

**OPI Conference Room  
1300 11<sup>th</sup> AVE  
Helena, MT**

**January 18, 2012**

**BOARD OF PUBLIC EDUCATION**

# AGENDA

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

January 18<sup>th</sup>, 2013  
OPI Conference Room 1300 11<sup>th</sup> Ave  
Helena, MT

**Friday January 18, 2013**  
**8:30 AM**

**CALL TO ORDER**

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

**PUBLIC COMMENT**

**CONSENT AGENDA**

- A. Correspondence
- B. November 8-9<sup>th</sup>, 2012 Minutes
- C. Financials

**ADOPT AGENDA**

**INFORMATION**

❖ **REPORTS – Patty Myers (Item 1)**

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

- Exiting Board Member

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

Item 2                    **EXECUTIVE DIRECTOR REPORT**  
Pete Donovan

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

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

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

Item 5                    **GOVERNOR’S OFFICE REPORT**

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

❖ **LICENSURE COMMITTEE – Sharon Carroll (Item 7)**

**Item 7**      **State Accreditation Review Exit Report from On-Site Accreditation Review of the Professional Education Unit at the University of Great Falls**  
**Linda Peterson, Dr. Mary Susan Fishbaugh, Team Chair, Angel Turoski, University of Great Falls Education Department**

❖ **ACCREDITATION COMMITTEE – Bernie Olson (Items 8-9)**

**Item 8**      **Update on Process to Amend ARM Title 10, Chapter 55 Standards of Accreditation**  
**Linda Peterson**

**Item 9**      **Proposed New Rule of ARM Title 10, Chapter 55 Standards of Accreditation – High School Transcripts**  
**Linda Peterson**

**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 – Bernie Olson (Item 10)**

**Item 10**      **Recommendation of Approval of Alternative to Standards Requests**  
**Teri Wing**

❖ **ASSESSMENT COMMITTEE – Sharon Carroll (Item 11)**

**Item 11**      **Recommendation of Approval of Notice of Public Hearing and Timeline Pertaining to the Amendments of ARM Title 10, Chapter 66 Adult Secondary Education Credentials**  
**Margaret Bowles**

❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 12)**

**Item 12**      **Recommendation of Approval of Notice of Public Hearing and Timeline Pertaining to the Amendments of ARM Title 10, Chapter 7 School Bus Standards**  
**Donell Rosenthal**

**INFORMATION**

❖ **MSDB LIAISON – Patty Myers (Item 13)**

**Item 13**      **MSDB Report**  
**Lila Taylor**

**FUTURE AGENDA ITEMS March 14-15, 2013**

*CSPAC Appointments*

*BASE Aid Payment Schedule*

*Assessment Update*

*Alternative to Standards Requests & Renewals*

*MACIE Update*

*Federal Update*

*Accreditation Report*

***Executive Director Performance Evaluation & Contract Extension Discussion***

***MSDB Superintendent Performance Evaluation & Contract Extension Discussion***

***Establish Executive Staff Salaries***

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

## **CALL TO ORDER**

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

## **CONSENT AGENDA**

Items may be pulled from Consent Agenda if  
requested

- A. Correspondence**
- B. November 8-9<sup>th</sup>, 2012 Minutes**
- C. Financials**

# CORRESPONDENCE



# Board of Public Education

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

December 4, 2012

**BOARD MEMBERS**

**APPOINTED MEMBERS:**

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Lila Taylor  
Busby

Bernie Olson  
Lakeside

John Edwards  
Billings

Doug Cordier  
Columbia Falls

Charity Ratliff, Student Rep.  
Hardin

**EX OFFICIO MEMBERS:**

Clayton Christian  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

**EXECUTIVE DIRECTOR:**

Pete Donovan

Mr. Bill Sykes  
2711 Shadow Point Cove West  
Cordova, TN 38016

Dear Bill,

On behalf of the Board of Public Education, I would like to thank you for all of the support you have provided to the Board and the BPE staff during your tenure at the Montana School for the Deaf and Blind. You have always been most generous in sharing your time and expertise to assist board members and staff over the years.

Your career of unwavering commitment to the MSDB and the Board of Public Education provides a shining example of the very best in public service.

Sincerely,

A handwritten signature in cursive script that reads "Pete Donovan".

Pete Donovan  
Executive Director

# MINUTES

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

**November 8-9<sup>th</sup>, 2012**

**State Capitol, Room 152  
Helena MT**

**November 8<sup>th</sup>, 2012**

**8:30 AM**

**CALL TO ORDER – 8:32 AM**

**PUBLIC COMMENT**

No public comment was made.

**CONSENT AGENDA**

Consent Agenda was approved as presented.

**ADOPT AGENDA**

Ms. Myers announced that the meeting on Friday will begin at 8:00 AM.  
Item #21 has been withdrawn.

***Ms. Sharon Carroll moved to adopt the agenda. Seconded by Mr. John Edwards***

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

Board members in attendance: Ms. Patty Myers – Chair, Ms. Sharon Carroll - Vice-Chair, Ms. Lila Taylor, Mr. Bernie Olson, Ms. Erin Williams, Mr. John Edwards, Ms. Charity Ratliff, Student Representative. Board Staff present were Mr. Peter Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Ex-Officio members present included Commissioner of Higher Education Clayton Christian. Guests present included Mr. Dennis Parman, OPI; Mr. Steve Meloy, MTSBA; Dr. Linda Peterson, OPI; Ms. Nancy Coopersmith, OPI; Ms. Susan Court, OPI; Ms. Donell Rosenthal, OPI; Mr. Ross Johnson, Legislative Audit Division; Ms. Margaret Bowles, OPI; Ms. Teri Wing, OPI; Ms. Judy Snow, OPI; Ms. Madalyn Quinlan, OPI.

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

**INFORMATION**

**❖ EXECUTIVE COMMITTEE –Patty Myers**

**Item 1 Chairperson’s Report - Patty Myers**

**• Election of Officers**

The meeting was turned over to Executive Director Peter Donovan who conducted the election for the position of chairperson of the Board of Public Education.

***Ms. Sharon Carroll moved to nominate Ms. Patty Myers as Chair of the Board of Public Education. The motion was seconded by Mr. John Edwards. Ms. Lila Taylor moved to pass the unanimous ballot.***

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

Ms. Myers assumed the chairperson’s seat.

**Ms. Erin Williams moved to nominate Ms. Sharon Carroll for Vice Chair of the Board of Public Education. The motion was seconded by Mr. John Edwards. Ms. Lila Taylor moved to pass the unanimous ballot.**

**No discussion. Motion passed unanimously**

- **Committee Assignments**

**Mr. Bernie Olson moved to approve the new committee assignments to the Board of Public Education. Ms. Lila Taylor seconded the motion.**

**No discussion. Motion passed unanimously. (See Appendix for Committee Assignments)**

- ❖ **CSPAC LIASON – Sharon Carroll**

**Item 2 Executive Director/CSPAC Officer Update – Pete Donovan**

Mr. Donovan gave a brief update of the October CSPAC/Council of Dean's joint meeting in October. He discussed the Board's joint presentation with OPI and OCHE at the MEA-MFT conference, and provided a brief update of the Education Partners discussion with the Board in the afternoon. Mr. Donovan reviewed the recent BPE office move, and discussed his plans to attend the November 15-16<sup>th</sup> Board of Regents meeting.

**ACTION**

**PUBLIC COMMENT**

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

**Ms. Sharon Carroll moved to nominate Ms. JoDell Bieler to the Specialist position to the Certification Standards and Practices Advisory Council. Ms. Erin Williams seconded the motion.**

**No discussion. Motion passed unanimously.**

**REPORTS**

**Item 3 State Superintendent Report – Ms. Denise Juneau**

Mr. Dennis Parman gave the Office of Public Instruction update on behalf of Superintendent Juneau. Mr. Parman reviewed for the Board the discussions he has had with schools across the state regarding the Chapter 55 Standards updates. He also discussed his work with Senator Baucus regarding the USDA standards for school nutrition requirements. Mr. Parman discussed Common Core implementation and testing, and OPI's K-20 partnership with the Commissioner's Office.

**Item 4 Commissioner of Higher Education Report – Clayton Christian**

Mr. Christian updated the Board on four new areas of focus in the Commissioner's Office: Performance Based Funding, P-20 Alignment, Strategic Program Alignment, and Educational Effectiveness and Efficiency.

**Item 5 Governor's Office Report**

No one from the Governor's Office was present.

**Item 6 Student Representative Report – Ms. Charity Ratliff**

Ms. Ratliff updated the Board on the State Student Council Convention. Items discussed and resolutions passed by the State Student Council included an Open Campus Lunch program, Increased Sexual Education in Schools, and increasing the Dropout age to 18. Ms. Ratliff also discussed her work with Graduation Matters at Hardin High School.

**DISCUSSION**

- ❖ **EXECUTIVE COMMITTEE –Patty Myers**

**Item 7            General Education Development (GED) Rule Changes - Margaret Bowles**

Ms. Bowles summarized the changes in the Chapter 66 requirements surrounding the General Education Development (GED) test. The changes will include a new vendor, and more rigorous, computerized testing which will be in line with the Common Core standards. OPI will request the Board to approve the updated GED requirements in the spring of 2013.

**Item 8            Youth Risk Behavior Survey Findings - Susan Court**

Ms. Court updated the Board on the results of the 2011 Youth Risk Behavior Survey. Six different areas of interest are surveyed: tobacco use, alcohol abuse, unintentional injuries and violence, sexual behaviors, dietary behaviors, and physical behaviors. Ms. Court briefly discussed the results of all six areas. Ms. Court then reviewed the 2011 Youth Risk Behavior Survey for Special Needs students in Montana and the differences in results compared to students without special needs.

❖ **ACCREDITATION COMMITTEE (Items 9-12)**

**Item 9            School Bus Standards Rule Changes - Donell Rosenthal**

Ms. Rosenthal gave an update on the rule changes regarding pupil transportation in Montana to align Montana rules with the National Congress on School Transportation. Ms. Rosenthal made note that no changes were made to Montana's rules regarding seatbelts. Ms. Rosenthal stated Montana standards are always aligned with the National standards. Ms. Nancy Coopersmith reviewed the process for the timeline of adoption of the new standards.

**Item 10          School District Transportation Audit - Ross Johnson, Legislative Audit Division**

Mr. Ross Johnson from the Legislative Audit Division discussed the School District Transportation Audit he will be conducting. The Planning stage for the audit has been completed. Mr. Johnson stated a report is scheduled to be completed in the spring of 2013, although it is not expected there will be any recommendations to be brought before the Board for adoption.

**Item 11          Update on Visits to Schools in Intensive Assistance Process - Teri Wing**

Ms. Wing updated the Board on the schools that remain in Intensive Assistance and announced that she will recommend some schools to be taken off Intensive Assistance. Ms. Wing stated the Helena School District and Billings School District issues will be addressed at the January 2013 BPE meeting. The MSDB issues in teacher misassignment were discussed and Ms. Wing reviewed how the school is working to resolve those issues. *(See Appendix for List of Schools)*

**Item 12          Update on the On-Site Accreditation Review of the Professional Education Unit at the University of Great Falls - Linda Peterson**

Dr. Peterson discussed the review of the Professional Education Unit at the University of Great Falls which was completed in October. Dr. Peterson sent a report to the university to review for errors or omissions. The university has 30 days to respond to the recommendations from the report. OPI will present an update to the Board at the January Board meeting. Dr. Peterson also discussed the schedule for the seven year review of the Educator Preparation Programs in Montana.

❖ **MSDB LIAISON (Item 17)**

**Item 17          MSDB Update  
Bernie Olson**

Mr. Olson updated the Board on the September and October MSDB conference calls. Ms. Donna Schmidt was hired October 19<sup>th</sup> as the new Business Administrator. One candidate has applied for the Outreach Director position. Other items discussed were building repairs needed on campus and MSDB talking points for the Education Partnership Discussion Thursday at the Board meeting. Ms. Nancy Hall clarified the funding of the MSDB compared to other state agencies and the teacher salary issues the school is experiencing.

❖ **ASSESSMENT COMMITTEE (Item 13)**

**Item 13 Assessment Update - Judy Snow**

Ms. Snow gave an update on the scores in Math, Reading, and Science from the Criterion Referenced Tests completed in the spring of 2012 by all Montana students' in grades 3-8 and grade 10.

**2:00 PM**

**Item 14 Education Partners Discussion of 2013 Legislative Session Priorities - Pete Donovan**

Present for the meeting: All Board members and staff, Mr. Dennis Parman, OPI; Commissioner of Higher Education Clayton Christian, Mr. Rob Miller, Legislative Fiscal Division; Mr. Lance Melton, MTSBA; Dr. Kirk Miller, SAM; Mr. Steve York, OPI; Mr. Bob Vogel, MTSBA; Mr. Steve Meloy, MTSBA; Mr. Kevin McCrae, OCHE; Mr. Dave Puyear, MREA; Mr. Marco Ferro, MEA-MFT, Ms. Nancy Hall, OBPP.

Each representative of the Education Partners shared with the group their strategies and priorities for the 2013 Legislative session. The group discussed the value of meeting on an ongoing basis.

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**FRIDAY November 9<sup>th</sup>, 2012**

**8:07 AM meeting called to order**

**ACTION**

**PUBLIC COMMENT**

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

❖ **MACIE LIAISON – Item 15**

**Item 15 MACIE Recommendations – Lynn Hinch**

Ms. Myers updated the Board members on several changes being requested by MACIE for the MACIE By-laws. Ms. Myers asked why the Board needs to approve the MACIE By-laws. Ms. Coopersmith answered that since MACIE is a joint Advisory Council between the Board and OPI, historically OPI has recommended changes and Board has approved the changes.

*Mr. Bernie Olson moved to approve the recommended changes to the MACIE By-laws. Ms. Sharon Carroll seconded the motion.*

*No discussion. Motion passed with Board members Edwards and Taylor not present.  
(See Appendix for MACIE By-Law changes)*

❖ **ACCREDITATION COMMITTEE (Item 16)**

**Item 16 Recommendation of Approval of Alternative to Standards Requests - Teri Wing**

Ms. Wing reviewed the list of Alternative to Standards requests from schools, all of which follow the Small Schools Alliance model. The Superintendent requested the Board approve the requests.

*Mr. Bernie Olson moved to approve the Recommendation of Alternative to Standards Requests. Ms. Lila Taylor seconded the motion.*

*No discussion. Motion passed unanimously.  
(See Appendix for list of schools)*

❖ **LICENSURE COMMITTEE (Items 18-22)**

**Item 22 Discussion of Rocky Mountain College Administrator License - Dennis Parman**

Mr. Parman discussed the denials of four Rocky Mountain College Administrator licenses and how OPI resolved the

denials. Mr. Parman explained to the Board that the license requests were initially denied due to some misunderstanding by OPI. Mr. Parman held discussions with Rocky Mountain College and came to the conclusion the applicants did meet the qualifications and approved the applicants' licenses.

**Item 19 DENIAL HEARING OF ACADEMIC LICENSE BPE CASE #2012-04**

The appellant requested the hearing be postponed until the March 2013 Board of Public Education meeting. Ms. Myers requested written notification of the change of hearing date from the Board to the appellant, OPI, and Agency Legal Services.

**Item 20 DENIAL HEARING OF ACADEMIC LICENSE BPE CASE #2012-09**

The Board discussed whether the hearing should be open or closed. Upon the advice of Mr. Clyde Peterson, Agency Legal Services, the matter did not contain any sensitive information, and the appellant waived her right to appear before the Board, it was determined the hearing should remain open. Members of the Board then reviewed the case. Mr. Chris Tweeten represented the Office of Public Instruction and Mr. Clyde Peterson from Agency Legal Services represented the Board of Public Education. Testimony was received from Ms. Elizabeth Keller, Licensure Specialist, Office of Public Instruction

**Ms. Sharon Carroll moved to uphold the recommendation from the State Superintendent's Office to deny a second Class 5 Alternative License in BPE Case #2012-09. Mr. Bernie Olson seconded the motion.**

***No discussion. Motion passed with Board member Taylor dissenting.***

**Item 21 DENIAL HEARING OF ACADEMIC LICENSE BPE CASE #2012-05**

Case resolved prior to meeting.

**Item 18 Adopt the Critical Quality Educator Shortage Areas Report - Madalyn Quinlan**

Ms. Quinlan presented the Critical Quality Educator Shortage Areas Report and requested its approval to allow the Quality Educator Loan Repayment Assistance Program to disburse the monies to the qualified teachers in the affected areas.

**Ms. Sharon Carroll moved to adopt the Critical Quality Educator Shortage Area Report. Motion was seconded by Ms. Erin Williams.**

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

**FUTURE AGENDA ITEMS – January 18<sup>th</sup>, 2013 Conference Call**

*Exiting Board Member – Last Meeting*

*Transportation Report*

*MACIE Update*

*Annual School Food Services Report*

*Assessment Update*

*Federal Update*

*Accreditation Report*

*Educator Preparation Program Report*

**Motion to adjourn the Board of Public Education meeting moved by Mr. Bernie Olson. Motion seconded by Ms. Erin Williams.**

Meeting adjourned at 9:26 AM.

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APPENDIX:

Item 1:

New Committee Assignments are as follows:

**STANDING COMMITTEES**

**Executive Committee**

Patty Myers, Chair  
Sharon Carroll, Vice Chair  
Peter Donovan

**Accreditation Committee**

Bernie Olson, Chair  
Erin Williams, Member  
Lila Taylor, Member  
Patty Myers, Ex-Officio Member

**Licensure Committee**

Sharon Carroll, Chair  
Lila Taylor, Member  
Patty Myers, Ex-Officio Member

**MSDB Committee**

Patty Myers, Chair  
Bernie Olson, Member  
Sharon Carroll, Member  
Lila Taylor, Member

**Legislative Committee**

Doug Cordier, Member  
Lila Taylor, Member  
John Edwards, Member  
Charity Ratliff, Member  
Patty Myers, Ex-Officio Member

**Assessment Committee**

Sharon Carroll, Chair  
Patty Myers, Ex-Officio Member

**ADVISORY GROUP LIAISONS**

Sharon Carroll, CSPAC  
Doug Cordier, MACIE  
Patty Myers, MSDB Foundation

**Indian Education for All**

Doug Cordier  
Patty Myers, Ex-Officio Member

**Distance Learning/Montana Digital Academy**

Patty Myers, Chair

**Education and Local Government**

**Interim K-12 Subcommittee**

Patty Myers  
Sharon Carroll  
Peter Donovan

**Item 11:**

Schools/school districts currently in Intensive Assistance:

Billings Central High School

Butte School District – Margaret Leary School, Emerson School, Whittier School

Helena School District –Rossiter, Jim Darcy, Four Georgians, and Warren – all elementary schools

Montana School for the Deaf and Blind

West Valley Elementary School

Billings Public Schools – 11 elementary schools

Columbia Falls Schools – High School and 6<sup>th</sup> grade building

Fairview Schools – Fairview grades 7/8 and Fairview High School

Billings Independent School District

Northern Cheyenne Tribal Schools – elementary and high school  
Scobey School District – elementary school  
Whitefish School District – Whitefish 5<sup>th</sup> – 8<sup>th</sup> grade, Muldown Elementary  
Lewistown School District – Garfield School, Lewis & Clark School and Lewistown 7/8<sup>th</sup> grades

Item 15:

MACIE By-Law changes:

**BYLAWS OF MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION**

**ARTICLE 1**

**Membership**

The composition of the Montana Advisory Council on Indian Education shall consist of members who are representatives of Indian Education in the State of Montana. The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where American Indian students and adults attend.

The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to the Montana Advisory Council on Indian Education.

NOTE: Participation on Montana Advisory Council for Indian Education is voluntary and tribes and organizations invited to participate may decline.

Each of the eight Montana tribal councils shall be invited to select one representative to represent its tribe on this council. The Montana Advisory Council on Indian Education will seek participation by three urban Indian representatives from [the Indian Education departments of the Great Falls, Billings and Missoula school districts](#).

Other nominations will be sought from organizations that have been identified as playing a key role in the education of American Indians in Montana. These organizations are:

- Montana Education Association/Montana Federation of Teachers (MEA-MFT) American Indian Representative
- School Administrators of Montana (SAM)
- Indian Impact Schools of Montana (IISM) Board Representative
- Montana School Boards Association (MTSBA) Indian School Board Caucus Representative
- Montana Association for Bilingual Education (MABE) Board of Directors – [replaced with a Class 7 Representative](#)
- Montana Indian Education Association (MIEA) Board
- Montana Indian Education Association (MIEA) Parent of the Year - [eliminated](#)

**Voting**

The total voting membership will be eighteen [seventeen](#) and include:

- 8 – Tribal representatives from each Montana tribal council
- 3 – Urban Indian representatives
- 1 – Montana Education Association/Montana Federation of Teachers (MEA-MFT) American Indian Representative
- 1 – School Administrators of Montana (SAM)
- 1 – Indian Impact Schools of Montana (IISM) Board Representative
- 1 – Montana School Boards Association (MTSBA) Indian School Board Caucus Representative

- 1 – Montana Indian Education Association (MIEA) Board Member
- 1 – Montana Indian Education Association (MIEA) Parent of the Year
- 1 – Montana Association for Bilingual Education (MABE) Board of Directors [Class 7 Representative](#)

Ex-officio members(non-voting) to the Montana Advisory Council on Indian Education shall be:

- Office of Public Instruction
- Board of Public Education
- Montana University System
- Bureau of Indian Affairs
- [Tribal Head Start Representative](#)
- [Tribal College Representative](#)

Item 16: Approved Alternative to Standards Requests:

Dawson County: Deer Creek Elementary and Lindsay Elementary – School Counseling  
Flathead County: Pleasant Valley Elementary – Library Media/School Counseling, West Glacier Elementary – School Counseling  
Fallon County: Plevna K-12 – Library Media  
Richland County: Rau Elementary K-8 – School Counseling  
Stillwater County: Absarokee K-8 – Library Media

# FINANCIALS

REPORT ID: MTGL0106-O  
BUS. UNIT: 51010 Board of Public Education  
FOR THE FY PERIOD: DECEMBER 2013

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

PAGE NO. 1  
RUN DATE: 01/01/2013  
RUN TIME: 00:16:29

PART-B BUDGET REVENUE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	ESTIMATE	RECOGNIZED	ELAPSED TIME YTD:	BALANCE	50%
512030 Accommodations Tax	01100	2013	400.00			400.00	
TOTAL FUND 01100 General Fund			400.00			400.00	
TOTAL PROGRAM 2013			400.00			400.00	
TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY			400.00			400.00	

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 50%	CURR+PRIOR
61101 Regular	01100	3,969.22	22,128.40				22,128.40
61401 FICA	01100	285.54	1,600.96				1,600.96
61403 Group Insurance	01100	439.80	2,231.98				2,231.98
61404 Workers Compensation Insur	01100	60.74	338.62				338.62
61410 State Unemployment Tax	01100	17.86	99.56				99.56
61411 Teachers Retirement	01100	390.98	2,179.72				2,179.72
TOTAL 61400 Employee Benefits		1,194.92	6,450.84				6,450.84
TOTAL 61000 Personal Services		5,164.14	28,579.24				28,579.24
62104 Insurance & Bonds-Fixed Costs	01100		294.00				294.00
62108 Legal Fees & Court Costs	01100	186.00	348.75				348.75
62113 Warrant Writing Services	01100	2.57	19.13				19.13
62114 HRIS Service Fees	01100		214.00				214.00
62114A Workers' Comp Program Fees	01100		57.00				57.00
62115 Photographic Services	01100		36.00				36.00
62148 SABHRS Administrative Costs	01100		196.76				196.76
62190 Printing/Pub & Graphics	01100		13.75				13.75
62199 General	01100	30.00	3,080.00				3,080.00
621B4 ITSD Application Hosting Servi	01100		1.07				1.07
621B5 ITSD EMail Services	01100	1.93	9.61				9.61
621B8 ITSD Operational Support Servi	01100		8.74				8.74
621C5 ITSD Enterprise Services	01100	96.41	482.08				482.08
TOTAL 62100 Other Services		316.91	4,760.89				4,760.89
62210 Minor Tools, Instrum., & Equip	01100		114.05				114.05
62212 Photo & Reproduction	01100		97.58				97.58
62236 Ofc Supplies/Central Stores	01100		162.68				162.68
62241 Office Sup/Minor Equip-NonStat	01100	78.81	156.27				156.27
62280 Program Expense	01100	101.15	368.67				368.67
622B1 ITSD Asset Broker	01100	615.27	930.55				930.55
TOTAL 62200 Supplies & Materials		795.23	1,829.80				1,829.80
62304 Postage & Mailing	01100	11.66	760.04				760.04
62319 Cellular Phones	01100	25.00	109.64				109.64
62372 Telephone Add/Move/Change	01100		88.32				88.32
623B0 ITSD Voice Services	01100	37.15	185.75				185.75
623B2 ITSD Network Services	01100	291.35	1,332.39				1,332.39
623B4 ITSD Long Distance Services	01100	6.61	25.26				25.26
TOTAL 62300 Communications		371.77	2,501.40				2,501.40
62404 In-State State Motor Pool	01100		204.67				204.67
62407 In-State Meals	01100		121.00				121.00
62408 In-State Lodging	01100		496.34				496.34
62485 NonEmployOutStateCommerc/Trans	01100		154.80				154.80
62489 Non-Employee In State Mileage	01100	412.50	6,322.28				6,322.28
62490 Non-Employee In State Meals	01100	58.00	1,132.00				1,132.00
62497 Non-Employee In-State Lodging	01100	179.62	4,304.29				4,304.29
TOTAL 62400 Travel		650.12	12,735.38				12,735.38
62516 Meeting Rooms	01100		175.00				175.00

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 50%	CURR+PRIOR
62528 Rent-Non Dept of Admin	01100	625.00	3,543.34				3,543.34
TOTAL 62500 Rent		625.00	3,718.34				3,718.34
62768 Property Management Expenses	01100		55.00				55.00
62809 Education/Training Costs	01100		55.00				55.00
62861 Moving Expenses State Agency	01100		583.81				583.81
62878 Parking Fees	01100	187.33	497.78				497.78
62888 Statewide Indirect Costs	01100		466.00				466.00
TOTAL 62800 Other Expenses		187.33	1,602.59				1,602.59
TOTAL 62000 Operating Expenses		2,946.36	27,203.40				27,203.40
69301 Principal - Leases	01100	852.13	1,336.12				1,336.12
69302 Interest - Leases	01100		9.53				9.53
TOTAL 69300 Capital Leases		852.13	1,345.65				1,345.65
TOTAL FUND 01100 General Fund		8,962.63	57,128.29				57,128.29
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		8,962.63	57,128.29				57,128.29

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000 Personal Services	01100	2013	235H1	175,367.00		28,579.24	146,787.76	16
62000 Operating Expenses	01100	2013	235H1	45,775.00		27,203.40	18,571.60	59
69000 Debt Service	01100	2013	235H1	891.00		1,345.65	454.65	151
TOTAL SUB-CLS 235H1 ADMINISTRATION				222,033.00		57,128.29	164,904.71	26
TOTAL FUND 01100 General Fund				222,033.00		57,128.29	164,904.71	26
TOTAL PROGRAM 2013				222,033.00		57,128.29	164,904.71	26
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				222,033.00		57,128.29	164,904.71	26

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2441653	12/11/2012	000004	PPE 11/30/12 LX1 ON-Cycle	1,984.61		
61101	PAY2447344	12/25/2012	000004	PPE 12/14/12 LY1 ON-CYCLE	1,984.61		
TOTAL	61101	Regular			3,969.22		
61401	PAY2441653	12/11/2012	000007	PPE 11/30/12 LX1 ON-Cycle	142.77		
61401	PAY2447344	12/25/2012	000007	PPE 12/14/12 LY1 ON-CYCLE	142.77		
TOTAL	61401	FICA			285.54		
61403	PAY2441653	12/11/2012	000012	PPE 11/30/12 LX1 ON-Cycle	219.90		
61403	PAY2447344	12/25/2012	000012	PPE 12/14/12 LY1 ON-CYCLE	219.90		
TOTAL	61403	Group Insurance			439.80		
61404	PAY2441653	12/11/2012	000015	PPE 11/30/12 LX1 ON-Cycle	30.37		
61404	PAY2447344	12/25/2012	000015	PPE 12/14/12 LY1 ON-CYCLE	30.37		
TOTAL	61404	Workers Compensation Insur			60.74		
61410	PAY2441653	12/11/2012	000018	PPE 11/30/12 LX1 ON-Cycle	8.93		

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS						ELAPSED TIME YTD: 50%	
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61410	PAY2447344	12/25/2012	000018	PPE 12/14/12 LY1 ON-CYCLE	8.93		
TOTAL	61410	State Unemployment Tax			17.86		
61411	PAY2441653	12/11/2012	000021	PPE 11/30/12 LX1 ON-Cycle	195.49		
61411	PAY2447344	12/25/2012	000021	PPE 12/14/12 LY1 ON-CYCLE	195.49		
TOTAL	61411	Teachers Retirement			390.98		
62108	0002440292	12/07/2012	000001	Legal Fees & Court Costs	186.00		
62113	0002440286	12/07/2012	000001	Warrant Writing Services	2.57		
62199	0002440284	12/07/2012	000001	General	30.00		
621B5	0002447841	12/26/2012	000002	ITSD EMail Services	1.93		
621C5	0002447841	12/26/2012	000004	ITSD Enterprise Services	96.41		
62241	ACC2449717	12/31/2012	000011	Expense Distribution	29.85	00002724	ALBERTSONS INC
62241	PRO2448827	12/21/2012	000004	BEN FRANKLIN CRAFT	48.96		
TOTAL	62241	Office Sup/Minor Equip-NonStat			78.81		
62280	ACC2438837	12/05/2012	000008	Expense Distribution	21.50	00002718	LEHRKINDS INC
62280	ACC2438837	12/05/2012	000009	Expense Distribution	35.17	00002719	BRESNAN COMMUNICATIONS LLC
62280	ACC2449717	12/31/2012	000013	Expense Distribution	17.25	00002728	LEHRKINDS INC
62280	ACC2449717	12/31/2012	000015	Expense Distribution	27.23	00002726	BRESNAN COMMUNICATIONS LLC
TOTAL	62280	Program Expense			101.15		
622B1	0002447841	12/26/2012	000001	ITSD Asset Broker	615.27		
62304	0002447840	12/26/2012	000001	Postage & Mailing	11.66		
62319	ACC2444069	12/14/2012	000006	Expense Distribution	25.00	00002722	PETER DONOVAN
623B0	0002443627	12/14/2012	000003	ITSD Voice Services	37.15		
623B2	0002447841	12/26/2012	000003	ITSD Network Services	291.35		
623B4	0002443627	12/14/2012	000001	ITSD Long Distance Services	6.61		
62489	ACC2441398	12/11/2012	000004	Expense Distribution	314.60	00002720	CHARITY RATLIFF
62489	ACC2446144	12/19/2012	000003	Expense Distribution	97.90	00002723	PATTY MYERS
TOTAL	62489	Non-Employee In State Mileage			412.50		
62490	ACC2441398	12/11/2012	000005	Expense Distribution	46.00	00002720	CHARITY RATLIFF
62490	ACC2446144	12/19/2012	000004	Expense Distribution	12.00	00002723	PATTY MYERS
TOTAL	62490	Non-Employee In State Meals			58.00		
62497	ACC2441398	12/11/2012	000006	Expense Distribution	179.62	00002720	CHARITY RATLIFF
62528	ACC2438837	12/05/2012	000011	Expense Distribution	625.00	00002717	DEEM INVESTMENTS LLC

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ELAPSED TIME YTD: 50%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62878	ACC2444069	12/14/2012	000008	Expense Distribution	91.45	00002721	HELENA CITY OF TREASURER
62878	ACC2449717	12/31/2012	000017	Expense Distribution	95.88	00002725	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			187.33		
69301	ACC2449717	12/31/2012	000019	Expense Distribution	852.13	00002727	TOPAC U S A INC
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				8,962.63		

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PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 50%	CURR+PRIOR
61101 Regular	02122	5,324.24	27,960.24				27,960.24
61158 Compensatory Time Taken	02122		25.11				25.11
TOTAL 61100 Salaries		5,324.24	27,985.35				27,985.35
61401 FICA	02122	388.26	2,051.75				2,051.75
61402 Retirement - Other	02122	192.02	1,057.91				1,057.91
61403 Group Insurance	02122	1,026.20	4,984.40				4,984.40
61404 Workers Compensation Insur	02122	81.46	428.18				428.18
61410 State Unemployment Tax	02122	23.96	125.94				125.94
61411 Teachers Retirement	02122	260.64	1,303.20				1,303.20
TOTAL 61400 Employee Benefits		1,972.54	9,951.38				9,951.38
TOTAL 61000 Personal Services		7,296.78	37,936.73				37,936.73
TOTAL FUND 02122 Advisory Council		7,296.78	37,936.73				37,936.73
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		7,296.78	37,936.73				37,936.73

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000 Personal Services	02122	2013	235H1	113,320.00		37,936.73	75,383.27	33
TOTAL SUB-CLS 235H1 ADMINISTRATION				113,320.00		37,936.73	75,383.27	33
TOTAL FUND 02122 Advisory Council				113,320.00		37,936.73	75,383.27	33
TOTAL PROGRAM 2013				113,320.00		37,936.73	75,383.27	33
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				113,320.00		37,936.73	75,383.27	33

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-IN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2441653	12/11/2012	000005	PPE 11/30/12 LX1 ON-Cycle	2,662.12		
61101	PAY2447344	12/25/2012	000005	PPE 12/14/12 LY1 ON-CYCLE	2,662.12		
TOTAL	61101	Regular			5,324.24		
61401	PAY2441653	12/11/2012	000008	PPE 11/30/12 LX1 ON-Cycle	194.12		
61401	PAY2447344	12/25/2012	000008	PPE 12/14/12 LY1 ON-CYCLE	194.14		
TOTAL	61401	FICA			388.26		
61402	PAY2441653	12/11/2012	000010	PPE 11/30/12 LX1 ON-Cycle	96.01		
61402	PAY2447344	12/25/2012	000010	PPE 12/14/12 LY1 ON-CYCLE	96.01		
TOTAL	61402	Retirement - Other			192.02		
61403	PAY2441653	12/11/2012	000013	PPE 11/30/12 LX1 ON-Cycle	513.10		
61403	PAY2447344	12/25/2012	000013	PPE 12/14/12 LY1 ON-CYCLE	513.10		
TOTAL	61403	Group Insurance			1,026.20		
61404	PAY2441653	12/11/2012	000016	PPE 11/30/12 LX1 ON-Cycle	40.73		
61404	PAY2447344	12/25/2012	000016	PPE 12/14/12 LY1 ON-CYCLE	40.73		
TOTAL	61404	Workers Compensation Insur			81.46		
61410	PAY2441653	12/11/2012	000019	PPE 11/30/12 LX1 ON-Cycle	11.98		

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							ELAPSED TIME YTD: 50%
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61410	PAY2447344	12/25/2012	000019	PPE 12/14/12 LY1 ON-CYCLE	11.98		
TOTAL	61410	State Unemployment Tax			23.96		
61411	PAY2441653	12/11/2012	000022	PPE 11/30/12 LX1 ON-Cycle	130.32		
61411	PAY2447344	12/25/2012	000022	PPE 12/14/12 LY1 ON-CYCLE	130.32		
TOTAL	61411	Teachers Retirement			260.64		
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				7,296.78		

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 50%	CURR+PRIOR
61101 Regular	02219	960.00	8,501.12				8,501.12
61301 Per Diem	02219		1,500.00				1,500.00
61401 FICA	02219	63.38	606.94				606.94
61402 Retirement - Other	02219	68.84	298.86				298.86
61403 Group Insurance	02219	733.00	2,679.12				2,679.12
61404 Workers Compensation Insur	02219	14.68	130.06				130.06
61410 State Unemployment Tax	02219	4.32	38.26				38.26
61411 Teachers Retirement	02219		426.80				426.80
TOTAL 61400 Employee Benefits		884.22	4,180.04				4,180.04
TOTAL 61000 Personal Services		1,844.22	14,181.16				14,181.16
62104 Insurance & Bonds-Fixed Costs	02219		294.00				294.00
62108 Legal Fees & Court Costs	02219	186.00	423.15				423.15
62113 Warrant Writing Services	02219	2.57	19.10				19.10
62114 HRIS Service Fees	02219		214.00				214.00
62114A Workers' Comp Program Fees	02219		57.00				57.00
62115 Photographic Services	02219		42.00				42.00
62148 SABHRS Administrative Costs	02219		196.74				196.74
62190 Printing/Pub & Graphics	02219		13.75				13.75
62199 General	02219	30.00	30.00				30.00
621B4 ITSD Application Hosting Servi	02219		1.07				1.07
621B5 ITSD EMail Services	02219	13.46	59.58				59.58
621B8 ITSD Operational Support Servi	02219		8.74				8.74
621C5 ITSD Enterprise Services	02219	96.41	482.09				482.09
TOTAL 62100 Other Services		328.44	1,841.22				1,841.22
62210 Minor Tools, Instrum., & Equip	02219		114.05				114.05
62212 Photo & Reproduction	02219		97.57				97.57
62236 Ofc Supplies/Central Stores	02219		264.03				264.03
62241 Office Sup/Minor Equip-NonStat	02219	29.85	93.57				93.57
62280 Program Expense	02219	101.15	407.67				407.67
622B1 ITSD Asset Broker	02219	615.27	930.56				930.56
TOTAL 62200 Supplies & Materials		746.27	1,907.45				1,907.45
62304 Postage & Mailing	02219	11.66	760.01				760.01
62319 Cellular Phones	02219	24.99	109.63				109.63
62372 Telephone Add/Move/Change	02219		88.32				88.32
623B0 ITSD Voice Services	02219	37.15	185.75				185.75
623B2 ITSD Network Services	02219	233.95	1,160.17				1,160.17
623B4 ITSD Long Distance Services	02219	6.61	25.23				25.23
TOTAL 62300 Communications		314.36	2,329.11				2,329.11
62404 In-State State Motor Pool	02219		267.79				267.79
62407 In-State Meals	02219		65.00				65.00
62408 In-State Lodging	02219		265.27				265.27
62489 Non-Employee In State Mileage	02219		2,159.03				2,159.03
62490 Non-Employee In State Meals	02219		289.00				289.00
62497 Non-Employee In-State Lodging	02219		802.11				802.11
TOTAL 62400 Travel			3,848.20				3,848.20

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 50%	CURR+PRIOR
62528 Rent-Non Dept of Admin	02219	625.00	3,543.30				3,543.30
62768 Property Management Expenses	02219		54.99				54.99
62809 Education/Training Costs	02219		132.00				132.00
62861 Moving Expenses State Agency	02219		223.81				223.81
62878 Parking Fees	02219	187.32	495.77				495.77
62888 Statewide Indirect Costs	02219		466.00				466.00
TOTAL 62800 Other Expenses		187.32	1,317.58				1,317.58
TOTAL 62000 Operating Expenses		2,201.39	14,841.85				14,841.85
69301 Principal - Leases	02219	852.13	1,336.07				1,336.07
69302 Interest - Leases	02219		9.53				9.53
TOTAL 69300 Capital Leases		852.13	1,345.60				1,345.60
TOTAL FUND 02219 Research Fund		4,897.74	30,368.61				30,368.61
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		4,897.74	30,368.61				30,368.61

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000 Personal Services	02219	2013	235H1	12,000.00		14,181.16	2,181.16	118
62000 Operating Expenses	02219	2013	235H1	62,111.00		14,841.85	47,269.15	24
69000 Debt Service	02219	2013	235H1	891.00		1,345.60	454.60	151
TOTAL SUB-CLS 235H1 ADMINISTRATION				75,002.00		30,368.61	44,633.39	40
TOTAL FUND 02219 Research Fund				75,002.00		30,368.61	44,633.39	40
TOTAL PROGRAM 2013				75,002.00		30,368.61	44,633.39	40
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				75,002.00		30,368.61	44,633.39	40

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2441653	12/11/2012	000006	PPE 11/30/12 LX1 ON-Cycle	480.00		
61101	PAY2447344	12/25/2012	000006	PPE 12/14/12 LY1 ON-CYCLE	480.00		
TOTAL	61101	Regular			960.00		
61401	PAY2441653	12/11/2012	000009	PPE 11/30/12 LX1 ON-Cycle	31.69		
61401	PAY2447344	12/25/2012	000009	PPE 12/14/12 LY1 ON-CYCLE	31.69		
TOTAL	61401	FICA			63.38		
61402	PAY2441653	12/11/2012	000011	PPE 11/30/12 LX1 ON-Cycle	34.42		
61402	PAY2447344	12/25/2012	000011	PPE 12/14/12 LY1 ON-CYCLE	34.42		
TOTAL	61402	Retirement - Other			68.84		
61403	PAY2441653	12/11/2012	000014	PPE 11/30/12 LX1 ON-Cycle	366.50		
61403	PAY2447344	12/25/2012	000014	PPE 12/14/12 LY1 ON-CYCLE	366.50		
TOTAL	61403	Group Insurance			733.00		
61404	PAY2441653	12/11/2012	000017	PPE 11/30/12 LX1 ON-Cycle	7.34		
61404	PAY2447344	12/25/2012	000017	PPE 12/14/12 LY1 ON-CYCLE	7.34		
TOTAL	61404	Workers Compensation Insur			14.68		

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							ELAPSED TIME YTD: 50%
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61410	PAY2441653	12/11/2012	000020	PPE 11/30/12 LX1 ON-Cycle	2.16		
61410	PAY2447344	12/25/2012	000020	PPE 12/14/12 LY1 ON-CYCLE	2.16		
TOTAL	61410	State Unemployment Tax			4.32		
62108	0002440292	12/07/2012	000002	Legal Fees & Court Costs	186.00		
62113	0002440286	12/07/2012	000002	Warrant Writing Services	2.57		
62199	0002440284	12/07/2012	000002	General	30.00		
621B5	0002447841	12/26/2012	000006	ITSD EMail Services	13.46		
621C5	0002447841	12/26/2012	000008	ITSD Enterprise Services	96.41		
62241	ACC2449717	12/31/2012	000012	Expense Distribution	29.85	00002724	ALBERTSONS INC
62280	ACC2438837	12/05/2012	000007	Expense Distribution	21.50	00002718	LEHRKINDS INC
62280	ACC2438837	12/05/2012	000010	Expense Distribution	35.17	00002719	BRESNAN COMMUNICATIONS LLC
62280	ACC2449717	12/31/2012	000014	Expense Distribution	17.25	00002728	LEHRKINDS INC
62280	ACC2449717	12/31/2012	000016	Expense Distribution	27.23	00002726	BRESNAN COMMUNICATIONS LLC
TOTAL	62280	Program Expense			101.15		
622B1	0002447841	12/26/2012	000005	ITSD Asset Broker	615.27		
62304	0002447840	12/26/2012	000002	Postage & Mailing	11.66		
62319	ACC2444069	12/14/2012	000005	Expense Distribution	24.99	00002722	PETER DONOVAN
623B0	0002443627	12/14/2012	000004	ITSD Voice Services	37.15		
623B2	0002447841	12/26/2012	000007	ITSD Network Services	233.95		
623B4	0002443627	12/14/2012	000002	ITSD Long Distance Services	6.61		
62528	ACC2438837	12/05/2012	000012	Expense Distribution	625.00	00002717	DEEM INVESTMENTS LLC
62878	ACC2444069	12/14/2012	000007	Expense Distribution	91.45	00002721	HELENA CITY OF TREASURER
62878	ACC2449717	12/31/2012	000018	Expense Distribution	95.87	00002725	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			187.32		
69301	ACC2449717	12/31/2012	000020	Expense Distribution	852.13	00002727	TOPAC U S A INC
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				4,897.74		

# INFORMATION

## ❖ REPORTS - Patty Myers (Item 1)

### ITEM 1

#### CHAIRPERSON'S REPORT

Patty Myers

- **Exiting Board Member**

❖ **CSPAC LIAISON (Item 2)**  
**Sharon Carroll**

**ITEM 2**

**EXECUTIVE DIRECTOR REPORT**

**Peter Donovan**

❖ **REPORTS (Items 3-6)**

**ITEM 3**

*Meetings Attended by Peter Donovan*  
*10/08/12 to 01/18/13*

**November**

- |                                                                   |             |
|-------------------------------------------------------------------|-------------|
| 1. Board of Public Education, Helena                              | 11/08-09/12 |
| 2. BPE Audit, Exit Conference                                     | 11/13/12    |
| 3. Tort Claims Policy Updates                                     | 11/14/12    |
| 4. Board of Regents Meeting, U of M                               | 11/15-16/12 |
| 5. Montana Digital Academy BOD, Conference Call                   | 11/19/12    |
| 6. MSDB Committee, Conference Call                                | 11/28/12    |
| 7. Cliff Christian, regarding options for CPR training in schools | 11/29/12    |
| 8. Gov.-elect Bullock's press conference on cabinet appointments  | 11/30/12    |

**December**

- |                                                           |          |
|-----------------------------------------------------------|----------|
| 9. Clyde Peterson, Review of BPE procedures for hearings  | 12/04/12 |
| 10. Montana Digital Academy BOD, Conference Call          | 12/10/12 |
| 11. Home Town Helena, Rep. Blasdel, Speaker of the House  | 12/13/12 |
| 12. BPE Education Partners Group                          | 12/18/12 |
| 13. TLLC Work Group, Model Educator Evaluation Frameworks | 12/19/12 |
| 14. Legislative Audit Committee, re: BPE Audit            | 12/20/12 |
| 15. Clyde Peterson, Review of BPE procedures for hearings | 12/21/12 |

**January**

- |                                               |          |
|-----------------------------------------------|----------|
| 16. Training Session on LAWS System           | 01/03/13 |
| 17. Governor Bullock/Supt. Juneau sworn in    | 01/07/13 |
| 18. Education Partners Group                  | 01/08/13 |
| 19. Board of Public Education Meeting, Helena | 01/18/13 |

## 2013 House of Representatives Committees

### Agriculture

*Tu, Th; 3 p.m.; Rm 472*  
Randall, Lee (R - Ch)  
Clark, Christy (R - V Ch)  
Williams, Kathleen (D - V Ch)  
Blyton, Joanne (R)  
Galt, Wylie (R)  
Halvorson, David (R)  
Hertz, Greg (R)  
Kerns, Krayton (R)  
Lang, Mike (R)  
Lenz, Dennis (R)  
Lynch, Ryan (D)  
MacDonald, Margie (D)  
Pease-Lopez, Carolyn (D)  
Peppers, Rae (D)  
Pierson, Gordon (D)  
Redfield, Alan (R)  
Salomon, Dan (R)  
Secretary: McKenzie Chambers, Rm 475, (406) 444-4856  
Staff: Joe Kolman (LEPO), Environmental Analyst, Rm 171B, (406) 444-3747

### Appropriations

*M-F; 8 a.m.; Rm 102*  
Ankney, Duane (R - Ch)  
Gibson, Steve (R - V Ch)  
Hollenbaugh, Galen (D - V Ch)  
Ballance, Nancy (R)  
Brodehl, Randy (R)  
Cook, Rob (R)  
Cuffe, Mike (R)  
Dudik, Kimberly (D)  
Edmunds, Champ (R)  
Ehli, Ron (R)  
Glimm, Carl (R)  
Hagstrom, Dave (R)  
Hollandsworth, Roy (R)  
Jones, Donald (R)  
McCarthy, Kelly (D)  
McChesney, Bill (D)  
Mehlhoff, Bob (D)  
Noonan, Pat (D)  
Osmundson, Ryan (R)  
Whitford, Lea (D)  
Woods, Tom (D)  
Secretary: Lisa Adams, Rm 101, (406) 444-1754  
Staff: Joe Triem (LFD), Asst Principal Fiscal Analyst, Rm 110F (406) 444-2986; Julie Johnson (LSD), Attorney, Rm 122, (406) 444-4024

### Business & Labor

*M-F; 8 a.m.; Rm 172*  
Berry, Tom (R - Ch)  
Salomon, Dan (R - V Ch)  
Boland, Carlie (D - V Ch)  
Clark, Christy (R)  
Curtis, Amanda (D)  
Fitzpatrick, Steve (R)  
Greef, Edward (R)  
Hagan, Roger (R)

### Business & Labor (cont.)

Hunter, Chuck (D)  
Lang, Mike (R)  
McNiven, Jonathan (R)  
Moore, David (Doc) (R)  
Neill, Reilly (D)  
Peppers, Rae (D)  
Pierson, Gordon (D)  
Reichner, Scott (R)  
Smith, Cary (R)  
Squires, Carolyn (D)  
Steenberg, Tom (D)  
Welborn, Jeffrey (R)  
Secretary: Annie Needs, Rm 451, (406) 444-7353  
Staff: Bart Campbell (LSD), Attorney, Rm 126, (406) 444-3087

### Education

*M, W, F; 3 p.m.; Rm 137*  
Hansen, Kristin (R - Ch)  
Blyton, Joanne (R - V Ch)  
McClafferty, Edie (D - V Ch)  
Bennett, Bryce (D)  
Blasdel, Mark (R)  
Brockie, Clarena (D)  
Coffin, Douglas (D)  
Greef, Edward (R)  
Halvorson, David (R)  
Hertz, Greg (R)  
Laszloffy, Sarah (R)  
McNiven, Jonathan (R)  
Price, Jean (D)  
Salomon, Dan (R)  
Schreiner, Casey (D)  
Schwaderer, Nicholas (R)  
Washburn, Ted (R)  
Wilmer, Franke (D)  
Secretary: Marissa Stockton, Rm 475, (406) 444-1864  
Staff: Laura Sankey (LSD), Research Analyst, Rm 128, (406) 444-4410

### Ethics

*On call*  
Reichner, Scott (R - Ch)  
McNiven, Jonathan (R - V Ch)  
McChesney, Bill (D)  
Wilmer, Franke (D)  
Secretary: Molly Miltenberger, Rm 468, (406) 444-4709  
Staff: Dave Bohyer (LSD), Director of Research & Policy Analysis, Rm 111C, (406) 444-3592

### Federal Relations, Energy, and Telecommunications

*M, W, F; 3 p.m.; Rm 172*  
Regier, Keith (R - Ch)  
O'Hara, Jesse (R - V Ch)  
McNally, Mary (D - V Ch)  
Berry, Tom (R)  
Boland, Carlie (D)  
Hagan, Roger (R)  
Kary, Doug (R)

### Federal Relations, Energy, and Telecommunications (cont.)

Knudsen, Austin (R)  
Lang, Mike (R)  
Moore, David (Doc) (R)  
Peppers, Rae (D)  
Steenberg, Tom (D)  
Swanson, Kathy (D)  
Zolnikov, Daniel (R)  
Secretary: Sandra Dogiakos, Rm 451, (406) 444-4264  
Staff: Hope Stockwell (LEPO), Research Analyst, Rm 171A, (406) 444-9280

### Fish, Wildlife, and Parks

*Tu, Th; 3 p.m.; Rm 152*  
Welborn, Jeffrey (R - Ch)  
Kary, Doug (R - V Ch)  
Wilmer, Franke (D - V Ch)  
Boland, Carlie (D)  
Connell, Pat (R)  
Court, Virginia (D)  
Doane, Alan (R)  
Flynn, Kelly (R)  
Greef, Edward (R)  
Hoven, Brian (R)  
Jacobson, Tom (D)  
Lieser, Ed (D)  
Pomnichowski, JP (D)  
Price, Jean (D)  
Shaw, Ray (R)  
Smith, Bridget (D)  
Vance, Gordon (R)  
Wagoner, Kirk (R)  
Warburton, Wendy (R)  
Washburn, Ted (R)  
White, Kerry (R)  
Secretary: Marissa Stockton, Rm 475, (406) 444-1864  
Staff: Hope Stockwell (LEPO), Research Analyst, Rm 171A, (406) 444-9280

### Human Services

*M, W, F; 3 p.m.; Rm 152*  
Howard, David (R - Ch)  
Smith, Cary (R - V Ch)  
Pease-Lopez, Carolyn (D - V Ch)  
Curtis, Amanda (D)  
Flynn, Kelly (R)  
Gursky, Jenifer (D)  
Harris, Bill (R)  
Hill, Ellie Boldman (D)  
Ingraham, Pat (R)  
Jacobson, Tom (D)  
Lenz, Dennis (R)  
Pierson, Gordon (D)  
Redfield, Alan (R)  
Reichner, Scott (R)  
Vance, Gordon (R)  
Wagoner, Kirk (R)  
Secretary: Sara Andersen, Rm 451, (406) 444-4467  
Staff: Sue O'Connell (LSD), Research Analyst, Rm 136B, (406) 444-3597

### Judiciary

*M-F; 8 a.m.; Rm 137*  
Kerns, Krayton (R - Ch)  
Bennett, Jerry (R - V Ch)  
MacDonald, Margie (D - V Ch)  
Blasdel, Mark (R)  
Court, Virginia (D)  
Doane, Alan (R)  
Eck, Jenny (D)  
Fiscus, Clayton (R)  
Gursky, Jenifer (D)  
Halvorson, David (R)  
Hill, Ellie Boldman (D)  
Laszloffy, Sarah (R)  
Lenz, Dennis (R)  
Lynch, Ryan (D)  
O'Neill, Jerry (R)  
Pease-Lopez, Carolyn (D)  
Regier, Keith (R)  
Smith, Bridget (D)  
Wagoner, Kirk (R)  
Warburton, Wendy (R)  
Secretary: Karen Armstrong, Rm 475, (406) 444-1862  
Staff: Helen Thigpen (LSD), Attorney, Rm 125, (406) 444-3804

### Legislative Administration

*On call*  
O'Hara, Jesse (R - Ch)  
Knudsen, Austin (R - V Ch)  
Boland, Carlie (D)  
Clark, Christy (R)  
Court, Virginia (D)  
Cuffe, Mike (R)  
Hill, Ellie Boldman (D)  
Pease-Lopez, Carolyn (D)  
Pomnichowski, JP (D)  
Smith, Cary (R)  
Squires, Carolyn (D)  
Vance, Gordon (R)  
Welborn, Jeffrey (R)  
Secretary: Molly Miltenberger, Rm 468, (406) 444-4709  
Staff: Susan Byorth Fox (LSD), Executive Director, Rm 112, (406) 444-3066

### Local Government

*Tu, Th; 3 p.m.; Rm 172*  
Bangert, Liz (R - Ch)  
Fitzpatrick, Steve (R - V Ch)  
Swanson, Kathy (D - V Ch)  
Berry, Tom (R)  
Brockie, Clarena (D)  
Curtis, Amanda (D)  
Hagan, Roger (R)  
Ingraham, Pat (R)  
Lavin, Steve (R)  
McNally, Mary (D)  
McNiven, Jonathan (R)  
Moore, David (Doc) (R)  
O'Neill, Jerry (R)  
Schreiner, Casey (D)

**Local Government (cont.)**

Schwaderer, Nicholas (R)  
 Steenberg, Tom (D)  
 Wilson, Nancy (D)  
 Zolnikov, Daniel (R)  
 Secretary: Sally Speer, Rm 475, (406)  
 444-1863  
 Staff: Ginger Aldrich (LSD), Attorney,  
 Rm 110L, (406) 444-4464

**Natural Resources**

*M, W, F; 3 p.m.; Rm 472*  
 Bennett, Jerry (R - Ch)  
 Connell, Pat (R - V Ch)  
 Court, Virginia (D - V Ch)  
 Doane, Alan (R)  
 Eck, Jenny (D)  
 Fitzpatrick, Steve (R)  
 Galt, Wylie (R)  
 Hoven, Brian (R)  
 Lieser, Ed (D)  
 Lynch, Ryan (D)  
 Miller, Mike (R)  
 Pomnichowski, JP (D)  
 Shaw, Ray (R)  
 Warburton, Wendy (R)  
 White, Kerry (R)  
 Williams, Kathleen (D)  
 Secretary: Colleen Dever, Rm 451,  
 (406) 444-4872  
 Staff: Joe Kolman (LEPO),  
 Environmental Analyst, Rm 171B,  
 (406) 444-3747

**Rules**

*On call*  
 Smith, Cary (R - Ch)  
 Halvorson, David (R - V Ch)  
 Bennett, Bryce (D)  
 Blasdel, Mark (R)  
 Clark, Christy (R)  
 Cuffe, Mike (R)  
 Edmunds, Champ (R)  
 Hollenbaugh, Galen (D)  
 Hunter, Chuck (D)  
 Knudsen, Austin (R)  
 MacDonald, Margie (D)  
 McClafferty, Edie (D)  
 Miller, Mike (R)  
 Vance, Gordon (R)  
 Welborn, Jeffrey (R)  
 Williams, Kathleen (D)  
 Secretary: Molly Miltenberger, Rm  
 468, (406) 444-4709  
 Staff: Todd Everts (LSD), Director of  
 Legal Services, Rm 123, (406) 444-  
 4023

**State Administration**

*M-F; 8 a.m.; Rm 455*  
 Ingraham, Pat (R - Ch)  
 Washburn, Ted (R - V Ch)  
 Bennett, Bryce (D - V Ch)  
 Bangerter, Liz (R)  
 Blyton, Joanne (R)  
 Brockie, Clarena (D)  
 Calf Boss Ribs, Frosty (D)  
 Connell, Pat (R)

**State Administration (cont.)**

Harris, Bill (R)  
 Hertz, Greg (R)  
 Howard, David (R)  
 Kary, Doug (R)  
 O'Hara, Jesse (R)  
 Price, Jean (D)  
 Schreiner, Casey (D)  
 Shaw, Ray (R)  
 Swanson, Kathy (D)  
 Vance, Gordon (R)  
 Wilmer, Franke (D)  
 Secretary: Patty Hartman, Rm 451,  
 (406) 444-2554  
 Staff: Sheri Scurr (LSD), Research  
 Analyst, Rm 136C, (406) 444-3596

**Taxation**

*M-F; 8 a.m.; Rm 152*  
 Miller, Mike (R - Ch)  
 Flynn, Kelly (R - V Ch)  
 Pomnichowski, JP (D - V Ch)  
 Coffin, Douglas (D)  
 Galt, Wylie (R)  
 Hansen, Kristin (R)  
 Hoven, Brian (R)  
 Jacobson, Tom (D)  
 Knudsen, Austin (R)  
 Lavin, Steve (R)  
 Lieser, Ed (D)  
 McClafferty, Edie (D)  
 McNally, Mary (D)  
 Randall, Lee (R)  
 Redfield, Alan (R)  
 Schwaderer, Nicholas (R)  
 White, Kerry (R)  
 Williams, Kathleen (D)  
 Wilson, Nancy (D)  
 Zolnikov, Daniel (R)  
 Secretary: Rebecca Shaw, Rm 451,  
 (406) 444-4877  
 Staff: Megan Moore (LSD), Research  
 Analyst, Rm 111E, (406) 444-4496;  
 Stephanie Morrison (LFD), Fiscal  
 Analyst, Rm 110M, (406) 444-4408

**Transportation**

*M, W, F; 3 p.m.; Rm 445*  
 Lavin, Steve (R - Ch)  
 Randall, Lee (R - V Ch)  
 Squires, Carolyn (D - V Ch)  
 Bangerter, Liz (R)  
 Calf Boss Ribs, Frosty (D)  
 Clark, Christy (R)  
 Fiscus, Clayton (R)  
 Kerns, Krayton (R)  
 Neill, Reilly (D)  
 O'Neill, Jerry (R)  
 Smith, Bridget (D)  
 Wilson, Nancy (D)  
 Secretary: Tia Hunter, Rm 451, (406)  
 444-4847  
 Staff: Casey Barrs (LSD), Research  
 Analyst, Rm 111B, (406) 444-3957

**Joint Appropriations/Finance & Claims Subcommittees****Education**

*M-F; 8 a.m.; Rm 472*  
 Hollandsworth, Roy (R - Ch)  
 Jones, Llew (R - V Ch)  
 Ballance, Nancy (R)  
 Brown, Taylor (R)  
 Hamlett, Brad (D)  
 Jones, Donald (R)  
 Mehloff, Bob (D)  
 Windy Boy, Jonathan (D)  
 Woods, Tom (D)  
 Secretary: McKenzie Chambers, Rm  
 475, (406) 444-4856  
 Staff: Pam Joehler (LFD), Sr Fiscal  
 Analyst, Rm 130, (406) 444-5387;  
 Rob Miller (LFD), Fiscal Analyst, Rm  
 110G, (406) 444-1795; Jim  
 Standaert (LFD), Sr Fiscal Analyst,  
 Rm 113, (406) 444-5389; Brian  
 Hannan (LFD), Fiscal Analyst, Rm  
 110Q, (406) 444-1787

**General Government**

*M-F; 8 a.m.; Rm 350*  
 Osmundson, Ryan (R - Ch)  
 Olson, Alan (R - V Ch)  
 Buttrey, Ed (R)  
 Edmunds, Champ (R)  
 McCarthy, Kelly (D)  
 Wanzenried, Dave (D)  
 Secretary: Sandra Dogiakos, Rm 451,  
 (406) 444-4264  
 Staff: Kris Wilkinson (LFD), Sr Fiscal  
 Analyst, Rm 131, (406) 444-2722;  
 Cathy Duncan (LFD), Sr Fiscal  
 Analyst, Rm 117, (406) 444-4580

**Health and Human Services**

*M-F; 8 a.m.; Rm 102*  
 Ehli, Ron (R - Ch)  
 Priest, Jason (R - V Ch)  
 Caferro, Mary (D)  
 Hagstrom, Dave (R)  
 Noonan, Pat (D)  
 Webb, Roger (R)  
 Secretary: Sara Andersen, Rm 451,  
 (406) 444-4467  
 Staff: Lois Steinbeck (LFD), Sr Fiscal  
 Analyst, Rm 118, (406) 444-5391;  
 Marilyn Daumiller, Sr Fiscal Analyst,  
 Rm 132, (406) 444-5386; Rob Miller  
 (LFD), Fiscal Analyst, Rm 110G,  
 (406) 444-1795

**Judicial Branch, Law Enforcement, and Justice**

*M-F; 8 a.m.; Rm 317A*  
 Gibson, Steve (R - Ch)  
 Walker, Ed (R - V Ch)  
 Broedel, Randy (R)  
 Dudik, Kimberly (D)  
 Moore, Eric (R)  
 Tropila, Mitch (D)  
 Secretary: Tia Hunter, Rm 451, (406)  
 444-4847  
 Staff: Greg DeWitt (LFD), Sr Fiscal  
 Analyst, Rm 119, (406) 444-5392

**Long-Range Planning**

*M-F; 8 a.m.; Rm 317B*  
 Cook, Rob (R - Ch)  
 Lewis, Dave (R - V Ch)  
 Glimm, Carl (R)  
 McChesney, Bill (D)  
 Ripley, Rick (R)  
 Sesso, Jon (D)  
 Secretary: Mary Ann MacKay, Rm 451,  
 (406) 444-4846  
 Staff: Cathy Duncan (LFD), Sr Fiscal  
 Analyst, Rm 117, (406) 444-4580

**Natural Resources and Transportation**

*M-F; 8 a.m.; Rm 317C*  
 Cuffe, Mike (R - Ch)  
 Rosendale, Matthew (R - V Ch)  
 Ankney, Duane (R)  
 Brenden, John (R)  
 Hollenbaugh, Galen (D)  
 Keane, Jim (D)  
 Whitford, Lea (D)  
 Secretary: Colleen Dever, Rm 451,  
 (406) 444-4872  
 Staff: Christina Butler (LFD), Fiscal  
 Analyst, Rm 110H, (406) 444-4581;  
 Cathy Duncan (LFD), Sr Fiscal  
 Analyst, Rm 117, (406) 444-4580

Revised: Dec. 14, 2012

## 2013 Senate Committees

### Agriculture, Livestock, and Irrigation

*Tu, Th; 3 p.m.; Rm 335*

Brown, Taylor (R - Ch)

Moore, Eric (R - V Ch)

Augare, Shannon (D)

Boulanger, Scott (R)

Caferro, Mary (D)

Malek, Sue (D)

Murphy, Terry (R)

Phillips, Mike (D)

Sales, Scott (R)

Stewart-Peregoy, Sharon (D)

Taylor, Janna (R)

Secretary: Elizabeth Whiting, Rm 321, (406) 444-7363

Staff: Sue O'Connell (LSD), Research Analyst, Rm 136B, (406) 444-3597

### Business, Labor, and Economic Affairs

*M-F; 8 a.m.; Rm 422*

Sonju, Jon (R - Ch)

Jackson, Verdell (R - V Ch)

Arntzen, Elsie (R)

Barrett, Debby (R)

Brown, Dee (R)

Facey, Tom (D)

Moore, Eric (R)

Stewart-Peregoy, Sharon (D)

Van Dyk, Kendall (D)

Vuckovich, Gene (D)

Secretary: Linda Keim, Rm 321, (406) 444-4315

Staff: Pat Murdo (LSD), Research Analyst, Rm 136A, (406) 444-3594

### Committee on Committees

*On call*

Brenden, John (R)

Buttrey, Ed (R)

Lewis, Dave (R)

Ripley, Rick (R)

Vincent, Chas (R)

Walker, Ed (R)

### Education and Cultural Resources

*M, W, F; 3 p.m.; Rm 303*

Peterson, Jim (R - Ch)

Jones, Llew (R - V Ch)

Arntzen, Elsie (R)

Brown, Taylor (R)

Driscoll, Robyn (D)

Facey, Tom (D)

Lewis, Dave (R)

Moore, Eric (R)

Stewart-Peregoy, Sharon (D)

Windy Boy, Jonathan (D)

Secretary: Elizabeth Whiting, Rm 321, (406) 444-7363

Staff: Pad McCracken (LSD), Research Analyst, Rm 111F, (406) 444-3595

### Energy and Telecommunications

*Tu, Th; 3 p.m.; Rm 317*

Olson, Alan (R - Ch)

Jackson, Verdell (R - V Ch)

Arthun, Ron (R)

Driscoll, Robyn (D)

Essmann, Jeff (R)

Jergeson, Greg (D)

Jones, Llew (R)

Kaufmann, Christine (D)

Larsen, Cliff (D)

Priest, Jason (R)

Tropila, Mitch (D)

Vincent, Chas (R)

Walker, Ed (R)

Secretary: Julie Emge, Rm 319, (406) 444-4751

Staff: Sonja Nowakowski (LEPO), Research Analyst, Rm 171C, (406) 444-3078

### Ethics

*On call*

Arntzen, Elsie (R - Ch)

Brown, Dee (R - V Ch)

Barrett, Dick (D)

Wilmer, Franke (D)

Staff: Dave Bohyer (LSD), Director of Research & Policy Analysis, Rm 111C, (406) 444-3592

### Finance and Claims

*M-F; 8 a.m.; Rm 317*

Ripley, Rick (R - Ch)

Walker, Ed (R - V Ch)

Brenden, John (R)

Brown, Taylor (R)

Buttrey, Ed (R)

Caferro, Mary (D)

Essmann, Jeff (R)

Hamlett, Brad (D)

Jones, Llew (R)

Keane, Jim (D)

Lewis, Dave (R)

Moore, Eric (R)

Olson, Alan (R)

Priest, Jason (R)

Rosendale, Matthew (R)

Sesso, Jon (D)

Tropila, Mitch (D)

Wanzenried, Dave (D)

Webb, Roger (R)

Windy Boy, Jonathan (D)

Secretary: Prudence Gildroy, Rm 322, (406) 444-4816

Staff: Taryn Purdy (LFD), Principal Fiscal Analyst, Rm 114 (406) 444-5383; Julie Johnson (LSD), Attorney, Rm 122, (406) 444-4024

### Fish and Game

*Tu, Th; 3 p.m.; Rm 422*

Brenden, John (R - Ch)

Ripley, Rick (R - V Ch)

Barrett, Debby (R)

Facey, Tom (D)

Fielder, Jennifer (R)

Hamlett, Brad (D)

### Fish and Game (cont.)

Jent, Larry (D)

Peterson, Jim (R)

Thomas, Fred (R)

Van Dyk, Kendall (D)

Secretary: Mary Kulawick, Rm 320, (406) 444-4889

Staff: Jason Mohr (LEPO), Research Analyst, Rm 171E, (406) 444-1640

### Highways and Transportation

*Tu, Th; 3 p.m.; Rm 405*

Arntzen, Elsie (R - Ch)

Buttrey, Ed (R - V Ch)

Barrett, Dick (D)

Blewett, Anders (D)

Brown, Dee (R)

Keane, Jim (D)

Rosendale, Matthew (R)

Sonju, Jon (R)

Tutvedt, Bruce (R)

Vuckovich, Gene (D)

Wanzenried, Dave (D)

Webb, Roger (R)

Secretary: Charlene Devine, Rm 319, (406) 444-4610

Staff: Dave Bohyer (LSD), Director of Research & Policy Analysis, Rm 111C, (406) 444-3592

### Judiciary

*M-F; 8 a.m.; Rm 303*

Murphy, Terry (R - Ch)

Sales, Scott (R - V Ch)

Augare, Shannon (D)

Blewett, Anders (D)

Boulanger, Scott (R)

Brenden, John (R)

Driscoll, Robyn (D)

Fielder, Jennifer (R)

Jent, Larry (D)

Larsen, Cliff (D)

Vincent, Chas (R)

Wittich, Art (R)

Secretary: Pam Schindler, Rm 303A, (406) 444-4891

Staff: Julianne Burkhardt (LSD), Attorney, Rm 121, (406) 444-4025

### Legislative Administration

*On call*

Buttrey, Ed (R - Ch)

Brown, Taylor (R - V Ch)

Augare, Shannon (D)

Kaufmann, Christine (D)

Murphy, Terry (R)

Staff: Susan Byorth Fox (LSD), Executive Director, Rm 112, (406) 444-3066

### Local Government

*M, W, F; 3 p.m.; Rm 405*

Buttrey, Ed (R - Ch)

Taylor, Janna (R - V Ch)

Augare, Shannon (D)

Barrett, Dick (D)

**Local Government (cont.)**

Boulanger, Scott (R)  
 Malek, Sue (D)  
 Olson, Alan (R)  
 Tutvedt, Bruce (R)  
 Vuckovich, Gene (D)  
 Secretary: Charlene Devine, Rm 319, (406) 444-4610  
 Staff: Leanne Kurtz (LSD), Research Analyst, Rm 111A, (406) 444-3593

**Natural Resources**

*M, W, F; 3 p.m.; Rm 422*  
 Vincent, Chas (R - Ch)  
 Brenden, John (R - V Ch)  
 Barrett, Debby (R)  
 Fielder, Jennifer (R)  
 Hamlett, Brad (D)  
 Jackson, Verdell (R)  
 Kaufmann, Christine (D)  
 Keane, Jim (D)  
 Larsen, Cliff (D)  
 Phillips, Mike (D)  
 Ripley, Rick (R)  
 Rosendale, Matthew (R)  
 Tropila, Mitch (D)  
 Walker, Ed (R)  
 Secretary: Mary Kulawick, Rm 320, (406) 444-4889  
 Staff: Sonja Nowakowski (LEPO), Research Analyst, Rm 171C, (406) 444-3078

**Public Health, Welfare, and Safety**

*M, W, F; 3 p.m.; Rm 317*  
 Priest, Jason (R - Ch)  
 Murphy, Terry (R - V Ch)  
 Caferro, Mary (D)  
 Jergeson, Greg (D)  
 Thomas, Fred (R)  
 Wanzenried, Dave (D)  
 Wittich, Art (R)  
 Secretary: Julie Emge, Rm 319, (406) 444-4751  
 Staff: Alexis Sandru (LSD), Attorney, Rm 129, (406) 444-4026

**Rules**

*On call*  
 Wittich, Art (R - Ch)  
 Barrett, Debby (R - V Ch)  
 Driscoll, Robyn (D)  
 Essmann, Jeff (R)  
 Jent, Larry (D)  
 Jergeson, Greg (D)  
 Larsen, Cliff (D)  
 Olson, Alan (R)  
 Phillips, Mike (D)  
 Priest, Jason (R)  
 Ripley, Rick (R)  
 Sales, Scott (R)  
 Sesso, Jon (D)  
 Thomas, Fred (R)  
 Vincent, Chas (R)  
 Staff: Todd Everts (LSD), Director of Legal Services, Rm 123, (406) 444-4023

**State Administration**

*M, W, F; 3 p.m.; Rm 335*  
 Arthun, Ron (R - Ch)  
 Brown, Dee (R - V Ch)  
 Blewett, Anders (D)  
 Jent, Larry (D)  
 Sales, Scott (R)  
 Van Dyk, Kendall (D)  
 Webb, Roger (R)  
 Secretary: Nadine Spencer, Rm 323, (406) 444-1619  
 Staff: Rachel Weiss (LSD), Research Analyst, Rm 111D, (406) 444-5367

**Taxation**

*M-F; 8 a.m.; Rm 405*  
 Tutvedt, Bruce (R - Ch)  
 Thomas, Fred (R - V Ch)  
 Arthun, Ron (R)  
 Barrett, Dick (D)  
 Essmann, Jeff (R)  
 Jergeson, Greg (D)  
 Kaufmann, Christine (D)  
 Malek, Sue (D)  
 Peterson, Jim (R)  
 Phillips, Mike (D)  
 Taylor, Janna (R)  
 Wittich, Art (R)  
 Secretary: Donna O'Neill, Rm 320, (406) 444-4618  
 Staff: Jaret Coles (LSD), Attorney, Rm 124, (406) 444-4022; Brian Hannan (LFD), Fiscal Analyst, Rm 110Q, (406) 444-1787; Jim Standaert (LFD), Sr Fiscal Analyst, Rm 113, (406) 444-5389

**Joint Appropriations/Finance & Claims Subcommittees****Education**

*M-F; 8 a.m.; Rm 472*  
 Hollandsworth, Roy (R - Ch)  
 Jones, Llew (R - V Ch)  
 Ballance, Nancy (R)  
 Brown, Taylor (R)  
 Hamlett, Brad (D)  
 Jones, Donald (R)  
 Mehloff, Bob (D)  
 Windy Boy, Jonathan (D)  
 Woods, Tom (D)  
 Secretary: McKenzie Chambers, Rm 475, (406) 444-4856  
 Staff: Pam Joehler (LFD), Sr Fiscal Analyst, Rm 130, (406) 444-5387; Rob Miller (LFD), Fiscal Analyst, Rm 110G, (406) 444-1795; Jim Standaert (LFD), Sr Fiscal Analyst, Rm 113, (406) 444-5389; Brian Hannan (LFD), Fiscal Analyst, Rm 110Q, (406) 444-1787

**General Government**

*M-F; 8 a.m.; Rm 350*  
 Osmundson, Ryan (R - Ch)  
 Olson, Alan (R - V Ch)  
 Buttrey, Ed (R)  
 Edmunds, Champ (R)

**General Government (cont.)**

McCarthy, Kelly (D)  
 Wanzenried, Dave (D)  
 Secretary: Sandra Dogiakos, Rm 451, (406) 444-4264  
 Staff: Kris Wilkinson (LFD), Sr Fiscal Analyst, Rm 131, (406) 444-2722; Cathy Duncan (LFD), Sr Fiscal Analyst, Rm 117, (406) 444-4580

**Health and Human Services**

*M-F; 8 a.m.; Rm 102*  
 Ehli, Ron (R - Ch)  
 Priest, Jason (R - V Ch)  
 Caferro, Mary (D)  
 Hagstrom, Dave (R)  
 Noonan, Pat (D)  
 Webb, Roger (R)  
 Secretary: Sara Andersen, Rm 451, (406) 444-4467  
 Staff: Lois Steinbeck (LFD), Sr Fiscal Analyst, Rm 118, (406) 444-5391; Marilyn Daumiller, Sr Fiscal Analyst, Rm 132, (406) 444-5386; Rob Miller (LFD), Fiscal Analyst, Rm 110G, (406) 444-1795

**Judicial Branch, Law Enforcement, and Justice**

*M-F; 8 a.m.; Rm 317A*  
 Gibson, Steve (R - Ch)  
 Walker, Ed (R - V Ch)  
 Broedel, Randy (R)  
 Dudik, Kimberly (D)  
 Moore, Eric (R)  
 Tropila, Mitch (D)  
 Secretary: Tia Hunter, Rm 451, (406) 444-4847  
 Staff: Greg DeWitt (LFD), Sr Fiscal Analyst, Rm 119, (406) 444-5392

**Long-Range Planning**

*M-F; 8 a.m.; Rm 317B*  
 Cook, Rob (R - Ch)  
 Lewis, Dave (R - V Ch)  
 Glimm, Carl (R)  
 McChesney, Bill (D)  
 Ripley, Rick (R)  
 Sesso, Jon (D)  
 Secretary: Mary Ann MacKay, Rm 451, (406) 444-4846  
 Staff: Cathy Duncan (LFD), Sr Fiscal Analyst, Rm 117, (406) 444-4580

**Natural Resources and Transportation**

*M-F; 8 a.m.; Rm 317C*  
 Cuffe, Mike (R - Ch)  
 Rosendale, Matthew (R - V Ch)  
 Ankney, Duane (R)  
 Brenden, John (R)  
 Hollenbaugh, Galen (D)  
 Keane, Jim (D)  
 Whitford, Lea (D)  
 Secretary: Colleen Dever, Rm 451, (406) 444-4872  
 Staff: Christina Butler (LFD), Fiscal Analyst, Rm 110H, (406) 444-4581; Cathy Duncan (LFD), Sr Fiscal Analyst, Rm 117, (406) 444-4580

❖ **REPORTS (Items 3-6)**

**ITEM 3**

**STATE SUPERINTENDENT'S REPORT**

**State Superintendent Denise Juneau**

**ITEM 4**

**COMMISSIONER OF HIGHER  
EDUCATION'S REPORT**

**Commissioner Clayton Christian**

**ITEM 5**

**GOVERNOR'S OFFICE REPORT**

**ITEM 6**

**STUDENT REPRESENTATIVE REPORT**

**Charity Ratliff**



**LICENSURE COMMITTEE (Item 7)**

**Sharon Carroll**

**ITEM 7**

**STATE ACCREDITATION REVIEW EXIT  
REPORT FROM ON-SITE ACCREDITATION  
REVIEW OF THE PROFESSIONAL  
EDUCATION UNIT AT THE UNIVERSITY  
OF GREAT FALLS**

**Linda Peterson**

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2013**

**PRESENTATION:** State Accreditation Review Exit Report from On-Site Accreditation Review of the Professional Education Unit at the University of Great Falls

**PRESENTER:** Linda Vrooman Peterson  
Administrator, Accreditation and Educator Preparation Division  
Office of Public Instruction  
Mary Susan Fishbaugh, Ph.D.  
Dean, College of Education  
Montana State University-Billings  
Angel Turoski, Professor  
Education Department  
University of Great Falls

**OVERVIEW:** On October 8-11, 2012, an on-site team conducted the accreditation review of the Professional Education Unit (Unit) at the University of Great Falls (UGF). This presentation provides the State Exit Report of the accreditation review to the Board of Public Education (BPE). The purpose of the on-site visit was to verify the Unit's Institutional Report (IR) as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards (PEPPS). Angel Turoski, Education Department Professor, and Dr. Mary Susan Fishbaugh, Review Team Chairperson, will discuss the review and exit report. The report is attached.

**REQUESTED DECISION(S):** Discussion

**OUTLYING ISSUE(S):** Program Approval Timeline

1. November 8, 2012 – State Superintendent Denise Juneau provides information to the Board of Public Education (BPE) about the on-site accreditation visit of the Unit at the UGF.
2. December 10, 2012 – The Office of Public Instruction (OPI) receives the corrections to the State Exit Report and Narrative Summaries from the Unit at the UGF.
3. January 2013 – State Superintendent Denise Juneau and the Team Chair present the State Exit Report and Narrative Summaries to the BPE for discussion.
4. March 2013 – State Superintendent Denise Juneau recommends final action to the BPE regarding program approval and accreditation status of the Unit at the UGF.

Depending on the final action of the BPE, the Unit may be required to take specific actions to address standards designated as “Met with Weakness” and “Not Met.”

**RECOMMENDATION(S):** Discussion  
**BPE PRESENTATION**

**University of Great Falls Professional Education Unit  
State Review Exit Report  
October 8-11, 2012**

Mary Susan E. Fishbaugh, Chairperson

On October 8-11, 2012, a seven-person team conducted an on-site review of the University of Great Falls (UGF) Professional Education Unit (Unit). The purpose of the on-site team's visit was to verify the Unit's Institutional Report (IR) as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards (PEPPS). Team members read documents, visited field placement sites, and interviewed staff, faculty, administrators, and students. The purpose of this document is to summarize the results of the team's findings.

**Sub-Chapter 2 – Organization and Administration of Teaching Education**

ARM	TITLE	STATUS	PAGE
10.58.210	Conceptual Framework	MET WITH WEAKNESS	1

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

ARM	TITLE	STATUS	PAGE
10.58.304	Candidate Knowledge, Skills, and Dispositions	MET	2
10.58.305	Assessment System and Unit Evaluation	MET WITH WEAKNESS	3
10.58.306	Field Experiences and Clinical Practice	MET	4
10.58.307	Diversity	MET	5
10.58.308	Faculty Qualifications, Performance, and Development	MET	6
10.58.309	Unit Governance and Resources	MET	7

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

ARM	TITLE	STATUS	PAGE
10.58.501	General Requirements	MET	8
10.58.503	Art K-12	MET	9
10.58.508	Elementary	MET	10
10.58.509	English/Language Arts Major	MET	11
10.58.510	Students with Disabilities K-12	MET	12
10.58.513	Health	MET	13
10.58.520	Physical Education	MET	15
10.58.518	Mathematics	MET	14
10.58.521	Reading Specialists K-12	MET	16
10.58.522	Science <ul style="list-style-type: none"> <li>• Broadfield</li> <li>• Biology Major/Minor</li> </ul>	MET MET	17



10.58.523	Social Studies <ul style="list-style-type: none"> <li>• Government Major</li> <li>• History Major/Minor</li> <li>• Psychology Minor</li> <li>• Broadfield</li> </ul>	NOT MET	18
10.58.527	APSC Gifted and Talented	MET	19
10.58.601	Program Planning and Development	NOT MET	20
10.58.603	Assessment of Advanced Programs	MET WITH WEAKNESS	21

### Commendations

- UGF has renewed its vision, increased its enrollment, established financial stability and invested in technological infrastructure. The positive effects these efforts have had on the campus environment are evidenced by student involvement, faculty enthusiasm and forward administrative leadership.
- UGF has embraced a Conceptual Framework (CF) based upon four guiding questions related to the meaning of being human, of participating in intellectual inquiry, of living as a professional and of participating in spiritual/religious dimensions. This framework is evident throughout campus life and academic programs.
- The Unit has invested personal summer time, energy and resources in developing an Assessment System with four Key Assessments and beginning alignment with the CF Performance Outcomes.
- Candidates at UGF have the benefit of exceptional student-faculty relationships.
- The Reading, Special Education and Gifted/Talented Programs at UGF prepare candidates to meet the educational needs for learners of diverse academic abilities.
- The Unit has a commitment to experiential learning as evidenced by the Pre Professional Integrative Experience (PPIE) followed by student teaching.

### Improvements

- The CF theoretical/philosophical/theological foundation should be reviewed for the benefit of new faculty and to guide the overall Assessment System.
- The Assessment System Key Assignments require a closer alignment with expected performance outcomes of the CF.
- Indian Education for All could be infused throughout methods courses in order to build candidate confidence.
- District administrative and UGF faculty turnover necessitate renewing relationships between the Education Unit and the Great Falls Public Schools.
- The Social Studies Content Areas have not provided the information to demonstrate meeting the PEPPS.
- The Masters of Art in Teaching (MAT) is not supported by adequate resources and its assessment is not clearly aligned with either the Initial CF or the partially developed Advanced CF. The future of the MAT requires analysis and a decision.



The team wishes to thank the UGF administration and faculty for a warm welcome, spacious work rooms, comfortable lodging and tasty fuel to keep us going. From the first evening when team members were introduced to the UGF Professional Education Unit, students and friends at dinner, to the conclusion of our visit, staff, faculty, and students welcomed the team and responded to any requests. A special thank you is extended to Angel Turoski for her leadership and to her faculty, staff and students for providing exhibits, organizing the visit and assuring that our every need was met.

Thank you all for a job well done.



**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.210 Conceptual Framework**

**Validating Statement**

The Education Unit provided a thorough overview of its Conceptual Framework (CF) and Assessment System through a media supported presentation.

**Sources of Evidence**

Presentation, review of electronic and hard copy exhibits, including the Assessment of Teaching and Learning (The Grid), interviews with candidates/faculty/database consultant/head of Education Unit

**Assessment Aligned to Standard**

Assessment of the Conceptual Framework performance outcomes is to be accomplished through the Assessment System Key Assessments and the Grid.

**Evaluation**

10.58.210 is Met with Weakness. The theoretical foundation is not evident. When requested, information provided demonstrated no consistent theoretical basis.

While the Assessment System is in process, all key assessments do not clearly reflect outcomes expected for the four CF questions.

**Commendations**

The University of Great Falls (UGF) Education Unit has made a concerted effort and great strides in developing and implementing an Assessment System based upon the CF.

UGF hired an outside consultant to assist the Education Unit with developing a database warehouse for its developing CF Assessment System.

**Improvements**

No theory base was included in the Institutional Report (IR) nor was a consistent body of theory presented when requested. With the turnover of faculty since the last formal institutional review, revisiting the theoretical, philosophical and perhaps theological foundations of the CF is in order. It is particularly important that newer faculty have the opportunity for learning about and taking ownership in the totality of the CF.

**Accreditation Recommendation**

Meets Standard with Weakness

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

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

**Validating Statement**

The standard is met, as evidenced by the sources examined.

**Sources of Evidence**

The Institutional Report (IR), the data supporting decisions as shown in the Summer Report, the “Assessment and Conceptual Framework Presentation” by Angel Turoski’s planning forms for each major/minor; UGF Catalog, and all other exhibits provided to the team (electronic files).

**Assessment Aligned to Standard**

The assessments align to the standards. The use of consistent across-program rubrics provides useful data to examine programs, candidate performance, and to make improvements as needed.

**Evaluation**

The faculty uses the common instrument, Assessment for Teaching and Learning (The Grid), to align the competency and behavioral objectives for knowledge, skills and dispositions; they examined data in a summer retreat, proving the usefulness of the data queried for decision-making. Many types of data are collected to provide perspectives on each student’s knowledge, skills and dispositions; in addition these data are aggregated to provide UGF faculty with summary information on programs.

**Commendations**

The faculty are to be commended for their enthusiastic approach to data collection specific to program and student evaluation. The use of the Excel platform provides a low-cost, but elegant solution, to data collection that can be easily understood by all.

**Improvements**

Continue to hone evaluation needs as a means to examine knowledge, skills and dispositions. Consider FERPA regulations when sharing information about students (mask data where possible before sharing it).

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

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

**Validating Statement**

The University of Great Falls (UGF) Meets the Standard with Weakness. The on-site review has identified efforts for the development of an assessment system, but the team could not validate that the system is fully operational.

**Sources of Evidence**

UGF Teacher Education Program Handbook, Institutional Report (IR), The Assessment of Teaching and Learning (The Grid), and data reports for Conceptual Framework (CF), Evidence of Professional Growth (EPG), Evaluation for Student Teachers, Knowledge Skills and Dispositions (KSD), Praxis II Content Knowledge Reports, TEP interviews, Title II records presentation and alignment matrix presented on October 9.

**Assessment Aligned to Standard**

The department utilizes an alignment matrix illustrating how various assessments and evaluations inform the Conceptual Framework (CF) performance outcomes. The staff have defined the outcomes by student benchmarks, identified responsible staff members, and indicated how the data are used.

**Evaluation**

The education department has multiple measures, but only a few have been used long enough to have longitudinal data (i.e., the KSD, EPG, and Praxis II). The KSD evaluation was the only formal assessment in use during the last visit. The department has recently developed a new evaluation tool for supervising classroom teachers, Evaluation Form for Student Teaching (EFST), which is in use for the first time. The department has contracted services for a new ACCESS based data warehouse.

Challenges noted by the department include inter-rater reliability among staff on the KSD, and the lack of consensus among department members to develop a common writing rubric for the EPG.

**Commendations**

The department is commended for their work to develop the assessment system, and their investment of time and resources in a new data warehouse. The development of the new evaluations indicates attention to the standards requirement for “multiple assessments.”

**Improvements**

The UGF has developed an assessment system, but it is not yet operational. The Education Unit has invested personal summer time, energy, and resources in developing an assessment system with four key assessments and beginning alignment with the CF performance outcomes. Alignment of the EPG to the CF is a component of this project and necessary as the assessment system becomes fully operational. Institutional support for these efforts will insure their continuance.

**Accreditation Recommendation**

Meets Standard with Weakness

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

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

**Validating Statement**

Both an off-site and an on-site review of the Institutional Report (IR) and supporting materials show that the University of Great Falls (UGF) meets ARM 10.58.306 Field Experiences and Clinical Practices. Interviews were conducted with students, faculty, and supervising teachers. A student teacher was observed on-site.

**Sources of Evidence**

UGF 2011-2012 Undergraduate Course Catalog; IR; elementary and secondary planning sheets; course syllabi; Teacher Education Program Handbook; Teacher Education Program Disposition Form; Assessment of Teaching and Learning (The Grid), alignment of course objectives and assessments to the Conceptual Framework (CF); interviews with students, supervising teachers, professors; and observation of a student teacher in the classroom.

**Assessment Aligned to Standard**

Assessments align to ARM 10.58.306 Field Experiences and Clinical Practices.

**Evaluation**

ARM 10.58.306 Field Experiences and Clinical Practices is a professional, competent, well planned and supervised program. The candidates are prepared for their experiences and are supervised on a routine schedule. Any problems which occur are mediated. The established relationships with the schools and mentoring teachers allows for strong support for the candidate. The proposed pilot program for a joint Pre-Professional Integrative Experience (PPIE) and student teaching experience shows great promise.

**Commendations**

The entrance requirements leading to the field experiences are well designed to regulate the preparedness and suitability of the candidate. Students in both the PPIE and student teaching experience are given appropriate exposure to and control of a classroom.

**Improvements**

The proposed pilot program for a joint PPIE and student teaching experience shows great promise. The requirements for the PPIE should be explicit for candidates and school personnel. It will be necessary to rebuild some relationships with schools because of the recent turnover in the faculty of the UGF.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.307 Diversity**

**Validating Statement**

Supporting materials were reviewed and interviews conducted with elementary and secondary candidates, faculty, administrators and mentor teachers. The University of Great Falls (UGF) and the Professional Education Unit (PEU) meet ARM 10.58.307 by infusing principles of tolerance and inclusion.

**Sources of Evidence**

Evidence gathered from university catalog, student teacher manual, course syllabi, assessment tools for Knowledge Skills and Dispositions (KSD) and Evidence of Professional Growth (EPG), Institutional Report (IR) and supporting documents, interviews with department faculty, administrators, board members, candidates, cooperating teachers and others.

**Assessment Aligned to Standard**

Candidate assessments are aligned with Standard 10.58.307. Specifically, individual course evaluations, KSD, lesson plans and EPG assess candidates' curricular knowledge and dispositional proficiency vis á vis diversity. Conceptual Framework (CF) Goal A, "What it Means to be Human," is aligned to ARM 10.58.307 through most course syllabi Assessment of Teaching and Learning (The Grid).

**Evaluation**

The reviewers found evidence to support that ARM 10.58.307 is met. Candidates are exposed to ideation of tolerance and inclusion of diverse populations, including Montana American Indians through coursework, dedicated campus events and exposure to diversity through field experiences. Candidates' interviews demonstrated that they embrace the principles of tolerance, inclusion and the expectation that all students' learning is valued. In spite of limited diversity in the community and on campus, the UGF and PEU make good faith effort to maximize experiences and opportunities to expand global understanding of diversity values.

**Commendations**

Candidates' comments reflected an understanding of the ethos of inclusion and tolerance. Many University events focus on building awareness and understanding of diversity and individual responsibility to the human community.

**Improvements**

Assess the diversity of candidates in school field placements.  
Broaden secondary candidates' exposure to diversity education, particularly Indian Education for All (IEFA).

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

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

**Validating Statement**

Time was spent reviewing the following documents provided by the University of Great Falls (UGF) Education Department regarding this standard. The documents reviewed were; Better Way Grant, Campus Compact, Director of Educational Programs, a faculty dissertation, Early Childhood Report, Faculty Assessment Forms, Faculty Performance and Goals Inventory, Student Research Information, Supporting Syllabi EDU 592 and Technology. Informal visits with staff both inside and outside the department were held. Discussions with candidates over lunch and other times during our visit provided our team with opportunities to learn about the effectiveness of staff's work (teaching) and interaction with them.

**Sources of Evidence**

Documents provided by the University of Great Falls were reviewed in advance and during the site visit along with additional information from the university website.

**Assessment Aligned to Standard**

Faculty and staff from the Education Department continue to meet once a week during the academic school year in addition to a summer day-long meeting to address both department issues as well as professional development issues for faculty. Due to the small number of full-time faculty, a close relationship of support, understanding and willingness to solve situations as a team for the betterment of candidates was evident.

**Evaluation**

The UGF faculty meets standard 10.58.308.

**Commendations**

All full-time faculty in the Department of Education hold current teacher licenses. Faculty are dedicated to the concept of Integrated Learning.

**Improvements**

Faculty turn-over in the department has hindered efforts to continue professional education. The number of adjunct faculty members could be a concern with the continued work in building a professional community and understanding of the department's work.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.309 Unit Governance and Resource**

**Validating Statement**

Documentation through visitations and time spent with the faculty and staff from the Education Department over the past three days provided the information requested by the accreditation review team.

**Sources of Evidence**

Documents that were presented and reviewed included pre-arranged materials by the University of Great Falls (UGF) for the accreditation review, the faculty handbook, and the lunch meeting with representatives of the faculty from all departments and the administration of the university.

**Assessment Aligned to Standard**

The standard of governance and resources as outlined in the faculty handbook provides guidance and expectations for faculty within the department.

**Evaluation**

The reviewers support the meeting of standard 10.58.309.

**Commendation**

UGF faculty are open to involvement in the various university committees developed by university administration.

**Improvements**

Resources continue to be an issue for educational institutions.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.501 General Requirements**

**Validating Statement**

Supporting materials, off-site reviews, interviews with students/faculty/school personnel validate the University of Great Falls (UGF) Institutional Report (IR) for 10.58.501.

**Sources of Evidence**

Evidence included UGF exhibits (electronic and hard copy), presentation by the Education Unit, student interviews at the opening dinner and student lunch, interviews with school administrators at the Great Falls Public Schools administrative offices, interviews with UGF administration.

**Assessment Aligned to Standard**

Assessments conducted during relevant courses and key assessments conducted during field experiences demonstrate attention to the standard.

**Evaluation**

10.58.501 is met.

**Improvements**

Indian Education for All (IEFA) could be included throughout the curricula, particularly in methods courses in order to build candidate confidence in this area.

Methods courses could be listed as evidence for 10.58.501 (1) (g) “demonstrate understanding of individual and group motivation ...” Students indicated preparation in classroom management as a way to prevent learner inappropriate behavior.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.503 Art K-12**

**Validating Statement**

The off-site and on-site review of the Institutional Report (IR) and supporting materials support that the University of Great Falls (UGF) meets ARM 10.58.503 Art K-12. Interviews were conducted with faculty and candidates.

**Sources of Evidence**

The UGF 2012-2013 Undergraduate Course Catalog; elementary and secondary planning sheets, K-12 Art program syllabi; Teacher Education Program Handbook; Notebook for Secondary and Elementary Teachers, Assessment of Teaching and Learning (The Grid), Alignment of course objectives and assessment to the Conceptual Framework (CF), interviews with candidates and professors.

**Assessment Aligned to Standard**

Each syllabus contains The Grid and specific course objectives are clearly stated and align to the standards.

**Evaluation**

Art K-12 is aligned to the standard, ARM 10.58.503.

**Commendations**

The syllabi clearly state the course objectives and include The Grid. The candidates have more than needed studio time and teacher mentoring.

**Improvements**

Credit hours for studio classes should align with the National Standards for Art.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard:** ARM 10.58.508 Elementary

**Validating Statement**

The off-site review of the Institutional Report (IR), supporting materials provided by the University of Great Falls (UGF) Education Department, interviews with candidates, and interviews with two professors provide the evidence that UGF meets ARM 10.58.508.

**Sources of Evidence**

UGF Undergraduate Course Catalog, the IR, planning sheets, Reading Instruction Minor and Reading Concentration planning forms, course syllabi (including Fall 2012), the Student Teaching Handbook, the Teacher Education Program Disposition Form, Conceptual Framework (CF): Assessment of Teaching and Learning (The Grid), Evidence of Professional Growth (EPG), student interviews, interviews with professors.

**Assessment Aligned to Standard**

The assessments align to the CF through the use of a common instrument entitled *Assessment for Teaching and Learning* (The Grid). Specific course detail for expected outcomes and assessment measures and results are uneven across all program syllabi. However, the assessment grids are mandatory for each syllabus, in an effort to make the CF transparent to candidates and faculty. These syllabi grids are modified and improved as needed in order to clearly define the CF.

Teacher Education Program syllabi align assessments to the Professional Educator Preparation Program Standards (PEPPS), and use such grid rubrics as Knowledge, Skills, and Dispositions Evaluation KSD), Evidence of Professional Growth (EPG), the PRAXIS, the Evaluation Form for Student Teaching (which may also contain individual anecdotal evidence), and the ACCESS snapshot for each student, each assessment and each instructor. In addition, a “Conference of Record” documents concerns which have been formally presented to a student in need of advice. The presentation on the CF and assessments provided a clear picture of expectations, how all of the components are measured, the data sets aggregated across candidates and faculty, and the ways in which data are used to provide target populations with information growth.

**Evaluation**

UGF continues its efforts to clearly address standards and provide candidates with consistent courses in the Elementary Education program. Education 356-357 Communication Arts I and II have been revised during Summer 2012, and address comprehensive reading processes. The professor provided the latest (Fall 2012) syllabus for Education 356 as evidence, and further probing about reading and writing strategies provided evidence that a variety of instructional strategies are taught.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard:** ARM 10.58.509 English/Language Arts

**Validating Statement**

The University of Great Falls (UGF) meets the ARM 10.58.509 English/Language Arts standard for the major and the minor. Following the off-site review, the on-site team validated the report through interviews, observations, and sources of evidence listed below. The Institutional Report (IR) needs to be corrected as noted by the on-site team.

**Sources of Evidence**

The latest UGF Undergraduate Course Catalog, English Language Arts Major/Minor Planning Sheets, Core Requirement Planning Sheet, English program syllabi; Core Requirements Syllabi; the Knowledge, Skills, and Dispositions (KSD) rubric; the Teacher Education Handbook; the Student Teaching Handbook; the Teacher Education Program Disposition Form; Assessment of Teaching and Learning (The Grid), Evidence of Professional Growth (EPG), interviews with candidates and professors.

**Assessment Aligned to Standard**

The assessments align to standards in most syllabi. The use of these consistent across-program rubrics provide useful data to improve program and candidate performance, as noted by a report on the Summer 2012 review of data by the faculty.

**Evaluation**

The faculty use the common instrument, The Grid, to align the competency and behavioral objectives and assessment measurements of each course to the goals and objectives of the Conceptual Framework (CF). Two of the required courses for the major/minor were not available to the off-site team, but were retrieved by the on-site team, and were validated. However, the documents are uneven in how the behavioral objectives and assessment measurements were written.

**Improvements**

EDU 336 (A) Rewrite the Developing Emergent Literacy syllabus to reference the standards including assessments and connections with the CF (in process).

Correct the Institutional Report (IR) to include EDUC 430 Secondary Teaching Procedures, and EDU 489 Student Teaching Seminar, which are requirements for the degree.

Develop a reporting process which allows administration/faculty to identify candidates who are majors or minors in English/Language Arts.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.510 Students with Disabilities K-12**

**Validating Statement**

Following the on-site review of the Institutional Report (IR) and other supporting documents, interviews with faculty and students, the major in Special Education for elementary and secondary education meets the requirements of ARM 10.58.510.

**Sources of Evidence**

Evidence gathered from planning sheets, course syllabi, IR and supporting documents, interviews, course catalog, presentations.

**Assessment Aligned to Standard**

There is evidence that candidates are assessed according to the standards in respective coursework evaluations. The Assessment of Teaching and Learning (The Grid) for each course aligns the Conceptual Framework (CF) to course objectives and these to the respective assessment(s).

**Evaluation**

Program design and course content closely track ARM 10.58.510 elements. Faculty developed, and are delivering a comprehensive and intensive personnel training program for special education. Candidates enthusiastically endorse the Special Education plan of study.

**Commendations**

Faculty in this program are dedicated to candidate proficiency and elementary/secondary student self advocacy; 21-credit special education concentration provides non-degree seeking candidates an opportunity to validate an additional teaching skill set.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.513 Health**

**Validating Statement**

Time was spent with the faculty members in the Health/Physical Education Department, and various opportunities for meetings with candidates and other staff from the Education Department. Specific information to questions, personal notes and printed materials were made available.

**Sources of Evidence**

Documents that were presented and reviewed included materials by the University of Great Falls (UGF) for the accreditation review, course syllabi(s), handbooks, PowerPoints, one-on-one interviews, small group meetings, student presentations and a visitation to a high school site.

**Assessment Aligned to Standard**

Much effort has been completed by the department in the area of assessments. All standards have appropriate assessments listed that provide a clear understanding of knowledge, skills and proficiency for the candidates. A good communication link for their student candidates is established.

**Evaluation**

All required course and aligned assessments provided in the Institutional Report (IR) meet the standards. Reviewers found evidence/data to support the standard of 10.58.513.

**Commendations**

UGF staff was open and willing to share information about their work on the Professional Educator Preparation Program Standards (PEPPS). Strong Pre-Professional Integrative Experience (PPIE) and student teaching experiences are available and well established.

**Improvements**

Faculty turnover in the department has hindered the needed work timeline in the area of the department's Conceptual Framework (CF), PEPPS and assessments.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.518 Mathematics**

**Validating Statement**

Following the on-site review of the Mathematics Minor/Major program, it is validated that the University of Great Falls (UGF) meets the standard of 10.58.518.

**Sources of Evidence**

Documents provided digitally, course descriptions, syllabi, math major/minor planning sheets, The Assessment of Teaching and Learning (The Grid), and an interview with a faculty member.

**Assessment Aligned to Standard**

The off-site review indicated a lack of evidence that the mathematics program aligned assessments to the standards. Alignment work is currently being done between courses and the Professional Educator Preparation Program Standards (PEPPS). The next step for the department is to extend the alignment to the assessments.

**Evaluation**

The entire mathematics department is new this year. The department has done considerable work to correlate each course to the standards found in ARM 10.58.518. The department's evaluation of how both the minor and major align with the standards is evidenced in the updated document provided in interviews during the on-site review. The department's analysis recognizes that the minor did not meet the new 2007 PEPP Standards, and have drafted a recommendation to the university's curriculum committee to amend at least three courses that are currently minus credit hours.

**Commendations**

The review team commends the department's close attention to the alignments and for recognizing the areas within the courses of study that do not meet the standards for the Mathematics minor. The rationale and proposal to change course descriptions, prerequisites, and the required number of course hours needed for a minor is a strong indication that the department is moving in the right direction.

**Improvements**

One minor recommendation is for the mathematics department to become familiar with the expectations of the Common Core State Standards for Mathematics that have been adopted by Montana for all schools.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.520 Physical Education**

**Validating Statement**

Time was spent with faculty members in the Health/Physical Education Department, and various opportunities for meetings with candidates and other staff from the Education Department. Specific information to questions, personal notes and printed materials were made available.

**Sources of Evidence**

Documents that were presented and reviewed included materials by the University of Great Falls (UGF) for the accreditation review team, course syllabi(s), handbooks, PowerPoint presentations, one-on-one interviews, small group meetings, student presentations and a visitation to a high school site.

**Assessment Aligned to Standard**

Much effort has been made by the department in the area of assessments. All standards have appropriate assessments listed that provide a clear understanding of knowledge, skills and proficiency for the candidates. A good communication link has been established for the student candidates.

**Evaluation**

All required course and aligned assessments provided in the Institutional Report (IR) meet the standards. Reviewers found evidence/data to support the standard of 10.58.520.

**Commendations**

UGF staff was open and willing to share information about their work on the Professional Educator Preparation Program Standards (PEPPS). Strong Pre-Professional Integrative Experience (PPIE) and student teaching experiences are available and well established.

**Improvements**

Faculty turnover in the department has hindered the needed work timeline in the area of the department's Conceptual Framework (CF), PEPPS and assessments.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Reading K-12 Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.521 Reading Specialists K-12**

**Validating Statement**

The off-site review of the Institutional Report (IR), supporting materials provided by the University of Great Falls (UGF) Education Department, interviews with candidates, and interviews with two professors provide the evidence that UGF meets the standards for a minor in Reading Specialists K-12.

**Sources of Evidence**

UGF Undergraduate Course Catalog, the IR, planning sheets, Reading Instruction Minor and Reading Concentration planning forms, course syllabi (including Fall 2012), the Student Teaching Handbook; the Teacher Education Program Disposition Form, The Assessment of Teaching and Learning (The Grid), Evidence of Professional Growth (EPG), student interviews, interviews with two professors (which revealed new Reading Concentration Overview, and updated course syllabi).

**Assessment Aligned to Standard**

The off-site review did not find clear evidence that UGF's minor in Reading Specialists K-12 aligned assessments to the standards. Nine of the 12 course syllabi for Reading Specialists K-12 were not aligned to Montana state standards. Interviews with two program professors provided additional (new) information regarding continued program revisions which address the standards. Professors continue to meet to assure that program standards are clearly addressed and assessed.

**Evaluation**

UGF continues its efforts to clearly address standards and provide candidates with consistent courses in the Reading Specialists K-12 program. They have begun the process of further delineating the state standards within all of the course syllabi and assessments. Their efforts are evident in planning documents and in revised syllabi.

**Improvements**

Correct the IR. Closely correlate required course offerings for the Reading Specialist K-12 with state standards.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.522 Science**

**Validating Statement**

Following the on-site review of the Broadfield Science Major and the Biology Minor/Major program, it is validated that the University of Great Falls (UGF) meets the standards of 10.58.522.

**Sources of Evidence**

UGF Undergraduate Course Catalog, Institutional Report (IR), department planning sheets, course descriptions and syllabi, The Assessment of Teaching and Learning (The Grid), and interview with staff during the on-site review.

**Assessment Aligned to Standard**

The on-site review confirmed that assessments are aligned to standards. Specific notation of these alignments are absent in course syllabi, but on closer inspection of the IR, and stated course outcomes, assessments are aligned to standards for Biology and Broadfield Science.

**Evaluation**

The Science Department has taken the necessary steps to keep the program aligned with the contemporary needs in both science careers and the science educational programs. Courses are highly engaging and make great use of both instructional technology and the laboratory tech-tools. The expectations that candidates grow in their interpersonal and communication skills from a science perspective is evident. Inquiry methods are core to the actual research and lab experiences and methodologies allow for both inductive and deductive development. Indian Education for All (IEFA) is evident in every discipline, whether through native star stories in astronomy or medicinal uses of plants in biology.

**Commendations**

The emphasis by the department that all students enrolled in the science programs, education degree or not, build an understanding of the statistical use and applications of methodologies as a requirement for the program is to be commended. Either through MTH 252, or as part of the general expectations within other courses, the students' applications of Analysis of Variance (ANOVA), t-tests, and chi-square are essential skills for secondary science educators.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10. 58.523 Social Studies**

**Validating Statement**

The off-site review of the Institutional Report (IR) of the ARM 10.58.523 Social Studies was inconclusive. The on-site review supported this finding and finds the University of Great Falls (UGF) Broadfield Social Studies, Political Science, History Major and Minor, Sociology Major and Minor, and Psychology minor do not met the standard.

**Sources of Evidence**

Off-site review; UGF 2012-2013 Undergraduate Catalog; IR; elementary and secondary planning sheets; course syllabi and planning sheets for Broadfield Social Studies, Political Science, History Major and Minor, Political Science, Sociology Major and Minor, and Psychology; Student Teaching Handbook; Teacher Education Program Handbook; The Assessment of Teaching and Learning (The Grid); interviews with five faculty members and candidates; and on-site observation of a student teacher.

**Evaluation**

Assessment not aligned with ARM 10.58.523 Social Studies.

**Improvements**

To be re-accredited in all areas of Social Studies, the institution may reapply to the Board of Public Education.

**Accreditation Recommendation**

Standard is Not Met

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.527 Areas of Permissive Special Competency**

**Validating Statement**

Both an off-site and on-site review indicate that the University of Great Falls (UGF) meets the standards for ARM 10.58.527 Areas of Permissive Special Competency, Gifted and Talented Education.

**Sources of Evidence**

UGF 2011-2012 Undergraduate Course Catalog, Institutional Report (IR), elementary and secondary planning sheets, Teacher Program Handbook, Gifted and Talented Concentration Education planning sheet, course syllabi, Elementary and Secondary Student Teaching Handbooks, Teacher Education Program Handbook, Assessment of Teaching and Learning (The Grid) that aligns course objectives and assessments to the Conceptual Framework (CF), interviews with candidates and faculty.

**Assessment Aligned to Standard**

Assessments align to ARM 10.58.527 (5) Gifted and Talented Education.

**Evaluation**

ARM 10.58.527, Areas of Permissive Special Competency Gifted and Talented Program, is a professional, competent, and comprehensive set of six course offerings.

**Commendations**

The course of study is well organized and thorough. The syllabi are well written and address the specific standards covered in the class. The rubric and The Grid are well developed.

**Accreditation Recommendation**

Meets Standard

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.601 Program Planning and Development**

**Validating Statement**

Following the on-site review of the Institutional Report (IR) and other supporting documents, interviews with faculty, administrators and staff, Graduate Council By-Laws and Graduate Council meeting minutes, the Masters of Art in Teaching (MAT) program does not meet ARM 10.58.601.

**Sources of Evidence**

Evidence gathered from planning sheet, course syllabi, IR and supporting documents, interviews, Graduate Council meeting minutes, Graduate Council By-Laws, graduate catalog and faculty presentation.

**Assessment Aligned to Standard**

There is not strong evidence that candidates are assessed according to the standards in relevant coursework evaluations. Graduate program core outcomes have not been embraced by graduate faculty, as coursework is consistent with initial licensure, the undergraduate Conceptual Framework (CF) and respective assessments (i.e., Knowledge, Skills, and Dispositions (KSD), Evidence of Professional Growth (EPG)). However, these assessments are not aligned with the graduate Assessment of Teaching and Learning for Core Learning Outcomes.

**Evaluation**

The MAT program governance and implementation deviates from ARM 10.58.601 elements in several areas. That is, this program lacks necessary resources in terms of faculty and marketing, recruitment and retention of candidates is weak, the CF is unclear, the leadership is disparate, data collection and program review process of Core Outcomes is unclear. The core curriculum of this program is solid, however. Initial licensure candidates complete a slightly modified plan of study consistent with the undergraduate program that has met most of the Professional Educator Preparation Program Standards (PEPPS).

**Commendations**

Faculty designed a program that has the framework to provide initial certification to post-baccalaureate candidates to meet the needs of their community.

**Improvements**

Recruitment/admission policies that will lead to greater retention of candidates; improve resources for MAT: Terminally degreed faculty, data collection and program evaluation; and solidify university commitment to MAT: leadership, marketing.

**Accreditation Recommendation**

Standard is Not Met

**University of Great Falls**  
**Professional Education Unit Accreditation Review**  
**October 8-11, 2012**  
**Narrative Summary Report**

**Number and Name of Standard: ARM 10.58.603(1) Assessment of Advanced Programs**

**Validating Statement**

Following the on-site review of the Institutional Report (IR), other supporting documents and interviews, the Masters of Art in Teaching (MAT) program does meet the amended (see below) Standard 10.58.603(1).

**Sources of Evidence**

Evidence was gathered from MAT program planning sheet, course syllabi, IR and supporting documents, interviews with staff, faculty and administrators, Graduate Council meeting minutes, Graduate Council By-Laws, graduate catalog and presentations.

**Assessment Aligned to Standard**

Assessment of Teaching and Learning rubrics used in most MAT courses were based upon Graduate Core Outcomes. Coursework has significant overlap with undergraduate Conceptual Framework (CF), course content, and candidate assessments. Assessments measure the range of knowledge, skills and dispositions specified in Standard 10.58.603(1).

**Evaluation**

The MAT program is not aligned with Standard 10.58.603(1) on several elements. In part, misalignment occurs because the MAT is an initial licensure program with candidates having their first exposure to the disciplinary knowledge, skills and dispositions. However, evaluating the MAT based only on initial licensure expectations, the program fulfills the requirements of Standard 10.58.603(1).

**Commendations**

Faculty designed a program that has the framework to provide solid preparation for initial licensure to post-baccalaureate candidates to meet the needs of their community.

**Improvements**

Align graduate outcomes with undergraduate CF.

**Accreditation Recommendation**

Meets Standard with Weakness



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

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## MEMORANDUM

November 5, 2012

TO: Angel Turoski, Director of Education  
Department of Education  
University of Great Falls

FROM: Linda Vrooman Peterson, Ph.D.  
Director of Educator Preparation

SUBJECT: Accreditation Review State Exit Report and Narrative Summaries

The Accreditation Review Team has completed the State Exit Report and Narrative Summaries of the October 8-11, 2012, on-site accreditation visit of the Professional Education Unit (Unit) at the University of Great Falls (UGF). The State Exit Report and Narrative Summaries are attached.

The Unit will review and correct only factual errors and omissions to the State Exit Report and Narrative Summaries. These corrections are due to the Office of Public Instruction (OPI) 30 days following the receipt of the document.

### Program Approval Timeline

- 1) November 8, 2012 – State Superintendent Denise Juneau provides information to the Board of Public Education (BPE) about the on-site accreditation visit of the Unit at the UGF.
- 2) December 10, 2012 – The OPI receives the corrections to the State Exit Report and Narrative Summaries from the Unit at the UGF.
- 3) January 2013 – State Superintendent Denise Juneau and the Team Chair present the State Exit Report and Narrative Summaries to the BPE for discussion.
- 4) March 2013 – State Superintendent Denise Juneau recommends final action to the BPE regarding program approval and accreditation status of the Unit at the UGF.

Representatives from the Unit are invited to attend the January BPE meeting and are expected to provide a report at the March 14-15, 2013, meeting of the BPE.

Depending on the final action of the BPE, the Unit may be required to take specific actions to address standards designated as “Met with Weakness” and “Not Met.”

For more information, contact Linda Vrooman Peterson by telephone at (406) 444-5726, or by e-mail at [lypeterson@mt.gov](mailto:lypeterson@mt.gov).

cc: Eugene McAllister, Ph.D. President, University of Great Falls  
Mary Susan Fishbaugh, Ph.D. Dean, College of Education, Montana State University-Billings  
Dennis Parman, Deputy Superintendent  
Nancy Coopersmith, Assistant Superintendent

### Attachments

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

❖ **ACCREDITATION COMMITTEE (Items 8-9)**

**Bernie Olson**

**ITEM 8**

**UPDATE ON PROCESS TO AMEND ARM  
TITLE 10, CHAPTER 55 STANDARDS OF  
ACCREDITATION**

**Linda Peterson**

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2013**

**PRESENTATION:** Update on Process to Amend ARM Title 10  
Chapter 55 Standards of Accreditation

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

**OVERVIEW:** This presentation provides to the Board of Public Instruction (BPE) recommended amendments to correct errors and for consistency with Chapter 55 rules adopted and the Notice of Adoption and Amendment published on October 11, 2012. In addition, this presentation includes the recommended amendment to delete Administrative Code Committee objection from the history of ARM 10.55.804 Gifted and Talented. This item is informational. The summary report is attached.

**REQUESTED DECISION(S):** Information

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

Chapter 55 Standards of Accreditation Amendments  
Summary Report  
December 31, 2012

1. Recommended amendment of ARM 10.55.701 Board of Trustees (1) through (4)(a)(i) remain the same. (ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM ~~10.55.701(8-5)(e)~~;

*ARM 10.55.701 Board of Trustees ... (4) The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files. Personnel files shall be confidential.*

*(a) The evaluation system used by a school district for licensed staff shall, at a minimum:*

*(i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff;*

*(ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ~~ARM 10.55.701(8)(e)~~ [should be 10.55.701(5)(b)];*

#### **Rationale**

ARM 10.55.701 is being amended to correct errors and for consistency with rules adopted and the Notice of Adoption and Amendment published on October 11, 2012.

2. Recommended amendment of ARM 10.55.708 Teaching Assignments (1) and (2) remain the same. (3) Clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in the Licensure Endorsement Requirements Related to Teaching Assignments, ~~adopted by the Board of Public Education July 2012~~, a copy of which may be found at:

<http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf> ~~(Appendix A)~~.

*ARM 10.55.708 Teaching Assignments (1) Teachers shall be assigned at the levels and in the subjects for which they are licensed and endorsed, unless they are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM 10.55.607.*

*(2) Teachers assigned in grade 5 or 6 in the departmentalized classroom or middle school, who hold a 5-12 secondary license, must be endorsed in the subjects they are teaching. A 5-12 license will not cover a grade 5 or 6 assignment in a self-contained K-8 classroom.*

*(3) Clarifications of teaching assignments in grades 5 through 12 departmentalized settings are published in the Licensure Endorsement Requirements Related to Teaching Assignments, ~~adopted by the Board of Public Education July 2012~~, a copy of which may be found at: <http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf> ~~(Appendix A)~~.*

## Rationale

ARM 10.55.701 is being amended to correct errors and for consistency with rules adopted and the Notice of Adoption and Amendment published on October 11, 2012.

Licensure Endorsement Requirements Related to Teaching Assignments was adopted by the BPE during the July 2012 meeting including the adoption date and reference to Appendix A. Because the licensure codes are dynamic the Superintendent recommends that the adoption date and Appendix A be deleted from the rule language to accommodate annual revisions to the Licensure Endorsement Requirements Related to Teaching Assignments. The Superintendent will inform the BPE of changes to the licensure codes.

3. Recommended amendment to delete Administrative Code Committee objection from the history of ARM 10.55.804 Gifted and Talented (1) through (3) remain the same.

*ARM 10.55.804 Gifted and Talented (1) Districts shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.*

*(2) Each district shall comply with all federal and state laws and regulations addressing gifted education.*

*(3) Each district shall provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and shall provide a framework for considering a full range of alternatives for addressing student needs. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.) SEE ADMINISTRATIVE CODE COMMITTEE OBJECTION THAT FOLLOWS:*

At its December 15, 1989, meeting, the Administrative Code Committee unanimously voted that this rule is invalid because it mandates a gifted and talented children program in each school district. Section 20-7-902(1), MCA, provides that "a school district may identify gifted and talented children and devise programs to serve them". The code section thus makes establishment of the program discretionary, at the choice of the school district. An administrative rule is invalid if it conflicts with a statute. See 2-4-305(5) and (6)(a), MCA. The committee, which has general legislative branch oversight over the adoption and application of administrative rules, has done extensive research into the validity of this rule and considered the matter at numerous committee meetings. This objection is authorized by, and is published pursuant to, 2-4-406, MCA, which also provides that once the objection is published the agency that adopted the rule bears the burden, in any action challenging the legality of the rule, of proving that the rule or portion of the rule objected to was adopted in substantial compliance with sections 2-4-302, 2-4-303, and 2-4-305, MCA. That section also provides that the court may award costs and reasonable attorney fees against the agency if the court finds that the agency failed to meet its burden of proof and that the rule was adopted in arbitrary and capricious disregard for the purposes of the statute that authorized the rule. The Administrative Code Committee's objection to the rule does not constitute a vote or opinion on the question of the desirability of gifted and talented children programs, but rather, an opinion solely on the issue of whether the rule violates the Montana Administrative Procedure Act found in Title 2, Chapter 4, of the Montana Code Annotated in that the rule makes mandatory what the Montana Code Annotated makes discretionary.

## **Rationale**

ARM 10.55.804 is being amended to delete the Administrative Code Committee objection.

After receiving the Administrative Code Committee's objection, the Board of Public Education determined that it would not change its rule citing authority granted to it by the Montana Constitution. At the request of the Administrative Code committee the 1991 Legislature enacted House Bill 116 repealing ARM 10.55.804. The Board of Public Education brought a declaratory judgment action against the Administrative Code Committee to determine if the Board had constitutional rulemaking powers to enact this rule.

Judge Sherlock in his March, 1992 decision determined that *"The Board of Public Education, pursuant to Article X, Section 9(3), of the Montana Constitution is vested with rule-making authority. This provision is self-executing and independent of any power that is delegated to the Board by the legislature. The Board's rule mandating gifted and talented programs is within the purview of the Board's constitutional power of general supervision... ."*

The Administrative Code Committee did not appeal the Court's decision and therefore the determination made by Judge Sherlock controls. The Administrative Code Committee's objection has been overruled by the Court and should be deleted from the Administrative Rules.

**ITEM 9**

**PROPOSED NEW RULE OF ARM TITLE 10,**  
**CHAPTER 55 STANDARDS OF**  
**ACCREDITATION – HIGH SCHOOL**  
**TRANSCRIPTS**

**Linda Peterson**

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2013**

- PRESENTATION:** Proposed New Rule of ARM Title 10, Chapter 55 Standards of Accreditation – High School Transcript
- PRESENTER:** Linda Vrooman Peterson, Administrator  
Accreditation and Educator Preparation Division  
Office of Public Instruction
- OVERVIEW:** The Office of Public Instruction proposes new rule language to the Board of Public Education (BPE) for high school transcripts. The High School Transcript Working Group completed its work and has recommended to the State Superintendent the following rule for adoption by the Board of Public Education. This is an informational item and the first step in the rulemaking process. The proposed new rule is attached.
- REQUESTED DECISION(S):** Information
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None

## Montana High School Transcript Working Group

December 31, 2012

### PROPOSED

**NEW RULE. OFFICIAL HIGH SCHOOL TRANSCRIPT (1)** The high school transcript is the official academic record of the courses and credits completed by a high school student. At a minimum, the high school transcript must include:

- a) Statewide student identifier;
- b) Student legal name, address, gender, and date of birth;
- c) Statewide school identifier, school name, school address, school phone;
- d) Student grade level;
- e) Student entry date and exit date;
- f) Course code, course title, course grade and credits earned for each school term and course taken;
- g) Grade point average;
- h) Graduation date;
- i) Diploma type;
- j) Class rank;
- k) Number in class;
- l) For each test reported, the test date and the score for each portion of the test;
- m) Academic honors, if applicable; and
- n) Required number of credits for graduation.

**10.55.906 HIGH SCHOOL CREDIT (1)** A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units.

(a) A unit of credit is defined as the equivalent of at least 8,100 minutes for one year.

(b) Passage of time between classes may be counted toward the standard school day, but shall not be counted toward class time.

(2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local board of trustee's permission.

(3) The local board of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

(4) With the permission of the local board of trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable course work include those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses. Acceptable programs must be consistent with the local board of trustees' policy.

(a) Montana high schools shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the student's official high school transcript.

❖ **ACCREDITATION COMMITTEE (Item 10)**  
**Bernie Olson**

**ITEM 10**

**RECOMMENDATION OF APPROVAL OF**  
**ALTERNATIVE TO STANDARDS**  
**REQUESTS**

**Teri Wing**

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2013**

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



**Alternative to Standard Requests – Recommendations**

**January 2013**

The following nine alternatives to standard requests have been received and evaluated in accordance with Administrative Rules of Montana (ARM) 10.55.604.

**Approvals**

The following applications have been submitted by small schools using the **Montana Small Schools Alliance (MSSA) model** for this alternative to standard. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and the summative measures to be used.

**Flathead County**

Swan River Elementary  
Swan River K-8  
10.55.709 Library  
10.55.1801 Library Program Delivery Standards

Initial application Enrollment: 162

Required FTE: .5 FTE

**Liberty County**

Liberty Elementary  
Liberty K-8  
10.55.710 Counseling  
10.55.1901 Counseling Program Delivery Standards

Initial application Enrollment: 18

Required FTE: Fraction or contract for services

Liberty Elementary  
Liberty K-8  
10.55.709 Library  
10.55.1801 Library Program Delivery Standards

**Sweetgrass County**

Greycliff District  
Greycliff K-8  
10.55.709 Library Media  
10.55.1801 Library Media Program Delivery Standards

Initial application Enrollment: 12

Required FTE: Under 126 students contract for services

**Valley County**

Nashua District  
Nashua K-12  
  
10.55.709 Library  
10.55.1801 Library Program Delivery Standards

Initial application Enrollment: K-6 = 73; 7/8 = 22; 9-12 = 33

Required FTE: Contract for services

### **Cascade County**

Great Falls District

CM Russell High School

10.55.709 Library

10.55.1801 Library Media Program Delivery Standards

Initial application Enrollment: 1,510

Required FTE: 2.5 FTE

Great Falls High School

10.55.709 Library

10.55.1801 Library Media Program Delivery Standards

Initial application Enrollment: 1,490

Required FTE: 2.5 FTE

CM Russell High School is ten students over the standard for 2.0 FTE Library Media Specialist. The library is staffed by 2.0 FTE library media specialists and 2.0 FTE secretaries/assistants. Great Falls High School is staffed the same as CMR. This year, with 1,490 students, they do not currently require an additional library media specialist. However, since their enrollment fluctuates around 1,500 students, Great Falls High School is also requesting that an alternative to the standard will be in place.

The libraries at both schools are models for technology use. Students can access extensive library resources online 24 hours a day, every day, from classrooms or home. In support of their applications both school submitted a significant collection of data on library usage and collaborative interaction with teachers. In order for the members of the board to fully understand the scope of library services, copies of the applications from both schools have been included in the packets.

## **Disapprovals**

### **Lewis and Clark County**

East Helena School District

Radley Elementary

10.55.710 Counseling

Initial application Enrollment: 512

Required FTE: 1.3 FTE

Eastgate Elementary

10.55.710 Counseling

Initial application Enrollment: 258

Required FTE: .65 FTE

By accreditation standards, Radley Elementary requires 1.3 FTE for counseling services. They currently have .5 FTE. Eastgate Elementary by standard should have .65 FTE counselors. They have .5 FTE.

The application for these schools includes the counseling support of .7 FTE school psychologist at Radley Elementary and .3 FTE school psychologist at Eastgate Elementary. Both schools also have the support of 2.0 FTE licensed mental health professionals. It is the district's position that the addition of these support personnel more than compensate for the deficiency in required school counselors. The stated objective is to "assist students in acquiring skills in decision making and problem solving for interactions with other students as well as adults."

While the student impact of the services of mental health professionals is appreciated and understood, the district has not sufficiently demonstrated its ability to successfully meet the School Counseling Program Delivery Standards (10.55.1901). It appears that the full range of counseling services and guidance curriculum cannot be delivered with .5 FTE counselor, especially at Radley Elementary with an enrollment of 512 students.

## **C.M. Russell High School Alternative Standard Request**

1. *List the accreditation rule to which this request applies (e.g., 10.55.709 Library Media Services): Accreditation Rule 10.44.709 Library Media Services.*
2. *Submit a mission statement (what you hope to accomplish) for this proposed alternative.*

The C.M. Russell Media Center Mission Statement: "Promoting quality education through responsibility, excellence, cross-discipline collaboration, and incorporation of lifelong learning, literacy, and information-seeking skills."

3. *Provide a detailed description of your alternative plan and how your school will meet or exceed the Program Area Standards and/or Content and Performance Standards.*

The C.M. Russell Media Center has, for years, provided a very high level of service to the faculty, staff and students of our high school. As enrollment has fluctuated, and budgets diminished, we have had to "look outside of the box" to find alternative ways of serving the needs of our clientele. In doing so, I feel that we have created a model of what a high school media center should look like. Our Media Center is the "Living room" of our school. It is the center of learning, reading and technology.

The demand we have had for services over the last few years necessitated the addition of a fourth computer lab in our Center, bringing the number of machines we have available for our clientele to 115. The open concept of our area allows my staff and me to "multi-task" and help students and teachers either one-on-one, small group or large class situations. We have a variety of configurations of machines, tables and labs to accommodate this. With the ever increasing availability of technology to students, we have also created personal computing spaces where students are allowed to bring their own technology and set up an area in which to work, accessing either our resources-technological, physical, electronic or our expertise.

Our electronic library, which includes the resources we physically have available in our center and our electronic resources such as databases and multiple links, is available through our webpage and can be accessed throughout our school whether on machine based computers, in any one of our nine mobile labs, or from home.

While the electronic aspect of our center truly allows us to be open for use "24/7", we also felt that creative scheduling would allow our physical space to be open more hours throughout the day, thus enabling students to fit their needs for our Center

around their other obligations. We are now open each day at 6:45 a.m., allowing our 7:00 a.m. classes access to resources and personnel, until 5:30 p.m. three nights a week and until 3:40 p.m. the other two nights. As well, we are open each Saturday from 8:00 a.m. – 12:00 p.m. and have tremendous usage during these times. We have seen our usage grow exponentially this past year in doing so because students are able to seek academic help, resources or utilize equipment around their schedules.

As in any library/media program, the aspect of reading for pleasure, as well as informational needs, is paramount. We have shifted the "old-school" philosophy of the library as a place where silence is an expectation and students will be "shushed" for any infraction, to a book cafe' atmosphere, much like one would find at Barnes and Noble, where students can find a quiet secluded nook to study, plug in or read. Large bean bags, hand shaped chairs, recliners and a futon provide students a place to gather to meet, visit, read, or work in a relaxed atmosphere. High tables and stools allow students to eat lunch, study or play games, again either in groups or solo. The only downside to all of this is that we have so many students wanting to spend their lunches, opens or free time with us we often have more students that seating, so we are continually adding furniture to accommodate the ever increasing usage.

The C.M. Russell Media Center is, without a doubt, like no other center in the state. A large flat screen television on the wall has been a gathering place for students to watch history as it happens, keep current on news and events, and a place for students to display their own technology works such as movies.

In large part, we are able to operate our center like this because we have spent a tremendous amount of time and resources the past several years on professional development to increase the technology skills of the classroom teachers in our building. We offer Professional Learning Groups, small and large group Professional Learning Community time devoted to resources available through our center or specific technology skills and PIR classes for the same. As well, we often do one-on-one work with classrooms teachers when the need arises. Making classroom teachers comfortable using our area, resources, our expertise and technology has allowed us to run the Media Center in the fashion that we do.

My colleague and I both have Masters Degrees in Education with an emphasis on technology and our secretary has an Associate's Degree in Technology which has proven to be a huge asset as our staffing has decreased from 2.5 Media Specialists to two. Additionally, between my colleague and me, we offer a variety of endorsements, experiences and backgrounds to our patrons. Our nearly 45 years of combined experience allow us to stay on top of the trends, aware of the ever changing resources

and to work with each and every student in our building, from the high risk students, to the special needs students, to the advanced placement kids, often all within the same period. In addition, the Media Center has become the school's hub for the Montana Digital Academy and all that that has to offer our students, students from the community and our homebound students.

Again, the C.M. Russell High School Media Center is unlike any other in the state. Whether you call it the Media Center, Library, Living Room of the School, The Hub of Learning or The Heart of CMR, it is all of those things. The CMR Media Center is not only a great place to teach, but an even better place to learn.

4. *List at least one specific, measurable objective (for example: affective, cognitive, or psychomotor) that clearly shows how your proposed alternative will meet or exceed the results under the current standard(s).*

This proposed alternative has been in place for two full years now, and I believe that the continual increase in our usage and need for expansion shows that we are meeting the needs of our students and faculty. By increasing the resources that we have available, and making those resources more readily available, we have increased our usage, measurable through the statistics we keep, and continued access to the tools (monitored for access through circulation statistics) that they need to be 21st Century learners; college, career, and citizenship ready when they leave our school, which is supported by the number of students we have successfully completing the requirements of our school, district and state for graduation.

5. *Identify formative measures (the ongoing assessment of teaching and learning during the instruction) to be used to evaluate the effectiveness of the alternative.*

Any time we are instructing the students in the Media Center, we are conducting formative assessment. We gauge the students comfort level and abilities with the task or technology that we are currently using and make modifications, increasing or decreasing the level of difficulty or the way in which we instruct. Technology tools are very much hands-on tools, but each student brings with them a learning style that needs to be met. We are able to do this because of the arrangement of our center and our flexible scheduling. We work with classroom teachers to make sure that all of the students are reaching the goal of the activity, lesson or project and modify our work as needed. The following items are the formative measures that we will use to evaluate the effectiveness of the alternative standard:

- Number of hours of collaboration with each core department using our online scheduling system;

- Number of patrons (either individual or with classes)/day using our student log in tracking system; and
- Set goals to increase both circulation statistics and Media Center usage by 10% each year.

6. *Identify summative measures (the cumulative assessment of teaching and learning after the instruction) to be used to evaluate the effectiveness of the alternative.*

Again, this proposed alternative has been in place for two full years now and we believe that the continual increase in our usage and need for expansion shows that we are meeting the needs of our students and faculty. Professional Development will continue to play a predominate role in the ongoing education our faculty receives. Staying current with the latest technology equipment and trends will continue our students and teachers to be "cutting-edge." We will continue to add to the resources that we have available, and making those resources varied, we will continue to increase our usage, measurable through the statistics we keep, and continue access for the students to the tools that they need to be 21st Century learners; college, career, and citizenship ready when they leave our school. We believe that this will continue to be supported by the number of students we have successfully completing the requirements of our school, district and state for graduation. The following items are the summative measures that we will use to evaluate the effectiveness of the alternative standard:

- Media Center usage charted by departments/year
- Media Center usage charted by teachers/year
- Media Center usage charted by patrons/year
- Media Center circulation statistics recorded for comparison of collection usage by year
- Database usage
- Faculty and Student surveys used to determine current trends, needs and services required
- Assess the results of the surveys to adjust programming and collection as needed
- CRT assessment score trends
- MAP assessment score trends
- WORK KEYS assessment score trends
- Adjust programming based on score trends



Denise Juneau, Superintendent  
Office of Public Instruction  
Division of Accreditation  
PO Box 202501  
Helena, MT 59620-2501  
www.opi.mt.gov

## ALTERNATIVE STANDARD(S) REQUEST Rule 10.55.604.1

### OPI USE ONLY

School Dist. Name: Great Falls Public Schools	Legal Entity:
School Name: Great Falls High School	School Code:
County: Cascade	County No.:

**DUE DATE: March 1**

**To: Office of Public Instruction  
Accreditation Division**

#### Check one:

- Initial Application  
 Renewal Application

### ONE ALTERNATIVE STANDARD REQUEST PER APPLICATION FORM.

#### RULE

10.55.604 Variances to Standards (1) A school district may apply to the board of public education through the office of public instruction to implement an alternative to a standard or a section of standards, excluding standards stating a statutory criteria, teacher certification or endorsement or content and performance standards as defined by the board of public education and provided in guidance from the superintendent of public instruction.

#### PROCESS

- The intent of rule 10.55.604 is to allow locally initiated proposals that better reflect the unique individuality of each district as well as foster innovative approaches to solving educational problems.
- Application must be made through the Office of Public Instruction.**
- The Board of Public Education must approve the alternative standard(s) prior to implementation in the school program.
- All schools will be notified by the Office of Public Instruction regarding the status of their request after the Board of Public Education has made a determination.

#### APPROVAL CRITERIA

- The major consideration in determining if a proposed alternative would be acceptable is whether the proposed change or modification shows clearly how it will "meet or exceed" the results under the current standard(s).
- Initial approval will be for a two-year period.
- The district may reapply for a possible five-year approval following an on-site evaluation by the Office of Public Instruction.

#### PROCEDURE

1. List the accreditation rule to which this request applies, (e.g., 10.55.709 Library Media Services):

Accreditation Rule 10.44.709 Library Media Services

2. Submit a mission statement (what you hope to accomplish) for this proposed alternative.

Our plan is to continue meeting the elements outlined in our mission statement, with no loss of integrity or comprehensiveness.

Bison Library Mission

BisonLibrary is committed to teaching information seeking skills for the Twenty-First Century;  
to providing a balanced collection of resources in a variety of formats;  
to meeting both the research and personal use needs of our clientele;  
and to providing prompt, courteous, effective, and efficient service.

3. Provide a detailed description of your alternative plan and how your school will meet or exceed the Program Area Standards and/or Content and Performance Standards.

The proposal is to staff the library with two fulltime librarians and two fulltime, dedicated library support staff personnel.

The concern raised by a request for library variances are a scope issue, and the question centers on adequacy of service. We are using 10.55.1801 as the criteria for measurement in this section. First we will address the elements within 10.55.1801, and then we will present proposals to help increase time for direct client services with the variance of two full-time librarians.

BisonLibrary has been functioning with two full-time librarians for the last three years (the last two our student population was under 1500) and we currently meet and/or exceed the standards identified in 10.55.1801.

Coverage: The table below provides statistical measurement of client use. Placing the raw statistics in context, we provide services and access to approximately 1 ½ classes and approximately 18 independent students\*(excludes independent teacher use) per every period we are open during the school year.

Measure	Current Year	Last Year	Previous Year
Enrollment: (Oct. 4 count)	1403	1454	1551
Circulation & Use Statistics:			
Student (Total checkouts)	7390	6827	*8858
Faculty/Staff (Total Checkouts)	777	451	451
Class Use	1745	1598	1764
Student Use	20,360	20,263	24,696
BisonLibrary Cyber Use	587,271		

\*At the beginning of the 2009-2010 we changed statistical philosophies and are using a pure checkout model rather than the traditional usage model (which tracks in-house use).

In addition to the classes and independent client use of the physical library, our clients have 24/7 access to many of our resources and services through the cyber branch of BisonLibrary. The cyber library provides access to extensive reference materials (67 databases across all curricular areas and a reference e-book library); to MLA citation information that we wrote specifically in a high school friendly format (this site is used, with permission, by many schools both in-state and out of state); annotated reading lists by teacher; card catalog searches for public, university, and GFPS District libraries; research and writing help; homework help; readers advisory services; GFHS professional library resources (annotated);community help contacts; as well as other resources.

Collaboration: Currently, all departments directly use the physical facility and every department uses the cyber library. We work individually with the majority of teachers and provide project design help, rubric design; collaboration on grading; designing exercises and assignments; classroom teaching of all research elements, resource collaboration, and technology help. We make emergency "house calls" to classrooms. In addition, we have trained our teaching staff and many feel confident about conducting research using portable labs and the cyber library in their classrooms with only the need for a librarian to provide guidance and help with research specific problems). 

4. List at least one **specific, measurable objective** (for example: affective, cognitive, or psychomotor) that clearly shows how your proposed alternative will meet or exceed the results under the current standard(s).

GOAL: Expand the electronic materials collection available for client use.

Objective 1: Increase the "Open" hours of BisonLibrary resources by increasing the number of resources available to clients in a 24/7 online format.

Objective 2: Reallocate more staff time to direct client services by reducing the amount of time currently allocated to processing, checkout, and return of materials.

MEASUREABLE ASSESSMENT:

Objective 1: (a) Implementation of an e-book library for personal use materials to complement the existing reference e-book collection. (b) Tracking use statistics to measure the efficacy of client service.

Objective 2: (a) Assess the ability to maintain current services by comparing use statistics. (b) Identify new direct client services added.

5. Identify formative measures (the ongoing assessment of teaching and learning *during* the instruction) to be used to evaluate the effectiveness of the alternative.

BisonLibrary incorporates formative assessment, both in the guidance of individual students as they research and in the lessons provided in classroom settings.

Example 1: We are an integral part of the freshman WarFair project, which requires an oral and written product from all teams, as well as requiring them to incorporate all four curricular areas into the product. The project is introduced in early fall with a formative assessment scavenger hunt that provides students the opportunity to learn BisonLibrary resources and to practice research and teamwork skills. Students have three class periods to locate the answers to the ten questions. We grade their papers each day so they have the opportunity to correct answers and achieve a perfect score. This also provides us the opportunity to work with individual students to help improve their skill areas that are roadblocks to personal success. This year we will be taking advantage of the Moodle technology to collaborate with the teachers by providing quizzes and information about research and teamwork skills.

Example 2: Every contact for either research or readers' advisory help is a formative assessment experience for that client. By reallocating staff time through technology, we can provide more of these opportunities.

6. Identify summative measures (the cumulative assessment of teaching and learning *after* the instruction) to be used to evaluate the effectiveness of the alternative.

We participate with summative assessment through project collaboration, such as grading parts of the project process.

Example 1: We work with teachers who are still gaining comfort with grading MLA citation pages by creating grading rubrics that identify the important elements, and even at times modeling the rubric application by actually grading the papers and then reviewing the grades with the teachers. Again, by reallocating staff time, we can continue to utilize this collaborative schema.

Example 2: We will also continue to participate in direct collaborative assignments. Please find attached the project form we use when collaborating with teachers. You will note that we not only identify all the project elements and responsibilities, but we identify what library standards are addressed with the project.

7. If this is a renewal application, attach a summary of the evaluation data gathered based upon the measurable objective(s) and criteria approved in the initial or previous renewal application.

8. If this application is for Library or Counseling Services and **you receive contracted services outside the district**, please attach a copy of the Letter of Agreement.

Include:

- a. the name and qualification(s) of the provider(s) (i.e., licensure, education), and
- b. total hours of service per school year.

If contractors change, send a new Letter of Agreement to the OPI.

<b>CERTIFICATION: The information on this application is correct to the best of my knowledge.</b>			
Printed Name/Board of Trustees Chairperson	Signature	Date	
Printed Name/Superintendent (District or County)	Signature	Date	
<b>RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION</b>			
Authorized Signature	<input type="checkbox"/> Approval	<input type="checkbox"/> 2 years	Date
	<input type="checkbox"/> Denial	<input type="checkbox"/> 5 years	
<b>APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION</b>			
Chairperson	<input type="checkbox"/> Approval	<input type="checkbox"/> 2 years	Date
	<input type="checkbox"/> Denial	<input type="checkbox"/> 5 years	

❖ **ASSESSMENT COMMITTEE (Item 11)**  
**Sharon Carroll**

**ITEM 11**

**RECOMMENDATION OF APPROVAL OF  
NOTICE OF PUBLIC HEARING AND  
TIMELINE PERTAINING TO THE  
AMENDMENTS OF ARM TITLE 10,  
CHAPTER 66 ADULT SECONDARY  
EDUCATION CREDENTIALS**

**Margaret Bowles**

## **EXECUTIVE SUMMARY**

**DATE: DECEMBER 2012**

- PRESENTATION:** Recommendation of Approval of Notice of Public Hearing and Timeline pertaining to the adoption and repeal of Administrative Rules of Montana (ARM) Title 10, Chapter 66 Subchapter 1.
- PRESENTER:** Margaret Bowles, GED Administrator  
Career, Technical and Adult Education Division  
Office of Public Instruction
- OVERVIEW:** The Office of Public Instruction provides Notice of Public Hearing and Timeline pertaining to the proposed adoption and repeal of rules in Chapter 66 Adult Secondary Education Credentials. Superintendent Juneau recommends approval of the Notice of Public Hearing and Timeline.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Approval of and direction to publish the Notice of Public Hearing and Timeline pertaining to the proposed adoptions and repeal of rules in ARM Chapter 66 Adult Secondary Education Credentials.

**TIMELINE**  
**Adult Education**  
**December 31, 2012**

- First introduction of rule change to BPE ..... November meeting
- Proposed notice to BPE ..... January 2013 meeting
- Proposed notice to SOS for notice in MAR ..... 1/22/13
- MAR publication out ..... 1/31/13
- Hearing date ..... on or after 2/21/13
- Final Public Input deadline ..... on or after 2/28/13
- Adoption Notice to BPE ..... March 2013 meeting
- Adoption notice to SOS for notice in MAR ..... 4/1/2013
- MAR publication out..... 4/10/2013
- Effective Date of Rules ..... 4/11/2013

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of NEW ) NOTICE OF PUBLIC HEARING ON  
RULES I - VIII relating to adult ) PROPOSED ADOPTION AND  
education and the repeal of ARM ) REPEAL  
10.66.101 through 10.66.109 relating )  
to high school level tests of general )  
education development (GED) )

TO: All Concerned Persons

1. On \_\_\_\_\_, 2013 at \_\_\_\_\_ a.m., the Board of Public Education will hold a public hearing in the Superintendent's conference room at 1227 11th Avenue, Helena, Montana, to consider the proposed adoption and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on \_\_\_\_\_, 2013 to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I DEFINITIONS (1) For the purposes of this chapter, the following terms apply:

(a) "School" means an education program provided by a public, private, or home school.

(b) "Chief education officer" means the principal or designated school official (e.g. guidance counselor).

(c) "Alternative educational options" means a state approved educational program designed to provide a secondary education outside a traditional high school setting (e.g., Job Corps, Youth Challenge).

(d) "High school equivalency diploma" means a diploma issued by the state to individuals passing a state approved high school equivalency test.

(e) "High school equivalency (HSE) test" means a test designed for individuals without a high school diploma to demonstrate the competencies of a high school graduate.

(f) "Regular school program" means an education program provided by a public, private, or home school for which credits towards graduation are earned.

(g) "State HSE test administrator" means the person in the Office of Public Instruction (OPI) who administers the HSE program.

AUTH: 20-2-114, 20-2-121, MCA  
IMP: 20-2-121, MCA

NEW RULE II QUALIFICATIONS TO RECEIVE HIGH SCHOOL EQUIVALENCY DIPLOMAS (1) Candidates shall not be currently enrolled in school or have received an accredited high school diploma or high school equivalency credential.

(2) Candidates shall receive a high school equivalency (HSE) diploma when scores meet or exceed the minimum score requirement established by the Board of Public Education.

(3) Candidates must physically reside in Montana and have a Montana mailing address, or claim Montana as their state of residence if tested at a military installation or in a federal correctional institution.

(4) Candidates must be at least 19 years of age.

AUTH: 20-2-114, 20-2-121, MCA  
IMP: 20-2-121, MCA

NEW RULE III QUALIFICATIONS – EXCEPTIONS (1) Candidates 17 and 18 years of age are eligible to test and receive HSE diplomas provided the candidate:

(a) submits to the HSE testing center prior to testing, an original, official school document that clearly identifies the candidate by name, date of birth, and provides the last school enrollment date and signed by the chief education officer verifying that the candidate has been advised of in-school and alternative educational options; or

(b) resides in a Montana-based job corps center; correctional facility; state authorized group home, or treatment center and submits a written referral from the facility director or authorized agent (e.g., probation officer); and

(c) is no longer enrolled in a regular high school program for credit.

(2) Candidates with no previous high school enrollment are required to provide documentation from a chief education officer or the county superintendent of the county in which the candidate currently resides, documenting the candidate has not enrolled in school and has been advised of in-school and alternative education options.

AUTH: 20-2-114, 20-2-121, MCA  
IMP: 20-2-121, MCA

NEW RULE IV AGE REQUIREMENT – WAIVER (1) A 16-year-old may receive a waiver of the age requirement if documentation is submitted and approved by the state HSE test administrator (ARM [NEW RULE II]), as follows;

(a) a completed, signed, and notarized 16-year-old age waiver application form providing school status as required under [NEW RULE III] and notarized permission from the candidate's parent or legal guardian;

(b) a statement from an OPI adult basic education program stating the candidate has successfully completed HSE preparation classes or has attained pre-

test scores indicating a likelihood that the candidate will pass the official HSE test; and

(c) a letter on official letterhead stationery from an employer or continuing education training program indicating that acceptance of the candidate is based upon successful completion of the HSE test.

(2) A candidate 16 years of age who resides in a Montana-based job corps center, correctional facility, state authorized group home, or treatment center may receive a waiver of the age requirement if the candidate submits a written referral from the facility director or authorized agent (e.g., probation officer) and is no longer enrolled in a regular high school program for credit.

(3) Candidates with no previous high school enrollment are required to provide documentation from a chief education officer or the county superintendent of the county in which the candidate currently resides, documenting the candidate has not enrolled in school and has been advised of in-school and alternative education options.

AUTH: 20-2-114, 20-2-121, MCA

IMP: 20-2-121, MCA

NEW RULE V REQUIREMENTS FOR TESTING (1) The following items must be submitted to an official HSE testing center prior to testing:

(a) picture identification issued by tribal, state, or federal authorities;

(b) appropriate documentation pursuant to [New Rule III] or [New Rule IV] if under the age of 19; and

(c) proof of Montana residency.

AUTH: 20-2-114, 20-2-121, MCA

IMP: 20-2-121, MCA

NEW RULE VI FEES (1) Upon advice and consent of the Board of Public Education, the Superintendent of Public Instruction shall establish a schedule of fees that may be charged for the administration of the HSE test. The schedule of fees shall be commensurate with the testing program centers' actual costs related to the HSE test. The Superintendent of Public Instruction shall report annually to the Board of Public Education the status of all fees associated with the HSE test.

AUTH: 20-2-114, 20-2-121, MCA

IMP: 20-2-121, MCA

NEW RULE VII RETESTING (1) Retests must be administered in a test form not previously taken by the examinee and in compliance with the testing service requirements.

(2) Candidates who previously received a Montana high school equivalency credential may retest if higher scores are required for employment or admission to a postsecondary institution. Retesting for this purpose requires prior approval from the state HSE administrator in the Office of Public Instruction. Candidates shall show proof that retesting is necessary by presenting a written request on official letterhead

stationery signed by the agent requiring higher scores, stating the reason the higher scores are necessary.

AUTH: 20-2-114, 20-2-121, MCA  
IMP: 20-2-121, MCA

NEW RULE VIII ISSUANCE OF EQUIVALENCY DIPLOMAS AND OFFICIAL TRANSCRIPTS (1) All HSE diplomas are issued by the Superintendent of Public Instruction. Official transcripts and diplomas will be awarded to those who successfully complete the HSE test. Candidates will have access to test results through an official data base. The Office of Public Instruction will maintain HSE records permanently. HSE records may be obtained by contacting the state HSE administrator at the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

(2) HSE test transcripts are accepted as official only when reported to the state HSE administrator by official HSE testing centers or by a scoring service recognized by the HSE administrator.

AUTH: 20-2-114, 20-2-121, MCA  
IMP: 20-2-121, 20-7-131, MCA

NEW RULE IX OFFICIAL HSE TEST CENTERS (1) Official HSE test centers may be established as needed with the approval and inspection by the state HSE administrator.

(2) Each Montana HSE test center must meet the requirements, policies, and procedures as proscribed by their individual testing company.

(3) Following approval by the state HSE administrator, the HSE test center's contact information will be posted on the Office of Public Instruction HSE website.

AUTH: 20-2-114, 20-2-121, MCA  
IMP: 20-2-121, MCA

4. The board proposes to repeal the following rules:

10.66.101 REQUIREMENTS WHICH MUST BE MET IN ORDER TO RECEIVE HIGH SCHOOL EQUIVALENCY DIPLOMAS

AUTH: 20-2-114, 20-2-121, MCA  
IMP: 20-2-121, 20-4-120, MCA

10.66.102 WAIVER OF AGE REQUIREMENT

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

10.66.103 METHOD OF APPLYING

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

10.66.104 FEES

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

66.105 WAITING PERIOD FOR RETESTING

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

10.66.106 ISSUANCE OF EQUIVALENCY DIPLOMAS

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

10.66.107 OFFICIAL TRANSCRIPTS

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

10.66.108 OFFICIAL GED TEST CENTERS

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

10.66.109 DEFINITIONS

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

5. REASON: The GED Testing Service has partnered with Pearson Vue. Through this partnership, GED has transitioned to a for-profit company and plans for significant changes to GED testing. Of greatest concern to the Montana task force, and stakeholders across the country, is the substantial increase in test taker fees. There is currently much discussion at the national level to develop alternative high school equivalency tests. The proposed rule changes will allow the OPI the flexibility to adopt other tests when and if they are developed, and maintain the quality control that is necessary to ensure the integrity and validity of our adult high school equivalency diploma. Additionally, the new language replaces out-dated terminology and references, clarifies age-based exceptions, and aligns rule with practice.

6. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch,

P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., \_\_\_\_\_, 2013.

7. Peter Donovan, Executive Secretary for the Board of Public Education has been designated to preside over and conduct this hearing.

8. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 5 above or may be made by completing a request form at any rules hearing held by the board.

9. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

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

\_\_\_\_\_  
Peter Donovan  
Rule Reviewer

\_\_\_\_\_  
Patty Myers, Chair  
Board of Public Education

Certified to the Secretary of State \_\_\_\_\_, 2013.

❖ **EXECUTIVE COMMITTEE (Item 12)**  
**Patty Myers**

**ITEM 12**

**RECOMMENDATION OF APPROVAL OF  
NOTICE OF PUBLIC HEARING AND  
TIMELINE PERTAINING TO THE  
AMENDMENTS OF ARM TITLE 10,  
CHAPTER 7 SCHOOL BUS STANDARDS**

**Donell Rosenthal**

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2013**

- PRESENTATION:** Recommendation of Approval of Notice of Public Hearing and Timeline pertaining to the amendments of ARM 10.64.301 to adopt the 2012 Montana School Bus Standards.
- PRESENTER:** Donell Rosenthal  
Pupil Transportation Director  
Office of Public Instruction
- OVERVIEW:** The Office of Public Instruction (OPI) provides to the Board of Public Education a Notice of Public Hearing Timeline relating to the 2012 Montana School Bus Standards.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Approval Notice of Public Hearing and Timeline pertaining to the amendments of ARM 10.64.301 Montana School Bus Standards.

**TIMELINE**  
**Bus Standards**  
**August 21, 2012**

- First introduction of rule change to BPE ..... November meeting
- Proposed notice to BPE ..... January 2013 meeting
- Proposed notice to SOS for notice in MAR ..... 1/22/13
- MAR publication out ..... 1/31/13
- Hearing date ..... on or after 2/21/13
- Final Public Input deadline ..... on or after 2/28/13
- Adoption Notice to BPE ..... March 2013 meeting
- Adoption notice to SOS for notice in MAR ..... 4/1/2013
- MAR publication out..... 4/10/2013
- Effective Date of Rules ..... 4/11/2013

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the amendment of ) NOTICE OF PUBLIC HEARING ON  
ARM 10.64.301 relating to school bus ) PROPOSED AMENDMENT  
requirements )

TO: All Concerned Persons

1. On \_\_\_\_\_ at \_\_\_\_\_m. the Board of Public Education will hold a public hearing in the Superintendent's conference room at 1227 11th Avenue, Helena Montana, to consider the proposed amendment of the above-stated rule.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on \_\_\_\_\_, 2013, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

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

10.64.301 School Bus Requirements (1) The Board of Public Education adopts and incorporates herein the Standards for School Buses in Montana – ~~2002~~ 2012. A copy of this document is available from the Board of Public Education, P.O. Box 200601, Helena, Montana 59620-0601 or from the Office of Public Instruction, Pupil Transportation Division, P.O. Box 202501, Helena, Montana 59620-2501.

(2) The Board of Public Education adopts standards for school buses in Montana in part from the ~~2000~~ National School Transportation Specifications and Procedures, as ~~recommended~~ adopted in 2010 by the Fifteenth national conference congress on school transportation (NCST). ~~The interpretation committee of the NCST occasionally issues an interpretation on one or more of its recommended~~ adopted specifications and procedures. Any interpretation ~~made~~ adopted by the NCST ~~interpretations committee~~ shall be the official interpretation of the corresponding Montana standards 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.

AUTH: 20-2-121, MCA  
IMP: 20-10-111, MCA

4. REASON: The Board of Public Education must prescribe minimum standards consistent with the recommendations adopted by the national congress

(previously “conference”) on school transportation (NCST). The NCST has revised and adopted specifications and procedures for school buses. It is necessary for the BPE to amend ARM 10.64.301 to update the Standards for School Buses in Montana to be consistent with the 2010 National School Transportation Specifications and Procedures. The Montana Pupil Transportation Advisory Council and OPI staff conducted a comprehensive review of the 2002 Standards for School Buses in Montana. The revised version, 2012 Standards for School Buses in Montana, also needs to be incorporated into the rules.

5. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., \_\_\_\_\_, 2012.

6. Peter Donovan, Executive Secretary for the Board of Public Education has been designated to preside over and conduct this hearing.

7. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 5 above or may be made by completing a request form at any rules hearing held by the board.

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Peter Donovan  
Rule Reviewer

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Patty Myers, Chair  
Board of Public Education

Certified to the Secretary of State \_\_\_\_\_, 2012.



**MSDB LIAISON (Item 13)**

**Patty Myers**

**ITEM 13**

**MSDB REPORT**

**Lila Taylor**

# **FUTURE AGENDA ITEMS**