272.65	4,100.26	0.00	0.00	2,035,364.77	26.82%
UNSPENT ALLOCATED BUDGET:	5,266,786.18	221,136.35	66,334.74	0.00	0.00	5,554,257.27	73.18%

*******CLOSED*******

ITEM 11

**EVALUATION OF SUPERINTENDENT OF
THE MONTANA SCHOOL FOR THE DEAF
AND BLIND**

Sharon Carroll

❖ **EXECUTIVE COMMITTEE (Items 12-15)**

Sharon Carroll

ITEM 12

FEDERAL REPORT

Nancy Coopersmith, BJ Granberry

Montana Board of Public Education Executive Summary

Date: November 2016

Presentation	Federal Report
Presenter	Nancy Coopersmith BJ Granbery
Position Title	Assistant Superintendents Montana Office of Public Instruction
Overview	The report will include information about recent and pending actions by the U.S. Congress concerning the federal budget and reauthorizations of various K-12 educational programs. In addition, the report will include an update of efforts to develop the Montana State Plan to apply for funds under the Every Child Succeeds Act.
Requested Decision(s)	The report includes information and there is not a request for action by the board.
Related Issue(s)	The federal appropriations will determine the resources allocated to Montana to serve our students and educators. The ESSA program application for funds is required in order to receive an allocation of funding under this law.
Recommendation(s)	There are no recommendations at this time.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Funds for State Formula-Allocated and Selected Student Aid Programs

U.S. Department of Education Funding

Montana

Program	2015 Actual	2016 Estimate	2017 Estimate	Amount Change FY 2016 to 2017	Percent Change FY 2016 to 2017
Grants to Local Educational Agencies	45,468,962	46,052,725	46,938,759	886,034	1.9%
School Improvement Programs	1,515,735	1,319,568	0	-1,319,568	-100.0%
State Agency Program--Migrant	994,512	994,512	1,428,685	434,173	43.7%
State Agency Program--Neglected and Delinquent	186,459	172,848	186,275	13,427	7.8%
Subtotal, Education for the Disadvantaged	48,165,668	48,539,653	48,553,719	14,066	0.0%
Impact Aid Basic Support Payments	41,133,569	46,762,988	47,330,189	567,201	1.2%
Impact Aid Payments for Children with Disabilities	1,195,253	1,331,551	1,331,551	0	0.0%
Impact Aid Construction	0	724,696	0	-724,696	-100.0%
Subtotal, Impact Aid	42,328,822	48,819,235	48,661,740	-157,495	-0.3%
Supporting Effective Instruction State Grants	10,833,470	10,633,734	10,679,147	45,413	0.4%
Mathematics and Science Partnerships	759,767	759,767	0	-759,767	-100.0%
21st Century Community Learning Centers	5,643,198	5,716,698	4,900,000	-816,698	-14.3%
State Assessments	3,631,760	3,634,379	3,576,773	-57,606	-1.6%
Rural and Low-income Schools Program	363,956	340,088	505,601	165,513	48.7%
Small, Rural School Achievement Program	4,935,626	5,259,893	4,766,997	-492,896	-9.4%
Student Support and Academic Enrichment State	0	0	2,425,000	2,425,000	
Indian Education--Grants to Local Educational Agencies	3,639,330	3,639,330	3,639,330	0	0.0%
English Language Acquisition	503,983	514,581	567,965	53,384	10.4%
Homeless Children and Youth Education	198,951	210,834	256,915	46,081	21.9%
<i>Subtotal, All of the Above Programs, which were or are proposed to be authorized by the Elementary and Secondary Education Act</i>	121,004,531	128,068,192	128,533,187	464,995	0.4%
Special Education--Grants to States	36,954,764	38,184,612	38,338,097	153,485	0.4%
Special Education--Preschool Grants	1,094,346	1,142,858	1,259,524	116,666	10.2%
Grants for Infants and Families	2,148,938	2,247,675	2,456,933	209,258	9.3%
Subtotal, Special Education	40,198,048	41,575,145	42,054,554	479,409	1.2%
Career and Technical Education State Grants	5,167,377	5,145,415	5,167,377	21,962	0.4%
Subtotal, Vocational and Adult Education	5,167,377	5,145,415	5,167,377	21,962	0.4%
Subtotal, All Elementary/Secondary Level Programs	166,369,956	174,788,752	175,755,118	966,366	0.6%

Compiled for posting on the WEB by the Budget Service on October 20, 2016

Funds for State Formula-Allocated and Selected Student Aid Programs

U.S. Department of Education Funding

Montana

Program	2015 Actual	2016 Estimate	2017 Estimate	FY 2016 to 2017	FY 2016 to 2017
Federal Pell Grants	66,200,000	65,600,000	71,600,000	6,000,000	9.1%
Federal Supplemental Educational Opportunity Grants	1,584,719	1,584,719	1,584,719	0	0.0%
Federal Work-Study	3,301,917	3,301,917	3,301,917	0	0.0%
Subtotal, All Postsecondary Education Programs	71,086,636	70,486,636	76,486,636	6,000,000	8.5%
Vocational Rehabilitation State Grants	12,648,415	13,700,185	11,534,448	-2,165,737	-15.8%
Client Assistance State Grants	131,917	131,917	131,917	0	0.0%
Protection and Advocacy of Individual Rights	171,598	171,598	171,598	0	0.0%
Supported Employment State Grants	300,000	300,000	300,000	0	0.0%
Independent Living Services for Older Blind Individuals	225,000	225,000	225,000	0	0.0%
Adult Basic and Literacy Education State Grants	1,173,171	1,200,247	1,200,247	0	0.0%
English Literacy and Civics Education State Grants	60,000	60,000	60,000	0	0.0%
Subtotal, All Other	14,710,101	15,788,947	13,623,210	-2,165,737	-13.7%
Total	252,166,693	261,064,335	265,864,964	4,800,629	1.8%
New Student Loan Volume:					
Federal Direct Student Loans	210,361,755	214,146,555	224,572,361	10,425,807	4.9%
Total, New Student Loan Volume	210,361,755	214,146,555	224,572,361	10,425,807	4.9%
Grand Total	462,528,448	475,210,890	490,437,325	15,226,436	3.2%

NOTES:

State allocations for fiscal years 2016 and 2017 are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates.

For English Language Acquisition State Grants, estimate for 2017 were calculated using a combination of State-provided English learner counts and counts from the American Community Survey. The State-provided data used to calculate this estimate are from academic year 2013 - 2014 and the American Community Survey data are estimates from a 3-year period from 2011 - 2013. The amounts for 2015 and 2016 were calculated using only the 3-year American Community Survey estimates.

Special Education Grants to States 2017 allocations assume enactment of the Administration's proposed appropriations language that authorizes the Department to calculate a State's allocation without regard to a reduction in funding in a prior year resulting from a failure to meet the maintenance of State financial support requirements in section 612 of the IDEA.

Amounts distributed from the fiscal years above are based on the Pell Grant program's estimated cost as of February 2016. All estimates include new appropriations plus the use of all or a portion of an accumulated surplus of unobligated balances.

For Vocational Rehabilitation State Grants, the FY 2015, FY 2016, and FY 2017 amounts reflect the sequester reduction required for mandatory programs (7.3 percent for FY 2015, 6.8 percent for FY 2016, and 6.9 percent for FY 2017) pursuant to the Budget Control Act of 2011 (P.L. 112-25).

For Independent Living Services for Older Blind Individuals, State allocations for fiscal year 2017 are estimates based on currently available population data for individuals age 55 and older and will be updated when July 2015 estimates by age group become available.

Compiled for posting on the WEB by the Budget Service on October 20, 2016

ESSA State Plan Stakeholders Meeting
September 26, 2016 10:00AM – 4:00PM
Radisson Colonial Hotel, Helena

Meeting Summary

Meeting Objective: For Stakeholders to discuss accountability and long-term goals for schools. For the Stakeholders to come to a consensus on those topics, move forward with developing the ESSA State Plan and to provide feedback to OPI for the parts of the plan they have started to develop.

Issues Discussed:

Required elements of the Accountability System:

- 1) English Learner progress (proposed weight 15%, must apply to all schools)
- 2) Statewide Assessment Proficiency (25%, all schools)
- 3) Statewide Assessment Improvement (25%, law only requires K-8, Montana will include it for all schools)
- 4) Graduation Rate (25%, high schools)
- 5) Additional indicator (state chooses). Proposed: Attendance (proposed weight 10%, would apply to all schools), and College readiness (proposed weight 10%, college remediation for high schools, percent of students older than they should be for their grade for K-8 schools)

Things to consider:

- Academic indicator must have greater weight than the additional indicator
- ESSA regulations are out, but not finalized
- Has to be a system that differentiates schools on a yearly basis
- Has to require an assessment of the school using the four required indicators, plus the fifth additional indicator
- Whether or not to collect additional data for the fifth indicator
- The law says that schools with less than 100 students may be omitted from the planning process when identifying schools for either targeted or comprehensive support
 - Although the Federal level does not require it, Montana might want to include those small schools in an alternate way
 - Take small schools into account when designing a scoring/ranking system
- No immediate plans to change from using Smarter Balanced and the ACT as assessments

Stakeholder consensus: Most stakeholders commented on the importance of moving towards a growth model and moving away from NCLB and the penalties it imposed on schools who did not meet the required levels of proficiency, though using a growth model for the State Plan would be several years away due to a lack of past data. Many stakeholders commented on the possibility of using multi-year cohorts to solve the problem of small sample sizes for the rankings, though most opposed increasing the sample size (n-number) in order to avoid sizing out small schools. Many also commented on how to weigh growth versus proficiency so that neither high achieving nor low achieving schools were unfairly disadvantaged. Most stakeholders also agreed that using school attendance and college readiness would not work well as the additional indicator and that something else, possibly related to school climate or

arts in the schools, would work better. Stakeholders also raised the importance for the plan to be culturally responsive regarding the different needs of American Indian students and reservation or American Indian-majority schools, especially since most of the schools targeted for improvement will be those schools. Most Stakeholders do not want to have to collect more data or increase the number of standardized tests students would take. They also felt that what OPI brought to the table acts as a good framework to build on. OPI will continue to take the lead in designing the State Plan with Stakeholder input.

Long-term goals:

The long-term goals for schools in the ESSA State Plan should be aspirational and ambitious but also reasonable and doable. There will not be penalties against schools who do not meet the goals like there were under NCLB. The data driven process for goal setting that OPI created has six steps:

- 1) Identify a trend and pattern
- 2) Calculate the difference from year-to-year
- 3) Identify a starting point
- 4) Apply step 2
- 5) Project this pattern out
 - a. Identify interim growth for years 1 and 2. Identify long term growth for year 4
- 6) Revisit the trend and pattern

The process should look at ESSA requirements, use appropriate comparisons, make predictions using past data, set aspirational goals, and use guiding questions.

Stakeholder consensus: The stakeholders agreed that it was important to make sure schools were not penalized for not meeting the goals. Schools at different levels of achievement would not be expected to improve the same amount to reach goals. Meeting or failing to meet the goals will not affect a school's ranking. Many stakeholders also commented on the importance of striking a balance between making the goals too aggressive versus too complacent. Some also commented on the possibility of making the reports on school goals more focused on a school's increase or improvement towards a goal rather than their level to allow low-achieving schools a chance to focus more on how they are improving than failing.

Public Comments: The importance of making parents and caregivers feel included and engaged in their communities, the importance of school libraries and librarians, and the importance of taking into account the mental health needs of the students.

ESSA State Plan Stakeholders Meeting Summary
October 24, 2016, 10 a.m.-4 p.m.
Great Northern Hotel, Helena

Adjusted Timeline

Original Date	Proposed Date
Post plan for public comment: November 9	November 16
Public comment period closed: December 10	December 15
Submit plan: December 20	December 23

Next meeting: November 10, 2016, Helena 9 a.m. to 4 p.m.

Accountability improvement models: Two new options that allow students to be tracked by cohort.

- Z-score gain method.
 - A z-score is how many standard deviations away from the mean a student or school is. The mean would be for the state by grade level, with different ranges for each grade.
 - Pros: You can track all the students at a school and compute an average for that school that can be used to compare different assessment methods. The numbers are easy to explain to parents and members of the community.
 - Cons: Some schools will receive a negative number as an improvement score.
- Student growth percentile method.
 - Creates a peer group out of students who score similarly within a grade and then tracks them as a group for a year to see how a student compares to others in his or her peer group by which to calculate a growth rate. A growth rate higher than 50 percent is improvement; a growth rate lower than 50 percent is a decline. Students would be regrouped each year into new peer groups.
 - Pros: It can be used across different assessment methods. It also does not use negative numbers, so a school would not receive a negative improvement rate.
 - Cons: The lack of negative numbers is more difficult to explain to parents. For very high- or very low-scoring students, there may not be enough similarly-scoring students to make a peer group.

Stakeholder consensus: The z-score method seems easier for schools to use and to explain to teachers and parents.

Supporting all educators: To support educators and ensure student learning, well-being, and success, the following needs to be done:

- Develop, retain, and advance educators by creating systems to support educators throughout career.
- Support quality and effectiveness of teachers and administrators using a three-pronged approach: (1) rigorous content standards system; (2) educators empowered in leadership; and (3) access to high-quality professional development.
- Enhance educators' skills to address specific learning needs.
 - Employ a system with three, individualized-strategic levels: (1) comprehensive support; (2) targeted support; and (3) support for all.

- Use multitier systems of support to coordinate programs addressing different needs.
- Expand partnerships to ensure all students have equitable access to effective educators, and focus on low-income and minority students.

Discussion: The stakeholders were asked to consider (1) ways Montana could support educators, (2) ways to ensure schools implement a culture of perpetual growth, and (3) ways to expand partnerships to ensure all students have equitable access to good educators. For each question, the stakeholders were asked to consider what should be emphasized, what was missing, and what innovative ideas could be used to achieve those goals.

Consensus: Teachers need more professional development, especially training that does not remove them from the classroom. They need more training on issues such as mental health and trauma-informed teaching. There also needs to be more teacher-training pathways for students who want to become teachers. Teachers need more access to technology to use in their classrooms and for professional development. There need to be more options for teachers to personalize instruction. To create a climate of perpetual growth, schools need to make growth a part of their overall mindset. Teachers need to be culturally knowledgeable and responsive to their students' differing needs, and there needs to be a statewide standard for them to follow. They also need training on how to better recognize barriers to learning. Teachers need to be trained on self-care, and longevity needs to be incentivized in high-turnover districts. There need to be support systems, like mentoring, to help teachers at the start of their careers. There also needs to be better community building on the local level to help support both teachers and students.

Supporting all students: The purpose of this section of ESSA is to (1) ensure that every student has access to a well-rounded education, (2) improve school conditions for learning, and (3) improve use of technology to improve academic achievement and digital literacy. Emphasize the importance of supporting every student, especially students from historically low-achieving groups.

It is important to remember:

- These sub-groups of students (i.e., disabled, racial minority, low-income, etc.) are not distinct—they often overlap.
- To incorporate the concept of universal design into learning to maximize educational impact.
- That schools, districts, and educational agencies should use a Multi-Tiered Systems of Support (MTSS) framework to make data-based decisions to ensure that schools and agencies are supporting the most students and schools possible while reducing overlap and parallel work.

Discussion: Stakeholders were asked to consider what makes a well-rounded education, how to have safe and healthy students, how to use family and community engagement to improve education, school transitions and graduation rates, school climate, effective use of technology in schools, how to provide equitable access for every student, and school mental health.

Consensus: There need to be more school climate measures and mental health programs in schools, as well as anti-bullying programs for both teachers and students. There need to be programs to support LGBTQ students. Teachers need more training on mental health and suicide prevention, as well as brain-based learning techniques. Increasing the number of school counselors would also help. Teachers need to be culturally responsive to their students' needs and backgrounds (Indian Education for All is a good start). There need to be more emphasis on the arts and technology in schools (for technology, Digital

Academy and the OPI Teachers Learning Hub are good examples). There also needs to be more of an emphasis on physical education in elementary schools and better nutrition for all schools. There should be more options for alternative or personalized learning for students. There needs to be more orientations for transition grades to help students settle into their new schools. Students also need to have a bigger voice in decision- or policy-making, and student leadership should be emphasized. Teachers and school staff need to have greater knowledge of what programs are available to help their students. There need to be more early childhood programs across the state. Families and communities should be encouraged to be involved with the school system.



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ITEM 13

TRAFFIC EDUCATION REPORT

Fran Penner-Ray

Montana Board of Public Education Executive Summary

Date: November 2016

Presentation	Traffic Education Report
Presenter	Fran Penner-Ray
Position Title	Traffic Education Director Office of Public Instruction
Overview	<p>This report provides an overview of Montana driver education and training. The OPI operates two programs: Teen Driver Education and the Montana DRIVE Workshops. The OPI has statutory authority for novice teen driver education and training through 20-7-502, Montana Code Annotated (MCA). High school programs develop the foundation of knowledge and skills teens need to become safe drivers and decrease the risk of teen crash injuries and traffic fatalities. Public school districts are the only education and training infrastructure that has statewide coverage for all eligible teens. Traffic Education Standards were added to the Administrative Rules of Montana (ARM) governing traffic education in 2012. Superintendent Juneau approved amendments to ARM 10.13.307-410 to require parent meetings, graduated driver licensing information, and distracted driving education with the content and performance standards. Driver license fees fund approximately 25 percent of driver education costs through the Cooperative Driver Testing Program, 61-5-121(c), MCA. Families and students pay an average of \$150 and/or school districts cover the remaining costs of driver education. The number of eligible students who participate has been decreasing as state funding has</p>



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	stagnated. We are working to increase access to driver education through teacher recruitment and legislative efforts. Montana DRIVE one-day workshops provide advanced behind-the-wheel training on a closed track in Lewistown for up to 450 adults and 36 teens each summer. Montana DRIVE is funded by user fees.
Requested Decision(s)	None. This is informational only.
Related Issue(s)	Affordable, accessible traffic education needs legislative support for funding increase
Recommendation(s)	None.



Montana Traffic Education Program

The Traffic Education Program administers teen driver education through state-approved programs offered equitably through Montana’s public school districts. Traffic education teaches the fundamentals of driving, and also emphasizes safe driving habits. It integrates well with high school literacy, math, science, and technology subjects. Students use and apply critical skills and knowledge to demonstrate understanding of complex driving decisions needed to start a life-long career of safe driving.

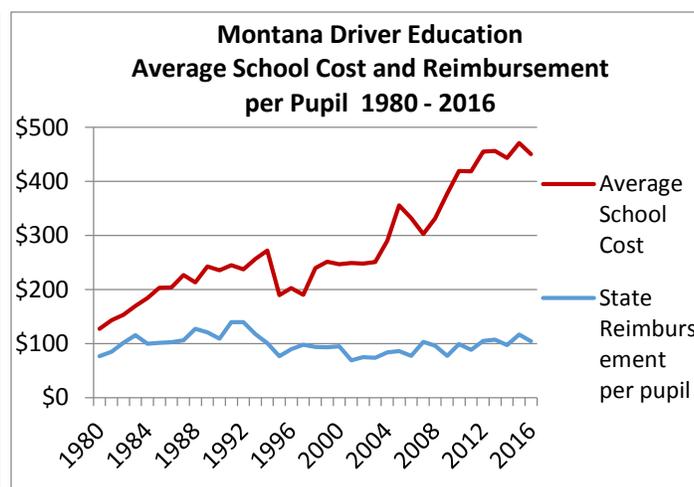
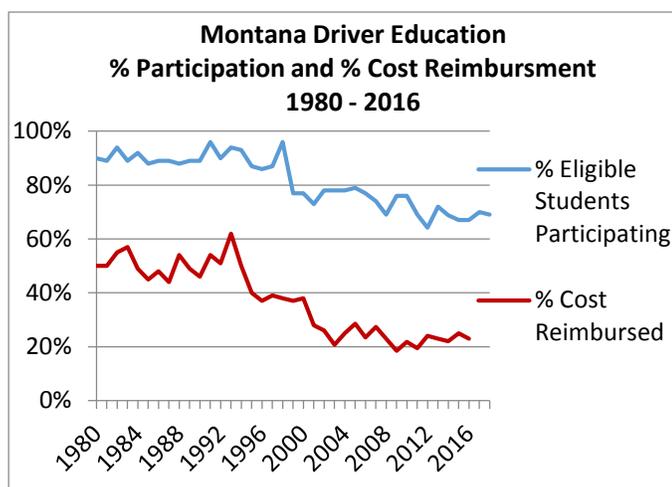
Driver Education Offered in FY 2016

- 132 of 174 high schools (29 during school, 86 in summer)
- 8,476 teen drivers (69% of eligible teens)
- \$104.35 per student reimbursement to schools
- \$445 average per pupil cost (average of \$150 paid by families)

CDTP School Districts Participating – FY 2016

- 128 high schools
- 7,852 learner licenses issued (86%)
- 4,491 road tests waived

Cooperative Driver Testing Program (CDTP): Driver license fees fund driver education, in part due to the Cooperative Driver Testing Program (CDTP) partnership between the Office of Public Instruction and the Department of Justice, provided in [61-5-110, MCA](#). Since 1995, CDTP has certified trained driver education teachers to administer the written test for a learner license and to conduct the driving skills test on behalf of the Department of Justice, Motor Vehicle Division. In 2016, the written and/or road tests were waived for 7,852 young drivers who did not have to take the tests at driver exam stations. MVD driver examiners randomly select 10% of teen drivers to retake the driving exam to ensure quality and consistency. Teens can begin driving with their parents during the traffic education class, enriching the behind-the-wheel training by teachers and parents/guardians.

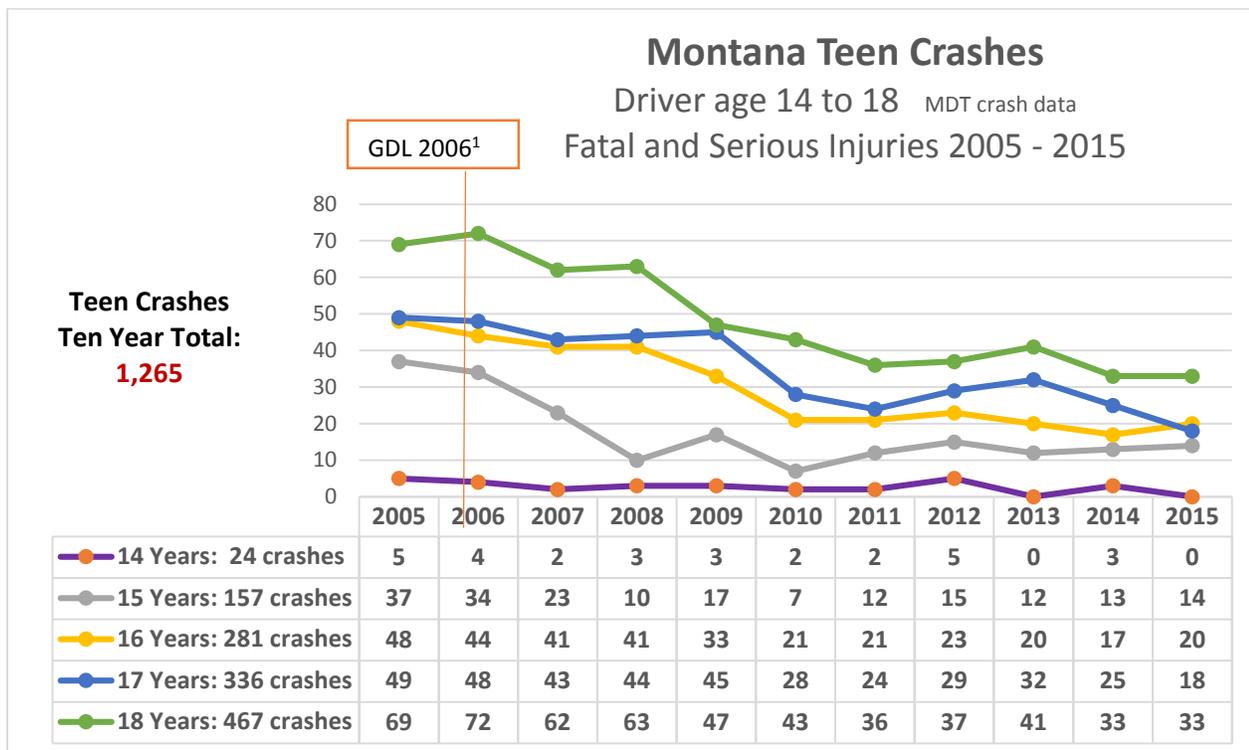


On-Site Reviews: The OPI conducts a minimum of five on-site reviews each school year in one of five regional sectors of the state. The review sites are selected to represent a cross section of all program sizes in the region selected in any given year. In October 2015, on-site driver education program reviews were conducted in Glendive, Miles City, Rosebud, Forsyth, and Roundup. We annually monitor traffic education teacher qualifications, driver records, program applications, and year-end reports submitted online.

The Graduated Driver Licensing Law in Montana

Montana's Graduated Driver Licensing (GDL)¹ law, implemented in 2006, has led to a 28.27% decrease in total teen crashes and a **51.1% decrease in serious injuries and fatalities for 14-18 year olds** during the period of 2005-2015. Research finds integrating driver education with GDL reduces traffic citations and crashes.²

Driver education and parent-supervised practice helps teens develop driving skills, safe habits, and crucial behind-the-wheel experience. While the number of teen crashes has declined, some mistakes continue to have serious and fatal consequences, especially distractions, driving off the road, and not wearing seat belts.

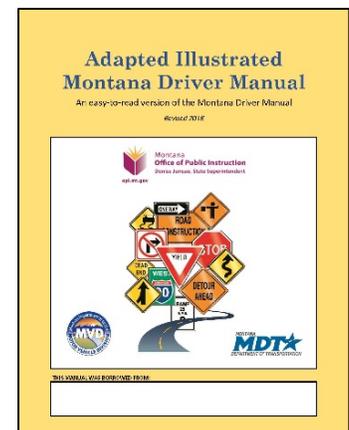


¹ Montana Graduated Driver License (GDL) effective July 1, 2006 requires 50 hours of supervised practice and limits passengers and night driving. MCA 61-5-132-13

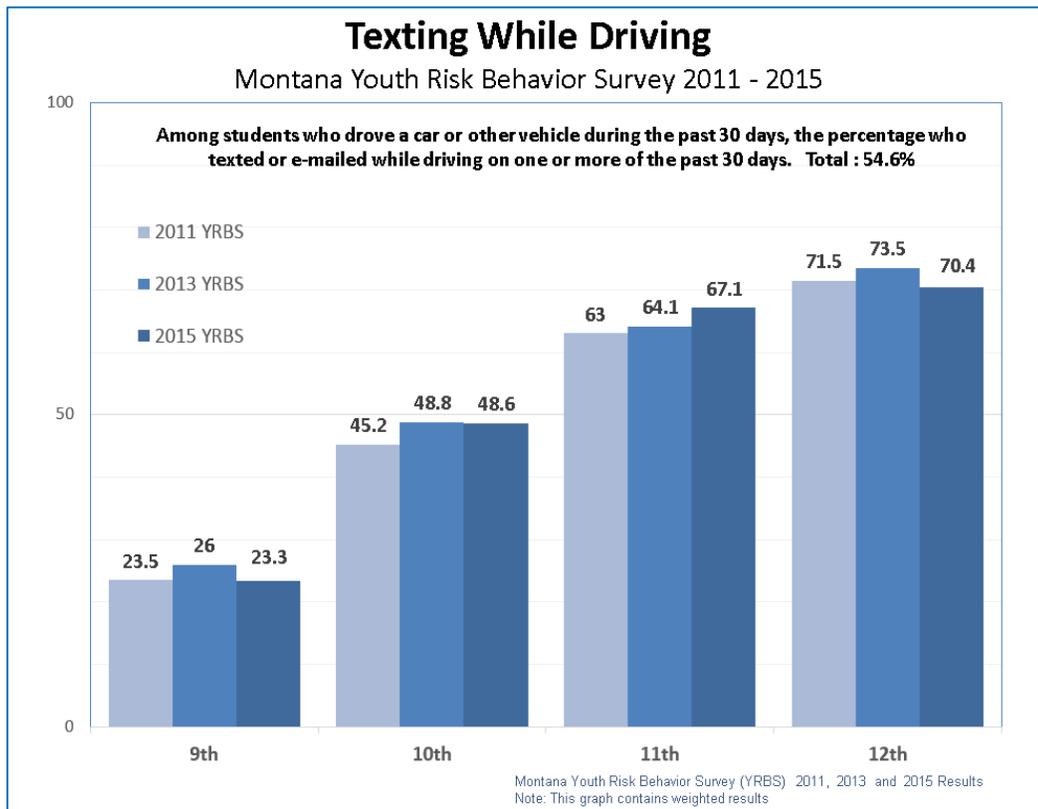
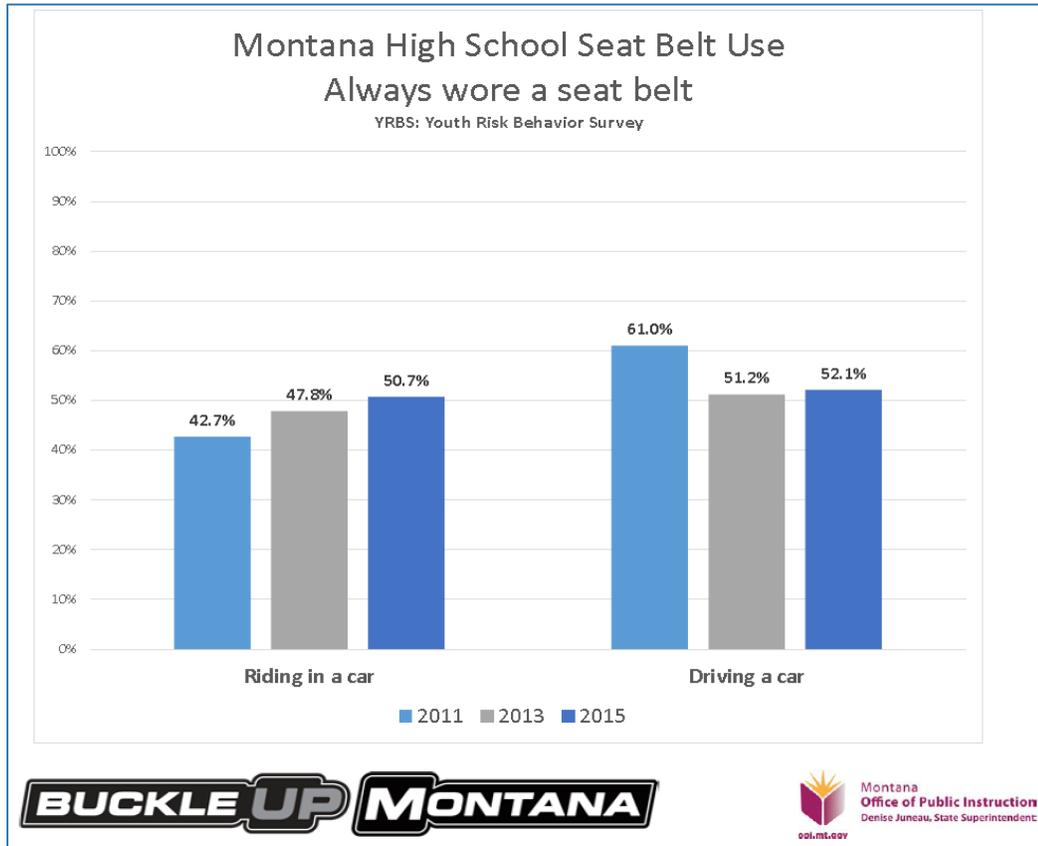
² Driver education and teen crashes and traffic violations in the first two years of driving in a graduated licensing system, Duane F. Shell, et al; Accident Analysis & Prevention, September 2015. <http://www.sciencedirect.com/science/article/pii/S0001457515001943>

Adapted Illustrated Montana Driver Manual: This easy-to-read version of the Montana Driver Manual was updated in 2016 and distributed to public libraries, schools, traffic education teachers, and special education cooperatives. The Montana Talking Book Library is recording the audio version of the manual.

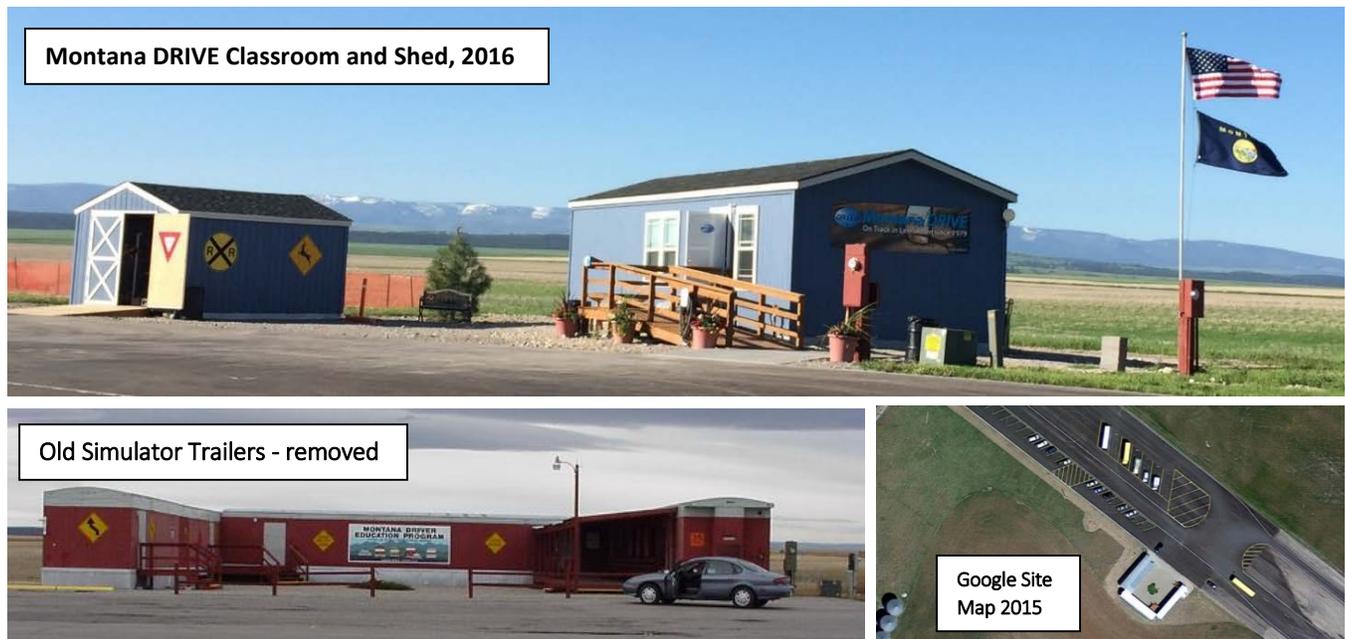
Professional Development: Traffic Education supports and facilitates professional development for teachers with an annual spring conference in partnership with the Montana Traffic Education Association (MTEA) and MSU Northern. In the past five years 108 teachers have completed the required traffic safety education courses offered on campus and as blended online courses at MSU Northern in Havre. Most of these teachers are still teaching traffic education in a Montana school district. The Board of Public Education approved updates to ARM 10.58.526 Traffic Education Teacher Standards in 2014.



Montana Youth Risk Behavior Survey



Montana DRIVE Classroom Project



The \$150,000 OPI Montana DRIVE Classroom Replacement Project at 1500 Raceway Drive, Lewistown was completed in May, 2016 and included:

- Removal, disposal, and asbestos abatement of old simulator trailers, Griffith Contracting, Lewistown.
- New classroom/office building (15' x 46') designed by Jeff Sheldon, Lewistown architect and Tom St. John Construction, Lewistown.
- Foundation-ready frame, set on permanent foundation.
- Septic system installation by Ray Besel, Lewistown.
- Storage Shed (12' x 16') built by Lewistown Public Schools, Central MT Construction Academy.

The Montana Office of Public Instruction (OPI) has operated the advanced driver training program on the decommissioned runways in Lewistown since 1979. We have trained over 13,500 drivers in our Montana DRIVE one-day summer workshops which are held from June to mid-August, with a one-week break during the July 4th holiday. Special teen workshops are offered three days in July. We have held a variety of contracts, lease and sub-lease agreements with the Lewistown Airport Board and Western Transportation Institute ranging in length from 10 years to one year.

The Montana DRIVE program is a self-sustaining OPI enterprise funded by user fees to provide behind-the-wheel adult driver training for crash avoidance. Montana Department of Transportation (MDT) has partnered with OPI for several decades at the Lewistown facility. Through an Intergovernmental Service Agreement, MDT charges OPI to provide maintenance and repair services for our training fleet of 15 vehicles and limited track maintenance. Community and business leaders in Lewistown appreciate the economic benefits from the 450 to 500 participants travelling to Lewistown for the seasonal driving workshops.



Statewide Summary of Montana's 2015-16 Traffic Education Programs*

(From the period of July 1, 2015– June 30, 2016)

PROGRAM ENROLLMENT

174	public high school districts were eligible to offer a traffic education program.
132	high school districts offered a state-approved traffic education program.
12,262	public and private high school students were eligible to enroll in traffic education.
8476	students completed traffic education.

WHEN OFFERED

28	districts offered the program before school hours .
29	districts offered the program during regular school hours .
66	districts offered the program after school hours .
86	districts offered the program in the summer .

PROGRAM FEES

124	high school districts charged a fee . The mode fee was \$150.00 . The minimum fee was \$25.00 . The maximum fee was \$340.00 .
17	districts plan to increase the fee charged students for the upcoming school year and summer.

PROGRAM CHARACTERISTICS

56	districts granted credit for successful completion of traffic education.
132	districts screened students' vision with an eye exam before behind-the-wheel instruction.
85	districts employed a traffic and safety education coordinator and/or supervisor .
69	districts offered pedestrian safety instruction in the elementary and middle schools.
86	districts offered school bus rider safety instruction in the elementary and middle schools.
63	districts offered bicycle safety instruction in the elementary and middle schools.
45	districts offered traffic education for adult beginners.
132	districts provided traffic education for students with disabilities .
122	districts taught an instructional unit on sharing the road with motorcycles .
132	districts emphasized and required the use of seat belts .
131	districts used Montana's current Traffic Education Curriculum Guide for its high school program.
26	districts conducted follow-up research on student performance (violations/crashes).
132	districts taught an instructional unit on the effects of alcohol/drug use in driving.
132	districts require a Parent Meeting to review schedule, requirements and parent role in Graduated Driver Licensing.
128	districts participated in the Cooperative Driver Testing Program (CDTP) .
115	districts utilized computers in their program.
130	districts used the Office of Public Instruction (OPI) Web site to obtain traffic education information.

NUMBER OF TEACHERS AND RATES OF PAY

51	full-time traffic education teachers were employed.
229	part-time traffic education teachers were employed.
\$18.00	per hour is the minimum rate paid.
\$57.00	per hour is the maximum rate paid.
\$25.00	per hour is the mode minimum rate paid.
\$25.00	per hour is the mode maximum rate paid.

VEHICLES

226	vehicles were used in the program.
6	districts obtained their vehicles on a free loan basis.
0	districts obtained their vehicles on a daily fee basis.
25	districts obtained their vehicles on a lease or rent basis.
108	districts owned their vehicles.
0	instructors owned and provided vehicles.
1	districts used other means to obtain vehicles.

CRASHES

9	traffic crashes occurred involving a student driver while in the traffic education vehicle.
0	persons were killed .
1	person, a traffic education instructor, was injured .
\$29,115.51	property damage costs incurred.

COST PER PUPIL

\$444.43	is the average per-pupil cost. (District costs were partially offset by state reimbursement of \$104.35 per pupil.)
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* This information was compiled from the 2015-16 Traffic Education Year End Reports completed by all high school districts conducting state-approved traffic education programs during the summer of 2015 and the school year 2015-16. If you have questions, please contact Fran Penner-Ray by telephone at (406) 444-4396, or by e-mail at fpenner-ray@mt.gov.

ITEM 14

PROPOSED CHANGES TO ARM 10.64.301,
BUS STANDARDS

Kara Sperle, Donnell Rosenthal

Montana Board of Public Education Executive Summary

Date: November 2016

Presentation	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. A presentation of a proposed timeline is attached. Montana Bus Standards have been amended and are being presented to the Board for approval under ARM 10.64.301. The full text of the standards can be found at http://opi.mt.gov/pdf/PupilTransport/17BusStandards_Proposed.pdf
Presenter	Kara Sperle and Donnell Rosenthal Office of Public Instruction
Position Title	School Finance Division Administrator and Financial Specialist
Overview	The proposed changes to the standards are set forth on Attachment A.
Requested Decision(s)	None. Information only.
Related Issue(s)	None.
Recommendation(s)	Accept proposed timeline.



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TIMELINE
Bus Standards Rules
October, 2016

- Introduction of work on rule amendments to BPE..... November 17-18, 2016
- Proposed rule amendments to BPE for approval..... January 20, 2017
- Proposed notice of hearing to BPE for approval of publication January 20, 2017
- Proposed notice to SOS for notice in MAR TBD*
- MAR publication out TBD*
- Hearing date..... First week of February or later
- Final Public Input deadline On or after TBD*
- Adoption Notice to BPE for adoption of rules..... March 16-17, 2017
- Adoption notice to SOS for notice in MAR TBD*
- MAR publication out TBD*
- Effective Date of Rules..... TBD*

* Filing and publication dates for the 2017 Montana Administrative Register have not been determined as of this date.

10.64.301 SCHOOL BUS REQUIREMENTS (1) The Board of Public Education adopts and incorporates the Standards for School Buses in Montana –~~2012~~ 2017. A copy of this document is available from the Office of Public Instruction, Pupil Transportation Division, P.O. Box 202501, Helena, Montana 59620-2501 and is available at the following web address:
<http://www.opi.mt.gov/pdf/PupilTransport/42ProposedBusStandards.pdf>.

(2) The Board of Public Education adopts standards for school buses in Montana in part from the National School Transportation Specifications and Procedures, as adopted in ~~2010~~ 2015 by the ~~Fifteenth~~ Sixteenth National Congress on School Transportation (NCST). The NCST occasionally issues an interpretation on its adopted specifications and procedures. Any interpretation adopted by the NCST shall be the official interpretation of the corresponding Montana standard unless that interpretation is specifically redefined or preempted by a corresponding Montana standard, law, or regulation. The National School Transportation Specifications and Procedures and additional information regarding the NCST are available at www.NCSTOnline.org.

ACTION

ITEM 15

**APPROVE CRITICAL QUALITY EDUCATOR
SHORTAGE REPORT**

Madalyn Quinlan

Montana Board of Public Education Executive Summary

Date: November 2016

Presentation	Critical Quality Educator Shortage Areas
Presenter	Madalyn Quinlan
Position Title	Chief of Staff Office of Public Instruction
Overview	
Requested Decision(s)	Adoption of the Critical Quality Educator Shortage Areas report. The report will be used to establish eligibility for the quality educator loan forgiveness program in the spring of 2017.
Related Issue(s)	None.
Recommendation(s)	Action—Adoption of the report



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Critical Quality Educator Shortages

**Identification of Schools and Licensure and Endorsement Areas
Impacted by Critical Quality Educator Shortages
for the 2016-17 school year**

Report to the Board of Public Education
November 2016

Prepared by
Madalyn Quinlan, Chief of Staff
Scott Furois, Operations Research Analyst
Montana Office of Public Instruction



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Background

The Quality Educator Loan Assistance Program is administered by the Board of Regents through the Office of the Commissioner of Higher Education. The program provides for the direct repayment of educational loans of eligible quality educators for up to 4 years. The total annual loan repayment assistance may not exceed \$3,000.

Educational loans are loans made by a federal loan program, excluding federal Parents Loans for Undergraduate Students (PLUS) loans.

A *quality educator* is defined as a full-time equivalent educator who holds a valid educator license or is a licensed professional providing services to students in a school district, an education cooperative, the Montana School for the Deaf and Blind, the Montana Youth Challenge Program or a state youth correctional facility.¹

In FY 2016, 170 teachers received quality educator loan repayment assistance totaling \$492,339. The appropriation for FY 2017 is \$494,890. The table below shows the number of teachers and the total amount of loan repayment assistance distributed since FY 2010.

Fiscal Year	Appropriation	Number of Recipients	Total Loan Assistance Provided
2010		163	\$471,753
2011		141	\$417,000
2012		166	\$494,890
2013		192	\$570,261
2014		203	\$592,480
2015		171	\$497,017
2016		170	\$492,339
2017	\$494,890		

Critical Quality Educator Shortages

Section 20-4-503, MCA directs the Board of Public Education, in consultation with the Office of Public Instruction, to identify:

- (a) specific schools that are impacted by critical quality educator shortages; and
- (b) within the schools identified in (a), the specific quality educator licensure or endorsement areas that are impacted by critical quality educator shortages.

Quality educators working in schools that are identified as impacted schools and teaching in licensure or endorsement areas that are impacted by critical quality educator shortages are eligible for loan repayment assistance.

¹ The complete definition of a Quality Educator is in 20-4-501(4), MCA.

The Board of Public Education is required to publish an annual report listing the schools and the licensure or endorsement areas identified as impacted by critical quality educator shortages, explaining the reasons that specific schools and licensure or endorsement areas have been identified, and providing information regarding any success in retention.

Methodology for Identifying Critical Quality Educator Shortages

The methodology used by the OPI for identifying critical quality educator shortages includes a two-step process. The first step is to identify the schools that are impacted by critical shortages. The second step is to identify specific licensure and endorsement areas.

Identification of Impacted Schools

In past years, the OPI has used a rubric for scoring the needs of schools based on rural isolation, the percentage of students eligible for Free/Reduced Price Lunch, and the school improvement status under No Child Left Behind. Earlier this year, the School Funding Interim Commission had extensive discussions on ways to place more emphasis on the rural isolation factor. In addition, the No Child Left Behind Act has been replaced by the Every Student Succeeds Act, and the state no longer determines the improvement status of schools. In response, the OPI has adjusted its rubric for scoring the needs of schools based on three factors: rural isolation, attendance rates for elementary schools, and graduation rates for high schools. These factors are weighted to set a threshold for identifying "impacted schools." In recognition of the recruitment and retention challenges facing school districts impacted by oil and gas development in the Bakken oil field, for 2016-17, OPI has also included any schools in Richland and Roosevelt Counties that were not already on the list.

To measure rural isolation, graduation rates, and attendance rates, the OPI developed a 14 point rubric based on locale code, average daily attendance rates in elementary schools, and graduation rates in high schools. Schools are listed as impacted schools if they are more rural and have a lower elementary attendance rate or a lower high school graduation rate.

Locale codes are used by the National Center for Education Statistics and the US Census Bureau to indicate the urban-rural nature of a school based upon population density and geographic location. The codes range from 11 to 43 based on population density and proximity to an urbanized area. (Appendix A provides an explanation of locale codes.) For this report, a school was assigned 4 "rural isolation" points if it has a locale code of 42-Rural, Distant and 8 points if it has a locale code of 43-Rural, Remote. All other Montana schools have a locale code indicating that the school is located in a small city, suburb, town or rural fringe; these schools were assigned zero points for rural isolation

The indicator of elementary attendance rate is derived from the average daily attendance rate of individual students in an elementary school. Elementary schools are given a score of up to 6 points depending on the average attendance rate for the school. If a school's attendance rate is 90% or greater, it is assigned zero points. If the school's attendance rate is greater than 84% and less 90%, the school is assigned three points. If a school's attendance rate is less than or equal to 84%, the school is assigned six points.

The indicator of high school graduation rate is the 4-year adjusted cohort graduation rate. High schools are given a score of 0 to 6 points depending on the graduation rate for the school. If a school's graduation rate is 85% or greater, it is assigned zero points. If the school's graduation rate is greater than 67% and less 85%, the school is assigned three points. If a school's graduation rate is less than or equal to 67%, the school is assigned six points.

Table 1 shows the rubric that was used to assign points to each school based on indicators of rural isolation, attendance, and graduation.

Table 1. Scoring Rubric for Determining Impacted Schools

Scoring Rubric	Score
Rural Isolation	
Locale Code 13 - Small City	0
Locale Code 22 - Suburb, Mid-Size	0
Locale Code 23 - Suburb, Small	0
Locale Code 31 - Town, Fringe	0
Locale Code 33 - Town, Remote	0
Locale Code 41 - Rural, Fringe	0
Locale Code 42 - Rural, Distant	4
Locale Code 43 - Rural, Remote	8
Attendance Rate	
90% or higher	0
85%-89%	3
Less than 85%	6
Graduation Rate	
85% or higher	0
Greater than 67% and less than 85%	3
Less than or equal to 67%	6

Any school that has a total score of 8 points or more is listed as an impacted school. There are 444 schools on this list, of which 211 are elementary schools, 120 are middle schools or grade 7/8 schools, and 113 are high schools.

The Montana School for the Deaf and Blind, the Department of Corrections schools (Pine Hills and Riverside), the Montana Youth Challenge Program, and the state's 21 special education cooperatives were automatically added to the list of impacted schools. These entities are likely to employ a significant number of special education teachers (a

category that is included in the specific quality educator endorsement areas). Also, any special education teacher who teaches in a “multiple-school” self-contained special education program is eligible for the loan forgiveness program if any of the schools served by the program are included on the list of impacted schools.

Identification of specific quality educator licensure or endorsement areas

Each fall, schools report to the Office of Public Instruction regarding the challenges facing schools in filling vacancies for teachers, specialists, administrators and licensed professionals. The data is submitted on the District Personnel Recruitment report. The OPI relies on information submitted by schools through this report to determine the critical shortage areas for licensure and endorsement.

The District Personnel Recruitment Report provides an indication of the difficulty school districts face in recruiting licensed educators with necessary endorsements. In the District Personnel Recruitment Report, school administrators indicate of the degree of difficulty they experience in hiring regular education teachers, special education teachers, school administrators, specialists, paraprofessionals, and other support staff. The statewide summary of the District Personnel Recruitment report for 2015-16 is shown in Appendix B.

The OPI uses a weighted score for evaluating the data from the District Personnel Recruitment Report, which involved ranking hiring difficulty based on the degree of difficulty and the number of position vacancies. The degree of hiring difficulty was computed by adding the percentage of positions that were difficult to fill with those that districts were unable to fill. This combined percentage was then multiplied by the number of position openings. For example, school districts reported that of the 50 FTE vacancies for Music teachers statewide, 73% of the positions were difficult or very hard to fill. This resulted in a score of 37 points for Music openings.

Some education fields are relatively easy to fill, but because of the large number of openings, the education field receives a high score using the method described above. The most obvious example of this is elementary education. With 624 FTE reported openings in 2015-16 and 25% of the positions reported as difficult or very hard to fill, the elementary education field receives a weighting of 153.

To prevent an education field from being placed on the critical shortage list based on volume or difficulty alone, two additional criteria were added. For an education field to be included on the list of academic areas impacted by critical quality educator shortages, the education field must meet two conditions:

- At least 10 FTE openings were reported statewide;
- At least 30% of the positions were reported as difficult or very hard to fill.

Based upon the above criteria, the critical quality educator shortage areas for 2015-16 were Special Education, Career and Technical Education, Mathematics, Music, School

Counselor, Science, English, World Languages, Library, Social Studies, Art, and School Psychologist.

In 2015-16, Montana school districts reported a total of 785 vacancies in these twelve areas.

Table 2. Education Fields Impacted by Critical Shortages

Rank	Education Field	Total Vacancies ²	Percent Difficult or Very Hard to Fill	Weighted Score
1	Special Education	191	80%	152
2	Career and Technical Education	86	79%	68
3	Mathematics	80	75%	60
4	Music	65	82%	53
5	School Counselor	61	75%	46
6	Science	64	63%	40
7	English	87	39%	34
8	World Languages	33	86%	28
9	Library	24	81%	19
10	Social Studies	50	30%	15
11	Art	31	49%	15
12	School Psychologist	13	92%	12

The District Personnel Recruitment report aligns with the K-12 educator licensure areas and the subject areas that districts are likely to post in their job openings. It should be noted that the responses from districts are subjective and may not always be complete.

If a licensed educator has a teaching assignment in one of the academic shortage areas listed in Table 2 and the educator teaches in an impacted school, the educator has met the initial eligibility criteria for the loan forgiveness program. (The teacher must also have an outstanding educational loan made by a federal loan program, excluding federal Parents Loans for Undergraduate Students (PLUS) loans.)

Eligibility for elementary teachers

In March 2013, the Board of Public Education adopted a recommendation from the Superintendent of Public Instruction to expand eligibility to elementary teachers in rural, high poverty areas. Using the OPI's adjusted rubric, elementary teachers in a special education cooperative or an impacted school that has a total score of 11 or higher are eligible for the loan forgiveness program. There are 31 elementary, middle, and 7/8 grade schools that meet the criteria.

² Total vacancies as reported by public school districts, state-funded schools, and special education cooperatives on the District Personnel Recruitment Report for 2015-16.

List of Impacted Schools

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
2	01	Beaverhead	0000	0000	Montana Youth Challenge	MYC	NA	NA	11
3	01	Beaverhead	0003	0004	Grant School	EL	8	0	8
4	01	Beaverhead	0007	0009	Wise River School	EL	8	0	8
5	01	Beaverhead	0009	0010	Lima High School	HS	8	0	8
6	01	Beaverhead	0009	0011	Lima School	EL	8	0	8
7	01	Beaverhead	0009	1667	Lima 7-8	GR78	8	0	8
8	01	Beaverhead	0010	0012	Wisdom School	EL	8	0	8
9	01	Beaverhead	0012	0015	Polaris School	EL	8	0	8
10	01	Beaverhead	0014	0017	Jackson School	EL	8	0	8
11	01	Beaverhead	0015	0018	Reichle School	EL	8	0	8
12	02	Big Horn	0020	0026	Spring Creek School	EL	8	0	8
13	02	Big Horn	0021	1668	Pryor 7-8	GR78	4	6	10
14	02	Big Horn	0023	0033	Crow Agency School	EL	8	3	11
15	02	Big Horn	0023	1315	Fort Smith School	EL	8	0	8
16	02	Big Horn	0025	0039	Lodge Grass School	EL	8	6	14
17	02	Big Horn	0025	1669	Lodge Grass 7-8	GR78	8	6	14
18	02	Big Horn	0026	0041	Wyola School	EL	8	6	14
19	02	Big Horn	0026	1583	Wyola 7-8	GR78	8	0	8
20	02	Big Horn	1190	0040	Lodge Grass High School	HS	8	6	14
21	03	Blaine	0028	0046	Meadowlark School	EL	8	0	8
22	03	Blaine	0028	1798	Chinook 7-8	GR78	8	0	8
23	03	Blaine	0028	1828	Hartland Elementary School	EL	8	0	8
24	03	Blaine	0029	0047	Chinook High School	HS	8	0	8
25	03	Blaine	0030	0048	Harlem Elementary School	EL	8	0	8
26	03	Blaine	0030	1643	Harlem 7-8	GR78	8	3	11
27	03	Blaine	0031	0049	Harlem High School	HS	8	0	8
28	03	Blaine	0032	1401	Cleveland School	EL	8	0	8
29	03	Blaine	0034	0056	Zurich School	EL	8	0	8
30	03	Blaine	0044	0069	Turner School	EL	8	0	8
31	03	Blaine	0044	1670	Turner 7-8	GR78	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
32	03	Blaine	0045	0070	Turner High School	HS	8	0	8
33	03	Blaine	0048	0074	Bear Paw School	EL	8	0	8
34	03	Blaine	1213	0072	Lodge Pole School	EL	8	0	8
35	03	Blaine	1213	1551	Hays-Lodge Pole High Sch	HS	8	3	11
36	03	Blaine	1213	1659	Hays-Lodge Pole 7-8	GR78	8	6	14
37	03	Blaine	1216	1565	North Harlem Elementary	EL	8	0	8
38	03	Blaine	9689	0000	Bear Paw Coop	SECOOP	NA	NA	11
39	04	Broadwater	0055	0076	Cecelia Hazelton School	EL	8	0	8
40	04	Broadwater	0055	0081	Broadwater High School	HS	8	0	8
41	04	Broadwater	0055	1671	Townsend 7-8	GR78	8	0	8
42	05	Carbon	0056	1542	Mountain View School	EL	8	0	8
43	05	Carbon	0056	1637	Roosevelt Junior High	MS	8	0	8
44	05	Carbon	0057	0084	Red Lodge High School	HS	8	0	8
45	05	Carbon	0059	0085	Bridger Elementary School	EL	8	0	8
46	05	Carbon	0059	0086	Bridger High School	HS	8	3	11
47	05	Carbon	0059	1672	Bridger 7-8	GR78	8	0	8
48	05	Carbon	0069	0095	Roberts School	EL	8	0	8
49	05	Carbon	0069	0096	Roberts High School	HS	8	6	14
50	05	Carbon	0069	1673	Roberts 7-8	GR78	8	0	8
51	05	Carbon	0072	0098	Fromberg School	EL	8	0	8
52	05	Carbon	0072	0099	Fromberg High School	HS	8	0	8
53	05	Carbon	0072	1674	Fromberg 7-8	GR78	8	6	14
54	05	Carbon	0076	0102	Belfry School	EL	8	0	8
55	05	Carbon	0076	0103	Belfry High School	HS	8	3	11
56	05	Carbon	0076	1675	Belfry 7-8	GR78	8	0	8
57	05	Carbon	1231	0091	Luther School	EL	8	0	8
58	06	Carter	0078	0105	Hammond School	EL	8	0	8
59	06	Carter	0078	0131	Hawks Home School	EL	8	0	8
60	06	Carter	0087	0118	Ekalaka Elementary School	EL	8	0	8
61	06	Carter	0087	1676	Ekalaka 7-8	GR78	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
62	06	Carter	0096	0132	Alzada School	EL	8	0	8
63	06	Carter	0097	0133	Carter County High School	HS	8	0	8
64	07	Cascade	0118	0174	Simms High School	HS	8	0	8
65	07	Cascade	1225	1538	Sun River Middle School	MS	8	0	8
66	07	Cascade	9258	9368	MT Sch For Deaf & Blnd El	EL	NA	NA	11
67	07	Cascade	9258	9371	MT Sch For Deaf & Blnd HS	HS	NA	NA	11
68	07	Cascade	9699	0000	North Ctrl Learn Res Ctr	SECOOP	NA	NA	11
69	08	Chouteau	0133	0190	Fort Benton School	EL	8	0	8
70	08	Chouteau	0133	0191	Fort Benton 7-8	GR78	8	0	8
71	08	Chouteau	0134	0192	Fort Benton High School	HS	8	0	8
72	08	Chouteau	0138	0195	Big Sandy High School	HS	8	0	8
73	08	Chouteau	0138	0197	F E Miley School	EL	8	0	8
74	08	Chouteau	0138	1607	Big Sandy 7-8	GR78	8	0	8
75	08	Chouteau	0154	0213	Geraldine School	EL	8	0	8
76	08	Chouteau	0154	0214	Geraldine High School	HS	8	0	8
77	08	Chouteau	0154	1682	Geraldine 7-8	GR78	8	0	8
78	08	Chouteau	9871	0000	Chouteau Co. Joint Service	SECOOP	NA	NA	11
79	09	Custer	0177	0246	Riverview School	EL	8	0	8
80	09	Custer	0187	0259	Kinsey School	EL	8	0	8
81	09	Custer	1238	0264	S H School	EL	8	0	8
82	09	Custer	9034	9415	Pine Hills Youth Corr Facil HS	HS	NA	NA	11
83	09	Custer	9034	9935	Pine Hills Youth Corr Facil El	EL	NA	NA	11
84	09	Custer	9692	0000	Big Country Coop	SECOOP	NA	NA	11
85	10	Daniels	0194	0267	Scobey School	EL	8	0	8
86	10	Daniels	0194	0268	Scobey High School	HS	8	0	8
87	10	Daniels	0194	1650	Scobey 7-8	GR78	8	0	8
88	11	Dawson	0215	0294	Bloomfield School	EL	8	0	8
89	11	Dawson	0216	0295	Lindsay School	EL	8	0	8
90	11	Dawson	0227	0310	Richey School	EL	8	0	8
91	11	Dawson	0227	1686	Richey 7-8	GR78	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
92	11	Dawson	0228	0311	Richey High School	HS	8	0	8
93	13	Fallon	0244	0332	Baker 7-8	GR78	8	0	8
94	13	Fallon	0244	0333	Lincoln School	EL	8	0	8
95	13	Fallon	0244	0335	Baker High School	HS	8	0	8
96	13	Fallon	0244	1466	Longfellow School	EL	8	0	8
97	13	Fallon	0256	0351	Plevna School	EL	8	0	8
98	13	Fallon	0256	0352	Plevna High School	HS	8	NA	8
99	13	Fallon	0256	1687	Plevna 7-8	GR78	8	0	8
100	14	Fergus	0264	0363	Deerfield School	EL	8	0	8
101	14	Fergus	0268	0367	Grass Range School	EL	8	0	8
102	14	Fergus	0268	1795	Grass Range 7-8	GR78	8	0	8
103	14	Fergus	0269	0368	Grass Range High School	HS	8	0	8
104	14	Fergus	0273	0372	Moore School	EL	8	0	8
105	14	Fergus	0273	1688	Moore 7-8	GR78	8	0	8
106	14	Fergus	0274	0373	Moore High School	HS	8	3	11
107	14	Fergus	0280	0378	Roy School	EL	8	0	8
108	14	Fergus	0280	0379	Roy High School	HS	8	0	8
109	14	Fergus	0280	1689	Roy 7-8	GR78	8	0	8
110	14	Fergus	0281	0380	Denton School	EL	8	0	8
111	14	Fergus	0281	1690	Denton 7-8	GR78	8	0	8
112	14	Fergus	0282	0381	Denton High School	HS	8	0	8
113	14	Fergus	0291	0391	Winifred School	EL	8	0	8
114	14	Fergus	0291	0392	Winifred High School	HS	8	0	8
115	14	Fergus	0291	1691	Winifred 6-8	GR78	8	0	8
116	14	Fergus	1218	1580	Ayers School	EL	8	0	8
117	14	Fergus	9691	0000	Central MT Learn Res Ctr	SECOOP	NA	NA	11
118	15	Flathead	0309	0411	Swan River School	EL	8	0	8
119	15	Flathead	0309	1694	Swan River 7-8	GR78	8	0	8
120	15	Flathead	0325	0437	Pleasant Valley School	EL	8	0	8
121	15	Flathead	0327	0439	Lakeside Elementary School	EL	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
122	15	Flathead	0330	0442	Bigfork Elementary	EL	8	0	8
123	15	Flathead	0330	1660	Bigfork 7-8	GR78	8	0	8
124	15	Flathead	0331	0443	Bigfork High School	HS	8	0	8
125	15	Flathead	0341	0455	Marion School	EL	8	0	8
126	15	Flathead	0341	1697	Marion 7-8	GR78	8	0	8
127	15	Flathead	1223	1651	West Glacier School	EL	8	0	8
128	15	Flathead	9695	0000	Flathead Special Ed Coop	SECOOP	NA	NA	11
129	16	Gallatin	0354	0476	Willow Creek School	EL	8	0	8
130	16	Gallatin	0354	1700	Willow Creek 7-8	GR78	8	0	8
131	16	Gallatin	0355	0477	Willow Creek High School	HS	8	0	8
132	16	Gallatin	0360	0482	Three Forks Elem School	EL	8	0	8
133	16	Gallatin	0360	1658	Three Forks 7-8	MS	8	0	8
134	16	Gallatin	0361	0483	Three Forks High School	HS	8	0	8
135	16	Gallatin	0362	0484	Pass Creek School	EL	8	0	8
136	16	Gallatin	0374	0495	West Yellowstone School	EL	8	0	8
137	16	Gallatin	0374	0496	West Yellowstone HS	HS	8	0	8
138	16	Gallatin	0374	1704	West Yellowstone 7-8	GR78	8	0	8
139	16	Gallatin	1239	0497	Ophir Elementary School	EL	8	0	8
140	16	Gallatin	1239	1817	Ophir 7-8	GR78	8	0	8
141	16	Gallatin	1239	1837	Lone Peak High School	HS	8	0	8
142	16	Gallatin	9696	0000	Gallatin/ Madison Coop	SECOOP	NA	NA	11
143	17	Garfield	0377	0500	Jordan Elementary School	EL	8	0	8
144	17	Garfield	0377	1705	Jordan 7-8	GR78	8	0	8
145	17	Garfield	0378	0534	Garfield Co Dist HS	HS	8	0	8
146	17	Garfield	0385	0516	Pine Grove School	EL	8	0	8
147	17	Garfield	0386	0518	Kester School	EL	8	0	8
148	17	Garfield	0387	0520	Cohagen School	EL	8	0	8
149	17	Garfield	0392	0527	Sand Springs School	EL	8	0	8
150	17	Garfield	0394	0531	Ross School	EL	8	0	8
151	18	Glacier	0400	0537	Babb School	EL	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
152	18	Glacier	0400	1588	Big Sky School	EL	8	0	8
153	18	Glacier	0400	1594	Glendale School	EL	8	0	8
154	18	Glacier	0401	0543	Browning High School	HS	8	6	14
155	18	Glacier	0402	1810	Glacier Elementary School	EL	8	0	8
156	18	Glacier	0402	1826	Hidden Lake Elementary	EL	8	0	8
157	18	Glacier	0404	0548	East Glacier Park School	EL	8	0	8
158	18	Glacier	1222	1621	Mountain View Elementary	EL	8	0	8
159	19	Golden Valley	0407	0550	Ryegate School	EL	8	0	8
160	19	Golden Valley	0407	0551	Ryegate High School	HS	8	3	11
161	19	Golden Valley	0407	1706	Ryegate 7-8	MS	8	0	8
162	19	Golden Valley	0411	0555	Lavina School	EL	8	0	8
163	19	Golden Valley	0411	0556	Lavina High School	HS	8	3	11
164	19	Golden Valley	0411	1707	Lavina 7-8	GR78	8	0	8
165	20	Granite	0416	0560	Philipsburg School	EL	8	0	8
166	20	Granite	0416	0565	Granite High School	HS	8	0	8
167	20	Granite	0416	1708	Philipsburg 7-8	GR78	8	0	8
168	20	Granite	0418	0562	Hall School	EL	8	0	8
169	20	Granite	0419	0563	Drummond School	EL	8	0	8
170	20	Granite	0419	1709	Drummond 7-8	GR78	8	0	8
171	20	Granite	0420	0564	Drummond High School	HS	8	0	8
172	21	Hill	0424	0569	Davey Elementary	EL	8	0	8
173	21	Hill	0425	0570	Box Elder School	EL	8	0	8
174	21	Hill	0425	1710	Box Elder 7-8	GR78	8	3	11
175	21	Hill	0426	0571	Box Elder High School	HS	8	6	14
176	21	Hill	1207	0579	Rocky Boy School	EL	8	0	8
177	21	Hill	1207	1711	Rocky Boy 7-8	GR78	8	0	8
178	21	Hill	1217	1578	Gildford Colony School	EL	8	0	8
179	21	Hill	1229	1807	Rocky Boy High School	HS	8	6	14
180	21	Hill	1233	0588	North Star 7-8	GR78	8	0	8
181	21	Hill	1233	1536	North Star School	EL	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
182	21	Hill	1234	0591	North Star High School	HS	8	0	8
183	22	Jefferson	0453	0607	Whitehall Elementary	EL	8	0	8
184	22	Jefferson	0453	1570	Whitehall 7-8	GR78	8	0	8
185	22	Jefferson	0454	0608	Whitehall High School	HS	8	0	8
186	22	Jefferson	0455	0609	Basin School	EL	8	0	8
187	22	Jefferson	0456	0610	Boulder Elementary School	EL	8	0	8
188	22	Jefferson	0456	1714	Boulder 7-8	GR78	8	0	8
189	22	Jefferson	0457	0611	Jefferson High School	HS	8	3	11
190	22	Jefferson	0458	0612	Cardwell School	EL	8	0	8
191	22	Jefferson	9034	9973	Riverside Youth Corr Facil El	EL	8	NA	11
192	22	Jefferson	9034	9974	Riverside Youth Corr Facil HS	HS	8	NA	11
193	23	Judith Basin	0464	0617	Stanford School	EL	8	0	8
194	23	Judith Basin	0464	0618	Stanford High School	HS	8	0	8
195	23	Judith Basin	0464	1716	Stanford 7-8	GR78	8	0	8
196	23	Judith Basin	0469	0622	Hobson School	EL	8	0	8
197	23	Judith Basin	0469	0623	Hobson High School	HS	8	0	8
198	23	Judith Basin	0469	1717	Hobson 7-8	GR78	8	0	8
199	23	Judith Basin	0472	0626	Geyser School	EL	8	0	8
200	23	Judith Basin	0472	1617	Surprise Creek School	EL	8	0	8
201	23	Judith Basin	0472	1718	Geyser 7-8	GR78	8	0	8
202	23	Judith Basin	0473	0627	Geyser High School	HS	8	0	8
203	24	Lake	0486	0649	Salmon Prairie School	EL	8	0	8
204	24	Lake	1199	0639	K William Harvey Elem	EL	8	0	8
205	24	Lake	1199	1519	Ronan Middle School	MS	8	3	11
206	24	Lake	1200	0640	Ronan High School	HS	8	3	11
207	24	Lake	1205	0635	Charlo Elementary	EL	8	0	8
208	24	Lake	1205	1602	Charlo 7-8	GR78	8	0	8
209	24	Lake	1206	0636	Charlo High School	HS	8	0	8
210	24	Lake	1211	0646	Dayton School	EL	8	3	11
211	25	Lewis & Clark	0491	0664	Trinity School	EL	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
212	25	Lewis & Clark	0495	0668	Wolf Creek School	EL	8	0	8
213	25	Lewis & Clark	0498	0671	Auchard Creek School	EL	8	0	8
214	25	Lewis & Clark	0502	0676	Augusta Elementary School	EL	8	0	8
215	25	Lewis & Clark	0502	1722	Augusta 7-8	GR78	8	0	8
216	25	Lewis & Clark	0503	0677	Augusta High School	HS	8	0	8
217	25	Lewis & Clark	1221	0675	Lincoln Elementary School	EL	8	0	8
218	25	Lewis & Clark	1221	1610	Lincoln High School	HS	8	3	11
219	25	Lewis & Clark	1221	1721	Lincoln 7-8	GR78	8	6	14
220	25	Lewis & Clark	9697	0000	Prickly Pear Coop	SECOOP	NA	NA	11
221	26	Liberty	1224	1648	Liberty Elementary School	EL	8	0	8
222	26	Liberty	1224	1829	Riverview Elementary	EL	8	0	8
223	26	Liberty	1236	0684	Chester-Joplin-Inverness Schl	EL	8	0	8
224	26	Liberty	1236	1723	Chester-Joplin-Inverness 7-8	GR78	8	0	8
225	26	Liberty	1236	1830	Sage Creek Elementary	EL	8	6	14
226	26	Liberty	1236	1849	Cool Spring Colony School	EL	8	0	8
227	26	Liberty	1237	0687	Chester-Joplin-Inverness HS	HS	8	0	8
228	27	Lincoln	0519	0696	W F Morrison School	EL	8	0	8
229	27	Lincoln	0519	1663	Troy 7-8	GR78	8	0	8
230	27	Lincoln	0520	0697	Troy High School	HS	8	0	8
231	27	Lincoln	0527	0710	Eureka Elementary School	EL	8	0	8
232	27	Lincoln	0527	1724	Eureka Middle School 5-8	MS	8	0	8
233	27	Lincoln	0528	0711	Lincoln Co High School	HS	8	0	8
234	27	Lincoln	0529	0712	Fortine School	EL	8	0	8
235	27	Lincoln	0529	1841	Fortine 7-8	GR78	8	0	8
236	27	Lincoln	0530	0713	McCormick School	EL	8	0	8
237	27	Lincoln	0533	0716	Yaak School	EL	8	0	8
238	27	Lincoln	0534	0717	Trego School	EL	8	0	8
239	28	Madison	0536	0719	Alder School	EL	8	0	8
240	28	Madison	0537	0721	Sheridan Elementary Schl	EL	8	0	8
241	28	Madison	0537	1725	Sheridan 7-8	GR78	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
242	28	Madison	0538	0722	Sheridan High School	HS	8	0	8
243	28	Madison	0540	0723	Twin Bridges School	EL	8	0	8
244	28	Madison	0540	0724	Twin Bridges High School	HS	8	0	8
245	28	Madison	0540	1726	Twin Bridges 7-8	GR78	8	0	8
246	28	Madison	0543	0726	Harrison School	EL	8	0	8
247	28	Madison	0543	0727	Harrison High School	HS	8	0	8
248	28	Madison	0543	1727	Harrison 7-8	GR78	8	0	8
249	28	Madison	0546	0729	Ennis School	EL	8	0	8
250	28	Madison	0546	0731	Ennis High School	HS	8	0	8
251	28	Madison	0546	1728	Ennis 7-8	GR78	8	0	8
252	29	McCone	0547	0732	Redwater School	EL	8	0	8
253	29	McCone	0547	1406	Bo Peep School	EL	8	0	8
254	29	McCone	0547	1800	Redwater 7-8	GR78	8	0	8
255	29	McCone	0548	0733	Circle High School	HS	8	0	8
256	29	McCone	0566	0755	Vida School	EL	8	0	8
257	29	McCone	9701	0000	Prairie View Coop	SECOOP	NA	NA	11
258	30	Meagher	0570	0758	White Sulphur Springs El	EL	8	0	8
259	30	Meagher	0570	0759	White Sulphur Springs HS	HS	8	0	8
260	30	Meagher	0570	1729	White Sulphur Springs 7-8	GR78	8	0	8
261	31	Mineral	0577	1730	Alberton 7-8	GR78	4	6	10
262	31	Mineral	0579	0767	Superior Elementary	EL	8	0	8
263	31	Mineral	0579	0768	Superior High School	HS	8	0	8
264	31	Mineral	0579	1731	Superior 7-8	GR78	8	6	14
265	31	Mineral	0582	0770	St Regis School	EL	8	0	8
266	31	Mineral	0582	0771	St Regis High School	HS	8	0	8
267	31	Mineral	0582	1732	St Regis 7-8	GR78	8	0	8
268	32	Missoula	0584	1434	Seeley-Swan High School	HS	8	0	8
269	32	Missoula	0596	0800	Swan Valley School	EL	8	0	8
270	32	Missoula	0596	1739	Swan Valley 7-8	GR78	8	0	8
271	32	Missoula	0597	0801	Seeley Lake Elementary	EL	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
272	32	Missoula	0597	1740	Seeley Lake 7-8	GR78	8	0	8
273	32	Missoula	9698	0000	Missoula Area Education Coop	SECOOP	NA	NA	11
274	33	Musselshell	0605	0809	Central School	EL	8	0	8
275	33	Musselshell	0605	1644	Roundup 7-8	GR78	8	0	8
276	33	Musselshell	0606	0811	Roundup H S	HS	8	0	8
277	33	Musselshell	0607	0812	Melstone School	EL	8	0	8
278	33	Musselshell	0607	1742	Melstone 7-8	GR78	8	0	8
279	33	Musselshell	0608	0813	Melstone High School	HS	8	0	8
280	34	Park	0614	0825	Gardiner School	EL	8	0	8
281	34	Park	0614	1743	Gardiner 7-8	GR78	8	0	8
282	34	Park	0617	0828	Cooke City School	EL	8	0	8
283	34	Park	1191	0824	Gardiner High School	HS	8	0	8
284	34	Park	1215	1564	Arrowhead School	EL	8	0	8
285	34	Park	1215	1821	Arrowhead 7-8	GR78	8	0	8
286	34	Park	1227	1665	Shields Valley Elementary	EL	8	0	8
287	34	Park	1227	1797	Shields Valley 7-8	GR78	8	0	8
288	34	Park	1228	1666	Shields Valley High Schl	HS	8	0	8
289	34	Park	9700	0000	Park County Coop	SECOOP	NA	NA	11
290	35	Petroleum	0642	0852	Winnett School	EL	8	0	8
291	35	Petroleum	0642	0853	Winnett High School	HS	8	0	8
292	35	Petroleum	0642	1744	Winnett 7-8	GR78	8	0	8
293	36	Phillips	0648	0862	Dodson School	EL	8	0	8
294	36	Phillips	0648	0863	Dodson High School	HS	8	0	8
295	36	Phillips	0648	1745	Dodson 7-8	GR78	8	3	11
296	36	Phillips	0657	0873	Saco High School	HS	8	0	8
297	36	Phillips	0659	0875	Malta High School	HS	8	0	8
298	36	Phillips	0659	1504	Malta K-5	EL	8	0	8
299	36	Phillips	0659	1505	Malta 6-7-8	MS	8	0	8
300	36	Phillips	0659	1605	Loring Colony School	EL	8	0	8
301	36	Phillips	0663	0878	Whitewater School	EL	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
302	36	Phillips	0663	0879	Whitewater High School	HS	8	0	8
303	36	Phillips	0663	1747	Whitewater 6-8	MS	8	0	8
304	36	Phillips	1203	0872	Saco School	EL	8	0	8
305	36	Phillips	1203	1746	Saco 7-8	GR78	8	6	14
306	37	Pondera	0671	0888	Dupuyer School	EL	8	0	8
307	37	Pondera	0679	0898	Valier School	EL	8	0	8
308	37	Pondera	0679	1749	Valier 7-8	GR78	8	0	8
309	37	Pondera	0679	1808	Kingsbury Colony Attn Ctr	EL	8	0	8
310	37	Pondera	0680	0899	Valier High School	HS	8	0	8
311	37	Pondera	0684	0904	Miami School	EL	8	0	8
312	37	Pondera	1226	0886	Heart Butte Elementary	EL	8	3	11
313	37	Pondera	1226	1656	Heart Butte High School	HS	8	0	8
314	37	Pondera	1226	1748	Heart Butte 6-8	GR78	8	3	11
315	37	Pondera	9755	0000	Big Sky SE Coop	SECOOP	NA	NA	11
316	38	Powder River	0692	0913	Biddle School	EL	8	0	8
317	38	Powder River	0705	0930	Broadus School	EL	8	0	8
318	38	Powder River	0705	1751	Broadus 7-8	GR78	8	0	8
319	38	Powder River	0706	0931	Powder River Co Dist High	HS	8	0	8
320	38	Powder River	0709	0934	South Stacey School	EL	8	0	8
321	38	Powder River	9705	0000	Tri County Coop	SECOOP	NA	NA	11
322	39	Powell	0715	0942	Ovando School	EL	8	0	8
323	39	Powell	0717	0944	Helmville School	EL	8	0	8
324	39	Powell	0719	0947	Elliston School	EL	8	0	8
325	39	Powell	0720	0948	Avon School	EL	8	0	8
326	39	Powell	0721	0949	Gold Creek School	EL	8	0	8
327	39	Powell	9703	0000	Great Divide Educ Serv	SECOOP	NA	NA	11
328	40	Prairie	0726	0954	Terry School	EL	8	0	8
329	40	Prairie	0726	0958	Terry High School	HS	8	0	8
330	40	Prairie	0726	1752	Terry Middle School	GR78	8	0	8
331	41	Ravalli	0740	0973	Darby School	EL	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
332	41	Ravalli	0740	0974	Darby High School	HS	8	3	11
333	41	Ravalli	0740	1608	Darby 7-8	GR78	8	0	8
334	41	Ravalli	9690	0000	Bitterroot Valley Coop	SECOOP	NA	NA	11
335	42	Richland	0745	0979	Central Elementary	EL	NA	NA	88
336	42	Richland	0745	1446	West Side Elementary	EL	NA	NA	8
337	42	Richland	0745	1619	Sidney Middle School	MS	NA	NA	8
338	42	Richland	0746	0981	Sidney High School	HS	NA	NA	8
339	42	Richland	0747	0982	Savage School	EL	8	0	8
340	42	Richland	0747	1754	Savage 7-8	GR78	8	0	8
341	42	Richland	0748	0983	Savage High School	HS	8	3	8
342	42	Richland	0749	0984	Brorson School	EL	NA	NA	8
343	42	Richland	0750	0986	Fairview School	EL	NA	NA	8
344	42	Richland	0750	1755	Fairview 7-8	GR78	NA	NA	8
345	42	Richland	0751	0987	Fairview High School	HS	NA	NA	8
346	42	Richland	0754	0990	Rau School	EL	NA	NA	8
347	42	Richland	0768	1005	Lambert School	EL	8	0	8
348	42	Richland	0768	1756	Lambert 7-8	GR78	8	0	8
349	42	Richland	0769	1006	Lambert High School	HS	8	0	8
350	43	Roosevelt	0774	1411	Frontier School	EL	NA	NA	8
351	43	Roosevelt	0774	1757	Frontier 7-8	GR78	4	6	10
352	43	Roosevelt	0775	1014	Poplar 5-6 School	EL	NA	NA	8
353	43	Roosevelt	0775	1015	Poplar School	EL	NA	NA	8
354	43	Roosevelt	0775	1550	Poplar 7-8	GR78	NA	NA	8
355	43	Roosevelt	0776	1016	Poplar High School	HS	NA	NA	8
356	43	Roosevelt	0777	1017	Culbertson School	EL	8	3	8
357	43	Roosevelt	0777	1758	Culbertson 7-8	GR78	8	3	8
358	43	Roosevelt	0778	1018	Culbertson High School	HS	8	0	8
359	43	Roosevelt	0780	1020	Southside School	EL	NA	NA	8
360	43	Roosevelt	0780	1022	Northside School	EL	NA	NA	8
361	43	Roosevelt	0780	1532	Wolf Point 7-8	GR78	NA	NA	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
362	43	Roosevelt	0781	1023	Wolf Point High School	HS	NA	NA	8
363	43	Roosevelt	0782	1025	Barbara Gilligan School	EL	8	0	8
364	43	Roosevelt	0782	1759	Barbara Gilligan 7-8	GR78	8	6	14
365	43	Roosevelt	0783	1026	Brockton High School	HS	8	0	8
366	43	Roosevelt	0785	1027	Bainville School	EL	8	0	8
367	43	Roosevelt	0785	1028	Bainville High School	HS	8	0	8
368	43	Roosevelt	0785	1760	Bainville 7-8	GR78	8	3	11
369	43	Roosevelt	0786	1029	Froid Elementary School	EL	8	0	8
370	43	Roosevelt	0786	1761	Froid 7-8	GR78	8	0	8
371	43	Roosevelt	0787	1030	Froid High School	HS	8	0	8
372	43	Roosevelt	9801	0000	Roose-Valley Sp Ed Coop	SECOOP	NA	NA	11
373	44	Rosebud	0789	1032	Birney School	EL	8	0	8
374	44	Rosebud	0790	1033	Forsyth Elementary School	EL	8	0	8
375	44	Rosebud	0790	1535	Forsyth 7-8	GR78	8	0	8
376	44	Rosebud	0791	1034	Forsyth High School	HS	8	0	8
377	44	Rosebud	0792	1035	Lame Deer School	EL	8	3	11
378	44	Rosebud	0792	1626	Lame Deer 7-8	GR78	8	3	11
379	44	Rosebud	0795	1038	Rosebud High School	HS	8	6	14
380	44	Rosebud	0795	1470	Rosebud School	EL	8	0	8
381	44	Rosebud	0795	1762	Rosebud 7-8	GR78	8	0	8
382	44	Rosebud	0796	1603	Pine Butte Elementary Sch	EL	8	0	8
383	44	Rosebud	0796	1609	Frank Brattin Middle Schl	MS	8	0	8
384	44	Rosebud	0797	1040	Colstrip High School	HS	8	0	8
385	44	Rosebud	0800	1043	Ashland School	EL	8	3	11
386	44	Rosebud	0800	1763	Ashland 7-8	GR78	8	6	14
387	44	Rosebud	1230	1816	Lame Deer High School	HS	8	6	14
388	45	Sanders	0802	1045	Plains Elementary School	EL	8	0	8
389	45	Sanders	0802	1627	Plains 7-8	GR78	8	0	8
390	45	Sanders	0803	1046	Plains High School	HS	8	3	11
391	45	Sanders	0804	1047	Thompson Falls Elem Schl	EL	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
392	45	Sanders	0804	1764	Thompson Falls 7-8	GR78	8	0	8
393	45	Sanders	0805	1048	Thompson Falls High Schl	HS	8	0	8
394	45	Sanders	0807	1050	Trout Creek School	EL	8	0	8
395	45	Sanders	0807	1820	Trout Creek 7-8	GR78	8	0	8
396	45	Sanders	0811	1054	Noxon School	EL	8	0	8
397	45	Sanders	0811	1765	Noxon 7-8	GR78	8	6	14
398	45	Sanders	0812	1055	Noxon High School	HS	8	0	8
399	45	Sanders	0815	1057	Hot Springs School	EL	8	0	8
400	45	Sanders	0815	1058	Hot Springs High School	HS	8	3	11
401	45	Sanders	0815	1766	Hot Springs 7-8	GR78	8	0	8
402	45	Sanders	9702	0000	Sanders County Ed Services Coop	SECOOP	NA	NA	11
403	46	Sheridan	0819	1061	Westby School	EL	8	0	8
404	46	Sheridan	0819	1062	Westby High School	HS	8	3	11
405	46	Sheridan	0819	1767	Westby 7-8	GR78	8	0	8
406	46	Sheridan	0822	1064	Medicine Lake School	EL	8	0	8
407	46	Sheridan	0822	1065	Medicine Lake High School	HS	8	6	14
408	46	Sheridan	0822	1662	Medicine Lake 7-8	GR78	8	0	8
409	46	Sheridan	0828	1070	Plentywood School	EL	8	0	8
410	46	Sheridan	0828	1071	Plentywood High School	HS	8	0	8
411	46	Sheridan	0828	1768	Plentywood 7-8	GR78	8	0	8
412	46	Sheridan	9693	0000	Sheridan/Daniels Coop	SECOOP	NA	NA	11
413	47	Silver Bow	0843	1106	Divide School	EL	8	0	8
414	47	Silver Bow	0844	1107	Melrose School	EL	8	0	8
415	48	Stillwater	0848	1111	Columbus Elem School	EL	8	0	8
416	48	Stillwater	0848	1772	Columbus Middle School	MS	8	0	8
417	48	Stillwater	0849	1112	Columbus High School	HS	8	0	8
418	48	Stillwater	0850	1113	Reed Point Elementary	EL	8	0	8
419	48	Stillwater	0850	1773	Reed Point 7-8	GR78	8	0	8
420	48	Stillwater	0851	1114	Reed Point High School	HS	8	6	14
421	48	Stillwater	0853	1116	Fishtail School	EL	8	6	14

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
422	48	Stillwater	0857	1121	Nye School	EL	8	0	8
423	48	Stillwater	0858	1122	Rapelje School	EL	8	0	8
424	48	Stillwater	0858	1774	Rapelje 7-8	GR78	8	0	8
425	48	Stillwater	0859	1123	Rapelje High School	HS	8	0	8
426	48	Stillwater	0861	1125	Absarokee School	EL	8	0	8
427	48	Stillwater	0861	1775	Absarokee 7-8	GR78	8	0	8
428	48	Stillwater	0862	1126	Absarokee High School	HS	8	0	8
429	48	Stillwater	9704	0000	Stillwater/ Swt Grass Coop	SECOOP	NA	NA	11
430	49	Sweet Grass	0865	1129	Big Timber School	EL	8	0	8
431	49	Sweet Grass	0865	1776	Big Timber 7-8	GR78	8	0	8
432	49	Sweet Grass	0868	1133	Melville School	EL	8	0	8
433	49	Sweet Grass	0872	1137	Greycliff School	EL	8	0	8
434	49	Sweet Grass	0875	1140	McLeod School	EL	8	0	8
435	49	Sweet Grass	0882	1130	Sweet Grass Co High Schl	HS	8	0	8
436	50	Teton	0883	1147	Choteau School	EL	8	0	8
437	50	Teton	0883	1777	Choteau 7-8	GR78	8	0	8
438	50	Teton	0884	1148	Choteau High School	HS	8	0	8
439	50	Teton	0889	1153	Bynum School	EL	8	0	8
440	50	Teton	0890	1154	Fairfield Elementary School	EL	8	0	8
441	50	Teton	0890	1778	Fairfield 7-8	GR78	8	0	8
442	50	Teton	0891	1155	Fairfield High School	HS	8	0	8
443	50	Teton	0896	1160	Golden Ridge School	EL	8	0	8
444	50	Teton	0898	1163	Pendroy School	EL	8	0	8
445	50	Teton	1235	1156	Dutton/Brady Elementary	EL	8	0	8
446	50	Teton	1235	1157	Dutton/Brady High School	HS	8	0	8
447	50	Teton	1235	1750	Dutton/Brady Middle School	GR78	8	0	8
448	50	Teton	1235	1852	Pondera Colony School	EL	8	0	8
449	51	Toole	0903	1167	Sunburst Elementary	EL	8	0	8
450	51	Toole	0903	1168	Sunburst High School	HS	8	0	8
451	51	Toole	0903	1781	Sunburst 7 - 8	GR78	8	3	11

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
452	51	Toole	0910	1832	Cam Rose School	EL	8	0	8
453	51	Toole	0915	1183	Galata School	EL	8	0	8
454	51	Toole	1224	1809	Hillside Colony School	EL	8	0	8
455	51	Toole	1224	1815	Rimrock Colony School	EL	8	0	8
456	52	Treasure	0923	1193	Hysham School	EL	8	0	8
457	52	Treasure	0923	1194	Hysham High School	HS	8	3	11
458	52	Treasure	0923	1782	Hysham 7-8	GR78	8	3	11
459	53	Valley	0927	1205	Frazer Elementary	EL	8	0	8
460	53	Valley	0927	1783	Frazer 7-8	GR78	8	0	8
461	53	Valley	0928	1208	Frazer High School	HS	8	3	11
462	53	Valley	0932	1212	Hinsdale School	EL	8	0	8
463	53	Valley	0932	1784	Hinsdale 7-8	GR78	8	0	8
464	53	Valley	0933	1213	Hinsdale High School	HS	8	0	8
465	53	Valley	0935	1214	Opheim School	EL	8	0	8
466	53	Valley	0935	1215	Opheim High School	HS	8	6	14
467	53	Valley	0935	1785	Opheim 7-8	GR78	8	0	8
468	53	Valley	0937	1218	Nashua School	EL	8	0	8
469	53	Valley	0937	1219	Nashua High School	HS	8	0	8
470	53	Valley	0937	1786	Nashua 7-8	GR78	8	0	8
471	53	Valley	0941	1223	Lustre School	EL	8	0	8
472	54	Wheatland	0945	1228	Hillcrest School	EL	8	0	8
473	54	Wheatland	0945	1787	Hillcrest 7-8	GR78	8	0	8
474	54	Wheatland	0946	1230	Harlowton High School	HS	8	0	8
475	54	Wheatland	0948	1232	Judith Gap School	EL	8	0	8
476	54	Wheatland	0948	1788	Judith Gap 7-8	GR78	8	0	8
477	54	Wheatland	0949	1233	Judith Gap High School	HS	8	0	8
478	55	Wibaux	0964	1238	Wibaux Elementary School	EL	8	0	8
479	55	Wibaux	0964	1239	Wibaux High School	HS	8	0	8
480	55	Wibaux	0964	1789	Wibaux 7-8	GR78	8	0	8
481	56	Yellowstone	0975	1288	Custer School	EL	8	0	8

	A	B	C	D	E	F	G	H	I
1	Co	County Name	Le	Sc	Name	Grade Level For Report	Rural Isolation Score	Second Measure Score	Total Rubric Score
482	56	Yellowstone	0975	1289	Custer High School	HS	8	0	8
483	56	Yellowstone	0975	1792	Custer 7-8	GR78	8	0	8
484	56	Yellowstone	9694	0000	E. Yellowstone Spec. Ser Coop	SECOOP	NA	NA	11
485	56	Yellowstone	9707	0000	Yellowstone/ W Carbon Coop	SECOOP	NA	NA	11

Appendix A – Locale Codes

What are locale codes?

“Locale codes” are derived from a classification system originally developed by NCES in the 1980’s to describe a school’s location ranging from “large city” to “rural.” The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER. In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

The locale codes are based on an address’s proximity to an urbanized area (a densely settled core with densely settled surrounding areas). The urban-centric locale code system classifies territory into four major types: city, suburban, town, and rural. Each type has three subcategories. For city and suburb, these are gradations of size – large, midsize, and small. Towns and rural areas are further distinguished by their distance from an urbanized area. They can be characterized as fringe, distant, or remote.

How are locale codes assigned to school districts?

A school district’s locale code is not assigned on the basis of the central office address. It is derived from the locale codes of the schools in the district. If 50 percent or more of the public school students attend schools with the same locale code, that locale code is assigned to the district. For example, if 60 percent of students were enrolled in schools with a “rural - distant” locale code, and 40 percent were enrolled in schools with a “town - small” locale code, the district would be assigned a “rural – distant” locale code. If no single locale code accounts for 50 percent of the students, then the major category (city, suburb, town, or rural) with the greatest percent of students determines the locale; the locale code assigned is the smallest or most remote subcategory for that category.

Urban-Centric Locale Codes

11 - City, Large:

Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 - City, Midsize:

Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 - City, Small:

Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 - Suburb, Large:

Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 - Suburb, Midsize:

Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

23 - Suburb, Small:

Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 - Town, Fringe:

Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 - Town, Distant:

Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 - Town, Remote:

Territory inside an urban cluster that is more than 35 miles from an urbanized area.

41 - Rural, Fringe:

Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 - Rural, Distant:

Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 - Rural, Remote:

Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Appendix B – District Personnel Recruitment Report

Personnel Recruitment and Retention Report

State FY	Endorsement Category	Total Recruitment FTE	Possible to Fill - Qualified application pool	Difficult to Fill - Very few qualified applicants	Unable to Fill - No qualified applicants	Percent FTE difficult or unable to fill
2016	Special Education	190.8	38.5	136.1	16.3	80%
2016	Career & Tech Education	86.4	18.2	52.8	15.4	79%
2016	Mathematics	80.3	20.2	54.2	5.9	75%
2016	Music	64.9	11.5	46.6	6.9	82%
2016	School Counselor	61.2	15.5	38.9	6.8	75%
2016	Science	64.4	24.0	36.3	4.2	63%
2016	English	87.1	53.2	31.0	3.0	39%
2016	Foreign Languages	32.8	4.5	14.8	13.5	86%
2016	Library/ Media Services	23.6	4.5	14.1	5.0	81%
2016	Social Studies	50.2	35.2	14.0	1.0	30%
2016	Arts	30.7	15.8	10.6	4.4	49%
2016	School Psychologist	12.7	1.0	8.8	3.0	92%
2016	Supervisor	7.5	1.5	5.0	1.0	80%
2016	Superintendent	20.3	14.7	5.5	0.0	27%
2016	Elementary	624.2	470.8	130.4	23.0	25%
2016	Health	53.7	41.4	11.6	0.6	23%
2016	Principal	51.2	41.5	9.8	0.0	19%
2016	Reading	9.0	7.0	2.0	0.0	22%

❖ **ACCREDITATION COMMITTEE – (Items 16-17)**

Erin Williams

ITEM 16

**CONTENT STANDARDS REVISION PROCESS
AND SCHEDULE**

Pete Donovan, Jael Prezeau

Montana Board of Public Education Executive Summary

Date: November 2016

Presentation	Content Standards Revision Process and Schedule
Presenters	Pete Donovan, Montana Board of Public Education Jael Prezeau, Office of Public Instruction
Position Title	Executive Director Division Administrator Content Standards and Instruction
Overview	The BPE heard the first presentation on this item on September 16, 2016. Subsequently, BPE and OPI staff presented the proposed schedule and process for feedback to various groups who represent accredited schools, teacher preparation programs, and other education partners. If approved, the schedule, guidelines, process, and considerations outlined in the attached document will guide content standards revision cycles through 2025.
Requested Decision(s)	Approval of the proposed revision schedule, guidelines, process, and considerations for content standards revision through 2025.
Related Issue(s)	None.
Recommendation(s)	Vote to approve the proposed revision schedule, guidelines, process, and considerations for content standards revision through 2025.



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Proposed Revision of the BPE Public Education Content Standards Revision Schedule, Process, Guidelines, and Considerations

Proposed Statement

The Board of Public Education is responsible for adopting standards of accreditation for Montana schools. See [§20-2-121](#) and [§20-7-101](#), Montana Code Annotated (MCA) and Art. X, sec. 9(3)(a) of the Montana Constitution. Among the accreditation standards are content standards. In 2005, the Board of Public Education initiated a schedule, process, and criteria for standards revision to assure Montana citizens that its public schools are providing all children of our great state with a well-rounded education founded on challenging academic expectations. Beginning in 2016, the Board of Public Education establishes a new revision schedule and updates the revision process and guidelines. The standards revision process fulfills the vital purpose of preparing all Montana students for college, careers, civic engagement, and lifelong learning.

Challenging academic content standards clearly and consistently identify what students should know and be able to do. The standards provide a foundation for local district trustees to align curriculum and instruction, plan for professional development, and identify instructional materials and resources. Parents, educators, and the greater Montana community will be involved in the revision process.

The Board of Public Education adopts a regular schedule for revision of standards in accordance with [Administrative Rules of Montana \(ARM\) 10.53.104](#), which states:

1. Montana's content standards shall be reviewed and revised on a recurring schedule.
2. A schedule for review of content standards shall be established as a collaborative process with the Office of Public Instruction and the Board of Public Education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at regular intervals.
3. The standards review process shall use context information, guidelines, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools.

Accordingly, the Board of Public Education provides the following revision schedule:

Proposed Revision of the BPE Public Education Content Standards Revision Schedule, Process, Guidelines, and Considerations

Cycle	Content Standards	Research/Review	Revision	Negotiated Rulemaking	Adoption	Begin Implementation
Cycle I September 2016-July 2019	Social Studies Career and Technical Education Digital Literacy	September 2016-April 2017	May-October 2017	November 2017-March 2018	September 2018	July 1, 2019
Cycle II January 2019- July 2021	Mathematics World Languages	January – April 2019	May – October 2019	November 2019 – March 2020	September 2020	July 1, 2021
Cycle III January 2021-July 2023	English Language Arts/Literacy and English Learners Health & Physical Education	January – April 2021	May – October 2021	November 2021 – March 2022	September 2022	July 1, 2023
Cycle IV January 2023- July 2025	Arts Science	January – April 2023	May – October 2023	November 2023 – March 2024	September 2024	July 1, 2025

This schedule may change based on resource availability or other factors.

In accordance with [§20-7-101](#), MCA, the Superintendent of Public Instruction will recommend proposed content standards to the Board of Public Education that are consistent with the process, guidelines, and considerations outlined in the following sections.

Process

The Board of Public Education sets forth the following process to guide content standards revision.

1. In cooperation with the Board of Public Education, the Office of Public Instruction will facilitate a period of research and review of existing content standards according to the schedule established in this document.

Proposed Revision of the BPE Public Education Content Standards Revision Schedule, Process, Guidelines, and Considerations

2. With participation from content experts and representatives from accredited schools, the Office of Public Instruction will facilitate the creation of proposed revisions to the content standards.
3. The Office of Public Instruction will facilitate the establishment of negotiated rulemaking committees and the creation of economic impact statements required in [§20-7-101](#), MCA. At the conclusion of the negotiated rulemaking process, the Superintendent of Public Instruction will make a recommendation for adoption of proposed content standards to the Board of Public Education.
4. The Board of Public Education, with the assistance of the Office of Public Instruction, may initiate administrative rulemaking that includes:
 - a. Adopting a rulemaking timeline;
 - b. Publishing proposed revisions;
 - c. Publishing notices of a comment period and a public hearing;
 - d. Responding to public comment; and
 - e. Acting to adopt, adopt as revised, or not adopt proposed content standards.

Guidelines

The Board of Public Education sets forth the following guidelines for content standards revision:

1. Standards will define what all students should know and be able to do;
2. Standards will be challenging and rigorous;
3. Standards will be clear, understandable, and free of jargon;
4. Standards will be measurable;
5. Standards will address diversity, specifically fulfilling the commitment to implementing Indian Education for All;
6. Standards will be consistent with the grade level and grade band structures in ARM Chapter 53; and
7. Content standards will be consistent with the program delivery standards described in ARM Chapter 55.

Proposed Revision of the BPE Public Education Content Standards Revision Schedule, Process, Guidelines, and Considerations

Considerations

With the purpose of engaging in a transparent and inclusive process, the Board of Public Education sets forth the following considerations for the Office of Public Instruction to incorporate when recommending standards revision:

- Consider comments and recommendations from the Montana public;
- Consider international, national, and other states' standards;
- Consider implications for program delivery standards (ARM Chapter 55) and licensure standards (ARM Chapter 57);
- Consider implications for local and state assessments;
- Consider entrance expectations for workplace and postsecondary education;
- Consider student achievement and other related data;
- Consider other evidence-based practices and research on standards and learning expectations from regional, national, and international professional education organizations;
- Consider comments from Montana's professional education associations;
- Consider comments from tribal and school district educators;
- Consider comments from Montana's institutions of higher education and the Office of the Commissioner of Higher Education; and
- Consider recommendations from the Montana Advisory Council for Indian Education and Certification Standards and Practices Advisory Council.

Pursuant to Art. X., sec. 1(2) of the Montana Constitution and §20-1-501 and §20-9-309(2)(c), MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of American Indians.

ITEM 17

**RECOMMENDATION TO APPROVE THE
ACCREDITATION OF GLASGOW MIDDLE
SCHOOL**

Michael Hall

Montana Board of Public Education Executive Summary

Date: November 2016

Presentation	Recommendation to Approve the Accreditation of the Glasgow Middle School
Presenter	Michael Hall, OPI
Position Title	Office of Public Instruction
Overview	The Glasgow Middle School has met all requirements of the Middle School Accreditation Process. This presentation will highlight the two-year process. Superintendent Juneau recommends approval of the Glasgow 7-8 to Glasgow Middle School 6-8.
Requested Decision(s)	Action
Related Issue(s)	None
Recommendation(s)	Recommend Approval of Glasgow 7-8 to Glasgow Middle School. (6-8)



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406.444.0169 (TTY)
opi.mt.gov

October 7, 2016

To: Dr. Linda Vrooman Peterson
Accreditation and Educator Preparation Division Administrator

From:  Patty Muir, Accreditation Program Director
Julia Cruse, Professional Learning Specialist
Michael Hall, Director of Professional Learning

Re: Glasgow Middle School

On Thursday, September 29, 2016, Patty Muir, Julia Cruse, and Michael Hall conducted an on-site review of the Glasgow Middle School to determine the school's status as a middle school, per the requirements of the Administrative Rules of Montana (ARM) 10.55.902(3). During the visit, the team members met with Middle School Principal Mike Zoanni and members of the instructional and support staff.

Glasgow Middle School has made a strong commitment to understanding and implementing the middle school philosophy. Staff members have had the opportunity to visit accredited middle schools, attend middle school conferences, and engage in professional dialogue with their peers and the school administration.

The visiting team recommends that Glasgow Middle School be granted full accreditation status as a middle school under the provisions of ARM 10.55.902(3).

Observations

- School leadership has a clear, focused vision on the middle school philosophy and is committed to providing the professional development and resources necessary for the success of the program.
- School staff is well informed on the middle school philosophy and is committed to implementing the program with fidelity.
- Homebase (Advisory) has been implemented and is aiding in the development of the middle school philosophy.
- Grade-level team meetings have been implemented on a limited basis, which is largely controlled by scheduling issues with shared staff from the high school.
- Positive student relationships, consistent with the goals of middle school education, are evident throughout the school.

Considerations

- Continue to provide professional development opportunities for teachers to learn about and experience middle school education in action (e.g., book studies, conferences, school visitations, collegial discussions, and print and media sources in the professional library).
- Continue to examine opportunities to provide exploratory offerings that are beyond core academics.
- Revise the school handbook to include specific information for parents and students about the middle school philosophy in contrast with a traditional Junior High/middle grades school.
- Revise the school handbook to include the middle school accreditation standard ARM 10.55.902(3).
- Explore Advisory period purposes, practices, and resources (curriculums and programs).
- Explore opportunities to provide more grade-level teacher meeting time through scheduling options.
- Explore research and resources on effective teaming in the middle school to focus on interdisciplinary curriculum and exploratories, as well as on student behavior topics.

DISCUSSION

❖ ASSESSMENT COMMITTEE – (Item 18)

Paul Andersen

ITEM 18

ASSESSMENT REPORT

Jessica Ellertson

Montana Board of Public Education Executive Summary

Date: November 2016

Presentation	Assessment Update
Presenter	Jessica Eilertson
Position Title	State Assessment Director Office of Public Instruction
Overview	The Office of Public Instruction will present to the Montana Board of Public Education an introduction to and update for both the Smarter Balanced Interim Assessments and ACT Online Preparation Program.
Requested Decision(s)	Information Item
Related Issue(s)	None
Recommendation(s)	None



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FAQs

Smarter Balanced Interim Assessments

➔ What are the Smarter Balanced Interim Assessments?

The interim assessments are one component of the Smarter Balanced assessment system and are designed to support teaching and student learning throughout the year. The items are developed under the same conditions, protocols, and review procedures as those used in the summative assessments.

➔ What is the purpose of Interim Assessments?

The interim assessments are intended to inform instruction by measuring global progress of early and midyear performance, identifying areas of strength and weakness, and assessing skills of incoming students. Interim assessments allow students to experience the testing platform and provide further opportunities using accessibility features.

➔ Are students required to take Interim Assessments?

No. The interim assessments are optional. They enable teachers to check student progress throughout the year, providing actionable information to inform instruction and help students meet the challenge of college and career-ready standards.

➔ What is the difference between the two types of Interims?

There are two options for the interim assessments: the Interim Comprehensive Assessment (ICA) which is designed to mirror the full end-of-year summative assessment and the Interim Assessment Blocks (IAB) which are shorter assessments focusing on fewer assessment targets.

➔ At which grade levels are the Interim Assessments available?

The content of the tests have been aligned to the Common Core State Standards in grades 3–8. The interim assessments may be used at any grade level, regardless of a student’s enrolled grade or age. The grade level to assess should be based on the purpose of the testing event.

➔ Are Interim Assessments secure?

Interim assessment items are NOT secure; however, they are not intended for public use. Teachers or TAs may review the items and their students' responses to the interim items.

➔ Are the Interim Assessments available in paper-pencil format?

No. The ICA and IABs are designed as computer-based tests, so a paper-pencil format is not available.

➔ How do I administer an Interim Assessment?

Interim tests are administered in the same way as summative tests. The test administrator (TA) must use the TA Interface and the student must log onto the test through the secure browser.

➔ How long does it take to administer Interim Assessments?

Both types of the interim assessments are untimed. The number of items on each interim assessment vary by grade and content area. The ICA is expected to take as much time as the end-of-year summative assessment and the IABs can take as little as 30 minutes to administer.

➔ How will Interim Assessments be scored?

Most responses are machine scored. All open-ended responses are handscored locally through the interim handscoring module. The machine-scored results are held until the open-ended portions of the test have been handscored and submitted. The results are then combined to generate a student report.

➔ How are the Interim Assessment results reported?

For the ICA, results are reported as overall scale scores, with performance level designation, and claim score information. These reports will come from the Test Information Distribution Engine (TIDE) exactly as the summative assessment results are reported. For the IABs, results are reported as 'Below Standard', 'At/Near Standard', and 'Above Standard'.

➔ How can teachers use these results to inform instruction?

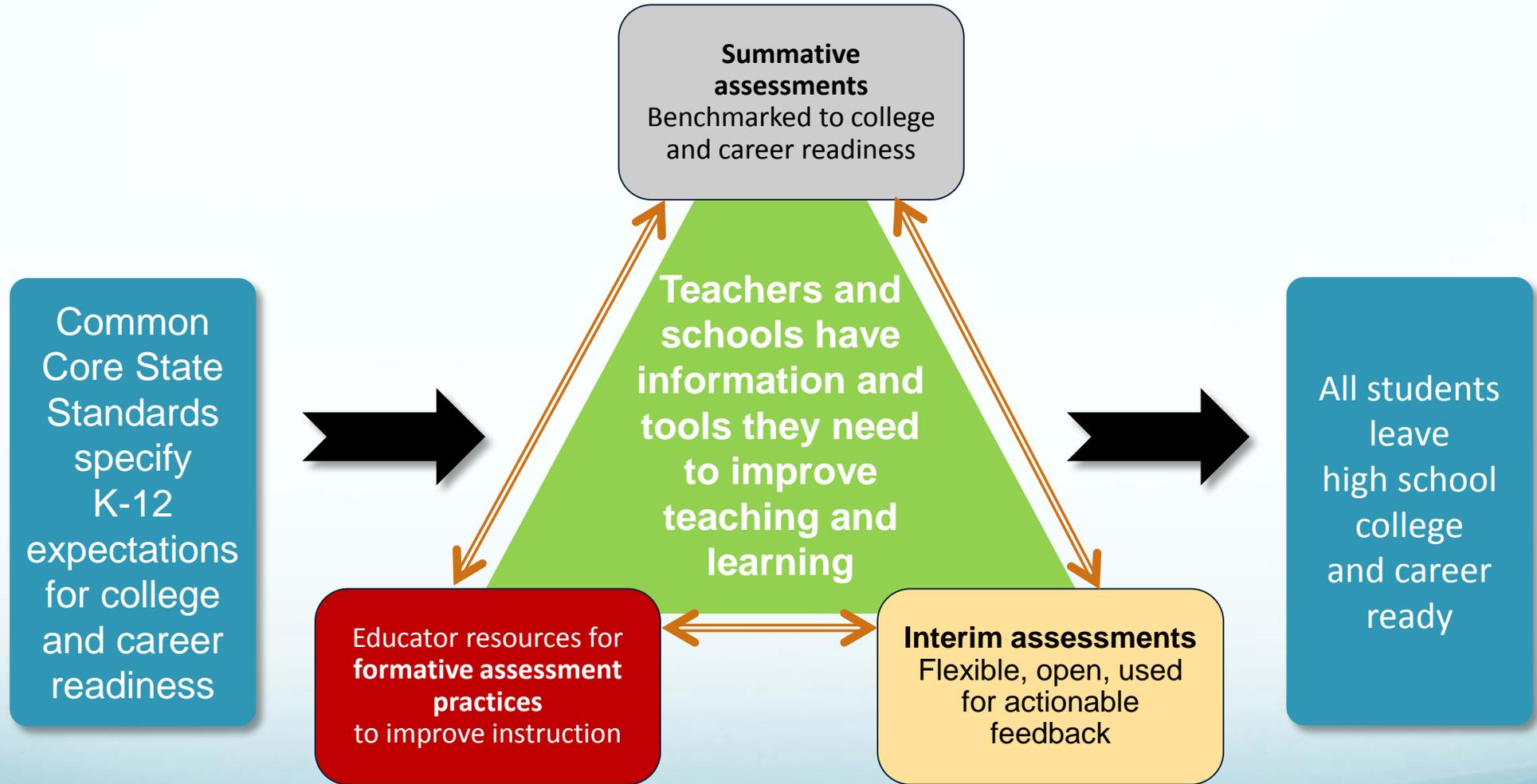
Teachers can use these results, along with other sources of evidence, to identify student strengths and weaknesses. If the interim is used prior to the start of a unit, the results can lead to adjusting instruction and focus. If the interim is used during a unit, teachers can adequately plan for remediation and re-teaching if necessary. Finally, if the interim is used after a unit has been taught, appropriate modification of future units, curriculum or tests may then occur.



Smarter Balanced Interim Assessments
Leadership Council Meeting
Wednesday, October 26, 2016

Jessica Eilertson
OPI State Assessment Director
jeilertson@mt.gov (406) 444-3511

Smarter Balanced A Balanced Assessment System



Overview

The interim assessments are designed to **support teaching and student learning** throughout the year and provide information to **inform instruction.**



Developed under the same conditions, protocols, and review procedures as those used in the Math and ELA/Literacy summative assessments.

Two Types

IAB

**Interim
Assessment
Blocks**

- Small sets of related concepts
- Provide detailed information for instructional purposes
- Electronically scored*

ICA

**Interim
Comprehensive
Assessment**

- Same content as summative
- Scoring and scaling same as summative
- Electronically scored*

*Performance Tasks must be hand-scored locally

Interim Basics

- Available on demand, no cost to schools
- No limit to the number of times students can test
- May be used in grade levels other than enrolled grades
- Fixed form, non-adaptive
- Includes a full range of item types
- Same accessibility options as the summative
- Non-secure item bank (not for public consumption)

IAB: Inform Teaching and Learning

- Administer blocks that align with current curriculum and pacing
- Use results with other sources of evidence to identify student strengths and weaknesses
- Evaluate instructional progress and plan adjustments to increase student learning

Sample Math Blocks

IAB NAME	Grade		
	3	4	5
Operations and Algebraic Thinking	✓	✓	✓
Numbers and Operations in Base 10	✓	✓	✓
Fractions	✓	✓	✓
Geometry		✓	✓
Measurement and Data	✓	✓	✓

Sample ELA/Literacy Blocks

IAB NAME	Grade	
	3 - 7	8
Read Literary Texts	✓	✓
Read Informational Texts	✓	✓
Brief Writes	✓	✓
Listen/Interpret	✓	✓
Research	✓	✓

Examples of the Use of IABs

A team of teachers uses a block to become informed about how a group of students are performing in geometry before instruction.

A teacher recently changed his instruction to emphasize reading informational text. A block is used to augment his formative information.

A teacher wants to wrap up a unit on fractions and uses the interim block to plan for remediation and/or reteaching before moving on.

Additional Benefits

- Item mapping and connections to the Digital Library
- Authentic testing experience
- Accessibility supports
- Aggregated data

New Developments!

- Airways Application
 - Allows teachers to view individual student responses to each question
- AVA - Assessment Viewer Application
 - Allows teachers to log on and view all of the items in each assessment
- Training for teachers
 - Introduction, Hand scoring, Score reporting

FAQs

- Are students required to take interim assessments?
- At which grade levels are interim assessments available?
- How can teachers administer an interim assessment?
- How long are interim assessments?
- How are interim assessments scored?

LICENSURE COMMITTEE – (Items 19-22)

Tammy Lacey

ITEM 19

**UNIVERSITY OF MONTANA DEPARTMENT
OF COMPUTER SCIENCE PROPOSES TO
ADD A SECONDARY COMPUTER SCIENCE
ENDORSEMENT**

Dr. Linda Vrooman-Peterson

Montana Board of Public Education Executive Summary

Date: November 2016

Presentation	University of Montana Department of Computer Science Proposes to Add a Secondary Computer Science Endorsement
Presenter	Linda Vrooman Peterson, Ph.D.
	Accreditation and Educator Preparation Office of Public Instruction
Presenter	Susan Harper-Whalen, M.Ed.
Position Title	Associate Dean of the Phyllis J. Washington (PJW) College of Education and Human Sciences
Overview	The PJW College of Education and Human Sciences is seeking Board of Public Education approval to offer a secondary computer science endorsement based on a computer science minor. Susan Harper-Whalen will provide the BPE with three primary reasons why this computer science education minor is important to the Department of Teacher Education, Department of Computer Science, and Missoula College.
Requested Decision(s)	None
Related Issue(s)	None
Recommendation(s)	Information/Discussion





MEMORANDUM

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

FROM: KRISTI MURPHY, ASSESSMENT AND LICENSURE MANAGER, PJW COLLEGE OF EDUCATION AND HUMAN SCIENCES *Kristi Murphy*

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

SUBJECT: COMPUTER SCIENCE MINOR ENDORSEMENT

DATE: SEPTEMBER 22, 2016

We are seeking Board of Public Education approval to offer a secondary computer science endorsement based on a computer science minor. The Department of Computer Science at the University of Montana (UM) is requesting to add a minor in Computer Science through UM Faculty Senate and pending approval from the Montana Board of Regents. The Board of Regents will make a final determination on approval of the computer science minor this winter or spring. Individuals seeking this endorsement at the minor level would also need to complete a teaching major in a second endorsable content area through UM's educator preparation program or be a currently licensed teacher.

This endorsement represents a collaborative effort among UM faculty in the departments of Computer Science (CS), Teaching and Learning (T&L), and Missoula College. This CS teaching minor endorsement will not require the addition of any new courses in CS as all required courses are currently being offered through the University of Montana's CS department and/or Missoula College. One new course is required in T&L: Teaching and Assessing Computer Science. Faculty in Missoula College and Teaching and Learning will co-teach the course.

The Department of Teaching and Learning, Department of Computer Science, and Missoula College are motivated to add the computer science education minor for three primary reasons:

1) to meet workforce preparation needs for the state of Montana

Despite the national push for preparing students ready for STEM college and careers pathways, there are no active teacher preparation programs in computer science in Montana. The rising demand for graduates with computer-related skills is projected to be among the fastest growing fields between 2012-2022, and many of those jobs are among the highest paying in the nation (Vilorio 2014; Richards and Terkalian, 2013). In the state of Montana, these same trends are evident. Some estimates suggest that the number of computer science (CS) graduates from

Montana public colleges and universities meet approximately only 10% of statewide demand, again for well-paying jobs (Dennison, 2013).

A teaching minor in CS would prepare middle and high school teachers to offer computer related courses in grades 5-12. More CS classes offered during earlier stages of students' education will build students' CS proficiencies, interest and awareness in CS career options, increase CS diversity, and create a pipeline of incoming freshman who go on to major in CS at two-year and four-year degree programs in Montana.

2) to increase the number of individuals qualified to offer dual-enrollment CS courses.

Missoula College strives to provide a breadth of dual-enrollment options. Currently there exists a dearth of Missoula College CS instructors licensed to provide dual-enrollment computer science options. This proposal would increase the number of Missoula College instructors qualified to teach dual-enrollment CS courses. Dual enrollment opportunities provide additional incentives for high school students to participate in CS major and career pathways.

3) aligns with the strategic goals of UM.

Data and computational science is one of five areas identified for growing enrollment at UM by President Engstrom. President Engstrom has noted the importance of computer science as a driver of local and national economies, and thus an area of particular interest to students. The proposed CS teaching minor fills a current void in the state and aligns with the strategic goals of UM.

Individuals pursuing this minor will seek admission to and complete the Teacher Education Program in the Department of Teaching and Learning according to established selection criteria. The Department gathers data related to educator preparation programs at UM and will work with the faculty to review and evaluate program-specific data on an annual basis.

Computer Science Requirements (Grades 5-12) - *PROPOSED CURRICULUM*
University of Montana

Name:
Student ID:

For an endorsement in the minor teaching field of computer science, a student must complete the courses in the minor teaching field listed below or demonstrate course equivalency. NOTE: Teaching minors require completion of a teaching major in another field.

Computer Science *MINOR* Requirements

Course Titles	Cr.	Term	Grade	Approved Substitute	Institution	Credits	Grade
CSCI 105 Computer Fluency	3						
CSCI 135 Fundamentals of Computer Science I	3						
CSCI 135 Fundamentals of Computer Science II	3						
CSCI 232 Data Structures and Algorithms	4						
CSCI 323 Software Science	3						
ITS 150 CCNA1: Exploration	3						
EDU 497 Teaching and Assessing Computer Science (5-12)	3						
Total Credits	22						

*****TIME CERTAIN @10:30*****

ACTION

ITEM 20

LICENSE SURRENDER OF BPE CASE #2016-04

Rob Stutz

ITEM 21

HEARING ON BPE CASE #2016-05

Rob Stutz

ITEM 22

**RECOMMEND APPROVAL OF PROPOSED
AMENDMENT AND REPEAL OF ARM TITLE
10, CHAPTER 57 LICENSURE RULES**

Ann Gilkey

Montana Board of Public Education Executive Summary

Date: November 2016

Agenda Item	Action item requesting approval of proposed amendment of ARM 10.57.101, 10.57.102, 10.57.107, 10.57.109, 10.57.201A, 10.57.215, 10.57.218, 10.57.410 through 10.57.421, 10.57.424, 10.57.427 through 10.57.433, 10.57.435, 10.57.438, 10.57.601B, and 10.57.602 and the repeal of ARM 10.57.201 pertaining to educator licensure.
Presentation	This is the third presentation of this item to the BPE. It is a request for action by the BPE: Vote to amend ARM 10.57.101, 10.57.102, 10.57.107, 10.57.109, 10.57.201A, 10.57.215, 10.57.218, 10.57.410 through 10.57.421, 10.57.424, 10.57.427 through 10.57.433, 10.57.435, 10.57.438, 10.57.601B, and 10.57.602 and the repeal of ARM 10.57.201 pertaining to educator licensure.
Presenter	Ann Gilkey, Chief Legal Counsel Kristine Thatcher, Educator Licensure Unit Manager
Position Title	
Overview	The Board of Public Education published a Notice of Public Hearing on the above noted rules relating to educator licensure on October 14, 2016. A public hearing was held on November 9, 2016. The comments received at the hearing and in response to publication of the notice are summarized in the attached Notice together with suggested responses. If adopted by the BPE the rules will be filed with the SOS on November 28, 2016, and effective on December 9, 2016.
Requested Decision(s)	That the Board of Public Education approve the amendment of ARM 10.57.101, 10.57.102, 10.57.107, 10.57.109, 10.57.201A, 10.57.215, 10.57.218, 10.57.410 through 10.57.421, 10.57.424, 10.57.427 through 10.57.433, 10.57.435, 10.57.438, 10.57.601B, and 10.57.602 and the repeal of ARM 10.57.201 pertaining to



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	educator licensure, response to comments, and authorize the filing of Notice with the Secretary of State for publication in the Montana Administrative Register.
Related Issue(s)	
Recommendation(s)	Vote to amend ARM10.57.101, 10.57.102, 10.57.107, 10.57.109, 10.57.201A, 10.57.215, 10.57.218, 10.57.410 through 10.57.421, 10.57.424, 10.57.427 through 10.57.433, 10.57.435, 10.57.438, 10.57.601B, and 10.57.602, repeal ARM 10.57.201, and authorize filing of the Notice with the SOS for publication in the Montana Administrative Register.



FUTURE AGENDA ITEMS

January 20, 2017

**Exiting Board Member – Last Meeting
and Recognition**

Transportation Report

MACIE Update

School Nutrition Annual Report

Assessment Update

Federal Update

Accreditation Report