

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

March 8-9, 2012
Montana State Capitol
Room 152
Helena, MT

Thursday and Friday March 8-9th 2012
8:30 AM

CALL TO ORDER

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

PUBLIC COMMENT

CONSENT AGENDA

- A. Correspondence
- B. January 20th, 2012 Minutes
- C. Financials

ADOPT AGENDA

INFORMATION

❖ **REPORTS – Patty Myers (Item 1)**

Item 1 **CHAIRPERSON'S REPORT**
Patty Myers

BOARD OF PUBLIC EDUCATION APPEARANCES
Patty Myers

❖ **CSPAC LIASON – Sharon Carroll (Item 2)**

Item 2 **EXECUTIVE SECRETARY/CSPAC REPORT**
Peter Donovan

❖ **REPORTS – Patty Myers (Items 3-6)**

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

Item 4 **COMMISSIONER OF HIGHER EDUCATION'S REPORT**
Commissioner Sheila Stearns

Item 5 **GOVERNOR'S OFFICE REPORT**
Dan Villa

Item 6 **STUDENT REPRESENTATIVE'S REPORT**
Holly Capp

DISCUSSION

- ❖ **MACIE LIASION – Doug Cordier (Item 7)**

Item 7 **MACIE UPDATE – Norma Bixby**

- ❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 8-9)**

Item 8 **FEDERAL UPDATE**
Assistant Superintendent Nancy Coopersmith

Item 9 **BUS SAFETY/TRANSPORTATION REPORT**
Denise Ulberg, Donnell Rosenthal

- ❖ **ASSESSMENT COMMITTEE – (Item 10)**

Item 10 **ASSESSMENT UPDATE**
Judy Snow

- ❖ **ACCREDITATION COMMITTEE – John Edwards (Items 11-14)**

Item 11 **2011-12 ANNUAL ACCREDITATION REPORT**
Teri Wing

Item 12 **PROGRESS REPORT OF THE CHAPTER 55 TASK FORCE**
Patty Myers, Dennis Parman

Item 13 **RECOMMEND FORMAT CHANGE FOR ARM 10.53 AND 10.54 CONTENT
STANDARDS**
Linda Peterson

Item 14 **REPORT ON CORRECTIVE PLANS SUBMITTED BY SCHOOLS RECEIVING
ADVICE OR DEFICIENCY ACCREDITATION STATUS FOR THE 2010-11
SCHOOL YEAR**
Teri Wing

- ❖ **LICENSURE COMMITTEE – Sharon Carroll (Item 15)**

Item 15 **NOTIFICATION OF LICENSE SURRENDER**
Ann Gilkey

ACTION

PUBLIC COMMENT

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

❖ ACCREDITATION COMMITTEE – John Edwards (Items 16-17)

Item 16 **RECOMMEND APPROVAL OF THE 2011-12 FINAL ACCREDITATION STATUS – ALL SCHOOLS**
Teri Wing

Item 17 **RECOMMENDATION OF ALTERNATIVE TO STANDARDS REQUESTS**
Teri Wing

DISCUSSION

❖ MSDB LIAISON – Patty Myers (Item 18)

Item 18 **MSDB COMMITTEE MEETING REPORT**
Lila Taylor

- **RECOMMEND ADOPTION OF THE MSDB 2012-13 ACADEMIC CALENDAR**
- **RECOMMEND ADOPTION OF MSDB POLICY 5124 – SIGN LANGUAGE SKILL LEVEL STANDARDS**
- **RECOMMEND ADOPTION OF MSDB POLICY 4410 – COMMUNITY RELATIONS**

PRELIMINARY AGENDA ITEMS – May 10-11, 2012 Great Falls, MT

CSPAC Appointments
Student Representative Last Meeting
BASE Aid Payment Schedule – C
Assessment Update
Alternative to Standards Request & Renewals
MACIE Update
Federal Update
*C = Consent Agenda

The Montana Board of Public Education is a Renewal Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit up to 4 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.



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(406) 444-6576
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John Edwards
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Doug Cordier
Columbia Falls

Holly Capp, Student Rep.
Great Falls

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Pete Donovan

February 1, 2012

Mr. Dale Ahrens, Principal
West Elementary
502 8th Avenue
Laurel, MT 59044

Dear Mr. Ahrens,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the recipient of the MAEMSP Board Award by the Montana Association of Elementary and Middle School Principals. Your continued commitment to your school and the Laurel community is very much appreciated.

Thank you for your dedication to the students, faculty and staff of your school district.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman



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Pete Donovan

February 1, 2012

Mr. Darrell Rud, Executive Director
School Administrators of Montana
900 No. Montana Avenue, Ste. A-4
Helena, MT 59601

Dear Darrell,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the recipient of the MAEMSP Appreciation Award by the Montana Association of Elementary and Middle School Principals. Your continued commitment to educators and students in Montana is very much appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
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February 1, 2012

Mr. Dave Wick, Principal
Columbia Falls Junior High School
PO BOX 1259
Columbia Falls, MT 59912

Dear Mr. Wick,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the recipient of the Montana National Distinguished Principal Award by the Montana Association of Elementary and Middle School Principals. Your continued commitment to your school and the Columbia Falls community is very much appreciated.

Thank you for your dedication to the students, faculty and staff of your school district.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
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Pete Donovan

February 1, 2012

Mr. Tim McMahon, Principal
Warren Elementary School
2690 Old York Road
Helena, MT 59602

Dear Mr. McMahon,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the recipient of the Adrian Langstaff Award by the Montana Association of Elementary and Middle School Principals. Your continued commitment to your school and the Helena community is very much appreciated.

Thank you for your dedication to the students, faculty and staff of your school district.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman

OFFICE OF THE GOVERNOR
STATE OF MONTANA

BRIAN SCHWEITZER
GOVERNOR



JOHN BOHLINGER
LT. GOVERNOR

January 26, 2012

The Honorable Linda McCulloch
Secretary of State
State Capitol
Helena, Montana 59620

Dear Secretary of State McCulloch:

Please be informed that effective February 1, 2012, I have appointed the following to the Board of Public Education, in accordance with 2-15-1508, Montana Code Annotated, under Higher Education.

- Ms. Sharon Carroll, PO Box 463, Ekalaka, MT 59324, is reappointed to serve a term ending February 1, 2019 and fulfills the qualifications for being a resident of District 2. Ms. Carroll identifies herself as an Independent.

If you need additional information, please call Patti Keebler, Board and Commission Advisor, at extension 3862.

Sincerely,


BRIAN SCHWEITZER
Governor

Copy to: Board of Public Education

To: National Arts and Humanities Youth Program
Grant Committee

From: Patty Myers, Chairperson
Montana Board of Public Education

Re: Expressions of Silence Grant Application

The Expressions of Silence group has asked me to write a letter of reference for them regarding the National Arts and Humanities Youth Program award. It is with pleasure that I do so.

I am aware of this group and its successes because I have worked closely with them in my roles as a classroom teacher in a cooperating regular education school. I also serve as the chairperson of the Montana State Board of Public Education and I am on the MSDB Foundation Board. These duties have provided me with many opportunities to observe this group as they serve as ambassadors for the Montana School for the Deaf and the Blind and the deaf community in Montana.

Whether is it performing in front of the state legislature or singing with the Oak Ridge Boys and the Mormon Tabernacle Choir, these young ladies and gentlemen always put forth a positive image of themselves and those they represent. The youth are required to practice diligently and be willing to sacrifice much of their personal time. They are role models for all students in Montana.

As stated in the flyer that advertises their group, the song **LOVE IN ANY LANGUAGE** is their motto. This fits well. Just as the song promotes a sense of togetherness and citizenship, it is the wish that when the Expressions of Silence group leaves you, you will make "*Love in Any Language*" to be spoken in your home, your school and your community.

I can think of no group more deserving of your award. I appreciate your consideration of the group Expressions of Silence as you deliberate.

Thank you.

Patty Myers



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January 25, 2012

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EXECUTIVE SECRETARY:

Pete Donovan

Mr. Jon Konen, Principal
Lincoln School
624 27th St S
Great Falls, MT 59405

Dear Mr. Konen,

On behalf of the Board of Public Education, I would like to congratulate you and your staff for being nominated for the 2012 National Blue Ribbon Schools Award. Nomination for this prestigious award is a high honor and is a reflection of the hard work and commitment of the educators and staff in your school.

Thank you for your dedication to the students, faculty, staff and community members of your school.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman



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Pete Donovan

January 25, 2012

Mr. George McKay, Principal
Columbus High School
433 N 3rd St
Columbus, MT 59019

Dear Mr. McKay,

On behalf of the Board of Public Education, I would like to congratulate you and your staff for being nominated for the 2012 National Blue Ribbon Schools Award. Nomination for this prestigious award is a high honor and is a reflection of the hard work and commitment of the educators and staff in your school.

Thank you for your dedication to the students, faculty, staff and community members of your school.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
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January 25, 2012

Mr. Steve Connole, Principal
Montana City Elementary School
11 McClellan Creek Road
Clancy, MT 59634

Dear Mr. Connole,

On behalf of the Board of Public Education, I would like to congratulate you and your staff for being nominated for the 2012 National Blue Ribbon Schools Award. Nomination for this prestigious award is a high honor and is a reflection of the hard work and commitment of the educators and staff in your school.

Thank you for your dedication to the students, faculty, staff and community members of your school.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman



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January 25, 2012

Mr. Steve Gettel, Superintendent
Montana School for the Deaf and Blind
3911 Central Avenue
Great Falls, MT 59401

Dear Steve,

On behalf of the Board of Public Education, I would like to congratulate you and the MSDB staff for earning accreditation from the National Accreditation Council. Successful completion of this rigorous process is a reflection of the hard work and commitment you and your staff invest on behalf of the deaf and blind students in Montana.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman

January 11, 2012

Mr. Todd Fiske, Superintendent
West Valley School
2290 Farm to Market Road
Kalispell, MT 59901

Dear Mr. Fiske,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the North West Montana Regional Superintendent of the year. Your continued commitment to your school and the Kalispell community is very much appreciated.

Thank you for your dedication to the students, faculty and staff of your school district.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman

January 11, 2012

Mr. Mark Brajcich, Superintendent
Red Lodge Schools
PO Box 1090
Red Lodge, MT 59068

Dear Mr. Brajcich,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the South Central Montana Regional Superintendent of the year. Your continued commitment to your school and the Red Lodge community is very much appreciated.

Thank you for your dedication to the students, faculty and staff of your school district.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman

January 11, 2012

Mr. Jim Baldwin, Superintendent
Alberton School
PO Box 330
Alberton, MT 59820

Dear Mr. Baldwin,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the Western Montana Regional Superintendent of the year. Your continued commitment to your school and the Alberton community is very much appreciated.

Thank you for your dedication to the students, faculty and staff of your school district.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman

January 11, 2012

Mr. Jerry Pease
Manhattan Schools
Current Assoc Prof MSU
PO Box 172880
Bozeman, MT 59717

Dear Mr. Pease,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the 4 Rivers Regional Superintendent of the year. Your continued commitment to your school and the Manhattan community is very much appreciated.

Thank you for your dedication to the students, faculty and staff of your school district.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman

January 11, 2012

Mr. Dennis Davis, Superintendent
Fairfield Schools
PO Box 339
Fairfield, MT 59436

Dear Mr. Davis,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the North Central Montana Regional Superintendent of the year. Your continued commitment to your school and the Fairfield community is very much appreciated.

Thank you for your dedication to the students, faculty and staff of your school district.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman

January 11, 2012

Mr. Dave Shreeve, Superintendent
Forsyth Schools
PO Box 319
Forsyth, MT 59327

Dear Mr. Shreeve,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the South East Montana Regional Superintendent of the year. Your continued commitment to your school and the Forsyth community is very much appreciated.

Thank you for your dedication to the students, faculty and staff of your school district.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman

January 11, 2012

Mr. Chad Sealey, Superintendent
Roundup Schools
703 3rd St W
Roundup, MT 59072

Dear Mr. Sealey,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the Central Montana Regional Superintendent of the year. Your continued commitment to your school and the Roundup community is very much appreciated.

Thank you for your dedication to the students, faculty and staff of your school district.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman



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EXECUTIVE SECRETARY:

Pete Donovan

Jack Copps, Superintendent
Billings Public Schools
415 North 30th Street
Billings, MT 59101

Dear Mr. Copps,

On behalf of the Board of Public Education, I would like to congratulate you on being named the 2011 recipient of the G.V. Erickson Award by the School Administrators of Montana. Your continued commitment to the Billings School District is very much appreciated.

The commitment you have to your professional community and the education community is apparent in all the efforts you have made. The work you have done over the years for both Montana students, and students from across the nation, has aided in the education of children from all backgrounds.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman



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Pete Donovan

January 10, 2011

Dr. Daniel T. Farr, Superintendent
Sidney Public Schools
200 3rd Ave SE
Sidney, MT 59270

Dear Dr. Farr,

On behalf of the Board of Public Education, I would like to congratulate you on being named the recipient of the 2011-2012 Montana Superintendent of the Year. Your continued commitment to the Sidney Public School District and the community of Sidney is very much appreciated.

The contributions you have made to your professional community and to P-12 education are commendable.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman



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Julie Tramelli, Assistant Principal
CM Russell High School
PO Box 2429
Great Falls, MT 59403

Dear Ms. Tramelli,

On behalf of the Board of Public Education, I would like to congratulate you on being named the 2011 recipient of the Assistant Principal of the year by the Montana Association of Secondary School Principals. Your continued commitment to CM Russell High School District is very much appreciated.

The commitment you have to your professional community and the students in Montana is apparent in all the efforts you have made.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman



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January 10, 2012

Superintendent Debbra House
Arrowhead Elementary
PO Box 37
Pray, MT 59065

To Superintendent House:

On behalf of the Board of Public Education, I would like to congratulate you on being named the recipient of the 2011 Montana School Boards Association School and Community Service Award. Your continued commitment to the Arrowhead Elementary Public School District and the community of Pray is very much appreciated.

The policies you have adopted and the improvements you have made to the school district have made a positive impact on both the educators and students of your school. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman



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January 10, 2012

Stevensville School Board
300 Park Street
Stevensville, MT 59870

To the Stevensville School Board:

On behalf of the Board of Public Education, I would like to congratulate you on being named the recipient of the 2011 Outstanding School Board in Montana Award given by the Montana Association of School Superintendents. Your continued commitment to the Stevensville Public School District and the community of Stevensville is very much appreciated.

The policies you have adopted and the improvements you have made to the school district have made a positive impact on both the educators and students of your school. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman



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Pete Donovan

January 10, 2012

East Helena School Board
PO Box 1280
East Helena, MT 59635

To the East Helena School Board:

On behalf of the Board of Public Education, I would like to congratulate you on being named the recipient of the 2011 Outstanding School Board in Montana Award given by the Montana Association of School Superintendents. Your continued commitment to the East Helena Public School District and the community of East Helena is very much appreciated.

The policies you have adopted and the improvements you have made to the school district have made a positive impact on both the educators and students of your school. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman

My name is Pete Shea. I am the state Montana state coordinator for PFLAG (Parents, Friends and Families of Lesbians and Gays), which is a national support group founded 40 years ago because of the bravery of one mother who loved her gay son. I am an educator licensed by the state of Montana, with class 1 and class 3 licenses. I retired in June after 40 years of teaching, the last 40 in the Browning school district. I am PFLAG's representative to the Montana Safe Schools Coalition.

Last Friday, January 27, I and about 15 others met in Missoula to speak to representatives of our national congressmen--Senators Tester and Baucus and Representative Rehberg. We were asking them to cosponsor the Student Non-Discrimination Act, a bill currently before both houses of our national congress that would accomplish what I am asking from you today and would negate the need for you to act on the issue. Included in the group in Missoula were 5 students from high schools in Missoula. Those 5 students spoke about the discrimination and bullying that they see in their schools. I wish they could be here to share their stories with you. There is no way that my retelling here can have the same effect as hearing from them. Their stories were tragic and heartbreaking. From another community we heard about a student who was mercilessly taunted about his perceived sexual orientation almost every day until he attempted suicide last year. He was unsuccessful in his attempt; otherwise we would probably have heard a repeat of the story we have heard too many times over the past couple years about students in many different states who took their own lives after being bullied about being gay. The school involved with this suicide attempt met with parents of the victim and the bullies. A parent of one of the perpetrators stated that the student who was bullied should have killed himself because he was an abomination. The school effectively enforced no penalty. Because there was no specific basis in policy--it was not a matter of race, creed, religion, national origin, etc.--there was no clear violation of policy. According to what I heard, the student is still in school, and the bullies have basically been given the green light to continue and escalate the harassment. We should all be ashamed to admit that such situations are taking place in the schools in our state. (Maybe "ashamed" is too mild a word; we should be horrified.) Those of us in positions of leadership should be doing something urgent to correct the situation before another student has to face another day in a school where he/she doesn't feel safe or before another young person's life is lost.

I am here to speak on behalf of a group of students in our Montana schools--those who are or who may be perceived to be gay, lesbian, bisexual, transgender, or unsure of their sexual orientation--students who face daily instances of discrimination in the form of bullying, harassment, and intimidation. Too often that discrimination is either ignored or even condoned by teachers,

administrators, and school boards. It is nurtured by a social climate in our mostly rural state that knows only the ugly stereotypes of gay people and is both ignorant and fearful of the reality that real gay people are so much like the rest of us that they blend in and we can't tell who they are.

In school a teacher may try to intervene to stop the anti-gay discrimination only to find that there is no support for doing so, either in written school policy or from administrators or school boards. Gay students who are struggling with the double-whammy of learning their sexual orientation while at the same time being tormented and abused because of it often struggle in school. Students who were A students suddenly are failing their classes. They are skipping class or school. Some even run away from home, especially if they find disapproval and rejection there. They turn to alcohol and drugs, and some see suicide as the only real solution. Gay teens kill themselves at a disproportionately higher rate than their heterosexual peers.

You, the Board of Public Education, have the ability and the authority to make this situation better with the addition of a few words to one of your policies. I see in your proposed revisions to policy #10.55.802 that you have already added the phrase "sexual orientation". I applaud you for that step. I urge you to adopt that proposed revision and also add the phrase "gender identity and expression."

The inclusion of the words "gender identity and expression" would address two needs:

1) Some students who are openly out as gay and lesbian at school may dress in ways that show an ambiguous or opposite gender--girls with short hair dressing like boys or boys wearing their hair or painting their nails or dressing like girls. Although the school has a legitimate responsibility to establish and enforce a dress code, this may be a gray area. How do we guarantee freedom of expression while guaranteeing an environment where no one's rights are violated? "Gender expression" may also include appearances for which the student has little or no control. A female may appear quite masculine in body shape and mannerisms. A male may be slight in build or may seem effeminate in the way he walks, talks or acts. Regardless of whether the student has much control or little control over his/her appearance, there should be no uncertainty that students should not be bullied and discriminated against because of that appearance.

2) There is another important reason for including the phrase "gender identity or expression," and that is to protect students who may be transgender, which is entirely different from being gay. Too many of us know little or nothing about transgender individuals. Most schools have no understanding of or preparation for dealing with such issues as which restroom the student should use, which sports the student can participate in, and whether to use masculine or feminine pronouns in regard to the student. Imagine being the parent of a child who insists not to be the gender that his physical anatomy

indicates. Some parents may never come to terms with the situation, and most schools aren't prepared to deal with it either. But being transgender is real. It is not the ridiculous act of a defiant child. The simplest explanation I have heard that explains the difference between "gay" and "transgender" is this: "gay" is who you like; "transgender" is who you are. Young people may begin to realize they are gay or lesbian around the time of puberty, but transgender children commonly know at a much earlier age, even pre-school, that they are not the gender that their body indicates. Although the incidences of transgender individuals in our schools is much rarer than that of gay or lesbian students, those transgender individuals deserve the same safe environment and equal treatment under the law.

I know of at least one student that I have taught over the years who is transgender. I didn't know it at the time, but I did realize that the student was struggling in school. I heard from the students in Missoula on Friday that there are 3 transgender students in one of the high schools there.

Why do our LGBT students need specific listing in our policies as a category protected from discrimination? There are several reasons:

1) Gay people, whether students or adults, have no specific protection under the law. They are not included in the standard list--"race, creed, color, age, sex, religion, etc."--that we usually see in anti-discrimination laws and policies. Our state constitution does not include "sexual orientation" or "gender identity and expression" as distinct categories specifically protected from discrimination. Our state legislature has enacted no law to provide protection, and, if the last session is any indication, they are not likely to.

2) GLSEN (the Gay, Lesbian, and Straight Education Network), another national support group, provides important reasons for specifically enumerating "sexual orientation" and "gender identity and expression" in our anti-discrimination policies. Such enumeration removes all doubt that LGBT youth are protected. Students know they are protected. Teachers know they can enforce policy. Administrators and school boards know and can reinforce teacher actions. Parents and the community know. It gives educators the tools they need to implement anti-bullying policies. And it also ensures that all can be held accountable for enforcement. Students can feel safe in school so that absenteeism, failure, and dropping out will cease.

How many students will your policy affect? The percentage of the population that is gay is variously listed as anywhere from 3.8% to 10%, depending on the source. Statistics are probably inaccurate for a couple reasons: 1) being labeled as gay is a matter of self-identity, and many people stay in the closet, perhaps more so in rural Montana than elsewhere, and 2) what exactly is the meaning of "gay" on a spectrum ranging from exclusively homosexual to exclusively heterosexual? But assuming the lower figure is closer to reality, in a state that recently and proudly proclaimed to have

reached a population of one million, that would mean 38,000 Montana residents are gay. According to the Montana Office of Public Instruction, the number of K-12 students enrolled in Montana schools for the 2010-11 school year was 141,693. If only 3.8% are gay, that means that at least 5384 students would be personally affected by the protections afforded by the SNDA. Many Montana towns don't have that many residents in the entire town. In fact, that number of students is more than the entire populations of 22 individual Montana counties! That number of students is nearly equal to the combined total populations of the 6 most sparsely populated counties in Montana. Imagine that--6 counties in Montana filled with just the gay students in our Montana schools! That's lots of young people. But even if there was only one gay student in Montana, that single person would deserve the same protection of law as all others.

Unfortunately, some of those who should be leading the way in preventing bullying in schools are doing exactly the opposite and are the bullies themselves. Here is a true story to indicate what I mean. Just last week I received an email message from a PFLAG member telling me about a student who had requested to initiate a gay-straight alliance in school. In a sadly ironic way, I received this news on January 25, which had been designated as the First National Gay-Straight Alliance Day. The student was told by school administrators that there would be no gay-straight alliance allowed in the school. When I learned of the situation, I replied that PFLAG would assist in any way possible to remedy the situation. Later that same evening I received a phone call from the parent of that student. We discussed the issue in detail. Apparently the administrators in charge do not know of or understand the Equal Access Act, which became a law August 11, 1984, or else they are flaunting their intentional disregard for the law and in doing so are anti-gay bullies themselves. According to this Act, no school which receives federal funds and which has extra-curricular clubs can deny a gay-straight alliance. The courts have consistently upheld the rights of the gay-straight alliances in the enforcement of this Act. How sad again that we have to admit that such things are still occurring in our Montana schools.

But good things are happening.

1) If you have read my previous submission to your board, you already know that in December the Board of Education in the state of West Virginia unanimously adopted revisions to its state anti-bullying policies that included "sexual orientation" and "gender identity and expression" as protected classes.

2) In our own state, at least six schools that I know of have included "sexual orientation" as a specifically enumerated category. I think you should know which schools are leading the way. Missoula, Bozeman, Kalispell, Polson, and Big Fork all have added protections to their policies which include some reference to sexual orientation or gender identity. Different schools have differences in

wording. (Unfortunately, one of those schools is the location of the incident where the administrator is refusing the formation of a gay-straight alliance.) One other school includes the words "sexual orientation" and "gender identity and expression" in policies both for students and for staff. That school is Browning, and, as far as I know, Browning is the only school in the state that offers those enumerated protections for its staff. I am so proud of the Browning school board for unanimously adopting those revisions last year.

3) On a national level, the Student Non-Discrimination Act is currently in process in both the U. S. Senate and the House of Representatives. In the House, the bill (H. R. 998) was introduced March 10, 2011, by Jared Polis and already has 154 cosponsors. In the Senate, the bill (S. 555) was introduced March 9, 2011, by Al Franken and has at least 34 cosponsors. The bill is supported by at least 45 organizations, including the American Federation of Teachers, ACLU, National Education Association, PFLAG, GLSEN, three churches, and the Trevor Project, to name a few. Two organizations are on record as opposing the bill: Cato Institute and Liberty Counsel. Enactment of the SNDA on the federal level would eliminate the need for your adopting a revised policy, for our legislature to act, and for individual school districts to address the need. Support for this bill ought to be non-partisan and overwhelming, but we will have to wait and see.

In the meantime, to meet the needs of our students immediately, we repeat our request that you revise your anti-bullying policies to include "sexual orientation" and "gender identity and expression" as categories specifically protected from discrimination and then adopt those revisions.

BOARD OF PUBLIC EDUCATION
MEETING MINUTES
CONFERENCE CALL MEETING

January 20, 2012

Montana State Capitol
Room 152
Helena MT

January 20th, 2012

8:02 AM

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 8:02 AM and led the group in the Pledge of Allegiance. Ms. Kris Stockton took roll call; a quorum was noted. Ms. Patty Myers read the Statement of Public Participation.

PUBLIC COMMENT

No public comment.

CONSENT AGENDA

The consent agenda was approved and the minutes from the November 2011 meeting were approved with minor changes that will be corrected. Ms. Myers noted that there would be no MACIE report and that the Commissioner of Higher Education's report would be moved to Item 1 since Deputy Commissioner Cech needed to return to the Board of Regents meeting. Ms. Myers also noted that at 10:00 Item 11 would begin since Dr. Vail would be calling in to the meeting from Billings.

Mr. Doug Cordier moved to approve the minutes as corrected and to adopt the agenda as amended. Ms. Lila Taylor seconded.

No discussion. Motion passed unanimously.

Those in attendance in Helena included: Chair Ms. Patty Myers. Staff present included: Mr. Peter Donovan, Executive Secretary Board of Public Education/Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Kris Stockton, Administrative Assistant, Board of Public Education. Ex-officio members present included: State Superintendent, Denise Juneau and John Cech, Deputy Commissioner for Two Year Education represented Commissioner Sheila Stearns. Visitors in attendance included: Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Mr. Dennis Parman, Deputy Superintendent, OPI; Nancy Coopersmith, Deputy Superintendent, OPI; Representative Kris Hansen, Education & Local Government Committee, Havre; Rob Miller, Legislative Fiscal Division;; Teri Wing, OPI, Diane Fladmo, MEA-MFT; Christine Emerson, OPI; Kristen Crawford, OPI; TJ Eyer, OPI; Elizabeth Keller, OPI; Denise Ulberg, OPI. Board members attending the meeting via conference call included: Vice Chair Sharon Carroll, John Edwards, Lila Taylor, Doug Cordier, Bernie Olson, Erin Williams, and student representative Holly Capp. Dr. Barbara Vail from Rocky Mountain College also called in to the meeting for her Item.

INFORMATION

**Item 4 COMMISSIONER OF HIGHER EDUCATION REPORT – John Cech, Deputy
 Commissioner for Two Year Education**

Ms. Myers announced that Angela McLean is the new Chair of the Board of Regents. Deputy

Commissioner Cech added he had spoken to Ms. McLean and that extended her greetings to the Board. Deputy Commissioner Cech discussed new announcements from the Board of Regents including the approval by the Regents of the new Commissioner of Higher Education Clayton Christians. Mr. Cech handed out a packet of information discussing the remedial course rates for freshman which has dropped from 30.6% needing remedial coursework in 2005 to 25.7% in 2011 in math and a decrease in the remedial writing courses from 14.6% in 2005 to 8.4% in 2011. Mr. Cech then discussed the 2 year college initiative; a mission adopted by the Board of Regents in May 2011 that all 2 year colleges in Montana will be moved to. The initiative has 5 attributes: 1) transfer degrees, 2) workforce development, 3) developmental education, 4) lifelong learning, and 5) college role in the community. In August 2011 the Board of Regents adopted a 25 month timeline to bring all 5 Colleges of Technology together with the same mission to look, act, and feel like a 2 year college by 1) expanding the college mission, and 2) rebranding. In addition Mr. Cech discussed the Board of Regents mission to make dual enrollment more accessible for students. To do so and new tuition structure has been developed, as well as a single application process. The Board is also looking at capturing and expanding the Adult Learners in the 2 year colleges and reaching out to those students. A committee has been created at OCHE to discuss this issue and to look at ways to engage those learners. Mr. Cech commented on the great partnership between the Office of Public Instruction and the Office of the Commissioner of Higher Education in making this possible.

Item 1

CHAIRPERSON'S REPORT - Patty Myers

- Nov 3-4, 2011 BPE Meeting – Helena
- Nov 13, 2011 MSDB Dinner
- Nov 20, 2011 MSDB Thanksgiving Dinner
- Nov 22, 2011 Chapter 55 Conference Call
- Nov 30, 2011 MSDB Conf Call
- Dec 12, 2011 Chapter 55 Leadership Conference Call
- Jan 11, 2012 Chapter 55 Leadership Conference Call
- Jan 20, 2012 BPE Meeting – Helena
- Jan 24, 2012 MSDB Meeting
- Jan 25, 2012 Variances to Standards Sub Committee Meeting

BOARD OF PUBLIC EDUCATION APPEARANCES

Sharon Carroll

- Dec 1, 2011 Smarter Balance Webinar
- Dec 14, 2011 Next Generation Science Conf Call
- Jan 5, 2012 Smarter Balance Webinar

Bernie Olson

- Nov 30, 2011 MSDB Conf Call
- Jan 4, 2012 MSDB Conf Call

Lila Taylor

- Nov 30, 2011 MSDB Conf Call
- Jan 4, 2012 MSDB Conf Call

Doug Cordier

- Nov 14, 2011 – BPE Update to Columbia Falls School Board
- Dec 8, 2011 MACIE Meeting – Great Falls

Ms. Myers noted that the Chapter 55 work is ongoing and that although the December meeting was cancelled, all is still on track with the Task Force. Ms. Myers discussed the need to make the Board more

visible to the public and that one way this is being done is by sending congratulations letters to teacher and administrator award recipients from the Board to recognize their efforts. Ms. Myers briefly discussed the financial situation of the Board and the restructuring of the office. The Board is scheduled for their bi-annual legislative audit and an entrance meeting with the auditors is scheduled for Feb 2, 2012. Ms. Myers touched on the communication she has with the MSDB and also asked Board members to make sure they get their schedule to Ms. Stockton regarding any meetings or visits they are involved in with relation to the Board.

Item 2 EXECUTIVE SECRETARY/CSPAC REPORT – Pete Donovan

Mr. Donovan discussed meeting with the auditor as well and also gave an update on the Education and Local Government Interim Committee meeting in November in which Ms. Madalyn Quinlan from OPI gave an presentation regarding the Data Quality project at OPI. Mr. Donovan noted the next ELG Interim Committee meeting is January 23rd and 24th. Mr. Donovan discussed the financial impact statement for the Common Core and that he, along with Ms. Myers, Ms. Quinlan, Ms. Coopersmith, Mr. Miller, and Ms. Wilkinson all met to discuss the process. Mr. Donovan added that he appreciated the assistance from the Legislative Fiscal Division in this process. Ms. Nancy Coopersmith added that the final fiscal impact report was received late last night and Superintendent Juneau added that the cost had been significantly decreased. Ms. Myers also noted that she had a discussion with Board of Regents Chair Angela MacLean who is from Anaconda. She explained that Anaconda had changed their math curriculum to align with the Common Core Standards for math and that the Anaconda School District could offer helpful information on making the conversion to Common Core. Mr. Donovan noted that CSPAC referred to the Board the Area of Special Permissive Competency in Dance and the changes to the Educator Licensure and Discipline. CSPAC is meeting January 27, 2012 in Helena and will be adopting the new Montana Educator Code of Ethics. Mr. Donovan added his thanks to the OPI in this process as well. Ms. Carroll asked if CSPAC had been noted of the change to section 607 in the Educator Licensure section. Mr. Donovan noted they had not but that the change was not substantial enough to cause any delay in the process.

REPORTS

Item 3 State Superintendent Report – Ms. Denise Juneau

Superintendent Juneau discussed the new Educator Licensure tab on the OPI website that contains information on employment opportunities, licensure information, etc. The goal is to make it a “one stop shop” for teachers. The new licensure system is being tested and Ms. Elizabeth Keller explained that the new system will be for teachers and administrators and that the new system will also be able to receive applications from the universities electronically, allowing for a much more streamlined process. All documents will be imaged up front upon receiving. Superintendent Juneau added that the Assessment Conference was held in Helena Jan 18-19th. The COO from Smarter Balance was the keynote speaker. Common Core was discussed and breakout sessions were held including sessions on the new GEMS system. In February 2012 the first cohort rate of graduation rates and dropout rates will be announced and a 5th year is included in this cohort. Graduation Matters Montana “I Pledge to Graduate” campaign is now online. Students who sign up will be entered in a drawing for a new iPod or Town Pump gas cards. GMM received a \$450,000 grant from the Washington Foundation. In addition GMM also received a \$10,000 grant from State Farm for tool kits to be developed for businesses to assist them in job shadowing for students. The MAPS group in Hamilton will be doing PSA’s on Graduation Matters Montana and Dropout Prevention. Mr. Olson added that the presentation Superintendent Juneau gave with Deputy Governor Bollinger and Facebook representatives in Kalispell was very successful. Presentations were also done in Billings. Internet safety, privacy, Facebook safety nets, etc were discussed at both presentations which were attended by both students and parents.

Item 4 Commissioner of Higher Education Report – Deputy Commissioner for Two Year Education John Cech

Item moved to first on the agenda – see above.

Item 5 Governor’s Office Report

No one from the Governor’s Office was available to report

Item 6 Student Representative Report – Ms. Holly Capp

Ms. Myers discussed an article in the Great Falls Tribune about an English class project at Great Falls High where Holly was one of the students and Ms. Myers daughter the teacher. US Student Advisory Council update by Ms. Capp included that a platform is being developed with a website to be launched soon. The group is trying to get all states to have a student representative on their states Board of Education. An outline of duties the rep is responsible for is being outlined and a separate council for a US Advisory Council is also being developed. Ms. Capp discussed a presentation she gave at the state Student Advisory Council. Dropout issues were discussed as well as how to help at risk students and how to help implement GMM. The next Student Advisory Board meeting will be April 5-6th. Ms. Capp added that Common Core was discussed on the NASBE Conference Call she listened in on and that there is an ongoing effort to get student’s to understand Common Core. Superintendent Juneau added that she has been invited to be the Commencement Speaker at Great Falls High 2012 graduation.

DISCUSSION

Item 7 MACIE UPDATE – Norma Bixby

No report

EXECUTIVE COMMITTEE

Item 8 Federal Update – Ms. Nancy Coopersmith, OPI

Ms. Coopersmith gave the Federal Update. Ms. Coopersmith noted the letter from Superintendent Juneau to Education Secretary Arne Duncan that Montana will not ask for a waiver regarding certain requirements of the No Child Left Behind Act. Ms. Coopersmith also noted the draft timeline for the AYP progress report. Ms. Coopersmith then gave an update on the Federal Budget process. Of note is the 1.5% cut deadline that expired in December has been extended through the current Federal Fiscal Year. The Super Committee did not reach an agreement on what the cut should be so in January 2013 there will be an across the board cut at the Federal Level, but no idea what the percentage of the cut will be. Ms. Coopersmith also gave an update on the Striving Readers Grant. A list of the districts that received the grant is available on the OPI website. Ms. Myers then discussed the MACIE nominations included in Item #7 of the Agenda Packet and called for a motion to approve the nominations.

Mr. Doug Cordier motioned to approve the MACIE nominations. Ms. Sharon Carroll seconded.

No discussion. Motion passed unanimously.

Item 9 Transportation Annual Report – Denise Ulberg, OPI

Ms. Ulberg introduced Donnelle Rosenthal who will be assisting in her department now, reviewing the pupil transportation website for reimbursements, changes to be made for easier tracking, etc. Ms. Ulberg reviewed the two page overview of Pupil Transportation provided in the agenda packet and discussed that Pupil Transportation is a joint effort between OPI, BPE, School Trustees and County Superintendents. Funding is between local, state, and county jurisdictions. Ms. Myers called for any questions. Mr. Olson asked a question regarding to “overfunding” as stated in the handout. Ms. Ulberg explained that is represents and expenditure budget for next year and what the cost to districts will be. State and counties help with the cost of scheduling, which is specific to home to school transportation and back. Costs do not include activities. Over schedule costs = total cost minus state/county contributions.

The difference is made up by levies, oil and tax revenue, etc. Mr. Olson asked why the mileage rate of \$.35/mile is so low and Ms. Ulberg explained that the rate is set by the legislature. Mr. Olson commented that if the rate were increased, the state would decrease local costs and Ms. Ulberg explained that a bill introduced in the 2011 legislature to that effect was not passed. Ms. Carroll asked for clarification on the bill and it was explained it was specific to reimbursement. Mr. Edwards asked who decides who contracts for busing, specifically referencing the recent bus crash outside of Missoula involving an over the road bus. He expressed safety concerns of over the road buses vs. school buses. Superintendent Juneau answered that it is a local control issue. Typically the local Board of Trustees decides the activity transportation for students. Bob Vogel added that bills introduced for seat belts on buses have not passed. He added that the Helena School District is looking at phasing in seatbelts as well as looking at the number of hours a bus driver can be on duty to transport students. Some districts own their buses and use them for transportation and others have private contractors they use. Discussion ensued amongst the Board members regarding safety, lawsuits, etc. Ms. Carroll asked if this item had been brought forward to the Board as an action item since it has been discussed in the past. Ms. Myers asked for further investigation on whether the Board or OPI owns the transportation rules. Bob Vogel added that over 100 school districts contract their transportation services. It may be that those contracts need to be reviewed for safety concerns. Mr. Edwards asked to have an item on the next meeting agenda to discuss this issue. Ms. Ulberg added that upon the previous persons retirement there was an update to safety requirements on yellow school buses. It is being worked on currently and she believes would be a change to the ARM rules. Ms. Taylor asked how activity trips are funded. Ms. Ulberg answered usually from the district's general fund or the student activity fund. Ms. Myers commented on the Columbia Falls incident of local response by use of a life saving defibrillator to save a student's life. This prompted Ms. Myers to check with the MSDB to see if they have a defibrillator – they do have 1 and she asked that they purchase additional ones. Mr. Cordier added that Columbia Falls received their units through a donation from the local hospital and a grant they received.

Item 10 School Nutrition Annual Report – Christine Emerson, OPI

Ms. Christine Emerson from OPI gave the annual School Nutrition Report. Highlights of the report include a Reauthorization of the program at the Federal level and OPI is assisting schools in implementing the changes which include: 1) promoting program integrity, 2) nutrition, and 3) physical activity. Ms. Emerson reported that there are currently 48 reviews of school nutrition programs ongoing. OPI is encouraging schools to promote healthy eating in their programs, incorporating more fruits and vegetables, and promoting farm to school programs. Ms. Emerson reported that 14.5 million school lunches were served to students in 2011 and that an average of 57% of students use the program daily, and that a 2% increase of student's eligible for Free and Reduced lunches was reported in 2011. It was also noted that 87% of Montana schools that offer lunch also offer breakfast to their students. More than \$1 million has been allocated to the program to spend on fresh fruits and vegetables. In May 2011 first Summer Food Summit was held which was very successful, and a 2nd summit is scheduled for summer 2012. Ms. Emerson gave a brief update on the Montana Team Nutrition Program sponsored by MSU. The program focuses on School Wellness programs, promoting quality foods, nutrition education, farm to school strategies, and reducing childhood obesity. Ms. Emerson then touched on the financial management of the program before wrapping up her report and fielding a few questions from the Board.

LICENSURE COMMITTEE

Item 11 Discussion of new program – Broadfield Science, Rocky Mountain College – Dr. Linda Peterson, OPI; Dr. Barbara Vail, Rocky Mountain College

Dr. Linda Peterson welcomed Dr. Barbara Vail and Dr. Shelley Ellis who called in via conference call to the meeting to present the new Broadfield Science program at Rocky Mountain College currently before the Board for approval. Dr. Vail highlighted the program outline, curriculum; coursework required and class descriptions and why the college believes this is a valuable, necessary program. Dr. Vail reported that once the Education Department qualified Broadfield Science as a highly qualified program, it became clear the program needed to be added to the Rocky Mountain College School of Education. She noted

that all classes in the program are already in the school's curriculum, so no classes are new, they are already being taught by doctoral level professors. Dr. Ellis then spoke up to say that each Broadfield Science candidate must also go through the secondary education program. Dr. Ellis added that each candidate also "mentors" with a current secondary science teacher in the Billings School District for their IDS 422 Methods and Materials class. Dr. Peterson added that this is a discussion item and that no action will be taken until the March Board meeting.

ACCREDITATION COMMITTEE

Item 12 2010-11 Accreditation Deficiency Follow-Up Report – Teri Wing, OPI

Ms. Teri Wing presented the list of schools in Intensive Assistance with Continuing Deviation and noted the report lists whether the deviation was corrected or not, or if there are more deviations for the current year. 35 schools are highest priority, covering 8 school districts, but those numbers equal less than 2% of school districts. The process for Intensive Assistance is when a school does not meet corrective plans and are ready to go before the Board. Ms. Wing has met with a few of the schools and will meet with the rest to go over the process. Ms. Wing brings a graph with that shows the schools where they are and where they need to make the corrections. Mr. Edwards commented that less than 2% is a good number especially when 4 of the issues listed are at the MSDB. Ms. Wing then discussed the list of "Warning/Watch Schools" and explained that a 5 year time frame is looked at and a school is put on the list if they are in and out of deficiency status 2 or 3 times within the 5 year time frame. Special interest is taken in the non public schools and Ms. Wing noted that she had visited with Butte Central School the prior week. The list of Intensive Assistance Schools with No Deviation need to be commended, especially the Butte School as the district has made great improvements. Ms. Wing noted that congratulatory letters will be mailed out to those schools. Ms. Carroll brought up Fergus Schools who have been on the list for Library/Media Science issues. Ms. Wing added that the Fergus School District has put a committee together to look at this issue, and that a new superintendent has been hired who is working to resolve this issue for them.

Item 13 Five Year Accreditation History of Montana Department of Corrections State Funded Schools – Teri Wing, OPI

Ms. Wing stated that she put together a report on the Department of Corrections schools and of note is that they have highly qualified teachers in their programs. Ms. Wing discussed that she visited both Riverside School and is scheduled to visit Pine Hills School. She noted that the two schools are very different from each other. She stated that the schools are very committed to education and teaching students to make good decisions and healthy lifestyle changes. Data from Riverside shows the achievements in math and reading over the 180 days the girls are there is 1 grade level in 6 months. Ms. Wing commented on how nice the facilities are at Riverside. Some of the girls have been out of school for nearly 2 years by the time they arrive there. The school also offers a variety of career and technical programs as well. Mr. Edwards called for any questions from the Board members. Ms. Williams commented that her experience with the schools is that kids are still behind in school when they come back and how can we get more help for them? Ms. Wing commented that the girls are only at Riverside for a short time, longer would be better, but the philosophy of the Dept of Corrections is that shorter is better. Ms. Wing added that public school systems could offer more options for these students upon their return. Ms. Wing did note that the two schools, Riverside and Pine Hills, do not have a Board of Directors. Mr. Edwards commented that he would make the effort to visit both schools on behalf of the Board, and Ms. Carroll also said she could do the same.

Item 14 Chapter 54 Content Standards Review Report – Dr. Linda Peterson, Kristen Crawford, TJ Eyer, OPI

Dr. Peterson introduced Ms. Kristen Crawford as the new Science Standards specialist at OPI. Ms. Crawford has been looking at the time written in rule to review the content standards for science and to make changes to that timeline will need review by both the Board and the OPI. Ms. Crawford gave some history for the science review standards. In the 1990's listening sessions were held to discuss issues and

a K-12 model was adopted. In 1998-2000 the model was revised, and now there is a national effort to develop and adopt common standards for science, career and technical education, and social studies, as has been done with the Common Core in English and math. Ms. Crawford is currently working on the Next Generation Science Standards that are being developed nationally. ACHIEVE and the Carnegie Foundation are coming together to help. ACHIEVE will be writing the standards, and Carnegie will be funding the effort. The content framework is being developed by the National Research Council and in October 2011 Montana applied to be a lead state and was one of 26 selected. The state receive drafts, provide feedback, and a committee has been developed to then review the material. Public drafts will be released by the end of March with the goal of year end 2012 to have the written standards completed. Standards will be based on: 1) content, 2) practices, and 3) cross cutting content. Ms. Carroll asked for clarification for the year end timeframe and Ms. Crawford answered that timeframe is only the goal for the standards to be written, not adopted. This is a different process than the Common Core process. Mr. TJ Eyer then discussed the Career and Technical Education Standards review process. He stated there are “big changes on the horizon” for CTE. The Federal Perkins Act changed the focus from just technical ed courses to career and tech ed and pathways to occupations and student goals. OPI has partnered with OCHE and Big Sky Partnerships in a secondary/post-secondary partnership. One objective is to identify skills needed in these occupations and ensuring these skills are being taught at both levels. It’s now necessary to ensure alignment with field needs and skills being taught in the classroom. Best practices are being worked on and then all CTE areas will look at framework which will lead to a Common Standards for CTE. Dr. Peterson then spoke regarding the Social Studies Content Standards. National and state standards are both ready for review and Social Studies standards are being looked at on a national level in Economics, History, Physics, and Geography in content, curriculum, and instruction. Dr. Peterson indicated that OPI does not have a Social Studies specialist at this time so the review will be looked at with the help of schools, teachers, and the public. An 18 month timeline is scheduled to complete the draft for the national standards, with a 3 year developmental time frame.

ACTION

PUBLIC COMMENT

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

Item 15 Adoption of Amendment to ARM 10.55.909, Student Records – Madalyn Quinlan, OPI

Dr. Linda Peterson from OPI presented this item. She explained that a hearing was held on December 16, 2011 with 1 proponent, Madalyn Quinlan, and no opponents.

Ms. Sharon Carroll moved to adopt the amendment to ARM 10.55.909 Student Records. Mr. Bernie Olson seconded.

No discussion. Motion passed unanimously.

LICENSURE COMMITTEE

Item 16 Recommend Approval on Amendments to Licensed Educator Discipline Hearing Rules ARM 10.57.601-10.57.611 – Elizabeth Keller, OPI

Mr. Donovan commented that CSPAC approves the changes and recommended the Board’s approval of the changes at their last meeting in October. Ms. Keller presented the item representing Ms. Ann Gilkey from OPI. She stated that the OPI had wanted to make some changes to the discipline process and commented that while some states tie their discipline procedures to their Code of Ethics, Montana opted not to do so at the recommendation of the CSPAC. The changes went before the Board in July; CSPAC

approved the changes in October and sent them to the Board for approval. Mr. Olson asked a question regarding the change regarding 12 months clause. Ms. Keller noted that is to give the OPI 12 months to request the initiation change so that the Board is not notified at the last minute. No questions from any other parties.

Ms. Sharon Carroll moved to approve the Amendments to Licensed Educator Discipline Hearing, ARM 10.57.601-10-57.611. Mr. Bernie Olson seconded.

Brief discussion ensued and Ms. Myers noted that the changes are friendly amendment changes.

Motion passed unanimously.

Item 17 Recommend Approval of Notice of Public Hearing and Proposed Timeline of Dance Education Area of Special Permissive Competency – Dr. Linda Peterson, OPI

Dr. Peterson introduced the Notice of Public Hearing and Proposed Timeline of Dance Education Area of Special Permissive Competency. She noted that ARM 10.58.527(8) and 10.57.412(3) were being amended to add “and dance”. The date for public hearing has been set for March 2012.

Ms. Sharon Carroll moved to approve the Notice of Public Hearing and Proposed Timeline of Dance Education Area of Special Permissive Competency. Mr. John Edwards seconded.

No discussion. Motion passed unanimously.

DISCUSSION

MSDB Liaison

Item 18 MSDB Committee Meeting Report – Mr. Bernie Olson

Mr. Olson gave an update to the Board on the MSDB. The last meeting via conference call was on January 4th. Discussed at the meeting were the school’s enrollment numbers. A total of 56 students are currently enrolled, 31 Deaf and Hard of Hearing and 25 Blind. In addition there are 424 in the Outreach program. Key issues discussed were the search for a new Outreach Coordinator, and the state accreditation issues. The school is currently working with Teri Wing to resolve those deviations. The budget was discussed and at issue is the possibility of some upcoming staff retirements and the payouts for those retirements the school’s budget will need to absorb. MSDB is exempt from the state’s vacancy savings requirements but the retirement payouts could reach \$227,000 this year if all eligible to retire do retire. The National Accreditation Council renewed the MSDB for another 5 years. Ms. Myers then discussed the accreditation issue and deviation of the K-8 teacher occasionally teaching high school math to students because of some special training she received to teach deaf and blind students. Ms. Myers commented that it is difficult to find teachers with specific training for deaf and blind students who also meet the required state standards.

PRELIMINARY AGENDA ITEMS – MARCH 8-9, 2012 MEETING

CSPAC Appointments

BASE Aid Payment Schedule

Assessment Update

Alternative to Standards Request & Renewals

MACIE Update

Federal Update

Accreditation Report

Executive Secretary Performance Evaluation & Contract Extension Discussion

MSDB Superintendent Performance Evaluation & Contract Extension Discussion

Establish Executive Staff Salaries

Meeting Adjourned 12:30

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DRAFT

REPORT ID: MTGL0106-0
US. UNIT: 51010 Board of Public Education
OR THE FY PERIOD: JANUARY 2012

STATE OF MONTANA
ORGANIZATION DETAIL REPORT
ORG: ALL - All Organization Rollup
MGR NAME: MELOY, STEVE

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PART-B BUDGET REVENUE ACCOUNT SUMMARY		ESTIMATE		RECOGNIZED		ELAPSED TIME YTD: 58%	
ACCOUNT	FUND	PROG				BALANCE	
12030 Accommodations Tax	01100	2012	400.00			400.00	
TOTAL FUND 01100 General Fund			400.00			400.00	
TOTAL PROGRAM 2012			400.00			400.00	
TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY			400.00			400.00	

ACCOUNT	ACTUAL EXPENSE	ACCOUNT	SUMMARY	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 58%	CURR+PRIOR
1101	Regular	01100		01100	861.75	28,259.17				28,259.17
1133	Termination Pay - Sick Leave	01100		01100		33,250.64				33,250.64
1134	Termination Pay - Vacation	01100		01100		29,697.77				29,697.77
1158	Compensatory Time Taken	01100		01100		1,861.53				1,861.53
TOTAL	Salaries				861.75	93,069.11				93,069.11
1301	Per Diem	01100		01100		150.00				150.00
1401	FICA	01100		01100	61.75	4,213.57				4,213.57
1402	Retirement - Other	01100		01100		561.62				561.62
1403	Group Insurance	01100		01100	98.97	3,983.87				3,983.87
1404	Workers Compensation Insur	01100		01100	8.41	932.50				932.50
1404A	State Fund Dividend-NONBUDG	01100		01100	57.74-	57.74-				57.74-
1410	State Unemployment Tax	01100		01100	3.02	325.74				325.74
1411	Teachers Retirement	01100		01100	84.88	64,930.00				64,930.00
TOTAL	Employee Benefits				199.29	74,889.56				74,889.56
TOTAL	Personal Services				1,061.04	168,108.67				168,108.67
2104	Insurance & Bonds	01100		01100		298.50				298.50
2113	Warrant Writing Services	01100		01100	2.96	26.96				26.96
2114	HRIS Service Fees	01100		01100	212.50	319.50				319.50
22114A	Workers' Comp Program Fees	01100		01100	14.50	29.00				29.00
22148	SABHRS Administrative Costs	01100		01100	116.63	349.89				349.89
2199	General	01100		01100		6,030.00				6,030.00
TOTAL	Other Services				346.59	7,053.85				7,053.85
2212	Photo & Reproduction	01100		01100	25.84	141.08				141.08
22236	Ofc Supplies/Central Stores	01100		01100		115.47				115.47
22241	Office Sup/Minor Equip-NonStat	01100		01100		137.00				137.00
22280	Program Expense	01100		01100	48.77	403.69				403.69
TOTAL	Supplies & Materials				74.61	797.24				797.24
2304	Postage & Mailing	01100		01100	15.95	750.98				750.98
2319	Cellular Phones	01100		01100	20.00	439.22				439.22
23B0	ITSD Voice Services	01100		01100	37.44	263.23				263.23
23B4	ITSD Long Distance Services	01100		01100	3.58	19.39				19.39
TOTAL	Communications				76.97	1,472.82				1,472.82
2407	In-State Meals	01100		01100		11.00				11.00
2408	In-State Lodging	01100		01100		94.09				94.09
2427	Commuter Allowance	01100		01100		3.75				3.75
2489	Non-Employee In State Mileage	01100		01100	97.90	5,067.91				5,067.91
2490	Non-Employee In State Meals	01100		01100	11.00	902.00				902.00
2497	Non-Employee In-State Lodging	01100		01100		3,457.37				3,457.37
TOTAL	Travel				108.90	9,536.12				9,536.12
2528	Rent-Non Dept of Admin	01100		01100		3,925.02				3,925.02
2768	Property Management Expenses	01100		01100		67.76				67.76
2809	Education/Training Costs	01100		01100	105.00	105.00				105.00
2878	Parking Fees	01100		01100	619.72	1,158.72				1,158.72
2888	Statewide Indirect Costs	01100		01100	267.50	802.50				802.50

ART-A ACTUAL EXPENSE ACCOUNT SUMMARY
 ACCOUNT FUND CURRENT MONTH CURRENT YEAR CM PRIOR YR PRIOR YEAR ELAPSED TIME YTD: 58%
 TOTAL 62800 Other Expenses 992.22 2,066.22 2,066.22

TOTAL 62000 Operating Expenses 1,599.29 24,919.03

9301 Principal - Leases 01100 74.24 584.37
 9302 Interest - Leases 01100 74.24 9.55
 TOTAL 69300 Capital Leases 74.24 593.92

TOTAL FUND 01100 General Fund 2,734.57 193,621.62
 TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY 2,734.57 193,621.62

ART-B BUDGET EXPENSE ACCOUNT SUMMARY
 ACCOUNT FUND PROG SUB-CLS BUDGET ENCUMBERED EXPENDED BALANCE %
 1000 Personal Services 01100 2012 235H1 172,528.00 168,166.41 4,361.59 97
 2000 Operating Expenses 01100 2012 235H1 43,245.00 24,919.03 18,325.97 58
 9000 Debt Service 01100 2012 235H1 891.00 593.92 297.08 67
 TOTAL SUB-CLS 235H1 ADMINISTRATION 216,664.00 193,679.36 22,984.64 89
 TOTAL FUND 01100 General Fund 216,664.00 193,679.36 22,984.64 89

TOTAL PROGRAM 2012 216,664.00 193,679.36 22,984.64 89
 TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY 216,664.00 193,679.36 22,984.64 89

ART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
 CCNT JRNLT-ID DATE JRNLT-LN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME

1101 PAY2291351 01/01/2012 000006 PPE 12/16/11 KY1 ON-CYCLE 26.62
 1101 PAY2296146 01/10/2012 000009 PPE 12/30/11 KZ1 ON-CYCLE 17.54
 1101 PAY2296146 01/10/2012 000006 PPE 12/30/11 KZ1 ON-CYCLE 17.59
 1101 PAY2301114 01/24/2012 000006 PPE 01/13/12 LA1 ON-CYCLE 61.75
 TOTAL 61101 Regular 61101 FICA 61.75

1403 PAY2291351 01/01/2012 000015 PPE 12/16/11 KY1 ON-CYCLE 32.99
 1403 PAY2296146 01/10/2012 000013 PPE 12/30/11 KZ1 ON-CYCLE 32.99
 1403 PAY2301114 01/24/2012 000013 PPE 01/13/12 LA1 ON-CYCLE 32.99
 TOTAL 61403 Group Insurance 98.97

1404 PAY2291351 01/01/2012 000018 PPE 12/16/11 KY1 ON-CYCLE 3.57
 1404 PAY2296146 01/10/2012 000016 PPE 12/30/11 KZ1 ON-CYCLE 2.42
 1404 PAY2301114 01/24/2012 000016 PPE 01/13/12 LA1 ON-CYCLE 2.42
 TOTAL 61404 Workers Compensation Insur 8.41

11404A 0002289197 01/01/2012 000002 State Fund Dividend-NONBUDG 57.74-

11410 PAY2291351 01/01/2012 000021 PPE 12/16/11 KY1 ON-CYCLE 1.28
 11410 PAY2296146 01/10/2012 000019 PPE 12/30/11 KZ1 ON-CYCLE 0.87
 11410 PAY2301114 01/24/2012 000019 PPE 01/13/12 LA1 ON-CYCLE 0.87

REPORT ID: MTG0106-0
 US. UNIT: 51010 Board of Public Education
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STATE OF MONTANA
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ART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
 CCNT JRNL-ID DATE JRNL-LN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME ELAPSED TIME YTD: 588

TOTAL 61410 State Unemployment Tax 3.02
 1411 PAY2291351 01/01/2012 000023 PPE 12/16/11 KY1 ON-CYCLE 36.08
 1411 PAY2296146 01/10/2012 000021 PPE 12/30/11 KZ1 ON-CYCLE 24.40
 1411 PAY2301114 01/24/2012 000021 PPE 01/13/12 LA1 ON-CYCLE 24.40
 TOTAL 61411 Teachers Retirement 84.88

2113 0002295162 01/06/2012 000001 Warrant Writing Services 2.96
 2114 0002290298 01/01/2012 000001 HRIS Service Fees 106.00
 2114 0002299876 01/19/2012 000001 HRIS Service Fees 106.50
 TOTAL 62114 HRIS Service Fees 212.50

2114A 0002298126 01/13/2012 000001 Workers' Comp Program Fees 14.50
 2148 0002295609 01/09/2012 000001 SABHRS Administrative Costs 116.63

2212 ACC2300178 01/19/2012 000012 Expense Distribution 10.13
 2212 ACC2300178 01/19/2012 000014 Expense Distribution 15.71
 TOTAL 62212 Photo & Reproduction 25.84

2280 ACC2304824 01/31/2012 000021 Expense Distribution 13.60
 2280 ACC2304824 01/31/2012 000023 Expense Distribution 35.17
 TOTAL 62280 Program Expense 48.77

2304 0002304337 01/31/2012 000001 Postage & Mailing 15.95
 2319 ACC2300178 01/19/2012 000016 Expense Distribution 20.00

23B0 0002295639 01/09/2012 000003 ITSD Voice Services 37.44
 23B4 0002295639 01/09/2012 000001 ITSD Long Distance Services 3.58

2489 ACC2301451 01/23/2012 000005 Expense Distribution 97.90
 2490 ACC2301451 01/23/2012 000006 Expense Distribution 11.00

2809 0002294056 01/04/2012 000001 Education/Training Costs 105.00
 2878 ACC2300178 01/19/2012 000018 Expense Distribution 560.72
 2878 ACC2304824 01/31/2012 000037 Expense Distribution 59.00

TOTAL 62878 Parking Fees 619.72
 2888 0002295625 01/09/2012 000001 Statelwide Indirect Costs 267.50

99301 ACC2300178 01/19/2012 000019 Expense Distribution 74.24
 TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 2,734.57
 USBANCORP EQUIPMENT FINANCE INC

ACCOUNT	ACTUAL EXPENSE	ACCOUNT	SUMMARY	FUND	CURRENT MONTH	CURRENT YEAR	CM	PRIOR YR	PRIOR YEAR	ELAPSED TIME	YTD	58%
1101	Regular	02122			2,678.08	44,009.72					44,009.72	
1103	Sick Leave	02122				33.48					33.48	
1104	Vacation	02122				133.90					133.90	
1105	Holiday	02122				133.90					133.90	
1133	Termination Pay - Sick Leave	02122				707.83					707.83	
1134	Termination Pay - Vacation	02122				1,097.18					1,097.18	
1158	Compensatory Time Taken	02122				25.11					25.11	
TOTAL	61100 Salaries				2,678.08	46,141.12					46,141.12	

1401	FTCA	02122				197.61					197.61	
1402	Retirement - Other	02122				192.02					1,285.45	
1403	Group Insurance	02122				733.00					8,429.50	
1404	Workers Compensation Insur	02122				41.26					695.25	
1410	State Unemployment Tax	02122				9.38					161.46	
1411	Teachers Retirement	02122									2,779.02	
TOTAL	61400 Employee Benefits				1,173.27	16,690.64					16,690.64	

TOTAL	61000 Personal Services				3,851.35	62,831.76					62,831.76	
TOTAL	FUND 02122 Advisory Council				3,851.35	62,831.76					62,831.76	
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY				3,851.35	62,831.76					62,831.76	

ACCOUNT	BUDGET EXPENSE	ACCOUNT	SUMMARY	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
1000	Personal Services	02122	235H1				112,918.00		62,831.76	50,086.24	56
TOTAL	SUB-CLS 235H1 ADMINISTRATION						112,918.00		62,831.76	50,086.24	56
TOTAL	FUND 02122 Advisory Council						112,918.00		62,831.76	50,086.24	56
TOTAL	PROGRAM 2012						112,918.00		62,831.76	50,086.24	56
TOTAL	PART-B BUDGET EXPENSE ACCOUNT SUMMARY						112,918.00		62,831.76	50,086.24	56

ACCOUNT	CURR MONTH	DETAIL	EXPENSE	TRANSACTIONS	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
51101	PAY2291351	01/01/2012	000004	PPE 12/16/11	KY1	ON-CYCLE			1,339.04		
51101	PAY2293544	01/01/2012	000002	PPE 12/16/11	KY3	OFF2 12/18/11			1,339.04		
51101	PAY2296146	01/10/2012	000004	PPE 12/30/11	KZ1	ON-CYCLE			1,339.04		
51101	PAY2301114	01/24/2012	000004	PPE 01/13/12	LAI	ON-CYCLE			1,339.04		
TOTAL	61101 Regular								2,678.08		
51103	PAY2291351	01/01/2012	000007	PPE 12/16/11	KY1	ON-CYCLE			200.86		
51103	PAY2293544	01/01/2012	000003	PPE 12/16/11	KY3	OFF2 12/18/11			200.86		
TOTAL	61103 Sick Leave								200.86		
61158	PAY2291351	01/01/2012	000008	PPE 12/16/11	KY1	ON-CYCLE			75.32		
61158	PAY2293544	01/01/2012	000004	PPE 12/16/11	KY3	OFF2 12/18/11			75.32		
TOTAL	61158 Compensatory Time Taken								75.32		
61401	PAY2291351	01/01/2012	000009	PPE 12/16/11	KY1	ON-CYCLE			119.78		
61401	PAY2293544	01/01/2012	000005	PPE 12/16/11	KY3	OFF2 12/18/11			119.78		

REPORT ID: MTG0106-0
 US. UNIT: 51010 Board of Public Education
 OR THE FY PERIOD: JANUARY 2012

STATE OF MONTANA
 ORGANIZATION DETAIL REPORT
 ORG: 30 - Advisory Council
 MGR NAME: MELOY,STEPHEN
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ART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
 CCNT JRNLT-ID DATE JRNLT-LN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME ELAPSED TIME YTD: 58*

1401 PAY2296146 01/10/2012 000007 PPE 12/30/11 KZ1 ON_CYCLE 98.66
 1401 PAY2301114 01/24/2012 000007 PPE 01/13/12 LA1 ON_CYCLE 98.95
 TOTAL 61401 FICA 197.61

1402 PAY2291351 01/01/2012 000012 PPE 12/16/11 KY1 ON_CYCLE 115.81
 1402 PAY2293544 01/01/2012 000006 PPE 12/16/11 KY3 OFF2 12/18/11 115.81-
 1402 PAY2296146 01/10/2012 000010 PPE 12/30/11 KZ1 ON_CYCLE 96.01
 1402 PAY2301114 01/24/2012 000010 PPE 01/13/12 LA1 ON_CYCLE 96.01
 TOTAL 61402 Retirement - Other 192.02

1403 PAY2291351 01/01/2012 000013 PPE 12/16/11 KY1 ON_CYCLE 366.50
 1403 PAY2293544 01/01/2012 000007 PPE 12/16/11 KY3 OFF2 12/18/11 366.50-
 1403 PAY2296146 01/10/2012 000011 PPE 12/30/11 KZ1 ON_CYCLE 366.50
 1403 PAY2301114 01/24/2012 000011 PPE 01/13/12 LA1 ON_CYCLE 366.50
 TOTAL 61403 Group Insurance 733.00

1404 PAY2291351 01/01/2012 000016 PPE 12/16/11 KY1 ON_CYCLE 24.89
 1404 PAY2293544 01/01/2012 000008 PPE 12/16/11 KY3 OFF2 12/18/11 24.89-
 1404 PAY2296146 01/10/2012 000014 PPE 12/30/11 KZ1 ON_CYCLE 20.63
 1404 PAY2301114 01/24/2012 000014 PPE 01/13/12 LA1 ON_CYCLE 20.63
 TOTAL 61404 Workers Compensation Insur 41.26

1410 PAY2291351 01/01/2012 000019 PPE 12/16/11 KY1 ON_CYCLE 5.65
 1410 PAY2293544 01/01/2012 000009 PPE 12/16/11 KY3 OFF2 12/18/11 5.65-
 1410 PAY2296146 01/10/2012 000017 PPE 12/30/11 KZ1 ON_CYCLE 4.69
 1410 PAY2301114 01/24/2012 000017 PPE 01/13/12 LA1 ON_CYCLE 4.69
 TOTAL 61410 State Unemployment Tax 9.38

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 3,851.35

ACCOUNT	ACTUAL EXPENSE	ACCOUNT SUMMARY	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 58%	CURR+PRIOR
1101	Regular		02219	8,713.19	9,233.93			9,233.93	123.40
1133	Termination Pay - Sick Leave		02219		123.40				226.16
1134	Termination Pay - Vacation		02219		226.16				9,583.49
TOTAL	61100 Salaries			8,713.19	9,583.49				
1301	Per Diem		02219	50.00	1,050.00			1,050.00	687.04
1401	FICA		02219	624.19	687.04			687.04	62.41
1402	Retirement - Other		02219		62.41				1,147.13
1403	Group Insurance		02219	1,000.53	1,147.13			1,147.13	98.22
1404	Workers Compensation Insur		02219	84.80	98.22			98.22	57.74-
1404A	State Fund Dividend-NONBUDG		02219		57.74-			57.74-	33.54
1410	State Unemployment Tax		02219	30.48	33.54			33.54	858.25
1411	Teachers Retirement		02219	858.25	858.25			858.25	2,828.85
TOTAL	61400 Employee Benefits			2,540.51	2,828.85			2,828.85	
TOTAL	61000 Personal Services			11,303.70	13,462.34			13,462.34	
2104	Insurance & Bonds		02219		298.50			298.50	17.39
2213	Warrant Writing Services		02219	2.95	17.39			17.39	318.50
2214	HRIS Service Fees		02219	212.50	318.50			318.50	29.00
2214A	Workers' Comp Program Fees		02219	14.50	29.00			29.00	349.86
22148	SABHRS Administrative Costs		02219	116.62	349.86			349.86	184.47
22190	Printing/Pub & Graphics		02219		184.47			184.47	30.00
22199	General		02219		30.00			30.00	1,227.72
TOTAL	62100 Other Services			346.57	1,227.72			1,227.72	
22212	Photo & Reproduction		02219	25.84	141.08			141.08	115.47
22236	Ofc Supplies/Central Stores		02219		115.47			115.47	482.51
22241	Office Sup/Minor Equip-NonStat		02219		482.51			482.51	403.68
22280	Program Expense		02219	48.77	403.68			403.68	1,142.74
TOTAL	62200 Supplies & Materials			74.61	1,142.74			1,142.74	
22304	Postage & Mailing		02219	15.94	750.98			750.98	69.82
22319	Cellular Phones		02219	19.99	69.82			69.82	263.23
223B0	ITSD Voice Services		02219	37.44	263.23			263.23	19.98
223B4	ITSD Long Distance Services		02219	3.57	19.98			19.98	1,104.01
TOTAL	62300 Communications			76.94	1,104.01			1,104.01	
22404	In-State State Motor Pool		02219		38.90			38.90	24.00
22407	In-State Meals		02219		24.00			24.00	284.80
22408	In-State Lodging		02219		284.80			284.80	3,790.12
22489	Non-Employee In State Mileage		02219	783.20	3,790.12			3,790.12	462.00
22490	Non-Employee In State Meals		02219	98.00	462.00			462.00	2,030.32
22497	Non-Employee In-State Lodging		02219	359.24	2,030.32			2,030.32	6,630.14
TOTAL	62400 Travel			1,240.44	6,630.14			6,630.14	
62516	Meeting Rooms		02219		130.00			130.00	3,924.99
62528	Rent-Non Dept of Admin		02219		3,924.99			3,924.99	4,054.99
TOTAL	62500 Rent				4,054.99			4,054.99	
62768	Property Management Expenses		02219		67.75			67.75	

ART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME	YTD	58%
2801 Dues	02219		400.00				400.00	00
2817 Meetings/Conference Costs	02219		35.00				35.00	00
2878 Parking Fees	02219	619.71	1,158.71				1,158.71	00
2888 Statewide Indirect Costs	02219	267.50	802.50				802.50	00
TOTAL	62800 Other Expenses	887.21	2,396.21				2,396.21	00

TOTAL	62000 Operating Expenses		16,623.56				16,623.56	00
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9301 Principal - Leases	02219		584.29				584.29	00
9302 Interest - Leases	02219		9.55				9.55	00
TOTAL	69300 Capital Leases		593.84				593.84	00

TOTAL	FUND 02219 Research Fund		14,003.70				30,679.74	00
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		14,003.70				30,679.74	00

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
1000 Personal Services	02219	2012	235H1	9,924.00		13,520.08	3,596.08	136
1000 Personal Services	02219	2012	235Z1	76.00		13,520.08	76.00	135
TOTAL	61000 Personal Services			10,000.00				

2200 Operating Expenses	02219	2012	235H1	64,111.00		16,623.56	47,487.44	26
9900 Debt Service	02219	2012	235H1	891.00		593.84	297.16	67
TOTAL SUB-CLS 235H1 ADMINISTRATION				74,926.00		30,737.48	44,188.52	41
TOTAL SUB-CLS 235Z1 WORKERS COMP. REDUCTION				76.00		30,737.48	76.00	41
TOTAL FUND 02219 Research Fund				75,002.00			44,264.52	41

TOTAL PROGRAM 2012				75,002.00			44,264.52	41
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				75,002.00			44,264.52	41

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
51101	PAY2291351	01/01/2012	000005	PPE 12/16/11 KY1 ON-CYCLE	3,704.21		
51101	PAY2296146	01/10/2012	000008	PPE 12/30/11 KZ1 ON-CYCLE	2,504.49		
51101	PAY2301114	01/24/2012	000005	PPE 01/13/12 LA1 ON-CYCLE	2,504.49		
TOTAL	61101 Regular				8,713.19		

51301	ACC2301451	01/23/2012	000004	Expense Distribution	50.00	00002566	PATTY MYERS
61401	PAY2291351	01/01/2012	000010	PPE 12/16/11 KY1 ON-CYCLE	269.05		
61401	PAY2296146	01/10/2012	000008	PPE 12/30/11 KZ1 ON-CYCLE	177.28		
61401	PAY2301114	01/24/2012	000008	PPE 01/13/12 LA1 ON-CYCLE	177.86		
TOTAL	61401 FICA				624.19		

61403	PAY2291351	01/01/2012	000014	PPE 12/16/11 KY1 ON-CYCLE	333.51		
61403	PAY2296146	01/10/2012	000012	PPE 12/30/11 KZ1 ON-CYCLE	333.51		
61403	PAY2301114	01/24/2012	000012	PPE 01/13/12 LA1 ON-CYCLE	333.51		
TOTAL	61403 Group Insurance				1,000.53		

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PART-C	CURR MONTH	DETAIL	EXPENSE	TRANSACTIONS	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME	YTD
CCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION					
1404	PAY2291351	01/01/2012	000017	PPE 12/16/11 KY1 ON-CYCLE	36.06				
1404	PAY2296146	01/10/2012	000015	PPE 12/30/11 KZ1 ON-CYCLE	24.37				
1404	PAY2301114	01/24/2012	000015	PPE 01/13/12 LA1 ON-CYCLE	24.37				
TOTAL	61404	Workers Compensation Insur			84.80				
1404A	0002289197	01/01/2012	000003	State Fund Dividend-NONBUDG	57.74-				
1410	PAY2291351	01/01/2012	000020	PPE 12/16/11 KY1 ON-CYCLE	12.96				
1410	PAY2296146	01/10/2012	000018	PPE 12/30/11 KZ1 ON-CYCLE	8.76				
1410	PAY2301114	01/24/2012	000018	PPE 01/13/12 LA1 ON-CYCLE	8.76				
TOTAL	61410	State Unemployment Tax			30.48				
1411	PAY2291351	01/01/2012	000022	PPE 12/16/11 KY1 ON-CYCLE	364.87				
1411	PAY2296146	01/10/2012	000020	PPE 12/30/11 KZ1 ON-CYCLE	246.69				
1411	PAY2301114	01/24/2012	000020	PPE 01/13/12 LA1 ON-CYCLE	246.69				
TOTAL	61411	Teachers Retirement			858.25				
2113	0002295162	01/06/2012	000002	Warrant Writing Services	2.95				
2114	0002290298	01/01/2012	000002	HRIS Service Fees	106.00				
2114	0002299876	01/19/2012	000002	HRIS Service Fees	106.50				
TOTAL	62114	HRIS Service Fees			212.50				
2114A	0002298126	01/13/2012	000002	Workers' Comp Program Fees	14.50				
2148	0002295609	01/09/2012	000002	SABHRS Administrative Costs	116.62				
2212	ACC2300178	01/19/2012	000011	Expense Distribution	10.13	00002565	USBANCORP EQUIPMENT FINANCE INC		
2212	ACC2300178	01/19/2012	000013	Expense Distribution	15.71	00002562	TOPAC ACQUISITION CORPORATION		
TOTAL	62212	Photo & Reproduction			25.84				
2280	ACC2304824	01/31/2012	000020	Expense Distribution	13.60	00002574	LEHRKINDS INC		
2280	ACC2304824	01/31/2012	000022	Expense Distribution	35.17	00002572	BRESMAN COMMUNICATIONS LLC		
TOTAL	62280	Program Expense			48.77				
23304	0002304337	01/31/2012	000002	Postage & Mailing	15.94				
23319	ACC2300178	01/19/2012	000015	Expense Distribution	19.99	00002563	PETER DONOVAN		
233B0	0002295639	01/09/2012	000004	ITSD Voice Services	37.44				
233B4	0002295639	01/09/2012	000002	ITSD Long Distance Services	3.57				
52489	ACC2304824	01/31/2012	000024	Expense Distribution	212.30	00002571	SHARON APPLGATE		
52489	ACC2304824	01/31/2012	000025	Expense Distribution	125.40	00002570	JANICE BISHOP		
52489	ACC2304824	01/31/2012	000026	Expense Distribution	199.10	00002569	CYNTHIA G ODELL		
52489	ACC2304824	01/31/2012	000027	Expense Distribution	246.40	00002567	PATTY MUIR		
TOTAL	62489	Non-Employee In State Mileage			783.20				
52490	ACC2304824	01/31/2012	000028	Expense Distribution	23.00	00002571	SHARON APPLGATE		
52490	ACC2304824	01/31/2012	000029	Expense Distribution	23.00	00002570	JANICE BISHOP		

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ART-C	CURR MONTH	DETAIL	EXPENSE	TRANSACTIONS	AMOUNT	VCHR-ID	VENDOR NAME
CCNT	JRNL-ID	DATE	JRNL-IN	DESCRIPTION			
2490	ACC2304824	01/31/2012	000030	Expense Distribution	23.00	00002569	CYNTHIA G ODELL
2490	ACC2304824	01/31/2012	000031	Expense Distribution	6.00	00002568	TAMMY LACEY
2490	ACC2304824	01/31/2012	000032	Expense Distribution	23.00	00002567	PATTY MUTR
TOTAL	62490	Non-Employee	In State Meals		98.00		
2497	ACC2304824	01/31/2012	000033	Expense Distribution	89.81	00002571	SHARON APPLGATE
2497	ACC2304824	01/31/2012	000034	Expense Distribution	89.81	00002570	JANICE BISHOP
2497	ACC2304824	01/31/2012	000035	Expense Distribution	89.81	00002569	CYNTHIA G ODELL
2497	ACC2304824	01/31/2012	000036	Expense Distribution	89.81	00002567	PATTY MUTR
TOTAL	62497	Non-Employee	In-State Lodging		359.24		
2878	ACC2300178	01/19/2012	000017	Expense Distribution	560.71	00002564	SEB PARTNERSHIP
2878	ACC2304824	01/31/2012	000038	Expense Distribution	59.00	00002573	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			619.71		
2888	0002295625	01/09/2012	000002	Statewide Indirect Costs	267.50		
9301	ACC2300178	01/19/2012	000020	Expense Distribution	74.23	00002565	USBANCORP EQUIPMENT FINANCE INC
TOTAL	PART-C	CURR MONTH	DETAIL	EXPENSE TRANSACTIONS	14,003.70		

INFORMATION

❖ **REPORTS - Patty Myers (Items 1-6)**

ITEM 1

CHAIRPERSON'S REPORT

Patty Myers

BOARD OF PUBLIC EDUCATION
APPEARANCES

Administrative Officer/ Executive Secretary Report

March 8, 2012

Highlights of Meetings attended since the BPE Conference Call on January 20, 2012

**January 23, 24 - Education and Local Government Interim Committee –
OCHE presented an overview of the Montana University System and the two-year education
Initiative**

OPI demonstration of K-12 data system – GEMS

**K-12 teacher preparation, recruitment and retention presentation, Dr. Evans, UM and Dr.
Baker, MSU**

LFD cost estimates to implement Montana Common Core Standards

January 27, CSPAC Meeting-

Adoption of Professional Educator of Montana Code of Ethics

**Presentation by Dr. Cindy O'Dell, Indian Education For All in teacher preparation in Montana
Nancy Coopersmith provided an update on implementation of the Montana Common Core
Standards.**

**Dennis Parman presented an update on the Montana Digital Academy and the Montana
response to the NCTQ report.**

January 30, 31 – Chapter 55 Accreditation Task Force

**February 1, Entrance meeting, Legislative audit for BPE CSPAC, Attended by Patty Myers, BPE
Chair.**

February 1, Montana Digital Academy

February 2, Council of Deans of Postsecondary Education conference call

February 6, Chapter 55 Task Force Leadership Team meeting

**February 13, Met with Kris Stockton, Nancy Hall and Heather Jarvis, re: pay journals and
BPE/CSPAC budgets.**

February 21, Chapter 55 Task Force Leadership Team meeting

February 22, Chapter 55 Task Force Conference Call on language to address bullying in schools

February 22, MSDB Committee conference call

February 27, Met with Nancy Hall to review BPE/CSPAC budgets

February 28, 29, Chapter 55 Task Force meeting

March 1, Board of Regents meeting/Retirement Dinner for Commissioner Stearns, Dillon

March 5, BPE/CSPAC audit begins

March 6, School Staffing Project Leadership Team meeting

Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior and will be used to judge their actions.

Principle I. Commitment to Students and Families. The ethical educator:

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities and rights, of students, parents and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including data, with honesty.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

- A. Models the principles of citizenship in a democratic society.
- B. Understands and respects diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council January 27, 2012

ITEM 3

STATE SUPERINTENDENT'S REPORT

State Superintendent Denise Juneau

ITEM 4

**COMMISSIONER OF HIGHER
EDUCATION'S REPORT**

Commissioner Sheila Stearns

ITEM 5

GOVERNOR'S OFFICE REPORT

Dan Villa

ITEM 6

STUDENT REPRESENTATIVE REPORT

Holly Capp

EXECUTIVE SUMMARY

DATE: MARCH 2012

PRESENTATION: Montana Advisory Council on Indian Education (MACIE) Report

PRESENTER Norma Bixby, MACIE Chair
Office of Public Instruction

OVERVIEW: The presentation is a summary of the December 8, 2011, MACIE meeting. Topics include an update on the Montana Common Core Standards and integration of Indian Education for All, statewide implementation efforts, and support for Indian student achievement.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S):

RECOMMENDATION(S): None

EXECUTIVE SUMMARY

DATE: MARCH 2012

PRESENTATION: Federal Update

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: This report will include information about current and future federal funding. This includes cuts to current year funding, President Obama's budget request for Federal Fiscal Year 2013, and the sequestration in January 2013 of federal funds to reduce the national debt.

REQUESTED DECISION(S): None will be requested.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

Funds for State Formula-Allocated and Selected Student Aid Programs

U.S. Department of Education Funding

Montana

Programs	2011 Actual	2012 Estimate	2013 Estimate	Amount Change FY 2012 to 2013	Percent Change FY 2012 to 2013
College- and Career-Ready Students (Title I, Grants to LEAs)	44,525,217	44,799,822	44,456,705	-343,117	-0.8%
School Turnaround Grants (School Improvement State Grants)	1,645,333	1,642,233	1,648,452	6,219	0.4%
State Agency Program--Migrant Student Education	1,043,712	1,041,687	1,041,686	-1	0.0%
State Agency Prog--Neglected and Delinquent Children and Youth Ed	120,618	120,390	120,390	0	0.0%
Subtotal, Accelerating Achievement & Ensuring Equity	47,334,880	47,604,132	47,267,233	-336,899	-0.7%
Impact Aid Basic Support Payments	38,956,206	43,794,779	43,794,794	15	0.0%
Impact Aid Payments for Children with Disabilities	983,609	1,246,277	1,246,269	-8	0.0%
Impact Aid Construction	598,060	0	0	0	---
Subtotal, Impact Aid	40,537,875	45,041,056	45,041,063	7	0.0%
Effective Teachers and Leaders State Grants	0	0	8,590,184	8,590,184	---
Improving Teacher Quality State Grants	11,547,087	11,493,668	0	-11,493,668	-100.0%
Mathematics and Science Partnerships	871,257	744,840	0	-744,840	-100.0%
21st Century Community Learning Centers	5,653,883	5,643,199	0	-5,643,199	-100.0%
Assessing Achievement (State Assessments)	3,649,089	3,649,175	3,649,175	0	0.0%
Rural and Low-income Schools Program	264,408	271,468	414,423	142,955	52.7%
Small, Rural School Achievement Program	4,884,909	5,029,758	4,926,047	-103,711	-2.1%
Indian Student Education--Grants to Local Educational Agencies	3,306,348	3,363,477	3,363,597	120	0.0%
English Learner Education (English Language Acquisition)	556,727	510,659	510,660	1	0.0%
Homeless Children and Youth Education	198,425	194,316	194,166	-150	-0.1%
Subtotal, All of the Above Programs, which were or are proposed to be authorized by the ESEA	118,804,888	123,545,748	113,956,548	-9,589,200	-7.8%
Special Education--Grants to States	36,814,020	37,221,455	37,222,567	1,112	0.0%
Special Education--Preschool Grants	1,160,520	1,158,199	1,158,201	2	0.0%
Grants for Infants and Families	2,150,355	2,170,499	2,254,984	84,485	3.9%
Subtotal, Special Education	40,124,895	40,550,153	40,635,752	85,599	0.2%
Career and Technical Education State Grants	5,218,775	5,222,803	4,880,791	-342,012	-6.5%
Subtotal, Vocational and Adult Education	5,218,775	5,222,803	4,880,791	-342,012	0.1%
Subtotal, All Elementary/Secondary Level Programs	164,148,558	169,318,704	159,473,091	-9,845,613	-5.8%

Funds for State Formula-Allocated and Selected Student Aid Programs

U.S. Department of Education Funding

Montana

Programs	2011 Actual	2012 Estimate	2013 Estimate	Amount Change FY 2012 to 2013	Percent Change FY 2012 to 2013
Federal Pell Grants	89,400,000	89,500,000	91,900,000	2,400,000	2.7%
Federal Supplemental Educational Opportunity Grants	1,624,763	1,621,692	1,621,691	-1	0.0%
Federal Work-Study	3,184,427	3,178,408	3,666,559	488,151	15.4%
College Access Challenge Grant	1,500,000	1,500,000	1,500,000	0	0.0%
Subtotal, All Postsecondary Education Programs	95,709,190	95,800,100	98,688,250	2,888,150	3.0%
Vocational Rehabilitation State Grants	11,750,000	11,551,605	11,867,467	315,862	2.7%
Client Assistance State Grants	124,439	124,204	124,205	1	0.0%
Protection and Advocacy of Individual Rights	175,632	175,300	175,301	1	0.0%
Supported Employment State Grants	300,000	300,000	0	-300,000	-100.0%
Independent Living State Grants	312,358	311,766	311,769	3	0.0%
Centers for Independent Living	859,070	857,441	857,435	-6	0.0%
Services for Older Blind Individuals	225,000	225,000	225,000	0	0.0%
Assistive Technology State Grant Program	434,161	433,705	433,708	3	0.0%
Protection and Advocacy for Assistive Technology	50,000	50,000	50,000	0	0.0%
Adult Basic and Literacy Education State Grants	1,284,020	1,242,934	1,212,926	-30,008	-2.4%
English Literacy and Civics Education State Grants	60,000	60,000	60,000	0	0.0%
Subtotal, All Other	15,574,680	15,331,955	15,317,811	-14,144	-0.1%
Total	275,432,428	280,450,759	273,479,152	-6,971,607	-2.5%
New Student Loan Volume:					
Federal Direct Student Loans	277,896,235	291,834,082	307,034,081	15,199,999	5.2%
Total, New Student Loan Volume	277,896,235	291,834,082	307,034,081	15,199,999	5.2%
Grand Total	553,328,663	572,284,841	580,513,232	8,228,392	1.4%
NOTES:					
<i>State allocations for fiscal years 2012 and 2013 are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates.</i>					
<i>Amounts distributed from the fiscal years above are based on the Pell Grant program's estimated cost as of January 2012. All estimates include new appropriations plus the use of all or a portion of an accumulated surplus of unobligated balances.</i>					
<i>The totals for Adult Basic and Literacy Education programs exclude amounts for the English Literacy and Civics Education State Grants program, which is displayed in a separate table.</i>					

	<p><i>FY 2013 estimates for the VR State Grants program reflect the Administration's proposal to consolidate smaller programs into the VR State Grant program. The "Other (non-State allocations)" amount includes \$10 million that would be set aside to support an interagency Workforce Innovation Fund and \$1.262 million to pay the continuation costs of projects awarded under the Migrant and Seasonal Farmworkers program. FY 2013 State estimates are illustrative and subject to change.</i></p>				
	<p><i>FY 2013 estimates for PAIR reflect the Administration's proposal to consolidate smaller programs into the VR State Grant program. FY 2013 State estimates are illustrative and subject to change. The undistributed amount includes \$10 million that would be set aside to support an interagency Workforce Innovation Fund and \$1.262 million to pay the continuation costs of the remaining four Migrant and Seasonal Farmworkers projects awarded under section 304 of the Rehabilitation Act.</i></p>				
	<p><i>The amounts listed for FY 2011 in programs with advance appropriations (Title I Grants to LEAs, Teacher Quality State Grants, Career and Technical Education State Grants, and Special Education Grants to States) do not reflect an across-the-board reduction that Congress passed as part of a short-term continuing resolution to fund Federal programs in FY 2012. This FY 2012 Continuing Resolution required a reduction of 1.503 percent to amounts that become available in FY 2012, which includes advance appropriations from FY 2011.</i></p>				
	<p>Compiled for posting on the WEB by the Budget Service on February 13, 2012.</p>				

EXECUTIVE SUMMARY

DATE: MARCH 2012

- PRESENTATION:** Pupil Transportation Safety
- PRESENTER:** Denise Ulberg
School Finance Division Administrator
Office of Public Instruction
- OVERVIEW:** This presentation is a follow up to a request for information about two issues related to pupil transportation safety: 1) seat belts on buses, and 2) the use of yellow school buses vs. over the road coaches for transporting students. For more information, please see the attached handouts.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** Montana Department of Transportation Motor Carrier Services efforts to comply with federal regulations related to activity bus inspections
- RECOMMENDATION(S):** None at this time.

Background Information

(excerpt from *The History of Seat Belt Development*, School Transportation News
<http://stnonline.com/resources/seat-belts/the-history-of-seat-belt-development>)

The History of Seat Belt Development

This chronology of events related to the development and use of occupant securement systems in motor vehicles, including school buses, may provide some perspective to those unfamiliar with this topic. Information presented here is based on research by the National Transportation Safety Board, the National Highway Traffic Safety Administration, the European Commission and other sources. The following chronology has been pieced together from sources including the HAR NTSB/SS-86-03, NTSB Safety Study: "Performance of Lap Belts in 26 Frontal Crashes," pp. 225 - 230. Dates and developments from 1967 onward pertinent to safety belt systems on school buses has been added by the editors of School Transportation News. Information about safety belt developments in Europe is drawn from the European Commission Web site. (School Transportation News is solely responsible for the contents of this history.)

2011

The industry awaited the Oct. 21 effective date of NHTSA's upgrade to school bus passenger crash protection that was finalized in 2008. The new rule requires all Type A school buses under 10,000 pounds to roll off manufacturing lines with installed three-point, lap/shoulder restraints. The update also publishes performance standards for these lap/shoulder belts voluntarily installed on large Type C conventional or Type D transit-style school buses with a gross vehicle weight rating of more than 10,000 pounds. Seat backs must also be raised to 610 mm (24 inches) from the previous standard of 508 mm (20 inches), and the seats must come equipped with a self-latching mechanism on seat bottom cushions that are designed to flip up or be removable without tools.

In August, [NHTSA denied a petition](#) brought by the Center for Auto Safety and 21 other organizations or individuals that sought a federal requirement for lap/shoulder seat belts on large school buses. NHTSA said school buses are already one of the safest vehicles on the road, and a requirement for the three-point restraints could actually result in more student fatalities each year because of reduced ridership on buses. NHTSA estimates that the seat belts incur an incremental cost of \$5,485 to \$7,345 per bus. IC Bus announced in July that it had partnered with IMMI to develop the BTI Seating System that makes it easier for school districts to upgrade to three-point seat belt systems. The entire seat back can be removed in a matter of minutes and replaced with a seat back equipped with the seat belts or integrated child safety restraints without the need to reconfigure the bus floor. The BTI Seating System was expected to be in production by October.

In May, IMMI announced that it was finalizing testing on a new seating line that would enable customers of Thomas Built Buses to more easily upgrade existing bench seats to three-point, lap/shoulder belts or integrated child safety seats. The XChange Seat allows school bus operators to swap out existing seat back modules and replace them in a matter of minutes with modules equipped with the restraint systems. IMMI said the new seat was expected to go into production in the fall.

2010

On Oct. 29, the National Highway Traffic Safety Administration published three proposed changes to the October 2008 final rule on seat belts in school buses centering on how the height of occupant torso belts are measured, integrated seat belts for wheelchairs and the self-latching requirement for seat cushions. A University of Alabama study group formed in response to a fatal Huntsville school bus crash three years earlier published its final report to Gov. Bob Riley and the Alabama Department of Education that

the funds required to equip school buses with seat belts is best spent mitigating student injuries and fatalities that occur during loading or unloading.

Passed in 2007, a Texas law requiring lap/shoulder seat belts on newly manufactured school buses went into effect on Sept. 1 only for those school districts seeking to receive reimbursement for the additional cost of these school buses from the state. This makes the state requirements for implementation of school bus seat belts voluntary, only holding school districts to the letter of the law if they received state funding. But absent was the \$10 million in funds authorized by the state legislature to reimburse school districts. That pot of money shrunk to \$3.6 million in January by the Texas Education Agency after Gov. Rick Perry ordered at least a 5 percent cut of programs statewide. The Legislative Budget Board signed off on the allocation of funds on Sept. 2. At this writing, TEA was working out details before issuing further guidance to school districts informing them of the procedures to follow when applying for the grant money. This was likely to occur in October 2010 with funds being disbursed by the end of the year, according to a TEA spokesperson. The Texas Transportation Institute completed a draft implementation plan in June and submitted it to the Legislative Budget Board, which released the plan publicly on Sept. 2. TEA issued guidance to school districts in October on how to go about applying for the voluntary funds. In response to the Jan. 9 death of a 16-year-old boy during a crash involving a school bus and a car driven by another teen, the first school bus fatality in the state over the past four decades, a Quinnipiac University survey of nearly 1,600 voters in Connecticut found that three out of four respondents favored a new law requiring seat belts on school buses. Resulting legislation to require three-point belts statewide eventually reached the compromise of an optional program that provides a revenue stream to school districts and private school bus operators that choose to purchase new school buses equipped with the occupant restraint systems.

A Minnesota state legislator introduced a bill in January that would require 3-point lap/shoulder restraints on all large buses manufactured after Dec. 31, 2010. The bill would also protect school districts, school bus drivers, other school employees or volunteers from wrongful death lawsuits brought about by any student fatality the might occur onboard the school bus that was related to the use of seat belts or lackthereof. All students would be required to buckle up in school buses equipped with the passenger safety restraints unless the school received and filed a letter from a child's parents or guardians that excused them from wearing their seat belt.

Meanwhile, for the second consecutive legislative session, Colorado lawmakers reject a bill that would have mandated three-point lap/shoulder restraints on school buses. They cited as reasons the added cost to vehicle purchases and the existing safety record of school buses. The state has not seen a fatality on board a school bus since 1989.

2009

NHTSA conducted a follow-up study that agreed with a 1986 study that concluded that that school buses without seat belts have little if any carryover effects to school children and if they use a seat belt in a personal vehicle.

No new state legislation had yet passed to require seat belts in school buses, although Wyoming came close to seeing a law.

2008

The National Highway Traffic Safety Administration issued on Oct. 15 a long-awaited final rule that updated FMVSS 207, 208, 210 and 222 by requiring all new Type A school buses that weigh 10,000 pounds or less and that are manufactured on or after Sept. 1, 2011 be equipped with three-point, lap/shoulder belt systems. NHTSA stopped short of requiring the seat belts on all school buses, instead opting for voluntary requirements for equipping large buses weighing more than 10,000 pounds with systems. NHTSA said the requirement will cost the industry about \$100 million to implement and on average will save one life a year

The NPRM also called for seat back heights in all buses to be raised to 24 inches from the current requirement of 20 inches and for a self-latching mechanism on all seat bottom cushions.

Later in October at annual conference of the National Association for State Directors of Pupil

Transportation Services. Dr. Roger Saul, director of NHTSA's Vehicle Research and Testing Center, said further side-impact crash testing was not necessary to show whether lap/shoulder belts in large buses should be a requirement and that their installation should be a voluntary choice made by states or local school districts.

2007

U.S. Department of Transportation Secretary Mary E. Peters announces "first ever federal rules for three-point belts" the morning of Nov. 19 at Morrisville Elementary School in Raleigh, N.C. A Notice of Proposed Rulemaking calls for three-point lap/shoulder belts on all Type A school buses (GVWR of 10,000 pounds or less) due to their higher rate of rollover in crashes than large Type C and Type D school buses (GVWR greater than 10,000 pounds). While calling lap/shoulder belt and school bus compartmentalization "optimum protection," NHTSA only issues guidelines for voluntary use of the passenger safety systems in large school buses due to potential reduced passenger capacity, which could lead to more student deaths each year in other vehicles during the normal school commute. NHTSA also cites the increased costs of three-point belts. Instead, NHTSA calls for an increase in seat back heights to 24 inches from their current 20 inches, implementing test procedures for all three-point seat belts in buses to ensure strength of the anchorages and the compatibility of the seat with compartmentalization and requiring all school buses with seat bottom cushions designed to flip up for easy maintenance to have a self-latching mechanism.

The NPRM was based on a NHTSA-sponsored school bus seat belt summit held in Washington, D.C., on July 11 to discuss the feasibility of three-point lap/shoulder belts on school buses.

A month earlier, on June 8, Texas Gov. Rick Perry signed House Bill 323, the nation's second state law requiring three-point lap/shoulder belt systems on all new school buses. It goes one step further than a similar law in California by including charter and multi-function school activity buses purchased after Sept. 1, 2010. There was no funding immediately appropriated. An aide of Sen. Eddie Lucio, Jr., the bill's primary sponsor, said the legislature will be tasked with appropriating the difference between the current cost of newly purchased school buses and that of new buses equipped with the new occupant securement systems.

2006

A Missouri legislator introduced on Feb. 6 House Bill 1673, which would have required all newly purchased school buses to be equipped with 3-point lap/shoulder belts as of Jan. 1, 2007. [Click here to read the article.](#) The bill failed but the legislator vowed to try again.

2005

On Dec. 14 several Michigan legislators introduced a curiously worded bill that would require safety belts on public and private school buses "owned, leased or operated" beginning Jan. 1, 2006. It was unknown if House Bill 5519 contained typos. Calls by School Transportation News to Rep. Lamar Lemmons III, the bill's primary sponsor, for clarification was never returned.

After several past attempts by the Virginia General Assembly to introduce seat belts on school buses, Del. Robert G. Marshall offered a bill requiring either 2-point lap belts or 3-point lap/shoulder belts, with the variety of securements to be approved by the superintendent of state police, on school buses purchased on or after July 1, 2006. The motion was prefiled on Dec. 13, with the intent to formally offer it on the General Assembly floor on Jan. 11, 2006. HB 51 says "The Board of Education must adopt policies, guidelines, and regulations to ensure that all passengers, including the driver, wear these belts or harnesses or both, whenever the bus is in motion. However, a school bus driver may not be held personally liable for the failure of passengers to wear safety belts as required by the Board's regulations." Meanwhile, HB 84 prefiled by Del. Lionel Spruill on Dec. 16 uses similar language sans a provision reducing driver liability, with an effective date of Jan. 1, 2007. The bills died in a House committee but Spruill told the Associated Press he would try again.

Despite a letter from former NHTSA Administrator Jeffrey Runge to congressional committees in the fall detailing the administration's intent to develop a tool to measure the economic impact of installing the safety belts on school buses, School Transportation Director reported Dec. 7 that NHTSA currently does not have funding in place to fund such an effort during the upcoming fiscal year. A NHTSA spokesman

told School Transportation Director, a publication of the Federal News Service, that the administration's School Bus Safety: Crashworthiness Report (see details below under 2002 events) was comprehensive and no new plans existed to study the requirement of lap-shoulder belts on school buses. Charlie Hott, NHTSA's school bus administrator, meanwhile told members of the National Association of State Directors of Pupil Transportation Services and the National Association of Pupil Transportation that proposed rulemaking would most likely occur in late 2006 that would change the federal requirement for seat belts on Type A special needs buses to the 3-point lap-shoulder variety from the currently mandated 2-point lap belt systems. Also, NHTSA would look into proposed regulations for making the 3-point harnesses voluntary on large school buses.

Kansas became the latest state on Nov. 18 to introduce a proposed lap-shoulder belt law for school buses. The state legislature would require all school buses to be equipped with lap-shoulder belts for all seating positions, including a retrofit of the state's fleet of approximately 5,600 existing buses. If passed, House Bill No. 2546 would require all bids for the purchase of any bus to include requirements for the 3-point harness systems. School districts and contractors would be held responsible. Usage of the lap-shoulder belts would be mandatory for all passengers; congruently, the law would neither hold liable the school district, school-bus company nor the driver in the event of passenger injury due to improperly adjusted or fastened seat belts. The Kansas State Department of Education would be responsible for developing and implementing a school bus safety program that covers behavior of students in the loading/unloading zone, including boarding and egress, and the proper use of the lap-shoulder belts. On Nov. 6, Western Australia Premier Geoff Gallop announced that seat belts would be introduced throughout the state's "orange" school bus fleet, with retrofits at a price of about \$18 million for 800 buses, speculated one local media outlet. The government later said the seat belts would be of the 3-point lap/shoulder variety. Priority was set for those vehicles that operate on country roads. Non-governmental schools were expected to follow suit and Gallop added that he would push for legislation to ensure compliance. A total cost was said to be forthcoming by the end of the year. The decision was made following an Oct. 21 school bus crash in Baldvis, where emergency responders credited the occupant belt systems with minimizing injuries. Other states were urged to also implement school bus seat belts. The National Transport Council Planning accepted the proposal from Planning and Infrastructure Minister Alannah MacTiernan on Nov. 18. Reece Waldo, CEO of the Public Transport Authority Administration, told SCHOOL TRANSPORTATION NEWS the new 3-point lap/shoulder belt and seating configurations will be compliant with the National Australian Design Rule Standards set forth by the Department of Transport and Regional Services. They will also follow the guidelines of the "National Code of Practice - Retrofitting Passenger Restraints to Buses," which is currently being developed by the National Transport Commission. Western Australia transports approximately 24,000 students to and from school.

Effective July 1, California required all new large school buses (Type I or Type C or D) purchased and/or leased by school districts to be equipped with three-point lap/shoulder belts, bringing in line all state school buses regardless of size (see the 2004 entry, below). The securements will be phased into fleets meaning it could be decades before all state school buses have the 3-point lap/shoulder belts. Missouri Gov. Matt Blunt took a school bus task force recommendation one very large step further in August by calling for legislation requiring three-point lap/shoulder belts in all state school buses. The governor called to order the task force in the spring after a spate of highly-publicized school bus accidents in the Kansas City area. By the end of the summer, and after taking testimony from a host of school industry experts, safety consultants and seat belt proponents - and taking into consideration the safety benefits of school bus compartmentalization and high seat backs and the recognition by NHTSA and NTSB of the school bus' exemplary safety record, task force members concluded that school districts and school districts alone were in the best position to decide if three-point occupant protection systems on school buses would be both beneficial and financially affordable. Instead, Blunt opted for the legislative route to potentially force all school districts to add the occupant safety belts. He said he will work with legislature to come up with whatever funding is necessary to assist school districts with compliance. Meanwhile, the Tennessee state legislature formed a committee to investigate the possibility of requiring three-point lap/shoulder seat belts on school buses and was planning the bill draft process. The committee was unanimously approved in both the House and Senate following a 2003 school bus crash

left a 7-year-old girl with a serious brain injury. But a study was never performed. WTVF-TV in Nashville in November questioned House Speaker Jimmy Naifeh on why the committee never met. The media attention prompted him to name members and the committee first met on Dec. 1. If a seat belt mandate is passed, he told School Transportation News the state should provide the necessary funding instead of placing the burden on local government or school districts. An analysis prompted by a separate bill in April 2004 determined that it would cost \$84 million to retrofit all school buses in Tennessee. A phase-in, as old school buses are retired, would cost less than \$6 million a year. The Tennessee Association of Pupil Transportation also told STN that it was in the process of conducting its own cost study and survey to determine the level of support for seat belts on school buses from school transportation officials.

2004

Effective July 1, three-point lap/shoulder belts are required on all new small Type II (also known as Type A or A-1) school buses, carrying 16 or less passengers, in California. On Nov. 9, the state Department of Education issued regulations pertaining to the training of students on how to use the passenger restraint systems. Title 5, Section 14105 of the California Code of Regulations says that all students riding school buses, including the School Pupil Activity Bus (SPAB), "shall be instructed in an age-appropriate manner" on the proper fastening and release of seat belts. The new code, which does not apply to special needs students or in cases of emergency evacuation, describes the appropriate positioning of the lap-shoulder belt snug across the shoulder and chest, away from the neck, and low and tight across the pelvis area, not the stomach. When not in use, "passenger restraint systems shall be fully retracted into the retractors so that no loose webbing is visible, or stored in a safe manner per the school bus manufacturer's instructions."

2003

On 20 June 2003 the European Commission adopted a Directive making installation of safety belt systems in all types of vehicles placed on the market effective in July 2004. Whereas only private cars have had to be fitted with seat belts to date, this requirement will extend in future to all other categories, particularly minibuses, coaches, light commercial vehicles, lorries and the like. It will affect nearly two million commercial vehicles every year. [Click here for further details.](#)

Directive 2003/20/EC [PDF or HTML] of the the European Council and the European Parliament, adopted on 8 April 2003, amended 1991 Council Directive 91/671/EEC, and will, when it comes into force in Member States, require the use of seat belts, where provided, in all vehicle categories (M1, N1, M2, N2, M3, N3). In addition, under this new directive, children must use appropriate child restraints in passenger cars and light vans (M1, N1).

The C.E.White Co. introduces the Student Safety Seat, an integrated 3-point lap/shoulder belt seats for use in school buses. The company begins working with school bus OEMs to gain final certification of the system.

IMMI of Indiana introduces the SafeGuard seating system. Safeguard offers a 3-point lap/shoulder belt system for application in school buses. Girardin Minibus is the first school bus manufacturer to offer final certification of the occupant restraint system.

IC Corp. offers an optional 3-point lap/shoulder belt system of its own design in the company's new 2005 CE series of school buses.

2002

The National Highway Transportation Safety Administration publishes School Bus Safety: Crashworthiness Report, its study about the next generation of occupant protection in school buses that Congress ordered in 1998. [large PDF file]. This report is the first to suggest an active occupant restraint system for school buses; previously, compartmentalization offered only a passive occupant restraint system.

Currently, Montana does not require seat belts on school buses. However, there have been past discussion about it, including the following points:

- Information – In order to reflect the national recommendation of NHTSA, OPI would propose school bus standards requiring appropriately installed lap/shoulder restraints. Montana transportation standards would also prohibit lap belts because of the dangers to growing children of internal and neck injuries.
- Montana bus standards would also prohibit retrofit because:
 - Manufacturers won't back them because of condition of the bus floor and quality of workmanship.
 - No quality control
 - Buses are built for compartmentalization not seat belts
- Timelines
 - January 1, 20XX
 - State draft bill – All new buses purchased after the effective date will have seat belts
 - October 21, 2011
 - National Highway Transportation Safety Administration Rule – all (new and old) small buses (under 10,000 pounds) will have to have lap/shoulder belts
- Other states already having seat belt legislation
 - Texas
 - Florida
 - California
 - South Carolina
 - New York
- States currently in legislative sessions with seat belt bills
 - Missouri – introduced a bill to require lap/shoulder belts on all new large buses purchased after January 1, 2010
 - Hawaii – introduced a bill requiring lap/shoulder belts imported after July 1, 2010. All large buses to be equipped with lap/shoulder belts by July 1, 2020.
 - Arkansas – is planning to introduce legislation requiring lap/shoulder belts on new buses purchased
 - New Mexico – a legislative interim taskforce is being created to review current operations and future needs including the possible implementation of lap and shoulder belts.
 - New Hampshire – there is a bill to have a commission to study recommendations for National Safety which may or may not include the seat belt issue.

Pupil Transportation Safety
School Buses and Activity Buses

(prepared by Denise Ulberg)

In order to receive state and county reimbursement for transportation of students to and from home to school, a district operating a bus route must use a yellow school bus that meets the standards set forth by the Board of Public Education, and the drivers of these routes must meet the qualifications required in 20-10-103, MCA.

Transportation of students to and from activities, such as academic and sports events are not reimbursed by the state or county. The decision of whether to use a yellow school bus or an over the road coach bus rests with the local board of trustees. I asked a representative from the Helena School District how their trustees decide on the type of bus they use. Below is the response:

Denise

Helena does not have any written policy regarding buses – we follow the requirements of state law concerning the drivers and the bus inspections. Since we do not have our own fleet, we have them worry about hiring etc. We just let our contract for services beginning in July and did specify

- 1) We set the minimum acceptable wage – \$11.66/hr – the contractor can pay more but not less
- 2) Training – we require a minimum of 10 hours per driver
- 3) Buses- we required seat belts on all buses
- 4) Two bus evacuations per year
- 5) Age of bus – not older than 8 years or 150,000 miles whichever comes first
- 6) We require radios, video monitoring equipment, special needs equipment etc
- 7) Uniforms
- 8) Background checks
- 9) Drug and alcohol testing
- 10) There are others regarding driving records let me know if you need to know more.

We put in a separate section (we have not done this before) for activities and field trip buses and a separate rate. Generally it comes down to 1) how far – the further the more likely to have a coach and more comfort, and 2) the cost – yellow buses are cheaper.

Kim

Donell Rosenthal, Denise Ulberg and OPI Deputy Superintendent, Dennis Parman met to review state statutes and administrative rules in order to reach an understanding as to what authority OPI has over school buses and activity buses. We determined that our authority is limited to school buses that transport students to and from school. This is based on our interpretation of the following statute:

20-10-101. Definitions. As used in this title, unless the context clearly indicates otherwise, the following definitions apply:

(1) "Bus route" means a route approved by the board of trustees of a school district and by the county transportation committee.

(2) "Eligible transportee" means a public school pupil who:

(a) is 5 years of age or older and has not reached the age of 21 on or before September 10 of the current school year or who is a preschool child with a disability between the ages of 3 and 6;

(b) is a resident of the state of Montana;

(c) regardless of district and county boundaries:

(i) resides at least 3 miles, over the shortest practical route, from the nearest operating public elementary school or public high school, whichever the case may be; or

(ii) has transportation identified as a related service in an individualized education program as developed and implemented in accordance with the Individuals With Disabilities Education Act, 20 U.S.C. 1400, et seq.; and

(d) is considered to reside with a parent or guardian who maintains legal residence within the boundaries of the district furnishing the transportation regardless of where the eligible transportee actually lives when attending school.

(3) "Passenger seating position" means, as defined in 49 CFR 571.222, the space on a school bus allocated for one passenger.

(4) (a) "School bus" means, except as provided in subsection (4)(b), any motor vehicle that:

(i) complies with the bus standards established by the board of public education as verified by the department of justice's semiannual inspection of school buses and the superintendent of public instruction; and

(ii) is owned by a district or other public agency and operated for the transportation of pupils to or from school or owned by a carrier under contract with a district or public agency to provide transportation of pupils to or from school.

(b) **A school bus does not include a vehicle that is:**

(i) privately owned and not operated for compensation under this title;

(ii) privately owned and operated for reimbursement under 20-10-142;

(iii) either district-owned or privately owned, designed to carry not more than nine passengers, and used to transport pupils to or from activity events or to transport pupils to their homes in case of illness or other emergency situations; or

(iv) an over-the-road passenger coach used only to transport pupils to activity events.

(5) "Transportation" means:

(a) a district's conveyance of a pupil by a school bus between the pupil's legal residence or an officially designated bus stop and the school designated by the trustees for the pupil's attendance; or

(b) "individual transportation" by which a district is relieved of actually conveying a pupil. Individual transportation may include paying the parent or guardian for conveying the pupil, reimbursing the parent or guardian for the pupil's board and room, or providing supervised correspondence study or supervised home study.

(6) "Transportation service area" means the geographic area of responsibility for school bus transportation for each district that operates a school bus transportation program.

According to Jeff Steeger, Manager of the Montana Department of Transportation (MDT) Motor Carrier Safety Assistance Program (MCSAP), their areas of regulatory authority are:

- School district bus owned and operated by the school district are exempt from regulation (see below) other than CDL and drug & alcohol testing.
- Transportation providers who contract with a school district and only provide home to school, school to home transportation are exempt from the regulations other than CDL and drug & alcohol testing.
- If a contractor provides extracurricular transportation (football team, track & field) transportation then regulations apply.
- MCSAP investigators can investigate contracted carriers who provide either type of transportation.
- All MCSAP investigations would be limited to the type of operation or transportation provided and regulations that apply to the carrier's operation.
- MCS does not have the resources to take on the semiannual school bus inspection program

Based on the above information, it appears there is a significant gap in authority over the use of district-owned activity buses. We hope we can work with MDT/MCSAP and other stakeholders in a way that we can resolve safety issues and determine some way to close the authority gap. When it comes to the safety of students and transportation, there should be no "gray" area to try and work around.

Federal regulation 49 390.3 is shown below. MDT has adopted this regulation through Administrative Rule (ARM) 18.8.1502 (see bottom of this message). I have changed the print color where the exception begins!

Subpart A - General applicability and definitions

§ 390.3 General applicability.

(a) The rules in subchapter B of this chapter are applicable to all employers, employees, and commercial motor vehicles, which transport property or passengers in interstate commerce.

(b) The rules in part 383, Commercial Driver's License Standards; Requirements and Penalties, are applicable to every person who operates a commercial motor vehicle, as defined in §383.5 of this subchapter, in interstate or intrastate commerce and to all employers of such persons.

(c) The rules in part 387, Minimum Levels of Financial Responsibility for Motor Carriers, are applicable to motor carriers as provided in § 387.3 or § 387.27 of this subchapter.

(d) Additional requirements. Nothing in subchapter B of this chapter shall be construed to prohibit an employer from requiring and enforcing more stringent requirements relating to safety of operation and employee safety and health.

(e) Knowledge of and compliance with the regulations. (1) Every employer shall be knowledgeable of and comply with all regulations contained in this subchapter which are applicable to that motor carrier's operations.

(2) Every driver and employee shall be instructed regarding, and shall comply with, all applicable regulations contained in this subchapter.

(3) All motor vehicle equipment and accessories required by this subchapter shall be maintained in compliance with all applicable performance and design criteria set forth in this subchapter.

Code of Federal Regulations 328

(f) Exceptions. Unless otherwise specifically provided, the rules in this subchapter do not apply to—

(1) All school bus operations as defined in §390.5 except for the provisions of §§391.15(e) and 392.80;

(2) Transportation performed by the Federal government, a State, or any political subdivision of a State, or an agency established under a compact between States that has been approved by the Congress of the United States;

(3) The occasional transportation of personal property by individuals not for compensation nor in the furtherance of a commercial enterprise;

(4) The transportation of human corpses or sick and injured persons;

(5) The operation of fire trucks and rescue vehicles while involved in emergency and related operations;

(6) The operation of commercial motor vehicles designed or used to transport between 9 and 15 passengers (including the driver), not for direct compensation, provided the vehicle does not otherwise meet the definition of a commercial motor vehicle except for the texting provisions of §§391.15(e) and 392.80, and except that motor carriers operating such vehicles are required to comply with §§390.15, 390.19, and 390.21(a) and (b)(2).

(7) Either a driver of a commercial motor vehicle used primarily in the transportation of propane winter heating fuel or a driver of a motor vehicle used to respond to a pipeline emergency, if such regulations would prevent the driver from responding to an emergency condition requiring immediate response as defined in § 390.5.

(g) Motor carriers that transport hazardous materials in intrastate commerce. The rules in the following provisions of subchapter B of this chapter apply to motor carriers that transport hazardous materials in intrastate commerce and to the motor vehicles that transport hazardous materials in intrastate commerce:

(1) Part 385, subparts A and E, for carriers subject to the requirements of §385.403 of this chapter.

(2) Part 386, Rules of practice for motor carrier, broker, freight forwarder, and hazardous materials proceedings, of this chapter.

(3) Part 387, Minimum Levels of Financial Responsibility for Motor Carriers, to the extent provided in § 387.3 of this chapter.

(4) Section 390.19, Motor carrier identification report, and §390.21, Marking of CMVs, for carriers subject to the requirements of § 385.403 of this chapter. Intrastate motor carriers operating prior to January 1, 2005, are excepted from §390.19(a)(1).

(h) Intermodal equipment providers. On and after December 17, 2009, the rules in the following provisions of subchapter B of this chapter apply to intermodal equipment providers:

(1) Subpart F, Intermodal Equipment Providers, of Part 385, Safety Fitness Procedures.

(2) Part 386, Rules of Practice for Motor Carrier, Intermodal Equipment Provider, Broker, Freight Forwarder, and Hazardous Materials Proceedings.

(3) Part 390, Federal Motor Carrier Safety Regulations; General, except § 390.15(b) concerning accident registers.

(4) Part 393, Parts and Accessories Necessary for Safe Operation.

(5) Part 396, Inspection, Repair, and Maintenance.

Administrative Rules of Montana

18.8.1502 FEDERAL MOTOR CARRIER SAFETY RULES AND STATE MODIFICATIONS

(1) Any commercial motor vehicle or motor carrier subject to regulation by the department under [61-10-154](#), MCA, shall comply with and the department adopts by reference the following portions of the Federal Motor Carrier Safety Regulations of the U.S. Department of Transportation, subject to the provisions of (2). The regulations adopted are 49 CFR part 373, 49 CFR part 375, 49 CFR part 377 through 379, 49 CFR part 382, 49 CFR part 385, 49 CFR part 387, **49 CFR parts 390 through 399**, and Appendix G to subchapter B of chapter III, Title 49 of the Code of Federal Regulations, as updated through January 1, 2010. Copies of the regulations may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

(2) The federal regulations incorporated by reference are subject to the following modifications:

(a) For purposes of part 385 as applied to intrastate carriers, the safety investigation will be referred to as an "intrastate safety investigation." An intrastate safety investigation may only be conducted by a civilian inspector authorized by the department to perform such reviews.

(b) With respect to 49 CFR 390.19, an intrastate motor carrier must complete a "Motor Carrier Identification Report" (form MCS-150) at the following times:

(i) before the carrier begins operation; and

(ii) every 24 months thereafter, in accordance with the schedule in 49 CFR 390.19.

(c) For the purpose of 49 CFR 390.21, the department will assign a United States Department of Transportation (USDOT) number to each intrastate motor carrier and that number, in addition to the name or trade name of the motor carrier, must be marked on each self-propelled commercial motor vehicle operated by the carrier in the same manner as is required of a federally issued USDOT number except:

(i) The motor carrier is required to mark each vehicle subject to these regulations with the assigned "USDOT" number immediately followed by the state abbreviation "MT."

(d) Part 391 is subject to the age and physical qualification provisions of ARM [23.3.505](#) and [23.3.506](#) for those individuals operating under a type 2 commercial driver's license and not engaged in "interstate commerce," as defined in 49 CFR part 391.

(e) For the purpose of 49 CFR 395.1(k), the planting and harvesting seasons during which transportation of agricultural commodities or farm supplies for agricultural purposes is conducted shall be deemed to run from January 1 through December 31 of each year.

(f) For the purpose of 49 CFR 395.8, a person exempted from 49 CFR 395.3 pursuant to the exclusion set forth in 49 CFR 395.1(k) must keep a daily record of the number of hours worked. The format of the daily record may be determined by the record keeper, so long as the format includes a provision for entry of hours worked by calendar day. The daily record must be retained for a period of six months from initial entry date. Payroll records or time sheets may be used for this purpose, if they are updated on a daily basis.

History: [61-10-155](#), MCA; [IMP: 44-1-1005](#), [61-10-141](#), [61-10-154](#), MCA; [NEW](#), Eff. 5/4/74; [AMD](#), 1981 MAR p. 314, Eff. 3/27/81; [AMD](#), 1983 MAR p. 1736, Eff. 11/26/83; [TRANS](#), from Department of Public Service Regulation, Ch. 686, L. 1985, Eff. 7/1/85; [EMERG](#), [AMD](#), 1990 MAR p. 2115, Eff. 11/30/90; [AMD](#), 1995 MAR p. 2807, Eff. 12/22/95; [AMD](#), 1998 MAR p. 2582, Eff. 9/25/98; [AMD](#), 2001 MAR p. 1838A, Eff. 9/21/01; [AMD](#), 2004 MAR p. 1021, Eff. 4/23/04; [TRANS](#), from Justice, 2005 MAR p. 2059; [AMD](#), 2006 MAR p. 1160, Eff. 5/5/06; [AMD](#), 2010 MAR p. 1179, Eff. 5/14/10.

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EXECUTIVE SUMMARY

DATE: MARCH 2012

PRESENTATION: Assessment Update

PRESENTER: Judy Snow, Assessment Director
Office of Public Instruction

OVERVIEW: ACT Plus Writing Formative Assessment
Online Writing Pilot
Assessment Conference
SMARTER Balanced Assessment Consortium

REQUESTED DECISION(S): Information Item

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

EXECUTIVE SUMMARY

DATE: MARCH 2012

PRESENTATION: 2011-12 Annual Accreditation Report

PRESENTER: Teri Wing
Accreditation Compliance Specialist
Office of Public Instruction

OVERVIEW: The Office of Public Instruction Accreditation Specialist provides to the Board of Public Education the 2011-12 Annual Accreditation Report. This presentation includes a review of the process used to determine accreditation status for all schools, analysis of the data, and a review of the accreditation determinations for all schools.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information/Discussion

ACCREDITATION STATUS CRITERIA REFERENCE GUIDE

Policy Area	Policy Reference(s)	Citation	Resulting Accreditation Status			
			Regular with Minor Deviation	Advice	Deficiency	Nonaccredited*
			Occurrence			
General		Any continuing deviations have occurred for consecutive years.		3	4	
General		Approved variance(s) has not been followed		1	2	
General		School has not submitted required reports			1	
General		School has submitted incomplete or inaccurate reports		1	2	
Licensure		A school where more than 5 percent of its total instructional assignments are taught by misassigned staff. All teachers, counselors, librarians and school psychologists are given equal weight in considering misassignments		1	2	
Licensure	ARM 10.55.702, 703, 708	Non-licensed teachers/administrators are employed			1-2	3
Licensure	ARM 10.55.702-703	Superintendents, principals, administrative assistants or administrative interns do not have proper endorsement and program of study for completion of administrative endorsement.		1	2	
Licensure	ARM 10.55.708	Teacher holding a secondary-level license only is assigned to a self-contained elementary-level classroom		1	2	
Licensure	ARM 10.55.708	Teachers are not assigned at the levels and/or in the subjects for which their licenses are endorsed.	1-2	3	4	
School Facilities		Facilities create safety and health hazards and inadequate learning conditions		1	2	3
School Facilities		Facilities have been cited for violation of uniform fire code by the state fire marshall or local fire department	1-2	3	4	5
School Leadership	ARM 10.55.704	School does not employ, as required by law, a District Superintendent		1	2	
School Leadership	ARM 10.55.704	School does not have the required minimum number administrative FTE	1	2	3	
School Program	ARM 10.55.709	Library services/school counseling services/required programs are not provided		1	2	
School Program	ARM 10.55.709	school counselors and librarians are not endorsed and no program of study for completion of endorsement has been provided	1	2	3	
School Program	ARM 10.55.901, 902 or 904	School does not provide minimum educational programs or subjects are not available or offered to students		1	2	
School Program	ARM 10.55.709	School does not provide minimum FTE in library/school counseling programs	1	2	3	
School Program	ARM 10.55.708	Programs assigned to any teacher without appropriate endorsement		3	4	

* A school receiving any one citation from the Deficiency criteria may be subject to the Response Options for Continuing or Serious Deviations. Those response options lead to a recommendation by the Superintendent to the Board of Public Education to move a school to Non-accreditation status. See the following page regarding those steps.



February 18, 2011

ANNUAL ACCREDITATION PROCESS CALENDAR

The timeline below represents the planned schedule for the basic accreditation process. Any changes in a given year will be communicated to the schools and districts as part of the Annual Data Collection (ADC) packet.

May

- The Office of Public Instruction (OPI) mails a reminder letter to districts that have not submitted the required improvement plan due by June 1 as determined by the annual status determination.

June

- The OPI contacts districts that have not submitted the required improvement plan due June 1 as determined by the annual status determination.

August

- Online technical assistance for the ADC is available at <http://www.opi.mt.gov/ADC>.

September

- Schools receive the ADC packet from the OPI.
- The OPI staff begin reviewing improvement plans.
- Regional workshops are held around the state as needed to review ADC submission requirements and procedures.

October

- The ADC is electronically submitted to the OPI. Preliminary Accreditation Reports are available to the school and/or district through the ADC application. This report provides preliminary determinations of deviations from the accreditation standards.
- Class schedules for high school and grades 7-8 funded at high school rates are sent by mail to the OPI by schools and districts.

November

- The OPI staff completes the review of the improvement plans and prepares recommendations for approval or disapproval of the plans for presentation to the state superintendent.

December 1

- Schools and districts need to have submitted any corrections or clarifications concerning deviations identified on the Preliminary Accreditation Report particularly regarding the Quality Educator payment information. To obtain the district's Quality Educator Payment report visit <https://data.opi.mt.gov/QualityEdFte/Default.aspx>.
- Schools that: (1) do not submit a completed ADC by this date; or (2) continue to employ non-licensed staff by this date, will be recommended for deficiency accreditation status for the current year.

December/January

- The OPI staff meets with the state superintendent to finalize recommendations for improvement plans including recommendations to move a school to an intensive assistance process due to continuing or serious deviations.
- The OPI staff conducts quality checks on ADC data submitted, reviews any other pertinent information, and prepares accreditation recommendations for the state superintendent

February Board of Public Education Meeting

- The state Superintendent makes final recommendations to the Board of Public Education (BPE) for approval or disapproval of improvement plans. Board action is taken on these recommendations.
- The state superintendent makes recommendations to move a school to an intensive assistance process due to continuing or serious deviations. Board action is taken on these recommendations.
- The state superintendent makes final recommendations to the BPE for the final accreditation status for all schools. Board action is taken on these recommendations.
- The OPI notifies schools of action taken on improvement plans and on any recommendations to move a school to an intensive assistance process due to continuing or serious deviations.
- If a school's improvement plan is disapproved, the school will be required to submit a new plan for the May BPE meeting.

March

- The OPI notifies schools of accreditation status and requirements for submitting applicable improvement plans by June 1.

May Board of Public Education Meeting

- The state superintendent makes recommendations on re-submitted improvement plans. Board action is taken on these recommendations.
- If changes are required in accreditation status determinations due to errors discovered after the accreditation letters are mailed, an addendum outlining those changes is presented to the BPE.

The state superintendent will provide needed updates and recommendations for schools in the intensive assistance process. Due to the nature of the process these updates and recommendations could be necessary at any given BPE meeting.

EXECUTIVE SUMMARY

DATE: MARCH 2012

PRESENTATION: Chapter 55 Joint Task Force Update

PRESENTER: Patty Myers, Chairperson
Board of Public Education

Dennis Parman, Deputy Superintendent
Office of Public Instruction

OVERVIEW: Deputy Superintendent Parman and Board of Public Education (BPE) Chairperson Myers provide to the BPE an update on the work of the Chapter 55 Task Force.

The Chapter 55 Task Force met the end of January in Helena and made considerable progress. From this link you will have access to their most recent draft work.

<http://www.opi.mt.gov/Programs/Accred/Chapt55.php>

Look for anything dated January 30-31, 2012. These documents will represent the most recent action taken by the Task Force. There is another meeting scheduled for Tuesday and Wednesday, February 28 and 29 at the Holiday Inn, downtown, in Helena.

Efforts are underway between the January and February meetings, by subcommittees, to prepare language for the entire Task Force to consider at the February meeting on a variety of topics in hopes of concluding the work of the Task Force this month. Regardless of accomplishing that goal, an in-depth progress report will be prepared for presentation to the Board of Public Education for their March 8 and 9 meeting in Helena.

The Task Force will conclude its work in time to make its recommendation to Superintendent Juneau so that she can consider them and prepare her recommendation to the BPE at its May 10 and 11 meeting. The BPE will then begin their regular process of considering rule and public input that could conclude with a final vote of the BPE as soon as September 2012.

This schedule continues to afford opportunity for anyone to provide input to the process. Presently, those interested in submitting comments to the Task Force should use the link above, scroll to the bottom of the page, and share their thoughts through the electronic form on that Web page.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information/Discussion

BPE PRESENTATION

Standards of Accreditation Chapter 55
Recommended Changes for Consideration ARM 10.55.601-606
October 12-13, 2011 (February Documents with January Edits)

OK for Now	Needs Work	10.55.601 ACCREDITATION STANDARDS: PROCEDURES
X		(1) The Board of Public Education adopts standards of accreditation upon the recommendation of the State Superintendent of Public Instruction.
X		(2) The board and the Office of Public Instruction establish procedures and schedules for reviewing the accreditation status of each school.
X		(3) To ensure continuous education improvement, the school district shall develop, implement, and evaluate, a continuous school improvement plan. This plan shall be reviewed on a yearly basis to reflect a continuous improvement process.
X		(a) This plan shall include:
X		(i) a school district level education profile as described in guidance provided periodically by the Office of Public Instruction;
X		(ii) the school district's educational goals in accordance with ARM 10.55.701;
X		(iii) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603;
X		(iv) a description of strategies for assessing student progress toward meeting all content standards, in accordance with ARM 10.55.603; and
X		(v) a professional development component, in accordance with ARM 10.55.714.
X		(b) the district trustees shall file their adopted continuous school improvement plan with the Office of Public Instruction and make their plan available to employees and the public
X		(c) The Office of Public Instruction shall develop and implement procedures, in consultation with accredited school districts, necessary to monitor and evaluate the effectiveness of each school and district continuous school improvement plan.



X		(4) To ensure continuous educational improvement, and to meet the identified needs of students in every school, every school in the district shall develop and have on file in the district office a continuous school improvement plan.
X		(5) To ensure continuous educational improvement, the Office of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school plans to improve teaching and learning for all students.
X		(6) A school district shall align its curriculum to the state content standards and program area standards as adopted by the Board of Public Education. A school district shall maintain programs to align with the state's schedule for revising standards.
OK for Now	Needs Work	10.55.602 DEFINITIONS For the purposes of this chapter, the following terms apply:
	X	(1) <u>"Accreditation" means the placement of a school into a specific status based on an evaluation of the operations of the institution requiring compliance with certain predetermined minimum standards.</u>
	X	(2) <u>"At-risk student" means any student who is affected by environmental conditions that negatively impact the student's educational performance or threaten a student's likelihood of promotion or graduation. 20-1-101</u> (4) <u>MCA</u>
X		(3) "Assessment" means the gathering, organizing, analyzing and evaluating information about student learning in order to monitor and measure the effectiveness of the instructional program.
X		(4) "Asynchronous" means not occurring at the same time. "Asynchronous" refers to content, instruction, and communication between participants (e.g., students and teachers) that occurs at different times, the period of which may vary by circumstance, (e.g., e-mail, threaded discussions, homework, electronic message boards, online learning opportunities).
X		(5) "Licensure" means certification of an educator/specialist, as issued by the state of Montana, based on completion of an approved educator preparation program. Licensure indicates grade level(s), endorsement(s), and classification.
	X	(6) "Combined elementary-high school district" means an elementary district and a high school district, which are combined for district administration purposes, including districts designated as "K-12 districts" pursuant to 20-6-701, MCA. Most town school districts in Montana would fit this category, i.e., Helena, Hamilton, Whitehall.
X		(7) "Content standard" means what all students should know, understand and be able to do in a specific content area, such as reading, mathematics, or social studies.



X		(8) "Deviation" means a citation of non-compliance with any given standard.
X		(9) "Distance learning" means instruction in which students and teachers are separated by time and/or location with synchronous or asynchronous content, instruction, and communication between student and teacher. This instruction may consist of learning opportunities provided through online (Internet based) and other emerging technologies, videoconferencing, streaming video and correspondence methods.
X		(10) "Endorsement" means an official indication on a license of the subject area(s) and/or specialized program area(s) for which the holder of the license is authorized to practice in Montana accredited schools.
X		(11) "Independent elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through 8.
	X	<u>(12) "Innovative Practices" mean educational strategies and methods founded in scientifically based research ensuring the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.</u>
X		(13) "Internship" means an agreement with a fully licensed (Class 1, 2, or 3) educator, the school district, and a Board of Public Education approved educator preparation program offering the endorsement area. Internships may be offered in the areas of teaching endorsements, as defined in ARM 10.57.412, principals, superintendents, and school counselors. Internships shall be no longer than three school years with no extensions; and yearly progress shall be reported to the OPI by the school district and the approved educator preparation program between 10/1 and 11/15. The Intern shall be considered appropriately assigned if enrolled in a Board of Public Education approved internship program in the State of Montana.
	X	<u>(14) "Intensive Assistance" means a required process for schools in continuous or serious deficiency accreditation status. Such schools have failed to develop or implement an approved corrective plan to remedy deviations within the designated timeline.</u>
X		(15) "Learning progression" means the specific performance expectations in each content area at each grade level from kindergarten through grade 12. These K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.



	X	(16) <u>“Part-time” means less than half-time enrollment.</u>
X		(17) “Principal” means a person who holds a valid Montana class 3 educator license with an applicable principal endorsement and who is employed by a district as a principal, or who is enrolled in a Board of Public Education approved principal internship program under ARM 10.55.703.
X		(18) "Program area standards" means the subject matter Montana school districts are required to offer and the strategies and proven practices used to instruct. The program area standards include English language arts, arts, health enhancement, mathematics, science, social studies, career and vocational/technical education, technology, workplace competencies, library media, world languages and school counseling.
X		(19) "Program delivery standards" means the conditions and practices school districts are required to provide ensuring that every student is afforded educational opportunities to learn, develop, and demonstrate achievement in content standards and content specific grade-level learning progressions.
X		(20) "Online learning" means education activity in which instruction and content are delivered primarily via the Internet and through emerging technologies. Online learning is a form of distance learning.
X		(21) "School administrator" means a person who is a part of the school's administrative or supervisory staff and who holds a class 3 license and is appropriately endorsed, or who is enrolled in a Board of Public Education approved administrator internship program under ARM 10.55.702 through 10.55.705.
X		(22) "Synchronous" means occurring at the same time. "Synchronous" refers to content, instruction, and communication between participants (e.g., students and teachers) that occurs at the same time even though they may be in different physical locations. For example, instruction in which students and teachers are online at the same time so that a question can be immediately answered (e.g., telephone calls, face-to-face meetings, physical classrooms, chat rooms, and videoconferencing).
X		(23) “Superintendent” means a person who holds a valid Montana class 3 educator license with an applicable superintendent’s endorsement and who is employed by a district as a district superintendent, or who is enrolled in a Board of Public Education approved superintendent internship program under ARM 10.55.702.
	X	(24) <u>“Teacher” means a person who holds a valid Montana educator license and who is employed by a district as a member of its instructional, supervisory, or administrative staff. MCA 20-1-101 (26).</u>



X		(25) "Technology delivered learning" means instruction and content delivered via digital technologies (e.g., online, CD-ROM, DVD-ROM, or learning experiences that involve primarily the use of computers).
OK for Now	Needs Work	10.55.603 CURRICULUM AND ASSESSMENT
X		(1) Local school districts shall incorporate all content standards into their curriculum, implementing the appropriate learning progression for each grade level. School districts shall assess the progress of all students toward achieving content standards and content specific grade-level learning progressions in each program area. Assessment of all students shall be used to examine the educational program and measure its effectiveness based on the content standards and content specific grade-level learning progressions.
X		(a) The examination of program effectiveness using assessment results shall be supplemented with information about graduates and other students no longer in attendance.
X		(b) The information obtained shall be considered in curriculum and assessment development.
X		(2) For content standards in all program areas in accordance with ARM 10.55.602(8), school districts shall:
X		(a) establish curriculum and assessment development processes as a cooperative effort of personnel licensed and endorsed in the program area, and trustees, administrators, other teachers, students, specialists, parents, community and, when appropriate, tribal representatives and state resource people;
X		(b) review curricula at intervals not exceeding five years and, modify, as needed, to meet educational goals of continuous school improvement plan in accordance with ARM 10.55.601;
X		(c) at least every five years, review materials and resources necessary for implementation of the curriculum and assessment that are consistent with the goals of the continuous school improvement plan; and
X		(d) review curricula to ensure the inclusion of the distinct and unique cultural heritage of the American Indians.
X		(3) School district assessment plans shall be included in the continuous school improvement plan.
X		(a) School districts shall use effective and appropriate multiple measures and methods to assess student progress in achieving content standards and appropriate content specific grade-level learning progressions in all program areas.
X		(b) Utilizing input from representatives of accredited schools, the Office of Public Instruction shall develop criteria and procedures for the selection of effective and appropriate multiple measures and methods to be used to assess student progress in achieving content and appropriate content specific grade-level learning progressions in all program areas.



X		(c) The Office of Public Instruction shall provide technical assistance to districts to meet the criteria and procedures in (3)(b).
X		(d) Not later than the school year immediately following the completion of written sequential curricula aligned with the content standards in a program area in accordance with ARM 10.55.601(6), the school district shall begin the development of a student assessment process for that program area. The assessment process must be in place two years following the development of written curriculum.
X		(e) The measures used to report to the Office of Public Instruction shall be included within the district assessment plan in accordance with ARM 10.55.601.
OK for Now	Needs Work	10.55.604 Variance to Standards <u>through Innovative Practices</u>
	X	(1) A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to implement <u>an alternative to a standard or a section of standards, excluding practices that reflect innovation, flexibility, accountability and ensure quality education for all. This excludes standards stating statutory criteria, standards pertaining to teacher licensure or endorsement, and content and performance standards. as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.</u>
	X	(a) In its application, the school district shall provide evidence <u>establishing that its alternative proposed variant innovative practice is workable and educationally sound in comparison to meet or exceed the intent of the standard(s) that would be waived, and shall establish that the goals of the alternative will meet or exceed the results under the current standard(s).</u>
	X	(b) In its application, the school district shall <u>establish submit a statement of mission goals and measurable objectives, and identify formative and summative measures to be used to evaluate the effectiveness of the alternative proposed variant innovative practice.</u>
	X	(c) Upon appropriate application, the Board of Public Education shall approve or deny the proposed <u>alternative variant innovative practice.</u>
	X	(d) If the board denies the proposed <u>alternative variant innovative practice, a written response shall be provided to the district by it shall state in writing the Office of Public Instruction why it has done so.</u>
	X	(e) If the board approves the proposed <u>alternative variant innovative practice, its the initial approval shall be for two five years. The district must reapply at the end of the five years cycle.</u>



X	(f) During <u>each of the five years through the annual data collection</u> , a district shall report the status of the <u>innovative practice to the second year of the initial approval</u> , the Board of Public Education, through the Office of Public Instruction. shall direct an on-site evaluation of the alternative.
X	(g) <u>Based on the annual review the OPI may recommend renewal of the district's variant innovative practice to the Board of Public Education</u> If the board finds the alternative is workable and educationally sound in comparison to how the waived standard(s), previously worked in the district, the board shall renew the alternative for five years.
X	(h) <u>At the discretion of the OPI, yearly on-site evaluations may be conducted, and based on the review, the OPI may recommend to the BPE approval or disapproval of the variant innovative practice.</u> Subject to on-site evaluations every five years, the board may continue to renew the alternative.
X	(i) A school district may discontinue an approved alternative <u>variant innovative practice</u> at any time. If it does so, it shall promptly notify the Board of Public Education in writing <u>through the Superintendent of Public Instruction.</u>
X	(2) A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to create a charter school.
X	(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.
X	(b) The Board of Public Education may only grant charters to publicly funded schools or programs under the supervision and control of a locally elected board of trustees in an existing school district.
X	(c) The procedure by which a school district may apply to create a charter school and by which the Board of Public Education may approve, deny, evaluate, and renew a charter school shall be identical to that outlined in ARM 10.55.604.
X	(d) To be proposed by a school district and approved by the Board of Public Education, a charter school shall, at a minimum, guarantee the following:
X	(i) school district governance and control;
X	(ii) unrestricted, open student access;
X	(iii) compliance with all health and safety laws;
X	(iv) teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;



	X	(v) employee collective bargaining to the same extent as required or provided by state law; and
	X	(vi) a plan for consideration of input by community members and staff as to formation and implementation issues. Consideration of input may be identified by formation of advisory committees involving staff and/or community members, conduct of a properly noticed public meeting for purposes of comment on the formation or operation of the charter school, or any other reasonable means that result in an opportunity for input by staff and community members prior to a decision of significant interest to the public regarding the formation or operation of the charter school.
	X	(e) A school district may discontinue an approved charter school at any time. If it does so, it shall promptly notify the Board of Public Education in writing.
OK for Now	Needs Work	10.55.605 CATEGORIES OF ACCREDITATION
	X	(1) Regular accreditation means the school has:
	X	(a) aligned its program aligned to the <u>state content and performance standards</u> , <u>content specific grade-level learning progressions</u> , and program area standards;
	X	(b) certified licensed staff that is appropriately <u>endorsed</u> and assigned; and fully utilized ;
	X	(c) <u>adequate</u> school programs and resources that are adequate ;
	X	(d) facilities that meet appropriate <u>safety and health</u> standards; and
	X	(e) school <u>local board of trustees</u> , staff, parents, <u>families, guardians</u> , and community that work together to provide a quality education.
	X	(2) When the school meets the Regular accreditation standards with minor deviations, these deviations are noted on the annual accreditation status letter as minor citations means the school does not meet some of the standards, when considering the school program in its entirety. These deviations are noted on the annual accreditation status letter.
	X	(3) Accreditation with advice means the school exhibits serious and/or numerous deviations from the standards. The school must submit <u>to the Office of Public Instruction an explanation of the deviations and targeted solutions</u> improvement plan developed by trustees and administrators, teachers, parents, and the community to the Office of Public Instruction.

X	(4) Deficiency accreditation with assistance means that the school has been on advice status for at least two years and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year.
X	(a) A school will be accredited with deficiency <u>status</u> if:
X	(i) the school employs as a teacher an individual who does not have a Montana teaching certificate <u>license</u> .
X	(ii) the school has a facility that creates an unhealthy environment with safety and health hazards; or
X	(iii) the school provides an inadequate learning environment.
X	(b) The school administrator and the chair of the board of trustees will <u>shall</u> submit <u>to the Office of Public Instruction</u> and/or come before the Board of Public Education with an improvement a <u>corrective plan</u> , and a systematic procedure, <u>and timeline for correcting</u> <u>resolving</u> the deviations noted. The Office of Public Instruction will facilitate assistance to enable the school to accomplish the goals of the improvement plan and to correct the deviations.
X	(c) <u>Schools failing to respond with an approved corrective plan, or to complete the plan within the designated timeframe to resolve such continuous or serious deficiency accreditation status shall be placed into the required Intensive Assistance process.</u>
X	<u>(i) Intensive assistance procedures are established by the Office of Public Instruction and reviewed by the Board of Public Education.</u>
X	<u>(ii) The OPI facilitates and monitors the intensive assistance process to providing support to the school to implement accomplish the goals of the improvement corrective plan and to correct resolve the deviations within the designated timeline.</u>
X	<u>(iii) Schools shall remain in intensive assistance until the corrective plan is fully implemented within the designated timeline.</u>
X	(5) Non-accredited status means that a school on deficiency status fails to <u>meet the requirements of Intensive Assistance remaining nonresponsive and is out of compliance with the Board of Public Education standards of accreditation.</u> document that it has met its improvement plan.



	X	(6) A school seeking initial accreditation or reinstatement of accreditation shall meet the requirements of regular accreditation outlined in (1). This process shall include an on-site review from the Office of Public Instruction.
OK for Now	Needs Work	10.55.606 PERFORMANCE BASED ACCREDITATION (RE-WRITE ENTIRE SECTION)
	X	(1) Performance-based accreditation gives a school district the option of obtaining, for one or more of its schools, accreditation through a process that involves self-evaluation, peer-review and on-site visitations. This method allows a school to meet accreditation standards by showing through its students' work that it provides a quality education. The school improvement plan serves as a basis for assessment of school effectiveness and an impetus for mobilizing improvement efforts.
	X	(2) After engaging in a sustained school improvement effort, a school district, on behalf of one or more of its schools, may apply to the Superintendent of Public Instruction for performance-based accreditation. The Board of Public Education makes the final decision on whether a school is accredited through the performance-based accreditation process. The school improvement process shall incorporate the following six steps or their equivalent:
	X	(a) development of a student/community profile;
	X	(b) development of a school mission and goals that reflect a locally derived philosophy of education;
	X	(c) identification of desired learner results based on the content and performance standards;
	X	(d) analysis of instructional and organizational effectiveness;
	X	(e) development and implementation of a school improvement plan; and
	X	(f) monitoring through self-assessment and visits by peers or teams
	X	(3) To be granted performance-based accreditation, a school must
	X	(a) engage in a continuous schoolwide improvement process;



	X	(b) host at least two visitations, chaired by a person trained or experienced in the process to seek feedback and validate the school improvement process;
	X	(c) notify the Superintendent of Public Instruction of the visitation dates and team members. A member of the staff of the Office of Public Instruction shall be invited to be a member of the visitation team;
	X	(d) submit reports of the visitation to the Superintendent of Public Instruction; and
	X	(e) apply to the Superintendent of Public Instruction for performance-based accreditation by providing documentation of school improvement, including, but not limited to:
	X	(i) visitation reports;
	X	(ii) a school improvement plan;
	X	(iii) evidence of attainment or significant progress toward attainment of the school improvement plan goals; and
	X	(iv) a recommendation from the visitation team that the Board of Public Education grant performance-based accreditation.
	X	(4) After a review in which the school demonstrates successful attainment or significant progress toward achieving the desired learner results, the school may be granted performance-based accreditation for up to six years. The school is subject to peer or team reviews at least every three years. The review shall establish that:
	X	(a) the integrity of the school improvement process is maintained;
	X	(b) the school is making informed, data-driven decisions;
	X	(c) the process is school-based;
	X	(d) all steps of the school improvement process are connected and inform one another;
	X	(e) committees work collaboratively within and among one another;



	X	(f) the school implements each step appropriately; and
	X	(g) student learning is central to the entire process, with improvement demonstrated in desired learner results, based on content and performance standards.
	X	(5) A school district, on behalf of one or more of its accredited schools electing this process, may petition the Superintendent of Public Instruction to recommend that the Board of Public Education waive existing standards that interfere with the school improvement plan, excluding standards stating a statutory requirement, standards pertaining to teacher certification and content and performance standards as defined by the Board of Public Education.



Standards of Accreditation Chapter 55
Recommended Changes for Consideration ARM 10.55.701-10.55.705
September 2011 (February Documents with January Edits)

OK for Now	Needs Work	10.55.701 BOARD OF TRUSTEES
X		(1) The board of trustees shall develop systems to ensure that the school district complies with all local, state, and federal laws and regulations.
X		(2) Each school district shall have in writing and available to the staff and public:
X		(a) goals that reflect the district's strategic plan of education;
X		(b) sequential curriculum for each program area that aligns to the state content standards, grade-specific learning progressions, and program area standards;
X		(c) policies establishing student assessment procedures that ensure evaluation of the district's curricula and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported;
X		(d) policies that delineate the responsibilities of the board, superintendent, and personnel employed by the school district. The trustees shall review these policies on a regular basis;
X		(e) a policy on student, parent, guardian, and school employee due process rights;
	X	(f) a policy that is designed to address bullying, intimidation, and harassment of students and school personnel;
X		(g) an equity policy;
X		(h) a transfer policy for determining the appropriate placement of incoming students;
X		(i) an academic freedom policy;
		(j) a materials selection policy, including a challenge procedure, for all curricular and support materials;



X		
X		(k) a copyright policy;
X		(l) a policy that defines the use of school facilities and resources;
X		(m) comprehensive family engagement policy;
	X	(i) regular, two-way and meaningful communication between home and school;
	X	(ii) promotion and support of parenting skills;
	X	(iii) that parents play an integral role in assisting student learning;
	X	(iv) that parents are welcome in the school, and that their support and assistance are sought;
	X	(v) parents as full partners in the decisions that affect children and families; and
	X	(vi) community resources be used to strengthen schools, families, and student learning;
X		(n) a policy incorporating the distinct and unique cultural heritage of American Indians and that is aligned with district goals;
X		(o) a policy addressing distance, online, and technology delivered learning as defined in ARM 10.55.602;
X		(p) a policy that defines a significant writing program; and
X		(q) a policy that addresses student health issues that arise in the school setting.
X		(3) The board of trustees shall have valid, written contracts with all regularly employed licensed administrative, supervisory, and teaching personnel.
		(4) The board of trustees shall have written policies and procedures for regular and periodic evaluation of all



X		regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his/her files. Personnel files shall be confidential.
X		(a) The evaluation system for licensed teachers used by a school district shall include an assessment of the extent which the teacher:
X		(i) understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences;
X		(ii) uses understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana, to ensure inclusive environments that enable each learner to meet high standards;
X		(iii) works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;
X		(iv) understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content;
X		(v) understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;
X		(vi) understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;
X		(vii) plans instruction that supports every student in meeting rigorous learning goals by drawing upon



		knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;
X		(viii) understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways;
X		(ix) engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner;
X		(x) seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession; and
	X	(xi) demonstrates understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.
X		(b) The evaluation system for licensed administrators used by a school district shall include an assessment of the extent which the administrator:
X		(i) facilitates the development, articulation, implementation, and stewardship of a school or district vision of teaching and learning supported by the school community in order to promote the success of all students;
X		(ii) promotes a positive school culture, provides an effective instructional program, applies best practice to student learning, and designs comprehensive professional growth plans for staff in order to promote the success of all students;
X		(iii) manages the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;
X		(iv) collaborates with faculty, families, and other community members, responds to diverse community interests and needs, including American Indian communities in Montana, and mobilizes community



		resources in order to promote the success of all students;
X		(v) acts with integrity, fairness, and in an ethical manner in order to promote the success of all students; and
X		(vi) understands, responds to, and ethically influences the larger political, social, economic, legal, and cultural context in order to promote the success of all students.
X		(5) The board of trustees shall establish conditions that contribute to a positive school climate which:
X		(a) establish a system to keep parents/guardians up to date on students' progress;
X		(b) engage in a continuous school improvement process; and
X		(c) establish comprehensive multiyear mentoring and induction programs for all licensed staff aligned with teaching standards as defined in ARM 10.55.701(5).
OK for Now	Needs Work	10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR - DISTRICT SUPERINTENDENT
X		(1) The district superintendent shall be:
X		(a) licensed in accordance with state statutes and Board of Public Education rules;
X		(b) considered appropriately assigned if the superintendent is enrolled in a Board of Public Education accredited superintendent internship program in the State of Montana, and the school is reporting annually to the OPI on the progress of the intern.
	X	(2) In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed and endorsed administrator, <u>with at least three years of experience as a superintendent</u> , for annual and periodic supervision of the practice of the intern throughout the school year. Such supervision shall include participation in, and review of, and written concurrence in all performance evaluations of licensed staff completed by the intern.
	X	(3) <u>Should the accredited superintendent internship program determine, in consultation with the employing school district, that the intern has failed to show sufficient and satisfactory annual progress toward</u>



		<u>completion of required course requirements, the internship program shall dismiss the intern from the program.</u>
X		(4) The district superintendent shall perform administrative duties in accordance with 20-4-402, MCA.
OK for Now	Needs Work	10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL
X		(1) The school principal shall:
X		(a) be licensed in accordance with state statutes and Board of Public Education rules;
	X	(b) be considered appropriately assigned if the principal is enrolled in a Board of Public Education approved <u>accredited</u> administrator/principal internship program in the state of Montana, as defined below: <u>and the school is reporting annually to the OPI on the status of the intern.</u>
	X	(i) the intern must be enrolled in an approved administrator/principal training program within the state of Montana;
	X	(ii) the intern must file an application with the Board of Public Education prior to placement within a school district in the state of Montana;
		(iii) (i) at each assigned school, the intern must annually receive an on-site visit by an appointed faculty member of the approved BPE accredited internship program;
	X	(iv) (ii) at each assigned school, the intern shall receive an appropriate level of supervision by a properly licensed and endorsed administrator hired by the district. Such supervision shall include participation in, review of, and written concurrence in all performance evaluations of licensed staff completed by the intern. In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed and endorsed administrator for annual and periodic supervision of the practice of the intern throughout the school year.
	X	<u>(iii) should the accredited principal internship program determine, in consultation with the employing school district, that the intern has failed to show sufficient and satisfactory annual progress toward completion of required course requirements, the internship program shall dismiss the intern from the program;</u>



	X	(c) have a license endorsed at the level assigned as a principal, except where one individual serves as the single administrator for the entire district under ARM 10.55.705(1)(a) or <u>(1)(b)</u> , where the superintendent may hold either a high school or elementary principal endorsement. No individual may be assigned a total of more than 100% full-time equivalent (FTE);
X		(d) carry out the district's policies and procedures; <u>and</u>
X		(e) be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources.
OK for Now	Needs Work	10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS
	X	(1) A district superintendent for a combined elementary-high school district or a county high school district or an independent elementary school district shall be assigned as follows:
	X	(a) A full or part-time district superintendent and at least a half-time school administrator/principal as defined in ARM 10.55.705(1)(a) or <u>(1)(b)</u> shall be employed for an independent elementary district with fewer than 18 full-time equivalent (FTE) licensed staff, or the district shall utilize the services of the county superintendent to fulfill the duties of the district superintendent. One individual may serve as both district superintendent and part-time school administrator/principal as defined in ARM 10.55.705(1)(a) or <u>(1)(b)</u> . A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 400% <u>1.0</u> FTE.
	X	(b) A full or part-time district superintendent and at least a half-time school administrator/principal shall be employed for a combined elementary-high school district or a county high school district with fewer than 30 FTE licensed staff. A full or part-time district superintendent and at least a half-time school administrator/principal shall be employed for an independent elementary district with more than 18 but fewer than 30 <u>with 18 or more but fewer than 30</u> FTE licensed staff. One administrator may serve as both superintendent and part-time school administrator/principal as defined in ARM 10.55.705 (1)(a) or <u>(1)(b)</u> . A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 400% <u>1.0</u> FTE.



	X	(c) A full-time (one FTE) district superintendent shall be employed for any district with 30 or more FTE licensed staff or 551 or more students.
	X	(2) A combined elementary-high school district, or a county high school district, or an independent elementary school district with 100 or more FTE licensed staff shall employ a full-time curriculum coordinator to supervise the educational program and alignment of standards, assessment, curriculum, instruction, and instructional materials. The curriculum coordinator shall hold a class 3 administrative license. Those districts with less than 100 FTE licensed staff and no full-time curriculum coordinator shall employ the services of a regional-curriculum consortium or a part-time, designated curriculum coordinator.
OK for Now	Needs Work	10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS
	X	(1) School districts shall employ appropriately endorsed school administrators/principals as follows:
	X	(a) for schools in third class elementary districts with for up to eight or fewer full-time equivalent (FTE) licensed staff and without a licensed administrator under contract, a supervising teacher and county superintendent will be accepted in satisfaction of administrator requirements for up to eight full-time equivalent (FTE) licensed staff; <u>may serve as the administrator;</u>
	X	(b) for schools in districts with an assigned licensed administrator under contract, the following staffing requirements shall apply:
	X	(i) .5 FTE principal for schools with more than eight and less fewer than 18 FTE licensed staff. A district may satisfy the FTE requirements of this subsection for a school under this circumstance by prorating the assignment of building administrators in other buildings of the district, so long as . <u>However, the number of licensed FTE staff for whom each administrator is responsible is not more than must not exceed 29 and so long as the number of students for whom each administrator is responsible is not more than the number of students shall not exceed 550;</u>
		(ii) one FTE principal for schools with 18-29 FTE licensed staff or 250-550 students;



	X	
	X	(iii) two FTE administrators/principals for schools with 551-1050 students;
	X	(iv) three FTE administrators/principals for schools with 1051-1550 students;
	X	(v) four FTE administrators/principals for schools with 1551-2050 students; and
	X	(vi) five FTE administrators/principals for schools with 2051 or more students.
	X	<u>(vii) An administrator/principal serving under these subsections shall devote full time to administration and supervision not to exceed a total assignment of more than 1.0 full-time equivalent (FTE)</u>
	X	(2) In schools that require two or more FTE administrators/principals, at least one individual shall be appropriately endorsed as principal. At least a second administrator shall have administrative endorsement(s) at the appropriate level(s) and in the area(s) that accurately reflects the administrator's supervisory responsibilities. For example, a school may assign properly licensed and endorsed curriculum coordinators to supervise the appropriate instructional programs. <u>No individual serving under (2) may be assigned a total of more than 1.0 full-time equivalent (FTE)</u>
	X	(3) In schools with at least three FTE school administrators who are administratively endorsed, release time of department coordinators or chairpersons may be counted toward additional school administration. Department coordinators or chairpersons counted toward school administration may observe and supervise but shall not formally evaluate classroom instruction.



Standards of Accreditation Chapter 55
Recommended Changes for Consideration ARM 10.55.706-10.55.717
September 2011 (February Documents with January Edits)

OK for Now	Needs Work	
		10.55.706 TEACHER INVOLVEMENT
	X	(1) Teachers shall be involved in curriculum development and student assessments and in the promotion of a school climate that enhances student learning, achievement, and well-being.
		10.55.707 TEACHER AND SPECIALIST LICENSURE
X		(1) Teachers shall hold Montana teaching licenses
X		(2) An emergency authorization of employment is not a valid license; it is granted to a district which, under emergency conditions, cannot secure the services of a licensed teacher.
X		(3) All school psychologists must be licensed with a class 6 specialist license.
X		(4) Licensed teachers and school counselors who are enrolled in Board of Public Education accredited internship programs in the state of Montana shall be considered appropriately assigned when teaching or serving in the internship area.
		10.55.708 TEACHING ASSIGNMENTS
X		(1) Teachers shall be assigned at the levels and in the subjects for they are licensed and endorsed. Exceptions are:
X		(a) individuals serving in internship positions accredited by the Board of Public Education;
X		(b) teachers assigned in grade 5 or 6 in the departmentalized classroom or middle school, who hold a 5-12 secondary license, must be endorsed in the subjects they are teaching. A 5-12 license will not cover a grade 5 or 6 assignment in a self-contained K-8 classroom; and
X		(c) clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in Appendix A of the "Montana School Accreditation Standards and Procedures Manual."
X		(2) Licensure at the elementary level entitles the holder to teach in grades K through 8.
X		(3) No teacher shall have more than 28 hours of assigned student responsibility per week except for one-, two-, and three- teacher schools.



OK for Now	Needs Work	10.55.709 LIBRARY MEDIA SERVICES, K-12
X		(1) The school library shall be housed in a central location, and each school shall have a full-time, or part-time licensed and endorsed library media specialist at the following ratio:
X		(a) .5 FTE for schools with 126-250 students;
X		(b) 1 FTE for schools with 251-500 students;
X		(c) 1.5 FTE for schools with 501-1000 students;
X		(d) 2 FTE for schools with 1001-1500 students;
X		(e) 2.5 FTE for schools with 1501-2000 students; and
X		(f) 3 FTE for schools with 2001 or more students.
X		(2) Schools or districts of fewer than 125 students shall employ or contract with a licensed, endorsed-school library media specialist. They may utilize a consortium multi-district agreement, or interlocal cooperative to secure these services. (History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 1989 MAR p. 342, Eff. 7/1/89; <u>AMD</u> , 2000 MAR p. 3340, Eff. 12/8/00.)
OK for Now	Needs Work	10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF
X		(1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated.
X		(2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.
X		(3) Schools and/or districts with fewer than 125 students shall employ or contract with a licensed, endorsed school counselor or class 6 specialist. They may utilize a consortium multi-district agreement, or interlocal cooperative to secure these services. (History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 1989 MAR p. 342, Eff. 7/1/89; <u>AMD</u> , 2000 MAR p. 3309, Eff. 11/28/02.)



OK for Now	Needs Work	10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD
X		(1) These standards do not require a minimum class size at any grade level or for any subject offered. One pupil may be considered a class.
OK for Now	Needs Work	10.55.712 CLASS SIZE: ELEMENTARY
X		(1) In single-grade classrooms, the maximum class size shall be:
X		(a) no more than 20 students in kindergarten and grades 1 and 2;
X		(b) no more than 28 students in grades 3 and 4; and
X		(c) no more than 30 students in grades 5 through 8;
X		(2) In multigrade classrooms, the maximum class size shall be:
X		(a) no more than 20 students in grades K, 1, 2, and 3;
X		(b) no more than 24 students in grades 4, 5, and 6;
X		(c) no more than 26 students in grades 7 and 8.
X		(3) Multigrade classrooms that cross grade level boundaries (e.g., 3-4, 6-7) shall use the maximum of the lower grade.
X		(4) In one-teacher schools, the maximum class size shall be 18 students.
X		(5) Instructional aides are mandatory when class size or teacher load exceed the standards. An instructional aide shall be assigned a minimum of 1 1/2 hours per day, per student overload up to six hours.
X		(6) An overload of five students per classroom is considered excessive.



OK for Now	Needs Work	10.55.713 TEACHER LOAD AND CLASS SIZE: HIGH SCHOOL, JUNIOR HIGH, MIDDLE SCHOOL, AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES
X		(1) In addition to the school administrator, the school shall employ a sufficient number of licensed FTEs to allow for varying instructional patterns including, but not limited to teaming, core curriculum and departmentalization. Each program offered shall be staffed by appropriately licensed and endorsed FTE educators.
X		(2) Individual class size shall not exceed 30 students.
X		(a) Class size limits do not apply to instrumental music or choral groups.
X		(b) Laboratory/studio, e.g., science, art, PE, career and technical education, class size shall be limited for safety purposes. The number of students shall be determined through consultation with the teacher, considering the number, size and use of laboratory stations.
X		(3) The number of students assigned a teacher per day shall not exceed 150.
X		(a) Study hall, regardless of size, shall be counted at 15 students.
X		(b) Student limits do not apply to instrumental music or choral groups.
X		(c) Library, guidance, and study hall duties are assigned student responsibilities. However, in cases where a teacher is assigned full time in these areas, the assignment may be for the entire day.
X		(4) Teachers with a significant writing program, as defined by the local board of trustees' policy, shall have a maximum load of 100 students.
OK for Now	Needs Work	10.55.714 PROFESSIONAL DEVELOPMENT
	X	(1) By definition, Professional development:
	X	(a) <u>shall be aligned with district educational goals and objectives;</u>
		(a) (b) focuses on teachers as central to student learning, yet includes all other members of the school



	X	community;
	X	(b) <u>(c)</u> focuses on individual, collegial, and organizational improvement;
	X	(e) <u>(d)</u> respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;
	X	(d) <u>(e)</u> reflects proven research and practice in teaching, learning, and leadership;
	X	(e) <u>(f)</u> enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
		(f) <u>(g)</u> promotes continuous inquiry and improvement embedded in the daily life of schools;
	X	(g) <u>(h)</u> is ongoing and sustained;
	X	(h) <u>(i)</u> is planned collaboratively by those who will participate in and facilitate that development;
	X	(i) <u>(j)</u> requires substantial time and other resources;
	X	(j) <u>(k)</u> is driven by a coherent long-term plan; and
	X	(k) <u>(l)</u> is evaluated ultimately on the basis of its <u>the impact of professional development</u> on teacher effectiveness and student learning, and <u>the results of</u> this assessment guides subsequent professional development efforts.
X		(2) Teachers and specialists shall annually complete a minimum of three pupil instruction related (PIR) days dedicated exclusively to professional development, or pursuant to law they shall not be paid.
	X	(a) A professional development PIR day shall constitute six hours of contact time.



X		(b) A school district may divide a professional development PIR day into no fewer than one-hour blocks of contact time.
X		(c) A professional development block may be held on the same day as a pupil instruction day, but a school district shall not schedule a professional development PIR day to convene simultaneously with a pupil instruction day.
X		(3) The board of trustees shall establish an advisory committee to evaluate the school district's current school year professional development plan; and develop and recommend a plan for the subsequent school year.
X		(a) The advisory committee shall include, but not be limited to, trustees, administrators, and teachers. A majority of the committee shall be teachers.
X		(b) Each school year, the board of trustees shall adopt a professional development plan for the subsequent school year based on the recommendation of the advisory committee.
X		(c) The plan recommended by the advisory committee and adopted by the board of trustees shall outline how, when, and from whom teachers and specialists shall meet their professional development PIR day expectations.
X		(d) Although the advisory committee's recommendation is advisory, the plan adopted by the board of trustees must include two professional development PIR days in October during which schools must close in order to permit teachers and specialists to attend the annual professional development meetings of state professional associations.
X		(e) The adopted plan may include alternatives but shall not interfere with or prohibit teacher and specialist attendance at the annual October professional development meetings of state professional associations.
X		(f) Teachers and specialists who do not attend the annual professional development October meetings of state professional associations or school district plan approved alternative professional development PIR



		days shall not be paid for the days they are absent.
X		(g) Teachers, specialists, administrators, and school districts shall not substitute for professional development PIR day purposes professional development opportunities not specifically outlined in the school district's adopted professional development plan.
X		(h) The board of trustees shall file their adopted professional development plan with the Office of Public Instruction and make their plan available to employees and the public.
		10.55.714 PROFESSIONAL DEVELOPMENT Learning Suggested new language for 714 (1)(a) through(l)
	X	(1) <u>Professional learning that increases educator effectiveness and results for all students:</u>
	X	<u>(a) aligns with local board of trustees' educational goals and objectives;</u>
	X	<u>(b) occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;</u>
	X	<u>(c) requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;</u>
	X	<u>(d) requires prioritizing, monitoring, and coordinating resources for educator learning;</u>
	X	<u>(e) uses a variety of sources and types of student, educator , and system data to plan, assess, and evaluate professional learning;</u>
	X	<u>(f) integrates theories, research, and models of human learning to achieve its intended outcomes;</u>
	X	<u>(g) applies research on change and sustains support for implementation of professional learning for long-term change; and</u>
	X	<u>(h) aligns its outcomes with educator performance and student curriculum standards.</u>



OK for Now	Needs Work	10.55.715 INSTRUCTIONAL AIDES PARAPROFESSIONAL: QUALIFICATIONS AND SUPERVISION
X		(1) Instructional aides <u>paraprofessionals</u> need not be licensed; however, the following supervision is required:
X		(a) Instructional aides <u>paraprofessionals</u> assigned due to classroom size or diversity shall be under the direct supervision of a certified <u>licensed</u> teacher. This means that the aide <u>paraprofessional</u> shall be supervised by a certified <u>licensed</u> teacher who is responsible for instruction and assessment of students. The supervising teacher shall be available while the aide <u>paraprofessional</u> is fulfilling his/her responsibilities and shall not be simultaneously assigned to another teaching duty or preparation time.
X		(b) Instructional aides <u>paraprofessionals</u> assigned to assist students with special education needs shall be under the supervision of the teacher or other professional designated as primarily responsible for instructional planning for the student. The designated professional has the responsibility to provide regularly scheduled communication and direction to the instructional aide <u>paraprofessional</u> and not to delegate any activity to the instructional aide <u>paraprofessional</u> that requires professional skill, knowledge and judgment.
X		(c) Instructional aides <u>paraprofessionals</u> assigned to assist students in gaining specialized knowledge not generally available from a properly endorsed teacher shall be supervised by a teacher certified <u>licensed</u> at the proper level. The supervising teacher is responsible for instruction and assessment of students and shall not be simultaneously assigned to another teaching duty or preparation time.
OK for Now	Needs Work	10.55.716 SUBSTITUTE TEACHERS
X		(1) Substitute teachers may be used for extended teacher absences under the following conditions:
X		(a) In cases where a regular, licensed teacher under contract is temporarily unable, by reason of illness or for other reasons approved by the school district board of trustees, to fulfill the teacher's duties, substitute teachers may be employed to carry on the duties of that teacher's position for a period not to exceed 35 consecutive teaching days. Such substitutes need not hold a current license, but preference shall be given to those substitutes who are properly licensed.
X		(b) If the absence of the regular, licensed or authorized teacher continues for more than 35 consecutive teaching days, the substitute may be placed under contract if licensed or the board of trustees shall place a licensed teacher under contract. If the board of trustees makes a written declaration to the Superintendent of



		Public Instruction that no licensed teacher is available, the district shall pursue the employment of a teacher authorized under the provisions of ARM 10.57.107.
X		(2) Any nonlicensed substitute teacher shall complete a minimum of three hours of training, as approved by the school district board of trustees.
X		(3) Any nonlicensed substitute teacher must have received a high school diploma or have attained a passing score on the general education development assessment.
X		(4) A district that employs a nonlicensed substitute teacher must conduct a fingerprint-based background check of that individual according to the following procedures:
X		(a) The nonlicensed substitute teacher must present a complete set of fingerprints to a qualified law enforcement agency to be submitted to the school district.
	X	(b) The district shall not employ the nonlicensed substitute teacher until state and federal authorities have reported the results of the background check or until the district has conducted a reference check of the individual.
	X	(c) The district shall accept the report of a previous fingerprint-based background check if it is submitted by a Montana university or college for a student currently or formerly enrolled in an accredited Montana professional educator program. The report shall not be accepted if it was completed more than two years prior to the date of submission.
X		(d) The district shall consider the information obtained from the results of the fingerprint-based background check under the provisions of Title 37, chapter 1, part 2, MCA, governing the licensure of criminal offenders and under 20-4-110, MCA. Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the district as grounds for removal from the classroom if the conviction was for a sexual offense, theft, or any other crimes meeting the criteria of Title 37, chapter 1, part 2, MCA.
	X	(5) Sections (2), (3), and (4) may be waived by the trustees in whole or in part, if the nonlicensed substitute has previous teaching or substitute teaching experience in an accredited public school in Montana in the last



		<u>three years.</u>
OK for Now	Needs Work	10.55.717 Assignment of Persons Providing Instruction to Braille Students
X		(1) No licensed or classified employee of a school district, cooperative, or any contracted service provider shall be assigned to provide instruction of Braille to a student or produce Braille materials who has not demonstrated competency in "contracted" (grade two) standard literary Braille code by:
X		(a) successful completion of the National Literary Braille Competency Test; or
X		(b) successful completion of the Braille competency test developed by Portland State University (Braille Literacy Usage Exam); or
X		(c) successful completion of Library of Congress transcriber's certificate; or
X		(d) successful completion of a program, for teaching visually impaired students, from an accredited college or university.
X		(2) The employing agency (school district and/or cooperative) is responsible for monitoring appropriate assignment of personnel under (1).
X		(3) Any person under (1) shall have two years, from the date that the individual has been initially assigned to provide instruction in Braille or to produce Braille materials, to successfully pass the testing requirements.
X		(4) A person who has met the requirements of (1) shall maintain their facility with "contracted" (grade two) standard literary Braille code through continuing education opportunities.
X		(5) For the purposes of (4), an approved provider of continuing education may include any entity approved by the Montana Office of Public Instruction and/or the Montana Board of Education.
X		(6) Individuals who seek to remain eligible to work with visually impaired students are responsible for documenting completion of continuing education. Such individuals will provide a copy of their documentation to their employing school district.
X		(7) If a paraprofessional, who has not successfully met the requirements found in (1), is assigned to work with a student who has a visual impairment, the paraprofessional will be supervised by the district's special education teacher in collaboration with a teacher of the visually impaired who holds a license from an accredited university. In addition, the assigned paraprofessional and the school district shall meet the requirements contained in (1) within two years of the date a student with a visual impairment has been identified as in need of Braille instruction and/or materials.



Standards of Accreditation Chapter 55
Recommended Changes for Consideration ARM 10.55.801-805
October 12-13, 2011 (February Documents with January Edits)

OK for Now	Needs Work	10.55.801 SCHOOL CLIMATE
X		(1) The board of trustees shall:
X		(a) encourage cooperative and positive working relationships among staff, students, parents, trustees, and community;
X		(b) determine whether or not its staff turnover is excessive and, if it is, the reasons why;
X		(c) create teaching and learning conditions that meet the district's educational goals and attract and maintain a quality staff;
X		(d) develop policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others;
X		(e) offer programs and services which, in content and presentation, endeavor to be free of stereotyping;
	X	(f) provide programs and services that meet the needs of students which the school has identified as at-risk;
X		(g) inform students, parents, families, and guardians of the school's expectations and of students' rights and responsibilities;
X		(h) promote a school climate which encourages students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;
X		(i) encourage the active engagement of parents, families, and guardians in their children's education and in their school; and
X		(j) provide opportunities for parents, families, and guardians, educators, and members of the community to take active roles in developing and reviewing district and school educational goals.
OK for Now	Needs Work	10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY
X		(1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity to each and every person regardless of race, marital status, national origin, <u>gender</u> , <u>sexual orientation</u> , <u>religion</u> , or



		physical or mental disability- with prejudice toward none, including programs, facilities, textbooks, curriculum, counseling, library services, and extracurricular activities.
OK for Now	Needs Work	10.55.803 LEARNER ACCESS
X		(1) Equal opportunity to learn is a primary consideration in all program areas, at all levels. In order to integrate this concept throughout the education program, the board of trustees shall develop and implement processes for assessing the educational needs of its students.
X		(2) In implementing curricula in all program areas, the board of trustees shall:
X		(a) provide learning experiences that take into consideration the students' interests, readiness, and learning style;
X		(b) recognize individual and cultural diversity and differences among learners including American Indians. Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of American Indian students and other minority groups;
X		(c) develop an understanding of the history, values, contemporary portrayals, and contributions of American Indians;
X		(d) provide learning resources that are relevant, culturally inclusive, and current;
X		(e) provide opportunities for individual self-direction and decision making;
X		(f) provide equal access to learning resources;
X		(g) provide instructional materials in support of the adopted curriculum;
X		(h) provide books and materials that reflect authentic historical and contemporary portrayals of American Indians; and
X		(i) identify, using appropriate criteria, students who may be at risk and in need of additional special services.
OK for Now	Needs Work	10.55.804 GIFTED AND TALENTED
X		(1) Districts shall provide access to educational programs and services to identified gifted and talented students commensurate to their needs.
X		(2) Each district shall comply with all federal and state laws and regulations addressing gifted education.
	X	(3) Each district shall develop policies and procedures to establish multi-year educational programs plans for gifted and talented students that promote ongoing growth and self understanding.



OK for Now	Needs Work	10.55.805 SPECIAL EDUCATION
X		(1) Schools shall provide educational programs and services to students eligible to receive special education services as identified under IDEA.
X		(2) Each school shall comply with all federal and state laws and regulations addressing special education.
X		(3) Each school shall provide structured support and assistance to regular education teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.
	X	(4) A student eligible to receive special education services as identified under IDEA, and who has successfully completed the goals identified on an individualized education program for high school completion shall be awarded a diploma.

Standards of Accreditation Chapter 55
Recommended Changes for Consideration ARM 10.55.901-910
September 2011 (February Documents with January Edits)

OK for Now	Needs Work	10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY
X		(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content specific grade-level learning progressions.
OK for Now	Needs Work	10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES
X		(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content specific grade-level learning progressions.
X		(2) In order to receive funding at the high school rate for grades 7 and 8, the program must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).
X		(3) An officially recognized middle school must be approved by the Board of Public Education upon recommendation of the superintendent of public instruction.
X		(a) A middle school specifically addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:
X		(i) approach instruction, scheduling, and teaching in a variety of ways;
X		(ii) undertake interdisciplinary work; and
X		(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.
X		(b) Critical and creative thinking, career awareness, lifelong learning, and safety must be incorporated in the school program.
X		(c) At a minimum, the following program areas shall be required of all students yearly:
X		(i) English language arts and literacy integrated into history/social studies, science, and technical subjects;
X		(ii) mathematics <u>and mathematical practices</u> including, but not limited to written and mental computation and



		problem solving;
X		(iii) physical and life sciences;
X		(iv) social studies; and
X		(v) health enhancement.
X		(d) At a minimum, the middle school curriculum shall maintain in balance the following required program areas:
X		(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;
X		(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);
X		(iii) career and technical education such as agriculture, business education, family and consumer sciences, industrial arts, and marketing; and
X		(iv) world languages.
X		(e) Exploratory courses shall be offered as electives to all students.
X		(4) A junior high or 7-8 school for middle grades must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content specific grade-level learning progressions. The educational program shall be designed to familiarize students with the high school setting and provide content-specific instruction.
X		(a) All students shall complete the following program areas each year:
X		(i) English language arts and literacy in history/social studies, sciences, and technical subjects —1 unit;
X		(ii) social studies—1 unit;
X		(iii) mathematics and mathematical practice—1 unit;
X		(iv) science—1 unit; and
X		(v) health enhancement—1/2 unit.
X		(b) All students must be allowed to elect from the following program area offerings:
X		(i) visual arts—1/2 unit;
X		(ii) music—1/2 unit;
X		(iii) career and technical education—1/2 unit; and
X		(iv) world languages and cultures —1/2 unit.



	X	(c) A unit is defined as the equivalent of at least 225 <u>8,100</u> minutes per week for one school year.
	X	(d) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.
OK for Now	Needs Work	10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL
X		(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content specific grade-level learning progressions.
X		(2) Minimum offerings shall include at least the following:
	X	(a) 4 units English language arts and literacy in history/social studies, science, and technical subjects;
X		(b) 3 units of mathematics and mathematical practice;
X		(c) 3 units of science;
X		(d) 3 units of social studies;
X		(e) 2 units of career and technical education;
X		(f) 2 units of arts;
X		(g) 1 unit of health enhancement;
X		(h) 2 units of world languages; and
X		(i) 2 units of electives.
OK for Now	Needs Work	10.55.905 GRADUATION REQUIREMENTS
X		(1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level learning progressions.
X		(2) In order to meet the content standards and grade-level learning progressions, the following 13 units shall be part of the 20 units required for all students to graduate:
	X	(a) 4 units of English language arts and literacy in history/social studies, science, and technical subjects;
X		(b) 2 units of mathematics and mathematical practice;
X		(c) 2 units of social studies;
X		(d) 2 units of science;



X		(e) 1 unit of health enhancement, with 1/2 unit each year for two years;
X		(f) 1 unit of arts;
X		(g) 1 unit of career and technical education.
X		(3) Units of credit earned in any Montana high school accredited by the Board of Public Education shall be accepted by all Montana high schools.
X		(4) In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment.
OK for Now	Needs Work	10.55.906 HIGH SCHOOL CREDIT
X		(1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units.
	X	(a) A unit of credit is defined as the equivalent of at least 225 <u>8,100</u> minutes per week for one <u>school</u> year.
	X	(b) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.
X		(2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local administrator's permission.
X		(3) Each governing authority may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.
X		(4) With the permission of the school district, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content-standards stated in the education program. Examples of acceptable course work include those delivered through correspondence and extension, distance learning, adult education, summer school, work study, specially designed courses, and challenges to current courses. Acceptable programs must be consistent with local board trustees policy.
X		(5) Montana high schools shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the student's official transcript.



OK for Now	Needs Work	10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY DELIVERED LEARNING
X		(1) This rule establishes requirements for distance, online, and technology delivered learning programs and/or courses that fulfill elementary or middle grades basic education programs and/or high school graduation requirements.
X		(2) School districts may receive and/or provide distance, online, and technology delivered learning programs
X		(a) School districts receiving distance, online, and technology delivered learning programs to supplement instruction may utilize distance, online, and technology delivered learning as they would other supplementary resources without restriction
X		(b) Distance, online, and technology delivered learning programs and/or courses shall at a minimum be aligned with state content standards and content specific grade-level learning progressions.
X		(c) By the first Monday in June, a school district shall report to the Superintendent of Public Instruction all distance, online and technology delivered courses, student enrollments, and the digital content providers.
X		(3) Except as provided in (3)(a), teachers of distance, online, and technology delivered learning programs shall be licensed and endorsed in Montana or elsewhere in the area of instruction taught with such license granted as a result of the completion of an accredited professional educator preparation program as defined in ARM 10.57.102(3). School districts receiving distance, online, and technology delivered learning programs described in this rule shall have a distance learning facilitator for each course and available to the students.
X		(a) When a teacher of distance, online, and technology delivered learning programs and/or courses does not possess the qualifications specified in (3), the facilitator must be licensed and endorsed in Montana or elsewhere in the area of instruction facilitated with such license granted as a result of the completion of an accredited professional educator preparation program as defined in ARM 10.57.102(3).
X		(b) When a teacher of distance, online, and technology delivered learning programs is qualified as provided in (3), the receiving school district's facilitator shall be a licensed teacher or a para-educator.
X		(c) School districts receiving distance, online, and technology delivered learning programs and/or courses must provide qualified facilitators for synchronous delivery to students in schools accredited by the Montana Board of Public Education, requiring physical presence of a facilitator, and for asynchronous delivery, requiring facilitators be available to students.
X		(d) The school district must ensure that the distance, online, and technology delivered learning facilitators receive in-service training on technology delivered instruction.



X		(4) Montana school districts providing distance, online and technology delivered learning shall comply with the teacher load requirements of ARM 10.55.713(3).
X		(5) Digital content providers serving Montana BPE accredited schools shall
X		(a) by the first Monday in August, register with the Office of Public Instruction, if not previously registered; and
X		(b) by the third Monday in June, identify the Montana school districts served by the digital content provider, including the courses and student enrollments for each school district served; and
X		(c) document the professional qualifications by providing names and credentials of other licensing entities, when not licensed and endorsed in Montana, of their teachers of distance, online, and technology delivered programs and/or courses.
OK for Now	Needs Work	10.55.908 SCHOOL FACILITIES
X		(1) School facilities shall be constructed, maintained, and supervised in accordance with all applicable local, state and national codes, regulations, and laws.
X		(2) School facilities shall be of sufficient size and arrangement to meet the local board of trustees' educational goals.
X		(3) The board of trustees shall provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet federal accessibility standards.
X		(4) The school shall provide the necessary equipment for first aid.
X		(5) When the board of trustees considers major remodeling or building a facility, it shall seek facility expertise in all affected program areas as well as comments from faculty, students, and community.
X		(6) The board of trustees shall have a written policy that defines the use of school facilities and resources.
OK for Now	Needs Work	10.55.909 Student Records
X		(1) Each school shall keep, in secure storage, a permanent file of students' records, that shall include:
X		(a) the name and address of the student
X		(b) his/her parent or guardian
X		(c) birth date



X		(d) academic work completed
X		(e) level of achievement (grades, standardized achievement tests)
X		(f) immunization records as per 20-5-406, MCA
X		(g) attendance data; and
X		(h) the statewide student identifier assigned by the Office of Public Instruction.
X		(2) The board of trustees shall establish written policies and procedures for the use and transfer of student records that are in compliance with state and federal laws governing individual privacy. All educational records collected and maintained by a school shall be kept in a confidential manner according to the implementing regulations of the Family Educational Rights and Privacy Act (FERPA) at 34 CFR part 99.
X		(3) All inactive permanent records from a school that closes shall be sent to the county superintendent or the appropriate county official.
OK for Now	Needs Work	10.55.910 STUDENT DISCIPLINE RECORDS
X		(1) Each school shall maintain a record of any disciplinary action that is educationally related, with explanation, taken against the student. For the purpose of this rule, a disciplinary action that is educationally related is an action that results in the expulsion or out-of-school suspension of the student. This record must be maintained consistent with the guidance from the Montana Local Government Records Committee and is subject to transfer to a local educational agency or accredited school pursuant to 20-1-213(4), MCA. Upon request, a copy of this record shall be sent to a nonpublic school pursuant to 20-1-213(7), MCA, and the No Child Left Behind Act, 20 USC 6301. History: Sec. 20-2-114, MCA; <u>IMP</u> , Sec. 20-1-213, 20-2-121, MCA; <u>NEW</u> , 2005 MAR p. 1390, Eff. 4/15/05



Standards of Accreditation Chapter 55
Recommended Changes for Consideration ARM 10.55.1001-1003
September 2011 (February Documents with January Edits)

OK for Now	Needs Work	10.55.1001 District's Responsibilities for Program Delivery Standards
	X	(1) It is the school district's responsibility to incorporate content and performance standards into its curriculum, implementing them sequentially.
OK for Now	Needs Work	10.55.1003 Program Foundational Standards
	X	(1) The purpose of all programs is to develop and apply knowledge and skills necessary to pursue lifelong goals and opportunities. Program foundation standards are the common conditions, <u>and practices, and resources that cross will be evident</u> in all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning to the content and performance standards <u>and content specific grade-level learning progressions.</u> All programs shall follow the content and performance standards in the accreditation rules of Montana. In addition, all <u>The</u> programs shall work to:
X		(a) Meet the following conditions:
X		(i) incorporate in curricular programs the distinct and unique cultural heritage of American Indians;
	X	(ii) provide effective health enhancement instruction to all grades and to provide such instruction on a daily basis as part of the basic elementary education program;
	X	(iii) provide physically, emotionally, and educationally safe and supportive learning and working environments, including environments free from bullying, intimidation and harassment;
	X	(iv) <u>(ii)</u> ensure an educational climate that promotes academic freedom and respect for diversity (e.g., gender, race, ethnicity, economic status, native language, disability, special gift and talent); <u>age, marital status, gender, sexual orientation, religion, race, national origin, disabilities, or special needs with prejudice toward none.</u>
X		(iii) maintain high expectations for student performance, behavior and life-long learning;
X		(iv) encourage collaboration among school personnel to plan, assess, and support instruction; and



	X	(vii) (v) build school calendars and schedules based upon instructional needs <u>and student learning.</u>
	X	(b) Include the following practices:
	X	(i) align local curricula with the Montana content and performance standards
	X	(ii) (i) offer engaging experiences that enable students to develop communication skills for fulfillment in their personal lives, workplaces, and communities;
X		(ii) teach ethical behavior and the implications of one's choices;
X		(iii) implement research-based instructional skills and strategies to improve student learning;
X		(iv) challenge students to think critically and use the inquiry process to solve problems and inform decisions;
X		(v) encourage interdisciplinary instruction;
X		(vi) use formative and summative assessments to shape instruction and inform decision making and increase student learning



EXECUTIVE SUMMARY

DATE: MARCH 2012

PRESENTATION: Recommend Format Change (consideration of grade-by-grade standards format) for Admin. R. Mont. 10.53 and 10.54 Content Standards

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction

OVERVIEW: The Office of Public Instruction Accreditation Division Administrator provides to the Board of Public Education (BPE) for consideration a recommendation to approve a grade-by-grade content standards format for Chapters 53 and 54 of Admin. R. Mont. Currently, the BPE approved format for content standards includes K-12 Content Standards for each program area, Benchmarks, at three points along the learning continuum at end of grades 4 and 8, and upon graduation, and Performance Descriptors.

In November 2011, the BPE approved the Montana Common Core Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects and Mathematics and Mathematical Practice. The format for Chapter 53 Content Standards outlines grade-by-grade learning expectations describing what all Montana students must know and be able to do.

The OPI recommends that the BPE consider a grade-by-grade content standards format for future revisions to Chapter 54 of Admin. R. of Mont.

The agenda item is informational.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): The Montana Common Core Standards for English Language Arts (ELA) and Mathematics provide clear grade-by-grade learning expectations; these expectations will be measured to determine student progress toward meeting the standards.

The Next Generation Science Standards and Social Studies Common Standards are the latest content areas to develop Common Standards. These standards are closely following the Montana Common Core Standards by using a grade-by-grade format. Montana teachers and administrators, and parents and students will be better served by a format that discreetly defines grade-by-grade standards.

RECOMMENDATION(S): Information/Discussion

EXECUTIVE SUMMARY

DATE: MARCH 2012

- PRESENTATION:** Report on Corrective Plans Submitted by Schools Receiving Advice or Deficiency Accreditation Status for the 2010-11 School Year
- PRESENTER:** Teri Wing
Accreditation Specialist
Office of Public Instruction
- OVERVIEW:** The Office of Public Instruction presents to the Board of Public Education (BPE) a follow-up summary of schools that submitted corrective plans for the 2010-11 school year. This report focuses on the schools that continue with the same deviations for the 2011-12 school year. The Accreditation staff will work closely with these schools in developing a 2012 corrective plan including specific actions to be taken and timelines to be followed.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The Accreditation staff places in highest priority the schools with continuing deviations that are not remedied as a result of a corrective plan. These schools are in jeopardy of being recommended to the state superintendent and the BPE for Intensive Assistance. The goal of the Accreditation staff is to assist the schools in remedying their continued deviations and to help bring the schools into compliance with the BPE Administrative Rules of Montana.
- RECOMMENDATION(S):** Information/Discussion

2011 - 2012 Schools Persisting from 2010 - 2011 in Requiring a Corrective Plan for Accreditation and Areas of Citation

Highlighted areas are those deviations that have been repeated from 2011 to 2012.

County	School	State Fy	Area of Citation
Big Horn	Lodge Grass 7-8	2011	Misassigned Teacher
		2012	Misassigned Teacher
	Lodge Grass High School	2011	Misassigned Teacher
		2012	Misassigned Teacher
	Northern Cheyenne Trib HS	2011	Incomplete Required Reporting
			Non-Licensed Teacher
		2012	Misassigned Teacher
	Wyola 7-8	2011	Counseling - No Services
		2012	Counseling - No Services
	Wyola School	2011	Counseling - No Services
		2012	Counseling - No Services
	Blaine	Cleveland School	2011
2012			
			Counseling - No Services
Carbon	Belfry 7-8	2011	
		2012	Library Media - Endorsement
	Belfry High School	2011	Non-Licensed Teacher
			Misassigned Teacher
		2012	Library Media - Endorsement
	Belfry School	2011	
	Bridger High School	2011	Misassigned Teacher
		2012	Incomplete Required Reporting
	Fromberg High School	2011	Misassigned Teacher
			Counseling - Endorsement
2012		Misassigned Teacher	
		Counseling - Endorsement	
Cascade	Centerville 7-8	2011	Misassigned Teacher
		2012	Misassigned Teacher
	Centerville High School	2011	Misassigned Teacher
		2012	Misassigned Teacher
	Fort Shaw Elem School	2011	Library Media - Endorsement
		2012	Non-Licensed Teacher
	MT Sch For Deaf & Blnd El	2011	Non-Licensed Teacher
			Misassigned Teacher
			Counseling - No Services
		2012	Misassigned Teacher
			Counseling - No Services
	MT Sch For Deaf & Blnd HS	2011	Misassigned Teacher
		Counseling - No Services	

2011 - 2012 Schools Persisting from 2010 - 2011 in Requiring a Corrective Plan for Accreditation and Areas of Citation

County	School	State Fy	Area of Citation	
Cascade	MT Sch For Deaf & Blnd HS	2012	Misassigned Teacher	
			Counseling - No Services	
	Simms High School	2011	Misassigned Teacher	
		2012	Non-Licensed Teacher	
Chouteau	Big Sandy High School	2011	Misassigned Teacher	
		2012	Misassigned Teacher	
Custer	Custer Co District High	2011	Non-Licensed Teacher	
			Misassigned Teacher	
		2012	Misassigned Teacher	
Fergus	Denton 7-8	2011	Misassigned Teacher	
			Counseling - Endorsement	
		2012	Misassigned Teacher	
			Counseling - No Services	
	Denton High School	2011	Misassigned Teacher	
			Counseling - Endorsement	
		2012	Non-Licensed Teacher	
			Misassigned Teacher	
				Counseling - No Services
			2011	Library Media - FTE
			2012	Superintendent FTE
				Library Media - FTE
	Grass Range High School	2011	Misassigned Teacher	
		2012	Misassigned Teacher	
Lewis & Clark School	2011	Library Media - FTE		
	2012	Superintendent FTE		
		Library Media - FTE		
Lewistown 7-8	2011	Library Media - FTE		
	2012	Superintendent FTE		
		Library Media - FTE		
Roy 7-8	2011			
	2012			
Roy High School	2011	Misassigned Teacher		
	2012			
Roy School	2011			
	2012			
Flathead	Flathead High School	2011	Misassigned Teacher	
			Class Size - HS, Middle	
	2012	Class Size - HS, Middle		
	L A Muldown School	2011	Principal FTE	
		2012	Principal FTE	
	Library Media - FTE			
Swan River 7-8	2011	Non-Licensed Teacher		
		Misassigned Teacher		
		Counseling - FTE		

2011 - 2012 Schools Persisting from 2010 - 2011 in Requiring a Corrective Plan for Accreditation and Areas of Citation

County	School	State Fy	Area of Citation
Flathead	Swan River 7-8	2012	Non-Licensed Teacher
			Misassigned Teacher
			Counseling - FTE
	West Valley School	2011	Principal FTE
			Library Media - FTE
			Counseling - FTE
		2012	Principal FTE
	Whitefish Middle 5-8	2011	Library Media - FTE
		2012	Library Media - FTE
	Gallatin	Belgrade High School	2011
			Class Size - HS, Middle
2012			Misassigned Teacher
			Library Media - FTE
Belgrade Intermediate			Counseling - Endorsement
		2011	Library Media - FTE
			Class Size - HS, Middle
		2012	Principal FTE
Heck/Quaw Elementary			Library Media - FTE
		2011	Library Media - FTE
			Class Size - Elementary
		2012	Principal FTE
Manhattan Christian H S			Misassigned Teacher
		2011	Non-Licensed Teacher
			Misassigned Teacher
		2012	Non-Licensed Teacher
Pass Creek School			Misassigned Teacher
		2011	Library Media - Endorsement
Ridge View Elementary		2012	
		2011	Library Media - FTE
		Class Size - Elementary	
	2012	Library Media - FTE	
Three Forks Elem School		Class Size - Elementary	
	2011	Principal FTE	
		Library Media - FTE	
	2012	Principal FTE	
Three Forks High School		Class Size - Elementary	
	2011	Misassigned Teacher	
		Class Size - HS, Middle	
	2012	Misassigned Teacher	
Glacier	Cut Bank High School	2011	Misassigned Teacher
		2012	Misassigned Teacher
Jefferson	Whitehall 7-8	2011	

2011 - 2012 Schools Persisting from 2010 - 2011 in Requiring a Corrective Plan for Accreditation and Areas of Citation

County	School	State Fy	Area of Citation
Jefferson	Whitehall 7-8	2012	Misassigned Teacher
			Library Media - Endorsement
Judith Basin	Geyser High School	2011	Misassigned Teacher
			Library Media - Endorsement
		2012	Misassigned Teacher
			Library Media - Endorsement
Lake	Charlo High School	2011	Non-Licensed Teacher
			Misassigned Teacher
			Class Size - HS, Middle
		2012	Misassigned Teacher
Lewis & Clark	Augusta High School	2011	Non-Licensed Teacher
			Misassigned Teacher
		2012	Misassigned Teacher
	Broadwater School	2011	Incomplete Required Reporting
			Class Size - Elementary
		2012	Class Size - Elementary
	Capital High School	2011	Incomplete Required Reporting
			Class Size - HS, Middle
		2012	Misassigned Teacher
			Class Size - HS, Middle
	Central School	2011	Incomplete Required Reporting
			Class Size - Elementary
		2012	Class Size - Elementary
	Four Georgians School	2011	Incomplete Required Reporting
			Class Size - Elementary
		2012	Class Size - Elementary
	Helena High School	2011	Incomplete Required Reporting
			Misassigned Teacher
			Class Size - HS, Middle
		2012	Misassigned Teacher
	Class Size - HS, Middle		
Jim Darcy School	2011	Incomplete Required Reporting	
		Class Size - Elementary	
	2012	Class Size - Elementary	
Kessler Elementary School	2011	Incomplete Required Reporting	
		Library Media - FTE	
		Class Size - Elementary	
	2012	Class Size - Elementary	
Rossiter School	2011	Incomplete Required Reporting	
		Class Size - Elementary	
	2012	Class Size - Elementary	
Lincoln	Troy High School	2011	Non-Licensed Teacher
			Misassigned Teacher
			Class Size - HS, Middle
		2012	Misassigned Teacher

2011 - 2012 Schools Persisting from 2010 - 2011 in Requiring a Corrective Plan for Accreditation and Areas of Citation

County	School	State Fy	Area of Citation
Lincoln	Troy High School	2012	Library Media - FTE
			Class Size - HS, Middle
Madison	Ennis 7-8	2011	Misassigned Teacher
		2012	Misassigned Teacher
	Ennis High School	2011	Misassigned Teacher
		2012	Misassigned Teacher
	Ennis School	2011	Misassigned Teacher
		2012	Misassigned Teacher
	Harrison High School	2011	Misassigned Teacher
		2012	Non-Licensed Teacher
Meagher	White Sulphur Springs 7-8	2011	Misassigned Teacher
		2012	Misassigned Teacher
	White Sulphur Springs El	2011	Misassigned Teacher
		2012	Misassigned Teacher
	White Sulphur Springs HS	2011	Misassigned Teacher
		2012	Misassigned Teacher
Mineral	St Regis School	2011	Misassigned Teacher
		2012	Misassigned Teacher
			Counseling - Endorsement
Park	Gardiner School	2011	Principal Licensure
		2012	Principal FTE
	Park High School	2011	Misassigned Teacher
			Library Media - FTE
		2012	Misassigned Teacher
			Library Media - FTE
	Shields Valley High Schl	2011	Misassigned Teacher
		2012	Misassigned Teacher
Phillips	Dodson 6-8	2012	Library Media - Endorsement
			Counseling - Endorsement
	Dodson 7-8	2011	Library Media - Endorsement
			Counseling - Endorsement
	Dodson High School	2011	HS Basic Program
			Library Media - Endorsement
			Counseling - Endorsement
		2012	Library Media - Endorsement
	Dodson School	2011	Library Media - Endorsement
			Counseling - Endorsement
2012		Library Media - Endorsement	
		Counseling - Endorsement	
Pondera	Heart Butte 7-8	2011	Superintendent Licensure
			Library Media - Endorsement
		2012	Incomplete Required Reporting
	Heart Butte Elementary	2011	Superintendent Licensure
		Library Media - Endorsement	

2011 - 2012 Schools Persisting from 2010 - 2011 in Requiring a Corrective Plan for Accreditation and Areas of Citation

County	School	State Fy	Area of Citation
Pondera	Heart Butte Elementary	2011	Class Size - Elementary
		2012	Incomplete Required Reporting
			Class Size - Elementary
	Heart Butte High School	2011	Superintendent Licensure
			Misassigned Teacher
		2012	Incomplete Required Reporting
Valier High School		2011	Non-Licensed Teacher
		2012	Non-Licensed Teacher
Powder River	Broadus 7-8	2011	Misassigned Teacher
		2012	Misassigned Teacher
	Broadus School	2011	Misassigned Teacher
		2012	Misassigned Teacher
Powell	E F Duvall 7-8	2011	Non-Licensed Teacher
			Misassigned Teacher
			Library Media - FTE
		2012	Library Media - FTE
Ravalli	Hamilton High School	2011	Non-Licensed Teacher
			Misassigned Teacher
		2012	Non-Licensed Teacher
	Stevensville 7-8	2011	Counseling - Endorsement
		2012	Counseling - FTE
	Stevensville K-6	2011	Incomplete Required Reporting
		Counseling - Endorsement	
	2012	Counseling - FTE	
Richland	Sidney Middle School	2011	Misassigned Teacher
			Library Media - FTE
		2012	Library Media - FTE
Roosevelt	Frontier 7-8	2011	Misassigned Teacher
		2012	Non-Licensed Teacher
			Misassigned Teacher
	Frontier School	2011	Misassigned Teacher
		2012	Non-Licensed Teacher
		Misassigned Teacher	
Rosebud	Colstrip High School	2011	Misassigned Teacher
		2012	Misassigned Teacher
	Lame Deer 7-8	2011	Misassigned Teacher
		2012	Misassigned Teacher
			Library Media - Endorsement
	Lame Deer High School	2011	Misassigned Teacher
		2012	Library Media - Endorsement
	St Labre High School	2011	Misassigned Teacher
2012		Misassigned Teacher	
Silver Bow	Butte Central High School	2011	Incomplete Required Reporting
			Non-Licensed Teacher
		2012	Non-Licensed Teacher

2011 - 2012 Schools Persisting from 2010 - 2011 in Requiring a Corrective Plan for Accreditation and Areas of Citation

County	School	State Fy	Area of Citation	
Stillwater	Rapelje High School	2011	Misassigned Teacher	
		2012	Misassigned Teacher	
Teton	Dutton/Brady High School	2011	Non-Licensed Teacher	
		2012	Non-Licensed Teacher	
	Dutton/Brady Middle School	2011	Non-Licensed Teacher	
		2012	Non-Licensed Teacher	
Toole	Sunburst High School	2011	Misassigned Teacher	
		2012	Misassigned Teacher	
Treasure	Hysham High School	2011	Misassigned Teacher	
		2012		
Valley	Frazer 7-8	2011	Library Media - Endorsement	
		2012	Library Media - Endorsement	
	Frazer Elementary	2011	Library Media - Endorsement	
		2012	Library Media - Endorsement	
	Frazer High School	2011	Library Media - Endorsement	
		2012	Incomplete Required Reporting Library Media - Endorsement	
	Glasgow 7-8	2011	Misassigned Teacher	
		2012	Misassigned Teacher	
	Glasgow High School	2011	Misassigned Teacher	
		2012	Misassigned Teacher	
	Lustre Christian H S	2011	Misassigned Teacher	
		2012	Misassigned Teacher	
	Lustre School	2011	Misassigned Teacher	
		2012	Misassigned Teacher	
	Opheim 7-8	2011	Misassigned Teacher	
		2012	Misassigned Teacher	
	Opheim High School	2011	Non-Licensed Teacher Misassigned Teacher	
		2012	Misassigned Teacher	
	Wheatland	Harlowton High School	2011	Misassigned Teacher
			2012	Misassigned Teacher
Yellowstone	Arrowhead School	2011	Class Size - Elementary	
		2012	Library Media - FTE Counseling - FTE	
			Class Size - Elementary	
	Boulder School	2011	Counseling - FTE Class Size - Elementary	
		2012	Counseling - FTE	
	Highland School	2011	Library Media - FTE Counseling - FTE Class Size - Elementary	
		2012	Library Media - FTE Counseling - FTE Class Size - Elementary	
			Class Size - Elementary	

2011 - 2012 Schools Persisting from 2010 - 2011 in Requiring a Corrective Plan for Accreditation and Areas of Citation

County	School	State Fy	Area of Citation
Yellowstone	Huntley Project 7-8	2011	Misassigned Teacher
		2012	Non-Licensed Teacher
			Misassigned Teacher
	Huntley Project High Schl	2011	Misassigned Teacher
		2012	Non-Licensed Teacher
			Misassigned Teacher
	Laurel High School	2011	Misassigned Teacher
		2012	Misassigned Teacher
			Library Media - FTE
	Lewis & Clark 7-8	2011	Library Media - FTE
		2012	Non-Licensed Teacher
			Library Media - FTE
	McKinley School	2011	Library Media - FTE
			Class Size - Elementary
		2012	Class Size - Elementary
	Meadowlark School	2011	Counseling - FTE
		2012	Non-Licensed Teacher
			Counseling - FTE
	Newman School		Class Size - Elementary
		2011	Library Media - FTE
		2012	Library Media - FTE
	Poly Drive School		Class Size - Elementary
		2011	Library Media - FTE
			Counseling - FTE
			Class Size - Elementary
		2012	Counseling - FTE
	Rose Park School		Class Size - Elementary
		2011	Library Media - FTE
			Counseling - FTE
		2012	Counseling - FTE
Sandstone School	2011	Counseling - FTE	
		Class Size - Elementary	
	2012	Counseling - FTE	
		Class Size - Elementary	
Washington School	2011	Class Size - Elementary	
	2012	Library Media - FTE	
		Class Size - Elementary	
Will James 7-8	2011	Library Media - FTE	
	2012	Library Media - FTE	

EXECUTIVE SUMMARY

DATE: MARCH 2012

- PRESENTATION:** Report of Educator License Surrender
- PRESENTER:** Ann Gilkey
Chief Legal Counsel
Office of Public Instruction
- OVERVIEW:** Licensed educator surrendered his license, which must be reported to the Board of Public Education pursuant to ARM 10.57.605.
- REQUESTED DECISION(S):** Information/Discussion only
- OUTLYING ISSUE(S):** Typically closed session of the Board
- RECOMMENDATION(S):**

EXECUTIVE SUMMARY

DATE: MARCH 2012

- PRESENTATION:** Recommend Approval of the 2011-12 Final Accreditation Status – All Schools
- Teri Wing
Accreditation Compliance Specialist
Office of Public Instruction
- OVERVIEW:** The Office of Public Instruction Accreditation Specialist provides to the Board of Public Education the final 2011-12 accreditation status determinations for all schools as recommended by state Superintendent Denise Juneau.
- REQUESTED DECISION(S):** Recommend approval of the 2011-12 Final Accreditation Status for all Montana schools
- RECOMMENDATION(S):** Action

EXECUTIVE SUMMARY

DATE: MARCH 2012

- PRESENTATION:** Alternative to Standards Requests
- PRESENTER:** Teri Wing
Accreditation Compliance Specialist
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education the report of approval of Alternative to Standards requests. The state superintendent recommends approval of the report as presented. The report is attached.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Approve the recommendations of state Superintendent Denise Juneau of the Report of Initial Alternative to Standards requests



Alternative Standard Requests – Recommendations

March 2011

The following four initial alternative to standard requests representing four districts have been received and evaluated in accordance with Administrative Rules of Montana (ARM) 10.55.604.

Approvals

Lake County

Polson High School- Initial application

Polson High School 9-12

Library Staffing: 1.0 Licensed FTE

Current Enrollment: 518

Required: 1.5 for schools with 501-1000 students

Standard: 10.55.709.3—Library Media Services

Standard: 10.55.1801- Library Media Program Delivery Standards

Polson High School employs a 1.0 FTE certified Library Media Specialist and a fulltime para-educator. Having two fulltime staff allows the library to be open and available to students from 7:45 A.M. to 4:00 P.M. daily. The para-professional will assist students and teachers in the library, processes materials, and performs the routine daily functions of the library. The library media specialist will supervise the program. She will work with students and teachers on curriculum units and collaborate in the classrooms to deliver library program standards. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

The proposed alternatives meet or exceed current standards.

Recommend approval of the alternative to standard requests.

Missoula County

Swan Valley School District No. 33- Initial application

Swan Valley School and Swan Valley 7-8

Library Media Staffing: 0.0 Licensed FTE

Current Enrollment: 31

Required: Contract services

Standard: 10.55.709—Library Media Services

Standard: 10.55.1801- Library Media Program Delivery Standards

The Missoula County Superintendent of Schools, who is a licensed library media specialist, will provide library media services for K-8 students at Swan Valley School. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

The proposed alternatives meet or exceed current standards.

Recommend approval of the alternative to standard requests.

Ravalli County

Corvallis School District- Initial application
Quentin Brown Primary School K-4
Guidance staffing: 1.0 FTE

Current enrollment: 6
Required: 1.1 FTE

Standard: 10.55.710- Assignment of school counseling staff
Standard: 10.55.1901- School Counseling Program Delivery Standards

The application provides evidence that the school has a comprehensive counseling program carried out in a proactive way through individual and classroom instruction. One of the components of the program is an intervention called "the responsibility room." Placement in the responsibility room program provides the counseling program an additional tool for assisting students to improve their behavior and relationships. Rather than hiring a .1 FTE counselor the district employed a .5 K-8 certified teacher to staff the responsibility room and carry out the interventions designed by the licensed counselor. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative to standard requests.**

Park County

Pine Creek Elementary Schools- Initial application
Pine Creek Elementary School K-8
Library Media: 0.0 FTE

Current enrollment: 39
Required: .16 or contract services

Standard: 10.55.710—School Counseling Services
Standard: 10.55.1901- School Counseling Program Delivery Standards

The district will be using the MSSA model for this alternative to standard. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative to standards requests.**



MONTANA SCHOOL FOR THE DEAF AND THE BLIND 2012 - 2013 - DRAFT

- 20-23 PIR ORIENTATION + One (1) Day TBD
- 26 Students Return
- 27 First Day of School

****ALL TRAVEL HOME SCHOOL IS IN SESSION and DISMISSED AT 1:30 PM**

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

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

- 3 Labor Day – No School (Cottages Open)
- 5-8 MAD-MSDB Gala
- 14 Travel Home **
- 17 Travel Return
- School in Session
- 28 Travel Home **
- 30 Travel Return

- 5-6 Enrichment Wkd (D/HH)
- 17 Travel Home **
- 18-19 Teacher Convention
- 21 Travel Return
- 22 Classes Resume
- 31 End of 1st Quarter (45 Days)

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

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

- 2 Travel Home **
- 4 Travel Return
- 5 School in Session
- 9-10 Enrichment/Goalball (VI)
- 20 Travel Home **
- 21-24 Thanksgiving Vacation
- 25 Travel Return
- 26 Classes Resume

- 7 Travel Home **
- 9 Travel Return
- 10 Classes Resume
- 10 Gallaudet Day
- 19 Dress Rehearsal 9:00 AM
- 20 Christmas Program 1:00 PM
- Christmas Tea to follow
- 21 Travel Home **
- Christmas Vacation (December 22-January 1)

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

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

- 2 Travel Return
- School in Session
- 16 End of 2nd Quarter (45 Days)
- 18 Travel Home **
- 21 Travel Return–No School
- 22 Classes Resume

- 1 Travel Home **
- 3 Travel Return
- 4 Classes Resume
- 15 Travel Home **
- 18 Travel Return–No School
- 19 Classes Resume

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

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

- 1-2 Enrichment Wkd (D/HH)
- 8 Travel Home **
- 11 Travel Return–No School
- 12 Classes Resume
- 22-23 Enrichment/Goalball (VI)
- 25 End of 3rd Quarter (45 Days)
- 28 Travel Home **
- 29-2 Spring/Easter Vacation (March 29 – April 2)

- 2 Travel Return
- 3 Classes Resume
- 25 Arbor Day and Music Program 1:00 PM
- 19 Travel Home **
- 21 Travel Return
- 22 Classes Resume

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

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

- 3-4 Games for the VI
- 10 Travel Home **
- 13 Travel Return
- School in Session
- 25 Graduation 2:00 PM
- 27 Memorial Day – No School Cottages are Open
- 31 Last Day of School
- Awards Assembly 10:30 AM
- Dismissed at noon
- End of 4th Quarter (45 Days)
- Teacher Check-out

1st Quarter: October 31, 2012
 2nd Quarter: January 16, 2013
 3rd Quarter: March 25, 2013
 4th Quarter: May 31, 2013
www.msdb.mt.gov
 1 800 882-MSDB
 3911 Central Avenue
 Great Falls, MT 59405-1967

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

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

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

Approved Board of Public Education:
 _____, 2012
 Updated: 2/6/12

**MSDB
COMMUNITY RELATIONS**

Relations with the Law Enforcement and Child Protective Agencies 4410

The primary responsibility for maintaining proper order and conduct in the School and residential programs is that of staff. Staff shall be responsible for holding students accountable for infractions of School and cottage rules, which may include violations of the law on campus or at School activities. Where there is substantial threat to the health and safety of students, staff or others, such as in the case of bomb threats, mass demonstrations with threat of violence, individual threats of substantial bodily harm, use or trafficking of alcohol or drugs, or the scheduling of events where large crowds may be difficult to handle, the law enforcement agency shall be called upon for assistance. Information regarding suspected violations of the law shall be communicated to an administrator or supervisor immediately upon discovery or disclosure. The Superintendent or designee is responsible for ensuring that all suspected violations are reported to the appropriate law enforcement agency.

MSDB shall strive to develop and maintain cooperative working relationships with the law enforcement agencies. Procedures for cooperation between law enforcement, child protective, and School authorities shall be established. Such procedures shall be made available to affected staff and periodically revised.

Cross Reference: COMMUNITY RELATIONS 4313 Disruption of School Operations
 COMMUNITY RELATIONS 4411 Investigations and Arrests by Police

§ 20-1-206, MCA Disturbance of School – Penalty

Policy History:
Adopted on: 01-10-03
Revised on: 03-09-12

**MSDB
PERSONNEL**

MSDB Job Position Sign Language Skill Level Standards

5124P2

Page 1 of 2

PROGRAM	POSITION	ENTRY/MINIMUM SKILL LEVEL	TARGET/ACCEPTABLE SKILL LEVEL
Administration	Superintendent	Intermediate	Advanced
	Business Manager	None	Survival Plus
	Benefits Specialist	None	Survival Plus
	Executive Secretary	None	Intermediate
	Network Manager	None	Intermediate
	Accounting Technician	None	Survival
Student Services-Administration	Dean of Students	Intermediate	Advanced
	Supervising Counselor	Intermediate	Advanced
	Receptionist/Secretary	None	Survival
Counselors/Recreation/Support	Activities Director	None	Survival Plus
	Lifeguard	None	Novice
	Counselor	Survival	Advanced
Cottage Life	Lead Houseparent	Intermediate	Advanced
	Cottage Life Attendants	None	Intermediate
	AM Cottage Life Attendants	None	Intermediate
	Nightwatch	None	Survival
Health Services	Director	Novice	Intermediate
	Health Service Staff	Novice	Intermediate
Dining Services	Cook	None	Survival Plus
	Baker/Cook	None	Survival Plus
	Dining Room	None	Survival Plus
Education	Principal	Intermediate	Advanced
	Secretary/Education	None	Intermediate
	Scheduling Secretary	None	Intermediate
Outreach	Director of Outreach Services	None	Survival Plus
	VI Outreach Consultant	None	Survival
	Deaf/Hard of Hearing Outreach Consultant	Intermediate	Advanced
	Consulting Audiologist	None	Novice
Support Services	Occupational Therapist	None	Intermediate
	Audiologist	Novice	Intermediate
	Speech Pathologist	Novice	Survival Plus
	School Psychologist	Novice	Intermediate
	Physical Therapist	None	Intermediate
	Orientation & Mobility Behavior Specialist	None	Intermediate

**MSDB
PERSONNEL**

MSDB Job Position Sign Language Skill Level Standards

5124P2

Page 2 of 2

	Communication Technician	Survival	Intermediate
	Guidance Counselor	None	Intermediate
Library	Librarian	None	Intermediate
	Library Clerk	None	Survival
Visually Impaired Dept	Supervising Teacher	None	Survival Plus
	VI Teacher	None	Survival
	VI TA	None	Survival
Deaf/Hard of Hearing Dept	Supervising Teacher Elementary Level	Intermediate	Advanced
	Transition Coordinator	Survival	Intermediate
	Teacher	Intermediate	Advanced
	Teacher Assistant	Survival	Intermediate
	Coordinating Interpreter	Advanced	Advanced Plus (EIPA 4.5 or higher)
	Interpreters	Intermediate Plus	Advanced (or EIPA 4.0 or higher)
Maintenance	Maintenance Supervisor	None	Survival Plus
	Maintenance	None	Survival Plus

Montana School for the Deaf and the Blind
Request for Reasonable Accommodations for Sign Language Skill Level Standard

Instructions: Staff member should complete Section A and give to immediate supervisor. All requests for accommodations must be made within six (6) months of hire or transfer to a position or within six (6) months of the date the accommodations become necessary.

Section A

1. Staff Member's Name: _____
2. Request Date: _____
3. Program/Department: _____
4. Position Title: _____
5. SLPI Entry Skill Level: _____
6. Staff Member's Current Skill Level: _____

Reasons accommodation(s) are necessary: _____

What do you believe would be a reasonable accommodation(s): _____

Section B

Immediate Supervisor and Coordinating Interpreter recommendation:

___ Revise SLPI Standard to _____

Comments: _____

___ Keep SLPI Standard as currently required and make the following accommodations:

___ Reasonable accommodations not supported.

Comments: _____

Final decision by MSDB Superintendent: _____

Immediate Supervisor's Signature: _____ Date: _____

Coordinating Interpreter's Signature: _____ Date: _____

Superintendents' Signature: _____ Date: _____

Distribution of final decision: Staff Member, Immediate Supervisor, Coordinating Interpreter, Personnel File

Waiver must be approved prior to offer of employment being extended or in the case of a change in employment status of an existing employee.

SECTION A

(This section to be completed by Program Administrator)

(Upon completion of Section A, Program Administrator is to forward this form to Coordinating Interpreter for completion of Section B if this is for a current MSDB Employee. If this is for an outside applicant, forward this to the Benefits Specialist for completion of Section C.)

Program: _____ Program Administrator: _____

1. Name of individual needing Waiver: _____

2. What position is this Waiver request for? _____
(Title of Position)

3. What is the Entry Skill Level for this position? _____

4. What is the Target Skill Level for this position? _____

5. When is the projected start date for the individual to assume his/her new duties? _____

6. Is this individual a current MSDB employee? (Circle one) YES NO
If YES, please forward this form to Coordinating Interpreter for completion of Section B (after completing the remaining questions and signing as indicated below). If NO, please forward to HR Director for review.

7. If this is an internal reassignment, promotion, reclassification, or demotion, has this been communicated with Human Resources? (Circle one) YES NO
If you answered YES, with whom was this communicated? _____

8. If you answered NO to #7 above, has this individual already been placed in the position requiring a waiver? (Circle one) YES NO If YES, date of placement: _____
(YES means you are requesting an after the fact waiver.)

9. Has a SLPI been conducted on this individual? (Circle one) YES NO
If you answered NO to the above question, please explain why this individual has not had a SLPI conducted. If you answered YES, please give the date and results of the individual's SLPI.

10. In which school department/cottage wing will this individual be placed?

11. What duties will be performed? _____

12. Will this individual be working alone in a building with Deaf and/or Hard of Hearing students?
(Circle one) YES NO

13. If you answered *NO to #12 above, will there be any employees available for assistance who are capable of effective communication (for example, have Intermediate or above skills [as determined by the SLPI])? (Circle one) YES NO

**NO implies that the individual will not be "alone," therefore, there should be an employee or some employees in the building.*

14. If you answered YES to #14 on the above, have any of the employees who will provide assistance met his/her Sign Language Target Skill Level? (Circle one) YES NO
If you answered YES, list the names of the employees and their most recent SLPI results: _____

16. Describe your plans for this individual's sign language training. For example, how will you ensure coverage so that this individual may take advantage of sign language training opportunities? How will you monitor this individual's progress towards achieving his/her recommended Sign Language Target Skill Level?

In the event this request for waiver is approved by the Superintendent, we understand that it is our responsibility to see that this individual is granted ample sign language training opportunities as sponsored by the Coordinating Interpreter both on and off campus if appropriate.

Program Administrator

Date

Department Supervisor (If applicable)

Date



SECTION B

This section to be completed by Coordinating Interpreter for current MSDB employees ONLY

(Upon completion of Section B, forward this form to the Benefits Specialist for completion of Section C)

- 1. Have previous waivers been approved for this individual? (Circle one) YES NO
If YES, provide documentation of waiver history below and attach copies of previous waivers.

- 2. SLPI Evaluation History:

- 3. Sign Language Training History:

Coordinating Interpreter

Date

SECTION C

(This section to be completed by the Benefits Specialist)

(Upon completion of Section C, forward this to the Superintendent for completion of Section D)

- 1. Has the named Program Administrator communicated this transaction with Human Resources?
(Circle one) YES NO
- 2. What type of transaction is this? (Circle one) New Hire Transfer from another State agency
Voluntary Transfer within Program Involuntary Transfer within Program
Voluntary Transfer between Programs Involuntary Transfer between Programs
Promotion Reclassification Demotion
- 4. Is this an "after the fact" Waiver request? (Circle one) YES NO

HR Director

Date

SECTION D
(This Section to be completed by the Superintendent)

____ Approved

____ Denied

Rationale:

Superintendent

Date

Distribution to be handled by: Superintendent's Office with original going to Personnel File and copies to Staff Member, Program Administrator, and Coordinating Interpreter.

**MSDB
PERSONNEL**

It shall be required that all permanent employees at the School have sign language skill commensurate with the requirements of their positions. This policy and related procedures applies to staff hired into or voluntarily transferred to positions with Sign Language Skill Standards (SLSS) after July 1, 2012. Job position SLSS either established or raised after staff members' job entry dates will not apply to these staff. The requirement for a professional development plan to increase sign language skills applies to all staff hired before July 1, 2012 and who have not achieved their Target Skill Level Standard in two consecutive Sign Language Proficiency Interview (SLPI) evaluations.

Purpose

The Montana School for the Deaf and the Blind (MSDB) recognizes the fundamental need and purpose of clear, consistent, and dependable communication as (1) a foundation for the development of language skills, (2) the basis for the development of interpersonal skills, and (3) critical to the sharing of information among all of the members of the MSDB campus community.

For some members of the MSDB community, the primary and most efficient method of communication is American Sign Language (ASL), Manually Coded English such as Signing Exact English (SEE) or some other form of manual communication, speech reading, or use of residual hearing. The primary purpose of the Employee Sign Language Skill policy is to encourage and support an optimal setting of signed communication for all students and staff across the MSDB campus. In recognition of and respect for the diversity of the MSDB student and staff population, MSDB staff need to possess the skills and knowledge needed to communicate and work effectively with all students and staff. MSDB recognizes that the level of these skills and the importance of acquiring these skills vary across MSDB staff. Procedures for implementing this policy include a process for determining reasonable accommodations that may be needed for staff.

Evaluation Standards and Process

The Superintendent shall establish a sign language skill evaluation system which specifies the required skill level for each position at the School. Frequency, length, and type of communication required for interaction with students and staff who are deaf or hard of hearing are primary factors used in determining sign language skill level standards for selected MSDB staff positions. These standards are based on the Sign Language Proficiency Interview (SLPI:ASL) Rating Scale. SLPI:ASL entry and target skill level standards for MSDB staff positions and the SLPI Rating Scale are listed in Employee Sign Language Skills 5124P2 and Employee Sign Language Skills 5124P.

MSDB Job Position Skill Level Standards are included in staff position descriptions. For selected new positions or for potential changes to current skill level standards, the immediate supervisors, program administrators and Coordinating Interpreter meet to discuss standards for these positions. The administrators and Coordinating Interpreter make their recommendations for standards to the Superintendent. The Superintendent makes final decisions for standards and informs the immediate supervisors and administrators for positions and the Coordinating Interpreter of his/her decisions.

MSDB Staff members who have achieved their Target Skill Level Standard in two (2) consecutive SLPI:ASL evaluations will not be required to be reassessed and will not be required to have a professional development plan for sign language skill development.

MSDB staff not at their SLPI Target Skill Level Standard at job entry are required to take the SLPI: ASL within 60 days of job entry dates unless they sign a statement indicating that they have no sign language skills. All employees not at their SLPI Target Skill Level Standard are required to have a professional development plan for skill development approved by their immediate supervisor. A professional development plan may include participation in MSDB-supported sign language skill development training and activities during duty time as well as participation in training and activities during non-paid duty time. All employees not within one level of their Target Skill Level Standard are required to take the SLPI: ASL annually until they achieve their target skill level. Staff within one level of their target skill level are required to take the SLPI:ASL every three years until they achieve their standards. Staff are expected to achieve their standards within three (3) years from their job entry dates.

If a d/Deaf staff member is hired into a department/program and the current staff 's Target Skill Level is less than "Intermediate," staff in that department will be required to improve the sign language skills to at least the "Intermediate Level" in compliance with the process outlined in this section of the policy.

Performance Requirement and Accommodations

Competency in sign language may be required to successfully perform the duties in some positions. Sign language skill development toward the target skill level will be considered in employee performance evaluations during the probationary/tenure period. Lack of progress in developing sign language skills during the probationary/tenure period may constitute grounds for termination. Due to extenuating circumstances, employees in positions with skill level standards may apply for reasonable accommodation(s). Employees may complete a "Request for Reasonable Accommodations for Sign Language Skill Level Standards," 5124F1 and submit it to their immediate supervisor. All accommodations must be approved by the program administrator and superintendent.

Recruitment and Hiring

MSDB will extend every effort to recruit and hire people with sign language communication skills, taking into consideration other expertise and skills required for each job position. For positions with sign language skill level standards, efforts will be extended to recruit people who are at or above the target skill level at time of hire. If there are no applicants who possess both the entry skill level and other needed job qualifications, the program administrator may submit an "Sign Language Entry Skill Level Waiver Request" 5124F2 to the superintendent. The waiver must be approved by the superintendent prior to an offer of employment being extended to a new employee or the transfer of an existing employee.

Legal Reference: MCA 20-8-120 Communication Skills Required of Certain Employees

Policy History:

Adopted on: 10-14-92

Revised on: 03-08-12

**MSDB
PERSONNEL**

Employee Sign Language Skills 5124P1

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Sign Language Proficiency Interview (SLPI) Rating Scale: ASL

<u>RATINGS</u>	<u>DESCRIPTORS^c</u>
<u>Superior Plus</u>	<u>Able to have a fully shared and natural conversation, with in-depth elaboration for both social and work topics.</u> All aspects of signing are native-like.
<u>Superior</u>	<u>Able to have a fully shared conversation, with in-depth elaboration for both social and work topics.</u> Very broad sign language vocabulary, near native-like production and fluency, excellent use of sign language grammatical features, and excellent comprehension for normal signing rate.
<u>Advanced Plus</u>	<u>Exhibits</u> some superior level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Advanced</u>	<u>Able to have a generally shared conversation with good, spontaneous elaboration for both social and work topics.</u> Broad sign language vocabulary knowledge and clear, accurate production of signs and fingerspelling at a normal/near-normal rate; occasional misproductions do not detract from conversational flow. Good use of many sign language grammatical features and comprehension good for normal signing rate.
<u>Intermediate Plus</u>	<u>Exhibits</u> some advanced level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Intermediate</u>	<u>Able to discuss with some confidence routine social and work topics within a conversational format with some elaboration; generally 3-to-5 sentences.</u> Good knowledge and control of everyday/basic sign language vocabulary with some sign vocabulary errors. Fairly clear signing at a moderate signing rate with some sign misproductions. Fair use of some sign language grammatical features and fairly good comprehension for a moderate-to-normal signing rate; a few repetitions and rephrasing of questions may be needed.
<u>Survival Plus</u>	<u>Exhibits</u> some intermediate level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Survival</u>	<u>Able to discuss basic social and work topics with responses generally 1-to-3 sentences in length.</u> Some knowledge of basic sign language vocabulary with many sign vocabulary and/or sign production errors. Slow-to-moderate signing rate. Basic use of a few sign language grammatical features. Fair comprehension for signing produced at a slow-to-moderate rate with some repetition and rephrasing.
<u>Novice Plus</u>	<u>Exhibits</u> some survival level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Novice</u>	<u>Able to provide single sign and some short phrase/sentence responses to basic questions signed at a slow-to-moderate rate with frequent repetition and rephrasing.</u> Vocabulary primarily related to everyday work and/or social areas such as basic work-related signs, family members, basic objects, colors, numbers, names of weekdays, and time. Production and fluency characterized by many sign production errors and by a slow rate with frequent inappropriate pauses/hesitations.

Below Novice/No Functional Skills **(May be) Able to provide short single sign and “primarily” fingerspelled responses to some basic questions signed at a slow rate with extensive repetition and rephrasing.**

^a Adapted from U.S. Foreign Service Institute & ACTFL LPI rating scales by William Newell and Frank Caccamise.

^b The SLPI was referred to as the Sign Communication Proficiency Interview (SCPI) from 1983 to May 2006.

^c For all SLPI rating descriptors, **first statement (in bold type) always a statement of sign language communicative functioning**, with all remaining statements (regular type) descriptors of ASL form (vocabulary, production, fluency, grammar, and comprehension).

June 2006 (revised edition).

Montana School for the Deaf and the Blind Staff American Sign Language (ASL) Skill Level Standards

Program	Position	Entry Skill Level	Target Skill Level
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Administration

Superintendent- Intermediate, Advanced
 Business Manager – none, Survival Plus
 Benefits Specialist – none, Survival Plus
 Executive Secretary – none, Intermediate
 Network Manger – none, Intermediate
 Accounting Technician – none, Survival

Student Services

Dean of Students – Intermediate, Advanced
 Supervising Counselor – Intermediate, Advanced
 Receptionist/Secretary – none, Survival

Activities Director – none, Survival Plus
 Lifeguard – None, Novice
 Counselor – Survival, Advanced
 Vocational Instructor – Survival, Intermediate?????

Lead House Parent – Intermediate, Advanced
 Cottage Life Attendants – none, Intermediate
 AM Cottage Life Attendants – none, Intermediate
 Night Watch – none, Survival

Director – novice, Intermediate
 Health Service Staff – novice, Intermediate

Cook – none, Survival Plus
 Baker/Cook – none, Survival Plus
 Dining Room - none, Survival Plus

Education

Principal – Intermediate, Advanced
Secretary/Education – none, Intermediate
Scheduling Secretary – none, intermediate

Supervising Outreach Consultant – none, Survival Plus
VI Outreach Consultant – none, Survival
Deaf/Hard of Hearing Outreach Consultant – Intermediate, Advanced

Occupational Therapist – none, Intermediate
Audiologist – novice, Intermediate
Speech Pathologist –Novice, Survival Plus
School Psychologist –Novice, Intermediate
Physical Therapist – none, Intermediate
Orientation and Mobility Specialist – None, Intermediate
Behavior Specialist – none, Intermediate
Communication Technician – Survival, Intermediate
Guidance Counselor – none, Intermediate

Librarian – none, Intermediate
Library Clerk – none, Survival

Supervising Teacher of the Visually Impaired – none, Survival Plus
VI Teacher – none, Survival
VI Teacher Assistant – none, Survival

Supervising Teacher of the Deaf and Hard of Hearing – Intermediate, Advanced
Transition Coordinator –Survival, Intermediate
D/HH Teacher – Intermediate, Advanced
D/HH Teacher Assistant – Survival, Intermediate
Coordinating Interpreter – Advanced, Advanced Plus (EIPA of 4.5 or higher)
Interpreters - Intermediate Plus, Advanced (or EIPA of 4.0 or higher)

General Services

Maintenance Supervisor – none, Survival Plus
Maintenance – none, Survival Plus

Note 1: If a d/Deaf staff member is hired for your department/program and your Target Skill Level is less than “Intermediate,” you will be required to improve your Target level to at least the “Intermediate Level” in compliance with the “Evaluation Standards and Process” outlined in 5124 Employee American Sign Language Skill.

Note 2: Although it is not always possible, it is preferred that staff members have their Sign Language Proficiency Interview: American Sign Language (SLPI: ASL) evaluations at time of job entry.

Note 3: Due to the complexity of MSDB programs including periodic changes in job position titles, new job positions, and department changes, the policy list for MSDB job position American Sign Language (ASL) standards requires on-going monitoring and frequent updating. MSDB does its best to keep this standards list up to date. If you note any omissions or other possible needed changes to this list, please contact the MSDB Interpreter Coordinator.

<http://leg1.state.va.us/cgi-bin/legp504.exe?121+ful+HB218E>

Be it enacted by the General Assembly of Virginia:

1. That the Code of Virginia is amended by adding a section numbered 22.1-217.02 as follows:

§ 22.1-217.02. Deaf and hard-of-hearing children; individualized education plans.

A. In developing an Individualized Education Plan (IEP) for a child who is deaf or hard-of-hearing, in addition to any other requirements established by the Board of Education, each local school division shall ensure that IEP teams consider the child's specific communication needs and address those needs as appropriate in the child's IEP. In considering the child's needs, the IEP team shall expressly consider the following:

1. The child's individual communication mode or language;
2. The availability to the child of a sufficient number of age, cognitive, academic, and language peers of similar abilities if the parents so desire;
3. The availability to the child of deaf or hard-of-hearing adult models of the child's communication mode or language;
4. The provision of [optimal,] direct [,] and ongoing language access to teachers of the deaf and hard-of-hearing, interpreters, psychologists, educational audiologists, speech-language pathologists, administrators, and other special education personnel who are knowledgeable due to specific training and who are proficient in the child's primary communication mode or language;
5. The provision of communication-accessible academic instruction, school services, and direct access to all components of the educational process, including but not limited to recess, lunch, extracurricular social and athletic activities, and the equal opportunity to participate in advanced coursework, technical vocational coursework, and academic classes as identified by the IEP team;
6. Equipping deaf or hard-of-hearing children with appropriate assistive technology across a full spectrum; and
7. That the Virginia School for the Deaf and the Blind may be the least restrictive environment for the child.

B. No deaf or hard-of-hearing child shall be denied the opportunity for instruction in a particular communication mode or language solely because another communication mode or language was originally chosen for the child.

C. A child may receive instruction in more than one communication mode or language.

D. For the purposes of this section, "communication mode or language mode" means one or more of the following systems or methods of communication applicable to deaf or hard-of-hearing children: (i) American Sign Language; (ii) English-based manual or sign systems; (iii) oral, aural, speech-based training; (iv) spoken and written English, including speech reading or lip reading; and (v) communication with assistive technology devices to facilitate language and learning.