Holiday Inn Park Plaza Hotel
Ballroom
22 N Last Chance Gulch
Helena, MT

March 16-17, 2017

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

March 16-17, 2017
Holiday Inn Park Plaza
Ballroom
Helena, MT

Thursday March 16, 2017
2:00 PM

CALL TO ORDER

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

PUBLIC COMMENT

CONSENT AGENDA

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

- **A. Correspondence**
- **B. January 20, 2017 Meeting Minutes**
- **C. Financials**

ADOPT AGENDA

INFORMATION ITEMS

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

Item 1	**2:00 PM**	**CHAIRPERSON'S REPORT** **Sharon Carroll**
Item 2	**2:15 PM**	**EXECUTIVE DIRECTOR REPORT** **Pete Donovan**
Item 3	**2:30 PM**	**STATE SUPERINTENDENT'S REPORT** **State Superintendent Elsie Arntzen**
Item 4	**2:45 PM**	**COMMISSIONER OF HIGHER EDUCATION'S REPORT** **Angela McLean**
Item 5	**3:00 PM**	**GOVERNOR'S OFFICE REPORT** **Siri Smillie**
Item 6	**3:15 PM**	**STUDENT REPRESENTATIVE'S REPORT** **Molly DeMarco**

DISCUSSION ITEMS

- **MSDB LIAISON - Mary Jo Bremner (Item 7)**

Item 7 **4:00 PM** **MSDB REPORT**
Donna Sorensen
- **Superintendent Contract Renewal**

- **EXECUTIVE COMMITTEE – Sharon Carroll (Items 8-9)**

Item 8 **4:15 PM** **SUICIDE PREVENTION TRAINING PROGRAMS DISCUSSION**
Senator Edie McClafferty

Item 9 **4:45 PM** **FEDERAL UPDATE**
Superintendent Elsie Arntzen

ADJOURN **5:00 PM**

****

Friday March 17, 2017
8:00 AM

- **ASSESSMENT COMMITTEE – Sharon Carroll (Item 10)**

Item 10 **8:00 AM** **ASSESSMENT UPDATE**
Jessica Eilertson

- **UPDATES ON ACT TESTING FOR HIGH SCHOOL JUNIORS FOR 2016-2017 ACADEMIC YEAR**
Superintendent Elsie Arntzen

- **LICENSURE COMMITTEE – Jesse Barnhart (Items 11-14)**

Item 11 **8:25 AM** **PROPOSED NEW CURRICULUM PROGRAM IN EARLY CHILDHOOD EDUCATION AND CHILD SERVICES PRESCHOOL THROUGH GRADE 3 (ECE & CS P-3) IN THE DEPARTMENT OF HEALTH AND HUMAN DEVELOPMENT, MONTANA STATE UNIVERSITY BOZEMAN**
Dr. Linda Vrooman Peterson; Dr. Christine Lux – MSU

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 12 **8:40 AM** **RECOMMEND APPROVAL OF THE SECONDARY EDUCATION ENDORSEMENT PROGRAM IN COMPUTER SCIENCE IN THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES, UNIVERSITY OF MONTANA**
Dr. Linda Vrooman Peterson; Dr. Lisa Blank, UM

Item 13	**8:55 AM**	**RECOMMEND APPROVAL OF THE MONTANA MINIMUM SCORE ON PRAXIS SUBJECT ASSESSMENT (FORMERLY PRAXIS II® TESTS), PURSUANT TO ARM 10.57.410(4)** **Dr. Linda Vrooman Peterson**
Item 14	**9:10 AM**	**RECOMMEND APPROVAL OF "VERIFICATION OF ADMINISTRATIVE EXPERIENCE" FORM** **Kristine Thatcher**

- **LICENSURE COMMITTEE – Tammy Lacey (Items 15-19)**

Item 15	**9:25 AM**	**RECOMMEND APPROVAL OF ONE YEAR EXTENSION REQUEST OF CLASS 5 LICENSE FOR SALLY KING** **Kristine Thatcher**
Item 16	**9:40 AM**	**RECOMMEND APPROVAL OF EXCEPTION REQUEST FOR HOBSON PUBLIC SCHOOLS AND SUBSEQUENT EMERGENCY AUTHORIZATION OF EMPLOYMENT FOR CLAY DUNLAP** **Kristine Thatcher**

*******BREAK 10:00 – 10:10 AM*******

Item 17	**10:10 AM**	**HEARING ON BPE CASE 2016-06 APPEAL OF CLASS 4A LICENSE DENIAL** **Rob Stutz**
Item 18	**10:40 AM**	**HEARING ON BPE CASE 2016-07 APPEAL OF CLASS 2 LICENSE DENIAL** **Rob Stutz**
Item 19	**11:10 AM**	**BPE CASE 2016-08 LICENSE SUSPENSION REQUEST** **Rob Stutz, Kyle Moen**

- **ACCREDITATION COMMITTEE – Darlene Schottle (Items 20-21)**

Item 20	**11:20 AM**	**RECOMMEND APPROVAL OF THE 2016-2017 ACCREDITATION STATUS OF ALL SCHOOLS** **Patty Muir**
Item 21	**11:45 AM**	**RECOMMEND APPROVAL OF THE 2016-2017 REPORT OF SCHOOLS TO EXIT INTENSIVE ASSISTANCE; SCHOOLS TO ENTER INTENSIVE ASSISTANCE; SCHOOLS TO MOVE TO STEP 2 OF INTENSIVE ASSISTANCE** **Patty Muir**

- **EXECUTIVE COMMITTEE – Sharon Carroll (Item 22)**

Item 22	**12:05 PM**	**RECOMMEND APPROVAL TO NOTICE REVISED BUS STANDARDS** **Kara Sperle**

FUTURE AGENDA ITEMS May 11-12, 2017, Great Falls MT

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

PUBLIC COMMENT

ADJOURN

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 or phone at 444-0302.

CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if requested

A. November 17-18, 2016 Meeting Minutes
B. Financials
C. Correspondence

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
CONFERENCE CALL MEETING MINUTES

Friday January 20, 2017
8:30 AM

CALL TO ORDER
Chair Carroll called the meeting to order at 8:33 AM. The Board said the Pledge of Allegiance. Chair Carroll welcomed Superintendent Arntzen who addressed the Board and introduced her staff. Ms. Stockton took roll call and Chair Carroll read the Statement of Public Participation and welcomed guests and called for any public comment.

Board members present: Ms. Sharon Carroll, Chair; Dr. Darlene Schottle, Vice Chair; Ms. Tammy Lacey; Ms. Mary Jo Bremner; Ms. Erin Williams; Ms. Molly DeMarco. Ex-Officio members present included: Ms. Angela McLean, OCHE; Ms. Elsie Arntzen, Superintendent of Public Instruction; Ms. Siri Smillie, Governor's Office. Guests present included: Mr. Rob Stutz, Agency Legal Services; Mr. Steve Meloy, MTSBA; Mr. Bob Vogel, MTSBA; Ms. BJ Granbery, OPI; Mr. Nathan Miller, OPI; Mr. Kyle Moen, OPI; Ms. Kristine Thatcher, OPI; Ms. Jessica Eilertsen, OPI; Mr. Dylan Klappmeir, OPI; Dr. Kirk Miller, SAM;

PUBLIC COMMENT
No public comment.

CONSENT AGENDA
The consent agenda was approved as presented.

ADOPT AGENDA

Ms. Mary Jo Bremner moved to adopt the agenda. Motion seconded by Ms. Tammy Lacey.

No discussion. Motion passed unanimously.

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

INFORMATION ITEMS

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

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

- **Exiting Board Member Recognition**

Chair Carroll, Board members, and guests all thanked Ms. Williams for her service to the Board. Chair Carroll thanked the Accreditation Committee for their work in December with revisions to the Intensive Assistance Process, and to Ms. Lacey for her work on the revisions to the Bus Standards.

Item 2 EXECUTIVE DIRECTOR REPORT
Pete Donovan

Mr. Donovan updated the Board on the ongoing work of the agency's Legislative Audit, the budget hearing before the joint sub-committee on Appropriations, and thanked the Education partners for their public comment at the hearing offering support for the agency budget. Mr. Donovan also announced that new Board members since the 2015 Legislative session will have their appointment before the Senate Education Committee for approval. Mr. Donovan updated the board on bills before the Legislature, including HB 119 regarding changes to the Critical Quality Educator Loan Repayment program, HB 191 for Inflationary Increase to the ANB funding. Superintendent Arntzen also spoke to the bill. Also discussed was SB 103 regarding proficiency based advancement in schools, SB 114 Montana START Scholarship for student teaching, and SB 115 to increase stipends for National Board Certified Teachers. Mr. Donovan also mentioned the meetings and conversations he and Chair Carroll have had with Superintendent Arntzen and Deputy Superintendent Tharp.

Item 3 STATE SUPERINTENDENT'S REPORT
State Superintendent Elsie Arntzen

Superintendent Arntzen introduced Dr. Tharp to the Board who introduced himself to the Board and discussed his background in education. Superintendent Arntzen also referenced other new members to her staff who will be coming into the administration. Superintendent Arntzen reviewed her educational background for the Board and happenings at the OPI since her administration has taken over in particular the legislative issues the office is supporting and following. The OPI budget will go before the sub-committee January 24 -25. The Superintendent discussed the ACT test for high school juniors and her concerns over its compliance with federal reporting standards. She has concerns that the test is not compliant in 2 areas with state standards or with federal standards. Although she knows there is a history with the ACT between the BPE and the previous OPI Administration she cannot find any documentation from the previous administration regarding the test. She stated that she will be working on a solution going forward for Assessment and that the OPI will be working with the Board on this issue. She promised that the ACT will remain the test for high school juniors for the next two years. Superintendent Arntzen also discussed the Education Caucus she is holding for the Legislature, the Native American Council held this week, and answered questions from the Board and then also discussed issues with military families the office is supporting. The Troops to Teachers program was discussed and although the Department of Defense is not funding the program it appears that a private funding source is being secured to bring the program back.

Item 4 COMMISSIONER OF HIGHER EDUCATION'S REPORT
Angela McLean

Ms. McLean welcomed Superintendent Arntzen to her new role and looking forward to working with her. Ms. McLean also thanked Ms. Williams for her service to the Board. Ms. McLean updated the Board on the Recruitment and Retention Task Force recent work, including a scholarship to incentivize student teachers to go to rural communities for their student teaching opportunity. Also being worked on is a dual enrollment opportunity for high school students for an introductory education course, and the Educators Rising program designed to help students take steps to become future educators. Board members made comments and asked questions of Ms. McLean. Ms. McLean also discussed ongoing work with the American Indian and Minority Achievement Council mostly surrounding American Indian education, graduation, and college retention, and also looking at strengthening student support. Ms. Amy Williams, Dual Enrollment Coordinator, discussed a new Dual Credit Tuition Free pilot program in Billings. Ms. Williams fielded questions from the Board. Dr. Schottle discussed how Dual Enrollment works at the Community College level, and Ms. Lacey added that it adds a level of opportunity for students.

Item 5 GOVERNOR'S OFFICE REPORT
Siri Smillie

Ms. Smillie welcomed the new Superintendent and thanked the OCHE staff for their update on recruitment and retention and dual enrollment. Ms. Smillie updated the Board on happenings in the Governor's office this Legislative session including public preschool expansion, and infrastructure. Ms. Smillie discussed the Equal Pay for Equal Work Task Force and that the office applied for and received a

VISTA position in the Governor's office for a STEM coordinator. The position will create a survey regarding women in STEM jobs to assist the state in working towards increasing the capacity of women in STEM careers. Ms. Smillie also discussed a Work-Based Learning Data Analysis. The State of the State address will be Tuesday January 24 and Ms. Smillie invited folks to attend or listen in. Ms. Lacey offered her time to the Work Based Learning project as well.

Item 6 STUDENT REPRESENTATIVE'S REPORT
Molly DeMarco

Ms. DeMarco also welcomed Superintendent Arntzen and discussed groups she is involved in at school, her work with teacher recruitment and retention in organizing a student group for round table discussion on the topic and what students think about it, and how to engage high school students in becoming future educators. A concern with her teacher is the EDU202 course is not common course numbered and may not transfer to all MUS campuses because of that.

DISCUSSION ITEMS

- **MACIE LIAISON – Mary Jo Bremner (Item 7)**

Item 7 MACIE UPDATE
Mandy Smoker-Broaddus

Ms. Mandy Smoker-Broaddus gave the MACIE update from the November 14, 2016 meeting in Helena. The meeting contained the first Tribal Consultation meeting between the Council and the OPI as newly required in the ESSA regulations. Highlights from the MACIE meeting included: The American Indian Achievement Data Report, new curriculum to align with the new Health Standards, the Best Practices Conference upcoming in 2017, a Title 3 update, an update on American Indian Task Force, Governor's Office update, and an update from the Department of. GEAR UP also made a presentation.

- **EXECUTIVE COMMITTEE – Sharon Carroll (Items 8-9)**

Item 8 FEDERAL REPORT
BJ Granbery

Ms. Granbery reported to the Board on the new ESSA requirements and how the OPI is working on the new regulations and the guidance documents disseminated to states on implementation. The state has submitted their ESSA plan but changes may need to be made by the new Superintendent and the Department of Education may request tweaks to the plan. The new Education Secretary may also make changes to the ESSA which would require updates to the state plan. OPI has still not received any allocation of money from the Department yet for Federal FY17 which funds the 2017-18 school year in Montana. The Striving Readers grant ended September 30, 2017, and the Preschool grant is still ongoing and successful.

Item 9 SCHOOL NUTRITION ANNUAL REPORT
Christine Emerson

Ms. Christine Emerson gave the School Nutrition Report to the Board. Ms. Emerson fielded questions from Board members. Chair Carroll commented that the breakfast program in her district is very successful. Ms. Lacey added that is the same in Great Falls, and that the summer lunch program was also very successful, coupled with their city parks department and the library.

ACTION

PUBLIC COMMENT

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

❖ **ACCREDITATION COMMITTEE – Erin Williams (Items 16-18)**

Item 16 **RECOMMEND APPROVAL OF THE REVISIONS TO INTENSIVE ASSISTANCE PROCESS**
Dr. Linda Vrooman Peterson

Dr. Peterson reviewed the current process and the changes that are being considered to the process.

Ms Erin Williams moved to approve the revisions to the Intensive Assistance Process as presented. Dr. Darlene Schottle seconded the motion.

No discussion. Motion passed unanimously.

Item 17 **RECOMMEND APPROVAL OF THE INTENSIVE ASSISTANCE TIMELINE**
Nathan Miller

Mr. Miller reviewed the document which was presented to the Board in September and is now up for approval by the Board.

Ms. Erin Williams moved to approve the Intensive Assistance Process as presented. Dr. Darlene Schottle seconded the motion.

No discussion. Motion passed unanimously.

DISCUSSION ITEM

Item 18 **VERIFICATION OF STEP 2 INTENSIVE ASSISTANCE PARENTAL NOTIFICATION LETTER TEMPLATE**
Patty Muir

Ms. Patty Muir presented a template to the Board for schools to use for the Parental Notification process when in the Intensive Assistance Process and their appearance before the BPE. Board members made comments and suggestions to the form. Ms. Muir will make the requested changes to the form and present it at the March BPE meeting.

❖ **ASSESSMENT COMMITTEE – Sharon Carroll (Item 10)**

Item 10 **ASSESSMENT UPDATE**
Jessica Eilertson

Chair Carroll asked the Superintendent for clarification on her previous statement that the ACT was not in compliance with ESSA as an assessment tool. As Chair Carroll noted, the ACT is the test in BPE rule for high school junior's assessment. The Superintendent stated that the ACT is still the test in place for 2017 and 2018. Chair Carroll asked for clarification on the statement made during Item 3 that the ACT is not compatible with state and federal standards. The Superintendent noted that she was not notified by the Department of Education that the ACT did not align with the Montana Standards, but that it was brought to her attention in her first week in the office that the submission of the ACT did not hit 2 points. She noted that the Federal government is giving the office time to reconcile the scores and comply with federal requirements. The OPI is moving towards reconciliation, however, because the ACT is the test in rule right now, it will continue to be used per the funding from the GEAR UP Grant which pays for the test for all high school juniors. Ms. Lacey asked what the reference to the 2 points meant. Superintendent Arntzen stated that the test did not fit (sic) the Montana state standards. Ms. Lacey again asked for clarification on that point, and Superintendent Arntzen stated that the ACT test is not aligned with state standards and also was not used with the Federal requirement for assessment levels. Ms. Lacey again asked for clarification. The Superintendent answered that there was not any norm referencing. Ms. Lacey asked if that meant that there were not cut scores aligned to the ACT scores to meet proficiency levels. Superintendent Arntzen stated that was correct. Ms. McLean stated that other states also use the ACT and asked if the Superintendent thought there would be a national conversation around using the

statewide ACT for juniors as a meaningful assessment. The Superintendent stated that the manner in which Montana uses the ACT is non-compliant with federal standards. Wyoming uses ACT Aspire in addition to the ACT to comply with standards to meet the proficiency benchmarks. The Superintendent again noted that the ACT will remain the state assessment for high school juniors for the 2017 and 2018 school years.

Ms. Eilertson reported to the Board on the Assessment Conference held earlier this month. A needs analysis was done with input from the field on what schools and districts need regarding administering assessment. An upcoming Assessment Conference in Billings will happen in February with Ms. Lacey as the keynote speaker.

- **LICENSURE COMMITTEE – Tammy Lacey (Items 11-15)**

Item 13 **PROPOSED NEW CURRICULUM PROGRAM IN EARLY CHILDHOOD EDUCATION PRESCHOOL THROUGH GRADE 3 – COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT, MONTANA STATE UNIVERSITY BOZEMAN (MSU)**
Dr. Linda Vrooman Peterson, OPI
Dr. Christine Lux, MSU
Dr. Alison Harmon, MSU

Dr. Peterson and Dr. Harmon, via phone, presented the new proposed program for MSU Bozeman in Early Childhood Education. Dr. Peterson stressed how hard the Universities have worked to address the needs of Early Childhood Education in Montana. Dr. Harmon and Dr. Lux both discussed the program and detailed how the program will run. This is an initial presentation to the Board, with the second presentation for March and the request for approval in May.

Item 12 **PROPOSED NEW CURRICULUM PROGRAM IN COMPUTER SCIENCE PHYLLIS J. WASHINGTON (PJW) COLLEGE OF EDUCATION AND HUMAN SCIENCES, UNIVERSITY OF MONTANA**
Dr. Linda Vrooman Peterson, OPI
Dr. Lisa Blank, University of Montana

Dr. Peterson, OPI, Dr. Lisa Blank, UM, and Ms. Susan Harper Whalen UM, updated the Board on the proposed program which had its first presentation to the Board in November. This is the second presentation to the Board and will be brought back in March for approval.

Item 11 **EDUCATOR LICENSURE REPORT**
Kristine Thatcher

Ms. Kristine Thatcher presented this new report to the Board, as required by the new Chapter 57 Educator Licensure Rules. The Board offered suggestions to improve upon the report which will be implemented by OPI. This is an annual report to the Board to be presented each January.

ACTION

PUBLIC COMMENT

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

Item 14 **APPROVAL OF FORM: VERIFICATION OF ADMINISTRATIVE EXPERIENCE**
Kristine Thatcher

Ms. Thatcher presented the Verification of Administrative Experience form to the Board as required in the newly adopted ARM 10.57.413(4. The Board of Public Education must approve this form for use per rule. Suggestions for changes to the form were discussed. The form was not approved as written but will be brought back at the March meeting for approval with suggested changes to the form completed.

Item 15 **BPE CASE #2016-08 – REQUEST FOR LICENSE SUSPENSION**
Kristine Thatcher, Rob Stutz

Ms. Thatcher gave a background of the case as it was investigated by the Office of Public Instruction in December 2016. Mr. Stutz briefed the Board on what their options are – they can accept the suspension as requested, or continue with their own investigation and move to a hearing.

Ms. Tammy Lacey moved to not accept the stipulated agreement and conduct an investigation to consider revocation and to amend the stipulated agreement to include the teaching license. Ms. Mary Jo Bremner seconded the motion.

Comment from Dr. Schottle.

Question from Ms. Lacey regarding a temporary suspension of the license while conducting an investigation. Mr. Stutz explained that OPI can request a temporary suspension while the Board conducts an investigation.

Motion passed unanimously.

DISCUSSION

- **MSDB LIAISON - Mary Jo Bremner (Items 19-20)**

Item 19 **MSDB REPORT**
Donna Sorensen

Ms. Sorensen gave the MSDB report to the Board. The Listening Sessions are ongoing and have been going well. Updates are given after BPE meetings, Legislative hearings, and any other meetings that is pertinent for the staff at the school to be informed about. Ms. Sorensen updated the Board on activities at the school, enrollment numbers, and staffing issues.

Item 20 **MSDB Superintendent Contract Extension**
Sharon Carroll

Superintendent Sorensen was not able to attend the meeting in person – this item has been tabled until the March 2017 BPE meeting.

FUTURE AGENDA ITEMS March 12-13, 2017

Assessment Update
Federal Update
Accreditation Report
Transportation Report
MACIE Update
Initial Presentation of MSDB School Calendar
Tentative Licensure Hearings

PUBLIC COMMENT

No public comment.

ADJOURN

Ms. Tammy Lacey moved to adjourn the meeting. Ms. Mary Jo Bremner seconded the motion. No discussion. Motion passed unanimously.

Meeting adjourned at 1:26 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 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 or phone at 444-0302.

DRAFT

CONSENT AGENDA

FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2017 through 09 (Mar)/2017

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

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

Refresh

Return to Menu

OBPP Program	Fund	Subclass	Fund Type	Acct Lvl 1	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION						**366,588.10**	**219,429.72**	**0.00**	**147,158.38**
	(blank)					**366,588.10**	**219,429.72**	**0.00**	**147,158.38**
		235H1 ADMINISTRATION				**327,255.00**	**196,214.29**	**0.00**	**131,040.71**
			01 General			**148,286.00**	**99,877.40**	**0.00**	**48,408.60**
				61000 Personal Services		**111,019.00**	**89,015.33**	**0.00**	**22,003.67**
					1 BOARD OF PUBLIC EDUCATION	111,019.00	89,015.33	0.00	22,003.67
				62000 Operating Expenses		**35,485.00**	**10,862.07**	**0.00**	**24,622.93**
					1 BOARD OF PUBLIC EDUCATION	35,485.00	10,862.07	0.00	24,622.93
				69000 Debt Service		**1,782.00**	**0.00**	**0.00**	**1,782.00**
					1 BOARD OF PUBLIC EDUCATION	1,782.00	0.00	0.00	1,782.00
			02 State/Other Spec Rev			**178,969.00**	**95,272.69**	**0.00**	**83,696.31**
				61000 Personal Services		**123,969.00**	**57,077.91**	**0.00**	**66,891.09**
					1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
					30 Advisory Council Program 01	123,969.00	57,077.91	0.00	66,891.09
				62000 Operating Expenses		**55,000.00**	**38,194.78**	**0.00**	**16,805.22**
					1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
					50 Research Program 01	55,000.00	38,194.78	0.00	16,805.22
			08 State/Other Spec Rev			**0.00**	**1,064.20**	**0.00**	**(1,064.20)**
				62000 Operating Expenses		**0.00**	**1,064.20**	**0.00**	**(1,064.20)**
					6 School Renewal Commission	0.00	1,064.20	0.00	(1,064.20)
		235H2 AUDIT (RST/BIEN)				**8,835.10**	**8,835.10**	**0.00**	**0.00**
			01 General			8,835.10	8,835.10	0.00	0.00
				62000 Operating Expenses		**8,835.10**	**8,835.10**	**0.00**	**0.00**
					1 BOARD OF PUBLIC EDUCATION	8,835.10	8,835.10	0.00	0.00
		235H3 LEGAL EXPENSES (RST/OTO)				**30,000.00**	**14,380.33**	**0.00**	**15,619.67**
			01 General			30,000.00	14,380.33	0.00	15,619.67
				62000 Operating Expenses		**30,000.00**	**14,380.33**	**0.00**	**15,619.67**
					1 BOARD OF PUBLIC EDUCATION	30,000.00	14,380.33	0.00	15,619.67
		235Z1 WORKERS COMP. REDUCTION				**498.00**	**0.00**	**0.00**	**498.00**
			01 General			260.00	0.00	0.00	260.00
				61000 Personal Services		**260.00**	**0.00**	**0.00**	**260.00**
					1 BOARD OF PUBLIC EDUCATION	260.00	0.00	0.00	260.00
			02 State/Other Spec Rev			238.00	0.00	0.00	238.00
				61000 Personal Services		**238.00**	**0.00**	**0.00**	**238.00**
					30 Advisory Council Program 01	238.00	0.00	0.00	238.00
Grand Total						**366,588.10**	**219,429.72**	**0.00**	**147,158.38**

CONSENT AGENDA

CORRESPONDENCE

574 Hwy 431
Fairfield, MT 59436
February 1, 2017

Board of Public Education
46 N Last Chance Gulch, Suite 2B
PO Box 200601
Helena, MT 59620

Dear Board of Public Education:

Thank you for taking your time to read this letter. I have a concern with the education that is given in Montana on type 1 diabetes, I feel like I am constantly educating friends, family, teachers, and even sometimes health professionals! Educating people on type one diabetes is very important to me because I have been a type one diabetic for 6 years. I am 12, and teaching almost everyone I see and know is a little too heavy for me to carry by myself, that is why I and other type one diabetics in Montana need your help.

I appreciate how hard nurses work and I hope one day to follow in their footsteps. However, there is a lack of education on type one diabetes. The overall education on diabetes is based on type 2 diabetes because this disease is more common in our state. But there are constantly type one diabetics in the hospital, doctors office, and clinics it leaves the most nurses helping that type one diabetic patient feeling overwhelmed. Type one diabetes is a life-threatening, autoimmune disease. In Great Falls there is a great need for type one diabetic education. Because of this, it is very hard for newly-diagnosed type 1 diabetics to be fully educated on type one diabetes.

My family and I want to help with this problem. When I went to my endocrinologist appointment this last month we discussed this topic. The diabetic educator we were speaking with brought up the idea of a type one diabetes conference in Idaho, all the nurses, school nurses, and whoever else that wanted to be educated on type 1 diabetes could attend for a small fee. She even mentioned using the internet to do a live chat. I know it would be worth it. Another idea could be; annually a type one diabetic or a parent of a type one diabetic would go into the hospital and do a little speech on type one diabetes. If we could help in any way please let us know. I look forward to your response.

Sincerely,
Bostyn Pearson

State of Montana

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

Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Sharon Carroll - Chair
Ekalaka

Darlene Schottle-Vice Chair
Big Fork

Paul Andersen
Bozeman

Erin Williams
Missoula

Jesse Barnhart
Broadus

Mary Jo Bremner
Browning

Tammy Lacey
Great Falls

Molly DeMarco, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Clayton Christian
Commissioner of
Higher Education

Elsie Arntzen,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

February 17, 2017

Ms. Bostyn Pearson
574 Hwy 431
Fairfield, MT 59436

Dear Ms. Pearson,

Thank you very much for writing to the Board of Public Education to express your concerns about the need to better educate the public in Montana about type 1 diabetes. I am an insulin dependent diabetic and am very familiar with the concerns and experiences you expressed in your letter, regarding the lack of knowledge by the general public concerning the issues and challenges faced by diabetics.

After reading your letter, I contacted Ms. Tammy Lacey, Superintendent of Great Falls Public Schools, who is also a member of the Montana Board of Public Education. Superintendent Lacey put me in touch with Ms. Erica Harp, who is the Lead Nurse in the Great Falls Public Schools. Ms. Harp is very much interested in the issues you raised in the letter and gave me permission to share with you her comments and contact information. Ms. Harp indicated that she would be interested in exploring the idea of organizing a local event in Great Falls on this topic.

Please let me know if I can be of further assistance to you in promoting this important cause. As a fellow diabetic, I admire your enthusiasm and willingness to serve as an advocated for diabetes education in Montana.

Sincerely,

Peter Donovan

Peter Donovan, Executive Director
Board of Public Education

*****Please see the email message below that I copied from an email with permission of Ms. Harp****

Thank you so much for sharing this letter and email with me. This is definitely an area of passion for me so I will try to be brief and concise in my response. First, I want to share that I do know Bostyn and this family personally and Bostyn is a remarkable young woman who is a great example of living with Type I Diabetes. Last year we did a Type I Diabetes awareness event at a UGF basketball game and she shared a personal reflection on living with Type I that was very powerful and insightful for such a young girl. I think any time people hear about the disease from a someone living with it daily it really puts it in perspective.

Here are some general thoughts I have about education about Type I. I do think it is important that educators, medical practitioners, and families have education and resources on Type I Diabetes. The chances of having a Type I Diabetic in your school, family, or community is growing every day. I do think that Bostyn poses a great idea, but I also think we could work locally to provide some education. I recently joined the MT Diabetes Collaborative that works with Diabetic Educators, parents, school nurses, and some MT DPHHS representatives to address the needs of Type I and Type II Diabetics in MT. We will be having a conference call on the 23rd and I can certainly see if there is anything currently going on in the state that we could partner with. On a local level I do see a need for education, but even more so for support of families with Type I Diabetics. We were just discussing in our department trying to work with some of the parents to establish a social network/support group. Last year we had 5 or so families participate in the UGF night and they really enjoyed meeting each other. I think we could work with Benefis and the Diabetic Educator there to do a local educational forum. She has presented at our school nurse conferences before.

As far as current resources to schools go...I know of the resources available for schools that have school nurses. We often receive education on current practice at our conferences. For schools without school nurses it can be a challenge. I have helped out with some education in Belt in recent years.

In summary...I love the idea of promoting education and support, but we could perhaps flush out the idea a little more. I think having a local event would increase the number of local participants.

Please let me know how I can continue to support,

Erica Harp, RN
GFPS Lead School Nurse
Phone:406-268-7700

Cell: 406-403-2662
Fax: 406-268-7004
Email: erica_harp@gfps.k12.mt.us

CALENDARS

January 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Education Committee Presentation - Pete	5 Joint Appropriations Committee - Pete, Kris	6 Rural Educator Task Force Meeting - Pete	7
8	9 Appropriation Sub Committee Hearing - Pete, Kris	10 TLLC Work Group - Pete	11	12 Board of Regents Meeting - Helena Check in with Siri Smillie - Pete	13	14
15	16	17	18	19 Healthy Schools Alliance - Pete	20 BPE Meeting - Helena	21
22	23	24	25	26 MCDE Meeting - Pete	27	28
29	30 MSDB Grievance Call - Pete, Sharon, Kris, Rob	31 ACT Update w/Superintendent Arntzen, Dr. Tharp - Pete	Notes:			

February 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 State of Education Address - Pete	4
5	6	7	8 CSPAC Meeting - Helena	9 Meeting W/Superintendent Arntzen - Pete	10	11
12	13 Public Education Caucus Day - Pete	Valentine's Day 14 TLLC Meeting - Pete MSDB Grievance Call - Pete, Kris, Sharon, Rob	15 HB 376 Hearing - Pete	16 Executive Action Section E Budget MSDB Committee Call - Pete, Mary Jo, Donna	17 SB 234 Hearing - Pete	18
19	20 President's Day SB 242 Hearing - Pete	21	22 Accreditation process meeting w/Supt Arntzen, Dr. Tharp - Pete	23 Afterschool Alliance Meeting - Pete	24 Rural Educator Task Force Call - Pete	25
26	27	28 Audit Exit Meeting - Pete, Kris	Notes:			

March 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:			1 Accrediation Meeting follow up w/Supt Arntzen, Dr. Tharp - Pete	2	3	4
5	6	7	8 House Appropriations SEction E Hearing - Pete	9 Board of Regents Meeting @ Helena College	10	11
12	13 MT Digital Academy Conference Call - Pete	14 TLLC Meeting - Pete	15	16 BPE Meeting - Helena	17 	18
19	20 Spring Begins 	21	22	23	24	25
26	27	28	29	30	31	

INFORMATION

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

ITEM 1

CHAIRPERSON'S REPORT

Sharon Carroll

ITEM 2

EXECUTIVE DIRECTOR REPORT

Peter Donovan

Meetings Attended by Peter Donovan

01/20/2017 – 03/15/2017

January

1. Board of Public Education Meeting – Conference Call	01/20/2017
2. Meeting w/State Labor Relations	01/26/2017
3. Winter Council of Dean's Retreat	01/26,27/2017
4. MSDB Grievance Conference Call	01/30/2017
5. Update on ACT Status Meeting w/Tim Tharp	01/31/2017

February

6. State of Education Address	02/03/2017
7. CSPAC Meeting – Helena	02/08/2017
8. Meeting w/Superintendent Arntzen	02/09/2017
9. Public Education Caucus	02/13/2017
10. TLLC Workgroup Meeting	02/14/2017
11. MSDB Grievance Call	02/14/2017
12. HB 376 Hearing re: Public Charter Schools	02/15/2017
13. Joint Appropriations meeting – Executive Action	02/16/2017
14. MSDB Committee Conference Call	02/16/2017
15. SB 234 Hearing – Expedite Teacher License for Military Spouse	02/17/2017
16. SB 242 Hearing – Require Civics Test in High School	02/20/2017
17. Meeting regarding Accreditation process	02/22/2017
18. Afterschool Alliance Meeting	02/23/2017

19. Rural Educator Task Force Conference Call	02/24/2017
20. Exit Meeting regarding Audit	02/28/2017

March

21. Meeting w/Superintendent Arntzen	03/01/2017
22. House Appropriations Hearing on Section E	03/08/2017
23. Board of Regents Meeting @ Helena College	03/09,10/2017
24. Montana Digital Academy Conference Call	03/13/2017
25. TLLC Workgroup Meeting	03/14/2017

/

ITEM 3

STATE SUPERINTENDENT'S REPORT

Superintendent of Public Instruction
Elsie Arntzen

ITEM 4

COMMISSIONER OF HIGHER EDUCATION REPORT

Angela McLean

ITEM 5

GOVERNOR'S OFFICE REPORT

Siri Smillie

ITEM 6

STUDENT REPRESENTATIVE'S REPORT

Molly DeMarco

DISCUSSION

- **MSDB LIAISON – (Item 7)**

Mary Jo Bremner

ITEM 7

MSDB REPORT

Donna Sorensen

Board of Public Education – MSDB Report: March 16-17, 2017

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

Agenda Item	Notes
Superintendent Report	MSDB Family News: ☹ On February 20, 2017, Ed VanTighem passed away. Ed is an alum of MSDB from the DHH Department. Ed was a strong supporter of MSDB and he served on the MSDB Foundation Board for many, many years. He was a pillar in the Deaf community in Great Falls, in Montana, and even on the National level. A few weeks after the January Foundation meeting, Ed was found to have stage 4 gastric cancer. His wife Betty was a teacher for many, many years at MSDB. His daughter-in-law Sandra is one of our ASL Interpreters. Ed LOVED woodworking and many of his creations are displayed in the Mustang Center encasing trophies and showcasing former sports and cheerleading uniforms. Ed will be missed. ☺ The staff supported one student who was pregnant by throwing her a baby shower. At one point she emotionally said, "I really will be ready when my baby comes." Zevin arrived on February 27, 2017 weighing 6 lbs, 7 oz and was 19.5 inches long. Mom and baby are doing well. Accreditation News: ☹ We will be getting a Level 3 deficiency in both the Elementary and High School. I still have one final paper for Economics in Education to complete. I take full responsibility for this status. We will submit our plan of correction must before June. ☺ We continue to work on gathering evidence of "present levels" for our sensory-specific accreditation reports in preparation for their visits this fall. So much good work happens at MSDB and it is important to review where we have been and where we want to go as a school and a community. Student News: ☺ As part of our work experience program, the main office requested a student worker for Office Assistant. Juan, a junior in the Deaf Department, applied and was hired. He works Mon-Thurs during second period. He has learned a variety of skills including label-making, filing, organizing notebooks of information, and using a campus map to locate ice melt buckets to monitor if any need to be refilled and using the map for changing the safety reminders (See Safety report). We have two other students who are interested in this experience when Juan's term is done and he is ready for a new work experience.
Student Enrollment and Evaluations	On-campus students who are visually impaired: 23 On-Campus students who are deaf or hard of hearing: 22 On-campus students who are deafblind: 2 New Students this school year: 5 (2 DHH, 3 VI) 10-day observations in progress: 3 (2 DHH, 1 VI) Paperwork being gathered: 2 (1 DHH, 1 VI)

	Outreach students who are visually impaired: 374 Outreach students who are deaf or hard of hearing: 326 Outreach students who are deafblind: 26 <u>Report:</u> We have a total of 47 students in our Education program. We have three students who are in their 10-day observation period. We are gathering papers for review for 2 potential students.
Human Resources	Vacant Positions: See below *Posted to:* New Hires: Scott Henry, TOD; Brittany Smith, TVI; Charlie Ann Melton, CLA; Seri Brammer, CLA <u>Report:</u> We currently have closed all positions except Speech Language Pathologist, Food Service Worker, and Cottage Life Attendant. We have several positions that we are waiting to see our final budget for the next biennium before proceeding. Our recent hire for Teacher of the Deaf, Scott Henry, has decided this is not a good fit for him. His last day will be March 29, 2017.
Education Program	*IEPs/504 meetings: 29 IEPs, 4 secondary IEPs, and one 504 meeting *Visits and Campus Tours: 7 <u>Report:</u> <u>Professional Development Activities:</u> • Staff continued work in sensory specific training (AEBPD, UEB/VIBTech and/or sign language classes) • 5 staff attended the CSPD training on Managing Resistance (split between Feb. 2nd and 3rd) • EIPA workshop featuring Trix Bruce was held on Feb. 4th for interpreters and interested staff <u>Student Related:</u> Numbers have remained steady. • Currently we have 2 students on a 10-day observation with an additional one scheduled and 5 in the referral process. <u>Sports:</u> • 1 High School student participated in co-op with GFCC for football • 2 Middle School students are participating in EMS volleyball • 2 Middle School students are participating in EMS wrestling • 2 Middle School students participated in EMS basketball

Activities:

- Gallaudet Day celebration Dec. 9, 2016
- Signing Santa came for a visit on Dec. 20, 2016.
- Winter program performed to a packed house on Dec. 21, 2016. It was also streamed out for families and constituents to view.
- Ski Patrol assembly occurred January 5th. Our first ski day happened Jan. 20th. We'll go again on Feb. 10th.
- Completed a successful first semester!
- Upper elementary and middle school students participated in ice fishing and a follow-up "fish math" activity
- 100 days of school celebrations with staff wearing their MSDB shirts
- De'Via activities started – currently working on ASL Poetry

Celebrating Gallaudet Day

Playing the"Elephant Game"

Visiting with Signing Santa

Winter program rehearsal

Making snow cream

Fun with ice fishing

Fish math activity

<table>
<tr>
<td></td>
<td>

Snowshoeing, skiing and snowboarding at Showdown Decorating our teepee Tech art students applying photo filter

Science students trying out their roller coasters Baking in Life Skills Student worker in Admin Office
</td>
</tr>
<tr>
<td>Outreach Program</td>
<td>
As of the end of January:
*DHH/VI Family Contacts: 968 / 1069
*DHH/VI School Contacts: 2842 / 1115
*DHH/VI Other Contacts: 884 / 384
*Professional Development-Inservices/*Number in Attendance: 31 / 518

<u>Report:</u>

Sign language classes for parents and school members are up and going in Belgrade and a few other places.
Three DHH Outreach Consultants attended and presented at the National Early Hearing & Detection Intervention (EHDI) Conference in Atlanta this month.
Six VI Consultants attended a CVI workshop presented by Robin Clark, ECC Coordinator at Utah School for the Deaf and Blind.
All consultants are busy contacting professionals, students and parents for the Family Learning Weekends and the Spring Enrichment weekends.
Began training modules on sensory specific learning projects for the Teacher Learning Hub (OPI).
Completed Paralympic Experiences in Missoula and Kalispell.
Up next month: Paralympic Experience for the Blind in Bozeman, Belgrade and Whitehall.

</td>
</tr>
</table>

Student Services Program	DHH students: 8 VI students: 11 (1 in 10-day observation) Boys: 6 (1 in 10-day observation) Girls: 13 <u>Report:</u> <u>February 6, 2017: Student Services Report</u> Since returning from the holidays the students have been busy with school work, visiting with friends, cooking their meals (ILSP students) and just hanging out. We are so fortunate to have a very nice group of students. Students had their Annual Super Bowl Party on Sunday, February 5th. They had BBQ wings of different temperature – sweet, mild, hot and super hot! In addition, each of the cottage wings made a variety of treats to share. The students and staff decorated the activity room and had a wonderful time. With Deb Brinka's retirement in December we had some internal promotions and transfers. Dorothy Nutter is now the Lead Cottage Life Attendant with the older girls (Deb's position) and Amy Crachy has been promoted to the Lead Cottage Life Attendant with the younger girls who are deaf. We also had a resignation from Cherie Berger for health reasons (she worked with the younger girls with visual impairments). Efforts to fill her position have been on-going with not much success. In addition, the new ASL Instructor/Mentor position has been offered and accepted by Rebecca Stroud, also Cottage Life Attendant (CLA) with the younger deaf girl's cottage. She will begin this new position soon as we have hired two part-time CLA's. Charlie Ann (Sangwin) Melton and Seri Brammer have been hired to work in Rising Sun. They are both former students! Just recently we have started ASL/De'VIA learning sessions every Thursday and Friday at 6:30pm to 7:30pm for all Deaf/HOH students. For those who do not know what De'VIA means, it refers to the type of art work created by Deaf people. This art includes painting/drawings, wood carvings, videos, sculptures, and more. The goal is to encourage students to learn different ways to express themselves through ASL poetry, storytelling, and De'VIA art. The group is also looking forward to attend WSD's (Washington School for the Deaf) Flying Hand competition this coming March where students will be showing off their work among their peers. Amee and Ray Sevrie (MSDB school and cottage staff) are the organizers and sponsors of this activity. Students will home for President's Day weekend on Friday, February 17th and return on Monday, February 20th. We have been fortunate to have fairly nice weather for our travel weekends. It is hard to believe that there are five travel weekends remaining for this school year. The last day of school will be

	Friday, June 2nd and our first summer event begins on that same day!
Safety and Facilities	<u>Safety Report:</u> We continue to be a safe work environment. We purchased some clear suction display cases for most exterior doors. We are creating page sized safety reminders that are changed periodically to help staff remember to be safe. We continue to work on processes for before, during, and after various safety-related events. <u>Facilities Report:</u> • In the last biennium, funds were approved to install new security cameras across campus. Work has begun on this project. We look forward to being able to monitor the happenings across campus better. • Our pool has been out of service due to plaster and paint chipping off and getting into the filtering system. We had a company come and give us an estimate – they wanted to repaint the pool at $87,000 with a one year warranty. The pool has been painted twice in the past 4 years and hasn't been successful. We approached A&E to take a look. We are exploring the possibility of restructuring the pool so a liner can be installed with a 30-year warranty. • Our bowling alley continues to be unusable. Several people have come to take a look. The pin-setting system seems to need a new "mother-board" and they no longer make these for the model we have. With the exception of the mother-board, the system is in excellent condition. At some point, we may be submitting a Long Range Building proposal for a new pin-setter.
Budget and Finance	See Finance Sheet
Legislation Information	Will provide most current information at the meeting.
MSDB Foundation Report	• The Foundation Board met on Monday, January 20, 2017. • We continue to solicit future board members. • We continue to fundraise through Fuddruckers nights in Great Falls once a month and through Mackenzie River Pizza in Great Falls once a month.
School Calendar of Events	• March 13 – Travel return • March 14 – Spring Pictures • March 24-25 – Deaf Enrichment Weekend (DEW) • March 31-April 1 – Visually Impaired Enrichment Weekend (VIEW) • April 1 – EIPA Interpreting Videoconference Professional Development • April 9 – Formal Spring Dinner at 5pm • April 27 – Arbor Day and Spring Program Performance at 1pm • May 4-5 – VI Games • May 12 – Travel home • May 15 – Travel return • May 15 – Foundation Board Meeting • May 26 – Graduation at 2pm • June 2 – Last day of school

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

ITEM 8

SUICIDE PREVENTION TRAINING PROGRAMS DISCUSSION

Senator Edie McClafferty

ITEM 9

FEDERAL UPDATE

Superintendent Elise Arntzen

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

Sharon Carroll

ITEM 10

ASSESSMENT UPDATE

Jessica Eilertson

UPDATES ON ACT TESTING FOR HIGH SCHOOL JUNIORS FOR 2016-2017 ACADEMIC YEAR

Superintendent Elsie Arntzen

Montana Board of Public Education
Executive Summary

Date: March 2017

Presentation	Assessment Update
Presenter	Jessica Eilertson
Position Title	State Assessment Director Office of Public Instruction
Overview	The Office of Public Instruction will present an update on the Assessment Conference to the Montana Board of Public Education. This update will include information regarding testing window dates and training that has been provided to stakeholders.
Requested Decision(s)	Information Item
Related Issue(s)	None
Recommendation(s)	None

MontCAS

February 2017 JUMP Newsletter

Welcome to JUMP, the OPI MontCAS online assessment newsletter. JUMP is published several times during the year to announce important assessment and data events. It provides up-to-date information necessary for the administration of statewide assessments and the accompanying data collections.

In this issue:

- Assessment calendar
- Spring collection schedule and count dates
- CRT Alt and Alt Science
  - Test window
  - Materials shipment
  - Late registration
  - Test administration training
- Smarter Balanced
  - TIDE
  - Training modules
  - Digital library
  - Interim assessments
- MSAA
  - Calendar
  - Eligibility and registration information
  - Upcoming kickoff webinar
- ELP
  - Results reports
  - Results reports webinar
  - Professional development opportunity
- ACT
  - Calendar
  - Coordinator emails information
  - Online prep information
- NAEP links and resources
- Assessment conference presentations
- My Access! writing resource
- Online assessment system links
- Help desk contacts
- Assessment team updates

Jessica Eilertson
State Assessment Director
406-444-3656
jeilertson@mt.gov

Yvonne Field
Assessment Specialist
406-444-0748
yfield@mt.gov

Ashley McGrath
NAEP State Coordinator
406-444-3450
amcgrath@mt.gov

Marcy Fortner
Administrative Assistant
406-444-3511
mfortner@mt.gov

2016-17 MontCAS Assessment Calendar		
Assessment Window	**Assessment/Event**	**Grades**
December 7, 2016 – February 1, 2017	**English Language Proficiency (ELP)**	**K-12**
January 12-13, 2017	**Missoula Assessment & Data Conference, Hilton Garden Inn.**	**All**
February 1-2, 2017	**Billings Assessment & Data Conference, Double Tree by Hilton**	**All**
January 30 – March 10, 2017	**NAEP-Selected Schools Assessment Window**	**4 and 8**
February 20 – March 24, 2017	**CRT Alternate Science**	**4, 8 and 10**
March 1 – March 24, 2017	**CRT Science**	**4, 8 and 10**
March 21, 2017	Test Window Count Date	3-8, 10-11
March 22 – May 26, 2017	**Montana Smarter Balanced, English Language Arts and Math**	**3-8 (and grade 11 for private accredited schools)**
March 27 - May 12, 2017	**MSAA Alternate Assessment, English Language Arts and Math**	**3-8, 11**
April 19, 2017 (Wednesday)	**ACT with Writing Initial Test Date**	**Public school students in gr. 11**
April 19 – May 3, 2017	**ACT with Writing Accommodations Window**	**Public school students in gr. 11**
May 3, 2017 (Wednesday)	**ACT with Writing Makeup Test Date**	**Public school students in gr. 11**

Updating System Test Coordinator Contact Information

If your system has a new System Test Coordinator this school year, contact information may be updated by phone or online form.

- Assessment contact: Marcy Fortner, Administrative Assistant, 406-444-3511
- Online form for new test coordinators: http://app.keysurvey.com/f/693797/16c7/
- Online link for existing system test coordinator contact updates: http://app.keysurvey.com/f/689583/f789/

Spring Collection Schedule and Count Dates

Date	Event	Action Needed
3/21/17-4/4/17	Test Window Count: Enrollment, Aggregate Hours & Count Date Absence	• Enter aggregate hours and attendance data for all students enrolled on 3/21/17. • Used for AYP Attendance rate.
3/21/17-4/11/17	Test Window Program Participation	• Enter/modify enrollment records for students who have entered or exited. • Enter and verify meal status (FRAM), Limited English Proficient, Immigrant, Homeless, Gifted and Talented, 21stCentury, Title I, Job Corps, YouthChalleNGe, Military Connected and other program counts. • Student data must be accurate as of test window count date 3/21/17. • Verify that completed Special Education ERs and IEPs are locked.

For further assistance, contact the AIM Help Desk at:
opiaimhelp@mt.gov or 1-888-424-6681

CRT&ALT

Science

Test Window

CRT-Science Alternate - February 20, 2017-March 24, 2017
CRT-Science - March 1-24, 2017

Test Materials Shipment

Materials were shipped out on Wednesday, February 8 and should have arrived the following week. If districts didn't receive materials they need, they can order additional materials via iServices (iservices.measuredprogress.org). System test coordinators will need the district ship code to complete orders.

Alternate CRT-Late Registration

Districts that have Alternate students who were neither in the AIM file nor entered into the Measured Progress site by 1/26/17 will need to order additional materials via iServices (iservices.measuredprogress.org).

- Binders from previous years are reused.
- Download the test booklets from the secure file transfer site (see iServices link).
- The password for the secure file transfer site was mailed with the shipment that included the Test Coordinator Manual.
- Order return materials.

Test Administration Training Materials

Updated test administration training PowerPoints can be found on the CRT & Alt CRT page under the training tab.
Test Administration Manuals: https://montana.onlinehelp.measuredprogress.org/

☑ ***Administer the CRT and CRT-Alt Science for grades 4, 8, and 10***

SMARTER BALANCED

Summative Assessment

TIDE

- TIDE is now available to use, please make sure to verify and clean up your user accounts.
- http://mt.portal.airast.org/

Prerecorded Webinars Available

- The following prerecorded webinars have been added to the **Tutorials** folder in the **Administration Resources** section on TIDE:
  - Test administration
  - Accommodations, designated supports, and universal tools
  - TIDE log in

☑ ***Update user accounts and share test administration preparation resources with stakeholders.***

Formative Assessment

Digital Library

The Smarter Balanced Assessment Consortium is committed to ensuring that all students leave high school prepared for postsecondary success. The Smarter Balanced assessment system—which includes the formative assessment process as well as interim and summative assessments—provides tools to improve teaching and learning.

The Digital Library is the component of the Smarter Balanced Assessment System that addresses the formative process.

- No charge to licensed MT educators, employed in an accredited MT school
- Online collection of over 2800 high-quality instructional and professional learning resources contributed by educators for educators
- Aligned with the Common Core State Standards
- Helps educators implement the formative assessment processes
- Resources go through a very rigorous vetting process
- Playlist resources:
    - align to the interim assessment blocks that enhance teaching and learning based on interim assessment results
- Collaboration features connect educators across the country:
    - Comment on and rate resources
    - Participate in online discussions

Account Setup:

The account is separate from the TIDE account.

To sign up for an account:

- Go to http://mt.portal.airast.org
- Select either the **System Coordinator** or **Test Coordinator** role card
- Select the **Digital Library Tool Card**.
- On the Digital Library login page, select **Register For the Digital Library**
- Follow the prompts

Note: Some e-mail addresses do not work for self-registration such as @gmail.com, @hotmail.com, @3rivers.net. If an educator has trouble with their e-mail address, they will need to call or e-mail Pam Birkeland to obtain an account at 406-560-2060 or pbirkeland@mt.gov.

This flyer from Smarter Balanced provides a more detailed overview of the Digital Library:
https://www.smarterbalanced.org/wp-content/uploads/2015/09/Digital-Library-Factsheet.pdf

Interim Assessment

The interim assessments are a component of the Smarter Balanced assessment system and are designed to support teaching and student learning throughout the year and provide information to inform instruction.

- Available on demand, no additional cost to schools
- No limit to the number of times students can test
- May be used in grade levels other than enrolled grades
- Fixed form, non-adaptive
- Includes a full range of item types
- Same accessibility options as summative
- Available grade levels: 3-8, 11
- English Language Arts and Mathematics
- Two types of interims:
    - Interim Assessment Blocks (IAB)
        - Inform teaching and learning
        - Small sets of related concepts
        - Primarily ectronically scored (non-performance tasks)
        - Use results with other sources of evidence to identify student strengths and weaknesses
        - Evaluate progress and plan adjustments to increase student learning

- Interim Comprehensive Assessment (ICA)
  - Same content and length as summative
  - Scoring and scaling same as summative
  - Electronically and hand scored

Accessing the Interim Assessments
The interim assessments and test administration training can be accessed via the Smarter Balanced Portal using the TIDE log in here: http://mt.portal.airast.org/

Additional resources and documents can be found on the OPI website on the Smarter Balanced page
OPI Contact: Jessica Eilertson, 406-444-3656, jeilertson@mt.gov

☑ ***Share information about the digital library and interim assessments with stakeholders in your district.***

Alternate Assessment, English Language Arts and Mathematics

2016-2017 Multi-State Alternate Assessment Administration Calendar			
	Date	**Activity**	**Responsible stakeholder**
Pre-Testing	1/17-5/12/17	Service Center Open	MSAA
	1/17/17	Student Upload #1	OPI
	3/2/17	Student Upload #2 Weekly upload/updates thereafter	OPI
	2/27/17	System Test Coordinators-receive account information emails and can log in to the MSAA system **MSAA Kickoff Webinar: 10:00-11:00 AM** **http://connect.opi.mt.gov/alt**	All
	3/13/17	Training Modules Available	All
		View students	STC, TA
		Pre-Assessment Activities: LCI, Accommodations, SRC	TAs
	3/23/17	DTAs available for test preparation	TAs
During Testing	3/27-5/12/17	MSAA Test Window	All
Post-Testing	7/31/2017	Results Reports Available -districts download and print student reports to share with parents.	All

MSAA Kickoff Webinar

OPI will host a live webinar covering pre assessment activities for system test coordinators and special education directors in districts with students who participate in the MSAA from 10:00AM to 11:00AM on February 27, 2017. Webinar link: http://connect.opi.mt.gov/alt. The webinar will be recorded and posted to the OPI website.

- Click on the link
- Log in as a guest

Eligibility Information:

Students who participate in alternate assessments make up approximately 1% of the total student population. The decision to move a special education student to an alternate assessment has significant implications for the path that a student will take in their K-12 school career. It means the student is not able to participate in the general education curriculum and needs a modified curriculum. The following resources can aid districts in determining eligibility for the MSAA:

- This OPI created document will provide more information, including a worksheet to use in IEP meetings:
  - How to Include Students with Disabilities in the MontCAS Assessments
- This resource, created as part of the development of the MSAA, provides a more in depth look at determining eligibility for alternate assessments:
  - IEP Team Guidance for Alternate Assessment Participation Decisions

Share these eligibility resources with special educators in your district.

Registration Information

- OPI identifies eligible students in grades 3-8 and 11 for the MSAA assessment based on the electronic IEP in AIM.
- In order for a student to be registered for the MSAA test, the alternate assessment checkbox must be marked and the IEP must be locked (finalized).
- OPI creates a registration file based on this information and uploads the file to the MSAA assessment system.
- OPI will update student information in the MSAA system on a weekly basis during the test window.
- System Test Coordinators will be able to view their list of uploaded students on March 13th in the MSAA system.
- OPI contact for troubleshooting electronic IEPs: Mary Graff 406-444-0685 or mgraff@mt.gov
- ***Please double check that all 3rd and 11th grade students who are eligible to participate in alternate assessments have updated IEPs that indicate the alternate assessment.*** At OPI we noticed in the process of uploading the student files that we have significantly fewer students in the system in grades 3 and 11 than the other grades. This may be because IEPs for these years are not updated since students in 3rd grade are in their first year of statewide testing and 11th grade students haven't needed to test for ELA and Mathematics since 8th grade.
- ***Remember that the ACT is not the appropriate assessment for students who participate in alternate assessments.***

Check with special educators to ensure that all students in grades 3-8, and 11 who are eligible to participate in the MSAA test have updated IEPs by March 2, 2017

ELP

English Language Proficiency

2016-2017 ACCESS for ELLs 2.0 Test Administration Calendar			
	Testing Specifics	**Start Date**	**End Date**
Pre-Testing	Deadline to update LEP status in AIM	10/3/16	10/28/16
	Pre ID Files to WIDA- OPI Staff	10/28/16	10/28/16
	WIDA AMS Test Setup Available	11/4/16	2/1/17
	Districts Receive Test Materials	11/29/16	1/25/17
During Testing	**Test Window**	**12/7/16**	**2/1/17**
	Additional Test Material Window in AMS	11/19/16	1/25/17
Post-Testing	Deadline for Shipping Completed Test Material to DRC	2/8/17	2/8/17
	Results Reports Webinar 3:30 PM- 4:30 PM Link: http://connect.opi.mt.gov/elp	4/20/17	4/20/17
	Districts Receive Reports - Printed and Online (On)	4/21/17	4/21/17

ACCESS for ELLs Survey

WIDA would like to gather feedback from educators in our state regarding their experience with the ACCESS for ELLs 2.0 assessment. The ACCESS 2.0 LEA Survey contains questions specific to the roles of Test Coordinator, Test Administrator, and Technology Coordinator and targets the topics of customer service, training, and technology. WIDA will use the results to help make decisions regarding future enhancements and development.

Please share the survey link below with educators as appropriate in your district who had a role in the administration of the ACCESS for ELLs 2.0.

ACCESS 2.0 LEA 2016-17 Survey

☑ ***Share the ACCESS for ELLs survey link with stakeholders who participated in the test administration process this year.***

Professional Development Opportunity:

Academic Language Institute at the Title I Conference		
When: April 18, 2017 (prior to the Title I conference) 9AM-4PM (lunch on your own) **Location:** Radisson Helena, MT 2301 Colonial Dr, Helena, MT 59601 (406) 443-2100	**Audience** School teams Classroom teachers Administrators Counselors	**Registration Contact:** Joan Franke jfranke@mt.gov 406-444-3482 **Deadline:** April 3, 2017.

Overview
This one day institute will provide a framework and lessons learned to support schools in developing Academic Language Development Teams based on the process at Great Falls Public Schools.

Participants will:

- Develop understandings about the process for implementing an Academic Language Development (ALD) Teams
- Develop understandings of culturally responsive pedagogy in creating ALD Teams
- Develop processes and systems in their context/site
- Learn 1-2 proven strategies that work with students learning academic English

Mark your calendar to attend the results reports webinar and share the link with other stakeholders in your district.

ACT

ACT Plus Writing

ACT Test Administration Calendar	
Test administration	**Dates**
Initial test date	Wednesday, April 19, 2017
Accommodations testing window	April 19 – May 3, 2017
Makeup Test Date	Wednesday, May 3, 2017

ACT Coordinator Communications:
If you are an ACT test coordinator and have not yet received any communications from ACT, please check your spam folder. There should be an email from Pearson Access there.

The window for updating student demographics information will remain open until March 16, 2017. Test coordinators should check and update the following demographic information fields:

- Name
- Gender
- Date of Birth
- Grade
- SSID

February and March Tasks

Date	Task
March 10, 2017	All approved accommodations requests MUST be submitted by this date. For questions relating to accommodations, contact ACTStateAccoms@act.org or call (800) 553-6244.

March 12-April 14, 2017	Window for schools to upload ACT-Approved Accommodations Late Consideration Form to TAA. Applicable only to: • Examinees who are newly enrolled at the school or newly classified at an eligible grade level. • Examinees who have a newly identified disability • Examinees who are newly enrolled or a newly classified grade level with previously approved ACT-approved accommodations. • Examinees with medical emergencies or sudden onset of a medical condition.
March 17 - April 12, 2017	Window to add additional students or update existing student information in Pearson Access for the initial test date.
March 17, 2017	Deadline for test coordinator to submit reconsideration request of ACT-approved accommodations in TAA.

Work with the accommodations coordinator to ensure that all accommodations are entered for approval by 3/10/17.

ACT Online Preparation (AOP)

ACT Online Prep is a tool to help students prepare for the ACT. Access to this program is free to districts for all juniors taking the *ACT Plus Writing*.

Benefits of the program for schools and districts include:

- Ability to monitor performance with the Administrator's Dashboard—See how long your students are spending in the system, how they're performing on the practice questions and tests, and the areas in which a whole class may need targeted help.
- Flexible, personalized learning paths—The ACT Online Prep system drives students through the courses so they can review independently, at their own pace, without falling behind.
- Confidence-building experiences—Using the practice questions and tests, students will familiarize themselves with the structure of the actual ACT test. There will be no surprises on test day for your students.
- A free mobile app for students so that they can review for the ACT anytime, anywhere.

User Accounts:

- ACT Online Prep is a separate site from PA Next and requires a different username and password from those used to access PA Next.
- To request a new account, contact Marcy Fortner at the OPI: 406-444-3511, mfortner@mt.gov
- When a new account is created you will receive an email from ACT Online Prep.
- Be sure to check your spam mail as these emails often filter there.

Site Link:
https://onlineprep.act.org/
Help Desk:
Phone: 319-337-1429
Email: customerservice@onlineprep.act.org

Share online prep resources with stakeholders in your district.

NAEP

NAEP

- **Click here** for a description of the pre-assessment activities and additional state supports.
- **Click here** for the NAEP 2017 School Coordinator Checklist and Timeline.

2017 Assessment/Data Conference

Thank you to those of you who made time to attend the recent Assessment & Data Conferences held in Missoula and Billings. The presentations from the conferences are posted on the Montana OPI website on the conference page.

Click on "2017 Conference Materials" in the blue box toward the bottom of the page.

My Access!

MY Access! Is a web based writing program that is available to districts for free through the 2017-2018 school year. The following mini training sessions are available to users. Please read the overview of each session topic and then use the link below to register. REGISTER

Course Title:	Description:	Session Dates
Using MY Access! in Career and Technical Education	At Vantage Learning, we know that writing will always be important regardless of a student's path. Whether in a traditional high school or a career technical school, whether a student is going on to a post-secondary institution or straight into the job market, writing is crucial to all areas of education. We understand this and are well positioned to assist career technical educators in teaching students to express themselves clearly and confidently through their writing.	Tue. 2/14 at 1:00 PM EST
Using MY Access! Data to Drive Instruction	This course will enhance teachers' ability to further develop students' writing and thinking skills by focusing on information derived from their writing experiences.	Wed. 2/15 at 6:00 PM EST
Using MY Access! to Support Blended Learning Initiatives	My Access! facilitates the integration of digital instruction with face-to-face instruction. We will introduce teachers to some techniques that support differentiated learning objectives by using tools that encourage students to improve at their own pace. .	Thur. 2/16 at 4:00 PM EST
Using MY Access! to Improve Writing for Students with IEPs	Students with IEPs require specialized and modified instruction. Vantage Learning can help you implement appropriate accommodations and supports aligned with the IEPs of your students.	Tue. 2/21 at 12:00 PM EST

MY Access! Best Practices and New Features	This mini training course provides a review of the key elements of MY Access! for teachers who have previously utilized the program.	Wed. 2/22 at 5:00 PM EST
Using MY Access! for Writing Across All Content Areas	Teachers will learn how to utilize MY Access! for cross-curricular writing. MY Access! grants teachers the freedom to exercise their creativity and incorporate writing across a variety of disciplines.	Thur. 2/23 at 3:00 PM EST

Share My Access! information with stakeholders in your district.

Online Assessment System Links:

ACCESS for ELLs 2.0 and W-APT Screener, English Language Proficiency Screener

- Training and online resources: www.wida.us
- Assessment Management System: https://www.wida-ams.us/
- OPI link: http://opi.mt.gov/curriculum/MontCAS/index.html?gpm=1_5#gpm1_6

Smarter

- Assessment system link: http://mt.portal.airast.org/
- OPI link: http://opi.mt.gov/curriculum/MontCAS/index.html?gpm=1_5#gpm1_3

Multi-State Alternate Assessment (MSAA)

- Assessment Management System: www.msaaassessment.org
- OPI link: http://opi.mt.gov/curriculum/MontCAS/index.html?gpm=1_5#gpm1_5

ACT Plus Writing

- Assessment Management Link: http://www.act.org/content/act/en/products-and-services/state-and-district-solutions/montana.html
- OPI Link: http://opi.mt.gov/curriculum/MontCAS/index.html?gpm=1_5#gpm1_7

MyNAEP for Schools and NAEP Pre-assessment NAEP Supports

- MyNAEP website is the primary resource to prepare for the NAEP assessment (www.mynaep.com)
- NAEP Pre-assessment School Coordinator Guidance: http://opi.mt.gov/Reports-Data/NAEP/Coord.html
- Electronic Communications History click here.

Assessment Help Desk Information

ACCESS for ELLs 2.0 and W-APT English Language Proficiency Screener

- WIDA Help Desk Phone Number: 866-876-7735
- WIDA Help Desk Email: help@wida.us
- WIDA AMS Help Desk Phone: 855-787-9615
- WIDA AMS Help Desk Email: WIDA@datarecognitioncorp.com

Smarter Balanced and Science CRT and Alt Service Desk

- Phone: 888-792-2741
- Email: montanahelpdesk@measuredprogress.org

Multi-State Alternate Assessment (MSAA)

- Phone: (866) 834-8879
- Email: MSAAServiceCenter@MeasuredProgress.org

ACT Plus Writing

- **General Inquiries**
  - Phone: 800-553-6244 ext. 2800
  - Email: Contact Form
- **Accommodations Questions:**

- 800-553-6244 ext. 1788
- ACTStateAccoms@act.org

NAEP

- Email: naephelp@westat.com
- Phone: 1-800-283-6237

Montana's Digital Library Team

A team of State Network of Educators (SNES) along with Digital Library state lead, Pam Birkeland, attended the Smarter Balanced Digital Library SNE workshop in Houston, TX, February 7-8th. The MT team spent two days working on submitting and reviewing resources to the Digital Library. They also were treated to a "SNEnote" (keynote) address by Dr. Maria Araceli Ruiz-Primo, an associate professor at Stanford University. Her presentation covered the essential features of instructional lessons built with a formative assessment framework. Over the course of the workshop, 192 reviews were conducted, 86 resources were created including 2 new playlists, and 32 new resources were posted to the Digital Library.

Meet the Assessment Division Team:

Marcy Fortner, Administrative Assistant

Marcy joined the assessment division this fall, replacing Angie Koehler. Marcy comes to us from a myriad of work experiences. She grew up in Wyoming and has lived in eastern and western Montana. Marcy loves being outdoors, spending time in the mountains and at the lake. She also cherishes any time she can spend with her husband and children – both 2-legged and 4-legged.

Jessica Eilertson, Assessment Director

Jessica joined the assessment division in September; she replaces Judy Snow, who retired at the end of December. Jessica comes to OPI from the Arizona Department of Education where she was an assessment specialist. Jessica completed her Master's degree at University of Montana and taught math in both Troy and Libby. She is thrilled to return to Montana and can be found kayaking with her dogs on sunny weekends.

Yvonne Field, Assessment Specialist

Yvonne has been with the assessment team at OPI since August 2012, she works mainly with the ELP and MSAA tests. Yvonne has a background in music, special education, and instructional design. Yvonne grew up in Missoula, is a griz fan, and enjoys runing with friends and dogs on the trails around Helena.

Ashley McGrath, NAEP Coordinator

Ashley has been with the Measurement and Accountability division at OPI since August 2012, she works mainly with the NAEP test. Ashley has a background in and strong passion for secondary science education. Ashley grew up in Missoula and enjoys her time outdoors with her furry friends.

❖ **LICENSURE COMMITTEE – (Items 11-14)**

Jesse Barnhart

ITEM 11

PROPOSED NEW CURRICULUM PROGRAM IN EARLY CHILDHOOD EDUCATION AND CHILD SERVICES PRESCHOOL THROUGH GRADE 3 (ECE P-3) IN THE DEPARTMENT OF HEALTH AND HUMAN DEVELOPMENT, MONTANA STATE UNIVERSITY

Dr. Linda Vrooman Peterson
Dr. Christine Lux, MSU

Montana Board of Public Education
Executive Summary

Date: March 2017

Presentation	**Proposed New Curriculum Program in Early Childhood Education and Child Services Preschool through Grade 3 (ECE & CS P-3) in Department of Health and Human Development at Montana State University Bozeman (MSU)**
Presenter	Linda Vrooman Peterson
Position Title	Administrator Accreditation and Educator Preparation Office of Public Instruction
Overview	The Office of Public Instruction (OPI) presents this report to the Board of Public Education (BPE) on the alignment of the MSU ECE & CS P-3 program option and teaching endorsement to the related Professional Educator Preparation Program Standards. Dr. Christine Lux, Program Lead, provided the OPI with materials to verify program alignment to Administrative Rules of Montana (ARM) 10.58.802 Approval of New Curricular Programs; ARM 10.58.501 Teaching Standards; ARM 10.58.531 Early Childhood Education P-3, and program syllabi. Dr. Lux will be available to address BPE comments and questions. This is a discussion item.
Requested Decision(s)	None
Related Issue(s)	None
Recommendation(s)	Discussion

Montana
Office of Public Instruction
Elsie Arntzen, 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

MEMORANDUM

To: Montana Board of Public Education
From: Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation
cc: Elsie Arntzen, State Superintendent
Timothy Tharp, Deputy Superintendent
BJ Granbery, Assistant Superintendent

Date: March 3, 2017

Re: Alignment of Early Childhood and Child Services Preschool through Grade 3 (ECE & CS P-3) Program Requirements to Professional Educator Preparation Program Standards

The Department of Health and Human Sciences in the College of Education, Health and Human Development at Montana State University is seeking approval to offer an early childhood education and child services preschool through grade 3 (ECE & CS P-3) program option and teaching endorsement. The Office of Public Instruction (OPI) conducted an off-site review of the ECE & CS P-3 program of study to verify the alignment of the new program requirements to the Professional Educator Professional Program Standards (PEPPS).

To accommodate the off-site review, the ECE & CS P-3 program in the Department of Health and Human Development provided sections of the institutional report describing how the educator preparation program addresses the requirements of the PEPPS: Administrative Rules of Montana (ARM) 10.58.802 Approval of New Curricular Programs, ARM 10.58.501 Teaching Standards, and ARM 10.58.531 Early Childhood Education P-3 and corresponding program syllabi.

Off-Site Review Findings:

- ECE & CS P-3 program of study requirements and ECE & CS P-3 selected program syllabi directly align to the ARM 10.58.531 and ARM 10.58.501 Teaching Standards.
- New Curricular Program aligns to the requirements outlined in ARM 10.58.802.

Attached are the completed sections of the institutional report as presented by the Early Childhood and Child Services P-3 program of the Department of Health and Human Development in the College of Education, Health and Human Development at MSU.

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
NWCCU

8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

December 22, 2016

Dr. Ronald W. Larsen
Associate Provost
Montana State University - Bozeman
P.O. Box 172560
Bozeman, MT 59717

Dear Associate Provost Larsen:

This letter is to inform you of recent action taken by the Northwest Commission on Colleges and Universities (NWCCU), regarding the Montana State University-Bozeman request for approval to add a Bachelor of Fine Arts (BFA) in Integrated Lens-Based Media to its education offerings, effective fall 2017. The (BFA) in Integrated Lens-Based Media requires 120 credits to completion. The MSU-Bozeman Faculty Senate approved the addition of the BFA in Integrated Lens-Based Media at their meeting on December 2015. The Montana University System Board of Regents authorized the University to offer this new degree program in September 2016.

In addition, the Commission acknowledges receipt of notification from the University of the addition of two program of study options within the existing Bachelor of Science degree program in Early Childhood and Child Services. Effective fall 2017, the University will offer a program of study option in Early Childhood Development and a program of study option in Pre-school through Grade 3 (P-3). Montana State University-Bozeman has existing resources and capacity to offer the new BFA degree program and the two new program of study options.

The Commission has approved the abovementioned changes as *minor changes* under Commission Policy, *Substantive Change*. Accordingly, the addition of the Bachelor of Fine Arts in Integrated Lens-Based Media and the abovementioned program of study options within the Bachelor of Science degree program in Early Childhood and Child Services are now included under the accreditation of Montana State University-Bozeman.

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of developments and initiatives at Montana State University-Bozeman. If you have questions, please do not hesitate to contact me.

Sincerely,

Valerie W. Martinez
Associate Vice President

c: Dr. Waded Cruzado, President
Dr. Sandra E. Elman, President, NWCCU

Institutional Report

10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS	**TO BE COMPLETED BY THE INSTITUTION**
(1) The provider may request the approval of a new curricular program by describing the purpose, need, and objectives of the program and the impact on P-12 education.	Montana State University (MSU) is seeking Board of Public Education approval to offer a P3 teaching endorsement as an option of the Early Childhood Education & Child Services (ECE&CS) Bachelor of Science degree. The Department of Health & Human Development proposed and submitted the degree option to the Board of Regents and was approved on 9/29/16. The degree option was approved by NWCCU on 12/22/16 and was heard as an informational item to BPE on 1/20/17 and to CSPAC on 2/8/17. The planned start date for the P3 endorsement program is Fall 2017. The state of Montana's Early Childhood Education P3 endorsement will be required for teachers in public preschool programs by July 1, 2018. MSU has revised its ECE&CS undergraduate program in response to the need to provide more specialized course and field experience to early childhood professionals by offering a P3 endorsement option. The P3 endorsement option of the ECE&CS degree program is aligned to MSU's teacher preparation programs and closely follows the existing K–8 teaching endorsement program. The objectives of the P3 endorsement option were selected with reference to ARM 10.58.531, based on national standards of best practice in early childhood education. Specifically, the P3 option ensures applied understanding of the complexities of child development, including focus to children's cognitive, physical, social, and emotional well-being. Other objectives include using developmentally appropriate teaching strategies and approaches, observation and assessment of children's growth and development, implementing meaningful curriculum in a stimulating learning environment, fostering family and community relationships, and upholding the ethical standards of the early childhood education profession. The P3 option also provides opportunities to best meet the unique needs of Montana's young children, especially those in rural communities and on tribal lands, by maintaining a strong focus to multicultural education and Indian Education for All. MSU is proud of its long standing commitment to teacher education and the preparation of early childhood professionals through its Elementary Education and ECE&CS degrees. Students pursuing the P3 endorsement will be held to the established and rigorous standards of MSU's Teacher Education Program and will contribute assessment data to annual reports that demonstrate MSU's excellence in teacher preparation.

Institutional Report

10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS	**TO BE COMPLETED BY THE INSTITUTION**
(2) The provider:	
(a) ensures that the program of study is based on current research, proven practice, and emerging trends in this field of P-12 school curriculum;	The 2015 Institute of Medicine and National Research Council joint publication titled *Transforming the Workforce for Children Birth Through Age 8* asserts the critical need for a strong continuum of care for young children birth through age 8, which requires rigorous, thoughtful, and intentional professional preparation. In Montana, increased emphasis and focus on the early childhood years has prompted a response among institutions of higher education to deliver high quality academic programs to best prepare individuals for a range of careers working with young children and their families. The growing need for outs ofs home care for young children in working families requires highly trained and qualified early childhood professionals. Further, the unique needs of young children entering public schools requires teachers with knowledge, passion, and commitment to the teaching profession. Montana received a $40 million Preschool Development Grant to improve access to high-quality preschool education for fours-years-olds in targeted communities across the state. An additional component of the grant is to provide financial assistance to teachers working toward the P3 endorsement. Focused study to P3 highlights the importance and uniqueness of early childhood At MSU, a continuous increase in student enrollment in both the ECE&CS and Elementary Education undergraduate programs indicates growing interest in work with young children and their families, especially in school contexts. Highly qualified early childhood teachers are in demand across the state and country, and it is important to expand higher education offerings to ensure continued workforce development. Approval of MSU's P3 endorsement option will provide more opportunities for licensure and teaching endorsements for professionals working in Ps 12 schools.
(b) works cooperatively with accredited school districts, education organizations, agencies, and P-20 stakeholders to design the program;	Collaboration with faculty from the College of Education, Health & Human Development on the MSU campus as well as with colleagues across the MSU system has resulted in a high-quality academic program that meets the state's P3 educator licensure standards. Input from a variety of stakeholders was a necessary and integral component of the P3 endorsement program design. MSU's relationships with early childhood partners in the community have been developed and strengthened over time, as evidenced by faculty engagement on local and state advisory councils and leadership with the Early Childhood Higher Education Consortium. At the school and programmatic level, ECE&CS faculty work

Institutional Report

10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS	TO BE COMPLETED BY THE INSTITUTION
	with local school teachers and administrators on grant funded and field supervision projects and also provide advisement and leadership to the MSU Child Development Center, Montana's first preschool program and the laboratory site for teaching and research in the Department of Health & Human Development.
(c) implements, assesses, and evaluates the program's impact on the identified P-12 needs;	Continual program evaluation and improvement will take place as part of MSU's state and national teacher education program accreditation. The P3 endorsement program is aligned to MSU's teacher education programs and includes the same points of data collection consistent with the Elementary Education Ks 8 endorsement. This ensures ongoing participation in the Ps 12 education continuum that addresses the trends and needs of public education in the state of Montana.
(d) submits regular and systematic reports of the program's impact on P-12 education to the state superintendent and the Board of Public Education; and	MSU is committed to sharing reports and assessment of its high quality teacher education programs to its constituents. All reports to state and local educational entities will occur in a timely and systematic manner.
(e) updates and maintains program information on its web page.	All MSU academic program information, including narrative overview as well as curriculum scope and sequence, will be available on the university website (www.montana.edu).
(3) The provider:	
(a) articulates initial or advanced candidates' learning expectations pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7;	The MSU P3 endorsement option was planned with direct reference to ARM 10.58.501 and 10.58.531, which outline learning expectations for teacher candidates. Both Institutional Reports have been submitted for Board of Public Education review.
(b) aligns learning expectations and outcome assessments to the program objectives;	The MSU P3 endorsement option was planned with direct reference to ARM 10.58.501 and 10.58.531, including course names, outcomes, and assessments. Both Institutional Reports have been submitted for Board of Public Education review.
(c) describes the professional learning process, plan, and timeline to prepare personnel;	The MSU P3 endorsement option was proposed and submitted to the Board of Regents and was approved on 9/29/16. The degree option was approved by NWCCU on 12/22/16 and was heard as an informational item to BPE on 1/20/17 and to CSPAC on 2/8/17. The planned start date for the P3 endorsement program is Fall 2017.
(d) establishes assessment and evaluation systems to collect, analyze, use, and report	The P3 endorsement program is aligned to MSU's teacher education programs and includes the same points of data collection consistent with the Elementary Education K-8 endorsement. Continual

Institutional Report

10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS	**TO BE COMPLETED BY THE INSTITUTION**
initial or advanced candidate's progress in the program;	program evaluation and improvement will take place as part of MSU's state and national teacher education program accreditation. Further, MSU requires a written assessment plan for each academic program to track student progress and success in all departments and majors.
(e) ensures that the program is supported by identifiable human and physical resources available to the program and resources not under the control of the institution shall be outlined and confirmed by the Board of Public Education;	On the MSU campus, the Department of Health & Human Development employs two tenure-track and three non-tenure track faculty to deliver the Early Childhood Education & Child Services undergraduate program. This is sufficient to meet the current demand for early childhood teacher preparation in the P3 endorsement option.
(f) creates a timetable that includes:	
(i) the program's proposed implementation date;	Pending Board of Public Education approval, the P3 endorsement option will be available to students Fall 2017.
(ii) the sequence of activities that will occur;	The Board of Public Education will complete the desk review of ARM 10.58.802, 10.58.501, and 10.58.531 on February 22, 2017. The board will discuss the program at its March meeting and take action at its May meeting.
(iii) selection and schedules of regular and systematic intervals of candidate and program evaluations; and	The P3 endorsement program is aligned to MSU's teacher education programs and includes the same points of data collection consistent with the Elementary Education K-8 endorsement. Continual program evaluation and improvement will take place as part of MSU's state and national teacher education program accreditation.
(iv) the approximate date for submitting the program plan, timeline, and reports for program approval to the appropriate institutional officials and to the Superintendent of Public Instruction; and	The Board of Public Education will complete the desk review of ARM 10.58.802, 10.58.501, and 10.58.531 on February 22, 2017. The board will discuss the program at its March meeting and take action at its May meeting.
(g) ensures that program evaluations have definite provisions for performance criteria and follow-up at specified intervals and the evaluations:	Continual program evaluation and improvement will take place as part of MSU's state and national teacher education program accreditation.

Institutional Report

10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS	**TO BE COMPLETED BY THE INSTITUTION**
(i) align to initial or advanced standards pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; and	The MSU P3 endorsement option was planned with direct reference to ARM 10.58.501 and 10.58.531. Both Institutional Reports have been submitted for Board of Public Education review.
(ii) ensure continuous program improvement by using data to inform decisions that provide positive impact on candidates' professional growth and on program development.	Continual program evaluation and improvement will take place as part of MSU's state and national teacher education program accreditation.
(4) The provider shall establish and administer the program and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies.	MSU's Department of Health & Human Development, within the College of Education, Health & Human Development, will establish and administer the P3 endorsement program. The Early Childhood Education & Child Services academic program leader will work in close connection with the office of HHD and Education Advising, as well as with the Office of Field Placement and Licensure to provide multiple levels of student support.
(History: 20-2-114, MCA; IMP, 20-2-121 MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07; AMD, 2014 MAR p. 2936, Eff. 7/1/15.)	

Institutional Report

10.58.531 EARLY CHILDHOOD EDUCATION	TO BE COMPLETED BY THE INSTITUTION	
	Courses and Outcomes	Assessments
(1) The program requires that successful candidates:	Courses listed here represent examples of the many opportunities students have throughout the program. OCHE course outcomes available at: https://ccn.mus.edu/search/	Assessments listed here represent examples of the many opportunities students have throughout the program.
(a) demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes and motivation to learn;	EDEC160 Early Childhood Development EDEC350 Play and Learning in EC EDU395 Practicum I and II EDU495 Student Teaching	EDEC160 Observation paper EDEC350 Developmental Domain summary EDEC350 Philosophy of EC paper Danielson 2007 Final Performance Assessment Domain 1
(b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play;	EDEC160 Early Childhood Development EDEC350 Play and Learning in EC EDEC271 EC Paraprofession Experience EDU395 Practicum I and II EDU495 Student Teaching	Multiple in-class discussions and activities provide students with opportunities to apply their knowledge to case study scenarios.
(c) apply their understanding of multiple influences on young children's development and learning, including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;	EDEC160 Early Childhood Development EDEC350 Play and Learning in EC EDU395 Practicum I and II EDU495 Student Teaching	Multiple in-class discussions and activities provide students with opportunities to apply their knowledge to case study scenarios. EDEC350 *Starting Small* analysis of creating a caring community of learners.
(d) understand the potential influence of early childhood programs, including early	EDEC160 Early Childhood Development EDSP306 Exceptional Learners	Multiple in-class discussions and activities provide students with opportunities to

Institutional Report

10.58.531 EARLY CHILDHOOD EDUCATION	TO BE COMPLETED BY THE INSTITUTION	
intervention, on short- and long-term outcomes for children;	EDSP458 Assessment & Intervention	demonstrate an understanding of the importance of early childhood education.
(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child;	EDEC350 Play and Learning in EC EDEC385 Integrated Curriculum in EC EDU395 Practicum I and II EDU495 Student Teaching	EDEC350 description and analysis of a learning environment. Danielson 2007 Final Performance Assessment Domain 2.
(f) know about, understand, and value the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources;	FCS263 Relationships & Family Systems EDEC350 Play and Learning in EC EDEC450 Literacy in Early Childhood EDEC430 Social and Emotional Devlpmnt	EDEC350 Circle of Courage description and application to domains of development.
(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and	EDEC430 Social and Emotional Devlpmnt EDSP458 Assessment & Intervention	Multiple in-class discussions and activities provide students with opportunities to apply their knowledge to case study scenarios.
(ii) demonstrate a knowledge of the implications of secondary trauma;	EDEC430 Social and Emotional Devlpmnt	Multiple in-class discussions and activities provide students with opportunities to apply their knowledge to case study scenarios.
(g) create respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early	EDEC350 Play and Learning in EC EDSP458 Assessment & Intervention	Multiple in-class discussions and activities provide students with opportunities to apply their knowledge to case study scenarios. EDEC350 Family Newsletter assignment

Institutional Report

10.58.531 EARLY CHILDHOOD EDUCATION	TO BE COMPLETED BY THE INSTITUTION	
childhood programs including kindergarten;		
(h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance;	EDEC350 Play and Learning in EC	EDEC350 Family Newsletter assignment.
(i) demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs;	EDSP458 Assessment & Intervention	EDSP458 IEP team meeting simulation.
(j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to:	EDSP458 Assessment & Intervention	EDSP458 IEP team meeting simulation. Danielson 2007 Final Performance Assessment Domain 3
(i) learn about children's unique qualities;	EDEC385 Integrated Curriculum in EC EDSP458 Assessment & Intervention	Multiple in-class discussions and activities provide students with opportunities to apply their knowledge to case study scenarios.
(ii) guide instruction; and	EDEC385 Integrated Curriculum in EC EDSP458 Assessment & Intervention	Multiple in-class discussions and activities provide students with opportunities to apply their knowledge to case study scenarios.
(iii) evaluate effective curriculum to maximize	EDEC385 Integrated Curriculum in EC	Multiple in-class discussions and activities

Institutional Report

10.58.531 EARLY CHILDHOOD EDUCATION	TO BE COMPLETED BY THE INSTITUTION	
children's development and learning;		provide students with opportunities to analyze and critique various early childhood curriculum models and approaches.
(k) make ethical considerations when administering and interpreting assessments including:	EDEC350 Play and Learning in EC EDSP458 Assessment & Intervention	EDEC350 Code of Ethics response paper.
(i) an understanding of family context and involving families in the assessment process;	EDEC350 Play and Learning in EC EDSP458 Assessment & Intervention	EDSP458 IEP team meeting simulation.
(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and	EDSP458 Assessment & Intervention	EDSP458 Developmental Assessment administration and interpretation.
(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;	EDSP458 Assessment & Intervention	Multiple in-class discussions and activities provide students with opportunities to analyze and critique various early childhood assessment tools.
(l) create a caring community of learners that supports positive relationships; promotes the development of children's social, emotional, and friendship skills; and assists children in the development of security, self-regulation, responsibility, and problem solving;	EDEC350 Play and Learning in EC EDEC430 Social and Emotional Devlpmnt	EDEC350 Circle of Courage description and application to domains of development.
(m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies;	EDEC385 Integrated Curriculum in EC EDU395 Practicum I and II EDU495 Student Teaching	Through a variety of field placement experiences, students practice their teaching skills and receive feedback from field supervisors and cooperating teachers.

Institutional Report

10.58.531 EARLY CHILDHOOD EDUCATION	TO BE COMPLETED BY THE INSTITUTION	
and making appropriate use of technology;		
(n) provide curriculum and learning experiences that reflect the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;	EDU211D Multicultural Education EDEC385 Integrated Curriculum in EC EDU395 Practicum I and II EDU495 Student Teaching	Multiple in-class discussions and activities provide students with opportunities to plan, develop and implement meaningful and intentional lessons that incorporate the diverse needs of children.
(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;	EDEC385 Integrated Curriculum in EC EDU395 Practicum I and II EDU495 Student Teaching	Multiple in-class discussions and activities provide students with opportunities to apply their understanding of the essential components of early childhood education (i.e. establishing a context for play and learning, preparing a stimulating learning environment, using developmentally effective teaching strategies).
(p) design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All;	EDU211D Multicultural Education EDEC253 Health & Movement in EC EDEC385 Integrated Curriculum in EC EDU395 Practicum I and II EDU495 Student Teaching	EDEC253 Health & Movement in EC EDEC385 Lesson Plans Danielson 2007 Final Performance Assessment Domain 3
(q) integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas, including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by:	EDEC253 Health & Movement in EC EDEC385 Integrated Curriculum in EC EDEC453 P3 STEAM EDEC455 P3 ELA and Social Studies EDU395 Practicum I and II EDU495 Student Teaching	EDEC253 Lesson Plans EDEC385 Lesson Plans Danielson 2007 Final Performance Assessment Domain 3

Institutional Report

10.58.531 EARLY CHILDHOOD EDUCATION	TO BE COMPLETED BY THE INSTITUTION	
(i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement;	EDU211D Multicultural Education EDEC450 Literacy in Early Childhood EDEC455 P3 ELA and Social Studies	Multiple in-class discussions and activities provide students with opportunities to apply their understanding of research, theory, and best practice in English Language Arts with particular focus to meeting the requirements of IEFA. Danielson 2007 Final Performance Assessment Domain 3
(ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;	EDU211D Multicultural Education EDEC453 P3 STEAM Students also complete a science core and STEM elective to build their content knowledge.	Multiple in-class discussions and activities provide students with opportunities to apply their understanding of research, theory, and best practice in science and inquiry with particular focus to meeting the requirements of IEFA. Danielson 2007 Final Performance Assessment Domain 3
(iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities,	EDU211D Multicultural Education M132 Numbers & Operations for K-8 M133Q Geometry & Measurement for K-8 EDEC453 P3 STEAM	Multiple in-class discussions and activities provide students with opportunities to apply their understanding of research, theory, and best practice in mathematics with particular focus to meeting the requirements of IEFA. Danielson 2007 Final Performance Assessment Domain 3

Institutional Report

10.58.531 EARLY CHILDHOOD EDUCATION	TO BE COMPLETED BY THE INSTITUTION	
and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;		
(iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;	EDU211D Multicultural Education EDEC455 P3 ELA and Social Studies	Multiple in-class discussions and activities provide students with opportunities to apply their understanding of research, theory, and best practice in all fields of social studies with particular focus to meeting the requirements of IEFA. Danielson 2007 Final Performance Assessment Domain 3
(v) demonstrating knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;	EDU211D Multicultural Education EDU204IA Arts and Lifelong Learning EDEC453 P3 STEAM	Multiple in-class discussions and activities provide students with opportunities to apply their understanding of research, theory, and best practice in performing and visua arts with particular focus to meeting the requirements of IEFA. Danielson 2007 Final Performance Assessment Domain 3
(vi) demonstrating knowledge, understanding,	EDEC253 Health & Movement in EC	Multiple in-class discussions and activities

Institutional Report

10.58.531 EARLY CHILDHOOD EDUCATION	TO BE COMPLETED BY THE INSTITUTION	
and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and		provide students with opportunities to apply their understanding of research, theory, and best practice in health and movement education. Danielson 2007 Final Performance Assessment Domain 3
(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students;	EDEC253 Health & Movement in EC	Multiple in-class discussions and activities provide students with opportunities to apply their understanding of research, theory, and best practice in health and movement education. Danielson 2007 Final Performance Assessment Domain 3
(r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;	EDEC350 Play and Learning in EC EDEC385 Integrated Curriculum in EC EDEC430 Social and Emotional Devlpmnt	Multiple in-class discussions and activities provide students with opportunities to apply their understanding of the significance of children's social and emotional development. Danielson 2007 Final Performance Assessment Domain 2 and 3
(s) uphold and use state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;	EDEC350 Play and Learning in EC	EDEC350 Code of Ethics response paper

Institutional Report

10.58.531 EARLY CHILDHOOD EDUCATION	TO BE COMPLETED BY THE INSTITUTION	
(t) collaborate with multiple stakeholders, including:	EDEC350 Play and Learning in EC	Danielson 2007 Final Performance Assessment Domain 4
(i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades;	EDEC350 Play and Learning in EC EDSP458 Assessment & Intervention	Multiple in-class discussions and activities provide students with opportunities to apply their understanding of the significance of transition planning and collaboration between grade levels.
(ii) families and interdisciplinary professionals to meet the developmental needs of each child; and	EDEC350 Play and Learning in EC EDSP458 Assessment & Intervention	Multiple in-class discussions and activities provide students with opportunities to apply their understanding of the significant impact and influence of the family in early childhood education.
(iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;	EDEC350 Play and Learning in EC	Danielson 2007 Final Performance Assessment Domain 4
(u) use formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;	EDEC385 Integrated Curriculum in EC EDSP458 Assessment & Intervention	Danielson 2007 Final Performance Assessment Domain 4
(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;	EDEC160 Early Childhood Development EDEC350 Play and Learning in EC	Multiple in-class discussions and activities provide students with opportunities to apply their understanding of the significance of early childhood education.
(w) engage in informed advocacy for young	EDEC350 Play and Learning in EC	Multiple in-class discussions and activities

Institutional Report

10.58.531 EARLY CHILDHOOD EDUCATION	TO BE COMPLETED BY THE INSTITUTION	
children and the early childhood profession; and		provide students with opportunities to apply their understanding of the significance of early childhood education. Danielson 2007 Final Performance Assessment Domain 4
(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings:	EDEC271 Paraprofessional Experience EDU395 Practicum I and II EDSP307 Exceptional Learner Lab EDU495 Student Teaching	Students complete an early field experience (EDEC271) in a campus-based preschool program and then complete Practicum I, Practicum II, and Student Teaching in a K-3 context.
(i) one of which must include a kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and	EDU495 Student Teaching	Students complete Practicum I, Practicum II, and Student Teaching in a K-3 context.
(ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.	EDEC271 Paraprofessional Experience EDSP307 Exceptional Learner Lab	Students complete an early field experience (EDEC271) in a campus-based preschool program and then complete a field experience with exceptional learners in either a Head Start or Special Needs Preschool program.
(History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2014 MAR p. 2936, Eff. 7/1/15.)		

Institutional Report

10.58.501 TEACHING STANDARDS	TO BE COMPLETED BY THE INSTITUTION	
	Courses and Outcomes	Assessments
(1) All programs require that successful candidates:	OCHE course outcomes available at: https://ccn.mus.edu/search/	
(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;	EDU101US Teaching and Learning EDU211D Multicultural Education EDU222IS Educational Psychology & Child Development EDEC271 EC Paraprofession Experience EDSP306 Exceptional Learners EDU382 Assessment, Curriculum & Instruction EDU395 Practicum I and II EDEC453 P3 STEAM (methods) EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	Signature Assignment - Diversity (211D) Signature Assignment - Development (222IS) Teacher Work Sample Section 1 Danielson 2007 Final Performance Assessment Domain 1 Graduate Survey Items 3-4 Employer Survey Items 3-4
(b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;	EDU101US Teaching and Learning EDU211D Multicultural Education EDU222IS Educational Psychology & Child Development EDEC271 EC Paraprofession Experience EDSP306 Exceptional Learners EDEC450 Literacy in Early Childhood EDU395 Practicum I and II EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	Signature Assignment - Diversity (211D) Signature Assignment - Development (222IS) Teacher Work Sample Section 1 Danielson 2007 Final Performance Assessment Domain 1 and 2 Graduate Survey Items 3-4 Employer Survey Items 3-4
(c) work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active	EDU101US Teaching and Learning EDU211D Multicultural Education EDU222IS Educational Psychology &	Signature Assignment - Diversity (211D) Signature Assignment - Development (222IS) Teacher Work Sample Section 1

Institutional Report

10.58.501 TEACHING STANDARDS	TO BE COMPLETED BY THE INSTITUTION	
engagement in learning, and self-motivation;	Child Development EDEC271 EC Paraprofession Experience EDSP306 Exceptional Learners EDU382 Assessment, Curriculum & Instruction EDEC350 Play and Learning in EC (342) EDU395 Practicum I and II EDEC453 P3 STEAM (methods) EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	Danielson 2007 Final Performance Assessment Domain 1 and 2 Graduate Survey Items 3-4 Employer Survey Items 3-4
(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;	EDU101US Teaching and Learning EDU211D Multicultural Education EDU222IS Educational Psychology & Child Development EDEC271 EC Paraprofession Experience EDSP306 Exceptional Learners EDU382 Assessment, Curriculum & Instruction EDU395 Practicum I and II EDEC453 P3 STEAM (methods) EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	Praxis II Teacher Work Sample Section 2 Danielson 2007 Final Performance Assessment Domain 1 and 3 Graduate Survey Items 1-2 Employer Survey Items 1-2
(e) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;	EDU101US Teaching and Learning EDU211D Multicultural Education EDU222IS Educational Psychology & Child Development EDEC271 EC Paraprofession Experience EDSP306 Exceptional Learners EDU382 Assessment, Curriculum &	Teacher Work Sample Section 2 Danielson 2007 Final Performance Assessment Domain 3 Graduate Survey Items 1-2 Employer Survey Items 1-2

Institutional Report

10.58.501 TEACHING STANDARDS	TO BE COMPLETED BY THE INSTITUTION	
	Instruction EDU395 Practicum I and II EDEC453 P3 STEAM (methods) EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	
(f) use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;	EDU211D Multicultural Education EDU222IS Educational Psychology & Child Development EDSP306 Exceptional Learners EDU382 Assessment, Curriculum & Instruction EDU395 Practicum I and II EDEC453 P3 STEAM (methods) EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	Signature Assignment - Planning (395) Signature Assignment - Assessment (382) Teacher Work Sample Section 3 and 4 Danielson 2007 Final Performance Assessment Domain 3 Graduate Survey Items 8-9 Employer Survey Items 8-9
(g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;	EDU101US Teaching and Learning EDU211D Multicultural Education EDU222IS Educational Psychology & Child Development EDEC271 EC Paraprofession Experience EDSP306 Exceptional Learners EDU382 Assessment, Curriculum & Instruction EDU395 Practicum I and II EDEC453 P3 STEAM (methods) EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	Signature Assignment - Planning (395) Signature Assignment - Assessment (382) Teacher Work Sample Section 2 and 3 Danielson 2007 Final Performance Assessment Domain 3 Graduate Survey Items 8-9 Employer Survey Items 8-9

Institutional Report

10.58.501 TEACHING STANDARDS	TO BE COMPLETED BY THE INSTITUTION	
(h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;	EDU101US Teaching and Learning EDU211D Multicultural Education EDU222IS Educational Psychology & Child Development EDEC271 EC Paraprofession Experience EDSP306 Exceptional Learners EDU370 Integrating Tech in Education EDU382 Assessment, Curriculum & Instruction EDU395 Practicum I and II EDEC453 P3 STEAM (methods) EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	Signature Assignment – Pedagogy (455/453) Signature Assignment – Comm/Instr Media (370) Teacher Work Sample Section 3 Danielson 2007 Final Performance Assessment Domain 3 Graduate Survey Items 5-7 Employer Survey Items 5-7
(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;	EDU101US Teaching and Learning EDU211D Multicultural Education EDU222IS Educational Psychology & Child Development EDEC271 EC Paraprofession Experience EDSP306 Exceptional Learners EDU382 Assessment, Curriculum & Instruction EDU395 Practicum I and II EDEC453 P3 STEAM (methods) EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	Signature Assignment – Relationships (382) Signature Assignment – Reflection (395) Teacher Work Sample Section 5 Danielson 2007 Final Performance Assessment Domain 4 Graduate Survey Item 10 Employer Survey Item 10
(j) interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;	EDU101US Teaching and Learning EDU211D Multicultural Education EDU222IS Educational Psychology & Child Development	Signature Assignment – Relationships (382) Signature Assignment – Reflection (395) Teacher Work Sample Section 5 Danielson 2007 Final Performance

Institutional Report

10.58.501 TEACHING STANDARDS	TO BE COMPLETED BY THE INSTITUTION	
	EDEC271 EC Paraprofession Experience EDSP306 Exceptional Learners EDU382 Assessment, Curriculum & Instruction EDU395 Practicum I and II EDEC453 P3 STEAM (methods) EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	Assessment Domain 4 Graduate Survey Item 10 Employer Survey Item 10
(k) engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and	EDU101US Teaching and Learning EDU211D Multicultural Education EDU222IS Educational Psychology & Child Development EDEC271 EC Paraprofession Experience EDSP306 Exceptional Learners EDU382 Assessment, Curriculum & Instruction EDU395 Practicum I and II EDEC453 P3 STEAM (methods) EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	Signature Assignment – Relationships (382) Signature Assignment – Reflection (395) Teacher Work Sample Section 5 Danielson 2007 Final Performance Assessment Domain 4 Graduate Survey Item 10 Employer Survey Item 10
(l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.	EDU211D Multicultural Education EDU222IS Educational Psychology & Child Development EDEC271 EC Paraprofession Experience EDSP306 Exceptional Learners EDU382 Assessment, Curriculum & Instruction EDU395 Practicum I and II EDEC453 P3 STEAM (methods)	Signature Assignment – Diversity (211D) Teacher Work Sample Section 1 Danielson 2007 Final Performance Assessment Domain 1 Graduate Survey Items 3-4 Employer Survey Items 3-4

Institutional Report

10.58.501 TEACHING STANDARDS	TO BE COMPLETED BY THE INSTITUTION	
	EDEC455 PS English Language Arts and Social Studies (Methods) EDU495 Student Teaching	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1986 MAR p. 1902, Eff. 11/15/86; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1991 MAR p. 1553, Eff. 3/15/91; AMD, 1994 MAR p.2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07; AMD, 2014 MAR p. 2936, Eff. 7/1/15.)		

ACTION

ITEM 12

RECOMMEND APPROVAL OF THE SECONDARY EDUCATION ENDORSEMENT PROGRAM IN COMPUTER SCIENCE IN THE PHULLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES, UNIVERSITY OF MONTANA

Dr. Linda Vrooman Peterson
Dr. Lisa Blank, UM

Montana Board of Public Education
Executive Summary
March 2017

Presentation	**Proposed New Curriculum Program in Computer Science—Phyllis J. Washington (PJW) College of Education and Human Sciences at the University of Montana**
Presenter	Linda Vrooman Peterson
Position Title	Administrator Accreditation and Educator Preparation Office of Public Instruction
Overview	This is an action item. The PJW College of Education and Human Sciences meets the requirements of the Board of Public Education (BPE) to add a computer science minor endorsement program. State Superintendent Arntzen recommends the BPE approves the computer science minor endorsement in secondary education. Dr. Lisa Blank, Professor of Science Education, will be available to address the comments and questions of the BPE.
Requested Decision(s)	Action
Related Issue(s)	Once approved by the BPE, the PJW College of Education and Human Sciences may immediately enroll candidates in the computer science minor endorsement program in secondary education.
Recommendation(s)	**Approve the computer science minor endorsement program in secondary education in the Phyllis J. Washington College of Education and Human Sciences at the University of Montana.**

Montana
Office of Public Instruction
Elsie Arntzen, 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

MEMORANDUM

To: Montana Board of Public Education
From: Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation
cc: Elsie Arntzen, State Superintendent
Timothy Tharp, Deputy Superintendent
BJ Granbery, Assistant Superintendent

Date: January 4, 2017

Re: Alignment of Computer Science Minor Endorsement Program Requirements to Professional Educator Preparation Program Standards

The Phyllis J. Washington (PJW) College of Education and Human Sciences is seeking approval to offer a new curricular program in secondary education in computer science, an endorsement based on a computer science minor. The Office of Public Instruction (OPI) conducted an initial off-site review of the computer science minor program of study to verify the alignment of the computer science program to the Professional Educator Professional Program Standards (PEPPS).

To accommodate the off-site review the PJW College of Education and Human Sciences provided sections of the institutional report that described how the educator preparation program addresses the requirements of the PEPPS: 10.58.528 Computer Science and 10.58.802 New Curricular Programs.

Initial Off-Site Review Findings:

- Computer Science minor program of study requirements and corresponding course syllabi directly align to the PEPPS 10.58.528.
- New Curricular Program requirements directly align to the PEPPS 10.58.802.

Attached are the requisite sections of the PJW College of Education and Human Sciences' institutional report.

The University of Montana

Licensure Office
Phyllis J. Washington College of
Education and Human Sciences
The University of Montana
Missoula, Montana 59812-6336

Phone: (406) 243-2032
Fax: (406) 243-4908

MEMORANDUM

TO: LINDA VROOMAN PETERSON, ADMINISTRATOR, ACCREDITATION AND EDUCATOR PREPARATION DIVISION

FROM: KRISTI MURPHY, ASSESSMENT AND LICENSURE MANAGER, PJW COLLEGE OF EDUCATION AND HUMAN SCIENCES

CC: ROBERTA EVANS, DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES

SUBJECT: COMPUTER SCIENCE MINOR ENDORSEMENT

DATE: SEPTEMBER 22, 2016

We are seeking Board of Public Education approval to offer a secondary computer science endorsement based on a computer science minor. The Department of Computer Science at the University of Montana (UM) is requesting to add a minor in Computer Science through UM Faculty Senate and pending approval from the Montana Board of Regents. The Board of Regents will make a final determination on approval of the computer science minor this winter or spring. Individuals seeking this endorsement at the minor level would also need to complete a teaching major in a second endorsable content area through UM's educator preparation program or be a currently licensed teacher.

This endorsement represents a collaborative effort among UM faculty in the departments of Computer Science (CS), Teaching and Learning (T&L), and Missoula College. This CS teaching minor endorsement will not require the addition of any new courses in CS as all required courses are currently being offered through the University of Montana's CS department and/or Missoula College. One new course is required in T&L: Teaching and Assessing Computer Science. Faculty in Missoula College and Teaching and Learning will co-teach the course.

The Department of Teaching and Learning, Department of Computer Science, and Missoula College are motivated to add the computer science education minor for three primary reasons:

1) to meet workforce preparation needs for the state of Montana

Despite the national push for preparing students ready for STEM college and careers pathways, there are no active teacher preparation programs in computer science in Montana. The rising demand for graduates with computer-related skills is projected to be among the fastest growing fields between 2012-2022, and many of those jobs are among the highest paying in the nation (Vilorio 2014; Richards and Terkanian, 2013). In the state of Montana, these same trends are evident. Some estimates suggest that the number of computer science (CS) graduates from

Montana public colleges and universities meet approximately only 10% of statewide demand, again for well-paying jobs (Dennison, 2013).

A teaching minor in CS would prepare middle and high school teachers to offer computer related courses in grades 5-12. More CS classes offered during earlier stages of students' education will build students' CS proficiencies, interest and awareness in CS career options, increase CS diversity, and create a pipeline of incoming freshman who go on to major in CS at two-year and four-year degree programs in Montana.

2) to increase the number of individuals qualified to offer dual-enrollment CS courses.

Missoula College strives to provide a breadth of dual-enrollment options. Currently there exists a dearth of Missoula College CS instructors licensed to provide dual-enrollment computer science options. This proposal would increase the number of Missoula College instructors qualified to teach dual-enrollment CS courses. Dual enrollment opportunities provide additional incentives for high school students to participate in CS major and career pathways.

3) aligns with the strategic goals of UM.

Data and computational science is one of five areas identified for growing enrollment at UM by President Engstrom. President Engstrom has noted the importance of computer science as a driver of local and national economies, and thus an area of particular interest to students. The proposed CS teaching minor fills a current void in the state and aligns with the strategic goals of UM.

Individuals pursuing this minor will seek admission to and complete the Teacher Education Program in the Department of Teaching and Learning according to established selection criteria. The Department gathers data related to educator preparation programs at UM and will work with the faculty to review and evaluate program-specific data on an annual basis.

ITEM 13

RECOMMEND APPROVAL OF THE MONTANA MINIMUM SCORE ON PRAXIS SUJECT ASSESSMENT (FORMERLY PRAXIS II® TESTS), PURUANT TO ARM 10.57.410(4)

Dr. Linda Vrooman Peterson

Montana Board of Public Education
Executive Summary

Date: March 16-17, 2017

Presentation	**Recommend Approval of the Montana Minimum Scores on Praxis Subject Assessments (formerly Praxis II® tests) pursuant to ARM 10.57.410(4).**
Presenter	Linda Vrooman Peterson
Position Title	Accreditation and Educator Preparation Office of Public Instruction
Overview	This is an action item. This presentation provides to the Board of Public Education the Montana minimum scores on Praxis Subject Assessments in Agriculture Education, Technology Education*, Latin, Family and Consumer Science, Psychology, and Theatre. These minimum scores will be used by out-of-state applicants who seek licensure in Montana and will be incorporated into the Montana Educator Preparation Providers process to recommend candidates for licensure. State Superintendent Arntzen recommends approval of the minimum scores.
Requested Decision(s)	Action
Related Issue(s)	Chapter 57 amended language approved by the BPE in July is included below: *ARM 10.57.410 (4) If the educator preparation program completed by the applicant is not in*

	Montana, upon initial application of a Class 1 or Class 2 license, the applicant must provide: *(a) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education* *Note: The Praxis Subject Assessment for the Montana endorsement in Industrial Trades and Technology Education is Technology Education.
Recommendation(s)	**Approve the Montana Minimum Scores on Praxis Subject Assessments (formerly Praxis II Content Knowledge Tests) in Agriculture Education (157), Technology Education (154), Latin (152), Family and Consumer Science (148), Psychology (154), and Theatre (148) pursuant to ARM 10.57.410(4).**

Montana Test Review: ETS Praxis Subject Assessments
October 31 and November 1, 2016
Office of Public Instruction 1300 Conference Room, Office of Linda Vrooman Peterson
Montana SummitNet Interactive Videoconferencing Sites and Virtual Teleconferences

The Praxis Working Committee recommend to CSPAC and the MCDE to accept the Montana Test Review Summary Report of the ETS Praxis Subject Assessments in Agriculture Education, Theatre, Industrial Trades and Technology Education, Psychology, Sociology, Latin, and Family Consumer Science.

The Montana Test Review Summary Report includes the following recommendations:

1. Adopt new Praxis Subject Assessments and corresponding Montana scores.
2. Keep as is Praxis Subject Assessments and corresponding minimum scores.
3. Do not adopt Praxis Subject Assessment

Agriculture Education: Content Knowledge (5701)

- Recommend—Adoption of Agriculture Education: Content Knowledge (5701)
- Montana Score- 157
- Annually review data
- Conduct score review process in three years in the Spring following initial test administration 2017-2018; 2018-2019; 2019-2020

Notes: For the Praxis Agriculture Education: Content Knowledge (5701) test, a multistate standard-setting study (MSSS) was held in 2013. Of 120 total questions 110 questions were scored in the areas of Agribusiness Systems, Animal Systems, Food Science and Biotechnology Systems, Environmental and Natural Resource Systems, Plant Systems, Power, Structural, and Technical Systems, and Leadership and Career Development. Panelists from 18 states recommended a passing score of 64 out of a possible 110 raw-score points. The scaled score associated with a raw score of 64 is 147 on a 100–200 scale.

Rationale: Participants feel comfortable with the test as one of three measures for licensure in Montana. The score of 157 chosen by this panel is higher than the MSSS score, as they felt the score of 157 was a more appropriate Montana score.

Theatre: Content Knowledge (5641)

- Recommend—Adoption of Theatre: Content Knowledge (5641)
- Montana Score- 148
- Annually review data
- Conduct score review process in three years in the Spring following initial test administration 2017-2018; 2018-2019; 2019-2020

Notes: For the Theatre: Content Knowledge (5641) test, an MSSS technical report was not available. Questions are given in the areas of I. Curriculum, Instruction, and Classroom Practices; II. Creating and Performing; III. Production; and IV. History, Literature, and Criticism. Currently 22 states use this test, with a score range of 132-162. The average national performance range on this test is 161-177.

Rationale: The panelists determined a score of 148 is appropriate for this test. Participants felt that the Praxis Test was a fair representation of the content area, although a bit heavily-weighted in history. Additionally, the participants were cognizant of the ability of test takers in neighboring states to have portability of the Praxis score if adopted at 148.

(Industrial Trades and) Technology Education: Content Knowledge (5051)

- Recommend—Adoption of Industrial Trades and Technology Education: Content Knowledge (5051)
- Montana Score- 154
- Annually review data
- Conduct score review process in three years in the Spring following initial test administration 2017-2018; 2018-2019; 2019-2020

Notes: For the (Industrial Trades and) Technology Education: Content Knowledge (5051) test, an MSSS technical report was not available. In 2010, an MSSS was conducted for Praxis Technology Education (5051). Of 120 total questions, 110 questions were scored. Panelists from 18 states recommended a passing score of 73 out of a possible 110 raw-score points. The scaled score associated with a raw score of 73 is 159 on a 100–200 scale. The Industrial Trades and Technology Education: Content Knowledge (5051) test includes questions in the areas of I. Technology and Society; II. Engineering or Technical Design and Problem Solving; III. Energy, Power, and Transportation; IV. Information and Communication Technologies; V. Manufacturing and Construction Technologies; and VI. Pedagogical and Professional Studies.

Rationale: The panelists determined that the MSSS score of 159 is not an appropriate score for Montana, due to the scores in surrounding states. A barrier could be created by adopting a higher score than surrounding states, preventing portability of the score. Participants feel the test is heavy on content areas 1 and 6, and light on content area 5. Montana State University has success presently with a score of 159. The panelists wonder most whether the candidates from EPPs have sufficient preparation to teach in Montana schools, and whether the variety of subject matter is covered in enough detail.

Psychology: Content Knowledge (5391)

- Recommend—Adoption of Psychology: Content Knowledge (5391)
- Montana Score- 154
- Annually review data
- Conduct score review process in three years in the Spring following initial test administration 2017-2018; 2018-2019; 2019-2020

Notes: For the Psychology: Content Knowledge (5391) test, an MSSS was held in 2012. Of 120 total questions in the areas of I. Methods, Approaches, Ethics, and Assessment; II. Biopsychology, Sensation and Perception, and States of Consciousness; III. Life Span Development and Individual Differences; IV. Learning, Memory, and Cognition; V. Personality, Social Psychology, Motivation and Emotion, and Stress; and VI. Psychological Disorders and Treatment, 100 questions were scored. Panelists from 7 states recommended a passing score of 63 out of a possible 100 raw-score points. The scaled score associated with a raw score of 63 is 154 on a 100–200 scale.

Rationale: The panelists determined that the MSSS score of 154 is appropriate for this test. Panelists are interested in reviewing the data gathered from setting the Montana score on an annual basis to determine whether the score is sufficient.

Sociology: Content Knowledge (5391)

- Recommend—**Do not adopt** Praxis Subject Assessment Sociology: Content Knowledge (5391)

Notes: For the Sociology: Content Knowledge (5391) test, an MSSS was held in 2013. Of 120 total questions in the areas of I. Sociological Perspectives and Methods of Inquiry; II.

Culture, Socialization, and Social Organization; III. Social Stratification; IV. Deviance and Conformity; V. Social Institutions; and VI. Demography and Social Change, 100 questions were scored. Panelists from 6 states recommended a passing score of 63 out of a possible 100 raw-score points. The scaled score associated with a raw score of 63 is 154 on a 100–200 scale.

Rationale: The panel recommends that this test not be adopted. Participants were disappointed with the test. The panel felt there was an even balance to the test, but they would like to see the concerns relating to out-of-date and inaccurate test items addressed by ETS before using the Praxis Test. A live test review is suggested for this panel, Spring 2017.

Latin: Core Knowledge (5601)

- Recommend—Adoption of Latin: Core Knowledge (5601)
- Montana Score- 152
- Annually review data
- Conduct score review process in three years in the Spring following initial test administration 2017-2018; 2018-2019; 2019-2020
- Gather additional information from ETS regarding how often practice tests are vetted/ regenerated.

Notes: For the Latin: Core Knowledge (5601) test, no MSSS has been done to date. For the Praxis Latin (0600) test, a standard-setting study was held in 2011. Panelists from 5 states recommended a passing score of 69 out of a possible 100 raw-score points. The scaled score associated with a raw score of 69 is 670 on a 250–990 scale. The equivalent score for the 5601 test is 152 on a scale from 100-200. Currently, of 120 total questions in the areas of I. Grammar; II. Reading Comprehension; III. Roman Civilization; and IV. Pedagogy, 100 questions are scored.

Rationale: Panelists question whether more weight can be given on the Montana Assessment of Content Knowledge to the GPA and Student Teaching sections and less emphasis placed on the Praxis Test. The Panel would also like to know how often the practice tests are vetted, as it seems that the panel is being asked to set scores based on questions they've not seen and could be from an older version of the live test. More information is requested of ETS to answer this question. Overall, the panel was comfortable with adopting the test and setting the Montana score.

Family and Consumer Science: Content Knowledge (5122)

- Recommend—Adoption of Family and Consumer Science: Content Knowledge (5122)
- Montana Score- 148
- Annually review data- beginning Spring 2018
- Conduct score review process Spring 2018
- Gather additional information from ETS, and include the FCS specialists/ administrators into upcoming MSSS or regeneration processes, National Advisory Council, and the ETS Working Committee.

Notes: For the Praxis Family and Consumer Science: Content Knowledge (5122) test, an MSSS was held in 2013. Of 120 total questions in the areas of I. Food and Nutrition; II. Housing and Interior Design; III. Textiles, Fashion, and Apparel; IV. Human Development and Interpersonal Relationships; V. Foundations of Family and Consumer Sciences Education; and VI. Resource Management, 110 questions were scored. Panelists from 20 states recommended a passing score of 67 out of a possible 110 raw-score points. The scaled score associated with a raw score of 67 is 153 on a 100–200 scale.

Rationale: The panelists determined that the MSSS score of 148 is appropriate for this test. The group would like to conduct a live test review, spring 2017. Immediately following adoption of the Praxis Test, the Family and Consumer Science Panel will begin data analysis to determine the success of candidates. The panel would also like to be included in upcoming MSSS or Test Regeneration, and include specialists/ administrators on the ETS Working Committee and National Advisory Council to contribute to the Praxis Test content.

EPP Praxis Subject Assessments

			Endorsements Offered by MT EPPs										
Content Knowledge Test	**Test Number**	**OPI Score**	**CC**	**MSU**	**MSU-B**	**MSU-N**	**RMC**	**SKC**	**UGF**	**UM**	**UM-W**	**# EPPs**	**Review Date**
Approved Tests													
Art	5134	158		X	X	X	X		X	X	X	**7**	2015 Winter
Biology	5235	151	X	X	X	X	X		X	X	X	**8**	2009 Summer
Business Education	5101	154								X	X	**2**	2016 Spring
Chemistry	5245	148	X	X	X	X				X		**5**	2009 Summer
Earth Science	5571	151		X	X	X				X	X	**5**	2009 Summer
Economics	5911	150		X	X					X		**3**	2012 Fall
Elementary Education	5018	163	X	X	X	X	X	X	X	X	X	**9**	2015 Winter
English Lang Arts	5038	167	X	X	X	X	X		X	X	X	**8**	2015 Winter
General Science (Broadfield)	5435	152		X	X	X	X	X	X	X	X	**8**	2016 Spring
Geography	5921	155			X					X		**2**	2009 Summer
Government / Political Science	5931	149	X	X	X		X		X	X		**6**	2012 Fall
Health & Physical Education	5857	155	X	X	X	X	X		X	X	X	**8**	2016 Spring
History-World/US	5941	146	X	X	X	X	X		X	X	X	**8**	2009 Summer
Library Media	5311	Do Not Adopt		X						X	X	**3**	2016 Spring
Mathematics	5161	160	X	X	X		X	X	X	X	X	**8**	2015 Winter
Music	5113	152		X	X		X			X	X	**5**	2016 Spring
Physics	5265	135	X	X	X	X	X			X		**6**	2009 Summer
Reading (Teaching Reading)	5204	159	X	X	X	X	X		X	X	X	**8**	
Social Studies	5081	155	X	X	X	X	X		X	X	X	**8**	2016 Spring
Special Education Core Knowledge and App	5354	159	X		X				X	X	X	**5**	2016 Spring
German	5183	163		X						X		**2**	2010 Summer
French	5174	162	X	X						X		**3**	2010 Summer
Spanish	5195	168	X	X	X					X		**4**	2010 Summer
Early Childhood Education	5025	156			X			X		X	X	**4**	2015 Winter

Updated: 20170301

EPP Praxis Subject Assessments

			Endorsements Offered by MT EPPs										
Content Knowledge Test	**Test Number**	**OPI Score**	**CC**	**MSU**	**MSU-B**	**MSU-N**	**RMC**	**SKC**	**UGF**	**UM**	**UM-W**	**# EPPs**	**Review Date**
Latin	5601	152								X		**1**	2016 Fall
Psychology	5391	154	X		X		X		X	X		**5**	2016 Fall
Sociology	5952	Do Not Adopt			X		X		X	X		**4**	2016 Fall
Theatre	5641	148					X			X	X	**3**	2016 Fall
Industrial Technology	5051	154		X		X						**2**	2016 Fall
Family and Consumer Sciences	5122	148		X								**1**	2016 Fall
Agricultural Education	5701	157		X								**1**	2016 Fall
Computer Science	ETS convened National Advisory Committee 11/2016										X	**1**	Proposed 2018
ESL	No Test									X		**1**	
Russian	No Test									X		**1**	
Speech - Communication	No Test				X							**1**	

= Scores for these test numbers are currently in the Proposal Process

Updated: 20170301

ITEM 14

RECOMMEND APPROVAL OF "VERIFICATION OF ADMINISTRATIVE EXPERIENCE" FORM

Kristine Thatcher

Montana Board of Public Education
Executive Summary

Date: March 2017

Presentation	Approval of form, "Verification of Administrative Experience."
Presenter	Kristine Thatcher
Position Title	Educator Licensure Program Manager Office of Public Instruction
Overview	The Board of Public Education previously reviewed this proposed document at their January 20, 2017, meeting. Recommended changes were made and incorporated. Additionally, the Office of Public Instruction requested further review and input from Tammy Lacey, and these recommended changes have also been included.
Requested Decision(s)	Approval of form.
Related Issue(s)	None
Recommendation(s)	Approval of form.

Elsie Arntzen, State Superintendent
Montana 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

Verification of Administrative Experience
At a State Accredited P-12 School (ARM 10.57.413)

Applicant Information, Please Print:

Last Name	First Name	MI or Maiden

Mailing Address	City and State	Zip Code

Last Four Digits of SSN	Former Name(s)

The following information is to be completed by the applicant's current and/or previous School District, please note:

- **This document must be signed by: Human Resource official, the School Board Chair or any other person in direct supervision of the applicant.**
- **The employment history must cover a consecutive, successful five-year work history.**
- **When completed and signed by appropriate official, please mail this form to: Montana Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501 ATTN: Licensure**

School District Information, Please Print:

School Official's Name	School Official's Title	School District

School District Address	City and State	Zip Code

Was this school accredited by the state of occupancy during the time of applicant's tenure?

- ○ Yes
- ○ No

Was the applicant employed as a licensed and appropriately assigned administrator in your school?

- ○ Yes — Employed from: _____ to: _____ (month/year)
- ○ No

Please check the administrative level the applicant held at your district:

- ○ Elementary Principal
- ○ Secondary Principal
- ○ K-12 Principal
- ○ K-12 Superintendent
- ○ Supervisor

Full time?	Part time?	If "Yes", FTE Equivalent? (i.e. .25 for ¼ time)
○ Yes ○ No	○ Yes ○ No	_____

I verify that the work experience and eligibility for licensure information provided on all pages of this document are correct to the best of my knowledge.

Signature: _____

Printed Name and Title: _____

Date: _____ **Email Address:** _____ **Phone:** _____

Evidence of Eligibility for Licensure and Endorsement			
The applicant must demonstrate successful experience as outlined by the following criteria:	**Please describe the evidence of applicant's skills and qualifications in meeting the required criteria:**	**Verification by identified school official on page 1. Evidence has been verified and found to be acceptable:**	
		Yes (initial)	**No (please explain)**
Ability to facilitate the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.			
Promote the development of the full educational potential of each person through our public schools by advocating, nurturing and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students.			
Ensure proper management of the organization, operations and resources for a safe, efficient and effective learning environment to develop the full educational potential of each person with the use of data and time management.			

Evidence of Eligibility for Licensure and Endorsement			
The applicant must demonstrate successful experience as outlined by the following criteria:	**Please describe the evidence of applicant's skills and qualifications in meeting the required criteria:**	**Verification by identified school official on page 1. Evidence has been verified and found to be acceptable:**	
		Yes (initial)	**No (please explain)**
Collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person.			
Act with integrity, fairness and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency and ethics.			
Understand, respond to and influence the larger political, social, economic, legal and cultural context in order to develop the full educational potential of each person through our public schools. Assess, analyze and anticipate emerging trends and initiatives in order to advocate for children, families and caregivers by acting to influence local, district, state and national decisions affecting student learning through the knowledge of community, understanding of political climate and community relations and resources.			

❖ LICENSURE COMMITTEE – (Items 15-19)

Tammy Lacey

ITEM 15

RECOMMEND APPROVAL OF ONE YEAR EXTENSION REQUEST OF CLASS 5 LICENSE FOR SALLY KING

Kristine Thatcher

EXECUTIVE SUMMARY FOR
BOARD OF PUBLIC EDUCATION MEETING
DATE: March 2017

AGENDA ITEM:	One year extension request of Class 5 license for Sally King due to hardship.
PRESENTATION:	Administrative Rules of Montana (ARM) 10.57.109 *Unusual Cases* states that the Board of Public Education (BPE) is aware that these licensure rules cannot cover all the special circumstances that can arise. Therefore, the BPE is authorized to exercise judgment in unusual cases upon recommendation by the Superintendent of Public Instruction.
PRESENTER:	NAME: Kristine Thatcher TITLE: Educator Licensure Program Manager, Office of Public Instruction
OVERVIEW:	Request and supporting information is attached.
REQUESTED DECISION(S):	Approval of one year extension request of Class 5 license for Sally King.
OUTLYING ISSUE(S):	N/A
RECOMMENDATION(S):	Approval of one year extension request of Class 5 license for Sally King.

From: Salley King [mailto:salleyking79@yahoo.com]
Sent: Tuesday, January 17, 2017 12:20 PM
To: Licensure, Ed
Subject: Sally King

To whom this may concern:
Good afternoon,
My name is Sally (Beauvais) King and I am a 6 grade teacher on the Norther Cheyenne reservation. I currently hold a Class 5 provisional license and the expiration date for that is June 2017 (this year). I am requesting a one year emergency extension so I may be in compliance with receiving a Class 2 license.

I would have finished the requirements for a Class 2 license last year but my mother was diagnosed with ovarian cancer last year as well. As the youngest sibling in my family I immediately dropped out of my Teacher Educator Prep program to be at my mothers side in Rosebud, South Dakota. I am currently enrolled at MSU-Billings in the Teacher Education Program/Masters Program and I am scheduled to be completed with that next Spring. That gives me exactly one year to complete my program if granted the emergency extension and the extension will also allow me to work and support my two children while working on the necessary requirements in the Teacher Education Prep Program to meet licensure requirements. Thank you for your time on this matter.

Sally K (Beauvais) King
1 406 720 0605

My Academic Program Advisor at MSU-Billings is Natalie Bohlman in the Education Dept.

Received
DEC 08 2016
College of Education

MSUBILLINGS

Received
NOV 16 2016
College of Education

MASTER OF EDUCATION CURRICULUM AND INSTRUCTION ELEMENTARY
PLAN OF STUDY

Name: Sally King **Address:** P.O. Box 66

Student ID #: -01483826 Busby, Mt 59016

Email Address: salleyking79@yahoo.com

Phone #: 406 592 3561 **Advisor:** Natalie Bohlmann

Catalog Year 2017 ☒ **I have read the graduate catalog**

COURSES	Credits	Grade	Term
I. Advanced Professional Core (9 Credits)			
EDCI 610 Curriculum Theory: Analysis and Practice	3		X17
EDCI 697 Critical Issues in Education	3		X18
EDF 501 Research Design and Interpretation	3		X17
II. Licensure Professional Core (22 credits)			
EDCI 500 Curriculum Development	2		F16
EDCI 519 Graduate Practicum	2		S17
EDCI 572 Introduction to Educational Technology	3		F17
EDCI 585 Student Teaching Elementary	6		S18
EDF 515 Social, Philosophical, and Legal Issues in Education	3		S17
EDF 530 Advanced Human Development and Learning	3		F16
SPED 540 Education of Exceptional Learners	3		F16
III. Elementary Specialization (17 credits)			
EDCI 511 Instructional Strategies in Language Arts and Children's Literature	2		F16
EDCI 512 Instructional Strategies in Social Studies	2		F16
EDCI 513 Instructional Strategies in Mathematics	2		S17
EDCI 514 Instructional Strategies in Science	2		S17
EDCI 517 Integrating Arts Across Elementary Curriculum	4		F17
HTH 412 Drugs and Alcohol	1		S17
HHP 518 Health Enhancement Methods and Materials K-8	2		F17
RD 510 Instructional Practices in Literacy Education	2		F17
Total Minimum Semester Credits	**48**		

APPROVED NOV 30 2016

Advisor: Natalie Bohlmann **Date:** 11/15/16

Student: Sally King 11/15/16 **Date:** 11/15/16

Chair: Kenneth Miller **Date:** 11/16/16

Dean: [signature] **Date:** 11-17-16

APPROVED: Director of Graduate Studies: [signature] **Date:** 11-28-16

MASTERS DEGREE COMPLETION DATE: _____ **SIX YEAR EXPIRATION:** Fall 2021

From:	Thatcher, Kristine
To:	Thatcher, Kristine
Subject:	FW: Class 5 Extension - Collaborating Statement from MSU-B
Date:	Monday, February 13, 2017 4:50:08 PM

Fro**m:** Bohlmann, Natalie [mailto:nbohlmann@msubillings.edu]
Sent: Monday, February 13, 2017 3:49 PM
To: Thatcher, Kristine <KThatcher2@mt.gov>
Cc: Burns, Jennifer <jburns@msubillings.edu>
Subject: RE: Class 5 Extension - Collaborating Statement from MSU-B

Hello Kris
Sally King is on track to complete the courses required for licensure by the end of the Spring 2018 semester. She will have 2-3 courses remaining beyond that time that she will need to take in order to complete the Master degree. This is unless she chooses to take those courses earlier than is currently stated on her plan of study.
Sincerely,

Dr. Natalie Bohlmann
Associate Professor
Educational Theory and Practice
College of Education
Montana State University
1500 University Dr.
Billings, MT 59101
406 657 2308

ITEM 16

RECOMMEND APPROVAL OF EXCEPTION REQUEST FOR HOBSON PUBLIC SCHOOLS AND SUBSEQUENT EMERGENCY AUTHORIZATION OF EMPLOYMENT FOR CLAY DUNLAP

Kristine Thatcher

Montana Board of Public Education
Executive Summary

Date: March 2017

Presentation	Exception request to Administrative Rules of Montana (ARM) 10.57.107 (1)(b) for Hobson Public Schools relative to emergency employment authorization of Clay Dunlap.
Presenter	Kristine Thatcher
Position Title	Educator Licensure Program Manager Office of Public Instruction
Overview	Administrative Rules of Montana (ARM) 10.57.109 Unusual Cases, states that the Board of Public Education (BPE) is aware that these licensure rules cannot cover all the special circumstances that can arise. Therefore, the BPE is authorized to exercise judgment in unusual cases upon recommendation by the Superintendent of Public Instruction.
Requested Decision(s)	Approval of exception request for Hobson Public Schools and subsequent emergency authorization of employment for Clay Dunlap.
Related Issue(s)	None
Recommendation(s)	Approval of exception request for Hobson Public Schools and subsequent emergency authorization of employment for Clay Dunlap.

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

TO: Kristine Thatcher
FROM: Tim Tharp
DATE: January 24, 2017
RE: Emergency Licensure of Clay Dunlap

I am requesting on behalf of my former school, Hobson Public Schools, that their interim Superintendent, Mr. Clay Dunlap, be granted emergency licensure under the provisions of ARM 10.57.109. Due to the time crunch created when I was offered a job by Superintendent-Elect Arntzen on December 8, there is no way that we could have realistically complied with the requirements of ARM 10.57.107(1)(b). The language states that *"the position must have been advertised at least far enough in advance to reasonably ensure qualified applicants to submit applications and be interviewed."* But further in chapter 57, it states: *"The Board of Public Education is aware that these licensure rules cannot cover all the special circumstances that can arise. Therefore, the Superintendent of Public Instruction is authorized to exercise judgment in unusual cases and report any such actions to the Board of Public Education on a regular basis."*

I was offered the job at OPI on December 8th, and had a Hobson School Board meeting on December 12th at which time I submitted my resignation. In the days leading up to this, I was not formally offered a job but anticipated that this might occur. So I had reached out to people in the Ed Leadership programs, contacted others who had also applied when I was selected in Hobson, and talked to several other folks around the state whom I knew were well-connected whom I thought would have information who might be available. I thought we had secured someone who still had licensure, but family circumstances prevented this person from relocating to Hobson. I then called several retired Superintendents who happen to live in the Lewistown area and coincidentally ran into Clay Dunlap on December 10th at a basketball game that I was officiating. I mentioned it to Clay, he was interested, and over the next week he came to Hobson to be interviewed and was selected. Given that there were only seven school days left between the time that my resignation was tendered and the Christmas break, moving quickly was of the essence.

Superintendent Arntzen had indicated all along to me that she wanted to be sure that "Hobson was made whole" with my departure. Ensuring that the interim Superintendent who is finishing out my year while the district advertises for a replacement is properly certified is important to both me and the school.

ITEM 17

HEARING ON BPE CASE 2016-06 APPEAL OF CLASS 4A LICENSE DENIAL

Rob Stutz

ITEM 18

HEARING ON BPE CASE #2016-07 APPEAL OF CLASS 2 LICENSE DENIAL

Rob Stutz

ITEM 19

BPE CASE #2016-08 LICENSE SUSPENSION REQUEST

Rob Stutz, Kyle Moen

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

ITEM 20

RECOMMEND APPROVAL OF THE 2016-2017 ACCREDITATION STATUS OF ALL SCHOOLS

Patty Muir

Montana Board of Public Education
Executive Summary

Date: March 2017

Presentation	**Recommend approval of the 2016-2017 Final Accreditation Status of All Schools**
Presenter	Patty Muir, M.Ed.
Position Title	Accreditation Program Director Office of Public Instruction
Overview	The Superintendent of Public Instruction provides to the Board of Public Education the 2016-2017 Annual Montana Accreditation Report. This presentation includes a review of the process used to determine accreditation status for all schools, analysis of the data, and a review of the accreditation determinations for all schools. Superintendent Arntzen recommends approval of the 2016-2017 Final Accreditation Status for All Accredited Schools as presented. The 2016-2017 Annual Montana Accreditation Report is embargoed until March 17, 2017.
Requested Decision(s)	Action
Related Issue(s)	None
Recommendation(s)	**Approve the 2016-2017 Final Accreditation Status for All Accredited Schools as recommended by the State Superintendent.**

Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov

ITEM 21

RECOMMEND APPROVAL OF THE 2016-2017 REPORT OF SCHOOLS TO EXIT INTENSIVE ASSISTANCE; SCHOOLS TO ENTER INTENSIVE ASSISTANCE; SCHOOLS TO MOVE TO STEP 2 OF INTENSIVE ASSISTANCE

Patty Muir

Montana Board of Public Education
Executive Summary

Date: March 2017

Presentation	**Recommend approval of the 2016–17 Report of Schools to EXIT Intensive Assistance; Schools to ENTER Intensive Assistance; Schools to MOVE to Step 2 of Intensive Assistance; Current Step 2 considerations.**
Presenter	Patty Muir, M.Ed.
Position Title	Accreditation Program Director Office of Public Instruction
Overview	This annual presentation provides to the Board of Public Education recommendations from the state superintendent to allow six schools to EXIT Intensive Assistance, 16 schools to ENTER Intensive Assistance, five schools to MOVE to Step 2, and five schools currently in Step 2 awaiting consideration. The presentation will also include a review of the Intensive Assistance process. The reports are attached.
Requested Decision(s)	Action
Related Issue(s)	None

Recommendation(s)	**Action One: Approve Superintendent Arntzen's recommendation to EXIT six schools from Intensive Assistance as presented.** **Action Two: Approve Superintendent Arntzen's recommendation for sixteen schools to ENTER Intensive Assistance as presented.** **Action Three: Approve Superintendent Arntzen's recommendation for five schools to MOVE to Step 2 of the Intensive Assistance process as presented.** **Action Four: Approve Superintendent Arntzen's recommendation for five schools currently in Step 2 to remain in Step 2**

INTENSIVE ASSISTANCE PROCESS

The Office of Public Instruction (OPI) works with schools and districts to resolve deviation issues without further actions by the Board of Public Education (BPE). Schools in Advice and Deficiency status are expected to develop and implement a written corrective plan to remedy unresolved deviations. If a school remains in Advice accreditation status for two years and has not developed or implemented an approved written corrective plan, or continues to have serious and/or continuing deviations, the school may be placed in Deficiency accreditation status. For schools in Deficiency status failing to develop or implement a written corrective plan, the BPE will consider placing the school in Intensive Assistance on the recommendation of the state superintendent.

INTENSIVE ASSISTANCE—STEP 1

The OPI staff provides technical assistance to the local board chair and superintendent and assists development of the written corrective plan. The local board chair and superintendent are required to submit a written corrective plan to the OPI outlining the district's plan to resolve the deviations. The state superintendent will recommend the BPE take action on the written corrective plan as presented by the OPI.

- If the plan is approved by the BPE, the school remains in Intensive Assistance—STEP 1 until the corrective plan is fully implemented and the BPE approves regular accreditation status for two consecutive years.
- If there is no written plan or the plan is not approved by the BPE, the BPE may consider action to move the school to STEP 2 of Intensive Assistance.

INTENSIVE ASSISTANCE—STEP 2

The BPE notifies the local board chair and superintendent of the date, location, and time for the presentation to the BPE. The local board chair and superintendent will submit the revised written plan to the OPI and present to the BPE the written corrective plan describing the strategies and timeline demonstrating how the school district will comply with the Standards of Accreditation. Following the presentation, the state superintendent will recommend approval or disapproval of the plan to the BPE.

- The local board chair and superintendent are required to inform district parents in writing of the required appearance. Verification of this notice will be provided to the OPI.
- If the plan is approved by the BPE, the school remains in Intensive Assistance—STEP 2 until the corrective plan is fully implemented and the BPE approves regular accreditation status for two consecutive years.
- If the school demonstrates improvement on the current deviation(s), the BPE may consider continued STEP 2 Intensive Assistance with annual written reporting of progress.

- If no written plan is presented or the plan is not approved, the BPE will consider action to move the school to STEP 3 of Intensive Assistance.

INTENSIVE ASSISTANCE—STEP 3
The BPE will consider the state superintendent's recommendation for first consideration of the motion to place the school in a Nonaccredited status effective the following July 1. If the BPE approves the motion, the local board chair and superintendent are notified of the right to appeal at a hearing before the BPE.

INTENSIVE ASSISTANCE—STEP 4
Following the appeal hearing, the BPE takes action on a second consideration of the motion to place the school in a Nonaccredited status the following July 1.

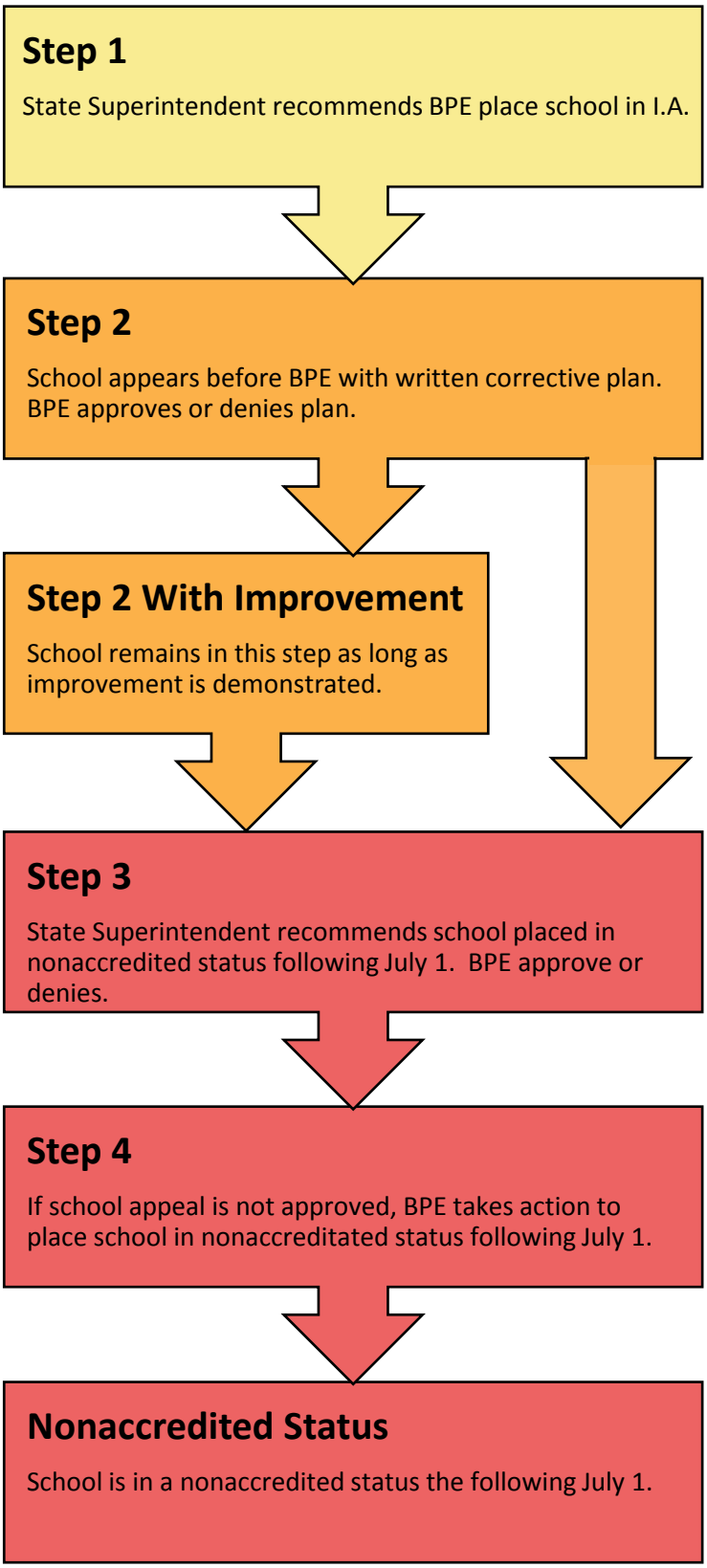
A school designated as Nonaccredited by BPE action may seek reinstatement by complying with the specific BPE Administrative Rules of Montana listed below.

ARM 10.55.605 CATEGORIES OF ACCREDITATION
ARM 10.55.605(1) *Regular accreditation means the school has met the assurance standards and student performance standards as defined in ARM 10.55.606 and the Licensure Endorsement Requirements Related to Teaching Assignments*.

ARM 10.55.605(10) *A school seeking initial accreditation or reinstatement of accreditation shall meet the requirements of regular accreditation outlined in (1). This process shall include an on-site review from the Office of Public Instruction.*

In addition to designating the school Nonaccredited, Section 20-9-344 of Montana Code Annotated gives the BPE the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Pursuant to ARM 10.67.103(5) *Prior to any proposed order by the board of public education to withhold distribution of state equalization aid or county equalization money, the district is entitled to a contested case hearing before the board of public education.*

Intensive Assistance Process Timeline



- March 2017 BPE – Action on recommendation

- November 2017 BPE – OPI reports CSIP/TEAMS status

- March 2018 BPE – Action on recommendation

- April 2018 – Step 2 Schools submit written corrective plans to OPI for review

- *May 2018 BPE - Schools present written corrective plans to the BPE

- November 2018 BPE – OPI reports CSIP/TEAMS status

- March 2019 BPE – Action on recommendation for schools in Step 2 that have shown improvement.

- November 2019 BPE – OPI reports CSIP/TEAMS status

- March 2019 BPE – Action on recommendation for schools in Step 2 that have not shown improvement.

- May 2019 BPE – School appeals, BPE action for following July 1.

- July 1, 2019 – Nonaccredited status

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

Hall Elementary:

- Hall School

Fairview Public Schools:

- Fairview High School

Galata Elementary:

- Galata School

Frazer Public Schools:

- Frazer 7-8
- Frazer Elementary

Billings Public Schools:

- Poly Drive School

Hall Elementary

Hall School		
Year	**Status**	**Reason(s)**
2016-2017	REGULAR	
2015-2016	REGULAR	
2014-2015	DEFICIENCY	CSIP Not Completed
2013-2014	DEFICIENCY	CSIP Not Completed
2012-2013	REGULAR	
2011-2012	REGULAR	

Fairview Public Schools

Fairview High		
Year	**Status**	**Reason(s)**
2016-2017	REGULAR	
2015-2016	REGULAR	
2014-2015	DEFICIENCY	Nonlicensed Teacher
2013-2014	DEFICIENCY	Misassigned Teacher
2012-2013	REGULARMD	Misassigned Teacher
2011-2012	REGULAR	

Galata Public Schools

Galata School		
Year	**Status**	**Reason(s)**
2016-2017	REGULAR	
2015-2016	REGULAR	
2014-2015	DEFICIENCY	CSIP Not Completed
2013-2014	DEFICIENCY	CSIP Not Completed
2012-2013	DEFICIENCY	CSIP Not Completed
2011-2012	REGULAR	

Recommendation of Schools to **EXIT** Intensive Assistance

Frazer Public Schools

Frazer 7-8		
Year	**Status**	**Reason(s)**
2016-2017	REGULAR	
2015-2016	REGULAR	
2014-2015	DEFICIENCY	CSIP Not Completed
2013-2014	DEFICIENCY	Nonlicensed Teacher
2012-2013	REGULAR	
2011-2012	DEFICIENCY	Library Media Specialist Not Endorsed

Frazer High		
Year	**Status**	**Reason(s)**
2016-2017	REGULAR	
2015-2016	REGULAR	
2014-2015	DEFICIENCY	CSIP Not Completed
2013-2014	DEFICIENCY	Nonlicensed Long-Term Substitute; Nonlicensed Teacher; Student Performance
2012-2013	REGULAR	
2011-2012	DEFICIENCY	Library Media Specialist Not Endorsed

Billings Public Schools

Poly Drive School		
Year	**Status**	**Reason(s)**
2016-2017	REGULAR	
2015-2016	REGULAR	
2014-2015	ADVICE	Library Media Specialist Not Endorsed
2013-2014	DEFICIENCY	Class Size; Insufficient School Counselor FTE
2012-2013	DEFICIENCY	Class Size; Insufficient School Counselor FTE
2011-2012	DEFICIENCY	Class Size; Insufficient School Counselor FTE

Hardin Public School
- Fort Smith School

Lodge Grass Public Schools
- Lodge Grass School

Pryor Public Schools
- Plenty Coups High School

Hays-Lodge Pole K-12 Schools
- Hays-Lodge Pole 7-8
- Hays-Lodge Pole High School

Cascade Public Schools
- Cascade High School

Winifred K-12 Schools
- Winifred 6-8
- Winifred High School

Fair-Mont-Egan Elementary
- Fair-Mont-Egan School

Libby K-12 Schools
- Libby Elementary School
- Libby Middle School

Westby K-12 Schools
- Westby 7-8
- Westby High School

Opheim K-12 Schools
- Opheim 7-8
- Opheim High School

Harlowton Public Schools
- Harlowton High School

Hardin Public Schools

Fort Smith School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	No Library Media Specialist FTE; No School Counselor FTE
2015-2016	DEFICIENCY	No Library Media Specialist FTE
2014-2015	REGULARMD	Missing Policy; Student Performance
2013-2014	REGULAR	
2012-2013	REGULAR	
2011-2012	ADVICE	Library Media Specialist Not Endorsed

Lodge Grass Public Schools

Lodge Grass School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher
2014-2015	ADVICE	Student Performance
2013-2014	ADVICE	Student Performance
2012-2013	REGULARMD	Misassigned Teacher
2011-2012	DEFICIENCY	Nonlicensed Teacher

Pryor Public Schools

Plenty Coups High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Student Performance
2015-2016	DEFICIENCY	Nonlicensed Teacher
2014-2015	REGULAR	
2013-2014	ADVICE	No Library Media Specialist FTE
2012-2013	ADVICE	Basic Education
2011-2012	ADVICE	No Library Media Specialist FTE

Hays-Lodge Pole K-12 Schools

Hays Lodge Pole 7-8		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher; Student Performance
2015-2016	DEFICIENCY	School Counselor Not Endorsed
2014-2015	ADVICE	School Counselor Not Endorsed; Basic Education; Missing Policy
2013-2014	REGULAR	
2012-2013	REGULAR	
2011-2012	REGULAR	

Hays Lodge Pole High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher
2015-2016	DEFICIENCY	School Counselor Not Endorsed
2014-2015	ADVICE	School Counselor Not Endorsed; Student Performance
2013-2014	ADVICE	Student Performance
2012-2013	REGULAR	
2011-2012	REGULARMD	Misassigned Teacher

Cascade Public Schools

Cascade High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher
2014-2015	REGULAR	
2013-2014	REGULAR	
2012-2013	REGULAR	
2011-2012	REGULAR	

Winifred K-12 Schools

Winifred 6-8		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Misassigned Teacher
2015-2016	DEFICIENCY	Misassigned Teacher
2014-2015	ADVICE	Misassigned Teacher
2013-2014	REGULAR	
2012-2013	REGULAR	
2011-2012	REGULAR	

Winifred High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Misassigned Teacher
2015-2016	DEFICIENCY	Misassigned Teacher
2014-2015	ADVICE	Misassigned Teacher
2013-2014	REGULAR	
2012-2013	REGULAR	
2011-2012	REGULAR	

Fair-Mont-Egan Elementary

Fair-Mont-Egan School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Misassigned Teacher; Insufficient Library Media Specialist FTE
2015-2016	DEFICIENCY	No Superintendent FTE
2014-2015	REGULAR	
2013-2014	REGULAR	
2012-2013	REGULARMD	Library Media Specialist Not Endorsed
2011-2012	REGULAR	

Libby K-12 Schools

Libby Elementary School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher; Insufficient Library Media Specialist FTE; Class Size
2015-2016	DEFICIENCY	Insufficient Library Media Specialist FTE; School Counselor Not Endorsed
2014-2015	ADVICE	Insufficient Library Media Specialist FTE; School Counselor Not Endorsed
2013-2014	DEFICIENCY	Nonlicensed Teacher
2012-2013	REGULAR	
2011-2012	REGULARMD	Insufficient Library Media Specialist FTE; Insufficient School Counselor FTE

Libby Middle School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Insufficient Library Media Specialist FTE
2015-2016	DEFICIENCY	Insufficient Library Media Specialist FTE
2014-2015	ADVICE	Insufficient Library Media Specialist FTE
2013-2014	REGULAR	
2012-2013	REGULAR	
2011-2012	REGULARMD	Class Size

Westby K-12 Schools

Westby 7-8		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher; Library Media Specialist Not Endorsed
2015-2016	DEFICIENCY	Nonlicensed Teacher
2014-2015	ADVICE	Basic Education
2013-2014	ADVICE	Misassigned Teacher
2012-2013	REGULAR	
2011-2012	REGULAR	

Westby High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher; Library Media Specialist Not Endorsed
2015-2016	DEFICIENCY	Nonlicensed Teacher
2014-2015	REGULAR	
2013-2014	ADVICE	Misassigned Teacher
2012-2013	REGULAR	
2011-2012	REGULARMD	Misassigned Teacher

Opheim K-12 Schools

Opheim 7-8		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Misassigned Teacher
2015-2016	DEFICIENCY	Misassigned Teacher
2014-2015	ADVICE	Misassigned Teacher; Basic Education
2013-2014	REGULAR	
2012-2013	REGULARMD	School Counselor Not Endorsed
2011-2012	REGULARMD	Misassigned Teacher

Opheim High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Misassigned Teacher
2015-2016	DEFICIENCY	Misassigned Teacher
2014-2015	ADVICE	Misassigned Teacher; Basic Education
2013-2014	REGULAR	
2012-2013	REGULARMD	School Counselor Not Endorsed
2011-2012	REGULARMD	Misassigned Teacher

Harlowton Public Schools

Harlowton High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Misassigned Teacher
2015-2016	DEFICIENCY	Misassigned Teacher
2014-2015	ADVICE	Misassigned Teacher
2013-2014	REGULAR	
2012-2013	REGULARMD	Misassigned Teacher
2011-2012	REGULARMD	Misassigned Teacher

Sidney Public Schools

- Sidney High School

Wolf Point Public Schools

- Southside School
- Wolf Point 7-8
- Wolf Point High School

Lame Deer Public Schools

- Lame Deer School

Sidney Public Schools

Sidney High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher; Misassigned Teacher
2014-2015	DEFICIENCY	Nonlicensed Teacher
2013-2014	REGULARMD	Curriculum Coordinator FTE
2012-2013	REGULAR	
2011-2012	REGULAR	

Wolf Point Public Schools

Southside School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher
2014-2015	DEFICIENCY	CSIP Not Completed
2013-2014	REGULAR	
2012-2013	REGULAR	
2011-2012	REGULAR	

Wolf Point 7-8		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Misassigned Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher; Misassigned Teacher; No Library Media Specialist FTE
2014-2015	DEFICIENCY	CSIP Not Completed; Library Media Specialist FTE; Basic Education Program
2013-2014	REGULAR	
2012-2013	REGULAR	
2011-2012	REGULARMD	Library Media Specialist FTE

Wolf Point Public Schools *(cont.)*

Wolf Point High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher; Misassigned Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher; Misassigned Teacher; No Library Media Specialist FTE
2014-2015	DEFICIENCY	CSIP Not Completed; Board of Trustees Policies; Misassigned Teacher; Basic Education Program
2013-2014	DEFICIENCY	Nonlicensed Teacher; Misassigned Teacher
2012-2013	REGULARMD	Misassigned Teacher
2011-2012	REGULAR	

Lame Deer Public Schools

Lame Deer School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; Class Size
2014-2015	DEFICIENCY	Misassigned Teacher; No Library Media Specialist FTE
2013-2014	ADVICE	No Library Media Specialist FTE
2012-2013	DEFICIENCY	Nonlicensed Teacher
2011-2012	REGULAR	

Recommendation of Schools to **REMAIN** in **STEP 2** Intensive Assistance

Box Elder Public Schools

- Box Elder High School

Conrad Public Schools

- Conrad High School

Poplar Public Schools

- Poplar High School

Lame Deer Public Schools

- Lame Deer High School
- Lame Deer 7-8

Box Elder Public Schools

Resolved 2015-16 nonlicensed teacher deviations for 2 teachers and overall student performance has improved. For 2016-17 Box Elder HS has a No Curriculum Coordinator FTE deviation.

Box Elder High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	No Curriculum Coordinator FTE
2015-2016	DEFICIENCY	Nonlicensed Teacher; Student Performance
2014-2015	DEFICIENCY	Nonlicensed Teacher; Basic Education Program; Student Performance
2013-2014	DEFICIENCY	Nonlicensed Principal; Nonlicensed Teacher; Student Performance
2012-2013	REGULARMD	Misassigned Teacher
2011-2012	REGULARMD	Misassigned Teacher

Conrad Public Schools

Corrected 2015-16 misassigned teacher deviation. For 2016-17 Conrad HS has a different misassigned teacher. The overall status for Conrad HS is the same in both Assurance and Performance.

Conrad High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Misassigned Teacher
2015-2016	DEFICIENCY	Misassigned Teacher
2014-2015	DEFICIENCY	Misassigned Teacher
2013-2014	DEFICIENCY	Misassigned Teacher
2012-2013	REGULARMD	Misassigned Teacher
2011-2012	REGULAR	

Poplar Public Schools

Corrected all Assurance deviations from 2015-16. Performance in Graduation resulted in overall Deficiency status for 2016-17.

Poplar High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Student Performance
2015-2016	DEFICIENCY	Nonlicensed Teacher; School Counselor not endorsed
2014-2015	DEFICIENCY	Nonlicensed Teacher; Student Performance
2013-2014	DEFICIENCY	Nonlicensed Principal; No Curriculum Coordinator FTE; Student Performance
2012-2013	DEFICIENCY	Supt Endorsement; Nonlicensed Teacher; Misassigned Teacher
2011-2012	REGULARMD	Misassigned Teacher

Lame Deer Public Schools

Lame Deer High School – Corrected the 2015-16 No Library Media Specialist FTE deviation and the 4 nonlicensed teachers. For 2016-17 Lame Deer HS has 3 different nonlicensed teachers and 2 misassigned teachers (1 same, 1 new). Student performance remained the same.

Lame Deer 7-8 - Corrected the 2015-16 No Library Media Specialist FTE, the Principal not endorsed, and 3 nonlicensed teachers deviations. For 2016-17 Lame Deer 7-8 has 3 different nonlicensed teachers. Student performance has improved.

Lame Deer High School		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher; Misassigned Teacher; Student Performance
2015-2016	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; Misassigned Teacher; Student Performance
2014-2015	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; Student Performance
2013-2014	DEFICIENCY	Misassigned Teacher; Student Performance
2012-2013	REGULAR	
2011-2012	REGULARMD	Library Media Specialist Not Endorsed

Lame Deer 7-8		
Year	**Status**	**Reason(s)**
2016-2017	DEFICIENCY	Nonlicensed Teacher
2015-2016	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; Principal not endorsed
2014-2015	DEFICIENCY	Misassigned Teacher; No Library Media Specialist FTE
2013-2014	DEFICIENCY	Misassigned Teacher
2012-2013	REGULARMD	Misassigned Teacher
2011-2012	REGULARMD	Misassigned Teacher; Library Media Specialist Not Endorsed

❖ **EXECUTIVE COMMITTEE – (Item 22)**

Sharon Carroll

ITEM 22

RECOMMEND APPROVAL TO NOTICE REVISED BUS STANDARDS

Kara Sperle

Montana Board of Public Education
Executive Summary

Date: March 2017

Presentation	(Item 22) Follow-up informational presentation of proposed rule changes addressing bus standards in ARM 10.64.301.
Presenter	Kara Sperle Donell Rosenthal
Position Title	
Overview	This is the second presentation of the proposed changes to the Board of Public Education's administrative rules as recommended by the Superintendent of Public Instruction and presentation of a proposed timeline (attached). Montana Bus Standards have been amended and are being presented to the Board for approval under ARM 10.64.301. The full text of the standards can be found at http://opi.mt.gov/pdf/PupilTransport/17BusStandards_Proposed.pdf The proposed changes to the standards are set forth on Attachment A.
Requested Decision(s)	Approval of rule amendments.
Related Issue(s)	None
Recommendation(s)	Accept proposed timeline. Approve rule amendment

TIMELINE

Bus Standards Rules

March, 2017

- Introduction of work on rule amendments to BPE ..... November 17-18, 2016
- Proposed rule amendments to BPE for approval ..... March 17, 2017
- Proposed notice of hearing to BPE for approval of publication ..... March 17, 2017
- Proposed notice to SOS for notice in MAR ..... TBD*
- MAR publication out ..... TBD*
- Hearing date ..... First week of April or later
- Final Public Input deadline ..... On or after TBD*
- Adoption Notice to BPE for adoption of rules ..... May 2017
- Adoption notice to SOS for notice in MAR ..... TBD*
- MAR publication out ..... TBD*
- Effective Date of Rules ..... TBD*

* Filing and publication dates for the 2017 Montana Administrative Register have not been finalized.

ARM Changes

March 17th, 2017

10.64.301 SCHOOL BUS REQUIREMENTS

(1) The Board of Public Education adopts and incorporates the Standards for School Buses in Montana – 2012 2017. A copy of this document is available from the Office of Public Instruction, Pupil Transportation Division, P.O. Box 202501, Helena, Montana 59620-2501 and is available at the following web address: http://www.opi.mt.gov/pdf/PupilTransport/BusStandards.pdf.

(2) The Board of Public Education adopts standards for school buses in Montana in part from the National School Transportation Specifications and Procedures, as adopted in 2010 2015 by the Fifteenth Sixteenth National Congress on School Transportation (NCST). The NCST occasionally issues an interpretation on its adopted specifications and procedures. Any interpretation adopted by the NCST shall be the official interpretation of the corresponding Montana standard unless that interpretation is specifically redefined or preempted by a corresponding Montana standard, law, or regulation. The National School Transportation Specifications and Procedures and additional information regarding the NCST are available at www.NCSTOnline.org.

FUTURE AGENDA ITEMS

May 11-12, 2017, Great Falls

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