Wingate Hotel Conference Room
2007 N Oakes St
Helena, MT

Friday September 15, 2017

BOARD OF PUBLIC EDUCATION
AGENDA
CALL TO ORDER

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

PUBLIC COMMENT

CONSENT AGENDA

(Items may be pulled from Consent Agenda upon request)

A. July 13, 2017 Meeting Minutes
B. Financials
C. Annual Agenda Calendar
D. 2018 and 2019 BPE Meeting Dates
E. BPE Goal Review

ADOPT AGENDA

INFORMATION ITEMS

❖ REPORTS – Sharon Carroll (Items 1-6)

Item 1  CHAIRPERSON’S REPORT – 10 minutes
Sharon Carroll
   • Election of Officers

Item 2  EXECUTIVE DIRECTOR REPORT – 10 minutes
Pete Donovan

Item 3  STATE SUPERINTENDENT’S REPORT – 10 minutes
State Superintendent Elsie Arntzen
   • Superintendent Goals

Item 4  COMMISSIONER OF HIGHER EDUCATION’S REPORT – 15 minutes
Angela McLean

Item 5  GOVERNOR’S OFFICE REPORT – 15 minutes
Siri Smillie
Item 6  STUDENT REPRESENTATIVE’S REPORT – 15 minutes  
Molly DeMarco

DISCUSSION

❖ MSDB LIAISON - Mary Jo Bremner (Item 7)

Item 7  MSDB REPORT – 20 minutes  
Donna Sorensen

ACTIONS

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.

APPROVE SUPERINTENDENT EVALUATION TOOL  
Sharon Carroll

****************************************************BREAK****************************************************

❖ MACIE LIAISON – Mary Jo Bremner (Item 8)

Item 8  MACIE UPDATE AND REQUEST FOR NEW MEMBER APPROVAL – 20 minutes  
Mike Jetty  
• Approve Marcy Cobill-Gilbert to MACIE

DISCUSSION

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Items 9-12)

Item 9  ANNUAL DIGITAL ACADEMY UPDATE – 25 minutes  
Bob Currie

Item 10  FEDERAL UPDATE – 15 minutes  
Dr. Tim Tharp, Susie Hedalen

Item 11  ESSA UPDATE – 15 minutes  
Dr. Tim Tharp, Susie Hedalen

****************************************************LUNCH BREAK****************************************************

ACTIONS

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 12  CONTENT STANDARDS REVISION - 15 minutes  
Dr. Tim Tharp

DISCUSSION

❖ ASSESSMENT COMMITTEE – Sharon Carroll (Item 13)

Item 13  ASSESSMENT UPDATE – 20 minutes  
Jessica Eilertson, Scott Furois

❖ ACCREDITATION COMMITTEE – Darlene Schottle (Items 14)

Item 14  PROPOSAL REQUESTING PROVISIONAL ACCREDITATION OF THE NEW BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION IN THE EDUCATOR PREPARATION PROGRAM AT STONE CHILD COLLEGE – 20 minutes  
Dr. Linda Vrooman Peterson, OPI  
Kadene Drummer, Teacher Education, SCC

❖ LICENSURE COMMITTEE – Tammy Lacey (Items 15-16)

Item 15  PROPOSAL REQUESTING A NEW DOUBLE MAJOR ENDORSEMENT IN ELEMENTARY EDUCATION AND SPECIAL EDUCATION IN THE TEACHER EDUCATION PROGRAM AT CARROLL COLLEGE (CC) – 20 minutes  
Dr. Linda Vrooman Peterson, OPI  
Dr. Robert Stansberry, Director of Teacher Education, CC

ACTION

PUBLIC COMMENT

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Item 16  RECOMMEND APPROVAL OF THE STATE EXIT REPORT AND REGULAR ACCREDITATION STATUS OF THE EDUCATOR PREPARATION PROVIDER (EPP) IN THE COLLEGE OF EDUCATION AND ARTS AND SCIENCE AT MONTANA STATE UNIVERSITY, NORTHERN (MSUN) – 15 minutes  
Dr. Linda Vrooman Peterson, OPI  
Dr. Carol Reifsneider, Interim Dean, College of Education, Arts and Science, and Nursing, MSUN

Item 17  REQUEST APPROVAL OF EMERGENCY AUTHORIZATION OF EMPLOYMENT PER ARM 10.57.107, AND UNUSUAL CASES PER ARM 10.57.109, ADMINISTRATOR POSITION, HYSHAM PUBLIC SCHOOLS – 15 minutes  
Kristine Thatcher
DISCUSSION

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Item 18-19)

Item 18 SUICIDE PREVENTION IN SCHOOLS – 15 minutes
Senator Edie McClafferty
Superintendent Elsie Arntzen

ACTIONS

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 APPROVAL OF SUICIDE PREVENTION NEGOTIATED RULEMAKING TIMELINE – 15 minutes
Dr. Linda Vrooman Peterson

FUTURE AGENDA ITEMS November 2-3, 2017
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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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 13, 2017 Meeting Minutes
B. Financials
C. Annual Agenda Calendar
D. 2018 and 2019 BPE Meeting Dates
E. BPE Goal Review
Thursday, July 13, 2017
Holiday Inn Express Conference Room
3170 N Sanders
Helena, MT

Thursday July 13, 2017
8:30 AM

CALL TO ORDER
Chair Carroll called the meeting to order at 8:30 AM. The Board said the Pledge of Allegiance and Ms. Stockton took roll call. Chair Carroll introduced new member Mr. Scott Stearns who introduced himself to the Board. Chair Carroll welcomed guests to the meeting and read the Statement of Public Participation.

Board members present included: Ms. Sharon Carroll, Chair; Dr. Darlene Schottle, Vice Chair; Ms. Tammy Lacey; Mr. Jesse Barnhart; Ms. Mary Jo Bremner; Ms. Anne Keith; Mr. Scott Stearns; Ms. Molly DeMarco, Student Representative. Ex-Officio members present: Ms. Elsie Arntzen, Superintendent of Public Instruction; Ms. Elizabeth Ternes, Commissioner of Higher Education Office; Staff present included: Mr. Pete Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Guests present included: Mr. Rob Stutz, Agency Legal Services Bureau; Dr. Linda Vrooman-Peterson, OPI; Mr. Frank Podobnik, OPI; Mr. Kyle Moen, OPI; Ms. Kristine Thatcher, OPI; Ms. Suzie Hedalen, OPI; Ms. Katie Spalinger, OPI; Senator Edie McClafferty, Butte; Mr. Bob Vogel, MTSBA; Ms. Kara Sperle, OPI; Ms. Jessica Eilertson, OPI; Ms. Sue Mohr, OPI; Ms. Donna Sorensen, MSDB Superintendent; Mr. Dennis Parman, MREA; Mr. Marco Ferro, MEA-MFT; Dr. Mary Susan Fishbaugh, MSU Billings; Dr. Tim Tharp, OPI; Mr. Marco Ferro, MREA-MFT; Dr. Mary Susan Fishbaugh, MSU Billings; Stevie Schmitz, Rocky Mountain College.

PUBLIC COMMENT
No public comment.

CONSENT AGENDA
The Consent Agenda was adopted as presented.

ADOPT AGENDA

Ms. Tammy Lacey moved to approve the agenda as presented. Motion seconded by Ms. Mary Jo Bremner.

No discussion. Motion passed unanimously.

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

INFORMATION ITEMS

❖ REPORTS – Sharon Carroll (Items 1-6)

Item 1 8:30 AM CHAIRPERSON’S REPORT
Sharon Carroll
Ms. Carroll thanked Ms. Stockton for her work and assistance on setting the agenda. Ms. Carroll shared with the Board her attendance at the CSPAC meeting the previous day and reviewed the Board’s Strategic Planning Session from the previous day. Dr. Schottle thanked Ms. Carroll for her work on the Strategic Planning Session.

**Item 2 8:40 AM EXECUTIVE DIRECTOR REPORT**

Pete Donovan

Mr. Donovan reviewed the recent Interim Education Committee Meeting in June and the follow up meeting scheduled for July 25, to discuss funding the gifted and talented programs in K-12 schools. Mr. Donovan also discussed the Evening of Excellence put on by the School Administrators of Montana. Other meetings reviewed included: the hearing before the Legislative Audit committee to present the agency’s final audit report, MSDB Collective Bargaining calls, and the upcoming joint meeting between CSPAC and the Council of Deans October 5th and 6th at MSU Bozeman.

**Item 3 8:50 AM STATE SUPERINTENDENT’S REPORT**

State Superintendent Elsie Arntzen

Superintendent Arntzen presented her report to the Board, briefly reviewing the 4 listed items the office is working on: Math Task Force, Innovative Learning, Mental Health, and Partnerships. The Superintendent asked Dr. Tharp to discuss each of these items briefly including a new Math Specialist in the hiring process, alternative education and working with current alternative education schools, suicide prevention, micro credentials and how those might work for teachers and for students, and guidance on SB 261 as it looks like level 4 will be hit and that means funding cuts to schools. Dr. Tharp fielded questions from Board members.

**Item 4 9:00 AM COMMISSIONER OF HIGHER EDUCATION’S REPORT**

Elizabeth Ternes

Ms. Elizabeth Ternes introduced herself to the Board, commented on her appreciation for the Innovative Learning discussion under the Superintendent’s report. Ms. Ternes then updated the Board on the American Indian and Minority Achievement Council and recommendations forthcoming to the Board of Regents to ensure system wide recommendations on campuses to increase American Indian success in post-secondary education. Ms. Ternes also discussed the Rural Educator Task Force which has wrapped up the first year of work which produced the Educator Rising program that will have 9 teachers instructing EDU 101 courses for high school students. Ms. Ternes distributed the Executive Summary for the Task Force which the Commissioner has confirmed to continue for another year.

**Item 5 9:10 AM GOVERNOR’S OFFICE REPORT**

Siri Smillie

No report.

**Item 6 9:20 AM STUDENT REPRESENTATIVE’S REPORT**

Molly DeMarco

Ms. Molly DeMarco updated the Board on the year end wrap up of her junior year at CMR and activities at the school including senior send off, homecoming planning activities, and an update on a group of 10 Montana high school students who attended a student government conference in New Hampshire. Ms. Lacey thanked Ms. DeMarco for her work with students at CMR and with the state student council.

❖ LICENSURE COMMITTEE – Tammy Lacey (Items 7-11)

❖

**Item 7 9:30 AM ACCREDITATION STATE EXIT REPORT OF THE EDUCATOR PREPARATION PROVIDER AT MONTANA STATE UNIVERSITY-NORTHERN (MSUN) FROM SITE REVIEW ON APRIL 9-11, 2017**

Dr. Linda Vrooman Peterson; Dr. Carol Reifschneider, Interim Dean, College of Education, Arts and Science, and Nursing, MSUN
Dr. Peterson presented the Exit Report to the Board and introduced Dr. Carol Reifschneider, Dr. Virginia Braithwaite, and Dr. Stevie Schmidt. Dr. Peterson reviewed the report with the Board and briefly reviewed the accreditation review process. Dr. Stevie Schmidt highlighted the report for the Board members noting the commendations the school received, areas of weakness they will be working on, and the overall program successes. Dr. Reifschneider reviewed changes coming for the program and new programs they will be rolling out in the coming academic year. Dr. Peterson reviewed next steps which will be action at the September Board of Public Education to approve the State Exit Report and approve the MSUN programs. Dr. Peterson answered Board questions.

**Item 8 9:50 AM**

**ACCREDITATION STATE EXIT REPORT OF THE EDUCATOR PREPARATION PROVIDER AT MONTANA STATE UNIVERSITY-BILLINGS (MSUB) FROM SITE REVIEW ON APRIL 23-25, 2017**

Dr. Linda Vrooman Peterson; Dr. Mary Susan Fishbaugh, Dean, MSUB; Dr. Jeremiah Gee, Accreditation Coordinator, College of Education, MSUB

Dr. Peterson presented the Exit Report for MSU Billings along with Dr. Mary Susan Fishbaugh, Dean at MSU Billings. Dr. Peterson briefly covered the accreditation review process the school went through in April as well as the national accreditation process which MSUB chooses to maintain. Dr. Peterson noted that Dr. Delana Norris-Tull from UM Western was also on the review team that participated in the school's review process. Dr. Peterson highlighted some of the commendations the school received including the Reading Program, Broadfield Science Program, and the programs commitment to Montana’s rural schools. Dr. Fishbaugh addressed the Board and discussed work the school is doing as well as statewide work going on between all the Educator Preparation Programs to unify forms used for field experience in an effort to streamline the process. Dr. Fishbaugh fielded questions and comments from the Board. Dr. Peterson reviewed the next steps in the accreditation process for MSU Billings: the CAEP Accreditation Council will review the Exit report in October so the State Exit Report and CAEP Decision will be before the Board in November for approval.

*******BREAK 10:10 – 10:25*****

Chair Carroll called for any public comment. Mr. Marco Ferro MEA-MFT addressed the Board and discussed the new Educator Rising Program and how it’s being rolled out in Montana to get high school students interested in teaching. This is a national program with standards set by the National Board and students can also earn micro credentials. Mr. Ferro encouraged the Board to look at the website at [www.educatorsrising.org](http://www.educatorsrising.org) to learn more.

Dr. Kirk Miller, School Administrators of Montana, discussed systems coming into place to encourage students into the teaching professions, personalized learning – which was discussed earlier by Dr. Tharp, and the SAM Leaders Professional Learning Program which is developing cohorts of educators working on personalized learning. Dr. Miller also discussed another cohort working on Trusted Learning Environment and keeping student data secure.

Dr. Stevie Schmitz, MSU Northern, thanked the Board for their work and stated that she is also the Co-Chair of the Council of Deans and they will be having representation at the Board meetings to learn about the Board’s work.

**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.*
HEARING

Item 9  10:25 AM  HEARING ON BPE CASE #2016-08, SHELDON
Rob Stutz

Mr. Rob Stutz introduced the case that is a recommendation from the Superintendent of Public Instruction for a license suspension which the Board reviewed in May. Mr. Stutz confirmed that Ms. Sheldon was not present at the hearing. Mr. Kyle Moen, Chief Legal Counsel for OPI presented his case. Mr. Moen called Ms. Kristine Thatcher, Educator Licensure Manager, OPI, for testimony and Mr. Stutz swore in Ms. Thatcher. Ms. Thatcher addressed the Board with the history of this case which was first presented to the previous Superintendent and Chief Legal Counsel. The Board and Mr. Stutz asked questions of Ms. Thatcher. Mr. Moen stated that the request from the Office of Public Instruction is to suspend the license for 3 years with stipulations that Ms. Sheldon have a recommendation from a licensed therapist that it is safe for her to return to the classroom. Ms. Sheldon will have to reapply for her license in 3 years in which time her license suspension will have been reported to NASTEC and flagged on her electronic file at OPI.

Ms. Tammy Lacey moved to accept the recommendation of the Superintendent to suspend the Class 1 and Class 3 educator licenses of Ms. Sarah Sheldon for 3 years with the stipulation that a recommendation from a licensed counselor that it is safe for her to return to the classroom.
Motion seconded by Mr. Jesse Barnhart.

No discussion. Motion passed unanimously.

INVESTIGATION REVIEW

Item 10  10:55 AM  REVIEW OF BPE CASE #2017-03, MCLAREN
Rob Stutz

Mr. Stutz reviewed the investigative review process as outlined in rule. Mr. Stutz discussed with the Board that Mr. McLaren does not dispute the facts but wants to address the board with his case. Mr. McLaren has retained counsel and has requested the hearing be held in November rather than September. The OPI has used their ability to suspend his teaching license temporarily so he will not be employed as an educator this fall. Mr. Stutz recommends the hearing be held in November. Board members asked questions of Mr. Stutz. Concerns were raised about the possibility of students testifying at the hearing and protecting their privacy.

Ms. Tammy Lacey moved that the Board conduct a hearing in the matter of BPE Case #2017-03 McLaren at the November 2017 Board of Public Education meeting. Motion seconded by Mr. Scott Stearns.

Comment from Mr. Barnhart. No additional discussion.

Motion passed unanimously.

DISCUSSION

Item 11  11:20 AM  REVIEW OF BPE CASE #2017-04, LAMM
Rob Stutz

Mr. Stutz reviewed with the Board that the educator has surrendered his license. Mr. Moen addressed the Board that he has received the signed affidavit of surrender from Mr. Lamm and the license surrender has been reported to NASTEC. Mr. Stutz clarified that this item does not require Board action but that OPI is required to report to the Board of the surrender.
EXECUTIVE COMMITTEE – Sharon Carroll (Items 12-17)

Item 12  11:30 PM  UPDATE ON MONTANA COUNCIL ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN
Superintendent Elsie Arntzen; Tammy Lacey, Superintendent, Great Falls Public Schools

Superintendent Arntzen reviewed the May meeting of the Council on Educational Opportunity for Military Children in Great Falls. The Superintendent noted that a budget was never established for the Council so that is one of the main tasks. Ms. Lacey reviewed Council members, projects the council is working on, and the work the council is tasked with doing by law. Dr. Tharp also reviewed with the Board that the Troops to Teachers Program has recently been reauthorized by the Department of Education.

*****LUNCH BREAK 11:30-12:40 PM***** (lunch was changed due to being ahead of schedule – afternoon times showing are adjusted to reflect change in lunch)

Item 13  12:40 PM  FEDERAL UPDATE
Dr. Tim Tharp, Suzie Hedalen

Ms. Suzie Hedalen presented the draft of the state plan for the Every Student Succeeds Act (ESSA) released July 12. Ms. Hedalen distributed the draft plan to the Board and discussed highlights of the plan. Discussion ensued amongst Board members regarding School Accountability and Ms. Hedalen fielded questions from members.

Item 14  1:30 PM  HISET OPTIONS REPORT
Katie Spalinger

Ms. Spalinger introduced herself as the new Adult Education Program Manager after the retirement of Ms. Margaret Bowles. Ms. Spalinger reviewed a few highlights of the report with the Board and answered questions.

Item 15  1:40 PM  SPECIAL EDUCATION REPORT
Frank Podobnik

Mr. Podobnik presented the Annual Special Education Report to the Board highlighting several areas of the report for the Board. Superintendent Arntzen recognized Mr. Podobnik as he will be working extensively on a new report on Special Education as requested by the Legislature’s Interim Education Committee.

Item 16  1:40 PM  SUICIDE PREVENTION IN ARM
Senator Edie McClafferty

Senator Edie McClafferty addressed the Board regarding a possible ARM rule change for Suicide Prevention. Senator McClafferty worked with the Education Associations to develop possible language to be added to ARM 10.55.719 new section (6). Discussion ensued over concerns about the wording which will be redrafted and brought back to the Board at a later meeting.

*****BREAK 2:05 – 2:15 PM*****

DISCUSSION

❖ ASSESSMENT COMMITTEE – (Item 18)

Item 18  2:15 PM  ASSESSMENT UPDATE
Jessica Eilertson
Ms. Eilertson presented the Assessment Report to the Board with new data after the testing window has
closed and updated the Board with the new data on test scores from the Smarter Balanced testing this
spring.

PUBLIC COMMENT
Mr. Dennis Parman gave public comment regarding the newly release State ESSA plan.

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 17  2:45 PM  NOTICE OF ADOPTION FOR ARM 10.64.301, BUS STANDARDS
Kara Sperle

Ms. Sperle reviewed the Public Hearing held in May as well as comments received both at the hearing
and in writing. OPI has received some concern from the field regarding the installation of the crossing
control arm on buses manufactured after 2010, Districts must order the arm and have it installed prior to
inspection and have requested a grace period to allow for installation on buses. Discussion ensued on
the legality of adding changes to rule on public comment received after the end of the public comment
period.

Dr. Darlene Schottle moved to vote to amend 10.64.301 and authorize filing
of the Notice with the Secretary of State for publication in the Montana
Administrative Register. Mr. Jesse Barnhart seconded the motion.

Clarification regarding implementation date and inspections.

No further discussion. Motion passed unanimously.

❖ ACCREDITATION COMMITTEE – Darlene Schottle (Items 19-22)

Item 19  3:00 PM  DISTRIBUTION OF THE 2016-2017 FINAL MONTANA ANNUAL
ACCREDITATION REPORT WITH ADDENDUMS
Dr. Linda Vrooman Peterson

Dr. Peterson distributed the Final Annual Montana Accreditation Report from the addendums approved by
the BPE at the May 2017 meeting.

Item 20  3:05 PM  REPORT ON PARENTAL/GUARDIAN NOTIFICATION OF SCHOOLS
IN STEP 2 OF THE INTENSIVE ASSISTANCE PROCESS
Dr. Linda Vrooman Peterson

Dr. Peterson presented the Parental Notification Plans to the Board from three districts who were in Step
2 of the Intensive Assistance Process and presented their Corrective Plans to the Board at the May 2017
BPE Meeting.

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 21 3:10 PM  RECOMMEND APPROVAL OF 2016-2017 CORRECTIVE PLANS AND TIMELINES OF ACCREDITED SCHOOLS IN ADVICE OR DEFICIENCY STATUS  
Dr. Linda Vrooman Peterson

Dr. Peterson presented to the Board the Corrective plans for approval for the 2016-2017 school year for schools in Advice or Deficiency Status.

Dr. Darlene Schottle moved to approve the 2016-2017 Corrective Plans and Timelines for schools in Advice or Deficiency status and 156 attached plans. Motion seconded by Ms. Mary Jo Bremner.

Public Comment by Mr. Dennis Parman regarding the challenges of small schools.

No further discussion. Motion passed unanimously.

Item 22 3:30 PM  RECOMMEND DISAPPROVAL OF 2016-2017 CORRECTIVE PLANS AND TIMELINES OF ACCREDITED SCHOOLS IN ADVICE OR DEFICIENCY STATUS  
Dr. Linda Vrooman Peterson

Dr. Peterson presented to the Board the Corrective plans for disapproval for the 2016-2017 school year for schools in Advice or Deficiency Status. Dr. Peterson reviewed the plans with the Board before requesting a vote to disapprove the plans.

Dr. Darlene Schottle recommended disapproval of the 2016-2017 Corrective Plans and Timelines for schools in Advice or Deficiency status. Motion seconded by Ms. Anne Keith.

No discussion. Motion passed unanimously.

DISCUSSION ITEMS

❖  MSDB LIAISON - Mary Jo Bremner (Items 23-24)

Item 23 3:35 PM  MSDB REPORT  
Donna Sorensen

Ms. Sorensen updated the Board with happenings at the MSDB including the hiring of a new principal, Paul Furthmyre, who has been a principal in the Great Falls Public School District.

MSDB CONSENT AGENDA

A. Financials  
B. MSDB/MHSA Agreements

Ms. Sorensen explained the MSDB/MHSA Agreements the school has for sports for MSDB students to partake in while attending the MSDB.

Ms. Sorensen explained the schools’ participation in the Golden Triangle Cooperative. Chair Carroll will sign these documents after the meeting.

EXECUTIVE SESSION – CLOSED

Item 24 4:15 PM  MID TERM MSDB SUPERINTENDENT EVALUATION REVIEW  
Sharon Carroll

EXECUTIVE SESSION – OPENED
The Board came out of Executive Session at 4:26 PM.

FUTURE AGENDA ITEMS September 14-15, 2017
Election of Board Officers
Set Yearly Board Meeting Calendar - C
Set Annual Agenda Calendar – C
BPE Goal Review – C
MACIE Update
Digital Academy Update
Assessment Update
Federal Update
MACIE Renewal (Even Years)
MSDB Superintendent Evaluation - preview

PUBLIC COMMENT
Public Comment from Dr. Peterson regarding the meeting location for the September meeting.

ADJOURN
Ms. Mary Jo Bremner motioned to adjourn the meeting. Ms. Anne Keith seconded the motion.

Meeting adjourned at 4:30 PM.

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CONSENT AGENDA

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

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CONSENT AGENDA

ANNUAL AGENDA CALENDAR
BOARD OF PUBLIC EDUCATION
ANNUAL AGENDA CALENDAR January 2018 – November 2018
(Proposed items from OPI are in italics – C symbolizes Consent Agenda)

January 2018 – Conference Call
Exiting Board Member – Last Meeting and Recognition
MSDB Superintendent Contract Extension
Transportation Report
MACIE Update
School Nutrition Annual Report
Assessment Update
Federal Update
Accreditation Report
Teacher Licensure Report

March 2018 - Helena
Assessment Update
Federal Update
Accreditation Report
Annual School Food Services Report
MACIE Update
Initial Presentation of MSDB School Calendar

May 2018 - 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

July 2018 - 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

September 2018 - 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
Assessment Update
Federal Update
MACIE Renewal (Even Years)
MSDB Superintendent Evaluation - preview

November 2018 - 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

2018 AND 2019 BPE MEETING DATES
BOARD OF PUBLIC EDUCATION

2018 SCHEDULE

January 19th, 2018 (1-day conference call)       Helena, MT
March 15-16th, 2018                            Helena, MT
May 10-11th, 2018                              Great Falls, MT
July 11-13th, 2018 (Joint CSPAC meeting)       Helena, MT
September 13-14th, 2018                        Helena, MT
November 8-9th, 2018                           Helena, MT

BOARD OF PUBLIC EDUCATION

2019 SCHEDULE

January 18th, 2019 (1-day conference call)      Helena, MT
March 14-15th, 2019                            Helena, MT
May 9-10th, 2019                               Great Falls, MT
July 10-12th, 2019 (Joint CSPAC Meeting)       Helena, MT
September 12-13th, 2019                        Helena, MT
November 7-8th, 2019                           Helena, MT
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.** Support the preparation of all Montana students for college, career, civic, and life readiness.

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.
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Notes:
- BPE Meeting - Helena
- CSPAC Meeting - Helena
- TLLC Workgroup - Pete
- BPE/CSPAC Joint Meeting - Helena
- BPE Strategic Planning
- ESSA & SB 261 Meeting - Pete
- Bus Standards Meeting - Pete
- Gifted & Talented Meeting - Pete
- Writing Administrative Rules of Montana Class - Pete/Kris
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**Notes:**

- Labor Day
- Montana Digital Academy Conf Call - Pete
- TLLC Workgroup - Pete
- BPE Meeting
- Fall Begins
INFORMATION

❖ REPORTS – Sharon Carroll (Items 1-6)

ITEM 1

CHAIRPERSON’S REPORT

• Election of Officers – Pete Donovan

Sharon Carroll
Meetings Attended by Peter Donovan

07/17/2017 – 09/15/2017

July

1. Meeting w/CSPAC Chair Kelly Elder 07/18/2017
2. ESSA and SB 261 Meeting with OPI Staff 07/20/2017
3. Discussion re: new Bus Standards 07/21/2017
4. Gifted and Talented Meeting 07/25/2017
5. Writing Administrative Rules of Montana Class 07/27/2017

August

6. Big Sky Coding Academy Conference Call 08/03/2017
7. BPE Standards Adoption Meeting w/BPE Exec Committee/OPI Staff 08/07/2017
8. Bus Standards Meeting 08/09/2017
9. Continued ESSA Discussion 08/16/2017
10. MSDB Committee Meeting 08/17/2017
11. Meeting w/Senator Don Jones and Representative Moffie Funk 08/21/2017
12. Education Interim Committee Meeting 08/22/2017
13. Proposed Rule for Suicide Prevention Meeting 08/23/2017

September

14. Montana Digital Academy Conference Call 09/11/2017
15. TLLC Workgroup Meeting 09/12/2017
16. BPE Meeting 09/15/2017
INFORMATION

ITEM 3

STATE SUPERINTENDENT’S REPORT

• Superintendent’s Goals

Superintendent of Public Instruction
Elsie Arntzen
Montana Board of Public Education
Executive Summary

Date: September 2017

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| Position Title         | Montana Superintendent of Public Instruction  
The Office of Public Instruction |
| Overview               | Superintendent Arntzen will present four goals to Make Montana Proud |
| Requested Decision(s)  | None                 |
| Related Issue(s)       | None                 |
| Recommendation(s)      | Information          |
Superintendent Arntzen’s Goals to Make Montana Proud

MONTANA HOPE
1. Whole Child Approach to Education:
   • Family and community engagement
   • Student safety
   • Mental health awareness
   • Suicide prevention
   • Anti-bullying
   • School nutrition

MONTANA TEACH
2. Growing Teachers & Educational Leaders:
   • Celebrating teacher excellence
   • Expanding leadership opportunities through the Teacher Learning Hub
   • Additional value placed on education and professional ethics
   • Collaborating with teacher prep programs and OCHE
   • Renewed attention on teacher recruitment and retention

MONTANA LEARN
3. Academic Achievement in Montana:
   • Celebrating student achievement
   • Closing achievement gaps among student groups through our ESSA plan
   • Supporting school transitions for students
   • Focus on early math proficiency, with emphasis on middle school
   • Partnering with higher education to reduce remediation after high school

MONTANA READY
4. College, Career, and Community Readiness:
   • Early workforce development emphasis beginning in middle school
   • Additional emphasis on STEM, CTE, and agriculture education
   • Engaging students to continue on a path of achievement beyond diploma through two-year colleges, tribal colleges, certificate programs, apprenticeships, military, as well as a traditional university path
   • Expanding partnerships with higher education, business, tribal, and community leaders
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

ACTION

APPROVE SUPERINTENDENT EVALUATION TOOL

Sharon Carroll
### Board of Public Education – MSDB Report:

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Report</th>
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<tbody>
<tr>
<td><strong>Numbers</strong></td>
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<tr>
<td>2 starting the year</td>
<td>NA *Family Contacts D/HH</td>
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<tr>
<td>1 starting 9/11/17</td>
<td>NA *School Contacts D/HH</td>
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<tr>
<td>5 in process of gathering paperwork 10-day Observations</td>
<td>NA *Other Contacts D/HH</td>
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<td>25 (2 DB and not include 10-day)</td>
<td>NA *Family Contacts B/VI</td>
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<td>On-campus D/HH</td>
<td>NA *School Contacts B/VI</td>
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<td>22 (1 DB and not include 10-day)</td>
<td>NA *Other Contacts B/VI</td>
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<tr>
<td>On-campus B/VI</td>
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<tr>
<td>3 On-campus DB</td>
<td>NA *Prof Dev-Inservices /</td>
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<tr>
<td>NA Campus Visits</td>
<td>*Number in Attendance:</td>
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<tr>
<td>NA Outreach D/HH</td>
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</tr>
<tr>
<td>NA Outreach B/VI</td>
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<tr>
<td>NA Outreach DB</td>
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<td>19 Cottage Students</td>
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<tr>
<td><strong>Administration</strong></td>
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<td>We had a wonderful first day of orientation. Donna Sorensen worked hard to get position descriptions updated. There is one position where no position description could be found anywhere. She will be working with that person to develop that position description.</td>
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<tr>
<td>Our theme this year is &quot;Watch Us Grow!&quot; Each staff member received a small yellow terracotta pot painted yellow with a beautiful (fake) blue rose and a laminated bookmark with those words. This year, our focus is on growing - our students will grow taller, we will all be learning, some of us grew wider over the summer and might want to become thinner, and our school will grow in numbers.</td>
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<tr>
<td>For Day 1, it was all about our mission and vision, each department's mission and vision, and each individual's mission and vision.</td>
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<tr>
<td>The Administration's draft Mission Statement is &quot;By prioritizing needs, allocating resources, and evaluating outcomes, the MSDB Administration Team oversees the MSDB ecosystem.&quot;</td>
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<tr>
<td>We took a long lunch so we could enjoy getting to know each other better and watch the solar eclipse.</td>
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<td><strong>Human Resources</strong></td>
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<td>Administration - No changes</td>
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<tr>
<td>Business - No changes</td>
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<tr>
<td>Education - Scott Henry moved to Outreach.</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Notes</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>Student Services</td>
<td>Hired Mo Aguon as Food Service Worker and Tabatha Soliz as Cottage Life Attendant - Girls. Outreach - Hired Scott Henry from Education. He will be serving the Bozeman area.</td>
</tr>
</tbody>
</table>
| Education | The Education staff has been busy getting to know Paul and he has been busy getting to know them. Schedules were passed out recently and everyone is working through questions and various situations related to the schedule. 

We are also busy scheduling interpreters. We are short 1.5 interpreters from last year. Donna Schmidt and Donna Sorensen will be looking at the budget to see if we can post an interpreter position to cover our student needs. We will also be having more staffing needs and we are brainstorming how to cover those assignments both financially and with human resources. 

Donna Sorensen also received an email that our SLP contractor is no longer able to fill our SLP needs. We will be working together to recruit and/or contract with another agency for our IEP required SLP needs. |
| Student Services | The Cottage Staff arrived with smiles on their faces. They spent much of their day discussing how important the Cottage Program is. This program allows many of our student the opportunity to have a free and appropriate public education. Without the Cottage, these students wouldn't succeed and wouldn't be able to access their education. 

Jim Kelly asked the group, "Do you know why the numbers 7 and 17 are important to the Cottage?" Students are with the Education Program 7 hours a day. They are in the Cottage Program 17 hours. Staff members in the Cottage have opportunities to support students as they make memories that will last a lifetime. 

The rest of the week, the Cottage Program will be spent reviewing information about best practices when working with students who are deaf, hard of hearing, blind, visually impaired, or deafblind. Each Cottage will have meetings to start planning annual events and determining how to set up their home-like environments. 

The Cottage Program's draft Mission Statement is "Working alongside families, the Student Services Program provides students with diverse and comprehensive facilities, including supervision, education, health services, and recreational opportunities. Students can grow into independent, mature, young adults who have learned to self-advocate and communicate their needs with confidence." |
| Outreach | As of Aug 18th we are starting back up in Outreach. There are no formal numbers to share. The two new DHH consultants are busy determining their plan to begin seeing students and are eager to meet the team on |
Monday and Tuesday of Orientation.

The Mission Statement for Outreach is "The Outreach Program serves as the leading resource for children birth to 21 to improve and create programs and services that empower children, families, school staff, and other agencies across Montana to support children in becoming confident, independent, life-long learners and productive members of society."

| Business         | The draft Business Office created a draft Mission Statement. "The Business Office safeguards all assets and follows all state and federal laws, policies, and procedures to deliver timely, accurate, clear, confidential, and complete financial records. The Business Office also meets the needs of students, staff, and the public in a professional and knowledgable manner."
|                  | Please see attached financials for end of the fiscal year budget information. |

| Maintenance      | The Maintenance Department accepted this statement as their Mission Statement: "The Maintenance Department ensures that all facilities are safe, clean, and in good working order to provide students with an exceptional learning environment."
|                  | The grounds are beautiful. The buildings are almost ready for students. Several classrooms and hallways got a painting facelift. |

| Facilities       | During the 2015 Legislative session, we were approved for 10 additional security cameras. We now have a bid and a contract in place that the work must be completed by Sept 1. These cameras will help us keep our students safe and will allow us to better monitor our campus. |

| Foundation       | We have added two members to our Foundation Board - Gary McManus, an alum and a former teacher/coach and Heidi Hockett who will take Scott Perata's place. She works at Northwestern Energy. There are 5 or 6 more nominees that we are pursuing. We hope to have a full board at our next meeting! |

| Calendar Items   | * August 27 - Cottage students return  
|                  | * August 28 - First day of School  
|                  | * September 4 - No School  
|                  | * September 10 - Foundation Meeting  
|                  | * September 15 - Travel home  
|                  | * September 18 - Travel return - school is in session  
|                  | * September 29-30 - Deaf Enrichment Weekend (DEW)  
|                  | * October 18 - Travel home  
|                  | * October 22 - Travel return  
|                  | * November 1 - End of 1st quarter  
|                  | * November 10-11 Visually Impaired Enrichment Weekend (VIEW)  
|                  | * November 20 - Foundation Meeting  
|                  | * November 21 - Travel Home  

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>November 22-25</td>
<td>Thanksgiving Break</td>
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<tr>
<td>November 26</td>
<td>Travel return</td>
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<tr>
<td>December 8</td>
<td>Gallaudet Day</td>
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<tr>
<td>December 20</td>
<td>Dress Rehearsal for Winter Program</td>
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<td>December 21</td>
<td>Winter Program at 1pm</td>
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<tr>
<td>December 22</td>
<td>Travel home and begin Winter Break</td>
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<td>January 2, 2018</td>
<td>Travel return - school not in session</td>
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### 2017 Appropriations:

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<tr>
<th>Program</th>
<th>General Fund</th>
<th>State Special</th>
<th>Federal Special</th>
<th>Proprietary</th>
<th>Other</th>
<th>Total</th>
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<tr>
<td>Administration Program (01)</td>
<td>563,256.04</td>
<td>2,940.00</td>
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<td>General Services Program (02)</td>
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<td>Student Services (03)</td>
<td>1,733,529.00</td>
<td>0.00</td>
<td>27,442.25</td>
<td>0.00</td>
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<td>1,760,971.25</td>
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<td>Educational (04)</td>
<td>4,347,685.00</td>
<td>290,469.00</td>
<td>158,822.00</td>
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<tr>
<td><strong>Allocated Totals:</strong></td>
<td><strong>7,260,778.04</strong></td>
<td><strong>293,409.00</strong></td>
<td><strong>186,264.25</strong></td>
<td><strong>0.00</strong></td>
<td><strong>0.00</strong></td>
<td><strong>7,740,451.29</strong></td>
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### YTD Expenditures:

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<tr>
<th>Program</th>
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<th>Federal Special</th>
<th>Proprietary</th>
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<td>Administration Program (01)</td>
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<tr>
<td>Student Services (03)</td>
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<td>27,442.25</td>
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<td>Educational (04)</td>
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<td>4,479,726.39</td>
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<tr>
<td><strong>Total Expenditure to Date:</strong></td>
<td><strong>6,856,310.04</strong></td>
<td><strong>261,204.65</strong></td>
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### Unspent Allocated Budget:

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### Appropriations - VS - Expenditures by Program

<table>
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<tr>
<th>Program</th>
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<th>State Special</th>
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### MONTANA SCHOOL for the Deaf & the Blind

#### Program Indicators for the 2017 Biennium – Year 2 (2017)

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<td>Family and Educational Team Visits on Campus</td>
<td>17</td>
<td>15</td>
<td>8</td>
<td>11</td>
<td>12</td>
<td>10</td>
<td>13</td>
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| **Outreach Services 20-8-102 MCA, 10.61.102 ARM** | | | | | | | |
| Total Served | 2162 | 1935 | 1385 | 1161 | 1227 | 1310 | 1769 |
| Consultation Services – D/HH Students | 207 | 247 | 265 | 275 | 248 | 340 | 326 |
| Consultation Services – B/LV Students | 241 | 271 | 300 | 310 | 383 | 345 | 374 |
| Consultation Services – D/B Students | 10 | 11 | 12 | 12 | 18 | 26 | 26 |
| Family Advisor Program | 38 | 29 | 38 | 28 | 21 | 21 | 23 |
| Professional Development – Participants | 1624 | 1273 | 620 | 416 | 487 | 452 | 900 |
| Educational Evaluations | 29 | 19 | 25 | 7 | 22 | 16 | |
| Functional Vision/CVI Evaluations | 31 | 69 | 128 | 87 | 57 | 82 | 84 |
| Orientation/Mobility Evaluations | 11 | 6 | 3 | 8 | 6 | 22 | 20 |
| Equipment Loans | 21* | 27* | 20* | 24* | 38* | 38* | 38* |
| LEAs Served | 94* | 96* | 114* | 114* | 114* | 114* | 114* |
| Head Start Programs Served | 6* | 6* | 6* | 6* | 6* | 6* | 6* |
| **Total Consultation/Referral Contacts** | 5421 | 5461 | 9720 | 12391 | 11606 | 10164 | 13373 |
| Contacts with School Personnel | 2717 | 2434 | 4443 | 6357 | 6329 | 4898 | 6505 |
| Contacts with Family Members | 1729 | 1561 | 2320 | 2643 | 3041 | 2781 | 3666 |
| Contacts with other Professionals | 841 | 872 | 2092 | 2441 | 1318 | 1381 | 2157 |
| Contacts for Audiological Consultation Services | 98 | 564 | 831 | 926 | 893 | 1025 | 926 |
| Audiological Prof. Dev. Participants | | | | | | | 37 |
| SSI Referrals (changed SSI refer in 2017) | 15 | 10 | 25 | 21 | 17 | 22 | 8 |
| UNHSI Referrals | 21 | 20 | 9 | 3 | 8 | 20 | 24 |

* Indicates number not included in totals

| **Summer Programs 20-8-102 MCA, 10.61.103 ARM** | | | | | | | |
| Total Participants | 260 | 238 | 197 | 220 | 321 | 323 | 274 |
| Summer Skills Program for B/LV Students | 9 | 8 | 8 | 8 | 15 | 11 | 10 |
| Summer Camp for D/HH Students | 12 | 13 | 12 | 14 | 12 | 15 | 7 |
| Family Learning Weekend – B/LV Students | 87 | 76 | 80 | 101 | 115 | 113 | 99 |
| Family Learning Weekend – D/HH Students | 152 | 141 | 97 | 97 | 179 | 184 | 158 |

| **Total Outreach Contacts (Only Outreach)** | 5421 | 5461 | 9720 | 12391 | 11606 | 10164 | 13373 |
| Percent Change Over Previous Year | 1% | 44% | 22% | -7% | -14% | 24% |

| **Total Population Served (Numbers in Row 5, 19, 21)** | 2992 | 2692 | 2013 | 1834 | 1982 | 2230 | 2485 |
| Percent Change Over Previous Year | -11% | -34% | -10% | 7% | 11% | 10% |

| **Total All Contacts/Population Served (Row 47 + 50)** | 8413 | 8153 | 11733 | 14225 | 13588 | 12394 | 15858 |
| Percent Change Over Previous Year | -3% | 31% | 18% | -5% | -10% | 22% |
Above: Total MSDB numbers from **Total All Contacts/Population Served**.

Above: Total Outreach Contact numbers from **Total Outreach Contacts (Only Outreach)**.

Below: Total Summer Program numbers from **Summer Programs: Total Participants**.
Above: Education Total numbers from **Campus Based Programs: Total Served**.

Above: Total numbers from **Outreach Services: Total Served**.
MACIE LIAISON – (Item 8)

Mary Jo Bremner

ITEM 8

MACIE UPDATE AND REQUEST FOR MEMBER APPROVAL

• Approve Marcy Cobill-Gilbert

Mike Jetty
Montana Board of Public Education  
Executive Summary  

Date: September 2017

<table>
<thead>
<tr>
<th>Presentation</th>
<th>MACIE Update and Request for New Member Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Mike Jetty</td>
</tr>
</tbody>
</table>
| Position Title | Indian Education Specialist  
The Office of Public Instruction |
| Overview | Present MACIE meeting topics and considerations, based on the August 4 meeting: OPI Wraparound/Systems of Care Grant, CEEDAR Grant, Trauma Resilient School Systems Framework from the National Native Children’s Trauma Center, the Department of Labor’s Montana Registered Apprenticeship Program, OPI Special Education, OCHE/Gear Up and the UM Indian Law Clinic, Childwise Institute, Governor’s Office of Indian Affairs, OPI Indian Ed division updates, and OPI ESSA consultation. Marcy Cobell-Gilbert has been nominated as a new MACIE representative. |
| Requested Decision(s) | Board to approve the MACIE and Superintendent Arntzen’s recommendation for the new member. |
| Related Issue(s) | None |
| Recommendation(s) | Action |
DISCUSSION

❖ EXECUTIVE COMMITTEE – (Items 9-12)

Sharon Carroll

ITEM 9

ANNUAL DIGITAL ACADEMY UPDATE

Bob Currie
ITEM 10

FEDERAL UPDATE

Dr. Tim Tharp
Susie Hedalen
Montana Board of Public Education  
Executive Summary  

Date: September 15, 2017  

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Federal Report</th>
</tr>
</thead>
</table>
| Presenter    | Dr. Timothy W. Tharp  
Susie Hedalen |
| Position Title | Deputy State Superintendent  
Director of Educational Services & ESSA |
| Overview     | We will give a brief update on what is happening at the federal level and how it impacts education in Montana. |
| Requested Decision(s) | Informational item only |
| Related Issue(s) | None |
| Recommendation(s) | Informational item only |
ITEM 11

ESSA UPDATE

Dr. Tim Tharp
Susie Hedalen
Montana Board of Public Education  
Executive Summary  

Date: September 15, 2017

<table>
<thead>
<tr>
<th>Presentation</th>
<th>ESSA Update</th>
</tr>
</thead>
</table>
| Presenter      | Dr. Timothy W. Tharp  
                 | Susie Hedalen |
| Position Title | Deputy State Superintendent  
                 | Director of Educational Services & ESSA |
| Overview       | We will give a brief update on what we have done with the ESSA Plan, where we are in the timeline, and what changes we have seen from the Fed moving forward. |
| Requested Decision(s) | Informational item only |
| Related Issue(s) | None |
| Recommendation(s) | Informational item only |
ACTION

ITEM 12

CONTENT STANDARDS REVISION

Dr. Tim Tharp
## PROPOSED REVISED CONTENT STANDARDS SCHEDULE
### OPI—August 7, 2017

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Content Standards</th>
<th>Research/Review</th>
<th>Revision</th>
<th>Negotiated Rulemaking</th>
<th>Adoption</th>
<th>Begin Implementation</th>
</tr>
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<tbody>
<tr>
<td><strong>Cycle I</strong></td>
<td></td>
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<tr>
<td></td>
<td>Career and Technical Education</td>
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<td>Digital Literacy/Computer Science</td>
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<tr>
<td></td>
<td>World Languages</td>
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<tr>
<td><strong>Cycle III</strong></td>
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<tr>
<td>January 2023-July 2025</td>
<td>English Language Arts/Literacy and English Learners</td>
<td>January – April 2023</td>
<td>May – October 2023</td>
<td>November 2023 – March 2024</td>
<td>September 2024</td>
<td>July 1, 2025</td>
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<tr>
<td></td>
<td>Health &amp; Physical Education</td>
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<tr>
<td><strong>Cycle IV</strong></td>
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<tr>
<td>January 2025-July 2027</td>
<td>Arts Science</td>
<td>January – April 2025</td>
<td>May – October 2025</td>
<td>November 2025 – March 2026</td>
<td>September 2026</td>
<td>July 1, 2027</td>
</tr>
</tbody>
</table>
DISCUSSION

❖ ASSESSMENT COMMITTEE – (Item 13)

Sharon Carroll

ITEM 13

ASSESSMENT UPDATE

Jessica Eilertson, Scott Furois
Montana Board of Public Education  
Executive Summary  

Date: September 2017

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Assessment Update</th>
</tr>
</thead>
</table>
| Presenter          | Jessica Eilertson  
|                    | Scott Furois                   |
| Position Title     | State Assessment Director  
|                    | Operations Research Analyst  
|                    | The Office of Public Instruction |
| Overview           | The OPI will present an update on Montana’s 2017 SBAC and ACT performance data, and discuss standards validation and proficiency levels for the ACT. |
| Requested Decision(s) | None                              |
| Related Issue(s)   | None                              |
| Recommendation(s)  | Information                        |
ACCREDITATION COMMITTEE – (Item 14)

Darlene Schottle

ITEM 14

PROPOSAL REQUESTING PROVISIONAL ACCREDITATION OF THE NEW BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION IN THE EDUCATOR PREPARATION PROGRAM AT STONE CHILD COLLEGE

Dr. Linda Vrooman Peterson, OPI
Kadene Drummer, Teacher Education, SCC
# Montana Board of Public Education
## Executive Summary

**Date:** September 2017

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Proposal Requesting Provisional Accreditation of the Educator Preparation Provider at Stone Child College to offer a new Bachelor of Science in Elementary Education for K-8 endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Linda Vrooman Peterson</td>
</tr>
</tbody>
</table>
| Position Title | Administrator Accreditation and Educator Preparation  
The Office of Public Instruction                                                                                                                                                               |
| Overview     | Stone Child College (SCC) seeks Initial Accreditation for the Educator Preparation Program to offer a Bachelor of Science in Elementary Education. SCC also requests a provisional accreditation starting January 1, 2018.  
Dr. Kadene Drummer, Education Department Head, and Cory L. Sangrey-Billy, Interim President, SCC, will present program information and will respond to BPE member questions. |
| Requested Decision(s) | None                                                                                                                                            |
| Related Issue(s) | See proposed accreditation timeline.                                                                                                           |
| Recommendation(s) | Information                                                                                                                                     |
August 2, 2017

Linda Vrooman Peterson  
Division Administrator  
Accreditation and Educator Preparation Division  
Office of Public Instruction  
P.O. Box 202501  
Helena, MT 59620-2501

Dear Dr. Peterson,

Stone Child College (SCC) is requesting the Office of Public Instruction's review of its newly developed Bachelor of Science in Elementary Education program. The SCC Curriculum Committee, Bachelor's Degree Steering Committee and the SCC Board of Directors approved this program internally in April of 2016. SCC received approval from our accrediting agency Northwest Commission on Colleges and University in July of 2017.

SCC is requesting an onsite visit from the OPI office to accredit the new Bachelor of Science in Elementary Education Program. In addition, SCC is requesting a provisional accreditation from OPI starting January 1, 2018 until completion of the onsite visit and subsequent approval.

SCC is intending to officially offer this program beginning Spring Semester 2018. We look forward to working with you and your office. Should you have any questions or need additional information in regards to this request, please contact Kadene Drummer at (406) 395-4875 ext. 257 or email kdrummer@stonechild.edu or myself at (406) 395-4875 ext. 246 or by email at csangrey@stonechild.edu.

Sincerely,

Cory L. Sangrey-Billy  
SCC Dean of Academics  
Stone Child College

Stone Child College has been reaffirmed for Accreditation by the Northwest Commission on Colleges and Universities. Stone Child College is an Equal Opportunity Employer.
VIII. NEW BUSINESS:

a. Cody Rivas Request - Cody was not present for his request.

b. Request to authorize the establishment of a four-year degree program (Teacher Education/Early Elementary Education) - Nate stated Kadene Drummer is requesting formal authorization from the Board of Directors to approve the establishment of a four-year Teacher Education/Early Elementary Education Degree Program before state accreditation can be considered. Kadene is requesting a signed letter of approval from the Board of Directors so she can submit to the office of OPI.

**Ted Russette made a motion to approve Kadene Drummer’s request to establish the Teacher Education/Early Elementary Education Four-Year Degree Program. Calvin Jilot seconded the motion. Motion Carried. Board of Directors will sign the letter.**

c. Faculty Contracts - Cory Sangrey-Billy handed out the Full-Time Faculty Evaluation Results 2015/2016, she is recommending for Contract Renewal for the 2016/2017 School Year with one area of concern. All faculty have Master Degrees except for John Murie.

**Calvin Jilot made the motion to approve the recommendation of all faculty contract renewal and notification of John Murie to pursue his Master Degree. Ted Russette Seconded the motion. Motion Carried.**

d. Personnel:

1. Indian Education Demonstration Grant Coordinator Selection - Amanda Morsette and Marquieta Jilot was present.

   - Susan Sutherland voted - Marquieta Jilot
   - Jeremy MacDonald voted - Amanda Morsette
   - Jody LaMere voted - Dominic Meyers
   - Calvin Jilot - abstained from voting
   - Ted Russette III - voted Marquieta Jilot
   - Voyd St. Pierre - Dominic Meyers
   - Chair, Ted Whitford broke tie - voted recommendation (Marquieta Jilot)

   **Ted Russette made the motion to ratify Marquieta Jilot for the Indian Education Demonstration Grant Coordinator and Amanda Morsette as the alternate. Motion seconded by Susan Sutherland. Motion Carried. Calvin Jilot abstained from voting.**

2. Request to advertise for 1 Child Care Provider

   **Ted Russette made the motion to approve the advertisement for one Child Care Provider. Motion Seconded by Calvin Jilot. Motion Carried.**
Ms. Cory Sangrey-Billy  
Dean of Academics  
Stone Child College  
8294 Upper Box Elder Road  
Box Elder, MT 59521

Dear Dean Sangrey-Billy:

This is to inform you of recent action taken by the Northwest Commission on Colleges and Universities (NWCCU) regarding a substantive change proposal from Stone Child College seeking approval for the institution to offer a Bachelor of Science (BS) degree program in Elementary Education (K-8), effective Fall 2017. The College’s Board of Directors authorized the College to offer the proposed BS degree program in Elementary Education (K-8) on April 19, 2016. On August 31, 2016, the College’s Bachelor Degree Steering Committee unanimously approved the BS degree program. In addition, the College’s Curriculum Committee unanimously approved the BS degree program in Elementary Education (K-8) on September 23, 2016.

In reviewing the prospectus, the Commission finds that the BS degree program in Elementary Education (K-8) supports the College’s mission and four core themes, notably, in its mission to promote professionally prepared and career-ready individuals. The curriculum builds upon the College’s existing Associate of Arts degree program with a Teacher Education Option including three concentrations in elementary education, early childhood education, and health and physical education. The BS degree program requires 127 semester credits to completion consisting of content areas of reading and language arts, mathematics, science, social studies, and physical education and health enhancement. Program requirements also include a 14-week student teaching experience that is supplemented by embedded field experiences throughout the curriculum that add an additional week of teaching experiences.

Organizational arrangements to support the BS degree program in Elementary Education (K-8) include using a portion of a federal grant to renovate an existing building to add an additional study lab, two classrooms, appropriate furniture and technology, and a resource room. The library will place recommended books, videos, and learning materials into the new resource room to support the BS program. The library also has an online database system providing access to additional research materials.

With assistance from an Indian Education Professional Development Grant from the Department of Education, the College anticipates enrolling 12 new students in which the 12 participants are expected to graduate in three years and begin working in a school that has at least a 5% Native American student population. After completion of the grant, the College plans to continue to fund the BS program using student fees, tuition, and the income generated from the Tribally Controlled Colleges and University Act with sustainability of the BS program predicted to be 12-14 students.

Due to an existing partnership with Salish Kootenai College, Stone Child College has three fulltime faculty who have already taught in a part-time capacity in courses appropriate to the BS degree program in
Elementary Education (K-8). One additional fulltime faculty member is anticipated as a need to support the program, and, a second fulltime faculty member with expertise in Pre-School through 3rd grade will be hired. Additional adjunct faculty may be hired as needed and may be recruited from those individuals who are teaching in the local schools or who have retired and are interested in part-time teaching. Regarding staff positions, the College has hired an Indian Education Professional Development Grant Coordinator who may also teach one or two courses each semester. An additional fulltime student retention coordinator has also been hired to assist students and will be supplemented by a second retention coordinator funded by the Office of Indian Education.

Moreover, the College has a variety of existing student services to support the implementation of the BS degree program in Elementary Education (K-8). The services include placement testing, computer-aided services, tutoring and mentoring, library services, career information, cultural enrichment activities, learning center, bookstore, student orientation sessions, advising, daycare, transportation, financial aid, student government, athletics, and engagement in life skills. As mentioned previously, a fulltime student retention coordinator will be hired to provide additional services to students as is the existing position of the Indian Education Professional Development Grant Coordinator.

In accordance with Commission Policy, Substantive Change, the institution’s prospectus has now been reviewed and approved as a major change. Accordingly, the proposed Bachelor of Science degree program in Elementary Education (K-8) is now included under the accreditation of Stone Child College. The College is granted candidacy status at the baccalaureate level. Further, the Commission requests an Ad Hoc Report with a visit in Fall 2020 to provide an update on the implementation of the BS degree program in Elementary Education (K-8). The Commission will take action on the College’s candidacy status at its January 2021 meeting following the evaluation of the College’s Fall 2020 Ad Hoc Report. As a reminder, the College’s Mid-Cycle Report is also due in Fall 2020, however, the requested Ad Hoc Report providing an update on the implementation of the BS degree program should be a separate report.

If granted accreditation at the baccalaureate level, the effective date of accreditation at the new degree level is September 1st of the academic year immediately preceding the academic year in which the evaluation occurred. For Stone Child College, this date would be September 1, 2019.

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of the developments and initiatives at Stone Child College. If you have questions, please do not hesitate to contact me.

Sincerely,

Pamela J. Goad
Senior Vice President

Cc: Dr. Nathaniel R. St. Pierre, President
    Dr. Sandra E. Elman, President, NWCCU
TO: Montana Board of Public Education  
Dr. Linda Vrooman Peterson, Administrator  
Accreditation and Educator Preparation Division  
Montana Office of Public Instruction

FROM: Ms. Cory Sangrey-Billy, Interim President  
Dr. Kadene Drummer, Education Department Head

DATE: August 28, 2017

RE: Accreditation for Montana Elementary Education (K-8) License and Teaching Endorsement

Stone Child College (SCC) is seeking accreditation to offer an Elementary Education (K-8) teaching endorsement. The College’s Board of Directors authorized the College to offer the proposed Bachelor of Science (BS) degree program in Elementary Education (K-8) on April 19, 2016. On August 31, 2016, the College’s Bachelor Degree Steering Committee unanimously approved the BS degree and the College’s Curriculum Committee unanimously approved the BS degree program in Elementary Education (K-8) on September 23, 2016. On July 20, 2017, Northwest Commission on Colleges and Universities approved Stone Child College to offer a Bachelor of Science (BS) degree program in Elementary Education (K-8) effective Fall 2017.

Capacity has been built through an existing partnership with Salish Kootenai College (SKC) in which students were able to earn their teaching degree from SKC, while remaining in their home community, through a collaboration that offers advanced coursework on the SCC campus. SKC’s Dean of Education mentors SCC’s faculty until gradually, and for the past semester, all coursework is being taught by SCC faculty on the SCC campus. The program is managed through constant communication between SKC’s Dean of Education and SCC’s Education Department Head but simple logistics, different cultures, quarter vs. semester issues, as well as student financial considerations, indicated a continuing need to develop a local degree. Additional collaborative work through the Understanding Teacher Education at Minority Serving Institutions project and participation in the Penn Center for Minority Serving Institutions/W.K. Kellogg Foundation capacity building project helped guide curriculum and provided faculty professional development in preparation to offer a bachelor degree. As a member of the Montana Council of Deans of Education (MCDE) and its’ Continuous Improvement Collaboration, Dr. Kadene Drummer has been working closely with faculty across the campus as well as with colleagues across the MUS system over the last three years to build a high quality academic program that meets the state’s educator licensure standards.
Congruently, multiple sources, over a period of time, revealed a community need and desire to
develop a degree that is rigorous and meets state and accreditation standards, but is also infused
with Chippewa Cree language, culture and history. Our desire to continue to address the issue of
too few qualified native American teachers and its academic and social ramifications for Indian
youth, motivates us to seek approval to provide a degree granting teacher preparation program
that provides a culturally responsive teacher education curriculum that prepares teacher
candidates to be the role-models needed in today’s schools. SCC’s program is based upon state
and national standards with its foundation based on four key domains: a) the learner and
learning; b) content, c) instructional practice, and d) professional responsibility.

The student clientele that will be enrolling into the Elementary Education program are new
students who desire to teach kindergarten through eighth grade. The department expects that
many past graduates (65 in the past 10 years) who earned their Associate Degree in Teacher
Education, and are working in local schools as paraprofessionals, will return to campus to
complete a four-year degree since the program will be delivered locally. Local school
administrators have shared they plan to encourage and support the professional training of
paraprofessionals they have employed in their school. Additionally, SCC expects to have interest
in the program from those students who are close to receiving their associates in elementary
education and may be motivated to continue, now knowing they can earn a teaching degree
leading to licensure without having to relocate. Additionally, SCC has been awarded a four-year
Indian Education Professional Development grant to prepare a minimum of 18 participants to
earn a bachelor or master’s degree in education. This opportunity provides full-time students
with a monthly stipend, tuition, fees and books for three years, with an additional year of
induction services. This funding opportunity comes at an opportune time as we started a new
cohort group with SKC Spring 2017, and both schools are committed to working together to
provide a seamless transition, for both students and faculty. We plan offering third year courses,
under our own accreditation, beginning in the spring 2018 and seek provisional accreditation for
a few months if the process is not complete, as discussed with Dr. Linda Vrooman Peterson. We
will continue a partnership with SKC to provide an additional degree, Early Childhood P-3
degree, for those students who only want to teach Preschool to third grade.

A full course listing of SCC’s Bachelor of Science (BS) degree program in Elementary
Education (K-8) is attached.
<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>Credits</th>
<th>Grade</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall – Year 1</strong></td>
<td></td>
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</tr>
<tr>
<td>ART 110 Art Appreciation</td>
<td>3</td>
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<tr>
<td>WRIT101 College Writing I</td>
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<td>NAS 101 History of Indians in U.S.</td>
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<td>NASX 100 Cree I</td>
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<tr>
<td>EDU 200 Intro to Education</td>
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<td><strong>Total credits</strong></td>
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<tr>
<td><strong>Spring – Year 1</strong></td>
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<tr>
<td>MUS 110 Music Appreciation</td>
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<tr>
<td>COMX 111 Public Speaking</td>
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<tr>
<td>PSYX 100 Intro to Psychology</td>
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<tr>
<td>BIOS 101 General Biology with Lab</td>
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<td>WRIT 201 College Writing II</td>
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<td><strong>Fall – Year 2</strong></td>
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<td>M130 Math for Elementary Teachers I</td>
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<td>PHSX 205N Fundamentals of Physics I</td>
<td>3</td>
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<td>PHSX 206N Fundamentals of Physics lab</td>
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<td>EDU 235 Introduction to Indian Education</td>
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<td>EDU 225 Intro to Education Psychology</td>
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<td>HPE 285 Principles of Health and Wellness</td>
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<td><strong>Total credits</strong></td>
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<td><strong>Spring – Year 2</strong></td>
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<tr>
<td>M131 Math for Elementary Teachers II – College Algebra</td>
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<tr>
<td>PSCI 210 American Government/History</td>
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<td>ESCI 150 Atmospheric Science with lab</td>
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<td>EDU220 Human Growth and Development</td>
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<td>EDU 270 Instructional Technology</td>
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<td></td>
<td>GPHY 310 Human Geography</td>
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<td></td>
<td>EDU 301 Language, Literacy &amp; Text for Children</td>
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<td>EDU 307 Curriculum, Planning and Assessment</td>
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<td>EDU 305 Parent Partnerships and Community Collaboration</td>
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<td>EDU 309 Guiding Social Development and Class Management</td>
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<tr>
<td></td>
<td>EDU 350 Methods of PE and Health Enhancement with 10 hr. field experience</td>
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<td><strong>Total credits</strong></td>
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<td><strong>Spring - Year 3</strong></td>
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<tr>
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<td>EDU 311 Cultures, Diversity and Ed Ethics – includes field trip to MSDB</td>
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<tr>
<td></td>
<td>EDU 330 Methods: Teaching and Assess. Soc. Studies K-8</td>
<td>3</td>
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<td></td>
<td>EDU 337 Teaching Exceptional Learners</td>
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<td>EDU 344 Methods: Teaching Reading and Language Arts</td>
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<td>EDU 340 Methods: Literacy Assessment, Diagnosis and Instruction</td>
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<td></td>
<td>EDU 380 Clinical Experience Level 1- Seminar + 6 hr. per week field (K-3)</td>
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<td><strong>Fall – Year 4</strong></td>
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<tr>
<td></td>
<td>EDU 420 Methods: Teaching and Assessing K-8 Mathematics</td>
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<td>EDU 430 Methods: Teaching and Assessing K-8 Science</td>
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<td>EDU 440 Methods: Teaching Creative Arts (Music, Art, Drama . . .)</td>
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<td>EDU 480 Clinical Experience Level 2- Seminar + 10 hr. per week field (4-8)</td>
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<td>EDU 490 Student Teaching for Elementary Education</td>
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<td>EDU 495 Reflective Practice and Research in Education</td>
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<td><strong>TOTAL CREDITS</strong></td>
<td><strong>127</strong></td>
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</table>

Practicum hours: 260 before student teaching
Proposed Stone Child College Accreditation Timeline
September 15, 2017

- September 2017: Information item. Presentation of the elementary education program and the development of the Educator Preparation Provider (EPP) at SCC.


- April 2018: OPI facilitates site visit of the Elementary Education endorsement area that includes program alignment with the unit and program standards.

- July 2018: Recommend final action of state exit report and regular accreditation of the EPP at Stone Child College.
ITEM 15

PROPOSAL REQUESTING A NEW DOUBLE MAJOR ENDORSEMENT IN ELEMENTARY EDUCATION AND SPECIAL EDUCATION IN THE TEACHER EDUCATION PROGRAM AT CARROLL COLLEGE

Dr. Linda Vrooman Peterson, OPI
Dr. Robert Stansberry, Director of Teacher Education, CC
## Presentation
Proposal Requesting a new combined major in Elementary and Special Education in the Teacher Education Program at Carroll College (CC)

## Presenter
Linda Vrooman Peterson

## Position Title
Accreditation and Educator Preparation Administrator
The Office of Public Instruction

## Overview
The OPI introduces the proposal requesting the BPE approve a combined major in elementary and special education in the Teacher Education Program at Carroll College. Dr. Bob Stansberry, Director of Teacher Education at Carroll College, will provide an overview of the proposed combined elementary and special education major.

## Requested Decision(s)
None

## Related Issue(s)
None

## Recommendation(s)
Information and Discussion
July 26, 2017

Dr. Linda Vrooman-Peterson  
Accreditation and Educator Preparation Administrator  
Montana Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501

Dear Linda:

Carroll College is seeking the Board of Public Education’s approval of a combined major, Elementary and Special Education. I am sending you materials for review of our major.

You will find enclosed documentation of how our new major meets 10.58.501 Teaching Standards and 10.58.510 Students with Disabilities P-12. The Institutional Report documents provide an overview of how we meet each standard, and the syllabi, 2016-2017 Carroll College Catalog, and the Portfolio Process provide more explanation of how we meet the standards. We retrieved the templates from the Office of Public Instruction Website in July of 2017.

We are providing the documentation in three formats: 1) Paper copies of all materials; 2) Thumb Drive containing all materials, and 3) Google location, https://drive.google.com/drive/folders/0B0TnIQbdaRurak0wcnhKYm7jQXM Any person with this address should be able to access our materials.

If you have questions about our review request, please contact Dr. Bob Stansberry, Director of Teacher Education, beginning August 1, or Allison Sever, Administrative Assistant to Teacher Education and Gifted Institute. Dr. Stansberry can be reached at 406-447-4353 or rstansberry@carroll.edu, and Allison Sever can be reached at 406-447-4365 or asever@carroll.edu.

Sincerely,

[Signature]

Lynette E. Zuroff, Ed.D.  
Director of Teacher Education
# Combined Elementary and Special Education Major: Suggested Four-Year Schedule---Option “S”

## First Year

<table>
<thead>
<tr>
<th>Term</th>
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<th>Title</th>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>CO 101</strong></td>
<td>Basic Communication (or ENWR 102)</td>
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<td></td>
<td><strong>ED 102</strong></td>
<td>Found. of Education</td>
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<td><strong>Physical, Life, or Earth Science (1)</strong></td>
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<td></td>
<td><strong>LAS 101</strong></td>
<td>Alpha Seminar</td>
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<td></td>
<td><strong>TH 101</strong></td>
<td>Theological Foundations (or PHIL)</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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<td>16 cr.</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>CS 103</strong></td>
<td>Inst. Media &amp; Tech.</td>
<td>3 cr.</td>
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<td><strong>ENWR 102</strong></td>
<td>College Composition (or CO 101)</td>
<td>4 cr.</td>
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<td><strong>ED 228</strong></td>
<td>Children’s Literature</td>
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<td><strong>PSY 203</strong></td>
<td>Developmental Psychology</td>
<td>3 cr.</td>
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<td></td>
<td><strong>PHIL __</strong></td>
<td>Philosophy Course (or TH 101)</td>
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## Second Year

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<td><strong>ED 329</strong></td>
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<td><strong>MA 201</strong></td>
<td>Math for Elem Ed I (2)</td>
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<td>Intro to Exceptional Child</td>
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<td><strong>Spring</strong></td>
<td><strong>ENLT__</strong></td>
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<td><strong>ED 245</strong></td>
<td>Diversity Field Experience</td>
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<td><strong>MA 202</strong></td>
<td>Math for Elem Ed II</td>
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<td><strong>HI ____</strong></td>
<td>U.S. History Course (3)</td>
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<td>Students with High Incidence Disabilities</td>
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<td><strong>SPED 305</strong></td>
<td>Students with Low Incidence Disabilities</td>
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## Third Year

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<td><strong>ED 323</strong></td>
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<td><strong>SPED 306</strong></td>
<td>Collaboration &amp; Conf. for Sp. Ed.</td>
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<td><strong>SPED 323</strong></td>
<td>Assessment &amp; Eval in Spec Ed</td>
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<tr>
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<td><strong>Physical, Life, or Earth Science (1)</strong></td>
<td>4 cr.</td>
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<td></td>
<td><strong>Total</strong></td>
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<td>17 cr.</td>
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<td><strong>Spring</strong></td>
<td><strong>AN/SO 218</strong></td>
<td>Intro to N Am Studies (4)</td>
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<td><strong>SPED 409</strong></td>
<td>Methods for Admin. SPED</td>
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<td><strong>HPE 314</strong></td>
<td>PE in Elem Sch</td>
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<td><strong>PHIL__</strong></td>
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<td><strong>ED 405</strong></td>
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## Fourth Year

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<td><strong>PHIL__</strong></td>
<td>Theology</td>
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<td><strong>Total</strong></td>
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<td>17 cr</td>
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<td><strong>Spring</strong></td>
<td><strong>AN/SO 218</strong></td>
<td>Intro to N Am Studies (4)</td>
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<td><strong>SPED 409</strong></td>
<td>Methods for Admin. SPED</td>
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<td><strong>HPE 314</strong></td>
<td>PE in Elem Sch</td>
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<td><strong>PHIL__</strong></td>
<td>Philosophy Course (5)</td>
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<td><strong>Total</strong></td>
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<td>13 cr</td>
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## Notes
- Students must earn a "C-" or better in courses marked by bold print. To be admitted to student teaching, students must have a cumulative GPA of 2.65 on 1) Content Knowledge Coursework as identified on the MT Assessment for Content Knowledge Verification Sheet and 2) Major and Professional Education Program requirements.
- The literature, fine arts, theology, and philosophy requirements may be fulfilled after student teaching. Writing Intensive Courses: You must have 2 courses; only one ED course counts for this requirement.
- **1.** ED 102
- **2.** Global Diversity Course: 1.
- **National Diversity Course:** 1.
- **National Diversity Course 1.**

1) Suggested Science Courses: Life= BI 101 or BI 102; Physical= CH 111 or PHYS 103; Earth= EAS 101, EAS 102 or PHYS 104. Must take a lab. (PHSY 104 may count for either physical or earth science, but may not count for both.)
2) A student must be able to demonstrate proficiency in elementary algebra.
3) See the *Carroll College Catalog* for courses that will satisfy both the US and Contemporary World Cultures requirements. However, a history course is required for the CORE.
4) AN/SO 218 satisfies Contemp. World Cultures and Nat'l Diversity requirements.
5) If not met with other courses, take a writing intensive or global diversity course.

August 2017
ACTION

ITEM 16

RECOMMEND APPROVAL OF THE STATE EXIT REPORT AND REGULAR ACCREDITATION STATUS OF THE EDUCATOR PREPARATION PROVIDER (EPP) IN THE COLLEGE OF EDUCATION AND ARTS AND SCIENCE AT MONTANA STATE UNIVERSITY, NORTHERN (MSUN)

Dr. Linda Vrooman Peterson, OPI
Dr. Carol Reifschneider, Interim Dean, College of Education, Arts and Science, and Nursing, MSUN
Montana Board of Public Education  
Executive Summary  

Date: September 2017

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Recommend approval of the State Exit Report and approval of Regular Accreditation of the Educator Preparation Provider (EPP) in the College of Education, Arts and Science, and Nursing at Montana State University Northern (MSUN)</th>
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<tr>
<td>Presenter</td>
<td>Linda Vrooman Peterson</td>
</tr>
</tbody>
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| Position Title | Accreditation and Educator Preparation Administrator  
The Office of Public Instruction  

Overview | The Montana State Superintendent recommends approval of the 2017 State Exit Report of the EPP at MSUN. Superintendent Arntzen also recommends approval of regular accreditation effective through 2024.  
Dr. Carol Reifschneider, Interim Dean, will be available to answer BPE member questions.  
Attached is the state exit report, which includes the unit and program standards report. |

Requested Decision(s) | Action |

Related Issue(s) | None |

Recommendation(s) | Recommend approval of the 2017 State Exit Report and Regular Accreditation of the Educator Preparation Provider (EPP) in the College of Education, Arts and Science, and Nursing at Montana State University Northern. |
Montana State University Northern
Educator Preparation Provider
State Exit Report
April 9-11, 2017
Dr. Stevie Schmitz, Team Chair

From April 9-11, 2017, a state accreditation review of the Educator Preparation Provider (EPP) in the College of Education, Arts and Sciences, and Nursing at the Montana State University Northern (MSUN) was conducted by a visiting team representing the Montana Board of Public Education (BPE) and the Superintendent of Public Instruction. The purpose of the state accreditation site review was to verify that the EPP’s Institutional Report (IR) meets the Montana Professional Educator Preparation Unit and Program Standards. The state visiting team reviewed documents and corresponding evidence, examined data reports, and interviewed MSUN leadership, faculty and staff, current and graduated candidates, regional administrators and local teachers, and cooperating teachers and university supervisors. The purpose of this document is to summarize the results of the team's findings.

Subchapter 3–Initial Unit Standards

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<td>Initial Content and Pedagogical Knowledge</td>
<td>MET w/Notation</td>
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<td>10.58.312</td>
<td>Initial Clinical Partnerships and Practice</td>
<td>MET w/Notation</td>
<td>2</td>
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<td>10.58.313</td>
<td>Initial Candidate Quality, Recruitment, and Selectivity</td>
<td>MET w/Notation</td>
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<td>10.58.314</td>
<td>Initial Program Impact</td>
<td>AFI</td>
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<td>10.58.315</td>
<td>Initial Provider Quality Assurance and Continuous Improvement</td>
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### Subchapter 5—Initial Teaching Program Standards

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<td>10.58.503</td>
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<td>10.58.515</td>
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<td>10.58.520/513</td>
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<td>10.58.522</td>
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<td>10.58.526</td>
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### Subchapter 6—Advanced Teaching Program Standards

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<td>School Counseling K-12</td>
<td>MET w/Notation</td>
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Commendations

- Reading Minor–10.58.521 (1)(a)(iii) Indian Education for All integration across multiple courses is exemplary in application.
- Initial Programs–The team acknowledges the difficult and successful journey that the initial programs have undertaken in the recent past. We celebrate with you the return of the secondary majors, including Industrial Trades and Technology, the only such program in the state of Montana. The support for the EPP overall was evident in the partners who came to offer expertise by making themselves available for interviews.
- Advanced Programs.
  - School Counseling—Current students and program completers shared accolades about the program and the faculty and expressed confidence in feeling well-prepared to serve as school counselors in Montana accredited P-12 schools.
  - Instruction and Learning—Although this online graduate program does not lead to licensure or endorsement, the site visiting team acknowledges the work and preparation of the graduate program for its relevance to various careers. Current members of the program acknowledged that the structure of the course and the career diversity of the students helped extend perspectives to learn from each other. We enjoyed learning more about the good work that is being done through the Instruction and Learning graduate program.

Areas for Improvement (AFI)


Rationale: The EPP’s Plan for Documenting Impact on Student Learning, as presented, only minimally addresses the components of Standard 314. There is little evidence of a sustainable planning cycle.

AFI: ARM 10.58.315 Initial Provider Quality Assurance and Continuous Improvement is an Area for Improvement.

Rationale: Evidence is minimal, limited, or not found for most of the components of the standard. Of the five components (1)(b),(c),(d),(e) of standard 10.58.315 are not met. The EPP’s quality assurance and continuous improvement efforts appear to be hindered by challenges in effective communication and clarity of institutional and EPP leadership and organizational structure.
AFI: ARM 10.58.522 Broadfield Science Standard is an Area for Improvement.

Rationale: There are three concerns relating to the Broadfield Science Standard.

1. Under 10.58.522(2)(a)(iii), “competency in basic mathematics, statistics ...applications to science teaching” are not explicitly addressed in BIOB 160/161; BIOE 370/371; BIOB 420; GEO 328; and BIOL 425. There is no indication the above courses offer Math or Statistics content to meet the standard.

2. BIOE 370/371 & BIOB 420 courses are used to fulfill ARM 10.58.522(7)(a)(iv). However, these course syllabi do not explicitly address a conceptual understanding of IEFA. For example, how did Indigenous Peoples and Montana Indians understand and teach about Ecological Systems, and the effects of Environment on themselves and others?

3. All science content endorsement programs of study include 10.58.522(2) pedagogy content or professional core. Broadfield Science includes 10.58.522(2) pedagogy and 10.58.522(7) Broadfield Science. Complete IR section (1.58.522(7), pages 9-11.

The site visiting team wishes to thank the MSU Northern administration and faculty for a warm welcome and the comfortable work environments. From Sunday afternoon, when the team members arrived to the conclusion of the site visit on Tuesday, April 11, staff, faculty, administrators, and candidates welcomed the team and cooperated with its every request. A special thank you is extended to Dr. Reifschneider for her leadership and to her team for providing the necessary materials, organizing the visit, and the speedy and competent responses.

Thank you all for your commitment to Montana education.
Definitions that pertain to this report (CAEP Glossary)

Standard is met: Regular accreditation for a period of seven years.

Standard is met with notation: Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement (AFI): Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle, and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review, the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation: A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.
Unit Standard Narrative Report

ARM 10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE

Summary of Findings
The Educator Preparation Provider at Montana State University Northern (MSUN) content and pedagogical knowledge program of study meets the requirements of the administrative rule with noted exceptions. Review of evidence included Institutional Preliminary Report, 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, forms, interviews with administration, faculty, candidates, and stakeholders, as well as other forms of evidence provided by MSUN.

Evidence Consistent with Meeting the Standard
Preponderance of evidence is consistent with meeting the standard.

Evidence Inconsistent with Meeting the Standard
Component 10.58.311(f): Met with notation. Although the use of educational technology is introduced in a dedicated course, evidence indicates minimal integration of technology across the program to engage students, improve student learning, and enrich professional practice.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each
None

Recommendation
ARM 10.58.311 Initial Content and Pedagogical Knowledge Standard is met with notation.
Unit Standard Narrative Report

ARM 10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE

Summary of Findings
Evidence supports the claim that the Educator Preparation Provider (EPP) partnership with area districts in evaluation and feedback and the overall student clinical experience. Professional Educator Preparation Program Standard 312: Clinical Partnerships and Practice delineates in several components requirements for strong connection, participation, and contribution by cooperating teachers, supervisors, and advisors. A collection of feedback and data gathering documents has been developed. The EPP needs to improve either its implementation of the instruments or the tracking and extrapolation of data collected through the utilization of the various measuring tools. Interviews with the EPP faculty and advisory board, cooperating teachers, and reviews were conducted of data reflecting results of field experience evaluations, including information on the evaluator. The standard is met with notation.

Evidence Consistent with Meeting the Standard
- Adequate evidence of descriptive feedback to candidates.
- Adequate evidence that school-based clinical educators evaluate candidates and share results with provider.
- Sufficient evidence that demonstrates the EPP offers sequential clinical experiences with specific goals, focused teaching experiences, and assessment using performance-based criteria.

Evidence Inconsistent with Meeting the Standard
- Limited evidence that P-12 schools are benefitting from partnership.
- Limited evidence that EPP and P-12 clinical educators and/or administrators co-construct criteria for selection, preparation, evaluation, and retention of clinical educators.
- Limited evidence of involvement in ongoing collaborative decision making.
- Limited evidence that the provider works with P-12 partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on the learning and development of every P-12 student.
Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

None

Recommendation
ARM 10.58.312 Initial Clinical Partnerships and Practice Standard is met with notation.
Unit Standard Narrative Report

ARM 10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

Summary of Findings
The Educator Preparation Provider (EPP) uses a comprehensive system to (1) recruit a well-qualified and diverse candidate pool, (2) gather data to monitor the academic and non-academic abilities of candidates throughout the program, and (3) ensure that candidates have the professional and ethical proficiencies needed to receive licensure and to become effective educators in their fields. The standard is met with notation.

Evidence Consistent with Meeting the Standard
10.58.313(1)(a) The EPP demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment through graduation. Data collected includes background checks, transcripts, and substitutive feedback from program faculty and cooperating teachers. The measures gathered ensure candidates academic and dispositional qualities needed to become effective teachers.

10.58.313(1)(i) The EPP admits candidates that reflect the diversity of Montana’s P-12 students.

Evidence Inconsistent with Meeting the Standard
The EPP indicates that applicants are screened for moral character prior to admission using background checks from the Montana State Department of Justice and the Child Protective Services. While both background searches are essential screens for candidates, intrinsic racial biases that are part of the legal and protective services systems make this an inconsistent measure of moral character.

The EPP recognizes the inconsistency of the way the language presents a possible “intrinsic racial bias” and will clarify the section to better describe the intent of the moral character measure.

Evidence in Need of Verification or Corroboration
The EPP states that the candidate pool is representative of the P-12 student population in the Montana Hi-line region; however, evidence is not presented to substantiate this claim.

The EPP will edit the section of the report by stating that the candidate pool is representative of the Montana P-12 student population.
Recommendations for New Areas for Improvement and/or Stipulations
Including a Rationale for Each
None

Recommendation
ARM 10.58.313 Initial Candidate Quality, Recruitment, and Selectivity Standard is met with notation.
Unit Standard Narrative Report

**ARM 10.58.314 INITIAL PROGRAM IMPACT**

**Summary of Findings**
The Initial Program Impact Standard 10.58.314 is an Area for Improvement (AFI).

The EPP's Plan for Documenting Impact on Student Learning, as presented, only minimally addresses the components of Standard 314. There is little evidence of a sustainable planning cycle. A sustainable plan must contain measurable objectives, a timeline for completion of major milestones, identification of responsible staff, and evidence that the plan is continually reviewed, with transparent results and summaries provided to faculty and other relevant audiences.

MSU-Northern has participated in the 2016 pilot completer and employer survey, which is being used statewide. According to staff, the surveys are being administered again in the spring of 2017. This will aid the EPP in collecting meaningful, required data. However, Northern faculty has no sustainable planning cycle that regularly involves faculty and ensures that the Initial Program Impacts are considered and met.

To address the AFI, the EPP must show the calendar of planned application of these surveys; the calendar for all planned activities, which include data gathering; data summarization, along with planned meetings to consider the data; and report the results to relevant audiences. Minutes of all of these meetings and work sessions could be posted and immediately available. Ensure that all staff members are well-trained in all components of data capture and data review. What access will staff have to the new collection tool, and how can results be shared when needed? Ensure that a yearly report/summary is written and reviewed, with staff recommendations for the next year’s data needs.

As yearly data are collected and considered, the data should be compared to previous data, with relevant observations within the EPP and across the Institution.

**Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each**

AFI: ARM 10.58.314 Initial Program Impact Standard is an Area for Improvement.

Rationale: The EPP's Plan for Documenting Impact on Student Learning, as presented, only minimally addresses the components of Standard 314. There is little evidence of a sustainable planning cycle.

Recommendation
ARM 10.58.314 Initial Program Impact Standard is an Area for Improvement.
Unit Standard Narrative Report

**ARM 10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT**

**Summary of Findings**
Although the system seems adequate to collect and analyze the data for quality assurance and continuous improvement, the utilization of this system is new and is unproven as to its effectiveness. Use of data gathering and analysis of that data will lead to quality assurance and continuous improvement as well as a communication and decision-making tool with relevant stakeholders.

**Evidence Consistent with Meeting the Standard**
- Provider uses evidence from multiple measures to inform and evaluate operational effectiveness.
- Adequate evidence shows that the system has the capacity to collect, analyze, and report the data on the standards.
- Adequate evidence that the system can disaggregate data.
- There is evidence of available access and use by a variety of users.

**Evidence Inconsistent with Meeting the Standard**
- Most general rules for Standard Five are not met, specifically components 315(1)(c) and 315(1)(d).
- No evidence that the system has the ability to monitor operational effectiveness.
- No or limited description of content validity or inter-rater reliability are provided.
- No or limited documentation that evidence is relevant, verifiable representative, cumulative, or actionable.
- Minimal documentation that interpretations of evidence are consistent, accurate, and supported by data.
- Minimal evidence that the EPP reviews quality assurance system data, identifies patterns across preparation programs, uses data for continuous improvement, and tests innovations.
- Minimal evidence that the EPP regularly reviews system operations and data.
- Unknown if most changes in program are linked to data.
- Minimal evidence from Standards 311, 312, 313, and 314 are cited and applied.
- No evidence that the selection data is measured in relationship to candidate success and completion.
• Minimal evidence that data-informed changes are ongoing and based on systematic assessment of performance and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students.

• No evidence of the eight outcome and impact measures with relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions.

• No evidence that the annual outcome and impact measures and their trends are posted on the EPP website and in other ways widely shared.

• Minimal evidence that the program changes and modifications are linked to EPP's data.

• No evidence that provider provides evidence of diverse stakeholder involvement through multiple sources in decision making, program evaluation, and selection and implementation of changes for improvement.

• No evidence of at least two examples of input from stakeholders and use of that input.

• Although the EPP is working with the state and the Council of Deans to survey completers and employers, additional work needs to be done to complete program evaluation and decision-making for improvements and identification of models of excellence.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

AFI: ARM 10.58.315 Initial Provider Quality Assurance and Continuous Improvement Standard is an Area for Improvement. Evidence was minimal, limited, or not found. Therefore, an AFI designation is assigned to components (1)(b), (c), (d), and (e) of standard 10.58.315 and to the overall standard.

Rationale: The EPP’s quality assurance and continuous improvement efforts appear to be hindered by challenges in effective communication and clarity of institutional and EPP leadership and organizational structure. We acknowledge the understanding that the overall institution has been focused on sustaining itself through the diesel-energy program at the perceived temporary expense of work with the EPP. Distributive leadership and planning may resolve many of the issues that we have identified.

Recommendation

ARM 10.58.315 Initial Provider Quality Assurance and Continuous Improvement Standard is an Area for Improvement.
Program Standard Narrative Report

ARM 10.58.501 TEACHING STANDARDS

Summary of Findings
Review of the sections of the Institutional Report (IR) relating to 10.58.501 teaching standards and 10.58.311 content and pedagogical knowledge validate alignment across these standards. Evidence reviewed during the visit include, but were not limited to, the 2017 Institutional Unit Accreditation Summary Report, institutional program assessment data, interviews with administration, faculty, candidates, and stakeholders, and other documentation provided by MSUN. The standard is met with notation.

Evidence Consistent with Meeting the Standard
Preponderance of evidence is consistent with meeting the standard.

Evidence Inconsistent with Meeting the Standard
ARM 10.58.501 Correct IR and corresponding syllabi relating to (1) ARM 10.58.508 (TRANSFERRED) change to ARM 10.58.532 (2015) Elementary Education and (2) Correct IR and corresponding syllabi replacing INTASC or NTATSC with InTASC Standards.

Reinforce component 10.58.311(f) by purposefully integrating the use of technology across all programs to engage students, expand student learning, and enrich professional practice.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each
None

Recommendation
ARM 10.58.501 Teaching Standards is met with notation.
Program Standard Narrative Report

ARM 10.58.503 ART K-12

Summary of Findings
The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a teaching minor in Art K-12. Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, forms, interviews with administration, faculty, candidates, and stakeholders, as well as other forms of evidence provided by MSUN onsite.

Evidence Consistent with Meeting the Standard
Evidence provided for most components is consistent with meeting the standard 10.58.503 Art K-12.

Evidence Inconsistent with Meeting the Standard
Components 10.58.503(1)(g), (h), (2)(a), (b), (c), (d), (e), (f), (g), and (h) are inconsistent with meeting the standard. These components are met with notation. The Art K-12 minor teaching endorsement program recently emerged from moratorium. As such, some courses have not been reinstated as the current cohort(s) have not reached this level of study. Discussion with faculty resulted in a plan to complete the sections above for final submission of the IR program documents.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each
None

Recommendation
ARM 10.58.503 Art K-12 Standard is met with notation. Complete IR.
Program Standard Narrative Report

**ARM 10.58.509 ENGLISH LANGUAGE ARTS**

**Summary of Findings**
The Educator Preparation Provider (EPP) at Montana State University Northern offers a teaching major in English Language Arts (ELA). Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional and program data, interviews with administration, faculty, candidates, and stakeholders. Standard 10.58.509 is met with notation.

**Evidence Consistent with Meeting the Standard**
Components 10.58.509(1)(a), (b), (d), (e), (f), (g), (j), and (k) are consistent with meeting the standard.

**Evidence Inconsistent with Meeting the Standard**
Components 10.58.509(1)(c), (h), (i), (l), (m), (n), (o), and (p) are inconsistent with meeting the standard. Evidence provided for these components was not sufficient or was absent, which resulted in the standard designated “met with notation.” The ELA endorsement program of study has recently emerged from moratorium. The IR corrections are necessary to clarify the program of study across required courses, catalog citations, and other EPP and institutional source documents. Discussion with faculty resulted in a plan to complete the sections above for final submission of the IR program documents.

**Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each**
None

**Recommendation**
ARM 10.58.509 English Language Arts Standard is met with notation. Complete IR.
ARM 10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION

Summary of Findings
The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a secondary teaching major in Industrial Trades and Technology Education 5-12. Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, and interviews with administration, faculty, and candidates, as well as other evidence provided by MSUN onsite. The program requirements for Industrial Trades and Technology Education are met with notation.

Evidence Consistent with Meeting the Standard
Evidence of components is consistent with meeting standard 10.58.515.

Evidence Inconsistent with Meeting the Standard
- Component (1)(a) listed EDU 380 as a required course for meeting component, and it does meet the standard. EDU 380 Introduction to Curriculum Planning/Practice: This course is an introduction to curriculum planning and practice. An overview of curriculum development, unit planning with an emphasis on lesson planning is the focus. The EDU 380 course title, syllabus dates, and syllabus content are inconsistent across EPP documents. Additionally, the syllabus link appears broken. Correct IR and other EPP documents.
- Component (1)(b), as with several components, provided limited data during the site review. The Industrial Trades and Technology Education program has recently emerged from moratorium. This secondary endorsement area is in the first stage of collecting and analyzing program and candidate performance data as part of the overall EPP assessment cycle.

Recommendations for New Areas for Improvement and/or Stipulations
Including a Rationale for Each
None

Recommendation
ARM 10.58.515 Industrial Trades and Technology Education Standard is met with notation. Correct IR and other EPP documents.
Program Standard Narrative Report

ARM 10.58.513-520 HEALTH AND PHYSICAL EDUCATION K-12

Summary of Findings
The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a teaching major in Health and Physical Education K-12. Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, forms, interviews with administration, faculty, candidates, and stakeholders, as well as other forms of evidence provided by MSUN onsite.

Evidence Consistent with Meeting the Standard
Preponderance of evidence demonstrated consistency with meeting standards 10.58.13 and 10.58.520.

Evidence Inconsistent with Meeting the Standard
Provide consistent required course content in learning and applying emerging technology in the classroom.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each
None

Recommendation
ARM 10.58.513-520 Health and Physical Education Standards are met with notation.
ARM 10.58.521 READING SPECIALISTS K-12

Summary of Findings
The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a teaching minor in Reading Specialists K-12. The Reading Specialists program at MSUN is comprehensive and covers the necessary foundations for teaching reading K-12. Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, interviews with administration, faculty, candidates, and stakeholders, as well as other evidence provided by MSUN onsite. Areas of strength include Indian Education for All (IEFA) integration and balanced curriculum delivery via varied approaches and materials, which cross multiple courses. The standard is met.

Evidence Consistent with Meeting the Standard
Evidence provided for all components are consistent with meeting the standard 10.58.521 Reading Specialist K-12.

- Component (1)(a)(iii) provides evidence of the integration of IEFA across multiple courses.
- Component (1)(c) provides evidence of a broad range of courses cover the balanced curriculum delivery via varied instructional approaches and materials, including EDU 335 and EDU 484. EDU 481 also applies.

Evidence Inconsistent with Meeting the Standard
Course Catalog: Change EDU to EDUC for the following courses 334, 345, 355, and 356. Update catalog.

Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each
None

Recommendation
ARM 10.58.521 Reading Specialists K-12 Standard is met.
Program Standard Narrative Report

ARM 10.58.522 BROADFIELD SCIENCE 5-12

Summary of Findings
The Educator Preparation Provider (EPP) at Montana State University-Northern (MSUN) offers a teaching major in 10.58.522 Broadfield Science. Reviewing the Preliminary Institutional Report (IR) of the EPP self-study and all attending and supportive materials, the EPP at MSUN meets ARM 10.58.522(2) pedagogical knowledge but did not complete the Institutional Report pertaining to the Broadfield Science endorsement, 10.58.522(7). Reviewers examined all Broadfield Science coursework syllabi; all Education syllabi; the MSUN 2016-17 Course Catalog, Praxis II, the document “Steps to Teacher Education Level I Admittance” (brochure); General Science Assessments syllabi, Program Sheets syllabi, General Science syllabi, and the Program Sheet, Bachelor of Science in Education, Secondary Education: General Science (5-12).

Under 10.58.522(2)(a)(iii), there is no overt expression of mathematics or statistics courses or content being offered to fulfill those elements of the standard. While there are data to demonstrate that mathematics and statistics concepts are being developed in the courses mentioned below, there is not sufficient evidence that candidates are developing basic competency in basic mathematics and statistics. Broadfield licensure ensures that candidates are prepared to teach all science courses in both middle and high school. This includes courses and advanced-placement courses in biology, chemistry, and physical sciences, including physics. Meeting this need is paramount to provide a foundation for candidates to be successful.

Under 10.58.522(2)(a)(iv), there is no overt expression of ways that American Indians and tribes in Montana relate to the environment. To meet this standard, it is recommended that the EPP develop a plan to introduce indigenous perspectives about nature into appropriate points in the curriculum.

Evidence Consistent with Meeting the Standard
Evidence supplied by the MSUN EPP (as given in (2)(a)-(f)) supports general command of science teaching.

Evidence Inconsistent with Meeting the Standard
- Under 10.58.522(2)(a)(iii), there is no overt expression of mathematics or statistics courses or content being offered to fulfill those elements of the standard.
- BIOE 370/371 and BIOB 420 are offered under (2)(a)(iv) to fulfill this requirement. This section does not express a conceptual understanding of IEFA in this sub-heading (iv). Both BIOE 370/371 and BIOB 420 are presented as “all encompassing” for humanity; therefore Indigenous populations are included in this effort. This misses the point of IEFA. The point is how did indigenous peoples and Montana Indians understand and
teach about ecological systems, and the effects of environment on themselves and others?

- All science content endorsement programs of study include 10.58.522(2) pedagogy content or professional core. Broadfield Science includes 10.58.522(2) pedagogy and 10.58.522(7) Broadfield Science. The Institutional Report section of ARM 10.528.522(7) Broadfield Science is incomplete, therefore, does not address the standard. Complete IR section (7), pages 9-11.

**Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each**

Recommend AFI for Broadfield Science 10.58.522 (2)(a)(iii) and(iv) and 10.58.522(7). See below.

**Recommendation**

AFI: ARM 10.58.522 Broadfield Science Standard is an Area for Improvement.

**Rationale:** There are three concerns relating to the Broadfield Science Standard.

- Under 10.58.522(2)(a)(iii), “competency in basic mathematics, statistics ... applications to science teaching” are not explicitly addressed in BIOB 160/161, BIOE 370/371, BIOB 420, GEO 328, and BIOL 425. There is no indication the above courses offer math or statistics content to meet the standard.

- BIOE 370/371 and BIOB 420 are used to fulfill ARM 10.58.522(2)(a)(iv). However, these course syllabi do not explicitly address a conceptual understanding of IEFA. For example, how did indigenous peoples and Montana Indians understand and teach about ecological systems, and the effects of environment on themselves and others?

- All science content endorsement programs of study include 10.58.522(2) pedagogy content or professional core. Broadfield Science includes 10.58.522(2) pedagogy and 10.58.522(7) Broadfield Science. Complete IR section (7), pages 9-11.
Program Standard Narrative Report

ARM 10.58.523 BROADFIELD SOCIAL STUDIES

Summary of Findings
The Educator Preparation Provider (EPP) at Montana State University-Northern (MSUN) offers a teaching major in Broadfield Social Studies. Reviewing the Preliminary Institutional Report (IR) of the EPP self-study and all attending and supportive materials, the EPP at MSUN must complete IR components 10.58.523(5)(a)-(f) government and (6)(a)-(g) history. A concentration in government and history are required pursuant to ARM 10.58.523(1) Broadfield Social Studies. Reviewers examined all Broadfield Social Studies coursework syllabi; all Education syllabi; the MSUN 2016-17 Course Catalog, Praxis II, the document “Steps to Teacher Education Level I Admittance” (brochure); and the “Program Sheet, Bachelor of Science in Education, Secondary Education: Social Studies Broadfield (5-12), General Education Core.” Preponderance of evidence from the site review found supported the claim that the standard is met. Because the IR is incomplete, the standard is met with notation.

Evidence Consistent with Meeting the Standard
Preponderance of evidence provided was consistent with meeting the standard.

Evidence Inconsistent with Meeting the Standard
ARM 10.58.523(1) is inconsistent with meeting the standard. A concentration in government and history are required pursuant to ARM 10.58.523(1) Broadfield Social Studies, which means the components (5) government and (6) history of the 2017 IR must be completed.

Recommendations for New Areas for Improvement and/or Stipulations
Including a Rationale for Each
None

Recommendation
ARM 10.58.523 Broadfield Social Studies Standard is met with notation.
Program Standard Narrative Report

ARM 10.58.526 TRAFFIC EDUCATION 5-12

Summary of Findings
The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a teaching minor in Traffic Education 5-12. Review of evidence included Institutional Report (IR), 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, forms, interviews with administration, faculty, candidates, and stakeholders, as well as other forms of evidence provided by MSUN onsite.

Evidence Consistent with Meeting the Standard
Evidence provided for all components are consistent with meeting the standard 10.58.526.

Evidence Inconsistent with Meeting the Standard
Components 10.58.526 (1)(c), (d), (l), (m), and (r) are inconsistent with meeting the standard. These components are met with notation. The Traffic Education minor program of study has recently emerged from moratorium. As such, some courses and course objectives were not aligned with the requirements of specific standard components. Additionally, the Traffic Education teaching minor was recently reinstated. Discussion with faculty resulted in a plan to complete the sections the IR listed above.

Recommendations for New Areas for Improvement and/or Stipulations
Including a Rationale for Each
None

Recommendation
ARM 10.58.526 Traffic Education 5-12 Standard is met with notation. Complete IR.
Program Standard Narrative Report

**ARM 10.58.532 ELEMENTARY EDUCATION**

**Summary of Findings**
The Educator Preparation Provider (EPP) at Montana State University-Northern (MSUN) offers a teaching major in 10.58.532 Elementary Education. The elementary education program of study meets the requirements of the administrative rule. Review of evidence included Institutional Preliminary Report, 2017 Institutional Unit Accreditation Summary Report, course syllabi, assessments, institutional data, forms, interviews with administration, faculty, candidates, and stakeholders, as well as other forms of evidence provided by MSUN. General rules for the standards are met.

**Evidence Consistent with Meeting the Standard**
All evidence of the Elementary Education endorsement program is consistent with meeting standard 10.58.532.

**Evidence Inconsistent with Meeting the Standard**
None

**Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each**
None

**Recommendation**
ARM 10.58.532 Elementary Education Standard is met.
Program Standard Narrative Report

ARM 10.58.610 SCHOOL COUNSELING K-12

Summary of Findings
The Educator Preparation Provider (EPP) at Montana State University Northern (MSUN) offers a Master of Education (M.Ed.) in Counseling Education for candidates interested in a career as a professional school counselor. The M.Ed. in School Counseling program is offered at two locations: off-site at the Great Falls College in Great Falls, Montana, and on campus at MSUN in Havre, Montana. Review of evidence included, but is not limited to, the 2017 Institutional Report (IR), course syllabi, program sheet, MSUN 2016-17 Online Course Catalog, 2017 Institutional Unit Accreditation Summary Report, Advanced Program Data, Employer and Completer survey development and pilot; 2016 Final Internship Evaluation comments, and interviews with school counseling faculty, staff, and school counseling program candidates and completers. Findings of the site review indicate that the School Counseling advanced endorsement program at MSUN meets ARM 10.58.610 standard with notation.

Evidence Consistent with Meeting the Standard
Preponderance of evidence is consistent with meeting ARM 10.58.610 School Counseling.

Evidence Inconsistent with Meeting the Standard
Component (2)(b) no evidence provided to this section of the Institutional Report.

Minor Corrections Needed
- Component (1)(a), CNSL 567 Community and Agency Consulting. Correct IR, catalog, course syllabus.
- Component (1)(c) CNSL 530 Life Span Development and Adjustment is also listed in the IR as Psychology of Development and Adjustment. Correct IR inconsistency.
- Components (2) CNSL 571 Counseling Practicum. Course objective numbers on syllabus are inconsistent with standard numbering as listed-(1)(g)(iv), (j), (j)(i), (j)(ii). Practicum is addressed by sub-standards (2), (2)(a) and (2)(b), not (j), (j)(i), (j)(ii). Correct syllabus.
- Component (2)(c)(d)(e) CNSL 594 and 596 School Counseling Internship I and II. Course objective numbers on syllabus are inconsistent with standard numbering. To provide consistency, align numbering and make corrections.
Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

None

Recommendation
ARM 10.58.610 School Counseling Standard is met with notation. Correct IR, catalog, course syllabus, and other institutional documents.
TO: Dr. Linda Vrooman Peterson, State Consultant  
Educator Preparation Program  
Office of Public Instruction  
P.O. Box 202501  
Helena, MT 59501

FROM: Dr. Carol Reifschneider, Interim Dean  
College of Education, Arts & Sciences and Nursing

Dr. Larry Strizich, Interim Provost  
Montana State University – Northern

SUBJECT: State Exit Report 2017

The Education Preparation Provider (EPP) of Montana State University – Northern (MSUN) is in receipt of the State Exit Report of the Educator Preparation Provider (EPP) dated June 9, 2017. The accreditation site visit occurred April 9-11, 2017, on the MSUN campus in Havre, Montana. The state exit report includes the narrative summaries and the institutional report checklists for both unit and program standards. The Education Department learned a lot from the accreditation team and greatly appreciates all the hard work and help the team provided to the faculty and staff.

The MSUN EPP accepts the recommendations presented in the State Exit Report. Several of the recommendations presented are inconsistencies in titles of courses and errors in prefixes and numbers of courses. These recommendations will be remedied as soon as possible. The Areas for Improvement, ARM 10.58.314 and ARM 10.58.315, present challenging projects for the Education Department. The Education Department is determined to develop systems to provide valid evidence to demonstrate achievement of the standards.

One item that was not clarified for the site review team during the site visit concerns courses from the Reading Specialist K-12 endorsement standard (page 14 of the Program Standard Narrative Report) that were identified as missing from the course catalog. The courses were listed as EDU 334, 345, 355, and 356. The courses are in the current catalog as EDUC 334, 345, 355, and 356. These courses were not “flocked” during the MUS system conversion.
The MSUN EPP is aware that it has some hard work ahead and looks forward to working with our partners and collaborators to more fully demonstrate that the MSUN EPP fully meets the unit and program standards for accreditation.
ITEM 17

REQUEST APPROVAL OF EMERGENCY AUTHORIZATION OF EMPLOYMENT PER ARM 10.57.107, AND UNUSAL CASES PER ARM 10.57.109, ADMINISTRATOR POSITION, HYSHAM PUBLIC SCHOOLS

Kristine Thatcher
Montana Board of Public Education

Executive Summary

Date: September 2017

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<tr>
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<td>Kristine Thatcher</td>
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| Position Title | Educator Licensure, Program Manager  
The Office of Public Instruction |

Overview

Per Administrative Rule 10.57.107 Emergency Authorization of Employment, may be requested by a school district when all possibilities for hiring a licensed teacher have been exhausted.

The Board of Trustees for the Hysham School District is requesting that this option be extended for the employment of an administrator as well.

As part of the application process for authorization of an emergency hire, proof of extensive recruitment efforts must be provided. These details were included with the application, and are provided as an attachment with this agenda item.

Additionally, Mr. Veis’ resume and other documentation speaking to his character, integrity and skills are attached.
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<td>BPE to approve or deny Emergency Authorization of Employment request.</td>
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August 1, 2017

TO: Educator Licensure Program  
FROM: Hysham K-12 Schools Board of Trustees  
RE: Application for Emergency Authorization of Employment

Please find attached documentation verifying the advertisement for a Superintendent of Schools for Hysham, Montana.

The position was advertised beginning February 22, 2017 and closed March 29, 2017. The position was advertised with the School Administrators of Montana (SAM), METNET, Montana School Boards Association (MTSBA), and on the National School Boards Association (NSBA) Superintendent opening website. There were five completed applications. At the time of the screening of the applicants, one individual asked to be removed from the pool because of an acceptance of a position. The Board decided to interview the remaining four. Prior to the date of the interviews, two of the applicants took a position elsewhere. The Board interviewed the final two applicants. The Board offered the position to one of the applicants. This individual declined the offer and decided to remain in their current school district. The final candidate was not offered the position as the Board did not feel the individual was qualified or a good fit for the district. The interviews were conducted on April 26, 2017.

The Board of Trustees continued to search for a Superintendent. The Board conducted two additional interviews (both candidates declined), contacted three retired Superintendents to work as an interim (all three declined), and contacted three principals to see if they were interested in taking on the Superintendent position through the internship program (all three felt it was too late for them to leave their current district). The Board also had contact with the Treasure County Superintendent of Schools. This individual did not feel comfortable taking on the role of the administrator for the district.

This process continued through the first part of July at which time the Board contacted Andrew “Bud” Veis to see if he would have interest in helping the District on a part-time basis. Bud has been a teacher and Superintendent in Montana. His licensure has expired, but is very willing to give the District his service.

As the Board of Trustees for the Hysham School District, we have exhausted all avenues at this time and would very much appreciate the Office of Public Instruction approve our Application for Emergency Authorization of Employment for the 2017-2018 school year.
Job Title: Superintendent w/principal duties of Hysham Public Schools

Salary Range: $60,000 - $70,000*

*Salary and term of contract will be dependent on experience, education and fit for the District.

Closing Date: Wednesday, March 29, 2017 at 5:00 p.m., M.S.T.

School District: Hysham Public Schools, Hysham, Montana

The Hysham School Board of Trustees is seeking applications for a vibrant, self-motivated Superintendent/principal duties who can provide leadership in developing and maintaining the best possible educational programs and services for students. The successful candidate will begin work for the District on July 1, 2017.

Hysham is bordered just to the north by the Yellowstone River and to the south by beautiful rolling hills. This agricultural community spreads out in a panorama of green fields, pasture land and strips of grain. There are numerous public recreation sites that offer fishing and boating access, wildlife viewing, agate hunting and more.

For additional information about the Hysham School District, please visit the District’s website at hyshamschool.org

The following materials must be submitted to be considered:

1. Completed MTSBA application form and signed releases. (go to www.mtsba.org click on Superintendent openings tab)
2. Letter of application.
3. Resume'.
4. A minimum of three (3) current letters of professional reference.
5. Copy of Montana Class III Administrative Certificate showing Superintendent’s endorsement or information demonstrating ability to obtain such a certificate. Go to www.opi.mt.gov and click on Educator Licensure tab for information on in-state certification.
6. Copy of college transcripts.
7. Supplemental Question: The Board of Trustees will consider the form, content and style of your response. Please limit your response to two hundred and fifty (250) words or less.
   (1) Our budget reflects the priorities of the District and of the school community. Please share your ideas and experience in developing a school district budget that allows for staff and public involvement. Describe how you would articulate the priorities reflected in that budget to the school community.

To submit the application or for additional information, please contact:

Karla Smerker
Montana School Boards Association
863 Great Northern Blvd, Suite 301
Helena, MT 59601
(406) 442-2180 Phone
(406) 442-2194 Fax
ksmerker@mtsba.org
Bud Veis Resume

Bud Veis
2161 Concord Drive
Billings MT 59102

Home Phone: 406-656-6832
Cell Phone: 406-671-0141
Email Address: billingsvolunteer37@gmail.com

Job Experience:

2011-2016 Lay pastor for Joy Lutheran Church in Billings, Montana


2006-2007: Custer Public Schools: Superintendent/Principal

2001-2004: Superintendent/Principal at Nespelem Elementary School, Nespelem WA
   180 Elementary Students
   99% Native American
   24 Certified Staff
   19 Classified Staff

1999-2001: Superintendent at Peerless Public Schools, Peerless MT
   ½ Time Superintendent maintained Montana Retirement
   32 Elementary Students
   13 High School Students
   12 Certified Staff
   6 Non-certified Staff

1998-1999: Interim Superintendent at Hinsdale Public Schools, Hinsdale MT
   I finished their school year (3 months) as their Superintendent passed away over Easter Break.
1996-1998: Superintendent at Montefiore Public Schools, Wilton ND

177 Elementary Students
112 High School Students
28 Certified Staff
15 Non-certified Staff

1994-1996: Superintendent of School at Hazelton-Moffit-Braddock Public Schools, Hazelton ND

113 Elementary Students
55 High School Students
20 Certified Staff
15 Non-certified Staff

June 1994: Retired from the Montana Education System

1986-1994: Superintendent of School at Polson Public Schools, Polson MT

1228 Elementary Students
439 High School Students
22% Native American Student
104 Certified Staff
81 Non-certified Staff

1984-1986: Superintendent of School at Hysham Public School, Hysham MT

133 Elementary Students
55 High School Students
20 Certified Staff
8 Non-certified Staff

Served as the High School Principal
Director of the Summer Migrant Educational Program

1979-1984: Superintendent of School at Broadview Public School, Broadview MT

95 Elementary Students
33 High School Students
15 Certified Staff
7 Non-certified Staff

Served as the High School Principal
Served as the Elementary Principal
1978-1979 Graduate Teaching Assistantship at Montana State University-Bozeman MT: I worked with Dr. Paul Markovits and Dr. Leroy Casagranda carrying out needs assessments and developing curriculum in Junior High Science Programs.

1978, Fall: Administrative Internship at Bozeman Senior High School in Bozeman MT.

1976-1978: Junior High Science Teacher and Coach in Red Lodge Public Schools in Red Lodge MT.

Curriculum Taught: Earth Science
Life Science
Spelling

Athletics Coached: Junior High Boys Basketball
H.S. Junior Varsity Girls Basketball

1975-76: Appraiser for the Department of Revenue in McCone County: I appraised real property in Circle, Glendive, Savage, Sidney MT.

1974-1975: Teacher and Coach in Park City Public Schools in Park City MT.

Curriculum Taught: Earth Science
Physical Science
Boys and Girls Physical Education
Drivers Education

Athletics Coached: Head Varsity Football Coach
Head Varsity Boys Basketball Coach
Head Varsity Boys Track Coach

1969-1974: Teacher and Coach in Bainville Public Schools, Bainville MT.

Curriculum Taught: Life Science
Biology 1 and 2
Earth Science
Boys and Girls Physical Education
Drivers Education

Athletics Coached: Head Varsity Football Coach
Head Varsity Boys Basketball Coach
Head Varsity Boys Track Coach
Education:

1979 Masters in Education, Secondary Administration, Montana State University- Bozeman

1979 Superintendent's Endorsement, Montana State University-Bozeman

1969 Bachelor of Science in Secondary Education, Montana State University-Billings

Major: Biology Minor: Physical Education

1964 High School Diploma from Scobey Public Schools, Scobey MT

Personal Data:

- Height: 5’ 9”
- Weight: 190 lbs.
- Health: Excellent
- Wife: Mary Veis, for 45 years on June 2nd
- Interests: reading, swimming, woodwork, bicycling, fishing, and hunting.
State of Montana
Educator License
Andrew S Veis

is certified under the laws of Montana to teach or serve in the public schools with all the rights, privileges and honors, as well as the obligations and responsibilities, appertaining.

Endorsements:
Secondary Principal
Superintendent

Folio Number: 20851
Class: 3
Level: 3
Validation Date: 07/01/2004
Expiration Date: 06/30/2009
Issue Date: 02/27/2004

Superintendent of Public Instruction
State of Montana
Educator License

Andrew S Veis

is certified under the laws of Montana to teach or serve in the public schools with all the rights, privileges and honors, as well as the obligations and responsibilities appertaining.

Endorsements:
Biology
Physical Education & Health

Folio Number: 20851
Class: 1
Level: 2
Validation Date: 07/01/2004
Expiration Date: 06/30/2009
Issue Date: 02/27/2004

Superintendent of Public Instruction
March 24, 2004

To Whom It May Concern:

It is with mixed emotions that I write a letter of recommendation for Andrew 'Bud' Veis. Mr. Veis has served as the Superintendent and Principal of our district for the last three years. I have been in the district for thirteen years, providing counseling services, testing coordination and some instruction.

This has been a turbulent time for us because of state and federal mandates requiring high levels of achievement by students. Our school district was labeled "in need of improvement", and therefore required to make major modifications in staffing patterns and curriculum while facing budget deficits. Prior to Mr. Veis's tenure, for some time we had lacked the leadership required to make the changes we knew were expected of our district. Mr. Veis has provided all of the qualities that one could hope for in a strong and positive leader. He is ethical, trustworthy, responsible, reliable, steady, and fair. Mr. Veis has managed the difficult and sometimes overwhelming task of being both superintendent and principal, fulfilling the requirements of both positions in an exemplary fashion. He is popular with both students and staff, taking the time to relate to students on a personal and friendly basis. He views the world with a sense of humor and modesty about himself. He relates well to the Native American community we serve, establishing positive relationships with parents. He and his wife have given of their time and energy in an unprecedented fashion. At the same time, he has guided us in making difficult but productive decisions regarding our curriculum and assessment procedures. We made our "Annual Yearly Progress" last year for the first time since statistics have been kept by the state.

It should be obvious why I write this recommendation with difficulty. Our district has made gains under Mr. Veis's leadership that I suspect will be difficult to replicate, at least for a few years. His demeanor and personable humanness will be greatly missed. His style of leadership has allowed us to make great strides both with students and as a staff. At the same time, I fully appreciate the need for individuals to advance their careers and make changes to improve their personal lives. I wish we could provide the changes that the Veis's are seeking so we cou. I keep the best Superintendent/Principal I've ever had the privilege of working with.

Sincerely,

Betty Brueske, Counselor
Nespelem School
P. O. Box 291
Nespelem, WA 99155
509 692-4541
March 25, 2004

To Whom It May Concern;

I am writing this letter of recommendation for Mr. Bud Veis. I have worked with him for three years and have gotten to know him in a professional as well as a personal manner. He has been an excellent administrator as both Principal and Superintendent of our school district.

Mr. Veis has worked very well with our staff and provided excellent leadership. He has attended most of the staff inservices and workshops and demonstrated an interest in learning what we as a staff are doing. Mr. Veis is has been very visible at our school on a daily basis. He has been a good example to follow and is very fair and open with his staff. He is very approachable and has provided appropriate vision and leadership for our district.

On a personal level Mr. Veis has become a friend who I have enjoyed spending time with and getting to know not only at school but also outside the school setting. He is very honest and has good moral character. We will be sorry to loose him here at our district and in our community. He would be an asset for any district that is looking to hire a person to work for them. I can highly recommend him as a person for you to consider if you are looking for an administrator.

If I can be of further assistance, please feel free to contact me anytime.

Sincerely,

[Signature]

Bob Hendrickson
Special Education Teacher/Director
Nespelem School District
Box 291
Nespelem, WA 99155
(509) 634 4541
To Whom It May Concern:

It has been my pleasure to have Mr. Bud Veis as Nespelem School's Principal/Superintendent for the past three years. His sense of integrity and fairness has made our school a pleasant and effective place to work and learn.

Bud Veis is a good listener. He always has time for staff and students. He weighs carefully the information he is given and then gives clear, thoughtful answers that reflect his leadership qualities. He is a good disciplinarian. Fairness is important to him and he goes to great lengths to get all sides of the story. He follows through on plans of action for the children and sincerely cares about the outcome for each child.

Bud is a very present principal, available and easy to find in his open door office. It is a very difficult position to combine the two jobs of principal and superintendent but Bud has proven the ability to do both at once in a very professional manner. In addition, he has brought a warm personal touch to our school, along with his wife Mary who has been like a grandmother to our students, and their dog Gus, who has comforted many a student with his friendly wagging tail and warm head to pat.

I have very much appreciated Bud Veis and highly recommend him for any position he is seeking with your district.

Sincerely

Betsy Rainsford
February 22, 2001

To Whom It May Concern:

I am writing this letter of recommendation for Mr. Bud Veis, who has been Superintendent of Peerless Public Schools for the past two years. Bud came in under a difficult situation with staff and community being divided. Despite being hired in a half-time administrative position (Peerless always had a full-time Superintendent previous to Bud), he was able to bring the staff together as a team to help them achieve their best, which I feel reflects positively in the learning environment, thus on the kids.

When problems arise, Bud calmly assesses it and handles it as quickly and professionally as can be expected. I enjoy his comfortable and open personality in a working environment. Bud says what he means and means what he says in a very tactful, nonthreatening nature. His understanding and experience with budgeting is a major plus as well.

It was a pleasure to work with Bud, and I would strongly recommend him in any administrative capacity that needs to be filled.

Sincerely,

Bruce Dighans
Chairman
Peerless Public Schools
February 20, 2001

Reference: Andrew “Bud” Veis.

To Whom it May Concern.

In the two years that I have gotten to know Bud Veis, we have worked together in different capacities. I have found him to be very exceptional in all areas.

I have worked with him as an employee. I have been employed by Peerless School as a bus driver. I also at the same time have been a Trustee on the same School Board. Some may consider this a conflict of Interest. We have worked in this capacity and have had no problems. To me this says a lot about the kind of person Bud is. He has never been threatened by the fact that I am his employer and his employee. We have worked together on many school projects, Anything from Budgets (which I feel he is extremely knowledgeable), Co-op agreements, Teacher salaries, Class scheduling, classroom changes, transportation, and construction of a new playground for the elementary. In doing this I have found that Bud has one thing in mind, and that is doing the very best for the school.

If I had to pick what I would consider his strong point. It would be his ability to work with all the people in the schools system, and making them feel that they all make a difference. Everybody has a job, and every job is important. He never singles a group out and makes other feel they are less or more important. He is very easy to work with, very dependable, and very experienced. Bud will be an asset to any school that hires him. Our loss will be their gain.

If you have any questions you may contact me at (406)893-4352 days, and (406)893-4489 nights.

Sincerely, James Snare
To Whom It May Concern:

For the past two years while working for Peerless Public Schools, I have enjoyed the opportunity to work with our school superintendent, Mr. Bud Veis. Mr. Veis has demonstrated his desire to build strong relationships between the school and the surrounding community by encouraging school committees and clubs to work closely with community members.

Mr. Veis' approach to school issues has been positive and consistent. He acknowledges the desire of the board, school and community members by making thoughtful decisions in the face of conflict. He upholds board policy while maintaining an objective outlook. He continually demonstrates professionalism when dealing with school, board and community members. I believe that when making decisions concerning school involvement, activities, procedures and discipline he has always had the good of the students and community at heart.

His cooperation and involvement in school committees and projects have proven his dedication to our school. He helps the teachers and staff make appropriate decisions by delegating responsibilities and yet remaining involved in the decisions. Although he was hired by our school board as a part-time superintendent, I have always felt that his dedication to and leadership of the school was full-time.

I have appreciated Mr. Veis' leadership and have valued his experience and advice when making departmental decisions. When approached with the idea of purchasing new math textbooks last year, Mr. Veis was open to the idea as long as I was able to demonstrate the need for the books and supplemental materials. Through his guidance I learned how to support my choices regarding changes in curriculum and make appropriate decisions when purchasing new materials. Mr. Veis has supported the school's endeavors to provide our students with the best resources and opportunities available to provide them with a quality education.

On a more personal note, I believe that whomever decides to hire him will not only be acquiring a dedicated and hard working superintendent, but also a valuable community member; one that is not to be taken for granted.

Sincerely,

Michelle D. Carkeek
DISCUSSION

❖ EXECUTIVE COMMITTEE – (Items 18-19)

Sharon Carroll

ITEM 18

SUICIDE PREVENTION IN MONTANA SCHOOLS

Senator Edie McClafferty
Superintendent Arntzen
# Montana Board of Public Education
## Executive Summary

**Date:** September 2017

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<th>Presentation</th>
<th>Suicide Prevention in Montana Schools</th>
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<td>Presenter</td>
<td>Senator Edie McClafferty</td>
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<td>Montana Superintendent of Public Instruction</td>
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<td>Elsie Arntzen</td>
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<td>Overview</td>
<td>Senator McClafferty and Superintendent Arntzen will address the Board of Public Education on the process toward the implementation of HB 318 and 20-7-1310, MCA. Suicide Prevention.</td>
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<tr>
<td>Requested Decision(s)</td>
<td>None</td>
</tr>
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<td>Related Issue(s)</td>
<td>HB 381 and 20-7-1310, MCA, state that school district trustees shall establish policies, procedures, or plans related to suicide prevention and response.</td>
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<td>Recommendation(s)</td>
<td>Discussion</td>
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PROPOSED LANGUAGE

July 2017

Montana Board of Public Education has a new rule under consideration that mirrors HB 381. Senator Edie McCafferty, who now serves as Chair of the Interim Education Committee, has appeared before the Board of Public Education twice to talk about the need for a new rule.

This is DRAFT language that is being discussed that MTSBA, SAM, MREA, and others are following closely:

10.55.720 STUDENT SUICIDE PREVENTION

A local board of trustees shall establish policies, procedures, or plans related to suicide prevention and responses to youth suicide prevention that may include the following recommended elements:

(a) Promotes collaboration with families and with community providers in all aspects of youth suicide prevention;
(b) Implements an educational program that is effective in reaching students, staff and parents using resources required of the Office of Public Instruction under MCA 20-7-1310;
(c) Includes high quality intervention services for students;
(d) Promotes interagency cooperation that enables school personnel to identify and access appropriate community resources for use in times of crisis;
(e) Includes reintegration of high-risk youth into school following a crisis, hospitalization or residential treatment;
(f) Provides for leadership, planning, and support for students and school personnel to ensure appropriate responses to attempted or completed suicides; and
(g) Ensures regular evaluation and revision of the policy and procedures.
AN ACT REQUIRING SCHOOL DISTRICT TRUSTEES TO ADDRESS SUICIDE PREVENTION AND RESPONSE; PROVIDING IMMUNITY; AMENDING SECTION 20-7-1310, MCA; AND PROVIDING AN EFFECTIVE DATE.

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

Section 1. Section 20-7-1310, MCA, is amended to read:

"20-7-1310. Youth suicide awareness and prevention training. (1) This section may be cited as the "Suicide Awareness and Prevention Training Act".

(2) The office of public instruction shall provide guidance and technical assistance to Montana schools on youth suicide awareness and prevention training materials. All training materials offered must be approved by the office of public instruction, meet the standards for professional development in the state, and be periodically reviewed by a qualified person or committee for consistency with generally accepted principles of youth suicide awareness and prevention training.

(3) The legislature recommends that youth suicide awareness and prevention training be made available annually to each employee of a school district and to staff of the office of public instruction who work directly with any students enrolled in Montana public schools. The training must be provided at no cost to the employee. The training may be offered through any method of training identified in subsection (4).

(4) The legislature recommends that employees under subsection (3) take at least 2 hours of youth suicide awareness and prevention training every 5 years. Appropriate methods for delivery of the training include:

(a) in-person attendance at a live training;
(b) videoconference;
(c) an individual program of study of designated materials;
(d) self-review modules available online; and
(e) any other method chosen by the local school board that is consistent with professional development standards.
(5) The trustees of a school district shall establish policies, procedures, or plans related to suicide prevention and response.

(6) No cause of action may be brought for any loss or damage caused by any act or omission resulting from the implementation of the provisions of this section, or resulting from any training, or lack of training, related to this section. Nothing in this section shall be construed to impose a specific duty of care."

Section 2. Two-thirds vote required. Because [section 1] limits governmental liability, Article II, section 18, of the Montana constitution requires a vote of two-thirds of the members of each house of the legislature for passage.

Section 3. Effective date. [This act] is effective July 1, 2017.

- END -
I hereby certify that the within bill,
HB 0381, originated in the House.

_______________________________________
Speaker of the House

Signed this ___________________________ day
of ________________________________, 2017.

_______________________________________
Chief Clerk of the House

_______________________________________
President of the Senate

Signed this ___________________________ day
of ________________________________, 2017.
HOUSE BILL NO. 381
INTRODUCED BY D. LENZ, F. GARNER, E. MCCLAFFERTY, L. SHELDON-GALLOWAY

AN ACT REQUIRING SCHOOL DISTRICT TRUSTEES TO ADDRESS SUICIDE PREVENTION AND RESPONSE; PROVIDING IMMUNITY; AMENDING SECTION 20-7-1310, MCA; AND PROVIDING AN EFFECTIVE DATE.
ACTION

ITEM 19

RECOMMEND APPROVAL OF SUICIDE PREVENTION NEGOTIATED RULEMAKING TIMELINE

Dr. Linda Vrooman Peterson
Montana Board of Public Education  
Executive Summary  

Date: September 2017  

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<th>Recommend Approval of Suicide Prevention Negotiated Rule Making Timeline</th>
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<tr>
<td>Presenter</td>
<td>Linda Vrooman Peterson</td>
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</tbody>
</table>
| Position Title | Accreditation and Educator Preparation Administrator  
The Office of Public Instruction |
| Overview     | The OPI will present the proposed NRM Timeline to the Board of Public Education. |
| Requested Decision(s) | Action |
| Related Issue(s) | HB 381 and 20-7-1310, MCA propose that school district trustees shall establish policies, procedures, or plan related to suicide prevention and response. The OPI begins the NRM process to develop administrative rule related to suicide prevention and response. |
| Recommendation(s) | Recommend Approval of Suicide Prevention Negotiate Rule Making Timeline |
Proposed Timeline for Suicide Prevention Program Rule
August 28, 2017

- File Notice of Negotiated Rule Making (NRM) with SOS September 11, 2017
- Initial presentation to the BPE for introduction of proposed Negotiated Rule Making timeline September 14-15, 2017
- Notice of NRM published September 22, 2017
- Final Date to receive nominations/appointments for NRM Committee October 23, 2017
- OPI appoints NRM Committee October 23-27, 2017
- Initial presentation to the BPE for the introduction of proposed rule November 2-3, 2017
- First meeting of NRM Committee November 6-10, 2017 (second meeting TBD by committee, if necessary)
- Superintendent’s review of proposed language for proposed rule Nov-Dec, 2017
- Notice of proposed hearing with rule language as recommended by the Superintendent submitted to BPE for action to publish notice January, 2018
- File Notice of Public Hearing Jan-Feb, 2018*
- Notice of Public Hearing is published February, 2018*
- Public Hearing March, 2018
- Final Date for Public comments *
- BPE review Notice of Amendment/Adoption and vote on amendment/adoptions of rule May, 2018
- File Notice of Amendment/Adoption May-June, 2018*
- Publication date of Notice of Amendment/Adoption June-July, 2018*
- Effective Date of rule July 1, 2018

*The 2018 schedule of filing/publication dates has not been determined at this time. When the schedule becomes available this timeline will be updated with more specific dates.
FUTURE AGENDA ITEMS – November 2-3, 2017

Committee Appointments – C

MACIE Report
Assessment Update

Critical Quality Educator Shortage Area Report
Federal Update

Variance to Standards Requests/Renewals
Accreditation Report

Youth Risk Behavior Survey Update
Annual Renewal Unit Providers List - C

MSDB Superintendent Evaluation & Contract Extension Discussion