

**Elkhorn Room A
Holiday Inn Downtown
Helena, MT**

March 14-15, 2013

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

March 14-15, 2013
Elkhorn Room A, Holiday Inn Conference Center
Helena, MT

Thursday March 14, 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. January 18, 2013 minutes
- C. Financials

ADOPT AGENDA

INFORMATION

❖ **REPORTS – Patty Myers (Item 1)**

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

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

Item 2 **EXECUTIVE DIRECTOR REPORT**
 Pete Donovan

❖ **REPORTS – Patty Myers (Items 3-5)**

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**
 Jim Molloy

- Item 11** **RECOMMENDATION OF APPROVAL OF NOTICE OF ADOPTION OF AMENDMENT PERTAINING TO ADMINISTRATIVE RULES OF MONTANA, TITLE 10 CHAPTER 66 ADULT SECONDARY EDUCATION**
Margaret Bowles
- Item 12** **RECOMMENDATION OF APPROVAL OF HIGH SCHOOL EQUIVALENCY TEST FOR 2014**
Margaret Bowles
- ❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 13)**
- Item 13** **RECOMMENDATION OF APPROVAL OF NOTICE OF ADOPTION OF AMENDMENT PERTAINING TO ADMINISTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 7 SCHOOL BUS STANDARDS**
Donell Rosenthal
- ❖ **LICENSURE COMMITTEE – Sharon Carroll (Items 14-16)**
- Item 14** **RECOMMENDATION OF APPROVAL OF THE STATE ACCREDITATION REVIEW EXIT REPORT OF THE PROFESSIONAL EDUCATION UNIT AT THE UNIVERSITY OF GREAT FALLS**
Linda Peterson
Dr. Tim Laurent, Vice President for Academic Affairs, University of Great Falls
Angel Turoski, Director of Education Programs, University of Great Falls
- Item 15** **RECOMMENDATION OF APPROVAL OF THE PROGRESS REPORT AS PRESENTED BY THE PROFESSIONAL EDUCATION UNIT AT THE UNIVERSITY OF GREAT FALLS**
Dr. Linda Peterson
Dr. Tim Laurent, Vice President for Academic Affairs, University of Great Falls
Angel Turoski, Director of Education Programs, University of Great Falls
- Item 16** **RURAL ELEMENTARY SCHOOLS QUALITY EDUCATOR REPAYMENT**
Madalyn Quinlan
- ❖ **ACCREDITATION COMMITTEE – Bernie Olson (Items 17-19)**
- Item 17** **RECOMMENDATION OF APPROVAL OF THE NOTICE OF PUBLIC HEARING OF PROPOSED AMENDMENT AND ADOPTION PERTAINING TO ADMINSTRATIVE RULES OF MONTANA TITLE 10, CHAPTER 55 STANDARDS OF ACCREDITATION**
Dr. Linda Peterson
- Item 18** **RECOMMENDATION OF APPROVAL OF THE 2012-13 FINAL ACCREDITATION STATUS ALL SCHOOLS**
Teri Wing
- Item 19** **RECOMMENDATIONS RELATING TO ALTERNATIVE TO STANDARDS REQUESTS**
Teri Wing

❖ **MSDB LIAISON - Lila Taylor (Item 19)**

**Item 20 MSDB REPORT
 Lila Taylor**

FUTURE AGENDA ITEMS May 9-10, 2013

CSPAC Appointments
Student Representative Last Meeting
BASE Aid Payment Schedule – C
Assessment Update
Alternative to Standards Requests & Renewals
MACIE Update
Federal Update
Executive Director Evaluation
Superintendent MSDB, Evaluation & Contract Extension

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

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. January 18, 2013 Minutes**
- C. Financials**

CORRESPONDENCE



Board of Public Education

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

BOARD MEMBERS

APPOINTED MEMBERS: January 31, 2013

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

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

Mr. Jim Molloy, Senior Advisor
Office of the Governor
PO Box 200801
Helena, MT 59601-0801

Dear Mr. Molloy,

Patty Myers and I would like to thank you for meeting with us this week. We felt that the meeting was an excellent opportunity for both the Board of Public Education and the Governor's office to begin our collaborative work to support and strengthen Montana's public education system.

The staff of the Board of Public Education, Patty, and I look forward to working with you and Governor Bullock.

Please give me a call if you have any follow-up questions about the Board.

Sincerely,

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

Pete Donovan, Executive Director

Pete Donovan – Executive Director
Board of Public Education
46 N Last Chance Gulch
PO Box 200601
Helena, MT 59620

Dear Executive Director Pete Donovan,

The first time I was bullied was my freshman year at Sentinel High School by people I thought were my friends. Both girls and guys called me names like 'slut' and 'whore.' One girl even wanted to fight me and I left and reported her to the Dean's office.

In my junior year of high school another girl punched me and cut my lip. My friends rescued me, but ultimately the girl was not punished.

Even today, I still am sometimes bullied. It does not stop after you graduate. Bullying can range from physical acts to communication such as texting. I encourage people who are being bullied to always speak up and tell your parents or other authority figures if someone is bullying you.

That's why I am so excited that the Board of Public Education is adopting policies and procedures to address bullying. It is a topic that is important to me and I thank you! It is essential that people be allowed to focus on school and the importance of graduating instead of being victimized by bullies.

Sincerely,

A handwritten signature in black ink that reads "Caysee Reinholz". The signature is written in a cursive style with a prominent flourish at the end of the name.

Caysee Reinholz
E-mail: larry.reinholz@yahoo.com

January 29, 2013

Ms. Anna Baldwin
Arlee High School
72220 Fyant St.
Arlee, MT 59821

Dear Ms. Baldwin,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as one of five recipients in the nation for the Southern Poverty Law Center's Teaching Tolerance Award for Excellence in Culturally Responsive Teaching. Your continued commitment to your school, Native American Culture, and the Arlee community is very much appreciated.

Thank you for your dedication to the students of Montana.

Sincerely,

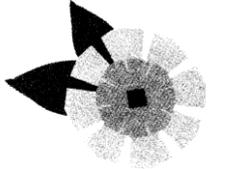
A handwritten signature in cursive script that reads "Patty Myers". The signature is written in black ink and is positioned above the typed name and title.

Patty Myers
Chairwoman

Dear Ms. Myers & the Board of Public Education,

Thank you so much for your note of congratulations on my Teaching Tolerance award. It is an honor to represent the teachers of Montana on a national stage.

Anna Baldwin



January 31, 2013

Ms. Shelli Strouf
425 Grand Avenue
Billings, MT 59101

Dear Shelli,

On behalf of the Board of Public Education, I would like to congratulate you for receiving the 2013 Montana Assistant Principal of the Year Award. Your efforts to ensure Montana and America a new generation of informed and active citizens are greatly appreciated. Your dedication to making high school fun and engaging for students and staff is admirable.

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

Sincerely,

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

Patty Myers
Chair

February 4, 2013

Ms. Kathryn McLean
1800 19th Street South
Great Falls, MT 59405

Dear Kathy,

How exciting it was to learn that you have received Montana's 2013 Distinguished Principal award. On behalf of the Board of Public Education, I congratulate you on your efforts to ensure Montana and America a new generation of informed and active citizens. Your genuine dedication to your students, staff, and school are greatly admired, and this award is well deserved.

Thank you for setting such a positive example through your dedication to education, the students of your school, and the people of your community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers". The signature is written in black ink and is positioned above the typed name and title.

Patty Myers
Chair

February 4, 2013

Mr. Hunter Jones
1200 30th St W
Billings, Mt 59102

Dear Hunter,

On behalf of the Board of Public Education, I would like to congratulate you on receiving the 2013 VFW National Teacher of the Year award. Your efforts to ensure Montana and America a new generation of informed and active citizens are greatly appreciated. Your dedication to engaging middle school students with those serving in the military is admirable.

Thank you for your dedication to education, the students of your school and those serving our country.

Sincerely,

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

Patty Myers
Chair

February 11, 2013

Ms. Mikie Messman
Great Falls Public Schools
PO Box 2429
Great Falls, MT 59403

Dear Mikie,

It was exciting to read about the honor bestowed upon you recently! On behalf of the Board of Public Education, I would like to congratulate you on receiving the Virginia Blend Award from the Mental Health America organization. Your commitment to helping the students and staff of the Great Falls Public Schools to better understand mental health, substance abuse, and bullying issues is admirable. Developing and supporting programs and workshops in these areas help create better understanding for all.

Thank you Mikie, for your dedication to education, the students of your school, and the people of your community.

Sincerely,

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

Patty Myers
Chairwoman

February 11, 2013

Mr. Joe McMahon, Principal
226 E. Clinton Street
East Helena, MT 59635

Dear Joe,

On behalf of the Board of Public Education, I would like to congratulate you for receiving the 2013 Montana's Distinguished Principal of the Year Award. Your efforts to ensure Montana and America a new generation of informed and active citizens are greatly appreciated. Your dedication to making a difference in the lives of your students and support of your staff is admirable.

Thank you for your commitment to education, the students of your school and the people of your community.

Sincerely,

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

Patty Myers
Chair

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

January 18th, 2013
OPI Conference Room 1300 11th Ave
Helena, MT

Friday January 18, 2013

8:30 AM

CALL TO ORDER

The meeting was called to order via Vision Net at 8:31

PUBLIC COMMENT

No public comment.

CONSENT AGENDA

Approved as presented

ADOPT AGENDA

Item 7 will be time certain at 10:30.

Ms. Lila Taylor moved to adopt the agenda as presented. Mr. Bernie Olson seconded.

No discussion. Motion passed unanimously.

Board Members in attendance: Ms. Patty Myers, Chair – Helena OPI site; Ms. Sharon Carroll – Vice Chair, Ekalaka site; Ms. Lila Taylor, Helena site; Ms. Erin Williams, UM Missoula site; Mr. Bernie Olson, UM Missoula site. Others present at the Helena site: Mr. Peter Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant; Superintendent Juneau; Mr. Neil Moisey, OCHE; Ms. Jan Lombardi, GEAR UP; Ms. Linda Peterson, OPI; Ms. Nancy Coopersmith, OPI; Ms. Ann Gilkey, OPI; Ms. Susan Murray, OPI; Ms. Margaret Bowles, OPI; Ms. Donell Rosenthal, OPI. Additional guests attending via Vision Net included: Dr. Mary Susan Fishbaugh, MSU Billings site; Ms. Angel Turoski, University of Great Falls; Dr. Tim Laurent, University of Great Falls; both at the Great Falls site.

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

INFORMATION

❖ **REPORTS – Patty Myers (Item 1)**

Item 1 CHAIRPERSON'S REPORT
Patty Myers

• **Exiting Board Member**

Ms. Myers announced that Mr. Doug Cordier has notified the Governor's office that he will not be seeking reappointment when his term expires at the end of January 2013. Governor Bullock will be appointing a new Board member.

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

**Item 2 EXECUTIVE DIRECTOR REPORT
Pete Donovan**

Mr. Donovan noted the Certification Standards and Practices Advisory Council will be meeting in Helena on January 25th, at the Board of Public Education Conference Room. Mr. Donovan updated the Board on the one audit finding the Board received, and his recent appearance before the Legislative Audit Committee, who approved the audit. Mr. Donovan and Ms. Myers both updated the Board with legislative information and bills the Board is tracking. Ms. Williams thanked the Board staff for the bill tracking list that the Board members receive. Mr. Donovan discussed the "Essential Truths" publication from the Education Partners. Superintendent Juneau thanked the Board for beginning the discussions between the Education Partner groups, and discussed some of the legislative work the Office of Public Instruction is doing and bills they have before the legislature. Dr. Neil Moisey discussed bills the Office of the Commissioner of Higher Education is tracking. Mr. Donovan discussed HB 158 and HB 159 and their possible impact to the Board. Mr. Donovan and Ms. Myers discussed additional charter school bills specific to the Board. Ms. Myers reviewed a few bills related to Teacher Retirement that she is following.

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

Item 3 State Superintendent Denise Juneau
See item 2.

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

Dr. Neil Moisey represented the Commissioner. See item 2 for the Commissioner's report.

Item 5 GOVERNOR'S OFFICE REPORT

No one was present to report.

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

Ms. Ratliff updated the Board with information regarding the Hearts Across America Program and discussed reports she has given on Graduation Matters for her Speech and Drama class.

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

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

Dr. Peterson updated the Board on recommended updates to correct errors and create consistency within the Chapter 55 Standards of Accreditation. As an information item only, this is the first step in the rulemaking process.

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

Dr. Peterson reviewed a new rule being proposed to Chapter 55 regarding High School Transcripts to provide consistency and require minimum data sets to be included in high school transcripts. A joint committee with representatives from OPI, OCHE, MUS campuses, and high schools has made the recommendations. Mr. Jim Keaston from OPI addressed some questions from Ms. Carroll related to high school transcripts.

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.

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

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

Ms. Wing reviewed Alternative to Standards Requests and the Superintendent's recommendations. See Appendix

Mr. Bernie Olson moved to Approve the Alternative to Standards Request. Ms. Lila Taylor seconded the motion.

No discussion. Motion passed unanimously.

❖ **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**

Ms. Bowles reviewed the proposed changes, and timeline for adoption. Ms. Myers discussed concerns she and Ms. Bowles recently discussed regarding alternatives to the GED. Three vendors have submitted Requests for information and the panel is reviewing those submissions. A discussion ensued regarding timeline of adoption, electronic testing, cost, testing sites, and a possible fiscal impact study.

Ms. Sharon Carroll moved to Approve the Notice of Public Hearing and Timeline Pertaining to the Amendments of ARM Title 10, Chapter 66 Adult Secondary Education Credentials. Mr. Bernie Olson seconded the motion.

No discussion. Motion passed unanimously.

REPORTS

❖ **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**

Dr. Peterson introduced the members of the Accreditation Review Team: Dr. Mary Susan Fishbaugh, MSU Billings; Angel Turoski, University of Great Falls; Dr. Tim Laurent, Vice President for Academic Affairs, University of Great Falls; and Dr. Sarah Spangler, University of Great Falls. Dr. Fishbaugh reviewed the Exit report and the Education program at UGF. Dr. Laurent gave a quick review, and Ms. Turoski addressed the "Does Not Meet Standards" issues. Questions were addressed and Dr. Peterson summarized the report and reviewed next steps.

ACTION

PUBLIC COMMENT

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

❖ **EXECUTIVE COMMITTEE – 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**

Ms. Rosenthal reviewed the 2012 School bus standards as proposed by the National Transportation & Safety, and Montana School Bus Standards and the upcoming timeline for hearing and adoption at the March meeting. Ms. Myers added that Board member Mr. Edwards had reviewed and approved of the changes as well.

Mr. Bernie Olson moved to Approve the Notice of Public Hearing and Timeline Pertaining to the Amendments of ARM Title 10, Chapter 7 School Bus Standards. Ms. Erin Williams seconded the motion.

No discussion, motion approved unanimously.

INFORMATION

❖ MSDB LIAISON – Patty Myers (Item 13)

Item 13 MSDB Report Lila Taylor

Ms. Taylor reviewed the minutes from the last MSDB Board conference call. Ms. Myers also reviewed the budget issues and request for funding from the legislature. Ms. Williams suggested scheduling a meeting between Governor Bullock, Ms. Myers, and Mr. Donovan to discuss MSDB budget issues.

Ms. Sharon Carroll moved to adjourn the Board of Public Education meeting. Ms. Erin Williams seconded the motion.

No discussion. Motion passed unanimously.

Meeting Adjourned at 11:45.

FUTURE AGENDA ITEMS March 14-15, 2013

CSPAC Appointments

Assessment Update

Alternative to Standards Requests & Renewals

MACIE Update

Federal Update

Accreditation Report

Executive Director Performance Evaluation

MSDB Superintendent Performance Evaluation & Contract Extension Discussion

Establish Executive Staff Salaries

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APPENDIX

Item #10

Alternative to Standards Requests – Approved

Flathead County, Swan River Elementary K-8, Library
Liberty County, Liberty Elementary K-8, Library, Counseling
Sweetgrass County, Greycliff District K-8, Library Media
Valley County, Nashua District K-12, Library
Cascade County, CM Russell High School, Library Media
Cascade County, Great Falls High School, Library Media

Alternative to Standards Requests – Disapproved

Lewis and Clark County, Radley Elementary, Counseling
Eastgate Elementary, Counseling

FINANCIALS

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

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

PAGE NO. 1
RUN DATE: 02/28/2013
RUN TIME: 23:50:29

PART-B BUDGET REVENUE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	ESTIMATE	RECOGNIZED	ELAPSED TIME YTD:	BALANCE	67%
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	CURR+PRIOR
ELAPSED TIME YTD: 67%						
61101 Regular	01100	3,994.02	30,091.64			30,091.64
61401 FICA	01100	285.42	2,170.92			2,170.92
61403 Group Insurance	01100	439.80	3,111.58			3,111.58
61404 Workers Compensation Insur	01100	68.38	467.74			467.74
61410 State Unemployment Tax	01100	17.98	135.40			135.40
61411 Teachers Retirement	01100	393.40	2,964.10			2,964.10
TOTAL 61400 Employee Benefits		1,204.98	8,849.74			8,849.74
TOTAL 61000 Personal Services		5,199.00	38,941.38			38,941.38
62104 Insurance & Bonds-Fixed Costs	01100		294.00			294.00
62108 Legal Fees & Court Costs	01100	446.40	1,190.40			1,190.40
62113 Warrant Writing Services	01100	6.30	25.43			25.43
62114 HRIS Service Fees	01100		320.00			320.00
62114A Workers' Comp Program Fees	01100		57.00			57.00
62115 Photographic Services	01100		36.00			36.00
62148 SABHRS Administrative Costs	01100		295.14			295.14
62190 Printing/Pub & Graphics	01100		13.75			13.75
62199 General	01100		3,280.00			3,280.00
621B4 ITSD Application Hosting Servi	01100	0.21	1.48			1.48
621B5 ITSD EMail Services	01100	1.92	13.45			13.45
621B8 ITSD Operational Support Servi	01100		8.74			8.74
621C5 ITSD Enterprise Services	01100	96.41	674.90			674.90
TOTAL 62100 Other Services		551.24	6,210.29			6,210.29
62210 Minor Tools, Instrum., & Equip	01100		114.05			114.05
62212 Photo & Reproduction	01100		133.17			133.17
62236 Ofc Supplies/Central Stores	01100		201.25			201.25
62241 Office Sup/Minor Equip-NonStat	01100		199.25			199.25
62280 Program Expense	01100	35.17	452.51			452.51
622B1 ITSD Asset Broker	01100	78.82	1,088.19			1,088.19
TOTAL 62200 Supplies & Materials		113.99	2,188.42			2,188.42
62304 Postage & Mailing	01100	8.42	782.24			782.24
62319 Cellular Phones	01100	35.00	314.64			314.64
62372 Telephone Add/Move/Change	01100		88.32			88.32
623B0 ITSD Voice Services	01100	37.15	260.05			260.05
623B2 ITSD Network Services	01100	262.65	1,857.69			1,857.69
623B4 ITSD Long Distance Services	01100	5.46	34.99			34.99
TOTAL 62300 Communications		348.68	3,337.93			3,337.93
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	146.85	6,664.93			6,664.93
62490 Non-Employee In State Meals	01100	20.00	1,186.00			1,186.00
62497 Non-Employee In-State Lodging	01100	89.80	4,663.52			4,663.52
TOTAL 62400 Travel		256.65	13,491.26			13,491.26
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: 67%	CURR+PRIOR
52528 Rent-Non Dept of Admin	01100	1,250.00	4,793.34				4,793.34
TOTAL 62500 Rent		1,250.00	4,968.34				4,968.34
52768 Property Management Expenses	01100		55.00				55.00
52802 Subscriptions	01100	44.97	44.97				44.97
52809 Education/Training Costs	01100		87.50				87.50
52861 Moving Expenses State Agency	01100		583.81				583.81
52878 Parking Fees	01100	96.88	694.04				694.04
52888 Statewide Indirect Costs	01100		699.00				699.00
TOTAL 62800 Other Expenses		141.85	2,109.32				2,109.32
TOTAL 62000 Operating Expenses		2,662.41	32,360.56				32,360.56
59301 Principal - Leases	01100		1,336.12				1,336.12
59302 Interest - Leases	01100		9.53				9.53
TOTAL 69300 Capital Leases			1,345.65				1,345.65
TOTAL FUND 01100 General Fund		7,861.41	72,647.59				72,647.59
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		7,861.41	72,647.59				72,647.59

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
51000 Personal Services	01100	2013	235H1	175,367.00		38,941.38	136,425.62	22
52000 Operating Expenses	01100	2013	235H1	45,775.00		32,360.56	13,414.44	71
59000 Debt Service	01100	2013	235H1	891.00		1,345.65	454.65	151
TOTAL SUB-CLS 235H1 ADMINISTRATION				222,033.00		72,647.59	149,385.41	33
TOTAL FUND 01100 General Fund				222,033.00		72,647.59	149,385.41	33
TOTAL PROGRAM 2013				222,033.00		72,647.59	149,385.41	33
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				222,033.00		72,647.59	149,385.41	33

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2462484	02/05/2013	000004	PPE 01/25/13 MB1 ON-CYCLE	1,997.01		
61101	PAY2467603	02/19/2013	000004	PPE 02/08/13 MC1 ON-CYCLE	1,997.01		
TOTAL	61101	Regular			3,994.02		
61401	PAY2462484	02/05/2013	000008	PPE 01/25/13 MB1 ON-CYCLE	142.70		
61401	PAY2467603	02/19/2013	000007	PPE 02/08/13 MC1 ON-CYCLE	142.72		
TOTAL	61401	FICA			285.42		
61403	PAY2462484	02/05/2013	000013	PPE 01/25/13 MB1 ON-CYCLE	219.90		
61403	PAY2467603	02/19/2013	000012	PPE 02/08/13 MC1 ON-CYCLE	219.90		
TOTAL	61403	Group Insurance			439.80		
61404	PAY2462484	02/05/2013	000016	PPE 01/25/13 MB1 ON-CYCLE	30.56		
61404	PAY2467603	02/19/2013	000015	PPE 02/08/13 MC1 ON-CYCLE	30.56		
61404	0002436621	02/01/2013	000002	Workers Compensation Insur	7.26		
TOTAL	61404	Workers Compensation Insur			68.38		

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

STATE OF MONTANA
ORGANIZATION DETAIL REPORT
ORG: 1 - BOARD OF PUBLIC EDUCATION
MGR NAME: MELOY, STEVE

PAGE NO. 3
RUN DATE: 02/28/2013
RUN TIME: 23:50:29

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ELAPSED TIME YTD: 67%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
51410	PAY2462484	02/05/2013	000019	PPE 01/25/13 MB1 ON-CYCLE	8.99		
51410	PAY2467603	02/19/2013	000018	PPE 02/08/13 MC1 ON-CYCLE	8.99		
TOTAL	61410			State Unemployment Tax	17.98		
51411	PAY2462484	02/05/2013	000022	PPE 01/25/13 MB1 ON-CYCLE	196.70		
51411	PAY2467603	02/19/2013	000021	PPE 02/08/13 MC1 ON-CYCLE	196.70		
TOTAL	61411			Teachers Retirement	393.40		
52108	0002464155	02/08/2013	000001	Legal Fees & Court Costs	446.40		
52113	0002463146	02/06/2013	000001	Warrant Writing Services	6.30		
521B4	0002468236	02/20/2013	000002	ITSD Application Hosting Servi	0.21		
521B5	0002468236	02/20/2013	000003	ITSD EMail Services	1.92		
521C5	0002468236	02/20/2013	000005	ITSD Enterprise Services	96.41		
52280	ACC2469576	02/22/2013	000003	Expense Distribution	35.17	00002752	BRESNAN COMMUNICATIONS LLC
522B1	0002468236	02/20/2013	000001	ITSD Asset Broker	78.82		
52304	0002471137	02/28/2013	000001	Postage & Mailing	8.42		
52319	ACC2466053	02/13/2013	000004	Expense Distribution	35.00	00002751	PETER DONOVAN
523B0	0002464154	02/08/2013	000003	ITSD Voice Services	37.15		
523B2	0002468236	02/20/2013	000004	ITSD Network Services	262.65		
523B4	0002464154	02/08/2013	000001	ITSD Long Distance Services	5.46		
52489	ACC2463546	02/06/2013	000014	Expense Distribution	97.90	00002748	PATTY MYERS
52489	ACC2470453	02/26/2013	000007	Expense Distribution	48.95	00002755	PATTY MYERS
TOTAL	62489			Non-Employee In State Mileage	146.85		
52490	ACC2463546	02/06/2013	000017	Expense Distribution	20.00	00002748	PATTY MYERS
52497	ACC2463546	02/06/2013	000020	Expense Distribution	44.90	00002748	PATTY MYERS
52497	ACC2470453	02/26/2013	000009	Expense Distribution	44.90	00002755	PATTY MYERS
TOTAL	62497			Non-Employee In-State Lodging	89.80		
52528	ACC2463546	02/06/2013	000022	Expense Distribution	1,250.00	00002749	DEEM INVESTMENTS LLC
52802	ACC2469983	02/25/2013	000003	Expense Distribution	44.97	00002753	EDUCATION WEEK
52878	ACC2463546	02/06/2013	000024	Expense Distribution	1.00	00002748	PATTY MYERS
52878	ACC2470453	02/26/2013	000011	Expense Distribution	95.88	00002754	HELENA CITY OF TREASURER
TOTAL	62878			Parking Fees	96.88		

REPORT ID: MTGL0106-0
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: FEBRUARY 2013

STATE OF MONTANA
ORGANIZATION DETAIL REPORT
ORG: 1 - BOARD OF PUBLIC EDUCATION
MGR NAME: MELOY, STEVE

PAGE NO. 4
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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION
TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

AMOUNT VCHR-ID VENDOR NAME
7,861.41

ELAPSED TIME YTD: 67%

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

STATE OF MONTANA
 ORGANIZATION DETAIL REPORT
 ORG: 30 - Advisory Council Program 01
 MGR NAME: MELOY,STEPHEN

PAGE NO. 1
 RUN DATE: 02/28/2013
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PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 67%	CURR+PRIOR
61101 Regular	02122	5,340.78	38,625.26				38,625.26
61158 Compensatory Time Taken	02122		25.11				25.11
TOTAL 61100 Salaries		5,340.78	38,650.37				38,650.37
61401 FICA	02122	377.47	2,811.45				2,811.45
61402 Retirement - Other	02122	192.02	1,441.95				1,441.95
61403 Group Insurance	02122	1,026.20	7,036.80				7,036.80
61404 Workers Compensation Insur	02122	81.72	591.36				591.36
61410 State Unemployment Tax	02122	24.04	173.94				173.94
61411 Teachers Retirement	02122	262.28	1,826.12				1,826.12
TOTAL 61400 Employee Benefits		1,963.73	13,881.62				13,881.62
TOTAL 61000 Personal Services		7,304.51	52,531.99				52,531.99
TOTAL FUND 02122 Advisory Council		7,304.51	52,531.99				52,531.99
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		7,304.51	52,531.99				52,531.99

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000 Personal Services	02122	2013	235H1	113,320.00		52,531.99	60,788.01	46
TOTAL SUB-CLS 235H1 ADMINISTRATION				113,320.00		52,531.99	60,788.01	46
TOTAL FUND 02122 Advisory Council				113,320.00		52,531.99	60,788.01	46
TOTAL PROGRAM 2013				113,320.00		52,531.99	60,788.01	46
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				113,320.00		52,531.99	60,788.01	46

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2462484	02/05/2013	000005	PPE 01/25/13 MB1 ON-CYCLE	2,670.39		
61101	PAY2467603	02/19/2013	000005	PPE 02/08/13 MC1 ON-CYCLE	2,670.39		
TOTAL	61101	Regular			5,340.78		
61401	PAY2462484	02/05/2013	000009	PPE 01/25/13 MB1 ON-CYCLE	188.73		
61401	PAY2467603	02/19/2013	000008	PPE 02/08/13 MC1 ON-CYCLE	188.74		
TOTAL	61401	FICA			377.47		
61402	PAY2462484	02/05/2013	000011	PPE 01/25/13 MB1 ON-CYCLE	96.01		
61402	PAY2467603	02/19/2013	000010	PPE 02/08/13 MC1 ON-CYCLE	96.01		
TOTAL	61402	Retirement - Other			192.02		
61403	PAY2462484	02/05/2013	000014	PPE 01/25/13 MB1 ON-CYCLE	513.10		
61403	PAY2467603	02/19/2013	000013	PPE 02/08/13 MC1 ON-CYCLE	513.10		
TOTAL	61403	Group Insurance			1,026.20		
61404	PAY2462484	02/05/2013	000017	PPE 01/25/13 MB1 ON-CYCLE	40.86		
61404	PAY2467603	02/19/2013	000016	PPE 02/08/13 MC1 ON-CYCLE	40.86		
TOTAL	61404	Workers Compensation Insur			81.72		
61410	PAY2462484	02/05/2013	000020	PPE 01/25/13 MB1 ON-CYCLE	12.02		

REPORT ID: MTGL0106-0
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: FEBRUARY 2013

STATE OF MONTANA
ORGANIZATION DETAIL REPORT
ORG: 30 - Advisory Council Program 01
MGR NAME: MELOY,STEPHEN

PAGE NO. 2
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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD: 67%
61410	PAY2467603	02/19/2013	000019	PPE 02/08/13 MC1 ON-CYCLE	12.02			
TOTAL	61410			State Unemployment Tax	24.04			
61411	PAY2462484	02/05/2013	000023	PPE 01/25/13 MB1 ON-CYCLE	131.14			
61411	PAY2467603	02/19/2013	000022	PPE 02/08/13 MC1 ON-CYCLE	131.14			
TOTAL	61411			Teachers Retirement	262.28			
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				7,304.51			

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 67%	CURR+PRIOR
61101 Regular	02219	1,476.00	10,967.12				10,967.12
61103 Sick Leave	02219	96.00	96.00				96.00
TOTAL 61100 Salaries		1,572.00	11,063.12				11,063.12
61301 Per Diem	02219		1,500.00				1,500.00
61401 FICA	02219	105.95	776.45				776.45
61402 Retirement - Other	02219	112.71	482.56				482.56
61403 Group Insurance	02219	733.00	4,145.12				4,145.12
61404 Workers Compensation Insur	02219	24.05	169.25				169.25
61410 State Unemployment Tax	02219	7.07	49.79				49.79
61411 Teachers Retirement	02219		426.80				426.80
TOTAL 61400 Employee Benefits		982.78	6,049.97				6,049.97
TOTAL 61000 Personal Services		2,554.78	18,613.09				18,613.09
62104 Insurance & Bonds-Fixed Costs	02219		294.00				294.00
62108 Legal Fees & Court Costs	02219	446.40	1,264.80				1,264.80
62113 Warrant Writing Services	02219	6.31	27.38				27.38
62114 HRIS Service Fees	02219		321.00				321.00
62114A Workers' Comp Program Fees	02219		57.00				57.00
62115 Photographic Services	02219		42.00				42.00
62148 SABHRS Administrative Costs	02219		295.11				295.11
62190 Printing/Pub & Graphics	02219		13.75				13.75
62199 General	02219		230.00				230.00
621B4 ITSD Application Hosting Servi	02219	0.24	1.54				1.54
621B5 ITSD EMail Services	02219	13.45	86.48				86.48
621B8 ITSD Operational Support Servi	02219		8.74				8.74
621C5 ITSD Enterprise Services	02219	96.41	674.91				674.91
TOTAL 62100 Other Services		562.81	3,316.71				3,316.71
62210 Minor Tools, Instrum., & Equip	02219		114.05				114.05
62212 Photo & Reproduction	02219		133.16				133.16
62236 Ofc Supplies/Central Stores	02219	9.66	312.27				312.27
62241 Office Sup/Minor Equip-NonStat	02219		136.54				136.54
62280 Program Expense	02219	35.17	491.51				491.51
622B1 ITSD Asset Broker	02219	78.82	1,088.20				1,088.20
TOTAL 62200 Supplies & Materials		123.65	2,275.73				2,275.73
62304 Postage & Mailing	02219	8.42	782.21				782.21
62319 Cellular Phones	02219	35.00	314.63				314.63
62372 Telephone Add/Move/Change	02219		88.32				88.32
623B0 ITSD Voice Services	02219	37.15	260.05				260.05
623B2 ITSD Network Services	02219	224.38	1,608.93				1,608.93
623B4 ITSD Long Distance Services	02219	5.47	34.98				34.98
TOTAL 62300 Communications		310.42	3,089.12				3,089.12
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
62427 Commuter Allowance	02219		95.00				95.00
62485 NonEmployOutStateCommerc/Trans	02219		1,025.89				1,025.89

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY				ELAPSED TIME YTD: 67%		
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
62489	Non-Employee In State Mileage	02219	410.85	3,466.38		3,466.38
62490	Non-Employee In State Meals	02219	43.00	447.00		447.00
62492	Non-Employee Out State Meals	02219		422.00		422.00
62493	Non-Employee Out State Lodging	02219		1,483.79		1,483.79
62497	Non-Employee In-State Lodging	02219	179.63	1,340.98		1,340.98
TOTAL	62400 Travel		633.48	8,879.10		8,879.10
62528	Rent-Non Dept of Admin	02219	1,250.00	4,793.30		4,793.30
62768	Property Management Expenses	02219		54.99		54.99
62802	Subscriptions	02219	44.97	44.97		44.97
62809	Education/Training Costs	02219		164.50		164.50
62861	Moving Expenses State Agency	02219		223.81		223.81
62878	Parking Fees	02219	95.87	687.51		687.51
62888	Statewide Indirect Costs	02219		699.00		699.00
TOTAL	62800 Other Expenses		140.84	1,819.79		1,819.79
TOTAL	62000 Operating Expenses		3,021.20	24,228.74		24,228.74
69301	Principal - Leases	02219		1,336.07		1,336.07
69302	Interest - Leases	02219		9.53		9.53
TOTAL	69300 Capital Leases			1,345.60		1,345.60
TOTAL	FUND 02219 Research Fund		5,575.98	44,187.43		44,187.43
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		5,575.98	44,187.43		44,187.43

PART-B BUDGET EXPENSE ACCOUNT SUMMARY							
ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE %
61000	Personal Services	02219	2013 235H1	12,000.00		18,613.09	6,613.09- 155
62000	Operating Expenses	02219	2013 235H1	62,111.00		24,228.74	37,882.26 39
69000	Debt Service	02219	2013 235H1	891.00		1,345.60	454.60- 151
TOTAL	SUB-CLS 235H1 ADMINISTRATION			75,002.00		44,187.43	30,814.57 59
TOTAL	FUND 02219 Research Fund			75,002.00		44,187.43	30,814.57 59
TOTAL	PROGRAM 2013			75,002.00		44,187.43	30,814.57 59
TOTAL	PART-B BUDGET EXPENSE ACCOUNT SUMMARY			75,002.00		44,187.43	30,814.57 59

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2462484	02/05/2013	000006	PPE 01/25/13 MB1 ON-CYCLE	558.00		
61101	PAY2467603	02/19/2013	000006	PPE 02/08/13 MC1 ON-CYCLE	918.00		
TOTAL	61101	Regular			1,476.00		
61103	PAY2462484	02/05/2013	000007	PPE 01/25/13 MB1 ON-CYCLE	96.00		
61401	PAY2462484	02/05/2013	000010	PPE 01/25/13 MB1 ON-CYCLE	42.87		
61401	PAY2467603	02/19/2013	000009	PPE 02/08/13 MC1 ON-CYCLE	63.08		
TOTAL	61401	FICA			105.95		
61402	PAY2462484	02/05/2013	000012	PPE 01/25/13 MB1 ON-CYCLE	46.89		

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS						ELAPSED TIME YTD: 67%	
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61402	PAY2467603	02/19/2013	000011	PPE 02/08/13 MC1 ON-CYCLE	65.82		
TOTAL	61402	Retirement - Other			112.71		
61403	PAY2462484	02/05/2013	000015	PPE 01/25/13 MB1 ON-CYCLE	366.50		
61403	PAY2467603	02/19/2013	000014	PPE 02/08/13 MC1 ON-CYCLE	366.50		
TOTAL	61403	Group Insurance			733.00		
61404	PAY2462484	02/05/2013	000018	PPE 01/25/13 MB1 ON-CYCLE	10.00		
61404	PAY2467603	02/19/2013	000017	PPE 02/08/13 MC1 ON-CYCLE	14.05		
TOTAL	61404	Workers Compensation Insur			24.05		
61410	PAY2462484	02/05/2013	000021	PPE 01/25/13 MB1 ON-CYCLE	2.94		
61410	PAY2467603	02/19/2013	000020	PPE 02/08/13 MC1 ON-CYCLE	4.13		
TOTAL	61410	State Unemployment Tax			7.07		
62108	0002464155	02/08/2013	000002	Legal Fees & Court Costs	446.40		
62113	0002463146	02/06/2013	000002	Warrant Writing Services	6.31		
621B4	0002468236	02/20/2013	000007	ITSD Application Hosting Servi	0.24		
621B5	0002468236	02/20/2013	000008	ITSD EMail Services	13.45		
621C5	0002468236	02/20/2013	000010	ITSD Enterprise Services	96.41		
62236	0002462615	02/05/2013	000001	Ofc Supplies/Central Stores	9.66		
62280	ACC2469576	02/22/2013	000004	Expense Distribution	35.17	00002752	BRESNAN COMMUNICATIONS LLC
622B1	0002468236	02/20/2013	000006	ITSD Asset Broker	78.82		
62304	0002471137	02/28/2013	000002	Postage & Mailing	8.42		
62319	ACC2466053	02/13/2013	000003	Expense Distribution	35.00	00002751	PETER DONOVAN
623B0	0002464154	02/08/2013	000004	ITSD Voice Services	37.15		
623B2	0002468236	02/20/2013	000009	ITSD Network Services	224.38		
623B4	0002464154	02/08/2013	000002	ITSD Long Distance Services	5.47		
62489	ACC2463546	02/06/2013	000013	Expense Distribution	264.00	00002750	JODELL BEELER
62489	ACC2463546	02/06/2013	000015	Expense Distribution	97.90	00002748	PATTY MYERS
62489	ACC2470453	02/26/2013	000008	Expense Distribution	48.95	00002755	PATTY MYERS
TOTAL	62489	Non-Employee In State Mileage			410.85		
62490	ACC2463546	02/06/2013	000016	Expense Distribution	23.00	00002750	JODELL BEELER
62490	ACC2463546	02/06/2013	000018	Expense Distribution	20.00	00002748	PATTY MYERS
TOTAL	62490	Non-Employee In State Meals			43.00		
62497	ACC2463546	02/06/2013	000019	Expense Distribution	89.81	00002750	JODELL BEELER

REPORT ID: MTGL0106-O
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STATE OF MONTANA
ORGANIZATION DETAIL REPORT
ORG: 50 - Research Program 01
MGR NAME: MELOY,STEPHEN

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD: 67%
62497	ACC2463546	02/06/2013	000021	Expense Distribution	44.91	00002748	PATTY MYERS	
62497	ACC2470453	02/26/2013	000010	Expense Distribution	44.91	00002755	PATTY MYERS	
TOTAL	62497	Non-Employee In-State Lodging			179.63			
62528	ACC2463546	02/06/2013	000023	Expense Distribution	1,250.00	00002749	DEEM INVESTMENTS LLC	
62802	ACC2469983	02/25/2013	000004	Expense Distribution	44.97	00002753	EDUCATION WEEK	
62878	ACC2470453	02/26/2013	000012	Expense Distribution	95.87	00002754	HELENA CITY OF TREASURER	
TOTAL	PART-C	CURR MONTH DETAIL EXPENSE TRANSACTIONS			5,575.98			

CALENDARS

January 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						
Jan 29 - Mtg w/Rob Miller - Pete						
		1	2	3 Training session on LAWS-Pete, Kris	4	5
6	7 BPE Office - Patty Superintendent reception, Governor reception,-Pete, Patty	8 Ed Partner Mtg-Pete, Patty Board of Regents-Pete, Patty	9	10	11 Joint House/Senate Ed Committee - Pete	12
13	14 MSDB Foundation-Patty Joint House/Senate Ed Committee - Pete	15 Ed Partner Mtg-Pete, Patty	16	17	18 BPE Meeting - Helena	19
20	21 	22 Katherine Orr, BPE Licensure Hearing Procedures - Pete, Kris Ed Partner Mtg-Pete, Patty	23 Meet w/Lisa Coligan re: Kris Job Re-Classification - Pete, Kris	24	25 CSPAC Meeting - Helena	26
27	28 NW Energy Reception for Legislatures - Pete	29 Ed Partner Mtg-Pete, Patty Mtg w/Jim Molloy-Pete, Patty	30 MSDS Board Mtg-Pete, Patty, Sharon, Lila, Bernie	31 Joint Appropriations Subcommittee on BPE Budget-Pete, Patty, Kris		

February 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1 Joint Appropriations Committee Executive Action on BPE Budget- Pete	2
3	4 State of Education Address - Patty, Pete	5 Ed Partner Mtg-Pete, Patty	6	7	8	9
10	11 MT Digital Academy Board Call - Pete	12 Ed Partner Mtg-Pete, Patty	13	14 Valentine's Day 	15	16
17	18 President's Day 	19 Meet w/Sen Arntzen re: SB 302 - Pete, Patty, Kris Ed Partner Mtg-Pete, Patty	20	21 TLLC Workgroup - Pete	22	23
24	25	26 Ed Partner Mtg-Pete, Patty Megan Kerzman former CSPAC Admin Asst visit	27 MSDB Conference Call - Pete, Patty, Sharon, Bernie, Lila	28 Public Hearings: GED and Bus Standards - Pete		

March 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1	2
3	4	5 Ed Partners Mtg-Pete, Patty	6	7 MSDB Students at Expressions of Silence at Capital - Patty Board of Regents Meeting - Helena College	8	9
10	11 Digital Academy Conf Call - Pete	12 Ed Partners Mtg-Pete, Patty	13	14 BPE Meeting - Helena MT	15	16
17 	18	19 Ed Partners Mtg-Pete, Patty	20	21	22	23
24	25	26 Ed Partners Mtg-Pete, Patty	27 MSDB Call-Pete, Patty, Sharon, Bernie, Lila	28 BPE Hearings: Bus Standards, GED-Pete	29	30
31 	Notes:					

INFORMATION

❖ REPORTS - Patty Myers (Item 1)

ITEM 1

CHAIRPERSON'S REPORT

Patty Myers

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

ITEM 2

EXECUTIVE DIRECTOR REPORT

Peter Donovan

Meetings Attended by Peter Donovan
01/18/13 to 03/14/13

January

- | | |
|--|----------|
| 1. Board of Public Education | 01/18/13 |
| 2. Education Partners | 01/22/13 |
| 3. Katherine Orr, BPE Licensure Hearing Procedures | 01/22/13 |
| 4. Lisa Coligan, Classification Review | 01/23/13 |
| 5. CSPAC, Helena | 01/25/13 |
| 6. Northwest Energy Reception for Legislators | 01/28/13 |
| 7. Education Appropriations Subcommittee | 01/29/13 |
| 8. Education Partners | 01/29/13 |
| 9. Jim Molloy, Governor's Office | 01/29/13 |
| 10. MSDB Committee Conference Call | 01/30/13 |
| 11. Education Appropriations Subcommittee | 01/31/13 |

February

- | | |
|---|----------|
| 12. Education Appropriations Subcommittee | 02/01/13 |
| 13. State of Education Address, Supt. Juneau | 02/04/13 |
| 14. Education Partners | 02/05/13 |
| 15. Montana Digital Academy Board | 02/11/13 |
| 16. Education Partners | 02/19/13 |
| 17. Senator Arntzen, Discussion of Senate Bill 302 | 02/19/13 |
| 18. TLLC Working Group, Discussion of Model Assessments | 02/21/13 |
| 19. Education Partners Group | 02/26/13 |
| 20. Megan Kerzman, Former CSPAC Admin. Asst. | 02/26/13 |
| 21. MSDB Committee Conference Call | 02/27/13 |

22. Public Hearing on ARM rules for GED and Bus Standards 02/28/13

March

23. Education Partners 03/05/13

24. Board of Regents, Helena College 03/7-8/13

25. Montana Digital Academy Board 03/11/13

26. Education Partners 03/12/13

27. Board of Public Education 03/14-15/13

1 HOUSE BILL NO. 181

2 INTRODUCED BY BALLANCE, FIELDER, GREEF, D. JONES, LEWIS, THOMAS

3

4 A BILL FOR AN ACT ENTITLED: "AN ACT ALLOWING LOCAL BOARDS OF TRUSTEES TO DEFINE THE
5 ~~RESOURCING STANDARDS FOR~~ RATIO OF LIBRARY MEDIA SERVICES PERSONNEL TO STUDENTS
6 UPON CONSIDERATION OF THE GUIDELINES SET BY THE BOARD OF PUBLIC EDUCATION; AMENDING
7 SECTIONS 20-2-121 AND 20-3-324, MCA; AND PROVIDING AN EFFECTIVE DATE."

8

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

10

11 **Section 1.** Section 20-2-121, MCA, is amended to read:12 **"20-2-121. Board of public education -- powers and duties.** The board of public education shall:

13 (1) effect an orderly and uniform system for teacher certification and specialist certification and for the
14 issuance of an emergency authorization of employment by adopting the policies prescribed by 20-4-102 and
15 20-4-111;

16 (2) consider the suspension or revocation of teacher or specialist certificates and appeals from the denial
17 of teacher or specialist certification in accordance with the provisions of 20-4-110;

18 (3) administer and order the distribution of BASE aid in accordance with the provisions of 20-9-344;

19 (4) adopt and enforce policies to provide uniform standards and regulations for the design, construction,
20 and operation of school buses in accordance with the provisions of 20-10-111;

21 (5) adopt policies prescribing the conditions when school may be conducted on Saturday and the types
22 of pupil-instruction-related days and approval procedure for those days in accordance with the provisions of
23 20-1-303 and 20-1-304;

24 (6) adopt standards of accreditation and establish the accreditation status of every school in accordance
25 with the provisions of 20-7-101 and 20-7-102;

26 ~~(7) set resourcing guidelines for library media services personnel~~ THE RATIO OF CERTIFIED LIBRARY MEDIA
27 SPECIALISTS WITH A K-12 LIBRARY MEDIA ENDORSEMENT TO STUDENTS to be considered by the local board of trustees
28 in making library staffing decisions;

29 (8) ADOPT RULES FOR LIBRARY LOCATION IN SCHOOLS AND THE MINIMUM NUMBER OF CERTIFIED LIBRARY
30 PERSONNEL FOR SCHOOLS;

1 ~~(7)(8)(9)~~ approve or disapprove educational media selected by the superintendent of public instruction
 2 for the educational media library in accordance with the provisions of 20-7-201;
 3 ~~(8)(9)(10)~~ adopt policies for the conduct of special education in accordance with the provisions of
 4 20-7-402;
 5 ~~(9)(10)(11)~~ adopt rules for issuance of documents certifying equivalency of completion of secondary
 6 education in accordance with 20-7-131;
 7 ~~(10)(11)(12)~~ adopt policies for the conduct of programs for gifted and talented children in accordance with
 8 the provisions of 20-7-903 and 20-7-904;
 9 ~~(11)(12)(13)~~ adopt rules for student assessment in the public schools; and
 10 ~~(12)(13)(14)~~ perform any other duty prescribed from time to time by this title or any other act of the
 11 legislature."

12
 13 **Section 2.** Section 20-3-324, MCA, is amended to read:
 14 **"20-3-324. Powers and duties.** As prescribed elsewhere in this title, the trustees of each district shall:
 15 (1) employ or dismiss a teacher, principal, or other assistant upon the recommendation of the district
 16 superintendent, the county high school principal, or other principal as the board considers necessary, accepting
 17 or rejecting any recommendation as the trustees in their sole discretion determine, in accordance with the
 18 provisions of Title 20, chapter 4;
 19 (2) employ and dismiss administrative personnel, clerks, secretaries, teacher's aides, custodians,
 20 maintenance personnel, school bus drivers, food service personnel, nurses, and any other personnel considered
 21 necessary to carry out the various services of the district;
 22 (3) ~~define resourcing standards for library media services personnel~~ DETERMINE INCREMENTAL INCREASES
 23 OR DECREASES IN CERTIFIED LIBRARY MEDIA SPECIALISTS WITH A K-12 LIBRARY MEDIA ENDORSEMENT after consideration
 24 of the guidelines LIBRARIAN-STUDENT RATIO set forth ESTABLISHED by the board of public education;
 25 ~~(3)(4)~~ administer the attendance and tuition provisions and govern the pupils of the district in accordance
 26 with the provisions of the pupils chapter of this title;
 27 ~~(4)(5)~~ call, conduct, and certify the elections of the district in accordance with the provisions of the school
 28 elections chapter of this title;
 29 ~~(5)(6)~~ participate in the teachers' retirement system of the state of Montana in accordance with the
 30 provisions of the teachers' retirement system chapter of Title 19;

1 ~~(6)~~(7) participate in district boundary change actions in accordance with the provisions of the school
2 districts chapter of this title;

3 ~~(7)~~(8) organize, open, close, or acquire isolation status for the schools of the district in accordance with
4 the provisions of the school organization part of this title;

5 ~~(8)~~(9) adopt and administer the annual budget or a budget amendment of the district in accordance with
6 the provisions of the school budget system part of this title;

7 ~~(9)~~(10) conduct the fiscal business of the district in accordance with the provisions of the school financial
8 administration part of this title;

9 ~~(10)~~(11) establish the ANB, BASE budget levy, over-BASE budget levy, additional levy, operating reserve,
10 and state impact aid amounts for the general fund of the district in accordance with the provisions of the general
11 fund part of this title;

12 ~~(11)~~(12) establish, maintain, budget, and finance the transportation program of the district in accordance
13 with the provisions of the transportation parts of this title;

14 ~~(12)~~(13) issue, refund, sell, budget, and redeem the bonds of the district in accordance with the provisions
15 of the bonds parts of this title;

16 ~~(13)~~(14) when applicable, establish, financially administer, and budget for the tuition fund, retirement fund,
17 building reserve fund, adult education fund, nonoperating fund, school food services fund, miscellaneous
18 programs fund, building fund, lease or rental agreement fund, traffic education fund, impact aid fund, interlocal
19 cooperative fund, and other funds as authorized by the state superintendent of public instruction in accordance
20 with the provisions of the other school funds parts of this title;

21 ~~(14)~~(15) when applicable, administer any interlocal cooperative agreement, gifts, legacies, or devises in
22 accordance with the provisions of the miscellaneous financial parts of this title;

23 ~~(15)~~(16) hold in trust, acquire, and dispose of the real and personal property of the district in accordance
24 with the provisions of the school sites and facilities part of this title;

25 ~~(16)~~(17) operate the schools of the district in accordance with the provisions of the school calendar part
26 of this title;

27 ~~(17)~~(18) set the length of the school term, school day, and school week in accordance with 20-1-302;

28 ~~(18)~~(19) establish and maintain the instructional services of the schools of the district in accordance with
29 the provisions of the instructional services, textbooks, K-12 career and vocational/technical education, and special
30 education parts of this title;

1 ~~(19)~~(20) establish and maintain the school food services of the district in accordance with the provisions
2 of the school food services parts of this title;

3 ~~(20)~~(21) make reports from time to time as the county superintendent, superintendent of public instruction,
4 and board of public education may require;

5 ~~(21)~~(22) retain, when considered advisable, a physician or registered nurse to inspect the sanitary
6 conditions of the school or the general health conditions of each pupil and, upon request, make available to any
7 parent or guardian any medical reports or health records maintained by the district pertaining to the child;

8 ~~(22)~~(23) for each member of the trustees, visit each school of the district not less than once each school
9 fiscal year to examine its management, conditions, and needs, except that trustees from a first-class school
10 district may share the responsibility for visiting each school in the district;

11 ~~(23)~~(24) procure and display outside daily in suitable weather on school days at each school of the district
12 an American flag that measures not less than 4 feet by 6 feet;

13 ~~(24)~~(25) provide that an American flag that measures approximately 12 inches by 18 inches be
14 prominently displayed in each classroom in each school of the district, except in a classroom in which the flag
15 may get soiled. This requirement is waived if the flags are not provided by a local civic group.

16 ~~(25)~~(26) adopt and administer a district policy on assessment for placement of any child who enrolls in
17 a school of the district from a nonpublic school that is not accredited, as required in 20-5-110;

18 ~~(26)~~(27) upon request and in compliance with confidentiality requirements of state and federal law,
19 disclose to interested parties school district student assessment data for any test required by the board of public
20 education;

21 ~~(27)~~(28) consider and may enter into an interlocal agreement with a postsecondary institution, as defined
22 in 20-9-706, that authorizes 11th and 12th grade students to obtain credits through classes available only at a
23 postsecondary institution;

24 ~~(28)~~(29) approve or disapprove the conduct of school on a Saturday in accordance with the provisions
25 of 20-1-303;

26 ~~(29)~~(30) consider and, if advisable for a high school or K-12 district, establish a student financial
27 institution, as defined in 32-1-115; and

28 ~~(30)~~(31) perform any other duty and enforce any other requirements for the government of the schools
29 prescribed by this title, the policies of the board of public education, or the rules of the superintendent of public
30 instruction."

1

2 NEW SECTION. **Section 3. Effective date.** [This act] is effective July 1, 2013.

3

- END -

1 HOUSE JOINT RESOLUTION NO. 14

2 INTRODUCED BY T. JACOBSON

3

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

7

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

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

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

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

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

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

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

26

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

29 (1) That the Board of Public Education be strongly urged to require students to demonstrate proficiency
30 in financial literacy by successfully completing a financial literacy course as a requirement for graduation.

SENATE BILL NO. 257

INTRODUCED BY L. JONES, ARNTZEN, COOK, HOLLANDSWORTH, RIPLEY

A BILL FOR AN ACT ENTITLED: "AN ACT CLARIFYING THE RESPONSIBILITIES OF THE BOARD OF PUBLIC EDUCATION; CLARIFYING THE POWERS AND DUTIES OF LOCAL TRUSTEES; AMENDING SECTIONS 20-1-101 AND 20-3-324, MCA; AND PROVIDING AN IMMEDIATE EFFECTIVE DATE."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

Section 1. Section 20-1-101, MCA, is amended to read:**"20-1-101. Definitions.** As used in this title, unless the context clearly indicates otherwise, the following definitions apply:(1) (a) "Accreditation standards" means the body of administrative rules governing standards such as:~~(a)~~(i) school leadership;~~(b)~~(ii) educational opportunity;~~(c)~~(iii) academic requirements;~~(d)~~(iv) program area standards;~~(e)~~(v) content and performance standards;~~(f)~~(vi) school facilities and records;~~(g)~~(vii) student assessment; and~~(h)~~(viii) general provisions.

(b) Accreditation standards represent the minimum standards upon which a basic system of free quality public elementary and secondary schools is built.

(2) "Aggregate hours" means the hours of pupil instruction for which a school course or program is offered or for which a pupil is enrolled.

(3) "Agricultural experiment station" means the agricultural experiment station established at Montana state university-Bozeman.

(4) "At-risk student" means any student who is affected by environmental conditions that negatively impact the student's educational performance or threaten a student's likelihood of promotion or graduation.

(5) "Average number belonging" or "ANB" means the average number of regularly enrolled, full-time

1 pupils physically attending or receiving educational services at an offsite instructional setting from the public
2 schools of a district.

3 (6) "Board of public education" means the board created by Article X, section 9, subsection (3), of the
4 Montana constitution and 2-15-1507.

5 (7) "Board of regents" means the board of regents of higher education created by Article X, section 9,
6 subsection (2), of the Montana constitution and 2-15-1505.

7 (8) "Commissioner" means the commissioner of higher education created by Article X, section 9,
8 subsection (2), of the Montana constitution and 2-15-1506.

9 (9) "County superintendent" means the county government official who is the school officer of the county.

10 (10) "District superintendent" means a person who holds a valid class 3 Montana teacher certificate with
11 a superintendent's endorsement that has been issued by the superintendent of public instruction under the
12 provisions of this title and the policies adopted by the board of public education and who has been employed by
13 a district as a district superintendent.

14 (11) (a) "Educational program" means a set of educational offerings designed to meet the program area
15 standards contained in the accreditation standards.

16 (b) The term does not include an educational program or programs used in 20-4-121 and 20-25-803.

17 (12) "General supervision" or "generally supervise" means:

18 ~~(a) when used to describe the power of the board of public education under this title, the authority to~~
19 ~~establish ADOPT accreditation standards, to adopt AND rules under the authority of the board of public education~~
20 ~~as set forth in this title; and to ensure compliance with the adopted rules; and~~

21 ~~—— (b) when used to describe the power of the superintendent of public instruction or a county~~
22 ~~superintendent under this title, the authority to adopt rules under the authority of the superintendent of public~~
23 ~~instruction or county superintendent as set forth in this title and to ensure compliance with the adopted rules.~~

24 ~~(12)(13)~~ (13) "K-12 career and vocational/technical education" means organized educational activities that
25 have been approved by the office of public instruction and that:

26 (a) offer a sequence of courses that provide a pupil with the academic and technical knowledge and skills
27 that the pupil needs to prepare for further education and for careers in the current or emerging employment
28 sectors; and

29 (b) include competency-based applied learning that contributes to the academic knowledge, higher-order
30 reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and

1 occupation-specific skills of the pupil.

2 ~~(13)~~(14) (a) "Minimum aggregate hours" means the minimum hours of pupil instruction that must be
3 conducted during the school fiscal year in accordance with 20-1-301 and includes passing time between classes.

4 (b) The term does not include lunch time and periods of unstructured recess.

5 ~~(14)~~(15) "Offsite instructional setting" means an instructional setting at a location, separate from a main
6 school site, where a school district provides for the delivery of instruction to a student who is enrolled in the
7 district.

8 ~~(15)~~(16) "Principal" means a person who holds a valid class 3 Montana teacher certificate with an
9 applicable principal's endorsement that has been issued by the superintendent of public instruction under the
10 provisions of this title and the policies adopted by the board of public education and who has been employed by
11 a district as a principal. For the purposes of this title, any reference to a teacher must be construed as including
12 a principal.

13 ~~(16)~~(17) "Pupil" means a child who is 6 years of age or older on or before September 10 of the year in
14 which the child is to enroll or has been enrolled by special permission of the board of trustees under 20-5-101(3)
15 but who has not yet reached 19 years of age and who is enrolled in a school established and maintained under
16 the laws of the state at public expense. For purposes of calculating the average number belonging pursuant to
17 20-9-311, the definition of pupil includes a person who has not yet reached 19 years of age by September 10 of
18 the year and is enrolled under 20-5-101(3) in a school established and maintained under the laws of the state
19 at public expense.

20 ~~(17)~~(18) "Pupil instruction" means the conduct of organized instruction of pupils enrolled in public schools
21 while under the supervision of a teacher.

22 ~~(18)~~(19) "Qualified and effective teacher or administrator" means an educator who is licensed and
23 endorsed in the areas in which the educator teaches, specializes, or serves in an administrative capacity as
24 established by the board of public education.

25 ~~(19)~~(20) "Regents" means the board of regents of higher education.

26 ~~(20)~~(21) "School food services" means a service of providing food for the pupils of a district on a nonprofit
27 basis and includes any food service financially assisted through funds or commodities provided by the United
28 States government.

29 ~~(21)~~(22) "State board of education" means the board composed of the board of public education and the
30 board of regents as specified in Article X, section 9, subsection (1), of the Montana constitution.

- 1 ~~(22)~~(23) "State university" means Montana state university-Bozeman.
- 2 ~~(23)~~(24) "Student with limited English proficiency" means any student:
- 3 (a) (i) who was not born in the United States or whose native language is a language other than English;
- 4 (ii) who is an American Indian and who comes from an environment in which a language other than
- 5 English has had a significant impact on the individual's level of English proficiency; or
- 6 (iii) who is migratory, whose native language is a language other than English, and who comes from an
- 7 environment in which a language other than English is dominant; and
- 8 (b) whose difficulties in speaking, reading, writing, or understanding the English language may be
- 9 sufficient to deny the student:
- 10 (i) the ability to meet the state's proficiency assessments;
- 11 (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
- 12 (iii) the opportunity to participate fully in society.
- 13 ~~(24)~~(25) "Superintendent of public instruction" means that state government official designated as a
- 14 member of the executive branch by the Montana constitution.
- 15 (26) "Supervision and control" means the oversight and governance exercised by trustees under Article
- 16 X, section 8, of the Montana constitution. The oversight and governance must include the authority to determine
- 17 the specific means by which a school district strategically plans and engages families and communities. The
- 18 trustees have the authority to oversee, implement, assess, and adjust the methods by which a school district
- 19 educates the district's students and otherwise pursues the goal of developing the full educational potential of its
- 20 students as set forth in Article X, section 1, of the Montana constitution.
- 21 ~~(25)~~(27) "System" means the Montana university system.
- 22 ~~(26)~~(28) "Teacher" means a person, except a district superintendent, who holds a valid Montana teacher
- 23 certificate that has been issued by the superintendent of public instruction under the provisions of this title and
- 24 the policies adopted by the board of public education and who is employed by a district as a member of its
- 25 instructional, supervisory, or administrative staff. This definition of a teacher includes a person for whom an
- 26 emergency authorization of employment has been issued under the provisions of 20-4-111.
- 27 ~~(27)~~(29) "Textbook" means a book or manual used as a principal source of study material for a given
- 28 class or group of students.
- 29 ~~(28)~~(30) "Textbook dealer" means a party, company, corporation, or other organization selling, offering
- 30 to sell, or offering for adoption textbooks to districts in the state.

1 ~~(29)~~(31) "Trustees" means the governing board of a district.

2 ~~(30)~~(32) "University" means the university of Montana-Missoula.

3 ~~(31)~~(33) "Vocational-technical education" means vocational-technical education of vocational-technical
4 students that is conducted by a unit of the Montana university system, a community college, or a tribally controlled
5 community college, as designated by the board of regents."

6

7 **Section 2.** Section 20-3-324, MCA, is amended to read:

8 **"20-3-324. Powers and duties.** As prescribed elsewhere in this title, the trustees of each district shall
9 exercise supervision and control over the district. Without limiting the trustees' general authority as specified in
10 Article X, section 8, of the Montana constitution, the trustees shall perform the following duties:

11 (1) employ or dismiss a teacher, principal, or other assistant upon the recommendation of the district
12 superintendent, the county high school principal, or other principal as the board considers necessary, accepting
13 or rejecting any recommendation as at the sole discretion of the trustees in their sole discretion determine, in
14 accordance with the provisions of Title 20, chapter 4;

15 (2) employ and dismiss administrative personnel, clerks, secretaries, teacher's aides, custodians,
16 maintenance personnel, school bus drivers, food service personnel, nurses, and any other personnel considered
17 necessary to carry out the various services of the district;

18 (3) administer the attendance and tuition provisions and govern the pupils of the district in accordance
19 with the provisions of the pupils chapter of this title;

20 (4) call, conduct, and certify the elections of the district in accordance with the provisions of the school
21 elections chapter of this title;

22 (5) participate in the teachers' retirement system of the state of Montana in accordance with the
23 provisions of the teachers' retirement system chapter of Title 19;

24 (6) participate in district boundary change actions in accordance with the provisions of the school districts
25 chapter of this title;

26 (7) organize, open, close, or acquire isolation status for the schools of the district in accordance with the
27 provisions of the school organization part of this title;

28 (8) adopt and administer the annual budget or a budget amendment of the district in accordance with
29 the provisions of the school budget system part of this title;

30 (9) conduct the fiscal business of the district in accordance with the provisions of the school financial

1 administration part of this title;

2 (10) establish the ANB, BASE budget levy, over-BASE budget levy, additional levy, operating reserve,
3 and state impact aid amounts for the general fund of the district in accordance with the provisions of the general
4 fund part of this title;

5 (11) establish, maintain, budget, and finance the transportation program of the district in accordance with
6 the provisions of the transportation parts of this title;

7 (12) issue, refund, sell, budget, and redeem the bonds of the district in accordance with the provisions
8 of the bonds parts of this title;

9 (13) when applicable, establish, financially administer, and budget for the tuition fund, retirement fund,
10 building reserve fund, adult education fund, nonoperating fund, school food services fund, miscellaneous
11 programs fund, building fund, lease or rental agreement fund, traffic education fund, impact aid fund, interlocal
12 cooperative fund, and other funds as authorized by the state superintendent of public instruction in accordance
13 with the provisions of the other school funds parts of this title;

14 (14) when applicable, administer any interlocal cooperative agreement, gifts, legacies, or devises in
15 accordance with the provisions of the miscellaneous financial parts of this title;

16 (15) hold in trust, acquire, and dispose of the real and personal property of the district in accordance with
17 the provisions of the school sites and facilities part of this title;

18 (16) operate the schools of the district in accordance with the provisions of the school calendar part of
19 this title;

20 (17) set the length of the school term, school day, and school week in accordance with 20-1-302;

21 (18) establish and maintain the instructional services of the schools of the district in accordance with the
22 provisions of the instructional services, textbooks, K-12 career and vocational/technical education, and special
23 education parts of this title;

24 (19) establish and maintain the school food services of the district in accordance with the provisions of
25 the school food services parts of this title;

26 (20) make reports from time to time as the county superintendent, superintendent of public instruction,
27 and board of public education may require;

28 (21) retain, when considered advisable, a physician or registered nurse to inspect the sanitary conditions
29 of the school or the general health conditions of each pupil and, upon request, make available to any parent or
30 guardian any medical reports or health records maintained by the district pertaining to the child;

1 (22) for each member of the trustees, visit each school of the district not less than once each school fiscal
2 year to examine its management, conditions, and needs, except that trustees from a first-class school district may
3 share the responsibility for visiting each school in the district;

4 (23) procure and display outside daily in suitable weather on school days at each school of the district
5 an American flag that measures not less than 4 feet by 6 feet;

6 (24) provide that an American flag that measures approximately 12 inches by 18 inches be prominently
7 displayed in each classroom in each school of the district, except in a classroom in which the flag may get soiled.
8 This requirement is waived if the flags are not provided by a local civic group.

9 (25) adopt and administer a district policy on assessment for placement of any child who enrolls in a
10 school of the district from a nonpublic school that is not accredited, as required in 20-5-110;

11 (26) upon request and in compliance with confidentiality requirements of state and federal law, disclose
12 to interested parties school district student assessment data for any test required by the board of public
13 education;

14 (27) consider and may enter into an interlocal agreement with a postsecondary institution, as defined in
15 20-9-706, that authorizes 11th and 12th grade students to obtain credits through classes available only at a
16 postsecondary institution;

17 (28) approve or disapprove the conduct of school on a Saturday in accordance with the provisions of
18 20-1-303;

19 (29) consider and, if advisable for a high school or K-12 district, establish a student financial institution,
20 as defined in 32-1-115; and

21 (30) perform any other duty and enforce any other requirements for the government of the schools
22 prescribed by this title, the policies of the board of public education, or the rules of the superintendent of public
23 instruction."

24

25 **NEW SECTION. Section 3. Effective date.** [This act] is effective on passage and approval.

26

- END -

SENATE BILL NO. 302

INTRODUCED BY E. ARNTZEN

1
2
3
4 A BILL FOR AN ACT ENTITLED: "AN ACT REVISING THE PROCESS FOR THE BOARD OF PUBLIC
5 EDUCATION TO PRESENT PROPOSED ~~ADMINISTRATIVE RULES~~ ACCREDITATION STANDARDS TO A
6 LEGISLATIVE COMMITTEE; CLARIFYING THE PROCESS FOR CONDUCTING AN ANALYSIS OF THE
7 FISCAL IMPACT OF THE PROPOSED ~~ADMINISTRATIVE RULES~~ ACCREDITATION STANDARDS;
8 REQUIRING ~~ADMINISTRATIVE RULES~~ ACCREDITATION STANDARDS PROPOSED DURING THE INTERIM
9 WITH A PROJECTED FISCAL IMPACT TO BE INCLUDED IN THE OFFICE OF PUBLIC INSTRUCTION'S
10 EXECUTIVE BUDGET; PROVIDING FOR A DELAYED IMPLEMENTATION DATE FOR THE BOARD OF
11 PUBLIC EDUCATION'S PROPOSED RULES STANDARDS EXCEPT FOR ~~PROPOSED RULES~~ THOSE WITH
12 NO PROJECTED FISCAL IMPACT; REQUIRING THE BOARD TO PRESENT ~~ADMINISTRATIVE RULES~~
13 ACCREDITATION STANDARDS PROPOSED DURING A REGULAR LEGISLATIVE SESSION DIRECTLY TO
14 THE JOINT APPROPRIATIONS SUBCOMMITTEE THAT CONSIDERS EDUCATION; AND AMENDING
15 SECTION 20-7-101, MCA."

16

17 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

18

19 **Section 1.** Section 20-7-101, MCA, is amended to read:20 **"20-7-101. Standards of accreditation.** (1) Standards of accreditation for all schools must be adopted
21 by the board of public education upon the recommendations of the superintendent of public instruction.22 (2) (a) ~~Prior to adoption or amendment of any accreditation standard or other administrative rule under~~
23 ~~its authority,~~ the board shall submit each proposal to the education and local government interim committee for
24 ~~review~~ during periods when the legislature is not in regular session or to the joint appropriations subcommittee
25 that considers education during any regular session of the legislature.26 (b) (i) ~~The~~ During periods when the legislature is not in regular session, the interim committee shall
27 ~~request a fiscal analysis to be prepared by the legislative fiscal division~~ perform an initial review of the board's
28 proposal to determine whether the proposed rule adoption or amendment is likely to result in a projected fiscal
29 impact that warrants a fiscal analysis.30 (ii) If the interim committee determines that the board's proposal warrants a fiscal analysis, the board

1 INTERIM COMMITTEE shall select and contract with an independent entity THIRD PARTY qualified to perform the
 2 analysis. The fiscal analysis must comply with the statutory requirements for fiscal note contents provided in
 3 5-4-205. The board shall submit the fiscal analysis to the legislative fiscal division for review and comment.

4 (iii) The board INTERIM COMMITTEE shall present the fiscal analysis and the legislative fiscal division shall
 5 provide its analysis review and comment to the interim committee and to the office of budget and program
 6 planning to be used in the preparation of the executive budget. Any projected fiscal impact identified by the fiscal
 7 analysis must be included as a present law adjustment in the office of public instruction's budget request pursuant
 8 to 17-7-112 for presentation to the legislature in the next regular session after completion of the fiscal analysis.

9 (c) During periods when the legislature is in regular session, the board shall present its proposal to the
 10 joint appropriations subcommittee that considers education to assess the potential fiscal impact of the board's
 11 proposal and determine the extent to which the projected implementation costs associated with the proposal will
 12 be recommended for incorporation into the general appropriations act.

13 (3) (a) If the fiscal analysis of the proposal is found by the legislative fiscal division to have a substantial
 14 fiscal impact, the The board may not implement the standard a proposed rule adoption or amendment to the
 15 accreditation standards or other administrative rule under its authority that is found to have a fiscal impact under
 16 subsection (2)(b) until July 1 following the next regular end of the legislative session and shall request that the
 17 same legislature fund implementation of the proposed standard. A substantial fiscal impact is an amount that
 18 cannot be readily absorbed in the budget of an existing school district program. during which the fiscal impact
 19 is considered by the legislature pursuant to subsection (2)(b).

20 (b) If a proposed rule adoption or amendment is determined by the interim committee to not warrant a
 21 fiscal analysis or is found to have no fiscal impact under subsection (2)(b), the board may implement the proposal
 22 immediately following the review of the proposal by the interim committee if the legislature is not in regular
 23 session or by the joint appropriations subcommittee that considers education if the legislature is in regular
 24 session.

25 (c) The board may not implement a proposed rule adoption or amendment that the board presents
 26 directly to the joint appropriations subcommittee that considers education under subsection (2)(c) until July 1
 27 following the end of the regular legislative session during which the fiscal impact is considered.

28 (4) Standards for the retention of school records must be as provided in 20-1-212."
 29

- END -

❖ **REPORTS (Items 3-5)**

ITEM 3

STATE SUPERINTENDENT'S REPORT

State Superintendent Denise Juneau



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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

TO: Montana Board of Public Education
FROM: Denise Juneau 
Superintendent of Public Instruction
DATE: February 14, 2013
SUBJECT: Nominee for the Montana Advisory Council on Indian Education (MACIE)

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

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

Thank you.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Leona Kienenberger has been nominated by the **Little Shell Tribe**. I concur with the recommendation to accept her as a MACIE member and ask the Board of Public Education to consider and approve her as a member of MACIE.

Thank you.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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

TO: Montana Board of Public Education

FROM: Denise Juneau
Superintendent of Public Instruction

DATE: February 26, 2013

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

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

Edward "Buster" Moore, Jr. has been nominated by the **Fort Belknap Tribes**. I concur with the recommendation to accept her as a MACIE member and ask the Board of Public Education to consider and approve her as a member of MACIE.

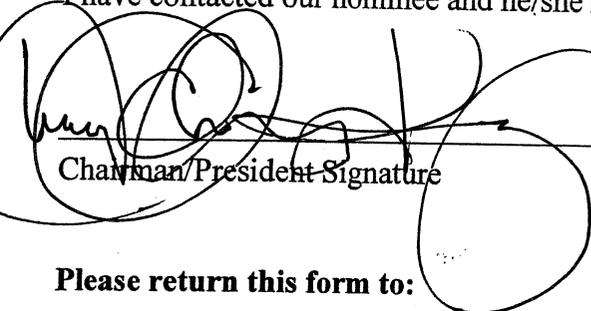
Thank you.

MACIE APPOINTMENT FORM

The Fort Belknap Tribes wishes to appoint the following person as its member of record to the Montana Advisory Council on Indian Education.

Name: Edward "Buster" Moore, Jr
Address: P.O. Box 345
City, ZIP: HAYS, MT 59527
Phone/Fax: (406) 390-3747
Email: e.moore@ft.belknap.org

I have contacted our nominee and he/she has agreed to represent our tribe.



Chairman/President Signature

2/22/2013

Date

Please return this form to:

Billie LeDeau
Executive Assistant to the Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
(406) 444-5658 Phone
(406) 444-2893 Fax
bledeau@mt.gov

ITEM 4

**COMMISSIONER OF HIGHER
EDUCATION'S REPORT**

Commissioner Clayton Christian

ITEM 5

GOVERNOR'S OFFICE REPORT

Jim Molloy

- ❖ **LICENSURE COMMITTEE (Items 6-7)**
 - ❖ **Sharon Carroll**

ITEM 6

**EDUCATOR LICENSE SURRENDER
REPORT**

Ann Gilkey

EXECUTIVE SUMMARY

DATE: MARCH 2013

PRESENTATION: Report of Educator License Surrender

PRESENTER: Ann Gilkey
Chief Legal Counsel
Office of Public Instruction

OVERVIEW: Licensed Montana educator surrendered his license, which must be reported to the BPE pursuant to ARM 10.57.605.

REQUESTED DECISION(S): Information/discussion only

OUTLYING ISSUE(S):

RECOMMENDATION(S): N/A

ITEM 7

**HEARING ON DENIAL OF EDUCATOR
LICENSE BPE CASE #2012-04**

❖ **EXECUTIVE COMMITTEE (Items 8-10)**
Patty Myers

ITEM 8

FEDERAL UPDATE
Nancy Coopersmith

EXECUTIVE SUMMARY

DATE: MARCH 2013

- PRESENTATION:** Federal Update
- PRESENTER:** Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction
- OVERVIEW:** Information will be presented about the effects of sequestration, or cuts, to federal funding and the implications for Montana schools created by these cuts. A timeline for determining Adequate Yearly Progress in June 2013 will be discussed, as will President Obama's budget request to the U.S. Congress for the next fiscal year.
- REQUESTED DECISION(S):** No decisions are requested.
- OUTLYING ISSUE(S):** There are no outlying issues.
- RECOMMENDATION(S):** This presentation is informational and no recommendations will be presented to the Montana Board of Public Education.

Possible Effects of Sequestration on Montana Federal Allocations

Sequestration	Est. % Cut	2013 Award	Estimates @ 5%	Diff from 2013 to 2014
ESEA Title I, Part A	5%	\$ 44,558,240	\$ 42,330,328	\$ 2,227,912
IDEA, Part B	5%	\$ 37,221,455	\$ 35,360,382	\$ 1,861,073
Title IV, Part B, 21st Century Learning	5%	\$ 5,643,199	\$ 5,361,039	\$ 282,160
ESEA Title II, Part A	5%	\$ 11,191,809	\$ 10,632,219	\$ 559,590
IDEA, Preschool	5%	\$ 1,158,199	\$ 1,100,289	\$ 57,910
				\$ 4,988,645

	2012	2013	Diff from 2013 to 2014
Impact Aid	\$ 44,000,000	\$ 31,000,000	\$ 13,000,000

Total estimated reduction: \$ 17,988,645

2012 Timelines for Adequate Yearly Progress and Assessment Data

2012 Projected Dates	Tentative 2013 Dates	Task	Rank
September - November 2011	September - November 2012	APR/ Continuous School Improvement Plan Report Window	1
	October 1, 2012	Fall Enrollment Count Data for AIM and Maefairs	
	October 1, 2012 - November 1, 2012	Certification of Graduation/ Dropout/ Cohort Graduation reports	
November 30, 2011	December 19, 2012	Year End (2011-12) Snapshot (dropout/graduate/cohort graduation counts finalized)	2
November 30, 2011	November 30, 2012	OPI sends MP Test Coordinator/shipping and fall enrollment file to MP	3
December 2011	December 2012	Graduation Rate for 2011-12 programmed and calculated	4
January 28 - 29, 2012	January 28 - 29, 2013	Verify data for testing labels due on Feb. 1, 2013	5
January - March 2012	January - March 2013	Programming and testing of Small Schools Accountability Process (SSAP)	6
January - March 2012	January - March 2013	Programming and testing for Calculated Process	7
February 2, 2012	February 1, 2013	Data to MP for barcode labels	8
	February 4 - February 28, 2013	Finalize October Snapshot for AIM and Maefairs	
February 8 - March 23, 2012	February 19 - March 24 2013	CRT-Alternate Test Window	9
February 24, 2012	February 23, 2013	Submit amendment to MT Accountability Workbook to USED	10
February 28 - March 23, 2012	March 4 - March 24, 2013	CRT Test Window	11
March - April 2012	March - April 2013	APR/ Continuous School Improvement Plan Report Scoring	12
March 1 - March 23, 2012	March 1 - March 22, 2013	AIM Program Participation Collection	13
March 13 - March 23, 2012	March 13 - March 23, 2013	Test Window Attendance Collection	14
March 13, 2012	March 13, 2013	Testing COUNT DATE for AIM	15
March 30, 2012	March 26, 2013	Last day for districts to return answer documents to Measured Progress	16
April 2012	April 2013	Review all APR Report Scores (1 District/1 School, etc): Ask Accreditation	17
April 26, 2012	April 25, 2013	OPI receives scanned data file from MP	18
May 3, 2012	May 2, 2013	OPI returns scanned data file to MP with final discrepancies in Student ID completed	19
April 20 - May 10, 2012	April 21 - May 7, 2013	OPI performs QA work to resolve discrepancies	20
May 1, 2012	May 1, 2013	M&A receives APR Report review scores from Accreditation Division & QA Completed	21
May 1, 2012	May 1, 2013	Initial Testing Snapshot of AIM	22
May 2-3, 2012	May 2-6, 2013	QA on Testing Snapshot	23
May 8-9, 2012	May 7, 2013	Finalize Testing Snapshot for AIM	24
May 10, 2012	May 7, 2013	OPI sends MP FINAL SCANNED DEMOGRAPHIC FILE	25
Mid May	Mid May	Official email--remind of AYP timeline for notifications and responsibilities of schools/districts for parent notification	26
May 18, 2012	May 17, 2013	OPI receives final CRT data from Measured Progress Math/Reading/Science	27
		OPI receives final approval of accountability workbook from U.S. Department of Education	28
May 18 - May 31, 2012	May 18 - June 3, 2013	Small Schools Accountability and Calculated Process on-going data verification/validation	29
May 25, 2012	June 3, 2013	Measured Progress posts reading and math results on Montana Analysis and Reporting System (MARS)	30
May 31, 2012	June 1, 2013	1% Rule to Special Ed	31
June 4, 2012	June 3, 2013	Small Schools Accountability Process data compiled for setting of threshold	32
June 5, 2012	June 5, 2013	Set threshold for Small Schools Accountability Process (Leadership Team Meeting)	33
June 6 - 8, 2012	June 6 - 8, 2013	Final QA completed for Calculated Process data, programming	34
June 8 - 9, 2012	June 8 - 9, 2013	QA and Compile Small Schools Accountability AYP Report	35
June 11, 2012	June 11, 2013	Calculated Process reports	36
June 12, 2012	June 12, 2013	Leadership Team to review summary report of made/did not make	37
June 13, 2012	June 13, 2013	M&A to update proposed AYP determinations summary reports for OPI leadership	38
June 13 - 15, 2012	June 13 - 15, 2013	Proposed AYP determinations are printed and mailed to schools/districts	39
		Districts have 10 working days of printed Proposed Report to file an appeal	40
June 29, 2012	June 28, 2013	Deadline for schools/districts to letter requesting review of AYP determination to OPI	41
June 29 - July 17, 2012	June 28 - July 16, 2013	30 day LEA review and appeals process	42
June 29 - July 17, 2012	June 28 - July 16, 2013	Work on Appeals	43

2012 Timelines for Adequate Yearly Progress and Assessment Data

<i>2012 Projected Dates</i>	<i>Tentative 2013 Dates</i>	<i>Task</i>	<i>Rank</i>
July 18 or 19, 2012	July 17 or 18, 2013	AYP Leadership meeting to determine appeals	44
July 20, 2012	July 19, 2013	M&A to update final AYP determinations summary reports for OPI leadership	45
July 23-25, 2012	July 22-24, 2013	Work on Appeals Letters	46
July 25, 2012	July 24, 2013	Final AYP determinations printed and mailed to schools/districts	47
August 3, 2012	August 2, 2013	Public release of AYP results and data	48
August 3, 2012	August 2, 2013	NCLB Web Report Card data updated and made public	49
August 3, 2012	August 2, 2013	a. Adequate Yearly Progress	50
August 3, 2012	August 2, 2013	b. Improvement Status	51
August 3, 2012	August 2, 2013	c. Attendance, Graduation & Enrollment	52
August 3, 2012	August 2, 2013	d. Academic Indicator by Grade & Subject	53
August 3, 2012	August 2, 2013	e. 2 Year Trend Analysis	54
August 3, 2012	August 2, 2013	f. IRIS Reports	55
August 2012	August 2013	Analysis of 2011-12 AYP determinations and data	56
September 2012	September 2013	Initial Analysis presented to AYP work group	57
September-December, 2012	September-December, 2013	EDEN reporting for assessment and AYP data	58

ITEM 9

SCHOOL NUTRITION PROGRAMS
ANNUAL REPORT

Christine Emerson

EXECUTIVE SUMMARY

DATE: MARCH 2013

- PRESENTATION:** School Nutrition Programs Annual Report
- PRESENTER:** Christine Emerson
Director, School Nutrition Programs
Office of Public Instruction
- OVERVIEW:** The presentation will include information about the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, USDA Foods Program, Cooperative Purchase Program, Team Nutrition Program, and Fresh Fruit and Vegetable Program for the 2011-12 school year.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The presentation will be designed to show changes in program participation and funding over five school years. It will also cover nutrition education activities for schools, parents and the community to improve nutritional value and acceptability of school meals, and promote the health and education of children.
- RECOMMENDATION(S):** The presentation is informational. Nothing will be recommended to the BPE other than its continued support of the School Nutrition Programs to help children get the nutrition they need to learn, play and grow.

Montana

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

2012 Annual Report
(July 1, 2011-June 30, 2012)



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

March 2013



Introduction

School Nutrition Programs

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Introduction

School Nutrition Programs

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

1. **Improve Program Management and Integrity**

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

2. **Increase Program Access and Participation – End Childhood Hunger**

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

3. **Promote Healthy Eating and Physical Activity Behaviors**

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

OPI School Nutrition Programs makes improvements to operating procedures as legislation outlines program revision. Provisions of the Healthy, Hunger-Free Kids Act of 2010 implemented in the 2011-12 school year include:

- Privacy Protection** requires only the last four digits of the signing adult's Social Security Number on the Application for Free and Reduced-Price School Meals.
- Equity in School Lunch Pricing** ensures that schools are providing the same level of support to students who pay full price for meals as they are for lunches served to students who receive free lunches.
- Outreach to Households on Availability of School Breakfast Program Meals** requires schools to conduct outreach before the start of the school year to notify households on the availability of breakfast.
- Nutrition Environment** outlines transparency to the public by requiring districts report on food safety inspections, local wellness policies, meal program participation, and nutritional quality of school meals.



Introduction

School Nutrition Programs

- **Fluid Milk** is defined as a variety of fluid milk consistent with the Dietary Guidelines that is fat-free or low-fat, unflavored or flavored.
- **Water** must be available at no cost during meal service to children for consumption in the location where meals are served.
- **Indirect Cost** guidance for Legal Education Agency's (LEAs) with rules on indirect costs and the nonprofit school food service account was issued in July 2011.
- **Enhancing the School Food Safety Program** applies Hazard Analysis and Critical Control Points (HACCP) principles to any part of a facility in which food is stored, prepared, or served. These facility locations include on school buses, hallways, school courtyards, kiosks, classrooms, or other locations outside the cafeteria.



Office of Public Instruction

School Nutrition Programs

The School Nutrition Programs unit is administered through the Office of Public Instruction (OPI), Health Enhancement and Safety Division. The School Nutrition Programs (SNP) services for schools include administration of the eight U.S.

Department of Agriculture (USDA) programs:

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

The unit also administers a Cooperative Purchase Program.

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

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

Vision:

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

Mission:

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

Montana Office of Public Instruction School Nutrition Programs

PO Box 202501
Helena, MT
406-444-2501 (telephone)
406-444-2955 (fax)
www.opi.mt.gov

Montana Team Nutrition Program

Montana State University
PO Box 173360
Bozeman, MT 59717-3360
406-994-5641 (telephone)
406-994-7300 (fax)



Office of Public Instruction

School Nutrition Programs

Program Management & Integrity

Program Activities

Coordinated Review Effort (CRE)

The CRE is a comprehensive on-site evaluation of the School Food Authority once every five years. SNP staff conducted 53 coordinated reviews and three additional administrative reviews during the 2011-12 school year.

School Meals Initiative (SMI)

School lunches must meet the recommendations of the Dietary Guidelines for Americans, which specify no more than 30 percent of calories come from fat, and less than 10 percent of calories come from saturated fat. School lunches must provide one-third of the Recommended Dietary Allowance (RDA) of protein, calcium, iron, vitamin A, vitamin C and calories. School breakfasts must provide one-fourth of the RDA for the same nutrients. Afterschool snacks must provide two food components (meat/alternate, fruit, vegetable, grain, milk). In 2011-12, 53 SMI Reviews were conducted.

Summer Food Service Program (SFSP)

School Nutrition staff conducted 35 sponsor and site reviews in 2012. Sponsors who were found to be in violation of program requirements submitted corrective action plans.

Program Reporting

Verification of Free and Reduced Price Lunch Applications

LEAs that participate in the School Nutrition Programs provide free and reduced-price meal benefits to eligible students through approval of school meal applications. As part of this responsibility, schools must verify a sample of the applications and report the results to the State Agency.

Only 19 (8.6%) LEAs had less than 80% response rate from households (meaning that more than 20% of the applicants selected for verification at their school did NOT respond by sending documents that show what they reported on their application was accurate). This verification data serves as the primary source of information on the accuracy of the eligibility determination process.

Sanitation Inspections

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

- Number of schools that had 0 inspections: 130 (15.6%)
- Number of schools that had 1 inspection: 248 (29.8%)
- Number of schools that had 2 inspections: 454 (54.6%)
- Number of schools that did not report inspections: 0



Office of Public Instruction

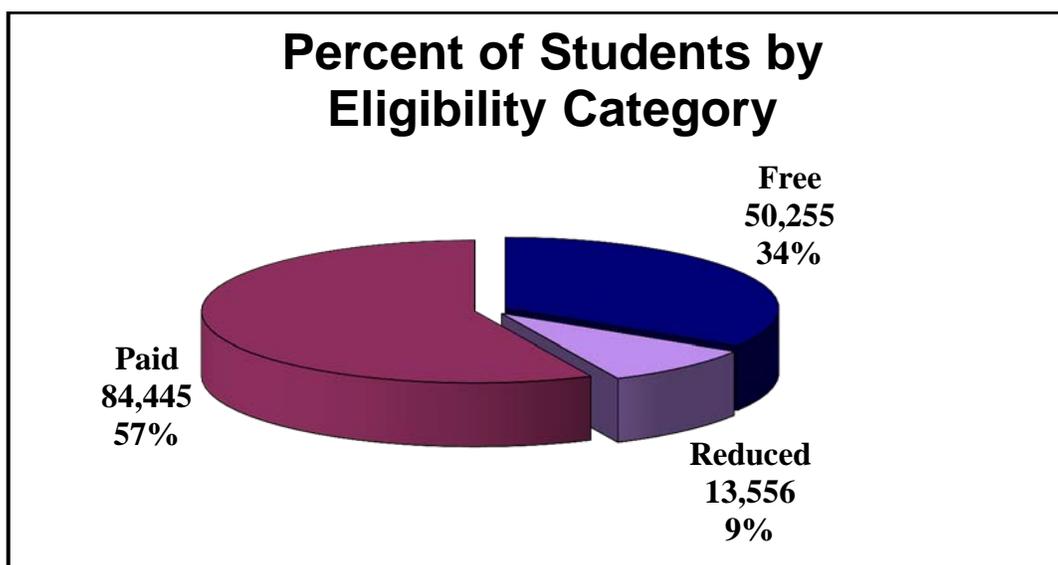
School Nutrition Programs

Program Access

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

At the beginning of each school year, schools send a request to enrolled households to complete a free and reduced-price school meal application. Completion of the income documentation allows School Nutrition Programs to offer meal benefits to students based on income eligibility.

During the 2011-12 school year, 148,256 students were enrolled in schools that participated in School Nutrition Programs. Of these enrolled students, 50,255 (34%) were eligible for free meals, 13,556 (9%) were eligible for reduced-price meals, and 84,445 (57%) were eligible for paid meals.



A total of 63,811 (43%) of Montana students were eligible for free and reduced-price school meals in 2012.

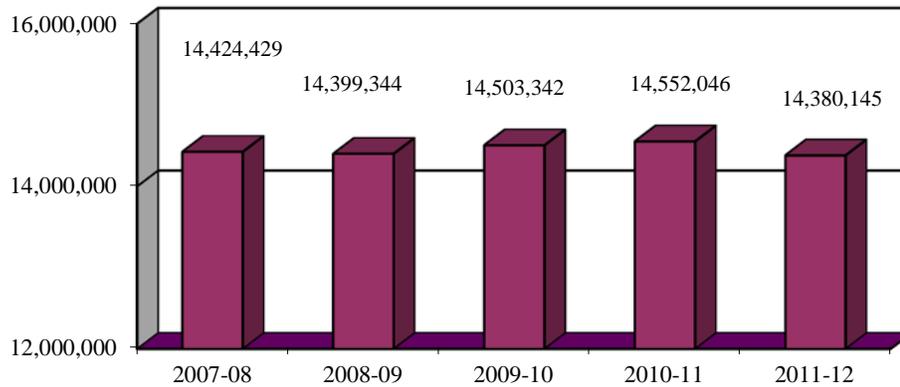


National School Lunch Program

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

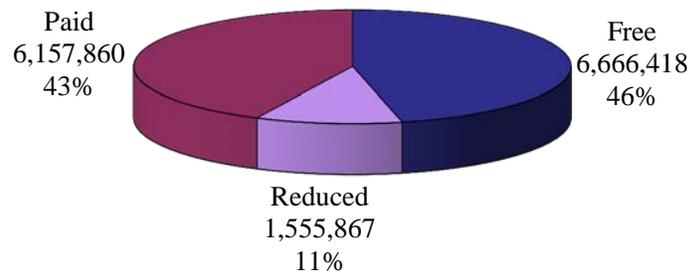
More than 14.3 million lunches were served during the 2012 school year.

Total Lunches Served



On a daily basis 55% (82,409) of the total eligible students (148,256) participated in the National School Lunch Program. Students consuming school lunches are predominately eligible for free and reduced-price meals.

Student Lunches by Category

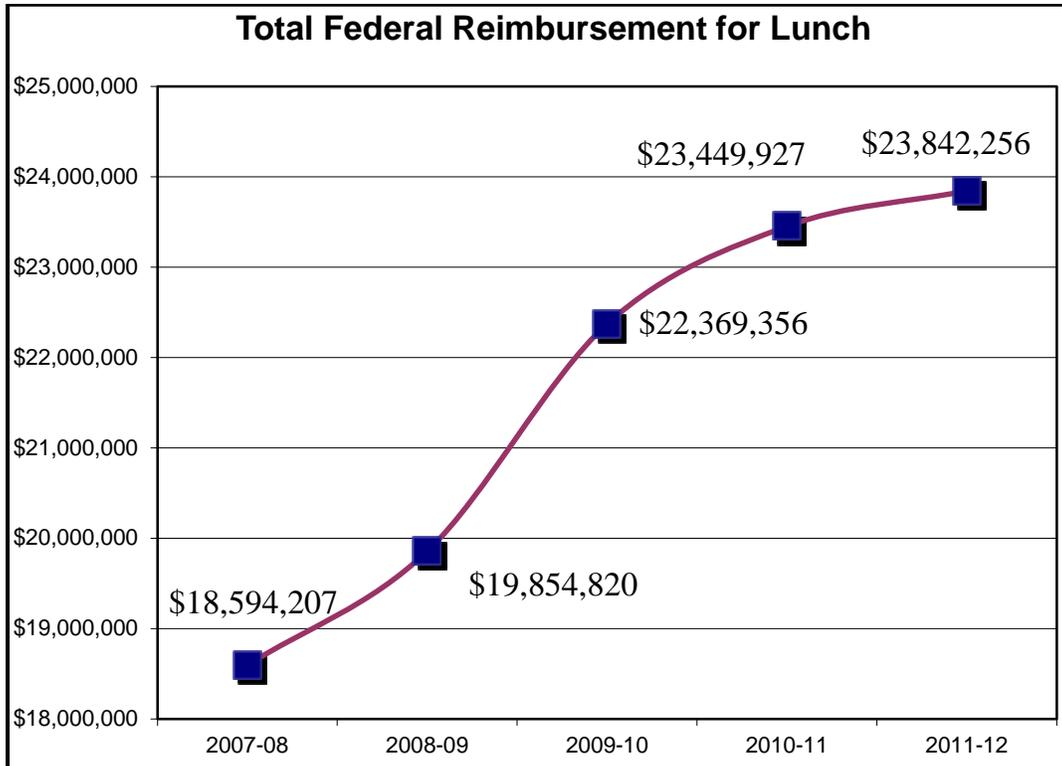




National School Lunch Program

Federal Reimbursement

The United State Department of Agriculture reimburses schools for meals served to students as part of Child Nutrition Programs. Montana schools were reimbursed 23 million dollars for lunch meals in 2012.



Meal reimbursement rates effective July 1, 2011-June 30, 2012 are included below. Schools that consistently served 60% or more of their lunches to free and reduced-price eligible students in the second preceding year received an additional two cents per meal.

National School Lunch Program	Less than 60%	60% or more
Paid	0.26	0.28
Reduced Price	2.37	2.39
Free	2.77	2.79

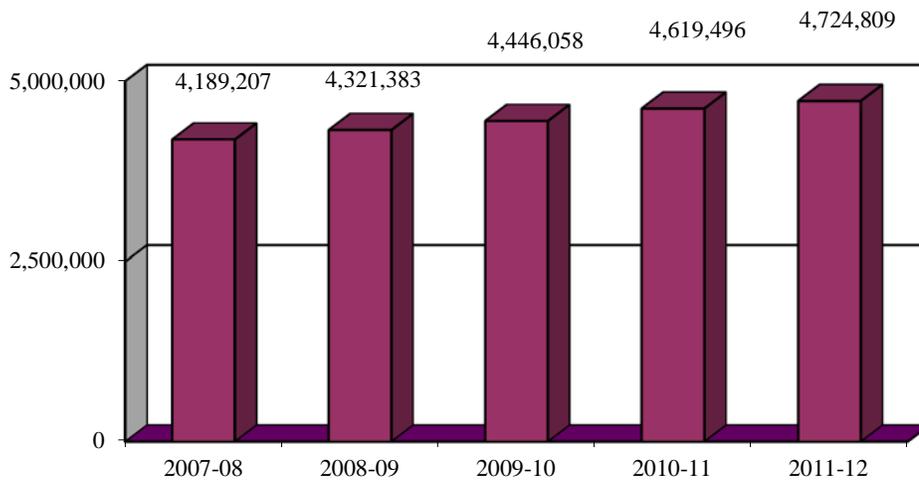


School Breakfast Program

The School Breakfast Program (SBP) began as a pilot project in 1966 and was made permanent in 1975. Breakfasts served under this program are designed to meet one-fourth of the RDA for the key nutrients. *Combined, a school breakfast and lunch provide over half the nutrition that a child needs in a day.*

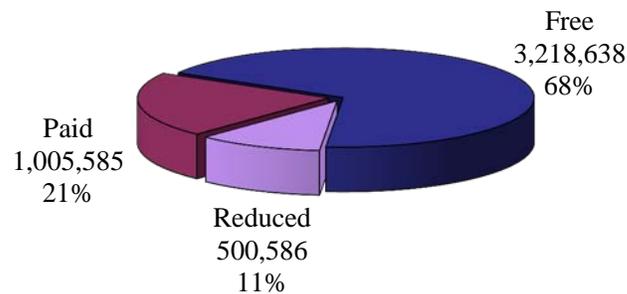
More than 4.7 million breakfasts were served during the 2012 school year.

Total Breakfasts Served



On a daily basis 18% (26,249) of the total eligible students (148,256) participated in the School Breakfast Program. Students consuming breakfast meals are predominately eligible for free and reduced-price meals.

Student Breakfasts by Category





School Breakfast Program

Researchers concur that eating breakfast helps students perform better in school. According to the 2011 *Montana Youth Risk Behavior Survey Report* only 40% of high school students reported eating breakfast in the past 7 days prior to the survey.

In the 2011-12 school year, 26,249 students participated in the School Breakfast Program on a daily basis, which means only 18% of the children eligible to participate in the program are eating breakfast at school. Breakfast is offered at 693 out of 828 (84%) of Montana schools. For children to have access to school breakfast, their school must participate in the program. Schools with a breakfast program can improve breakfast participation by expanding student access to meals.

Expanding School Breakfast Program participation is identified as a way to alleviate child hunger. OPI continues to work in collaboration with the Montana Food Bank Network Food Security Council to meet this long-term goal. Planning is underway for the September 2013 Montana Summit to End Childhood Hunger in Bozeman, MT and partners continue to engage stakeholders at the community and state level.

Childhood hunger was identified in *A Look at Health and Hunger in Montana: Reviewing Programs for Montanans in Need* during the 2011-12 legislative term. The Children, Families, Health, and Human Services Interim Committee approved a breakfast bill to be introduced into the 2013 Legislature which would appropriate \$340,000 in general fund to encourage increased participation in the School Breakfast Program.

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

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

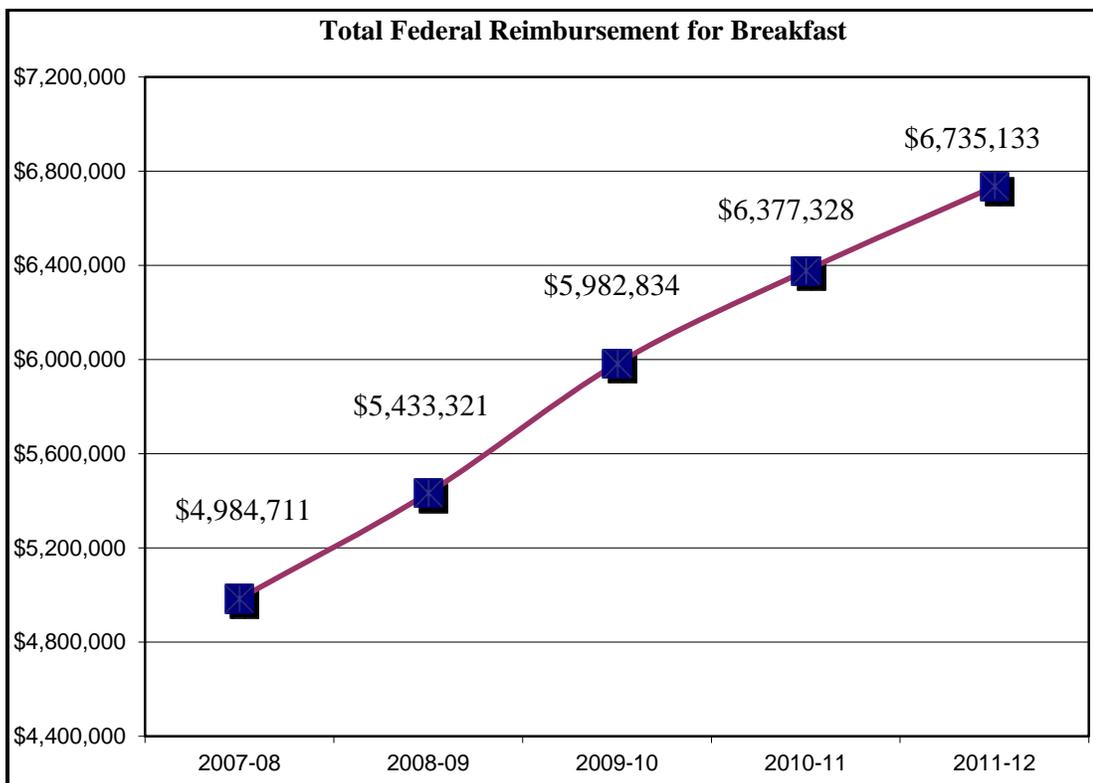
*2011 Montana Youth Risk
Behavior Survey Report*



School Breakfast Program

Federal Reimbursement

Montana schools were reimbursed 6.7 million dollars for breakfast meals in 2012.



USDA reimbursement for breakfast includes rates for severe need and non-severe need areas.

School Breakfast Program	Non-severe Need	Severe Need
Paid	0.27	0.27
Reduced Price	1.21	1.50
Free	1.51	1.80

Severe need means 40% or more of the lunches served during the second preceding school year were served at a free or reduced price. Severe need schools receive more funding for each free or reduced-price breakfast served.

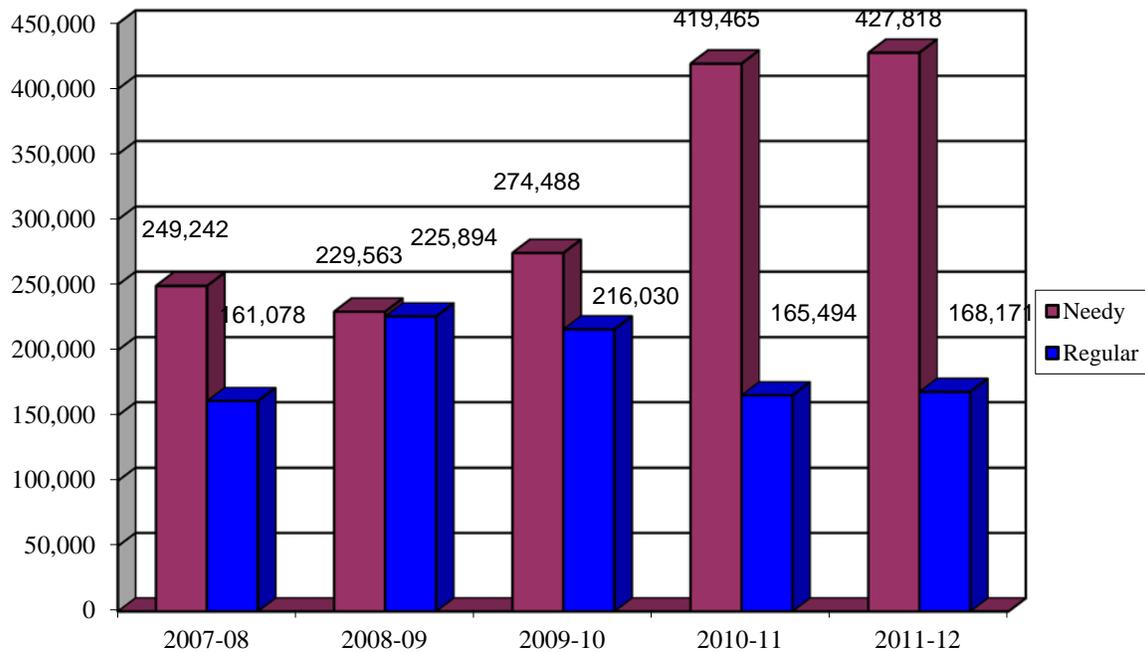


Afterschool Snack Program

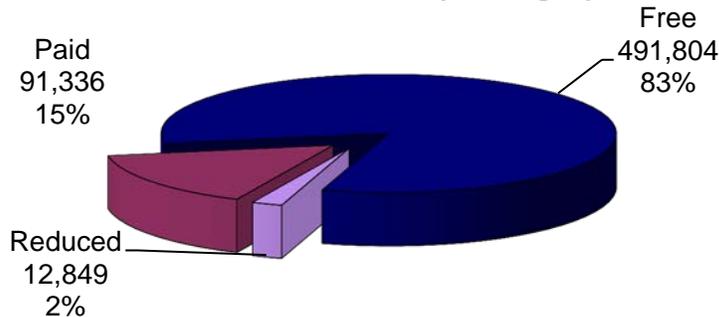
Started in 1998, the Afterschool Snack Program offers children education and enrichment activities that are safe, fun and filled with learning opportunities. Schools in which 50% of the students qualify for free and reduced price lunches are considered area eligible (needy) and students qualify for free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

Over the past year there was an increase of 11,030 snacks served.

Total After School Snacks Served



Student Snacks by Category

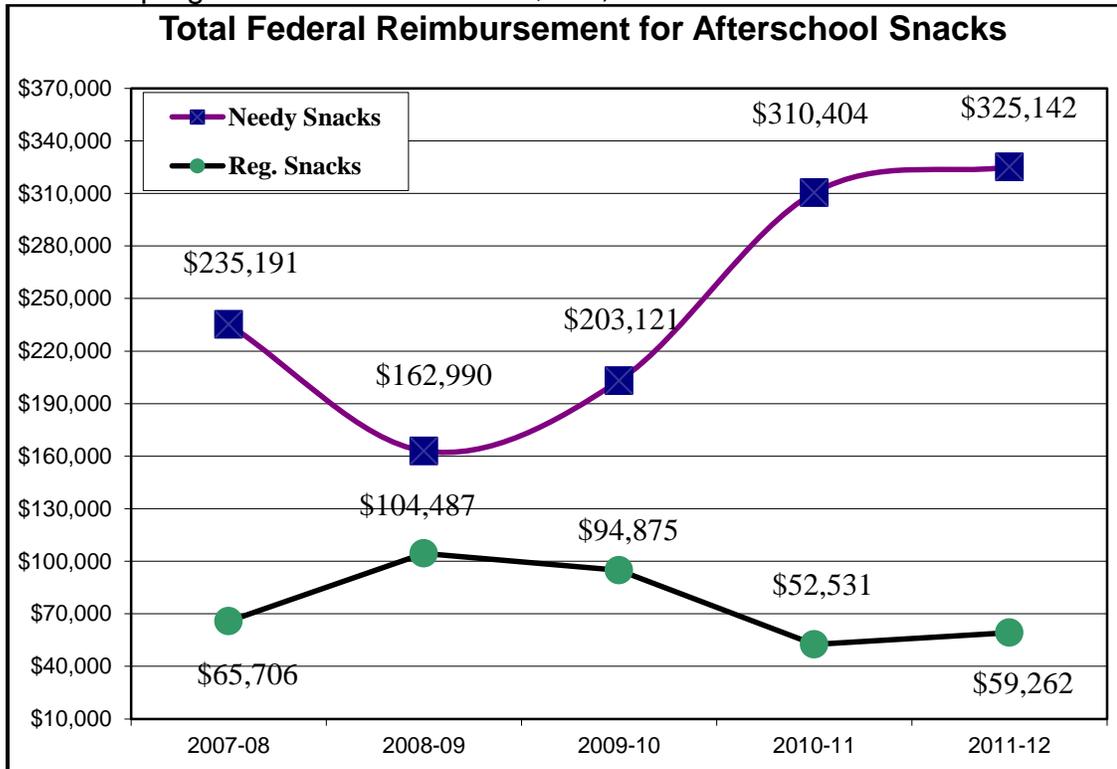




Afterschool Snack Program

Federal Reimbursement

Montana programs were reimbursed \$384,404 for afterschool snacks in 2012.



Afterschool Snack Program	
Paid	0.07
Reduced Price	0.38
Free	0.76

USDA reimbursement rates are based on student eligibility.



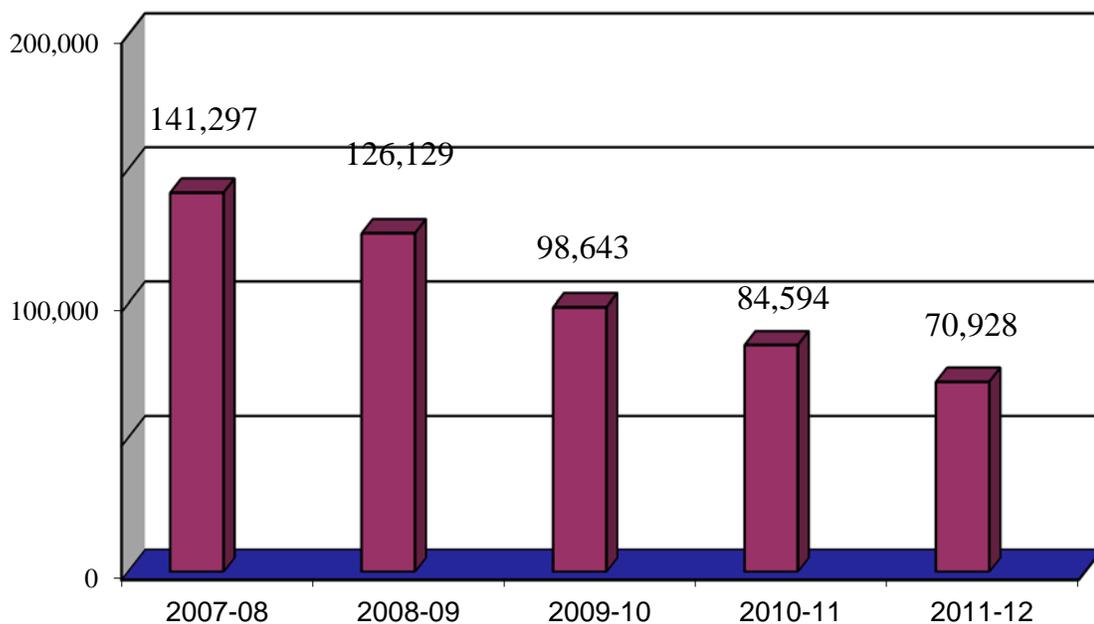
Special Milk Program

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

As split-session kindergarten classes decrease and the number of schools that participate in breakfast and lunch programs increase, the number of schools operating the Special Milk Program has declined. The number of half pints of milk served each year continues to follow a downward trend. Over the past year, there was a decrease of 13,666 half-pints served.

Schools that participated in the Special Milk Program during 2012 included three with kindergarten milk programs, 14 with milk only programs, and six with summer camps.

Total Half Pints of Milk Served

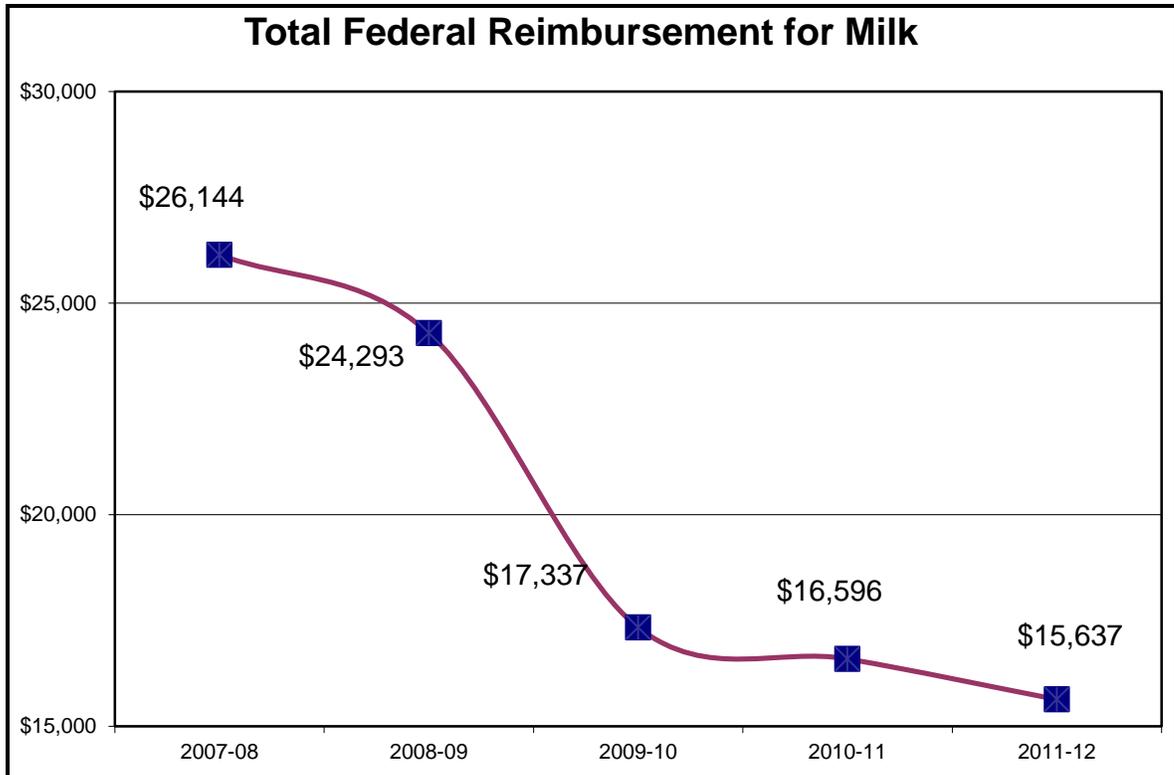




Special Milk Program

Federal Reimbursement

Montana programs were reimbursed \$15,637 for milk served in 2012.

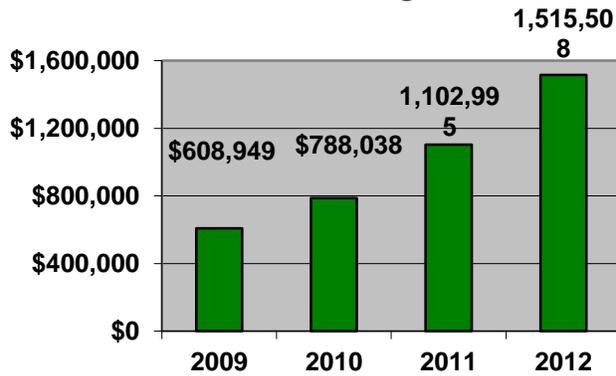


Special Milk Program	All Milk	Paid Milk	Free Milk
Pricing Programs without free option	0.2050	N/A	N/A
Pricing Programs with free option	N/A	0.2050	Average cost per ½ pint of milk
Non-pricing programs	0.2050	N/A	N/A

Fresh Fruit and Vegetable Program

The Fresh Fruit and Vegetable Program (FFVP) was developed as catalyst to combat childhood obesity by exposing children to fresh fruits and vegetables and helping them learn more healthful eating habits. The FFVP was successfully implemented in 153 schools in 2012 (39 more than the previous

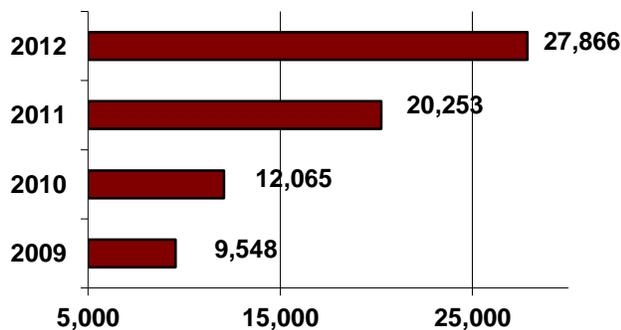
FFVP Funding



school year).



FFVP Enrollment



Schools are selected based on the following criteria:

Elementary School

National School Lunch Program Participant

FFVP Application

50% of students must be eligible for free and reduced price lunch

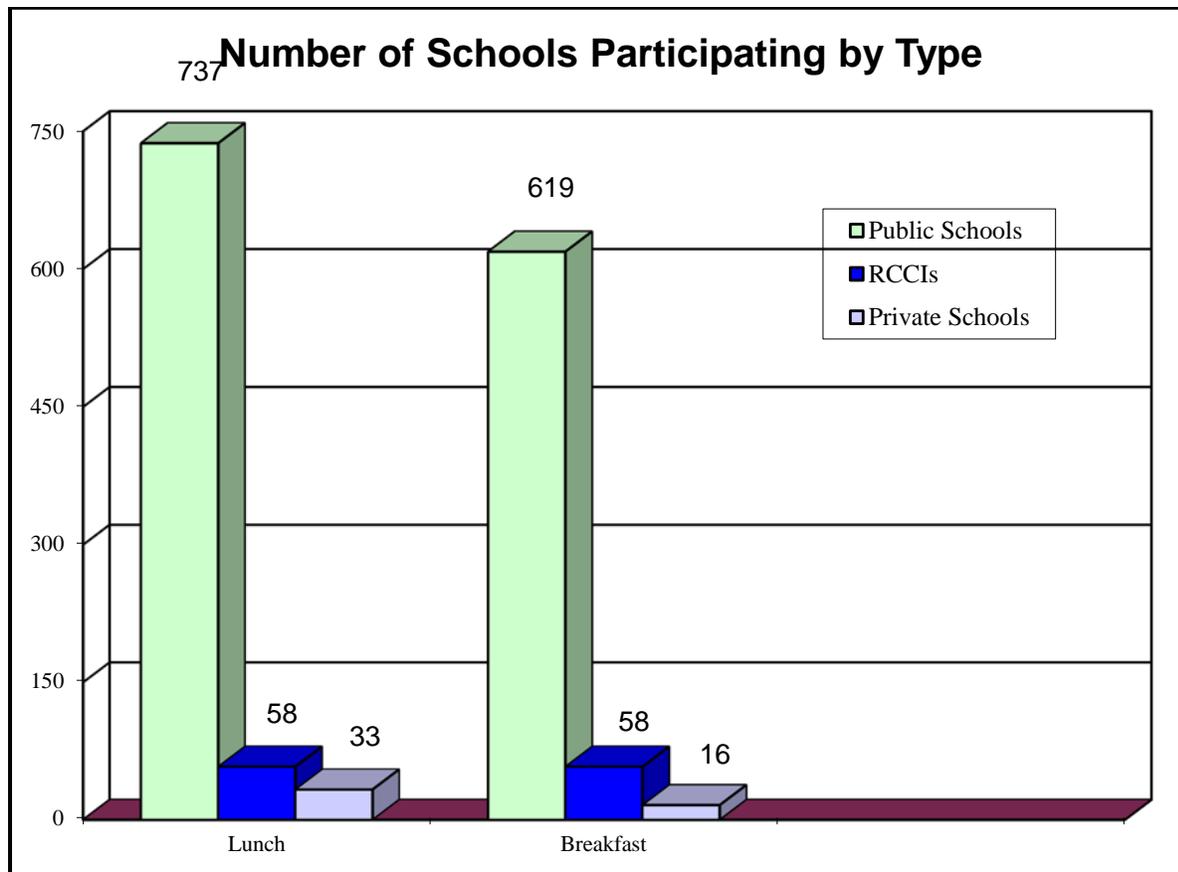
Highest priority given to schools with the highest percentage of free and reduced students

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



Types of Schools

In 2012, 258 sponsors participated in the lunch program and 216 sponsors participated in the breakfast program. These sponsors include public schools, public or nonprofit private Residential Child Care Institutions (RCCIs), and nonprofit private schools. All of these organizations are collectively called School Food Authorities (SFAs) within the School Nutrition Programs. An RCCI can include correctional facilities or group homes for children with special needs. This chart details the types of schools (within the SFAs) that participate.



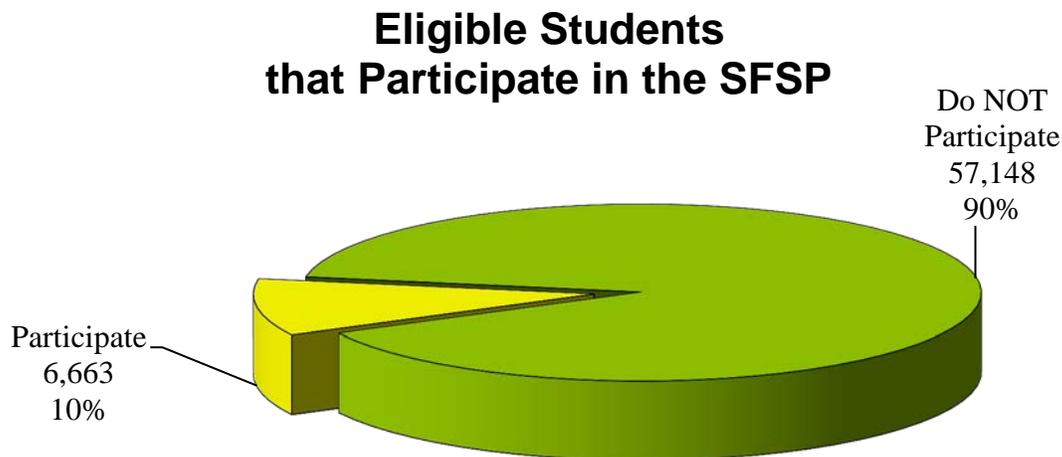


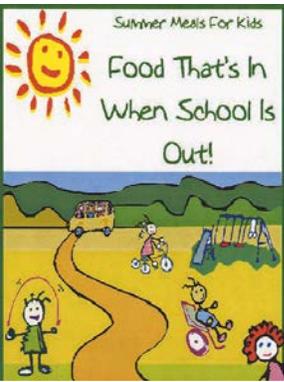
Summer Food Service Program

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

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

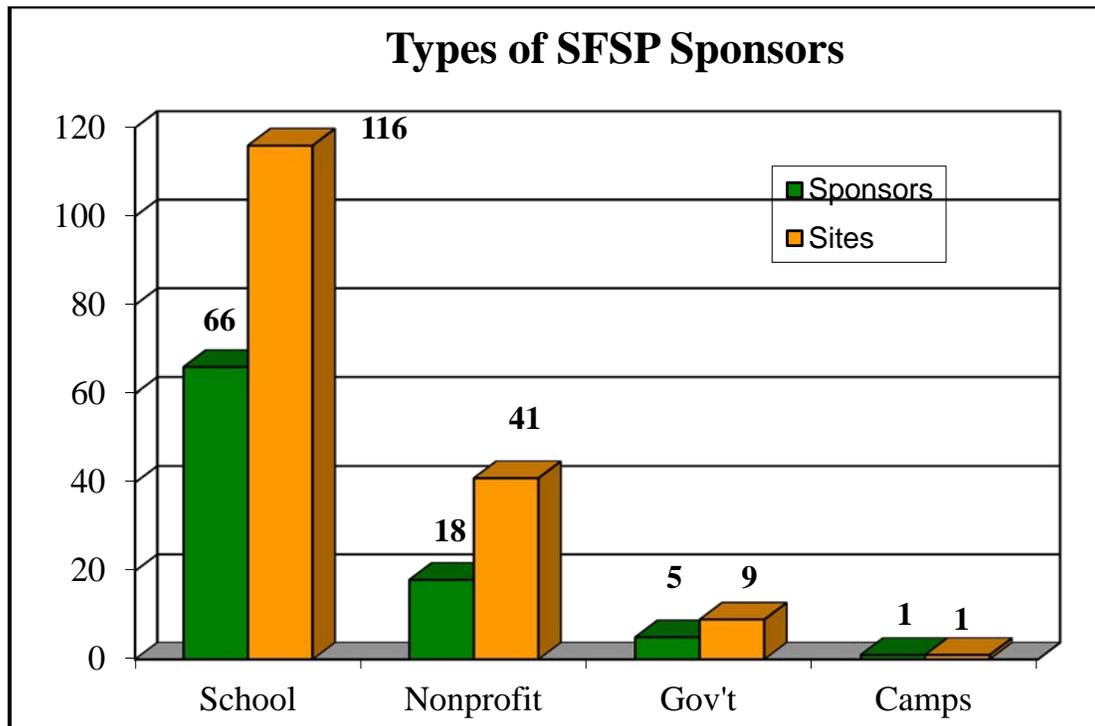
Of the 63,811 children eligible for free and reduced-price meals during the 2012 school year, 6,663 (10 percent) participated daily in the SFSP. In 2012, 309,193 lunches were served which is a decrease of 4,290 meals from the previous year. The decrease in meals consumed may be attributed to wildfires in many areas of the state which resulted in temporary site closure.

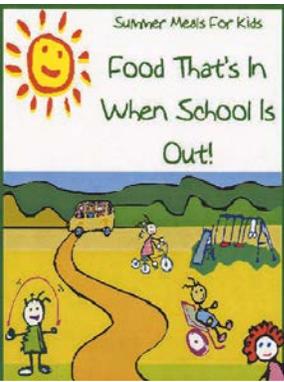




Summer Food Service Program

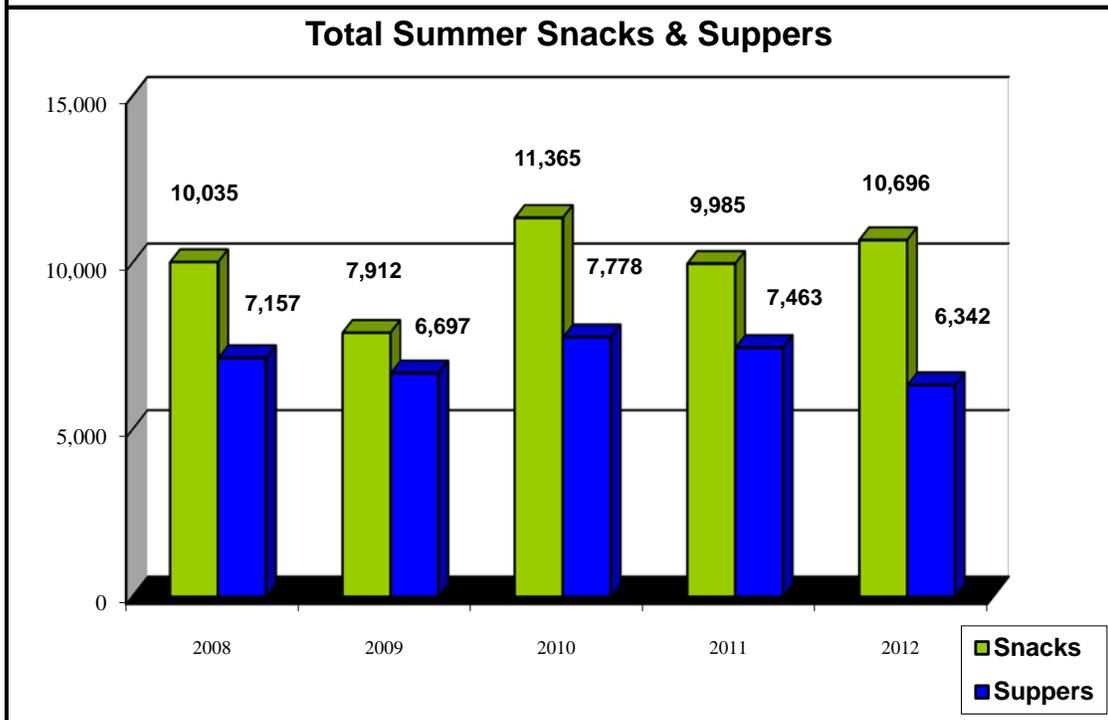
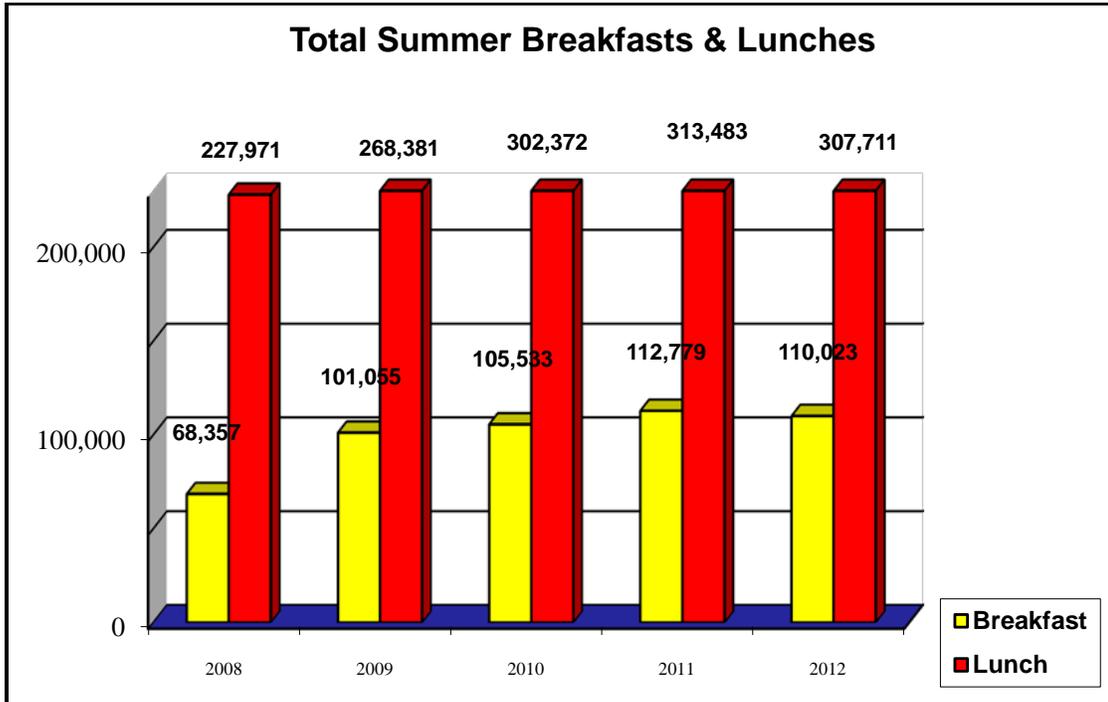
Sponsors for the SFSP include school districts, local government agencies, public or private nonprofit organizations and camps. Sponsors are organizations that operate the SFSP and sites are the locations where sponsors serve meals. A total of 90 sponsors provided meals at 167 sites in Montana during the summer of 2012.

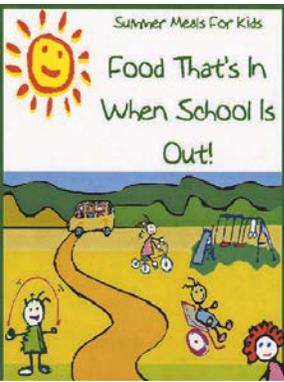




Summer Food Service Program

Meals Served

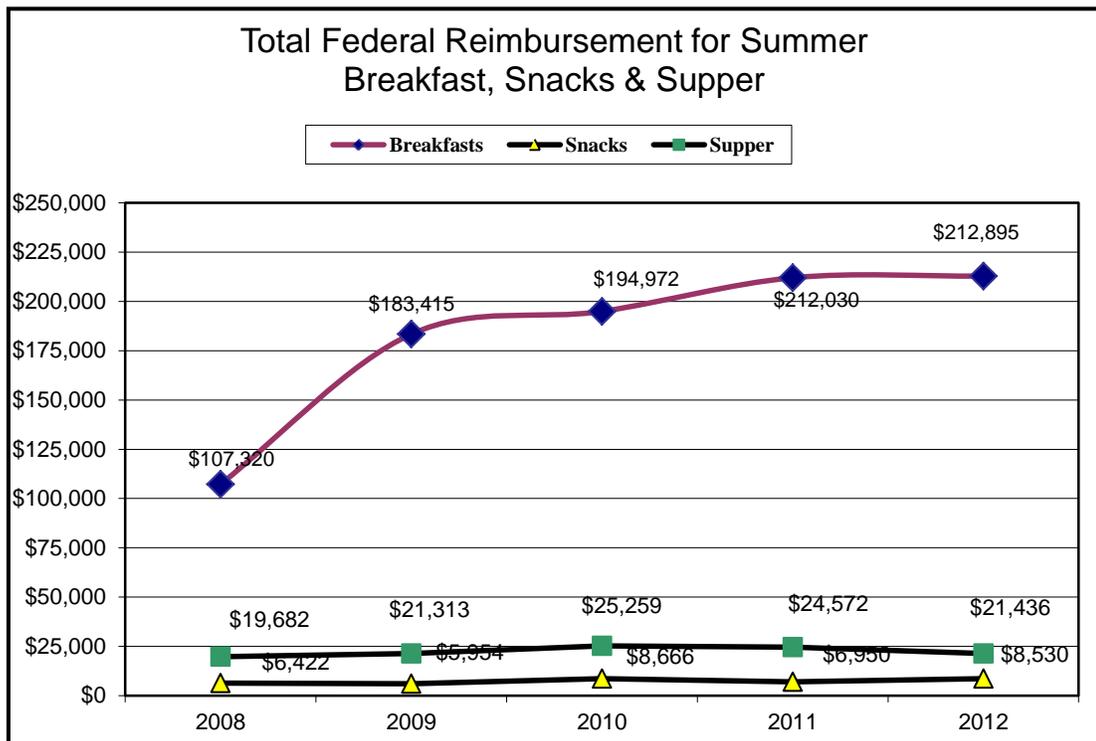
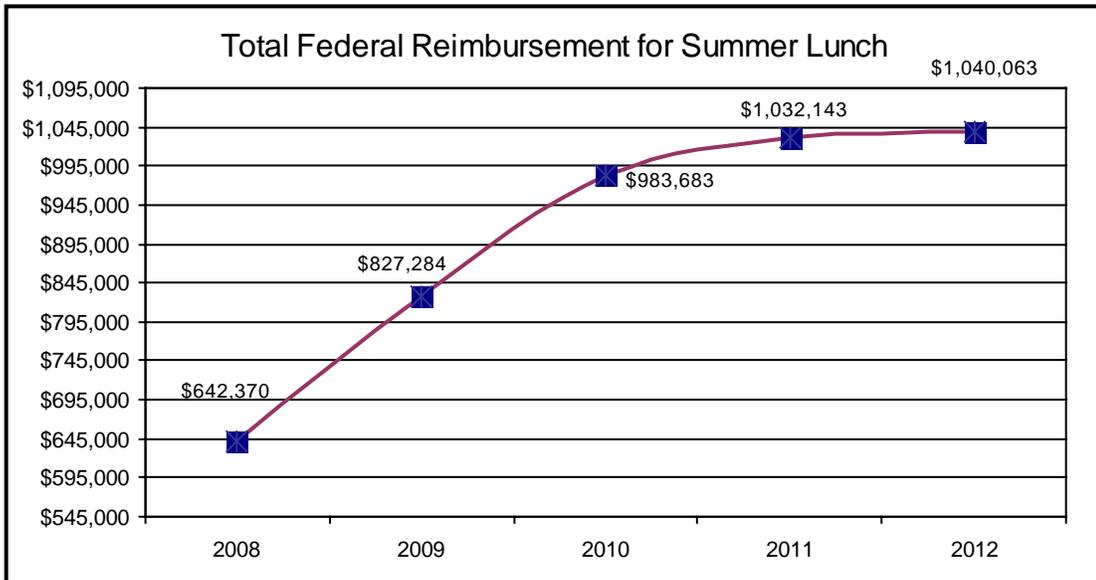


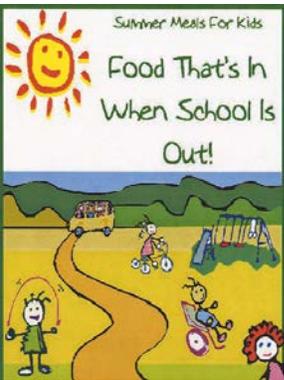


Summer Food Service Program

Federal Reimbursement

The total meal reimbursement (for lunch, breakfast, snacks, and supper) paid to summer sponsors in 2012 was \$1,282,924.





Summer Food Service Program

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

Summer Food Service Program	Rural or Self-Preparation Sites	Urban or Vended Sites
Breakfast	1.9350	1.8975
Lunch & Supper	3.3800	3.3250
Supplements (Snacks)	0.7975	0.7800

Fun in the Sun

Montana Summer Food Summit 2012

School Nutrition Programs hosted the second annual Summer Food Summit conference in 2012. The Summit provided sponsors an opportunity to learn and discuss outreach and best practices, menu planning, cost control, and nutrition education. The conference also qualified as the required SFSP Sponsor training.

Forty-eight people representing 26 of the 90 Sponsors (29%) attended as well as representatives from the Montana Food Bank Network.





USDA Food Distribution Program

The USDA Food Distribution Program delivers USDA Foods to School Food Authorities (SFA). USDA Foods account for 15 to 20 percent of school nutrition program food. During the 2011-12 school year, schools received an entitlement of 22.25 cents for each lunch served (during the previous school year) to spend on commodity foods. This entitlement totaled \$4,218,500.

OPI hosted a processing fair in October 2011 to provide vendors and SFAs an opportunity to sample and discuss bulk product processing of USDA foods. The OPI will continue to explore processing options to meet the needs of Montana SFAs.

USDA Foods are a healthy food choice.

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

Whole Grains

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

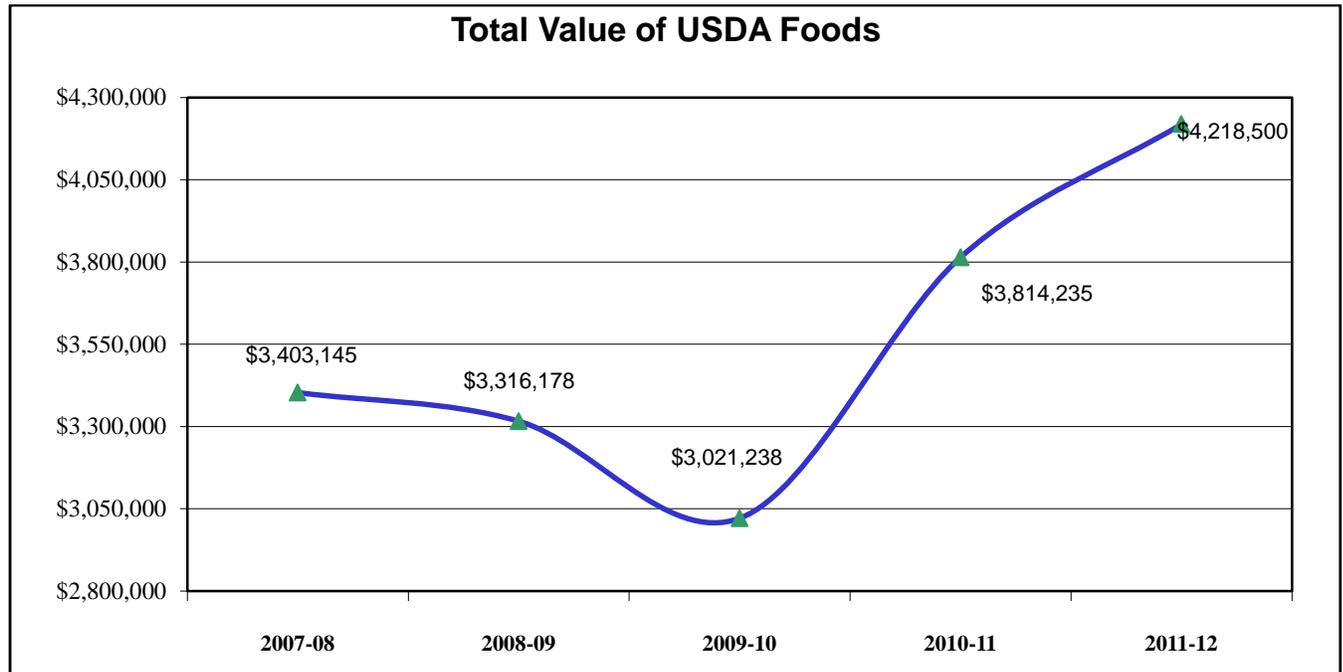
Less Sugar

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

Less Fat

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

Total Value of USDA Foods

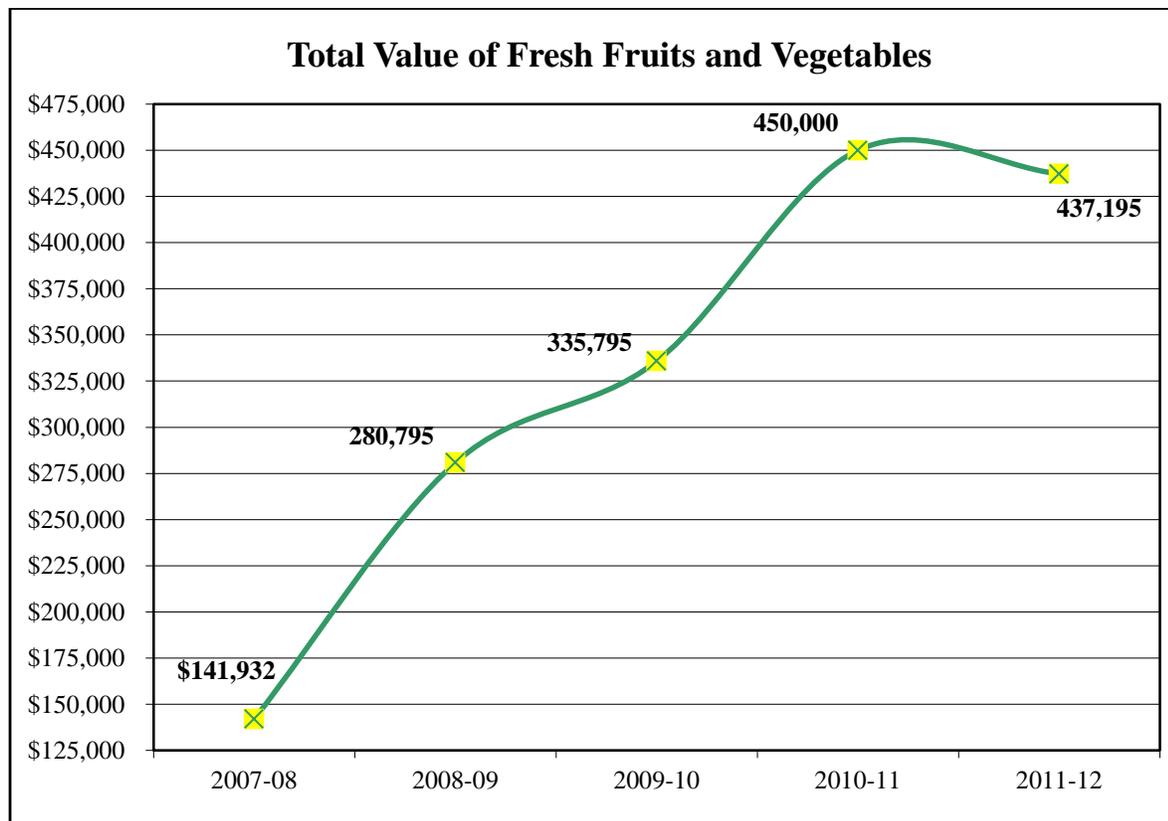




Fresh Fruit and Vegetable Program

Department of Defense

A portion of the total entitlement for Montana's Food Distribution Program is set aside for the Department of Defense Fresh Fruit and Vegetable Program. This program administered through the U.S. Department of Defense allows schools that participate in the National School Lunch Program to use the USDA commodity entitlement to purchase high quality fresh fruits and vegetables. During the 2011-12 school year, Montana schools spent \$437,195 for fresh fruits and vegetables using this program.





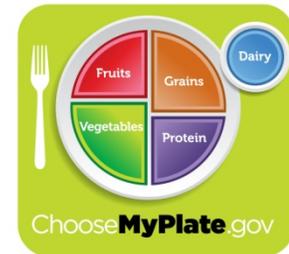
Montana Team Nutrition Program

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



In 2011-12, School Nutrition Programs was awarded a Team Nutrition grant which provided increased training and technical assistance to school and child care facilities. Classroom, cafeteria and community initiatives focused on the consistency of educational messages within three core areas:

- Strengthening School Wellness Policies
- Improving Quality of School Meals
- Reducing Childhood Obesity

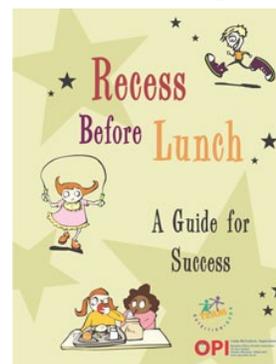


Strengthening School Wellness Policies:

- Funded \$50,000 of *School Wellness in Action Mini-grants* to 11 school districts to support a part-time wellness coordinator or to help schools implement healthy habits concerning food and physical activity. Mini-grants reached 25,133 students (and potentially 42,000 Montanans.)
- Continued to teach the principles of a Pleasant and Positive Mealtimes (www.opi.mt.gov/pleasantmealtimes), including *Recess Before Lunch* scheduling through technical assistance and training to schools and early childhood programs.

49 schools representing 21 districts applied for a *USDA HealthierUS School* or *Montana Menu Challenge Award*

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



32 % of Montana elementary & middle schools implement a recess before lunch schedule.



Montana Team Nutrition Program

Improving Quality of School Meals:

Focus on Quality

- Promoted healthy school award programs including the HealthierUS School Challenge (HUSSC) and the Healthier Montana Menu Challenge (HMMC) through workshops and conference calls. Assisted 49 schools, impacting 19,465 students, in applying for one of these awards. By June 2012, eleven of these schools had received the awards.
- Established and maintained a *School Wellness Coach Network* to extend outreach, training and technical assistance to schools on meeting healthful menu planning, nutrition education and physical activity criteria of the HUSSC and HMMC award programs. This network of trainers was instrumental in assisting schools in taking the Challenge awards.
- Developed and implemented an *Increasing Participation in School Breakfast Programs using Signage* pilot project with four schools. This project tested various types of signage that a school nutrition program can use in marketing their program. Signage was found to be a cost effective method to increasing community awareness and has the potential to positively impact participation.
- Supported five regional “Cook Smart” workshops reaching approximately 92 school nutrition personnel from 46 schools and 49,803 children. Workshops trained personnel how to cook with whole grains, fruits and vegetables, legumes/dried beans and peas, lean meats and low fat dairy foods.
- Developed and distributed the *Montana Healthy School Recipe RoundUp* guide, containing 31 recipes collected from Montana schools, to 260 school food programs. These nutritious recipes featured whole grains, a variety of fruits, vegetables and lean proteins and contained at least one USDA Food and Montana grown or processed food.



Focus on Nutrition Education for Children

- Promoted the offering of two on-line graduate level courses from Montana State University (MSU) for educators. These two classes are *Teaching Adolescent Nutrition* (two hour) and *Nutrition Across the Curriculum* (one hour).
- Conducted the *Focus on Health Youth Video Competition* with fifteen schools. This project allowed student groups to showcase examples of healthy changes in their schools around school nutrition and physical activity. It reached 126 students (and potentially 8,000 Montanans).



Montana Team Nutrition Program

Focus on Farm to School

- Provided training or technical assistance to more than 350 school staff or community members on using farm to school strategies for procuring local foods, garden based learning or local food school fundraising.
- Sponsored and partnered with a MSU Extension 4-H Program to pilot the *Harvest Montana Fundraiser*, designed to sell Montana made or processed food products, as a method of raising funds for school or community groups. This successful method allows an opportunity to promote Montana food producers. A *How-to-Guide* was developed and is being distributed at training workshops or via the website (<http://opi.mt.gov/Farm2SchoolFundRaising>).
- Developed and distributed 300 copies of the *Purchasing Local Food: Guidelines for Montana School Food Service Programs* to school nutrition program staff.
- Developed and distributed 350 Montana Menu Boards and *USDA Foods Window Slicks* to school nutrition programs to assist them with marketing menus containing Montana foods and the *USDA Foods*.
- Facilitated a round table discussion for three school districts to bring together community partners interested in implementing a Farm to School Program to better connect children with their food source.

Reducing Childhood Obesity:

Supporting a Team Approach for Children's Health at State and Local Levels

- Provided leadership and resources to statewide and local nutrition organizations that foster children's healthy eating habits and reduce hunger, including Montana Action for Healthy Kids, Eat Right Montana Coalition, Montana Food Security Council, and the Montana Partnership to End Childhood Hunger. Assisted in the development of the publication, *Ten Steps to Ending Childhood Hunger in Montana*.
- Collaborated with partners such as Grow Montana, Alternative Energy Resources Organization (AERO), MSU Extension, Montana Department of Agriculture, National Center for Appropriate Technology, and the Governor's Office to strengthen grassroots support for Farm to School as a successful strategy for improving children's health.
- Developed and maintained a state Nutrition Education Advisory Committee to increase the communication and collaboration between programs and agencies administering nutrition education to Montana youth.

OPI Cooperative Purchase Program

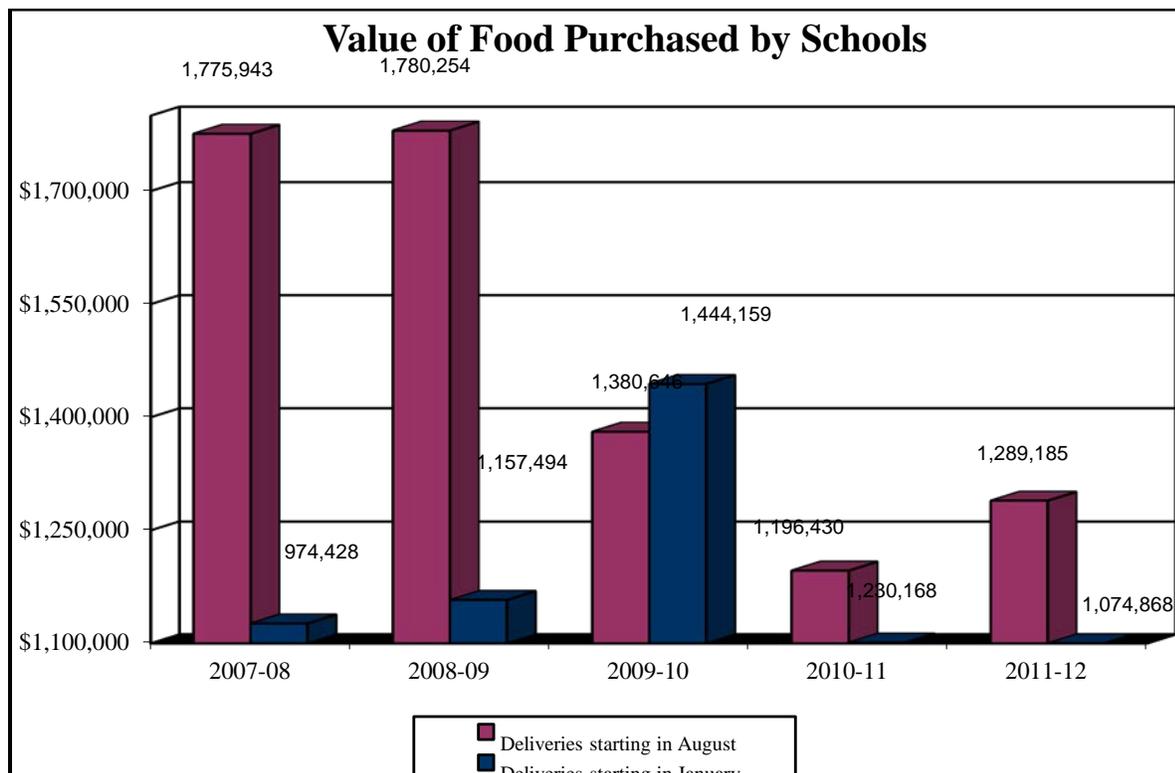
The OPI Cooperative Purchase Program was implemented in 1980 to assist schools in purchasing high-quality nutritious foods at reasonable prices. There are two bids a year (winter and spring) and four deliveries per bid for a total of eight food deliveries per year.



Items available through the bid are continuously revised by the Advisory for the Bid and Commodity (ABC) Committee, which consists of State Agency staff and 30 school food service personnel from schools across the state.

By combining purchase orders, all participating schools receive the high-quality, low-cost bid items at the same price regardless of size or location. Nutrition information for all products on the bid is provided to participating schools to assist with nutrient analysis of menus.

School Nutrition Programs serves as a liaison between schools and food manufacturers, producers, processors, distributors, and representatives. During the 2011-12 school year, Montana schools purchased 81,567 cases of food worth \$2,364,053.

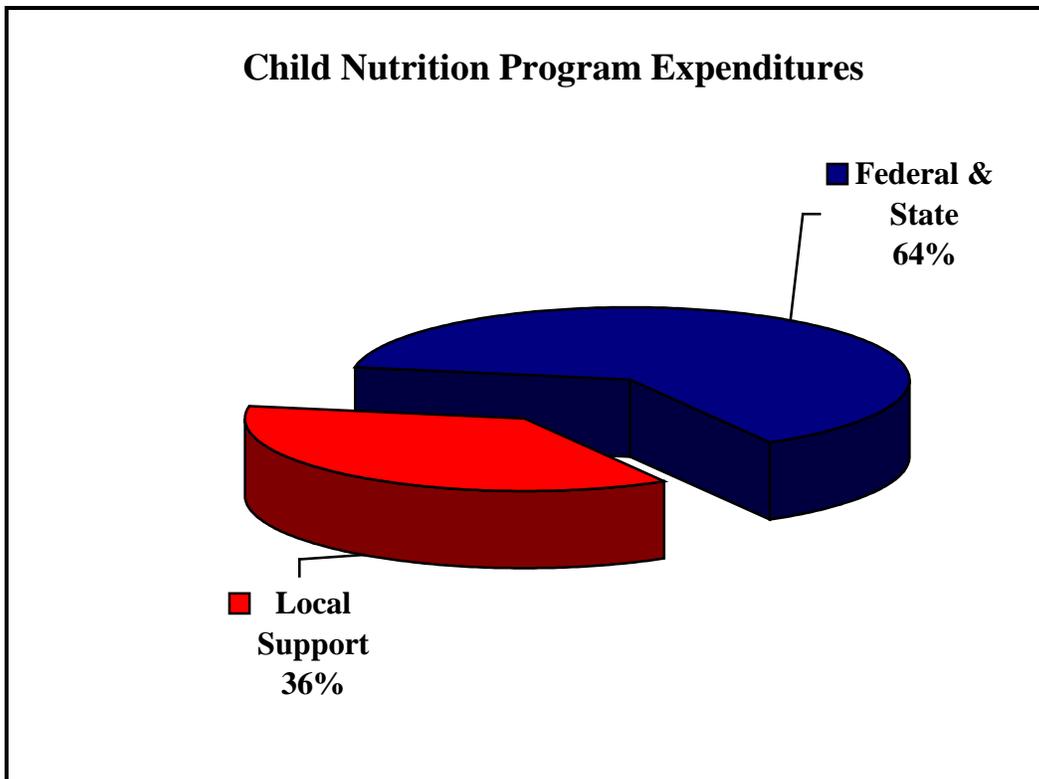




Funding and Reimbursement

Financial Management

The USDA provides general assistance for every reimbursable meal served to children in school according to reimbursement rates that are updated yearly. School Food Authorities received \$38,654,260 in federal reimbursement and \$659,898 in state matching funds in program income in 2011-12. The state matching funds were used to cover the cost of shipping and handling, storage and processing of USDA Foods.



Overall school expenditures were \$61,143,991. After subtracting federal reimbursement and state match, local support to the meal programs was \$21,829,833 or 36 percent of the total expenditures. Local support includes students who pay for breakfast and lunch.



Funding and Reimbursement

FUNDING FOR THE SCHOOL NUTRITION PROGRAMS IN MONTANA	
<i>July 1, 2011 – June 30, 2012</i>	
Income	
National School Lunch Program Meals	\$23,842,256
Afterschool Snacks	\$384,404
USDA Foods Entitlement	<u>\$4,218,500</u>
National School Lunch Program (lunches, snacks and commodities)	\$28,445,160
School Breakfast Program	\$6,735,133
Special Milk Program	\$15,637
Fresh Fruit and Vegetable Program	\$1,515,508
Summer Food Service Program	\$1,282,924
Total Federal Funding	\$37,994,362
Total State Matching Funds	\$659,898
Total Federal and State Funding	\$38,654,260
Expenditures	
School Expenditures (Food, Labor, Other)	\$61,143,991
Federal and State Reimbursement	\$38,654,260
Student, Adult Payments, General Fund, Other Sources	\$21,829,833

❖ LICENSURE COMMITTEE – (Item 10)
Sharon Carroll

ITEM 10

REQUEST OF NEW PROGRAM-
UNIVERSITY OF GREAT FALLS
SOCIAL STUDIES: HISTORY MAJOR AND
MINOR, BROADFIELD SOCIAL STUDIES
MAJOR, SOCIOLOGY MAJOR AND MINOR,
PSYCHOLOGY MINOR, AND POLITICAL
SCIENCE MINOR

Dr. Linda Peterson, Dr. Tim Lauren,
Angel Turoski

EXECUTIVE SUMMARY

DATE: MARCH 2013

PRESENTATION: Request of New Program – University of Great Falls
Social Studies: History Major and Minor, Broadfield Social Studies Major,
Sociology Major and Minor, Psychology Minor, and Political Science Minor

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

Dr. Tim Laurent
Vice President for Academic Affairs
University of Great Falls

Angel Turoski
Director of Education Programs
University of Great Falls

OVERVIEW: The Office of Public Instruction provides to the Board of Public Education for discussion the materials relating to the proposal from the University of Great Falls (UGF) to add the following Social Studies programs to the secondary education curriculum: History Major and Minor, Broadfield Social Studies Major, Sociology Major and Minor, Psychology Minor, and Political Science Minor. Angel Turoski, Director of Education Programs and Dr. Tim Laurent, Vice President for Academic Affairs will describe how the proposed new programs meet the standards of Chapter 58 – Professional Educator Preparation Program Standards: ARM 10.58.802 Standards for Approval; ARM 10.58.523 Social Studies; and ARM 10.58.501 General Requirements.

In the spring of 2013, an on-site team will conduct a review validating the UGF institutional report and support materials relating to the new Social Studies programs.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Discussion



University of Great Falls

A private, Catholic, liberal arts university

February 20, 2013

TO: Board of Public Education
FROM: University of Great Falls
RE: Request for Approval of New Social Studies Program

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. One of the findings from the team was:

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 meet the standard.

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

Request

Through completing the accompanying 10.58.802 the University of Great Falls is requesting probationary approval of our new/revised social studies program. Thank you for your consideration.

Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
<u>10.58.523 SOCIAL STUDIES</u>			
(1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and/or sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional course work chosen from economics, geography, psychology, and/or sociology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards.	The University of Great Falls offers several degrees under this standard. All programs are based upon this standard, the National Curriculum Standards for Social Studies established by the National Council for the Social Studies, and the standards found in 10.58.501 for general requirements for teachers. The UGF programs include history major and minor, social studies broadfield major, sociology major and minor, psychology minor, and political science minor.	<input type="checkbox"/>	<input type="checkbox"/>
(2) The social studies endorsement requires that successful candidates:	UGF offers this degree as social studies broadfield. When completed, a candidate earns a content minor equivalent in history and government, with concentrations offered in either psychology or sociology. The courses and electives in this major are carefully selected to offer the candidate a broad sampling of the field of social studies as outlined by the state standards and the standards from the National Council for the Social Studies. This major was revised, renamed, and moved to the PEU for supervision and advisement in the spring of 2013 in response to the OPI Accreditation visit in the fall of 2012. Faculty from the history, sociology, and psychology supported the changes.	<input type="checkbox"/>	<input type="checkbox"/>
(a) demonstrate knowledge of the purposes of	Met in the following courses: EDU 315 Assessment of Learning	<input type="checkbox"/>	<input type="checkbox"/>



Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals;	EDU 338 Teaching Reading in the Content Area EDU 430 Secondary Teaching Procedures EDU 342 Methods in Elementary Social Studies		
(b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards;	Met in the following courses: EDU 338 Teaching Reading in the Content Area EDU 430 Secondary Teaching Procedures EDU 498 Secondary Student Teaching	<input type="checkbox"/>	<input type="checkbox"/>
(c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines for use in social studies instruction;	Met in the following courses: HST 239 Practicing History EDU 342 Methods in Elementary Social Studies EDU 338 Teaching Reading in the Content Area EDU 430 Secondary Teaching Procedures EDU 498 Secondary Student Teaching	<input type="checkbox"/>	<input type="checkbox"/>
(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana; and	Met in the following courses: HST 360 Montana and the West HST 315 Native American History EDU 260 Multicultural Education EDU 430 Secondary Teaching Procedures EDU 498 Secondary Student Teaching	<input type="checkbox"/>	<input type="checkbox"/>
(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and abilities.	Met in the following courses: EDU 260 Multicultural Education EDU 261 Introduction to Exceptionalities EDU 338 Teaching Reading in the Content Area EDU 430 Secondary Teaching Procedures EDU 498 Secondary Student Teaching	<input type="checkbox"/>	<input type="checkbox"/>
(3) The economics endorsement program requires that successful candidates demonstrate knowledge of:		<input type="checkbox"/>	<input type="checkbox"/>
(a) economic theory;		<input type="checkbox"/>	<input type="checkbox"/>
(b) the basic economic problems confronting societies and the examination of the ways in which		<input type="checkbox"/>	<input type="checkbox"/>



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Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact;			
(c) the basic economic goals for society, including freedom of choice, ethical action, efficiency, equity, full employment, price stability, growth, and security;		<input type="checkbox"/>	<input type="checkbox"/>
(d) the nature of comparative economic systems, including:		<input type="checkbox"/>	<input type="checkbox"/>
(i) the organization and importance of the international economic system;		<input type="checkbox"/>	<input type="checkbox"/>
(ii) the distribution of wealth and resources on a global scale;		<input type="checkbox"/>	<input type="checkbox"/>
(iii) the struggle of developing nations to attain economic independence and a better standard of living for their citizens;		<input type="checkbox"/>	<input type="checkbox"/>
(iv) the role of the transnational corporation in changing rules of exchange; and		<input type="checkbox"/>	<input type="checkbox"/>
(v) the influence of political events on the international economic order.		<input type="checkbox"/>	<input type="checkbox"/>
(4) The geography endorsement program requires that successful candidates demonstrate knowledge of:		<input type="checkbox"/>	<input type="checkbox"/>



Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
(a) the geographic themes of location (absolute and relative), place (physical and human characteristics), human-environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change);		<input type="checkbox"/>	<input type="checkbox"/>
(b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography;		<input type="checkbox"/>	<input type="checkbox"/>
(c) human geography, including cultural, social, historical, political, and economic concerns; and		<input type="checkbox"/>	<input type="checkbox"/>
(d) the use of maps and other tools of geographical investigation or presentation to process information from a spatial perspective.		<input type="checkbox"/>	<input type="checkbox"/>
(5) The government endorsement program requires that successful candidates demonstrate knowledge of:	UGF offers this degree as a minor in political science utilizing both on-campus courses and on-line courses through the OCICU Consortium which are reviewed each semester for alignment with UGF course requirements by faculty in the history department.	<input type="checkbox"/>	<input type="checkbox"/>
(a) the nature of individual dignity, human rights, (popular) sovereignty, political power, citizenship, and political authority;	This standard is met in the following courses: PLS 150 American Government PLS 250 State and Local Government	<input type="checkbox"/>	<input type="checkbox"/>
(b) American democracy as a form of government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation;	This standard is met in the following courses: PLS 150 American Government	<input type="checkbox"/>	<input type="checkbox"/>
(c) the organization, powers, and politics of the	This standard is met in the following courses:	<input type="checkbox"/>	<input type="checkbox"/>



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Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
national, state, tribal, and local units of American government;	PLS 150 American Government PLS 250 State and Local Government		
(d) the role of public opinion, the press, elections, interest groups, and political leaders in building compromise and policy making;	This standard is met in the following courses: PLS 250 State and Local Government PLS 150 American Government PLS 300 International Relations PLS 305 Comparative Government	<input type="checkbox"/>	<input type="checkbox"/>
(e) the role of public opinion, the press, elections, interest groups, and political leaders in building compromise and policy making;	This standard is met in the following courses: PLS 150 American Government PLS 250 State and Local Government PLS 300 International Relations PLS 305 Comparative Government	<input type="checkbox"/>	<input type="checkbox"/>
(f) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order.	This standard is met in the following courses: PLS 300 International Relations PLS 305 Comparative Government	<input type="checkbox"/>	<input type="checkbox"/>
(6) The history endorsement program requires that successful candidates demonstrate knowledge of:	UGF offers both a major and minor in this area. It was reviewed and restructured in the spring of 2013 to ensure alignment with the Montana PEPPS and the National Curriculum Standards for Social Studies from the National Council for the Social Studies. The revised major offers candidates an education concentration to clearly differentiate the course requirements from the generalist major. This appears as "Option A" on the planner and in the catalog and is under the supervision of the PEU for revisions now. Courses common to both options are to be reviewed jointly by history faculty and education faculty for continuing alignment with the PEPPS. Courses in the Option B category are strictly supervised by history faculty only.	<input type="checkbox"/>	<input type="checkbox"/>
(a) U.S. history, including the history of the many peoples who have contributed to the development	This is met in the following courses: HST 203 US History I	<input type="checkbox"/>	<input type="checkbox"/>



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Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
of North America;	HST 204 US History II HST 360 Montana and the West HST 315 Native American History		
(b) the history of diverse civilizations throughout the world;	This is met in the following courses: HST 101 History of Civ I HST 102 History of Civ II HST 230 World and Regional Geography	<input type="checkbox"/>	<input type="checkbox"/>
(c) the origin, development, and ramifications of present local, tribal, national, and world affairs;	This is met in the following courses: HST 101 History of Civ I HST 102 History of Civ II HST 203 US History I HST 204 US History II HST 315 Native American History HST 360 Montana and the West	<input type="checkbox"/>	<input type="checkbox"/>
(d) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record;	Met in all history courses. Assessed specifically in HST 239 Practicing History.	<input type="checkbox"/>	<input type="checkbox"/>
(e) the cultural, economic, political, scientific/technological, and social activity of humans in the analysis of contemporary issues and problems;	Met in all history courses.	<input type="checkbox"/>	<input type="checkbox"/>
(f) the history, cultural heritage, political development, and contemporary status of American Indians and tribes in Montana; and	This is met in the following courses: HST 315 Native American History HST 360 Montana and the West EDU 260 Multicultural Education	<input type="checkbox"/>	<input type="checkbox"/>
(g) the changing role of race, gender, class, and identity in human affairs.	Met in all history courses.	<input type="checkbox"/>	<input type="checkbox"/>
(7) The psychology endorsement program requires that successful candidates demonstrate knowledge of:	UGF offers a minor in this subject area. This minor was adjusted in the fall of 2012 to add PSY 352 as suggested by the OPI accreditation on-site visit. It is also considered a concentration area in the Social Studies Broadfield major for secondary	<input type="checkbox"/>	<input type="checkbox"/>



Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
	education students.		
(a) the basic psychological theories including developmental, personality, learning, motivation, cognition, biological/physiological, social behavior, and psychological disorders;	This standard is met in the following courses: PSY 212 Developmental Psychology PSY 201 Personality Theory PSY 200 General Psychology	<input type="checkbox"/>	<input type="checkbox"/>
(b) the application of the processes of scientific inquiry and descriptive statistics to questions concerning human behavior;	This standard is met in the following course: PSY 200 General Psychology PSY 201 Personality Theory	<input type="checkbox"/>	<input type="checkbox"/>
(c) the behaviors which are most effective in coping with stresses in life and in improving interpersonal relationships;	This standard is met in the following courses: PSY 200 General Psychology	<input type="checkbox"/>	<input type="checkbox"/>
(d) human development in terms of physiological, social, and environmental influences throughout the lifespan; and	This standard is met in the following courses: PSY 212 Developmental Psychology	<input type="checkbox"/>	<input type="checkbox"/>
(e) the theories and factors which contribute to psychological dysfunction of individuals and families.	This standard is met in the following course: PSY 352 Abnormal Psychology	<input type="checkbox"/>	<input type="checkbox"/>
(8) The sociology endorsement program requires that successful candidates demonstrate knowledge of:	UGF offers both a major and minor in this subject for secondary education students. It is also considered a concentration area in the Social Studies Broadfield major for secondary education students.	<input type="checkbox"/>	<input type="checkbox"/>
(a) the basic structure and history of the world's social systems;	This standard is met in the following course: SOC 110SS The Real World: Introduction to Sociology	<input type="checkbox"/>	<input type="checkbox"/>
(b) the factors which hold groups together or which change and weaken them;	This standard is met in the following courses: SOC 110SS The Real World: Introduction to Sociology PSY 330 Social Psychology SOC 201 Sociology of the Family	<input type="checkbox"/>	<input type="checkbox"/>



Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		MET	NOT MET
(c) the application of knowledge and techniques to practical problems in the every day world of individuals, groups, organizations, and government; and	This standard is met in the following courses: SOC 202 Social Problems PSY 330 Social Psychology	<input type="checkbox"/>	<input type="checkbox"/>
(d) the importance of diversity in society.	This standard is met in the following courses: SOC 110SS The Real World: Introduction to Sociology SOC 202 Social Problems PSY 330 Social Psychology	<input type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)			



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❖ **ASSESSMENT COMMITTEE (Item 11-12)**
Sharon Carroll

ITEM 11

RECOMMENDATION OF APPROVAL OF
AMENDMENT PERTAINING TO
ADMINISTRATIVE RULES OF MONTANA,
TITLE 10 CHAPTER 66 ADULT SECONDARY
EDUCATION

Margaret Bowles

EXECUTIVE SUMMARY

DATE: MARCH 2013

- PRESENTATION:** High School Equivalency (HSE) Rule Adoption
- PRESENTER:** Margaret Bowles, HSE Administrator
Career, Technical and Adult Education Division
Office of Public Instruction
- OVERVIEW:** Chapter 10.66.101 through 10.66.109 of Administrative Rule rewritten and proposed for adoption.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** Prior to 2012, the GED was the only available assessment for adults to demonstrate high school equivalency. With the recent development of additional high school equivalency assessments, the proposed Rule adoption will allow the BPE the flexibility to approve other tests as they are developed to maintain the quality control that is necessary to ensure the integrity and validity of our Montana adult high school equivalency diploma. Additionally, the new Rule replaces out-dated terminology and references, clarifies age-based exceptions, and aligns Rule with practice.
- RECOMMENDATION(S):** Adoption of new Rule at March meeting.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

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

TO: All Concerned Persons

1. On January 31, 2013, the Board of Public Education published MAR Notice No. 10-66-264 pertaining to the public hearing on the proposed adoption and repeal of the above-stated rules at page 84 of the 2013 Montana Administrative Register, Issue Number 2.

2. The board has adopted the following rules as proposed.

NEW RULE I	ARM 10.66.110	NEW RULE VI	ARM 10.66.115
NEW RULE II	ARM 10.66.111	NEW RULE VII	ARM 10.66.116
NEW RULE III	ARM 10.66.112	NEW RULE VIII	ARM 10.66.117
NEW RULE IV	ARM 10.66.113	NEW RULE IX	ARM 10.66.118
NEW RULE V	ARM 10.66.114		

3. The board has repealed the above-stated rules as proposed.

4. The following comments and testimony were received.

COMMENT 1: A commenter stated that she was in favor of the change from general equivalency diploma (GED) to high school equivalency (HSE). She stated it was a simple change that provided for options as to the test.

COMMENT 2: Margaret Bowles, Adult Basic Education and Literacy Specialist from the Office of Public Education testified at the hearing that by adopting these rules Montana was in a good position to consider assessments from different vendors.

RESPONSE: The Board thanks the commenters for their input and appreciates their support of the new rules.

Peter Donovan
Rule Reviewer

Patty Myers, Chair
Board of Public Education

Certified to the Secretary of State March 18, 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, Montana, 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) "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).

(b) "Candidate" means a person applying to take a high school equivalency (HSE) test.

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

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

(h) "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: 20-2-131, MCA

NEW RULE II QUALIFICATIONS FOR CANDIDATE 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: 20-2-131, 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 candidate 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: 20-2-131, 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: 20-2-131, 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: 20-2-131, 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: 20-2-131, 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, Montana 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: 20-7-131, 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: 20-2-131, 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 Board of Public Education 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. 20-7-131, MCA 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, 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., _____, 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.

ITEM 12

RECOMMENDATION OF APPROVAL OF
HIGH SCHOOL EQUIVALENCY TEST
FOR 2014

Margaret Bowles

EXECUTIVE SUMMARY

DATE: MARCH 2013

- PRESENTATION:** High School Equivalency (HSE) Approval
- PRESENTER:** Margaret Bowles, HSE Administrator
Career, Technical and Adult Education Division
Office of Public Instruction
- OVERVIEW:** Presentation of Expert Panel HSE Assessment Review
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The OPI convened a panel of experts in a review process of three assessments that are available for adults to demonstrate high school equivalency. Prior to this year the GED Testing Service was the sole vendor. Transition to a for profit company led to other companies' development of an HSE assessment and an opportunity for a state panel to examine the strengths and challenges of each assessment. Through an Request For Information and vendor meetings, the panel is recommending an HSE assessment that best meets the needs of Montana adults.
- RECOMMENDATION(S):** Approve Superintendent Juneau's recommendation of the HSE exam 2014 assessment.

High School Equivalency Expert Panel Projected Time Line

November 5, 2012

- Create spreadsheet with panel contact information
- Complete Request for Information(RFI) draft

November 8, 2012

- Present repeal of Chapter 66 to the Board of Public Education (BPE) and propose new Rule to expand alternatives for a High School Equivalency Assessment
- Email invitation to panel members
 - Include background information paper

November 19, 2012

- Finalized RFI
- Finalized timeline
- Plan Webinar

November 20, 2012

- Create Power Point for Webinar
 - Establish protocol for sharing information with constituents

November 27, 2012

- Email RFI to Vendors
 - McGraw, Educational Testing Service (ETS), and GED
- Create draft RFI Evaluation Form
- Set up meeting room for Webinar

November 28, 2012

- Submit draft RFI Evaluation Form to the Office of Public Instruction (OPI) publications

November 29, 2012

- Expert Panel meeting via Adobe Connect

December 5, 2012

- Due date for vendor questions regarding RFI

December 6, 2012

- Responses to questions will be posted by December 6 , 2012 to the following website:
www.opi.mt.gov/CTAE/GED

December 10, 2012

- RFI due from vendors

December 13, 2012

- OPI send RFI responses and evaluation forms to panel members
 - Encourage members to submit any additional questions or requests for clarification

January 3, 2013

- Any additional questions or requests for clarification from panel for the vendors are due to OPI

January 7, 2013

- OPI send final clarifying questions and requests for additional information to vendors

January 16, 2013

- Vendors response to requests for additional information are due

January 18, 2013

- Send final vendor responses to panel members and post on OPI Website
- Panel members review evaluation scoring forms

January 23, 2013

- Panel member evaluations due to OPI

January 28, 2013

- OPI send aggregated evaluation to all panel members

January 30, 2013

- Vendor meeting to demonstrate capabilities and respond to questions
 - 8:00 - 10:00 Vendor 1
 - 10:15 - 12:15 Vendor 2
 - 12:15 - 12:45 Lunch
 - 1:00 - 3:00 Vendor 3
 - 3:00 - 4:00 Panel Discussion/Next Steps

February, 2013

- Panel recommendation
- Share recommendation with OPI supervisors
- Apprise stakeholders of the recommendation

March 2013

- Present HSE assessment recommendation to BPE for approval



REQUEST FOR INFORMATION OVERALL STRENGTH AND WEAKNESS FOR EDUCATIONAL TESTING SERVICE

1. OVERVIEW OF ASSESSMENT

STRENGTHS	CHALLENGES/CONCERNS
RE-NORMING EXPLAINED IN ADDENDUM DOCUMENT	ITEM POOL HAS BEEN FIELD TESTED ON GRADUATING HIGH SCHOOL JUNIORS AND SENIORS ONLY
CAN CONDUCT ALIGNMENT STUDIES	DELINEATION BETWEEN CURRENT EXAMS AND FUTURE EXAMS IS NOT APPARENT
WILLINGNESS TO ALIGN TO CCSS IF STATE ADOPTS OTHER CCSS, E.G. SCIENCE, SOCIAL STUDIES	NOT A LOT EXPERIENCE IN THE ABE WORLD, SOME BUT NOT A LOT
COLLEGE READINESS ITEM POOL LINKED TO CREDIBLE RESOURCE, ACT	VENDOR CLAIMS ALIGNMENT TO CCS, BUT THE DESCRIPTION OF THE MATH TEST SEEMS TO BE CUT AND PASTED FROM CCS WITHOUT THOUGHT ABOUT WHAT IS APPROPRIATE FOR HSE
HAS DOMAIN LEVEL ASSIGNMENTS	WILL TRY TO INVOLVE ADULTS
BOTH NORM AND CRITERION REFERENCED	NOT CURRENTLY NORMING WITH ADULTS POPULATION WHO ARE OUT OF SCHOOL
FIELD TESTED WITH HIGH SCHOOL 11 & 12 GRADERS	
COMPLIANT WITH ADA	
AVAILABLE IN SPANISH	
PHASE 1 READINESS FOR COLLEGE AND WORKPLACE	
CCSS PANEL OF EXPERTS	
LEVERAGING EXISTING INVESTMENTS	
PARTICIPATE IN NORMING STUDIES HSTE	
CAN REVISE POLICIES RICH RESOURCES TO USE	
STATES WILL BE ABLE TO CONTINUE TO USE THEIR ACCOMMODATION POLICIES ETS WILL INCLUDE VERSIONS COMPLIANT WITH ADA	

2. OVERVIEW OF TEST COMPONENTS

STRENGTHS	CHALLENGES/CONCERNS
ADDRESSED ADEQUATELY WITH THOROUGH EXAMPLES	CCSS IS MORE INFORMATIONAL THAN LITERARY – ETS TEST IS NOT AS INFORMATIONAL BASED
PG. 15 – ADVISORY COUNCIL TO EVOLVE & DEVELOP NEXT GENERATION HSE	APPEARS TO BE SAME LEVEL AS EXISTING GED – NEED TO RATCHET IT UP
COVERS INFORMATIONAL AND LITERACY TEXT	WRITING APPEARS TO BE SIMILAR – WILL THERE BE A VARIANCE IN TIMING, E.G. IF STUDENT FINISHES MULTIPLE CHOICE TEST UNLESS THAN 75 MINUTES, MAY HE/SHE HAVE EXCESS TIME FOR WRITING
ADDRESS READING PROCESS IN TERMS OF HIGHER LEVEL COGNITIVE SKILLS, E.G. ANALYSIS, SYNTHESIS	ESSAY PROMPTS – WILL THEY BE MORE WORKPLACE - BASED? SAMPLE APPEARED TO BE SO



MT. READING STANDARDS ALIGN WITH THE TEST FOR THE MOST PART	STATES THAT SELECTIONS “MAY TAKE THE FOR OF” CERTAIN GENRES. DOES THIS MEAN NOT ALL GENRES ARE ON THE TEXT? DRAMATIC SCRIPT IS NOT MENTIONED, THOUGH THAT MAY BE IRRELEVANT
PART 2 THOROUGHLY ADDRESS ELEMENTS OF LANGUAGE/GRAMMAR	FORMAT LIMITED TO MULTIPLE CHOICE
PART 2 SCORING IS BASED ON FOUR WRITING GUIDELINES SIMILAR TO THE CURRENT TEST WITH ONE EXCEPTION: THE DEVELOPMENT OF IDEAS CATEGORY HAS PULLED IN BOTH THE FOCUS (MAIN IDEA) AND THE CONTENT. THIS IS A LOGICAL CHANGE	DO SCORES INDICATE COLLEGE READINESS?
THE WRITING PROMPT GIVES EXPLICIT INSTRUCTIONS	4 MULTIPLE CHOICE OPTIONS RATHER THAN THE CURRENT 5
CHALLENGING READING LEVEL WITH VARIETY OF SENTENCE STRUCTURES AND VOCABULARY LEVELS	THE PROPOSED TEST IS LIKE THE CURRENT GED TEST AND WOULD PUT OFF ROLLING OUT A NEW TEST UNTIL SOMETIME IN THE FUTURE. THAT IS NOT NECESSARILY A PROBLEM, EXCEPT THAT OUR COMMUNITIES ARE ALREADY PREPARING FOR A NEW TEST AS OF 1/2014. ADVERTISING THE NEW DIRECTION WOULD CONFUSE SOME PEOPLE
THE SAMPLE READING PASSAGE IN THE ETS RESPONSE HAS A SHORT SUMMARY AT THE START OF THE PASSAGE, WHICH WOULD HELP STUDENTS UNDERSTAND THE CONTEXT OF THE EXCERPT	TO BE DEVELOPED
VARIETY OF READING SKILLS TESTED SUCH AS BASIC COMPREHENSION, INFERENCE, AND FIGURATIVE LANGUAGE	QUESTION: DO WE WANT A NATIONAL TEST OR ONE THAT MAY VARY FROM STATE TO STATE IN TERMS OF COLLEGE READINESS BENCHMARKS?
LANGUAGE SECTION – PASSAGE IS PRESENTED FOR THE STUDENT AND THEN REPEATED ALONGSIDE THE MULTIPLE CHOICE QUESTIONS	AT FACE VALUE, ITEM CATEGORIES AND SAMPLE ITEMS DO NOT RELATE CLOSELY TO CAREER READINESS OR REAL-LIFE SCENARIO
THE ITEM POOL TO BE USED FOR THE HSET HAS BEEN LINKED TO COLLEGE READINESS BENCHMARKS USED FOR THE ACT	NO MENTION OF WORKPLACE READINESS
RFI ADDRESSED ALIGNMENT	
BENCH MARKS	
READINESS INDICATORS	
ADVISORY COUNCIL OF PARTICIPATING STATE MEMBERS WILL EVOLVE AND DEVELOP THE NEXT GENERATION OF THE HSE	
THIS APPROACH APPEALS TO ME , STATE ENGAGEMENT, VOICE AND INSIGHT INTO THE UNIQUE ASPECTS OF MTS EDUCATIONAL RURAL FRONTIER AND INDIAN EDUCATION CHALLENGES	



3. OVERVIEW OF TEST ADMINISTRATION

STRENGTHS	CHALLENGES/CONCERNS
EXCELLENT APPROACH TO "TRANSITION" & OFFER OPTIONS FOR TEST TAKING	WITH SPACE AT A PREMIUM ON OUR CAMPUS, SCHEDULING BOTH TYPES OF TEST DELIVERY COULD BE DIFFICULT
SECURITY GOOD FOR COMPUTER – CACHING TEST DATA LOCALLY IN CASE OF CONNECTION PROBLEM	SIMILAR TO CURRENT CURRICULUM COVERED. NO STRONG INDICATION OF LEAN TO CAREER READINESS OR WORK/LIFE RELATED ITEMS
IT IS HELPFUL FOR OUR STUDENTS TO HAVE OPTIONS FOR PAPER AND COMPUTER-BASED DELIVERY	TEST CENTERS PAY A FEE BASED ON EACH TEST ADMINISTERED
HARDWARE AND SOFTWARE SET UP SEEMS DOABLE FOR OUR CENTER	NOT IN ANY APPLE PLATFORM?
TEST MAY BE ADMINISTERED WITH PAPER/PENCIL VERSION OR COMPUTERIZED. APPEARS TO BE WHAT WE ASKED FOR	NOT COMPUTER ADAPTIVE
UNOFFICIAL SCORE WILL BE AVAILABLE AFTER TEST	WINDOWS 8 PENDING NOT SUPPORTED ON IOS
STANDARD TECH REQUIREMENTS	TRAINING REGULATIONS ARE VAGUE
LISTS EXPLICIT REQUIREMENTS FOR COMPUTER USE	DO WE HAVE A COST FOR TECHNICAL REQUIREMENTS
PHASE 1 COMPATIBLE WITH EXISTING CURRICULUM	CACHING SOFTWARE REQUIRED?
INTRODUCTION WEBINARS	TECHNICAL REQUIREMENTS COST?
COST PER TEST BASIS	IS TEST COMPUTER BASED OR INTERNET BASED
FREE TUTORIAL AND PROFESSIONAL DEVELOPMENT FOR CBT	CAN THE LCS STOP AND START AGAIN WITH TESTS? SUCH AS PRISON EMERGENCIES
WILL ENHANCE	
TEST LOCATIONS APPROVED BY THE STATE	
CREDENTIAL TRAINING SIMILAR TO MT'S CURRENT SYSTEM	
THOSE CURRENTLY AUTHORIZED TO PROVIDE TRAINING WILL BE AUTHORIZED	
EXISTING MT. SITES WOULD LIKELY BE APPROVED ETS PROGRAMS	
NO LIMIT ON # OF TIMES A TEST BOOK CAN BE USED FOR PP TEST	
TEST TAKERS WOULD PRE-REGISTER IN A CENTRAL DATABASE TO CREATE A PROFILE	
INVOICES WOULD BE ISSUED TO TESTING CENTERS MONTHLY	
INTERNET CONNECTIVITY AND SECURITY	
ALLOW CONNECTIONS TO THE INTERNET	
DATA WILL CACHED LOCALLY WHICH ALLOWS CANDIDATES TO CONTINUE TESTING IN THE EVENT OF CONNECTIVITY ISSUES ARISE	



4. OVERVIEW OF SCORING

STRENGTHS	CHALLENGES/CONCERNS
THEY CAN RAISE THE PERCENTILE TO HIGHER THAN 40% IF MONTANA CHOOSES TO SET HIGHER SCORES	
DOCUMENTED HISTORY OF EFFICIENT SCORING	
ETS HAS CENTRAL SCORING CENTER	
SCORES POSTED ON SECURE SITE FOR ACCESS BY TESTERS, ADMINISTRATORS, AND STATE	
WORK WITH STATE TO ESTABLISH LEVELS AND HAVE EXPERIENCE WITH THIS	
MEETS OR EXCEEDS TURNAROUND BUT TIMEFRAMES NOT LISTED. BUT ONLINE SCORING RESULTS WITHIN 1 BUSINESS DAY. WRITING WITHIN 4 BUSINESS DAYS	
FLEXIBILITY TO ADJUST PROFICIENCY LEVELS NEEDED OVER TIME	
LOG IN FOR SCORE CHECKS	
CAN ESTABLISH MT CUT SCORES	
CAN SET MULTIPLE PROFESSIONAL SCHEDULES	
OPTIONS FOR MT TO SCORE TESTS OR ETS	
WILL WORK WITH STATES INTERESTED IN USING ALTERNATIVE TEST OR INCREASE RIGOR AS REQUIREMENTS CHANGE	

5. OVERVIEW OF DATA EXCHANGE WITH MONTANA

STRENGTHS	CHALLENGES/CONCERNS
MT. WILL HAVE ADEQUATE CONTROL OF DATA	WILL WAIT FOR CONTRACT AND MEET WITH MONTANA TO DETERMINE NEEDS, EXPECTATIONS
DIAGNOSTIC: POSSIBILITY TO GO BEYOND WHAT IS NOW AVAILABLE	MAINTAINING RECORDS FOR PP AND COMPUTERIZED TESTINGS, KEEPING TRACK OF SCORES, ETC
ABILITY TO AGGREGATE DATA WITHOUT IDENTIFICATION	NOT DEFINED WELL FOR DIAGNOSTICS AVAILABLE
ALIGNS WITH FERPA	
SERIOUS ABOUT DATA OPERATIONS	
FLEXIBILITY, ACCURACY, CONTINUITY AND SECURITY	
LEVERAGE EXPERIENCE TO GO BEYOND WHAT IS CURRENTLY AVAILABLE FOR TEST TAKERS, EDUCATORS AND POLICY MAKERS	
SIMILAR TO WHAT IS CURRENTLY COLLECTED	
ETS AND OR MT CAN AGGREGATE AND SUMMARIZE DATA	
DIAGNOSE STRENGTHS AND WEAKNESS TO GUIDE CANDIDATES ABILITY TO GO BEYOND WHAT IS CURRENTLY AVAILABLE. REPORTS WILL BE CLEAR AND CONCISE AND EASY TO USE BY TEST TAKERS, EDUCATORS AND POLICY MAKERS	
TEST TAKERS OWNS HIS OR HER TEST SCORES	



6. OVERVIEW OF PROFESSIONAL DEVELOPMENT MATERIALS WHICH ARE AVAILABLE FOR TEST PREPARATION INSTRUCTION

STRENGTHS	CHALLENGES/CONCERNS
DESIGN FOR PHASE 1 IN PLACE	MUST HIGHLIGHT THE DIFFERENCES BETWEEN CURRENT AND FUTURE TESTS. SEEMS FUZZY NOW
PRACTICE TESTS WILL BE AVAILABLE	PHASE TWO STARTS WHEN?
WILLINGNESS TO PROVIDE PROFESSIONAL DEVELOPMENT AND HAVE PHASE 1 PREPARED AND DESIRE TO WORK WITH STATE STAKEHOLDERS TO BEGIN TRAINING IN FALL2013	FALL 2013 IS COMING VERY QUICKLY. THE TIMEFRAME SEEMS TIGHT
WILL PARTNER WITH OTHER COMPANIES	UNDER DEVELOPMENT
PHASE 1 CAN USE OUR MATERIALS	TIME
COMPARABLE TO CURRENT PROFESSIONAL DEVELOPMENT	
CAN PRODUCE ADDITIONAL MATERIALS BY 2013	
INTERACTIVE WEBINARS	
PAGE 3 ADDITIONAL QUESTIONS	
RESEARCH ANALYSIS AND POLICY STUDIES AND CUSTOMIZE SERVICES, PRODUCTS FOR TEACHER..... LISTENING, LEARNING, AND LEADING	
ETS WILL WORK WITH MT. TO DETERMINE FILE TYPES AND EXCHANGE REQUIREMENTS	

7. OVERVIEW OF STUDENT TEST PREPARATION MATERIALS INCLUDING PRACTICE TESTS

STRENGTHS	CHALLENGES/CONCERNS
ABILITY TO DEVELOP TEST PREP MATERIALS BUT RECOGNIZES OTHERS IN FIELD CAN PROVIDE RESOURCE ALSO	NEW PREP NOT AVAILABLE UNTIL FALL 2013
CURRENT MATERIALS USED FOR THE GED TEST WILL STILL BE APPROPRIATE TO USE FOR THE PHASE I TEST. ETS WILL ALSO PREPARE MATERIALS DESIGNED SPECIFICALLY FOR THIS ASSESSMENT	RESPONSE TIME TO WHAT MT NEEDS WITH SUCH A SMALL POPULATION OF TEST TAKERS
WILL DESIGN MATERIALS IN PHASE 1	COMMITTED TO DEVELOPING SPECIFIC MATERIALS
COMPREHENSIVE	COST OF TEST PREP MATERIALS
WILL BE AVAILABLE IN 1/1/2014	
PHASE 2 NEW COMMON CORE	
PHASE 1 TEST	
COMPARABLE WITH TEST PREP AND INTERVENTION MATERIALS THAT CURRENTLY EXIST. AND UNDERSTANDS THE AUDIENCE (HS, CC, PRISON, ABE)	
IF MT APPROVES THE ETS AS THE HSET THE EXISTING PARALLEL INSTRUCTIONAL RESOURCES WILL WORK FOR CLASSROOM INSTRUCTION.	



8. OVERVIEW OF COST OF ASSESSMENT IMPLEMENTATION

STRENGTHS	CHALLENGES/CONCERNS
EXCELLENT – CAN ORDER JUST THE TEST WE MIGHT NEED NOT AN ENTIRE PACKET	UNSURE OF PRICING FOR COMPUTER GENERATED EXAMS
PRICE RANGE IN ALIGNMENT WITH REASONABLENESS	WITH THIS TEST PRICE, MT WILL HAVE TO RAISE TEST COST WELL ABOVE CURRENT COST TO SUSTAIN TESTING CENTERS
\$25.00 PACKAGE	MT STATE PRISON CLARIFICATION ON COST IS IT BOOKS OR PER TEST?
CHEAPER THAN PEARSON VUE	
GROUP ORDER DISCOUNT	
SIMILAR TO CURRENT TEST	

9. OVERVIEW OF COST OF TRAINING FOR ASSESSMENT IMPLEMENTATION

STRENGTHS	CHALLENGES/CONCERNS
MANUALS AND FREE TUTORIALS	UNKNOWN ANSWER..... MORE TO IT THAN THEY ANSWERED
NO COST TO THE STATE OR TEST CENTER FOR ANY TRAINING FOR ASSESSMENT IMPLEMENTATION	
FREE TUTORIAL FOR STUDENTS ON HOW TO TAKE THE COMPUTER-BASED TESTS	
UTILIZING CURRENT RESOURCES TO DETER EXPENSES	
PROVIDE TEST ADMINISTRATION MANUALS – END TO END PROCESS	

10. OVERVIEW OF OPTIONS PROGRAM

STRENGTHS	CHALLENGES/CONCERNS
WILLING TO COME TO THE TABLE FOR DISCUSSION	NOT SURE WHY THE OPTIONS PROGRAM COULD NOT BE IMPLEMENTED WITH THE PHASE I TEST
WILLINGNESS TO WORK WITH OUR STATE TO IMPLEMENT AN OPTIONS PROGRAM	2014 STUDENTS MAY GET "STUCK" BETWEEN TESTS
PLAN ON DEVELOPING A NEW HSET ASSESSMENT DURING PHASE 2	HOW LONG FOR PHASE 2.... BIG WORRY, WE MUST BE ABLE TO GO IMMEDIATELY
IMPLEMENTATION OF PRIMARY EXAM BEFORE FOCUSING ON OPTION	VAGUE RESPONSE



REQUEST FOR INFORMATION OVERALL STRENGTH AND WEAKNESS FOR GEDTS

1. OVERVIEW OF ASSESSMENT

STRENGTHS	CHALLENGES/CONCERNS
NORM REFERENCED IN SUMMER 2013 WITH GRADUATING SENIORS	THE ONLY CONCERN REGARDING AVAILABILITY IS PEARSON VUE'S PLAN TO MAKE MULTIPLE TEST CENTERS. IN AN URBAN SETTING THAT WOULD MAKE SENSE, AND PERHAPS THAT ALREADY EXISTS, BUT I HAVE GRAVE CONCERNS ABOUT OPENING MORE TEST CENTERS IN MONTANA. I TAKE THE "IF IT ISN'T BROKEN, DON'T FIX IT" APPROACH. MONTANA IS A SMALL STATE IN POPULATION AND PEOPLE ARE KNOWLEDGEABLE ABOUT WHERE TESTS CAN BE GIVEN. THE TEST CENTERS COMPLEMENT THE INSTRUCTIONAL CENTERS. I WOULD LIKE THIS TO BE A POINT OF NEGOTIATION
HISTORY OF TESTING; THE ORIGINAL HSET (1942)	ADULTS AND OUT OF SCHOOL YOUTH ARE NOT PART OF NORMING GROUP
RECOGNIZED NATIONALLY AS GATEWAY CREDENTIAL	ISSUES SURROUNDING ADULTS BEING COMPUTER LITERATE ARE MINIMIZED
WILL MEET NEEDS OF THOSE WITH DISABILITIES	NOT CLEAR WHAT THE MATERIALS/PRACTICE TESTS COST FOR TESTERS
OFFERED IN SPANISH	NOT CLEAR WHY ACCOMMODATIONS HAVE TO BE SENT TO GED TESTING INSTEAD OF STATE ADMINISTRATORS
COST: \$120 FOR BATTERY OF TESTS WITH \$40 PER TEST GOING BACK TO THE PEARSON APPROVED SITE	UNTIL COMMON CORE STANDARDS, ON WHICH 2014 GED WILL BE BASED, ARE FULLY INTEGRATED INTO HIGH SCHOOLS, THE HSE MAY BE MORE CHALLENGING THAN COURSEWORK REQUIRED FOR ACTUAL GRADUATION
TEST TAKERS HAVE OPTIONS FOR CLASSROOM OR HOME-BASED PREPARATION	TIMED WRITTEN (TYPED) RESPONSE AND ANALYSIS TO PRIMARY SOURCES IS A TASK THAT DOES NOT ISOLATE AND MEASURE CANDIDATE REASONING SKILLS, BUT ALSO KEYBOARDING SKILL AND SPEED... TWO DIFFERENT SKILLS THAT SHOULD NOT NECESSARILY IMPACT PERFORMANCE OF EACH OTHER ON THE SAME EXAM
SPECIFIC STATED ALIGNMENT TO BROAD RANGE OF MCCS STANDARDS	A SIGNIFICANT NUMBER OF CURRENT ADULT STUDENTS DO NOT HAVE COMPUTER SKILLS NEEDED TO SURMOUNT THIS ADDITIONAL TESTING BARRIER



SPECIFIC AND TARGETED FEEDBACK FOR EACH TOPIC AREA AND INDIVIDUAL TEST ITEMS	WHAT IS THE COST OF THE PRACTICE TEST?
ACCORDING TO GEDTS, GEARED INHERENTLY TO WORKPLACE READINESS AND/OR COLLEGE READINESS	THE TEST WILL ONLY BE COMPUTER-BASED
BROAD RANGE OF WORKPLACE, REAL-LIFE, AND ACADEMIC REASONING TESTED	THIS TEST WILL NOT INCLUDE A SAMPLE OF ADULTS WHO HAVE TAKEN THE GED
COMPUTER DELIVERY DOES CATER TO ADULT LEARNERS SCHEDULES AND PROCLIVITY	CURRENTLY, ONLY COMMITTING TO A SPANISH AND ENGLISH VERSION
NEW PRACTICE TEST TO HELP ADULTS PREPARE	THEY AUTHORIZED THE GED TESTING CENTERS
NORM REFERENCED WITH HIGH SCHOOL GRADUATES FROM THE CLASS OF 2013	NORMED ONLY ON HIGH SCHOOL POPULATION IN SUMMER OF 2013 - NOT A POPULATION NORMALLY SERVED BY ABE
GED WILL CREATE SCORING ZONES. TEST TAKERS WILL RECEIVE FEEDBACK BASED ON THEIR GED TEST PERFORMANCE	WHICH STUDY INDICATED THAT AE STUDENTS "WERE EMBARRASSED TO TAKE ASSESSMENT WITH OTHERS"?
I THINK WE ARE ALL VERY FAMILIAR WITH THE GED TEST	TAKING TEST "ON DEMAND" NOT ALWAYS A POSITIVE - ABE STUDENTS FREQUENTLY NEED TO ESTABLISH A RELATIONSHIP TO MOVE FORWARD SUCCESSFULLY
ASSESSMENT IS CLOSER TO BEING A REALITY THAN OTHER ASSESSMENTS	USE OF ASSISTIVE TECHNOLOGY IMPLIES THAT STUDENTS HAVE USED THAT BEFORE
BRAND NAME - NO PROBLEM WITH BRANDING	LIMITED ACCOMMODATIONS
STRETCHES GED POPULATION MORE TOWARD TECHNOLOGY - MAY BE MORE COMPETITIVE	CHANGES THAT ARE BEING IMPLEMENTED
MORE OF AN INDICATOR OF COLLEGE READINESS	MEDIAN INCOME OF \$24.00
ENHANCED SCORING REPORT PROVIDES FEEDBACK FOR REMEDIATION	LACK OF 1 ON 1 INSTRUCTION
BASED ON CCSS	SOME SITES DO NOT HAVE COMPUTERS
USED INFO FROM ACT SURVEY TO INSURE SKILLS FOR COLLEGE/CAREER	GED TEST WILL ALIGN WITH MT COMMON CORE STANDARDS BUT THE STANDARDS WON'T BE OUT UNTIL 2015
RECOGNIZED BY PRISONS, VETERANS AFFAIRS, COLLEGES	GED WILL TEST NON HIGH SCHOOL DIPLOMA CANDIDATES BEING 2014 ON STANDARDS HIGH SCHOOL STUDENTS HAVE NOT EVEN STUDIED
24/7 ONLINE STUDY MATERIALS AND PRACTICE TESTS	WILL GED OR MT SCREEN THE ACCOMMODATION APPLICATIONS?
DEVELOPING THE USE OF ASSISTANCE TECHNOLOGY COMPUTER BASED	
MULTIPLE CHOICE, DRAG DROP, FILL IN THE BLANK	
GREAT ANSWER NARRATIVE	
TAILORED TO ADULT READERS	
UNDERSTANDS THE IMPACT AND DEMANDS OF EMPLOYERS/WORKFORCE	
FOCUS ON MODULES	
DESIGNED FOR THOSE NOT IN SCHOOL FOR A LONG PERIOD OF TIME	
TEST IS CURRENTLY IN USE	
IT IS DESIGNED TO GUIDE INSTRUCTION RATHER THAN ASSESSMENT. SURVEY GED USED ACT TO ENSURE THAT SKILLS WERE SELECTED THAT WAS THE MOST PREDICTIVE OF SUCCESS IN COLLEGE AND CAREERS	



GED TEST WAS SPECIFICALLY DESIGNED TO ACCOMMODATE ADULTS WHO HAVE NOT BEEN IN SCHOOL FOR SOME TIME. THE CONTEXT SCENARIOS, READING PASSAGES, AND QUESTIONS WERE SPECIFICALLY DEVELOPED TO BE APPROPRIATE AND MEANINGFUL FOR ADULTS	
TEST TAKERS HAVE FREEDOM TO TAKE THE EXAM ANONYMOUSLY AND PRIVATELY	
GED COMPLIES WITH FEDERAL AND APPLICABLE STATE LAW PROVIDING PROTECTION TO THE DISABLED (ADAAA)	
TEST ACCOMMODATIONS WILL BE ON CASE BY CASE BASIS	

2. OVERVIEW OF TEST COMPONENTS

STRENGTHS	CHALLENGES/CONCERNS
ALL SUBJECTS	COMMON CORE STANDARDS ARE NOT FINALIZED NATIONALLY, SO HOW IS TEST GOING TO MESH WITH HIGH SCHOOL AND ADULT ED STANDARDS?
ALIGNED WITH COMMON CORE	NO MENTION OF WORKPLACE READINESS
MORE RIGOROUS	TRAINING FOR ANALYTIC SCORING FOR WRITING SO THAT TEACHERS MAY PROVIDE CORRECT FEEDBACK/INSTRUCTION TO STUDENTS
“ON TRACK TO BE COLLEGE OR CAREER READY”	RESULTS OF GAP ANALYSIS NOT GIVEN, E.G. KEY SKILLS AND CONCEPTS
ALL COMPUTERS BASED	RLA ER USES 3 TRAIT SCALE
PAGE 13 OF RFI STATES THAT PAPER AND PENCIL WILL BE AVAILABLE AS A SPECIAL ACCOMMODATION	SS ER USES 8 TRAIT SCALE
ALREADY WORKING WITH CORRECTIONS SYSTEM NATIONALLY TO GET COMPUTER BASED GED INTO PRISONS	WRITING REQUIRES SUFFICIENT KEYBOARDING SKILLS
THERE IS WORK BEING DONE ON A TRANSITIONAL WAIVER FOR PRISONS UNTIL WIRING, EQUIPMENT COULD BE PUT IN PLACE	THE LITERATURE SECTION MENTIONS STORYTELLING BUT NOT POETRY OR DRAMA. ARE THEY INCLUDED?
STANDARD, UP-TO-DATE EQUIPMENT WITH AT LEAST TWO WORK STATIONS MINIMUM	SINCE THE CONSTRUCTED RESPONSES ARE COMPUTER SCORED, HOW WILL INSTRUCTORS ADMINISTER AND SCORE PROACTIVE RESPONSES/TESTS?
THE CREATION OF ASSESSMENT TARGETS TO SUPPORT EACH OF THE FOUR CONTENT AREA ASSESSMENTS WHICH IDENTIFY THE CORE ACADEMIC SKILLS CONSIDERED BEING MOST PREDICTIVE OF JOB AND POST-SECONDARY SUCCESS	STRONG EMPHASIS ON DIFFICULT READING LEVEL PASSAGES, RATHER THAN A VARIETY OF SOME WITH LESS INTENSITY
VARIETY OF PARTNERS INVOLVED IN DETERMINING THE RANGE OF KNOWLEDGE AND SKILLS TO BE ASSESSED	ELEMENTS OF WRITING FOR THE EXTENDED RESPONSE ARE SCORED AS SEPARATE TRAITS RATHER THAN HOLISTICALLY
ASSESSMENT TOPICS /SKILLS ARE NOT ADDRESSED IN ISOLATION FROM EACH OTHER	USAGE OF VERBS WILL BE TESTED THROUGH THE EXTENDED RESPONSE ONLY, NO LONGER PART OF THE MULTIPLE CHOICE QUESTIONS



ALIGNMENT LOOKS SOLID BASED ON VENDOR DESCRIPTION	ORGANIZATION OF WRITING WILL BE TESTED THROUGH THE EXTENDED RESPONSE ONLY, NO LONGER PART OF THE MULTIPLE CHOICE QUESTIONS
VENDOR MAKING CONCERTED EFFORT TO ACCOMMODATE CAREER AND ADULT EDUCATION FIELDS	I AM CONCERNED ABOUT THE DIFFICULTY THIS TEST MAY BE. MANY STUDENTS TAKE THE GED BECAUSE THEY WERE NOT SUCCESSFUL IN THE SCHOOL SETTING, BE IT BECAUSE OF ENVIRONMENTAL OR ACADEMIC PROBLEMS. I QUESTIONS IF WE WILL HAVE A HIGHER NUMBER OF PEOPLE NOT PASS THE GED
THEY USED ADVISORY GROUPS/EXPERT PANELS AND STAKEHOLDER COMMITTEES TO ESTABLISH COLLEGE AND CAREER READINESS	MAJOR GOAL TO ALIGN WITH COLLEGE AND JOB READINESS
THIS IS A RIGOROUS TEST WHICH WILL CERTIFY HIGH SCHOOL COMPETENCY. THIS WOULD ALSO BE A GOOD TEST TO USE FOR THE GED OPTIONS BECAUSE OF ITS RIGOR	NO MENTION OF ALIGNMENT OR CUSTOMIZED TO MT CCSS
ITEM POOL LINKED TO COLLEGE-READINESS BENCHMARKS USED BY ACT	PARTNERS PEARSON VUE / GED
BASED ON CORE SET OF ESSENTIAL SKILLS	INCLUSIVE ENOUGH?
USE OF APPLICATION SKILLS MORE THAN DISCRETE KNOWLEDGE ITEMS	WHERE IS WESTERN RURAL FRONTIER
INCREASE IN NONFICTION AND WORKPLACE SKILLS	
INCREASE IN ANALYSIS SKILLS	
USE OF CREDIBLE PARTNERS FOR CURRENT DEVELOPMENT	
ANALYTIC SCORING OF WRITING SIMILAR TO WORK KEYS TEST IMPLEMENTED FOR WORKPLACE SKILLS	
I LIKE THE IDEA OF ALIGNING TO THE COMMON CORE STANDARDS AND THE MANY OPTIONS, TYPES OF RESPONSE ITEMS, STUDENTS HAVE WITHIN THE TEST ITSELF	
DROP DOWN MENU WITHIN A PASSAGE WILL ALLOW STUDENTS TO SEE THE CONTEXT OF THE EDITED WORK	
EXTENDED RESPONSE WILL BE SCORED BY 2 OR MORE TRAINED SCORERS	
LANGUAGE COMPONENT MEASURES SKILLS IDENTIFIED AS IMPORTANT FOR CAREER AND COLLEGE READINESS	
READING COMPREHENSION SPANS RANGE OF COMPLEXITY, INCLUDING CAREER AND COLLEGE-READY LEVELS	
RUBRIC TRAITS DERIVED FROM CCSS; THEY ARE EXPLICITLY DEFINED	
ER'S ARE NOT EVIDENCE-BASED	
RANGE OF ITEM TOPICS	
ESSAY SCORING NOT HELD UP BY LACK OF SCORERS OR HOLIDAYS	
COMPUTER SCORING OF ESSAYS BY AUTOMATED ESSAY SCORING ENGINE MAY PROVIDE MORE BALANCED SCORES	
ALL ARE ON TRACK	



GOOD FOUNDATION FOR DEVELOPMENT OF KNOWLEDGE AND SKILLS WITH EACH AREA	
GED POLICY BOARD INCLUDED ABE	
MAJOR GOALS OF GED IS THE DEVELOPMENT AND IMPLEMENTATION OF THE NEW GED ASSESSMENT THAT INDICATES READINESS FOR CAREERS AND COLLEGE AND CONTINUES TO BE A VEHICLE FOR THE ISSUANCE OF A HIGH SCHOOL EQUIVALENCY CREDENTIAL	
GED POLICY BOARD	
DRAFTING OF MATHEMATIC REASONING AND REASONING THROUGH LANGUAGE ARTS. USING EDUCATIONAL EXPERTS	
DEFINITION OF ASSESSMENT PHILOSOPHY AND TARGETS FOR MATHEMATICS AND RLA	
DEVELOP INDICATORS AND REFINEMENT OF TARGETS	
DEVELOPMENT OF SOCIAL STUDIES AND SCIENCE REASONING SKILLS DEFINED BY THE CCSS	
DEVELOPMENT OF CONTENT TOPICS FOR SCIENCE AND SOC. STUDIES, BASIC CONCEPTS AND A BODY OF KNOWLEDGE NEEDED FOR UNDERSTANDING OF BASIC CONCEPTS	

3. OVERVIEW OF TEST ADMINISTRATION

STRENGTHS	CHALLENGES/CONCERNS
INFRASTRUCTURE IN PLACE TO DELIVER COMPUTER-BASED TESTING	MANY ADULT ED STUDENTS ARE NOT COMFORTABLE WITH COMPUTERS, SO THIS ADDS ANOTHER LEVEL OF PREPARATION FOR SOME OUR STUDENTS
ALTHOUGH COMPUTER-BASED TESTING IS A BARRIER FOR SOME STUDENTS, THEY NEED TO IMPROVE TECHNOLOGY SKILLS TO BE BETTER PREPARED FOR JOBS AND/OR POSTSECONDARY	VENDOR ASSUMES POTENTIAL TEST TAKERS HAVE STRONG ENOUGH COMPUTER SKILLS THAT COMPUTER DELIVERY ONLY WILL NOT BE A SIGNIFICANT BARRIER TO COMPLETING/PASSING TESTS IN THE TIME ALLOWED. MY EXPERIENCE SHOWS OTHERWISE. STUDENTS HAVE RUDIMENTARY TECH SKILLS TO MAKE A PHONE CALL OR "SURF" THE INTERNET, BUT LACK FOCUSED SKILLS OF READING LONG PASSAGES ON A SCREEN, USING ON-SCREEN REFERENCE ITEMS, AND KEYBOARDING A TIMED RESPONSE. WHILE THIS ISSUE MAY LESSEN IN THE FUTURE, IT IS A SIGNIFICANT ISSUE TO MANY CURRENT ADULT STUDENTS, WHO OFTEN DID NOT COMPLETE THE PART OF "SCHOOL" THAT TEACHES THEM TO EFFECTIVELY INTERACT WITH COMPUTER-BASED RESOURCES
EASE, EFFICIENCY, SPEED, AND SECURITY OF ADMINISTRATION HAVE POTENTIAL TO BE ENHANCED	COMPUTER ONLY
VENDOR RAISES SEVERAL VALID POINTS IN "SELLING" COMPUTER-BASED DELIVERY	A PAPER VERSION WILL ONLY BE AVAILABLE FOR PARTICULAR ACCOMMODATIONS THAT SPECIFICALLY REQUIRE PAPER TEST ADMINISTRATION



SOFTWARE TO RUN THE TEST DOES NOT COST	HOW WILL WE KNOW IF OUR CORRECTION FACILITIES WILL NEED THE TRANSITIONAL WAIVER FOR THE COMPUTER BASED TEST?
CERTIFICATION EXAM FOR INDIVIDUAL WHO ADMINISTRATES THE TEST IS OPEN BOOK AND LOADED ON THE COMPUTER. IT WILL BE THE FIRST TEST THE CENTER RUNS	LIMITED ACCOMMODATIONS
AFTER THE INITIAL TEST THERE WILL BE A YEARLY CERTIFICATION TEST	IS THIS A CASE OF THE "HAVE NOT'S" STUCK IN THE "HAVE NOT" CYCLE? WILL THE "GENERATIONAL CHALLENGES" ONLY CONTINUE MORE SO?
ORGANIZATION	RUN LIKE A BUSINESS - LACK OF CREATING A RELATIONSHIP WITH A STUDENT
COMPANY HAS EXPERIENCE PROVIDING TECHNOLOGY PRODUCTS	DEFINE TRANSITIONAL WAIVER PROGRAM (CORRECTIONS) - CAN THAT NOT BE USED IN RURAL STATES?
24/7 TECH SUPPORT	TESTING CENTER AS A MARKETING UNIT FOR FREE ABE PROGRAMS - HOW WILL THAT OCCUR?
TECHNICAL REQUIREMENTS ADDRESSED	TECH PROBLEMS CREATE MORE OF A CHALLENGE - NO BACKUP PLAN
2002 IN PAPER OR CBT	VERY LIMITED OPTIONS OTHER THAN COMPUTER BASED
MORE CONSISTENT ADMINISTRATION ON CBT	TOO RIGID GOING TO ALL CBT FROM THE GET – GO
UPDATE OF QUESTIONS EASY W/OUT A YEAR WRITING PERIOD	CONCERNS WITH COST
QUICK SCORING	DO THE CENTERS HAVE TECHNICAL CAPABILITIES TO OFFER CBT? INVESTMENT NEEDED?
LOW MINIMUM REQUIREMENTS	\$450.00 SETUP KIT
MORE ACCESS TO TESTING IN MT	DID NOT ADDRESS CREDENTIAL AND TRAINING REQUIREMENTS
ROBUST REGISTRATION	RURAL BROADBAND FOR COMPUTER BASED TESTING
WILL DEVELOP EDUCATIONAL GUIDANCE TO EXAM ADMINISTRATORS WITH AN EXAM – BETTER FOR CONSISTENCY	TIME TO LEARN TECHNOLOGY IS IMPORTANT BUT CRUCIAL TO THIS TEST.
MORE FREQUENT TESTING OPPS REAL TIME RESULTS	NEED TO BECOME AN AUTHORIZED PEARSON VUE TEST CENTER.
TRAINING AT NO COST	TECHNOLOGY IN PLACE COST, TIME AND TRAINING.
MOBILE TEST CENTERS TO REMOTE LOCATIONS	WHAT ARE THE DUTIES OF TEST ADMIN.?
TRANSITIONAL WAIVER WILL BE THE BRIDGE FOR CORRECTIONAL SYSTEMS TO PREPARE FOR COMPUTER BASED TESTING.	WILL CORRECTIONAL FACILITIES USE PAPER VERSION FOR 2014?
MT. BASED GED TESTING WILL NEED TO BECOME AUTHORIZED TESTING CENTERS.	WILL CORRECTIONAL FACILITIES BE ABLE TO USE LAP TOPS TO HAVE A TRAVELLING LAB FOR ALL AREAS OF THE FACILITY?
PEARSON VUE CENTERS ARE EQUIPPED WITH INDUSTRY STANDARD WORKSTATIONS.	



4. OVERVIEW OF SCORING

STRENGTHS	CHALLENGES/CONCERNS
VARIETY OF TEST SELECTIONS --- MULTIPLE CHOICE, DROP AND DRAG, FILL IN THE BLANK, REASONING THROUGH LANGUAGE ARTS, SOCIAL STUDIES, AND SCIENCE TESTS HAVE WRITTEN RESPONSES.	NOT FAMILIAR ENOUGH WITH COMPUTER SCORING OF CONSTRUCTED RESPONSES.
THE EXTENDED AND SHORT ANSWER OPTIONS VERSUS ONE ESSAY.	HOPE TO HAVE PLENTY OF REASONABLY-PRICED MATERIALS/RESOURCES AVAILABLE TO HELP INSTRUCTORS AND STUDENTS BECOME PROFICIENT IN PREPARING FOR THIS FORMAT.
THE REQUIREMENT TO ANALYZE TEXT AND USE EVIDENCE TO SUPPORT ARGUMENTS.	REPORT CATEGORIES ARE SO GENERAL; IT WILL BE CHALLENGING TO ACTUALLY USE THEM TO DO CONCRETE REMEDIATION OR PREPARATION - SIGNIFICANT DOWNFALL TO OTHERWISE WELCOMED BREAKDOWN OF SCORES.
QUICK TURNAROUND FOR TEST RESULTS.	"ZONE 4" SCORING STANDARDS FOR COLLEGE READINESS MAY EXCLUDE A HIGH PERCENTAGE OF STUDENTS CAPABLE OF COLLEGE SUCCESS BASED ON CURRENT PASS/FAIL SCORING
THE ABILITY TO DETERMINE WHO IS COLLEGE-READY.	WHAT IS THE TIME FRAME FOR VALIDATING COLLEGE READINESS?
TEST RESULTS THAT GIVE MORE THAN JUST SCORES.	KEYBOARDING SKILLS ON SHORT ANSWER (SA) AND EXTENDED RESPONSE (ER)
DIAGNOSTIC GUIDANCE IS A SIGNIFICANT STRENGTH	CAN EXAMINEE REVIEW *ALL* ANSWERS BEFORE SUBMITTING FINAL TEST?
SPECIFIC REPORT OF PERCENTAGE POINTS AND CONTENT-BASED REPORTABLE ITEMS WITHIN EACH TESTING SECTION	WHO ARE POST-SECONDARY REPS THAT WILL VALIDATE COLLEGE READINESS FOR ZONE 4?
PERFORMANCE "ZONES" FOR REPORTING CREATED IN PARTNERSHIP WITH COLLEGE AND CAREER STAKEHOLDERS	NEW TEST, NEW ISSUES THAT HAVE NOT COME ABOUT PREVIOUSLY, WILL THEY ADAPT QUICKLY OR ACT AS PAST PRACTICE
MULTIPLE PROFICIENCY LEVELS CAN BE DEMONSTRATED	ESSAY IS COMPUTER SCORED
TEST WILL HAVE CONSTRUCTED RESPONSE WITH SS/SCIENCE/READING. SCIENCE TEST WILL HAVE SHORT ANSWER RESPONSES WHILE SS AND READING WILL HAVE EXTENDED RESPONSE ANSWERS.	
THERE WILL BE 4 ZONES. GED WILL WORK WITH POSTSECONDARY TO VALIDATE TEST-TAKERS SUCCESSFUL COMPLETION OF THE 4TH ZONE AS COLLEGE READY.	
HAS WORKED WELL IN THE PAST	
ASSESSMENT NEEDS ARE MET	
GOOD EXPERIENCE ON COMPUTERIZED SCORING	
SECURE FTP SITE TO PUSH OR PULL	
DELIMITED TEXT FILES	
TRANSPORTABLE & FOCUSED ON CAREER READINESS	
BASED ON CAREER/COLLEGE READINESS ADAPTED BY MT	
100% COMPUTER SCORED	



5. OVERVIEW OF DATA EXCHANGE WITH MONTANA

STRENGTHS	CHALLENGES/CONCERNS
HISTORY OF DATA EXCHANGE VIA PEARSON VUE.	PLATFORM/DATA MUST BE ACCESSIBLE/TRANSFERRABLE TO ALL SITES IN MT AND BEYOND
BOTH STATE AND GED HAVE ACCESS TO TEST DATA.	WORKING WITH A RURAL STATE
BASIC DEMOGRAPHIC INFORMATION WILL BE COLLECTED TO FOLLOW TRENDS.	INTEGRATING TEST RESULTS INTO MT OPI DATA SYSTEM, MABLE
POSSIBLE ACCESS TO GED RESULTS FROM 2002 AND FORWARD	NEW TEST, NEW UNKNOWN CHALLENGES WITH SOME RELUCTANCE TO ADAPT MAYBE.
DIAGNOSTIC RESULTS TO INFORM STUDENTS WHO HAVE TO RETAKE TESTS.	DATA CONTROL?
IT SEEMS MT HAS ACCESS AND OWNERSHIP TO TYPICAL DEMOGRAPHIC INFO PROVIDED BY CONTRACTED SERVICES	TOO MUCH CONTROL BY VENDOR TO BE OF ANY ASSISTANCE BY THE STATE TO ASSIST STUDENTS IN FURTHER EDUCATIONAL ENDEAVORS?
FILE TYPES SEEM STANDARD	UPDATED VENDOR INFORMATION ON JAN 30 SHOULD CLARIFY MANY QUESTIONS?
USER AUTHORIZED BY MONTANA WILL HAVE ACCESS TO DEMOGRAPHIC AND EXAM SCORE RESULTS.	NOT HIGHLY DIAGNOSTIC FOR EDUCATORS
DETAILED REPORT TO TEST-TAKERS, CONTENT REFERENCE REPORTING	WHO ISSUES CERTIFICATE
CONTENT-REFERENCED DESCRIPTIONS OF KNOWLEDGE, SKILLS, AND ABILITIES	DAILY ELECTRONIC FEED BACKS 2002 AND BEYOND
SEEMS TO BE WORKING CURRENTLY	WHAT WILL SCORES MEAN FOR CAREER READINESS
STANDARD OR BETTER IN THIS AREA	ORDERING TRANSCRIPTS WHAT WILL BE THE COST?
DAILY ELECTRONIC FEEDS IN XHIL FORMAT	CAN MT HAVE A SAY IN DATA COLLECTED FROM DEMOGRAPHICS?
GOOD EXPANDED DEMOGRAPHICS	
TRANSCRIPTS CAN BE REQUESTED WITHOUT CONTACTING THE STATE	
AVAILABLE IN OWN TESTING SERVICE	
DATA OPTIONS AVAILABLE	
BOTH GED AND MT. WILL HAVE RIGHTS	
5 MAJOR SECTIONS OF DEMOGRAPHIC INFORMATION: GENERAL, EDUCATION AND WORK STATUS, PATHWAY TO THE GED, TEST PREP AND STUDY HABITS, LITANY AND INCARCERATION STATUS.	



6. OVERVIEW OF PROFESSIONAL DEVELOPMENT MATERIALS WHICH ARE AVAILABLE FOR TEST PREPARATION INSTRUCTION

STRENGTHS	CHALLENGES/CONCERNS
BROAD STATEMENT THAT A VARIETY OF OPPORTUNITIES WILL BE AVAILABLE FOR TEST ADMINISTRATORS PRIOR TO JANUARY 2014.	SEPT 2013 IS A VERY SHORT LEAD TIME FOR PRACTICE TESTS
MATERIALS WILL BE/ARE AVAILABLE, TRAINING TO COME.	FALL 2013 IS COMING VERY QUICKLY. THE TIMEFRAME SEEMS TIGHT.
INFORMATION AVAILABLE IN PLENTY OF TIME TO PREPARE STAFF AND TESTERS FOR 1/2014.	NEED HANDS-ON SAMPLES AND PRACTICE TESTS
WELL-FOCUSED, TIMELY, AND APPROPRIATE PROFESSIONAL DEVELOPMENT MATERIALS	TYPES OF TRAINING SCHEDULED
BROAD RANGE OF ORGANIZATIONS BEING CONSULTED TO DEVELOP APPROPRIATE MATERIALS FOR ADULT EDUCATORS	
CURRENT WEBINAR TOPICS LOOK APPLICABLE AND INFORMATIVE	
PD MATERIALS AVAILABLE ON WEBSITE BEGINNING IN FALL 2013	
USE OF WEBB'S DEPTH OF KNOWLEDGE	
HAS BEEN GREAT	
PROFESSIONAL DEVELOPMENT WEBINARS ARE COST EFFECTIVE	
MANY RESOURCES ALREADY PUBLISHED	
WORKING WITH A VARIETY OF ENTITIES TO DESIGN TOOLS AND RESOURCES	

7. OVERVIEW OF STUDENT TEST PREPARATION MATERIALS INCLUDING PRACTICE TESTS

STRENGTHS	CHALLENGES/CONCERNS
TO BE DEVELOPED, BUT ALREADY IN THE PROCESS OF WORKING WITH PUBLISHERS. HISTORY HAS SHOWN NUMEROUS PUBLISHERS HAVE PROVIDED HIGH QUALITY TEST PREP MATERIALS.	CONCERNS ABOUT COST OF TEST PREP MATERIALS FOR ABE PROGRAMS AND STUDENTS.
MATERIALS AVAILABLE IN TIME FOR STUDENTS AND PROGRAMS TO GEAR UP FOR 1/2014.	PRACTICE TESTS NOT AVAIL UNTIL SEPT 2013
FORMAT OF PRACTICE TESTS SAME AS REAL TEST	GED "MARKETPLACE" GEARED TOWARD STUDENT'S SELF-STUDY - BUT DIFFICULT TO KNOW HOW TO BUY SMART
PRACTICE TEST ITEMS DIRECTLY LINKED TO STUDY MATERIALS	WHAT IS THE COST OF THE PRACTICE TEST?
SOME ASSESSMENT INFORMATION AND SAMPLE ITEMS AVAILABLE CURRENTLY	WHAT IS THE COST OF THE PRODUCTS FROM GED MARKETPLACE?
PRACTICE TEST 2013, SEPTEMBER. DETAILED SCORE TO SHOW READINESS.	NOT RECOGNIZING STRENGTH OF EXISTING VENDORS OF ABE MATERIALS TO PROVIDE RESOURCES



GED MARKETPLACE, 10 PUBLISHERS	APPEARS TO MARKET ITS OWN PRACTICE TEST - PROFIT-BASED
TEST IS COMPATIBLE WITH EXISTING MATERIALS	STECK VAUGHN IS THE PUBLISHER AND THE CURRENT "BEST" MATERIALS FOR GED INSTRUCTION ARE CONTEMPORARY PRODUCTS (JUST AN OBSERVATION)
HAS BEEN GOOD	GED MARKETPLACE – ONLINE AFFORDABLE?
PRACTICE TESTS WITH FEEDBACK MATERIALS AVAILABLE	STUDENTS HAVE TO BUY STUDY MATERIALS
COST IS OK FOR MATERIALS	

8. OVERVIEW OF COST OF ASSESSMENT IMPLEMENTATION

STRENGTHS	CHALLENGES/CONCERNS
NO COST FOR IMPLEMENTATION OF ASSESSMENT.	\$120 (OR MORE) IS VERY BURDENSOME FOR MANY ADULT ED STUDENTS, SUPPORTING AGENCIES, AND ORGANIZATIONS.
PEARSON VUE SOFTWARE IS PROVIDED TO ALL AUTHORIZED TESTING CENTERS AT NO COST.	CENTERS WILL HAVE TO PAY \$450.00.
THE SOFTWARE IS DESIGNED TO MANAGE THE COMPLETE TESTING PROCESS, FROM EXAM REGISTRATION AND SCHEDULING TO EXAM DELIVERY. SOFTWARE INSTALLATION IS SUPPORTED AT NO COST VIA PHONE AND ON-GOING TECHNICAL SUPPORT 24/7, THERE ARE NO ONGOING COSTS	HOW MANY TIMES CAN A STUDENT RETEST IN ONE YEAR?
SEEMS CHEAPER IN THE LONG RUN THAN BUYING PAPER/PENCIL EXAMS, MAIL, SCORING, ETC	HOW MANY VERSIONS OF THE TEST ARE OUT THERE?
THE TEST CENTER HAS SECURE ACCESS TO ONLINE WEB CAPABILITIES	COST OF TEST WILL PROHIBIT MANY PEOPLE FROM COMPLETING
NO COST FOR TRAINING.	WILL PEARSON WORK WITH THE PUBLIC DOMAIN TO PROVIDE TESTING?
APPARENTLY (?) HAVE ADJUSTED COST PARAMETERS BUT UNCERTAIN FOR FUTURE "TREND" OF TESTING COSTS	NEED A BETTER EXPLANATION OF THE \$40 "REBATE" CONCEPT - WHY WOULDN'T THE TEST JUST BE \$80 INSTEAD OF \$120?
REIMBURSED FOR INCREASES FOR ACCOMMODATIONS TESTING	HUGE BARRIER TO ALL STUDENTS
\$40.00 TO TEST CENTER/MONTH	COSTS RISING EVEN MORE WITHIN A SHORT TIME PERIOD AND DOES NOT SEEM TO BE LOCKED IN.
1 TIME \$450.00 SEC PKG	ANYONE CAN BE A TEST KIOSK
	NO DISCUSSION OF COST OF RE TAKES
	BEING ABLE TO SUPPORT STAFF AT TESTING SITE.
	PROFESSIONAL DEVELOPMENT COST
	COST FOR CORRECTIONAL FACILITIES



9. OVERVIEW OF COST OF TRAINING FOR ASSESSMENT IMPLEMENTATION

STRENGTHS	CHALLENGES/CONCERNS
MINIMAL TIME FOR TRAINING.	WILL ONSITE MONITORING EVER BE DONE?
YEARLY ASSESSMENT OF TEST ADMINISTRATORS.	WILL STATE EVER PROVIDE TRAINING? ALL PEARSON-BASED TRAINING?
THERE ARE NO COSTS FOR THE TRAINING AND CERTIFICATION REQUIRED TO DELIVER/ADMINISTER EXAMS (OPEN BOOKS)	UNKNOWN AND STRONG CONCERN
WEBINARS AND WORKSHOPS WILL BE PROVIDED TO PARTICIPANTS AT NO CHARGE BY THE GED TESTING SERVICE	NOT CLEAR IF OTHER CERTIFICATIONS AND ADDITIONAL TRAINING ARE FREE AS WELL
ONLINE TRAINING WITH ANNUAL RECERTIFICATION	LACK OF IN PERSON CONTACT
1ST TEST AT THE CENTER WILL BE THE ONE FOR THE EXAMINER.	
ADDRESSED BUT REQUIRE "TIGHTER" INFO	
POWERPOINT FOR TRAINING EXAM UP TO 1.5 HOURS	

10. OVERVIEW OF OPTIONS PROGRAM

STRENGTHS	CHALLENGES/CONCERNS
ALREADY IN EXISTENCE. WOULD CONTINUE OPPORTUNITY TO PROVIDE PROGRAM.	UNTIL COMMON CORE STANDARDS, ON WHICH 2014 GED WILL BE BASED, ARE FULLY INTEGRATED INTO HIGH SCHOOLS, THE HSE MAY BE MORE CHALLENGING THAN COURSEWORK REQUIRED FOR GRADUATION.
GOOD IDEA FOR DROPOUT PREVENTION AND MT WILL OVERSEE THE MONITORING AND TRACKING.	PEARSON RECOMMENDS INDIVIDUALIZED, SELF-PACED INSTRUCTION WHICH APPEARS TO BE CONTRARY TO CURRENT OVAE-SPONSORED RESEARCH
GED TESTING SERVICE PROVIDES ONGOING SUPPORT TO OPTION PROGRAM COORDINATORS AND STATE STAFF STARTING WITH THE INITIATION OF THE APPLICATION AND CONTINUING OVER THE LIFE OF THE STATE'S GED® OPTION PROGRAM.	SLOW MOVING WEAK ANSWER GIVEN.
SEE OPTION STUDY, 11 STATES PARTICIPATED; THUS, IT HAS ALREADY BEEN TESTED AND DONE.	HOURS REQUIRED UNCLEAR IF ITS 15 HOURS /WEEK OR A MINIMUM OF 15 HOURS
STUDENT IS ALLOWED TO TAKE THE GED EVEN THOUGH THEY ARE STILL ENROLLED IN HIGH SCHOOL.	WHAT WOULD BE NEEDED TO SUSTAIN THIS WHEN WE MOVE TO THE NEW TEST
DESIGN SET WITH PARAMETER/CRITERION ESTABLISHED	STATE OFFICES WILL BE RESPONSIBLE FOR MONITORING PROGRAM QUALITY.
POSSIBLE STRENGTH BUT NOT ENOUGH INFORMATION GIVEN	
VOLUNTARY	
CLEARLY SPELLED OUT	
13 STATES ALREADY HAVE THIS	
TO PARTICIPATE STATES MUST APPLY	



**REQUEST FOR INFORMATION
OVERALL STRENGTH AND WEAKNESS
FOR
MCGRAW-HILL**

1. OVERVIEW OF ASSESSMENT

STRENGTHS	CHALLENGES/CONCERNS
NORM/CRITERION REFERENCED SAME MODEL AS TABE. WILL INCLUDE CURRENT ADULT EDUCATION STUDENTS IN THE TRIAL AND STANDARDIZATION STUDIES WITH LINKS TO CURRENT HIGH SCHOOL STUDENTS.	MH'S RESPONSE TO RFI DID NOT DIRECTLY ADDRESS SEVERAL CRITICAL ELEMENTS OF THE ASSESSMENT OVERVIEW. NO SPECIFIC ASSESSMENT, TIMING, TRAINING, COST, OR OTHER INFORMATION WAS PUT FORTH, AND THE "WE WILL WORK WITH MONTANA TO DO WHATEVER THEY WANT" RESPONSES WERE TOO VAGUE TO MAKE A VALID DETERMINATION ON MANY FUNDAMENTAL ISSUES.
COMPUTER AND NON-COMPUTER TEST.	THIS COMPANY OBVIOUSLY DID NOT PUT FORTH THE EFFORT TO RESPOND BUT MINIMALLY TO THIS RFI. THIS DOCUMENT DOES NOT LEAD ME TO BELIEVE THEY WOULD TACKLE THE MONUMENTAL TASK AT HAND IN AN EFFICIENT MANNER.
WILL WORK WITH MONTANA FOR ADDITIONAL LANGUAGES	CONCERN ABOUT PORTABILITY TO OTHER STATES
POSSIBLE USE OF CURRENT STUDENTS IN TRIAL	NEW TEST WITHOUT AMPLE TIME FOR NORMING, TESTING, AND TROUBLE SHOOTING.
ESTABLISHED PUBLISHER WITH MULTIPLE RESOURCES AND CAPITAL (TABE PUBLISHER)	TEST IS IN THE DEVELOPMENT PHASE.
HAS LENGTHY HISTORY OF EDUCATIONAL TESTING.	LOOKS TO INCLUDE AND ALIGN WITH COMMON CORE.
CURRENTLY PROVIDES THE TABE, OUR TEST TO MONITOR STUDENT PROGRESS	UNSURE IF WE, AS A STATE, ARE INTERESTED IN HAVING THE 85/15 RATIO. IF WE ARE LOOKING RECIPROCITY, I DON'T SEE THIS AS AN ADVANTAGE OR NECESSARY.
HAS OFFERED 85/15 RATIO OF QUESTIONING WITH 15% OF QUESTIONS TO BE DERIVED FROM MONTANA STANDARDS	I AM CONCERNED ABOUT THE TIMELINE. I AM NOT COMFORTABLE THAT THE TEST WILL BE READY FOR RELEASE 1/2014 AND THAT WE WILL HAVE ENOUGH LEAD TIME TO HAVE RESOURCES AVAILABLE TO HELP OUR STUDENTS PREPARE.
IS PLANNING TO MEET ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES AS WELL AS STUDENTS WHO ARE NOT PRIMARILY ENGLISH SPEAKERS.	THE INFORMATION IS GENERAL AND NOT SPECIFIC ENOUGH TO EVALUATE AT THIS POINT.
MCGRAW-HILL IS A NATIONALLY RECOGNIZED PROVIDER OF ADULT EDUCATION MATERIALS AND TESTS.	COST MORE TO CUSTOMIZE TO MT. STATE IF DIFFERENT FROM NATIONAL STANDARDS
TOOLS IN PLACE TO MEET THE CRITERIA	TIME CONSUMING



EXPERIENCE WITH BOTH NORM & CRITERION REFERENCED	WILL IT INCLUDE ADULT STUDENTS
PLANNING TO INCLUDE ADULT STUDENTS	
WILL EVALUATE ADULT SKILLS FOR WORKFORCE	
SEEMS FLEXIBLE	
CUSTOMIZATION TO STATE'S SPECIFIC	
WILL WORK WITH STATES TO COMPLETE A MORNING STUDY AND CRITERION	

2. OVERVIEW OF TEST COMPONENTS

STRENGTHS	CHALLENGES/CONCERNS
ITEM POOL LINKED TO COLLEGE-READINESS BENCHMARKS USED BY ACT	NO MENTION OF WORKPLACE READINESS
TESTING (SUPPOSEDLY) UP TO 14TH GRADE CRITERIA TO PROMOTE COLLEGE READINESS.	VIRTUALLY NO USEFUL INFORMATION GIVEN ON THIS IN THIS DOCUMENT.
THE LIMITED LIST OF TEST COMPONENTS SEEMS ALIGNED WITH THE CURRENT TABE TEST WHICH IS CURRENTLY MT ABLE'S ASSESSMENT TOOL.	MANY OF THESE CORE COMPONENTS ARE NOT THOROUGHLY ADDRESSED IN OTHER CURRENT MH ASSESSMENTS.
TASC WILL BE DEVELOPED TO COVER A VARIETY OF SUBJECTS.	MH "OPEN TO CONDUCTING EFFICACY STUDIES WITH STATE OF MONTANA". OUR STATE NEEDS A QUALITY ASSESSMENT THAT IS THOUGHTFULLY AND ACCURATELY PREPARED BEFORE WE ENACT IT. EFFICACY SHOULD BE DETERMINED BEFORE ASSESSMENT IS GIVEN TO ANYONE.
MCGRAW-HILL IHAS A PROVEN RECORD OF INCREASING COLLEGE READINESS AND REMEDIATING SKILLS GAPS.	EVEN THOUGH TEST ALIGNS TO TABE THAT MAY BE A LIMITATION.
HAS PAST PROVEN PRODUCTS THAT MEET THE NEEDS OF THE LEARNERS USING THE MATERIAL	CONCERN ABOUT STATE DETERMINING CONTENT OF TEST - MAY NOT BE AS PORTABLE.
CAN BE CUSTOMIZED	VAGUE DESCRIPTION. THE LIMITED LIST OF TEST COMPONENTS SEEMS ALIGNED WITH THE CURRENT GED TEST.
OPEN TO CONDUCTING EFFICIENCY STUDIES	NOT ENOUGH INFORMATION
ADDITIONAL TEST COMPONENTS	AGAIN NEW TERRITORY FOR THIS PUBLISHER
WILLING TO CUSTOMIZE FOR MT.	STILL IN DEVELOPMENT.
85/15 MODULE	TIMELINE FOR BEING READY TO PREPARE STUDENTS FOR THE NEW TEST.
	INFORMATION IS VAGUE. I AM CONCERNED THAT LITTLE TIME AND EFFORT WAS SPENT ON THIS PROPOSAL WHICH LEADS ME TO QUESTION THE POSSIBILITY OF HAVING THE BEST ASSESSMENT FOR OUR STATE IN THE PROJECTED TIMELINE.
	WORKING ON PROVEN RECORD BUT NOT YET APPLIED TO HSE



3. OVERVIEW OF TEST ADMINISTRATION

STRENGTHS	CHALLENGES/CONCERNS
TRAINING WILL BE DEVELOPED BOTH IN-PERSON AND TECHNOLOGY-BASED	NO SPECIFIC INFORMATION ABOUT TRAINING REQUIREMENTS OR CREDENTIALS.
TECHNICAL REQUIREMENTS ARE GENERALLY AVAILABLE.	LITTLE SPECIFIC INFORMATION. STILL CONCERNED ABOUT THE TIMELINE TO FLUSH OUT AND DEAL WITH ISSUES AND TRANSITION TO NEW TEST.
EXPERIENCE IN MULTIPLE AREAS ASSESSMENTS	NO MENTION OF SPEED REQUIREMENTS OR HOW CBT WOULD WORK
LARGE ENOUGH COMPANY TO RESPOND TO UNIQUE STATE NEEDS	NO REQUIREMENTS LISTED FOR TEST ADMINISTRATOR
THE TEST CAN BE ADMINISTERED USING PAPER, PENCIL OR ONLINE GIVING TEST SITES OPTIONS. THIS IS ATTRACTIVE FOR THOSE WHO SERVICE PRISON POPULATION.	GUIDELINES DATED 2005 NO UPDATED DOCUMENT
WILL PROVIDE DIAGNOSTIC ASSESSMENT FOR STUDENTS BASED ON TEST PERFORMANCE.	DID NOT PROVIDED SPECIFIC FOR COMPUTER BASED
HAND SCORING FOR ESSAYS.	FOR CORRECTIONAL FACILITIES IMPORTANT WILL BE COMPUTER SECURITY. ALL REQUIREMENTS MUST MEET DOC IT DEPARTMENT SECURITY PROTOCOL.
SCORING DATA ONSITE AND IMMEDIATE.	
SUPPORTS STANDARD PLATFORMS.	
PROFESSIONAL DEVELOPMENT AVAILABLE TO TRAIN TEST ADMINISTRATORS.	
MULTIPLE METHODS	
FLEXIBLE WITH WRITING SECTION	
CURRENT TECHNICAL REQUIREMENTS VERY ADEQUATE	
CAN DEVELOP TO MEET MONTANA NEEDS	
WINDOWS, MAC, LINUX, AND THIN CLIENT	
IN PERSON & TECH BASED TRAINING	

4. OVERVIEW OF SCORING

STRENGTHS	CHALLENGES/CONCERNS
IMMEDIATE WITH COMPUTER BASED	PAPER AND PENCIL TEST WILL BE 7-14 DAY TURNAROUND
ABILITY TO SET MULTIPLE PROFICIENCY LEVELS	MULTIPLE PROFICIENCY LEVELS, AND WILL MEASURE UP TO 14TH GRADE. QUESTION ABOUT GRADE LEVELS SINCE 12.9 TABE TEST DOES NOT EQUATE TO 12.9 IN THE K-12 WORLD.
SCORING FLEXIBILITY	WITHOUT A MORE THOROUGH IDEA ABOUT MANY OTHER ASPECTS OF THE ASSESSMENT, CHALLENGING TO EVALUATE "CUT" SCORE AND PROFICIENCY LEVEL RESPONSE.
STANDARD AND REASONABLE TIMEFRAME	VERY LITTLE SPECIFICS. STILL CONCERNED ABOUT ABILITY TO GET IT TOGETHER IN LESS THAN A YEAR.



CREDIBLE RESOURCE BASED ON EXPERIENCE WITH TABE SCORING PROCESS	A FINAL CUT SCORE SHOULD BE STANDARDIZED TO ADD TO VALIDITY NATION WIDE
MULTIPLE METHODS OF SCORING (MACHINE & HAND)	DO THEY HAVE HAND SCORING AND IF SO WHAT IS THE INTEGRITY OF IT?
EXPERIENCE IN THIS AREA	STATE WOULD NEED TO DETERMINE LEVELS
ABILITY TO ADAPT QUICKLY WHEN NEEDED	ESSAY IS HUMAN SCORED OR DEVELOP STATE COMPUTER SCORING (TIME AND COST)
SCORING SIMILAR TO CURRENT GED	TEST DOES NOT EXIST
TEST VALIDITY ABLE TO BE EFFECTIVELY MEASURED	
MULTIPLE METHODS OF SCORING	
SECURED WEBSITE FOR SCHOOLS	
HUMAN SCANNERS FOR WRITING TEST	
7-14 DAY TURNAROUND	
REPORT VIA SECURE WEBSITE	
CONSORTIUM WITH OTHER STATES	
UP TO GRADE 14 LEVEL FOR SUCCESSFUL TRANSITION TO POST SECONDARY LEVEL	
TEST VALIDITY AND RELIABILITY ARE FOUNDATION FOR EVERY ASSESSMENT BUILT BY CTB	
TEST WILL USE BOOKMARK STANDARD SETTING PROCESS ALONG WITH FIELD TESTING.	

5. OVERVIEW OF DATA EXCHANGE WITH MONTANA

STRENGTHS	CHALLENGES/CONCERNS
THIS IS AN END OF A COURSE TEST DESIGNED TO BE DIAGNOSTIC ON THE CONTENT AREAS COVERED ON THE TEST. DEMOGRAPHICS WILL BE SIMILAR TO NRS REQUIREMENTS.	FINAL OWNERSHIP OF THE DATA WILL BE NEGOTIATED AS PART OF A FINAL CONTRACT.
MULTIPLE METHODS OF DOING THIS BUT DOES OUR STATE HAVE THE MEANS OF COMMUNICATING WITH THEIR SYSTEMS	VAGUE REQUIREMENTS, VAGUE RESPONSES, WITH VERY LITTLE DETERMINED OR AVAILABLE TO EVALUATE
DATA EXCHANGE AND OWNERSHIP REASONABLE.	7 TO 14 DAY TURN AROUND FOR PAPER/PENCIL
VARIETY OF DATA EXCHANGE AVENUES	UNKNOWN AT THIS TIME BUT AN AREA OF GREAT CONCERN. WILL NEED TO BE ADDRESSED IN GREATER DETAIL WITH A TECH PERSON FROM THE STATE TO PROVIDE FEEDBACK TO THE SELECTION COMMITTEE
BALANCE OF STATE CONTROL OF DATA SEEMS ADEQUATE	NO SPECIFICS REGARDING WHAT DIAGNOSTIC INFORMATION WILL BE AVAILABLE.
MULTIPLE FORMATS AND WILL CUSTOMIZE FOR THE STATE	NO SPECIFIC TO FILE NEEDS
CUSTOMIZED FOR STATE DEMOGRAPHICS	
WILL BE DESIGNED FOR DIAGNOSTIC REPORTS	
TABE REVISED TO ALIGN WITH CCSS FOR TASC TEST PREP	
WOULD BE SIMILAR TO NRS REQUIREMENTS	



STATE OPTIONS	
XLS, DAT, AND ASC II	
ACCESS FOR FURTHER DEVELOPMENT	

6. OVERVIEW OF PROFESSIONAL DEVELOPMENT MATERIALS WHICH ARE AVAILABLE FOR TEST PREPARATION INSTRUCTION

STRENGTHS	CHALLENGES/CONCERNS
PD MATERIALS AVAILABLE ON WEBSITE BEGINNING IN FALL 2013	MCGRAW-HILL IS IN THE PROCESS OF DEVELOPING THE MATERIAL AND STATED COMMITMENT TO JANUARY 1, 2014 DATE.
INTERACTIVE WEBINARS BEGINNING FALL 2013	FALL 2013 IS COMING VERY QUICKLY. THE TIMEFRAME SEEMS TIGHT.
ON-SITE TRAINING COMBINED WITH TECH	NO CONCRETE INFORMATION GIVEN
ESTABLISHED COMPANY THAT HAS PROVIDED COUNTLESS PD OPPORTUNITIES IN SIMILAR AREAS	NO SPECIFICS AND STILL CONCERNED ABOUT TIMELINE.
WILLINGNESS TO PROVIDE IN PERSON AND OR WEB BASED PROFESSIONAL DEVELOPMENT.	NOT DEVELOPED AND NO GUARANTEE THEY WILL BE COMPLETED PRIOR TO 1/1/14
	PRACTICE TEST AND CURRICULAR NEEDS WILL BE AVAILABLE ONCE THE TEST OBJECTIVES ARE AGREED UPON FOR MT.

7. OVERVIEW OF STUDENT TEST PREPARATION MATERIALS INCLUDING PRACTICE TESTS

STRENGTHS	CHALLENGES/CONCERNS
TEST IS COMPATIBLE WITH EXISTING MATERIALS	INSTRUCTIONAL MATERIALS CAN BE DEVELOPED ONCE THEY KNOW THE STATE'S TEST OBJECTIVES.
VENDOR HAS PROVEN HISTORY OF PROVIDING TEST-PREP MATERIALS SPECIFICALLY TARGETED TOWARD EXAMS.	NOT ENOUGH INFO TO EVALUATE
WILLING TO PROVIDE	RESPONSES ARE VAGUE. NO SPECIFICS AND STILL CONCERNED ABOUT TIMELINE.
CAN BE DEVELOPED	NO COMMITMENT TO THE 2014 DEADLINE
	NO SPECIFIC INFO PROVIDED AND MAY BE BASED ON STATE REQUIREMENTS FOR SCORING, ETC....
	NO STATED DATE OF COMMITMENT
	CAN BE DEVELOPED NEED TO AGREE ON OBJECTIVES FIRST



8. OVERVIEW OF COST OF ASSESSMENT IMPLEMENTATION

STRENGTHS	CHALLENGES/CONCERNS
COMPETITIVE TO CURRENT GED PRICING MODELS	TEST HAS NOT BEEN DEVELOPED SO DETAILS ARE NOT AVAILABLE ON THE COST OF ONLINE VS. PAPER/PENCIL.
	SEEMS TOO FLEXIBLE TO BE EFFICIENT, WITH COST DETERMINED BY SO MANY VARIOUS FACTORS
	NOT ANSWERED IN THE MATERIAL SUBMITTED. COULD BE AN ISSUE IF NOT IN COMPARISON TO CURRENT TESTING
	NO SPECIFICS AGAIN.
	TOO LOOSE
	MAY KNOW MORE AFTER VENDOR REVIEW ON JANUARY 30,2013
	COST IS DEPENDENT OF TEST SELECTED FORMAT
	FLAG – WORD ONLINE TEST DOES NOT EXIST

9. OVERVIEW OF COST OF TRAINING FOR ASSESSMENT IMPLEMENTATION

STRENGTHS	CHALLENGES/CONCERNS
HAS BEEN COMPETITIVE IN THE PAST WITH DISTRICT ADOPTIONS	THIS QUESTION CANNOT BE ANSWERED UNTIL TEST IS DESIGNED.
WOULD ASSIGN SOMEONE REGIONALLY TO PROVIDE ONSITE AND/OR WEB BASED TRAINING.	AGAIN, NO CONCRETE INFO TO EVALUATE.
IN PERSON OR TECHNOLOGY	NOT CONFIRMED UNTIL THE PRODUCT AND STATE NEEDS ARE IDENTIFIED
	COST NEGOTIATED AFTER THE FACT. THIS COULD BE EXPENSIVE.
	VAGUE ON COSTS TO BE REGULATED

10. OVERVIEW OF OPTIONS PROGRAM

STRENGTHS	CHALLENGES/CONCERNS
WILL NOT REQUIRE A SEPARATE FEE FOR AN OPTIONS PROGRAM	CURRENTLY, THERE IS NOT A TEST TO LOOK AT TO ANALYZE ITS CONTENT AS AN ALTERNATIVE TO A HIGH SCHOOL DIPLOMA.
GOOD ANSWER	NO SUPPORT FOR OPTIONS PROGRAM, "JUST ANOTHER PAID TESTER"
LEFT TO STATE TO OVERSEE/IMPLEMENT.	NO SPECIFICS.
NOTHING ADDITIONAL FOR THIS	NOT IMPRESSED WITH THE AMOUNT OF TIME SPENT ON RESPONDING TO OUR RFI. THERE IS NOT ENOUGH INFORMATION TO MAKE AN INFORMED DECISION ABOUT THIS PROPOSAL.
POSSIBLE	NO OWNERSHIP IN THE PROGRAM



THEY SUPPORT THE OPTIONS PROGRAM	DID NOT ELABORATE ON THE VISION
LOW PRICE	BEYOND STATE NEGOTIATED CONTRACT
BEYOND STATE NEGOTIATED CONTRACT	CAN SUPPORT, BUT SEE IT AS FUNCTION OF THE STATE TO APPROVE THE USE OF THE ASSESSMENT TO ALTERNATIVE GROUPS.
FINAL COST FOR PROFESSIONAL DEVELOPMENT WOULD BE NEGOTIATED WITH STATE OF MT. AFTER THE PROGRAM IS DESIGNED.	

Vendor Day

Aggregated Comments from Evaluation Forms



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

GEDTS

Positives

- Name recognition (IIIIII)
- Rich history (IIII)
- More challenging test
- Further along in the process of test creation
- Sounds like it is ready to go
- Standardization of content and procedures (II)
- More rigorous and adaptive in the future
- Data dashboard
- Billing and adjusts reimbursements for the state
- Transcript availability
- Portability (III)
- Current curriculum known/usable
- Oversees accommodations
- Why change before we know what the rest of the nation will do?

Negatives

- Too Pushy
- Their way
- They are more profit and not human driven (III)
- High testing costs (IIIIIIII)
- CBT only (except in minimal situations) (IIII)
- Least flexible of the 3 (IIIIII)
- Different answers to same questions in different venues, what is the right answer?
"You might want to consider other tests from Pearson." We're here for HSE!
- Cost to users
- Only available online
- Not as accessible
- Data/norming
- Prescriptive
- More business oriented vs education oriented
- Little state control/although we do have administrative rule
- Training/Professional development-strict
- Portability?
- Market place shopping extra cost for customer
- Very little flexibility with entire test administration (II)
- Concerned about the cost of the test and lack of flexibility in 2014 (no paper/pencil)
- Cost may be prohibitive
- Portability example-don't need to go buy a bunch of computers
- Not everybody is computer literate and I don't know that they should be forced



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- Zero transition (II)
- Poor professional development

Educational Testing Service (ETS)

Positives

- For the student
- Flexibility (IIIIII)
- Adaptive
- Willing to work with corrections
- Non profit (II)
- Liked the college and career readiness
- Working with the state, which is what we want, work with our unique needs and qualities (IIIIII)
- Good break down on costs (III)
- Costs allow for accessibility (IIII)
- Vision of accesses
- Paper/pencil and online administration (III)
- Data/norming
- Reasonable costs for tests, supporting materials and shipping
- "state" rules; accessibility based on Montana's framework
- Rich testing/testing development history (IIII)
- Transition to CCSS plan (I)
- Has a center devoted to validity (II)
- Can opt in or out of services
- National training opportunities
- Affordable-free retesting in a year (III)
- Leverages what is working in a state already
- Integrates existing materials
- State policy driven (II)
- Nonprofit, education driven, good match with MT
- Support centers trained on our policies
- State approved centers
- State choose from menu of services
- Price may decrease based on volume
- Low tech footprint
- Free study companion
- State advisory council
- Diagnostic information provided-levels of proficiency (IIII)
- Test creation is their area of expertise
- A lot of ground to be covered, but phase I will be similar to current test
- New test will be developed overtime, so current materials can be used for awhile
- Phase I and Phase II planning for testing implementation
- Good Vibe partnership (II)
- Cut scores high school, career ready, college ready (IIII)
- Portability



Montana
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Denise Juneau, State Superintendent

- Excellent Options like GED
- Many good aspects if all fall into place
- Primary focus adult learners

Negatives

- Couldn't guarantee product will be ready by 12/31/13 although they said they were confident they would be
- Not sure about the 24 H. technical assistance
- At times too flexible (II)
- Not yet developed
- Not worth the risk until better known product



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McGraw Hill

Positives

- Reasonable cost (IIII)
- Publisher-vs-test developer
- Talking adaptive (III)
- Paper/online (IIII)
- May have a great product in the future
- Higher accessibility (I)
- Cost and administration
- Data/norming
- Easier to implement
- Working with key partners on test acceptance
- Readiness predictor, TABE Test, similar and familiar to state with upgrades to CCSS and College to Career (I)
- State contract? Vs individual agencies
- Have capabilities to meet most state needs
- More state control
- Will save/use written sample for artificial intelligences
- Not about TASE marketing
- TABE assessment will be aligned to the new HSE (I)
- Technical assistance turn-around time
- Positive history re: assessment
- RFI short
- May be a good product in the future

Negatives

- Problem with online programs now (II)
- Problem with cost, what about retesting costs?
- Potential for future HSE (?)
- Not as developed as other vendors (III)
- Payment pre-pay or invoice for service?
- Not a lot of norming
- Publisher of test; hands off with training
- No test to look at this time
- Written presentation was so weak that not much could be gleaned
- Very little concrete info about the test
- The RFI was not prepared well
- Did not have the research background in the presentation
- Same comment as ETS regarding timeline completion
- Clicker not as sophisticated as other two for corrections
- Less comprehensive re: support services offered



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- More criteria referenced than norm referenced
- More of a publisher than a test developer
- Very few answers
- Lacking depth
- Less flexible
- Seems like the state may have to have way more input
- I don't like the TABE
- Very limiting
- Too TABE focused



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Ranking for number 1

GED	1
ETS	14
McGraw	0

Ranking for number 2

GED	9
ETS	1
McGraw	5

Ranking for number 3

GED	5
ETS	0
McGraw	10



Montana
Office of Public Instruction
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❖ **EXECUTIVE COMMITTEE (Item 13)**
Patty Myers

ITEM 13

RECOMMENDATION OF APPROVAL OF
NOTICE OF ADOPTION OF
AMENDMENT PERTAINING TO
ADMINISTRATIVE RULES OF MONTANA
TITLE 10, CHAPTER 7 SCHOOL BUS
STANDARDS

Donell Rosenthal

EXECUTIVE SUMMARY

DATE: MARCH 2013

- PRESENTATION:** Administrative Rules of Montana Title 10, Chapter 7
- PRESENTER:** Donell Rosenthal
Director of Pupil Transportation
Office of Public Instruction
- OVERVIEW:** 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 Board approved publication of the Notice of Public Hearing on Proposed Amendment (attached) at the January, 2013 meeting. The hearing on the amendment was held February 28, 2013 and ___ comments were received.
- REQUESTED DECISION(S):** The Office of Public Instruction (OPI) requests that the Board of Public Education vote to adopt the Standards for School Buses in Montana - 2012 and amend ARM 10.64.301 as proposed in the Notice of Public Hearing on Proposed Amendment published at the direction of the Board of Public Education following the January, 2013 meeting. A proposed Notice of Amendment is attached for the Board's consideration.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Adopt the Standards for School Buses in Montana - 2012 and vote to amend ARM 10.64.301 as proposed.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

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

TO: All Concerned Persons

1. On January 31, 2013, the Board of Public Education published MAR Notice No. 10-64-261 pertaining to the public hearing on the proposed amendment of the above-stated rule at page 82 of the 2013 Montana Administrative Register, Issue Number 2.

2. The board has amended the above-stated rule as proposed.

3. No comments or testimony were received.

Peter Donovan
Rule Reviewer

Patty Myers, Chair
Board of Public Education

Certified to the Secretary of State March 18, 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 February 28, 2013 at 9:00 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 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 February 21, 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, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

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

10.64.301 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 and is available at the following web address: <http://www.opi.mt.gov/pdf/PupilTransport/12ProposedBusStandards.pdf>.

(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 ~~s~~School ~~t~~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, Standards for School Buses in Montana - 2012, 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. February 28, 2013.

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.

8. 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.

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

/s/ Peter Donovan
Peter Donovan
Rule Reviewer

/s/ Patty Myers
Patty Myers, Chair
Board of Public Education

Certified to the Secretary of State January 22, 2013.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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

**Board of Public Education Meeting
March 14-15, 2013**

At 9:00 a.m. on Thursday, February 28, 2013, the Board of Public Education held a public hearing in the Superintendent's Conference Room at 1227 11th Avenue, Helena, Montana. The objective of this hearing was to consider the proposed amendment of ARM 10.64.301 relating to the school bus standards.

On January 18, 2013, the Office of Public Instruction presented to the Board of Public Education, a Notice of Public Hearing on Proposed Amendment and Timeline pertaining to the adoption of the Bus Standards. The Superintendent of Public Instruction requests that the Board of Public Education adopt the Standards for School Buses in Montana- 2012, which are based on the 2010 National School Transportation Specifications and Procedures, as adopted by the Fifteenth National Conference on School Transportation (NCST), and amend ARM 10.64.301 as presented in the Notice of Amendment.

Further, the Office of Public Education requests that the Board of Public Education votes to amend ARM 10.64.301 as proposed in the Notice of Amendment attached.

❖ **LICENSURE COMMITTEE (Items 14-16)**
Sharon Carroll

ITEM 14

RECOMMENDATION OF APPROVAL OF
THE STATE ACCREDITATION REVIEW
EXIT REPORT OF THE PROFESSIONAL
EDUCATION UNIT AT THE UNIVERSITY
OF GREAT FALLS

**Dr. Linda Peterson, Dr. Tim Laurent,
Angel Turoski**

EXECUTIVE SUMMARY

DATE: MARCH 2013

PRESENTATION: Recommendation of Approval of the State Accreditation Review Exit Report 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

Angel Turoski, Director Education Programs
University of Great Falls

Dr. Tim Laurent
Vice President for Academic Affairs
University of Great Falls

OVERVIEW: Superintendent Juneau recommends approval of the State Accreditation Review Exit Report of the Professional Education Unit at the University of Great Falls (UGF). At the January 2013 Board of Public Education (BPE) meeting, Dr. Mary Susan Fishbaugh, Review Team Chairperson, presented to the BPE the State Accreditation Exit Report for consideration. The exit report of the October 2012 visit is attached. Angel Turoski, Director of Education Programs at UGF, and Dr. Tim Laurent, Vice President for Academic Affairs, provided an outline of the UGF plan to correct those standards designated as “met with weakness.” Standards marked as “met with weakness” require action by the Professional Education Unit. The action plan to address these will be described by the UGF representatives during the March meeting.

REQUESTED DECISION(S): Superintendent Juneau Recommends Approval of the State Exit Report of the Professional Education Unit of the University of Great Falls

OUTLYING ISSUE(S):

RECOMMENDATION(S): Action

**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
ARM	TITLE	STATUS	PAGE
10.58.522	Science <ul style="list-style-type: none"> • Broadfield 	MET	17



	<ul style="list-style-type: none"> • Biology Major/Minor 	MET	
10.58.523	Social Studies <ul style="list-style-type: none"> • Government Major • History Major/Minor • Psychology Minor • Broadfield 	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.



ITEM 15

RECOMMENDATION OF APPROVAL
OF THE PROGRESS REPORT AS
PRESENTED BY THE
PROFESSIONAL EDUCATION UNIT
AT THE
UNIVERSITY OF GREAT FALLS

**Dr. Linda Peterson, Dr. Tim Laurent,
Angel Turoski**

EXECUTIVE SUMMARY

DATE: MARCH 2013

PRESENTATION: Recommendation of Approval of the Progress Report as presented by the Professional Education Unit at the University of Great Falls

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

Dr. Tim Laurent
Vice President for Academic Affairs
University of Great Falls

Angel Turoski
Director of Education Programs
University of Great Falls

OVERVIEW: At the January 2013 Board of Public Education (BPE) meeting, Angel Turoski, Director of Education Programs at University of Great Falls (UGF), and Dr. Tim Laurent, Vice President for Academic Affairs, outlined UGF's plan to remediate the standards that were identified as "met with weakness" during the October accreditation on-site review. Standards identified as "met with weakness" require action by the Professional Education Unit. During March 2013 presentation, Dr. Laurent and Ms. Turoski will provide to the BPE the UGF Progress Report that describes UGF's progress toward meeting the standards designated as "met with weakness."

If the BPE approves the progress report as outlined, the Office of Public Instruction will conduct an on-site focused visit in the spring of 2013.

REQUESTED DECISION(S): Superintendent Juneau Recommends Approval of the Progress Report as presented by the Professional Education Unit at the University of Great Falls

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action



University of Great Falls

A private, Catholic, liberal arts university

OFFICE OF THE PRESIDENT

February 21, 2013

Dr. Linda Vrooman-Peterson
Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501

Dear Linda,

It was a great pleasure seeing you again at the Office of Public Instruction (OPI) site team visit on October 8 – 11, 2012. Our University community valued your presence. We have been very intentional in addressing the visiting team's recommendations.

Thank you for the opportunity to provide an update on our progress and plans regarding the areas the visiting team found as deficient or weak. The accompanying documents are in the required format, as you directed. I write this letter to provide an overview of our progress.

1. The Office of Public Instruction offered a recommendation of not met with regards to our Social Studies program. In response we have:
 - Redesigned the history major to include Track A for secondary education majors. This track is under the complete authority of the education department and is in compliance with the PEPPS standards.
 - Redesigned the history minor to meet PEPPS standards. This program is now under the authority of the education department.
 - Redesigned the broadfield social studies program to meet PEPPS standards. This program is now under the authority of the education department.
 - Redesigned the psychology minor to meet PEPPS standards.
 - Redesigned the political science minor to meet PEPPS standards. We use our partnership in the Online Consortium of Independent Colleges and Universities (OCICU) to ensure courses are available to our students even if we have too few students to offer the course on campus.
 - Advertised for an additional tenure-track social science faculty member. This new faculty member will allow appropriate history offerings.

2. The Visiting Team asked our University to clarify the overarching themes in our curriculum, i.e. the four questions, the most prominent of which is: "What does it mean to be human?" You asked for an elaboration of the theological and philosophical sources of these questions. We will have that description for you shortly. We are very proud of those questions and appreciate your interest in learning more of their origins and applications
3. Our review of the Master's of Art in Teaching will need more work than we can complete at this time. We, therefore, are in a teach out for the students currently enrolled in the program and will not accept additional students.

Thank you for your attention to our material. We look forward to our continued discussions with you.

Sincerely,



Eugene J. McAllister, PhD



University of Great Falls

A private, Catholic, liberal arts university

February 20, 2013

TO: Board of Public Education
FROM: University of Great Falls
RE: Update on Plans and Progress

Thank you for allowing the University of Great Falls to respond to the fall 2012 OPI report that identified areas that were met with weakness and those that were not met. This summary outlines our progress and plan for each area.

10.58.210 Conceptual Framework (Met with Weakness)

SUMMARY OF THE DEFICIENCY:

The theoretical foundation is not evident and when requested, information provided demonstrated no consistent theoretical basis. Key assessments do not clearly reflect outcomes expected for the four conceptual framework questions. Additional comments during the January 18th Board of Public Education discussion focused on the need to ensure that all new faculty in the PEU are clear about the foundations of the conceptual framework and are invested in the outcomes.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

We understand that there may be confusion about the Institution's conceptual framework expressed through the four questions as it is related to the integrated conceptual framework of the PEU, both to the reviewers and within the University's faculty at large. Improvements from the Narrative Summary Report point to a need for a clearly articulated theory base and faculty opportunity to explore that base as it relates to the conceptual framework.

Our four guiding questions are:

What does it mean to be human?

What does it mean to participate in intellectual inquiry?

What does it mean to make a living and live as a productive human being?

What does it mean to participate in the spiritual and religious dimensions of life?

We have taken several steps to highlight our foundational underpinnings. Upon receipt of the OPI report in November, the faculty chronicled the relevant researchers and theorists consistent with our guiding learning theory of constructivism. The relevant materials were then disseminated to all new faculty members to read and discuss through monthly department meetings. The University administration has also identified areas to assist the PEU in linking the theological underpinnings of this standard and has assigned a theology faculty member to assist the PEU with this issue. Dr. Sarah Spangler, professor of Theology, is working with University

faculty to clearly articulate how the four questions that serve as our University's conceptual framework relate to and are supported by the history of Catholic education are supported by the PEU's guiding conceptual framework. Ultimately Dr. Spangler will help all University faculty understand that both constructivism and our four questions are variations of the methods and frameworks consistently employed throughout the tradition of Catholic (and liberal arts) education. She will also help faculty understand how and why our four questions and constructivist methods have long been and continue to be at the center of Catholic higher education today. The department summer retreat will be dedicated to reviewing the CF and ensuring that there is consistency across the CF and that the theorists that inform our philosophy of education are clearly known among all.

10.58.305 Assessment System and PEU Evaluation (Met with Weakness)

SUMMARY OF THE DEFICIENCY:

Many of the multiple measures used by the PEU have not been used long enough to have longitudinal data. The assessment system is not yet entirely operational. Alignment of key assessments with the conceptual framework that is revisited in the summer will be necessary.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Our self-study clearly identified this particular area as an area that needed support, and we fully disclosed, through our institutional report and on-site interviews, our on-going efforts to implement this standard in its entirety. We are committed to improvement and welcome the technical assistance promised by OPI Accreditation Manager Linda Peterson regarding this issue.

The University administration has committed resources to identify and assist the PEU in this area. Those immediate resources include additional contract hours for the database developer to ensure consistent and regular data input. At the department summer retreat, faculty will examine all assessment tools for alignment with the CF. We are also requesting a fall 2013 technical visit from OPI Accreditation Manager Linda Peterson to ensure adequate compliance with this substandard.

10.58.523 Social Studies (Not Met)

SUMMARY OF THE DEFICIENCY:

Findings of both the off-site and on-site reviewers found that evidence of compliance with the standards was inconclusive. In the rated Institutional Report returned to the University, the history standard was completely not met. The broadfield social studies standard failed to meet all standards due to the failure of the history standards. All sociology and government standards were met. Psychology met all but one standard.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

While most programs within the 10.58.523 standard were acceptable, the entire standard failed due to problems in our history program. In revisiting all programs that fall within the social studies area we have redesigned the programs to meet OPI 10.58.523 standards for broadfield

social studies, political science, history major and minor, sociology major and minor, and psychology minor. We are submitting those revised areas, Standard 10.58.802, and Standard 10.58.501 to petition for provisional status of our social studies program for fall of 2013. Below is a summary of what we have done and intend to do to meet the requirements of Standard 10.58.523.

The President and Vice President for Academic Affairs have identified OPI accreditation as high priority for the University. Faculty in the social studies programs, in cooperation with the director of the PEU, have redesigned the programs to comply with the OPI standard 10.58.523 and the National Council for Social Studies National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment. All curricular changes have been approved by the University curriculum committee. These changes have been forwarded to the Registrar for inclusion in the 2013-2014 catalog. The PEU chair and the VPAA have reviewed the updated syllabi.

We have also adjusted the authority structure to ensure that all future program changes involving any social studies course required for our secondary education majors must be approved by the PEU. Additionally, the administrative assistant for the Vice President for Academic Affairs has been formally tasked with maintaining the accreditation calendar for all programs. This is important to ensure sufficient time and input on all accreditation tasks. To ensure sufficient faculty resources for the social studies programs, we are currently conducting a search for a full-time, tenure-track faculty who can teach social studies and our required Integrated Learning Communities (ILC) courses. Regardless of the specific social studies expertise of the new hire, this person will relieve some of the current workload stress on our social studies faculty who teach ILC courses. This will allow us to reassign faculty back to their social studies area of expertise.

As we continue our program developed we will orient new faculty and adjunct faculty to the University and PEU expectations, OPI standards, and NCSS National Curriculum Standards. Our first orientation session is scheduled for fall 2013. This orientation/faculty development will include an update on program objectives as well as assessment of student learning outcomes. Faculty development will continue on an annual basis to ensure that faculty understand the needs of our secondary education students. Annually, the PEU will complete program evaluations and HEU reports. In 2013 and again in 2018 the PEU will undergo its University required five-year program review.

10.58.601 Program Planning and Development (Not Met)

SUMMARY OF THE DEFICIENCY:

This program lacks necessary resources of faculty and marketing. Recruitment and retention of candidates is weak. The conceptual framework is unclear. The leadership is fractured as is data collection and institutional program review. The core curriculum of the MAT program is solid and meets most of the requirements of the undergraduate Professional Educator Preparation Program Standards consistent with the program's mission of initial licensure certification to post-baccalaureate candidates.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

This program remains under review by the University to determine its viability. At this time we have no specific plans or progress to report.

10.58.603 Assessment of Advanced Programs (Met with Weakness)

SUMMARY OF THE DEFICIENCY:

Because the MAT program is an initial licensure program, it is difficult for the program to meet the full requirements of 10.58.603. However the appropriate components are fulfilled by the PEU.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

This program remains under review by the University to determine its viability. At this time we have no specific plans or progress to report.

ITEM 16

**RURAL ELEMENTARY SCHOOLS
QUALITY EDUCATOR REPAYMENT**

Madalyn Quinlan

EXECUTIVE SUMMARY

DATE: MARCH 2013

- PRESENTATION:** Critical Quality Educator Shortage Areas
- PRESENTER:** Madalyn Quinlan
Chief of Staff
Office of Public Instruction
- OVERVIEW:** In November 2012, the Board of Public Education adopted a listing of specific schools and specific quality educator licensure and endorsement areas impacted by critical quality educator shortage areas. The Office of Public Instruction now proposes to expand the list to include elementary teachers in rural, high poverty school districts. The eligibility criteria is a score of 15 or higher on the list of impacted schools. This will expand eligibility to teachers in 89 elementary, middle and 7-8 schools.
- REQUESTED DECISION(S):** Adoption of the amended Critical Quality Educator Shortage Areas report. The report will be used to establish eligibility for the quality educator loan assistance program in the spring of 2013.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action - Adoption of the report

❖ ACCREDITATION COMMITTEE
(Items 17-19) - Bernie Olson

ITEM 17

RECOMMENDATION OF APPROVAL OF
THE NOTICE OF PUBLIC HEARING OF
PROPOSED AMENDMENT AND
ADOPTION PERTAINING TO
ADMINISTRATIVE RULES OF MONTANA
TITLE 10, CHAPTER 55 STANDARDS OF
ACCREDITATION

Dr. Linda Peterson

EXECUTIVE SUMMARY

DATE: MARCH 2013

PRESENTATION: Recommendation of Approval of the Notice of Public Hearing of Proposed Amendment and Adoption Pertaining to Administrative Rules of Montana, 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 Education (BPE) for approval the Notice of Public Hearing of Proposed Amendment and Adoption Pertaining to Administrative Rules of Montana, Title 10, Chapter 55 Standards of Accreditation and the rulemaking timeline. The recommended amendments will correct errors and for consistency with Chapter 55 rules adopted and delete Administrative Code Committee objection from the history of ARM 10.55.804 Gifted and Talented. The rule as proposed to be adopted also provides NEW RULE I Official High School Transcript.

The Notice of Public Hearing and timeline are attached.

REQUESTED DECISION(S): Superintendent Juneau Recommends Approval of the Notice of Public Hearing of Proposed Amendment and Adoption Pertaining to Administrative Rules of Montana, Title 10, Chapter 55 Standards of Accreditation and Timeline.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW) NOTICE OF PUBLIC HEARING ON
RULE I and amendment of ARM) PROPOSED ADOPTION AND
10.55.701, 10.55.704, 10.55.708,) AMENDMENT
10.55.804, and 10.55.906 relating to)
accreditation standards)

TO: All Concerned Persons

1. On April 22, 2013 at 9:00 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 of New Rule I and amendment 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 April 15, 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, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rule as proposed to be adopted provides as follows:

NEW RULE I 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.

AUTH: 20-2-114, MCA

MAR Notice No. 10-55-265

IMP: 20-2-121, MCA

4. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

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~~)(c);

(4)(a)(iii) through (5)(b) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS (1) through (1)(b) remain the same.

(c) School systems with 18 or more ~~than 18~~ and fewer than 31FTE licensed staff shall employ a half-time (.50FTE) licensed superintendent. One administrator may serve as both superintendent and principal as defined in ARM 10.55.705(2)(a) or (2)(b).

(d) through (2) remain the same.

AUTH: 10-2-114, MCA

IMP: 20-2-121, MCA

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)~~.

(4) and (5) remain the same.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.55.804 GIFTED AND TALENTED (1) through (3) remain the same.

~~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.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.55.906 HIGH SCHOOL CREDIT (1) through (4) remain the same.

(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.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

5. The effective date of the rules being adopted and the amendments to the rules in ARM Title 10, chapter 55 is July 1, 2013.

6. REASON: New Rule I is being proposed to help establish data linkages between K-12 and post secondary education. The Office of Public Instruction, in partnership with the Office of the Commissioner of Higher Education, received a \$4 million grant from the US Department of Education to establish data linkages between K12 and postsecondary education. The data linkage is required to create a connection between high school coursework and postsecondary performance. This data will also allow for the creation of an electronic transcript service to facilitate the process for high school students to apply for admission to postsecondary institutions.

ARM 10.55.701, 10.55.704, and 10.55.708 are being amended to correct errors and for consistency with rules adopted in the Notice of Adoption and Amendment published on October 11, 2012.

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

MAR Notice No. 10-55-265

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.

7. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., April 25, 2013.

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

9. 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 6 above or may be made by completing a request form at any rules hearing held by the board.

10. 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.

11. 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.



TIMELINE

Accreditation Rules – Chapter 55

February 4, 2013

- Proposed notice to BPEMarch 15, 2013
- Proposed notice to SOS for notice in MARMarch 18, 2013
- MAR publication outMarch 28, 2013
- Hearing date April 22, 2013
- Final Public Input deadline April 25, 2013
- Adoption Notice to BPE May meeting
- Adoption notice to SOS for notice in MAR May 28, 2013
- MAR publication out.....June 6, 2013
- Effective Date of Rules July 1, 2013

ITEM 18

**RECOMMENDATION OF APPROVAL OF
THE 2012-2013 FINAL ACCREDITATION
STATUS ALL SCHOOLS**

Teri Wing

EXECUTIVE SUMMARY

DATE: MARCH 2013

- PRESENTATION:** 2012-13 Annual Accreditation Report
- PRESENTER:** Teri Wing
Accreditation Compliance Specialist
Office of Public Instruction
- OVERVIEW:** The Office of Public Instruction Accreditation Specialist provides to the Board of Public Education the 2012-13 Annual Accreditation Report. This presentation includes a review of the process used to determine accreditation status for all schools, analysis of the data, and a review of the accreditation determinations for all schools.
- The presentation also includes an accreditation update on the schools in the Intensive Assistance Process and a recommendation for removal of schools from this process due to their two years of REGULAR accreditation.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Approve accreditation status of schools as reported.



Montana

Office of Public Instruction

Denise Juneau, State Superintendent

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

Annual Montana Accreditation Report

March 2013

The 2013 Annual Accreditation Report includes the following:

- Embargoed report on all accredited schools in Montana
- Accreditation status report on schools in the Intensive Assistance Process
- Recommendations for removal of schools from the Intensive Assistance Process
- Billings District 2013 accreditation status
- Analysis of the Billings District accreditation status
- Helena District 2013 accreditation status
- Analysis of the Helena district accreditation status

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.



2012-13 Schools in Intensive Assistance - Current Status

February 2013

Highlighted schools have achieved REGULAR accreditation for two consecutive years and will be recommended for exit from the Intensive Assistance Process.

Butte

- Margaret Leary
 - 2011-12 - REGULAR
 - 2012-13 - REGULAR
- Emerson
 - 2011-12 - REGULAR
 - 2012-13 - REGULAR
- Whittier
 - 2011-12 - REGULAR
 - 2012-13 - REGULAR

Billings Central

- 2011-12 - REGULAR
- 2012-13 - REGULAR

Columbia Falls

- 2011-12 - REGULAR
- 2012-13 - REGULAR

Fairview

- 2011-12 - Elementary and High School - REGULAR
- 2012-13 - Elementary - REGULAR. High School - REG WITH MINOR DEVIATION

Independent School District

- 2011-12 - REGULAR
- 2012-13 - REG WITH MINOR DEVIATION

Northern Cheyenne Tribal Elementary

- 2011-12 - REGULAR
- 2012-13 - REGULAR

Northern Cheyenne Tribal High School

- 2011-12 - REG WITH MINOR DEVIATION
- 2012-13 - REG WITH MINOR DEVIATION (not same as previous year)



Scobey

- 2011-12 - REGULAR
- 2012-13 - REG WITH MINOR DEVIATIONS (assignment)

West Valley Elementary

- 2011-12 - DEFICIENCY FOR K-6 & MIDDLE
- 2012-13 - K-6 REGULAR; MIDDLE SCHOOL - REG WITH MINOR DEVIATIONS

Whitefish Muldown

- 2011-12 - DEFICIENCY
- 2012-13 - REG WITH MINOR DEVIATIONS (class size)

Whitefish Middle School

- 2011-12 - DEFICIENCY
- 2012-13 - REGULAR

Lewistown Elementary

- 2011-12 - HIGHLAND PARK - REG WITH MINOR DEVIATION; L&C - DEFICIENCY
- 2012-13 - ALL REGULAR

Fergus County High School

- 2011-12 - REG WITH MINOR DEVIATION
- 2012-13 - ALL REGULAR

Montana School for the Deaf and Blind - Elementary

- 2011-12 - DEFICIENCY
- 2012-13 - DEFICIENCY

Montana School for the Deaf and Blind - High School

- 2011-12 - DEFICIENCY
- 2012-13 - DEFICIENCY

Billings Public Schools (ELEMENTARY DISTRICT)

- 2011-12 - REGULAR - 3
REG WITH MINOR DEVIATION - 6
ADVICE - 6
DEFICIENCY - 11
- 2012-13 - REGULAR - 5
REG WITH MINOR DEVIATION - 5
ADVICE - 4
DEFICIENCY - 12



Helena Public Schools (ELEMENTARY DISTRICT)

- 2011-12 - REGULAR - 4
REG WITH MINOR DEVIATION - 3
ADVICE - 2
DEFICIENCY - 4
- 2012-13 - REGULAR - 1
REG WITH MINOR DEVIATION - 3
ADVICE - 8
DEFICIENCY - 1

2012-13 Schools on Watch List

Butte Central High School

- 2011-12 - DEFICIENCY
- 2012-13 - REGULAR

Lustre Christian High School

- 2011-12 - REG WITH MINOR DEVIATION
- 2012-13 - DEFICIENCY

Loyola Sacred Heart High School

- 2011-12 - DEFICIENCY
- 2012-13 - REGULAR

Mount Ellis Academy

- 2011-12 - REGULAR
- 2012-13 - REGULAR

Two Eagle River High School

- 2011-12 - REGULAR
- 2012-13 - REGULAR



2013-14 Recommended Removal of Schools from Intensive Assistance

February 2013

The following schools have achieved REGULAR accreditation for two consecutive years and are recommended for exit from the Intensive Assistance Process.

Butte

- Margaret Leary
 - 2011-12 - REGULAR
 - 2012-13 - REGULAR
- Emerson
 - 2011-12 - REGULAR
 - 2012-13 - REGULAR
- Whittier
 - 2011-12 - REGULAR
 - 2012-13 - REGULAR

Billings Central

- 2011-12 - REGULAR
- 2012-13 - REGULAR

Columbia Falls

- 2011-12 - REGULAR
- 2012-13 - REGULAR

Fairview

- 2011-12 - Elementary - REGULAR
- 2012-13 - Elementary - REGULAR

Northern Cheyenne Tribal Elementary

- 2011-12 - REGULAR
- 2012-13 - REGULAR

2011-12 and 2012-13 Status of Billings Public Schools - Negative Change

School	2011-12 Status	2011-12 Deviation(s)	2012-13 Status	2012-13 Deviation(s)
Big Sky	REG WITH MINOR	Teaching assignment; counseling FTE; class size - 5	ADVICE	Class size - 3
Central Heights	REG WITH MINOR	Class size - 8	ADVICE	Class size - 7
Eagle Cliffs	REG WITH MINOR	Counseling FTE; class size - 6	ADVICE	Class size - 7
Riverside 7-8	REG WITH MINOR	Library FTE; class size - 2	ADVICE	Library FTE
Arrowhead	DEFICIENCY	Library FTE; counseling FTE; class size - 9	DEFICIENCY	Counseling FTE; class size - 5
Beartooth	ADVICE	Counseling FTE; class size - 5	DEFICIENCY	Library FTE; Counseling FTE; class size - 5
Boulder	DEFICIENCY	Counseling FTE	DEFICIENCY	Counseling FTE; class size - 5
Highland	DEFICIENCY	Library FTE; counseling FTE; class size - 4	DEFICIENCY	Counseling FTE
McKinley	DEFICIENCY	Class size - 6	DEFICIENCY	Class size - 4
Miles Avenue	ADVICE	Library FTE; class size - 3	DEFICIENCY	Class size - 7
Newman	DEFICIENCY	Library FTE; class size - 2	DEFICIENCY	Library FTE; class size - 2
Orchard	ADVICE	Counseling FTE; class size - 6	DEFICIENCY	Class size - 9
Poly Drive	DEFICIENCY	Counseling FTE; class size - 2	DEFICIENCY	Counseling FTE; class size - 2
Rose Park	ADVICE	Counseling FTE	DEFICIENCY	Library FTE; counseling FTE; class size - 2
Sandstone	DEFICIENCY	Counseling FTE; class size - 7	DEFICIENCY	Counseling FTE; class size - 6
Washington	DEFICIENCY	Library FTE; class size - 3	DEFICIENCY	Class size - 4
Billings SR HS	REG WITH MINOR	Teaching assignment	REG WITH MINOR	Class size - 2
Billings West HS	REGULAR		REG WITH MINOR	Teaching assignment; class size - 1
Bitterroot	REG WITH MINOR	Class size - 4	REG WITH MINOR	Class size - 3
Broadwater	REGULAR		REG WITH MINOR	Class size
Burlington	REGULAR		REG WITH MINOR	Counselor FTE
Castle Rock 7-8	REGULAR		REG WITH MINOR	Library FTE; class size - 2

2011-12 and 2012-13 Status of Billings Public Schools - Positive Change

School	2011-12 Status	2011-12 Deviation(s)	2012-13 Status	2012-13 Deviation(s)
Meadowlark	DEFICIENCY	Non-licensed teacher; counseling FTE; Class size - 9	REG WITH MINOR	Class size - 7
Skyview HS	DEFICIENCY	Non-licensed teacher; teaching assignment	REG WITH MINOR	Teaching assignment
Alkali Creek	ADVICE	Class size - 7	REGULAR	
Bench	REG WITH MINOR	Teaching assignment	REGULAR	
Lewis & Clark 7-8	DEFICIENCY	Non-licensed teacher; library FTE	REGULAR	
Ponderosa	ADVICE	Class size - 2	REGULAR	
Will James 7-8	DEFICIENCY	Library FTE	REGULAR	



Billings Public Schools - Update on 2012-13 Corrective Actions

Change in accreditation status from 2011-12 to 2012-13.

Changes in the negative direction:

- 8 schools that were in DEFICIENCY for 2011-12 remain in DEFICIENCY for 2012-13.
- 4 schools in ADVICE for 2011-12 have moved to DEFICIENCY for 2012-13.
- 4 schools with REGULAR WITH MINOR DEVIATION for 2011-12 have moved to ADVICE for 2012-13.
- 4 schools with REGULAR for 2011-12 have moved to REGULAR WITH MINOR DEVIATION for 2012-13.

Changes in the positive direction:

- 2 schools in DEFICIENCY for 2011-12 have moved to REGULAR for 2012-13.
- 2 schools in ADVICE for 2011-12 moved to REGULAR for 2012-13.
- 2 schools in DEFICIENCY for 2011-12 have moved to REGULAR WITH MINOR DEVIATION for 2012-13.
- 1 school in REGULAR WITH MINOR DEVIATION for 2011-12 moved to REGULAR for 2012-13.

Change in Library FTE deviations:

- 6 schools have eliminated the deviations for Library FTE for 2012-13.
- 2 schools continue to have deviations for library FTE in 2012-13.
- 3 schools have deviations for library FTE in 2012-13 that did not have these deviations in 2011-12.

Change in counselor FTE deviations:

- 11 schools had a deviation for counseling FTE for 2011-12.
- 8 schools have a deviation for counseling FTE for 2012-13.

Change in class size deviations:

- 90 classrooms were over the class size limits in 2011-12.
- 83 classes were over the class size limits without appropriately assigned paraprofessionals for 2012-13.

2011-12 and 2012-13 Status of Helena Public Schools

Negative Change

School	2011-12 Status	2011-12 Deviation(s)	2012-13 Status	2012-13 Deviation(s)
Bryant	REG WITH MINOR	Class size - 2	ADVICE	No counselor; class size - 4
Helena MS	REG WITH MINOR	Library FTE	ADVICE	Library FTE
Jefferson	REG WITH MINOR	Library FTE	ADVICE	No counselor
Hawthorne	REGULAR		ADVICE	No counselor
Smith	REGULAR		ADVICE	No counselor
Warren	REGULAR		ADVICE	No counselor
Broadwater	ADVICE	Class size - 2	DEFICIENCY	No counselor; class size - 2
Helena HS	DEFICIENCY	Teacher assignment - 2; class size - 11	DEFICIENCY	Teacher assignment - 3; Library FTE; class size - 8

Positive Change

Jim Darcy	DEFICIENCY	Class size - 6	ADVICE	No counselor
Rossiter	DEFICIENCY	Class size - 9	ADVICE	No counselor
Four Georgians	DEFICIENCY	Class size - 3	REG WITH MINOR	Counselor FTE
Kessler	DEFICIENCY	Class size - 6	REG WITH MINOR	Counselor FTE
CR Anderson MS	REGULAR		REG WITH MINOR	Library FTE
Central	ADVICE	Class size - 2	REGULAR	



Helena Public Schools - Update on 2012-13 Corrective Actions

Change in accreditation status from 2011-12 to 2012-13.

Changes in the negative direction:

- 1 school that was in DEFICIENCY for 2011-12 remains in DEFICIENCY for 2012-13.
- 1 school in ADVICE for 2011-12 has moved to DEFICIENCY for 2012-13.
- 3 schools with REGULAR WITH MINOR DEVIATION for 2011-12 have moved to ADVICE for 2012-13.
- 3 schools with REGULAR for 2011-12 have moved to ADVICE for 2012-13.
- 1 school with REGULAR for 2011-12 has moved to REGULAR WITH MINOR DEVIATION for 2012-13.

Changes in the positive direction:

- 2 schools in DEFICIENCY for 2011-12 have moved to REGULAR WITH MINOR DEVIATION for 2012-13.
- 2 schools in DEFICIENCY for 2011-12 moved to ADVICE for 2012-13.
- 1 school in ADVICE for 2011-12 moved to REGULAR WITH MINOR DEVIATION for 2012-13.
- 1 school in ADVICE for 2011-12 moved to REGULAR for 2012-13.

Change in Library FTE deviations:

- 1 school has eliminated the deviations for Library FTE for 2012-13.
- 1 school continues to have a deviation for library FTE in 2012-13.
- 4 additional schools have deviations for library FTE in 2012-13 that did not have these deviations in 2011-12.

Change in counselor FTE deviations:

- No schools had a deviation for counseling FTE for 2011-12.
- 10 schools have a deviation for counseling FTE for 2012-13. This is primarily due to the non-approval of Helena district's Alternative to Standards request. 8 schools listed no counselor FTE for 2012-13 and requested that social workers be recognized as delivering the counseling program.

Change in class size deviations:

- 42 classrooms were over the class size limits in 2011-12.
- 14 classes were over the class size limits without appropriately assigned paraprofessionals for 2012-13.

ITEM 19

RECOMMENDATION RELATING TO
ALTERNATIVE TO STANDARDS
REQUESTS

Teri Wing

EXECUTIVE SUMMARY

DATE: MARCH 2013

- PRESENTATION:** Recommendations Relating to 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 request for a 10.55.710 School Counseling alternative to standard. State Superintendent Denise Juneau 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 Standard requests.



Alternative to Standard Request – Recommendation

March 2013

The following alternative to standard request has been received and evaluated in accordance with Administrative Rules of Montana (ARM) 10.55.604.

Approvals

The following application has been submitted by the Corvallis school district. The district has also provided the necessary mission statement, description of the alternative and the summative measures to be used.

Ravalli County

Corvallis School District

Edna Thomas 5-6 School

10.55.710 Counseling

10.55.1901 Counseling Program Delivery Standards

Initial application Enrollment: 188

Required FTE: .47 FTE

Proposed FTE: .44 FTE

This proposed alternative to standard is similar to the alternative approved for the K-4 Quentin Brown Elementary in the Corvallis District. The required prorated counselor FTE for Edna Thomas School is .47 counselor. The proposed alternative is for .44 (.03 short FTE) with the addition of a .25 FTE academic advisor/behavioral specialist.

The application indicates that in the past the counselor has spent 10-15% of the time on management duties: scheduling team meetings, writing team meeting notes for students with behavior or academic problems, master schedule and student scheduling. With a .25 FTE academic advisor/behavior specialist in place, the school is able to eliminate these management related items from the full-time counselor's job duties. This enables the counselor to spend 100% of the time working to: a) provide a comprehensive guidance program, including regular classroom lessons at every grade level; b) provide social/emotional support of students through individual counseling sessions and small group work; and c) promote good decision making skills and civic responsibilities through school-wide events and service learning programs. Essentially, all of the counselor's time can, therefore, be spent on delivery of the standards outlined in Rule 10.55.1901.

❖ **MSDB LIASON (Item 20)**

Lila Taylor

MSDB Committee Minutes November 28, 2012

Attendance

Board members: Sharon Carroll, Patty Myers, Bernie Olson, Lila Taylor and Pete Donovan

School staff: Steve Gettel, Jim Kelly, and Donna Schmidt

The meeting was called to order by Chairman Myers at 4:05 PM.

1. Student Enrollment- Update on referrals and evaluations

Steve Gettel reported on referrals and evaluations. Through November there have been 3 evaluations and placements, down from this time last year. Total enrollment in the campus program is 54 with 20 residential students.

2. Human Resources

Steve Gettel reported on the recent hiring of the new Business Manager Donna Schmidt on October 29th and Director of Outreach Services, Donna Sorenson, who will begin work on December 10th. Debra Mason was hired as a night watch attendant on October 1st and Shilo Hopper was hired as a cottage life attendant on November 5th. Collum, outreach consultant for deaf and hard of hearing in the Missoula region resigned for personal reasons on November 5th. Board member Taylor asked about the reasons for cottage staff turnover after the start of the school year. Jim Kelly explained that this is not normally the case but one CLA resigned for personal reasons at the beginning of the school year moving students to a different wing in October necessitated filling a position that had been vacant

3. Education Program

Principal, Kim Schwabe was not available to give a report on the school program. Steve Gettel reported that the annual progress report on the CSIP had been submitted. The goal of 50% students meeting their growth targets for math and reading as assessed on the MAP was achieved for the first time.

4. Student Services Program

Jim Kelly reported on recent activities in the cottages. November 7-10 was the Focus and Goalball Enrichment weekend for the Blind and Visually Impaired. There was a huge storm that may have impeded the travel of several participants, so the numbers were down a tad bit. However, those who were here had a great time and things were very well organized – as always! The MSDB Consultants for the Blind and Visually Impaired and Carol Clayton-Bye, Supervising Teacher for the Blind Department should be commended for a job well done.

The Cottage had their annual Thanksgiving Formal Dinner. The food was wonderful and was enjoyed by the students and many staff who were invited to the dinner.

Our students traveled home on Tuesday, November 20th for the Thanksgiving break and returned on Sunday, November 25th. Travel seemed to go well and students were excited to be home with their families.

Students will travel on Friday, December 7th and will return on December 9th. This is one of the “extra travel” weekends.

Board of Public Education Committee Report - January 30, 2013

Meeting minutes

Attendance: Sharon Carroll, Lila Taylor, Bernie Olson, Patty Myers, Jim Kelly, Kim Schwabe, Donna Schmidt, Donna Sorenson, Steve Gettel

1. Student Enrollment/Evaluations - Kim Schwabe reported that since December one student had returned to her home district and one student had moved out of state. There is one student coming for evaluation. There have been no new enrollments.
2. Human Resources – Kim Schwabe reported that Heidi Haymaker has been hired as a part-time librarian to replace Rita Campbell who retired at the end of September. Heidi has experience in both public and school libraries. Shelley Garretson, interpreter-tutor, resigned on January 25th. The vacant VI teacher position has been filled by Kelly Moldenhauer who will serve as a permanent substitute through the end of the year. The vacant outreach position in Billings will be filled by Michelle Knecht who will serve as a permanent substitute through the end of the school year.
3. Education Program – Kim Schwabe reported that teachers have wrapped up the end of the first semester with report cards and progress reports and winter MAP testing has started.

VI Dept:

In the visually impaired department, students have been working hard in core and expanded core (Braille, technology, recreation & leisure, life skills and self help) classes. Some individual goals include making a cookbook of recipes that will allow student independence in cooking, using the computer to do research, using digital book players to read novels as part of class assignments. Others are working on new technology like the iPad and how it can be used for blind and low vision students as a tool for accessibility. Students are working on reading, writing and problem solving across classroom environments. Older students are working on classroom jobs, on campus jobs and hoping to connect their experiences with future off campus jobs.

Deaf/Hard of Hearing Dept:

Along with fun in the related art classes (elementary students are learning how to make their own spaghetti), nice things are happening at recess. Our older D/HH elementary students have come together to teach our younger elementary students kickball. They gently roll the ball and happily miss catching the ball to make sure everyone gets the fun and practice of running to the bases. Kids and staff alike are enjoying the fun. Today students participated in a live web stream “Live in the Classroom with Joel Barish” in which Mr. Barish talked (through ASL) about traveling through Egypt, Ethiopia, South Africa, Sri Lanka, Brunei & Sabah.

Interpreters:

Many interpreters are involved in the Sign Language Proficiency Interview rating group and are working hard to increase their knowledge of grammatics and structures of sign language. We have put together several videos and games to support staff in their learning process as well. Interpreters have been attending free distance workshops supported by OPI and continue to strive toward knowledge as they keep abreast of technical journals. Each interpreter will report on their finding at our next meeting in March.

4. Student Services Program – Jim Kelly reported that holidays were very nice for the kids in the cottages – it is just a nice time of year for students and staff!

December 15th was the MSDB Cookie Decorating Contest and Party. Maeona Lee, Supervising Counselor spearhead this annual event (which includes day students, MSDB staff and cottage students). The students and the adults seemed to enjoy this activity. The dining room was just packed and more than 600 cookies were decorated!

Students and staff were very busy with many activities at school and in the cottage. Students had gift exchanges, parties, EOS performances (including their annual Christmas Fundraiser held in the afternoon on Sunday, December 16th), the Christmas Formal Dinner (Sunday, December 16th) and the Cottage Dinner out at the Golden Corral held on Tuesday, December 18th.

Many of the cottage kids are involved with EOS, Jr. NAD, Cane Club. EOS is presently making preparations to go to Washington DC in April. This is part of the National Anthem project.

The students have continued to run the concession stands for the Foothills Christian School home games (volleyball and now basketball

Students will travel home on Friday, February 1st and will return on Sunday, February 3rd. This is one of the extra travels. Then they will travel on February 15th and return on Monday, February 18th for Presidents Day travel weekend, classes will resume on Tuesday, February 19th.

Cottage students had a “Pro-Bowl Party” on January 27th. This was held in our activity room. Our students return on the night of the Super Bowl and the game will be pretty much over by the time 75% of the students return.

5. Safety and Facilities – Donna Schmidt reported that she attended a community safe schools meeting with Kim Schwabe early in the week. MSDB plans to align the vocabulary used to communicate about emergency procedures with that used by the Great Falls Public Schools to reduce any confusion for staff that work in GFPS buildings. Donna also reported that MSDB is getting estimates from Simplex Grinnell for card swipe keyless entry systems for doors on the Aspen academic building and Glacier cottage.

6. Budget and Finances – Donna Schmidt reported that we on track with spending. We are 58% through the year and have spent 50.22% of our budget.

8. Legislative Session – Steve Gettel reported that Donna Schmidt attended the hearing on HB5 and the LRB program. The bill contains about \$195,000 in funds for repair and painting of the ceilings in the pool and locker rooms in the Mustang Center and money to replace all windows in the cottage complex. The hearing went well with no questions from the committee about our projects. Steve said he and Donna will attend the hearing but the Education Subcommittee on January 31st. The major concerns are the personal services budget. The lack of sufficient funds has serious impact on the school’s ability to recruit and retain quality staff. The school’s presentation will provide the committee with data to support the need for additional funds of up to \$405,000 in each year of the biennium to solve the problem and address pay parity for all staff. The other concern is that the statewide present law adjustments, removed by a global amendment at the beginning of the session be restored by the subcommittee.

- 9.** Calendar of Events
Summer Programs – Now that the new year is upon us we are stepping up our planning for these four summer events. These events are huge for our school and the families.
Deaf LW May 31-June 2 17th annual
Blind LW June 7-9 13th annual
Deaf Camp – June 16-22 21st annual
Summer Skills Program – Blind July 7-13 21st annual
- 10.** Action Item
Approval of the 2013-14 Calendar – A motion was made by Mr. Olson and seconded by Mrs. Taylor to adopt the proposed 2013-14 calendar. The motion was passed on a 3-0 vote.
- 11.** Public Comment for Non Agenda Items – There was no public comment

Committee Meeting Dates for 2013
All meetings begin at 4:00 PM

February 27
March 27
April 24
May 29
June 26
July 31
August 28
September 25
October 30
November 20

December 15th will be the MSDB Cookie Decorating Contest and Party. Maeona Lee, Supervising Counselor will spearhead this annual event (which includes day students, MSDB staff and cottage students). The students and the adults seem to enjoy this activity.

Students and staff will also be very busy with many activities at school and in the cottage. Students will have gift exchanges, parties, EOS performances (including their annual Christmas Fundraiser held in the afternoon on Sunday, December 16th), the Christmas Formal Dinner (Sunday, December 16th) and the Cottage Dinner out at the Golden Corral held on Tuesday, December 18th.

We will have our annual Christmas program on Thursday, December 20th and students will travel on Friday, December 21st. Students will return on Wednesday, January 2, 2013 and school will also be in session on that day.

5. Safety and Facilities

Donna Schmidt reported that Summit Roofing of Missoula was awarded the contract to apply a coating to the membrane roof material on the Bitterroot building. The estimate for this project is \$120,000 and it will be complete in the early spring.

6. Budget and Finance

There was on budget update.

7. Legislative Session

Steve Gettel reported that he and Donna had met with Representative Carlie Boland and Senator Mitch Tropila to discuss the coming legislative session and budget concerns. He said he was attempting to schedule a meeting with the interim education policy advisor or a representative of Governor Bullock's office. Steve reported that the main issue for the school is a personal services budget that is sufficient to deal with on-going problems recruiting and retaining licensed professional staff needed to provide quality services in the campus and outreach programs. Steve reported that after analyzing different market mid-points for all staff positions the school conservatively needs an additional \$805,000 over the 2015 biennium to bring all salaries to some measure of parity.

8. Calendar of Events

Informational item

9. Public Comment for Non Agenda Items

There was no public comment.

The meeting was adjourned at 4:50 PM.

Montana School for the Deaf and the Blind
Board of Public Education Committee Minutes
February 27, 2013

The meeting was called to order by Chairperson Myers at 4:05 pm with Board members Taylor, Carroll, and Olson present. Also present were Donna Schmidt, Kim Schwabe, Donna Sorenson, Jim Kelly and Steve Gettel.

1. Student Enrollment/Evaluation

Steve Gettel reported that the campus program enrollment dropped by two students since December with one student placement and 2 students returning to their home districts and one student leaving the state. Board member Taylor asked if there was a particular reason for the students leaving MSDB. Gettel said the reasons were different for each student. One student was on a part-time placement and the student's mother had concerns about her program in the local district being interrupted by the part-time placement at MSDB. The other student had been enrolled in the post-high school transition program and that student decided she wanted to pursue other options and return to her home community. The third student's family moved to Idaho.

There are currently 19 students in the VI department, 30 in the D/HH department, 20 residential students and there have been 4 evaluations for placement to date which is significantly less than the number of evaluations last year.

2. Human Resources

Steve Gettel reported there were no resignations or terminations during the past 30 days. The vacant teacher of the visually impaired and outreach consultant for the deaf/hard of hearing positions have been filled by "long term" substitutes through the end of the school year. The school will continue to accept applications and plans to fill both positions for the 2013-14 school year.

Steve reported on a letter to the editor in the Sunday, February 24th Great Falls Tribune from a parent who commented on the School's need for more money to recruit the highly qualified teachers needed to meet the needs of his child.

3. Education Program – Campus

Kim Schwabe provided the following report.

DHH Dept: It is MAP testing time and both students and teachers very focused on testing seeing the gains they have made up to this point. The students are working on developing life skills. In fact, all elementary students helped to prepare a variety of food items for a recent activity (Valentine's Day). They were excited to share their treats with other staff and students. Our Academic Bowl team placed second in the Western Regional! They will be heading off to Washington, D.C. on March 8th for Nationals. We are extremely proud of them! We will be doing our Showdown PE Ski program again this year. Our dates to go hit the slopes are March 13 and 20.

Kim reported that the Utah School for the Deaf and Utah State University are proposing a summer conference for teachers of the deaf and interpreters. She said the conference would be similar to the Intermountain Special Studies Institute that was sponsored by Idaho State

University several years ago. The program agenda looks very good and the registration should be reasonable at about \$300 per participant and includes room and board. The registration for interpreters will be about \$100 with participants being able to board on the Utah School for the Deaf and Blind campus.

VI Dept: We have students completing the MAP testing, working on low vision technology and life skills. Preschoolers are working on letter people and concept development. Several of our MIVI kids have been working on switch ran kitchen tools to make treats for others during the week of Valentine 's Day. VIP delivered singing Valentines across campus to the enjoyment of all.

Interpreters: We recently had one of our employee's relocate to Florida, so we are actively seeking to fill this position with a qualified person as it related to the Educational Interpreter ARM. An intern from Idaho State University will be joining us in March to complete the requirements of their Bachelor program. MSDB interpreters are looking forward to sharing their knowledge! Many of us are also involved in our Sign Language Proficiency Interview committee and we have been working on a variety of interactive games for the staff using sign language and supporting our communication policy. We can't believe we are nearing the end of 3rd quarter.

4. Education Program – Outreach

Donna Sorenson reported that she has been out meeting with consultants in their regions to get a first hand understand of their caseloads and work assignments. Donna said she is putting together program data on the work consultants are doing with school, families and professionals. She will have the data with analysis completed for the committee at the March meeting. Donna asked the Board members to let her know what kind of information would be of interest to them.

5. Student Services Program

Jim Kelly provided an update on activities in the cottages.

The Super Bowl Party was held on February 3rd. This day was travel return so we did not have as many students here as usual. However, we had a special ice cream treat from Dairy Queen for those kids who were here. As usual, the event was a good time for the students and staff.

On Valentine's Day the staff had a cookie decorating party for our cottage kids. The kids had a good time. The students traveled home the next day.

Three middle school girls just finished with volleyball. Currently one student is participating in the middle school swimming program at East Middle School. The swimming program will last about five weeks.

The Cottage Student Council is selling t-shirts to the staff and students. These were a big hit with the cottage students and staff so this year they have extended the sale to all the staff as well as the day students who may frequent the cottages, but do not reside in the cottage program.

This weekend is the Deaf and Hard of Hearing Enrichment Weekend. Students will travel home next Friday, March 8th and return on Monday, March 11th.

Staff hired this school year are still involved with the RCYCP (Residential Child and Youth Care Professional) classes. This is the program from the University of Oklahoma and provides our child care staff with a basic foundation on child care. Maeona Lee teaches this class. She also incorporates mini-lectures from various MSDB professionals to enrich the participant's knowledge of deafness, blindness and MSDB in general. Upon finishing the course, they will take an on-line test. Once they pass the test they are eligible for an 80 cent per hour increase and upon the completion of their one year probationary period.

Supervising Counselor, Maeona Lee and Counselor, Debbie Metge have started a "Girls Club". This is for the middle school and high school girls in the cottage. They meet about once a week and the purpose is to work on relationships amongst the girls. They also play games, discuss "issues" and have snacks. The girls seem to look forward to these weekly gatherings.

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

6. Safety and Facilities

Donna Schmidt reported that she and Kim Schwabe attended a school and community safe practices meeting with the Great Falls Public School administration and local law enforcement officials the previous week. MSDB is working with the Great Falls Police Department to do an on-site evaluation of safety procedures. Donna reported that an estimate from Simplex Grinnell, for replacing standard locks with a keyless card swipe security system on Yellowstone Cottage, came in at \$27,000. This system is already in place on Yellowstone Cottage. Donna said that in conversations with staff from the Department of Administration, Tort Defense, there may be grant funds to cover this project as it would enhance loss mitigation. Donna also reported that using digital LED message boards connected to the current fire alarm enunciators would most likely be cost prohibitive as each board is \$3,000 and there are more than 80 enunciators in the seven buildings on campus. An alternative solution might be to use the existing computer network and the desktop computers or other end devices and a special software program to distribute safety related messages across campus.

7. Budget and Finance

Donna Schmidt reported that spending is on track for the year with approximately 58% of the budget expended through approximately 60% of the fiscal year. Donna said she would be monitoring the operating budget closely as we approach the end of the fiscal year. Steve and Donna said they were confident there would be enough unexpended personal services budget to cover the 4% vacancy savings requirements for the Administration and General Services Programs.

Steve Gettel reported that the School is proceeding with plans to make an application for a Rural Utility Services grant with the support of Vision Net and Jim Jaskovsky with Onevision Solutions who will provide the grant writing service. Partners include OPI, the Rural Institute and the Bitterroot Special Education Coop. Vision Net identified 32 school districts serving students with low incidence disabilities. These school will score well to meet grant criteria for poverty and rural demographics. The primary goal of the project is to use the internet and video conferencing equipment to deliver training and services to students, school staff, professionals and parents. This goal is supported in multiple areas of MSDB's strategic plan.

8. Legislative Session

Steve Gettel provided an update on the legislature. The School's budget was heard by the Joint Subcommittee on Education on January 31st. Executive action on February 1st to approve new proposals. Executive action was not taken to restore the statewide present law adjustments to personal services made through global amendments at the beginning of the session. These adjustments fund contractual increases for lane changes for teachers and longevity increases for classified staff and total about \$350,000 for MSDB. The Subcommittee did approve all personal services adjustments on February 20th. Steve reported that they are now waiting on action on HB 13 to know how much money might be available in the state pay plan to address the critical problems low pay has caused with recruitment and retention of staff in all programs. The administration has been communicating with members of the Subcommittee and to put information out to the Appropriations Committee in an effort to use an amendment to HB 2 that would increase funding for personal services for the School. At this time there is no information as to when the Appropriations Committee will take up executive action on HB 13.

9. School Calendar of Events

Summer events include

May 31st - June 2nd, 17th Annual Deaf Learning Weekend
June 7th - 9th, 13th Annual Blind Learning Weekend
June 16th - 22nd, 21st Annual Deaf Camp
July 7th - 13th, 21st Annual Summer Skills Program for the Blind

10. There was no public comment.

The meeting was adjourned at 4:55 pm.

Committee Meeting Dates for 2013
All meetings begin at 4:00 PM

March 27
April 24
May 29
June 26
July 31
August 28
September 25
October 30
November 20



MONTANA SCHOOL FOR THE DEAF AND THE BLIND 2013 - 2014 Draft

19-22 PIR ORIENTATION +
One (1) Day TBD
25 Students Return
26 First Day of School

****ALL TRAVEL HOME
SCHOOL IS IN SESSION and
DISMISSED AT 1:43 PM
except Nov 26, Dec 20 and
Apr 17 will be dismissed at
12:30 PM**

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

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

2 Labor Day – No School
(Cottages Open)
13 Travel Home **
16 Travel Return
School in Session
27 Travel Home **
29 Travel Return

11-12 Enrichment Wkd (D/HH)
16 Travel Home **
17-18 Teacher Convention
20 Travel Return
21 Classes Resume
30 End of 1st Quarter (45 Days)

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

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

1 Travel Home **
3 Travel Return
4 School in Session
8-9 Enrichment/Goalball (VI)
26 Travel Home
Dismissed at 12:30 PM
27-30 Thanksgiving Vacation

1 Travel Return
2 Classes Resume
10 Gallaudet Day
18 Dress Rehearsal 9:00 AM
19 Christmas Program 1:00 PM
Christmas Tea to follow
20 Travel Home
Dismissed at 12:30 PM
Christmas Vacation
(December 21-January 5)

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

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

5 Travel Return
6 Classes Resume
17 Travel Home **
20 Travel Return
21 Classes Resume
21 End of 2nd Quarter (45 Days)
31 Travel Home **

2 Travel Return
3 Classes Resume
14 Travel Home **
17 Travel Return–No School
18 Classes Resume
28-1 Enrichment Wkd (D/HH)

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

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

28-1 Enrichment Wkd (D/HH)
7 Travel Home **
10 Travel Return
11 Classes Resume
21-22 Enrichment/Goalball (VI)
27 End of 3rd Quarter (45 Days)
28 Travel Home **
30 Travel Return
31 Classes Resume

16 Travel Home
Dismissed at 12:30 PM
17-21 Spring/Easter Vacation
21 Travel Return
22 Classes Resume
25 Arbor Day and
Music Program 1:00 PM

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

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

2-3 Games for the VI
9 Travel Home **
12 Travel Return
School in Session
24 Graduation 2:00 PM
26 Memorial Day – No School
Cottages are Open

4 Last Day of School
Awards Assembly 10:30 AM
Dismissed at noon
End of 4th Quarter (45 Days)
Teacher Check-out
1st Quarter: October 30, 2013
2nd Quarter: January 21, 2014
3rd Quarter: March 27, 2014
4th Quarter: June 4, 2014

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

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

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

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Approved Board of Public Education:
_____, 2013
Updated: 1/28/13

FUTURE AGENDA ITEMS May 9-10, 2013

CSPAC Appointments
Student Representative Last Meeting
BASE Aid Payment Schedule –C
Assessment Update
Alternative to Standards Requests &
Renewals
MACIE Update
Federal Update