

**Montana State Capitol Building
Room 455
Helena, MT**

March 14th, 2014

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

March 14th, 2014
State Capitol Building, Room 455
Helena, MT

Friday, March 14th, 2014
8:00 AM

CALL TO ORDER

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

PUBLIC COMMENT

CONSENT AGENDA

(Items may be pulled from Consent Agenda upon request)

- A. Correspondence
- B. January 6th, 2014 Meeting Minutes
- C. Financials

ADOPT AGENDA

INFORMATION ITEMS

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

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

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

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

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.

APPROVAL OF MACIE NOMINATIONS

- Mr. Voyd St. Pierre
- Ms. Glenda McCarthy
- Mr. Alvin “Jim” Kennedy
- Ms. Corri Smith

Item 4 **COMMISSIONER OF HIGHER EDUCATION’S REPORT**
Commissioner Clayton Christian

Item 5 **GOVERNOR’S OFFICE REPORT**
Shannon O’Brien

Item 6 **STUDENT REPRESENTATIVE’S REPORT**
Charity Ratliff

DISCUSSION

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

Item 7 **FEDERAL UPDATE**
Nancy Coopersmith

Item 8 **SCHOOL NUTRITION ANNUAL REPORT**
Christine Emerson

Item 9 **HJ14 AND FINANCIAL EDUCATION**
Representative Tom Jacobson

ACTION

PUBLIC COMMENT

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

Item 10 **RECOMMENDATION OF APPROVAL OF NOTICE OF PUBLIC HEARING AND
TIMELINE PERTAINING TO THE AMENDMENTS OF ARM TITLE 10,
CHAPTER 64 SCHOOL BUS DRIVER QUALIFICATIONS**
Donell Rosenthal

DISCUSSION

❖ **LICENSURE COMMITTEE – John Edwards (Items 11-13)**

Item 11 **REPORT ON THE REVISION PROCESS OF ARM TITLE 10, CHAPTER 58
PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS**
Dr. Linda Peterson

Item 12 **STATE EXIT REPORT FROM THE DECEMBER 1-4, 2013 REVIEW OF THE
PROFESSIONAL EDUCATION UNIT AT ROCKY MOUNTAIN COLLEGE**
Dr. Linda Peterson, Dr. Barbara Vail, Rocky Mountain College, Dr. Christine
Shearer-Cremean, MSU Northern

Item 13 **REPORT ON THE REVISION PROCESS OF ARM TITLE 10, CHAPTER 57
EDUCATOR LICENSURE
Ann Gilkey**

❖ **ASSESSMENT COMMITTEE – Paul Andersen (Item 14)**

Item 14 **ASSESSMENT UPDATE
Judy Snow, Dennis Parman**

❖ **ACCREDITATION COMMITTEE – Erin Williams (Item 15)**

Item 15 **TEAMS UPDATE
Teri Wing**

❖ **MSDB LIAISON - Lila Taylor (Item 16)**

Item 16 **MSDB REPORT
Lila Taylor**

PUBLIC COMMENT

ADJOURN

FUTURE AGENDA ITEMS May 8-9th, 2014

CSPAC Appointments

Student Representative Last Meeting

BASE Aid Payment Schedule

Assessment Update

Alternative to Standards Requests & Renewals

MACIE Update

Federal Update

College & Career Readiness/Professional Learning Network - OPI

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

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Action may be taken by the Board on any item listed on the agenda. Public comment is welcome on all items. The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 444-0302.

CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. Correspondence**
- B. January 6th, 2013 Minutes**
- C. Financials**

CORRESPONDENCE



Board of Public Education

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

BOARD MEMBERS

APPOINTED MEMBERS:

Sharon Carroll - Chair
Ekalaka

Bernie Olson - Vice Chair
Lakeside

Erin Williams
Missoula

Lila Taylor
Busby

Patty Myers
Great Falls

John Edwards
Billings

Paul Andersen
Bozeman

Charity Ratliff, Student Rep.
Hardin

EX OFFICIO MEMBERS:

Clayton Christian
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

February 5, 2014

Ms. Melissa Romano
Four Georgians Elementary School
555 Custer Ave.
Helena, MT 59601

Dear Ms. Romano,

On behalf of the Board of Public Education, I would like to congratulate you on receiving the Presidential Award for Excellence in Mathematics Teaching. Your creativity and attention to sound mathematical practices benefit all of our students.

Thank you for your dedication to education and to the students of your school.

Sincerely,

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

Sharon Carroll
Chair



Board of Public Education

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

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Clayton Christian
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

February 25, 2014

Ms. Elizabeth Matthews
Gallatin Gateway School
PO Box 265
Gallatin Gateway, MT 59730

Dear Ms. Matthews,

On behalf of the Board of Public Education, I would like to congratulate you on receiving Montana's Presidential Award for Excellence in Mathematics and Science Teaching. Your creativity and attention to sound mathematical and scientific practices benefit all of our students. I was delighted to hear of your involvement with Science Olympiad, a program our school has participated in for a number of years. Having been raised near Yellowstone National Park, I know what great science experiences await all of us there! Thank you for facilitating such an engaging atmosphere for your students.

Sincerely,

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

Sharon Carroll
Chair

86 Whitepine Creek Road
Trout Creek, Montana 59874
January 17, 2014

Ms. Sharon Carroll
Chairperson
Montana Board of Public Education
46 North Last Chance Gulch
P.O. Box 200601
Helena, MT 59620

Dear Sharon:

Re: Common Core

As a resident of Trout Creek, Montana, I am a participant in the effort to keep local, quality education in Montana schools. Common Core is not the instrument to raise student achievement in Montana and will not prepare students for a STEM career. Common Core will harm students, not benefit them. Common Core will strip the individual student of everything that makes them unique.

In doing my own research, I have learned that Common Core is actually a step in the process toward achieving a long-time goal of the United Nations, a one-world education system. The goal is not education but the production of compliant, dependent, uneducated citizens. Common Core standards are designed to teach students what to think and not how to think.

The financial burden being placed on taxpayers is criminal. Testing alone was averaging \$11-\$13 per student prior to the implementation of Common Core. Now I am expected to invest \$29 per student of my dwindling income to a top-down, one-size-fits all education system which I strongly disagree with. And this monetary amount does not include the re-training expended on teachers to implement these new methods. Common Core funding will place horrendous deficits on state budgets.

I have written to Governor Bullock and Executive Director Pete Donovan urging each of them not to adopt the Next Generation Science Standards. I ask you work together with our State Legislature and return control of Montana's schools back to the teachers, the parents and local school boards, where it belongs. Please "hear our uproar over Common Core."

Sincerely,



Kathleen S. Hassan

January 15, 2014

To: Sharon Carroll - Chair, Montana Board of Public Education
Denise Juneau - Superintendent of Public Instruction

From: Glendive Education Association Evaluation Committee

Re: Teacher Evaluation Mandate

We understand the Montana Board of Public Education is now mandating collaboration amongst the teacher union and the administration in the process of developing and adopting an evaluation tool. We, the representatives of the teachers' union evaluation committee, feel that the evaluation tool our district is adopting was not created in collaboration with us.

The evaluation committee of teachers and administration met once in a training meeting with a PESA representative to learn what was to be an evaluation tool. Our superintendent mentioned that this would be a long process with many meetings.

The second meeting was called quickly. We were under the impression that each side would bring a draft of a tool that would be discussed and combined to create a working evaluation tool agreed upon by both parties. But instead, we were presented with the evaluation tool that the district only wanted to use.

We did not participate in a collaborative process of comparing each other's tools and collectively creating an evaluation tool that fits the board's standards as well as the teacher needs in our district.

Perhaps worse, for the moment, the district has already utilized its unilaterally adopted evaluation tool to evaluate non-tenured teachers.

We provide you this memo to inform you that we do not feel there was any collaboration involved in this process.

GEA Evaluation Committee Members

**NaDean Brown
Breann Goroski
Nancy Pedersen
Susan Strehlow
Eloise True**

**Cc. Pete Donovan, Executive Director, Board of Public Education
Dennis Parman, Deputy Superintendent of Public Instruction
Eric Feaver, President, MEA-MFT
Lance Melton, Executive Director, Montana School Boards
Kirk Miller, Executive Director, School Administrators of Montana
Ross Farber, Superintendent, Glendive Schools
LaNette Simonton, Chairperson, Glendive Schools Board of Trustees**

Joan Carroll

PO Box 108

St Regis, Mt 59866

(406) 649-2193

carroll@blackfoot.net

January 20, 2014

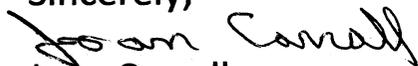
Dear Mr Donovan,

Please do whatever is in your power to stop Common Core in Montana. This curriculum which is so detrimental to our children, was brought in with no input from the Montana Legislators or local school boards or administrators. This is giant corporations and the Federal government coming in and telling us what is best for our kids.

Control is being taken away from local school boards, teachers and citizens who are paying the taxes, which should give the local people a right to say what goes on in their schools.

Since this was implemented by the State Board of Education and our Governor, I am asking you to get Common Core out of our schools.

Sincerely,


Joan Carroll

P.O. Box 1611
Plains, Montana 59859
January 23, 2014

Ms. Sharon Carroll
Chairperson
Montana Board of Public Education
46 North Last Chance Gulch
P.O. Box 200601
Helena, MT 59620

Dear Ms. Carroll

Re: Common Core

As a resident of Plains, Montana, I am a participant in the effort to keep local, quality education in Montana schools. Common Core is not the instrument to raise student achievement in Montana and will not prepare students for a STEM career. Common Core will harm students, not benefit them. Common Core will strip the individual student of everything that makes them unique.

I have learned through my own research that the goal of Common Core is not true education allowing independent thought. It is designed to produce uneducated students with unproven materials and teaching methods.

Common Core is wrong for this great state of Montana.

I have written to Governor Bullock, Student Representative Charity Ratliff, and Executive Director Pete Donovan urging each of them not to adopt the Next Generation Science Standards. I ask you work together with our State Legislature and return control of Montana's schools back to the teachers, the parents and local school boards, where it belongs. Please "hear our uproar over Common Core."

Sincerely,


Paula K Snyder

86 Whitepine Creek Road
Trout Creek, Montana 59874
January 17, 2014

Ms. Charity Ratliff
Student Representative
Montana Board of Public Education
46 North Last Chance Gulch
P.O. Box 200601
Helena, MT 59620

RECEIVED
JAN 28 2014
BOARD OF
PUBLIC EDUCATION

Dear Charity,

Re: Common Core

As a resident of Trout Creek, Montana, I am a participant in the effort to keep local, quality education in Montana schools. Common Core is not the instrument to raise student achievement in Montana and will not prepare students for a STEM career. Common Core will harm students, not benefit them. Common Core will strip the individual student of everything that makes them unique.

In doing my own research, I have learned that the goal of Common Core is not education but the production of compliant, dependent, uneducated citizens. Common Core standards are designed to teach students what to think and not how to think.

Your position as a Student Representative should be one to champion the violation of student privacy rights through extensive data mining collection. Please speak for the students who are unwitting dupes in this process.

I have written to Governor Bullock, Executive Director Pete Donovan, and Chairperson Sharon Carroll urging each of them not to adopt the Next Generation Science Standards. I ask you work together with our State Legislature and return control of Montana's schools back to the teachers, the parents and local school boards, where it belongs. Please "hear our uproar over Common Core."

Sincerely,



Kathleen S. Hassan

P.O. Box 1611
Plains, Montana 59859
January 23, 2014

RECEIVED
JAN 28 2014
BOARD OF
PUBLIC EDUCATION

Mr. Pete Donovan
Executive Director
Montana Board of Public Education
46 North Last Chance Gulch
P.O. Box 200601
Helena, MT 59620

Dear Mr. Donovan

Re: Common Core

As a resident of Plains, Montana, I am a participant in the effort to keep local, quality education in Montana schools. Common Core is not the instrument to raise student achievement in Montana and will not prepare students for a STEM career. Common Core will harm students, not benefit them. Common Core will strip the individual student of everything that makes them unique.

I have learned through my own research that the goal of Common Core is not true education allowing independent thought. It is designed to produce uneducated students with unproven materials and teaching methods.

Common Core is wrong for this great state of Montana.

I have written to Governor Bullock, Student Representative Charity Ratliff, and Chairperson Sharon Carroll urging each of them not to adopt the Next Generation Science Standards. I ask you work together with our State Legislature and return control of Montana's schools back to the teachers, the parents and local school boards, where it belongs. Please "hear our uproar over Common Core."

Sincerely,

A handwritten signature in cursive script that reads "Paula Snyder". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Paula K Snyder

86 Whitepine Creek Road
Trout Creek, Montana 59874
January 30, 2014

Ms. Sharon Carroll, Chairperson
Montana Board of Public Education
P.O. Box 200601
Helena, MT 59620

Dear Ms. Carroll:

Re: Smarter Balanced Assessment Consortium

As a resident of Trout Creek, Montana, I am a participant in the effort to keep local, quality education in Montana schools. It is my belief Common Core will harm students, not benefit them. Common Core will strip the individual student of everything that makes them unique.

In fact, Common Core and its accompanying data gathering, does nothing to individualize each student's education/choices, but rather group students into 2 distinct classes - (1) a group of students destined to be directly pushed into trade schools and the workforce and (2) a group that will be pushed into colleges. Individual choice is basically destroyed.

The financial burden being placed on taxpayers is horrendous. Testing alone was averaging \$11-\$13 per student prior to the implementation of Common Core. Now I am expected to invest \$29 per student of my own income to support a top-down, one-size-fits all education system which I strongly disagree with. This monetary amount does not include the re-training expended on teachers to implement these new methods. Common Core funding will place alarming deficits on state budgets.

Because of the close-knit involvement of corporations like Microsoft, Pearson Group, Amplify, Inc. and others, all of Montana's school districts will be forced to continually upgrade their computers and associated software for the data mining and curriculum included in SBAC. In addition, I suspect much higher speed/bandwidth data lines will be required by each school in every district.

I have written to Governor Bullock and Executive Director Pete Donovan urging each of them not to adopt the Next Generation Science Standards. I ask you work together with our State Legislature and return control of Montana's schools back to the teachers, the parents and local school boards, where it belongs. Together, let us stop Common Core.

Respectfully,



Arthur C. Hassan, III

RECEIVED

JAN 31 2014

**BOARD OF
PUBLIC EDUCATION**

86 Whitepine Creek Road
Trout Creek, Montana 59874
January 28, 2014

Mr. Pete Donovan
Executive Director, Montana Board of Public Education
46 North Last Chance Gulch
P.O. Box 200601
Helena, Montana 59620

Dear Mr. Donovan:

Re: Common Core Smarter Balanced Assessment Consortium

I am a participant in the effort to keep local, quality education in Montana schools. As a citizen of Trout Creek, Montana, I believe Common Core is not the instrument to raise student achievement in Montana and will not prepare students for a STEM career. Common Core will harm students, not benefit them. Members of the Common Core Validation Committee, Dr. Sandra Stotsky refused to sign off on the ELA standards and Dr. James Milgram refused to sign off on the mathematics component.

Through my own research efforts, I have learned that a goal of Common Core is not education but the production of compliant, dependent, uneducated citizens. Common Core standards are designed to teach students what to think and not how to think.

Additionally, Montana legislators had no opportunity to weigh in on these new standards nor asked to participate in any approval process; this is simply unfathomable. I plan to communicate with the Education & Local Government Interim Committee chaired by Senator Tom Facey and ask their Committee not to support any further Common Core funding.

I have written to Governor Bullock urging him to not to adopt the Next Generation Science Standards. I also ask you work together with our State Legislature and return control of Montana's schools back to the teachers, the parents and local school boards, where it belongs. I urge your support

Sincerely,



Arthur C. Hassan, III

RECEIVED

FEB 04 2014

**BOARD OF
PUBLIC EDUCATION**

86 Whitepine Creek Road
Trout Creek, Montana 59874
January 30, 2014

Ms. Charity Ratliff
Montana Board of Public Education
Student Representative
P.O. Box 200601
Helena, MT 59620

Dear Ms. Ratliff,

Re: Smarter Balanced Assessment Consortium

As a resident of Trout Creek, Montana, I am a participant in the effort to keep local, quality education in Montana schools. Common Core will strip the individual student of everything that makes them unique. Common Core will harm students, not benefit them. Common Core is **not** the instrument to raise student achievement in Montana and will not prepare students for a STEM career.

I have learned in doing my own research that the goal of Common Core is not education but the production of compliant, dependent, uneducated citizens. Students will be taught what to think and not how to think.

As a Student Representative you should champion the cause to protect student privacy rights. Please speak for the students (and their parents) who have become unwitting participants as F.E.R.P.A. laws have been conveniently revised. The data (400+ points) is not just concerned with student grades, but gathers individual student/family information that has been up until now, private information. Now, there is no expectation of privacy and thus the data can and will be shared with anyone who deems that they need to obtain it.

I have written to Governor Bullock, Executive Director Pete Donovan, and Chairperson Sharon Carroll urging each of them not to adopt the Next Generation Science Standards and to work together with our State Legislature. Together we can return control of Montana's schools back to the teachers, the parents and local school boards, where it belongs.

Sincerely,



Arthur C. Hassan, III

Copy to:

Jennifer Fielder – SD-7 Senator

Pat Ingraham – HD-13 Representative

From: [Stockton, Kris](mailto:Stockton_Kris)
To: SamanthaS@peta.org
Cc: scarroll@midrivers.com
Subject: FW: [Fwd: From PETA regarding dissection choice policies]
Date: Wednesday, February 12, 2014 8:49:35 AM

Dear Ms. Suiter,

Thank you for your email regarding giving students an "opt out" choice for animal dissection. Ms. Carroll asked the Board of Public Education office to respond to your email and I am copying her on this response. Please allow me to give you a background for education in Montana:

Montana is a very strong "local control" state. While the state Board of Public Education exercises general supervision over Montana's public education regarding accreditation standards and teacher licensure, control over curricula and daily educational administration lies with the local school, school district, and their Board of Trustees. Thus the decision to allow an "opt out" policy for animal dissection in Montana would lie with the local school or district, and would not be something the state Board of Public Education would regulate.

That being said, I have spoken with the Science Specialist at the Montana Superintendent of Public Instruction's office, and that office has not received any complaints that a school district in Montana did not honor a student's request to opt out of an animal dissection lab and be given an alternative learning process. In addition, the Board of Public Education has received no complaints from a student or parent that their school did not allow them an "opt out" choice for animal dissection. Our schools are sensitive to those requests and make every effort to accommodate them. Should a student in Montana wish to "opt out" of the animal dissection process, the student would need to discuss that with their instructor first, and then go through the opt out process as established by their local school or district.

I hope that this information is helpful to you. Please contact our office if you have any additional questions or concerns.

Kris Stockton
Administrative Specialist
Board of Public Education
406-444-0302
406-444-0847 (fax)
kmstockton@mt.gov

----- Original Message -----
Subject: From PETA regarding dissection choice policies
From: "Samantha Suiter" <SamanthaS@peta.org>
Date: Tue, February 4, 2014 5:38 am
To: "scarroll@midrivers.com" <scarroll@midrivers.com>

February 4, 2014

Sharon Carroll
Chairperson
Montana State Board of Education
369 Carol Drive
Great Falls, Montana 59644

Via e-mail: scarroll@midrivers.com

Dear Ms. Carroll,

Thank you in advance for your time and consideration. My name is Samantha Suiter, and I am a college biology instructor and a Science Education Specialist for People for the Ethical Treatment of Animals (PETA). As part of our efforts to modernize science curricula, I am writing to encourage the Montana State Board of Education to adopt a formal policy allowing students to opt out of classroom animal dissection in favor of a humane nonanimal assignment.

Many other states have laws and policies<<http://features.peta2.com/cut-out-dissection/step-two.aspx>> in place that allow students to opt out of animal dissection. New Mexico<<http://www.peta2.com/wp-content/uploads/2012/09/new-mexico-dissection-choice-policy-leaflet.pdf>>, Massachusetts<<http://www.peta2.com/wp-content/uploads/2012/09/massachusetts-dissection-choice-policy-leaflet.pdf>>, and, most recently, Washington, DC, have created and passed these policies at the State Board of Education level.

As you might be aware, the National Science Teachers Association<<http://www.nsta.org/about/positions/animals.aspx>> (NSTA), the National Association of Biology Teachers<<http://www.nabt.org/websites/institution/index.php?p=97>>, and the Human Anatomy and Physiology Society<<http://www.hapsweb.org/?AnimalUsePosition>> (HAPS) all advise teachers to be responsive to students' growing moral, ethical, and religious concerns regarding animal dissection and provide them with alternative assignments. The NSTA and HAPS also approve the use of nonanimal teaching methods, such as interactive computer programs, as complete replacements for animal dissection. Studies have shown that these nonanimal methods teach students as well as or better than animal dissection<<http://www.peta.org/dissection>>, and many schools and districts have adopted them in lieu of animal use. I use these modern nonanimal methods in my own classes. Not only do my students exceed departmental testing standards, but as a teacher, I save substantial time and money in the classroom because, unlike animals, nonanimal methods can be reused and some are even free.

Implementing a student dissection choice policy in Montana would ensure that all schools have inclusive policies that give compassionate students access to modern and humane teaching methods so that they are not forced to violate their religious or moral convictions.

We encourage your Board to establish a dissection choice policy for students and would be pleased to work with you to draft a policy and help facilitate such a program by donating dissection alternatives to your schools through our educational grants initiative<<http://www.teachkind.org/FreeDissectionAlternative.asp>>. We would also be pleased to present this information to the board members and answer any questions they may have.

I look forward to hearing from you. I can be reached at SamanthaS@peta.org<<mailto:SamanthaS@peta.org>> or 843-771-2394.

Sincerely,
[cid:image001.jpg@01CF217A.B4E7CA90]
Samantha Hayden Suiter, M.A.
Science Education Specialist
People for the Ethical Treatment of Animals

RECEIVED

FEB 13 2014

**BOARD OF
PUBLIC EDUCATION**

02/10/2014

To: Montana Board of Public Education

I am *strongly opposed* to the implementation of Common Core Standards in Montana. As a mother of a high schooler and an 11-year-old I have an abiding interest in knowing, evaluating, and influencing what is being taught to my kids here in Kalispell.

The more federal control we subject our schools to, the less input parents can have. I see the effect "no child left behind" has had on the allocation of funding in our schools (gifted & talented kids are left to fend for themselves), and I strongly oppose adding yet another layer of bureaucracy, rules, standards and regulations to the decision-making process.

In addition, Common Core creates a layer of bureaucracy that we, the taxpayers, have to pay for, without adding a single teacher to our classrooms.

I see costs without benefits. I see a distant bureaucracy making decisions that parents and educators should make locally. Please say "NO" to Common Core.

Respectfully,



Carmen Cuthbertson
115 Buffalo Stage
Kalispell, MT 59901

756-2220

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

January 6-7th, 2014
Capitol Building Room 152
Helena, MT

Monday January 6, 2014
10:00 AM

CALL TO ORDER

The meeting was called to order at 10:06 AM on Monday January 6th, 2014 by Chair Carroll.

Board members present included: Ms. Sharon Carroll – Chair; Mr. Bernie Olson – Vice Chair; Ms. Erin Williams, Ms. Lila Taylor; Ms. Patty Myers; Mr. Paul Andersen. Absent: Mr. John Edwards. Ex-officio members included: Dr. Neil Moisey, Commissioner of Higher Education Office; Superintendent of Public Instruction Denise Juneau, Dr. Shannon O'Brien, Governor's Office. Staff included: Mr. Pete Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Guests included: Dr. Kirk Miller, SAM; Dr. Linda Peterson, OPI; Mr. Dennis Parman, OPI; Ms. Donell Rosenthal, OPI; Ms. Nancy Coppersmith, OPI; Ms. Madalyn Quinlan, OPI; Ms. Dawn Bishop Moore, MACIE; Ms. Norma Bixby, MACIE; Mr. John Bercier, MACIE; Mr. Pat Schlaugh, Student Assistance Foundation; Ms. Ann Gilkey, OPI; Ms. Patty Muir, OPI; Ms. Donelle Rosenthal, OPI; Mr. Eric Feaver, MEA-MFT; Mr. Marco Ferro, MEA-MFT; Ms. Nancy Hall, Governor's Office of Budget & Program Planning; Mr. Tim Ravndal, Townsend; Ms. Gina Satterfield, Helena; Ms. Debra Lamm, Livingston; Ms. Diana Brown, Helena; Mr. Brandon Brown, Helena.

PUBLIC COMMENT

Mr. Tim Ravndal, Townsend, gave public comment regarding his opposition to the Common Core. Ms. Gina Satterfield, Helena, gave public comment regarding her opposition to the Common Core and discussed a signed petition sent to Attorney General Tim Fox. Dr. Kirk Miller representing School Administrators of Montana gave his thanks to Ms. Patty Myers as the outgoing Board member, for her 14 years of service to the children of Montana. Chair Carroll also thanked Ms. Myers and presented her with a gift for her service. Dr. Linda Peterson, OPI, also thanked Ms. Myers for all her service on the Board.

CONSENT AGENDA

Consent agenda was approved as presented.

ADOPT AGENDA

Item 7 will be moved to after Item 12 so that Superintendent Gettel can be present for the MSDB report and action on his contract extension.

Ms. Patty Myers moved to adopt the agenda as corrected. Mr. Bernie Olson seconded the motion.

No discussion. Agenda adopted unanimously.

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

INFORMATION ITEMS

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

DISCUSSION ITEMS

Item 5 GOVERNOR'S OFFICE REPORT Shannon O'Brien

Ms. O'Brien discussed some projects she and the Governor are working on including Early Childhood, Graduation Matters, Dual Enrollment, College completion, and the Veteran's Success Initiative.

ACTION

PUBLIC COMMENT

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

❖ LICENSURE COMMITTEE – Lila Taylor (Items 14)

Item 14 ACTION TO EXTEND THE ADMINISTRATIVE RULES OF MONTANA CHAPTER 58 PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS FROM JANUARY 31, 2014 TO JANUARY 31, 2015 Dr. Linda Peterson

Dr. Peterson reviewed the process for reviewing the Professional Educator Programs and requested an extension of the timeline to review those standards from January 31, 2014 to January 31, 2015.

Ms. Lila Taylor moved to approve the recommendation of the Superintendent of the 2014 timeline for the revision of the Administrative Rules of Montana Chapter 58 Professional Educator Preparation Program Standards. Mr. Bernie Olson seconded the motion.

Discussion on the cost of the review and changes. Motion passed unanimously.

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Item 16)

Item 16 CRITICAL QUALITY EDUCATOR SHORTAGE REPORT Madalyn Quinlan

Ms. Quinlan reviewed the annual report to the Board identifying the Critical areas of Educator shortages. The Board must approve the report for the Commissioner's Office to disburse the funds for the Loan Repayment for teachers in the shortage areas. Ms. Quinlan reviewed the process for identifying the schools/districts and the areas for the shortages for teachers to be eligible.

Mr. Bernie Olson moved to approve the recommendation of the Superintendent to approve the Critical Quality Educator Shortage Report. Ms. Patty Myers seconded the motion.

Ms. Myers asked if UM Speech Pathology program had alleviated any of the shortages in speech pathology. Motion passed unanimously.

INFORMATION ITEM

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Item 13)

Item 13 BUS DRIVER QUALIFICATIONS RULE AMENDMENT Ann Gilkey

Ms. Gilkey reviewed the rule amendments as a result of the Legislative Audit review of Pupil Transportation, and reviewed the recommendations from the audit. Ms. Gilkey also reviewed the existing rules and the proposed changes to the rules.

DISCUSSION ITEM

❖ MACIE LIAISON – Sharon Carroll (Item 18)

Item 18 MACIE UPDATE Sandra Boham

Ms. Boham updated the Board on the MACIE meeting which took place during the morning including Indian Education for All Education Grants, results of the American Indian Achievement report. Ms. Boham announced that she will be moving to Salish Kootenai College as the Vice President of Academic Affairs, and announced Mr. John Bercier as the new President of MACIE.

ACTION

PUBLIC COMMENT

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

APPROVE MACIE NOMINATION

- **Melody Henry**

Action postponed to the March 2014 meeting.

ACTION

PUBLIC COMMENT

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

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Item 17)

Item 17 RECOMMENDATION OF DIGITAL ACADEMY BOARD APPOINTEE Dennis Parman

Superintendent Juneau recommended the approval of Mr. Anthony Lapke to the Montana Digital Academy Board.

Mr. Paul Andersen moved to approve Mr. Anthony Lapke to the Montana Digital Academy Board. Ms. Erin Williams seconded the motion.

No discussion. Motion passed unanimously.

❖ LICENSURE COMMITTEE – Lila Taylor (Items 15)

Item 15 ACTION ON EDUCATION LICENSE APPLICATION DENIAL, BPE CASE #2013-04 Katherine Orr

Ms. Orr explained the review process to the Board. Ms. Elizabeth Keller reviewed the reasons for the licensure denial to the Board. Ms. Orr explained ARM 10.57.604(e) to the Board to review the denial and

take action. Question from Ms. Taylor to deny the license application or the appeal? Ms. Orr answered the application

Ms. Lila Taylor moved to deny the license application for BPE case #2013-04. Ms. Patty Myers seconded the motion.

No discussion. Motion passed unanimously.

PUBLIC COMMENT

Ms. Debra Lamm, Livingston, gave public comment. Ms. Lamm reviewed her education background for the Board. Ms. Lamm discussed with the Board her concerns regarding Common Core and the Smarter Balanced Assessments. Ms. Lamm also asked how to get on the agenda and if there could be an item on the March meeting agenda.

❖ MSDB LIAISON - Lila Taylor (Item 7)

Item 7 MSDB REPORT Lila Taylor

Ms. Lila Taylor and Superintendent Steve Gettel gave the MSDB update to the Board. Transportation issues were discussed.

ACTION

PUBLIC COMMENT

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

APPROVE MSDB SUPERINTENDENT CONTRACT

Ms. Patty Myers moved to approve the proposed contract of employment for the Superintendent for the Montana School for the Deaf and Blind from July 1, 2013 to June 30, 2015. Mr. Bernie Olson seconded the motion.

No discussion. Motion passed unanimously.

Ms. Myers took a few moments to review her service on the Board and the accomplishments made during her tenure.

FUTURE AGENDA ITEMS March 13-14, 2014

CSPAC Appointments

BASE Aid Payment Schedule

Assessment Update

Alternative to Standards Requests & Renewals

MACIE Update

Federal Update

Accreditation Report

ADJOURN

The meeting adjourned at 4:50 PM on Monday January 6th, 2014.

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

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Action may be taken by the Board on any item listed on the agenda. Public comment is welcome on all items. The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 444-0302.

DRAFT

FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2014 through 08 (Feb)/2014

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

Business Unit	(All)
Program Year	(All)
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Acct Lvl 1	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

[Refresh](#)

[Return to Menu](#)

OBPP Program	Subclass	Fund	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION				387,948.00	172,881.23	0.00	215,066.77
235H1 ADMINISTRATION				371,006.00	172,881.23	0.00	198,124.77
01100 General Fund				199,196.00	87,723.53	0.00	111,472.47
1 BOARD OF PUBLIC EDUCATION				199,196.00	87,723.53	0.00	111,472.47
02122 Advisory Council				116,810.00	62,791.46	0.00	54,018.54
30 Advisory Council Program 01				116,810.00	62,791.46	0.00	54,018.54
02219 Research Fund				55,000.00	22,366.24	0.00	32,633.76
50 Research Program 01				55,000.00	22,366.24	0.00	32,633.76
235H2 AUDIT (RST/BIEN)				16,418.00	0.00	0.00	16,418.00
01100 General Fund				16,418.00	0.00	0.00	16,418.00
1 BOARD OF PUBLIC EDUCATION				16,418.00	0.00	0.00	16,418.00
235Z1 WORKERS COMP. REDUCTION				524.00	0.00	0.00	524.00
01100 General Fund				150.00	0.00	0.00	150.00

OBPP Program	Subclass	Fund	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATI	235Z1 WORKEF	01100 General F	1 BOARD OF PUBLIC EDUCATION	150.00	0.00	0.00	150.00
		<u>02122 Advisory Council</u>		374.00	0.00	0.00	374.00
			30 Advisory Council Program 01	374.00	0.00	0.00	374.00
Grand Total				387,948.00	172,881.23	0.00	215,066.77

CALENDARS

January 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						
			1	2	3	4
5	6	7 Board of Education Meeting	8	9 Board of Regents Meeting - Pete	10	11
	Board of Public Education Meeting					
12	13	14	15	16 OPI Assessment /Data Conference - Pete	17	18
19	20 	21	22	23	24 CSPAC Meeting	25
26	27	28 Mtg w/Dr Moisey, Dr Cech - Pete	29 Meeting w/Dr. O'Brien - Pete MSDB Committe Call - Pete, Sharon, Bernie, Lila	30	31	

February 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						1
2	3 Shared Policy Goals Subcommittee - Pete ELG Meeting - Pete	4	5	6 Western States Winter Symposium - Pete	7	8
9	10 MT Digital Academy Call - Pete	11	12	13	14 Valentine's Day  Dual Enrollment Expansion Team Meeting	15
16	17 President's Day 	18	19	20	21	22
23	24	25 Helena High Students Job Shadow	26 MSDB Committee Mtg Conf Call - Pete, Sharon, Lila, Bernie	27 Shared Policy Goals Mtg - Pete	28	

March 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						1
2	3 TLLC Workgroup - Pete	4	5	6 Board of Regents Meeting - Pete	7	8
9	10 MT Digital Academy Conf Call - Pete	11	12	13	14 Board of Public Education Meeting	15
16	17 	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Notes:				

INFORMATION

❖ REPORTS – Sharon Carroll (Item 1)

ITEM 1

CHAIRPERSON’S REPORT

Sharon Carroll

ITEM 2

EXECUTIVE DIRECTOR REPORT

Peter Donovan

Meetings Attended by Peter Donovan
01/09/2014 – 03/14/2014

January

- | | |
|---|---------------|
| 1. Board of Regents Meeting | 01/08-09/2014 |
| 2. Dual Credit & Class 8 Licensure Workgroup | 01/15/2014 |
| 3. OPI Assessment/Data Conference | 01/16,17/2014 |
| 4. CSPAC Meeting | 01/24/2014 |
| 5. Meeting with Dr. Neil Moisey & Dr. John Cech | 01/28/2014 |
| 6. Meeting with Dr. Shannon O'Brien | 01/29/2014 |
| 7. MSDB Committee Meeting Conference Call | 01/29/2014 |

February

- | | |
|---|------------------|
| 8. ELG Sub Committee on Shared Policy Goals | 02/03/2014 |
| 9. Education & Local Government Interim Committee Meeting | 02/03/2014 |
| 10. Western States Winter Symposium | 02/04-02/06/2014 |
| 11. Montana Digital Academy Conference Call | 02/10/2014 |
| 12. Dual Enrollment Expansion Team Meeting | 02/14/2014 |
| 13. Helena High Students Job Shadow | 02/25/2014 |
| 14. MSDB Committee Meeting Conference Call | 02/26/2014 |
| 15. Shared Policy Goals Meeting | 02/27/2014 |

March

- | | |
|---|---------------|
| 16. TLLC Workgroup | 03/03/2014 |
| 17. Board of Regents Meeting, Great Falls | 03/06,07/2014 |
| 18. Montana Digital Academy Conference Call | 03/10/2014 |
| 19. Board of Public Education Meeting | 03/14/2014 |

❖ **REPORTS (Items 3-6)**

ITEM 3

STATE SUPERINTENDENT'S REPORT

State Superintendent Denise Juneau

MACIE NOMINATIONS



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Office of Public Instruction
P.O. Box 202501
Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

MEMO

TO: Montana Board of Public Education

FROM: Denise Juneau
Superintendent of Public Instruction 

DATE: February 12, 2014

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

The Bylaws of the Montana Advisory Council on Indian Education (MACIE) state the following in Article 1, Membership: "The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where Indian students and adults attend. The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to MACIE."

Voyd St. Pierre has been nominated by the **Chippewa Cree Tribe**. I concur with the recommendation to accept him as a MACIE member and ask the Board of Public Education to consider and approve him as a member of MACIE.

Thank you.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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P.O. Box 202501
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(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

MEMO

TO: Montana Board of Public Education

FROM: Denise Juneau 
Superintendent of Public Instruction

DATE: January 23, 2014

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

The Bylaws of the Montana Advisory Council on Indian Education (MACIE) state the following in Article 1, Membership: "The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where Indian students and adults attend. The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to MACIE."

Glenda McCarthy has been nominated by the **Billings Public Schools**. I concur with the recommendation to accept her as a MACIE member and ask the Board of Public Education to consider and approve her as a member of MACIE.

Thank you.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

MEMO

TO: Montana Board of Public Education

FROM: Denise Juneau
Superintendent of Public Instruction 

DATE: January 16, 2014

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

The Bylaws of the Montana Advisory Council on Indian Education (MACIE) state the following in Article 1, Membership: "The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where Indian students and adults attend. The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to MACIE."

Alvin "Jim" Kennedy has been nominated by the **Fort Belknap Indian Community**. I concur with the recommendation to accept him as a MACIE member and ask the Board of Public Education to consider and approve him as a member of MACIE.

Thank you.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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(406) 444-0169 (TTY)
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MEMO

TO: Montana Board of Public Education

FROM: Denise Juneau
Superintendent of Public Instruction 

DATE: January 16, 2014

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

The Bylaws of the Montana Advisory Council on Indian Education (MACIE) state the following in Article 1, Membership: "The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where Indian students and adults attend. The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to MACIE."

Corri Smith has been nominated by the **Great Falls Public Schools**. I concur with the recommendation to accept her as a MACIE member and ask the Board of Public Education to consider and approve her as a member of MACIE.

Thank you.

ITEM 4

**COMMISSIONER OF HIGHER
EDUCATION'S REPORT**

Commissioner Clayton Christian

ITEM 5

GOVERNOR'S OFFICE REPORT

Shannon O'Brien

ITEM 6

STUDENT REPRESENTATIVE REPORT

Charity Ratliff

❖ **EXECUTIVE COMMITTEE (Items 7-10)**
Sharon Carroll

ITEM 7

FEDERAL UPDATE

Nancy Coopersmith

EXECUTIVE SUMMARY

DATE: MARCH 2014

PRESENTATION: Federal Update

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: Information presented will include the federal appropriations omnibus bill passed by the U.S. Congress in January 2014. The attachments for the report include the funding appropriated for Montana in selected federal programs. In addition, the information will include implications of the U.S. Department of Education approval of Superintendent Denise Juneau's waiver request concerning the 2014 Smarter Balanced Field test. The waiver contains federal requirements about student participation in the field test, Adequate Yearly Progress determinations, and notification of the parents of students to be tested.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

Funds for State Formula-Allocated and Selected Student Aid Programs
U.S. Department of Education Funding
Montana

Program	2012 Actual	2013 Estimate	2014 Estimate	Amount Change FY 2013 to 2014	Percent Change FY 2013 to 2014
College- and Career-Ready Students (Title I, Grants to LEAs)	46,165,766	42,989,302	44,667,491	1,678,189	3.7%
School Turnaround Grants (School Improvement State Grants)	1,537,565	1,486,422	1,465,322	-21,100	-1.4%
State Agency Program--Migrant Student Education	1,041,687	989,058	991,441	2,383	0.2%
State Agency Program--Neglected and Delinquent Children and Youth Education	115,204	97,406	95,422	-1,984	-2.0%
Subtotal, Accelerating Achievement & Ensuring Equity	47,860,222	45,562,188	47,119,676	1,557,488	3.4%
Impact Aid Basic Support Payments	42,880,929	41,403,127	43,800,925	2,197,798	5.3%
Impact Aid Payments for Children with Disabilities	1,256,581	1,180,371	1,243,015	62,644	5.3%
Impact Aid Construction	0	0	683,192	683,192	---
Subtotal, Impact Aid	44,137,510	42,583,498	45,527,132	2,943,634	6.9%
Effective Teachers and Leaders State Grants	0	0	0	0	---
Improving Teacher Quality State Grants	11,493,668	10,869,261	10,868,717	-544	0.0%
Mathematics and Science Partnerships	744,840	705,964	744,842	38,878	5.5%
21st Century Community Learning Centers	5,858,352	5,348,666	5,631,913	283,248	5.3%
Assessing Achievement (State Assessments)	3,649,643	3,593,987	3,620,037	26,050	0.7%
Rural and Low-income Schools Program	411,930	337,920	337,920	0	0.0%
Small, Rural School Achievement Program	5,040,054	4,842,872	4,846,832	3,960	0.1%
Indian Student Education--Grants to Local Educational Agencies	3,363,477	3,531,642	3,531,638	-4	0.0%
English Learner Education (English Language Acquisition)	510,659	529,153	555,567	26,414	5.0%
Homeless Children and Youth Education	195,408	188,752	195,497	6,745	3.6%
Subtotal, All of the Above Programs, which were or are proposed to be authorized by the Elementary and Secondary Education Act	123,065,783	118,093,902	122,979,771	4,885,869	4.1%
Special Education--Grants to States	37,226,987	35,200,272	36,871,431	1,671,159	4.7%
Special Education--Preschool Grants	1,158,199	1,094,344	1,094,346	2	0.0%
Grants for Infants and Families	2,170,499	2,056,021	2,148,926	92,905	4.5%
Subtotal, Special Education	40,555,685	38,350,637	40,114,703	1,764,066	4.6%
Career and Technical Education State Grants	5,202,584	4,939,307	5,179,103	239,796	4.9%
Subtotal, Vocational and Adult Education	5,202,584	4,939,307	5,179,103	239,796	-5.1%
Subtotal, All Elementary/Secondary Level Programs	168,824,032	161,383,846	168,273,577	6,889,731	4.3%

Funds for State Formula-Allocated and Selected Student Aid Programs
U.S. Department of Education Funding
Montana

Program	2012 Actual	2013 Estimate	2014 Estimate	Amount Change FY 2013 to 2014	Percent Change FY 2013 to 2014
Federal Pell Grants	79,400,000	82,500,000	85,900,000	3,400,000	4.1%
Federal Supplemental Educational Opportunity Grants	1,581,986	1,502,790	1,585,733	82,943	5.5%
Federal Work-Study	3,190,087	3,168,463	3,856,815	688,352	21.7%
College Access Challenge Grant	1,500,000	1,423,500	1,392,000	-31,500	-2.2%
Subtotal, All Postsecondary Education Programs	85,672,053	88,594,753	92,734,548	4,139,795	4.7%
Vocational Rehabilitation State Grants	13,477,988	12,848,415	11,283,726	-1,364,689	-10.8%
Client Assistance State Grants	124,204	117,709	121,770	4,061	3.5%
Protection and Advocacy of Individual Rights	175,300	166,132	171,598	5,466	3.3%
Supported Employment State Grants	300,000	300,000	0	-300,000	-100.0%
Independent Living State Grants	311,766	295,459	305,350	9,891	3.3%
Centers for Independent Living	857,441	812,592	839,781	27,189	3.3%
Services for Older Blind Individuals	225,000	225,000	225,000	0	0.0%
Assistive Technology State Grant Program	433,705	418,732	435,307	16,575	4.0%
Protection and Advocacy for Assistive Technology	50,000	50,000	50,000	0	0.0%
Adult Basic and Literacy Education State Grants	1,242,934	1,162,247	1,138,956	-23,291	-2.0%
English Literacy and Civics Education State Grants	80,000	80,000	80,000	0	0.0%
Subtotal, All Other	17,258,338	16,256,298	14,631,468	-1,624,818	-10.0%
Total	271,754,423	266,234,885	275,639,593	9,404,708	3.5%
New Student Loan Volume:					
Federal Direct Student Loans	254,486,848	260,182,026	272,109,530	11,927,504	4.6%
Total, New Student Loan Volume	254,486,848	260,182,026	272,109,530	11,927,504	4.6%
Grand Total	526,241,071	526,416,911	547,749,123	21,332,212	4.1%

NOTES:

State allocations for fiscal year 2014 are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates.

No allocations are shown for 2013 for 21st Century Community Learning Centers because the President's Budget proposes changing the program from a formula to a competitive grant program.

Amounts distributed from the fiscal years above are based on the Pell Grant program's estimated cost as of April 2013. All estimates include new appropriations plus the use of all or a portion of an accumulated surplus of unobligated balances.

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.

FY 2014 estimates reflect the Administration's proposal to ensure that a State's allocation would not be less than the total amount allocated to the State in fiscal year 2013 for both the Vocational Rehabilitation (VR) State Grants and the Supported Employment State Grants programs.

Consistent with the FY 2014 Budget Request, the Administration is seeking authority to pay, from funds made available for the VR State grants program, the continuation costs of the remaining grants that were awarded under the Migrant and Seasonal Farmworkers program.

For Supported Employment State Grants, FY 2014 estimates reflect the Administration's proposal to eliminate separate funding authorities for the smaller VR-related programs under the Rehabilitation Act.



Official E-Mail

Denise Juneau, Superintendent of Public Instruction

opi.mt.gov

As we notified you in November, Superintendent Denise Juneau developed a waiver request to allow Montana schools to administer the Smarter Balanced field test this year instead of the CRT we would have also had to administer. The intent of the request was to ensure that students were tested only once. The U.S. Department of Education approved the waiver with the following requirements:

1. All Montana students in grades 3-8 and grade 11 will take the full form Smarter Balanced field test with the exception of qualifying students with disabilities, who will take the CRT Alternate assessment. The current science CRT assessment and Science CRT Alternate will continue to be given to grades 4, 8 and 10. As in previous years, if a student does not participate in an assessment, schools are required to report on the reason for a student not participating. This data collection is required by the Individuals with Disabilities Education Act (IDEA) and the data is used for monitoring the programs and activities under IDEA.

2. Parents of participating students in each school must be notified of the school's and student's participation in the field test. The Office of Public Instruction (OPI) website includes a Word document that is a template that you may wish to send home with students to meet the federal notification requirement. You may access the template at the following link:

http://opi.mt.gov/pdf/Assessment/SMART/SmarterFieldTest_ParentNotification_Ltr.docx

These additional materials may help with your communications with parents and community members about the new assessment:

[FAQ's about the Smarter Balanced Assessment](#)

[Key Messages about the Smarter Balanced Field Test](#)

3. There will be no new Adequate Yearly Progress (AYP) determinations based on the 2013-2014 school year. The previous year AYP determinations will be used for an additional year, and schools and districts will maintain the AYP determinations from the 2012-13 school year. You may review the district and school AYP determinations from 2012-2013 on the OPI website at <http://opi.mt.gov/pdf/AYP/2013/2012-13-Merged-AYP-School-Improvement-Status.pdf> (for school status) and

<http://opi.mt.gov/pdf/AYP/2013/2012-13-Merged-AYP-District-Improvement-Status.pdf> (for district status).

The waiver is an agreement between the state of Montana and the federal government. By meeting the federal requirements of the agreement, we will ensure the eligibility of Montana schools and districts to continue to receive ESEA Title I funding

If you have questions about these topics, please contact Dennis Parman at dparman@mt.gov , Nancy Coopersmith at ncoopersmith@mt.gov , or Judy Snow at jsnow@mt.gov .

"The Montana Office of Public Instruction provides vision, advocacy, support and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities."

This message was intended for 'ncoopersmith@mt.gov' You have received this message because you are subscribed to 'JUMP Newsletter'

To contact us please email AHagen2@mt.gov

Montana Office of Public Instruction, JUMP!
P.O. Box 202501, Helena, Montana 50620-2501

ITEM 8

SCHOOL NUTRITION ANNUAL REPORT

Christine Emerson

EXECUTIVE SUMMARY

DATE: MARCH 2014

- PRESENTATION:** School Nutrition Programs Annual Report
- PRESENTER:** Christine Emerson
Director, School Nutrition Programs
Office of Public Instruction
- OVERVIEW:** The presentation will include information about the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, USDA Foods Program, Cooperative Purchase Program, Team Nutrition Program, and Fresh Fruit and Vegetable Program for the 2013-14 school year.
- REQUESTED DECISION(S):** None.
- OUTLYING ISSUE(S):** The presentation will be designed to show changes in program participation and funding over five school years. It will also cover nutrition education activities for schools, parents and the community to improve nutritional value and acceptability of school meals, and promote the health and education of children.
- RECOMMENDATION(S):** The presentation is informational. Nothing will be recommended to the BPE other than its continued support of the School Nutrition Programs to help children get the nutrition they need to learn, play and grow.

Montana

School Nutrition Programs
Office of Public Instruction
Division of Health Enhancement and Safety

2013 Annual Report
(July 1, 2012-June 30, 2013)



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

January 2014

Introduction

School Nutrition Programs

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Introduction

School Nutrition Programs

School Nutrition Programs aim to promote healthy eating and physical activity through improvements in school meal programs and environments. To foster these changes, School Nutrition Programs have developed a strategic plan for the year. This strategic plan consists of three primary goals:

1. Improve Program Management and Integrity

This goal will be accomplished through the use of technology, maintenance, sharing of program information, program management, development of strong relationships with our partners, and improvements in food safety.

2. Increase Program Access and Participation to End Childhood Hunger

This goal will be accomplished through increased direct certification efforts and reporting by Montana schools, increased participation in the School Breakfast Program through outreach and alternate service options, and increased Summer Food Service Program participation through outreach and activities for children.

3. Promote Healthy Eating and Physical Activity Behaviors

To promote health and reduce childhood obesity, this goal will be accomplished through training and technical assistance to help schools improve the nutritional quality of school meals, use of the Fresh Fruit and Vegetable Program, and connecting children to local produce through farm-to-school strategies.

The Office of Public Instruction (OPI) School Nutrition Programs make improvements to operating procedures as legislation and funding create opportunities.

Menu Certification aligned school meals with the most recent recommendations from the Dietary Guidelines for Americans and fulfilled requirements enacted with the Child Nutrition Reauthorization Act of 2010. During the 2012-2013 school year, school districts across Montana adopted new meal patterns and nutrition standards, and demonstrated compliance by completing menu certification. Eligible school districts received a 6 cent performance-based cash assistance for each reimbursable lunch served.

Direct Certification is the process of matching Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF) recipients to enrolled students to certify their eligibility for free meals at school. During the 2012-2013 school year, the OPI received a \$959,537 award to build an online Direct Certification Application (DCA) system. The new software uses technology to match students enrolled in the state student information system, Achievement in Montana, to school aged recipients in SNAP and TANF recipients and limits the amount of manual processing required to certify students for free meals.

Office of Public Instruction

School Nutrition Programs

The School Nutrition Programs unit is administered through the OPI Health Enhancement and Safety Division. The School Nutrition Programs services for schools include administering eight U.S. Department of Agriculture (USDA) Child Nutrition Programs:

- ✓ National School Lunch Program (NSLP)
- ✓ School Breakfast Program (SBP)
- ✓ Afterschool Snack Program
- ✓ Special Milk Program
- ✓ Summer Food Service Program (SFSP)
- ✓ USDA Food Distribution Program (including the Department of Defense Fresh Fruit and Vegetable Program)
- ✓ Fresh Fruit and Vegetable Program
- ✓ Montana Team Nutrition Program

School Nutrition Programs reimburse schools for meals served to children; distribute USDA Foods for school meal and summer programs; provide training for school food service personnel, administrators and teachers; ensure that schools are in compliance with federal regulations; and provide nutrition education for students to promote healthful habits.

Sponsors choose in which programs to participate based on local needs. Sponsors include public schools, private and nonpublic schools, nonprofit residential child care institutions, government agencies, and public or private nonprofit organizations and camps.

Vision:

Our vision is school communities that provide children full access to healthful meals and snacks that nourish minds and bodies and school nutrition environments that encourage healthful lifestyles that are supported by community partnerships.

Mission:

To ensure that schools provide nutritious meals and promote healthy lifestyles through collaborative education and training, and administration of the USDA's School Nutrition Programs.

Office of Public Instruction
School Nutrition Programs
PO Box 202501
Helena, MT
406-444-2501



Montana Team Nutrition Program
Montana State University
PO Box 173360
Bozeman, MT 59717-3360
406-994-5641

Office of Public Instruction

School Nutrition Programs

Program Management & Integrity

Program Activities

Menu Certification

Organization was the key to successful menu certification. OPI employees developed a plan to reach each school district within the 2013 school year. The process required approving menu materials from each school district and conducting validation visits at 25 percent (66) of all school districts.

The OPI staff conducted one webinar and 16 regional trainings about menu certification with over 300

individuals in attendance. Of 258 total sponsors, 256 were certified by September 2013. One school closed and one school remained uncertified. Montana was one of six states in the United States to certify 98 percent or more of school districts. Three additional administrative reviews were also conducted during the school year.

Summer Food Service Program (SFSP)

School nutrition staff conducted 40 sponsor and site reviews in 2013. Sponsors who were found to be in violation of program requirements submitted corrective action plans.

Program Reporting

Verification of Free and Reduced-Price Meal Applications

Local Education Agencies (LEAs) that participate in the National School Lunch Program provide free and reduced-price meal benefits to eligible students through approval of school meal applications. Schools must verify a sample of the applications and report results to the state agency.

Only 18 (8.2 percent) LEAs had less than 80 percent response rate from households, (meaning that more than 20 percent of the applicants selected for verification at their school did NOT respond by sending documents that show what they reported on their application was accurate). This verification data serves as the primary source of information on the accuracy of the eligibility determination process.

Sanitation Inspections

Schools are required to have two sanitation inspections per year and report the number of inspections to the state agency. Montana schools reported the following:

Number of schools that had 0 inspections: 173 (20.4 percent)

Number of schools that had 1 inspection: 240 (28.3 percent)

Number of schools that had 2 inspections: 435 (51.3 percent)

Number of schools that did not report inspections: 0

Office of Public Instruction

School Nutrition Programs

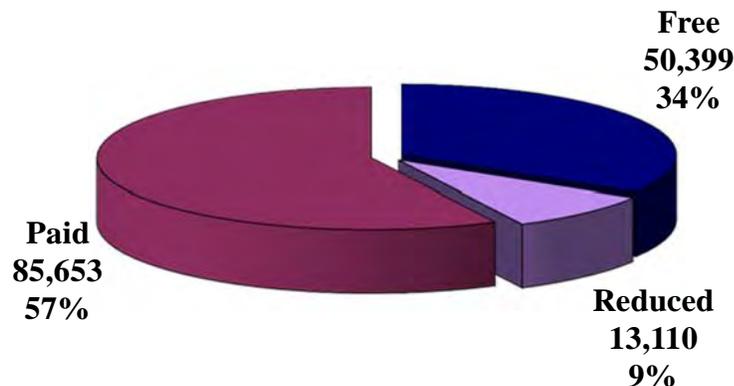
Program Access

Children who come from low-income families are at most risk for hunger and food insecurity. Improved access to affordable meals helps decrease the likelihood of children living in hunger.

At the beginning of each school year, schools send households a free and reduced-price school meal application to allow eligible families to apply. Completion of the income documentation permits School Nutrition Programs to offer meal benefits to students based on income eligibility.

During the 2012-2013 school year, 149,162 students were enrolled in schools that participated in School Nutrition Programs. Of these enrolled students, 50,399 (34 percent) were eligible for free meals, 13,110 (9 percent) were eligible for reduced-price meals, and 85,653 (57 percent) were eligible for paid meals.

Percent of Students by Eligibility Category



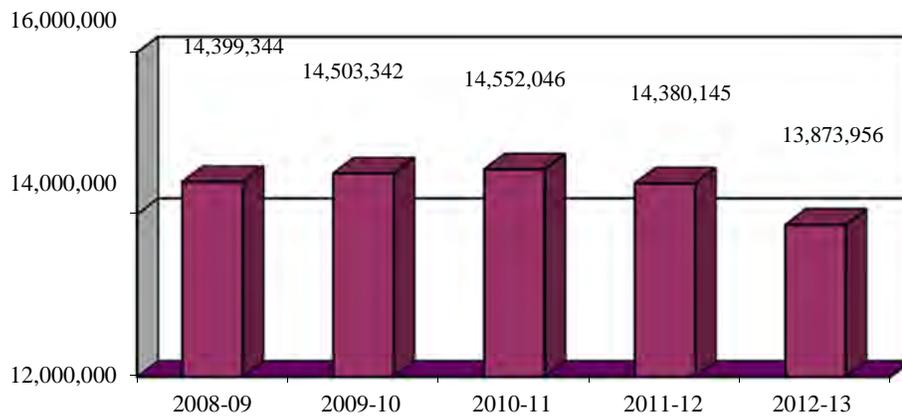
A total of 63,509 (43percent) of Montana students were eligible for free and reduced-price school meals in 2013.

National School Lunch Program

The National School Lunch Program (NSLP) began in 1946 under the National School Lunch Act and is intended to help meet the nutrition needs of children from low-income households.

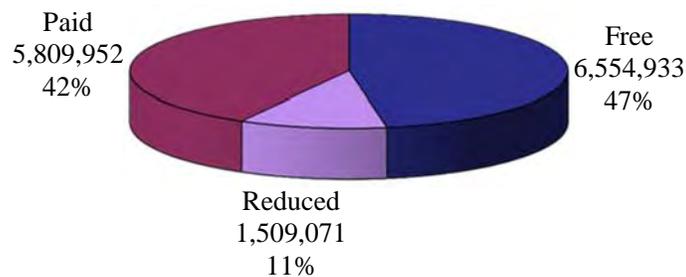
More than 13.5 million lunches were served during the 2013 school year.

Total Lunches Served



On a daily basis, 52 percent (77,078) of the total eligible students (149,162) participated in the National School Lunch Program. Students consuming school lunches are predominately eligible for free and reduced-price meals.

Student Lunches by Category

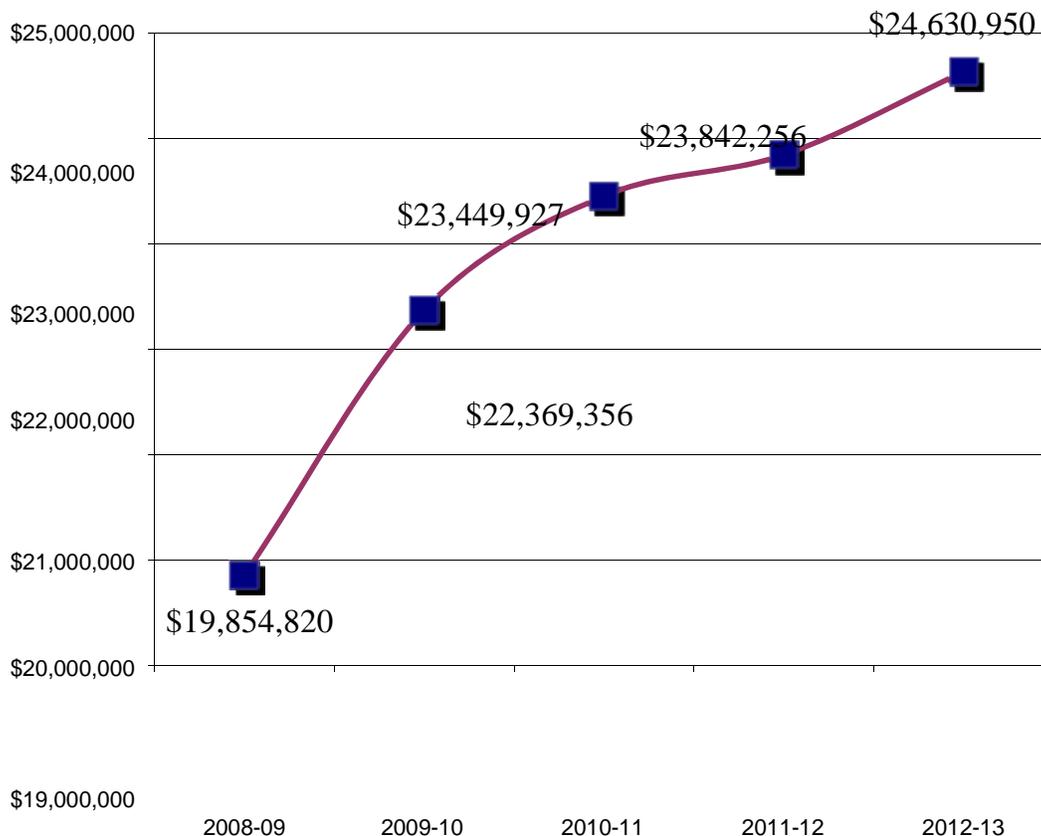


National School Lunch Program

Federal Reimbursement

The USDA reimburses schools for meals served to students as part of Child Nutrition Programs. Montana schools were reimbursed \$24 million for lunch meals in 2013. This amount includes the additional 6 cents per meal that school districts received for implementing new meal pattern standards as part of menu certification.

Total Federal Reimbursement for Lunch



Meal reimbursement rates effective July 1, 2012-June 30, 2013 are included below. Schools that served 60 percent or more of their lunches to free and reduced-price eligible students received an additional 2 cents per meal.

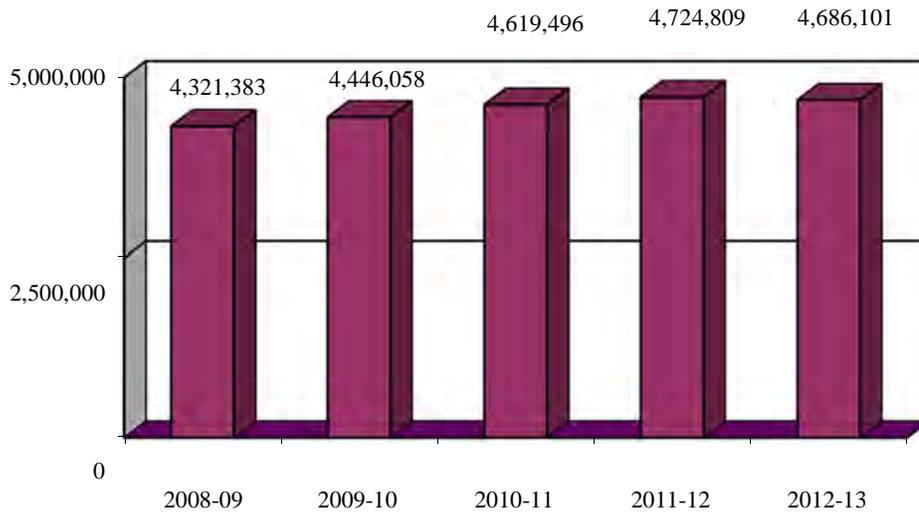
National School Lunch Program	Less than 60%	60% or more
Paid	\$0.27	\$0.29
Reduced Price	\$2.46	\$2.48
Free	\$2.86	\$2.88

School Breakfast Program

The School Breakfast Program (SBP) began as a pilot project in 1966 and was made permanent in 1975. *Combined, a school breakfast and lunch provide over half the nutrition that a child needs in a day.*

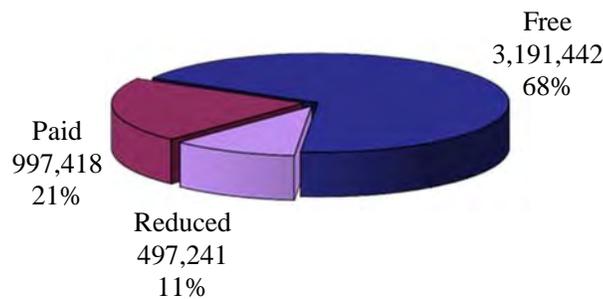
More than 4.6 million breakfasts were served during the 2013 school year.

Total Breakfasts Served



On a daily basis 17 percent (26,033) of the total eligible students (149,162) participated in the SBP. Students eating breakfast meals are predominately eligible for free and reduced-price meals.

Student Breakfasts by Category



School Breakfast Program

Researchers concur that eating breakfast helps students perform better in school. According to the 2013 *Montana Youth Risk Behavior Survey Report*, only 40 percent of high school students reported eating breakfast in the past seven days prior to the survey.

In the 2012-2013 school year, 26,033 students participated in the SBP on a daily basis, which means only 17 percent of the children eligible to participate in the program are eating breakfast at school. Breakfast is offered at 697 out of 827 (84 percent) of Montana schools. Schools with a breakfast program can improve breakfast participation by expanding student access to meals.

Expanding SBP access is identified as a way to alleviate child hunger. The OPI works in collaboration with the Montana Food Bank Network and No Kid Hungry to meet this goal. The Montana Summit to End Childhood Hunger was actively planned throughout the 2012-2013 school year as a way to engage stakeholders and encourage community and state partnerships. This summit occurred September 2013 in Bozeman, Mont.

Childhood hunger was identified in *A Look at Health and Hunger in Montana: Reviewing Programs for Montanans in Need* during the 2011-2012 legislative term. The Children, Families, Health, and Human Services Interim Committee approved a breakfast bill to be introduced into the 2013 legislature which would appropriate \$340,000 in general fund to encourage increased participation in the SBP. The bill was introduced but did not pass during the legislative term.

Only 40 % of high school students report eating breakfast daily during the past 7 days

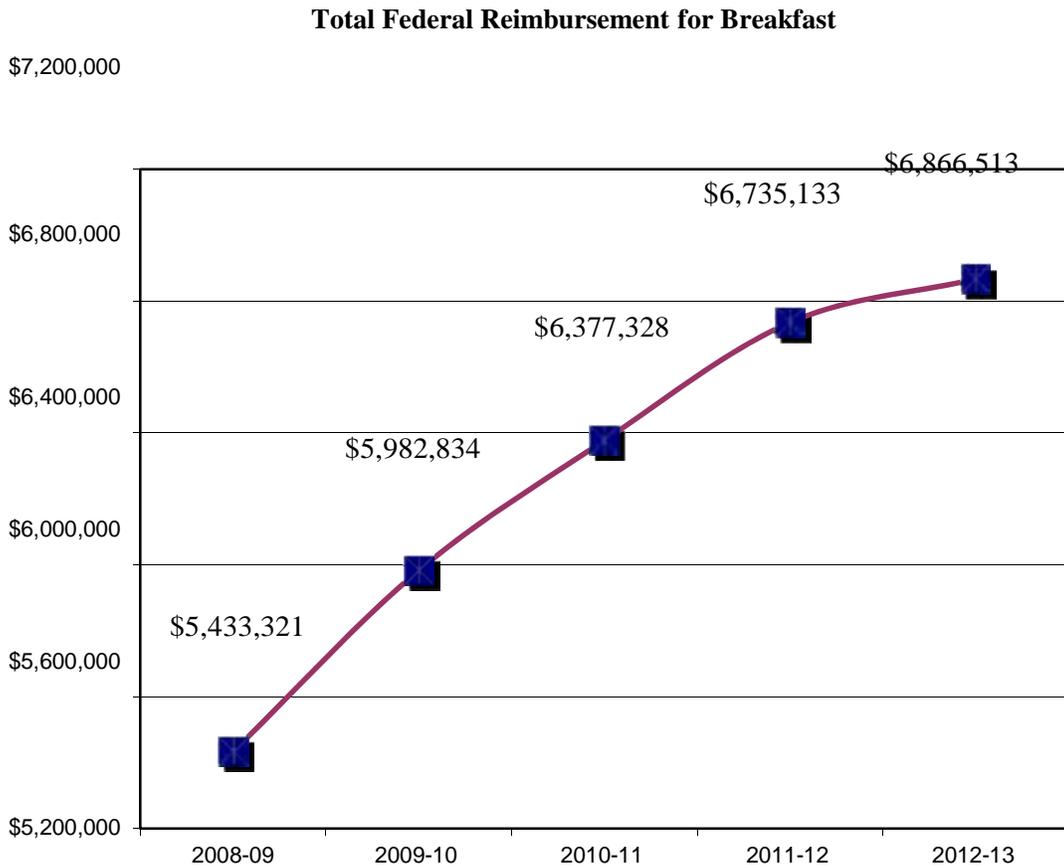
2013 Montana Youth Risk Behavior Survey Report

Team Nutrition provides training and technical assistance to school employees on successful methods to expand breakfast participation levels. Schools often see increased breakfast participation when alternative service styles such as breakfast in the classroom and grab-and-go methods are used.

School Breakfast Program

Federal Reimbursement

Montana schools were reimbursed \$6.8 million for breakfast meals in 2013.



The USDA reimbursement for breakfast includes rates for severe need and non-severe need areas. Severe need means 40 percent or more of the lunches served during the second preceding school year were served at a free or reduced price.

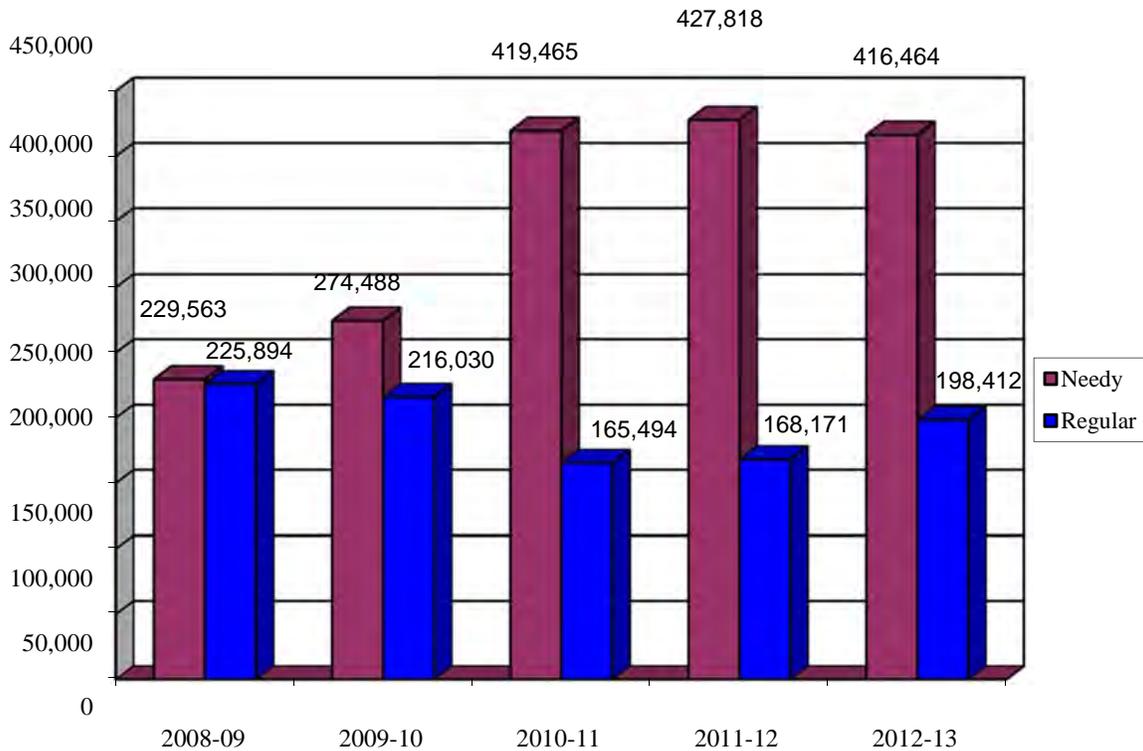
School Breakfast Program	Non-severe Need	Severe Need
Paid	\$0.27	\$0.27
Reduced Price	\$1.25	\$1.55
Free	\$1.55	\$1.85

Afterschool Snack Program

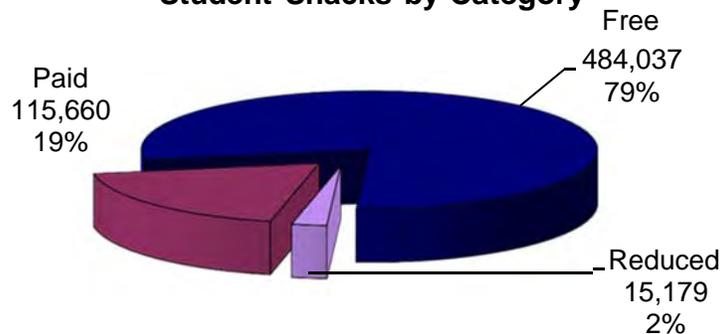
Started in 1998, the Afterschool Snack Program offers children education and enrichment activities that are safe, fun and filled with learning opportunities. Schools in which 50 percent of the students qualify for free and reduced-price lunches are considered area eligible (needy) and students qualify for free snacks.

Over the past year, there was an increase of 18,887 snacks served.

Total After School Snacks Served



Student Snacks by Category

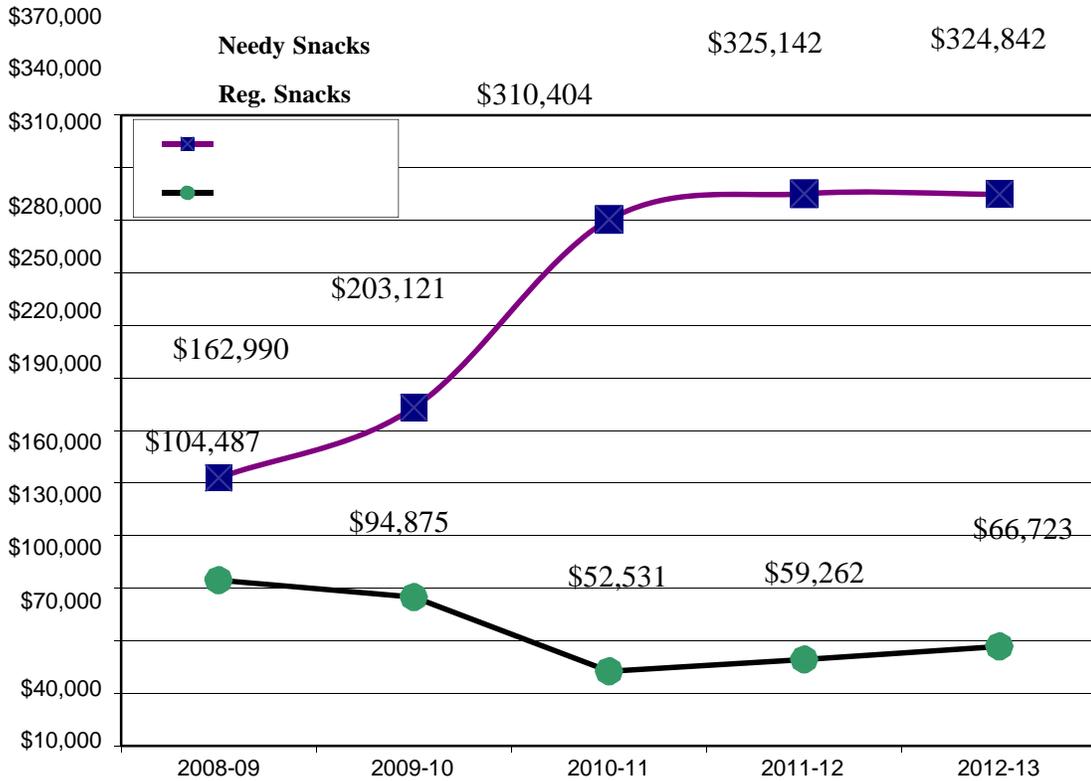


Afterschool Snack Program

Federal Reimbursement

Montana programs were reimbursed \$391,565 for afterschool snacks in 2013.

Total Federal Reimbursement for Afterschool Snacks



USDA reimbursement rates are based on student eligibility.

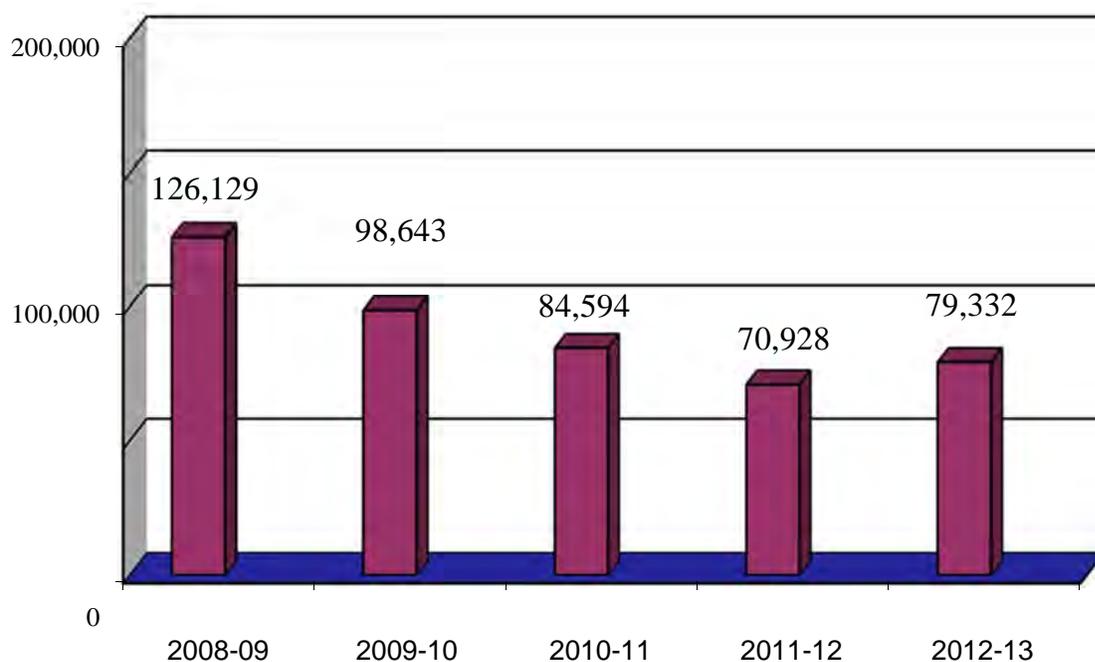
Afterschool Snack Program	
Paid	\$0.07
Reduced Price	\$0.39
Free	\$0.78

Special Milk Program

Schools that do not offer other school meal programs or kindergarten students who do not have access to lunch and breakfast at school may participate in the Special Milk Program.

Schools that participated in the Special Milk Program during 2013 included two with kindergarten milk programs, 17 with milk only programs, and nine with summer camps. Over the past year, there was an increase of 8,404 half-pints served.

Total Half Pints of Milk Served

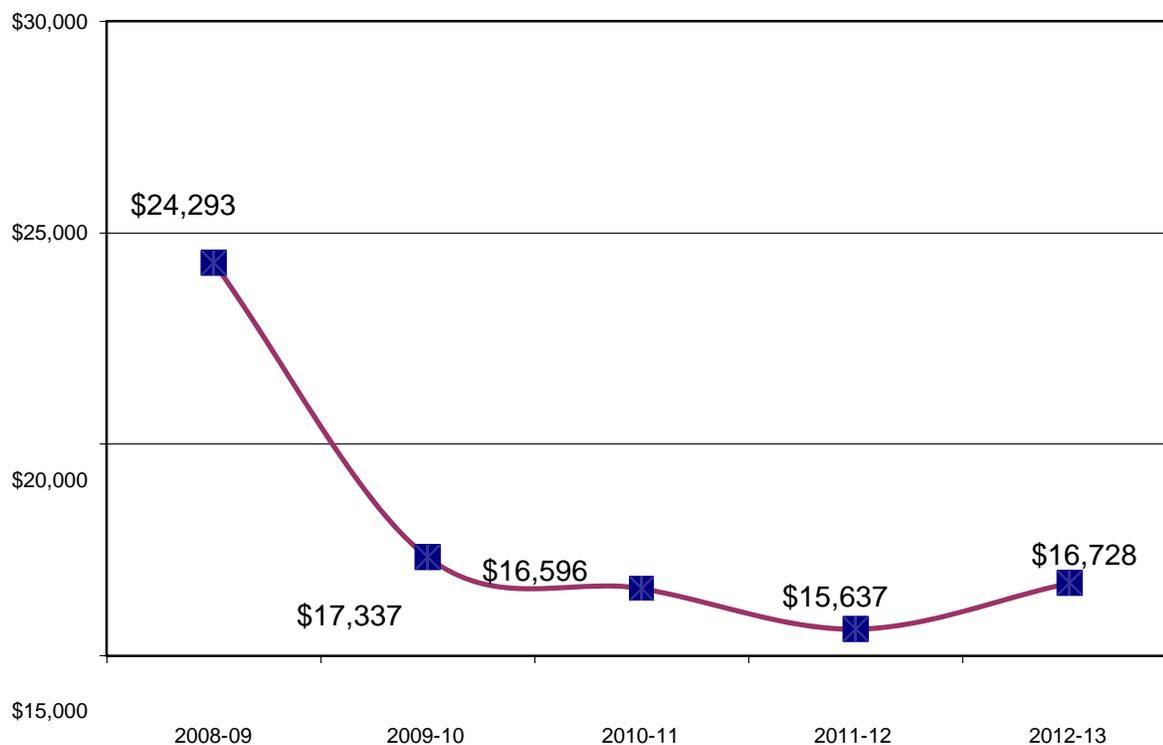


Special Milk Program

Federal Reimbursement

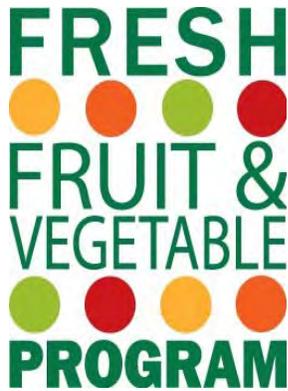
Montana programs were reimbursed \$16,728 for milk served in 2013.

Total Federal Reimbursement for Milk



Special Milk Program	All Milk	Paid Milk	Free Milk
Pricing Programs without free option	\$0.1925	N/A	N/A
Pricing Programs with free option		\$0.1925	Average cost per ½ pint of milk
Non-pricing programs	\$0.1925	N/A	N/A

Fresh Fruit and Vegetable Program



The Fresh Fruit and Vegetable Program (FFVP) was developed as a catalyst to combat childhood obesity by exposing children to fresh fruits and vegetables and helping them learn more healthful eating habits. The FFVP was successfully implemented in 158 schools in 2013, five more than the previous school year.

School Selection:

Elementary School

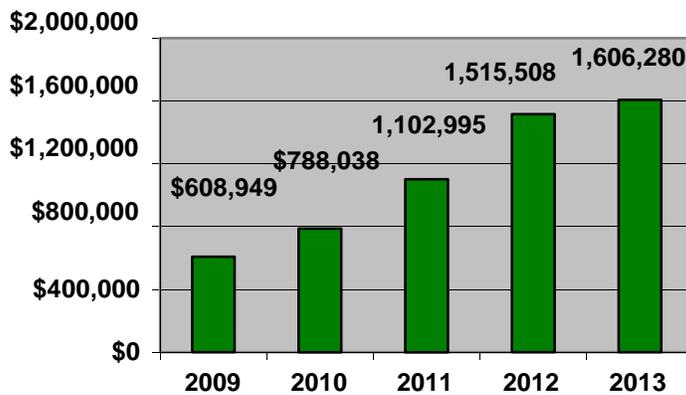
National School Lunch Program Participant

FFVP Application

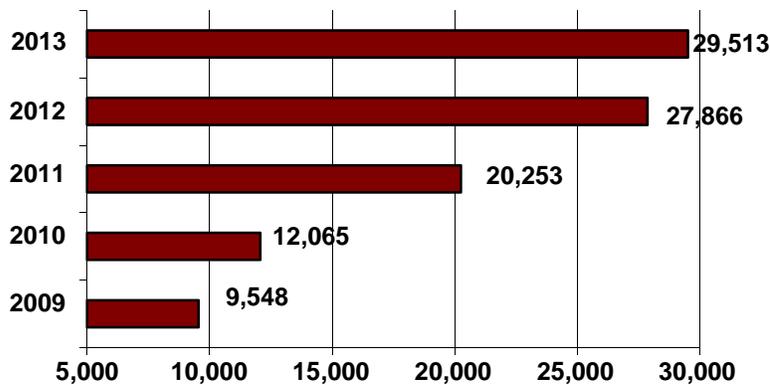
Highest priority given to schools with the highest percentage of free and reduced students

Total enrollment of all schools selected must result in \$50-75 per student allocation each year

FFVP Funding



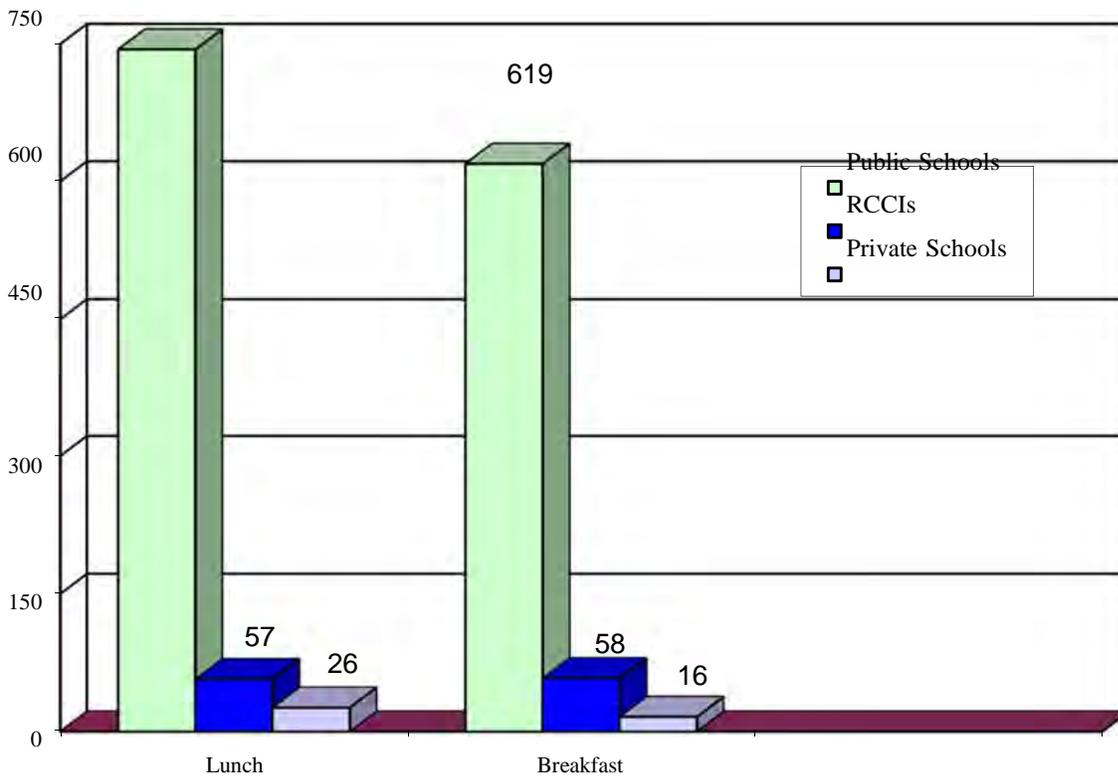
FFVP Enrollment



Types of Schools

In 2013, 256 sponsors participated in the lunch program and 215 sponsors participated in the breakfast program. These sponsors include public schools, public or nonprofit private Residential Child Care Institutions (RCCIs), and nonprofit private schools. All of these organizations are collectively called School Food Authorities (SFAs) within the School Nutrition Programs. An RCCI can include correctional facilities or group homes for children with special needs. This chart details the types of schools within the SFAs that participate.

744 **Number of Schools Participating by Type**



Summer Food Service Program

The Summer Food Service Program (SFSP) provides nutritious meals at no charge to children while school is not in session. This program was established to ensure that children in low-income areas could continue to receive nutritious meals between school sessions.

Montana SFSP sites serve children in small rural communities, seven of the larger cities, and each of the seven American Indian reservations. Sites operate in low-income areas where at least half of the children come from families that qualify for free or reduced-price meals.

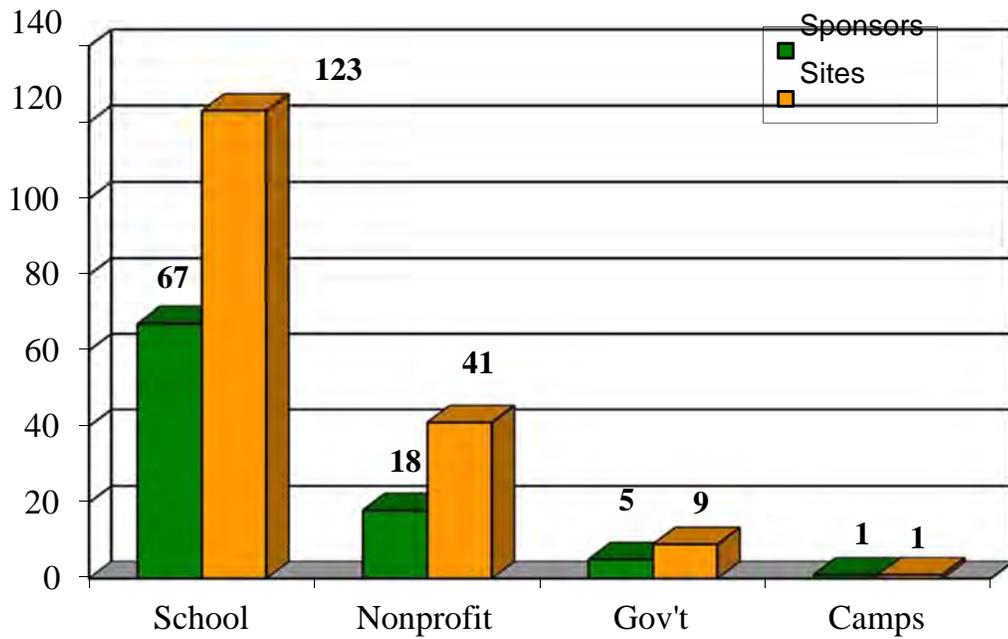
Of the 63,509 children eligible for free and reduced-price meals, 7,615 (12 percent) participated daily in the SFSP. In 2013, 322,915 lunches were served, which is an increase of 15,204 meals from the previous year.



Summer Food Service Program

Sponsors for the SFSP include school districts, local government agencies, public or private nonprofit organizations, and camps. Sponsors are organizations that operate the SFSP and sites are the locations where sponsors serve meals. A total of 91 sponsors provided meals at 174 sites in Montana during the summer of 2013.

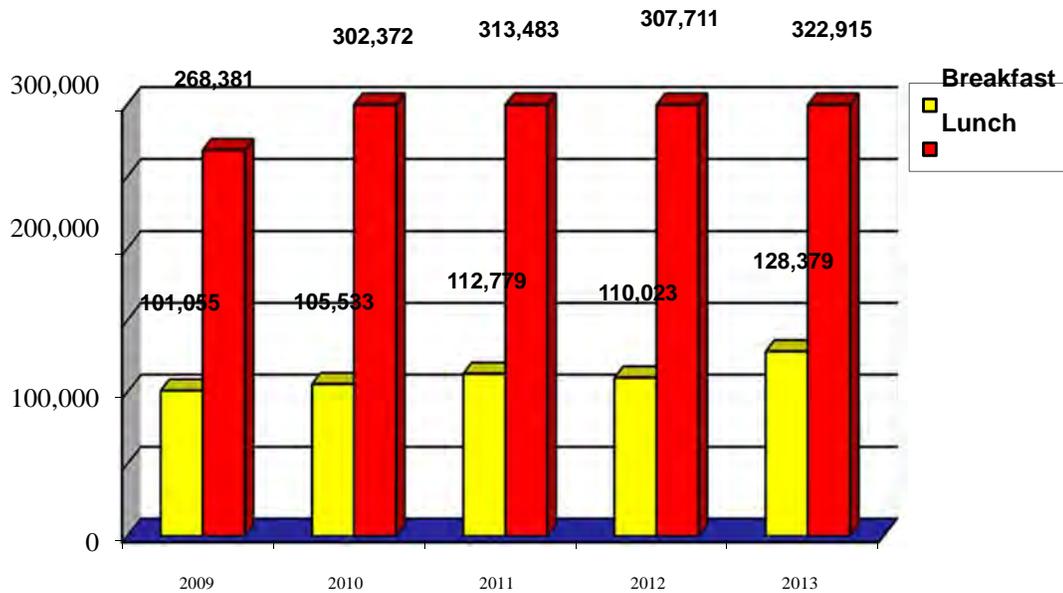
Types of SFSP Sponsors



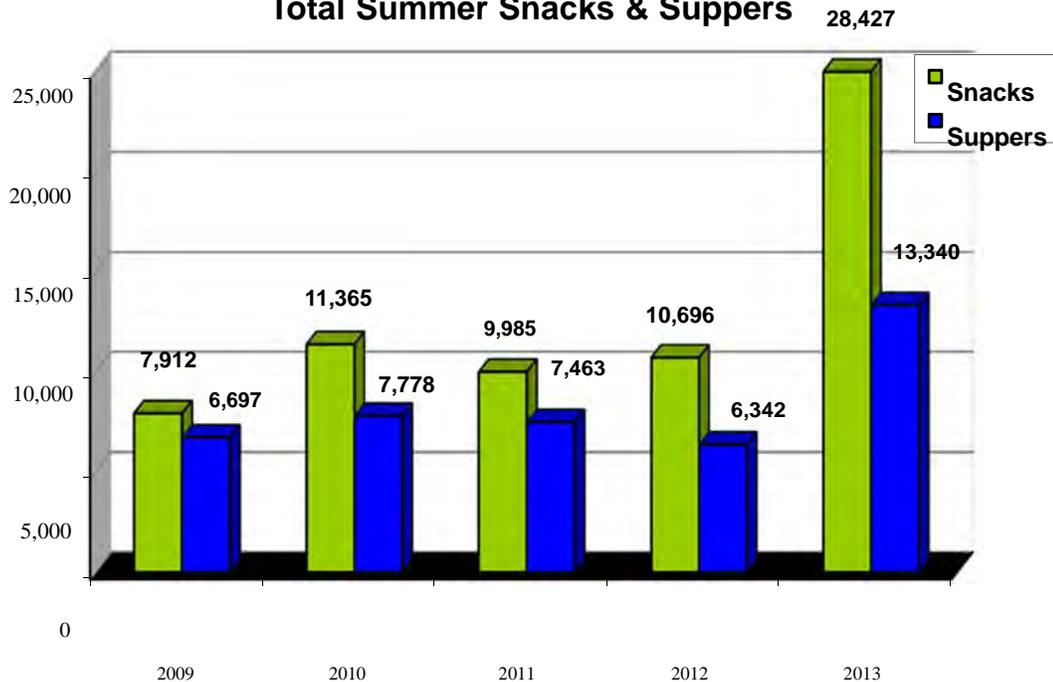
Summer Food Service Program

Meals Served

Total Summer Breakfasts & Lunches



Total Summer Snacks & Suppers

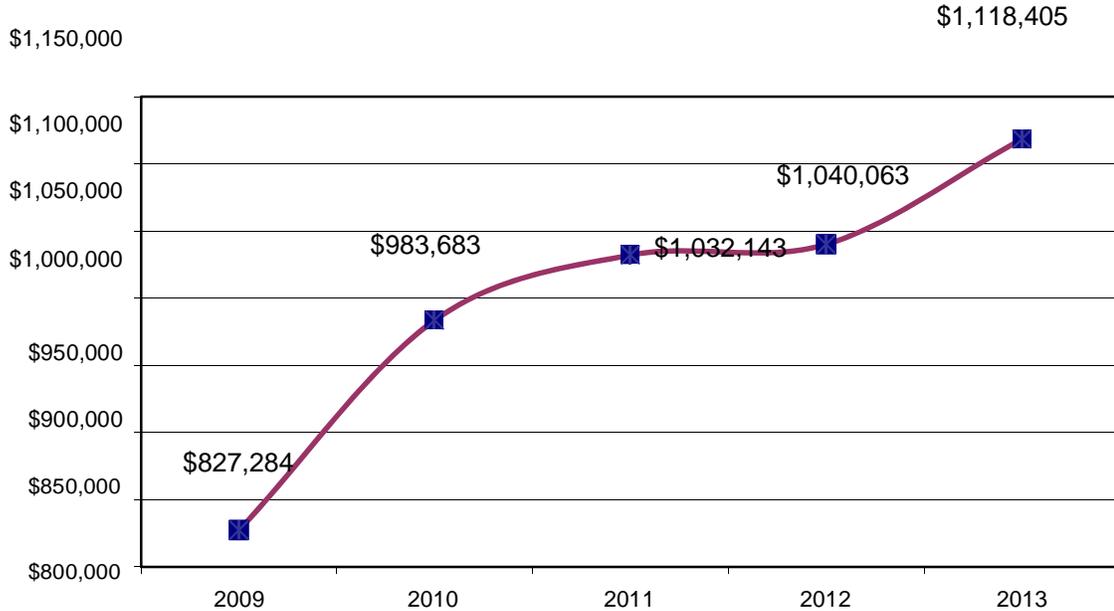


Summer Food Service Program

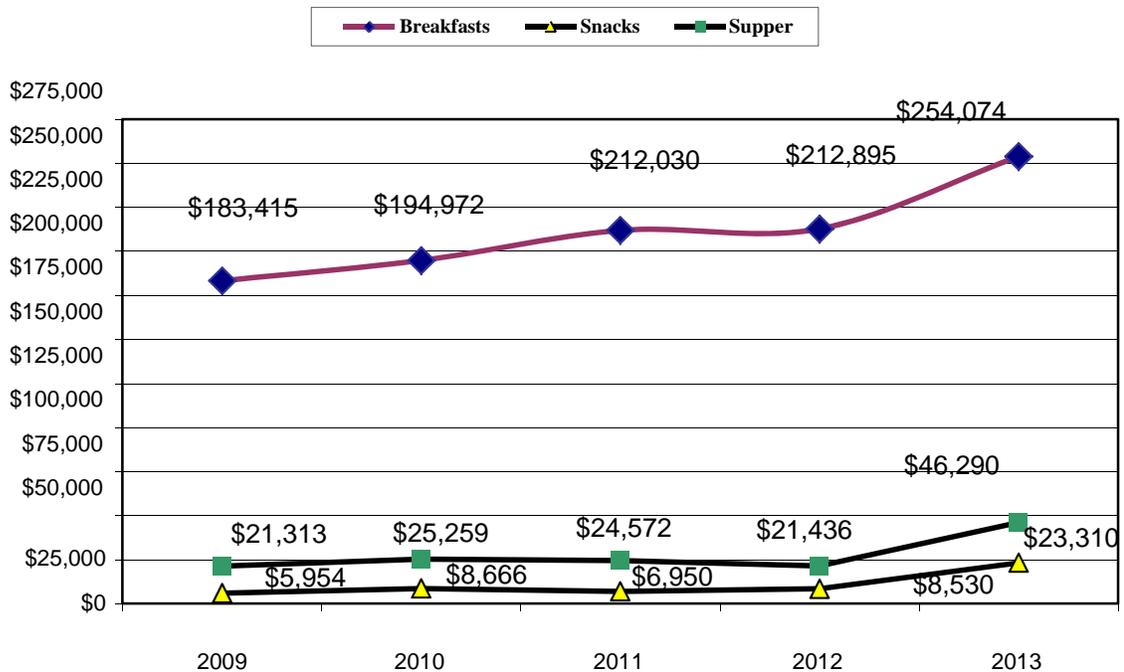
Federal Reimbursement

The total meal reimbursement for lunches, breakfasts, snacks, and suppers paid to summer sponsors in 2013 was \$1,442,078.

Total Federal Reimbursement for Summer Lunches



Total Federal Reimbursement for Summer Breakfasts, Snacks & Suppers



Summer Food Service Program

Reimbursement rates for the Summer Food Service Program are based on meal type and geographic location. Rural and self-preparation sites receive a higher rate of reimbursement than urban or vended sites because there is often an increased cost of providing services in rural locations.

Summer Food Service Program	Rural or Self-Preparation Sites	Urban or Vended Sites
Breakfast	\$1.9800	\$1.9425
Lunch & Supper	\$3.4700	\$3.4100
Snacks	\$0.8200	\$0.8000

Montana Summer Food Summit 2013

Getting the Word Out to Make the Most of Fun in the Sun

School Nutrition Programs hosted the third annual Summer Food Summit in 2013. The summit provided sponsors an opportunity to learn and discuss outreach and best practices, menu planning, cost control, and nutrition education. The conference also qualified as the required SFSP sponsor training.

Forty-one people representing 24 of the 91 sponsors (26 percent) attended the summit as well as representatives from the Montana Food Bank Network, No Kid Hungry, Montana State University (MSU) Extension Supplemental Nutrition Assistance Education (SNAP-Ed) and Expanded Food Nutrition Education Program (EFNEP), AmeriCorps VISTA, and FoodCorps.

Promotion and Activities to Increase Participation

In keeping with the theme of the summit, the Montana Nutrition and Physical Activity (NAPA) program provided banners, yard signs and sandwich boards to 49 sponsors to help promote their summer food service sites in their communities.

Two summer youth ambassadors from the No Kid Hungry program worked with the OPI to promote SFSP sites, provide strategies to improve site participation, and recruit volunteers.

Montana State University Extension SNAP-Ed and EFNEP participated as a pilot program to provide nutrition education and activities for 712 children in 14 counties and on six reservations.

USDA Food Distribution Program



The USDA Food Distribution Program delivers USDA Foods to school food authorities. USDA Foods account for 15 to 20 percent

of school nutrition program food. During the 2012-2013 school year, schools received an entitlement of 0.2275 cents for each lunch served during the previous school year to spend on commodity foods. This entitlement totaled \$2,832,662.

USDA Foods are a healthy food choice.

USDA continually explores ways to offer healthy food choices so that schools can serve meals consistent with the Dietary Guidelines for Americans.

Whole Grains

Items include brown rice, rolled oats, whole wheat flour, and whole grain spaghetti.

Less Sugar

Items include canned fruits are packed in light syrup, water or natural juices.

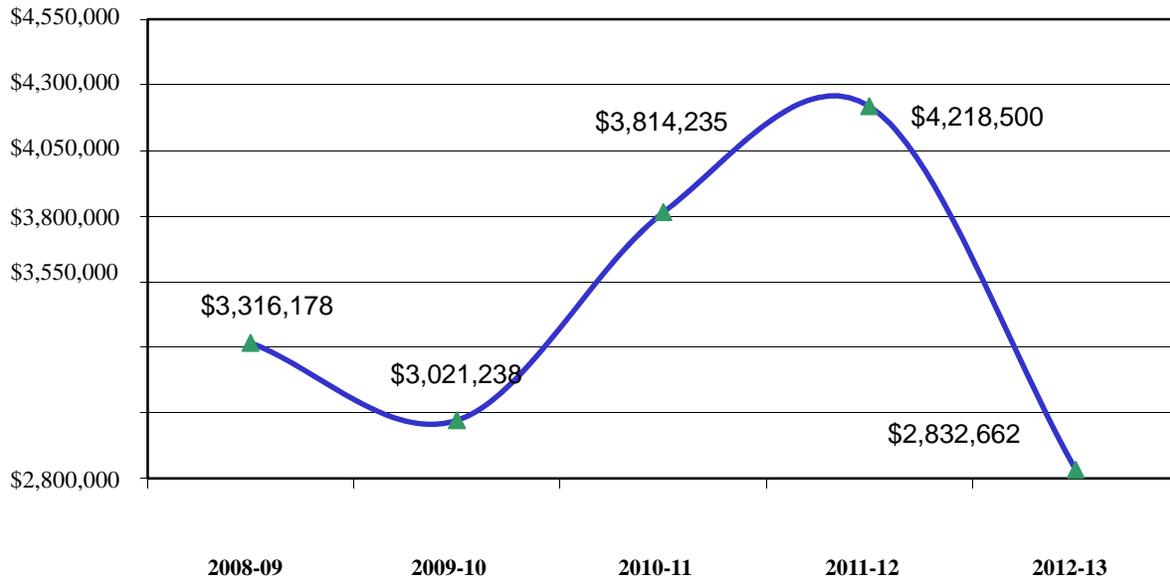
Less Fat

Items include 85% lean ground beef, 97 percent lean ham, 95 percent lean turkey ham, diced chicken, part skim mozzarella, and no trans-fat in frozen potato products.

Less Sodium

Canned vegetables are being reduced to 140 mg of sodium per serving.

Total Value of USDA Foods



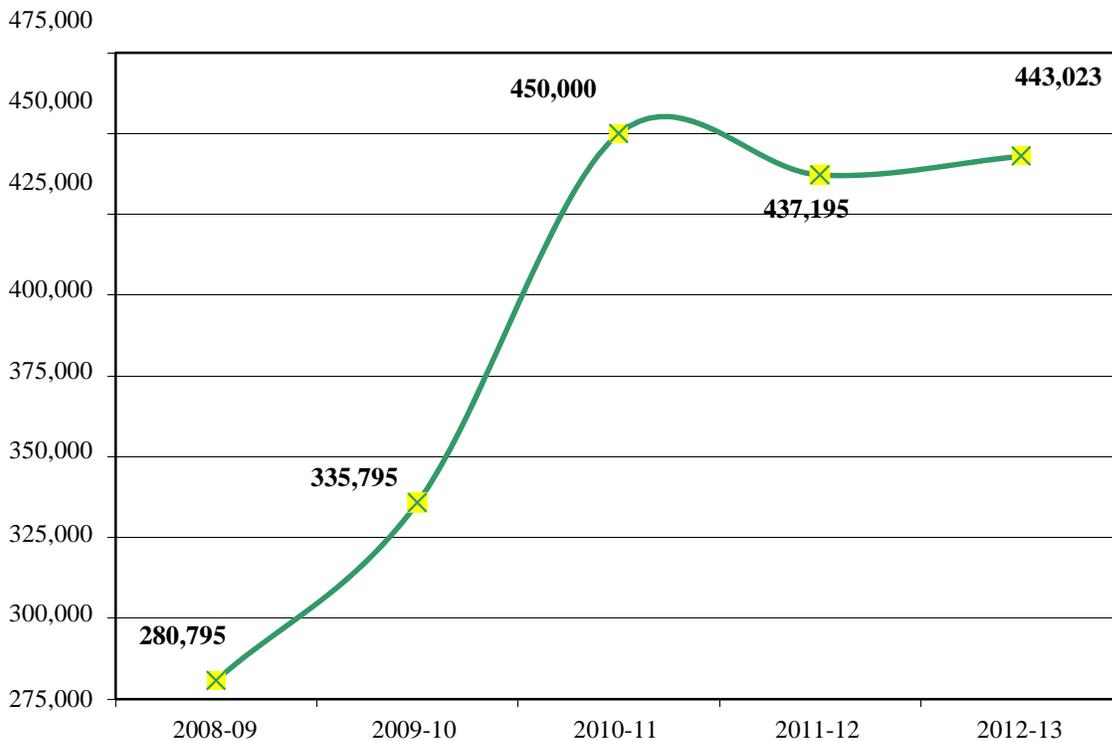
Fresh Fruit and Vegetable Program

Department of Defense



A portion of the total entitlement for Montana's Food Distribution Program is set aside for the Department of Defense Fresh Fruit and Vegetable Program. This program, administered through the U.S. Department of Defense, allows schools that participate in the National School Lunch Program to use the USDA commodity entitlement to purchase high quality fresh fruits and vegetables. During the 2012-2013 school year, Montana schools spent \$443,023 for fresh fruits and vegetables using this program.

Total Value of Fresh Fruits and Vegetables



Montana Team Nutrition Program

Team Nutrition is a USDA competitive grant focused on improving children's lifelong eating and physical activity habits by integrating the principles of the Dietary Guidelines for Americans and USDA's MyPlate program into comprehensive, behavior-based education. Montana State University in Bozeman, Mont., is home to the **Montana Team Nutrition Program**, which serves as the nutrition education component of School Nutrition Programs.



In 2012-2013, School Nutrition Programs were awarded a Team Nutrition grant which provided increased training and technical assistance to schools and child care facilities. Cafeteria, classroom, and community initiatives focused on the consistency of educational messages within these core areas:

1. Strengthening School Wellness and Improving Quality of School Meals
2. Enhancing Focus on Nutrition Education and Farm to School Programs
3. Ending Childhood Hunger and Reducing Childhood Obesity

Strengthening School Wellness and Improving Quality of School Meals

- Distributed \$15,000 in *HealthierUS School Challenge (HUSSC) Mini-grants* to 17 school districts to support their efforts in applying for a HUSSC award. Mini-grants reached 20,608 students.
- Promoted healthy school award programs including the HUSSC and the Healthier Montana Menu Challenge (HMMC) through training or technical assistance. Assisted 63 schools (18 school districts) in receiving one of these awards impacting 21,408 students; 25 percent of the schools were middle or high schools.
- Maintained a *School Wellness Coach Network* to extend outreach, training and technical assistance to schools focusing on healthful menu planning, nutrition education and physical activity. This network of trainers was

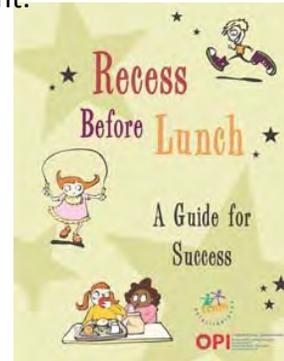
63 schools representing 18 school districts received a *USDA HealthierUS School or Montana Menu Challenge Award*.

These schools must meet criteria for healthful menu planning, nutrition education and physical activity.

instrumental in assisting schools in applying for Healthy School Awards.

Montana Team Nutrition Program

- Assisted the OPI's School Nutrition Programs staff in training food service staff at seven professional development workshops on the USDA's Meal Certification Process to allow school districts to receive an additional 6 cents meal reimbursement.
- Continued to teach the principles of Pleasant and Positive Mealtimes (www.opi.mt.gov/pleasantmealtimes), including *Recess Before Lunch* scheduling through technical assistance and training to schools and early childhood programs. Shared this information via training workshops, posters and/or table exhibits at one national and five state-level conferences.
- Introduced the *Smarter Lunchrooms Movement* (www.smarterlunchrooms.org) concepts to school food service professionals at their annual conference.
- Supported two regional *Build a Rainbow On Your Tray* workshops reaching approximately 25 school nutrition personnel from 17 school districts that serve 6,250 children. Workshops trained personnel on new school meal nutrition standards and cooking tips for whole grains, fruits and vegetables, legumes/dried beans and peas, lean meats, and low-fat dairy foods.
- Distributed over 100 copies each of the USDA's *Recipes for*



32 percent of Montana elementary and middle schools implement a recess before lunch schedule

Healthy Kids recipe book and/or *Montana Healthy School Recipe RoundUp* guide.

Enhancing Focus on Nutrition Education and Farm to School Programs Nutrition Education

- Promoted access to nutrition education curricula through the OPI's *Nutrition Education Resources* website and the USDA's *Team Nutrition* website. Revised the elementary level Eat Smart to Be Smart (grades K-5) curriculum and website (www.opi.mt.gov/eatsmartmtcurriculum).
- Distributed nine \$4,300 *Let's Get Kids Cooking* mini-grants to nine school districts or nonprofit agencies to support students in learning cooking skills and encourage the use of USDA Foods in nutrition education activities.
- Promoted the offering of two on-line graduate courses from MSU for educators. These two classes are Teaching Adolescent Nutrition and *Nutrition Across the Curriculum*.
- Coordinated the development and initial distribution of a statewide *Nutrition Education for Youth and Families Directory*, which is posted at website <http://opi.mt.gov/pdf/SchoolFood/NutritionEdDirectory.pdf>.

Montana Team Nutrition Program

Farm to School

- Provided technical assistance to more than 350 school staff and community members on using farm-to-school strategies for procuring local foods, garden-based learning or local food school fundraising.
- Coordinated and cosponsored with state partners the first statewide Montana Farm to School Conference. Over 140 people were in attendance from over 50 schools or agencies with representation from over 20 counties.
- Facilitated a statewide campaign to celebrate National Farm to School Month in motivating students and school staff in enjoying fresh whole foods grown locally.
- Participated as an active member in a statewide Montana Beef to School Network to explore steps needed to increase procurement of local beef by school food service programs.
- Contributed to the hosting and facilitation of the spring 2013 Farm to Cafeteria Youth Leadership Retreat with staff from the National Center of Appropriate Technology (NCAT).
- Distributed 200 copies of the Montana made *Menu Boards* to child care or school nutrition programs.

Ending Childhood Hunger and Reducing Childhood Obesity

- Provided leadership and resources to statewide and local nutrition organizations that foster children's healthy eating habits and reduce hunger, including Montana Action for Healthy Kids, Eat Right Montana Coalition, Montana Food Security Council, and the Montana Partnership to End Childhood Hunger. Held a leadership position on the planning committee for the *2013 Build a Stronger Montana: End Childhood Hunger Summit*.
 - Participated in the Department of Public Health and Human Service, *Best Beginnings Advisory Council*, to explore the establishment of standards for nutrition and physical activity.
 - Collaborated with partners such as Grow Montana, MSU Extension, Montana Department of Agriculture, Montana FoodCorps, and NCAT to strengthen grassroots support for Farm to School as a successful strategy for improving children's health.
 - Maintained a state Nutrition Education Advisory Committee to increase the communication and collaboration between programs and agencies administering nutrition education to Montana youth.
 - Participated as an active member of the planning committee for the 2013 Montana Behavioral Initiative Summer Institute. Contributions included planning three early bird health-related educational sessions, daily wellness activities, and the menus for snacks and poster reception. One of the educational sessions covered the link between hunger and a child's ability to learn and steps schools can take in to reduce childhood hunger.
-

OPI Cooperative Purchase Program



OPI COOPERATIVE
PURCHASE PROGRAM

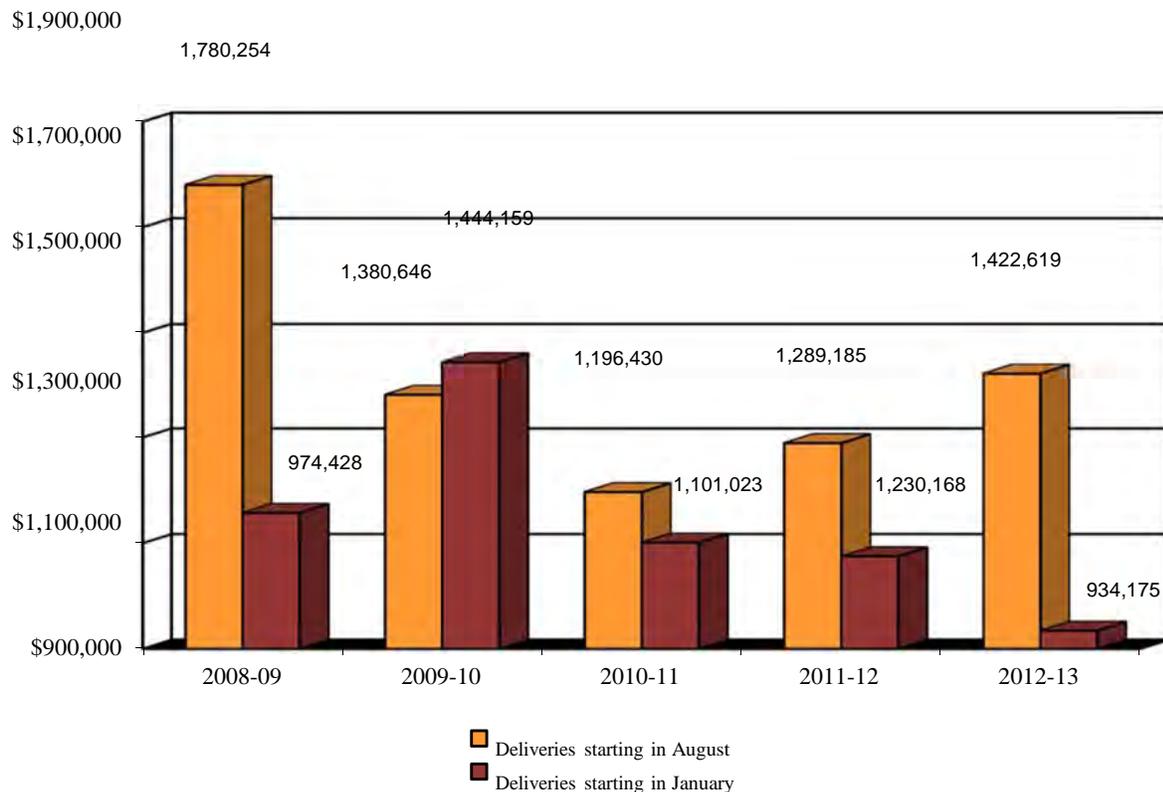
The OPI Cooperative Purchase Program was implemented in 1980 to assist schools in purchasing high-quality nutritious foods at reasonable prices. There are two bids a year and four deliveries per bid for a total of eight food deliveries per year.

Items available are revised by the Advisory for the Bid and Commodity (ABC) Committee, which consists of state agency staff and school food service personnel across the state.

By combining purchase orders, all participating schools receive the high-quality, low-cost bid items at the same price regardless of size or location.

School Nutrition Programs serves as a liaison between schools and food manufacturers, producers, processors, distributors and representatives. During the 2012-2013 school year, Montana schools purchased \$2,356,794 worth of food through the OPI Cooperative Purchase Program.

Value of Food Purchased by Schools

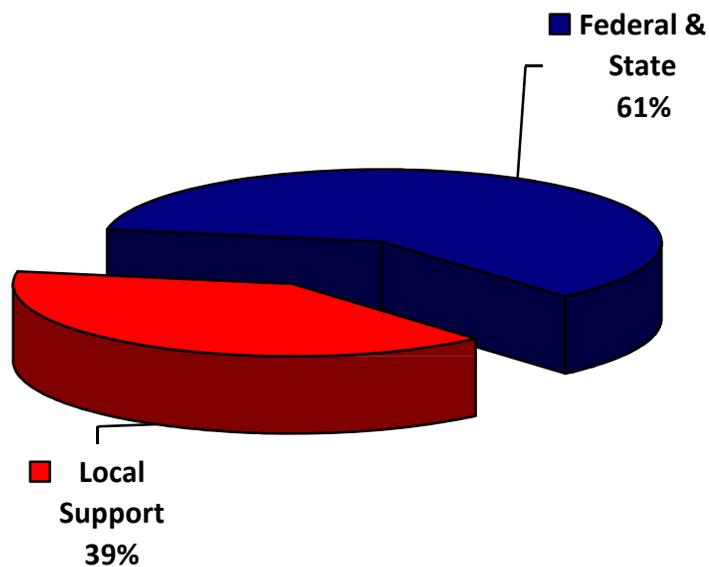


Funding and Reimbursement

Financial Management

The USDA provides general assistance for every reimbursable meal served to children in school according to annually updated reimbursement rates. School food authorities received \$37,786,778 in federal reimbursement and \$663,861 in state matching funds in 2012-2013. The state matching funds were used to cover the cost of shipping and handling, storage, and processing of USDA Foods.

Child Nutrition Program Expenditures



Overall school expenditures were \$63,063,593. After subtracting federal reimbursement and state match, local support to the meal programs was \$24,612,954 or 39 percent of the total expenditures. Local support includes students who pay for breakfast and lunch.

Funding and Reimbursement

FUNDING FOR THE SCHOOL NUTRITION PROGRAMS IN MONTANA	
<i>July 1, 2012 – June 30, 2013</i>	
<u>Income</u>	
National School Lunch Program Meals	\$24,630,950
Afterschool Snacks	\$391,565
USDA Foods Entitlement	<u>\$2,832,662</u>
National School Lunch Program (lunches, snacks and commodities)	\$27,855,177
School Breakfast Program	\$6,866,513
Special Milk Program	\$16,728
Fresh Fruit and Vegetable Program	\$1,606,281
Summer Food Service Program	<u>\$1,442,079</u>
Total Federal Funding	\$37,786,778
Total State Matching Funds	<u>\$663,861</u>
Total Federal and State Funding	\$38,450,639
<u>Expenditures</u>	
Federal and State Reimbursement	\$38,450,639
Student, Adult Payments, General Fund, Other Sources	<u>\$24,612,954</u>
School Expenditures (Food, Labor, Other)	\$63,063,593

ITEM 9

HJ14 AND FINANCIAL EDUCATION

Representative Tom Jacobson



A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA URGING THE BOARD OF PUBLIC EDUCATION TO INCLUDE THE SUCCESSFUL COMPLETION OF A FINANCIAL LITERACY COURSE AS A REQUIREMENT FOR GRADUATION.

WHEREAS, without knowledge and understanding of financial matters, people are incapable of managing their personal finances effectively and making sound decisions regarding matters like purchasing, saving, investing, and borrowing; and

WHEREAS, becoming financially literate and learning these necessary skills at an early age encourages greater economic self-sufficiency, higher levels of successful home ownership, and enhanced retirement security; and

WHEREAS, the informed use of credit and other financial products and services benefits individual consumers and promotes economic growth; and

WHEREAS, the past decade has seen declining personal savings rates, increased bankruptcy rates, increased home foreclosures, and rising percentages of household income devoted to servicing household debt; and

WHEREAS, a lack of financial literacy can be especially damaging to students and families during hard economic times; and

WHEREAS, many students in Montana's public schools do not receive sufficient financial education in their homes; and

WHEREAS, personal financial education and money management skills are crucial to ensure that our young people and adults are prepared to manage credit and debt, build savings, and become responsible workers, heads of households, investors, entrepreneurs, business leaders, and productive citizens.

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA:

- (1) That the Board of Public Education be strongly urged to require students to demonstrate proficiency

in financial literacy by successfully completing a financial literacy course as a requirement for graduation.

(2) That the required financial literacy course include instruction on:

(a) financial responsibility and decisionmaking;

(b) basic financial functions, including skills such as opening a bank account and writing a check;

(c) income and careers;

(d) planning and money management;

(e) credit and debt management, including the fundamentals of purchasing, saving, investing, and borrowing;

(f) risk management and insurance;

(g) how to avoid becoming a victim of predatory lending, financial scams, and other forms of financial exploitation;

(h) financial planning for higher education; and

(i) financial planning for retirement.

(3) That the Secretary of State send copies of this resolution to each member of the Board of Public Education and the Superintendent of Public Instruction.

- END -

I hereby certify that the within joint resolution,
HJ 0014, originated in the House.

Chief Clerk of the House

Speaker of the House

Signed this _____ day
of _____, 2013.

President of the Senate

Signed this _____ day
of _____, 2013.

HOUSE JOINT RESOLUTION NO. 14

INTRODUCED BY JACOBSON, BLASDEL, ECK, HANSEN, HUNTER, KNUDSEN, MCCLAFFERTY,
MEHLHOFF, MILLER, PRICE, C. SMITH, WILSON, ZOLNIKOV

A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA URGING THE BOARD OF PUBLIC EDUCATION TO INCLUDE THE SUCCESSFUL COMPLETION OF A FINANCIAL LITERACY COURSE AS A REQUIREMENT FOR GRADUATION.

ACTION

ITEM 10

**RECOMMENDATION OF APPROVAL OF
NOTICE OF PUBLIC HEARING AND
TIMELINE PERTAINING TO THE
AMENDMENTS OF ARM TITLE 10,
CHAPTER 64 SCHOOL BUS DRIVER
QUALIFICATIONS**

Donell Rosenthal

EXECUTIVE SUMMARY

DATE: MARCH 2014

- PRESENTATION:** Amendment of ARM 10.64.201 for Bus Driver Qualifications
- PRESENTER:** Donell Rosenthal
Pupil Transportation Director
Office of Public Instruction
- OVERVIEW:** Due to a recent audit of the Pupil Transportation Program, a request has been issued from the legislative audit committee, to amend the bus driver qualifications. the Superintendent of Public Instruction is requesting an amendment to ARM 10.64.201 regarding Bus Driver Qualifications
- REQUESTED DECISION(S):** Notice of Public Hearing
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** The Superintendent of Public Instruction requests that The Board of Public Education submits a Notice of Public Hearing for the Amendment of ARM 10.64.201 Bus Driver Qualifications

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of) NOTICE OF PUBLIC HEARING ON
ARM 10.64.201 pertaining to school) PROPOSED AMENDMENT
bus drivers)

TO: All Concerned Persons

1. On Wednesday, April 23, 2014 at 10:00 a.m., the Board of Public Education will hold a public hearing in the Superintendent's conference room at the Office of Public Instruction, 1227 11th Avenue, Helena, Montana, to consider the proposed amendment of the above-stated rule.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on April 14, 2014, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rule as proposed to be amended provides as follows, new matter underlined, deleted matter interlined:

10.64.201 SCHOOL BUS DRIVERS QUALIFICATIONS (1) In addition to the school bus driver qualifications ~~specifically~~ set forth in section 20-10-103, MCA, ~~the Board of Public Education requires that a person shall have~~ school bus drivers must obtain a Montana school bus driver certificate (form TR-35) pursuant to the requirements of ARM 10.7.111, by submitting proof of the following:

(a) a minimum of five years of licensed driving experience; ~~to qualify to drive a school bus;~~

(b) no record of criminal offenses indicating they may be dangerous to children, as evidenced by a criminal background check provided to the driver's employer prior to initial employment;

(c) a satisfactory report of a physical examination as prescribed by 20-10-103, MCA;

(d) a current first aid certificate meeting the requirements of ARM 10.7.111;

(e) a properly endorsed commercial driver's license (CDL) with continuing compliance with all of the requirements associated with that license; and

(f) a safe driving record, which may not have evidence of any of the following:

(i) more than one moving traffic violation within any 12 month period of the preceding 36 months;

(ii) any conviction for driving under the influence of alcohol or drugs within the preceding 36 months; or

(iii) a conviction resulting in mandatory revocation or suspension of a driver's

license in the previous five years.

AUTH: 20-2-121, MCA

IMP: 20-10-103, 20-10-111, MCA

REASON: A 2013 Legislative Audit on Pupil Transportation recommended the establishment of criteria for, and review of, bus driver license status and character qualifications. The Board of Public Education establishes the qualifications of bus drivers pursuant to 20-10-103 and 20-2-121, but does not have a system of licensure for school bus drivers. As such, the hiring school districts should have the authority, responsibility and discretion to review and consider criminal background information on prospective driver employees to address safety concerns related to unsupervised contact with students.

Commercial driver licenses (CDLs) are regulated by the US Department of Transportation and Montana Department of Justice, Motor Vehicle Division. There are strict driving requirements already in place for initial licensure, specialized endorsements, and on-going retention of a CDL. Employers must be notified of driving violations resulting in any suspension or revocation of a CDL. Compliance with existing CDL regulations addresses review of driving records for bus drivers.

4. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., April 24, 2014

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

6. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 4 above or may be made by completing a request form at any rules hearing held by the board.

7. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text

will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

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

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

Peter Donovan
Rule Reviewer

Sharon Carroll
Board Chair
Board of Public Education

Certified to the Secretary of State March 17, 2014.



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Rule: 10.7.111

Rule Title: QUALIFICATION OF BUS DRIVERS

Department: [EDUCATION](#)
 Chapter: [PUPIL TRANSPORTATION](#)
 Subchapter: [Pupil Transportation](#)

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Latest version of the adopted rule presented in Administrative Rules of Montana (ARM):

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10.7.111 QUALIFICATION OF BUS DRIVERS

(1) School bus drivers must be fully qualified in order for a district to receive state reimbursement for the bus. Qualifications for bus drivers are prescribed by [20-10-103](#), MCA, and by the Board of Public Education. These require that the driver:

- (a) have five years of licensed driving experience;
- (b) is not less than 18 years of age;
- (c) be of good moral character;
- (d) hold a driver's license with the proper commercial vehicle operator's endorsement;
- (e) have filed with the board of trustees a satisfactory report of a physical examination, signed by a licensed physician in the state of Montana, on a federal Department of Transportation (DOT) form;
- (f) hold a valid basic first-aid certificate or certificate from an equivalent or more advanced first-aid course; and
- (g) hold a valid certificate (form TR-35) as evidence of meeting the above qualifications.

(2) State reimbursement for bus transportation for the full school term will be made only when a new driver of the bus has completed the first-aid requirement within 60 days from the employment date. Any bus operated by a driver not so qualified will not be eligible for state reimbursement for that portion of the term that the driver is not qualified. Drivers who have driven the previous year must have the first-aid requirement completed before the expiration date on their certificate.

(3) In the event a district (or contractor) is obligated to employ a driver as a replacement for a driver employed at the beginning of the school year, or must employ an additional driver, a period of 60 days will be permitted for the new driver to acquire the first-aid certificate. If after 60 days following the date of first employment of the additional or replacement driver, the first-aid requirement has not been met, the bus operated by the driver will not qualify for state reimbursement for that portion of the year that the driver is not qualified, including the 60-day grace period.

(4) The holding of a Montana school bus driver certificate is proof that the driver meets all the qualifications of the school transportation law. The bus driver certificate forms are provided electronically by the Superintendent of Public Instruction for use by the board of trustees. The board issues a certificate to each driver who is authorized and qualified to drive, and files a copy with the county superintendent and electronically files the certification information with the Superintendent of Public Instruction.

(5) A school bus driver certificate remains valid until the earliest expiration date of the commercial vehicle operator's endorsement, the first-aid certificate, and/or physical examination. A new certificate must be issued to the driver when any of the above items expires and is renewed.

(6) The qualifications of all bus drivers are reviewed at the time the state verification of transportation claims is made, as the qualifications of the bus driver are one of the criteria for eligibility for reimbursement. With the exception of (2) and (3), the State Superintendent will not reimburse for routes driven by drivers without a current certificate on file with the Office of Public Instruction. If any license, certificate or examination was expired for any period of time, the Office of Public Instruction will withhold transportation reimbursement funding for the number of days the driver was not qualified.

(7) Districts must retain a signed copy of each bus driver certificate on file for audit purposes.

History: [20-3-106](#), [20-10-112](#), MCA; [IMP](#), [20-10-103](#), [20-10-112](#), MCA; Eff. 2/26/53; ARM Pub. 11/26/77; [AMD](#), 1980 MAR p. 142, Eff. 2/14/81; [AMD](#), 1992 MAR p. 203, Eff. 2/14/92; [AMD](#), 1997 MAR p. 203, Eff. 1/28/97; [AMD](#), 1998 MAR p. 1719, Eff. 6/26/98; [AMD](#), 2004 MAR p. 1613, Eff. 7/23/04; [AMD](#), 2008 MAR p. 1692, Eff. 8/15/08.

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For questions regarding the content, interpretation, or application of a specific rule, please contact the agency that issued the rule. A directory of state agencies is available online at <http://www.mt.gov/govt/agencylisting.asp>.

For questions about the organization of the ARM or this web site, contact sosarm@mt.gov.

❖ **LICENSURE COMMITTEE (Items 11-13)**
John Edwards

ITEM 11

REPORT ON THE REVISION PROCESS OF
ARM TITLE 10, CHAPTER 58
PROFESSIONAL EDUCATOR PROGRAM
PREPARATION STANDARDS

Dr. Linda Peterson

EXECUTIVE SUMMARY
DATE: MARCH 2014

PRESENTATION: Report on the Revision Process of ARM Title 10 Chapter 58 Professional Educator Preparation Program Standards (PEPPS)

PRESENTER: Linda Vrooman Peterson
Administrator, Accreditation and Educator Preparation Division
Office of Public Instruction (OPI)

OVERVIEW: This presentation provides an update to the Board of Public Education on the advancement of the revision of the PEPPS. The presentation will include the organizational structure and progress of the three review panels: program standard panels; unit standards panels; and Chapter 58 Review Panel.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Discussion

Montana Code Annotated 2013

[Previous Section](#) [MCA Contents](#) [Part Contents](#) [Search](#) [Help](#) [Next Section](#)

20-4-133. Duties of the council. (1) The council shall study and make recommendations to the board of public education in the following areas:

- (a) teacher certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;
- (b) administrator certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;
- (c) specialist certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;
- (d) feasibility of establishing standards of professional practices and ethical conduct;
- (e) the status and efficacy of approved teacher education programs in Montana; and
- (f) policies related to the denial, suspension, and revocation of teacher, administrator, and specialist certification and the appeals process. For the purpose of preparing recommendations in this area, the council is authorized to review the individual cases and files that have been submitted to the board of public education.

(2) The council shall submit a written report annually to the board of public education with its recommendations for the above areas. The council may submit recommendations to the board of public education at other times that the council considers appropriate.

(3) The board of public education shall:

- (a) at a regularly scheduled meeting, consider any recommendations and reports of the council; and
- (b) approve, disapprove, or modify each recommendation of the council by majority vote of the board.

History: En. Sec. 4, Ch. 465, L. 1987; amd. Sec. 27, Ch. 83, L. 1989.

ITEM 12

**STATE EXIT REPORT FROM THE
DECEMBER 1-4, 2013 REVIEW OF THE
PROFESSIONAL EDUCATION UNIT AT
ROCKY MOUNTAIN COLLEGE**

Dr. Linda Peterson

Dr. Barbara Vail, Rocky Mountain College

Dr. Christine Shearer-Cremean, MSU

Northern

EXECUTIVE SUMMARY

DATE: MARCH 2014

PRESENTATION: State Exit Report from the December 1-4, 2013 Review of the Professional Education Unit at Rocky Mountain College

PRESENTER: Linda Vrooman Peterson
Administrator, Accreditation and Educator Preparation Division
Office of Public Instruction
Dr. Barbara Vail, Interim Associate Academic Vice President
Dr. Christine Shearer-Creman, Review Team Chairperson and Dean,
College of Education, Arts and Sciences, and Nursing, Montana State
University - Northern

OVERVIEW: On December 1-4, 2013, a team of six Montana K-20 educators conducted the on-site accreditation review of the Education Department at Rocky Mountain College (RMC).
The state exit report is attached.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Discussion

**Rocky Mountain College Professional Education Unit
State Review Exit Report
December 1-4, 2013**

Christine Shearer-Cremean, Chairperson

From December 1-4, 2013, a seven-person team worked on the campus at Rocky Mountain College (RMC) campus in the review of the RMC College Professional Education Unit. The purpose of the on-site team's visit was to verify the Unit's Institutional Report (IR) as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards. Team members read documents, visited field placement sites, and interviewed staff, faculty, administrators, and current and graduated candidates. The purpose of this document is to summarize the results of the team's findings.

Sub-Chapter 2 – Organization and Administration of Teaching Education

ARM	TITLE	STATUS	COMMENTS
10.58.210	Conceptual Framework	MET	D. Commitment to Diversity Notation

Sub-Chapter 3 – Curriculum Principles and Standards: Basic Programs

ARM	TITLE	STATUS	COMMENTS
10.58.304	Candidate Knowledge, Skills, and Dispositions	MET	
10.58.305	Assessment System and Unit Evaluation	MET	
10.58.306	Field Experiences and Clinical Practice	MET	
10.58.307	Diversity	MET	D. Ensuring experiences are documented
10.58.308	Faculty Qualifications, Performance, and Development	MET	
10.58.309	Unit Governance and Resources	MET	

Sub-Chapter 5 – Teaching Areas: Specific Standards Initial Programs

10.58.501	General Requirements	MET	Notation Documentation of the Secondary Methods and Materials course and connection to content areas
10.58.503	Art K-12	MET	
10.58.508	Elementary	MET	
10.58.509	English/Language Arts	MET	Notation
10.58.518	Mathematics Major (MM)	MET	Notation Secondary MM and clean up catalog
10.58.519	Music K-12	MET	
10.58.520	Physical Education & Health K-12	MET	Notation 10.58.520 (1)(aa) Commitment to connect to the greater community
10.58.521	Reading Specialists K-12	MET	
10.58.522	Science <ul style="list-style-type: none"> • Biology Education • Science Broadfield 	MET	Notation Environmental class is not taught in Biology as IR states
10.58.523	Social Studies <ul style="list-style-type: none"> • Broadfield (2) • Government (5) • History (6) • Psychology (7) 	MET	Notation Provide more direct instruction relating to tribal government, culture and contemporary life
10.58.601	Program Planning and Development	MET	
10.58.602	Teaching Areas: Advanced Programs	MET	
10.58.603	Assessment of Advanced Programs	MET	
10.58.705	School Principals, Superintendents, Supervisors and Curriculum Directors	MET	

Commendations

- Internship experience is rigorous and comprehensive! Principal “clinical practice” philosophy;
- Strong achievement regarding experiential learning (depth of field experience prior to student teaching);
- Faculty know their students well, (strengths and weaknesses of each student) and are invested in the success of students;
- RMC is a living, learning and collaborative community with highly engaged students and faculty;
- Students expressed a deep appreciation and gratitude for their faculty and staff;
- Students feel well prepared to meet the learning needs of all Montana students.

Improvements

- Consider restructuring the advanced program director position as tenure track to promote stability and program consistency;
- Ensure field experiences devoted to diversity are clearly documented;
- Interviews with undergraduate candidates indicated some concern regarding the online delivery of coursework;
- Student handbook requires corrections, updates and adjustments;
- Consider including the content faculty in the conversation with field mentor teachers regarding methods course and the subject specific courses;
- Provide more direct content about tribal government, affairs and contemporary status.

The team wishes to thank the Rocky Mountain College administration, faculty, and students for the warm welcome and the comfortable work and lodging environment. From the first evening, when the team members were introduced to the Rocky Mountain College Professional Education Unit at dinner, which was delightfully organized by the RMC staff, to the conclusion of our visit, staff, faculty and students welcomed the team and complied with its requests. A special thank you is extended to Dr. Vail for her leadership and also her team in providing exhibits, organizing the visit, and the speedy and competent response of those we called for technical help.

Thank you all for a job well-done.

**Rocky Mountain College
Professional Education Unit Accreditation Review
December 1-4, 2013**

Narrative Summary Report

Number and Name of Standard: 10.58.210 Conceptual Framework(s)

Validating Statement

Following a review of the Institutional Report (IR) and other supporting materials, this reviewer was able to verify that the conceptual framework for the education program at Rocky Mountain College (RMC) meets the standard 10.58.210.

Sources of Evidence

The RMC IR, syllabi, assessment materials, interviews with faculty, students, and administrators

Assessment Aligned to Standard

From all the sources of evidence reviewed, the documentation substantiates that the teacher education program aligns with standard 10.58.210 and its sub-standards.

Evaluation

The team's summary of the conceptual framework is as follows:

10.58.210 Organization and Administration of Teacher Education

1. A well-defined conceptual framework guides all aspects of the Rocky Mountain College Teacher Education Unit. **Met**

- (a) Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework(s) that establishes the vision for the unit and its programs. At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs. **Met**
- (b) The conceptual framework(s) provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. **Met with Commendation**
- (c) It makes explicit the professional commitments and dispositions that support it, including the commitment to acquire and use knowledge on behalf of P-12 students. **Met**



- (d) It reflects the unit's commitment to diversity, including the unit's commitment to serving American Indians and implementing Indian Education for All, Montana Code Annotated (MCA) 20-1-501, and the preparation of educators who help all students learn. **Met with Notation**
- (e) It reflects the unit's commitment to the integration of technology to enhance candidate and student learning. **Met with Notation**
- (f) The conceptual framework(s) also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators. **Met**
- (g) The conceptual framework shall incorporate MCA 20-25-104 and 20-25-603, and address additional Montana state statutes as require. **Met**

2. The Conceptual framework provides the following structural elements:

- (a) the mission of the institution and unit;
- (b) the unit's philosophy, purposes, professional commitments, and dispositions; **Met**
- (c) knowledge bases including theories, research, the wisdom of practice, and education policies; **Met**
- (d) performance expectations for candidates, aligning them with professional, state, and institutional standards; and **Met**
- (e) the system by which candidate performance is regularly assessed. **Met**

Commendations

Teacher candidates receive a rigorous and comprehensive internship experience. The program is grounded in a "clinical practice" philosophy, whereby students receive a great deal of direct experience in the classroom, teaching lessons and working directly with students. The program exhibits strong achievements in terms of experiential learning and the depth of field experience prior to student teaching.

Faculty know their students well, assessing the strengths and weaknesses of each student as part of their commitment to mentor them to success. They are incredibly invested in the success of their students.



In addition, the team witnessed how Rocky Mountain College is a dynamic living, learning and collaborative community with highly engaged students and faculty.

Students expressed a deep appreciation and gratitude for their faculty and staff and felt well prepared to meet the learning needs of all Montana students.

Improvements/Notations

10.58.210 (1)d: The Diversity experience was met, but it is important for the program to ensure field experiences devoted to diversity are clearly documented. Most students indicated that they engaged with a variety of students, but the documentation of those experiences could be improved for assessment purposes in addition to student preparation. Within the content areas, coursework dedicated to diversity could be strengthened.

10.58.210 (1)e: Interviews with undergraduate candidates indicated some concern regarding the online delivery of coursework. They were particularly concerned about the required technology course, which is delivered online. Students wanted more experience working with technology in the context of delivering lessons, etc. When the team conversed with faculty, the methodology behind the online courses and the introductory technology class was explained more clearly.

Other recommendations for improvement are that the student handbook requires corrections, updates and adjustments. Faculty might also consider including the content faculty in the conversation with field mentor teachers regarding methods course and the subject specific courses. Another suggestion would be to provide more direct content regarding tribal government, affairs, and the contemporary status of American Indians.

Accreditation Recommendation

- Meets Standard with Notation



Rocky Mountain College
Professional Education Unit Accreditation Review
December 1-4, 2013

Narrative Summary Report

Number and Name of Standard: 10.58.304 Candidate Knowledge, Skills, and Dispositions

Validating Statement

Following a review of the Institutional Report (IR), and other supporting materials, the Professional Education Unit at Rocky Mountain College (RMC) meets all of the standards for Administrative Rules of Montana (ARM) 10.58.304 Candidate Knowledge, Skills, and Dispositions.

Sources of Evidence

RMC IR, RMC Course Catalog, syllabi, RMC Education Department Handbook, unit and candidate assessment documentation, interviews with faculty, administrators, students, school administrators, and student teachers

Evaluation

The information provided in the IR was verified through multiple sources of evidence and indicates that RMC is meeting the ARM10.58.304 standards. Candidates are well-prepared with both content and pedagogical knowledge, skills, and dispositions needed to effectively teach K-12 students. Candidates utilize a variety of teaching strategies in practica and methods courses, as verified by school personnel and candidates. Candidates are able to obtain feedback to improve teaching skills through a collaborative system in which the candidates conduct a self-assessment after teaching lessons, obtain feedback from a peer, and receive a formal evaluation from the instructor. Candidates reported that they were well-prepared for their student teaching experiences and were given the proper tools, resources and support. "The faculty told us what could happen during student teaching – and it did! They told us about diversity in the classroom and they were right." Candidates verified that they were encouraged to be innovative and creative in their teaching, which the faculty state are hallmarks of the program. Additionally, they commented they were well-prepared for classroom management, Indian Education for All (IEFA), and implementing the Common Core Standards. They felt less prepared with technological skills and wished that the course was not online and that it covered more than "just teaching technology to students." Candidates felt well-prepared to assess student learning and use formative data to inform their instruction. The Education Unit at RMC is respected in the community, and often local schools request their candidates for student teaching. Practica experiences through the elementary methods courses are designed and occur through structured partnerships with local elementary schools. Through an interview with a principal in one of these schools, she stated that the partnership was beneficial for all parties. She was able to observe candidates teach lessons, and appreciated that the lessons were tied to the school curriculum and standards; they were not just cute and fun lessons that haphazardly happened, taking up important instructional time. Interviews with faculty



from supportive programs, such as history, psychology, political science, math, and science, were conducted and provided evidence that the education candidates are doing well in these programs. The faculty from these programs commented that they appreciate the education students who are able to see connections between subjects and are career focused. Some commented that the education students “are doing better than in the past. It might be because they now have a requirement for a 2.75 GPA, or perhaps they are more intentional in their recruiting.” An older version of the Montana Assessment for Content Knowledge is contained in the Education Department Handbook and needs to be updated. Also, during an interview with a school mentor, it was noted that the host teachers are not always clear on how to use the student teaching evaluation form for content knowledge; and therefore, gave the candidate “3s.” Dispositions are clearly defined and assessed throughout the program.

Commendations

Through various interviews, it is apparent that the education faculty members are thoroughly invested in the success of the education students. They are committed to ensuring each candidate’s success at every level of the program by building positive and caring relationships, and providing personal care and attention. An additional commendation is added to include the partnerships with local K-12 schools, which have been developed to provide candidates with teaching experiences in their methods courses to develop effective pedagogical skills and dispositions. These experiences with K-12 students, teachers, and administrators add to the application of knowledge and enhance the depth and breadth of the teaching programs as the candidates develop and teach lessons tied to state standards, the local curriculum, and student needs.

Improvements

- The education unit should consider the role of online courses in promoting student learning. All students who were interviewed commented that they would have preferred face-to-face classes in lieu of online formats, particularly for EDC 336 and EDC 365. They were not sure why the courses were only offered online but guessed it was a scheduling issue. All students indicated that they would have learned more in a face-to-face format.
- The number of hours of practicum experiences (70) was an initial concern as it was unclear how the candidates, particularly elementary, were able to gain extensive experiences in teaching prior to student teaching. However, each methods course also embeds a practicum experience. These hours should be noted, particularly in the unit’s Title II report, as the hours are substantial and the experiences contribute to the candidate’s learning and growth.
- The Montana Assessment for Content Knowledge needs to be updated in the Student Handbook. Additionally, mentor or host teachers need to be provided with more information on how to use the assessment in their evaluations of student teachers.

Accreditation Recommendation

- Meets Standard



**Rocky Mountain College
Professional Education Unit Accreditation Review
December 1-4, 2013**

Narrative Summary Report

Number and Name of Standard: 10.58.305 Assessment System and Unit Evaluation

Validating Statement

Following the on-site and off-site review of the Institutional Report (IR) and other supporting materials, the assessment system of Rocky Mountain College (RMC) meets the standards of ARM 10.58.305. The sources of evidence were reviewed, analyzed and compared to the established standards. The RMC assessment system demonstrates a two-pronged approach incorporating the collection and analysis of individual student data and educational unit operations data for the purpose of making data-driven decisions to monitor student candidate performance and improve the education unit and its programs. Integration of the RMC Conceptual Framework, Montana Professional Education Preparation Program Standards (PEPPS), Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, InTASC (new version) and the National Council of Accreditation of Teacher Education (NCATE) are aligned with the various elements of RMC assessment system.

Sources of Evidence

Evidence amassed included the assessment plan and Title II report, Education Department Handbook, Teacher Education Conceptual Framework, RMC Course Catalog, Signature Assignments Aligned with Standards Report, program assessment reports, education department presentations (assessment/technology), interviews with faculty and students, tours of campus facilities, student teacher classroom observation at local schools provided comprehensive information as to the substance of the RMC assessment system.

Assessment Aligned to Standard

From the information reviewed incorporating all sources of evidence, documentation of the undergraduate student assessments:

- entrance into the program;
- student teaching;
- graduation;
- recommendation for licensure and

the unit system assessments:

- interviews;
- supervised writing exams;
- Praxis II scores;
- student teaching comprehensive assessments;
- student database;
- graduate placements;



- alumni surveys;
 - Title II reports; and
 - Signature Assignment Assessments Reports (SAAR's)
- substantiate the RMC assessment system aligns to the ARM Standard 10.58.305 Assessment System and Unit Evaluation.

Evaluation

The aligned assessments provided in the IR meet the Standard 10.58.305.

- The unit has a state test (Praxis II) which provides results delineating the elements of initial licensure for student candidates demonstrating their content knowledge which is required by the Montana Office of Public Instruction. Longitudinal data is available specifically for the elementary program dating back to 2002. Students in a secondary minor and K-12 programs are required as of this fall to take their respective section of the exam establishing baseline data.
- Admission into the teaching program is one of the comprehensive and integrated set of evaluation measures and includes the interview, writing exam score, prerequisite classes and a 2.75 GPA requirement. An interview form, rubric for determining the writing score, and three writing prompts are forms to standardize the procedure.
- The Summary of Graduate Placement Statistics indicates that total placement for graduates was 94 percent and for education graduates 71percent for 2012. Data is available for each year beginning with 2008.
- RMC Teacher Candidates' Dispositions necessary for successful teaching and learning are stepped out in the 12 standards. In case of problems or commendations, the teaching candidate receives a disposition letter from the student advisor (reviewed by the Teacher Education Committee (TEC)) indicating their strengths or weaknesses.
- The TEC committee convenes at least weekly. Since this is a small unit, there are additional opportunities to meet to review program data results, student database, student teaching applications, SAAR's, graduations lists, alumni survey results, and graduate placement data. The TEC is responsible for evaluating results obtained from these sources and is used to determine programmatic changes where indicated.

Commendations

A college-wide data management system, Campus Management/CampusVue, has been institutionalized for academic and financial data collection and analysis. Online access via the portal system allows students access to their personal information and those above the portal level have access to data analysis and report generation.

The interim academic vice president recognizes the benefits of the CampusVue system and will import the data for student database for ease of longitudinal tracking and individual access rather than using the traditional Excel format. In addition, the dispositional observations will be tracked relative to the individual student and a measure developed as a group indicator to track a disposition type, such as continued tardiness.



Accreditation Recommendation

- Meets Standard



**Rocky Mountain College
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Narrative Summary Report

Number and Name of Standard: 10.58.306 Field Experiences and Clinical Practices

Validating Statement

Course syllabi, Rocky Mountain College (RMC) Course Catalog, and supporting materials were reviewed. Course syllabi and interviews with faculty, mentors, and students confirmed alignment with the standards.

Sources of Evidence

The supporting evidence was the course syllabi, the Institutional Report (IR), interviews with faculty, interviews with field experience supervisors and interviews with students.

Assessment Aligned to Standard

The RMC teacher candidates are actively involved in field experiences and clinical practices throughout their teacher education programs. The RMC education faculty, in collaboration with district office personnel, place teacher candidates in local school settings with appropriately qualified host school mentors. RMC teacher education candidates are often placed in schools where they encounter ethnic and socioeconomic diversity. Although the IR states that teacher education candidates participate in two 40-hour practica (EDC 291 E/S – Sophomores and EDC 391 E/S – Juniors), syllabi for those courses show 35 hours. The sophomore experience (EDC 291 E/S) is primarily an observation experience, whereas, the junior experience (EDC 391 E/S) includes a lesson planning/instructional component. Teacher education candidates are assessed through observations by the faculty supervisors and host school supervisors as well as weekly seminars held on campus. Assessments are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and state standards. Student teaching mentors reported that they did understand some of the items on the student teaching evaluation form.

Evaluation

Evaluation documents and the IR support the meeting of this standard. From interviews with unit faculty, it appears that there are a number of observations connected with classwork not reported in the IR. The unit might want to include that information in the IR.

Improvement

The IR should be updated to accurately reflect the accurate practica field experience hours.

Accreditation Recommendation

- Meets Standard



Rocky Mountain College
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Narrative Summary Report

Number and Name of Standard: 10.58.307 Diversity

Validating Statement

Supporting materials, course syllabi and the course catalog were reviewed. The majority of the course syllabi were aligned with the standards and many included the specific portion of the standard the course outcomes addressed.

Sources of Evidence

The supporting evidence was interviews with Rocky Mountain College (RMC) faculty and staff, course syllabi, conceptual framework, and assessment information from RMC.

Assessment Aligned to Standard

Teacher education candidates complete a number of courses to gain an understanding of diversity in school settings (EDC 302, Educational Psychology; EDC 402, Curriculum/Pedagogy; EDC 291/391 E/S, Practicum experiences; EDC 330, Exceptional Learners; EDC/NAS 365, American Indian Education-History and Best Practices; EDC 427, Standards, Instruction; and Student Assessment). Within these courses, students complete signature assignments related to the diversity standards. Lesson plans, which focus on diversity, are developed in EDC 402 and EDC/NAS 365. Students complete a school profile project in EDC 427, Standards, Instruction and Student Assessment where they collect data and analyze a low Socio Economic Status (SES) school. Students expressed a concern regarding the content and delivery of EDC/NAS 365, which is only offered in an online format.

Practica and student teaching assessments provide teacher candidates with the ability to address student needs. EDC 291 E/S requires students to develop an anecdotal observation of a challenging student and assessments in EDC 391 E/S. Student teaching assignments address diversity. In addition, students report that they feel well-prepared to teach students from diverse settings.

Teacher candidates are placed in a variety of diverse settings, e.g., Title I schools, and different grade levels throughout their programs. However, tracking of student field experiences to insure that all students have consistent experiences in diverse school settings is lacking.

Evaluation

After review of the supporting evidence, the materials demonstrate that the standard is met. 10.58.307 (1)(c) did not give specific information regarding how this standard is being met for all students in the program.



Improvements

The unit should keep specific data to insure that all students in the program have consistent experiences in diversity when participating in field experiences and observations.

Accreditation Recommendation

- Meets Standard with Notation



**Rocky Mountain College
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Narrative Summary Report

Number and Name of Standard: 10.58.308 Faculty Qualifications, Performance, and Development

Validating Statement

Sources of Evidence

Assessment Aligned to Standard

Evaluation

Commendations

Improvements

Accreditation Recommendation

- Meets Standard



**Rocky Mountain College
Professional Education Unit Accreditation Review
December 1-4, 2013**

Narrative Summary Report

Number and Name of Standard: 10.58.309 Unit Governance and Resources

Validating Statement

Sources of Evidence

Assessment Aligned to Standard

Evaluation

Commendations

Improvements

Accreditation Recommendation

- Meets Standard



Rocky Mountain College
Professional Education Unit Accreditation Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.55.501 General Requirements

Validating Statement

The Institutional Report (IR) and other supporting materials were reviewed and interviews were conducted with students and faculty in education. In addition, mentor syllabi in History, Broadfield Social Studies, English and Mathematics were examined, but did not contain the needed specific content from the particular subject area. The mentor syllabi reflected the content of the generic methods syllabus.

Sources of Evidence

Evidence gathered from the general bulletin and catalog, graduation plans, the IR, course syllabi, interviews with administration, faculty, and students.

Assessment Aligned to Standard

Assessments across the general requirements appear to be consistent with the standards. Key assessments address the range of knowledge, skill, and dispositions delineated. The assessments appear to be congruent with requirements described in the standards. Where utilized, scoring guides appear to be clear, with levels of proficiency distinct and appropriate.

Evaluation

Most of the required courses and aligned assessments provided in the IR meet the standards.

- 10.58.501 (1)(a): (EDC 365 American Indian Education) was noted by many students as an online course which should be presented in a face-to-face situation.
- 10.58.501 (1)(g): "...additionally, various methods courses integrate these concepts into their curriculum." Correct the IR to include the specific methods courses which verify this. Add the specific student teaching course referred to, and correct the IR.
- 10.58.501 (1)(i): Add EDC 336 Education Technology; as a necessary component for "the appropriate use of current and emerging technologies." The college is commended for using MontCAS assessment analysis as an appropriate student experience. However, students should have hands-on experiences in various current and emerging technologies so they are prepared to use those in the classroom. EDC 336 Education Technology is an online course which teaches students to use technology safely, but does not provide hands-on experiences with specific technologies for use in college and in K-12 classrooms.



- 10.58.501 (k): The IR mentions that “content area and education course work emphasize the concept of continual skill and knowledge development.” The reviewer, through interviews with faculty, was able to verify that this occurred. Correct the IR to name the specific classes which do this.
- 10.58.501 (l): Correct the IR to name the specific classes which do this.
- 10.58.501 (m): Correct the IR to name the specific classes and field experiences which do this, ensuring that congruent information is included in each syllabus. Also, in the IR, specify formal meetings planned which ensure that “education faculty and the licensure officer work closely with upper-level students to encourage them to prepare for and take the appropriate PRAXIS II exams and apply for licensure.” Ensure that these are noted in the appropriate advisement sheets, and syllabi.
- The generic syllabus “Academic Expectations and Requirements for HST 422, ENG 420, MAT 422, PSY 420, IDS 422, and PEH 420” currently outlines education expectations for various secondary education major/minor teaching methods. However, for each of these individual subjects, the specific subject area requirements are not listed.

For example, MAT 422 is listed as a class which fulfills requirements, in Math Standards 10.58.518 (1)(a), (1)(g), (2), and (3)(g). Currently, students are not given a methods syllabus which also notes the *specific requirements to be fulfilled within the Methods course*. This appears to be true for all of the secondary teaching methods classes (HST 422, ENG 420, MAT 422, PSY 420, IDS 422, and PEH 420).

In a conversation with the Director of Education, Barbara Vail, and with Shelley Ellis, Professor of Secondary Education, the reviewer discovered that Shelley’s academic load each semester includes this three credit class. She videotapes student lessons and works with paid classroom mentor teachers, hired especially to work with the particular student (for example, the student taking MAT 422 Methods and Materials - Teaching Mathematics in the Secondary School). Mentor syllabi in History, Broadfield Social Studies, English and Mathematics were examined, but did not contain the needed specific content from the particular subject area; the mentor syllabi examined only reflected the content of the generic methods syllabus.

Mentors are required to write an additional brief syllabus to show what the secondary candidate will be doing. However, mentor teachers should build that syllabus based on the requirements mentioned in the IR (for example, 10.58.518 (3)(g) demonstrate content knowledge in measurement by applying and using measurement concepts and tools).

Correct the generic syllabus/mentor syllabi for each of the secondary methods classes to reflect the appropriate content to be taught in that particular methods class. Examine the IR for each secondary content area to identify content which needs to be included in the methods class for the particular secondary major/minor. Ensure that the college content faculty are apprised of the content and materials taught in the particular methods and materials class offered in their content area.



Improvements

See specific recommendations as noted above in Evaluation.

Accreditation Recommendation

- Meets Standard with Notation



**Rocky Mountain College
Professional Education Unit Accreditation On-Site Review
December 1-4, 2013**

Narrative Summary Report

Number and Name of Standard: 10.58.503 ART K-12

Validating Statement

Following a preliminary off-site and on-site review of the Institutional Report (IR), and other supporting materials, the Professional Education Unit at Rocky Mountain College (RMC) meet the standards of ARM 10.58.503 Art K-12.

Sources of Evidence

The IR, RMC Course Catalog, program course syllabi, Assessment System Handbook, Key Assessments, Elementary and Secondary Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, Interstate New Teacher Assessment and Support Consortium (INTASC) Standards alignment to program standards and learner outcomes, interviews with current candidates and student and art department instructors, and tour of the art facility.

Assessment Aligned to Standard

From the information reviewed, including all sources of evidence, documentation substantiates that the Art K-12 program assessments align to the standards in 10.58.503 Art K-12 Program.

Evaluation

The syllabi for both the Professional Education Unit and Art departments are well written, and most courses match content to the standards. The review revealed both practicum and student teaching experiences are available at elementary and secondary levels. However, it appeared that candidates weren't required to gain experience at both levels.

Accreditation Recommendation

- Meets Standard



**Rocky Mountain College
Professional Education Unit Accreditation Review
December 1-4, 2013**

Narrative Summary Report

Number and Name of Standard: 10.58.508 Elementary

Validating Statement

The course syllabi, Institutional Report (IR), the college catalog were reviewed, analyzed and compared to establish that standard 10.58.508 was being addressed in the courses taught in their elementary education program.

Sources of Evidence

Learning targets, course descriptions, standards and objectives were reviewed using the catalog and syllabi while comparing them to the IR.

Assessment Aligned to Standard

Content topics outlined in the learning targets and objectives of the courses appear to address assessments and are consistent with the standard.

Evaluation

The required courses and aligned assessments provided in the IR meet the standard 10.58.508.

Accreditation Recommendation

- Meets Standard



**Rocky Mountain College
Professional Education Unit Accreditation Review
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Narrative Summary Report

Number and Name of Standard: 10.58.509 English Language Arts

Validating Statement

Supporting materials were reviewed and interviews conducted with administration and faculty. Students in the English Language Arts program were not available to be interviewed.

Sources of Evidence

Evidence was gathered from the college catalog, course syllabi, interviews with the English department, secondary education faculty, administration, and the 10.58.509 Institutional Report (IR).

Assessment Aligned to Standard

10.58.509 (1)(a) apply theory and practice of English/language arts throughout program preparation and performance requirements;

The IR identifies that required courses in the curriculum addresses this standard.

10.58.509 (1)(b) demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in learning;

This standard is purported to be met via ENG 420: Methods and Materials

10.58.509 (1)(c). demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical thinking;

This standard is met by ENG 420: Methods and Materials

10.58.509 (1)(d) make connections between the English/language arts curriculum and developments in culture, society, and education;

ENG 420: Methods and Materials meet this standard.

10.58.509 (1)(e) engage their students in activities that demonstrate the role of the arts, humanities, and other content areas in English/language arts; and

This standard is met through ENG 420: Methods and Materials: Teaching English in the Secondary Schools.

10.58.509 (1)(f). demonstrate understanding of legal and ethical issues in English/language arts such as freedom of expression, censorship, and bias in literature.

Met through ENG 420: Methods and Materials.



10.58.509 (2) Candidates are knowledgeable about language, oral discourse, reading processes, writing processes, literature, print and nonprint media, and technology, research theory and findings. Candidates demonstrate:

10.58.509 (2)(a) knowledge of and skills in the use of the English language;
Every course in the English curriculum; reading and essay writing requirements.

10.58.509 (2)(b) knowledge of and skills in the use of oral discourse;
Every required course in the curriculum.

10.58.509 (2)(c) knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation);
Every required course in the curriculum as well as ENG 359: History and Grammar of English is the course where this standard is met.

10.58.509 (2)(d) knowledge of and skills in the writing processes;
Every course in the curriculum.

10.58.509 (2)(e) knowledge of and skills in using an extensive range of literature, including works by and about Montana American Indians;
Every required course in the curriculum; but ENG 272, 273 and 223 specifically.

10.58.509 (2)(f) knowledge of and skills in the use of print and nonprint media and technology in contemporary culture;
ENG 338: Literature, Film, and Media

10.58.509 (2)(g) knowledge of research theory and findings in English/language arts; and
“English faculty maintain current in their field (see fine arts and humanities faculty curriculum vitae in 10.58.308), and share their expertise with their students.”

10.58.509 (2)(h) the disposition and skills needed to integrate knowledge of English/language arts, students, and teaching.
ENG 420 Methods and Materials

Evaluation

Most of the required courses and aligned assessments provided in the IR meet the standards with the following notations:

10.58.509.(1)(b)(c)(d)(e) and (f) all acknowledge ENG 420: Methods and Materials as the course where these standards are addressed. A specific ENG 420 syllabus is not present in the database although a hard copy was delivered. The ENG 420 syllabus does not, however, identify pedagogical learning outcomes specific to English Language Arts but makes reference to the general expectations in the general syllabus: “Academic Expectations and Requirements for HST 422, English 420, MAT 422, PSY 420, IDS 422, and PEH 420.”



Historically, the methods courses in the secondary education programs were taught by content faculty, but several years ago it was determined that teacher candidates would benefit from methods/pedagogy delivered within the context of the classroom, thus enhancing their experience and better preparing them for student teaching. Therefore, RMC's main secondary education faculty member, Shelly Ellis, developed a general course with content-specific requirements taught by teachers in the field who mentored students one-to-one. The field teacher instructs the course in collaboration with Professor Ellis, who reviews all the materials and videotapes the students six times during the course of the semester.

Standard 10.58.509 (2)(e) refers to "knowledge and skills in using an extensive range of literature, including works by and about Montana American Indians." The program course descriptions in the catalog, as well as the syllabi submitted, provide evidence that the content instructors do provide students with this wide range of authors, genres and time periods.

Of notation, though, is the familiarity students acquire with Montana American Indian writers. According to the course catalog and program requirements identified on the IR, students can choose one of the following: English 223: Introduction to Native American Literature; English 224: Introduction to African American Literature, or English 291: Contemporary World Fiction. Students, then, could opt out of taking an intensive course focusing on American Indian Literature. Students in the English program are also required to take English 282: American Literature: Origins to 1865 and English 283: American Literature: 1865-Present, where the syllabi indicated that the courses will include "works by and about Montana American Indians." Upon examining the syllabi, this review did not find a strong emphasis on Native American Literature, or more specifically, Montana American Indian writers. English 283 has at the end of the semester this listing:

VII. Contemporary American Indian Writing

- Apr. 20: Leslie Marmon Silko (1473-1481)
- Apr. 23: N. Scott Momaday (1523-1528)
- Apr. 25: Sherman Alexie (1504-1521)
- Apr. 27: final exam review; term paper due

These authors are notable, but they are not from Montana. The other available syllabi do not feature Montana American Indian authors. Interviews with faculty members supported that American Indian literature was covered in the coursework, but the written documents provided to the review team do not clearly evidence this standard.

10.58.509 (2)(f): The requirement of English 338: Literature, Film, and Media does not clearly show that students develop "skills in the use of print and nonprint media and technology in contemporary culture," although the course does provide knowledge in the use of media in the culture. English 338 is primarily a course in film without substantial technology integration whereby students learn the skills themselves. The course description on the syllabus seems to testify to this:



This course attempts to accomplish three related purposes:

- 1) Technique (derived from film): introduce you to the technical art of film and filmmaking;
- 2) Idea (derived from film): develop your skills as an analyst of film in terms of both formal technique and cultural expression (as you analyze a work of literature); and
- 3) Theory (applied to film): familiarize you with various theories of film and media analysis.

A clearer description of the manner in which the standard is met, and how it is assessed, would be useful.

Commendations

The English Language Arts content exposes students to a wide range of authors, time periods, and genres, and the 42 semester hours of content coursework is to be commended. Many Secondary English Education programs are not able to provide sufficient surveys in American, British, and World Literature in addition to genre-based seminars in the American Novel and the American Short Story.

Accreditation Recommendation

- Meets Standard with Notation



Rocky Mountain College
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Narrative Summary Report

Number and Name of Standard: 10.58.518 Mathematics

Validating Statement

Supporting materials and course syllabi were reviewed. Most of the course syllabi were aligned with the standards that they were linked to. Exceptions are noted under improvements.

Sources of Evidence

Course syllabi, Rocky Mountain College (RMC) Course Catalog, Mathematics Graduation Planners for even and odd years, major/minor plans within the RMC catalog, interviews with math faculty, student interviews, education faculty interviews.

Assessment Aligned to Standard

After review of the course syllabi, most of the content covered is consistent with the standards. Evaluation methods and delineation of grading were clearly stated in the syllabi.

Evaluation

Most of the required courses and aligned assessments provided in the Institutional Report (IR) meet the standards. The IR needs to be corrected as follows:

- Syllabi for M212, 220, 306, 317, 318 were mislabeled as 10.58.519. Correct the syllabi to 10.58.518.
- Syllabi for M275 (Calculus III), noted standard (1)(e) as partially fulfilled in course objective 11; there was no objective 11 in the syllabus.
- 10.58.518 (1)(a): Correct the IR to include each specific class which meets the standard (for example MAT 175, 176, 212, 275, 276, 310, 317, 318). The on-site reviewer was able to verify, through the syllabi, that the above courses have evidence to meet the standard.
- 10.58.518 (1)(f): Correct the IR, taking out MAT 422, or correct MAT 422 syllabus to include (f).
- 10.58.518 (2): Correct the MAT 422 syllabus to include this standard, and also (2)(g) (measurement).
- MAT 256 Discrete Structures and Computability did not have standards linked to outcomes. In a conversation with math faculty it was ascertained that MAT 256 is no longer offered; the course content is taught in MATH 175, 176, and MAT 220. Correct the IR, the syllabi, the RMC catalog and Student Graduation Planners. Ensure that these documents are congruent.
- MAT 422 is listed as a class which fulfills Math requirements, in Standards (1)(a); (1)(g); 2, and (3)(g). This generic syllabus outlines "Academic



Expectations and Requirements for HST 422, ENG 420, MAT 422, PSY 420, IDS 422, and PEH 420.” While it delineates Educational Standards and Learning Outcomes as per 10.58.501, each academic area’s specific learner outcomes are not listed, giving the student an incomplete Methods and Materials Syllabus. In a conversation with the director of education and with Shelley Ellis, professor of secondary education, the reviewer discovered that Shelley’s academic load each semester includes this three credit class. She videotapes student lessons and works with paid classroom mentor teachers, hired especially to work with the particular student (for example, the student taking MAT 422 Methods and Materials - Teaching Mathematics in the Secondary School); mentors write an additional syllabus to show what the secondary candidate will be doing. However, Shelley does not have the mentor build that syllabus based on the math needs mentioned in the IR (for example, 10.58.518 (3)(g) - demonstrate content knowledge in measurement by applying and using measurement concepts and tools). Correct the generic syllabus/mentor syllabi to reflect that 10.58.518(3)(g) is taught during the methods class.

- Also MAT 422’s description in the catalog does not list a corequisite of EDC 391S.

Commendations

The course syllabi had the standards linked to the course outcomes, and they were easy to find.

Accreditation Recommendation

- Meets Standard with Notation



**Rocky Mountain College
Professional Education Unit Accreditation On-Site Review
December 1-4, 2013**

Narrative Summary Report

Number and Name of Standard: 10.58.519 Music K-12

Validating Statement

Following a preliminary review of the Institutional Report (IR), and other supporting materials, the Professional Education Unit at Rocky Mountain College (RMC) meets the standards of ARM 10.58.519 Music K-12.

Sources of Evidence

The RMC IR, RMC Course Catalog, Education Department Handbook, Teacher Education Program Conceptual Framework, Student Teaching Guidebook, Secondary Education Syllabi, and Music Syllabi.

Assessment Aligned to Standard

From all sources of evidence reviewed, documentation substantiates that the Music K-12 Program assessments are aligned to standard.

Evaluation

The Music K-12 Program at RMC demonstrates good progress and serious intention to incorporate Indian Education for All (IEFA) throughout its teacher education curriculum. RMC meets standard ARM 10.58.519.

Commendation

Feedback from music students indicate staff is highly committed and engaged in ensuring student success.

Accreditation Recommendation

- Meets Standard



Rocky Mountain College
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.520 Physical Education and Health K-12

Validating Statement

The Rocky Mountain College (RMC) Course Catalog, Physical Education, and education syllabi were reviewed and compared to the catalog, and to the standards.

Sources of Evidence

The Institutional Report (IR), interviews with Physical Education and Health (PEH) personnel, the RMC Course Catalog, PEH course syllabi, and to the standards

Assessment Aligned to Standard

- The content topics in the assessments are consistent with the standards with the exception of not clearly meeting 10.58.520(1)(aa) *participate in the professional health education and physical education community (e.g., school, district, state, and national) and within the broader education field;*
- The key assessments address the range of knowledge, skill, and dispositions that are delineated in the standard, with the exception of 10.58.520(1)(aa).
- The assessments are congruent with the complexity, cognitive demands, and skill requirements described in the standards, with the exception of 10.58.520(1)(aa).

Evaluation

Most of the required courses and aligned assessments provided in the IR meet the standards. The one exception is 10.58.520(1)(aa).

In 10.58.520(1)(aa) the IR statement “PEH faculty and students participate in the activities of the health community as their schedules allow,” seems to indicate that students have different expectations for such participation.

Improvements

There appears to be room for improvement in regard to reaching out to the greater community; therefore, 10.58.520 (1)(aa) was not met. Creating opportunities for students to learn from state and local community resources should be developed and emphasized.

Accreditation Recommendation

- Meets Standard with Notation



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Narrative Summary Report

Number and Name of Standard: ARM 10.58.521 Reading Specialist

Validating Statement

Course syllabi, Rocky Mountain College (RMC) Course Catalog, and supporting materials were reviewed. Following is a brief description of support evidence and findings.

Sources of Evidence

Evidence was gathered from interviews with reading faculty, the Institutional Report (IR), K-12 Elementary Syllabi, secondary syllabi, Elementary Education Requirements, Field Experience Expectations, and the Elementary Education Requirement documentation.

Assessment Aligned to Standard

Students are provided instruction on diagnostic, formative and summative assessment tools, which can be utilized for individual student data compilation and analysis. There was clear evidence that individual reading data was to be utilized to inform instructional practices. Assessments were aligned to standards and other reading essential expectations. Pre-service educators are provided the opportunity to learn about assessments, such as DIBELS, and to analyze data, which is indicative of distinct and appropriate practice for analyzing skill requirements described in Montana Reading Content Standards. Students expressed a desire to participate in this program, but the course offerings often delayed a student's graduation by several semesters.

Evaluation

Required coursework highlighted alignment to the Montana Content Standards and Essential Learning Expectations. Students are provided opportunity to learn theoretical best practices and apply essential knowledge and skills in practicum settings several times.

Improvements

Since this is such a popular and desirable program with students, RMC faculty should consider how they might improve access to this program, e.g., combining content into fewer classes, offering classes in late afternoons and/or evenings, etc.

Commendations

Feedback from students recognized the value of this program's content and expressed enthusiasm for the program.

Accreditation Recommendation

- Meets Standard



Rocky Mountain College
Professional Education Unit Accreditation Review
December 1-4, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.522(4) Science – Biology

Validating Statement

Following a review of the Institutional Report (IR), and other supporting materials, the Professional Education Unit at Rocky Mountain College (RMC) meets all of the standards for the Biology Education. RMC meets standard ARM 10.58.522

Sources of Evidence

The RMC IR, RMC Course Catalog, syllabi for science and education, interviews with professors and candidates, and graduation plans.

Assessment Aligned to Standard

From the information reviewed, including all sources of evidence, documentation substantiates that RMC's 10.58.522 Biology Education Program is aligned to the standards.

Evaluation

All standards in the Biology Education program were met. One standard was met with notation as the standard was addressed with a course not required in the biology education program. Evaluation methods and the grade assignments are clearly stated. Syllabi for content courses refer to the standards. The IR needs to be corrected as some of the information was copied from the Broadfield Science major, such as describing how GEO 104 meets the standard, but this is not a required course in the degree.

Improvements

- There are discrepancies between the catalog, the program sheets and the IR. The catalog and graduation plan have BIO 420 listed as the methods course for the Biology Education but the IR and the syllabi included have IDS 422. The syllabus for IDS 422 does not refer to the standards being addressed in this course.
- During interviews with science faculty, the lack of candidates in this program was discussed. It was brought up that this program might be cancelled, as candidates are more interested in the Broadfield program which provides more employment options. Continuation of this program should be evaluated by both the science and education faculty.



- The IR needs to be revised to provide only information on the Biology Education program and not the Broadfield Science.
- The IR needs to be revised for standard 10.58.522 (2)(a)(iii) as the course identified to meet the standard is not included in the curriculum for the biology degree. The IR was confusing as much of the information pertained to the Broadfield degree.

Accreditation Recommendation

- Meets Standard



**Rocky Mountain College
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Narrative Summary Report

Number and Name of Standard: 10.58.522 (7) Science – Broadfield Science

Validating Statement

Following a review of the Institutional Report (IR), and other supporting materials, the Professional Education Unit at Rocky Mountain College (RMC) meets all of the standards for Broadfield Science in secondary education. RMC meets standard ARM 10.58.522.

Sources of Evidence

The RMC IR, course syllabi, graduation plans, program outline, the Rocky Mountain College Course Catalog, and interviews with faculty and candidates.

Assessment Aligned to Standard

From the information reviewed, including all sources of evidence, documentation substantiates that RMC's 10.58.522 Broadfield Science Program is aligned to the standards.

Evaluation: Upon review of the course syllabi, the content covered in the classes and the assessment of content knowledge, skills and dispositions is clearly evident and aligned with the standards for the Broadfield Science program. The scoring guides for the Broadfield Science program are clear and the levels of candidate proficiency are distinct and appropriate. During interviews with science faculty, it was discussed that the collaboration between the education and science faculty was effective for the development and implementation of the curriculum. For example, the graduation plans were vetted from both departments. The science faculty were also supportive of educational requirements and needs, such as requiring candidates to teach lessons in designated science courses. The science faculty stated that education faculty were committed to the success of their candidates. It was also mentioned that the Broadfield major was an important option for the candidates who come from rural settings and will often return home. Having a Broadfield degree will better serve these candidates in being able to become employed in rural schools who often need teachers with the ability to teach several types of science classes.

Improvements

- In reviewing the IDS 422 syllabus, it was not clear how the content material fits into this class and what standards are addressed. In addition, the course description in the catalog indicates that there is a corequisite of EDC 420. There is no information on this course, no inclusion of this course on the list of required courses for secondary education candidates, and there was no syllabus included in the materials.



- During interviews with candidates, it was discussed that often courses are not scheduled conflict-free and that such conflicts are a problem in navigating through the graduation plan.
- The graduation plan indicates that EDC 427 is taken concurrently with student teaching and it is not clear how candidates will be able to take this course while doing their student teaching.

Accreditation Recommendation

- Meets Standard



**Rocky Mountain College
Professional Education Unit Accreditation On-Site Review
December 1-4, 2013**

Narrative Summary Report

Number and Name of Standard: 10.58.523(2) Broadfield Social Studies

Validating Statement

Following a review of the Institutional Report (IR), and other supporting materials, the Professional Education Unit at Rocky Mountain College (RMC) meets all of the standards for the Social Studies Broadfield in secondary education. RMC meets standard ARM 10.58.523.

Sources of Evidence

The RMC IR, RMC Course Catalog, Social Studies Program content syllabi (Government, History, Psychology, Secondary Education), interviews with professors in psychology, history, and political science, and graduation plans for each of these subject areas

Assessment Aligned to Standard

From the information reviewed, including all sources of evidence, documentation substantiates that RMC's 10.58.523 Broadfield Social Studies Program is aligned to the standards.

Evaluation

Two standards were met with notation 10.58.523 (5)(c) where there was little evidence that tribal government is addressed in the Broadfield Social Studies curriculum and 10.58.523 (6)(c) where there was little evidence that the origin, development, and ramifications of tribal affairs were addressed. For example, HST 211, 212, and 363 indicate little of American tribal people's role in the origins, development, and ramifications of governmental structures.

Each standard for government are addressed in the POL syllabi or are included throughout the program.

The HST course syllabi do not include references to the standards.

All of the PSY course syllabi are correlated to the standards.

HST 422 is a critical course to address standards, such as (2)(d) in which candidates demonstrate the knowledge of and ability to plan instruction based on state and national social studies standards. However, this course is not described, nor included in the IR under this standard. The syllabus for this course does not include the pertinent standards.



Improvement

More direct content regarding tribal governments, tribal affairs, and contemporary status of American Indians in Montana is recommended for the Broadfield Social Studies curriculum.

The IR needs to reflect how HST 422 relates to and supports the standards.

Accreditation Recommendation

- Meets Standard



**Rocky Mountain College
Professional Education Unit Accreditation On-Site Review
December 1-4, 2013**

Narrative Summary Report

Number and Name of Standard: 10.58.523(5) Government

Validating Statement

Following a review of the Institutional Report (IR), and other supporting materials, the Professional Education Unit at Rocky Mountain College (RMC) meets all of the standards for the Government endorsement in secondary education. RMC meets standard ARM 10.58.523(5).

Sources of Evidence

The RMC IR, RMC Course Catalog, Political Science (POLS) and Secondary Education Syllabi, and an interview with the POLS professor

Assessment Aligned to Standard

From the information reviewed, including all sources of evidence, documentation substantiates that the Political Science (government) Education program at RMC is aligned to standard 10.58.523(5), with the need to bolster Montana and American Indian content across the curriculum.

Evaluation

All standards are addressed in the POL course syllabi or are addressed throughout the curriculum.

Improvement

POL 203 offers an opportunity to show the integration of tribal governance, and its place within the American Constitutional System to better meet 5(c). There is no graduation plan for this program on the website and it is difficult to locate in the course catalog (falls under History and Political Science).

Accreditation Recommendation

- Meets Standard



**Rocky Mountain College
Professional Education Unit Accreditation On-Site Review
December 1-4, 2013**

Narrative Summary Report

Number and Name of Standard: 10.58.523(6) History

Validating Statement

Following a review of the Institutional Report (IR), and other supporting materials, the Professional Education Unit at Rocky Mountain College (RMC) meets all of the standards for the History in secondary education. RMC meets standard ARM 10.58.523(6).

Sources of Evidence

The RMC IR, RMC Course Catalog, History and Secondary Education Program Content Syllabi, and interviews with history faculty

Assessment Aligned to Standard

From the information reviewed, including all sources of evidence, documentation substantiates that the History Program is aligned to standard 10.58.523(6).

Evaluation

History (HST) course syllabi did not appear to explicitly correlate to the standards. However, during interviews with two faculty teaching history courses for the program, it was apparent that the courses support and address each standard.

Commendation

HST 260 and 311 are good as comparative history, looking at Indians in the American West (with emphasis on Montana Indians) in relation to Anglo-American advance to hegemony. America BC, Ecological Indian, and Charles Wilkinson (*Blood Struggle*) being on campus attribute to the success of HST365.

Improvement

HST 356 is a course about European colonialism, as it affected the global indigenous population. Although it does look at American Indian experience, offering a course specific to Montana Indians would be beneficial. For IR 10.58.523 (6)(a) and (c), the HST courses listed (HST 211, 212 and 363) would benefit from increased attention to American Indians' role in the shaping of the nation and the reconfiguration of North America. The role of HST 422 is not described in the IR and needs to be referenced to the standards it is intended to address.

Accreditation Recommendation

- Meets Standard



**Rocky Mountain College
Professional Education Unit Accreditation On-Site Review
December 1-4, 2013**

Narrative Summary Report

Number and Name of Standard: 10.58.523(7) Psychology

Validating Statement

Following a review of the Institutional Report (IR), and other supporting materials, the Professional Education Unit at Rocky Mountain College (RMC) meets all of the standards for the Psychology in secondary education. RMC meets standard ARM 10.58.523(7).

Sources of Evidence

The RMC IR, RMC Course Catalog, Psychology and Secondary Education Syllabi, and an interview with faculty from the psychology department

Assessment Aligned to Standard

From the information reviewed, including all sources of evidence, the documentation substantiates that the Psychology Program is aligned to the 10.58.523(7) standards.

Evaluation

All of the Psychology (PSY) course syllabi are well correlated to the standards.

Improvement

All PSY courses are correlated to standards; the next step is to integrate Montana and American Indian content into course work. There is a natural place within this discipline (and plenty of good new material) to investigate the aboriginal mind and the traditional behavioral relationship between humans and the Northern Plains and Columbia Plateau environment of Montana's historic and contemporary Indian society. There is no mention of PSY 420 in the IR and its role in addressing the pedagogical standards within 10.58.523.

Accreditation Recommendation

- Meets Standard



**Rocky Mountain College
Professional Education Unit Accreditation Review
December 1-4, 2013**

Preliminary Narrative Summary Report

Number and Name of Standard: 10.58.601 Program Planning and Development

Validating Statement

The Institutional Report (IR) and supporting materials were reviewed. Accountability to this standard was demonstrated through various documents and online information. Integration of the Montana Professional Educator Preparation Program Standards (PEPPS), the Interstate School Leaders Licensure Consortium (ISLLC) Standards, and the Educational Leadership Constituent Council (ELCC) Standards is well documented throughout the course syllabi and other documents.

Sources of Evidence

Evidence was gathered from the conceptual framework, program handbook, the course syllabi, online course catalog, interviews with faculty and candidates, and recent graduates. A variety of research-based resources have been used in designing the program.

Assessment Aligned to Standard

Program standards and assessments are aligned.

Evaluation

Correct the IR for 10.58.601 Program Planning and Development, and update the online catalog, program brochure and overview to accurately describe the program focus. The graduate program advisory council's priority for 2014 is to ensure future growth and sustainability of the program. Creators of the program are enthusiastic and dedicated to their candidates and the integrity of the Educational Leadership program. The review team encourages the current faculty and advisory council to design a transition plan to lead this program in the future.

Accreditation Recommendation

- Meets Standard



Rocky Mountain College
Professional Education Unit Accreditation Review
December 1-4, 2013

Narrative Summary Report

Number and Name of Standard: 10.58.602 Teaching Areas: Advanced Programs

Validating Statement

The Institutional Report (IR) and supporting materials were reviewed, and interviews conducted. Accountability to this standard was demonstrated through various documents and online information. Integration of the Montana Professional Educator Preparation Program Standards (PEPPS), the Interstate School Leaders Licensure Consortium (ISLLC) Standards, and the Educational Leadership Constituent Council (ELCC) Standards is well documented throughout the course syllabi, and other documents such as the IR, undergraduate and graduate course catalogue, conceptual framework, conceptual framework alignment, and course syllabi.

Sources of Evidence

Evidence was gathered from the program handbook, the course syllabi, program brochure, the course catalog, and interviews. A variety of research-based resources have been used in designing the Rocky Mountain College (RMC) Educational Leadership Program, including the Stanford University Principal Preparation Program, and the University of Washington Danforth Leadership Program. Course descriptions and target outcomes stated in the course catalog match the outcomes described in the course syllabi. Suggest reviewing program brochure and course catalogue to update both documents on a regular basis to replace out-of-date information with current and relevant information.

Assessment Aligned to Standard

There is correlation and continuity between the advanced program course offerings, their content, assessment, and references throughout the RMC Educational Leadership Program. For each of the ISLLC Standards addressed in various classes, a rubric is used for assessment that addresses the knowledge, dispositions, and performances of the Educational Leadership student. Class assignments in the required classes focus on the PEPPS and the ISLLC Standards.

Evaluation

The IR indicates that all course work in the advanced programs is aligned with the PEPPS, the ELLC Standards, and the ISLLC Standards. There is correlation and continuity between the courses offered and their content, assessment, and cross-discipline references and relationships throughout RMC Educational Leadership Program.



From a review of the provided documentation and interviews conducted during the review process, RMC Advanced Program candidates participate in meaningful, engaging projects aligned to the specific objectives stated in course syllabi. Course syllabi contain specific references to PEPPS and the ISLLC Standards to clearly delineate the professional and pedagogical development contained within each program course offering. Moreover, program course objectives are aligned specifically to the Montana PEPPS, the ELCC Standards, the ISLLC Standards, and are all designed to promote effective school practice. Students demonstrate competency of course content through an outcome-based practicum experience directly connected to course content and expectations. Coursework focuses on knowledge development, and field work provides opportunities for practical application and demonstration of this knowledge.

Accreditation Recommendation

- Meets Standard



Rocky Mountain College
Professional Education Unit Accreditation Review
December 1-4, 2013

Narrative Summary Report

Number and Name of Standard: 10.58.603 Assessment of Advanced Programs

Validating Statement

The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The information provided on the IR for the Educational Leadership program is comprehensive including the course standards, the specific courses offered, and the performance assessments. Integration of the Montana Professional Educator Preparation Program Standards (PEPPS), the Interstate School Leaders Licensure Consortium (ISLLC) Standards, and the Educational Leadership Constituent Council (ELCC) Standards is well documented throughout the course syllabi, and other documents such as the IR, undergraduate and graduate course catalogue, conceptual framework and conceptual framework alignment, and course syllabi. The Professional Education Unit of the College of Education at RMC meets the 10.58.603 standard.

Sources of Evidence

Course syllabi and other documentation of course content was listed and reviewed as evidence. In addition, evidence was gathered from the program handbook, the course syllabi, documentation of course content, program brochure, and the course catalog. The course syllabi and accompanying course content descriptions and the IR provided valuable and concise information as to the assessment of advanced programs in terms of direction, expectations and outcomes.

Assessment Aligned to Standard

A distinct program of alignment with standards is available in course syllabi, course descriptions, and in the course catalog. A variety of assessments are used throughout the program from projects with rubrics that match the PEPPS, the ISLLC Standards, and the ELCC Standards to final examinations. During the final week-long capstone assessment, candidates participate in a thorough evaluation of the RMC administrator preparation program.



Evaluation

Program information, including brochures, catalogs, syllabi and informational presentations, clearly details the depth and breadth of RMC's administrative preparation program. Multiple measures and multiple opportunities for assessment occur throughout the program in field work and course work. Students demonstrate proficiency through projects, written and oral presentations, papers, e-folio assessment, and other assessments. Moreover, assessment measures, such as the self-assessment rubric and the dispositions rubric, are utilized to develop a comprehensive demonstration of successful outcomes. Furthermore, the program provides for a quantitative aggregation and disaggregation of assessment data through its "Evaluation Rubric for Educational Leadership Candidates (*Advanced Conceptual Competencies Framework*)". This quantitative rubric, founded on PEPPS, the ISLLC, and the ELCC Standards, is formulated in a collaborative fashion by a candidate's college supervisor, on-site mentor, and faculty advisor.

Accreditation Recommendation

- Meets Standard



Rocky Mountain College
Professional Education Unit Accreditation Review
December 1-4, 2013

Narrative Summary Report

Number and Name of Standard: 10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors

Validating Statement

The information provided on the Institutional Report (IR) for the Educational Leadership program is comprehensive, including the course standards, the specific courses offered and the performance assessments. Integration of the Montana Professional Educator Preparation Program Standards (PEPPS), the Interstate School Leaders Licensure Consortium (ISLLC) Standards, and the Educational Leadership Constituent Council (ELCC) Standards is well documented throughout the course syllabi, and other documents such as the IR, undergraduate and graduate course catalogue, conceptual framework and conceptual framework alignment, and course syllabi. Course syllabi include opportunities for candidates to understand the importance of school culture in the learning process, both for students and teachers. Case studies reviewed, during course work and real-life problem solving opportunities in the internship component, provide organizational leadership/management opportunities. Evidence has been presented verifying that candidates have ample opportunity, primarily through the internships, to lead a school community in the development and implementation of a school vision and effective school practice.

Sources of Evidence

Evidence was gathered from the program handbook, the course syllabi, program brochure, and the course catalog. The course syllabi, task assignments for internships, course descriptions in the course catalog, as well as the IR, provided valuable and concise information as to program direction, expectations, and outcomes. The Educational Leadership website provided a list of general information for the reviewer and a good overview of the standards, the course work required, and the performance standards within the program unit.

Assessment Aligned to Standard

Alignment to the Montana PEPPS, the ISLLC Standards, and the ELCC Standards is well documented throughout the course syllabi, and other documents such as the IR, undergraduate and graduate course catalogue, conceptual framework and conceptual framework alignment, and course syllabi. Learner outcomes correlate to the ISLLC Standards, PEPPS, and the ELCC standards. The development of the assessments for each student sub-group provides a concise and clear expectation for the learner. The assessments are developed to address the range of knowledge, skill and application of each of the sub-groups within the educational leadership standard. The measurement of proficiency is clear and the expectation understood



.Evaluation

There is good correlation and continuity between the courses offered, course content, course/student assessment, and cross-discipline references and relationships throughout Rocky Mountain College Educational Leadership Program. All the required Educational Leadership courses and aligned assessments provided in the IR meet the 10.58.705 standard. Evidence has been presented to verify the focus for each aspect of the program on the ISLLC Standards, PEPPS, and the ELLC standards. The program is implemented with the assistance of adjunct faculty, supervisors, and site mentors. The methods used by the core and adjunct faculty, which involve meaningful, engaging projects aligned to the specific objectives stated in course syllabi and focusing on the standards in course assignments, content, and evaluation, are all designed to promote effective school practice.

Commendations

Internship experience is rigorous and comprehensive. Candidates are required to engage in reflective practice, focus on problem-solving skills, and real-world application and practicality. The program can be described as a “Principal Vo-tech” program designed to give its candidates a “hands-on” experience.

Improvements

As an aside, it would be beneficial to the continuity of the program if the program director position was a tenure track position to promote program consistency.

Accreditation Recommendation

- Meets Standard





January 31, 2014

Dr. Linda Vrooman Peterson
Administrator
Accreditation Division
Montana Office of Public Instruction
PO Box 202501
1300 11th Avenue
Helena, MT 59620-2501

Dear Dr. Peterson:

I have received the exit report sent by Dr. Shearer-Creman resulting from the December 1-4, 2013 review of Rocky Mountain College's professional education unit. On behalf of the College, I accept the report and wish to thank the Board of Public Education, the Office of Public Instruction, Dr. Shearer-Creman, and the rest of the team for all that went into this review. The RMC education unit will be stronger as a result of this process.

I will be sending the corrected institutional report to you by email in the next week or so, and look forward to seeing you at the next Board of Public Education meeting for the presentation of the exit report.

Cordially,

A handwritten signature in black ink that reads 'Barbara J. Vail'. The signature is written in a cursive style with a large, prominent 'B' and 'V'.

Barbara J. Vail, Ph.D.
Interim Academic Vice President

ITEM 13

**REPORT ON THE REVISION PROCESS OF
ARM TITEL 10, CHAPTER 57 EDUCATOR
LICENSURE**

Ann Gilkey

EXECUTIVE SUMMARY

DATE: MAR. 2014

PRESENTATION: Review of ARM Title 10, Chapter 57

PRESENTER: Ann Gilkey
Chief Legal Counsel
Office of Public Instruction

OVERVIEW: Update on the required review of Ch. 57, educator licensure standards

REQUESTED DECISION(S): Information/Discussion

OUTLYING ISSUE(S): BPE liaison should be identified to attend the informal review meetings

RECOMMENDATION(S):

Montana Code Annotated 2013

[Previous Section](#) [MCA Contents](#) [Part Contents](#) [Search](#) [Help](#) [Next Section](#)

20-4-133. Duties of the council. (1) The council shall study and make recommendations to the board of public education in the following areas:

- (a) teacher certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;
- (b) administrator certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;
- (c) specialist certification standards, including but not limited to precertification training and education requirements and certification renewal requirements and procedures;
- (d) feasibility of establishing standards of professional practices and ethical conduct;
- (e) the status and efficacy of approved teacher education programs in Montana; and
- (f) policies related to the denial, suspension, and revocation of teacher, administrator, and specialist certification and the appeals process. For the purpose of preparing recommendations in this area, the council is authorized to review the individual cases and files that have been submitted to the board of public education.

(2) The council shall submit a written report annually to the board of public education with its recommendations for the above areas. The council may submit recommendations to the board of public education at other times that the council considers appropriate.

(3) The board of public education shall:

- (a) at a regularly scheduled meeting, consider any recommendations and reports of the council; and
- (b) approve, disapprove, or modify each recommendation of the council by majority vote of the board.

History: En. Sec. 4, Ch. 465, L. 1987; amd. Sec. 27, Ch. 83, L. 1989.

PROPOSED TIMELINE
Chapter 57 Rules
February 25, 2014

- Introduction of rule revision process to BPE1/7/14
- Introduction of rule revision process to CSPAC1/24/14
- Update on rule revision process at BPE meeting.....March, 2014
- Public meetings with interested partiesMarch – June, 2014
- Rule changes presented to CSPAC July, 2014 meeting
- Proposed notice to BPE September 12, 2014
- Proposed notice to SOS for notice in MAR September 29, 2014
- MAR publication outOctober 9, 2014
- Hearing date After October 29, 2014
- Final Public Input deadlineOn or after November 6, 2014
- Adoption Notice to BPE November 14, 2014
- Adoption notice to SOS for notice in MAR December 1, 2014
- MAR publication out.....December 11, 2014
- Effective Date of RulesDecember 12, 2014

❖ **ASSESSMENT COMMITTEE (Item 14)**
Paul Andersen

ITEM 14

ASSESSMENT UPDATE

Judy Snow
Dennis Parman

EXECUTIVE SUMMARY

DATE: MARCH 2014

- PRESENTATION:** Preparations for Smarter Balanced Assessment
- PRESENTER:** Dennis Parman and Judy Snow
Deputy Superintendent and Assessment Director
Office of Public Instruction
- OVERVIEW:** Deputy Superintendent Parman and Assessment Director Snow will give an update on the status of the Smarter Balanced Assessment and the efforts of the Office of Public Instruction to help prepare schools for the 2014 field test and the 2015 actual assessment.
- REQUESTED DECISION(S):** Information Item
- OUTLYING ISSUE(S):** n/a
- RECOMMENDATION(S):** n/a

❖ **ACCREDITATION COMMITTEE (Item 15)**
Erin Williams

ITEM 15

TEAMS UPDATE

Teri Wing

EXECUTIVE SUMMARY

DATE: MARCH 2014

PRESENTATION: Status Report on Terms of Employment Accreditation and Master Schedule (TEAMS)

PRESENTER: Teri Wing
Accreditation Compliance Specialist
Office of Public Instruction (OPI)

OVERVIEW: The Office of Public Instruction Accreditation Specialist provides to the Board of Public Education a current status update on the annual data collection through the OPI TEAMS application.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501
406.444.3095
888.231.9393
406.444.0169 (TTY)
opi.mt.gov

MEMORANDUM

To: Montana Board of Public Education

From: Teri Wing
Accreditation Specialist

Date: March 13, 2014

Re: Update on the Terms of Employment Accreditation and Master Schedule
(TEAMS) Data Collection

This report will include an update on the material previously provided in the packet:

- Email contact data
- Submission report
- Technical assistance report
- TEAMS issues
- TEAMS accreditation timeline

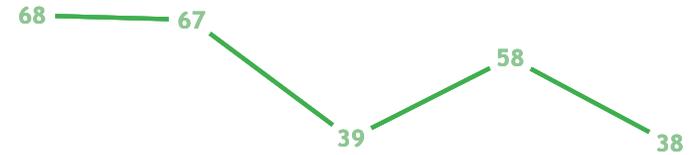
January emails to OPITEAMS@mt.gov

OF OPITEAMS@MT.GOV EMAILS
WEEK OF 1/6-10/14



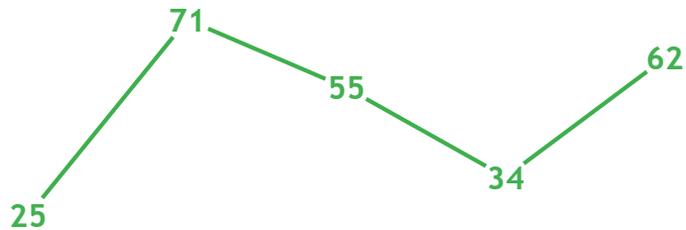
Mon, 1/6 Tue, 1/7 Wed, 1/8 Thur, 1/9 Fri, 1/10

OF OPITEAMS@MT.GOV EMAILS
WEEK OF 1/13-17/14



Mon, 1/13 Tue, 1/14 Wed, 1/15 Thur, 1/16 Fri, 1/17

OF OPITEAMS@MT.GOV EMAILS
WEEK OF 1/20-24/14



Mon, 1/20 Tue, 1/21 Wed, 1/22 Thur, 1/23 Fri, 1/24

OF OPITEAMS@MT.GOV EMAILS
WEEK OF 1/25-31/14
(TOE DEADLINE - 1/31/14)

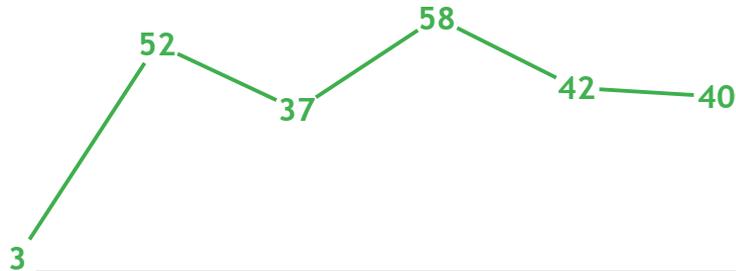


Sat & Sun 1/25-26 Mon, 1/27 Tue, 1/28 Wed, 1/29 Thur, 1/30 Fri, 1/31



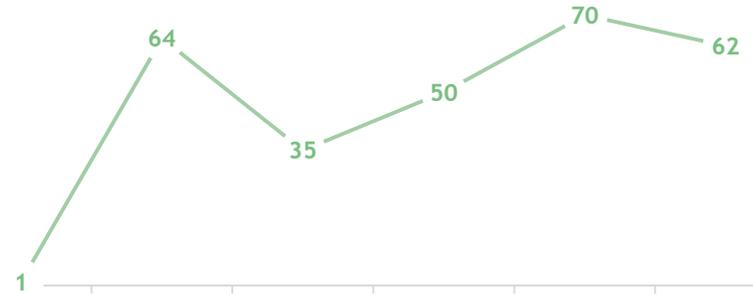
February emails to OPITEAMS@mt.gov

OF OPITEAMS@MT.GOV EMAILS
WEEK OF 2/1-7/14



Sat & Sun 2/1&2 Mon, 2/3 Tue, 2/4 Wed, 2/5 Thur, 2/6 Fri, 2/7

OF OPITEAMS@MT.GOV EMAILS
WEEK OF 2/8-14/14



Sat & Sun 2/8&9 Mon, 2/10 Tue, 2/11 Wed, 2/12 Thur, 2/13 Fri, 2/14

OF OPITEAMS@MT.GOV EMAILS
WEEK OF 2/15-21/14
(TEAMS DEADLINE - 2/21/14)



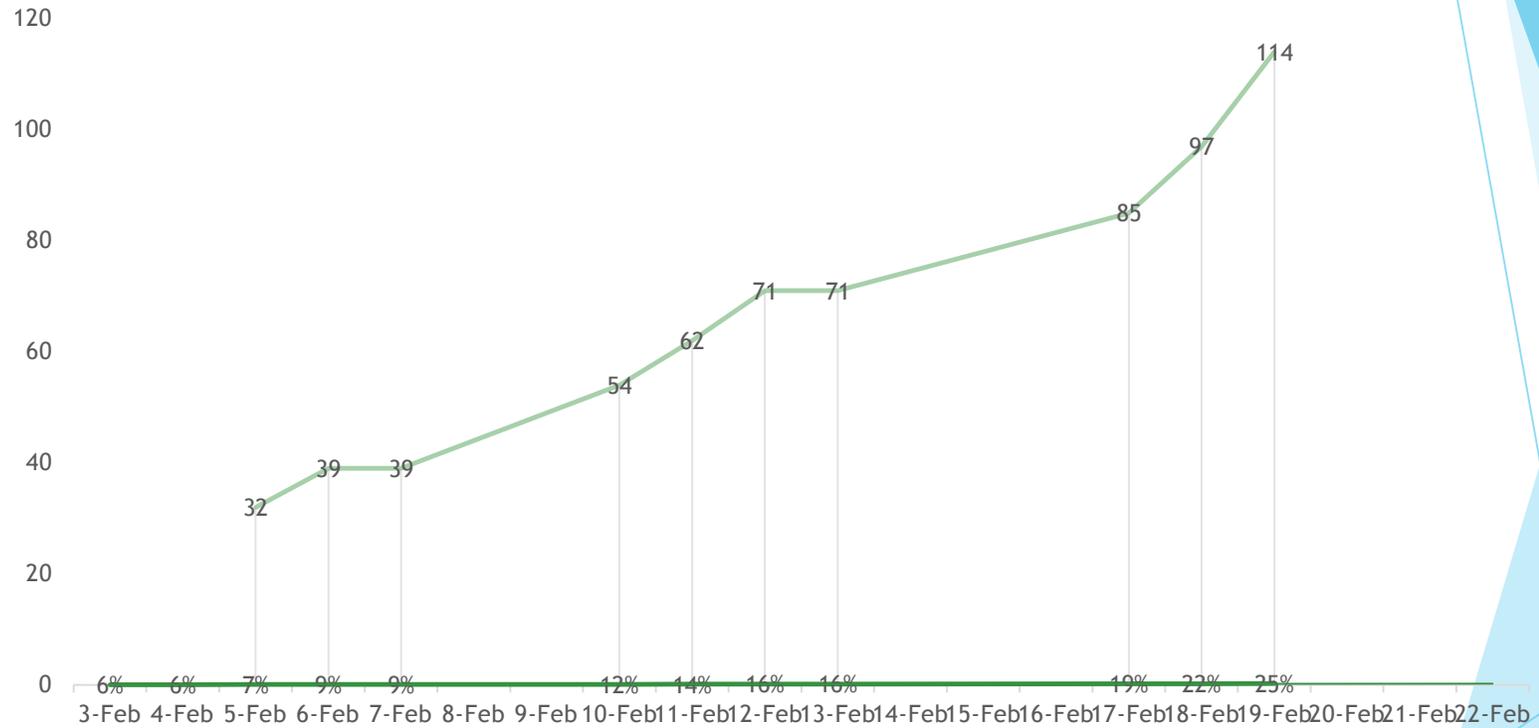
Sat & Sun 2/15&16 (holiday) Mon, 2/17 Tue, 2/18 Wed, 2/19 Thur, 2/20 Fri, 2/21

OF OPITEAMS@MT.GOV EMAILS
WEEK OF 2/22/14-3/1/14

Sat & Sun 2/22-23 Mon, 2/24 Tue, 2/25 Wed, 2/26 Thur, 2/27 Fri, 2/28



TEAMS Submission Status



	3-Feb	4-Feb	5-Feb	6-Feb	7-Feb	10-Feb	11-Feb	12-Feb	13-Feb	17-Feb	18-Feb	19-Feb	20-Feb	21-Feb	22-Feb
# submitted			32	39	39	54	62	71	71	85	97	114			
% submitted	6%	6%	7%	9%	9%	12%	14%	16%	16%	19%	22%	25%			



TEAMS issues as of 2/19/14

Current Issues in TEAMS

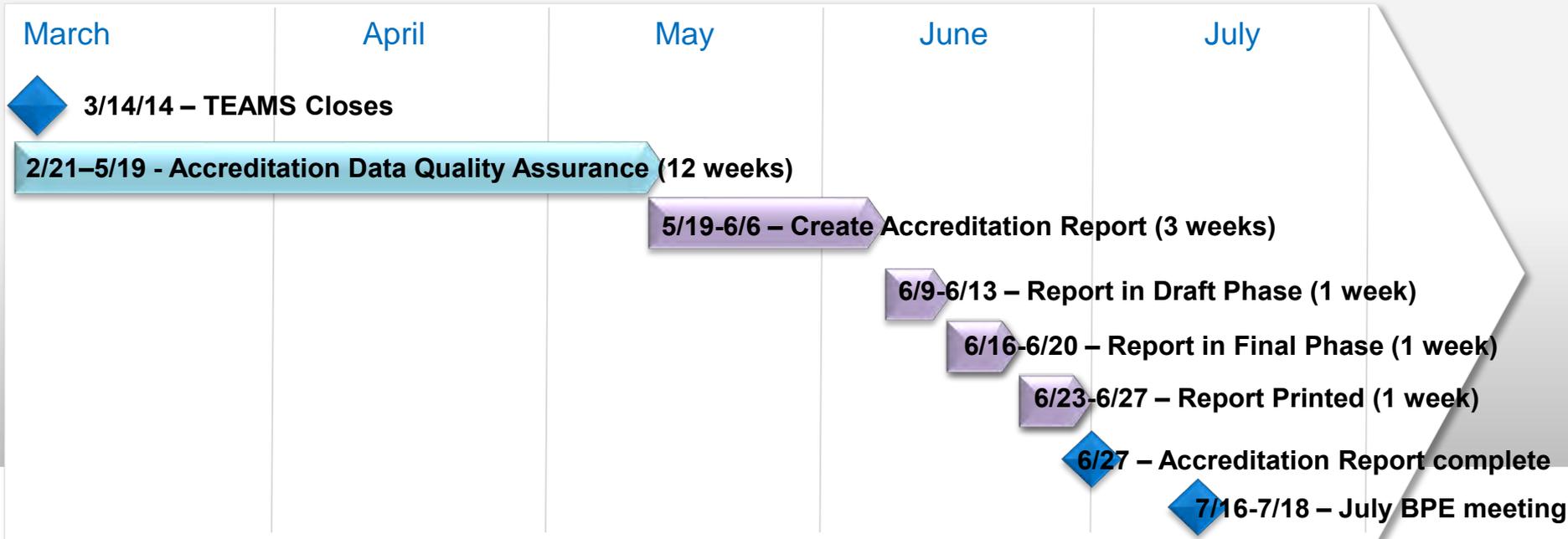
1. Recruitment screen needs positions to be added.
2. Course Codes & Endorsements needs to be updated in TEAMS.
3. Submit screen has issues that will not allow districts to submit – intermittent issue

Issues in TEAMS that have been resolved

- 1) PI/PIR hours – have districts average their short days and put time for a single short day
- 2) CSIP completion – Accreditation will resolve this manually.
- 3) Deviations be removed from schools - Accreditation will resolve this manually.
- 4) Submission Report not pulling correct data – Issue resolved.
- 5) Contractor Screen – allow for proper usage for consortiums – issue resolved.
- 6) Library position code used at the District level – schools contacted and issue resolved.
- 7) Alternative to Standards – are these in TEAMS – yes, they show on the Preliminary Accreditation Report
- 8) Preliminary Accreditation report still not working properly – issue resolved



Accreditation Timeline for July BPE Meeting



❖ **MSDB LIAISON (Item 16)**
Lila Taylor

ITEM 16

MSDB REPORT

Lila Taylor



MONTANA SCHOOL FOR THE DEAF AND THE BLIND 2014-15 DRAFT

PIR ORIENTATION
 18 Select Education Staff only
 25-29 Orientation

****ALL TRAVEL HOME
 SCHOOL IS IN SESSION and
 DISMISSED AT 1:43 PM
 except Nov 25, Dec 19 and
 Apr 8 will be dismissed at
 12:30 PM**

AUGUST '14						
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 '14						
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				

- 1 Students Return
- 2 First Day of School
- 19 Travel Home **
- 22 Travel Return
School in Session

10-11 Enrichment Wkd (D/HH)
 15 Travel Home **
 16-17 Teacher Convention
 19 Travel Return
 20 Classes Resume
 31 Travel Home **

OCTOBER '14						
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 '14						
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 Return
- 3 School in Session
- 5 End of 1st Quarter (45 Days)
- 7-8 Enrichment/Goalball (VI)
- 25 Travel Home
Dimssed at 12:30 PM
- 26-30 Thanksgiving Vacation
- 30 Travel Return

1 Classes Ressume
 10 Gallaudet Day
 17 Dress Rehearsal 9:00 AM
 18 Christmas Program 1:00 PM
 Christmas Tea to follow
 19 Travel Home
 Dismissed at 12:30 PM
 Christmas Vacation
 (December 20-January 4)

DECEMBER '14						
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 '15						
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

- 4 Travel Return
- 5 Classes Resume
- 16 Travel Home **
- 19 Travel Return No School
- 20 Classes Resume
- 27 End of 2nd Quarter (45 Days)
- 30 Travel Home **

1 Travel Return
 2 Classes Resume
 13 Travel Home **
 16 Travel Return No School
 17 Classes Resume
 27-28 Enrichment Wkd (D/HH)

FEBRUARY '15						
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 '15						
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				

- 12 Travel Home **
- 13 No School
- 15 Travel Return
- 16 Classes Ressume
- 20-21 Enrichment/Goalball (vi)

2 End of 3rd Quarter (45 Days)
 8 Travel Home
 Dismissed at 12:30 PM
 9-13 Spring/Easter Vacation
 13 Travel Return No School
 14 Classes Resume
 Arbor Day and
 Music Program 1:00 PM
 24 Travel Home
 26 Travel Return
 27 Classes Resume

APRIL '15						
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 '15						
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						

- Games for the VI
- 8 Travel Home **
- 11 Travel Return
School in Session
- 22 Travel Home
- 25 Travel Return
- 26 Classes Resume
- 30 Graduation 2:00 PM

10 Last Day of School
 Awards Assembly 10:30 AM
 Dismissed at noon
 End of 4th Quarter (45 Days)
 Teacher Check-out
 1st Quarter: November 5, 2014
 2nd Quarter: January 27, 2015
 3rd Quarter: April 2, 2015
 4th Quarter: June 10, 2015
www.msdb.mt.gov
 1 800 882-MSDB
 3911 Central Avenue
 Great Falls, MT 59405-1967

JUNE '15						
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 '15						
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:
 February , 2014
 Updated: 01/05/14

**Montana School for the Deaf and the Blind
Board of Public Education Committee Minutes
January 29, 2014**

The meeting was called to order by Chairperson Carroll at 4:00 PM with board members Olson, and Taylor present via telephone. Also present via telephone was Pete Donovan. Kim Schwabe, Donna Schmidt, Jim Kelly and Steve Gettel. Absent from the meeting was Patty Myers.

1. Student Enrollment/Evaluations: Kim Schwabe reported that numbers remain steady (46), one student will be starting a 10 day observation next week, we have had five new referrals that are still in process (3 VI, 2 DHH; of these 2 are looking for placement next year)

2. Human Resources: Steve Gettel reported that we have hired two new employees: Paula Mix for Executive Secretary, Judy Scharhag for Education Secretary.

3. Education Program: Kim Schwabe reported an overview of January events: End of the semester was Jan. 21 and grades will be going out this Friday. We also had the Winter MAP testing and Brialle Literacy activities this month.

4. Outreach Program: Donna Sorensen was absent for the meeting and is attending a National Summit on Transition for the Deaf in Colorado.

5. Student Services Program: Jim Kelly reported that Deb Metge resigned as Behavior Specialist – 2 applications as of now. During the holidays, the cottages have a special feeling in the “air”. It is a good feeling sense by the students and staff! There are so many different activities happening. In addition to the major activities listed below, each of the cottage wings have a party with a small gift exchange, food and games – really is a memorable time for the students and staff.

December 10th was the Cottage Student Council Open House. Each wing was nicely decorated and they provide treats for the folks who toured through. The students were so proud of their decorations and were able to show the visitors their rooms. Many school staff attended this event commented on how nice things looked.

December 14th was the MSDB Cookie Decorating Contest and Party. Maeona Lee, Supervising Counselor spearhead this annual event (which includes day students, MSDB staff and cottage students). While it seemed real busy and chaotic at times the students and the adults seemed to enjoy this activity. The dining room was just packed and more than 500 cookies were decorated!

December 15th was the EOS Annual Christmas Fundraiser performance. As always this gets everyone in the holiday mood. Then later that night was the Christmas Formal Dinner. This was well attended by invited staff, legislators, Board of Education. A most delicious dinner was served and the company was excellent!

On December 17th the cottages went to the Golden Corral for their annual dinner out. They really enjoyed this activity and most kids head straight to the chocolate fountain. This is a nice activity for everyone and the cottages are most thankful for the MSDB Foundation – who footed the bill!

Last week the Cottage Student Council had a Fondue party and the kids had chocolate, marshmallow and cheese to dip various food items. They had a great time.

The students will travel home on January 31st and return on February 2nd – just in time for the Super Bowl. The past couple of years they missed the game as were late arriving from travel. They will have hamburgers and hot dogs and each cottage wing will bring something to share.

6. Safety and Facilities: Donna Schmidt reported that our workers compensation claims have been low. We are looking at ways to keep the claims down. Winter driving courses are being considered for our Outreach staff.

7. Budget and Finance: Donna Schmidt reported that the Admin team is looking at long range building items such as: refinishing the gym floor, painting projects in the cottages.

8. School Calendar of Events:

Upcoming Events:

Jan 31 - Celebrations

Feb 11 – Tech Fair in Aspen Hall

Feb 14 – Travel Home & Academic Bowl off to regional competition in California

Feb 17 – No school

Feb 18 to 21 – Vision Screenings

Feb 28 to March 1 – Winter DEW

9. Public Comment for Non Agenda Items: There was no public comment.

10. Action Items: The Board & Foundation Agreement was reviewed by Steve and Pete. We need to have a signed copy on file. This needs to be on the agenda for the next meeting. Also, attach document with these minutes.

The meeting was adjourned at 4:55. The next committee meeting will be on Wednesday, February 26th at 4:00 PM.

**AGREEMENT
BETWEEN THE
MONTANA BOARD OF PUBLIC EDUCATION
AND THE
MONTANA SCHOOL FOR THE DEAF AND BLIND FOUNDATION, INC.
~~MAY 16, 2001~~ FEBRUARY 21, 2014**

This agreement (“Agreement”) is entered into by the Montana Board of Public Education (“Board”)

and the Montana School for the Deaf and Blind Foundation, Inc. (“Foundation”), a non-profit

corporation organized under the laws of the State of Montana.

RECITALS

WHEREAS, the Montana School for the Deaf and Blind (“School”) is an independent institution under the general supervision, direction and control of the Board of Public Education (“Board”) as described in Mont. Code Ann. 20-8-101; and

WHEREAS, the Montana School for the Deaf and the Blind Foundation, Inc. (“Foundation”) is a private, nonprofit corporation organized for the purpose of benefiting children and youths with vision or hearing impairments who are, or have been, students of the School for the Deaf and Blind; and

WHEREAS, the Foundation is an independent corporation whose relationship to the Board and the School is described in this Agreement, the Articles of Incorporation of the Foundation, the By-laws of the Foundation, and Rules 10.59.101 through 104, Administrative Rules of Montana; and

WHEREAS, pursuant to Mont. Code Ann. 20-8-111, the Board has the authority, through a contract with a nonprofit corporation, to designate to said nonprofit corporation the power to receive, hold, manage, use, and dispose of real and personal property

transferred to the Board or to the State of Montana by purchase, gift, devise, or bequest or otherwise acquired and the proceeds, interest, and income of the property for the use and benefit of the School; and

WHEREAS, the Board and the Foundation wish to enter into this Agreement in order to make the Foundation its designee as described in Mont. Code Ann. 20-8-111 and in order to establish the relative duties and responsibilities of the parties.

NOW THEREFORE, based upon the above recitals and the mutual agreements contained in this Agreement, the parties agree as follows:

I. Designation of Foundation.

Pursuant to Mont. Code Ann. 20-8-111, the Board hereby engages the Foundation to render, and the Foundation agrees to render to the Board, the receipt holding, management, use and disposal of all real and personal property transferred to the Board or to the State of Montana by purchase, gift, devise, bequest or otherwise, and the proceeds, interest, and income thereof for the use and benefit of the students and programs of the School.

II. Articles of Incorporation.

The Foundation agrees that it shall maintain articles of incorporation which include the following provisions:

A. One member of the Board shall serve as a member of the board of directors of the Foundation of the duration of his or her term as a member of the Board of Public Education, and

B. The Superintendent of the School shall by virtue of his or her office be

one of the members of the Foundation's Board of Directors until his or her successor is duly appointed.

III. Foundation Bylaws.

The Foundation agrees that it shall maintain bylaws which without limitation cover selection of officers, meetings, compensation for services and amendment procedures.

IV. Foundation Duties and Responsibilities.

A. The Foundation shall receive, hold, manage, use and dispose of real and personal property made or transferred to the Board or to the State of Montana by purchase, gift, devise, bequest or otherwise acquired, and the proceeds, interest and income there from for the use and benefit of the students and former students of the School and other students served by the School.

B. In fulfilling its responsibilities under this Agreement and Mont. Code Ann. 20-8-111, the Foundation agrees that it will:

1. Comply with applicable state and federal law;
2. Maintain financial and accounting records in accordance with generally accepted accounting principles, have an audit performed by a certified public accountant at least once every two years, and provide the Board with a copy of the most recently audited financial statement;
3. Provide the legislative auditor access to records as may be necessary to comply with the requirements of Mont. Code Ann. 18-1-118(2), except that the financial records of private donors are confidential and shall not be released or accessed by the

public unless required by law;

4. Establish and maintain a written policy covering the acceptance, management, disposal or expenditure of income, proceeds, interest and property managed by the Foundation pursuant to this Agreement; and

5. Provide quarterly reports to the Board concerning the acceptance and disposition of all property obtained by it or transferred to the School.

V. Relationship Between Foundation and Board.

A The Board recognizes that the Foundation is a private, nonprofit organization independent of the Board;

B. The Board agrees to encourage and maintain the independence of the Foundation, while fostering a cooperative relationship between the Board and the Foundation;

C. The Foundation agrees to cooperate with the Board in fulfilling the Foundation's purposes as defined in its articles of incorporation and in complying with its responsibilities under this Agreement

VI. Liability Exposure.

The parties agree that the liability of the Board, its officials and employees, is controlled and limited by the provisions of title 2, chap. 9, Mont. Code Ann. Any provisions of this Agreement shall be controlled, limited, and otherwise modified to limit any liability of the State of Montana and the Board to that set forth in title 2, chap. 9, Mont. Code Ann.

VII. Indemnification.

Each party agrees to be responsible and assume liability for its own wrongful or negligent acts or omissions, or those of its officers, agents or employees, to the full extent required by law. Each party agrees to maintain reasonable coverage for such liabilities either through commercial insurance or a reasonable self-insurance mechanism, and the terms of such insurance coverage or self-insurance mechanism shall be provided to the other party upon request.

VIII. Term of Agreement; Entire Agreement.

This Agreement shall begin on the date of its execution by both parties and shall continue until terminated by either party as provided in this Agreement or until superseded by a subsequent agreement between the parties. This Agreement shall be considered the sole and entire Agreement between the parties and shall supersede and replace all pre-existing agreements between the parties.

IX. Termination.

This Agreement may be terminated at any time by the mutual written consent of the parties or upon sixty (60) days written notice by one party to the other party.

X. Dissolution.

If the Foundation's corporate structure is dissolved, the board of directors of the Foundation shall dispose of all the assets of the Foundation in accordance with the laws of the State of Montana and the terms of its articles of incorporation and by-laws. Any assets not so disposed of shall, to the extent allowed by law, be transferred to the Board.

XI. Amendments.

This Agreement may be modified by written amendments signed by authorized

representatives of both parties.

XII. Disputes and Venue.

This Agreement is governed by the laws of the State of Montana. The parties agree that any litigation concerning this Agreement must be brought in the First Judicial District Court in and for the County of Lewis and Clark, State of Montana. Each party shall pay its own costs and attorney fees.

The following persons, being duly authorized to sign this Agreement and bind the above-named parties, do hereby execute this Agreement on the date shown below.

	MONTANA SCHOOL FOR THE	_____	BOARD OF PUBLIC EDUCATION
	DEAF AND BLIND FOUNDATION, INC		
	By: _____	_____	By: _____
	Title: _____	_____	Title: _____
	Date: _____	_____	Date: _____

FUTURE AGENDA ITEMS

May 8-9th, 2014

CSPAC Appointments
Student Representative Last Meeting
BASE Aid Payment Schedule
Assessment Update
Alternative to Standards Requests &
Renewals
MACIE Update
Federal Update
College & Career Readiness/Professional
Learning Network - OPI