

**Montana School for the Deaf and Blind  
3911 Central AVE  
Great Falls, MT**

**May 8-9<sup>th</sup>, 2014**

***BOARD OF PUBLIC EDUCATION***

# AGENDA

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

May 8-9<sup>th</sup>, 2014  
Montana School for the Deaf and Blind  
3911 Central AVE  
Great Falls MT

**Thursday May 8, 2014**  
**8:30 AM**

**CALL TO ORDER**

**\*\*Pledge of Allegiance by MSDB Students and Presentation from Students\*\***

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

**PUBLIC COMMENT**

**CONSENT AGENDA**

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

- A. Correspondence
- B. March 14<sup>th</sup>, 2014 Minutes
- C. Financials

**ADOPT AGENDA**

**INFORMATION ITEMS**

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

- Item 1      **CHAIRPERSON'S REPORT**  
              Sharon Carroll
- Committee Appointments: MSDB and MACIE

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

**ACTION**

**PUBLIC COMMENT**

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

- **CSPAC Appointments**
  - Dr. Cindy O'Dell – Post Secondary Representative
  - Jo Dell Beeler K-12 Specialist
  - LeAnne Yenny – Teacher K-8

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.*

- **MACIE Appointment – Mr. Vernon Finley**

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

- **Introduction of new Student Representative**

**DISCUSSION**

- ❖ **ASSESSMENT COMMITTEE – Paul Andersen (Item 7)**

Item 7            **ASSESSMENT UPDATE**  
Judy Snow

- ❖ **MACIE LIAISON – Sharon Carroll (Item 8)**

Item 8            **MACIE REPORT**  
John Bercier

- ❖ **ACCREDITATION COMMITTEE – Bernie Olson (Items 9-10)**

Item 9            **TEAMS UPDATE**  
Nancy Coopersmith

**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           **HJ14 AND FINANCIAL EDUCATION: FOLLOW UP DISCUSSION FROM MARCH BPE MEETING**  
Pete Donovan

❖ LICENSURE COMMITTEE – John Edwards (Items 11-12)

- Item 11 REPORT ON THE REVISION PROCESS OF ARM TITLE 10, CHAPTER 57  
EDUCATOR LICENSURE AND APPROVAL OF TIMELINE  
Dennis Parman

\*\*\*TIME CERTAIN AT 1:30 PM\*\*\*

- Item 12 LICENSURE APPEAL BPE CASE# 2013-06  
Katherine Orr

❖ ACCREDITATION COMMITTEE – Bernie Olson (Item 13)

- Item 13 RECOMMEND APPROVAL OF THE STATE SUPERINTENDENT'S  
RECOMMENDATIONS OF THE VARIANCE TO STANDARDS REQUESTS  
Dennis Parman

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Items 14-15)

- Item 14 RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING PERTAINING TO  
THE AMENDMENTS OF ARM TITLE 10, CHAPTER 64 SCHOOL BUS DRIVER  
QUALIFICATIONS  
Donell Rosenthal

- Item 15 RECOMMEND APPROVAL OF THE BASE AID PAYMENT SCHEDULE  
Nancy Coopersmith

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

- Item 16 RECOMMEND APPROVAL OF THE STATE EXIT REPORT OF THE DECEMBER 1-4,  
2013 REVIEW OF THE PROFESSIONAL EDUCATION UNIT AT ROCKY MOUNTAIN  
COLLEGE  
Dr. Linda Peterson, Stephanie Schmitz

DISCUSSION

- Item 17 REPORT ON THE REVISION PROGRESS OF ARM TITLE 10, CHAPTER 58  
PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS  
Dr. Linda Peterson, Patty Muir, Michael Hall

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**Friday May 9<sup>th</sup>, 2014**  
**8:00 AM**

❖ MSDB LIAISON - Lila Taylor (Item 18)

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 18 MSDB REPORT  
Steve Gettel**

- **MSDB Superintendent Search**
- **Approve draft budget proposals prepared for OBPP for 2017 biennium**
- **Approve MSDB 2014-2015 School Calendar**
- **Motion to review ARM Title 10 Chapter 59: School for the Deaf and Blind Foundation Sections 103 and 104**
- **Motion to Approve MHSR Renewal Forms for:**
  - **Boy and Girls Basketball**
  - **Boys and Girls Track**
  - **Co-Op with Great Falls Public Schools for Football**

**DISCUSSION**

❖ **EXECUTIVE COMMITTEE – Sharon Carroll (Items 19-21)**

**Item 19 PRESENTATION ON STEM GRANT  
Dr. Ken Miller, Rayelynn Connole**

**Item 20 MSDB SUPERINTENDENT EVALUATION  
Sharon Carroll**

**Item 21 BPE EXECUTIVE DIRECTOR EVALUATION  
Sharon Carroll**

**FUTURE AGENDA ITEMS July 17-18<sup>th</sup>, 2014**

*Strategic Planning Meeting  
CSPAC/BPE Joint Meeting  
Annual CSPAC Report  
Annual GED Report  
Special Education Report  
Assessment Update  
Federal Update  
Accreditation Update*

**PUBLIC COMMENT**

**ADJOURN MEETING**

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

*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 but time limits on public comment may be set at the Chair's discretion.*

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

## **CALL TO ORDER**

- A. Pledge of Allegiance by MSDS Students**
- 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. March 14, 2014 Minutes**
- C. Financials**

# CORRESPONDENCE

**To Whom It May Concern,**

**Common Core is an effort to centralize education by dictating the standards and assessments that will determine the content taught in every public school across the country. Each child will be put into one mold even though each child is unique.**

**There is no evidence that Common Core will improve academic outcomes or boost international competitiveness. Also, it is assumed that these uniform standards are preferable to state standards guided by input from parents, teachers and taxpayers.**

**The only mathematician on the Common Core Validation Committee was Dr. James Milgram. He rejected the standards saying that they would leave American students at least two years behind their counterparts in the highest achieving nations by 8<sup>th</sup> grade.**

**English language arts standards diminish the study of great literature in favor of nonfiction “informational” documents that students might encounter in their entry level jobs. How is this a higher standard? Dr. Sandra Stotsky, an expert on language arts standards refused to endorse the standards because they don’t prepare students for university coursework or for a life of meaningful citizenship.**

**One-time grants from the Race to the Top federal program will not cover all the costs for implementing and maintenance. There will be a significant cost to taxpayers. The Pioneer Institute for Public Policy Research determined that it will cost Montana about \$40 million to implement Common Core.**

**The responsibility for education lies with the states and local school boards and not with the federal government. Local citizens and parents should oversee school curriculums. There were no public hearings held in Montana regarding the adoption of Common Cores standards and there was no action from the state legislature to adopt these standards. I strongly urge state leaders to restore control of standards and curriculum to local school boards, parents and citizens and to strengthen existing state standards and tests.**

**Sincerely,**

**Julie Wolf**

**316 Skyline Dr. NE**

**Great Falls, MT. 59404**

**453-2761**



2/27/14  
PO Box 200601  
Helena, MT 59620

Dear Montana  
Board of Education,

I would  
really like the  
Board to give the  
public more time to  
get familiar with Common  
Core and the testing. I'm  
asking that Common Core be  
~~stopped~~ to give people like me  
time to catch up on what it  
is about, who's behind it,  
what data is gathered in the



- 2 -

tests and  
why, and  
I'm sure

there are  
more issues out  
there to address.

It may be a good  
thing but I'm just finding  
out about it & its been in  
the works for over four years.  
I'd like to study it more before  
it is fully enacted.

Thank you - Judy Harris  
PO Box 98  
Lakeside MT 59922

**From:** [Skoog, Genii](#)  
**To:** [Stockton, Kris](#); [Donovan, Pete](#)  
**Subject:** FW: GER RID OF COMMON CORE  
**Date:** Thursday, March 06, 2014 9:28:22 AM

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Genii

-----Original Message-----

From: Don Johnson [<mailto:wr7dw@rexforddsl.net>]  
Sent: Thursday, March 06, 2014 9:26 AM  
To: Skoog, Genii  
Subject: GER RID OF COMMON CORE

please have the school board rescind Common Core.  
thank you Don Johnson Rexford, mt

**From:** [Donovan, Pete](#)  
**To:** [Stockton, Kris](#); [Skoog, Geni](#)  
**Subject:** FW: My criticisms re: "Common Core"  
**Date:** Friday, March 07, 2014 10:52:50 AM

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The Marines weigh in on the Common Core.

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**From:** TonyO [mailto:sti4125@blackfoot.net]  
**Sent:** Thursday, March 06, 2014 1:39 PM  
**To:** mteducationaction@gmail.com  
**Cc:** Donovan, Pete  
**Subject:** My criticisms re: "Common Core"

Ladies & Gentlemen:

Having graduated from a Massachusetts high school, then from Harvard University, I benefited from what has long been considered a superior educational system in one of the original 13 Colony-States, which valued its history, held up high standards in English reading skills and math/sciences, and refrained from imposing politicized top-down decisions on local school Boards of Trustees.

*I also served 12 years, from Recruit to Captain, in the United States Marine Corps, and earned 11 course completion certificates from The Marine Corps University. Then, I combined on-the-job training with courses from American College, Bryn Mawr, PA and earned the coveted "Chartered Life Underwriter" CLU in 1962.*

When we moved to Montana in 1974, a major reason was the quality of local public schools in Mission Valley, where our ranch was on the border where three school districts joined and our students would have free choice of which school they attended. All 4 graduated from St. Ignatius District 28, 3 with honors, and all with a choice of colleges. I served on that school's Superintendent's Advisory Board during the time when Middle School was pioneering in using TRS-80 computers, not only by teaching staff, but by students in classrooms. Now, although we left for work in Alaska and winters in Hawaii, 7 of our 8 grandchildren have progressed through Montana's public schools and University system.

Given that context, I now list some of my criticisms of this "Common Core" system and the way it's being imposed.

1. English Reading Skills - My Massachusetts friends tell me that CC will lower reading skills there. That State's standards were higher than the new ones.

However teachers there are increasingly hamstrung by curriculum they did not choose, by textbooks their Trustees did not approve, and by mandates that infringe upon their freedoms. Close to Massachusetts', Montana's test results have always been surprisingly high, but I sense the same critical "lowest common denominator" effect at work. Too many teachers increasingly complain they "haven't enough time" to cover the material THEY believe is important, because they are told to complete the CC segments, or else. Kindergarden is where reading skills explode, or don't. I've watched K teachers truck home 30 pounds of files 5 nights a week and go back to school tired in the AM. I conclude that CC is placing an administrative burden on teachers and that is preventing many from doing what they know and love best !

2. Math & Science - . The great distances separating many Montanans have been a compelling force behind early computerizing of our public schools, with digital and miniaturized communications, the Internet, whole libraries scanned into "the cloud" and readable on laptops, readers like "Kindle", and even smart phones. Every student with a cell phone becomes a potential Associated Press photographer, or courtroom witness with digital memory backed up multiple times for corroboration, or researching scientist with factual scientific observations preserved for later classroom analysis. Can Montana preserve that "lead" many of its public school students already have? Preserve that "attitude"

that independent thinking students apply to what they see in Nature? to what they bring to class and share with others? to the critique many teachers use in their teaching technique so that students' experiences apply to parts of the curricula, to the processes used in analysis, even towards some (perhaps) original idea that might be expanded into an invention, a new farm crop experiment, a new local industry, an original musical score, or a practical improvement in the health care system? However, to the contrary, several math teacher friends have told me that Algebra 1 is being delayed a year via CC, when they would prefer to teach Algebra sooner to capable students. How will that help Montana's future construction tradesmen, Internet technicians, software developers, farmers & ranchers solve practical problems? How will that assist students reaching for college and careers in science, technology, engineering, and math? At least 1/3 of our students will need advanced math or they'll be averaged down to a "lowest common denominator" .

3. Generally lower standards. Over the past 50 years I have personally witnessed a lowering of educational standards. My Massachusetts high school , and Harvard, used subjective essay testing. Students wrote out answers to test questions in "blue books", teachers read those many pages of answers, and teachers' comments, both complimentary and critical, were appreciated by students who sometimes learned more from the testing process than the course classes. I never saw a multiple choice test until I enlisted in the Marines, which aimed to get from its enlisted men, and officer corps as well, a HIGHER common denominator, but a common one. If we want every public school student to move in a herd, common core would seem to aim for regimentation, and accomplish it! . Instead, our educational system should encourage and enable each individual student to maximize his/her abilities & accomplishments, in every subject. Yes, there needs to be a minimum standard, But there should be NO upper limits placed on either teaching staff or students. I'd like to see CC standards placed on Montana's high school and college Football or Basketball programs, and read all the mail you get from coaches, players, parents, and fans!

4. American History.. CC is multiplying what I call "revisionist history" in our history textbooks and classrooms. For example, one "American History" textbook I saw being used recently in a Montana classroom granted George Washington 1 page, including the statement that Washington was a slave owner, and 9 pages on Martin Luther King, Jr and his impact on the Civil Rights Movement. That book may have gone over well in Harlem or Bedford-Styvesant, NYC, but it is not a fair representation of American History given Montana's student makeup. Why marginalize the heroes among our Founding Fathers, their search for freedom to practice their spiritual and religious beliefs, their struggle to break away from their mother country and establish a new and higher standard of self-governance among men, and their set of family and educational values which made America great?

5. Top-Down centralized decision-making. I believe CC is extending a process begun with "No child left behind" and earlier social experiments extending from John Dewey and other socializing "statists. We pay lip service to "Local Control" and ask our neighbors to volunteer their time to serve as Trustees on School Boards, on Curricula Committees, and on Citizens' Advisory Panels, but then we accept a teaching system imposed from District of Columbia/Corruption/Crime by some dork just because he has a PhD and some political pull? While the costs of testing students and training teachers has nearly tripled per student?

6. UN-DEMOCRATIC process used to get CC into Montana's public schools. My understanding is that THREE people made the decision to IMPOSE CC on Montana and its school system; Then-governor Schweitzer, the Supt.of Public Instruction, and Bill Ayers of Chicago who preaches from the "Saul Alinsky Communist Community Core Organizers Religious Handbook for Creating Revolutions" . That should NEVER have happened in a Constitutional Republic practicing democratic processes of problem-solving. Read the Preamble of the Constitution for The State of Montana! There should have been at least a year-long discussion period involving parents, teachers, MEA grassroots membership, all in local communities. NOT using the stealth "Delta" method but in a true "Townhall" settings. And those responsible for "Common Core" may have breached their Oaths of Office. They may even be personally liable, as PERJURERS, for damages to students' careers, and the additional costs to Montana Tax payers.

7. The "elephant in the room" . Lurking in the background, as every Montanan who reads and thinks for himself/herself knows, is the United Nations' Agenda For The 21st Century, commonly known as "Agenda 21". Common Core appears to be a keystone in the New World Order, or one world government being attempted by powerful elitists to increase their power and control - and profits. Behind EVERY ONE of Agenda 21's programs are select small groups of manipulators - and even investors of both time and money - to gain their own personal desires at the expense of society, while pretending to "improve" conditions somewhere. Behind blocking key parts of the Keystone Pipeline from Athabasca Tar Sands to Galveston TX ( which might enable North America to become COMPLETELY energy independent in 10 years) are less than 30 private investors in Brazil's huge and largely undeveloped oil/gas reserves via Petrobras, and they've been controlling US government policies. Behind the lie called "RE" -introduction of wolves into the Yellowstone National Park habitat ( the perpetrators of that lie actually imported a new, exotic, fast-multiplying, pack-hunting, WEED subspecies ( Canis Lupis Occidentalis) from Carabou country in northern Canada, intending to multiply and release them upon farm and ranch country west of the Mississippi, so that as many as 30,000 private farmers and ranchers would find it so unprofitable, so unpleasant, and so discouraging that they would want to sell out to placeholder environmental NGOs until the Congress could be conned into appropriating funds to change private lands into public lands, according to one of Karl Marx's Ten Planks in his "Communist Manifesto". Behind Common Core Educational systems is the hidden agenda to bring all American students' abilities and performances down to a new lowest common denominator. That's what "Dumbing Down" means.

Let's not joke about this! Let's release all local Montana Schools to use what they know works, to try new teaching tactics only when approved by local Boards and administrations, to allow all students to move at their own best directions and speed, and toss Common Core back on Washington, where you can already see its declining test results in their public schools!

Thanks for listening! Sincerely, Tony Ostheimer.

Montana Board of Public Education  
46 N. Last Chance Gulch  
PO Box 200601  
Helena, MT 59620

**RECEIVED**  
MAR 05 2014  
BOARD OF  
PUBLIC EDUCATION

To Whom It May Concern:

I am a concerned mother from Wibaux, MT. I am writing urging you to seriously consider opting Montana OUT of the Common Core Standards. These standards are poorly written and were adopted without any input from the state legislature. I am concerned that our local schools will loose all control and input regarding curriculum choices. These standards are a one-size-fits-all approach to educating our children. Meaning each state will be teaching the same thing at the same time generally. The standards allow for very little deviation. Teachers should have the freedom to teach as they see fit based on needs in each classroom, and to choose curriculum. They should not be forced to teach from a script or to teach-to-the-test, so to speak. Which is what common core, by design forces them to do. Additionally, the testing and training required for the standards will place a greater financial burden on taxpayers and schools.

The claim is that the CCSS provide for a more rigorous and in depth study. For instance, I have seen some examples of math problems. They are not how you or I learned math. They are ridiculous and far more complex than they need to be. Turning a simple math problem into a complex maze of unnecessary steps does not equate to rigor, it equates to wasted time and frustration on the part of students, teacher and parents. Math is a fairly concrete subject. Numbers and their values do not ever change. Why the methods in which math should be taught, and how one arrives at a correct answer ever really need to be dictated by a set of national standards?

Many states across the nation are currently working on legislation to pull-out of these standards. Five states never adopted them. The standards were hastily written and hastily adopted, and now many red-flags are being raised. I strongly urge the Montana Board of Public Education to allow Montana's schools to be opted out of the Common Core State Standards.

Thank you for your consideration in this matter.

Sincerely,



Melissa Tvedt  
PO Box 60  
Wibaux, MT 59353  
406-796-7669  
mtvedt@middrivers.com

**From:** [Donovan, Pete](#)  
**To:** [Stockton, Kris](#)  
**Subject:** FW: CCSS questions  
**Date:** Monday, March 10, 2014 8:46:59 AM

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-----Original Message-----

From: Susan Stengel [<mailto:slsmt413@gmail.com>]  
Sent: Friday, March 07, 2014 6:43 PM  
To: Donovan, Pete  
Subject: CCSS questions

Dear Pete -

Dennis Parman, MT OPI, suggested I contact you regarding specific questions I have regarding the application, review and adoption process of the Common Core State Standards by MT in November, 2011. I reviewed your website and found no reference to CCSS ....

Questions:

- 1) Who served on the application preparation and review process committee?
- 2) According to Dennis, and OPI and Bozeman School District websites, there was extensive involvement by educators and the public prior to CCSS adoption.  
Would you please provide me with a list of dates and locations of these "public" meetings across Montana prior to CCSS adoption? After its adoption?
- 3) Who currently serves on CCSS committees to guide districts with curriculum alignment?
- 4) What assurances do parents have that the curriculum adaptation will not favor one political worldview over another?
- 5) How will CCSS impact private schools and home schoolers regarding standards-driven curriculum and assessments?
- 6) What is the estimated cost to MT to implement CCSS? Per an article in our newspaper, Denise Juneau estimated our cost at \$34 million. Where does this money come from?
- 7) Would you please provide me with a brief history of the adoption process, including the amount of federal stimulus money we received? From what federal source? (I know we didn't apply for or receive \$\$ from the RTTP.) Please also confirm that we received a NCLB waiver in lieu of adopting CCSS.

An extensive search of our local newspaper's archives resulted in only a handful of articles about CCSS in our district - all after its adoption. I have spent HOURS reading websites of organizations who are responsible for CCSS - NGA, CCSSO, Achieve, PARCC, etc.

Thank you for your time -  
Susan Stengel  
Parent, former English & Drama teacher, concerned MT citizen

PS - During my search of your website, I discovered these grammatical errors on the "Strategic Planning" page:  
Goal 2 - Boards / should be Board's  
Goal 3 - provoke / should be promote (yes?) Goal 4 - student's / should be students Goal 5 & 6 - Boards / should be

Board's

**From:** [Donovan, Pete](#)  
**To:** [Stockton, Kris](#)  
**Subject:** FW: Common core letter campaign  
**Date:** Tuesday, March 11, 2014 8:06:10 AM  
**Attachments:** [SENDER\\_EMAILashwy@midrivers@@com.png](#)

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**From:** ashwy@midrivers.com [mailto:ashwy@midrivers.com]  
**Sent:** Monday, March 10, 2014 9:59 PM  
**To:** Donovan, Pete  
**Subject:** Common core letter campaign



March 10, 2014

Dear Mr. Donovan,

We are concerned parents about Common Core working it's way into our Montana schools. We *need* this to be stopped.

I have three children in the public education system and am very concerned about what common core will mean for them and their future.

- Once this is set into place the local government will no longer have control to make decisions for what happens in our schools.
- These standards will not provide students with an essential STEM career. We need our children to be prepared in these important courses for what the future holds for our nation.
- This is **not** even handled in the our own state legislature. The approval process has been largely through the State Board of Education and the Governor.
- The cost comparison before common core we were paying \$11-\$13 for testing per student now we pay \$29 per student.
- One of the largest teachers unions in the country, State of New York, has asked to suspend Common Core for three years.
- Examples of math school work children are being taught are not even close to being correct! The younger students are being pushed to hard and common core only teaches to the second year of high school! What about those important courses which prepare them for college!

Maybe we should not be so hasty in our decision and look for an educational curriculum that will truly prepare our children for the future.

Thank you for taking this letter into immediate concern!

Sincerely,  
Jason and Laura Quale  
Glendive, MT  
[napa070@gmail.com](mailto:napa070@gmail.com)



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**From:** [Donovan, Pete](#)  
**To:** [Stockton, Kris](#)  
**Subject:** FW: Common Core Standards  
**Date:** Tuesday, March 11, 2014 9:43:23 AM

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**From:** Steve Heidner [mailto:sbheidner@gmail.com]  
**Sent:** Tuesday, March 11, 2014 9:39 AM  
**To:** mteducationaction@gmail.com; Donovan, Pete  
**Subject:** Common Core Standards

I am writing in regards of the new Common Core Standards that have been adopted by Montana and are in the process of being implemented. I have read many of the arguments for adopting Common Core and I find them lacking. Upon further investigation into the actual assignments of Common Core I find it to be an inferior education to what has been taught in the past.

The argument that says it will help kids that move from state to state stay on top of education is a non-issue in my point of view. Being a child who moved around a lot as a kid, I never found that I was behind in my education when I started in a new school. And if I was, it just challenged me to work harder to meet the standards of the new school that I was in.

The other argument in favor of Common Core says that it challenges kids to think for themselves and to problem solve for themselves. From everything that I have read from teachers that have been teaching the standards for a while now is that it is having the opposite effect. Kids that were able to think and reason through things are now having anxiety when they can't get the answer they think is wanted or because they don't understand the concept. Or they may have an opinion about something being taught but because it isn't the popular thought or opinion they are criticized for thinking it.

I've also heard that it is supposed to save the states and the schools money by implementing the standards. This is another area of concern for me as it seems everything I have found from other states that have implemented the standards is that it is actually costing them more. And at what cost? We are getting a substandard education, we are taking away the rights of the communities and parents to have a say in what is being taught, and we are taking away the ability for a teacher to tailor education for the strengths or benefits of the students. I could continue to list many more of the reasons that I think we would be failing our children and our educators if we continue down the path of adopting the Common Core Standards, but the email would be long and I'm sure you would lose interest by that point.

I am encouraging you, as our elected and appointed officials, to listen to the desires of your constituents and revoke the implementation of the standards. I don't want to be bullied by the government into adopting something that will have ill effects on our children.

Sincerely,  
Bonnie Heidner

--

Steve & Bonnie Heidner

320 Juniper Ave.  
Glendive, MT 59330  
(406) 377-6903

**From:** [Donovan, Pete](#)  
**To:** [Stockton, Kris](#)  
**Subject:** FW: Common Core  
**Date:** Monday, March 10, 2014 8:55:48 AM

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**From:** Jacque Becker [mailto:[tcreekwoman@yahoo.com](mailto:tcreekwoman@yahoo.com)]  
**Sent:** Monday, March 10, 2014 7:49 AM  
**To:** Donovan, Pete  
**Subject:** Re: Common Core

On Sunday, March 9, 2014 6:30 PM, Betsey Hedrick <[mteducationaction@gmail.com](mailto:mteducationaction@gmail.com)> wrote:  
Thank you for taking the time to write on this important issue! Your letter will be submitted at the meeting.  
B.

Jacque Becker <[tcreekwoman@yahoo.com](mailto:tcreekwoman@yahoo.com)> wrote:

The purpose of this letter is to state my objection to Common Core. As a former educator I am deeply concerned with the direction or course this system appears to be taking. I have read a number of articles and listened to speakers from the field of education who happen to have impressive credentials and am convinced this is a path that should not be traveled.

My reasons:

- a. neither the NGA nor the Council of Chief State School Officers had a grant of Legislative Authority to set up the curriculum
- b. tests will dictate the curriculum which will cause the closure of Charter Schools and stop home schooling
- [c.in](#) a speech by Bill Gates he stated that because of Common Core companies will have direct access to information about students that would make it possible for them, the companies, to know exactly what to produce to "capture the market" of these future graduates. As far as I know marketing is not the purpose of public education.

There are many more but in the interest of your time I will not go further. I would respectfully ask that you consider that parents and local school boards be allowed to determine the needs of their and our children.

We happen to believe that these or "our" children. They do not belong to the state.

Jacquelyn H. Becker  
P.O. Box 522  
2589 Thompson Creek Rd.  
Superior, MT 59872  
406 382 0305

**From:** [Donovan, Pete](#)  
**To:** [Stockton, Kris](#)  
**Subject:** FW: COMMON CORE  
**Date:** Wednesday, March 12, 2014 8:06:25 AM

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**From:** Beth Hinebauch [mailto:[bhineba@midrivers.com](mailto:bhineba@midrivers.com)]  
**Sent:** Tuesday, March 11, 2014 9:43 PM  
**To:** [mteducationaction@gmail.com](mailto:mteducationaction@gmail.com)  
**Cc:** Donovan, Pete  
**Subject:** COMMON CORE

TO WHOM IT MAY CONCERN:

I am opposed to the implementation of Common Core (CC) in our schools for the following reasons. Common Core takes away local control. Common Core did NOT go through the state legislature and it did NOT go through the local school boards. The financial impact is basically unknown. I have seen advertisements showing all the students with their computers. Who is going to purchase all these computers for all the children in every classroom in Montana? The examples of math problems that I have seen, some of which were live video from classrooms, are confusing to the children and pretty much ridiculous, to say the least. The data collection that will be done in the name of education is nothing short of an invasion of privacy. Please STOP the implementation of Common Core in our schools.

Sincerely,  
Beth Hinebauch  
610 Road 118  
Wibaux, Mt. 59353  
406-365-7967

# MINUTES

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

March 14<sup>th</sup>, 2014  
State Capitol Building, Room 455  
Helena, MT

**Friday, March 14<sup>th</sup>, 2014**  
**8:00 AM**

**CALL TO ORDER**

Chair Sharon Carroll called the meeting to order at 8:04 AM.

Chair Carroll read the timeline of the Adoption of the Montana Common Core State Standards and the legal advice from Ms. Katherine Orr, Attorney, Agency Legal Services.

Board members present included: Chair - Ms. Sharon Carroll; Ms. Erin Williams; Ms. Charity Ratliff; Mr. Paul Andersen; Ms. Lila Taylor; Mr. John Edwards; Ms. Mary Jo Bremner. Absent: Vice-chair Mr. Bernie Olson. Staff present included Mr. Pete Donovan, Executive Director Board of Public Education; Ms. Kris Stockton, Board of Public Education Administrative Assistant. Guests present included: Dr. Linda Peterson, OPI; Ms. Ann Gilkey, OPI; Deputy Superintendent Mr. Dennis Parman, OPI; Ms. Nancy Coopersmith, OPI; Ms. Teri Wing, OPI; Ms. Christine Emerson, OPI; Ms. Judy Snow, OPI; Representative Tom Jacobson, Great Falls, MT; Dr. Kirk Miller, School Administrators of Montana; Ms. Nancy Hall, OBPP; Mr. Tim Ravandal, Townsend, MT; Ms. Cindy Brooks, Eureka, MT; Ms. Gina Satterfield, Helena, MT; Kathy Titchbourn, Trego, MT; Mr. Eric Feaver, MEA-MFT; Mr. Pat Schlaugh, Student Assistance Foundation; Ms. Debra Lamm, Livingston, MT; Ms. Kelly Cresswell, Student Assistance Foundation; Mr. Dohn Ratliff, Hardin, MT; Mr. TJ Eyer, OPI; Ms. Laura Needham, Billings, MT; Ms. Lori Gilbert Lee, Billings, MT; Ms. Karen Cox, Billings, MT; Mr. Nick Gevock, Montana Wildlife Federation, Helena, MT; Ms. Kristi Miller, Billings, MT; Dr. Christine Shearer-Cremean, MSU Northern; Dr. Barbara Vail, Rocky Mountain College; Ms. Kari Zeier, Billings, MT; Ms. Christy Wagner, Harrison, MT.

**PUBLIC COMMENT**

Public comment was heard from Ms. Laura Needham; Ms. Gina Satterfield; Mr. Tim Ravandal; Ms. Cindy Brooks; Ms. Lori Gilbert Lee; Ms. Kathy Titchbourn; and Ms. Karen Cox. All comments were in opposition to the Montana Common Core State Standards.

**CONSENT AGENDA**

The consent agenda was approved as presented.

**ADOPT AGENDA**

The agenda was approved with changes as Item 5 being moved to Item 1.

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

**INFORMATION ITEMS**

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

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

Dr. O'Brien was dialed in via conference phone to give the Governor's Office report. Dr. O'Brien discussed Early Childhood and the work being done for that program. An update was given regarding K-12 specifically increased graduation rates due to the Graduation Matters Montana program, and a grant from the Washington Foundation to the MT Digital Academy to support lowering remediation rates for college freshman. Higher Education is focusing on increasing Dual Enrollment and the number of Montanans with at least a 2 year degree. The Mainstreet Montana report will be released within the next 2 weeks. Dr. O'Brien also reported on some of the events the new Lieutenant Governor Angela MacLean has been attending.

## **PUBLIC COMMENT**

Chair Carroll returned to the Public Comment period so that all visitors could speak. Ms. Karen Fox gave public comment in opposition to the Montana Common Core State Standards.

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

Chair Carroll reported that she has been asked to be a member of the Montana Developmental Education Council. Chair Carroll also discussed her attendance at a recent EPASS training and how her school is developing a teacher evaluation tool, her weekly calls with Mr. Donovan, and a new Science Friday's program at her school. Chair Carroll announced that Mr. Donovan and Mr. Gettel's evaluations will be conducted at the May Board meeting.

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

Mr. Donovan gave a brief update on a few items including his attendance at OPI's Assessment Conference in January, his work on the Dual Enrollment Task Force in conjunction with the Commissioner's Office, attendance at the Board of Regents meeting, and upcoming events including CSPAC appointments at the May meeting, the ELG K-20 Sub group, and the upcoming CSPAC meeting April 25<sup>th</sup>.

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

Superintendent Juneau welcomed new Board member Ms. Mary Jo Bremner to the Board of Public Education. The Superintendent announced new Graduation Matters Schools, a new grant helping to fund the program, and that she will report to the Board in May regarding a meeting of the Health Education group. The Superintendent also discussed new Arts standards being worked on in conjunction with the MT Arts Council, and the revision of the Chapter 57 and Chapter 58 Standards. The Superintendent asked for the Board to approve the following MACIE Nominations.

## **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.***

### **APPROVAL OF MACIE NOMINATIONS**

- **Mr. Voyd St. Pierre**
- **Ms. Glenda McCarthy**
- **Mr. Alvin "Jim" Kennedy**
- **Ms. Corri Smith**



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

Representative Tom Jacobson presented to the Board the background of financial literacy, and the history of HJ14. Mr. Jacobson reviewed his history in financial education, and his work with high risk students teaching them financial literacy and savings. Members of the public then commented on HJ14 and the importance of educating youth on financial literacy. Public Comment was heard from Vicki McDonald, Financial Life Coach from Missoula; Ms. Kelly Cresswell, Student Assistance Foundation, Ms. Laura Needham, and Mr. Dohn Ratliff. Chair Carroll asked that Mr. Jacobson work with Board member Williams who is on the Accreditation Committee to discuss this item. The Accreditation Committee will then refer it back to the Board with a recommendation.

**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.*

**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**

Ms. Rosenthal presented the Notice of Public Hearing and proposed Timeline for the Amendments of ARM Title 10, Chapter 64 School Bus Driver Qualifications. Board member Edwards addressed concerns he has with the new rules and asked for any comments from the Board. Board member Williams asked for more specifics on what school districts should look for when reviewing background checks on bus drivers. Discussion took place on how that can or cannot be done.

**Mr. John Edwards moved to disapprove the Superintendent's request to submit the Notice of Public Hearing for ARM 10.64.201 and hearing for April 23<sup>rd</sup>, and delay the motion until the May 2014 Board of Public Education meeting with new language. Motion seconded by Ms. Erin Williams.**

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

**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**

Dr. Peterson reviewed the revision process for the Chapter 58 Program standards. Dr. Peterson anticipates having information to present to the Certification Standards and Practices Advisory Council at the April 25<sup>th</sup> meeting. OPI is also working with the Montana Council of Deans in this process. Dr. Peterson noted that Areas of Permissive Special Competency are being reviewed to see how beneficial they are, and whether or not an endorsement or a minor might be a better option.

**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-Creman, MSU Northern**



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

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## ADJOURN

**Motion to adjourn meeting at 1:57 PM made by Mr. John Edwards. Motion seconded by Ms. Erin Williams.**

### Meeting adjourned at 1:57 PM.

*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](mailto:kmstockton@mt.gov) or phone at 444-0302.*

# FINANCIALS

# 51010 Board of Public Education

## ORG Budget Summary by OBPP Prog, Fund, Subclass

Data Selected for Month/FY: 01 (Jul)/2014 through 10 (Apr)/2014

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

[Refresh](#)

[Return to Menu](#)

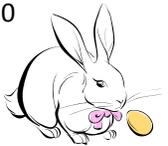
OBPP Program	Fund	Org	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance	
<b>01 K-12 EDUCATION</b>					<b>387,948.00</b>	<b>216,895.78</b>	<b>0.00</b>	<b>171,052.22</b>	
<b>01100 General Fund</b>					<b>215,764.00</b>	<b>98,741.45</b>	<b>0.00</b>	<b>117,022.55</b>	
<b>1 BOARD OF PUBLIC EDUCATION</b>					<b>215,764.00</b>	<b>98,741.45</b>	<b>0.00</b>	<b>117,022.55</b>	
<b>235H1 ADMINISTRATION</b>					<b>199,196.00</b>	<b>98,741.45</b>	<b>0.00</b>	<b>100,454.55</b>	
					61000 Personal Services	174,559.00	75,145.89	0.00	99,413.11
					62000 Operating Expenses	22,855.00	23,595.56	0.00	(740.56)
					69000 Debt Service	1,782.00	0.00	0.00	1,782.00
<b>235H2 AUDIT (RST/BIEN)</b>					<b>16,418.00</b>	<b>0.00</b>	<b>0.00</b>	<b>16,418.00</b>	
					62000 Operating Expenses	16,418.00	0.00	0.00	16,418.00
<b>235Z1 WORKERS COMP. REDUCTION</b>					<b>150.00</b>	<b>0.00</b>	<b>0.00</b>	<b>150.00</b>	
					61000 Personal Services	150.00	0.00	0.00	150.00
<b>02122 Advisory Council</b>					<b>117,184.00</b>	<b>81,934.78</b>	<b>0.00</b>	<b>35,249.22</b>	
<b>30 Advisory Council Program 01</b>					<b>117,184.00</b>	<b>81,934.78</b>	<b>0.00</b>	<b>35,249.22</b>	
<b>235H1 ADMINISTRATION</b>					<b>116,810.00</b>	<b>81,934.78</b>	<b>0.00</b>	<b>34,875.22</b>	
					61000 Personal Services	116,810.00	81,934.78	0.00	34,875.22
<b>235Z1 WORKERS COMP. REDUCTION</b>					<b>374.00</b>	<b>0.00</b>	<b>0.00</b>	<b>374.00</b>	
					61000 Personal Services	374.00	0.00	0.00	374.00
<b>02219 Research Fund</b>					<b>55,000.00</b>	<b>36,219.55</b>	<b>0.00</b>	<b>18,780.45</b>	
<b>50 Research Program 01</b>					<b>55,000.00</b>	<b>36,219.55</b>	<b>0.00</b>	<b>18,780.45</b>	
<b>235H1 ADMINISTRATION</b>					<b>55,000.00</b>	<b>36,219.55</b>	<b>0.00</b>	<b>18,780.45</b>	
					61000 Personal Services	0.00	0.00	0.00	0.00
					62000 Operating Expenses	55,000.00	36,219.55	0.00	18,780.45
					69000 Debt Service	0.00	0.00	0.00	0.00
<b>Grand Total</b>					<b>387,948.00</b>	<b>216,895.78</b>	<b>0.00</b>	<b>171,052.22</b>	

# CALENDARS

# 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 Mtg w/Dr. Peterson re: Chpt 58 Review - Pete	22
23	24	25	26 MSDB Committe Mtg Conf Call - Pete, Sharon, Bernie, Lila	27	28	29
30	31	Notes:				

# April 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 Meeting w/Shannon O'Brien - Pete	3 Bus Driver Qualifications Call - Pete, Ann Gilkey, Donelle Rosenthal, John Edwards	4	5
6	7	8 Meeting w/Eric Feaver - Pete Chpt 57 Review Mtg-Pete	9	10 Shared Policy Goals Sub Committee Mtg-Pete	11 Education & Local Gov't Interim Committee Mtg -Pete	12
13	14 Mtg w/Claudette Morton - Pete MT Digital Academy Conference Call-Pete Mtg w/Dennis Parman - Pete	15 Data Governance Conf Call - Sharon	16	17	18	19
20 	21 Chapter 57 Meeting - Pete	22 TLLC Workgroup Meeting-Pete	23 Meeting w/Auditor - Kris, Pete	24	25 CSPAC Meeting	26
27	28	29	30 MSDB Committee Mtg - Pete, Sharon, Lila, Bernie	Notes:		

# May 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:				1 OPI Annual Meeting - Pete	2	3
4	5	6 Meeting w/Dr. O'Brien - Pete	7	8 Board of Public Education Meeting	9	10
11 Mother's Day	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26  <i>Memorial Day</i>	27	28	29	30	31

# **INFORMATION**

## **❖ REPORTS – Sharon Carroll (Item 1)**

### **ITEM 1**

#### **CHAIRPERSON’S REPORT**

**Committee Appointments – MSDB and  
MACIE**

**Sharon Carroll**

**ACTION**

**ITEM 2**

**EXECUTIVE DIRECTOR REPORT**

**CSPAC Appointments**

**Peter Donovan**

**Meetings Attended by Peter Donovan**  
**01/28/2014 – 05/09/2014**

**March**

- |  |            |
|--|------------|
| 1. Meeting with Dr. Linda Peterson re: Chapter 58 Review | 03/21/2014 |
| 2. MSDB Committee Meeting Conference Call                | 03/26/2014 |

**April**

- |   |            |
|---|------------|
| 3. Meeting with Dr. O'Brien                               | 04/02/2014 |
| 4. Bus Driver Qualifications Conference Call              | 04/03/2014 |
| 5. Meeting with Eric Feaver                               | 04/08/2014 |
| 6. Chapter 57 Review                                      | 04/08/2014 |
| 7. Shared Policy Goals Sub Committee Meeting              | 04/10/2014 |
| 8. Education & Local Government Interim Committee Meeting | 04/11/2014 |
| 9. Montana Digital Academy Conference Call                | 04/14/2014 |
| 10. TLLC Workgroup Meeting                                | 04/22/2014 |
| 11. CSPAC Meeting   | 04/25/2014 |
| 12. MSDB Committee Meeting Conference Call                | 04/30/2014 |

**May**

- |   |               |
|---|---------------|
| 13. Board of Public Education Meeting-Great Falls | 05/08,09/2014 |
|---|---------------|



# Salish Kootenai College

P.O. Box 70  
Pablo, MT 59855  
Ph. (406) 275-4800  
Fax (406) 275-4801



April 4, 2014

Sharon Carroll, Chair  
Montana Board of Public Education  
PO Box 200601  
Helena, MT 59620-0601

Dear Ms. Carroll,

I am writing to express an interest in continuing my appointment to the Certification Standards & Practices Advisory Council (CSPAC) as the representative for the Montana Council of Deans. I have learned a great deal in my past term and believe that I have been able to professionally contribute to the group, as well. I have attended all meetings during my term as I am truly committed to the work and mission of the Council.

Please contact me at the above address or by phone at 406-275-4752 if you have any questions regarding my request. Thank you for your time and attention to this letter. Thank you, too, for all that you do for Montana's educational system and students.

Sincerely,

Dr. Cindy O'Dell

March 31, 2014

Dear Sharon Carroll,

I am writing this letter to express my interest in serving an additional term for the Montana Certification Standards and Practices Advisory Council. It has been a pleasure to serve for the short time that I have. I feel I am still very much in the learning stages and would love to be able to become better acquainted with the whole process.

Please accept this letter for my request to be re-appointed to the CSPAC committee. I look forward to working with you for another term. Thank you for your consideration.

Sincerely,

Jo Dell Beeler  
Skyview High School  
Special Education Teacher  
(406) 281-5213

**APPLICATION FOR APPOINTMENT TO THE MONTANA  
CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL**

Position on Council: TEACHER K-8

Name of Applicant: LeAnne Jenny E-Mail: leanne.jenny@gmail.com

Home Phone: 581-2845 Work Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Address: 3880 Equestrian Lane  
Bozeman, MT 59718

Employed by: Montana State University 2013-2014  
Bozeman Public Schools 2014-2015

PLEASE ATTACH A RESUME AND PROVIDE A SUMMARY OF EXPERIENCES BELOW:  
(use additional paper if needed)

Professional Preparation: (include degrees, dates, institutions, and majors):

National Board Certification, 2009 : Early Adolescent Mathematics  
MS Science Education, 2005 : Montana State University  
MS Elementary Education, 1995 : Montana State University

Professional experience: (include dates, employer and location)

Montana State University, Visiting Professor, Teacher in Residence 2012 - present  
Bozeman Public Schools Middle School Teacher, Grade 7 math & Science, 2009-2012  
Peace Corps Volunteer, Philippines, 1999-2001  
Harrison Public Schools Teacher, grade 3 + 4, 1995-1999

Professional and Community Activities:

Presenter MEA: 1996-2012 (every year except 1999, 2000)  
MCTM District Math Contest Coordinator (2004-2009)  
MSTA Treasurer (2004-2010)

Awards and Honors:

Montana Teacher of the Year Finalist, 2012  
Presidential Award Winner for Montana, Math, 2010  
Gold Star Award Winner, 2009  
Excellence in Teaching Award at Montana State University, 2013

Employer/District Release: (if employed):

I, Robert J. Stone, will release  
Employer

LeAnne Yenny for service on  
the Council. Applicant

References (Letters of reference should be attached)  
Include a letter of reference from a School Board Member and Superintendent.

Name Gordon Grissom Position Principal, Sacajawea Middle School  
Address 3525 South Third Ave, Bozeman, MT 59715  
E-Mail gordon.grissom@bsd7.org  
Phone Number 522-6470

Name Robert Watson Position Bozeman Superintendent of Schools  
Address 404 West Main St, Bozeman, MT 59715  
E-MAIL rob.watson@bsd7.org  
Phone Number 522-6001

Name Eileen Zembro Position Instructional Coach  
Address 404 West Main St, Bozeman, MT 59715  
E-MAIL eileen.zembro@bsd7.org  
Phone Number 581-6034

Briefly state on a separate piece of paper why you wish to be a member of the Montana Certification Standards and Practices Advisory Council.

I, LeAnne Yenny, am committed to the  
Council's statutory responsibilities. applicant  
Initials LY

Deadline for application is **April 15, 2014.**

All application forms must be sent to:

Pete Donovan  
Executive Director  
Board of Public Education  
PO BOX 200601  
46 N Last Chance Gulch  
Helena, MT 59620-0601

# **LeAnne Yenny**

3880 Equestrian Lane, Bozeman, MT 59718  
406-581-2845 Email : [leanne.yenny@bsd7.org](mailto:leanne.yenny@bsd7.org)

## **EMPLOYMENT HISTORY:**

*Teacher in Residence, Montana State University, 2013 – current*  
Course Instructor, Developer, and Supervisor for Undergraduate Math Content for K-8 Teachers (M132, M133) and Methods of Teaching Middle School Math (EDU497)

*Teacher, Sacajawea Middle School, 2001 - 2013*  
Grade 7, Math & Life Science, Bozeman, MT

*Peace Corps Volunteer, Philippines, 1999 – 2001*  
English Language Assistant / Environmental Educator

*Teacher, Harrison Public Schools, 1995 – 1999*  
Grade 3 (1995 – 1997), Grade 6 (1997 – 1999)

## **OTHER WORK HISTORY:**

*STREAM Grant Design Team Member*  
Montana State University, 2012 - present

*Math to Excite, Co-director*  
Montana State University, 2011 - present

*Adjunct Instructor, Northern Plains Transition to Teaching*  
Montana State University via Desire to Learn, 2003 – present (intermittently)

*Adjunct Instructor, Masters of Science in Science Education*  
Montana State University/, 2008 - 2012

*Instructor / Teacher Leader / Teaching Coach, Gallatin to Glacier Project*  
Montana State University / Montana Learning Center, 2007

*Science Object Reviewer, Burns Telecommunications Center*  
Montana State University / National Science Teacher's Association, 2006 – 2009

*Tour Guide/Boat Captain, Gates of the Mountains, MT*  
Coast Guard Captain, Missouri River, 1992 – current (seasonal)

## **EDUCATION HISTORY:**

*MS Science Education, Montana State University*  
Graduated with 4.0 GPA, 2005

*BS Education, Montana State University*  
*Science Option, Math Emphasis*  
Graduated with Honors, 1995

*Helena High School, Helena, MT*  
Graduated with Highest Honors, 1991

## **OTHER EDUCATION and PROFESSIONAL QUALIFICATIONS:**

STEM Teaching Certificate Completion, Endeavor Fellow, Teachers College, Columbia University, NY 2013  
National Board Certification, Early Adolescent Mathematics, 2010  
Earth Expeditions, Field Course on Environmental Education to Trinidad, 2008  
BITL (Before It's Too Late) Math Lesson Writing Workshop, 2009

Attended numerous workshops on topics such as: Inquiry Teaching in Math, Understanding by Design, Standards-Based Grading, Differentiated Education, Instructional Coaching for Mathematics, Indian Education for All, Effective Assessment Techniques, Lesson Study

## **AWARDS & HONORS:**

Montana State University Bill Stannard Excellence in Teaching Award, 2013  
Montana Teacher of the Year State Finalist, 2012  
Presidential Award for Excellence in Math and Science Teaching 2009  
Regional Science Fair Winner Coaches Award, 2009  
Bozeman Schools Foundation Distinguished Educator Award, 2009  
Target Field Trip Grant Recipient, 2008  
Gold Star Award, 2008  
Cashman-Rinker Vision for Excellence Award, 2008  
Discovery Student Teacher Support Award, 2007  
Spark Grant Recipient, 2007  
Trout Unlimited Grant Recipient, 2003  
Early Career Teacher Award, 1997

## **OTHER WORK-RELATED EXPERIENCE:**

MSTA Treasurer, 2004 - current  
GK-12 Teacher Leader - 2007 - 2008  
Bozeman Education Association Representative, 2003-2004  
Math Curriculum Leadership Team Member, 2005 - present  
MCTM Math Contest Regional Director, 2005 - 2009  
Math Counts Coach, Sacajawea Middle School, 2005 - present  
Science Olympiad Coach, Sacajawea Middle School, 2002 - present  
Track Coach, Harrison  
Cross Country Coach, Harrison  
Science Olympiad Coach, Harrison Public Schools  
Mentor Teacher, E-Mentoring, MT, 2001 - 2005  
Mentee Teacher, STEP Project, MT, 1995 - 1999

## **PROFESSIONAL MEMBERSHIPS:**

MCTM, Montana Council of Teachers of Mathematics  
MSTA, Montana Science Teacher's Association  
NSTA, National Science Teachers's Association  
NCTM, National Council of Teachers of Mathematics  
ASCD, Association School and Curriculum Development

❖ **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:** March 19, 2014

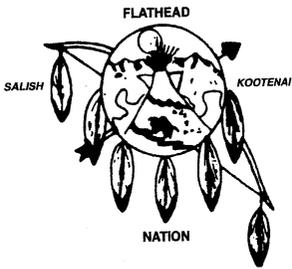
**SUBJECT:** Nominee for the Montana Advisory Council on Indian Education (MACIE)

---

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."

**Vernon Finley** has been nominated by the **Confederated Salish and Kootenai Tribes**. 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.



THE CONFEDERATED SALISH AND KOOTENAI TRIBES  
OF THE FLATHEAD NATION

P.O. BOX 278  
Pablo, Montana 59855  
(406) 275-2700  
FAX (406) 275-2806  
www.cskt.org



A People of Vision

A Confederation of the Salish,  
Pend d' Oreilles  
and Kootenai Tribes

**TRIBAL COUNCIL MEMBERS:**

Ronald Trahan - Chairman  
Carole Lankford - Vice Chair  
James V. Matt - Secretary  
Len Twoteeth - Treasurer  
Vernon S. Finley  
Shelly R. Fyant  
Leonard W. Gray  
Lloyd D. Irvine  
Terry L. Pitts  
Patty Stevens

March 5, 2014

Montana Advisory Council on Indian Education  
P.O. Box 202501  
Helena, Mt. 59620-2501

To Whom It May Concern;

The Tribal Council of the Confederated Salish and Kootenai Tribes of the Flathead Reservation took action by tribal resolution #14-097 on February 13, 2014 to appoint Vernon Finley as delegate to the MACIE and to appoint Tribal Council members Lloyd Irvine and Shelly Fyant as alternates.

Sincerely,

Ronald Trahan, Chairman  
Tribal Council

**RESOLUTION  
OF THE TRIBAL COUNCIL OF  
THE CONFEDERATED SALISH AND KOOTENAI TRIBES  
OF THE FLATHEAD RESERVATION**

**RESOLUTION MACIE APPOINTMENT**

**BE IT RESOLVED BY THE TRIBAL COUNCIL OF THE CONFEDERATED SALISH AND KOOTENAI TRIBES THAT:**

**WHEREAS**, the Montana Advisory Council on Indian Education (MACIE) has been established by the Board of Public Education and the Office of Public Instruction to act in an advisory role to them in matters affecting the education of students in Montana; and

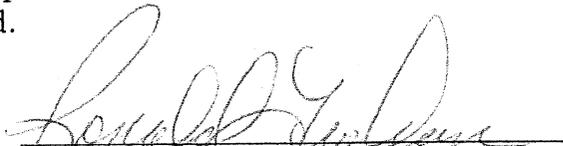
**WHEREAS**, the Confederated Salish and Kootenai Tribes place a high value on education of the Tribal membership; and

**WHEREAS**, under the Bylaws of MACIE, Article I, the Confederated Salish and Kootenai Tribes are entitled to representation;

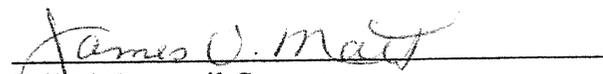
**NOW, THEREFORE, BE IT RESOLVED** that the Tribes appoint Vernon Finley as delegate, and to appoint Tribal Council members Lloyd Irvine and Shelly Fyant as alternates.

**CERTIFICATION**

The foregoing resolution was adopted by the Tribal Council on February 13, 2014, with a vote of 7 for; 0 opposed; and 3 not voting, pursuant to authority vested in it by Article VI, Section 1 (a), and (u) of the Tribes' Constitution and Bylaws; said Constitution adopted and approved under Section 16 of the Act of June 18, 1934 (48 Stat. 984), as amended.

  
Tribal Council Chairman

**ATTEST:**

  
Tribal Council Secretary

**REPORTS**

**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**

**Introduction of New Student Representative**

**Charity Ratliff**

As the Hardin High School senior class of 2014 these are our concerns for the new prom rule “Any middle school or junior high student that is not attending high school, are not allowed at any Hardin High School sponsored dance” as found in our HHS handbook on page 27:

- Less people makes less money for junior class
- Students talk of starting their own out of school prom will cause more problems and trouble
- No time to make other plans
- Taylor changed deployment time to go with me
- We understand there are liability concerns
- We understand safety is a concern
- Many wont go if they cant bring older boyfriends
- Gift to senior class
- Only six weeks until prom
- The more people at prom the more fun to dance
- Attendees over the age of 18 the law can handle their crimes
- He took me to him senior prom, I would like to do the same
- Special moments
- “Grandfather” in this rule with this years juniors and seniors

To whom it may concern,

I am writing this as a senior at Hardin High school concerning the new rule involving whom a student may ask to accompany them to this year's prom on March 22, 2014. According to the HHS handbook on page 27: "Any middle school or junior high student that is not attending high school, are not allowed at any Hardin High School sponsored dance." Only allowing students enrolled in a high school at this time to attend prom has caused some discomfort among our junior and senior class. Not being able to invite home school students, those who got their GED, or have graduated in the past 2 years is not sitting well with these who want to invite one of those individuals to prom.

We understand that there are liabilities and safety concerns and we appreciate you looking out for our well-being, but kindly ask you to reconsider. Since this rule has surfaced many have decided not to go, meaning this years junior class will have a lower turn out rate than other years, and therefore gain less profit which they don't deserve, this isn't their fault.

By changing back this rule to the way it has been for as long as I can remember the attendance level will rise and have a wider variety of personalities to make for an enjoyable prom. Prom is a gift to the seniors from the juniors, always has been, and we should be able to decide who to bring with us, within the rules of the school. However, this new rule doesn't allow us to include anyone else in our community besides those enrolled in a high school.

I have heard talk of a group of people starting their own prom out of frustration of this rule which will only cause more problems, outside of the safety of

our school without chaperones the chance of trouble is greater. However allowing them to bring individuals outside of school will allow them to go to the school sponsored prom and in return keep them safe, which I think is what everyone wants.

With this rule surfacing in the last month we do not really have time to make other arrangements, everyone already has dates, dresses, and plans, but now either have to reverse those plans and not go, or work together to get this changed. We deserve for this rule to be “grandfathered” in for this years junior and senior class. This new rule should start with this year’s sophomore class so that they are aware and can plan around it, next year they will be putting on prom for the seniors, and can be eased into this rule. However this year’s juniors and seniors have had it being able to bring anyone under the age of 21 since we were little and watching our siblings in coronation. Now all of a sudden we find out by reading the handbook, not even told by faculty or an adult, we found out on our own, and deserved much more of a warning. Just like Ms. Dust making the announcement that no one is to be able to dress up for Halloween any year after this year in school, that was fine, giving people a years notice allows everyone to make arrangements and other plans.

Personally, I have been dating the same gentleman for three years, he brought me to his junior and senior prom, and I would love the opportunity to bring him to my senior prom. It is a special moment that myself and other people in our school would like to experience with their boyfriend/girlfriend. Celebrating our last year at Hardin High is a bittersweet moment that we would like to cherish with people under the age of 21 that we adore. My boyfriend is going into the air force in

May, and changed his date to leave so that he could experience things like prom, tennis matches, and graduation with me, and I hated breaking the news that I couldn't take him to prom with me. It would mean the world to me if we could make an arrangement to change this rule, at least for this year and next year back to the old ways of being able to bring a date under the age of 21.

If the issue is alcohol or other legal problems we understand that the law could be involved and cause problems for the school. And we are willing to have a preliminary questioning or background check of some sort before allowing an individual under the age of 21 into the high school prom to help defer possible problems before they would happen. However, there is only 6 weeks until the actual prom, so we are under a sort of time crunch, and would like to be able to resolve this with time to arrange everything needed to attend prom. Thank you for your time.

Sincerely,

Jordan Eidem

This year we learned that there is a new rule that juniors and seniors can only take individuals to prom who still attend high school. This shocked many of us. As long as any of us can remember the upperclassmen had the option to take any individual of their choice as long as they were under the age of 21 years old. This upset some of the students because there was so much talk over the subject and some of the seniors already had plans to take an individual to the dance event who did not meet the requirements. By the time the students got word of the new rule it was too close to prom to make new plans and so it was very stressful for some.

Not too long after we heard about the new rule I was told by a few classmates that there was a petition going around the school for students to sign if they wanted the new rule to be changed. I, myself, did not get to sign this petition or even see it because it was only in the school for one day. Then, I later heard that a letter to the school board had been written and sent by a student here at Hardin high. I was very curious about who made the petition, wrote the letter, and had the idea to voice student opinion to the school board about the new rule.

A group of senior girls led by Jordan Eidem are the ones responsible for all this. Jordan first learned about this new rule at the Snowball dance back in January and spoke to Mr. Hankins and Ms. Dust about it the following Monday. Jordan brought up how she would like to change the rule and how it could be a "gift to the senior class." Also she mentioned she had plans to attend prom with her boyfriend of three years who graduated last year and who will be going into the Air Force in May. He had already changed his departure for the military so he could go to prom with Jordan, attend her tennis matches and graduation, overall just to share her last high school experiences with her.

Having only six weeks until prom Jordan asked if she could write a letter to the Superintendent of the District accompanied with the petition for students to sign. Mr. Hankins and Ms. Dust were set on the new rule but said they liked it when students voiced their opinions, they agreed to help Jordan in the process of writing the letter and getting it to the school board. Jordan also told me that Mrs. Ratliff was very encouraging and helpful through the process. Mrs. Ratliff told Jordan she liked

the way Jordan was going about it professionally and advised her on what steps to go by and who to talk to. So a big thanks to Mrs. Ratliff!

Liability and safety concerns are the reasons for this new rule, and we understand this. The only problem with this change to the prom rule is the students didn't know about it till recently. We did not have any warning about it nor were we told by any of the faculty. We had to find out on our own and that is the reason it came as such a surprise. A recommendation for the future would be the students should have a notice ahead of time like for example, in the beginning of the year when Ms. Dust made the announcement that no student was allowed to dress up for Halloween at school beginning that school year. That was a good way of warning students and letting the whole school know what rules had changed and what to expect for the school year.

After the letter was finished and edited with the help of Mr. Hankins and Ms. Dust, it was given to Mr. Peterson, the Superintendent of the District and was taken to the school board. It took only four days to receive a call that it has been approved..

This just goes to show that students do have a say in what goes on in their schools. Educators sometimes believe that they can speak for the younger people because they know what is best for them, but I believe that a students voice and opinion is very important and should be taken into consideration more Often. It is a great way for students to have a greater connection to their school.  
By: Lyssah Hatten

***This is the letter presented to our District Superintendent by the students to change the prom rule, the bullet points that highlighted all of the concerns for the prom rule, as well as an article written in our school newspaper about the process. Prom was a huge success, and the school board is evaluating the rule for future years.***

## DISCUSSION

- ❖ ASSESSMENT COMMITTEE (Item 7)  
Paul Andersen

### ITEM 7

## ASSESSMENT UPDATE

Judy Snow

## **EXECUTIVE SUMMARY**

**DATE: MAY 2014**

**PRESENTATION:** Assessment Update

**PRESENTER:** Judy Snow  
State Assessment Director  
Office of Public Instruction

**OVERVIEW:** Update on the Smarter Balanced Spring 2014 Field Test

**REQUESTED DECISION(S):** Information Item

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

❖ **MACIE LIAISON (Item 8)**  
**Lila Taylor**

**ITEM 8**

**MACIE REPORT**

**John Bercier**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2014**

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

**PRESENTER:** John Wayne Bercier  
Chairperson for MACIE  
Office of Public Instruction

**OVERVIEW:** Summary of January 2014 MACIE meeting. Topics include: Indian Education for All curriculum - Fort Peck PlaceNames; OPI Indian Student Achievement 2013 Report; Montana University System and American Indian and Minority Student Achievement Report; election of MACIE chair; follow-up on Montana tribes update. Summary of April 2014 meeting. School Improvement Grants, math professional development opportunities, Crow graduate course, podcasts, 2014-2015 IEFA Grants, IEFA Librarians workshop, follow-up on Montana Indians: Their Location and History, Content Standards and Instruction Division update, election of new secretary.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

❖ **ACCREDITATION COMMITTEE – (Items 9-10)**  
**Bernie Olson**

**ITEM 9**

**TEAMS UPDATE**

**Nancy Coopersmith**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2014**

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

**PRESENTER:** Nancy Coopersmith  
Assistant Superintendent  
Office of Public Instruction (OPI)

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

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

## **ANNUAL ACCREDITATION PROCESS CALENDAR**

The timeline below represents the planned schedule for the basic accreditation process.

### **July**

- An application for variance to standards to take effect the second semester of the academic year is due in writing to the Superintendent of Public Instruction no later than the first Monday in July.
- **July Board of Public Education (BPE) meeting**
- The Superintendent of Public Instruction makes recommendations to approve/disapprove the Corrective Plans. The BPE takes action on these recommendations. Any plan that is disapproved must be resubmitted prior to the start of the school year.

### **August**

- Online technical assistance for the Annual Data Collection (ADC) available.

### **September**

- Schools are informed that the ADC application is open.
- Regional workshops are held around the state as needed to review ADC submission requirements and procedures.
- BPE takes action on variances to standards that will take effect at the beginning of second semester.

### **October**

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

### **December 1**

- Schools and districts need to have submitted any corrections or clarifications concerning deviations identified on the Preliminary Accreditation Report particularly regarding the Quality Educator payment information.
- Schools that: (1) do not submit a completed ADC by this date; or (2) continue to employ non-licensed staff by this date, will be recommended for DEFICIENCY accreditation status for the current year.
- The OPI staff meets with the state superintendent to recommend moving schools to the intensive assistance process due to continuing or serious deviations.

- The OPI staff conducts quality checks on ADC data submitted, reviews any other pertinent information, and prepares accreditation recommendations for the state superintendent

## **March**

- First Monday in March, applications for a variance to standards to take effect at the beginning of the academic year are due in writing to the Superintendent of Public Instruction.

### **March Board of Public Education (BPE) Meeting**

- The Superintendent of Public Instruction makes final recommendations to the BPE for the final accreditation status for all schools. Board action is taken on these recommendations.
- The Superintendent of Public Instruction makes recommendations to move schools to the intensive assistance process due to continuing or serious deviations. Board action is taken on these recommendations.
- The Office of Public Instruction(OPI) notifies schools of action taken on any recommendations to move a school to the intensive assistance process due to continuing or serious deviations.
- The OPI notifies schools of accreditation status and requirements for submitting applicable Corrective Plans by June 1.

## **May**

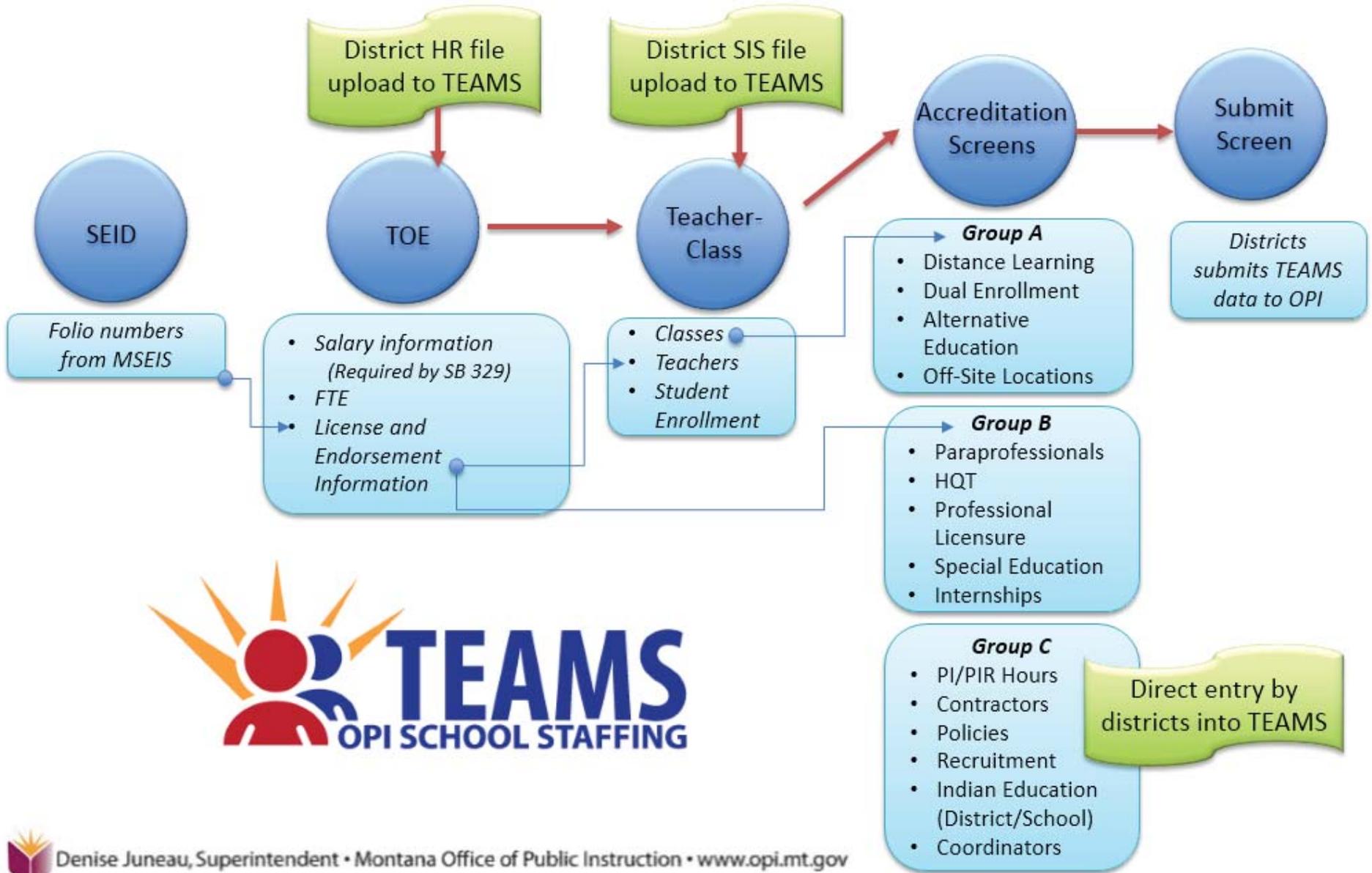
- The OPI mails a reminder letter to districts that have not submitted the required Corrective Plan due by June 1 as determined by the annual status determination.
- BPE takes action on variances to standards applications that will take effect at the beginning of the school year.

## **June**

- **Corrective Plans due June 1.**
- The OPI contacts districts that have not submitted the required Corrective Plan due June 1 as determined by the annual status determination. Schools failing to submit a required Corrective Plan will automatically be placed in Deficiency accreditation status for the following year.
- **The OPI reviews Corrective Plans.**

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

# TEAMS Module Relationships



**ACTION**

**ITEM 10**

**HJ14 AND FINANCIAL EDUCATION:  
FOLLOW UP DISCUSSION FROM MARCH  
BPE MEETING**

**Pete Donovan**



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.

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Chief Clerk of the House

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Speaker of the House

Signed this \_\_\_\_\_ day  
of \_\_\_\_\_, 2013.

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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.

❖ **LICENSURE COMMITTEE (Items 11-12)**  
**John Edwards**

**ITEM 11**

**REPORT ON THE REVISION PROCESS OF  
ARM TITLE 10, CHAPTER 57 EDUCATOR  
LICENSURE AND APPROVAL OF TIMELINE**

**Dennis Parman**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2014**

**PRESENTATION:** Review of ARM Title 10, Chapter 57

**PRESENTER:** Dennis Parman  
Deputy Superintendent  
Office of Public Instruction

**OVERVIEW:** The OPI is assisting the BPE and CSPAC in reviewing the educator licensing rules found in ARM, Title 10, Chapter 57. Two informal meetings have been held wherein interested parties provided feedback to draft proposed amendments prior to initiating the formal rule amendment process.

**REQUESTED DECISION(S):**

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Approve Proposed Timeline

**TIME CERTAIN AT 1:30**

**ITEM 12**

**LICENSE APPEAL BPE CASE 2013-06**

**Katherine Orr**

❖ **ACCREDITATION COMMITTEE**  
**(Item 13)**  
**Bernie Olson**

**ITEM 13**

**RECOMMEND APPROVAL OF THE STATE**  
**SUPERINTENDENT'S**  
**RECOMMENDATIONS OF THE VARIANCE**  
**TO STANDARDS REQUESTS**

**Dennis Parman**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2014**

**PRESENTATION:** Variance to Standards Applications Recommendations

**PRESENTER:** Dennis Parman  
Deputy Superintendent  
Office of Public Instruction

**OVERVIEW:** The Variance to Standards Review Board (VSRB) met on April 2, 2014, and considered seven applications. At the conclusion of their meeting they recommended to Superintendent Juneau that six of the applications be approved and one not be approved. After considering the recommendations of the VSRB and requesting additional information, Superintendent Juneau is recommending to the Board of Public Education approval of all of the applications.

**REQUESTED DECISION(S):** Approve all of the applications submitted under 10.55.604 ARM

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Approval

**Billings Independent Elementary, District #52**

10.55.704 – Superintendent Assignment

19.525 FTE if Variance approved, the applicable cut off is 18

14-18 FTE = minimum of .1 FTE, 19 – 31 FTE = 0.5 FTE

10.55.705 – Principal Assignment

294 present enrollment, the applicable cut off is 250

175 – 250 = .5 FTE, 250 – 550 = 1.0 FTE

Request is for .25 FTE Superintendent, .75 Principal instead of .5 Superintendent and 1.0 Principal

Enrollment has been stable. 298, 280, present 294. It was reported the enrollment is expected to maintain or decrease slightly.

**Laurel High School , Laurel Public Schools**

10.55.709 Library Media Services Assignment

663 present enrollment, the applicable cut off is 500

251 – 500 = 1.0 FTE, 500 – 1,000 = 1.5

Request is for 1.0 FTE Librarian instead of 1.5

Laurel High School has an Alternative to Standards in place until June 30, 2014

Enrollment has been growing. 616, 631, present 663

**Laurel Middle Schools, Laurel Public Schools**

10.55.709 Library Media Services Assignment

610 present enrollment, the applicable cut off is 500

251 – 500 = 1.0 FTE, 500 – 1,000 = 1.5

Request is for 1.0 FTE Librarian instead of 1.5

Laurel Middle School has an Alternative to Standards in place until June 30, 2014

Enrollment has grown most recently. 575, 570, present 610

**Malta Public Schools**

10.55.709 Library Media Services Assignment

215, 162, 107, and 6 are present school enrollments, the applicable cut offs are 125 and 250

$< 126 = .001$ ,  $125 - 250 = 0.5$  FTE,  $250 - 500 = 1.0$

Request is for 1.0 FTE Librarian instead of 1.002

Enrollment has declined most recently. 537, 508, present 490

**Quentin Brown Primary School, Corvallis Public Schools**

10.55.710 Counseling Services Assignment

412 present enrollment, the applicable cut off is 400

$400 = 1.0$  FTE, above or below 400 is prorated on a per pupil basis

Request is for 1.0 FTE Counselor instead of 1.03

Quentin Brown Primary School has an Alternative to Standards in place until June 30, 2014

Enrollment has grown most recently. 444, 441, present 412

**Polson High School , Polson Public Schools**

10.55.709 Library Media Services Assignment

520 present enrollment, the applicable cut off is 500

$251 - 500 = 1.0$  FTE,  $500 - 1,000 = 1.5$

Request is for 1.0 FTE Librarian instead of 1.5

Polson High School has an Alternative to Standards in place until June 30, 2014

Enrollment has been growing. 518, 522, present 520



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

To: State Superintendent Denise Juneau  
From: Variances to Standards Review Board  
CC: Dennis Parman, Deputy Superintendent  
Date: April 10 , 2014

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Re: Variances to Standards Review Board (VSRB) recommendations to Superintendent Juneau

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## **Application 1**

**Independent School District #52, Yellowstone County** applied for a variance to standards Administrative Rules of Montana (ARM) 10.55.704 - Administrative Personnel: Assignment Of District Superintendents and 10.55.705 - Administrative Personnel: Assignment Of School Administrators/Principals.

This application is an Initial Request (2 years).

**Recommendation:** The Variances to Standards Review Board recommends to approve the application for Variance to Standard ARM 10.55.704 and 10.55.705 from Independent School District #52.

**Comments/ Rationale:** The Review Board reinforces that this variance is only for ARM 10.55.704 and 10.55.705. The VSRB was appreciative of the completeness of the application and agreed with the applicant that the unique nature of the Independent School District #52 could be served by 1 FTE as principal and superintendent.

Vote 6 – 0 to approve

## Application 2

**Laurel High School, Laurel Public Schools** applied for a variance to standards for Arm 10.55.709 Library Media Services, K-12.

This application is an Initial Request (2 years).

Laurel High School has an approved Alternative to Standards for 10.55.709 that expires June 30, 2014.

**Recommendation:** The Review Board recommends to approve the application for Variance to Standard ARM 10.55.709 from Laurel High School.

**Comments/ Rationale:** The VSRB requested additional information from Laurel High School regarding the use of Technology Integration Specialists (TIS). The additional information was provided in time for the Review Board to complete its deliberations on this application. Although the VSRB would have preferred the TIS assigned to the Laurel Library were not only assigned on an “as needed basis”, the fact the TIS assigned to the library were licensed teachers that worked with students instructionally as well as the teacher of record that accompanied their classes to the Library working instructionally with students under library program services 10.55.1801 Library Media Program Delivery Standards.

Vote 6 – 0 to approve

### Application 3

**Laurel Middle School, Laurel Public Schools** applied for a variance to standards For ARM 10.55.709 LIBRARY MEDIA SERVICES, K-12.

This application is an Initial Request (2 years).

Laurel Middle School has an approved Alternative to Standards for 10.55.709 that expires June 30, 2014.

**Recommendation:** The Review Board recommends to approve the application for Variance to Standard ARM 10.55.709 from Laurel Middle School.

**Comments/ Rationale:** The Review Board was particularly impressed with the application from the Laurel Middle School for its completeness and depth of information that allowed them to have a clear understanding of how library program services under 10.55.1801 Library Media Program Delivery Standards is delivered at Laurel Middle School.

Vote 5 - 1 to approve

No Minority Statement was given.

## **Application 4**

**Malta K-5, Malta Middle School, Malta High School and Loring Colony School** applied for a variance to standards for ARM 10.55.709 Library Media Services, K-12.

This application is an Initial Request (2 years).

**Recommendation:** The Review Board recommends to not approve the application for Variances to Standard ARM 10.55.709 from Malta K-5, Malta Middle School, Malta High School and Loring Colony School.

**Comments/ Rationale:** The Review Board was disappointed with the lack of supporting documentation for this application. Although the arithmetic logic for the request was clear, there was no effort made to describe for the VSRB how the Malta School system would meet the program standards under 10.55.1801 Library Media Program Delivery Standards.

Vote 6 - 0 to not approve

## Application 5

**Quentin Brown Primary School, Corvallis Public Schools** applied for a variance to standards for ARM 10.55.710 Assignment Of School Counseling Staff.

This application is an Initial Request (2 years).

Quentin Brown Primary School has an approved Alternative to Standards for 10.55.710 that expires June 30, 2014.

**Recommendation:** The Variances to Standards Review Board recommends to approve the application for Variance to Standard ARM 10.55.710 from Quentin Brown Primary.

**Comments/ Rationale:** The Review Board believed that the application adequately addresses the program standards under 10.55.1901 School Counseling Program Delivery Standards.

Vote 6 - 0 to approve

## Application 6

**Billings Skyview, Billings West, and Billings Senior High Schools, Billings Public Schools** applied for a variance to standards to replace the Continuous School Improvement process in ARM 10.55.601 (3) with the AdvancED school improvement process in which the schools are currently engaged.

This application is an Initial Request (2 years).

**Recommendation:** The Variances to Standards Review Board recommends to approve each application for Variance to Standard ARM 10.55.601(3) from Billings Skyview, Billings West, and Billings Senior High Schools be approved. The Review Board recommends approval of the request to use the AdvancEd /NWAC school improvement process in lieu of the Continuous School Improvement Plan contingent upon submission of the schools' local AdvancEd/NWAC School Improvement Plan to OPI within the same timeframe as required for the Continuous School Improvement Plan.

**Comments/ Rationale:** The Review Board reinforces that this variance is only for ARM 10.55.601(3). The mechanics of submission of the local AdvancEd plan will be determined by the OPI. The AdvancEd plan exceeds the requirements of ARM 10.55.601(3) and the Review Board commends Billings Skyview, Billings West, and Billings Senior High Schools for seeking a district-wide means of school improvement.

Vote 6 – 0 to approve

## Application 7

**Polson High School, Polson Public Schools** applied for a variance to standards for ARM 10.55.709 Library Media Services, K-12.

This application is an Initial Request (2 years).

Polson High School has an approved Alternative to Standards for 10.55.709 that expires June 30, 2014.

**Recommendation:** The Review Board recommends to approve the application for Variance to Standard ARM 10.55.709 from Polson High School.

**Comments/ Rationale:** The Review Board noted that that Polson High School had designed a unique configuration of staffing to provide student services under program standard 10.55.709 Library Media Program Delivery Standards.

Vote 6 -0 to approve

Review Board Chair Signature:



Date: 4/40/2014

# Montana Office of Public Instruction. Denise Juneau, Superintendent

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Montana Board of Public Education  
May 8-9, 2014

Superintendent's Recommendations on the Applications for a Variances to Standards (ARM 10.55.604) Submitted by Schools, March 2014 for Implementation  
First Semester of the 2014-15 School Year

## **Application 1**

**Billings Independent Elementary, District #52**- variance to ARM 10.55.704 and 10.55.705. The superintendent recommends approval of the request for the variance as submitted in this application.

## **Application 2**

**Laurel High School , Laurel Public Schools** - variance to ARM 10.55.709. The superintendent recommends approval of the request for the variance as submitted in this application.

## **Application 3**

**Laurel Middle Schools, Laurel Public Schools** - variance to ARM 10.55.709. The superintendent recommends approval of the request for the variance as submitted in this application.

## **Application 4**

**Malta Public Schools** - variance to ARM 10.55.709. The superintendent recommends approval of the request for the variance as submitted in this application and with additional information provided by applicant following review by the Variance to Standards Review Board.

## **Application 5**

**Quentin Brown Primary School, Corvallis Public Schools** - variance to ARM 10.55.710. The superintendent recommends approval of the request for the variance as submitted in this application.

## **Application 6**

**Billings Skyview, Billings West, and Billings Senior High Schools, Billings Public Schools** - variance to ARM 10.55.601(3). The superintendent recommends approval of the request for the variance as submitted in this application.

## **Application 7**

**Polson High School , Polson Public Schools** - variance to ARM 10.55.709. The superintendent recommends approval of the request for the variance as submitted in this application.

**EXECUTIVE COMMITTEE (Items 14-15)**  
**Sharon Carroll**

**ITEM 14**

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

**Donell Rosenthal**

## **EXECUTIVE SUMMARY**

**DATE: MAY 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

**TIMELINE**  
**Bus Driver Qualification Rules**  
**Updated April 3, 2014**

- Proposed rule changes introduced to BPE .....1/6/14
- Proposed notice to BPE .....3/14/14
- Proposed notice to BPE .....5/8/14
- Proposed notice to SOS for notice in MAR .....5/12/14
- MAR publication out .....5/22/14
- Hearing date .....6/26/14
- Final Public Input deadline .....6/26/14
- Adoption Notice to BPE ..... July, 2014 meeting
- Adoption notice to SOS for notice in MAR .....7/28/14
- MAR publication out .....8/7/14
- Effective Date of Rules .....8/8/14

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, June 26, 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 11<sup>th</sup> 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 June 19, 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 and approved by the school district 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](mailto:pdonovan@mt.gov) and must be received no later than 10:00 a.m., June 26, 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.

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Peter Donovan  
Rule Reviewer

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Sharon Carroll  
Board Chair  
Board of Public Education

Certified to the Secretary of State May 12, 2014.

**ITEM 15**

**RECOMMEND APPROVAL OF THE BASE  
AID PAYMENT SCHEDULE**

**Nancy Coopersmith**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2014**

**PRESENTATION:** K-12 Schools Payment Schedule for Fiscal Year 2014-2015

**PRESENTER:** NANCY COOPERSMITH  
Assistant Superintendent  
Office of Public Instruction

**OVERVIEW:** As required by 20-9-344, MCA, the Board of Public Education must approve the distribution of K-12 BASE aid for public education. The schedule is the same as past years, approximately the 25<sup>th</sup> of each month, with adjustments for weekends and holidays. It has been reviewed by the Board of Investments.

**REQUESTED DECISION(S):** Approval of dates

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Approval

**PROPOSED PAYMENT SCHEDULE - FISCAL YEAR 2014-15**

The following distribution dates for FY2015 BASE aid payments to K-12 schools are proposed for the Montana Board of Public Education and are scheduled according to 20-9-344, MCA. Other payment types will be included as noted.

<u>2014</u>		
August 22	DSA-QEC-ARC-IEA-SAG- SPED-TECHF-TRANPP-D4A-NRD	DSA - Direct State Aid (Basic and Per-ANB Entitlements)
September 26	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	QEC - Quality Educator Component
October 24	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	ARC - At Risk Student Component
November 21	GTB/SBG	IEA - Indian Education for All
December 19	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	D4A - Data for Achievement
		SAG - American Indian Student Achievement Gap
		SPED - State Special Education Payments
		NRD - Natural Resource Development
<u>2015</u>		
January 23	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	TUIGF -Tuition General Fund
February 20	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	TUITR - Tuition Transportation
March 27	DSA-QEC-ARC-IEA-SAG-SPED-TRAN-D4A-NRD	FAC REIM- Facility Reimbursements
April 24	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	GTB - Guaranteed Tax Base Aid
May 22	GTB/FAC REIM/SBG	TECHF -Technology Acquisition Grants
June 26	DSA-QEC-ARC-IEA-SAG-SPED-TRAN-D4A-NRD	SBG - School Block Grants
		TRAN - TRANPP Transportation Payments

Transportation Payments (TRANPP; TRAN) are projected to be paid with the August 22<sup>nd</sup>, March 27<sup>th</sup> and June 26<sup>th</sup> payments. Tuition (TUIGF; TUITR) claims are projected to be paid monthly as funding allows.

❖ **LICENSURE COMMITTEE (Items 16-17)**  
**John Edwards**

**ITEM 16**

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

**Dr. Linda Peterson, Stephanie Schmitz**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2014**

- PRESENTATION:** Recommend approval of the 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. Stephanie Schmitz, Director of Master of Educational Leadership
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) the state superintendent's recommendation to approve the exit report and regular accreditation status of the Professional Education Unit at the Rocky Mountain College (RMC). Dr. Stephanie Schmitz of RMC will be available to respond to board members' questions and offer additional information as needed. This is an action item.
- The state exit report is attached.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Recommend approval of the 2013 State Exit Report and approval of regular accreditation status of the Professional Education Unit at Rocky Mountain College.

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

Christine Shearer-Cremean, Chairperson

From December 1-4, 2013, a six-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	Notation Commitment to Diversity

**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	Notation Ensure experiences are formally 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
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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	MET	
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"> <li>• Biology Education</li> <li>• Science Broadfield</li> </ul>	MET	
10.58.523	Social Studies <ul style="list-style-type: none"> <li>• Broadfield (2)</li> <li>• Government (5)</li> <li>• History (6)</li> <li>• Psychology (7)</li> </ul>	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 formally 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 and 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 the Teacher Education program aligns with standard 10.58.210 and its substandards.

**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, 20-1-501, MCA, 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 20-25-104 and 20-25-603, MCA, 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 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 10.58.304 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**  
**Professional Education Unit Accreditation Review**  
**December 1-4, 2013**

**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  
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**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  
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**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



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**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



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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



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**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  
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**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



**INFORMATION**

**ITEM 17**

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

**Dr. Linda Peterson**  
**Patty Muir**  
**Michael Hall**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2014**

**PRESENTATION:** Progress Report – Chapter 58 Revision Process

**PRESENTER:** Linda Vrooman Peterson, Administrator  
Michael Hall, Director of Professional Learning and Technology Support  
Patty Muir, Accreditation Program Specialist  
Accreditation and Educator Preparation Division  
Office of Public Instruction (OPI)

**OVERVIEW:** This presentation provides an update to the Board of Public Education on the progress of the revision of ARM Title 10 Chapter 58 Professional Educator Preparation Program Standards (PEPPS) – Unit and Program Standards. The presentation will address the review process, demographics of the review panels, review the draft of the CAEP/Montana Partnership Agreement, and anticipated next steps. A summary report is attached.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Discussion

# Professional Educator Preparation Program Standards

## Chapter 58 Review Process

### January – December 2014

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#### Scope of Review Process

The scope of the review process is to examine the existing Administrative Rules of Montana (ARM) Chapter 58, Professional Educator Preparation Program Standards (PEPPS), and to revise, modify, and adapt the standards and procedures using current research and other state and national accreditation standards.

#### Authorization

Montana Code Annotated (MCA) 20-4-101. System and definitions of teacher and specialist certification ...

(1) In order to establish a uniform system of quality education and to ensure the maintenance of professional standards, a system of teacher and specialist certification must be established and maintained under the provisions of this title ...

MCA 20-4-102. To effect an orderly and uniform system of teacher and specialist certification, the board of public education shall, upon the recommendation of the superintendent of public instruction and in accordance with the provisions of this title, prescribe and adopt policies for the issuance of teacher and specialist certificates. Such policies shall provide for:

(1) Reasonable training and experience requirements for teacher, specialist, supervisor, and administrative certificates and endorsements ...

#### Charge

The Chapter 58 review process will result in comments and suggested changes to the superintendent of public instruction who recommends amendments of ARM Chapter 58, PEPPS to the Montana Board of Public Education (BPE). The Chapter 58 review process and recommended amendments of ARM will comply with the Montana Administrative Procedures Act rules for public hearing.

#### Standards Definitions

Chapter 58 PEPPS are approved by the BPE describing the written expectations that Montana schools must meet at a specified level of performance designating accreditation status. The PEPPS include both unit and program standards.

**Unit Standards** are the uniform standards that educator preparation providers (EPPs) must manage and coordinate ensuring coherence across all programs offered for the preparation of teachers and other school professionals. These required expectations include governance, planning, budget, personnel, facilities, services and procedures such as advising and admission, assessment and evaluation of candidate and unit performance, and resources that support the unit's mission in preparing candidates.

**Program Standards** are the expectations of knowledge, skills, and experiences that describe the criteria of the program of study for each endorsement area, i.e., mathematics, elementary education, science, music, principalship, school counseling, etc. For each endorsement area offered the EPP aligns the program of study to the PEPPS.

## Review Process

The review process consists of three stages of review: Unit Standards Panel, Program Standards Panels, and Chapter 58 Advisory Group.

- Stage 1      The work of the Unit Standards Panel is coordinated by the OPI in consultation with the Montana Council of Deans of Education (MCDE), the Certification and Standards and Practices Advisory Council (CSPAC), and the Montana Professional Education Organizations and Associations. A draft document is anticipated by the end of May 2014.
- Stage 2      The work of the 28 Program Standards Panels is coordinated by the OPI in consultation with MCDE, CSPAC, and the Montana Professional Educational Organizations and Associations. Draft documents are anticipated by the middle of May. These draft standards will be posted to the OPI website to seek informal comments.
- Stage 3      The work of the Chapter 58 Advisory Group is coordinated by the OPI in consultation with MCDE, CSPAC, and the Montana Professional Educational Organizations and Associations. This group will convene in June 2014 to provide to the superintendent comments, feedback, and suggested changes to the draft rule language. Once the Chapter 58 Advisory Group concludes its work, the superintendent will consider the comments, suggestions, and other issues when preparing the final recommendations of the Chapter 58 PEPPS for the BPE.

The OPI anticipates that the Chapter 58 standards review process will enter the formal rulemaking process in July 2014, and that the superintendent will seek final approval from the BPE in November 2014.



**Montana Board of Public Education,  
Montana State Superintendent of Public Instruction,  
and the  
Council for the Accreditation of Educator Preparation**

**Partnership Agreement**

**Draft 4/23/2014**

In order to promote excellence in educator preparation by coordinating Montana approval and national accreditation reviews of educator preparation providers (EPPs), and to eliminate duplication of effort and reporting, the Council for the Accreditation of Educator Preparation (CAEP), the Board of Public Education (BPE), and the State Superintendent of Public Instruction (SSPI) enter into this partnership agreement. The agreement describes the partnership and delineates the processes and policies for CAEP accreditation in Montana.

**I. Standards for National Accreditation of Educator Preparation Providers**

- A. CAEP educator preparation provider standards must be met on the basis of sufficient and accurate evidence to merit national accreditation by CAEP.
- B. Montana Professional Educator Preparation Program standards also shall apply in the CAEP accreditation process.

**II. Process of National Accreditation for Educator Preparation Providers**

- A. The process required for national accreditation by CAEP is outlined in CAEP policies. EPPs seeking CAEP accreditation must satisfy eligibility requirements, submit a self-study in a CAEP-approved format for formative feedback through off-site review, facilitate the posting of a call for public comment and distribution of third-party surveys to stakeholders, host a joint CAEP and Montana site visit, and complete an approved program review process for all programs of study leading to professional practice in an accredited school setting.
- B. Terms of accreditation shall be for seven years. EPP accreditation status is subject to CAEP policies, including annual payment of fees and submission of an annual report as required.

**III. Standards and Processes for Program Review**

- A. The educator preparation provider may choose from among any of the three program review options listed in III.D below that have been approved by BPE upon recommendation of the SSPI. In this partnership agreement, EPPs will submit program reports following the instructions for the selected program review process.
- B. The BPE is authorized to approve all programs based on the recommendation of the SSPI. The BPE will use information generated from the three program review options to make decisions regarding continuing program approval. Using information provided as part of the accreditation and program review process, and

recommendation from the state superintendent, the BPE makes the final decision on approval of all programs.

- C. As evidence of quality, CAEP, BPE, and SSPI accept the decisions of national accrediting organizations for specialized professional program areas (SPAs) that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Proper documentation of current accreditation must be presented by the EPP during the joint CAEP and Montana site visit.
- D. For purposes of BPE program approval, the BPE and the SSPI recognize the following program review options:
  - 1. **CAEP Program Review with National Recognition:**  
CAEP Program Review with National Recognition applies SPA standards in the review process and can result in national recognition. The SSPI's staff on behalf of the BPE will examine the program review report and will provide a recommendation to the BPE for the final decision on continued Montana approval.  
  
Link to websites of CAEP and of particular SPAs for more information  
<http://www.caepnet.org/about/governance/member.org>
  - 2. **CAEP Program Review with Feedback:**  
CAEP Program Review with Feedback provides information to educator preparation providers, states, and accreditation teams. The SSPI's staff on behalf of the BPE will review the feedback report and will provide a recommendation to the BPE for final the decision on continued Montana approval. Program clusters will be reviewed by trained CAEP/Montana reviewers.
  - 3. **Montana Review by BPE:**  
The SSPI on behalf of the BPE conducts program reviews for purposes of Montana approval and to inform CAEP accreditation. The SSPI provides procedures, forms, and instructions on how to meet all Montana BPE Standards for program approval. Upon completion of the SSPI procedures and forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations to the SSPI for further action and/or approval by the BPE.

Link to Montana Educator Preparation Web page  
[http://opi.mt.gov/Programs/Accred/#gpm1\\_5](http://opi.mt.gov/Programs/Accred/#gpm1_5)

EPPs will choose from among these review options for each licensure and endorsement program (and may choose different options for different programs).

#### **IV. Accreditation Review Team Composition**

The Accreditation Review Team is appointed by CAEP according to the guidelines and policies for each selected accreditation pathway. After the EPP selects the Continuous

Improvement Pathway (CI), Inquiry Brief Pathway (IB), or Transformation Initiative Pathway (TI), the SSPI, on behalf of the BPE, and CAEP will conduct a joint CAEP/Montana site review.

The following conditions apply to all teams:

- All members of Review Teams must have successfully completed CAEP/BPE review team member training.
- A P-12 practitioner shall be a member of each CAEP team.
- MEA-MFT may appoint an observer for the joint CAEP/Montana site visit review at MEA-MFT's expense.
- The EPP will assume all expenses – including travel, lodging and meals – for CAEP and BPE team members, as well as the periodic evaluation fee. Joint CAEP/Montana onsite team activities will be conducted according to CAEP and the BPE policy.
- The Joint CAEP/Montana onsite team functions as a single team with shared responsibilities and equal roles in all aspects of the review.
- The Joint CAEP/Montana team report will be shared with the BPE and the SSPI.
- To assure educator preparation providers and the public that joint CAEP/Montana site reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, Accreditation Review Team members will adhere to CAEP's Code of Conduct.

## **V. Other Terms and Conditions**

- A.** CAEP will collaborate with the SSPI on behalf of the BPE to plan, design and implement a range of training opportunities for reviewers. As part of this agreement, SSPI and the BPE contact(s) may participate in all web trainings. The registration fee, for one SSPI/BPE contact will be waived for one annual CAEP Conference; however the Montana contact must assume other expenses. CAEP will assume all expenses for one SSPI/BPE contact to attend the annual CAEP Clinic, with additional Montana staff welcome at their own expense, including a registration fee. Additional training events may be arranged, including events in the state, on a cost-recovery basis with arrangements negotiated according to CAEP's policies regarding fees and expenses for training.
- B.** The SSPI on behalf of the BPE will receive copies of all pertinent accreditation and specialized program area approval documents and reports through access to the Accreditation Information Management System (AIMS); SSPI agency personnel will be supplied with login information, passwords, and technical support.
- C.** The SSPI will provide to CAEP its policy leading to a "Change in Status." The SSPI will notify CAEP within 30 days of action taken when a CAEP accredited educator preparation provider has had a "Change in Status" as a result of a decision on specialized professional program status by the BPE for educator preparation.
- D.** Responses to the final reports by the EPPs and/or the BPE will follow procedures

and timelines established in CAEP and the BPE policy.

- E.** Montana EPPs that are seeking CAEP accreditation or hold CAEP accreditation status will pay annual CAEP dues.
- F.** The SSPI will be responsible for annual CAEP membership dues of the Office of Public Instruction. Final accreditation decisions are posted on CAEP's website. CAEP sends the executive director of the BPE and the SSPI a letter with the official accreditation decision. Additionally, CAEP provides written notice of all accreditation decisions to the U.S. Department of Education, all accrediting agencies recognized by the U.S. Department of Education, and the Council for Higher Education Accreditation, and the public (via the CAEP website). The SSPI and the BPE make final accreditation and approval decisions based on the CAEP accreditation decision and the program review decision.
- G.** The partnership agreement shall be for an initial period of seven years (July 18, 2014 through June 30, 2021) and may be modified by the two parties during that time, if deemed to be necessary.
- H.** The BPE and SSPI will work with associations that represent P-12 educators (i.e., MEA-MFT, MTSBA, SAM), education preparation providers, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the state's P-12 educators' professional contributions to the work of CAEP/Montana joint review as visiting team members.
- I.** The terms of this agreement have been reached by mutual consent and have been read and understood by the persons whose signatures appear below. The parties agree to comply with the terms and conditions of the plan as set forth herein.

\_\_\_\_\_  
James G. Cibulka, President  
Council for the Accreditation of Educator Preparation

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sharon Carroll, Chairperson  
Board of Public Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Denise Juneau  
State Superintendent of Public Instruction

\_\_\_\_\_  
Date

**ACTION**

- ❖ **MSDB LIAISON (Item 18)**  
**Lila Taylor**

**ITEM 18**

**MSDB REPORT**  
**Steve Gettel**

**Montana School for the Deaf and the Blind  
Board of Public Education Committee Minutes  
February 26, 2014**

The meeting was called to order by Chairperson Sharon Carroll at 4:00 PM with board members Bernard Olson, Lila Taylor, Pete Donovan, present via telephone. Also present via telephone was Pete Donovan. Kim Schwabe, Donna Schmidt, Donna Sorenson, Jim Kelly, Paula Mix and Steve Gettel.

1. Student Enrollment/Evaluations: Kim Schwabe reported 47 students enrolled.

We have had 13 referrals. Of these, 3 were not placed. 1 was accepted for placement today, 4 are in progress (see below), and others are scheduled for later in the year (looking at Post High School options).

In progress:

- 2 students on 10-day observation (1 VI, 1 DHH)
- 1 student starting a 10-day next week (1 DHH)
- 1 referral in process (1 DHH)

2. Human Resources: Report on administration program activities: Steve Gettel reported that there are a number of policies that need revisions related to changes in Chapter 55 accreditation rules. A new policy will need to be developed for the PIR committee process required under ARM. These will be brought to the Board in June.

Update on 2015 Legislative Session activities: Steve Gettel reported that there were no new activities to report regarding budget proposals for the 2015 legislative session. The administration has made inquiries to the governor's office to collect comparative budget data on costs for upkeep, repair and maintenance. The lack of a sufficient repair and maintenance budget to deal with the extensive grounds on campus as well as the interiors of aging buildings will be problematic without the development of a repair schedule and sufficient funds for personnel and materials and equipment. The buildings on campus are a valuable state resource and we have an obligation to keep them in good condition whether they are being fully utilized or not.

3. Education Program: Kim Schwabe reported an overview of February events:

**TEAMS:** We have been working on the TEAMS report. It has been an interesting process. Differences between coding in Infinite Campus and TEAMS, section coding, coding for staff (there are some staff we have that no one else does), etc. proved frustrating. For awhile there we didn't exist as our school code wasn't valid! But, after reading hints from others and a bit of trial and error, we were back in existence. (We needed to enter the school code into more than one column.) I was greatly relieved to have the deadline extended and have appreciated the online discussions and help provided. I think we are getting things figured out and I hope our preliminary report will come back without a ton of errors. We are taking notes in the hopes that by the time we do this again next fall, everything will fall into place and it will not take as long.

**EVALUATION Committee:** Administration and teachers/support staff are working on our new evaluation tool for teachers per requirements. At this time, we are planning to use the model with some modifications (we will include components on special education and disability specific skills). More than likely, we will pilot it next year with any new teachers and some who are scheduled for re-evaluation in order to work out any kinks. The current idea is to have it fully implemented by the 2015-16 school year.

**PIR Advisory Team:** In the past we have had teachers, support staff, and others meet with the administration to discuss PIR/professional development ideas and plans. This year we will formalize this group into the PIR Advisory Team per requirements. We are looking for a Board member who would like to participate in the team. Anyone interested?

**SIP After-school:** We have established an afterschool time for teachers and administrators to meet on School Improvement. Our goal is to meet at least twice monthly. Our first topic will be on curriculum and instruction with the focus on textbook/materials/resources for our students. We work with Golden Triangle as well as GFPS. We have been able to purchase some materials from GFPS and will be looking at others. Matching materials with them should better enable us to support our students preparing for or participating in the mainstream. We also will be looking for materials for our students who are below grade level.

**Smarter Balanced:** We have been participating in the SBAC Technology Blasts to learn more about the technological requirements needed to run it smoothly. We do have the bandwidth necessary for testing. At this time, accommodations that our students will need are not available for preview. We are hoping to see if we can get a test student set up so that we can see if the accommodations will suffice. (For example, we have yet to see the quality of the closed captioning or how the ASL interpretations look.) Our teachers have been introduced to SBAC and are working with students to better understand the directional language they will encounter as well as how to approach the questions. Technology teachers have been working with students on how to navigate screens. We have also been fielding questions from local schools regarding how various accommodations may work (ex: Braille displays) and I hope we have been able to either help them or direct them on to someone who can.

**February Events overview:**

Very end of January – wrapped up Braille Literacy & good-bye to Ms. Patty!  
Wrapped up MAP testing  
Continued work on TEAMS  
VI Technology Fair  
VIP Valentine Singing Telegrams  
Academic Bowl send-off followed by Team VS staff competition (staff lost)  
Academic Bowl went to regionals in California. Sadly, they didn't place.  
More formalized Sign classes/activities were set up for staff

4. Outreach Program: Donna Sorensen reported the following Outreach Numbers as of January 2014:

DHH Outreach:

- Total Contacts 3136
- Family 633
- School 1847
- Other 656

VI Outreach:

- Total Contacts 3057
- Family 825
- School 1705
- Other 527

**National Summit PEPNET:** I am a member of the Montana State Team. We are working to address gaps in high school transitions for Deaf and Hard of Hearing students. Our goals include identifying resources and creating a warehouse of those resources for schools and agencies to access in supporting DHH

students through post high school transition. We have met twice nationally and once as a state. Our next state meeting is March 14.

**First Annual Tech Fair:** We had three vendors come to campus and show current technology. We originally had four vendor/agencies addressing technology for Deaf and Hard of Hearing as well as Visually Impaired technology. Unfortunately the one agency with technology for the Deaf was unable to come at the last minute so we only had VI technology. Everyone enjoyed this event and we plan to host another one possibly in the fall.

The Upcoming DEW and Focus/Goalball Enrichment weekends will be held this weekend.

**Conferences:**

- a. MCEC – Miss Deaf Idaho was the keynote luncheon speaker and one of the I Can awards went to one of our outreach students who is also on our Deaf Academic Bowl.
- b. Big Sky Ophthalmology Conference – we cancelled our participation because of the weather.
- c. EHDI – Lisa Cannon and I will attend. I will be presenting a 30 min session entitled “The Importance of Visual Language: Using ASL, SEE, Cued Speech or Spoken English”

5. Student Services Program: Jim Kelly reported that they had a quiet time in the cottages.

Students return from travel on February 2<sup>nd</sup> and enjoyed the Super Bowl party. They had various goodies along with barbequed hamburgers and hot dogs hot off the gas bbq.

The younger girls in the Rising Sun cottage are involved in the Heisey “Cheerleading” program. They seem to enjoy going several times a week.

The cottages continue to celebrate each student’s birthday with ice cream and a cake (baked by their houseparent). These parties are brief and are held in the activity room for all the students to join in singing “Happy Birthday” to their cottage peers.

The Cottage Student Council had a bake sale on Wednesday, February 12<sup>th</sup>. The group is planning an outing towards the end of the school year.

On February 22<sup>nd</sup> the students in the cottage had a “Chili Cook-Off”. Each cottage wing made one or two batches of chili and there were several judges. The students came up with their own recipes (either from home, cookbooks or from the internet). The students seemed to enjoy this activity!

This weekend is the Deaf and Hard of Hearing Enrichment Weekend. Students will travel home next Friday (March 7<sup>th</sup>) and return on Monday (March 10<sup>th</sup>).

6. Safety and Facilities: Donna Schmidt reported that we went over to Helena and picked up four new vans. We have placed small bottles of Ice Melt in marked containers, by outside doors all over the campus to be used on the ice.

7. Budget and Finance: Donna Schmidt reported that we have spent 54% of our budget compared to last year at this time 58 %. No real concerns for now. I am watching the utilities and projections for our payroll and for year end.

8. MSDB Foundation: Agreement between the BOPE and MSDB Foundation, Inc.:

The Board and Foundation Agreement were reviewed by Steve Gettel and Pete Donovan. There are only some technical amendments suggested but we need to have a signed copy on file. This could be on the agenda for board approval at the next meeting.

**Appointment of BOPE member to MSDB Foundation Board:** Steve Gettel said the next meeting of the Foundation is May 12<sup>th</sup>. The Foundation is clarifying the expectations of board members and is moving from a “stewardship” board to a “development” board. Active participation in committee work for growth and development funding is expected. Work could average 10 hours per month outside of meeting attendance.

9. School Calendar of Events:

**Upcoming Activities/Events:**

Feb. 27 Ski Assembly

Feb 28: February Celebrations

Feb 28 to March 1: Winter DEW

March 3-7: Read Across America week with Activities such as “dressing up” your door, snuggle up with a good book, and others

March 3 – 25: CRT SCIENCE window for grades 4, 8 &10

March 4: Spring Pictures

March 5: Ski Day #1

March 7: Travel Home, MCCC review

March 12: Ski Day #2

March 18 – May 14: Smarter Balanced Assessment window for grades 3-8 & 11

March 20: Focus/Goalball Enrichment Weekend

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

11. Action Items: Steve Gettel reported that there are a number of policies that will be revised related to the implementation of changes in accreditation rules in Chapter 55. We have existing policies to cover most issues. An area requiring new policies is with the establishment of a professional development committee. Revisions for all changes will be posted in May and brought to the committee at the June meeting for board action.

The meeting was adjourned at 4:55. The next committee meeting will be on Wednesday, April 30<sup>th</sup> at 4:00 PM.

**Montana School for the Deaf and the Blind**  
**Board of Public Education Committee Minutes**  
**March 26, 2014**

The meeting was called to order by Chairperson Sharon Carroll at 4:00 PM with board members Bernard Olson, Lila Taylor, Pete Donovan, present via telephone. Also present via telephone was Kim Schawbe, Donna Schmidt, Donna Sorenson, Jim Kelly, Paula Mix and Steve Gettel.

1. Superintendent's Report: Steve Gettel reported that a letter congratulating her to her appointment as Lt. Governor and inviting her to MSDB was sent to Angela Mclean.

He also reported on the work of CEASD, COSB and AFB to introduce HR 4040, the Alice Cogswell and Anne Sullivan Macy Act in the House of Representatives. He said Representative Daines had been contacted to sponsor the bill but he had received no response from his staff. He is now contacting Senator Walsh with information about the bill and an invitation to visit the campus. Steve will attend a reception for Senator Walsh on Friday in Great Falls.

Steve reported that he attended legislative candidate forum on disabilities sponsored by ARC (Advocating for Resources in Communities for People with Developmental and Intellectual Disabilities), MDR and PLUK. He said a question came from the audience about supporting employment opportunities for the deaf. He said he had time after the forum to visit with several legislators about the issue and provide the school's perspective regarding pre vocational training and the need to address access and accommodations within the workforce development program. He said he'd also use it as an opportunity for further dialog with the local legislative candidates.

Regarding the 2015 legislative session Steve said he'd talked with Jim Whaley at the A and E Division about comparative data for general services budgets for personnel and operations. He'll be following up with the facilities program manager from MSU Northern. Donna reported on the use of the pay tool in SABHRS to get comparative data on salaries between agencies for similar positions. MSDB's pay is much lower than pay in Helena. Steve said the thought is that in developing new proposals for salaries Donna will prepare data in a spreadsheet that will be shared with the Governor's office but that he'd request a couple of local legislators to advocate with the budget office for the FY17 budget request.

Later in the meeting Steve mentioned that he was contacted several months ago by and administrator from the Iowa School for the Deaf about the pending vacancy for superintendent of that school and the Iowa Braille and Sight Saving School. He said he had put in an application. He commented on his time as the superintendent of MSDB and that he could certainly continue in that role for a few more years but for a variety of reasons that benefit both him and MSDB it is worth considering options for changes in leadership. Steve said he had been interviewed by phone and would know by early next week if his application would move forward in the search process. He complimented his leadership team for their competency and was proud to be able to serve with them.

2. Education Program: Kim Schwabe reported

***Student Enrollment:***

48 (will be 49 mid next week)

***Referrals/Observations scheduled:***

1 student starting a 10-day next week (VI)

### **Campus Program:**

#### *Accreditation Report:*

Our students access World Languages at Great Falls High School. As the system (AIM/TEAMS) cannot enter in teachers and courses we do not have, this will be noted. However, we will not get a citation for this as OPI understand what is occurring. In addition, as our high school is small, we have freshmen and sophomores in classes together. When we do this, it appears as if we do not have enough units of coursework content (ex: science). Again, this will be noted in the report but we will not get cited for it. One last thing she let us know is that will not get “dinged” for any policies we do not have in place this year.

#### *EVALUATION Committee:*

The committee has brought different category rubrics to the table to review such as technology and special education. We are still working on sensory specific rubrics. At this time, we will embed these as much as possible into the framework and then add any additional components necessary. We are also starting to look at similar rubric based frameworks for support staff positions.

#### *PIR Advisory Team:*

The team will meet on Monday, March 31, over lunch. On the table is a day workshop with Bill Daggett (provided by GTCC), a day centered on MCCS, sensory specific workshops, Olweus reviews along with updates on reporting procedures.

#### *SIP After-school:*

We have had our initial meeting and did a “data on the wall” activity wherein we identified student needs. The Librarian also met with the district’s curriculum director in order to see what materials they are purchasing and what they will be reviewing.

#### *Smarter Balanced:*

We have our test administrator TIDE logins and are setting things up so that students can get their IDs and passwords. During this time we’ll be entering in individual student accommodations. We plan to test before Easter break.

During our recent FOCUS days (VI students from across the state come to get direct instruction on expanded core content), Mrs. Rutledge and Mrs. Clayton-Bye had two Smarter Balanced sessions. One was with students and one was with professionals that accompanied the students to FOCUS. During the student session, students were shown the various accommodations available to them on the test. As students tried the accommodations out, they were able to identify what worked well for them. Students were asked to advocate for themselves as they share this experience with their home school teachers. None of the adults in the second session had any prior exposure to the Smarter Balanced accommodations. Participants were given the rundown of the modifications and accommodations. In addition, different demonstrations such as seeing the screen reader work and on demand brailing were given.

#### ***March Events overview:***

To kick-off our ski days, we had a ski assembly attended by all students

February Celebrations occurred

Read Across America week (various activities with a culminating “snuggle up and read” time in the IMC with staff and students

CRT science testing

Two Ski days

Two FOCUS days

Great Falls College presentation to grades 8 and above

End of Quarter wrap-up

Deaf Enrichment Weekend (DEW)

## Goalball Enrichment Weekend for the VI

3. Outreach Program: Donna Sorenson reported since our last meeting, we have had our Focus Goalball Enrichment event. We had at least 25 participants with at least 4 staff members from other schools in Focus which happened Thursday and Friday during the school day. Students learned about technology, practiced O&M skills on a field trip, went to the library to learn about digital book checkouts, and had a guest speaker via Vidyo who talked about Goalball (a sport for blind and low vision people) and the opportunities she gained while playing Goalball such as traveling across the country. We also had a guest role model who talked about college and her experiences there.

We had up to 20 participants for Goalball Enrichment Weekend. Students participated in swimming, Goalball drills and practice as well as a mock game, fun technology, and Showdown (another blind and low vision game similar to air hockey). In the afternoon we had a Showdown tournament with an older group winner and a younger group winner.

On the DHH side, one consultant recently attended an HIV/AIDS in Early Intervention workshop. She gave a presentation at our DHH Outreach meeting sharing information from the workshop as well as personal experiences with a family member who is HIV+. We all learned a lot about this virus, how to better protect ourselves, and how technology and research have improved the quality of lives of people living with HIV.

4. Student Services Program: Jim Kelly reported that the month of March has been busy for the students in the residential program.

February 28<sup>th</sup> and March 1<sup>st</sup> was the Deaf and Hard of Hearing Enrichment weekend. The outreach and cottage staff worked hard to provide the students with an enjoyable weekend. The extreme weather forced all out of town participants to cancel (including the consultants) – one out of town family did come. However, for those who were in attendance (Great Falls students and students from the cottage) the weekend was awesome and self-esteem building.

March 7<sup>th</sup> and March 10<sup>th</sup> students traveled to and from their homes. The travel was uneventful and all made it safely to their destinations.

On Saturday, March 15<sup>th</sup> the cottage kids watched the St. Patrick's Day parade in downtown Great Falls. They seemed to enjoy the outing. Then on Sunday, March 16<sup>th</sup> the kids and staff had a pot-luck with foods from Ireland being the theme.

The Goal ball Enrichment Weekend and Braille Focus program was held March 20-22. This was well attended and the kids had a great time. All the cottage students with visual impairments participated in this event.

Students will travel home on Friday, March 28<sup>th</sup> and will return on Sunday, March 30<sup>th</sup>. After this travel there will be the Easter/Spring break travel and Mother's Day Weekend travel and that will conclude our travel weekends for the 2013-14 school year.

The Cottage Student Council is planning an over-night outing in May (May 17<sup>th</sup>). They will go to Helena, participate in some activities around town, eat out, swim, stay in a hotel and return on Sunday. The students have earned funds for this trip through various fundraisers.

5. Safety and Facilities: Donna Schmidt reported that we are going through the Safety Handbook and the final review will be this next week. Donna met with Hollis, went over the maintenance plan and what projects to work on for the next year and 4-5 years out.

**6. Budget and Finance:** Donna Schmidt reported that we have spent 75% of our budget. She continues to keep an eye on the utilities and travel expense for the cottage travel days.

**7. MSDB Foundation:** After a discussion about the history of the Foundation and the contractual agreement required between the BOPE and a non profit for the purpose of managing gifts and interest income, Sharon suggested at its May meeting the Board review the Administrative Rules requiring a member of the BOPE serve on the Foundation Board - ARM 10.59.103. And also review ARM 10.59.104- Financial reports quarterly, to be sure the Foundation and the BOPE can be in compliance with the intent of the rule. Recommendations for revisions of the ARM could come from that review.

**8. School Calendar of Events:**

**Upcoming Activities/Events:**

April

- Steve Beck presentation for Staff
- Smarter Balanced testing
- Easter Egg Hunt
- Spring break
- Spring Program
- April Celebrations assembly

May

- Games for the Visually Impaired
- Science/IEFA field trip to Fort Benton
- Salish Kootenai College & Stone College visit
- Alex's Lemonade Stand activities
- May Celebrations assembly
- Memorial Day – No School

June

- Awards Assembly
- Last Day of school

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

**10. Action Items:**

- New Budget proposals prepared for the OBPP for the 2017 biennium
- 2014-2015 School Calendar
- ARM responsibilities on the Foundation Board membership and quarterly reporting
- MHSR Renewal forms for Girls and Boys Basketball and Girls and Boys Track and a new coop agreement for Football.

The meeting was adjourned at 4:55. The next committee meeting will be on Wednesday, April 30<sup>th</sup> at 4:00 PM.

**TITLE 20. EDUCATION**  
**CHAPTER 8. MONTANA SCHOOL FOR THE DEAF AND BLIND**

**20-8-111. Duty of board of public education as to property of school.** The board of public education shall, either directly or through a contract with a nonprofit corporation, 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 for the deaf and blind. All donations, gifts, devises, or grants vest in the board or its designee, as trustee for the state of Montana, for the use and benefit of the school and its students.

**History:** En. Sec. 12, Ch. 182, L. 1943; R.C.M. 1947, 80-114; amd. Sec. 9, Ch. 151, L. 1983; amd. Sec. 31, Ch. 703, L. 1985; amd. Sec. 30, Ch. 422, L. 1997.

**Chapter Title: SCHOOL FOR THE DEAF AND BLIND FOUNDATION**  
**10.59 : SCHOOL FOR THE DEAF AND BLIND FOUNDATION**

**10.59.101 BOARD OF PUBLIC EDUCATION POLICY STATEMENT**

(1) All real and personal property transferred to the board of public education, Montana school for the deaf and blind, or school for the deaf and blind foundation by purchase, gift, devise, bequest or otherwise acquired and the proceeds, interest and income of such property for the use and benefit of the school and its students shall be vested in the school for the deaf and blind foundation.

History: Sec. [20-8-103](#), MCA; [IMP](#), Sec. [20-8-111](#), MCA; [NEW](#), 1983 MAR p. 1926, Eff. 12/30/83.

**10.59.102 CONTRACT BETWEEN THE BOARD OF PUBLIC EDUCATION AND THE SCHOOL FOR THE DEAF AND BLIND FOUNDATION**

(1) The board of public education shall contract with the school for the deaf and blind foundation for the management of such property and its proceeds, interest and income.

History: Sec. [20-8-103](#), MCA; [IMP](#), Sec. [20-8-111](#), MCA; [NEW](#), 1983 MAR p. 1926, Eff. 12/30/83.

**10.59.103 CONTENTS OF THE CONTRACT**

(1) The contract between the board of public education and the foundation must require the foundation to have:

(a) Articles of incorporation which without limitation stipulate that:

(i) The board of public education shall have one of its members serve as a member of the board of directors of the foundation for the duration of his term as board of public education member; and  
(ii) The superintendent of the school for the deaf and blind shall by virtue of his office be one of the directors of the foundation until his successor is duly appointed;

(b) Bylaws which without limitation cover selection of officers, meetings, compensation for services and amendment procedures;

(c) Policy which covers the acceptance, management and expenditure of foundation property, proceeds, interest and income.

History: Sec. [20-8-103](#), MCA; [IMP](#), Sec. [20-8-111](#), MCA; [NEW](#), 1983 MAR p. 1926, Eff. 12/30/83; [AMD](#), 2000 MAR p. 3361, Eff. 12/8/00.

**10.59.104 QUARTERLY REPORT**

(1) The presiding officer of the foundation or his designee shall report to the board of public education each quarter at one of its regular meetings:

(a) Principal and income statement identifying investment holdings;

(b) List of designated funds or restricted gifts;

(c) Receipts and expenditures;

(d) Meetings held and minutes.

History: Sec. [20-8-103](#), MCA; [IMP](#), Sec. [20-8-111](#), MCA; [NEW](#), 1983 MAR p. 1926, Eff. 12/30/83.

**AGREEMENT  
BETWEEN THE  
MONTANA BOARD OF PUBLIC EDUCATION  
AND THE  
MONTANA SCHOOL FOR THE DEAF AND BLIND  
MAY 16, 2001**

This agreement (“Agreement”) is entered into by the Montana Board of Public Education and the Montana School for the Deaf and Blind Foundation (“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 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

**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  
DEAF AND BLIND FOUNDATION

BOARD OF PUBLIC EDUCATION

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

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

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

# **INFORMATION**

- ❖ **EXECUTIVE COMMITTEE (Items 19-21)**  
**Sharon Carroll**

## **ITEM 19**

### **PRESENTATION ON STEM GRANT**

**Dr. Ken Miller**  
**Rayelynn Connole**

**ITEM 20**

**MSDB SUPERINTENDENT EVALUATION**

**Sharon Carroll**

**ITEM 21**

**BPE EXECUTIVE DIRECTOR EVALUATION**

**Sharon Carroll**

**FUTURE AGENDA ITEMS**  
**July 16-18<sup>th</sup>, 2014**

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