

**Willson Building  
404 W Main St  
Bozeman, MT**

**September 16, 2016**

***BOARD OF PUBLIC EDUCATION***

# AGENDA

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

**September 16, 2016**  
**Willson Building**  
**404 W Main St**  
**Bozeman MT**

**Friday, September 16, 2016**  
**8:00 AM**

**CALL TO ORDER**

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

**PUBLIC COMMENT**

**CONSENT AGENDA**

*(Items may be pulled from Consent Agenda upon request)*

- A. July 14-15, 2016 Meeting Minutes
- B. Financials
- C. Annual Agenda Calendar
- D. BPE Goal Review

**ADOPT AGENDA**

**INFORMATION ITEMS**

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

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

- Election of Officers

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
- Recommend Approval of MACIE

**INFORMATION ITEMS**

- 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

**DISCUSSION ITEMS**

- ❖ **MSDB LIAISON - Mary Jo Bremner (Item 7)**
- Item 7                    **MSDB REPORT**  
Donna Sorensen
- ❖ **MACIE LIAISON – Mary Jo Bremner (Item 8)**
- Item 8                    **MACIE REPORT**  
Jennifer Smith
- ❖ **EXECUTIVE COMMITTEE – Sharon Carroll (Items 9-11)**
- Item 9                    **FEDERAL REPORT**  
BJ Granbery, Candy Lubansky
- Item 10                    **HIGH SCHOOL EQUIVALENCY ANNUAL REPORT**  
Margaret Bowles
- Item 11                    **DIGITAL ACADEMY UPDATE**  
Bob Currie
- ❖ **ASSESSMENT COMMITTEE – Paul Andersen (Item 12)**
- Item 12                    **ASSESSMENT UPDATE**  
Judy Snow
- ❖ **LICENSURE COMMITTEE – Tammy Lacey (Items 13-16)**
- Item 13                    **NOTICE OF LICENSE SURRENDER**  
Ann Gilkey

**ACTION**

**PUBLIC COMMENT**

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

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

Item 15                    **HEARING IN BPE CASE #2016-03**  
Rob Stutz

Item 16                    **HEARING IN BPE CASE #2016-04**  
Rob Stutz

**INFORMATION**

❖ **ACCREDITATION COMMITTEE – Erin Williams (Items 17-19)**

Item 17                    **CONTENT STANDARDS REVISION PROCESS AND SCHEDULE**  
Jael Prezeau, Pete Donovan

Item 18                    **PROPOSED REVISION TO THE TIMELINE OF THE INTENSIVE ASSISTANCE PROCESS**  
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 19                    **RECOMMEND ADOPTION, AMENDMENT, AND REPEAL OF THE MONTANA K-12 SCIENCE CONTENT STANDARDS, ARM TITLE 10, CHAPTERS 53 AND 54**  
Jael Prezeau

❖ **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

- Billings/McKinley Elementary
- Helena High School
- Lame Deer 7-8/High School
- Poplar High School

**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**

**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**

**PUBLIC COMMENT**

**ADJOURN**

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

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

## **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. July 14-15, 2016 Meeting Minutes**
- B. Financials**
- C. Annual Agenda Calendar**
- D. BPE Goal Review**

# CONSENT AGENDA

## MINUTES

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

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

**Thursday, July 14, 2016**  
**8:30 AM**

**CALL TO ORDER**

Chair Carroll called the meeting to order at 8:30 AM. The Board recited the Pledge of Allegiance and Ms. Stockton took roll call. Board members present included: Ms. Sharon Carroll, Chair; Mr. Paul Andersen, Vice Chair; Dr. Darlene Schottle; Ms. Erin Williams; Ms. Mary Jo Bremner; Mr. Jesse Barnhart; Ms. Molly DeMarco; Ms. Tammy Lacey (via phone). Ex-officio members included: Superintendent Denise Juneau; Ms. Siri Smillie, Governor's Office; Ms. Angela McClean, OCHE. Staff present included: Mr. Peter Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Guests present included: Ms. Ann Gilkey, OPI; Ms. Shannon Koenig; Ms. Patty Muir, OPI; Mr. Nathan Miller, OPI; Dr. Linda Peterson, OPI; Ms. Nancy Coopersmith, OPI; Ms. Jael Prezeau, OPI; Ms. Madalyn Quinlan, OPI; Ms. Candy Urbanski, OPI; Ms. Colette Bartow, OPI; Ms. Christy Stutz, OPI; Ms. Terry Kendrick, OPI; Ms. Karin Billings, OPI; Mr. Brian Kessler, Helena High Health Teacher; Ms. Melissa Romano, Helena; Mr. Frank Podobnik, OPI; Senator Mary Moe, Great Falls; Ms. Katy Wright, Helena Public Schools Montessori;

Chair Carroll read the Statement of Public Participation.

**PUBLIC COMMENT**

No public comment.

**CONSENT AGENDA**

**Mr. Paul Andersen moved to approve the Consent Agenda with corrections to the minutes. Dr. Darlene Schottle seconded the motion.**

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

**ADOPT AGENDA**

Items 14 and 15 will be reversed but still begin at Time Certain at 2:00 PM.

**Mr. Jesse Barnhart moved to adopt the agenda with changes to items 14 and 15. Mr. Paul Andersen seconded the motion.**

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

**INFORMATION ITEMS**

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

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

Chair Carroll reviewed a conference she and Executive Director Donovan will attend in August regarding promoting quality teaching.



## ACTION

### PUBLIC COMMENT

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

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

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

Dr. Schottle opened the hearing turning the item over to Mr. Rob Stutz from Agency Legal Services. Mr. Stutz reviewed for the Board that the appellant will not be attending the hearing. Mr. Stutz asked the Licensure and Legal Staff at OPI to present their information. Mr. Stutz swore in Ms. Shannon Koenig as a witness for OPI. Ms. Gilkey, OPI Chief Legal Counsel introduced Exhibit 1 and questioned Ms. Koenig on the reasons for denial. Ms. Gilkey called for questions and answered Board member questions.

**Dr. Darlene Schottle moved to approve the recommendation of the Superintendent to deny a Class 1 Educator License to the appellant in BPE Case #2016-01. Mr. Jesse Barnhart seconded the motion.**

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

#### ❖ ACCREDITATION COMMITTEE – Darlene Schottle (Items 8-15)

##### Item 8                    INTENSIVE ASSISTANCE UPDATE Patty Muir

Ms. Muir reviewed for the Board the on-site visits she and Mr. Miller made to the schools the Board approved in May to enter Step 1 of the Intensive Assistance process. Ms. Muir reviewed with the Board some of the conversations they had with the schools and what some of the issues the districts are facing in regard to recruiting and retaining teachers in their small schools. Board members thanked Ms. Muir and Mr. Miller for their diligence in helping these schools.

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

Ms. Muir presented the Final 2015-2016 Annual Montana Accreditation Report as approved with addendums at the May 2016 BPE meeting. Chair Carroll thanked Ms. Muir and staff for the report. Superintendent Juneau also acknowledged the hard work the Accreditation team is doing.

## ACTION

### PUBLIC COMMENT

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

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





- Lavina High School**  
 Lavina Superintendent Duane Walker addressed the board and discussed the district plan of action for correcting a misassigned teacher in the PE department. The teacher is working on the courses he needs and has applied for a Class 5 license. The Superintendent has applied for a Class 5 for the K-4 endorsement section of his principal's license and will be taking the needed course next summer. Parents will be notified in the Welcome Back to School letter of the infractions.
- Lustre School**  
 Mr. Wes Young, Administrator at Lustre Elementary addressed the Board regarding a misassigned teacher issue which has been resolved. The Board of Trustees is aware of the issue and the parents will be notified at the return of school of the district appearance before the BPE.
- Box Elder High School**  
 Mr. Tom Heck, Superintendent, and the School Board Chair addressed the Board regarding the district attendance rate and steps they have taken to resolve the situation. Those steps began in the fall of 2015 by adding a bus route to pick up students and get them to school, ensuring the kids had breakfast when they got there. Teen pregnancy is an issue for students and the high school added a daycare for students, and for teachers, to bring their children to during the day. Student activities such as cross country, robotics, art club, music, etc., were brought back so the students had a reason to come to school. 22 out of 23 seniors graduated in 2016, 21 of whom are now going to college and 7 of them are on athletic/academic scholarships. The additional 14 students also have academic scholarships. The non-licensed principal issue has been resolved – all principals are now fully endorsed. The non-licensed teacher issue has been taken care of, and science scores are being worked on.
- Northern Cheyenne Tribal Schools**  
 No one appeared from Northern Cheyenne

Item 14

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

**Dr. Darlene Schottle moved to approve the 2015-2016 Corrective Plans and Timelines for Lavina, Lustre, Conrad, and Box Elder schools. Motion seconded by Mr. Paul Andersen.**

***Mr. Andersen and Ms. Bremner thanked the schools for coming to Helena and presenting their plans to the Board and wished them luck in the future.***

***Chair Carroll supported those comments and commended the efforts of each school to rectify their deviations.***

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

Meeting adjourned for the day at 2:58 PM.

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**Friday, July 15, 2016**  
**8:00 AM**

Chair Carroll called the meeting to order at 8:03 AM

❖ **EXECUTIVE COMMITTEE – Sharon Carroll (Item 16)**

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

Mr. Ken Bailey addressed the requested date change for disbursement of funds from June 29 to June 30, 2017.

**Mr. Paul Andersen moved to approve the recommendation of the Revised BASE Aid Schedule for Fiscal year 2017. Ms. Mary Jo Bremner seconded the motion.**

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

❖ **ASSESSMENT COMMITTEE – Paul Andersen (Item 17)**

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

Mr. Stutz briefly reviewed the history of the rule change.

**Mr. Paul Andersen moved to adopt the revisions to ARM 10.56.101 as proposed. Mr. Jesse Barnhart seconded the motion.**

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

❖ **LICENSURE COMMITTEE – Darlene Schottle (Item 18)**

**INFORMATION**

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

Ms. Ann Gilkey discussed the review process and walked the Board through each revision, explaining the reasons behind the change. Ms. Gilkey answered questions from the Board regarding the revisions.

**Ms. Mary Jo Bremner moved to approve the timeline with changes to the November BPE meeting dates. Motion seconded by Mr. Jesse Barnhart**

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

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

Senator Mary Moe addressed the Board with an update on the progress of the School Funding Interim Commission and the areas the commission has heard updates on, discussed, and work done in the areas of: school facilities funding; special education funding; Gifted and Talented Education; and the Quality Educator Loan Forgiveness Program. The Commission will be wrapping up their work on August 29, 2016 and will be taking public comment at that time. Senator Moe answered Board questions.



**ADJOURN**

**Ms. Mary Jo Bremner moved to adjourn the meeting. Mr. Paul Andersen seconded the motion.**

**No discussion. Meeting adjourned at 11:18 AM.**

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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 03 (Sep)/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	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
<b>01 K-12 EDUCATION</b>					<b>366,588.10</b>	<b>49,243.81</b>	<b>0.00</b>	<b>317,344.29</b>
	<b>01100 General Fund</b>				<b>187,381.10</b>	<b>2,077.60</b>	<b>0.00</b>	<b>185,303.50</b>
		<b>235H1 ADMINISTRATION</b>			<b>148,546.00</b>	<b>0.00</b>	<b>0.00</b>	<b>148,546.00</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>148,546.00</b>	<b>0.00</b>	<b>0.00</b>	<b>148,546.00</b>
				{61000 Personal Services	111,279.00	0.00	0.00	111,279.00
				{62000 Operating Expenses	35,485.00	0.00	0.00	35,485.00
				{69000 Debt Service	1,782.00	0.00	0.00	1,782.00
		<b>235H2 AUDIT (RST/BIEN)</b>			<b>8,835.10</b>	<b>0.00</b>	<b>0.00</b>	<b>8,835.10</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>8,835.10</b>	<b>0.00</b>	<b>0.00</b>	<b>8,835.10</b>
				{62000 Operating Expenses	8,835.10	0.00	0.00	8,835.10
		<b>235H3 LEGAL EXPENSES (RST/OTO)</b>			<b>30,000.00</b>	<b>2,077.60</b>	<b>0.00</b>	<b>27,922.40</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>30,000.00</b>	<b>2,077.60</b>	<b>0.00</b>	<b>27,922.40</b>
				{62000 Operating Expenses	30,000.00	2,077.60	0.00	27,922.40
		<b>235Z1 WORKERS COMP. REDUCTION</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				{61000 Personal Services	0.00	0.00	0.00	0.00
	<b>02122 Advisory Council</b>				<b>124,207.00</b>	<b>32,926.28</b>	<b>0.00</b>	<b>91,280.72</b>
		<b>235H1 ADMINISTRATION</b>			<b>124,207.00</b>	<b>32,926.28</b>	<b>0.00</b>	<b>91,280.72</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				{61000 Personal Services	0.00	0.00	0.00	0.00
			<b>30 Advisory Council Program 01</b>		<b>124,207.00</b>	<b>32,926.28</b>	<b>0.00</b>	<b>91,280.72</b>
				{61000 Personal Services	124,207.00	32,926.28	0.00	91,280.72
		<b>235Z1 WORKERS COMP. REDUCTION</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
			<b>30 Advisory Council Program 01</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				{61000 Personal Services	0.00	0.00	0.00	0.00
	<b>02219 Research Fund</b>				<b>55,000.00</b>	<b>13,888.77</b>	<b>0.00</b>	<b>41,111.23</b>
		<b>235H1 ADMINISTRATION</b>			<b>55,000.00</b>	<b>13,888.77</b>	<b>0.00</b>	<b>41,111.23</b>
			<b>1 BOARD OF PUBLIC EDUCATION</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				{62000 Operating Expenses	0.00	0.00	0.00	0.00
			<b>50 Research Program 01</b>		<b>55,000.00</b>	<b>13,888.77</b>	<b>0.00</b>	<b>41,111.23</b>
				{62000 Operating Expenses	55,000.00	13,888.77	0.00	41,111.23
	<b>08073 Student Leadership Initiative</b>				<b>0.00</b>	<b>351.16</b>	<b>0.00</b>	<b>(351.16)</b>
		<b>235H1 ADMINISTRATION</b>			<b>0.00</b>	<b>351.16</b>	<b>0.00</b>	<b>(351.16)</b>
			<b>6 School Renewal Commission</b>		<b>0.00</b>	<b>351.16</b>	<b>0.00</b>	<b>(351.16)</b>
				{62000 Operating Expenses	0.00	351.16	0.00	(351.16)
<b>Grand Total</b>					<b>366,588.10</b>	<b>49,243.81</b>	<b>0.00</b>	<b>317,344.29</b>

**CONSENT AGENDA**

**ANNUAL AGENDA CALENDAR**

# **BOARD OF PUBLIC EDUCATION**

## **ANNUAL AGENDA CALENDAR January 2017 – November 2017**

(Proposed items from OPI are in italics – C symbolizes Consent Agenda)

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### **January 20<sup>th</sup>, 2017 – Conference Call**

Exiting Board Member – Last Meeting and Recognition  
*Transportation Report*  
*MACIE Update*  
*School Nutrition Annual Report*  
*Assessment Update*  
*Federal Update*  
*Accreditation Report*

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### **March 16-17<sup>th</sup>, 2017 - Helena**

*Assessment Update*  
*Federal Update*  
*Accreditation Report*  
*Annual School Food Services Report*  
*MACIE Update*  
Initial Presentation of MSDB School Calendar

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### **May 11-12<sup>th</sup>, 2017 - Great Falls**

CSPAC Appointments  
Student Representative Last Meeting & Recognition  
*Approve K-12 Schools Payment Schedule*  
*Assessment Update*  
*Accreditation Report*  
*Variance to Standards Requests & Renewals*  
*Federal Update*  
*MACIE Update*  
Approve MSDB School Calendar  
**Executive Director Performance Evaluation**  
**Establish Executive Staff Salaries**

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### **July 12-14<sup>h</sup>, 2017 - Helena**

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

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### **September 14-15<sup>th</sup>, 2017 - TBD**

Election of Board Officers  
Set Yearly Board Meeting Calendar - C  
Set Annual Agenda Calendar – C  
BPE Goal Review – C  
*MACIE Update*  
*Digital Academy Update*  
*Superintendent Goals*  
*Assessment Update*  
*Federal Update*  
*MACIE Renewal (Even Years)*

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### **November 2-3rd, 2017 - Helena**

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**

**CONSENT AGENDA**

**BPE GOAL REVIEW**

# **BPE MISSION STATEMENT AND GOALS**

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

## **GOALS:**

Goal 1: Promote a safe learning environment.

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

Goal 3: Foster quality teaching and administration.

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

Goal 5: Exercise the Board's constitutional and statutory authority to improve schools.

Goal 6: Recognize and fulfill the Board's statutory obligation to the School for the Deaf and Blind.

# CALENDARS

# August 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Meet w/Angela McClean, Mick Karls - Pete	2	3 Accreditation Meeting - Jael Prezeau, Colet Bartow, Pete	4	5	6
7	8	9 Kid's Pack's Campaign @Food Share - Pete	10 Elevating & Celebrating Effective Teaching & Teachers - Pete, Sharon Council of Dean's Meeting - Kris	11	12	13
14	15	16	17 Call w/TJ Eyer - Pete TLLC Worksession - Pete Call w/Jael Prezeau, Colet Bartow - Pete, Sharon	18 MSDB Conference Call - Pete, Sharon, Mary Jo, MSDB	19 Meeting w/Bob Vogel re: Chapt 57 - Pete	20
21	22	23	24	25	26	27
28	29 School Funding Interim Commission - Pete	30 Science Standards Hearing - Pete	31 Healthy Schools Alliance - Pete	Notes:		

# 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	24
25	26	27	28	29	30	

# **INFORMATION**

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

### **ITEM 1**

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

- **Election of Officers**

**Sharon Carroll**

**ITEM 2**

**EXECUTIVE DIRECTOR REPORT**

**Peter Donovan**

*Meetings Attended by Peter Donovan*  
*08/01/2016 – 09/16/2016*

**August**

- |  |               |
|--|---------------|
| 1. Meet w/Angela McClean, Mick Karls re: Financial Literacy          | 08/01/2016    |
| 2. Accreditation Meeting – Jael Prezeau, Colet Bartow                | 08/02/2016    |
| 3. Kid’s Packs Campaign @Food Share                                  | 08/09/2016    |
| 4. Elevating & Celebrating Effective Teaching & Teachers             | 08/10,11/2016 |
| 5. Call with TJ Eyer   | 08/17/2016    |
| 6. TLLC Workgroup Meeting  | 08/17/2016    |
| 7. Call with Jael Prezeau and Colet Bartow re: Accreditation process | 08/17/2016    |
| 8. MSDB Conference Call  | 08/18/2016    |
| 9. Meeting with Bob Vogel re: Chapter 57                             | 08/26/2016    |
| 10. School Funding Interim Commission Meeting                        | 08/29/2016    |
| 11. Science Standards Hearing  | 08/30/2016    |
| 12. Healthy Schools Alliance Meeting                                 | 08/31/2016    |

**September**

- |  |               |
|--|---------------|
| 13. Check in with Siri Smillie                     | 09/08/2016    |
| 14. Education & Local Government Committee Meeting | 09/08,09/2016 |
| 15. Computer Science Meeting @OPI                  | 09/08/2016    |
| 16. TLLC Workgroup                                 | 09/13/2016    |
| 17. Board of Public Education Meeting              | 09/16/2016    |

**ACTION**

**ITEM 3**

**STATE SUPERINTENDENT'S REPORT**

**Superintendent of Public Instruction  
Denise Juneau**

- **Approval of MACIE**

**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**

❖ MSDB LIAISON – (Item 7)

Mary Jo Bremner

ITEM 7

MSDB REPORT

Donna Sorensen

Board of Public Education – MSDB Report: September 15-16, 2016

Submitted: August 24, 2016

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

Agenda Item	Notes
Superintendent Report	<p>1. <u>Superintendent Internship Program</u></p> <ul style="list-style-type: none"> <li>a. I have one remaining class to take. It doesn't seem to be offered this fall and I am checking on with the University of Montana to ensure it will be offered in the spring.</li> <li>b. Jeff Blessum will continue to be my "phone a friend" SAM Mentor.</li> <li>c. Since Tammy Lacey is now on the board, I am looking for another Mentor to fulfill the UM and OPI requirements of having a Mentor Superintendent. Tammy recommended Cheryl Crowley, former Superintendent of Great Falls Public Schools. I have asked Tammy to connect the two of us. <ul style="list-style-type: none"> <li>i. Tammy Lacey has connected the two of us. We have a tentative meeting set for</li> </ul> </li> <li>d. Jane Mulholland, retiring Superintendent at the Washington School for the Deaf, will be restarting her consulting business on October 1, 2016. The admin team will be discussing ways we might contract with her to provide support for Superintendent Mentorship, Accreditation process consulting, etc... Her website is <a href="http://www.planningforstudentsuccess.com">www.planningforstudentsuccess.com</a></li> </ul> <p>2. <u>Items for September</u></p> <ul style="list-style-type: none"> <li>a. Student Teacher Acknowledgement and Acceptance</li> <li>b. Superintendent Position Description</li> <li>c. Superintendent Internship Paperwork (needs signature)</li> <li>d. Collective Bargaining Agreement ratified for MEA-MFT (needs signature)</li> <li>e. Policies – First Reading <ul style="list-style-type: none"> <li>i. 2310 Library Program (fixing old language)</li> <li>ii. 2310P Procedure for Development of Library Media Collection (fixing old language)</li> <li>iii. 2312 Copyright (grammatical fixes)</li> <li>iv. 2340 Recognition of Cultural Heritages</li> <li>v. 3612 Network Acceptable Use</li> <li>vi. 3612F Parent Permission for Internet Access</li> <li>vii. Development of a New Web Content Policy</li> </ul> </li> </ul> <p><b>AWARDS – We nominated Geri Darko as our Governor's Award Recipient this year and she was accepted. The Governor's Awards Ceremony is Monday, August 22<sup>nd</sup> in Helena. Congratulations to Geri!!</b></p>
Student Enrollment and Evaluations	<p>On-campus students who are visually impaired: anticipated 22  On-Campus students who are deaf or hard of hearing: anticipated 22  10-day observations: 4 recommended for Fall 2016  <u>Report:</u>  Last year, we had a total of 9 requests for placement at MSDB (6 in VI and 3 in DHH). Three placements were recommended and those students now attend MSDB. Of the six not recommended, four were postponed until Fall 2016.</p>

	<p>One student was a partial placement and she went back to her home school full-time. The sixth student’s team will reconsider placement in Spring 2017.</p>
<p>Human Resources</p>	<p>Open Positions: 1 Teacher of the Deaf, 1 Teacher of Students with Visual Impairments, 1 Cottage Life Attendant,  <i>Posted to: State of MT, deafed.net, AER, COSB, CEASD</i></p> <p>New Hires: Paula Gladback – Supervising Teacher of Students with Visual Impairments, Audra Huguelet – Cottage Behavior Counselor, Caroline Rocha – PE and Health Enhancement, Jessteene Clifford – Teacher of the Deaf, Arlee Hutchinson – Education Assistant Secretary</p> <p><u>Report:</u>  We will be contracting with Daylinda Radley of Speech Therapy Montana for SLP services.</p>
<p>Education Program</p>	<p><u>Report:</u></p> <p>a. <u>Professional Development:</u></p> <p>viii. PIR Advisory Committee met during the last week in July to flesh out our Orientation and Induction Day (for new staff) schedules that we started in June. Induction Day will occur on Thursday, August 18<sup>th</sup>. Orientation will begin on Monday, August 22<sup>nd</sup>. For the first day, teachers will participate with other GTCC schools attending a presentation by Dr. Marcia Tate. The following days’ schedule will center on staff building community, preparing areas, meeting to review student IEP plans, reviewing specific protocols/ practices and participating in “stations” that cover basic DHH and VI topics as well as provide overviews of motor lab and Outreach Services.</p> <p>ix. In early August, administration attended a two-day raining at the Washington School for the Deaf (WSD) on ASL-English Bilingual approaches for students who Deaf and Hard of Hearing. Following this, two staff members, Julie-Dee Alt and Brenda LeMieux went to WSD for a week long training in order to be able to come back to MSDB and train others on the approach. In order to carve out time for this training as well as training on Listening and Spoken Language, VI topics and student planning meetings, we have set up an early out “PD” Wednesday. Staff will be in professional development training for 1.5 hours per week.</p> <p>b. <u>Scheduling:</u></p> <p>x. The Scheduling Committee started working on schedules the end of July. Information from the Washington State School for the Blind (WSSB) on their distant math classes arrived on the 9<sup>th</sup> of August so we hope to be able to complete schedules soon.</p> <p>c. <u>Hiring/Positions:</u></p> <p>xi. SLP: We haven’t yet filled our SLP position so we have been exploring other alternatives. We have opened discussions with Speech Therapy Montana to contract direct services. We plan to contract one day with Daylinda Radley. We are looking at grouping possibilities to cover our IEP requirements for speech and English language. Kim also contacted North Central Learning Center and their schedule is full. We also contacted the University of Montana’s Speech and Language Department and have not heard back.</p> <p>xii. Teachers: Jessteene Clifford, a TOD with her PhD in curriculum and instruction, has been hired as a part time teacher/part time Curriculum Specialist. Another new hire is Caroline Rocha who will be our new PE/Health teacher. Caroline will also assume the Activities Director duties (formerly held by Mr. Bob Corwin who retired at the end of the year). We still have one TVI and one TOD position to fill.</p> <p>xiii. Others: We have been able to fill a secretarial position and procure some substitutes who have some signing</p>

	<p>skills! We still have one part time para-educator position to fill.</p> <p>xiv. Student Teacher: We will have a student teacher from Idaho State University this fall.</p> <p>d. <u>MISC:</u></p> <p>xv. Busing: There are four days (two at the start of the year, one in Dec and one in April – the Dec and April days are “travel home” days) in which we are in session that GFPS is not in session. We are working with Big Sky Bus regarding busing for these days (number of buses needed, costs, routing, etc.). Barbie, the general manager at Big Sky Bus, has been very helpful.</p> <p>xvi. Welcome back to school letters went out to parents. Parents/families have been invited to an open house the first morning to meet teachers and staff as well as join in on our Welcome Back student assembly. We will have staff (including notaries) available to parents to assist with completing any back to school documents.</p>
<p>Outreach Program</p>	<p><u>Report:</u></p> <p>Outreach Consultants have been somewhat quiet over the summer. Cathy Jury participated in SKI*HI training to become a Trainer for the SKI*HI curriculum. We have used this curriculum in the past with our Family Advisors and will be making more of an effort to standardize the services we are able to offer while individualizing services as the same time. We will be looking at providing this training to our Consultants, our Family Advisors, and interested Part C providers.</p> <p>Consultants have maintained contacts with stakeholders and families over the summer and are gearing up to start their school years soon.</p>
<p>Student Services Program</p>	<p><u>Report:</u></p> <p>a. At this time, new hires for the 2016-17 school year are Linda Raney and Audra Huguelet. Linda has worked on our maintenance staff part-time for several years. When our previous cook resigned last February to accept a higher paying job in the private sector, Linda stepped up and helped out in the kitchen. It seemed to be a great fit and is a good arrangement. Linda will work 20 hours in the kitchen and 20 hours for the maintenance staff. Audra will fill the Behavioral Counselor position that has been vacant since Maeona Lee’s retirement in February. Audra recently moved to Montana and lifelong goal is to work with Deaf and Hard of Hearing students. Her sister is deaf and Audra will bring those experiences and excellent signing skills to our program!</p> <p>b. To enhance our safety and security of our students we have purchased a “Guard Tour System”. This system involves the use of reader called “The Pipe” and buttons that have micro-chips embedded in each button. Jim Kelly will explain in more detail about this device and how it will enhance our security while the students are sleeping, provide verification nightwatch is doing the bed checks and provided documentation when certain “incidents” may occur. These reports can be downloaded in minutes.</p> <p>c. Our week long orientation will begin on August 22<sup>nd</sup>. The week is filled with many learning, planning and teambuilding opportunities in efforts to prepare for the students return on August 28<sup>th</sup>.</p> <p>d. We anticipate on having 18 students residing in the cottages this year. One student is not returning this fall and will try her home school. Last year we ended the year with 20 students residing in the cottage program. It is anticipated we will have several evaluations coming soon.</p>

	<ul style="list-style-type: none"> <li>e. Residential students will be here for Labor Day weekend so planning is in the works for some fun activities for the students. This may include a Voyager’s baseball game, the Electric City Water Park and a BBQ.</li> <li>f. Our first travel weekend will be Friday, September 16<sup>th</sup>. At this time RFP has been sent out and we are waiting to hear who will get the bid. We have very specific travel needs as indicated on the proposal. Hope to hear by the time school starts who our transportation providers will be.</li> <li>g. Students (cottage students and some day students) will go to Missoula on Saturday, October 8<sup>th</sup> to attend the annual Griz Game. Tickets are compliments of Griz Kidz and the MSDB Foundation will pick up some of the other cost.</li> <li>h. We have moved some staff to different cottages to accommodate student needs. We also had one Cottage Life Attendant resign this week so that position is open in house at this time. These Cottage Life Attendant positions are some of the lowest paid positions in the state. Workers do not earn money in the summer and they cannot get unemployment. Most workers have 2<sup>nd</sup> and 3<sup>rd</sup> jobs.</li> <li>i. Maeona Lee retired last year after working here for 42 years. Over the summer, she started having stomach pains and was taken to the ER. They noticed some jaundice and immediately took her to surgery. They found a mass on her liver and recommended she have further surgery and treatment in Seattle. A few weeks later, she had an 8.5-hour surgery where she said they removed the mass and “rearranged all her organs.” The mass is bile duct cancer, which is extremely rare in North America. With the surgery and treatment (chemo and radiation) survival rate is not great but about 30% chance of living up to 5 more years. Please keep Maeona and her family in your prayers and positive thoughts. Donna Sorensen or Paula Mix will send Maeona’s address to Kris for the Board.</li> </ul>
Budget and Finance	<ul style="list-style-type: none"> <li>a. Due to the hailstorm last night, almost every state car has some hail damage. Donna Schmidt has been on the phone with the insurance companies all day.</li> <li>b. Year End – This year, we ended the year is in good shape financially. We were not as tight as last year, which was a relief. We did have approximately \$400,000 left over in personal services. It is difficult to explain why this money is left over and every year, we ask for more money for salaries. This money is not vacancy savings. This money has been allocated for positions that we have been unable to fill. We cannot allocate that money because if we were to hire someone, there would be no money to pay them. Vacancy savings occurs when money has been allocated for a position and that position is filled by someone who receives a lower salary than what we allocated.</li> <li>c. Audit Results – Our audit went well. There were a couple of findings but they were not material in nature. They might not even be noted on the report. We continue to learn from this process and improve our recordkeeping.</li> </ul>
Legislation Information	<ul style="list-style-type: none"> <li>a. Preparing for upcoming legislative session – Donna Sorensen and Donna Schmidt are preparing for the upcoming session. One thing to note – The MSDB Foundation has supported our professional development efforts. One biennium, the legislature approved dollars for professional development. After that biennium, our request for professional development dollars was denied. After the training in Washington State related to bilingual education, Brenda said, “This is the first time in 30 years that I have had professional development related to Deaf Education.” The legislature needs to know that is the situation at MSDB. If we want professional development in Deaf Education or Education for Students with Visual Impairments, we must leave the state for training, which is expensive. Montana’s students who are deaf, hard of hearing, blind, visually impaired, or deafblind deserve teachers and staff who have current training in their field.</li> </ul>
MSDB Foundation Report	The next Foundation meeting will be held on September 19, 2016.

School Calendar of Events

- Ω August 28, Sunday – Cottage Students Return
- Ω August 29, Monday – First Day of School
- Ω September 5, Monday – Labor Day, No School, Cottage in Session
- Ω September 10-11, Saturday & Sunday – EIPA Testing
- Ω September 13, Tuesday – Community Sign Language Classes Begin
- Ω September 16, Friday – Travel Home
- Ω September 16-17, Friday & Saturday – Silent Weekend
- Ω September 19, Monday – Travel Return, School in Session
- Ω September 20, Tuesday – Community Sign Language Class
- Ω September 27, Tuesday – Community Sign Language Class
- Ω October 4, Tuesday – Community Sign Language Class
- Ω October 11, Tuesday – Community Sign Language Class
- Ω October 18, Tuesday – Community Sign Language Class
- Ω October 19, Wednesday – Travel Home
- Ω October 20-21, Thursday & Friday, Teacher Conference
- Ω October 23, Sunday – Travel Return
- Ω October 25, Tuesday – Community Sign Language Class
- Ω October 28-29, Friday & Saturday – Deaf Enrichment Weekend
- Ω November 1, Tuesday – Community Sign Language Class
- Ω November 2, Wednesday – End of First Quarter
- Ω November 8, Tuesday – Community Sign Language Class
- Ω November 11-12, Friday & Saturday, Focus/Goalball Enrichment
- Ω November 15, Tuesday – Last Community Sign Language Class
- Ω November 22, Tuesday – Travel Home
- Ω November 27, Sunday – Travel Return
- Ω December 9, Friday – Celebrate Gallaudet Day
- Ω December 21, Wednesday – Winter Program
- Ω December 22, Thursday – Travel Home
- Ω January 2, Monday – Travel Return
- Ω January 3, Tuesday – Classes Resume

**MSDB**  
**COMMUNITY RELATIONS**

Web Accessibility    4342

The Montana School for the Deaf and the Blind (MSDB) is committed to making its electronic and information technologies accessible to individuals with disabilities by meeting or exceeding the requirements of Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended in 1998. Section 508 is a federal law that requires agencies to provide individuals with disabilities equal access to electronic information and data comparable to those who do not have disabilities, unless an undue burden would be imposed on the agency. The Section 508 Standards are the technical requirements and criteria that are used to measure conformance within this law. More information on Section 508 and the technical standards can be found at <http://www.section508.gov/summary-section508-standards>.

If anyone encounters problems when using the MSDB website, concerns can be reported to the contact information provided on the website, or by contacting the main office at 406-771-6000 (voice) or 406-205-0016 (videophone). Information will be provided in an alternate format.

## 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 P~~ri~~ncipal.
2. The P~~ri~~ncipal will invite the complainant to complete and return the prepared reconsideration form.
3. The P~~ri~~ncipal will notify the L~~ibrarian~~ and the \_\_\_\_\_ of the complaint.
4. If a reconsideration form is completed the P~~ri~~ncipal will organize a committee (the P~~ri~~ncipal, two T~~eachers~~, and the L~~ibrarian~~, 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 P~~ri~~ncipal 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 L~~ibrarian~~, one parent, one T~~eacher~~, 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 Duties of District Superintendent or County High School  
§20-7-203, MCA Trustees' Policies for School Library  
§20-7-204, MCA School Library Book Selection  
10.55.701, ARM Board of Trustees

### Policy History:

Adopted on: 11-16-03

Revised on: 11-14-14

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 by: ~~of the Deaf, the Blind and American Indians, which will include, but not necessarily be limited to:~~
  - a. ~~considering methods by which to provide~~ing 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  
                                 10.55.701, ARM      Curriculum Development and Assessment Board of Trustees

Policy History:

Adopted on: 07-18-03

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

## MSDB STUDENTS

### Network Acceptable Use - Electronic Information, Services and Networks

3612

#### 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	Student Discipline
3226	Hazing/Harassment/Intimidation/Bullying/Menacing
10.55.701 (1)(g), ARM	Board of Trustees
10.55.801(1)(d), ARM	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](http://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)		
<b>LIST below:</b>		

Parent/Guardian Name (Please Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

MSDB COMMITTEE MEETING  
AGENDA

August 18, 2016  
4:00pm-5:00pm

**444-7946(local) 1-888-556-4635 (long)**  
**Password- 4623**

Thursday, August 18, 2016

**Call to Order – Meeting called to order at 4:05pm by Mary Jo Bremner.**

- 1. Roll Call – See attached.**
- 2. Approval of Agenda – Agenda was approved.**

**INFORMATION**

**Old Business – No old business.**

**New Business**

**1. Superintendent's Report**

- a. Superintendent Internship Program
  - i. I have one remaining class to take. It doesn't seem to be offered this fall and I am checking on with the University of Montana to ensure it will be offered in the spring.
  - ii. Jeff Blessum will continue to be my "phone a friend" SAM Mentor.
  - iii. Since Tammy Lacey is now on the board, I am looking for another Mentor to fulfill the UM and OPI requirements of having a Mentor Superintendent. Tammy recommended Cheryl Crowley, former Superintendent of Great Falls Public Schools. I have asked Tammy to connect the two of us.
  - iv. Jane Mulholland, retiring Superintendent at the Washington School for the Deaf, will be restarting her consulting business on October 1, 2016. The admin team will be discussing ways we might contract with her to provide support for Superintendent Mentorship, Accreditation process consulting, etc... Her website is [www.planningforstudentsuccess.com](http://www.planningforstudentsuccess.com)
- b. Superintendent Position Description
  - i. Updated April 2014 by Steve Gettel
  - ii. Position Description attached – Donna Sorensen will attach.
- c. Regular Board Meeting Agenda Items for September
  - i. Student Teacher Acknowledgement and Acceptance
  - ii. Superintendent Position Description
  - iii. Superintendent Internship Paperwork (needs signature)
  - iv. Collective Bargaining Agreement ratified for MEA-MFT (needs signature)
  - v. Policies – First Reading
    1. 2310 Library Program (fixing old language)
    2. 2312 Copyright (grammatical fixes)

3. 2330 Academic Freedom (correcting a missing footnote or reference)
4. 2340 Recognition of Cultural Heritages
5. 3612 Network Acceptable Use
6. 3612F Parent Permission for Internet Access
7. Development of a New Web Content Policy

## **2. Education**

### **a. Professional Development:**

- i. PIR Advisory Committee met during the last week in July to flesh out our Orientation and Induction Day (for new staff) schedules that we started in June. Induction Day will occur on Thursday, August 18<sup>th</sup>. Orientation will begin on Monday, August 22<sup>nd</sup>. For the first day, teachers will participate with other GTCC schools attending a presentation by Dr. Marcia Tate. The following days' schedule will center on staff building community, preparing areas, meeting to review student IEP plans, reviewing specific protocols/ practices and participating in "stations" that cover basic DHH and VI topics as well as provide overviews of motor lab and Outreach Services.
- ii. In early August, administration attended a two-day training at the Washington School for the Deaf (WSD) on ASL-English Bilingual approaches for students who Deaf and Hard of Hearing. Following this, two staff members, Julie-Dee Alt and Brenda LeMieux went to WSD for a week long training in order to be able to come back to MSDB and train others on the approach. In order to carve out time for this training as well as training on Listening and Spoken Language, VI topics and student planning meetings, we have set up an early out "PD" Wednesday. Staff will be in professional development training for 1.5 hours per week.

### **b. Scheduling:**

- i. The Scheduling Committee started working on schedules the end of July. Information from the Washington State School for the Blind (WSSB) on their distant math classes arrived on the 9<sup>th</sup> of August so we hope to be able to complete schedules soon.

### **c. Hiring/Positions:**

- i. SLP: We haven't yet filled our SLP position so we have been exploring other alternatives. We have opened discussions with Speech Therapy Montana to contract direct services. We plan to contract one day with Daylinda Radley. We are looking at grouping possibilities to cover our IEP requirements for speech and English language. Kim also contacted North Central Learning Center and their schedule is full. We also contacted the University of Montana's Speech and Language Department and have not heard back.
- ii. Teachers: Jessteene Clifford, a TOD with her PhD in curriculum and instruction, has been hired as a part time teacher/part time Curriculum Specialist. Another new hire is Caroline Rocha who will be our new PE/Health teacher. Caroline will also assume the Activities Director duties (formerly held by Mr. Bob Corwin who retired at the end of the year). Taylor Seidel accepted our offer for a TOD position. He is from Washington and has a degree in

- elementary education and several special education classes. He is currently enrolled in a TOD program at McDaniel College in Maryland. We still have one TVI and one TOD position to fill.
- iii. Others: We have been able to fill a secretarial position and procure some substitutes who have some signing skills! We still have one part time para-educator position to fill.
  - iv. Student Teacher: We will have a student teacher from Idaho State University this fall.
- d. MISC:
- i. Busing: There are four days (two at the start of the year, one in Dec and one in April – the Dec and April days are “travel home” days) in which we are in session that GFPS is not in session. We are working with Big Sky Bus regarding busing for these days (number of buses needed, costs, routing, etc.). Barbie, the general manager at Big Sky Bus, has been very helpful.
  - ii. Welcome back to school letters went out to parents. Parents/families have been invited to an open house the first morning to meet teachers and staff as well as join in on our Welcome Back student assembly. We will have staff (including notaries) available to parents to assist with completing any back to school documents.

### **3. Outreach**

Outreach Consultants have been somewhat quiet over the summer. Cathy Jury participated in SKI\*HI training to become a Trainer for the SKI\*HI curriculum. We have used this curriculum in the past with our Family Advisors and will be making more of an effort to standardize the services we are able to offer while individualizing services as the same time. We will be looking at providing this training to our Consultants, our Family Advisors, and interested Part C providers.

Consultants have maintained contacts with stakeholders and families over the summer and are gearing up to start their school years soon.

### **4. Student Services**

- a. At this time, new hires for the 2016-17 school year are Linda Raney and Audra Huguelet. Linda has worked on our maintenance staff part-time for several years. When our previous cook resigned last February to accept a higher paying job in the private sector, Linda stepped up and helped out in the kitchen. It seemed to be a great fit and is a good arrangement. Linda will work 20 hours in the kitchen and 20 hours for the maintenance staff. Audra will fill the Behavioral Counselor position that has been vacant since Maeona Lee’s retirement in February. Audra recently moved to Montana and lifelong goal is to work with Deaf and Hard of Hearing students. Her sister is deaf and Audra will bring those experiences and excellent signing skills to our program!
- b. To enhance our safety and security of our students we have purchased a “Guard Tour System”. This system involves the use of reader called “The Pipe” and buttons that have micro-chips embedded in each button. Jim Kelly will explain in more detail about this device and how it will enhance

our security while the students are sleeping, provide verification nightwatch is doing the bed checks and provided documentation when certain "incidents" may occur. These reports can be downloaded in minutes.

- c. Our week long orientation will begin on August 22<sup>nd</sup>. The week is filled with many learning, planning and teambuilding opportunities in efforts to prepare for the students return on August 28<sup>th</sup>.
- d. We anticipate on having 18 students residing in the cottages this year. One student is not returning this fall and will try her home school. Last year we ended the year with 20 students residing in the cottage program. It is anticipated we will have several evaluations coming soon.
- e. Residential students will be here for Labor Day weekend so planning is in the works for some fun activities for the students. This may include a Voyager's baseball game, the Electric City Water Park and a BBQ.
- f. Our first travel weekend will be Friday, September 16<sup>th</sup>. At this time RFP has been sent out and we are waiting to hear who will get the bid. We have very specific travel needs as indicated on the proposal. Hope to hear by the time school starts who our transportation providers will be.
- g. Students (cottage students and some day students) will go to Missoula on Saturday, October 8<sup>th</sup> to attend the annual Griz Game. Tickets are compliments of Griz Kidz and the MSDB Foundation will pick up some of the other cost.
- h. We have moved some staff to different cottages to accommodate student needs. We also had one Cottage Life Attendant resign this week so that position is open in house at this time. These Cottage Life Attendant positions are some of the lowest paid positions in the state. Workers do not earn money in the summer and they cannot get unemployment. Most workers have 2<sup>nd</sup> and 3<sup>rd</sup> jobs.
- i. Maeona Lee retired last year after working here for 42 years. Over the summer, she started having stomach pains and was taken to the ER. They noticed some jaundice and immediately took her to surgery. They found a mass on her liver and recommended she have further surgery and treatment in Seattle. A few weeks later, she had an 8.5-hour surgery where she said they removed the mass and "rearranged all her organs." The mass is bile duct cancer, which is extremely rare in North America. With the surgery and treatment (chemo and radiation) survival rate is not great but about 30% chance of living up to 5 more years. Please keep Maeona and her family in your prayers and positive thoughts. Donna Sorensen or Paula Mix will send Maeona's address to Kris for the Board.

## **5. Business Office**

- a. Due to the hailstorm last night, almost every state car has some hail damage. Donna Schmidt has been on the phone with the insurance companies all day.
- b. Year End – This year, we ended the year is in good shape financially. We were not as tight as last year, which was a relief. We did have approximately \$400,000 left over in personal services. It is difficult to

explain why this money is left over and every year, we ask for more money for salaries. This money is not vacancy savings. This money has been allocated for positions that we have been unable to fill. We cannot allocate that money because if we were to hire someone, there would be no money to pay them. Vacancy savings occurs when money has been allocated for a position and that position is filled by someone who receives a lower salary than what we allocated.

- c. Audit Results – Our audit went well. There were a couple of findings but they were not material in nature. They might not even be noted on the report. We continue to learn from this process and improve our recordkeeping.
- d. Preparing for upcoming legislative session – Donna Sorensen and Donna Schmidt are preparing for the upcoming session. One thing to note – The MSDB Foundation has supported our professional development efforts. One biennium, the legislature approved dollars for professional development. After that biennium, our request for professional development dollars was denied. After the training in Washington State related to bilingual education, Brenda said, “This is the first time in 30 years that I have had professional development related to Deaf Education.” The legislature needs to know that is the situation at MSDB. If we want professional development in Deaf Education or Education for Students with Visual Impairments, we must leave the state for training, which is expensive. Montana’s students who are deaf, hard of hearing, blind, visually impaired, or deafblind deserve teachers and staff who have current training in their field.

**ADJOURN – The meeting was adjourned at 4:46pm.**

❖ **MACIE LIAISON – (Item 8)**

**Mary Jo Bremner**

**ITEM 8**

**MACIE REPORT**

**Jennifer Smith**

# Montana Board of Public Education Executive Summary

**Date: September 2016**

<b>Presentation</b>	MACIE Update
<b>Presenter</b>	Jennifer Smith
<b>Position Title</b>	Director of Indian Education, Billings Public Schools/MACIE Vice Chair
<b>Overview</b>	<p>The presentation will include an update from the MACIE meeting in Havre on August 3. Agenda items/topics related to Indian Education activities included the 1990 State Indian Education Plan and other past advocacy efforts, the Class 7 Licensure Process, OPI Tribal Consultation as it pertains to ESSA provisions, the American Indian Task Force, and Immersion Program Funding (Browning, Crow Agency, and Wyola schools). Other presentations/topics included the Fort Peck Tribes Institutional Review Board process, content standards updates, and GEAR UP.</p>
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



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

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❖ **EXECUTIVE COMMITTEE (Items 9-11)**

**Sharon Carroll**

**ITEM 9**

**FEDERAL UPDATE**

**BJ Granbery, Candy Lubansky**

# Montana Board of Public Education Executive Summary

**Date: September 2016**

<b>Presentation</b>	Federal Update
<b>Presenter Position Title</b>	BJ Granbery Assistant Superintendent Office of Public Instruction
<b>Presenter Position Title</b>	Candy Lubansky Deputy Superintendent Office of Public Instruction
<b>Overview</b>	<p>Update of activities around the Every Student Succeeds Act</p> <ul style="list-style-type: none"><li>• Addressing the establishment of long-term goals and measurement of interim progress for student achievement and graduation rates.</li><li>• Under ESSA, the Office of Public Instruction (OPI) is required to provide evidence of outreach and to seek input on the development of the state plan.</li><li>• We must continue in the development of challenging state academic standards and the companion academic assessments.</li><li>• Accountability and supporting improvement for schools is still essential under ESSA, but these elements are developed by our state stakeholders and the OPI instead of being prescribed by the U.S. Education Department.</li><li>• ESSA enhances the focus on supporting teachers and educational leaders by redirecting the funding in this effort and</li></ul>



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

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requiring the state to develop a system of educator support, retention, and advancement of skills.

- Reconfirms that students experience effective instruction and a “well-rounded” education, resulting in meeting challenging state academic standards and attaining a high school diploma. This activity includes descriptions of the assistance the state will provide for supporting *all* students through data collection, monitoring that assures continuous improvement, and a system that provides differentiated technical assistance to school districts.

The OPI has been working to formulate and develop indicators and processes required through the ESSA.

A required activity in establishing these indicators and activities is the inclusion of stakeholders. In the spring of 2016, the OPI sent out a call for volunteers to representationally participate in a stakeholders group to give feedback and perspective to the process. In May of 2016, the first stakeholders met. Thirty-three people from across the state, including parents, educational leaders, teachers, and the institution of higher education representatives and association members, met to begin this work. On September 26, 2016, this group will meet to continue the work. A third meeting is planned for October 24, 2016.

In addition to this formalized group, the OPI is reaching out to additional stakeholders for feedback and comments through regional



	meetings, such as the Montana Association of School Superintendents, the Montana Association of Elementary and Middle School Principals, and the Montana Parent Teachers Association.
<b>Requested Decision(s)</b>	No decisions; feedback about the process is welcomed.
<b>Related Issue(s)</b>	Potential changes of guidance in the form of the Federal Register of Rules and Regulations.
<b>Recommendation(s)</b>	None at this time.



<b>Montana ESSA Process Timeline for Submission of Consolidated Application to the US Education Department</b>		
<b>Stakeholders Meeting</b>	<b>September 26, 2016</b>	<b>10AM-4PM Radisson Hotel, Helena</b>
<b>Stakeholders Meeting</b>	<b>October 24, 2016</b>	<b>TBD</b>
<b>Draft to Governor Bullock and Public for Comment</b>	<b>November 10, 2016</b>	
<b>Close of Public Comment Period</b>	<b>December 9, 2016</b>	
<b>Submit Application to US Department of Education</b>	<b>December 20, 2016</b>	



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

## **The Every Student Succeeds Act in Montana**

More Montana students are graduating from high school than ever before, creating a multimillion dollar boost to our state's economy and ensuring that all students have the ability to build a bright future for themselves and their families.

The Every Student Succeeds Act (ESSA) will keep Montana students and schools moving forward by:

- Continuing to raise graduation rates.
- Continuing to improve teaching, learning, and student achievement in all of Montana's public schools.
- Continuing to identify and support schools of greatest need.
- Continuing to improve nonacademic student outcomes in all of Montana's public schools.

Superintendent Juneau's guiding principles for developing Montana's ESSA Consolidated State Plan:

- Ensure that all future efforts at the Office of Public Instruction are developed to support the goals of raising graduation rates, improving teaching, learning and student achievement in and out of the classroom, and supporting schools of greatest need.
- Ensure the process for developing a state plan is "bottom up." That's why we've brought together stakeholder groups of parents, educators and school board trustees to guide the Office of Public Instruction in creating its state plan.
- Ensure the state plan is forward-thinking, not a return to the failed practices and policies of No Child Left Behind.



opi.mt.gov

AUGUST 2016

## FEDERAL ELEMENTARY/SECONDARY EDUCATION ACT (ESEA) EVERY STUDENT SUCCEEDS ACT (ESSA)

ACHIEVED THROUGH:  
ESTABLISHING HIGH ACADEMIC STANDARDS  
DEVELOPING ASSESSMENTS ALIGNED WITH STANDARDS  
BEING ACCOUNTABLE  
SUPPORTING IMPROVEMENT FOR SCHOOLS  
SUPPORTING EXCELLENT EDUCATORS  
SUPPORTING *ALL* STUDENTS

### EXCELLENCE IN EDUCATION-MONTANA'S PRINCIPLES

- INCREASE GRADUATION RATES
- IMPROVE TEACHING, LEARNING, AND ACHIEVEMENT
- FOCUS ON SCHOOLS WITH THE GREATEST NEED
- PROCESS IS 'BOTTOM UP'
- THE PLAN IS FORWARD-THINKING

### OPI TEAMS AT WORK:

- PROJECT MANAGEMENT TEAM—OVERALL ORGANIZATION AND FACILITATION OF THE PROCESS
- CONSOLIDATED STATE PLAN WORK GROUP—TACKLES THE DETAILED WRITING OF THE STATE EDUCATION AGENCY ESSA PLAN, INCLUDING CONSULTATION AND COORDINATION, CHALLENGING ACADEMIC STANDARDS AND ACADEMIC ASSESSMENT, SUPPORTING EXCELLENT EDUCATORS, AND SUPPORTING ALL STUDENTS
- ACCOUNTABILITY WORK GROUP—ASSURES TRANSPARENCY AND ACCOUNTABILITY; SUPPORT AND IMPROVEMENT FOR SCHOOLS; AND LONG-TERM AND MEASURES OF INTERIM PROGRESS
- GRANTS MANAGEMENT WORK GROUP—AMENDS THE E-GRANT SYSTEM TO RESPOND TO THE REQUIRED REPORTING ELEMENTS AND REVISES THE STATE AND FEDERAL GRANTS HANDBOOK
- RESOURCES WORK GROUP—MOBILIZES THE ESSENTIAL RESOURCES TO SUPPORT IMPLEMENTATION OF THE PLAN

**MONTANA STAKEHOLDERS = ESSENTIAL PARTNERS THROUGHOUT**

# **MONTANA**

## **Every Student Succeeds Act (ESSA)**

### **ESSA Stakeholder Work Group Meeting 1 - Summary**

**May 25-26, 2016**

**Helena, MT**

The Montana Office of Public Instruction (OPI) staff reviewed changes in ESSA compared to NCLB (No Child Left Behind Act) in these areas:

- State Plans, Title I, Supplement not Supplant, Transferability of Funds, Assessments, Student Subgroups, Early Childhood, Title II, the new Title IV, and Homeless Education
- Accountability System Components

The OPI staff facilitated break-out sessions to review and discuss program outlines with requirements for each of these topics. Stakeholder comments/questions/suggestions were collected.

- Title I, Part A – Improving the Academic Achievement of the Disadvantaged
- Title II, Part A – High Quality Teachers and Principals
- Title III – Language Instruction for English Learners and Immigrant Students
- Title IV, Part A – 21<sup>st</sup> Century Schools (Student Support and Academic Enrichment)
- Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers

For each title reviewed, the OPI staff discussed the purpose, funding levels, and decision areas where input is needed. More information on each of the titles will soon be available as program outlines on the OPI ESSA Web page.

#### Stakeholder Questions/Comments/Suggestions

- Several comments were on the provision that only 1 percent of disabled students may take the alternative assessment statewide and what this will mean for Montana. Note: The 1 percent rule does not apply to individual districts, but statewide—some districts will have a higher percentage of severely disabled students, others will have zero percent. The law includes significant accommodations for special education students to take regular tests.
- How can we support the federal focus on early childhood education and the opportunity to align preschool with K-12? The commenter was concerned about access to preschool teachers given low pay.
- The accountability process needs to be valuable for schools that won't be targeted for support or improvement. We want all schools to have data to help them improve and for schools that have improved, or are being successful, to be recognized.
- How will we ensure that our standards are career ready as well as college ready?

- Several questions were raised about how we know our assessments are sufficient. Note: All states' assessment systems will undergo a peer review. Montana's assessment is scheduled for February 2017.
- How are we measuring ineffective teachers? Note: The OPI provides guidance on effectively evaluating teachers through the Educator Performance Appraisal System (EPAS), in which districts may participate or use as a model.
- We need to work closely with higher education on the college-ready requirement for standards.
- Currently, technology and best practices are not clearly defined in terms of options.
- We need additional regional trainings and annual professional development conferences for Montana educators.
- We need to support certification for teachers who do not have access to universities (e.g., alternative routes for certification for people who want to stay in their home towns).
- Provide free mentor-ship programs; collaboration and mentor-ships via the OPI Teacher Learning Hub.

#### **Summary comments/recommendations about content**

- All want the plan to be tailored to the needs of Montana, including needs of rural schools.
- Many want deeper discussion about accountability; consider the viewpoints of different groups (e.g., trustees) and opportunities to learn from successful schools/districts.
- Look at how to connect different pieces of the law. It currently seems fragmented.
- There is a shared sense that ESSA is more focused on the whole child instead of punitive sanctions. This should be about educating children and what they need; about how students are prepared for what's next after they leave our systems.
- Questions about how to communicate about funding: programs that will no longer be funded, and programs that are new.

#### **Summary comments/recommendations about process**

- Many enjoyed small groups. Many want specialty and content breakouts for the next meeting and the opportunity to work with more people (e.g., different group for each breakout session).
- Provide more information and topical agenda before meeting so people can prepare. Some don't mind homework.
- Need to help trustees understand the law. Montana School Boards Association needs to get involved in sending information to trustees.
- Provide estimated timeline for the work.
- Provide more time for comments/questions from communities and information on how different stakeholders will be affected.
- We need more input from reservation schools.
- Provide takeaway messages to give to constituents so the group will be unified about what we are saying.

Next Steps: Stakeholders will receive an invitation to begin using an account set up at [www.google.com](http://www.google.com), where documents will be posted. A tutorial on how to use the site is being prepared. The next meeting is planned for September 26 at the Radisson Hotel in Helena.

**ITEM 10**

**HIGH SCHOOL EQUIVALENCY ANNUAL  
REPORT**

**Margaret Bowles**

# Montana Board of Public Education Executive Summary

**Date: September 2016**

<b>Presentation</b>	HiSET Annual Report
<b>Presenter</b>	Margaret Bowles
<b>Position Title</b>	Career Technical and Adult Education Division Office of Public Instruction
<b>Overview</b>	Overview of high school equivalency testing for 2015
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



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



## High School Equivalency 2016 Summary

### Overview

Provide the Board of Public Education with an update on the second year of the HiSET High School Equivalency (HSE) Exam published by the Educational Testing Service (ETS).

### Update

With the transition to the HiSET test complete in 2015, the testing throughout the state attained normalcy. Test centers throughout the state communicated well with ETS and are generally satisfied with the customer service ETS provides. ETS worked with the OPI/HSE staff solving problems that arose, providing data support, and delivering ongoing communication to testing centers. The OPI State HSE Administrator and program specialist schedule bi-monthly meetings with our ETS liaison, Jonna McDonough. She, in turn, will attend our annual HiSET Examiners' Meeting on September 19, 2016. This year, the annual meeting will focus on test material updates, improvements to the HiSET Web page, data management, and enhancement to community outreach.

Passing rates of testers and the number of test takers has improved since 2014. This is due, in part, to the ability of adult education teachers to align instruction to the HiSET test. ETS has general test topic expectations outlined on their Web page where test takers and instructors can see the topics covered on the HiSET, and free practice tests are available for diagnostic purposes.

**Table 1: MT Examinee Pass Rates**

<i>Year</i>	<i>Passers</i>	<i>Pass Rate</i>
2002	1,672	80.4%
2003	2,106	82.1%
2004	2,073	78.7%
2005	1,957	77.3%
2006	2,006	75.1%
2007	2,024	77.9%
2008	2,216	79.6%
2009	2,155	75.5%
2010	2,371	78%
2011	2,656	79%
2012	2,182	78%
2013	2,279	80.6%
2014	1,810	66.3%
2015	2,080	76.0%

Source: GEDTS 2002-2013, HiSET/ETS 2014, 2015



## HiSET Details

The cost of taking the HiSET remains \$50 for all five tests. This fee is paid directly to ETS through an online process. That price includes two free retests, if necessary. ETS is moving to bill for each test individually, so pricing information will be reworded to read, "\$10 per test and you must take and pass all five tests to receive a High School Equivalency." The individual test center fee varies from center to center. Forty percent of test centers in the State of Montana charge \$5 per test. Eighteen percent are able to forgo the fee because of local support, and 36 percent charge less than \$5. Many test centers appreciated the ability to raise their fees after the measure was approved last year.

ETS offers the HiSET in two formats, a paper delivery system (PBT) and a computer-based system (CBT). The paper-based test is used in a majority of the testing centers with six centers using computer-based testing exclusively. One hundred percent of testing done in the correctional facilities in the state is paper-based. Computer-based testing is the wave of the future, and we are encouraging the test centers to move toward computer-based testing. With a CBT, the examiners have a more secure testing environment, and testers receive immediate test results.



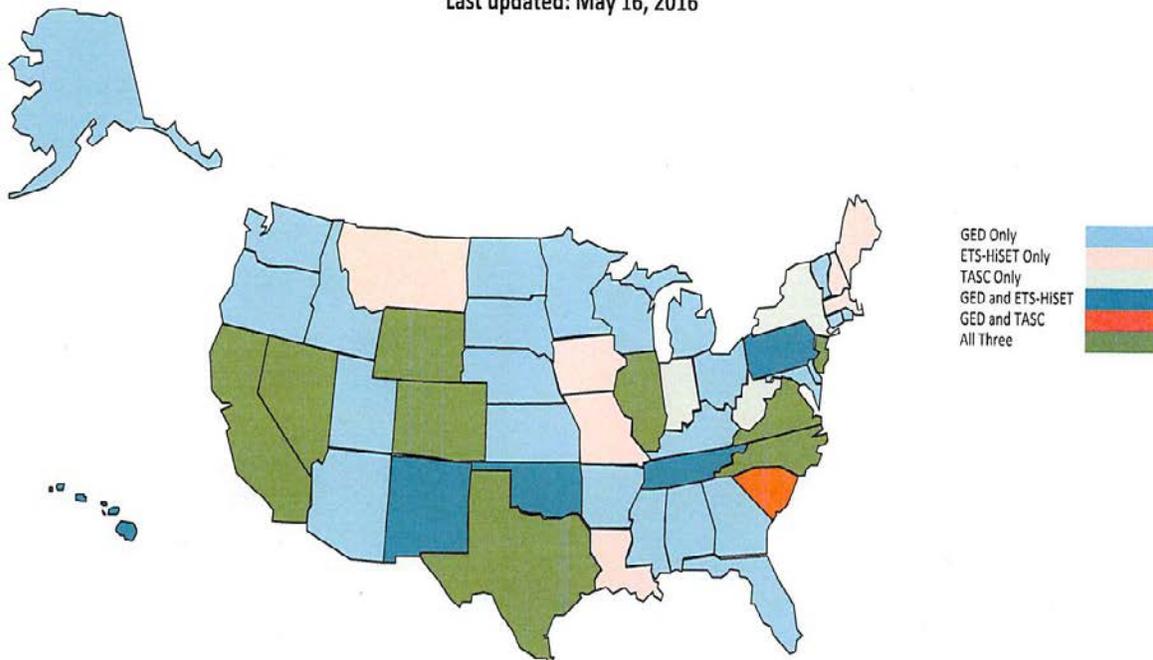
### Status of the HiSET Nationally

Adoption of the HiSET is gaining ground nationally. (See table below)

HSE Tests Available	2015	2016
GED Only States	30	25
GED/HiSET States	3	4
HiSET Only States	7	7
TASC Only states	3	3
GED/HiSET/TASC States	6	10
GED/TASC	1	1

### HIGH SCHOOL EQUIVALENCY (HSE) ASSESSMENT AVAILABILITY (U.S. STATES)

Last updated: May 16, 2016





## Statistics

Test-taker demographics have changed over the course of the year. The percentage of 16-19 year olds has decreased in 2015, while other age groups have increased slightly.

Percent of Completers Tested by Age					
	2014	Passing Rate	2015	Passing Rate	
<b>16-19</b>	44.5 %		39.8 %		
<b>19-24</b>	31.2		33.2		
<b>25-29</b>	9.5		10.1		
<b>30-34</b>	5.5		6.6		
<b>35-39</b>	3.9		4.0		
<b>40-49</b>	3.2		3.6		
<b>50-59</b>	1.8		2.2		
<b>60+</b>	0.4		0.4		
<b>Total Number of Completers</b>	1,481	66.3%	1,580	67.6%	

The breakdown of examinees by the following categories has remained relatively consistent from 2014-2015.

Gender	2014	2015
<b>Male</b>	60.6%	60.5%
<b>Female</b>	39.4%	39.5%

Completers Reported by Race									
	Number	Response Rate	American Indian	Asian	African American	Pacific Islander	White	Other	Chose not to respond
<b>2014</b>	1,480	99.9	17.3	1.2	2.5	0.6	74.4	4.7	6.6
<b>2015</b>	1,577	99.8	17.9	1.3	2.8	0.4	68.2	4.3	12.3

Reported Education Level									
	Percent Response Rate	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>2014</b>	76.9	0.5	0.3	0.8	6.3	16.2	29.7	38.2	8.0
<b>2015</b>	75.3	0.8	0.5	0.7	5.4	16.2	26.9	40.9	8.7

Of the examinees reporting, the majority had some high school (9-12) education.



Reported Employment Status					
	Percent Response Rate	Part-time	Full-Time	Unemployed	Not in the labor force
<b>2014</b>	78.9	0.5	0.3	0.8	6.3
<b>2015</b>	75.3	0.8	0.5	0.7	5.4

Interesting demographic information gathered demonstrates the following reasons for taking the test.

Reported Reasons for Taking the test												
	Tech	2-yr College	4-yr College	Get a Job	Keep Current Job	RM	SAT	Public Assist	Mil	Early Release	Court Order	Other
<b>2014</b>	12.7	13.1	16.5	17.0	1.6	2.5	20.1	0.1	4.8	0.9	2.3	8.3
<b>2015</b>	11.1	13.1	14.9	13.8	1.4	3.1	20.1	0.4	3.4	1.1	1.8	15.9

In 2014, Montana had 1,114 respondents, at a 75.2 percent rate and in 2015, Montana had 1,134 respondents, at a 71.8 percent rate.

Abbreviations

Tech = Technical School

RM = Role Model

SAT = personal satisfaction

MIL = Military

Year to Year Comparison of Examinees					
Number Tested		Percent Completed		Percent Passing	
2014	2015	2014	2015	2014	2015
2,234	2,080	66.3	76.0	82.4	67.6

**ITEM 11**

**DIGITAL ACADEMY UPDATE**

**Bob Currie**

❖ **ASSESSMENT COMMITTEE (Item 12)**

**Paul Andersen**

**ITEM 12**

**ASSESSMENT UPDATE**

**Judy Snow**

# Montana Board of Public Education Executive Summary

**Date: September 2016**

<b>Presentation</b>	Assessment Update
<b>Presenter</b>	Judy Snow
<b>Position Title</b>	State Assessment Director Office of Public Instruction
<b>Overview</b>	2015-16 MontCAS Results
<b>Requested Decision(s)</b>	Information Item
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



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

❖ **LICENSURE COMMITTEE (Items 13- 16)**

**Tammy Lacey**

**ITEM 13**

**NOTICE OF LICENSE SURRENDER**

**Ann Gilkey**

# Montana Board of Public Education Executive Summary

**Date: September 2016**

<b>Presentation</b>	Report of the voluntary surrender of an educator license pursuant to ARM 10.57.605
<b>Presenter</b>	Ann Gilkey
<b>Position Title</b>	Chief Legal Counsel Office of Public Instruction
<b>Overview</b>	This is the required report of surrendered educator license.
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



**ACTION**

**ITEM 14**

**RECOMMEND APPROVAL OF NOTICE OF  
PUBLIC HEARING ON PROPOSED  
AMENDMENT AND REPEAL OF ARM TITLE  
10, CHAPTER 57, EDUCATOR LICENSURE**

**Ann Gilkey**

# Montana Board of Public Education Executive Summary

**Date: September 2016**

<b>Presentation</b>	<p>Action item requesting approval of the rule changes and authorization to publish the Notice of Hearing.</p> <p>This is the second presentation of this item to the BPE. This is a request for BPE action: Approval of the Notice of Public Hearing on Amendment and Repeal of rules relating to educator licensure and authorize filing of the Notice of Public Hearing with the Secretary of State (SOS) for publication in the Montana Administrative Register.</p>
<b>Presenter</b>	Ann Gilkey
<b>Position Title</b>	Chief Legal Counsel Office of Public Instruction
<b>Overview</b>	<p>The Superintendent of Public Instruction is recommending approval of the amendment and repeal of educator licensure rules. The BPE heard the first presentation on these rules on July 14, 2016. A significant amendment to the proposed rule amendments is to allow applicants who completed an “alternative” education preparation program to use successful experience as a teacher/administrator in lieu of completion of an accredited EPP. Other amendments incorporate changes identified as necessary for consistency, clarity, practice and accuracy. The proposed rules were developed with input from Montana education entities, including the school</p>



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

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	administrators, MTSBA, MEA-MFT, and the Deans of Montana’s educator preparation programs. If approved, the amended rules will become effective January 1, 2017.
<b>Requested Decision(s)</b>	Approval of the proposed rule changes as set forth on the attached Notice of Public Hearing and authorization to file the Notice of Public Hearing with the SOS for publication in the Montana Administrative Register.
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Vote to approve proposed rule changes, and to approve the Notice of Public Hearing and authorize filing of the Notice with the SOS for publication in the Montana Administrative Register.



BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the amendment of	)	NOTICE OF PUBLIC HEARING ON
ARM 10.57.101, 10.57.102,	)	PROPOSED AMENDMENT AND
10.57.107, 10.57.109, 10.57.201A,	)	REPEAL
10.57.215, 10.57.218, 10.57.410,	)	
10.57.411, 10.57.413 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	)	

TO: All Concerned Persons

1. On November 9, 2016, at 10:00 a.m., the Board of Public Education will hold a public hearing in the Superintendent's conference room at 1227 11<sup>th</sup> Avenue, Helena, Montana, to consider the proposed amendment and repeal of the above-stated rules.

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

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

10.57.101 REVIEW OF POLICY (1) and (2) remain the same.

(3) The Superintendent of Public Instruction shall provide an annual report to the Board of Public Education on the number of Montana educator licenses issued, licensure denials, number of emergency authorizations of employment, and other relevant, available data pertaining to recruitment and retention of educators in Montana.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) through (12) remain the same.

(13) "Year of administrative experience" means employment at any level within a state accredited P-12 school system, or in an educational institution

specified in 20-9-707, MCA, as a licensed administrator for the equivalent of at least .5 full-time employee (FTE) for ~~at least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days~~ the duration of a school year. Experience gained prior to ~~eligibility~~ for initial licensure is not considered. Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:

(a) and (b) remain the same.

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, MCA

10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT (1) through (b) remain the same.

(c) The individual for whom the emergency authorization is being sought shall not be currently licensed ~~or eligible for a license~~ endorsed in the area of requested authorization and shall:

(i) have previously held a teacher or specialist license; ~~or~~

(ii) ~~hold a bachelor's degree related to the area for which the emergency authorization of employment is being sought; or~~

(iii) provide acceptable evidence of academic qualifications ~~and~~ or significant experience related to the area for which the emergency authorization of employment is being sought.

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

(2) An emergency authorization of employment is valid for one year.

(3) Experience as a classroom teacher when authorized pursuant to this rule qualifies as teaching experience as defined in ARM 10.57.102(14).

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-111, MCA

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK (1) through (4) remain the same.

(5) To initiate the criminal history background check process, the applicant must submit a set of fingerprints on the appropriate form to the Montana Department of Justice for the purpose of licensure. Criminal background checks submitted for other purposes will not be accepted for licensure.

(6) through (9) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-103, 20-4-104, MCA

10.57.215 RENEWAL REQUIREMENTS (1) ~~All Montana educator licenses~~ Class 1, 2, 3, and 6 educator licenses may be renewed with verification of 60 renewal units earned during the five years of validity through August 31 of the year the license expires.

(2) and (3) remain the same.

(4) Activities acceptable to renew licenses are professional development, training, workshops, or coursework consistent with PK-12 public school curriculum and may include:

(a) and (b) remain the same.

(c) other professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216, when licensees have received approval for the professional development activity from the Superintendent of Public Instruction ~~or submit acceptable evidence of the professional development activity with their application for renewal;~~

(d) remains the same.

(e) the instruction of a relevant college or university course, ~~based upon the academic credit of the course,~~ by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or

(f) and (5) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, 20-4-108, MCA

10.57.218 RENEWAL UNIT VERIFICATION (1) and (2) remain the same.

(3) Failure to respond within the time allowed to a request for renewal unit activities in connection with an audit may result in denial of license renewal.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-108, MCA

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE (1) remains the same.

(2) Applicants for an initial Montana Class 1, 2, or 3 license whose degree is more than five years old and who do not have current out-of-state licensure must have earned six semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional, restricted,

or lifetime licenses.

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

(a) remains the same.

(b) completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program; and

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

(d) a current license from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana.

~~(3)~~ (4) If the educator preparation program completed by the applicant is not in Montana, upon initial application of a Class 1, Class 2, or Class 3, the applicant must provide:

(a) proof of a minimum passing score on the PRAXIS II Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education;

(b) verified completion of the on-line course "An Introduction to Indian Education for All in Montana"; and

(c) completion of an accredited professional educator preparation program including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102; or

(d) completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 and appropriately aligned to ARM 10.58.501 as documented by a recommendation from the out-of-state state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.

(4) and (5) remain the same but are renumbered (5) and (6).

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE (1) and (2) remain the same.

(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410, including proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement and the "Indian Education for All in Montana" on-line course if the educator preparation program completed by the applicant is not in Montana;

(b) through (4) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) remains the same.

(2) Areas approved for endorsement on Class 1 and 2 licenses include the

following: agriculture, art K-12, biology, business and information technology education, chemistry, communication, computer science K-12, early childhood (age 3 to grade 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health enhancement and physical education K-12, history, industrial trades and technology education, journalism, library K-12, marketing, mathematics, middle grades (4-8), music K-12, physical education K-12, physics, political science, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.

(3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.

(4) Permissive special competencies or endorsements identified on an educator license, but no longer offered, may be retained as long as the licensee continues to renew the license.

(4) and (5) remain the same but are renumbered (5) and (6).

(a) completion of an ~~NCATE or CAEP~~ accredited professional educator preparation program at the grade level(s) identified by the program, including supervised teaching experience, or a waiver of this requirement on the University recommendation if the applicant has previously had supervised teaching experience; or

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

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

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

~~(iii) supervised teaching experience.~~ completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and five years of successful teaching experience as defined in ARM 10.57.102 documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction.

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

(a) completion of an ~~NCATE or CAEP~~ accredited professional educator preparation program; or

(b) and (c) remain the same.

(7) remains the same but is renumbered (8).

~~(8)~~ (9) Applicants who have completed accredited professional educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) in another state may not qualify for a special education P-12 endorsement in hearing and vision upon verification of program completion and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the special education endorsement.

(9) remains the same but is renumbered (10).

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

MAR Notice No. 10-57-278

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) through (3) remain the same.

(4) An applicant for a Class 3 administrative license who completed an educator preparation program which does not meet the definition in ARM 10.57.102(2), who is currently licensed in another state at the same level of licensure, may be considered for licensure with verification of five years of successful administrative experience as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed the Superintendent of Public Instruction. The additional requirements set forth in ARM 10.57.414 through 10.57.418 must also be met.

(4) and (5) remain the same but are renumbered (5) and (6).

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

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

(a) an education specialist, master's, or doctoral degree from a regionally accredited college or university in education or education leadership;

(b) and (c) remain the same.

(d) a minimum of three years of teaching experience as an appropriately licensed teacher ~~or specialist;~~

(e) and (f) remain the same.

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) remains the same.

(a) a minimum of three years of teaching experience ~~as an appropriately licensed and assigned Class 1 or 2 teacher~~ with a standard, unrestricted license at the elementary level;

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

(c) and (d) remain the same.

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

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

(a) a minimum of three years of teaching experience ~~as an appropriately licensed and assigned Class 1 or 2 teacher~~ with a standard, unrestricted license at the secondary level;

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

(c) and (d) remain the same.

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

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

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

(b) remains the same.

(c) a minimum of three years of teaching experience ~~as an appropriately licensed and assigned Class 1 or 2 teacher~~ with a standard, unrestricted license;

(d) remains the same.

(e) recommendation for the endorsement from the appropriate official from an accredited professional educator K-12 principal program.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE – SUPERVISOR ENDORSEMENT (1) remains the same.

(a) of completion of an accredited educator preparation program;

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

~~(c) (d)~~ of three years of teaching experience as an appropriately licensed and assigned teacher with a standard, unrestricted license;

(d) remains the same but is renumbered (e);

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE – SPECIAL EDUCATION SUPERVISOR ENDORSEMENT (1) through (b) remain the same.

(c) three years of teaching experience in an accredited school setting ~~as an~~

~~appropriately licensed and assigned teacher with a standard, unrestricted license, or five years of experience in an accredited school setting as a fully licensed and assigned related services provider;~~

~~(d) three semester credits in special education law; and~~

~~(e) a supervised practicum/internship in an accredited professional educator preparation program from an accredited special education supervisor program; and~~

~~(f) recommendation for the endorsement from the appropriate official from an accredited professional educator preparation special education supervisor program.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

#### 10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

(1) through (2)(a) remains the same.

(b) A Class 4B license issued to individuals with at least a bachelor's degree from a regionally accredited college or university, but who do not hold a valid Montana teaching license with the appropriate career and technical education endorsement; and

(c) through (4) remain the same.

(a) Class 4A licenses shall be renewable by earning 60 renewal units.

Endorsement related technical studies may be accepted. ~~The~~ Additionally, the first renewal must show evidence of renewal units earned in each of the following ~~content~~ areas:

(i) and (ii) remain the same.

(b) Class 4B or 4C licenses shall be renewable by earning 60 renewal units.

The first renewal must show evidence of renewal units earned in the following ~~content~~ areas:

(i) through (5) (c) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.421 CLASS 4 ENDORSEMENTS (1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: automotive technology, welding, auto body, industrial mechanics, agriculture business (marketing and communications), livestock production, plant and soil sciences, small engines, heavy equipment operations, electronics, horticulture, agriculture mechanics, building trades, building maintenance, culinary arts, metals, drafting, computer information systems, graphic arts, aviation, health science education, machining, diesel mechanics, videography, and stagecraft agriculture business, agriculture mechanics, auto body, automotive technology, aviation, building maintenance, building trades, business marketing, computer information systems, culinary arts, diesel mechanics, drafting, electronics, engineering, graphic arts, health science education, heavy equipment operations, horticulture, industrial mechanics, livestock production, machining, metals, plant and soil sciences, Reserve Officer Training Corps (ROTC) instruction, small engines, stagecraft,

videography, and welding.

(2) through (3)(d) remain the same.

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

(a) and (i) remain the same.

(ii) ~~verification of participation in or completion of an approved internship program in a medical setting~~ provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized both nationally and by the Office of Public Instruction; and

(iii) successful completion of coursework in human biology ~~and~~ or anatomy and physiology; or

(iv) hold a current professional license ~~or certificate~~ in a related health occupation field;

(b) For engineering:

(i) hold a Class 1 or 2 license with an endorsement in math or science; and

(ii) provide verification of successful completion of a blended learning professional development course of at least 80 hours by a provider recognized both nationally and by the Office of Public Instruction.

~~(b) for~~ (c) For computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or recognized industry standard certificate.

(5) remains the same.

(6) To qualify for a ROTC instructor endorsement the applicant must provide evidence of certification by the appropriate branch of the US military and successful completion of a criminal background check pursuant to ARM 10.57.201A. This endorsement does not require verification of 10,000 hour of work experience and may not be issued as a 4C license. A Class 4A or 4B license with a ROTC endorsement may be renewed every five years with resubmission of certification by the appropriate branch of the US military.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.424 CLASS 5 PROVISIONAL LICENSE (1) A Class 5 provisional license is valid for a term of three years, is not renewable, and may not be reinstated. A Montana educator may be issued only one Class 5 provisional license per teaching license (Class 1 or 2), administrator license (Class 3), or specialist license (Class 6). A Class 5 provisional license is not available for an initial Class 4 license or a Class 7 or 8 license.

(2) remains the same.

(3) An applicant for a Class 5 provisional license who has graduated from an educator preparation program outside of Montana ~~and does not meet the testing requirements of ARM 10.57.410(3)~~, must provide proof of a minimum passing score on the Praxis Subject Assessment applicable to the requested endorsement, and a current Montana address or job offer from an accredited or state-funded P-12 school in Montana.

MAR Notice No. 10-57-278

(4) remains the same.

~~(5) When the endorsement-specific requirement in ARM 10.57.425 through 10.57.432 requires a master's degree, master's degrees which do not meet the specific requirement may be accepted with university approval as evidenced by enrollment in the accredited professional educator preparation program.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.427 CLASS 5 PROVISIONAL LICENSE – SUPERINTENDENT ENDORSEMENT (1) remains the same.

(a) a master's degree in educational leadership from an accredited professional educator preparation program ~~or equivalent~~ as defined in ARM 10.57.102;

(b) eligibility for a Class 1, 2, or 5 teaching license or a current, standard, unrestricted out-of-state license and five years successful supervisory experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction;

(c) through (f) remain the same.

(2) Applicants required to complete coursework other than Montana school law, Montana collective bargaining and employment law, and Montana school finance ~~must be enrolled in a Board of Public Education-approved internship program as outlined in ARM 10.55.607~~ are not eligible for a Class 5 provisional license, but may enroll in an internship program pursuant to ARM 10.55.607.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.428 CLASS 5 PROVISIONAL LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) and (a) remain the same.

(b) eligibility for a Class 1, 2, or 5 teaching license at the elementary level or a current, standard, unrestricted out-of-state license and five years successful supervisory experience as a licensed administrator as defined in ARM 10.57.102 as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and

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

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

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

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

(2) Applicants required to complete coursework other than Montana school law, including special education law ~~must submit written evidence of enrollment in an accredited professional educator preparation program leading to the elementary~~

principal endorsement and enrollment in the Board of Public Education approved are not eligible for a Class 5 provisional license, but may enroll in an internship program as outlined in pursuant to ARM 10.55.607.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.429 CLASS 5 PROVISIONAL LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) and (a) remain the same.

(b) eligibility for a Class 1, or 2, or 5 teaching license at the secondary level or a current, standard, unrestricted out-of-state license and five years of successful administrative experience as a licensed administrator as defined in ARM 10.57.102, documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and

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

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

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

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

(2) Applicants required to complete coursework other than Montana school law, including special education law ~~must submit written evidence of enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and enrollment in the Board of Public Education approved are not eligible for a Class 5 provisional license, but may enroll in an internship program as outlined in pursuant to ARM 10.55.607.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.430 CLASS 5 PROVISIONAL LICENSE – K-12 PRINCIPAL ENDORSEMENT (1) and (a) remain the same.

(b) eligibility for a Class 1, 2, or 5 teaching license at any level within K-12 or current, standard, unrestricted out-of-state licensure and five years successful supervisory experience a licensed administrator as documented by a recommendation from a state accredited P-12 school employer on a form prescribed by the Superintendent of Public Instruction; and

(c) a minimum of three years of experience as an appropriately licensed and assigned teacher at any level within K-12; and

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

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

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

requirements.

(2) Applicants required to complete coursework other than Montana school law, including special education law ~~must submit written evidence of enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and enrollment in the Board of Public Education approved~~ are not eligible for a Class 5 provisional license, but may enroll in an internship program as outlined in pursuant to ARM 10.55.607.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

#### 10.57.431 CLASS 5 PROVISIONAL LICENSE – SUPERVISOR

ENDORSEMENT (1) To obtain a ~~€~~Class 5 provisional license with a supervisor endorsement, an applicant must provide verification of:

(a) a master's degree from an regionally accredited college or university in the area requested for supervisory endorsement; and

(b) three years of appropriately licensed experience as a teacher in the area requested for supervisory endorsement or five years of experience in a school setting as a fully licensed and appropriately assigned related services provider; and

(c) a plan of study from an accredited professional educator preparation program verifying that the applicant:

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

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

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

#### 10.57.432 CLASS 5 PROVISIONAL LICENSE – SPECIALIST

ENDORSEMENT (1) remains the same.

(a) verification of a master's degree or greater in school psychology or related field from a regionally accredited ~~program~~ college or university; and

(b) through (2) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

#### 10.57.433 CLASS 6 SPECIALIST LICENSE (1) through (2)(b) remain the

same.

(3) Applicants for an initial Montana Class 6 license with a degree more than five years old and who do not have current out-of-state licensure must have earned six graduate semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional, restricted, or lifetime licenses.

(3) through (5) remain the same but are renumbered (4) through (6).

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA  
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.435 CLASS 6 SPECIALIST LICENSE – SCHOOL COUNSELOR

- (1) remains the same;  
(a) a master's degree from a regionally accredited college or university; and  
(b) through (ii) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA  
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.438 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE ENDORSEMENTS (1) Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses are listed in ARM 10.57.412 and ARM 10.57.421.

- (2) remains the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA  
IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

10.57.601B REVIEW (1) and (2) remain the same.

~~(3) After receiving a response from the licensee, the board may request further information to ensure the preliminary review properly reflects the facts and position of each party.~~

~~(4) If the board determines there is sufficient cause to believe that professional misconduct occurred, the board shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602.~~

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA  
IMP: Mont. Const. Art. X, sec. 9, 20-4-110, MCA

10.57.602 NOTICE OF HEARING (1) ~~The~~ Upon notice of a request for disciplinary action pursuant to ARM 10.57.601 and determination of sufficient cause, the Board of Public Education shall provide notice of a pending disciplinary action to the licensee, by certified mail not less than 30 days prior to the date of the hearing.

- (a) through (3) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA  
IMP: Mont. Const. Art. X, sec. 9, 20-4-110, MCA

4. The board proposes to repeal the following rule:

10.57.201 GENERAL PROVISIONS TO ISSUE LICENSES, AUTH: 20-4-102, MCA; IMP: 20-4-103, MCA

6. The Board of Public Education proposes that these amendments will be effective July 1, 2017.

7. Statement of Reasonable Necessity: The Board of Public Education has determined it is reasonable and necessary to repeal ARM 10.57.201 and move relevant requirements to other applicable sections for clarification. Amendments to other rules are necessary for clarification of interpretation, consistency, and to correct errors and omissions. It is appropriate and reasonably necessary for the Board to receive certain annual reports on licensing activities and to approve exceptions to the licensing requirements. It is also appropriate and reasonably necessary to assist with recruitment of qualified educators by allowing consideration of the experience of applicants who completed non-accredited educator preparation programs within strict parameters of quality assurance. Additional flexibility in emergency authorization for the hiring of staff in vacant positions is also appropriate and reasonably necessary.

The addition of a Class 4 endorsement of ROTC instructors allows those courses to be taught for student credit.

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

8. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail [pdonovan@mt.gov](mailto:pdonovan@mt.gov) and must be received no later than 5:00 p.m., November 14, 2016.

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

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

11. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web

site may be unavailable during some periods, due to system maintenance or technical problems.

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

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

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Peter Donovan  
Rule Reviewer

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Sharon Carroll  
Board Chair  
Board of Public Education

Certified to the Secretary of State October 3, 2016.



## MACTE Board of Directors

Pat Ashcraft  
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To: Montana Board of Public Education  
From: MACTE (Montessori Accreditation Council for Teacher Education)  
Re: Recognition of MACTE in ARM Chapter 57 Definitions  
Date: August 16, 2016

Two of the proposed changes you have before you are the addition of MACTE as an accrediting body for teacher educator preparation programs in 10.57.102 (2a) and a correlating endorsement change in 10.57.412 (3).

I would like to summarize the rationale for these changes:

- MACTE and the Council for the Accreditation of Educator Preparation (CAEP) are equivalent as recognized teacher education program accreditors. MACTE is recognized by the USDE and is a member of the Council for Higher Education Accreditation (CHEA). CAEP is recognized by CHEA. There seems to be some misunderstanding that MACTE is a Specialty Professional Association (SPA). A SPA is an individual program such as elementary education or special education, which has met the standards developed by the specialty professional association (SPA) in that discipline. The key word here is association, not accreditor. A SPA is an association of like-minded professionals that advances the interests of those professionals and sometimes establishes standards for their professions. Regional accreditors set standards for higher education institutions in their geographical regions and they also meet federal standards themselves that enable their accredited institutions to access federal monies, mostly grants and loans for enrolled students. Programmatic accreditors, like MACTE, set standards for their fields and also meet federal standards that enable programs accredited by them to access federal programmatic funds and also be relied on as a guarantor of quality assurance within the higher education community. When the programmatic accreditor also meets CHEA standards, as MACTE does, it signifies that the programmatic accreditor can also be relied on as guarantor of quality assurance within the higher education community. To be an accreditor, like MACTE, one has to meet the standards of USDE or CHEA; no other organizations can legitimately call themselves accreditors.

- Teacher Education programs seeking MACTE accreditation go through an incredibly rigorous process, equivalent to TEAC or NCATE accreditation (which are now unified under CAEP). I used to work for TEAC and am on the accreditation council for CAEP and would be happy to answer any questions you have about the accreditation process.

- An applicant to a MACTE accredited elementary teacher education program must have a Bachelor's Degree. There has been some confusion on this issue, possibly because an applicant to a preschool (early childhood) teacher education program does not need to have a bachelor's degree.

•MEA/MFT has negotiated a \$2,000 per year stipend (the same as for a Master's Degree) for Helena school district teachers who complete an elementary Montessori teacher education program. This speaks to the recognized rigor of the Montessori elementary teacher education program.

•Montessori education has three fundamental differences with traditional education:

- 1) a multiage environment with specific age ranges based on child development
- 2) individualized lessons and work for students so that their individual needs are met
- 3) specialized hands-on materials

Montessori education is aligned with Common Core Standards. There has been some confusion that Montessori education teaches students something special; this is not accurate. There is nothing alternative about Montessori education. All subject matter is thoroughly taught to Montessori students at all levels. These students are prepared for any state testing that is required. Along with meeting the educator standards in ARM Chapter 58, teachers from a MACTE accredited teacher education program are specially trained to meet individual student needs in a multi-age environment.

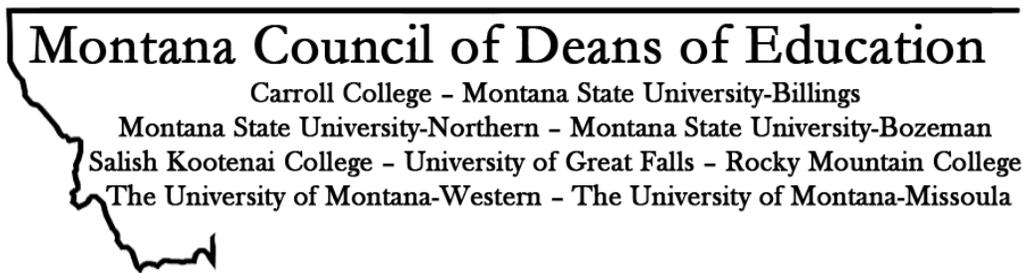
•MEA/MFT, MQEC, MTSBA and all of the groups included in MT-PEC support adding MACTE to 10.57.102 2a because they recognize the rigor of the MACTE accredited elementary teacher education programs and know that doing so will increase the pool of qualified teaching applicants in Montana, will increase access to public Montessori programs, and will help serve rural areas by making licenses available to teachers who, in addition to meeting ARM Chapter 58 educator standards, are specially trained in multiage environments.

Please do not hesitate to contact me with any further questions you might have regarding MACTE recognition, the MACTE accreditation process, or the rigor of the MACTE accredited elementary teacher education program.

Respectfully,



Rebecca Pelton, Ed.D., President  
Montessori Accreditation Council for Teacher Education (MACTE)



Sharon Carroll, *Chair*  
Montana Board of Public Education  
46 N Last Chance Gulch  
PO Box 200601  
Helena MT 59620

Denise Juneau  
Montana Superintendent of Public Instruction  
PO Box 202501  
Helena MT 59620-2501

August 15, 2016

Dear Chair Carroll and Superintendent Juneau:

The Montana Council of Deans of Education (MCDE) held a summer retreat Wednesday and Thursday, August 10 and 11, 2016. The council's representative to the Certification Standards and Practices Advisory Council (CSPAC) presented to the MCDE a request made to the CSPAC by the Montessori Accreditation Council for Teacher Education (MACTE). The MACTE requests that Montana recognize in Administrative Rules of Montana (ARM) 10.57.102 accreditation by the MACTE as an equivalent to accreditation by the Council for Accreditation of Educator Preparation (CAEP).

At the August 10, 2016 meeting, the MCDE reviewed documentation provided by Ms. Katy Wright, Montessori teacher in the Helena Public Schools, asked Ms. Wright clarifying questions regarding the request, and conferenced with the president of the MACTE for further clarification and lengthy deliberation. Upon document review and discussion, the MCDE strongly opposes the request to recognize MACTE accreditation as an equivalent to CAEP accreditation in ARM for the following reasons:

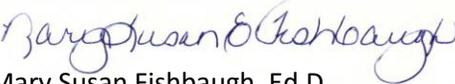
1. Although the MACTE is recognized on the U.S. Department of Education Web site as an accreditor for preparation of Montessori educators, the MACTE is not recognized by the Council for Higher Education Accreditation (CHEA). The CHEA approves all regional accreditors of higher education institutions and specialty accreditors of programs offered by the institutions
2. Montessori preparation is not consistently offered by colleges and universities, and those who prepare Montessori teachers are not required to have education beyond a bachelor's degree. Documentation of the rigor of Montessori standards is unclear and the MACTE provides 3 Quality Indicators, but not comprehensive standards.
3. Individuals preparing to become Montessori teachers are not required to earn a bachelor's degree to teach preschool children. While a bachelor's degree is required to teach elementary-aged or secondary-

aged students, the degree does not require educator preparation and at the secondary level does not require content preparation.

4. The MCDE finds, upon conducting further online research, that Montessori preparation is minimal, requiring 200-375 academic hours plus 400-825 practicum hours. The standard Educator Preparation Provider (EPP) program in Montana requires 128 credits. Assuming a student completes an EPP program in four years, the student enrolls in an average of 16 credits per semester. Converting those credits into hours, the EPP student spends 48 hours per week in coursework and preparation for class. In eight 15-week semesters, the EPP student spends a minimum of 5,760 hours in coursework, field experience, and preparation, far surpassing the hours required by the MACTE.
5. EPP programs in Montana are offered by regionally-accredited institutions of higher education, are state accredited by the Montana Board of Public Education, and may select to be nationally accredited by the CAEP. All state-accredited EPP programs meet CAEP standards, as these standards are incorporated in ARM Chapter 10.58, the Professional Educator Preparation Program Standards (PEPPS).

The MCDE recommends to the Board of Public Education and to the Superintendent of Public Instruction that, in order to support Montessori Educator Preparation as equivalent to the rigorous standards to which all Montana educator preparation is held, providers of Montessori educator preparation must be approved regionally by the Northwest Council for Colleges and Universities and be accredited through ARM Chapter 10.58 by the Montana Board of Public Education. Accepting less than our recommendation compromises the quality of educator preparation in Montana and ultimately compromises the quality P-16 educational opportunities for Montana citizens.

The Montana Council of Deans of Education thanks you for your consideration of our strong opposition to the proposal suggestion that MACTE accreditation be recognized as an equivalent to CAEP accreditation in ARM for purposes of Montana Educator Licensure.

  
Mary Susan Fishbaugh, Ed.D.  
Co-Chair,  
Montana Council of Deans of Education

  
Cindy O'Dell, Ed.D.  
Co-Chair,  
Montana Council of Deans of Education

**ITEM 15**

**HEARING IN BPE CASE #2016-03**

**Rob Stutz**

**ITEM 16**

**HEARING IN BPE CASE #2016-04**

**Rob Stutz**

# INFORMATION

## ❖ ACCREDITATION COMMITTEE (Items 17-19)

Erin Williams

### ITEM 17

## CONTENT STANDARDS REVISION PROCESS AND SCHEDULE

Jael Prezeau, Pete Donovan

# Montana Board of Public Education Executive Summary

**Date: September 2016**

<b>Presentation</b>	Content Standards Revision Process and Schedule Discussion of topics and background information related to content standards revision from 2016 forward.
<b>Presenter Position Title</b>	Peter Donovan Executive Director Board of Public Education
<b>Presenter Position Title</b>	Jael Prezeau Division Administrator, Content Standards and Instruction Office of Public Instruction
<b>Overview</b>	This discussion item will serve to highlight issues related to planning for future content standards revision cycles. The information contained in the document provides some historical background for the content standards revision process, as well as describing potential decision-making opportunities for the BPE to consider as it sets policy and guidelines to carry out its responsibility as the administrative rulemaking authority for K-12 education in Montana.
<b>Requested Decision(s)</b>	None. This is informational only.
<b>Related Issue(s)</b>	None



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

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

<b>Recommendation(s)</b>	Consider the topics outlined in the discussion document (Attached).
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Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

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

# Standards Revision History and Discussion Topics

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2016 and Beyond

Prepared by OPI Content Standards and Instruction Division Staff for the

Montana Board of Public Education Meeting

September 2016

# Standards Revision History and Discussion Topics: 2016 and Beyond

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# Standards Revision History and Discussion Topics: 2016 and Beyond

## Purpose of the Document

This document serves as a means to highlight issues related to planning for future content standards revision cycles. The information contained in this document is for discussion purposes only and is not intended to serve as statements of intention or policy for the Board of Public Education (BPE). The information contained in the document provides some historical background for the content standards revision process, as well as describing potential decision-making opportunities for the BPE to consider as it sets policy and guidelines to carry out its responsibility as the administrative rulemaking authority for K-12 education in Montana.

## Discussion Topics for BPE

- Revise the standards revision purpose statement, process guidelines, and criteria to reflect strategic directions and goals of the Board of Public Education
  - Reflect negotiated rulemaking and economic impact statement requirements
  - Define research/review criteria, participants, and outcomes
  - Define revision criteria, participants, and outcomes
  - Review program delivery standards with content standards
  - Address public input at each stage
- Adopt schedule for revision through 2027
  - Add computer science as a separate set of standards or incorporate this into “digital literacy” content standards
  - Address changes to remaining standards in Chapter 54
    - Match structure of Chapter 53
    - Social Studies
    - World languages
    - Combine technology, library media, and possibly computer science into “digital literacy” standards
    - Incorporate workplace competencies into career and technical education
- Budgetary and Staffing Considerations
  - Determine BPE staffing and capacity to engage in process
  - Identify potential agency costs (e.g., Secretary of State filing fees)

# Standards Revision History and Discussion Topics: 2016 and Beyond

## Revision Schedule Proposal

This schedule mirrors the previous revision cycle progression, but does not include: English language proficiency standards, traffic education, workplace competencies, library media, and technology. English Language Proficiency Standards ([10.53.3](#)) were adopted to fulfill assessment requirements and need not be included in the regular review or revision of content standards for all students. This schedule reflects a proposal to incorporate workplace competencies into career and technical education, as well as, combining library media and technology into digital literacy standards.

Cycle	Content Standards	Research/Review	Revision	Negotiated Rulemaking/EIS Development	Adoption	Implementation
I	Social Studies	September 2016 – April 2017	May – October 2017	November 2017 – March 2018	September 2018	July 1, 2019
I	Computer Science*	September 2016 – April 2017	May – October 2017	November 2017 – March 2018	September 2018	July 1, 2019
I	Digital Literacy*	September 2016 – April 2017	May – October 2017	November 2017 – March 2018	September 2018	July 1, 2019
I	Career and Technical Education	September 2016 – April 2017	May – October 2017	November 2017 – March 2018	September 2018	July 1, 2019
II	English Language Arts/Literacy	January – April 2019	May – October 2019	November 2019 – March 2020	September 2020	July 1, 2021
II	Mathematics	January – April 2019	May – October 2019	November 2019 – March 2020	September 2020	July 1, 2021
II	World Languages	January – April 2021	May – October 2021	November 2021 – March 2022	September 2022	July 1, 2023
III	Health	January – April 2023	May – October 2023	November 2023 – March 2024	September 2024	July 1, 2025
III	Physical Education	January – April 2023	May – October 2023	November 2023 – March 2024	September 2024	July 1, 2025
IV	Arts	January – April 2025	May – October 2025	November 2025 – March 2026	September 2026	July 1, 2027
IV	Science	January – April 2025	May – October 2025	November 2025 – March 2026	September 2026	July 1, 2027

Cycles III and IV may be a review rather than whole scale revision.

\*Further discussion of separate computer science and digital literacy content standards would determine whether these would be combined.

# Standards Revision History and Discussion Topics: 2016 and Beyond

The following appendices provide additional history and context for this discussion.

# Standards Revision History and Discussion Topics: 2016 and Beyond

## Appendix A: Adoption, Revision, Repeal History

Standards	Initial Adoption	Revised	Revised	Repealed	ARM Chapter	Current Framework
Communication Arts	1999	2010		2011	10.54	standards/benchmarks
Health Enhancement	1999			2016	10.54	standards/benchmarks
Mathematics	1999	2009	2011		10.54	K-5/6-8/9-12
Science	1999	2006	2016		10.53	K-5/6-8/9-12
World Languages	1999				10.54	standards/benchmarks
Arts	2000	2016			10.53	K-5/6-8/9-12
Career and Technical Education	2000				10.54	standards/benchmarks
Library Media	2000	2008			10.53	standards/benchmarks
Social Studies	2000				10.54	standards/benchmarks
Technology	2000	2008			10.54	standards/benchmarks
Workplace Competencies	2000				10.54	standards/benchmarks
English Language Arts	2011				10.53	K-5/6-8/9-12
English Language Proficiency	2011				10.53	standards/performance descriptions
Health	2016				10.53	K-5/6-8/9-12
Physical Education	2016				10.53	K-5/6-8/9-12

# Standards Revision History and Discussion Topics: 2016 and Beyond

## Appendix B: Previous Revision Cycles

<b>Cycle</b>	<b>Standards</b>	<b>Standards Adopted by BPE</b>
Cycle I 2005-2006	<ul style="list-style-type: none"><li>• Science</li></ul>	<ul style="list-style-type: none"><li>• Adopted November 2006</li></ul>
Cycle II 2007-2008	<ul style="list-style-type: none"><li>• Information Literacy-Library Media</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• Adopted August 2008</li><li>• Adopted August 2008</li></ul>
Cycle III 2008-2009	<ul style="list-style-type: none"><li>• Mathematics</li><li>• Communication Arts</li></ul>	<ul style="list-style-type: none"><li>• Adopted September 2009</li><li>• Adopted January 2010</li></ul>
Cycle IV 2011-2012	<ul style="list-style-type: none"><li>• Career and Technology Education</li><li>• Workplace Competencies</li><li>• Health Enhancement</li><li>• English Language Proficiency (ELP)</li></ul>	<ul style="list-style-type: none"><li>• Proposed Adoption 2012 for all standards in Cycle IV</li></ul>
Cycle V 2012-2013	<ul style="list-style-type: none"><li>• School Counseling</li><li>• World Languages</li><li>• Social Studies</li><li>• Arts</li></ul>	<ul style="list-style-type: none"><li>• Proposed Adoption 2013 for all standards in Cycle V</li></ul>

Ms. Judy Snow provided the following tentative action plan for English Language Proficiency Standards:

<b>Dates</b>	<b>Action</b>
June 1, 2010 – Summer 2011	Review and revise Montana ELP standards and link to current Montana content standards or if approved in Montana, link to Common Core Standards.
December 2010 – Summer 2011	Adoption process for Montana ELP standards.

Approved December 2010 by the Board of Public Education. Agenda Item 21

<http://bpe.mt.gov/Portals/119/PDF/BPEMinutes/2010/BPEDecember2010Minutes.pdf>

# Standards Revision History and Discussion Topics: 2016 and Beyond

## Appendix C: ARM Current Standards Review Schedule – Ch. 53 & 54

### 10.53.104 STANDARDS REVIEW SCHEDULE

(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, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2011 MAR p. 2520, Eff. 11/26/11.

### 10.54.2503 STANDARDS REVIEW SCHEDULE

(1) Montana's content and performance standards shall be reviewed and revised on a five-year cycle beginning July 1, 2005.

(2) A schedule for review of specific programs 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 intervals not exceeding five years.

(3) The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools.

History: Sec. [20-2-114](#), MCA; [IMP](#), Sec. [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2001 MAR p. 953, Eff. 6/8/01.

# Standards Revision History and Discussion Topics: 2016 and Beyond

## Appendix D: Related ARM

Chapter 55 – Negotiated Rulemaking required for any changes in this chapter

- [10.55.602](#) DEFINITIONS
  - (32) “Program area standards”
- [10.55.902](#) BASIC EDUCATION PROGRAM: MIDDLE GRADES
- [10.55.904](#) BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL
- [10.55.905](#) GRADUATION REQUIREMENTS
  - Consider addition of computer science requirement
- [10.55.906](#) HIGH SCHOOL CREDIT
- [10.55.1003](#) PROGRAM FOUNDATION STANDARDS
- [10.55.1101](#) COMMUNICATION ARTS PROGRAM DELIVERY STANDARDS
  - Reference to media literacy relates to repealed communication arts standards, could connect with proposed new digital literacy content standards
- [10.55.1401](#) MATHEMATICS PROGRAM DELIVERY STANDARDS
- [10.55.1501](#) SCIENCE PROGRAM DELIVERY STANDARDS
- [10.55.1601](#) SOCIAL STUDIES PROGRAM DELIVERY STANDARDS
- [10.55.1701](#) CAREER AND VOCATIONAL/TECHNICAL EDUCATION PROGRAM DELIVERY STANDARDS
- [10.55.1801](#) LIBRARY MEDIA PROGRAM DELIVERY STANDARDS
- [10.55.1901](#) SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS
  - Direct reference to career development
- [10.55.2101](#) WORLD LANGUAGES PROGRAM DELIVERY STANDARDS

Chapter 57 – Licensure

If adding Computer Science -

- [10.57.412](#) CLASS 1 AND 2 ENDORSEMENTS
- [10.57.420](#) CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

Chapter 58 - Professional Educator Preparation Program Standards

If adding Computer Science -

10.58.5: Teaching Areas: Specific Standards

- [10.58.505](#) BUSINESS EDUCATION
- [10.58.515](#) INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION
- [10.58.522](#) SCIENCE
- [10.58.524](#) COMMUNICATION
- [10.58.528](#) COMPUTER SCIENCE

# Standards Revision History and Discussion Topics: 2016 and Beyond

## Appendix E: Current Board of Public Education Statement of Purpose, Criteria, and Process for Standards Revision

In 2005, the Montana Board of Public Education initiated the Standards Revision Project to assure Montana citizens that its public schools are providing **all** children of our great state with challenging academic expectations. The Montana Board of Public Education is charged with the responsibility of leading a process of standards revision that meets the following guiding principles.

Revised learning standards which are academic in focus, rigorous but attainable, readily understandable, and designed to measure the progress of students toward meeting them, will lead to the improvement of Montana's schools and a brighter future for our people.

Revised standards must clearly and consistently identify what students should know, understand, and be able to do. Parents, educators, and the greater Montana community must be involved in the revision process. Revised standards will provide a framework to help guide local curriculum and instruction, encouraging school districts and teachers to place emphasis on critical areas of learning. In addition, standards should be measured and made known to the Montana public.

With the vital purpose of improving Montana's schools as our goal, the Montana Board of Public Education sets forth the following criteria to guide Standards Revision:

1. Standards will be academic in nature and content specific.
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 MCA 20-1-501, Indian Education for All.

With the purpose of developing a successful and useful product, the Montana Board of Public Education sets forth the following process to guide the Montana Standards Revision:

1. Use the existing Montana Standards Framework – current accreditation program delivery and foundation standards, content and performance standards and benchmarks, and existing structure (4<sup>th</sup>, 8<sup>th</sup>, and upon graduation).
2. Use proven practices from Montana classrooms.
3. Consider international, national and other states' standards.
4. Consider entrance expectations for workplace and postsecondary education.
5. Consider achievement and other related data.
6. Consider other research, e.g., Education Northwest, School Redesign Network, National Study of School Evaluation, etc.
7. Consider comments from professional education associations.
8. Consider comments from tribal and school district educators.
9. Consider recommendations from the Montana Advisory Council for Indian Education.
10. Involve the Montana public.

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

# Standards Revision History and Discussion Topics: 2016 and Beyond

## Appendix F: Board of Public Education Mission Statement and Goals

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

### Goals

1. Promote a safe learning environment
2. Evaluate the Board's accreditation standards to ensure they are contemporary and effective to improve quality education for all Montana students
3. Foster quality teaching and administration
4. Prepare all Montana students for work, post-secondary education, and civic life
5. Exercise the Board's constitutional and statutory authority to improve schools
6. Recognize and fulfill the Board's statutory obligation to the School for the Deaf and Blind

# Standards Revision History and Discussion Topics: 2016 and Beyond

## Appendix G: History and Rationale for Workplace Competency and CTE

### Discussion Topic:

- Combine workplace competency and career and vocational/technical content standards.

The terms “manual arts” and “industrial arts” have appeared in Montana “Courses of Study” for elementary and secondary schools since the early 20<sup>th</sup> century.

Terms to describe topics and areas of study include: manual training, manual arts, industrial arts (mechanics, woodworking, elementary electricity, auto mechanics), handwork, trade industry, home economics, agriculture (animal husbandry, crops and soils, farm mechanics), commercial (bookkeeping, shorthand, typewriting, commercial law, salesmanship and advertising, business English, commercial geography, business arithmetic), and vo-ed.

As early as 1917, state and federal funding have both guided and defined courses of study in this area. Further, coordination between K-12 and

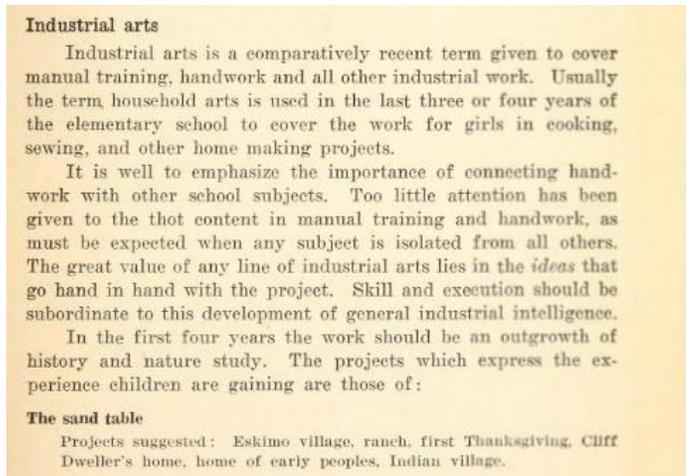


Figure 1- Image from “State Course of Study for Rural Schools of Montana” (1926) Slight revision of 1923 ed <https://archive.org/stream/statecourseofstu1926mont#page/18/mode/>

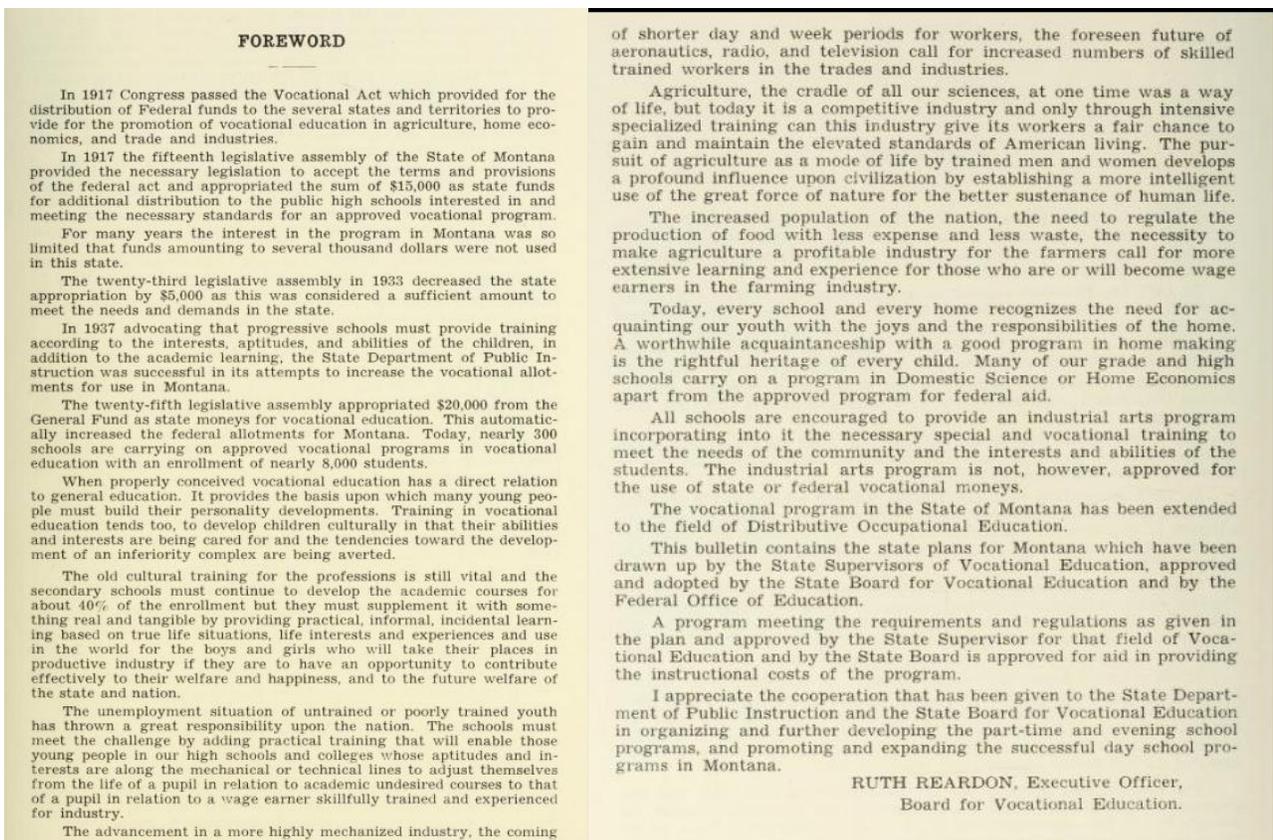


Figure 2 - State Plans for Vocational Education (1937-42) <https://archive.org/details/stateplansforvoc80mont>

# Standards Revision History and Discussion Topics: 2016 and Beyond

higher education has been the norm to connect preparation of teachers and students in the areas that are now referred to as Career and Technical Education.

In 2000, the Board of Public Education adopted Workplace Competencies and Career and Technical Education Content Standards. In examining these two sets of standards, common language and goals are readily evident. In order to more clearly identify standards that reflect current and future expectations for students, the recommendation is to adopt one set of standards for Career and Vocational/Technical Education that incorporate contemporary workplace competencies. In addition to the connections between the standards adopted in 2000, there are connections to the current mathematics, English language arts, and proposed science standards that are, by definition, college- and career-ready standards. The connections include communication, technology, and problem-solving skills—the soft skills valued for workplace readiness. Career and Vocational/Technical Education provides a meaningful and authentic context for students to apply content knowledge and skills that lead to preparation for post-secondary education and careers, particularly so for Science, Technology, Engineering, and Mathematics (STEM) fields.

Combining the these standards and revising them in a K-5, 6-8, and 9-12 format would give greater guidance to teachers and elevate these skills in the overall K-12 curriculum.

## *Current Montana Content Standards*

	<b>Career and Vocational/Technical Education Content Standards</b>	<b>Workplace Competencies</b>
<b>Description</b>		
	Career and Vocational/Technical Education is a program of articulated sequential experiences that prepare students for successful participation in community, family, postsecondary education and careers. Career and Vocational/Technical Education programs include Agriculture, Business and Marketing, Family and Consumer Sciences, Industrial Technology, and Trades and Industry. Career and Vocational/Technical Education programs focus on career preparation, resource management, communication, technical skill development, applied academics, technological literacy; and personal skills and leadership. Programs are driven by authentic applications where students will be prepared for the workplace. Through Career and Vocational/Technical Education students are empowered to be successful in today's world.	Due to the explosive growth of technology and the globalization of commerce and industry, today's workplace demands that workers work smarter not harder. Thus, schools must help students acquire workplace skills by assisting them in developing the necessary intellectual abilities and personal traits that help them to secure and maintain employment in the business world. Schools should encourage students to use creative and critical thinking skills, which are transferrable from the classroom to the workplace and to the community. In the schools, these workplace skills must build upon the basic skills, higher order thinking, and the practice of personal qualities that emphasize such things as respect and responsibility. Also, these workplace skills need to be taught and understood in an environment that accurately represents the realities of today's workplace.
<b>Standards</b>		
	Content Standard 1: Students experience various career opportunities and assess personal career pathways.	Content Standard 1—Workplace Resources—Students identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human resources.
	Content Standard 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).	Content Standard 2—Interpersonal Workplace Skills—Students acquire and demonstrate interpersonal workplace skills
	Content Standard 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.	Content Standard 3—Workplace Information—Students acquire and use workplace information
	Content Standard 4: Students acquire and demonstrate current technical skills leading to an occupation.	Content Standard 4—Workplace Systems—Students demonstrate an understanding of how social, organizational and technological systems work.

# Standards Revision History and Discussion Topics: 2016 and Beyond

	<b>Career and Vocational/Technical Education Content Standards</b>	<b>Workplace Competencies</b>
	Content Standard 5: Students know and demonstrate the requirements of the workplace through authentic application.	Content Standard 5—Workplace Technology—Students work safely with a variety of workplace technologies.
		Content Standard 6—Workplace Readiness/Life & Career Planning—Students acquire and demonstrate skills in life and career planning and workplace readiness.
<b>Structure</b>		
	Benchmark I (end of 8 <sup>th</sup> ), Benchmark II (9-12), Benchmark III (concentrators)	End of Grade 4, End of Grade 8, Upon Graduation—End of Grade 12

See [Appendix D](#) for Related Administrative Rules

## Additional Resources:

- Montana Schools (September 1977) “Vo-ed: a new look.”  
<https://archive.org/stream/montanaschools211mont#page/n0/mode/2up>
- Industrial Arts Planning Guide (1976) <https://archive.org/details/industrialartspl1976mont>
- Montana Association for Career and Technical Education <http://www.montanaacte.org/index.shtml>

From the OPI Website: Career and Technical Education prepares Montana K–12 students for a wide range of careers and post–secondary education programs. Career and Technical Education courses are found in Montana’s middle schools, high schools and career centers.

Career and Technical Education courses provide students with life and employment skills to make them highly desirable employees in today’s modern workforce. Skills learned in K–12 Career and Technical Education courses prepare students to go directly into the workforce or to continue their education with a much higher degree of focus and direction for their career goals.

Montana has over 500 approved Career and Technical Education programs and over 800 certified teachers in Agriculture, Business, Marketing, Family and Consumer Sciences, Industrial Technology, and Health Sciences. More than 150 Montana high schools participate in the federal Carl D. Perkins and state Career and Technical Education grant programs to support and improve their Career and Technical Education programs. (Accessed August 1, 2016)

# Standards Revision History and Discussion Topics: 2016 and Beyond

## Appendix H: History and Rationale for Computer Science

### Discussion Topics:

- Adoption of computer science content standards.
- Incorporation of computer science into technology or digital literacy content standards.

A discrete set of content standards has not been adopted by the Board of Public Education. While the various versions of technology, library media, career and vocational/technical, workplace competencies, science, and mathematics make reference to the use of computers, none of these areas define what students should know and be able to do in the discipline of computer science.

**Computer science** refers to the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society; and,

**Computer science education** includes the following elements: design (both software and hardware), creation of digital artifacts, abstraction, logic, algorithm development and implementation, programming paradigms and languages, theoretical foundations, networks, graphics, databases and information retrieval, information security and privacy, artificial intelligence, the relationship between computing and mathematics, the limits of computation, applications in information technology and information systems, and social impacts of computing. (pg. 10)

Figure 3- "Running on Empty" <http://runningonempty.acm.org/fullreport2.pdf>

See *Figure 3* for a definition of computer science and computer science education.

The Every Student Succeeds Act of 2015 (ESSA) includes computer science as a core academic subject that states should consider including in their complement of challenging academic standards for a well-rounded education.

Computer science and coding have been identified as high-need areas for educational and career preparation. According to code.org, an organization dedicated to supporting the inclusion of computer science in K-12 education, there is great need to move computer science to the level of core academic subject to meet the needs of communities to drive

Computer science drives innovation throughout the US economy, but it remains marginalized throughout K-12 education.

Only **32** states allow students to count computer science courses toward high school graduation.

There are currently **508,247** open computing jobs nationwide.

Last year, only **42,969** computer science students graduated into the workforce.

Figure 4 - <https://code.org/promote>

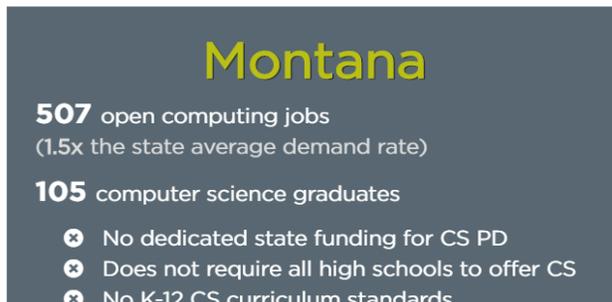


Figure 5 - <https://code.org/promote/mt>

and sustain economic growth.

Code.org provides a Montana Fact Sheet that illustrates the need for Montana to address computer science in K-12. See *Figure 5*.

Computer science will create the future. Adoption of K-5, 6-8, and 9-12 computer science standards or incorporating them into technology or digital literacy content standards may give

# Standards Revision History and Discussion Topics: 2016 and Beyond

greater guidance to teachers, elevate these skills and concepts in the overall K-12 curriculum, and provide greater opportunities for students to be competitive participants in shaping the future of the global community.

## *Computer Science Endorsements Data*

There are 162 active and inactive educators in MSEIS (the licensure information system) with Computer Science endorsements. Of these, we have 121 educators with either a Class 1, Class 2 license, or both. And, we have 36 educators with Class 4 vocational licenses. The remaining five educators include two with Class 5 Provisional Licenses, two with Class 8 Dual-Credit Licenses, and one internship in Computer and Information Sciences.

Of the 62 educators with Computer Science endorsements who were teaching in Montana schools in the 2015-16 school year, 25 educators taught 55 sections of Computer Science courses in 28 school districts (mostly high school districts). Fifty-eight of these teachers taught 185 sections of non-computer science courses (such as keyboarding, career exploration, desktop publishing, etc.).

Source: MSEIS and TEAMS (August 2016)

Some thoughts to consider...

- It appears that there are 100 active/inactive educators with Computer Science endorsements who aren't teaching in our public schools.
- Educators with Computer Science endorsements are teaching many non-computer science courses.

See [Appendix D](#) for Related Administrative Rules

## Additional Resources

- "code.org" <https://code.org/>
- "computer science" [https://en.wikipedia.org/wiki/Computer\\_science#References](https://en.wikipedia.org/wiki/Computer_science#References)
- Computer Science Teachers Association. "CSTA K-12 Computer Science Standards" (Revised 2011) [https://csta.acm.org/Curriculum/sub/CurrFiles/CSTA\\_K-12\\_CSS.pdf](https://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_K-12_CSS.pdf)
- Computer Science Teachers Association. "Running on Empty: The Failure to Teach K-12 Computer Science in the Digital Age" <http://runningonempty.acm.org/fullreport2.pdf>
- Computer Science Teachers Association. "State-by-State Map - Running on Empty" <http://runningonempty.acm.org/roemap.html>

# Standards Revision History and Discussion Topics: 2016 and Beyond

## State-by-State Results

Below is an interactive map showing to what extent each state has adopted [ACM and CSTA's nationally recognized computer science education standards](#) into state standards and whether computer science counts as a core mathematics or science graduation credit. The first score card in the left-hand column shows the adoption rate of standards organized along the information technology fluency categories (Skills, Capabilities and Concepts) created by the National Academies study [Being Fluent with Information Technology](#). The lower score card shows the same data broken down by the three framework levels in the ACM/CSTA model curriculum. The last box shows whether computer science courses count as a required graduation credit from secondary education.

The national snapshot shows only 9 states count computer science as a core graduation credit and most state standards are focused on "skills" (73 percent adoption) instead of deeper computing "concepts" (only 37 percent adoption). Further most states have few Level II or III standards.

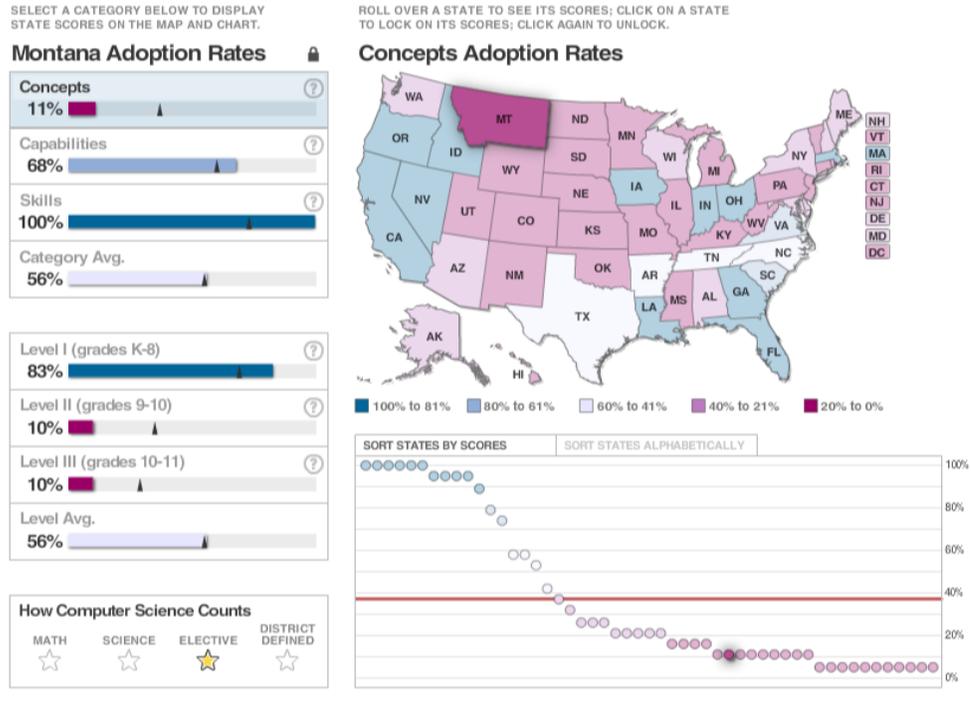


Figure 6 - "Running on Empty" <http://runningonempty.acm.org/roemap.html>

# Standards Revision History and Discussion Topics: 2016 and Beyond

## Appendix I: History and Rationale for Library Media and Technology – Digital Literacy

### Discussion Topics:

- Combine library media/information literacy and technology content standards into digital literacy standards.
- Include computer science in a broad set of digital literacy content standards.

As we move further into the 21st century, it becomes increasingly apparent that fundamental changes must occur in how public education meets the educational needs of a global society and economy. Students must be provided with the opportunity to develop and practice the core skills of problem solving, critical thinking and communication using the expanding variety of technological tools and processes. In terms of student learning, information and technology literacy are the content standards which, when integrated and applied across content areas, provide the practice students of today need to be prepared for their tomorrow.

It is timely that library media/information literacy and technology would be revised early in the next cycle of content standards revision. The 2011 English Language Arts/Literacy and Mathematics standards emphasize many of the skills inherent in digital literacy standards. The skills and concepts contained in the digital literacy umbrella connect to science, arts (media arts), health, physical education, career and vocational/technical, and computer science make the definition of digital literacy standards essential. If teachers are to effectively plan instruction and assess student attainment of digital literacy skills, they must have a clearly defined set of standards to guide them. There are many sources and models to help Montana’s effort to define digital literacy content standards. These sources include the 2016 ISTE Standards for Students (see Figure 7), the NAEP Technology and Engineering Literacy Framework, the Center for Media Literacy, and others.



Figure 7 - ISTE Standards for Students 2016  
<http://www.iste.org/standards/standards/for-students-2016>

A call to action for the Office of Public Instruction will include providing the modeling and professional development resources necessary for in-service teachers and teacher-

librarians to successfully integrate digital literacy into what they already do. Data to demonstrate a need for increased emphasis on digital literacy can be found in existing NAEP data. Big Sky Career Pathways may also provide a means to support this effort with its foundation knowledge and skill set that includes information literacy, problem solving and critical thinking.

See [Appendix D](#) for Related Administrative Rules

### Additional Resources

- Technology and Engineering Literacy Assessment <https://nces.ed.gov/nationsreportcard/tel/>
- ISTE Standards for Students (2016) <http://www.iste.org/standards/standards/for-students-2016>
- Center for Media Literacy <http://www.medialit.org/>
- “Definition of Digital Literacy” <http://www.teachthought.com/pedagogy/literacy/the-definition-of-digital-literacy/>

# Standards Revision History and Discussion Topics: 2016 and Beyond

## Appendix J: Related Discussion Topics

- Districts ask for a reliable and predictable schedule for adoption of content standards to be able to appropriately plan for curriculum revision, professional development, and resource identification
- Consider adoption of core academic standards and update program delivery standards and definitions of basic elementary, middle, and high school programs
- Availability and readiness of teacher preparation programs
- OPI capacity to facilitate revision process
  - Personnel
  - Budget
- ESSA “Well-rounded Education” and “Challenging State Academic Standards” emphasis

From NCLB	
<ul style="list-style-type: none"> <li>• English/Reading/Language Arts</li> <li>• Civics and Government</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> <li>• Science</li> <li>• Foreign Languages</li> <li>• Economics</li> <li>• Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Engineering</li> <li>• Music</li> <li>• Health</li> <li>• Technology</li> <li>• Computer Science</li> <li>• Career and Technical Education</li> <li>• Physical Education</li> <li>• And others</li> </ul>

- Need to model integration of content, skills, and Indian Education for All
- Connect to ESSA assessment requirement for “aligned academic achievement standards referred to in this Act as ‘challenging State academic standards’), which achievement standards shall include **not less than three levels of achievement**, that will be used by the State, its local educational agencies, and its schools to carry out this part.”
  - Redefine “textbook” within “instructional materials” to broadly encourage the use of open educational resources (See [#GoOpen](#), [Learning Registry](#))
  - Montana Code Annotated “Textbook” References
    - 20-1-101. Definitions
    - 20-3-106. Supervision of schools -- powers and duties
    - 20-7-601. Free textbook provisions
    - 20-7-602. Textbook selection and adoption
    - 20-7-604. Licensing textbook dealers
    - 20-7-605. Notification and processing of complaint against licensed textbook dealer
    - 20-7-606. Doing business without textbook dealer's license -- penalty
    - 20-7-607. Restricting competition -- penalty
    - 20-7-608. Offer or acceptance of emoluments or other inducements -- penalty
  - Administrative Rules of Montana
    - 10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY
    - 24.9.1007 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

**ITEM 18**

**PROPOSED REVISION TO THE TIMELINE  
OF THE INTENSIVE ASSISTANCE PROCESS**

**Patty Muir**

# Montana Board of Public Education Executive Summary

**Date: September 16, 2016**

<b>Presentation</b>	Proposed Revision to the Timeline of the Intensive Assistance Process
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides the Board of Public Education (BPE) the proposed revision to the timeline of the Intensive Assistance Process, as requested at the July BPE meeting.
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Information/Discussion

# DRAFT Intensive Assistance Process Timeline

## Current Timeline

- May 2016 BPE – Action on recommendation

- May 2017 BPE – Action on recommendation

- July 2017 BPE - Schools present corrective plans

- May 2018 BPE – Action on recommendation

- July 2018 BPE – School appeals, BPE action for following July 1.

- July 1, 2019

### Step 1

State Superintendent recommends BPE place school in I.A.

### Step 2

School appears before BPE with corrective plan. BPE approves or denies plan.

### Step 3

State Superintendent recommends school placed in nonaccredited status following July 1. BPE approve or denies.

### Step 4

If school appeal is not approved, BPE takes action to place school in nonaccredited status following July 1.

### Nonaccredited Status

School is in a nonaccredited status the following July 1.

## Proposed Timeline

- March 2016 BPE – Action on recommendation

- November 2016 BPE – OPI reports CSIP/TEAMS status

- March 2017 BPE – Action on recommendation

- April 2017 – Step 2 Schools submit Corrective Plans

- \*May 2017 BPE - Schools present corrective plans

- November 2017 BPE – OPI reports CSIP/TEAMS status

- March 2018 BPE – Action on recommendation

- May 2018 BPE – School appeals, BPE action for following July 1.

- July 1, 2018

\*If School fails to attend or corrective plan is not approved, BPE can take immediate action for Nonaccredited Status as school “fails to meet the requirements of intensive assistance and is out of compliance with the Board of Public Education standards of accreditation.” ARM 10.55.605(9); 20-9-344, MCA.



**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**

# Montana Board of Public Education Executive Summary

**Date: September 2016**

<b>Presentation</b>	<p>Request for approval of proposed adoption of NEW RULES I through X, the amendment of ARM 10.53.101 and 10.54.2501, and the repeal of ARM 10.54.5010 through 10.54.5013, 10.54.5020 through 10.54.5023, 10.54.5030 through 10.54.5033, 10.54.5040 through 10.54.5043, 10.54.5050 through 10.54.5053, 10.54.5060 through 10.54.5063, and 10.54.5087 through 10.54.5098 pertaining to K-12 science content standards.</p> <p>This is the third presentation of this item to the BPE. It is a request for action by the BPE: Vote to Adopt, Amend, and Repeal K-12 Science Content Standards.</p>
<b>Presenter</b>	Jael Prezeau
<b>Position Title</b>	Division Administrator, Content Standards and Instruction Office of Public Instruction
<b>Overview</b>	<p>The Board of Public Education published a Notice of Public Hearing on the above noted rules relating to Science on August 5, 2016. A public hearing was held on August 30, 2016. The comments received at the hearing and in response to publication of the notice are summarized in the attached Notice together with</p>



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

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

	suggested responses. If adopted by the BPE the rules will be effective July 1, 2017.
<b>Requested Decision(s)</b>	That the Board of Public Education approve adoption, amendment, and repeal of K-12 Science Content Standards of NEW RULES I through X, the amendment of ARM 10.53.101 and 10.54.2501, and the repeal of ARM 10.54.5010 through 10.54.5013, 10.54.5020 through 10.54.5023, 10.54.5030 through 10.54.5033, 10.54.5040 through 10.54.5043, 10.54.5050 through 10.54.5053, 10.54.5060 through 10.54.5063, and 10.54.5087 through 10.54.5098 pertaining to K-12 science content standards, response to comments, and authorize the filing of the attached Notice with the Secretary of State for publication in the Montana Administrative Register.
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Vote to adopt, amend, and repeal ARM NEW RULES I through X, the amendment of ARM 10.53.101 and 10.54.2501, and the repeal of ARM 10.54.5010 through 10.54.5013, 10.54.5020 through 10.54.5023, 10.54.5030 through 10.54.5033, 10.54.5040 through 10.54.5043, 10.54.5050 through 10.54.5053, 10.54.5060 through 10.54.5063, and 10.54.5087 through 10.54.5098 pertaining to K-12 science content standards and authorize filing of the Notice with the SOS for publication in the Montana Administrative Register.



BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

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

TO: All Concerned Persons

1. On August 5, 2016, the Board of Public Education published MAR Notice No. 10-53-277 pertaining to the public hearing on the proposed adoption, amendment, and repeal of the above-stated rules at page 1298 of the 2016 Montana Administrative Register, Issue Number 15.

2. The board has adopted the following new rules:

NEW RULE I	ARM 10.53.801	SCIENCE CONTENT STANDARDS
NEW RULE II	ARM 10.53.802	DEFINITIONS
NEW RULE III	ARM 10.53.803	SCIENCE CONTENT STANDARDS FOR KINDERGARTEN
NEW RULE IV	ARM 10.53.804	SCIENCE CONTENT STANDARDS FOR FIRST GRADE
NEW RULE V	ARM 10.53.805	SCIENCE CONTENT STANDARDS FOR SECOND GRADE
NEW RULE VI	ARM 10.53.806	SCIENCE CONTENT STANDARDS FOR THIRD GRADE
NEW RULE VII	ARM 10.53.807	SCIENCE CONTENT STANDARDS FOR FOURTH GRADE
NEW RULE VIII	ARM 10.53.808	SCIENCE CONTENT STANDARDS FOR FIFTH GRADE
NEW RULE IX	ARM 10.53.809	SCIENCE CONTENT STANDARDS FOR SIXTH THROUGH EIGHTH GRADES
NEW RULE X	ARM 10.53.910	SCIENCE CONTENT STANDARDS FOR NINTH THROUGH TWELFTH GRADES

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

4. The board has repealed 10.54.5010 through 10.54.5013, 10.54.5020

through 10.54.5023, 10.54.5030 through 10.54.5033, 10.54.5040 through 10.54.5043, 10.54.5050 through 10.54.5053, 10.58.5060 through 10.54.5063, and 10.54.5087 through 10.54.5098 as proposed.

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

6. The following comments were received.

COMMENT 1: Mr. Pat Audet, Associate Director, School Administrators of Montana, stated that SAM has reviewed and is in full support of the new standards. He stated that excellent minds in education were on the committee that wrote the standards. As a former science teacher he felt the standards would support successful learning.

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

COMMENT 2: Mr. Marco Ferro, Director of Public Policy and professional Development for MEA-MFT, submitted written comments in support of the science standards. He stated MEA-MFT's appreciation for the board and OPI's willingness to have educators involved as part of the revision process.

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

COMMENT 3: An educator from Bozeman, Montana stated her support for the new science standards. She stated the need for more students entering STEM fields and feels the new standards will help them get there.

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

COMMENT 4: Gerald F. Wheeler, PhD., President of Quality STEM Education, Inc. and William J. Tietz, DVM, PhD., Vice President of Quality STEM Education, Inc. submitted written comments in support of the proposed science standards. They feel improving STEM education is important for Montana's economic health and will help attract high-tech industries to Montana.

RESPONSE: The Board of Public Education thanks the commenters for their comments.

COMMENT 5: Judy Boyle, President-Elect of the Montana Science Teachers Association, has been teaching for 30 years and stated the new standards will allow science classes to feel like science and our students to feel like scientists. She has been involved with teaching the Next Generation Science Standards (NGSS) for over four years. The new standards were modeled after the NGSS. She stated that the financial impact on teaching to the new standards has been minimal. She stated

that the new standards are supported by the Montana Science Teachers Association.

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

COMMENT 6: A high school science teacher commented that the new standards were geared toward having students actively do science and engineering rather than passively learning about it. The new standards have three parts: practices, cross-cutting concepts and disciplinary core ideas. The disciplinary core ideas are similar to the current standards. She felt that although implementing the practices and cross-cutting concepts was a challenging shift, there was a significant increase in student understanding, motivation, and engagement.

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

COMMENT 7: A commenter stated that a local science teacher who had been implementing the NGSS in her classroom has seen remarkable improvements in student achievement, depth of learning, and growth. She encouraged adoption of the new standards.

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

COMMENT 8: A commenter asked the board to not underestimate the ability of Montana's teachers and administrators to train for the new standards. She stated that STEM has become very important for science and math and that numerous state grants support the training of teachers in connection with the new standards.

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

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Peter Donovan  
Rule Reviewer

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Sharon Carroll, Chair  
Board of Public Education

Certified to the Secretary of State October 3, 2016.

**\*\*\*TIME CERTAIN @3:00\*\*\***

**ACTION**

**❖ ACCREDITATION COMMITTEE (Items 20-21)**

**Darlene Schottle**

**ITEM 20**

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

- **Billings/McKinley Elementary**
  - **Helena High School**
- **Lame Deer 7-8/High School**
  - **Poplar High School**

**Patty Muir**

**Montana Board of Public Education**  
**Executive Summary**  
**Date: September 16, 2016**

<b>Presentation</b>	Recommend Approval/Denial of the 2015-2016 Corrective Plans and Timelines of Accredited Schools in Step 2 of the Intensive Assistance Process
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides the Board of Public Education (BPE) the Corrective Plans and Timelines for schools in Step 2 of the Intensive Assistance Process. District Board of Trustee Chairs and Superintendents will address the BPE.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	<p><b>Action One:</b> Recommend APPROVAL/DENIAL of 2015-16 Corrective Plan and Timeline for McKinley Elementary School in Billings.</p> <p><b>Action Two:</b> Recommend APPROVAL/DENIAL of 2015-16 Corrective Plan and Timeline for Poplar High School.</p> <p><b>Action Three:</b> Recommend APPROVAL/DENIAL of 2015-16 Corrective Plan and Timeline for Helena High School.</p>

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**Action Four:** Recommend APPROVAL/DENIAL of 2015-16 Corrective Plan and Timeline for Lane Deer 7-8 School.

**Action Five:** Recommend APPROVAL/DENIAL of 2015-16 Corrective Plan and Timeline for Lane Deer High School.

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

### Northern Cheyenne Tribal Schools

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

### Lavina K-12 Schools

- Lavina High School

### Box Elder Public Schools

- Box Elder High School

### Helena Public Schools

- Helena High School

### Conrad Public Schools

- Conrad High School

### Poplar Public Schools

- Poplar High School

### Lame Deer Public Schools

- Lame Deer High School
- Lame Deer 7-8

### Lustre Elementary

- Lustre School

### Billings Public Schools

- McKinley School

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

### Northern Cheyenne Tribal Schools

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

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

### Lavina K-12 Schools

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

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

### Box Elder Public Schools

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

### Helena Public Schools

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

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

### Conrad Public Schools

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

### Poplar Public Schools

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

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

### Lame Deer Public Schools

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

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

### Lustre Elementary

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

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

### Billings Public Schools

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

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

County	School System	School	Accreditation Status	Deviation	Corrective Plan
Big Horn	Northern Cheyenne Tribal Schools	* Northern Cheyenne Tribal 7-8	Deficiency	Student Performance: Science (216)	Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
				<b>2nd Occurrence:</b> 10.55.704(4) - Curriculum Coordinator FTE: No FTE	Curriculum Coordinator will be assigned for the 2014-2015 year.
				10.55.708 - Teaching Assignment - Dean of Students: Endorsement: 04S BF	Position will be eliminated.
				10.55.707(4) - Professional Licensure - School Counselor: Expired License	Teacher will not be assigned as school counselor for the 2015-2016 school year.
				Student Performance: Reading (234)	Teachers have not had set curriculum. Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Read 180 for struggling students. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
				Student Performance: Math (220)	Teachers have not had set curriculum. Saxon Math will be used for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
Big Horn	Northern Cheyenne Tribal Schools	* Northern Cheyenne Tribal High School	Deficiency	10.55.703 - Principal Endorsement: Endorsement: 00E ELE	Principal license was issued on 12/9/2015.
				10.55.707(4) - Professional Licensure - School Counselor: Expired License	Teacher will not be assigned as school counselor for the 2015-2016 school year.
				10.55.708 - Teaching Assignment - Dean of Students: Endorsement: 04S BF	Position will be eliminated.
				<b>2nd Occurrence:</b> 10.55.704(4) - Curriculum Coordinator FTE: No FTE	Curriculum Coordinator will be assigned for the 2014-2015 year.
				<b>2nd Occurrence:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher will have their license by the beginning of the 2015-2016 school year or his contract will not be renewed.

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

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				Student Performance: Math (223)	Teachers have not had set curriculum. Saxon Math will be used for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
				Student Performance: Reading (237)	Teachers have not had set curriculum. Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Read 180 for struggling students. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
				Student Performance: Science (208)	Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
Lewis & Clark	Helena Public Schools	* Helena High School	Deficiency	10.55.701 - Board Policies: Significant Writing	Our high school district has had a significant writing policy in place for years. Our guidelines state that in an ELA significant writing class, no individual class can exceed 23 students and cannot total more than 100 students in a day. ELA teachers are required to complete 8 process pieces per year.
				<b>2nd Occurance:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher has taken necessary steps to acquire certification/endorsement.
				<b>7th Occurance:</b> 10.55.713 - Class Size: 14 Classes	Will balance classes at or below 30 for the count date.
Roosevelt	Poplar Public Schools	* Poplar High School	Deficiency	<b>3rd Occurrence:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher is currently in an internship program and will be applying for a provisional license.
				<b>3rd Occurrence:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher is currently licensed.
				Student Performance: Graduation Rate (56.9%)	Participant in Graduation Matters. Assistant Superintendent is responsible for Graduation Matters. VISTA coordinator to help with career choices. Work with the Fort Peck Tribal Education Department on a regular basis in an effort to increase student attendance.
				Student Performance: Math (230)	Added 2 periods of Math and remedial Math classes for students that struggle and smaller classes. Afterschool assistance is offered.
				Student Performance: Reading (242)	Using MAP and Teacher Evaluation we are going to form ability grouping using SFA Reading program to make a 5% increase in student performance. The district is also in the process of hiring a Curriculum Coordinator to observe the process. Hiring a Reading Interventionist to assist students.

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

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				Student Performance: Science (220)	Hiring a properly licensed and endorsed science teacher to facilitate the Science classes. Adjustment of curriculum to align with Common Core.
Rosebud	Lame Deer Public Schools *	Lame Deer 7-8	Deficiency	Student Performance: Science (226)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. PLC's in place. RTI implemented.
				<b>3rd Occurrence:</b> 10.55.708 - Teaching Assignments: Endorsement: 04S HIS; Teaching: Math & Science	We are actively recruiting for a certified and properly endorsed teacher for this position.
				<b>3rd Occurrence:</b> 10.55.708 - Teaching Assignments: Endorsement: 08A HE; Teaching: Math & History	Teacher is no longer employed and actively recruiting for a properly endorsed teacher.
				10.55.709 - Library Media Specialist - FTE: No FTE	We plan on applying for a Variance to Standards stating that the 1.0 FTE elementary librarian can cover the need for .001 FTE at the 7-8 school effective for the 2016-2017 school year.
				Student Performance: Reading (241)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. A specialist interventionist is being hired to help with students are struggling and smaller class size. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Reading 180. PLC's in place. RTI implemented.
				Student Performance: Math (228)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. A specialist interventionist is being hired to help with students are struggling and smaller class size. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Compass Math. PLC's in place. RTI implemented.
Rosebud	Lame Deer Public Schools *	Lame Deer High School	Deficiency	10.55.707 - Teacher Licensure: Expired License	License with 05A MUS endorsement issued on 12/31/14 and no longer with the district for the 2015-2016 year. Position is now being advertised.

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

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				10.55.709 - Library Media Specialist - FTE: No FTE	We plan on applying for a Variance to Standards stating that the 1.0 FTE elementary librarian can cover the need for .001 FTE at the 7-8 school effective for the 2016-2017 school year.
				Student Performance: Graduation Rate (38.9%)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Improvement of student discipline and a Dean of Students to work with students in an attempt to improve attendance. Increase school pride.
				Student Performance: Math (223)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Compass Math.
				Student Performance: Reading (228)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Reading 180.
				Student Performance: Science (210)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues.
Yellowstone	Billings Public Schools	* McKinley School	Deficiency	<b>2nd Occurrence:</b> 10.55.708 - Teaching Assignments - Library: Endorsement: OOE ELE	Library media specialist not endorsed deviation is being addressed by the District Leadership Team.

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

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				Student Performance: Math (240)	McKinley School Staff and Administration has been working with the OPI School Improvement Advisor (SIA). We will continue to work with the SIA to identify goal areas and develop action plans to meet the goals. Plan for 2015-2016: 1. Implement a common K-5 math screener delivered in the fall, winter and spring to identify student deficits. Based on this data, goals and action plans will be developed at each grade level to address student needs. Specific goals and action plans will be published after the fall benchmarking. 2. Specific math performance goals in math will be published in grades 3-5 based on Spring MWEA MAP Scores. Since the spring 2015 data has not been received and winter benchmark data indicates that the student should exceed the 2% goal for the Spring of 2014; goal percentages will be adjusted to 2% increase from current year's performance. 3. Implementing a school-wide math 30 minute intervention/acceleration block weekly to address student needs. Specific lesson will be developed with assistance of the Billings Public Schools math coach.
				Student Performance: Science (247)	McKinley School will continue to work and improve reading and math skills of students which are integral skills to science content knowledge and understanding. Teachers will strive to integrate science instruction in the K-3 into their reading and math lessons. Intermediate staff will be more intentional about teaching science on a consistent basis.

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

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

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

County	School System	School	Accred Status	Deviation	Corrective Plan
				Student Performance: Science (216)	The superintendent registered and attended the Missoula, MT Teacher Educator Fair on April 17-18, 2016 to recruit highly qualified teachers. The superintendent registered and attended the Bozeman, MT Teacher Educator Fair on April 27-28, 2016 to recruit highly qualified teachers. The school has composed a list and faxed to all higher education institutions, and tribal colleges. The school uses the national website www.bie.edu to advertise job position openings. The school uses MT OPI Teacher METNET to advertise the current teacher position openings. The school has posted on their website current job position openings, www.nctsk12.com.
Lewis & Clark	Helena Public Schools	Helena High	DEFICIENCY	8th Occurrence: 10.55.713 - Class Size: 18 Classes	Class sizes will be monitored and kept under the cap. Current class enrollments will assist with making this goal more likely. Helena High School will work hard to not exceed 30 students in any classrooms.
				Student Performance: Science (250)	Through the Helena School District's PLC process, the science department will work hard to align curriculum and address deficiencies by our students on the CRT Science assessment.
Roosevelt	Poplar Public Schools	Poplar High	DEFICIENCY	4th Occurrence: 10.55.707 - Nonlicensed Teacher	The High School ELA teacher is now licensed.
				10.55.707(4) - School Counselor Licensure: Not Endorsed	The High School Counselor will be in an internship during the Fall Semester, and will be fully endorsed at the end of that semester.
				Student Performance: Graduation Rate (61.2%)	The High School has applied for and been granted the Graduation Matters Montana Grant. The High School is implementing an advisory program involving students and staff. Change of how students qualify as belonging to a certain graduating class.
				Student Performance: Reading (242)	The High School is adding six (6) classes of remedial reading, which will be taught by our Reading Interventionist. The instructor will be utilizing the Read 180 program pending Board approval of the program
				Student Performance: Math (230)	The High school is implementing Math Study Skills classes, which will be in addition to their core math class. These classes will provide a one-on-one opportunity for students who are not performing proficient.
				Student Performance: Science (230)	The High School Science Department plans to utilize more interactive technology, more hands on experimental labs and more professional development specific to Science.
Rosebud	Lame Deer Public Schools	Lame Deer 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.

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

County	School System	School	Accred Status	Deviation	Corrective Plan
				<b>2nd Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: No FTE	<p>We are currently offering a part time contract to a teacher whom we believe to be getting license. We will continue to advertise for qualified candidates.</p> <p>We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.</p>
				10.55.703 - Principal Licensure: Not Endorsed	<p>The person licensed was licensed and endorsed last year, but simply was awarded the license slightly after the deadline. We worked with and will continue to work with the I-Lead program from MSU-Bozeman. We will continue to hire qualified and properly licensed administrators.</p>
				Student Performance: Reading (241)	<ul style="list-style-type: none"> <li>• We will continue to recruit and retain qualified and properly endorsed instructors to help us increase students' academic performance. ( See Non-licensed teacher Plan of Action as it also applies here)</li> <li>• We will continue to provide intervention instruction to students identified as in need.</li> <li>• Train Teachers in Best Practices.</li> <li>• Train Teachers in MBI strategies. Expect they be followed along with Board Policy and Student Handbooks.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
				Student Performance: Math (228)	<ul style="list-style-type: none"> <li>• Our academic growth in this area is not satisfactory.</li> <li>• We will continue with having a math consultant come in tow work with our math teachers.</li> <li>• We are advertising for another math teacher FTE to enable us to decrease class size and increase opportunity for math intervention with a qualified instructor.</li> <li>• See Non-Licensed Teacher plan as it applies here.</li> <li>• We will continue to recruit and retain qualified and properly endorsed instructors to help us increase students' academic performance. ( See Non-licensed teacher Plan of Action as it also applies here)</li> <li>• We will continue to provide intervention instruction to students identified as in need.</li> <li>• Train Teachers in Best Practices.</li> <li>• Train Teachers in MBI strategies. Expect they be followed along with Board Policy and Student Handbooks.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
				Student Performance: Science (218)	<ul style="list-style-type: none"> <li>• We plan to improve our scores by doing the following.</li> <li>• Plan for more hands on activities.</li> <li>• Provide IEFA activities.</li> <li>• We will continue to recruit and retain qualified and properly endorsed instructors to help us increase students' academic performance. ( See Non-licensed teacher Plan of Action as it also applies here)</li> <li>• We will continue to provide intervention instruction to students identified as in need.</li> <li>• Train Teachers in Best Practices.</li> <li>• Train Teachers in MBI strategies. Expect they be followed along with Board Policy and Student Handbooks.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
		Lame Deer High	DEFICIENCY	<b>2nd Occurrence:</b> 10.55.707 - Nonlicensed Teacher	<p>We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.</p>

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

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

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

County	School System	School	Accred Status	Deviation	Corrective Plan
				Student Performance: Math (223)	<ul style="list-style-type: none"> <li>• We have authorized an additional 1 FTE for Math Instructor to enable smaller class sizes and more student opportunity for help and tutor services.</li> <li>• Continue to bring in a math consultant to work with math staff.</li> <li>• We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.</li> <li>• Establish a literacy program using Rising Stars program.</li> <li>• Motivate Students to Test better.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
				Student Performance: Science (213)	<ul style="list-style-type: none"> <li>• More hands on activities in class.</li> <li>• We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.</li> <li>• Motivate Students to test better.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
Yellowstone	Billings Public Schools	McKinley	DEFICIENCY	<b>3rd Occurrence:</b> 10.55.708 - Library Media Specialist: Not Endorsed	McKinley School's plan to remedy the Library Media Specialist- Not Endorsed, is to work with the Billings Public School District Administration to place a Library Media Specialist, that is endorsed in the State of Montana, at McKinley School for the 2016-2017 school year.
				Student Performance: Math (240)	For grades K-2, utilize Fastbridge data to identify area of needs of our students, focus instruction and progress monitor the students.
				Student Performance: Science (250)	Work with district curriculum office to get Project Lead the Way implemented at McKinley School.

**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**

# Montana Board of Public Education

## Executive Summary

Date: September 16, 2016

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

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

### Northern Cheyenne Tribal Schools

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

### Lavina K-12 Schools

- Lavina High School

### Box Elder Public Schools

- Box Elder High School

### Helena Public Schools

- Helena High School

### Conrad Public Schools

- Conrad High School

### Poplar Public Schools

- Poplar High School

### Lame Deer Public Schools

- Lame Deer High School
- Lame Deer 7-8

### Lustre Elementary

- Lustre School

### Billings Public Schools

- McKinley School

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

### Northern Cheyenne Tribal Schools

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

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

### Lavina K-12 Schools

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

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

### Box Elder Public Schools

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

### Helena Public Schools

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

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

### Conrad Public Schools

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

### Poplar Public Schools

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

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

### Lame Deer Public Schools

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

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

### Lustre Elementary

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

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

### Billings Public Schools

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

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

County	School System	School	Accreditation Status	Deviation	Corrective Plan
Big Horn	Northern Cheyenne Tribal Schools	* Northern Cheyenne Tribal 7-8	Deficiency	Student Performance: Science (216)	Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
				<b>2nd Occurrence:</b> 10.55.704(4) - Curriculum Coordinator FTE: No FTE	Curriculum Coordinator will be assigned for the 2014-2015 year.
				10.55.708 - Teaching Assignment - Dean of Students: Endorsement: 04S BF	Position will be eliminated.
				10.55.707(4) - Professional Licensure - School Counselor: Expired License	Teacher will not be assigned as school counselor for the 2015-2016 school year.
				Student Performance: Reading (234)	Teachers have not had set curriculum. Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Read 180 for struggling students. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
				Student Performance: Math (220)	Teachers have not had set curriculum. Saxon Math will be used for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
Big Horn	Northern Cheyenne Tribal Schools	* Northern Cheyenne Tribal High School	Deficiency	10.55.703 - Principal Endorsement: Endorsement: 00E ELE	Principal license was issued on 12/9/2015.
				10.55.707(4) - Professional Licensure - School Counselor: Expired License	Teacher will not be assigned as school counselor for the 2015-2016 school year.
				10.55.708 - Teaching Assignment - Dean of Students: Endorsement: 04S BF	Position will be eliminated.
				<b>2nd Occurrence:</b> 10.55.704(4) - Curriculum Coordinator FTE: No FTE	Curriculum Coordinator will be assigned for the 2014-2015 year.
				<b>2nd Occurrence:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher will have their license by the beginning of the 2015-2016 school year or his contract will not be renewed.

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

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				Student Performance: Math (223)	Teachers have not had set curriculum. Saxon Math will be used for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
				Student Performance: Reading (237)	Teachers have not had set curriculum. Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Read 180 for struggling students. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
				Student Performance: Science (208)	Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered.
Lewis & Clark	Helena Public Schools	* Helena High School	Deficiency	10.55.701 - Board Policies: Significant Writing	Our high school district has had a significant writing policy in place for years. Our guidelines state that in an ELA significant writing class, no individual class can exceed 23 students and cannot total more than 100 students in a day. ELA teachers are required to complete 8 process pieces per year.
				<b>2nd Occurance:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher has taken necessary steps to acquire certification/endorsement.
				<b>7th Occurance:</b> 10.55.713 - Class Size: 14 Classes	Will balance classes at or below 30 for the count date.
Roosevelt	Poplar Public Schools	* Poplar High School	Deficiency	<b>3rd Occurance:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher is currently in an internship program and will be applying for a provisional license.
				<b>3rd Occurance:</b> 10.55.707 - Teacher Licensure: Expired License	Teacher is currently licensed.
				Student Performance: Graduation Rate (56.9%)	Participant in Graduation Matters. Assistant Superintendent is responsible for Graduation Matters. VISTA coordinator to help with career choices. Work with the Fort Peck Tribal Education Department on a regular basis in an effort to increase student attendance.
				Student Performance: Math (230)	Added 2 periods of Math and remedial Math classes for students that struggle and smaller classes. Afterschool assistance is offered.
				Student Performance: Reading (242)	Using MAP and Teacher Evaluation we are going to form ability grouping using SFA Reading program to make a 5% increase in student performance. The district is also in the process of hiring a Curriculum Coordinator to observe the process. Hiring a Reading Interventionist to assist students.

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

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				Student Performance: Science (220)	Hiring a properly licensed and endorsed science teacher to facilitate the Science classes. Adjustment of curriculum to align with Common Core.
Rosebud	Lame Deer Public Schools *	Lame Deer 7-8	Deficiency	Student Performance: Science (226)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. PLC's in place. RTI implemented.
				<b>3rd Occurrence:</b> 10.55.708 - Teaching Assignments: Endorsement: 04S HIS; Teaching: Math & Science	We are actively recruiting for a certified and properly endorsed teacher for this position.
				<b>3rd Occurrence:</b> 10.55.708 - Teaching Assignments: Endorsement: 08A HE; Teaching: Math & History	Teacher is no longer employed and actively recruiting for a properly endorsed teacher.
				10.55.709 - Library Media Specialist - FTE: No FTE	We plan on applying for a Variance to Standards stating that the 1.0 FTE elementary librarian can cover the need for .001 FTE at the 7-8 school effective for the 2016-2017 school year.
				Student Performance: Reading (241)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. A specialist interventionist is being hired to help with students are struggling and smaller class size. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Reading 180. PLC's in place. RTI implemented.
				Student Performance: Math (228)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. A specialist interventionist is being hired to help with students are struggling and smaller class size. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Compass Math. PLC's in place. RTI implemented.
Rosebud	Lame Deer Public Schools *	Lame Deer High School	Deficiency	10.55.707 - Teacher Licensure: Expired License	License with 05A MUS endorsement issued on 12/31/14 and no longer with the district for the 2015-2016 year. Position is now being advertised.

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

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				10.55.709 - Library Media Specialist - FTE: No FTE	We plan on applying for a Variance to Standards stating that the 1.0 FTE elementary librarian can cover the need for .001 FTE at the 7-8 school effective for the 2016-2017 school year.
				Student Performance: Graduation Rate (38.9%)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Improvement of student discipline and a Dean of Students to work with students in an attempt to improve attendance. Increase school pride.
				Student Performance: Math (223)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Compass Math.
				Student Performance: Reading (228)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Reading 180.
				Student Performance: Science (210)	Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues.
Yellowstone	Billings Public Schools	* McKinley School	Deficiency	<b>2nd Occurrence:</b> 10.55.708 - Teaching Assignments - Library: Endorsement: OOE ELE	Library media specialist not endorsed deviation is being addressed by the District Leadership Team.

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

County	School System	School	Accreditation Status	Deviation	Corrective Plan
				Student Performance: Math (240)	McKinley School Staff and Administration has been working with the OPI School Improvement Advisor (SIA). We will continue to work with the SIA to identify goal areas and develop action plans to meet the goals. Plan for 2015-2016: 1. Implement a common K-5 math screener delivered in the fall, winter and spring to identify student deficits. Based on this data, goals and action plans will be developed at each grade level to address student needs. Specific goals and action plans will be published after the fall benchmarking. 2. Specific math performance goals in math will be published in grades 3-5 based on Spring MWEA MAP Scores. Since the spring 2015 data has not been received and winter benchmark data indicates that the student should exceed the 2% goal for the Spring of 2014; goal percentages will be adjusted to 2% increase from current year's performance. 3. Implementing a school-wide math 30 minute intervention/acceleration block weekly to address student needs. Specific lesson will be developed with assistance of the Billings Public Schools math coach.
				Student Performance: Science (247)	McKinley School will continue to work and improve reading and math skills of students which are integral skills to science content knowledge and understanding. Teachers will strive to integrate science instruction in the K-3 into their reading and math lessons. Intermediate staff will be more intentional about teaching science on a consistent basis.

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

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

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

County	School System	School	Accred Status	Deviation	Corrective Plan
				Student Performance: Science (216)	The superintendent registered and attended the Missoula, MT Teacher Educator Fair on April 17-18, 2016 to recruit highly qualified teachers. The superintendent registered and attended the Bozeman, MT Teacher Educator Fair on April 27-28, 2016 to recruit highly qualified teachers. The school has composed a list and faxed to all higher education institutions, and tribal colleges. The school uses the national website www.bie.edu to advertise job position openings. The school uses MT OPI Teacher METNET to advertise the current teacher position openings. The school has posted on their website current job position openings, www.nctsk12.com.
Lewis & Clark	Helena Public Schools	Helena High	DEFICIENCY	8th Occurrence: 10.55.713 - Class Size: 18 Classes	Class sizes will be monitored and kept under the cap. Current class enrollments will assist with making this goal more likely. Helena High School will work hard to not exceed 30 students in any classrooms.
				Student Performance: Science (250)	Through the Helena School District's PLC process, the science department will work hard to align curriculum and address deficiencies by our students on the CRT Science assessment.
Roosevelt	Poplar Public Schools	Poplar High	DEFICIENCY	4th Occurrence: 10.55.707 - Nonlicensed Teacher	The High School ELA teacher is now licensed.
				10.55.707(4) - School Counselor Licensure: Not Endorsed	The High School Counselor will be in an internship during the Fall Semester, and will be fully endorsed at the end of that semester.
				Student Performance: Graduation Rate (61.2%)	The High School has applied for and been granted the Graduation Matters Montana Grant. The High School is implementing an advisory program involving students and staff. Change of how students qualify as belonging to a certain graduating class.
				Student Performance: Reading (242)	The High School is adding six (6) classes of remedial reading, which will be taught by our Reading Interventionist. The instructor will be utilizing the Read 180 program pending Board approval of the program
				Student Performance: Math (230)	The High school is implementing Math Study Skills classes, which will be in addition to their core math class. These classes will provide a one-on-one opportunity for students who are not performing proficient.
				Student Performance: Science (230)	The High School Science Department plans to utilize more interactive technology, more hands on experimental labs and more professional development specific to Science.
Rosebud	Lame Deer Public Schools	Lame Deer 7-8	DEFICIENCY	10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.

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

County	School System	School	Accred Status	Deviation	Corrective Plan
				<b>2nd Occurrence:</b> 10.55.709 - Library Media Specialist - FTE: No FTE	We are currently offering a part time contract to a teacher whom we believe to be getting license. We will continue to advertise for qualified candidates. We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.
				10.55.703 - Principal Licensure: Not Endorsed	The person licensed was licensed and endorsed last year, but simply was awarded the license slightly after the deadline. We worked with and will continue to work with the I-Lead program from MSU-Bozeman. We will continue to hire qualified and properly licensed administrators.
				Student Performance: Reading (241)	<ul style="list-style-type: none"> <li>• We will continue to recruit and retain qualified and properly endorsed instructors to help us increase students' academic performance. ( See Non-licensed teacher Plan of Action as it also applies here)</li> <li>• We will continue to provide intervention instruction to students identified as in need.</li> <li>• Train Teachers in Best Practices.</li> <li>• Train Teachers in MBI strategies. Expect they be followed along with Board Policy and Student Handbooks.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
				Student Performance: Math (228)	<ul style="list-style-type: none"> <li>• Our academic growth in this area is not satisfactory.</li> <li>• We will continue with having a math consultant come in tow work with our math teachers.</li> <li>• We are advertising for another math teacher FTE to enable us to decrease class size and increase opportunity for math intervention with a qualified instructor.</li> <li>• See Non-Licensed Teacher plan as it applies here.</li> <li>• We will continue to recruit and retain qualified and properly endorsed instructors to help us increase students' academic performance. ( See Non-licensed teacher Plan of Action as it also applies here)</li> <li>• We will continue to provide intervention instruction to students identified as in need.</li> <li>• Train Teachers in Best Practices.</li> <li>• Train Teachers in MBI strategies. Expect they be followed along with Board Policy and Student Handbooks.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
				Student Performance: Science (218)	<ul style="list-style-type: none"> <li>• We plan to improve our scores by doing the following.</li> <li>• Plan for more hands on activities.</li> <li>• Provide IEFA activities.</li> <li>• We will continue to recruit and retain qualified and properly endorsed instructors to help us increase students' academic performance. ( See Non-licensed teacher Plan of Action as it also applies here)</li> <li>• We will continue to provide intervention instruction to students identified as in need.</li> <li>• Train Teachers in Best Practices.</li> <li>• Train Teachers in MBI strategies. Expect they be followed along with Board Policy and Student Handbooks.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
		Lame Deer High	DEFICIENCY	<b>2nd Occurrence:</b> 10.55.707 - Nonlicensed Teacher	We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.

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

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

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

County	School System	School	Accred Status	Deviation	Corrective Plan
				Student Performance: Math (223)	<ul style="list-style-type: none"> <li>• We have authorized an additional 1 FTE for Math Instructor to enable smaller class sizes and more student opportunity for help and tutor services.</li> <li>• Continue to bring in a math consultant to work with math staff.</li> <li>• We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.</li> <li>• Establish a literacy program using Rising Stars program.</li> <li>• Motivate Students to Test better.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
				Student Performance: Science (213)	<ul style="list-style-type: none"> <li>• More hands on activities in class.</li> <li>• We will continue to do our best to recruit, retain, and hire qualified, licensed teachers to fill our vacancies. We will raise the base salary for teachers, offer increased health benefit payment, pay interview fees for prospective candidates who interview on site, we will offer skype and phone interviews when needed, and we will offer up to \$1000 to for moving expenses upon presentation of receipts for valid moving expenses for teachers who accept contract offers. We will accept help from OPI to get us qualified applicants let alone folks willing to sign contracts. We will continue to explore and apply alternate forms of teaching certificates such as provisional, intern, and emergency authorization which will help decrease Deficiencies.</li> <li>• Motivate Students to test better.</li> <li>• We will continue our PLC approach to planning and teaching for our staff.</li> <li>• We will stress positive action through our Building Leadership team.</li> </ul>
Yellowstone	Billings Public Schools	McKinley	DEFICIENCY	<b>3rd Occurrence:</b> 10.55.708 - Library Media Specialist: Not Endorsed	McKinley School's plan to remedy the Library Media Specialist- Not Endorsed, is to work with the Billings Public School District Administration to place a Library Media Specialist, that is endorsed in the State of Montana, at McKinley School for the 2016-2017 school year.
				Student Performance: Math (240)	For grades K-2, utilize Fastbridge data to identify area of needs of our students, focus instruction and progress monitor the students.
				Student Performance: Science (250)	Work with district curriculum office to get Project Lead the Way implemented at McKinley School.

## **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*

*Annual Renewal Unit Providers List – C*

**MSDB Superintendent Performance Evaluation &  
Contract Extension Discussion**