

**Montana School for the Deaf and Blind
3911 Central AVE
Great Falls MT 59401**

May 7th, 2015

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

May 7th, 2015
Montana School for the Deaf and Blind
3911 Central AVE
Great Falls, MT

Thursday May 7th, 2015
8:30 AM

CALL TO ORDER

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

PUBLIC COMMENT

CONSENT AGENDA

(Items may be pulled from Consent Agenda upon request)

- A. Correspondence
- B. Meeting Minutes March 13th, 2015 & April 22nd, 2015
- C. Financials

ADOPT AGENDA

INFORMATION ITEMS

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

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

ACTION

PUBLIC COMMENT

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

Item 2 **EXECUTIVE DIRECTOR REPORT**
 Pete Donovan

- Approve CSPAC Applications

DISCUSSION

Item 3 **COMMISSIONER OF HIGHER EDUCATION'S REPORT**
 Dr. Neil Moisey

- Item 4 **GOVERNOR’S OFFICE REPORT**
Dr. Shannon O’Brien
- Item 5 **STUDENT REPRESENTATIVE’S REPORT**
Greta Gustafson
- Item 6 **STATE SUPERINTENDENT’S REPORT**
Deputy State Superintendent Dennis Parman
- ❖ **ASSESSMENT COMMITTEE – Paul Andersen (Item 7)**

- Item 7 **BOARD DISCUSSION OF ARM 10.56.101 - ASSESSMENT**
Sharon Carroll

ACTION

PUBLIC COMMENT

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

- ❖ **MSDB LIAISON - Sharon Carroll (Item 8)**

- Item 8 **MSDB REPORT**
Donna Sorensen

DISCUSSION

- ❖ **MACIE LIAISON – Mary Jo Bremner (Item 9)**

- Item 9 **MACIE REPORT**
Norma Bixby

- ❖ **EXECUTIVE COMMITTEE – Sharon Carroll (Items 10-11)**

- Item 10 **MONTANA STATE EDUCATOR EQUITY PLAN**
Nancy Coopersmith

ACTION

PUBLIC COMMENT

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

- Item 11 **APPROVAL OF BASE AID PAYMENT SCHEDULE**
Nancy Coopersmith

DISCUSSION

❖ LICENSURE COMMITTEE – John Edwards (Items 12-13)

- Item 12 **NEW CURRICULAR PROGRAMS IN EARLY CHILDHOOD EDUCATION (ECE) PROGRAM PRESENTATIONS**
Dr. Linda Peterson
- University of Montana – ECE Minor Endorsement. Susan Harper-Whalen, Associate Dean, and Kristine Murphy, Licensure Official, UMT
 - University of Montana - Master of Curriculum and Instruction in ECE Endorsement. Susan Harper-Whalen, Associate Dean, UMT
 - University of Montana – Western – ECE Major Stand-Alone Endorsement. Julie Bullard, Western
 - Salish Kootenai College – ECE Major Stand-Alone Endorsement. Cindy O’Dell, Dean of Education, SKC
- Item 13 **NEW CURRICULAR PROGRAM IN THEATRE EDUCATION MINOR ENDORSEMENT – UNIVERSITY OF MONTANA MISSOULA**
Dr. Linda Peterson
Ms. Susan Harper Whalen, Associate Dean University of Montana
Ms. Kristi Murphy, Licensure Official, University of Montana

ACTION

PUBLIC COMMENT

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

❖ ACCREDITATION COMMITTEE – Erin Williams (Items 14-17)

- Item 14 **RECOMMEND APPROVAL OF THE ADDENDUM OF THE 2014-15 FINAL ACCREDITATION OF ALL SCHOOLS**
Dr. Linda Peterson
- Item 15 **RECOMMEND APPROVAL OF THE 2014-15 REPORT OF SCHOOLS TO EXIT INTENSIVE ASSISTANCE PROCESS AND SCHOOLS TO ENTER INTENSIVE ASSISTANCE PROCESS**
Dr. Linda Peterson
- Item 16 **RECOMMEND APPROVAL OF THE VARIANCES TO STANDARDS REQUESTS BASED ON THE CONCLUSIONS OF SUPERINTENDENT JUNEAU**
Dennis Parman
- Item 17 **RECOMMEND APPROVAL OF THE PUBLICATION OF THE NOTICE OF PUBLIC HEARING TO AMEND ARM TITLE 10, CHAPTER 63**
Dennis Parman

❖ **LICENSURE COMMITTEE – John Edwards (Items 18-20)**

- Item 18** **RECOMMEND APPROVAL OF THE PUBLICATION OF THE NOTICE OF PUBLIC HEARING TO AMEND ARM TITLE 10, CHAPTER 57**
Shannon Koenig
- Item 19** **DISMISSAL OF BPE CASE #2012-03 SUA SPONTE**
Rob Stutz
- Item 20** **CONTINUATION OF BPE CASE #2014-06**
Rob Stutz

❖ **EXECUTIVE COMMITTEE – Sharon Carroll (Items 21-22)**

- Item 21** **EVALUATION OF SUPERINTENDENT OF MONTANA SCHOOL FOR THE DEAF AND BLIND**
Sharon Carroll
- Item 21** **EVALUATION OF EXECUTIVE DIRECTOR OF THE BOARD OF PUBLIC EDUCATION**
Sharon Carroll

FUTURE AGENDA ITEMS July 16-17th, 2015

Strategic Planning meeting
CSPAC/BPE Joint Meeting
Annual CSPAC Report
MACIE Update
Annual HiSET Update
Special Education report
Assessment Update
Federal Update

PUBLIC COMMENT

ADJOURN

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CALL TO ORDER

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

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. Correspondence**
- B. March 13th, and April 22nd, 2015
Meeting Minutes**
- C. Financials**

CORRESPONDENCE



Board of Public Education

April 10th, 2015

BOARD MEMBERS

APPOINTED MEMBERS:

Sharon Carroll - Chair
Ekalaka

Paul Andersen-Vice Chair
Bozeman

Darlene Schottle
Big Fork

Erin Williams
Missoula

Lila Taylor
Busby

Mary Jo Bremner
Browning

John Edwards
Billings

Greta Gustafson, Student Rep.
Cut Bank

EX OFFICIO MEMBERS:

Clayton Christian
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

Pad McCracken
Office of Research and Policy Analysis
Legislative Services Division
PO Box 201706
Helena MT 59620-1706

Dear Mr. McCracken:

Enclosed please find a revision to the Chapter 63 Standards of Accreditation for Preschool. This revision was presented to the Board of Public Education at their March 13th, 2015 meeting. The Board is sending this revision to you to notify the Legislative Fiscal Division in accordance with MCA 20-7-101(2) which states, "Prior to the adoption or amendment of any accreditation standard the board shall submit each new proposal to the Education and Local Government Interim Committee for review".

The law only requires notification prior to adoption but we feel that the Interim Committee and the Legislative Fiscal Division may benefit knowing of this intended ruled adoption early and prior to the commencement of rulemaking under MAPA.

If you have any questions or concern, please do not hesitate to contact our office.

Sincerely,

A handwritten signature in black ink that reads "Pete Donovan".

Pete Donovan,
Executive Director, Board of Public Education

Enclosure

CC: Laura Sankey, Staff Attorney
Rob Miller, Legislative Fiscal Analyst

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of) NOTICE OF PUBLIC HEARING ON
ARM 10.63.108 pertaining to) PROPOSED AMENDMENT
preschool hours)

TO: All Concerned Persons

1. On _____, at _____ a.m., the Board of Public Education will hold a public hearing in the Office of Public Instruction conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed amendment of the above-stated rule.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on _____, 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 material underlined, deleted material interlined:

10.63.108 AGGREGATE HOURS (1) Trustees may designate the preschool program as either a half-time or full-time program with a minimum of ~~720~~ 540 hours. Outdoor play, snack, and meal time are included in the aggregate hours. Nap time and daily transportation to and from the classroom do not count as part of the ~~720~~ 540 hour preschool program hours.

(2) The trustees of a school district shall set the number of days in the school term, the length of the school day, and the number of school days in a week.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

4. Statement of Reasonable Necessity: The Board of Public Education finds that it is reasonable and necessary to amend this rule because the reference to 720 was an error. The correct number of hours is 540 hours which is half time.

5. The effective date of these rules is July 1, 2015.

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., _____.

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

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

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

Peter Donovan
Rule Reviewer

Sharon Carroll
Board Chair
Board of Public Education

Certified to the Secretary of State _____.

TIMELINE
Chapter 63 Rule Amendment
March, 2015

- Introduction to BPEMarch 12-13, 2015 meeting
- Proposed notice to BPE May 7-8, 2015 meeting
- Proposed notice to SOS for notice in MAR May 18, 2015
- MAR publication outMay 28, 2015
- Hearing date After June 18, 2015
- Final Public Input deadlineOn or after June 29, 2015
- Adoption Notice to BPE July 15-17, 2015 meeting
- Adoption notice to SOS for notice in MAR July 20, 2015
- MAR publication out July 28, 2015
- Effective Date of Rules July 29, 2015



Montana Legislative Services Division

Office of Research and Policy Analysis

PO BOX 201706
Helena, MT 59620-1706
(406) 444-3064
FAX (406) 444-3036

April 14, 2015

Peter Donovan
Board of Public Education
PO Box 200601
Helena MT 59620-0601

Dear Mr. Donovan,

I received your letter of April 10, 2015, and enclosed copies of: (1) the Notice of Proposed Hearing on Proposed Amendment for ARM Title 10, Chapter 63, and (2) the timeline for this amendment. As the Montana Legislature is currently in session, there are no interim committees currently formed, and I am not able to notify the Education and Local Government Interim Committee of the Board's proposed amendment at this point in time. Following adjournment sine die of the 2015 legislative session and the appointment of members to the Education and Local Government Interim Committee for the 2015-2016 Interim, I will provide copies of your letter and the enclosed documents to members of the Committee.

Please contact me if you have any questions or concerns.

Sincerely,

Pad McCracken
Staff, 2013-2014 Education and Local Government Interim Committee

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

March 13th, 2015
Holiday Inn Park Plaza Hotel
22 N Last Chance Gulch
Helena, MT

Friday March 13th, 2015
8:30 AM

CALL TO ORDER

Chair Carroll called the meeting to order at 8:30 AM. Chair Carroll read the Statement of Public Participation and welcomed guests.

Board members present included: Ms. Sharon Carroll – Chair; Ms. Erin Williams; Ms. Darlene Schottle; Mr. John Edwards; Ms. Lila Taylor; Ms. Greta Gustafson; Ms. Mary Jo Bremner. Excused: Mr. Paul Andersen. Staff included: Mr. Pete Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Ex-Officio members present: Dr. Neil Moisey, Office of Commissioner of Higher Education; Ms. Denise Juneau, Superintendent of Public Instruction; Dr. Shannon O'Brien, Education Policy Advisor, Governor Bullock's Office. Guests present: Dr. Linda Peterson, OPI; Mr. Dennis Parman, OPI; Ms. Nancy Coopersmith, OPI; Ms. Donna Sorensen, MSDB; Ms. Donna Schmidt, MSDB; Ms. Christine Emerson, OPI; Ms. Ann Gilkey, OPI; Mr. Bob Vogel, School Administrators of Montana; Dr. Kirk Miller, School Administrators of Montana; Ms. Judy Snow, OPI; Ms. Kelly Creswell, Student Assistance Foundation.

PUBLIC COMMENT

No public comment was made.

Chair Carroll introduced Ms. Darlene Schottle as the new Board member. Ms. Schottle introduced herself and reviewed her background in education as a teacher and administrator.

CONSENT AGENDA

Consent Agenda approved as presented.

ADOPT AGENDA

Mr. John Edwards moved to adopt the agenda as presented. Motion seconded the motion.

No discussion. Motion passed unanimously.

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

INFORMATION ITEMS

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

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

Chair Carroll reviewed her recent activities including her attendance at the State of Education Address on February 2nd, 2015. Ms. Carroll discussed the possibility of moving the May meeting to the following week of May 14-15th. The Board decided to keep the meeting May 7th.

- **Committee Assignments**

The Board discussed new committee assignments – new assignments will be in the Consent Agenda for the May Board meeting.

Item 2 EXECUTIVE DIRECTOR REPORT
Pete Donovan

- **Update on 2015 Legislature**

Mr. Donovan announced to the Board that Ms. Genii Skoog will be getting married and moving to Great Falls and has accepted a position at the Great Falls Public Schools District Office. Mr. Donovan thanked Chair Carroll for the time she gives to the Board as Chair. Mr. Donovan thanked Ms. Schottle and Ms. Bremner for coming to Helena for the hearing to approve their Board appointments. Mr. Donovan reviewed bills which are going through the Legislature including HB 377 to repeal the Montana Content Standards, SB 124 to require Boards to publish and post audio/video minutes to their websites, HB 275 to have the Board of Public Education members elected rather than appointed by the Governor, and HB 501 which would prohibit OPI from gathering data on assessment, and HB 596 creating public charter schools which would create a committee to which the Board would need to provide administrative support. Mr. Donovan also discussed bills which were introduced but were tabled.

Item 3 STATE SUPERINTENDENT'S REPORT
State Superintendent Denise Juneau

Superintendent Juneau thanked the Board for their service and discussed Legislative issues before OPI including HB 27 regarding school funding, HB 2 which is the state budget bill. Superintendent Juneau discussed areas in the OPI budget which were cut, including Early Edge, Special Education inflationary increases, and mental health wrap-around services. The Superintendent also discussed HB 377 to repeal the Montana Content Standards to 2009 standards and create new standards and HB 501 regarding data collection which has passed the House and will be heard before Senate Judiciary. Also discussed is the charter school bill, HB 596. Chair Carroll thanked Superintendent Juneau for all her hard work.

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

Dr. Neil Mosey, Deputy Commissioner for Academic Affairs for the Commissioner of Higher Education updated the Board on legislative bill tracking at the Commissioner's Office and bills they are watching particularly concealed carry on campus. Dr. Moisey discussed a report from the Higher Education Consortium that the P-3 courses for Educator Preparation programs will be ready for the upcoming school year. Also discussed was the upcoming Math Educators Consortium meeting May 1-2nd.

Item 5 GOVERNOR'S OFFICE REPORT
Shannon O'Brien

Dr. O'Brien thanked the Board for their service and welcomed new member Ms. Schottle. Dr. O'Brien updated the Board on legislative activity ongoing at the Governor's office and the Governor's efforts to prioritize public education. Dr. O'Brien also discussed the ACT awards, recognizing workforce/military experience/knowledge for credits, and an update on Jobs for Montana's Graduates program. Dr. O'Brien discussed a couple of bills the Governor's office is watching including the infrastructure bill which would provide funding for schools for infrastructure.

Item 6

STUDENT REPRESENTATIVE'S REPORT

Greta Gustafson

Ms. Gustafson updated the Board on her recent activities including preparing for their prom, which will be held next week. Also discussed was a fundraiser in her community for Make a Wish Foundation which has raised over \$1600 for a community member, upcoming ACT test, and the Associated State Student Council meeting later in March. High School rodeo season begins with the first rodeo of the season in Helena next week. Ms. Gustafson also reviewed the Graduation Matters kick off in her community, and hopefully a school trip to the Legislature during the next session. Chair Carroll commented that she received communication from the Executive Director of the Montana Association of Student Councils and she recommended Ms. Gustafson remain on the Board of Public Education for 1 more year. Ms. Bremner discussed a recent trip of Browning High School seniors to visit the Legislature.

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.

❖ **MSDB LIAISON - Lila Taylor (Item 7)**

Item 7

MSDB REPORT

Lila Taylor

Mr. Bob Vogel from the Montana School Boards Association discussed with the Board how school boards work with other schools and the Boards role as the school board for the MSDB, the main duty of hiring and maintaining the Superintendent, and dealing with suspension and expulsion of students.

Ms. Sorensen gave the Board an update on happenings at the school, including the recovery progress of their IT Manager, how Ms. Sorensen is preparing for her evaluation and seeking input from the staff and activities at the school. Also discussed was enrollment at the school and open positions due to retirement.

Ms. Donna Schmidt discussed safety and facilities at the school including the remodel in the Geyser Cottage that needed repairs due to water damage, a recent break in at the school, the updating of the policy on emergencies and what to do in the days after an emergency, repainting in the pool and ceiling of the building and upcoming window replacement. Ms. Sorensen also discussed concerns over covering payouts for the upcoming 6 retirements.

A brief review of the Legislative process was given.

- **Discussion of MSDB Meeting Schedule**
- **Approve Significant Writing Policy**

Ms. Lila Taylor moved to approve the second reading of the Significant Writing Policy. Seconded by Ms. Mary Jo Bremner

Discussion by Ms. Bremner. Motion passed unanimously.

- **Approve MSDB School Calendar**

Ms. Lila Taylor moved to approve the MSDB 2015-16 School Calendar. Motion seconded by Mr. John Edwards.

No discussion. Motion passed unanimously.

- MHS/MSDB Volleyball Agreement

Ms. Lila Taylor moved to approve the cooperative agreement with MHS/MSDB for volleyball. Motion seconded by Ms. Schottle.

No discussion. Motion passed unanimously.

DISCUSSION

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

Item 8 FEDERAL UPDATE Nancy Coopersmith

Ms. Nancy Coopersmith updated the Board on the Reauthorization of the ESEA (No Child Left Behind Act) which could be heard on the House floor in the next 2 weeks. OPI has devised an internal team to review the program and suggest changes that should be made. Ms. Coopersmith stated that the Superintendent gave the group a guiding principles plan in which the Board is named as a stakeholder. Ms. Coopersmith fielded questions from the Board.

Item 9 SCHOOL NUTRITION PROGRAMS ANNUAL REPORT Christine Emerson

Ms. Emerson highlighted some items from the report for the Board. Items highlighted included the school breakfast program, and that Montana is the leading state in participation of the Community Eligibility Provision program. Ms. Emerson reviewed participation in school breakfast and lunches in the 2013-14 school year, participation in the Fresh Fruit and Vegetable program, Summer Food Service Program, Montana Team Nutrition Program grant administered by MSU-Bozeman, and the OPI Cooperative Purchase Program.

ACTION

PUBLIC COMMENT

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

❖ LICENSURE COMMITTEE – John Edwards (Item 15)

Item 15 BPE HEARING CASE #2014-06 Kirsten Madsen – Agency Legal Services

Mr. John Edwards moved to accept the appellant's Exhibits 1-48. Motion seconded by Ms. Lila Taylor.

No discussion. Motion passed unanimously.

Mr. John Edwards moved to accept the appellant's Exhibits. Motion seconded by Ms. Lila Taylor.

No discussion. Motion passed unanimously.

Mr. John Edwards moved to accept OPI Exhibit 100. Motion seconded by Ms. Schottle.

No discussion. Motion passed unanimously.

Mr. John Edwards moved to postpone decision until May 7-8th 2015 BPE meeting in order to review all Exhibits and make a decision. Motion seconded by Ms. Lila Taylor.

Ms. Carroll announced that no new documents may be submitted at this time.

Motion passed unanimously.

❖ **LICENSURE COMMITTEE – John Edwards (Item 11)**

**Item 11 REPORT ON SUPERINTENDENT’S RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 57 EDUCATOR LICENSURE
Ann Gilkey**

Ms. Gilkey presented to the Board the revisions to Chapter 57 Educator Licensure rules. Ms. Gilkey discussed that the revisions are mostly “clean up” language and that the Certification Standards and Practices Advisory Council has reviewed the changes and requested other changes. Ms. Lila Taylor voiced her disapproval at needing additional changes to rules that were just approved in November 2014.

Mr. John Edwards moved to adopt the timeline for Chapter 57 Rule amendment. Ms. Mary Jo Bremner seconded the motion.

No discussion. Motion passed unanimously.

❖ **ACCREDITATION COMMITTEE – Erin Williams (Items 12-13)**

**Item 12 REPORT ON SUPERINTENDENT’S RECOMMENDATIONS TO REVISIONS TO ARM TITLE 10, CHAPTER 63 PRESCHOOL STANDARDS
Dennis Parman**

Ms. Ann Gilkey presented this item to the Board in place of Mr. Parman. Ms. Gilkey explained the minimum hours for half time instruction in the original rule were incorrect. 720 hours is for K-12 for full time instruction so rule should be changed to 540 hours.

Ms. Erin Williams moved to approve the timeline for the amendments to Chapter 63. Motion seconded by Ms. Darlene Schottle.

No discussion. Motion passed unanimously.

❖ **LICENSURE COMMITTEE – John Edwards (Item 14)**

**Item 14 BPE HEARING CASE #2014-04
Ms. Kirsten Madsen**

The Board reviewed the file. Ms. Madsen reviewed the licensure rule for issuing a letter of reprimand.

Mr. John Edwards moved to deny the request for a letter of reprimand and dismiss BPE Case#2014-104. Motion seconded by Ms. Erin Williams.

No discussion. Motion passed unanimously.

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DRAFT

BOARD OF PUBLIC EDUCATION CONFERENCE CALL **MEETING MINUTES**

Wednesday April 22, 2015 - 4:00 PM
Board of Public Education Offices
46 N Last Chance Gulch
Helena MT 59601

WEDNESDAY APRIL 22, 2015
4:00 PM

CALL TO ORDER

The meeting was called to order by Chair Carroll at 4:00 PM. Ms. Stockton took roll call and read the Statement of Public Participation.

Present in Helena: Mr. Pete Donovan, Executive Director Board of Public Education; Ms. Kris Stockton, Administrative Assistant, Board of Public Education; Mr. Rob Stutz, Agency Legal Services. Present on conference line: Ms. Sharon Carroll, Chair; Mr. Paul Andersen, Vice-Chair; Mr. John Edwards; Ms. Mary Jo Bremner; Ms. Darlene Schottle; Ms. Greta Gustafson; Superintendent Denise Juneau, OPI; Ms. Judy Snow, OPI; Ms. Madalyn Quinlan, OPI; Ms. Nancy Coopersmith, OPI.

Chair Carroll called for public comment. No public comment was given.

Ms. Mary Jo Bremner moved to adopt the agenda as presented. Ms. Darlene Schottle seconded the motion.

Roll call vote was taken: Chair Carroll, aye; Vice-Chair Andersen, aye; Ms. Mary Jo Bremner, aye; Ms. Darlene Schottle, aye; Mr. John Edwards, aye.

No discussion. Motion passed.

DISCUSSION ITEM

❖ ASSESSMENT COMMITTEE – Paul Andersen (Item 1)

Item 1 SMARTER BALANCED CONSORTIUM TESTING

Mr. Andersen thanked everyone for taking time to be on the call. Mr. Andersen turned the item to Mr. Stutz for a general overview of the assessment rule ARM 10.56.101(3), and 20-2-121 MCA. Mr. Stutz briefly discussed the two items. Mr. Andersen then turned the item to Superintendent Juneau. The Superintendent reviewed the process of how the Smarter Balanced Assessment Consortium was created, the vendor, AIR, who created the testing format, the process that the OPI took in issuing an Request for Proposal (RFP), and how the vendor Measured Progress was selected. The Superintendent then discussed the testing issues that states had with Measured Progress that led to her decision to allow school districts to “opt out” of testing their students due to the problems the vendor was experiencing. The Superintendent then fielded questions from the Board members and addressed concerns they have regarding the decision made by the Superintendent to suspend the Boards rule, ARM 10.56.101, and any consequences the state may face from the Department of Education.

Mr. John Edwards moved to adjourn the meeting. Ms. Mary Jo Bremner seconded the motion.

No discussion. Motion passed unanimously.

ADJOURN

Meeting adjourned at 4:45 PM.

FINANCIALS

51010 Board of Public Education

ORG Budget Summary by OBPP Prog, Fund, Subclass

Data Selected for Month/FY: 01 (Jul)/2015 through 10 (Apr)/2015

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

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

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OBPP Program	Fund	Subclass	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					394,678.00	237,788.95	0.00	156,889.05
	01100 General Fund				217,532.00	107,998.39	0.00	109,533.61
		235H1 ADMINISTRATION			206,502.00	97,033.39	0.00	109,468.61
			1 BOARD OF PUBLIC EDUCATION		206,502.00	97,033.39	0.00	109,468.61
				61000 Personal Services	181,779.00	85,148.76	0.00	96,630.24
				62000 Operating Expenses	22,941.00	11,884.63	0.00	11,056.37
				69000 Debt Service	1,782.00	0.00	0.00	1,782.00
		235H2 AUDIT (RST/BIEN)			10,965.00	10,965.00	0.00	0.00
			1 BOARD OF PUBLIC EDUCATION		10,965.00	10,965.00	0.00	0.00
				62000 Operating Expenses	10,965.00	10,965.00	0.00	0.00
		235Z1 WORKERS COMP. REDUCTION			65.00	0.00	0.00	65.00
			1 BOARD OF PUBLIC EDUCATION		65.00	0.00	0.00	65.00
				61000 Personal Services	65.00	0.00	0.00	65.00
	02122 Advisory Council				122,146.00	75,219.84	0.00	46,926.16
		235H1 ADMINISTRATION			122,068.00	75,219.84	0.00	46,848.16
			30 Advisory Council Program 01		122,068.00	75,219.84	0.00	46,848.16
				61000 Personal Services	122,068.00	75,219.84	0.00	46,848.16
		235Z1 WORKERS COMP. REDUCTION			78.00	0.00	0.00	78.00
			30 Advisory Council Program 01		78.00	0.00	0.00	78.00
				61000 Personal Services	78.00	0.00	0.00	78.00

OBPP Program	Fund	Subclass	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATIO	02122 Advisory C	235Z1 WORKERS	COMP. REDUCTION					
	02219 Research Fund				55,000.00	54,570.72	0.00	429.28
		235H1 ADMINISTRATION			55,000.00	54,570.72	0.00	429.28
			50 Research Program 01		55,000.00	54,570.72	0.00	429.28
				62000 Operating Expenses	55,000.00	54,570.72	0.00	429.28
Grand Total					394,678.00	237,788.95	0.00	156,889.05

CALENDARS

March 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						
1	2	3	4	5	6 Hearings for SR 19, 20 - BPE Appointments - Pete Board of Regents Meeting - Helena	7
8	9 MT Digital Academy Conf Call - Pete	10	11	12	13 Board of Public Education Meeting	14
15	16 Hearing on HB 377 Senate Ed - Pete, Paul	17  Hearing HB 501 Senate Judiciary - Pete	18	19	20	21
22	23	24	25 HB 596 Hearing @ House Ed - Pete	26 Call with Sharon - Pete	27	28
29	30 House Ed Hearings on SB 275 and SB 345 - Pete	31 Senate Finance & Claims HB2 Sec E hearing - Pete	Notes: March 31st - Variances to Standards Review Board Meeting - Pete			

April 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Senate Finance & Claims HB 2 Hearing, Executive Action - Pete	2	3	4
5 	6	7	8	9	10	11
12	13 HB 596 Hearing Senate Ed - Pete	14	15	16	17	18
19	20 USDE Conf Call - Sharon	21 TLLC Workgroup - Pete	22 BPE Conference Call Meeting	23	24 CSPAC Meeting	25
26	27	28	29	30		

May 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1	2
					Math Symposium - Pete	
3	4	5	6	7	8	9
					BPE Meeting - Great Falls	
10 Mother's Day	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						
31	Notes:					

INFORMATION

❖ REPORTS – Sharon Carroll (Items 1-6)

ITEM 1

CHAIRPERSON'S REPORT

Sharon Carroll

ACTION

ITEM 2

EXECUTIVE DIRECTOR REPORT

- **Approve CSPAC Applications**

Peter Donovan

Meetings Attended by Peter Donovan
03/16/2015 – 05/07/2015

March

- | | |
|--|------------|
| 1. HB 377 hearing in Senate Education Committee | 03/16/2015 |
| 2. HB 501 hearing in Senate Judiciary Committee | 03/17/2015 |
| 3. HB 596 hearing in House Education Committee | 03/25/2015 |
| 4. SB 275 and SB 345 hearings in House Education Committee | 03/30/2015 |
| 5. Variances to Standards Review Board Meeting | 03/31/2015 |
| 6. HB 2 Section E hearing in Senate Finance & Claims | 03/31/2015 |

April

- | | |
|--|------------|
| 7. Executive Action HB2 Section E in Senate Finance & Claims | 04/01/2015 |
| 8. HB 596 Hearing Senate Education & Cultural Resources | 04/13/2015 |
| 9. TLLC Workgroup meeting | 04/21/2015 |
| 10. BPE Conference Call Meeting | 04/22/2015 |
| 11. CSPAC Meeting | 04/24/2015 |

May

- | | |
|--|---------------|
| 12. Mathematics Symposium – Fairmont | 05/01,02/2015 |
| 13. Board of Public Education Meeting – MSDB | 05/07/2015 |

C. R. Anderson Middle School
1200 Knight Street
Helena, MT 59601

April 15, 2015

Montana Board of Public Education
C/O: Pete Donovan, Executive Director
46 N. Last Chance Gulch
Helena, MT 59620

Dear Executive Director Donovan, CSPAC and Board of Public Education Members:

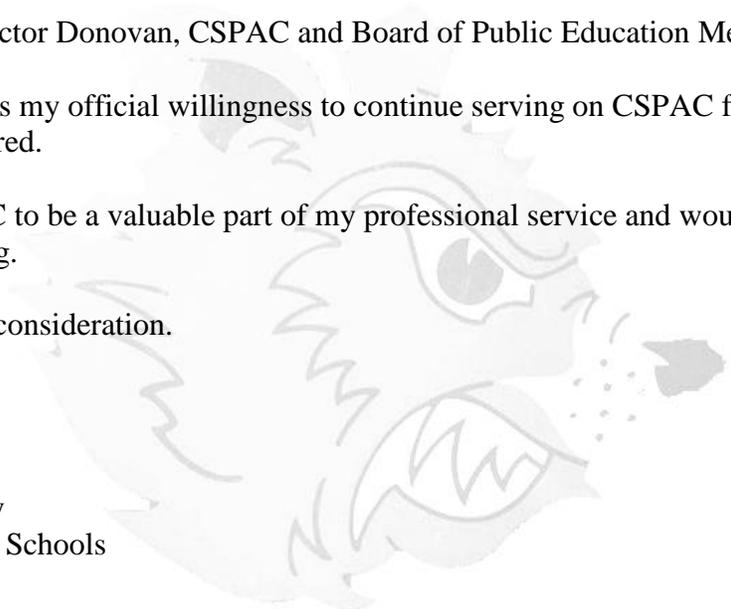
This letter constitutes my official willingness to continue serving on CSPAC for another term if my services are desired.

I have found CSPAC to be a valuable part of my professional service and would be honored to continue contributing.

Thank you for your consideration.



Kelly W. Elder
6th Grade Geography
CRA, Helena Public Schools
kelder@hsd1.org



Application for Appointment to the Montana CSPAC

Personal Statement

Debbie Hendricks

April 14, 2015

I would like to be a part of the CSPAC because I know how important it is to continually examine standards, etc., and then make adjustments as necessary. Having taught in Montana and South Carolina and having experienced education as a parent in Washington state, I know that Montana has quality programs and is advanced in many areas, e.g. Indian Education for All (IEFA) and teacher education/preparation.

To continue this tradition it's important to ensure that Montana's certification, professional standards and conduct are of the highest order. I'm excited to be considered as a part of the Council which examines and then helps to improve teacher education programs and professional standards in our state. As a teacher and also taekwondo instructor, I'm always changing and improving what I do to benefit students. As a taekwondo athlete I'm always adjusting and honing my skills. I've tried to live by the saying imparted to me by my 8th grade teacher: Good, better, best. Never let it rest until the good is better and the better is best. As a member of this council I want to ask questions and thoughtfully examine what we have to improve where we can, to be the best we can be.

I look forward to serving on this council and thank you for the opportunity. Please contact me if you have questions.

Sincerely,

Debbie Hendricks

2610 Sky Dr.
Missoula, MT 59804
C-(406) 240-6546
W-(406) 728-2400, ext. 6641

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

Position on Council: **TEACHER 9-12**

Name of Applicant: **Debbie Hendricks**

E-Mail: **dahendricks@mcps.k12.mt.us** or **mageestra@gmail.com**

Cell Phone: **(406) 240-6546** School Phone: **(406) 728-2400, ext. 6641** Fax: **(406) 728-2496**

Address: **2610 Sky Dr.**

Missoula, MT 59804

Employed by: **Missoula County Public Schools (MCPS)**

RESUME ATTACHED; SUMMARY OF EXPERIENCES:

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

- **M.F.A., Creative Pulse (Integrated Arts and Education), University of Montana, Missoula (2011)**
- **B.A., English major/Latin minor, University of Montana, Missoula (1986)**

Professional experience: (include dates, employer and location)

- **1999-present: Latin & English teacher, Hellgate HS, Missoula**
- **2010-present: Latin instructor, Montana Digital Academy (MTDA)**
- **2013: Co-Organizer, Poetry Out Loud; 2007-present: competition tabulation judge, Hellgate HS, Missoula**
- **2012: Presenter, Montana Writing Summit—"Stop, Drop & Write" with Carla Hinman, Helena**
- **2005-2012: Trainer, Montana University System Writing Assessment (holistic scoring), Helena and Missoula**
- **2004, '06, '08, '11, '13, '15: Group Leader for Italy trips (MCPS students)**
- **1990-1991: Latin & English teacher, Sentinel and Big Sky HS, Missoula**
- **1986-1989: Latin teacher, Orangeburg-Wilkinson HS, Orangeburg, SC**
- **1985: Chairman & judge, Job's Daughters' Writing Competition for MT**

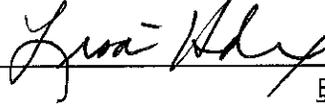
Professional and Community Activities:

- **Hellgate HS: co-dept. chair, World Languages Dept. , World Language curriculum work, FLAP grant advisory committee member, various committees (Professional Development, Advisory, PAC--Principal's Advisory Committee, Sr. Capstone), Latin Club Advisor**
- **Taekwondo student and**
- **MEA-MFT Conference (MALT) chairman**
- **Missoula EA Executive Committee (HS Rep at Large)**
- **O-W HS (Orangeburg, SC): Faculty Advisory Council, Jr. Classical League Sponsor, Odyssey of the Minds Coach**

Awards and Honors:

- **MT Taekwondo State Champion for Sparring & Poomse—green belt**

Employer/District Release:

I,  (MCPS), will release
Employer

Debbie Hendricks for service on the Certification Standards and Practices Advisory Council (CSPAC).
Applicant

The following have written letters of reference:

Dr. Alex Apostle, Superintendent
215 S. 6th W.
Missoula, MT 59801
apapostle@mcps.k12.mt.us
(406) 728-2400

Marcia Holland, School Board Trustee
2616 Wedgewood Ct.
Missoula, MT 59808
meholland@bresnan.net
(406) 529-5468

Michal Malouf, former colleague and dept. chair
3244 Green Lake Dr.
Ft. Collins, CO 80524
sramalouf@msn.com
(406) 544-2311

A brief statement concerning my wishes re: the Council is attached.

I, Debbie Hendricks, am committed to the Council's statutory responsibilities.

Initials 

Application deadline: April 17, 2015

Sent to:
Pete Donovan
Executive Director
Board of Public Education
PO Box 200601
46 N Last Chance Gulch
Helena, MT 59620-0601
PDonovan@mt.gov

Deborah A. Hendricks

Hellgate High School
900 S. Higgins Ave.
Missoula, MT 59801
(406) 728-2400, ext. 6641
dahendricks@mcps.k12.mt.us

2610 Sky Dr.
Missoula, MT 59804
(406) 240-6546 (cell)
mageestra@gmail.com

PROFESSIONAL PREPARATION (Education, workshops and courses of interest)

- CPR Certification, Missoula (2014)
- International Baccalaureate training: Latin ab initio—online (2012); Latin language training—San Antonio, TX (2013)
- Montana Writing Project (2012)
- Montana Writing Project: Worlds Apart but not Strangers, University of Montana (2012)
- M.F.A., Creative Pulse (Integrated Arts and Education), University of Montana (2011)
- 45 Graduate Credits, UM & various universities outside of MFA (list available) (1987-2008)
- B.A. English and Latin, University of Montana (1986)
- Developing and Evaluating HS and College Collaborative Writing, UM & Office of Commissioner of Higher Education (MUSWA), Missoula and Helena, MT (2004-12)
- Attendant, ACTFL (American Council on the Teaching of Foreign Language) National Convention, Boston, MA (2011)
- Foundations of American Indian Initiatives for Curriculum Development, University of Montana (2007)
- Motivating the Hopeless, Uninterested and Uninvolved Learner, Otter Creek Institute, Missoula (2006)
- Heart to Head: What does Indian Education For All really mean?, Missoula (2006)
- NA Stories of the Lewis & Clark Expedition Workshop, Fort Missoula Museum (2005)
- Blaine Ray TPRS Conference, Kansas City, MO (2005)
- Strengthening Your Foreign Language Instruction, BER Workshop, Spokane, WA (2005)
- Enhancing Classroom Climate, Chapman University (2002)
- Attendant, National Council of Teachers of English Convention, Charleston, SC (1989)
- Teaching AP Latin, University of South Carolina, Columbia, SC (1987)

PROFESSIONAL EXPERIENCE

- Latin and English teacher, Hellgate HS (Sentinel HS also—99-03), Missoula (1999-present)
- MTDA (Montana Digital Academy) Latin instructor (2010-present)
- Co-Organizer, Poetry Out Loud (2013); competition tabulation judge (2007-present)
- Presenter with Carla Hinman, Montana Writing Summit, Helena: “Stop, Drop & Write” (2012)
- Trainer, Montana University System Writing Assessment (holistic scoring), Helena and Missoula (2005-12)
- Led student trips to Italy, etc., MCPS (2004, '06, '08, '11, '13, '15)
- Latin and English teacher, Sentinel and Big Sky High Schools, Missoula (1990-91)
- Substitute teacher, Colfax School District, Colfax, WA (1989-90)

- Latin teacher, Orangeburg-Wilkinson High School, Orangeburg, SC (1986-89)
- Chairman and judge, Job's Daughters' Writing Competition for Montana (1985)

PROFESSIONAL ORGANIZATIONS AND DUTIES

- Hellgate HS Co-Dept. Chair, World Languages Dept. (2013-present)
- Hellgate HS, various committees: Professional Development, Advisory, PAC—Principal's Advisory Committee, Sr. Capstone (1999-present)
- Missoula EA Executive Committee, High School Representative at Large; attended Rep. Assembly in Helena (2012-present)
- MEA-MFT Conference MALT chairman, Missoula (2014)
- Committee member, Arabic Advisory Council (among team of writers on FLAP grant in 2009, development team member of curriculum and assistant for jr. high summer camp in 2010), MCPS, Missoula (2009-12)
- Member, MALT (Montana Association of Language Teachers) (2012-present)
- Member, American Classical League (1986-89, '99-present)
- Member, MCPS Curriculum Review Committee, World Languages, Missoula (2000, '09, '14)
- Curriculum Development, MTDA (MS-2012; Latin I-2014)
- Sponsor, Jr. Classical League, Sentinel H.S., Missoula (2003-4); Latin Club, Hellgate HS (1999-present)
- Advisor, National Honor Society, Big Sky H.S., Missoula (1990)
- Chairman, Faculty Advisory Council, O-W H.S., Orangeburg, SC (1988-9)
- Mentioned and pictured in May 2, 1988 issue of Newsweek magazine, "Saving Our Schools: Saving One High School"
- Coach, Odyssey of the Minds, O-W H.S., Orangeburg, SC (1886-89)
- Sponsor, Jr. Classical League, O-W H.S., Orangeburg, SC (led trips to Charleston and Columbia for competitions) (1986-9)
- Member, National Council of Teachers of English (1986-92)

COMMUNITY ACTIVITIES

- Taekwondo student and instructor, Big Sky Taekwondo, University of Montana (2009-present)

AWARDS

- Montana Taekwondo State Champion for Sparring and Poomse--green belt (2012)

Marcia Holland
2616 Wedgewood Ct.
Missoula, MT 59808
406-529-5468

April 9, 2015

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

Re: Deborah Hendricks

Dear Mr. Donovan:

I am writing this letter of recommendation on behalf of Debbie Hendricks who is currently a high school teacher at Hellgate High School here in Missoula. Debbie is seeking to be appointed to the Montana Certifications Standards and Practices Advisory Council in the 9-12 position. I am a trustee on the Missoula County Public School board of trustees and have served in that capacity for the past six years and therefore know both Debbie and also Janice Bishop will be leaving this position upon her retirement. I also know Debbie from the perspective of a parent as I have a son at Hellgate High School.

As an MCPS trustee, I know Debbie from her both her classroom work as well as her activities outside the classroom. I could tell, upon meeting Debbie, that she had the educational passion and skill sets that allow her to not only be an effective educator, but also a building leader.

I understand that the position that Debbie is seeking is one that involves working with other council members to make recommendations to the Board of Public Education in multiple areas including teacher educator programs, certification and related policies governing revocations, suspensions and the necessary appeal process, studying the feasibility of establishing professional practices and ethical conduct, and studying alternative/non-traditional teacher preparation opportunities.

I believe that Debbie would be well suited to serve on the council. Debbie is not afraid of innovation and change and recognizes the processes needed to make sure that change is successful and for the benefit of our district, staff and students and not just change for change's sake. Debbie has participated in International Baccalaureate training as Hellgate

High School is one of two Montana high schools that not only offers an IB Diploma program, but also affords non-diploma students to benefit from taking IB classes.

Debbie has also shown leadership and the ability to work productively with others in the area of writing, and curriculum development. Debbie worked with the Montana Writing Project to help develop and evaluate high school and college collaborative writing with the University of Montana and the Office of the Commissioner of Higher Education.

Debbie also brings the skill set of an evaluator, both at the ground level in serving as a tabulation judge at the Poetry Out Loud competition, but also at the higher level when serving as a trainer for the Montana University System Writing Assessment program.

Debbie also appreciates the importance of professional staff development, having taken advantage of such opportunities when they presented themselves. Debbie also recognizes the importance of continuing education, having obtained her M.F.A. degree in 2011.

Debbie is the consummate professional in her dealings with staff, parents, district leadership and the Missoula community.

On a more personal note, Debbie and I share a love of Latin and a belief that there is great value in studying that language (as I have discovered in my legal career). She is a passionate teacher and goes out of her way to let her students understand the importance of different cultures and languages (leading student trips to Italy on multiple occasions).

I strongly recommend Debbie Hendricks to you for consideration as the 9-12 member of the council. Please feel free to contact me for any additional information. My phone number is 406-529-5468.

Sincerely,

A handwritten signature in black ink, appearing to read "Marcia Holland". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Marcia Holland
Missoula County Public Schools Trustee

April 14, 2015
3244 Green Lake Dr.
Ft. Collins, CO 80524

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

Dear Mr. Donovan:

I am writing this letter of recommendation for Debbie Hendricks who is applying to serve on the Montana Certification Standards and Practices Advisory Council of the Montana Board of Public Education. Debbie and I were colleagues for many years at Hellgate High School in Missoula where Debbie teaches Latin and English.

As chair of the World Languages Department, I recognized Debbie as a conscientious and tireless advocate for students and teachers. It is those qualities, along with impeccable ethical standards, that make Debbie an ideal candidate to serve on a council that focuses on teacher education programs, the requirements for teacher certification and the standards of professional practice for the teaching profession. Further, Debbie is well suited to consider alternative approaches to certification as my department faces those questions when searching for candidates who teach less commonly taught languages like Arabic and Chinese. Often the best candidates have not pursued a "traditional" education to qualify them for teaching their native languages.

Working side by side with Debbie, I have seen her volunteer to serve on numerous committees and take on extra duties for the good of everyone. She worked with me on the Arabic Advisory Committee for the past five years. She went far beyond what was required of a member of this committee by stepping into my shoes as mentor to our exchange teachers from Egypt when other obligations called me away. The sacrifices she made to ensure the success of this program are commendable.

In all of the work she undertakes, Debbie does not cut corners. She is thorough in her deliberations and provides thoughtful ideas and solutions in every case. I have no doubt that she would provide this same level of service on the council for which she is applying.

I encourage you to give Debbie an opportunity to serve Montana students and teachers at the state level. She can be counted on to give our state a high level of service.

Although I am retired, you can contact me at the above address or email me at sramalouf@msn.com if you have questions or need further information.

Sincerely,

Michal Malouf
Retired Educator
406-544-2311



April 14, 2015

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

RE: Recommendation on behalf of Debbie Hendricks for appointment to the Montana Certification Standards and Practices Advisory Council for the Montana Board of Public Education

Dear Mr. Donovan:

Please consider my recommendation for Ms. Debbie Hendricks for appointment to the Montana Certification Standards and Practices Advisory Council for the Montana Board of Public Education. Ms. Hendricks has taught Latin and English in Missoula County Public Schools since 1999 and I've had the opportunity to get to know her in my role as Superintendent in MCPS for the last seven years. Debbie has the capacity to study and make recommendations to the Board of Public Education as a high school (9-12) representative on:

1. the status and efficacy of approved teacher educator programs in Montana;
2. areas of pre-certification training and educational requirements in certification renewal requirements and procedures;
3. policies related to the denial, suspension, and revocation of teachers' certificates and the appeals process;
4. feasibility of establishing standards of professional practices and ethical conduct;
5. status and efficacy of alternative and/or non-traditional teacher preparation opportunities.

Debbie's passion and drive to improve education were evident to me from the first time I met her. As a teacher leader at Hellgate High School Debbie is highly involved in work at the building and district level. She also serves as a leader in the Missoula Education Association.

I've seen Debbie work collaboratively with colleagues in the district and at the building-level, listening carefully on innovative and research-based best practices for improving teaching and learning in MCPS. Debbie has the drive and energy to serve as a representative for the Montana Board of Education. We are lucky to have her in public education.

Please don't hesitate to contact me if you have any further questions or need additional details. You can reach me at (406) 728-2400.

Best Regards,

A handwritten signature in black ink that reads "Alex P. Apostle".

Alex P. Apostle
Superintendent Missoula County Public Schools

Administration Building
215 South 6th West
Missoula, MT 59801

☎ 406.728.2400
☎ 406.542.4009
🌐 www.mcps.k12.mt.us

Forward Thinking, High Achieving.

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

Position on Council: SCHOOL TRUSTEE

Name of Applicant: Sabrina Stekete E-Mail: sabrina@gopantherz.com

Home Phone: 225-3428 Work Phone: 616-396-2575 Fax: 888-600-4165

Address: 44 Browns Gulch Rd, PO Box 566
Boulder, MT 59632

Employed by: Key Personnel, Inc., Holland, Michigan

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

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

UM 1979-80 -accounting

U Maryland 1999 to present, Junior status

No degree attained yet, maybe once my kids get theirs!

Professional experience: (include dates, employer and location)

Key Personnel, Inc. 1990 to present

Professional and Community Activities:

Economic development and education in Boulder

Awards and Honors:

Michigan legislature award for family friendly policies

Working Mother Magazine family friendly award

Michigan Fastest growing company three times

Diversity.com Business of the year two times

Employer/District Release: (If employed):

I, Key Personnel, Inc., will release

Employer

Sabrina Steteu for service on
the Council. *Applicant*

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

Name Stan Senechal Position JHS Trustee

Address Clancy, MT

E-Mail ssenechal@gmail.com

Phone Number 498-4539

Name Tim Norbeck Position Superintendent, JHS

Address Boulder, MT

E-MAIL tim.norbeck@jhs.k12.mt.us

Phone Number 225-3317

Name Lance Melton Position Ex Director MTSBA

Address Helena, MT

E-MAIL lmelton@mtsba.org

Phone Number 442-4280

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

I, Sabrina Steteu, am committed to the
Council's statutory responsibilities. *applicant*

Initials SS

Deadline for application is April 17th, 2015.

All application forms must be sent to:

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

Sabrina Sanddal Stekete
44 Brown's Gulch Road, PO Box 566
Boulder, MT 59632
(406)225-3428

**Statement of interest for membership on the Montana Certification Standards and Practices Advisory Council
April 17, 2015**

I first became interested in certification standards and practices when we hired a new principal, Dustin Shipman, at Boulder Elementary in 2007. In the five years Dustin was at BES, our team of teachers, administration and board made monumental strides in how our school operates and what outcomes we were able to make possible for our students. One of the topics Dustin was most passionate about was teacher preparation. Working with Dustin, I learned so much about what is new and changing in the science and art of teaching. We had many great discussions about what teachers know and learn today and where our teacher training could or should head.

My next point of interest has come from working on the Montana School Boards' Association Board of Directors. For the past five years, I have been increasingly exposed to the role of certifications standards and practices and I am excited to learn more and play a role on the Council.

On a personal note, I am a Boulder hometown girl. When I asked local teachers and administration if I should apply for this, they were all very enthusiastic, they said the work was important and that I should do it.

Sabrina Sanddal Stekete
44 Brown's Gulch Road, PO Box 566
Boulder, MT 59632
(406)225-3428

EDUCATION

University of Montana 1979-1980
Accounting Studies

University of Maryland University College 1999-present
Ongoing coursework toward Bachelor's of Business, current status as Junior

EMPLOYMENT

KEY Personnel, Inc.
Holland, MI
Owner and President
May 1990 to present

OTHER AFFILIATIONS

KEY 2000, LLC, Holland, MI
Majority Stockholder and Officer

COMMUNITY INVOLVEMENT

Boulder Area Chamber of Commerce, Boulder, MT
Founding Member and past member of Board of Directors
Health & Education Committee Chair

Jefferson Local Development Corporation, Boulder, MT
Board of Directors 2003-2007

Jefferson Broadband, Inc., Boulder, MT
Founding Member, past Board Member

Boulder Elementary Parent Council, Boulder, MT
Board Member, 2002-2005

Boulder Elementary School, Boulder, MT
Board of Trustees, 2005-2012
Negotiations and Budget Chair
School Improvement Chair

Jefferson High School, Boulder, MT
Board of Trustees, 2007 to present
Board Chair since 2010

Montana School Boards' Association, Helena, MT
Current Region 7 Director
President 2013-14, Current Past President
Governance Committee

Montana Office of Public Instruction, Helena, MT
Member, K12 Data Task Force, 2013
Member, Montana College and Career Standards Commission, 2013-2014
Montanans for Common Core Video Project, 2013

Jefferson High School

SCHOOL DISTRICT #1
Box 838
BOULDER, MT 59632



April 17, 2015

To Whom It May Concern:

My name is Tim Norbeck, and I currently serve as the Superintendent of Jefferson High School in Boulder, Montana. I am writing in regards to my recommendation for Sabrina Steketeé to the Montana Board of Public Education Certification Standards and Practices Advisory Council.

I have served as superintendent for the past two years and have worked with Sabrina in numerous areas with her position of school board chair. She has provided guidance and insight to ensure the best opportunities for the students at Jefferson High School. Personally, her professionalism in regards to our interactions has assisted in my development as a school superintendent.

Sabrina has served as a public school trustee for many years as well as positions within the Montana School Board Association. She continues to be a strong supporter of public education in Montana. Her time and effort as a supporter is commendable.

I highly recommend Sabrina for this position knowing her skills and talents will be an asset to the council. If you have any questions regarding my recommendation, please feel free to contact me at any time.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Norbeck". The signature is fluid and cursive, written over a white background.

Tim Norbeck, Superintendent
Jefferson High School

Board of Education Certification Standards and Practices

815 Front Street

Helena, Montana 59601

To whom it may concern:

I am writing this letter to inform you of the strengths and capabilities of Sabrina Steketee. I have had the privilege to serve with Sabrina on the Jefferson High School Board for the past 6 years. Sabrina is a remarkable woman, no subject that is discussed at the board goes unresearched by her without being fully understood. She will exhaust every resource to understand policies and procedures. She is patient with other board members as she brings them up to speed in understanding the issue in front of them that will soon need to be voted on. She is team player that does this without making other board members feel pressured into taking her view. She has been our board chair for the last 4 years and has done a remarkable job at this position. She makes sure that all members get a say in the discussion and never lets the discussion take a detour where it shouldn't go.

She has been an asset to the Jefferson High School Board and she would make a great addition to any committee she would get assigned to.

Stanley A. Senechal, P.E.

ITEM 3

COMMISSIONER OF HIGHER EDUCATION
REPORT

Dr. Neil Moisey

ITEM 4

GOVERNOR'S OFFICE REPORT

Dr. Shannon O'Brien

ITEM 5

STUDENT REPRESENTATIVE'S REPORT

Greta Gustafson

ITEM 6

STATE SUPERINTENDENT'S REPORT

Dennis Parman

DISCUSSION

❖ ASSESSMENT COMMITTEE (Item 7)

Paul Andersen

ITEM 7

BOARD DISCUSSION OF ARM 10.56.101 - ASSESSMENT

Sharon Carroll

10.56.101 STUDENT ASSESSMENT

(1) By the authority of [20-2-121](#)(12), MCA and ARM [10.55.603](#), the Board of Public Education adopts rules for state-level assessment in the public schools and those private schools seeking accreditation.

(2) The board recognizes that the primary purpose of assessment is to serve learning. A balanced assessment system including formative, interim, and summative assessments aligned to state content standards will provide an integrated approach to meeting both classroom learning needs and school and state level information needs. A balanced assessment system is structured to continuously improve teaching and learning and to inform education policy.

(3) In order to obtain state-level achievement information, all accredited schools shall annually administer a single system of state-level assessments approved by the board. The following state-level assessments shall be administered according to standardized procedures. Districts and schools shall ensure that all test administrators are trained in and follow those procedures.

(a) State-level assessments aligned to Montana content standards (phase 1) and the Montana common core standards (phase 2) shall be administered to all students as specified below for each phase.

(i) Phase 1 - school years 2012-2013 and 2013-2014, the assessments shall be:

- (A) aligned to Montana content standards;
- (B) administered to grades 3-8 and 10 in math and reading;
- (C) administered to grades 4, 8, and 10 in science; and
- (D) administered in the spring of the year.

(ii) Phase 2 - beginning in school year 2014-2015, the assessments shall be:

- (A) aligned to Montana common core standards;
- (B) administered to grades 3-8 and 11 in math and English language arts;
- (C) aligned to Montana content standards for science and administered in grades 4, 8, and 10; and
- (D) administered in the spring of the year.

(b) State-level assessments aligned to Montana English language proficiency standards shall be administered to all students identified as Limited English Proficient (LEP) in grades K-12. These assessments shall be administered mid-school year.

(c) Beginning in the 2012-13 school year, the ACT Plus Writing college readiness test shall be offered to all eleventh grade public school students in their high schools on a school day without charge to the students or schools. Students may participate without accommodations, with ACT-approved accommodations, or with state-allowed accommodations. The testing window for the ACT Plus Writing will be in April and May of each year. All eleventh grade students will take the test unless:

(i) a parent or guardian requests in writing that the student not participate;

or

(ii) a student, 18 or older, requests in writing to not participate.

(d) The obligation for funding the assessments identified in (3)(a), (b), and

(c) is an obligation of the state. This section may not be construed to require a school district to provide these assessments if the state does not have a current contract with test vendors for provision of these assessments to Montana school districts.

(4) State-level assessment results are a part of each student's permanent record as described in ARM [10.55.909](#).

(5) The Superintendent of Public Instruction shall provide a report of the results to the board and the Legislature.

(6) The Superintendent of Public Instruction is authorized to make available the reported student assessment data in compliance with confidentiality requirements of federal and state law. State-level assessment results released to the public shall be accompanied by a clear statement of the purposes of the assessments, subject areas assessed, level of measurement of the content standards, and the percent of students who participated in the assessments. The Superintendent of Public Instruction will ensure transparency and public availability of public school performance data and reporting as outlined in [20-7-104](#), MCA.

(7) All students shall participate in the state-level assessments, except as provided in (3)(d).

(a) For a student with disabilities, the student's individualized education program (IEP) team has the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When an IEP team determines that an accommodation for a student's disability would still not allow for adequate measurement of the student's progress toward the content standards, the IEP team may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(b) For a student who has been identified through the district's process as LEP, accommodations may be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When the result of the district's process indicates that an accommodation for an LEP student who has had fewer than three years of instruction in English would still not allow for adequate measurement of the student's progress toward the content standards, the team of educators may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(8) Accommodations allow a student to demonstrate competence in subject matter so that state-level assessment results accurately reflect the student's achievement level rather than limited English language development or impaired sensory or manual skills, except where those skills are the factors which the assessment purports to measure.

(a) Accommodations for state-level assessment purposes are defined as modifications of the test administration procedures similar to those used to assess the student in the instructional setting.

(b) Accommodations vary for the state required tests under (3)(a) through

(c) and are dependent on the knowledge and skills being measured. Test-specific accommodations are detailed in test administration manuals.

(c) The Superintendent of Public Instruction shall provide guidance to schools concerning appropriate accommodations.

History: [20-2-121](#), MCA; IMP, [20-2-121](#), [20-7-402](#), MCA; NEW, 1988 MAR p. 976, Eff. 5/27/88; AMD, 1992 MAR p. 1472, Eff. 7/17/92; AMD, 1993 MAR p. 683, Eff. 4/30/93; AMD, 1995 MAR p. 627, Eff. 4/28/95; AMD, 1997 MAR p. 1186, Eff. 7/8/97; AMD, 2000 MAR p. 957, Eff. 4/14/00; AMD, 2012 MAR p. 2057, Eff. 10/12/12.

ACTION

❖ MSDB LIAISON – (Item 8)

Sharon Carroll

MSDB REPORT

Donna Sorensen

MONTANA SCHOOL FOR THE DEAF AND THE BLIND
APPROPRIATIONS - VS - EXPENDITURES
FISCAL YEAR 2015
YEAR TO DATE

FISCAL YEAR 2015 4/20/1015

2015 APPROPRIATIONS:

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	PROPRIETARY	OTHER	TOTAL
1 ADMINISTRATION PROGRAM (01)	532,196.00	2,940.00	0.00	0.00	0.00	535,136.00
2 GENERAL SERVICES PROGRAM (02)	548,729.00	0.00	0.00	0.00	0.00	548,729.00
3 STUDENT SERVICES (03)	1,517,285.00	0.00	23,000.00	0.00	0.00	1,540,285.00
4 EDUCATIONAL (04)	4,190,747.00	260,280.00	48,760.00	0.00	0.00	4,499,787.00
ALLOCATED TOTALS:	6,788,957.00	263,220.00	71,760.00	0.00	0.00	7,123,937.00

YTD EXPENDITURES:

1 ADMINISTRATION PROGRAM (01)	438,531.72	0.00	0.00	0.00	0.00	438,531.72	
2 GENERAL SERVICES PROGRAM (02)	466,537.06	0.00	0.00	0.00	0.00	466,537.06	
3 STUDENT SERVICES (03)	1,150,602.73	0.00	13,433.49	0.00	0.00	1,164,036.22	
4 EDUCATIONAL (04)	3,319,110.87	93,344.43	0.00	0.00	0.00	3,412,455.30	
TOTAL EXPENDITURE TO DATE:	5,374,782.38	93,344.43	13,433.49	0.00	0.00	5,481,560.30	76.95%
UNSPENT ALLOCATED BUDGET:	1,414,174.62	169,875.57	58,326.51	0.00	0.00	1,642,376.70	23.05%

APPROPRIATIONS - VS - EXPENDITURES BY ORG

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	PROPRIETARY	OTHER	TOTAL	
1 ADMINISTRATION PROGRAM (01)	532,196.00	2,940.00	0.00	0.00	0.00	535,136.00	
EXPENDITURES	438,531.72	0.00	0.00	0.00	0.00	438,531.72	81.95%
UNSPENT ALLOCATED BUDGET:	93,664.28	2,940.00	0.00	0.00	0.00	96,604.28	18.05%
2 GENERAL SERVICES PROGRAM (02)	548,729.00	0.00	0.00	0.00	0.00	548,729.00	
EXPENDITURES	466,537.06	0.00	0.00	0.00	0.00	466,537.06	85.02%
UNSPENT ALLOCATED BUDGET:	82,191.94	0.00	0.00	0.00	0.00	82,191.94	14.98%
3 STUDENT SERVICES (03)	1,517,285.00	0.00	23,000.00	0.00	0.00	1,540,285.00	
EXPENDITURES	1,150,602.73	0.00	13,433.49	0.00	0.00	1,164,036.22	75.57%
UNSPENT ALLOCATED BUDGET:	366,682.27	0.00	9,566.51	0.00	0.00	376,248.78	24.43%
4 EDUCATIONAL (04)	4,190,747.00	260,280.00	48,760.00	0.00	0.00	4,499,787.00	
EXPENDITURES	3,319,110.87	93,344.43	0.00	0.00	0.00	3,412,455.30	75.84%
UNSPENT ALLOCATED BUDGET:	871,636.13	166,935.57	48,760.00	0.00	0.00	1,087,331.70	24.16%
ALLOCATED TOTALS:	6,788,957.00	263,220.00	71,760.00	0.00	0.00	7,123,937.00	
TOTAL EXPENDITURE TO DATE:	5,374,782.38	93,344.43	13,433.49	0.00	0.00	5,481,560.30	76.95%
UNSPENT ALLOCATED BUDGET:	1,414,174.62	169,875.57	58,326.51	0.00	0.00	1,642,376.70	23.05%

Board of Public Education – MSDB Report: May 2015

Agenda Item	Notes
Superintendent Report	<p>Several things have been happening this spring. It has been very busy since our last BPE meeting. Here are some items.</p> <ol style="list-style-type: none"> 1. Focus and Goalball Enrichment (see Outreach) 2. Deaf Enrichment Weekend (see Outreach) 3. Travel home for Spring Break (see Student Services) 4. Untangling the Dots (see Outreach) 5. Spring Program (archive link is: https://cap2.vcs.vision.net and search for 8030127 MSDB in the search box  (it will actually be 8030127 MSDB MSDB_20150415125741193) <i>Please be aware that the first 15 minutes of play time is just us getting ready. So go ahead and jump ahead in the movie to our actual start time. Enjoy!</i>) I found this to work best on Firefox!! 6. My trip to Austin, TX and to the Texas School for the Blind and the Visually Impaired (TSBVI) for my certification in Teaching Students with Visual Impairments (TVI) certification <p>Upcoming Events:</p> <ol style="list-style-type: none"> 1. PepNet work related to transition services for students who are deaf and hard of hearing 2. Russian Delegation visiting from April 27 – May 4 3. Games for the Visually Impaired – May 1-2 4. Our Delegation to visit Lipetsk, Russia May 10-May 21 to visit their school for the blind and visually impaired
MSDB Foundation Report	
Student Enrollment Evaluations	<p>Current: 52</p> <p>Referrals:</p> <p>10-Day Observations in progress: 1 (VI)</p> <p>Gathering documentation for file review: 1 (DHH)</p>
Human Resources	<p>We currently have 4 open positions. We will be doing our first application review after Friday, April 24.</p> <ol style="list-style-type: none"> 1. Speech Language Pathologist 2. ASL Bilingual Specialist 3. Consultant for Students with Visual Impairments <ol style="list-style-type: none"> a. Billings area b. Hi-Line area <p>We are in the process of updating and posting two more positions. One will be a non-supervisory Supervising Teacher for the VI Department. For the second position, we are considering a Special Education Coordinator. This position would be responsible for coordinating all IEPs and ensuring compliance. This decision is not final.</p>

<p>Education Program</p>	<p>Student Celebration Awards:</p> <ul style="list-style-type: none"> • Isabella received the Schultes’ Student of the Week award, Gracie received the Principal’s Club award, 3 high school students were recognized for being on GFHS’s honor roll first semester, and the Reading Challenge is now up to 338 gumballs! <p>Spotlight on student population:</p> <ul style="list-style-type: none"> • Students on an IFSP: 1 • Students on 504s: 2 (all other PS-12 students on IEPs) <ul style="list-style-type: none"> ○ Students where we are primary on their IEP or 504: 35 ○ Students where we are secondary on their IEP or 504: 15 • Post High School students: 1 <p>Many students are dually served by the public schools. These include: Students attending Lewis & Clark Elementary: 3 (2 DHH & 1 VI) basically full time Students attending Loy Elementary: 1 (VI) halftime Students attending Mountain View Elementary: 1 (VI) halftime Students attending Sunnyside Elementary: 1 (VI) halftime Students attending Valley View Elementary: 1 (DHH) ¾ time Students attending East Middle School: 3 - 2 (DHH) 1 almost full time and 1 for two classes, 1 (VI) 1 class Students attending GFHS: 9 – 4 (DHH) 2 classes each, 6 (VI) 2 half-time, 3 with 3 classes Students attending CMR: 1 (VI) almost full time (attends MSDB 2 afternoons a week)</p> <p>Students from Billings, Helena, Stevensville attending MSDB: 3 (VI) 2 weeks a month Student from Arlee attending MSDB: 1 (VI) 1 week a month Student from Stanford attending MSDB: 1 (VI) 2 days a week</p>
<p>Outreach Program</p>	<p>We are sending 2 people to SKI HI training and that the VIISA class is serving 16 people who work with 0-3 year olds. We had UTD and have a few dozen people working on Braille Certification and our Outreach people are supporting them. Our Russian Delegation arrives Monday, April 27, 2015 and stays until Sunday, May 3rd. We are excited to host them.</p>
<p>Student Services Program</p>	<p>Report from Residential Program</p> <p>The month of March was very busy for the cottage students.</p> <p>The Geyser Cottage remodel was completed and the girls moved in during the week of March 8th. The students did their own packing and cleaning as they “moved” to the other building. They were very excited to be in their “new” cottage. The remodel has brightened up the wing and the new furniture is very nice.</p>

	<p>On Saturday March 7th the students had a St. Patrick's Day potluck and each cottage prepared a festive dish for this activity. On March 17th the students attended the local St. Patrick's Day parade.</p> <p>The visitor cottage wings were full for the Focus/Goalball Enrichment Weekend (March 19-21) and then for the Deaf Enrichment Weekend the visitor wings were also full. For both weekends the students had a wonderful time and enjoyed meeting new friends!</p> <p>Students travelled home on March 12th and returned on March 15th. The students also travelled for the Spring/Easter Break, leaving on Wednesday, April 1st and returned on Monday, April 6th. Both travels were completed without encountering any problems.</p> <p>The Cottage Student Council is planning an over-night outing in May (May 16th). They will go to Helena, participate in some activities around town, eat out, swim, stay in a hotel and return on Sunday. The students have earned funds for this trip through various fundraisers.</p>
Safety and Facilities	<p><u>Safety:</u> We just purchased 6 step ladders to distribute around campus. Teachers and staff were decorating their classrooms and getting things off high shelves using their chairs, it was very unsafe. We used the Early Return to Work Volume discount to purchase these ladders.</p> <p><u>Facilities:</u> The work in Geyser Cottage is complete and the children are back living in the wing. We are also done with the painting in our pool. No projects going on currently. We are still waiting on the state for a start date to replace the windows in our cottages. This is included in this biennium's budget.</p>
Budget and Finance	
Legislative Session	
School Calendar of Events	<ul style="list-style-type: none"> • April 1: End of 3rd Quarter and Travel Home • April 3-6: Spring Break • April 7: Classes resume • April 9: Smarter Assessment starts • April 10-11: Untangling the Dots workshop

- April 15: Spring Program
- April 22: Interquest Dog Assembly
- April 23 – 28: Senior Trip
- April 24: Travel Home, Early Out Training: Holly O from MNCSR 1 – 3:10
- April 27 : Lipetsk School for the Blind arriving this evening
- April 28 or 29: A welcome assembly/activity for the Russian teachers & students
- May 1 & 2: VI Games (with an international flair)
- May4: Lipetsk contingency departs
- May 7: Projected date our team heads to Russia
- May 8: Travel Home, Early out: anticipated National Geographic showing textbooks/resources
- May 11: Spring MAP window opens
- May 12: VI Outreach meeting
- May 14: Our team back from Russia
- May 15: Salish Kootenai College and Stone College visit with observations & activities, Prom
- May 22: Travel Home, Early Out
- May 25: Memorial Day – No school
- May 30: Graduation
- June 4: Blood Drive, Staff meeting
- June 10: Last Day, Awards Assembly at 10:30, students released at noon
- June 12 & 13: DHH Family Learning Weekend
- June 18 & 19: B&VI Family Learning Weekend
- June 21-27: DHH Summer Camp
- July 12 -18: Blind Summer Camp
- August 17: Orientation week
- August 24: 2015-16 school year starts

DISCUSSION

❖ MACIE LIAISON – (Item 9)

Mary Jo Bremner

ITEM 9

MACIE REPORT

Norma Bixby

EXECUTIVE SUMMARY

DATE: APRIL 2015

PRESENTATION: MACIE update

PRESENTER: Norma Bixby
MACIE President
Office of Public Instruction

OVERVIEW: This presentation will include an update on Indian Education activities, including the Turnaround Leaders Program at Rocky Mountain College, the Statewide Graduation and Dropout Report, the Class 7 Professional Development Grant at MSU Bozeman, the Equitable Access to Excellent Educators State Plan draft, the Adverse Childhood Experiences study, the OPI Early Childhood Grant, and Indian Education Division updates (Montana Indians publications, the IEFA outside evaluation, and the Advocacy Institute).

REQUESTED DECISION(S):

OUTLYING ISSUE(S):

RECOMMENDATION(S):

❖ **EXECUTIVE COMMITTEE – (Items 10-11)**

Sharon Carroll

ITEM 10

**MONTANA STATE EDUCATOR EQUITY
PLAN**

Nancy Coopersmith

EXECUTIVE SUMMARY

DATE: MAY 2015

PRESENTATION: Montana State Educator Equity Plan

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: The U.S. Department of Education notified each state that the Elementary and Secondary Education Act requires a plan to "ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers." Each state education agency must analyze what its stakeholders and data have to say about the root causes of inequities and must include strategies to close the equity gaps. The plan must be submitted to the federal department no later than June 1, 2015. This presentation will include information about the draft plan and an overview of written comments received from stakeholders.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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

To: Education Partners

From: Nancy Coopersmith
Assistant Superintendent
Department of Education Services

Date: April 14, 2015

Subject: Montana Educator Equity Plan

A handwritten signature in cursive script that reads "Nancy Coopersmith".

The U.S. Department of Education requires that by June 1, 2015, each State Education Agency (SEA) submit to the department a new State Educator Equity Plan in accordance with the requirements of Title I of the Elementary and Secondary Education Act of 1965 (ESEA). As required by the ESEA, the SEA must, among other things, describe in its plan the steps it will take to ensure that “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.” Each SEA must analyze what its stakeholders and data have to say about the root causes of inequities and must include strategies to close the equity gaps.

Superintendent Denise Juneau appointed a Montana Office of Public Instruction (OPI) leadership team to develop the plan, and she provided guidance to the team that no new data would be gathered for the plan. This will ensure that no additional data-gathering burden would be placed upon Montana educators. The OPI team includes the following key leaders: Mandy Broadus, Nancy Coopersmith, BJ Granbery, Sue Mohr, Dennis Parman, Linda Vrooman Peterson, and Frank Podobnik.

Please review the attached draft, dated April 14, 2015. The draft contains the sections required in the plan, including a timeline of activities. We welcome your comments and suggestions, particularly about the root causes of the inequities and your ideas about the strategies to address the equity gaps.

Please send your written comments no later than April 27, 2015, to Rehanna Olson at ROlson2@mt.gov. You may also contact any member of the OPI leadership team if you have questions about the draft plan. We welcome your comments, additions and suggestions, and we appreciate your assistance with this project!

2015 Montana Plan to Ensure Equitable Access to Excellent Educators

Section 1. Introduction

The Elementary and Secondary Education Act of 1965 (ESEA), requires state educational agencies (SEAs) receiving a Title I, Part A grant to submit a plan, developed by the SEA, in consultation with local educational agencies, teachers, principals, pupil services personnel, administrators, other staff, and parents (ESEA section 1111(a)(1)). The plan submitted by the Montana Office of Public Instruction (OPI) describes the steps it will take “to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the section 1111(b)(8)(C). (The term “state plan” refers only to State Plans to Ensure Equitable Access to Excellent Educators.)

The Montana Constitution states:

- (1) “It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.” (Article X, Sec 1)
- (2) “The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.” (Article X, Sec 2)

The provisions of the Montana Constitution provide the foundation for the 2015 Montana Plan to Ensure Equitable Access to Excellent Educators.

2015 Montana Plan to Ensure Equitable Access to Excellent Educators

2015 Montana State Plan goal: All poor and minority children in Montana are taught on par with other children by experienced, qualified, and in-field teachers.

2015 Montana State Plan objective: By June 1, 2015, the OPI, in consultation with Montana education stakeholders, identify measures to evaluate and publicly report the progress of closing the identified equity gaps.

The Montana state plan will make continuous progress toward full access to excellent educators for all Montana children with our primary efforts focused on the needs of Montana’s most disadvantaged children. Montanans are committed to ensuring equal access by all students to well-prepared, highly qualified, experienced, and appropriately assigned teachers and school leaders with an emphasis on schools and classrooms with the greatest needs.

To shape the 2015 Montana State Plan, a team of key leaders at the OPI led by the assistant superintendent of the Education Services Department, followed these steps. The OPI team:

1. Developed and is implementing Montana’s strategic action plan and timeline for engaging education stakeholders in the process. (Attachment A)
2. Reviewed data provided by the U.S. Department of Education (ED) and the data collected and analyzed at the state level.
3. Addressed root-cause analyses based on the data reviewed and through discussions with education stakeholder groups.

4. Created a plan to measure and report progress on closing the equity gap and continuously improve the state plan.

Background: 2006 Montana State Equity Plan

The 2006 Montana State Equity Plan established the goal that every teacher of a core academic subject in Montana's public elementary and secondary schools must meet the ESEA requirements for Highly Qualified Teachers (HQT).

In 2004-2005, the OPI collected data that:

1. Identified core academic subject classes in the state that were not being taught by teachers meeting the HQT definition by specific subject area.
2. Were analyzed to determine adequate yearly progress of schools and districts where these classes were located.
3. Identified the schools in Montana where teachers were misassigned or not endorsed in the subject areas they were teaching.
4. Tracked courses that were particularly hard to staff.

Based on these data, the 2006 state plan established strategies to assist all Montana accredited schools in reaching the goal of 100 percent of core academic subject classes taught by HQTs. From the 2006 state plan to the development and implementation of the 2015 state plan, annual data verifies that virtually all of Montana's classes in core academic subjects are taught by HQTs, consistent with the ESEA requirements. The 2005 data indicate that 98.9 percent of the total number classes were taught by highly qualified teachers; and in 2013, 99.4 percent of core classes were taught by HQTs. The NCLB Report Card is posted on the OPI website <http://opi.mt.gov/Reports&Data>. While Montana reports consistent percentages near 100 in the all category of core academic subject classes taught by HQTs, the 100 percent HQT goal for schools, districts, and the state remains elusive. As documented in 2004, 1.1 percent of all core classes and .6 percent of the all core classes in 2013 were taught by teachers not highly qualified. Montana maintains its commitment to reach 100 percent equitable distribution of qualified, in-field, and experienced teachers teaching all Montana's K-12 students.

Review of Current Available Data

The OPI team reviewed the Montana Educator Equity Profile data prepared by the ED. Specifically, the OPI examined the 2011-2012 Civil Rights Data Collection (CRDC) data submitted by some of Montana's school districts. The OPI team reviewed two sets of CRDC data, including percent of non-licensed teachers and percent of classes taught by teachers who are highly qualified. Also, the team examined 2012-2013 *EDFacts* data that Montana provided to ED on classes taught by HQTs. The Division of Measurement and Accountability collected and reconciled these disparate state and national data sources using the equity gaps identified by the OPI team. Based on these gaps the OPI team created an action plan and timeline outlining targeted strategies to meet the challenges underlying equity issues in Montana.

Over the past several years, Montana has systematically created powerfully integrated data systems that include student information, teacher and school leaders, educator licensure, accreditation, salary and compensation, etc. While the data systems are in place, these systems are not yet able to provide the comprehensive data reports to specific issues, i.e., average teacher salaries, experienced teachers, or mobility. However, as Montana's data systems mature and become more robust, data requests and

reports will more accurately identify key issues and effective strategies to steadily improve equitable distribution of teachers across the state.

Section 2. Consultation with Stakeholders

The OPI meets regularly with stakeholders representing professional education associations, postsecondary education entities, Montana Advisory Council for Indian Education (MACIE), Title I and Special Education committees of practitioners, and other groups of concerned citizens to share updates and call for comments on major areas of work. Prior to submitting a draft state plan to ED, the OPI team met twice with these groups as part of the state process. The purpose of the first meeting with education stakeholders was to introduce the state plan process and timeline. During the second meeting, stakeholders provided comments and perspectives on the data, root causes of identified equity gaps, and equity plan strategies. In addition, the stakeholder groups offered solutions to identified equity issues.

The OPI team will routinely involve education stakeholders in ongoing support and commitment to the systemic implementation of the Montana plan. The education stakeholders will provide essential knowledge from their viewpoints to enrich the statewide dialogue and action in ongoing data reviews, root-cause analyses, and monitoring and adjustment of strategies.

Section 3. Equity Gap Analysis

Montana is committed to closing the equity gap between high- and low-poverty school quartiles and high- and low-minority school quartiles. Montana compared student access to teachers who are highly qualified in the highest- and lowest-poverty schools, as well as the highest- and lowest-minority schools, and found that the gaps were present in both high-poverty and high-minority secondary schools.

Terms and Definitions

The 2015 Montana State Plan uses the following terms as defined below:

1. **Unqualified Teacher:** Montana teachers who do not meet all of the following requirements: 1) active Montana license, 2) endorsed in a teachable subject area, and 3) assigned to teach classes in their endorsed subject area(s).
2. **Inexperienced:** Montana teachers with less than one year of teaching experience.
3. **Out-of-Field:** Montana-licensed teachers teaching outside their endorsed subject areas.
4. **Poverty:** The determination of poverty is based on the percentage of students at a school who are eligible for free or reduced price lunches through the National School Lunch Program. For the purposes of this report, schools served under Provision 2¹ were credited with 100 percent eligibility for free lunch.

¹ Provision 2 is an option in the federal School Breakfast Program and National School Lunch Program for schools to reduce the paperwork and simplify the logistics of operating school meals programs. Any school that participates in the National School Lunch Program or the School Breakfast Program may opt for Provision 2. Schools that opt for Provision 2 serve meals to all students at no charge. Provision 2 schools pay the difference between the cost of serving meals at no charge to all students and the federal reimbursement. The significant administrative savings of Provision 2 help offset the cost differential. (National School Lunch Act. USDA www.fns.usda.gov/school-meals/provisions)

5. **Minority Groups:** In the 2010-2011 school year, Montana transitioned from asking students a single race question (with six categories) to a two-part race/ethnicity question that generates seven categories. The two questions asked:
- Are you (the student) of Hispanic ethnicity?
 - What is the student's race or races? (Choose from American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, and White)

All students who answer "yes" to the first question are classified as Hispanic, regardless of their answers on the race question. The structure of the question allows students to identify as "multiracial," which was not a category in the prior race/ethnicity classification.

The categories are now:

- Hispanic
- American Indian/Alaska Native
- Asian
- Black/African-American
- White
- Native Hawaiian or Pacific Islander
- Multi-Racial/Two or More Races

To identify "minority quartiles," students were classified as minorities if they identified as anything other than "white," not Hispanic. In the 2013-2014 fall enrollment, 80 percent of students identified as white. Over half of the minority population (11 percent of the remaining 20 percent) identified as "American Indian, Not Hispanic." More students chose the American Indian/Alaska Native category, but were classified as either Hispanic or multiracial.

- **Highly qualified teacher (HQT):** Montana teachers meet the definition of HQT if they are licensed, endorsed, in their second year or more of teaching, and assigned to teach "core academic subject"² classes in the areas of preparation. The requirement that teachers be "highly qualified" applies to all public elementary and secondary school teachers who teach a "core academic subject class" and are employed by Montana school districts.
- **Equitable teacher distribution:** Teachers are distributed throughout Montana so that high-poverty, minority, special needs, or English language learners are just as likely to be taught by HQTs working in their field as students who do not fall into those categories.

Relevant Data - Background

The OPI compared data between the 2005 original analysis and 2013 data. Comparisons of data by schools and school districts were based on student enrollment numbers aggregated by minority and poverty calculations.

Although additional teacher data are not available at this time, the OPI anticipates the teacher licensure system, Montana State Educator Information System (MSEIS), will deliver additional data (e.g., percent

² "Core academic subjects" are English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (ESEA, 2002)

of teachers in first year) in the next few years. Montana's Terms of Employment, Accreditation and Master Schedule (TEAMS) will provide additional data.

For purposes of the 2015 Montana State Plan, Montana will use HQT data to analyze the percentage of highly qualified teachers in schools, which are aggregated based on percentage of poor and minority students. Schools are aggregated then divided into high-poverty school quartiles, neither high- nor low-poverty school quartiles, and low-poverty school quartiles. The same process also applies to schools aggregated by minority student percentages.

Data Analysis

School Quartile Analysis: Poverty Schools

Schools were divided into quartiles by percent enrollment of students who were considered meeting the poverty criteria (see page 4, Terms and Definitions).

The top quartile of schools (205 schools) averaged a student poverty enrollment percentage of almost 78 percent versus the lowest quartile of schools (205), which averaged a student poverty enrollment of only 18 percent (see Table 1 below).

Table 1: Analysis of School Poverty Student Population Quartiles

2013 Poverty Quartile	Schools	Students in Poverty	Enrolled Students	Percent Poverty
HIGH	205	20055	25813	77.7%
NEITHER	408	35515	89829	39.5%
LOW	205	4926	27155	18.1%

School Quartile Analysis: Minority Schools

Similarly in the analysis of enrollment percent of students who were minorities (see Terms and Definitions, Minority Groups), the top quartile of schools had percentages of students who were minority of 45.4 percent versus the low quartile of schools where the percent of minority students was only 2.9 percent (See Table 2 below).

Table 2 Analysis of School Minority Student Population Quartiles

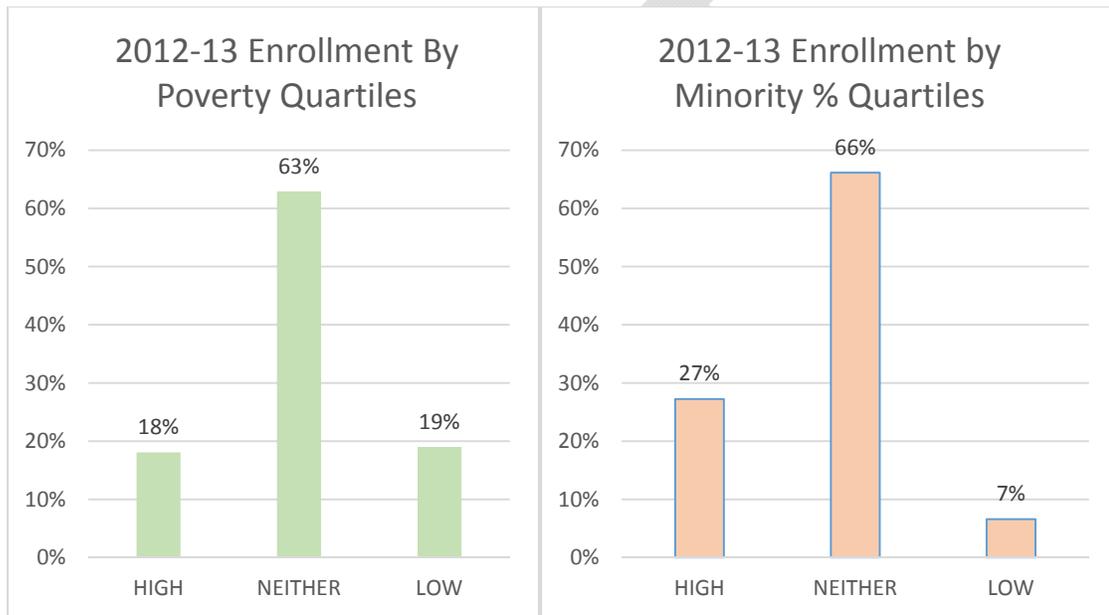
2013 Minority Quartile	Schools	Minority Students	Enrolled	Percent Minority
HIGH	206	17666	38897	45.4%
NEITHER	407	9839	94464	10.4%

LOW 205 271 9436 2.9%

When HQT percentages are analyzed using poverty or minority quartiles of schools, total school enrollment between high-poverty, neither high- nor low-poverty, and low-poverty schools is not evenly distributed. Enrollment is strongly centered in the middle two quartiles. Enrollment in schools by minority quartiles is a “fat tail” distribution with 66 percent of enrollment in the “neither high nor low” quartile and only 7 percent of enrollment in the low minority percentage quartile. See Graphs 1 and 2 below.

Graph 1 Enrollment by Poverty Quartiles

Graph 2 Enrollment by Minority Quartiles



Graphs 1 and 2 above confirm that the majority of total school enrollments are in the neither high nor low percentage quartiles.

Poverty Schools: Comparisons Between 2005 and 2013 of all Poverty Schools and HQT Assignments

Analysis of 2005 compared to 2013 data indicates that Montana made improvements in the percentage of HQTs teaching core academic classes in all schools. In eight of 12 categories delineated in Tables 1 and 2 on page 7, Montana shows a statistically significant increase in the numbers and percentages of HQTs assigned to teach core academic subject classes.

HQT Analysis

Table 1 on page 7 displays HQT results increased by .5 percent in the all schools quartile between 2005 and 2013. While the majority of the increases in three of the four quartiles were statistically significant, the low-poverty quartile reported no increase and remains at 99.1 percent of core academic subject classes taught by qualified teachers. This result means fewer children need to be included in the target area of the 2015 equitable access plan.

Elementary and Secondary Schools Analysis

Elementary schools across three of the four poverty quartiles showed a statistically significant improvement of .3 percent of HQTs assigned to teach core academic subject classes between 2005 and 2013 (Table 2, Page 7). The low-poverty quartile increased .1 percent of HQT appropriately assigned over the same period.

While secondary schools in the high-poverty quartile had the lowest HQT percentages (96.9 percent in 2005 and 97.6 percent in 2013), the data indicate improvement. From 2005 to 2013, the percentage of HQTs teaching core academic subject classes increased by .7 percent in the high-poverty quartile. The OPI team anticipates the HQT percentage will increase from 97.6 to 98.3 percent for high-poverty secondary schools within the next few years if the increases continue to improve at a similar rate.

The .7 percent gain in the high-poverty quartile was equal to the overall increase for all secondary schools. Even with increases over time in HQT assignments, targeted strategies are needed to help secondary schools recruit, develop, and retain qualified, endorsed, and experienced teachers.

Tables 3 and 4 on page 7 show the percentages of the HQTs teaching core subject classes in the schools based on the poverty quartiles and compares results between 2005 and 2013. In addition, confidence interval analysis helps demonstrate whether the changes are statistically significant.

Table 3 Comparison of 2005 and 2013 Poverty Quartiles by All Schools HQT Percentage

Poverty Quartiles	2005 Percentile of HQT Assignments	2013 Percentile of HQT Assignments	Statistically Significant (95 Percent Confidence) Improvement
HIGH	98.2%	98.7%	TRUE
NEITHER	99.1%	99.6%	TRUE
LOW	99.1%	99.1%	FALSE
ALL	98.9%	99.4%	TRUE

Table 4 Comparison of 2005 and 2013 Poverty Quartiles by Elementary and Secondary Schools

Poverty Quartiles	2005 Percentile of HQT Assignments	2013 Percentile of HQT Assignments	Statistically Significant (95 Percent Confidence) Improvement
Elementary			
HIGH	98.9%	99.2%	FALSE
NEITHER	99.3%	99.6%	TRUE
LOW	99.2%	99.3%	FALSE
All Elementary	99.2%	99.5%	TRUE
Secondary			
HIGH	96.9%	97.6%	TRUE
NEITHER	98.7%	99.6%	TRUE
LOW	99.0%	99.1%	FALSE
All Secondary	98.6%	99.3%	TRUE

Table 5 Comparison of 2005 and 2013 Elementary and Secondary Schools in High- and Low-Poverty Quartiles

Quartiles	2005 percentile HQT	2013 Percentile HQT
Elementary		
High Poverty Quartile (HPQ)	98.9%	99.2%
Low Poverty Quartile (LPQ)	99.2%	99.3. %
Percentile Difference	.3%	.1%
Secondary		
High Poverty Quartile (HPQ)	96.9%	97.6%
Low Poverty Quartile (LPQ)	99.0%	99.1%
Percentile Difference	2.1%	1.5%

Analysis

Further analyses of the data shown in Tables 3 and 4 on page 8, and reported in Table 5 above, offered a clue to one of the challenges to closing the equity gap between high- and low-poverty students. In Table 5, the OPI team compared data between 2005 and 2013 by elementary and secondary schools in high- and low-poverty quartiles. These data show that secondary students in the quartile of schools with the highest percentage of poverty in 2005 were 2.1 percent less likely to be placed with HQTs than students in the quartile of schools with the lowest percentage of poverty. By 2013, that gap closed to 1.5 percent. While the gap has decreased, these data provide the OPI with clear direction to concentrate our efforts and next steps to reach the goal of 100 percent HQTs in high-poverty secondary schools.

Minority Schools: Comparisons Between 2005 and 2013

The analysis of minority schools yields similar findings. Minority schools were not analyzed in 2005, so it was necessary to hypothesize the schools in that time using 2013 school information and applying the minority calculation based on the assumption that minority population distribution in the schools have not changed appreciably over time.

While the data from 2005 is extrapolated using 2013 school information, these data reflect the best estimate, other than accounting for the few schools (18, mostly small schools) that did not exist in 2005. Again, results are similar to the poverty school analysis.

Minority Quartiles Analysis

Tables 6 and 7 (page 10) indicate increases in HQT assignments occurred in almost all minority schools quartiles, and some increases are significant. These significant increases are noted in the percentage of HQT in high- and neither high- nor low-minority schools. In secondary schools, the percentage of HQT in high-minority schools shows the smallest increase of HQTs.

Table 6 Comparison of 2005 and 2013 Minority Quartiles by All Schools HQT Percentage

Minority Quartiles	2005 Percentile HQT Assignments	2013 Percentile HQT Assignments	Statistically Significant (95 percent Confidence) Improvement
HIGH	98.6%	98.8%	TRUE
NEITHER	99.1%	99.7%	TRUE
LOW	98.4%	98.6%	FALSE
ALL	98.9%	99.4%	TRUE

Table 7 Comparison of 2005 and 2013 Minority Quartiles by Elementary and Secondary Schools

Minority Quartiles	2005 Percentile HQT Assignments	2013 Percentile HQT Assignments	Statistically Significant (95 Percent Confidence) Improvement
Elementary			
HIGH	99.0%	99.2%	FALSE
NEITHER	99.3%	99.7%	TRUE
LOW	98.6%	98.9%	FALSE
All Elementary	99.1%	99.5%	TRUE
Secondary			
HIGH	98.0%	98.3%	FALSE
NEITHER	98.9%	99.6%	TRUE
LOW	98.2%	98.1%	FALSE
All Secondary	98.7%	99.3%	TRUE

Table 8 Comparison of 2005 and 2013 HQT Assignments in High- and Low-Poverty and High- and Low-Minority Quartiles by Secondary Schools

	Secondary Schools	2005 Percentile HQT Assignments	2013 Percentile HQT Assignments	Differences
Percent of classes taught by teachers who are Highly Qualified	High Poverty Quartile (HPQ)	96.9%	97.6%	.7% Increase
	Low Poverty Quartile (LPQ)	99.0%	99.1%	.1% Increase
	ALL PQ	98.6%	99.3%	.7% Increase
	High Minority Quartile (HMQ)	98.0%	98.3%	.3% Increase
	Low Minority Quartile (LMQ)	98.2%	98.1%	.1% Decrease
	ALL MQ	98.7%	99.3	.6% Increase

Analysis

As presented in Table 8 above, data indicate that between 2005 and 2013, equitable distribution of HQTs improved in high- and low-poverty and high- and low-minority secondary schools in five of the eight quartiles. Although not all increases are statistically significant, the HPQ and the all PQ increases of .7 percent, and HMQ increases .3 percent and all MQ of .6 percent are statistically significant.

The data analysis further examines the differences between high-poverty and high-minority quartiles and low-poverty and low-minority and provides a look at the data from another perspective. These differences are shown in the Table 7 on page 11. In 2005, the difference between the percentages of HPQ (96.9 percent) and HMQ (98.0 percent) is 1.1 percent; and .8 percent between the percentages of LPQ (99.0 percent) and LMQ (98.2 percent). In 2013, the difference between the percentages of HPQ (97.6 percent) and HMQ (98.3 percent) is .7 percent; and 1 percent between the 2013 percentages of LPQ (99.1 percent) and LMQ (98.1 percent). These data indicate an overall improvement of equitable distribution of HQTs in high-poverty secondary schools and to a lesser degree in high-minority secondary schools.

In Table 9, comparing high-poverty and high-minority secondary schools in 2005, students attending high poverty schools were 1.1 percent less likely to be taught by HQTs. The 2013 data indicate that these students were .7 percent less likely to take classes from HQTs.

Low-poverty schools data reveal a different picture. In 2005, data of low-poverty and low-minority school quartiles indicate that students attending low-minority schools were .8 percent less likely to be taught by HQTs; and in 2013, 1.0 percent of students attending low-minority schools were less likely to be taught by HQTs.

Table 9 Comparisons of 2005 and 2013 Secondary Schools in High- and Low-Poverty and High- and Low-Minority Quartiles

Quartiles	2005 Percentile HQT	2013 Percentile HQT
High Poverty Quartile (HPQ)	96.9%	97.6%
High Minority Quartile (HMQ)	98.0%	98.3%
Percent Difference	1.1%	.7%
Low Poverty Quartile (LPQ)	99.0%	99.1%
Low Minority Quartile (LMQ)	98.2%	98.1%
Percent Difference	.8%	1.0%

Qualified/Licensed Teacher Data

Pursuant to Montana Code Annotated (MCA) and the Administrative Rules of Montana (ARM), all teachers are required to be licensed and endorsed in the subjects they are assigned to teach in every Montana accredited schools. Through the Terms of Employment, Accreditation, and Master Schedule (TEAMS), accredited schools in Montana report annually teacher qualifications, class schedules, and hours of instruction. These data verify licensure and endorsement to determine HQT status of teachers teaching core academic subject classes and which core academic subject classes are taught by teachers not meeting the HQT definition. In addition, TEAMS data collection also identifies school districts that assign teachers to teach out of field subject areas and school districts that employ nonlicensed teachers.

Table 10 Comparison of the 2005 and 2013 Final Accreditation Status of All Schools by Number of Out of Field and Nonlicensed Teachers

2005	Number of Teachers	2013	Number of Teachers
Out of field Assignments	114	Out of field Assignments	81
Nonlicensed teachers	42	Nonlicensed teachers	20

Rural Locales/Rural/Remote

“All states have rural locales, but not all states can be considered a rural state as a whole. There are a small number of states that, by commonly accepted metrics of state rurality, are recognized to be rural and Montana is one of those states. When considering a combination of four indices of state rurality metrics, Montana is one of only three states that are characterized as having a High Percent of Overall Rurality and also having Very Isolated/Remote Rural Communities. The very rural/isolated nature of Montana is one of the primary elements of influence on there being inexperienced, unqualified, or out-of-field teachers in Montana Public Schools.”³

³ Chirs Lohse and Jennifer Davis, “Understanding the Gradients of “Rural”: A guide to the various definitions of “rural” and their implications for states,” *Council of Chief State School Officers (CCSSO)*, Research, Development, and Dissemination Service (2008)

Comparison among states based on the four composite indices of rurality is provided in Table 11 below. Data sources include U.S. Census, Office of Management and Budget, and National Center for Educational Statistics. These indices and data sources were compiled to represent a single index value between 0 and 10 as represented in the table below. (Attachment B)

Table 11 Composite of Four Indices: Coarse Rural Index, Fine Rural Index, Extreme Rural Index, and Frontier Rural Index.

	Course Rural Index	Fine Rural Index	Extreme Rural Index	Frontier Index	Composite of Indices
North Dakota	8.2	10	10	5.5	8.4
South Dakota	8.5	9.3	9.8	5.1	8.2
Montana	8.6	7.3	5.3	7.1	7.1
Wyoming	8	-	-	10	5.8
Alaska	-	4.5	3.4	7.6	5.2
Vermont	9.7	5.2	-	-	4.1
New Hampshire	9.7	5.2	-	-	4.1
Kansas	-	-	3.8	-	3.6
Maine	8.3	4.6	-	-	3.5
Nebraska	-	4.9	5.2	-	3.5
Alabama	8.7	-	-	-	3.4
Arkansas	-	-	-	3.2	3.2
New Mexico	-	-	-	3.9	-

Identify and Explain the Equity Gaps

The 2006 Montana State Plan focused primarily on the assignments of HQTs teaching core academic subject classes. In addition to the HQTs assignments across all quartiles, the 2015 state plan compares data of high- and low-poverty and high- and low-minority schools and students. While the percentages are statistically low, the data revealed unacceptable equity gaps that affect high-poverty and high-minority schools and students. Montana's identified equity gaps are described below:

1. Secondary students in the quartile of schools with the highest percentage of poverty in 2005 were 2.1 percent less likely to be taught by HQTs than students in the quartile of schools with the lowest percentage of poverty. By 2013, that gap closed to 1.5 percent.
2. Between high-poverty and high-minority secondary schools in 2005, students attending schools in the high minority quartile were 1.1 percent less likely to be taught by HQTs. The 2013 data indicate that these secondary students were .7 percent less likely to be taught by HQTs.
3. Low-poverty schools' data reveal a different picture. In 2005, data of low-poverty and low-minority school quartiles indicate that students attending low-minority schools were .8 percent less likely to be taught by HQTs; and in 2013, 1.0 percent of students attending low-minority schools were less likely to be taught by an HQT.
4. Highest minority quartile schools' enrollment is predominantly American Indian. These data remain unchanged between the 2005 and 2013.

Root-Cause Analysis (Under construction)

Two essential factors to consider in regards to these schools are their extremely rural nature and the high numbers of students in poverty. There is a need for HQTs in high poverty schools. Specifically, there is a lack of qualified secondary teachers in schools with high- and low-poverty and high- and low-minority student enrollment.

The rural nature and high poverty can often lead to turbulent systems where stable administration and teaching staff are difficult to attain or maintain. Such circumstances can lead to late recruitment for key positions within the district, while other more stable districts complete their hiring process in a timely manner that allows these districts to recruit and place HQTs first.

Pay, benefits, working conditions, and cultural issues contribute to the challenges of recruiting, hiring, retaining high quality secondary school teachers. Larger districts have better compensation and benefits packages. Teachers in small rural schools often feel isolated with a limited support system. Mentoring can be difficult when there are so few staff in rural schools. Often "good teachers" move on because they are qualified enough to teach at a larger, better paying school.

Often difficulty in locating housing and other important life considerations, e.g., access to medical care, shopping, and other necessities adds problems of hiring retaining HQTs. The isolation is often difficult for staff that are not from these communities. There are many stories of staff being hired, moving to the community and then promptly leaving or lasting part of the school year before leaving.

Section 4. Strategies to Advance the Work of Closing the Equity Gaps

To ensure continuing equity in teacher preparation, recruitment, assignments, retention, and ongoing professional growth, the OPI and stakeholders will concentrate on technical assistance, professional learning, relevant resources, mentoring, and monitoring effectiveness of high-poverty and high-minority schools. Strategies and programs will carefully address the issues of high-poverty and high-minority schools in Montana. Also attend to the needs of school districts with significant numbers of minority students, in particular districts with high percentage of American Indian students.

Montana's data system, with major improvements since 2006, permits the OPI to identify high-poverty districts and schools, as well as those with concentrations of American Indians, falling short of our HQT goal. The data indicate that current equity issues are not demonstrative of inequitable distribution of qualified and endorsed teachers. Still, Montana has not achieved full equity for all school districts and for all children. The following strategies and programs will help Montana ensure that poor and minority children are taught by experienced, qualified, and out-of-field teachers on parity with all other children.

1. Educator Talent Development Strategies

In March 2013, the Board of Public Education (BPE) adopted the superintendent's recommendation to expand eligibility for the (student) loan forgiveness program to elementary teachers in rural, high-poverty areas. Beginning in 2013-2014 school year, elementary school teachers in a special education cooperative or an impacted school with a total score of 15 or higher also are eligible for the loan forgiveness program. There are 97 elementary and middle schools which meet the criteria. The Educator Talent Development Strategies Program offers incentives for teachers to take teaching positions in elementary, middle grades, and high school in high-poverty areas. The program requires teachers remain in the program for four years to qualify for loan forgiveness.

Since 2010, over a thousand teachers have benefitted from the quality educator loan forgiveness program. These quality educators are working in schools identified as impacted schools (isolation and poverty index) and teaching in licensure or endorsement areas impacted by critical quality educator shortages.⁴

2. Schools of Promise

Since 2011, the OPI has used the federal school improvement grant (SIG) opportunity to enter into comprehensive school improvement partnerships with some of the state's lowest performing schools, known as the "Schools of Promise" initiative. These schools, identified as "persistently lowest achieving," are all located on an Indian reservation and face dire circumstances related to poverty and extreme isolation. Through a unique, collaborative partnership, the OPI places three to four full-time staff members in each location that work alongside school staff to create greater system stability, stronger infrastructure, and better overall student outcomes. In particular, this work helps school leaders (boards of trustees and administrators) recruit, retain, and support strong educators who will impact the learning environment.

3. Montana Striving Readers Project (MSRP)

⁴ 20-4-503 MCA. Critical quality educator shortages

This project assists high need schools with intensive professional development for teachers following the framework of the Montana Literacy Plan. This high-quality, intensive development for teachers and administrators gives them opportunities to become some of the best-prepared educators in the state with the ability to close the achievement gaps that have existed for their students in the past.

4. Title I School Support System

This system provides ongoing close support to help teachers and administrators in schools that have been in Restructuring for several years to improve their practices and upgrade skills. The system, in partnership with the Schools of Promise Initiative, provided training for administrators in Instructional Leadership from the National Institute for School Leadership (NISL). This training assisted the administrators to become more effective instructional leaders and taught them how to better assist teaching staff to meet the challenges they face in improving instruction for high needs students.

6. Recruitment, Hiring, Development, and Retention of Qualified Teachers

The OPI enlists assistance and support from key stakeholders to generate plans to help school districts with recruitment and retention of administration and teaching staff, teacher performance appraisals and professional growth, and other issues of improving school climate, instructional quality and authenticity. Key stakeholders include Montana Small Schools Association, Montana Rural Education Association, School Administrators of Montana, Montana School Boards Association, and MEA-MFT. These organizations provide ongoing support, professional learning, technical resources, and access to outreach for Montana education networks.

7. Developing and Supporting Turn Around School Leaders

In September 2015, Rocky Mountain College Master of Educational Leadership program was notified by the ED that the competitive grant application seeking funds for the "Developing and Supporting Turnaround School Leaders" grant was awarded. As a result of the \$1.5 million funding, the grant provides professional development, technology, and support to leaders in seven high-needs districts as identified by the OPI. The overarching goals of the grant are to recruit, train, place, support and retain turnaround leaders in SIG LEAs in Montana.

8. School Climate Grant

The OPI obtained a school climate grant from the ED. The focus of this grant is to increase use of evidence-based practices for implementing a Multi-Tiered System of Supports (MTSS) in Montana schools. The MTSS model leads to improved school climate, actively supported teachers, and improved academic outcomes for students. All of these factors improve recruitment and retention of qualified teachers.

9. Higher Education Consortium (HEC) and Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)

For over 10 years, the OPI has been bringing together teacher preparation staff from the Montana IHEs to align programs with the needs of local school districts. This group is known as the HEC. Its work helps to assure teachers entering Montana schools are prepared to provide quality instruction to children. The work of the HEC originally focused on preparing special education teachers. Through the years, its focus evolved to preparation for all teachers. Currently, the HEC is working with the CEEDAR center to further efforts to provide HQTs for Montana schools.

10. Comprehensive System of Personnel Development (CSPD)

The OPI operates a CSPD throughout Montana. This system is based in five regions responsive to the professional development and technical assistance needs of schools in each region. Through this system, the OPI makes available high quality professional development to every teacher in the state.

11. Revised Standards of Accreditation

In September 2013 the BPE approved ARM Title 10, Chapter 55 Standards of Accreditation. Included in these rules are requirements for local districts to renew teacher and school leader evaluation systems. The revised standards are based on the foundation that high-quality, high-performing teachers and school leaders are critical to ensure student learning. An evaluation system based in professional growth for all educators will help to foster learning environments that meet the needs of all students. The OPI, in consultation with stakeholders, developed a state model: the Montana Educator Performance Appraisal System (MT-EPAS). This standards-based evaluation system is designed to encourage professional learning through a continuum of career development. The state model was launched in August 2013. Montana school districts are encouraged to adopt or adapt the state model, or to review and revise the local evaluation system to meet state standards. The OPI provides free statewide and regional workshops to assist school districts implement the revised standards.

12. Montana New Teach Induction Project

The purpose of the Montana New Teacher Induction Project is to establish a revitalized induction and mentoring network for districts to support their efforts to meet the ARM 10.55.701(5)(b) by establishing induction and mentoring programs in each school district. To this end, the OPI is partnering with The New Teacher Center (NTC) to help accelerate new teacher professional growth and impact student achievement through design and implementation of high-quality teacher induction and mentoring programs. The OPI and NTC have developed free statewide induction institutes and instructional mentoring workshops beginning in March 2015 and continuing through January 2016. This professional development program is designed for induction program leadership teams that are about to implement a new induction program or who are looking to enhance their current programs. The link below will describe the content of the induction institutes, provide dates and times, and a link to the registration.

13. Regional Teacher Sharing.

Sharing the services of properly licensed and endorsed teachers for schools with hard-to-fill positions in core academic subjects among districts ensuring equity in teacher quality among schools. The OPI is working with the Montana Association of School Superintendents, MEA-MFT, School Administrators of Montana, Montana School Boards Association, Montana Small Schools Alliance, Tribal Education Departments and Councils, and the Regional Education Service Areas to expand a regional system to equitably distribute HQT to teach in core academic subjects.

14. Regional Education Service Areas

The mission of the five Regional Education Service Areas (RESA) is to establish a systemic approach that identifies regional school district personnel needs and provides support to local school districts through communication, direct interaction, follow-up, and ongoing collaboration. The RESA directors work collaboratively with the OPI to deliver regionally state initiatives, projects, and programs to Montana teachers and administrators. Currently, the RESA directors work with the OPI in the following areas that

are directly connected to closing the identified equity gaps: New Teacher Induction Project, MT-EPAS, Gifted and Talented Education, Indian Education grant support, and content specific professional learning for classroom teachers.

Section 5. Measuring Progress Toward Closing the Equity Gaps

Montana will continue to evaluate equity gaps between high- and low-poverty quartile schools and high- and low-minority quartile schools using HQT data. This is the most reliable long term data available. It will provide a long term analysis to establish a trend line. Montana will see continued progress similar to the progress shown from 2004-2005 to 2012-2013 and will closely monitor that trend line in future years.

Section 6. Reporting Progress Toward Closing the Equity Gaps

Montana has a robust longitudinal data system that accommodates publication of these data. Further, the 2015 Montana Plan to Ensure Equitable Access to Excellent Educators will be published on the OPI website under *Highly Qualified Teacher (HQT)*. The OPI team will review the data annually, make adjustments, and generate interim reports to stakeholders.

http://opi.mt.gov/Programs/Federal/index.html?gpm=1_6

Section 7. Conclusion

Under construction

Attachment A - Montana Equitable Access Planning Timeline

Major Activities	Parties Involved	Organizer	Time Frame	
I. Develop Timeline	Team	Nancy	12/30/2014	
II. Denise Approves Timeline		Dennis	1/7/2015	
III. Data				
A. Gather & Review	Team	Sue	11/20/2014	1/15/2015
B. Analyze	Team and M&A Staff	Sue and Staff	2/28/2015	
C. Identification of Equity Gaps	Team	Sue and Staff	2/28/2015	
D. Prepare Data to Share with Stakeholders		Sue and Staff	2/28/2015	
IV. Communication with Stakeholders	Team		1/15/2015	5/15/2015
A. MACIE (Montana Advisory Council on Indian Education) Meetings				
Introduction	Mandy and Nancy	Mandy	1/12/2015	
Share Draft	Mandy and Nancy	Mandy	4/8/2015	
Suggestions to Team		Mandy	4/27/2015	
B. Special Education Advisory Panel				
Introduction	Frank	Frank	1/22/2015	
Share Draft (electronically)	Frank	Frank	4/8/2015	
Suggestions to Team		Frank	4/27/2015	
C. Title I Committee of Practitioners				
Introduction (electronically)	BJ	BJ	1/22/2015	
Share Draft	BJ	BJ	4/8/2015	
Suggestions to Team		BJ	4/27/2015	
D. Board of Public Education				
Introduction	Nancy	Nancy	3/13/2015	
Share Draft (electronically)	Nancy	Nancy	4/8/2015	
Suggestions to Team		Nancy	4/27/2015	
E. OPI Leadership Council				
Introduction	Nancy	Dennis	1/30/2015	
Share Draft	Nancy	Dennis	4/8/2015	

Attachment A - Montana Equitable Access Planning Timeline

Major Activities	Parties Involved	Organizer	Time Frame	
Suggestions to Team		Dennis	4/27/2015	
F. OPI Website				
Introduction		Linda	2/15/2015	
Share Draft		Linda	4/8/2015	
Suggestions to Team		Linda	4/27/2015	
G. Educators Evaluation Systems Work Team				
Introduction	Linda	Linda	1/13/2015	
Share Draft	Linda	Linda	4/8/2015	
Suggestions to Team		Linda	4/27/2015	
H. Certification Standards and Practices Advisory Board (CSPAC)				
Introduction	Linda	Linda	2/6/2015	
Share Draft	Linda	Linda	4/8/2015	
Suggestions back to Team	Linda	Linda	4/27/2015	
I. Montana Council of Deans of Education				
Introduction	Linda	Linda	1/19/2015	
Share Draft	Linda	Linda	4/8/2015	
Suggestions to Team		Linda	4/27/2015	
J. Higher Education Consortium				
Introduction	Frank	Frank	1/14/2015	
Share Draft	Frank	Frank	4/8/2015	
Suggestions to Team		Frank	4/27/2015	
V. Write Draft	Team			
A. Compile & Analyze past work on data	Team	Sue	2/28/2015	
B. Write draft narrative on Equity Gaps	Team	Linda	2/16/2015	3/6/2015
C. Identify Strategies	Team	Linda and/or BJ	2/26/2015	3/6/2015
D. Develop Timelines for expected results	Team	BJ	3/6/2015	3/13/2015
E. Develop Timeline for expected progress reports	Team	BJ	3/16/2015	3/20/2015

Attachment A - Montana Equitable Access Planning Timeline

Major Activities	Parties Involved	Organizer	Time Frame	
F. Write Draft of Progress Reports	Team	Dennis	3/23/2015	3/27/2015
G. Complete Draft	Team	Nancy	3/30/2015	4/7/2015
VI. Revise Draft	Team			
A. Compile Comments from Stakeholders	Team	Dennis	4/28/2015	5/7/2015
B. Select & Make Needed Changes to Draft	Team	Nancy	5/8/2015	5/20/2015
VII. Draft Submittal Letter from Denise to Department		Nancy	5/21/2015	
VIII. Obtain Final Approval from Denise Juneau		Dennis	5/26/2015	
IX. Submit to US Department of Education		Nancy	5/29/2015	
Prepared by Montana Office of Public Instruction Denise Juneau, Superintendent Draft of February 26, 2015				

Attachment B - Montana's Peer Groups Defined by Rural Character

State peer groups defined by rural character		% Rural Overall (Coarse Index)		
		Low	Mid	High
Degree of extreme or isolated rurality (Fine, Extreme, and Frontier Indices)	Very isolated/remote rural communities			North Dakota South Dakota Montana
	Mixed of large, small, and isolated rural communities		Nebraska	Maine Vermont
	Most not isolated but some extremely remote communities		Alaska	Wyoming
	Not isolated	<i>All Other States</i>	Alabama Arkansas Idaho Iowa Kansas New Hampshire New Mexico North Carolina Oklahoma South Carolina Tennessee	Kentucky Mississippi West Virginia



ACTION

ITEM 11

**APPROVAL OF BASE AID PAYMENT
SCHEDULE**

Nancy Coopersmith

EXECUTIVE SUMMARY

DATE: MAY 2015

PRESENTATION: K-12 Schools Payment Schedule for Fiscal Year 2015-2016

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

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

REQUESTED DECISION(S): Approval of dates

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Approval



PROPOSED PAYMENT SCHEDULE - FISCAL YEAR 2015-16

The following distribution dates for FY2016 BASE aid payments to K-12 schools are proposed for the Montana Board of Public Education and are scheduled according to 20-9-344, MCA. Other payment types will be included as noted.

<u>2015</u>		
August 21	DSA-QEC-ARC-IEA-SAG- SPED-TECHF-TRANPP-D4A-NRD	DSA - Direct State Aid (Basic and Per-ANB Entitlements)
September 25	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	QEC - Quality Educator Component
October 23	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	ARC - At Risk Student Component
November 20	GTB/SBG	IEA -Indian Education for All
December 18	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	D4A – Data for Achievement
		SAG - American Indian Student Achievement Gap
		SPED - State Special Education Payments
		NRD – Natural Resource Development
		TUIGF -Tuition General Fund
		TUITR - Tuition Transportation
		FAC REIM- Facility Reimbursements
		GTB - Guaranteed Tax Base Aid
		TECHF -Technology Acquisition Grants
		SBG - School Block Grants
		TRAN - TRANPP Transportation Payments
<u>2016</u>		
January 22	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	
February 19	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	
March 25	DSA-QEC-ARC-IEA-SAG-SPED-TRAN-D4A-NRD	
April 22	DSA-QEC-ARC-IEA-SAG-SPED-D4A-NRD	
May 27	GTB/FAC REIM/SBG	
June 24	DSA-QEC-ARC-IEA-SAG-SPED-TRAN–D4A-NRD	

Transportation Payments (TRANPP; TRAN) are projected to be paid with the August 21st, March 25th and June 24th payments. Tuition (TUIGF; TUITR) claims are projected to be paid monthly as funding allows.

DISCUSSION

❖ LICENSURE COMMITTEE (Item 12-13)

John Edwards

ITEM 12

NEW CURRICULAR PROGRAMS IN EARLY CHILDHOOD EDUCATION (ECE) PROGRAM PRESENTATIONS

Dr. Linda Peterson

EXECUTIVE SUMMARY

DATE: MAY 2015

PRESENTATION: New Curricular Programs in Early Childhood Education (ECE) Preschool through Grade 3 (P-3) Presentations

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

Susan Harper-Whalen, M.Ed.
Associate Dean of the Phyllis J. Washington (PJW) College of Education and Human Sciences
The University of Montana

Kristi Murphy
Assessment and Licensure Manager, PJW College of Education and Human Sciences
The University of Montana

Julie Bullard,
Director of the Early Childhood Program
University of Montana-Western

Cindy O'Dell, Ed.D.
Dean of the Education Department
Salish Kootenai College (SKC)

OVERVIEW: The Montana Office of Public Instruction provides to the Board of Public Education the proposals from three educator preparation providers, the Phyllis J. Washington College of Education and Human Sciences, the University of Montana-Western, and Salish Kootenai College, to add new curricular programs in Early Childhood Education: Preschool through Grade 3 (P-3) to meet the endorsement requirements in Montana.

- University of Montana – ECE Minor Endorsement. Susan Harper-Whalen, Associate Dean; and Kristi Murphy, Assessment and Licensure Manager
- University of Montana - Master of Curriculum and Instruction in ECE Endorsement. Susan Harper-Whalen, Associate Dean
- University of Montana – Western – Bachelor's Degree in ECE. Julie Bullard, Director
- Salish Kootenai College – Bachelor of Science Degree in ECE. Cindy O'Dell, Dean

The presenters will provide an overview of their proposals to add new curricular programs in Early Childhood Education: P-3.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information and Discussion Item



MEMORANDUM

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

FROM: KRISTI MURPHY, ASSESSMENT AND LICENSURE MANAGER, PJW COLLEGE OF EDUCATION AND HUMAN SCIENCES ^{KKM}

CC: ROBERTA EVANS, DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES
SUSAN HARPER-WHALEN, ASSOCIATE DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES

SUBJECT: EARLY CHILDHOOD EDUCATION ENDORSEMENT VIA A MINOR IN EARLY CHILDHOOD EDUCATION

DATE: APRIL 13, 2015

We are seeking Board of Public Education approval to offer a new P-3 early childhood education endorsement for candidates simultaneously completing a bachelor's degree and K-8 elementary education licensure. The Department of Curriculum and Instruction at the University of Montana-Missoula requested and received approval through UM Faculty Senate and is pending approval from the Montana Board of Regents (May 21, 2015) to add a minor in Early Childhood Education. The minor includes a total of 24 credits specific to early childhood education. In addition to the minor requirements, candidates for this endorsement will meet some of the K-3 PEPP Standards through their K-8 elementary education coursework.

The Department of Curriculum and Instruction was motivated to add the minor in Early Childhood Education for three primary reasons: 1) to meet the needs of elementary education program teacher candidates who wish to seek Montana's new P-3 teaching license; 2) to enhance the preparation of teacher candidates wishing to teach in the early grades; and 3) to meet workforce preparation needs for highly qualified preschool teachers.

The minor builds upon coursework already available in the Department of Curriculum and Instruction and adds new early childhood courses designed to align with the strategic goals of UM and to meet state and national early childhood education standards. UM recently hired a full professor in early childhood education to join current faculty with early childhood expertise for a Fall 2015 program launch.

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

Early Childhood Education Minor Requirements(Grades P-3) *PROPOSAL PENDING*
University of Montana

Name:
Student ID:

For an endorsement in the minor teaching field of early childhood education, a student must complete the requirements for the minor in early childhood education below or demonstrate course equivalency.

NOTE: This minor can only be completed by individuals seeking K-8 elementary licensure or currently licensed elementary education teachers.

Early Childhood Education *MINOR* Requirements

Course Titles	Cr.	Term.	Grade	Approved Substitute	Institution	Credits	Grade
EDU 222 Educational Psychology and Child Development	3						
EDU 397 Methods: PK-4 Early Numeracy	3						
EDU 397 Methods: PK-3 Early Literacy	3						
EDEC 408 Early Childhood Principles and Practices	3						
EDEC 410 Family, Community, and Cultures	3						
EDEC 420 Mtg Standards Through Play-Based Environments	3						
EDEC 430 Social & Emotional Development in Young Children	3						
EDEC 495 Early Childhood Fieldwork/Practicum	3						
Total Credits	24						

 Department Advisor Signature

 Date

 Minor GPA



MEMORANDUM

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

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

CC: ROBERTA EVANS, DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES
SUSAN HARPER-WHALEN, ASSOCIATE DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES

SUBJECT: EARLY CHILDHOOD EDUCATION ENDORSEMENT VIA A MASTERS OF EDUCATION (M.ED.) WITH AN EARLY CHILDHOOD EDUCATION OPTION

DATE: APRIL 13, 2015

We are seeking Board of Public Education approval to offer a new P-3 early childhood education endorsement for currently licensed elementary education teachers. The Department of Curriculum and Instruction at the University of Montana-Missoula requested and received approval through UM Faculty Senate and the Montana Board of Regents (January 2015) to add a master's degree in Curriculum and Instruction with an option in Early Childhood Education. The degree will be offered fully online and includes a total of 36 credits. Candidates for this endorsement are currently licensed K-8 elementary teachers who have met some of the K-3-specific PEPP standards through completion of their previous degree and educator preparation program.

The Department of Curriculum and Instruction was motivated to add this M.Ed. option in Early Childhood Education for two primary reasons: 1) to meet the needs of currently licensed teachers who wish to seek Montana's new P-3 teaching license; and 2) to meet workforce preparation needs in the field of early childhood education.

This option builds upon coursework already available in the Department of Curriculum and Instruction and adds new early childhood courses designed to align with the strategic goals of UM and to meet state and national early childhood education standards. UM recently hired a full professor in early childhood education to join current faculty with early childhood expertise for a Fall 2015 program launch.

Individuals pursuing this program will seek admission to the Department of Curriculum and Instruction according to established selection criteria. The Department gathers data related to educator preparation programs at UM and will work with the faculty to review and evaluate specific data on an annual basis as both a licensure and an advanced program.

**Master of Education (M.Ed.) in Curriculum Studies
Early Childhood Education Option
Department of Curriculum and Instruction
Phyllis J. Washington College of Education and Human Sciences
University of Montana**

Complete this plan, have your advisor sign, and submit to Teacher Education Services during the first term of enrollment.

Name: _____ Student ID #: _____
 Address: _____ Phone #: _____
 City: _____ Admission Date: _____
 State: _____ Zip: _____ Advisor: _____
 Email: _____ Undergraduate Degree: _____
 Seeking P-3 Teaching Endorsement: ___YES ___NO

Course #	Title	CR	Semester
C&I M.ED Core Courses (15 Credits)			
C&I 50x	Foundations: Select one of the following 510: Advanced Educational Psychology (F odd) 595: Moral Development & Education (pending); or 595: Childhood Ethnography (pending)	3	
C&I 514	Education Across Cultures (F odd, Sp odd)	3	
C&I 515	Computer & Other Technological Appl. in Educ. (Sp even, Su)	3	
C&I 518	Inclusion and Collaboration (F even, Su)	3	
C&I 520	Educational Research (F, Sp, and Su)	3	
Early Childhood Education Option Courses (21 Credits, all are taught online)			
EDEC 508	Early Childhood Principles and Practices (F odd)	3	
EDEC 510	Families, Community, Cultures (Su odd, F even)	3	
EDEC 520	Meeting Standards Through Play-Based Environments (F odd)	3	
EDEC 530	Social and Emotional Development in Young Children (Sp even)	3	
EDEC 540	Neuroscience and its Impact on Child Development (F even)	3	
EDEC 550	EC Curriculum Analysis, Design, and Assessment (Sp even)	3	
EDEC 595	EC Fieldwork/Practicum (Sp, and Su)	3	
	Total Credits	36	

Date for Comprehensive Examination: _____

Advisor's Signature and Date

Student's Signature and Date

All requirements for the degree must be completed within 6 years including successful completion of a departmental comprehensive examination and 36 graduate credits minimum. Students must file the "Application for Graduation" form by January 15 for Spring graduation, May 8 for Summer graduation, and September 15 for Fall graduation

MEMORANDUM

TO: Linda Vrooman Peterson, Administrator, Accreditation and Educator Preparation Division

FROM: Laura Straus, Department Chair, Education Department; Julie Bullard, Early Childhood Director, Education Department

SUBJECT: Early Childhood Education: Prekindergarten-Grade 3 Bachelor's Degree

DATE: April 3, 2015

The University of Montana Western Education Department is seeking Board of Public Education approval to offer a new ECE: P-3 degree leading to early childhood education licensure. The Department of Education at the University of Montana Western requested and received approval through Faculty Senate and is pending approval from the Montana Board of Regents to add a new major in Early Childhood Education. The major consists of 126 credits that are designed to meet the Early Childhood Education: P-3 PEPP Standards.

The ECE: P-3 major will meet the needs of teacher candidates who wish to obtain the ECE: P-3 teaching license. It will also meet the needs of current practitioners working in prek programs, including teachers who are participating in the Montana prek grant, current public school prek teachers, and Head Start teachers.

Montana Western has a long history of offering both early childhood and elementary education degrees. The new ECE: P-3 degree combines coursework from both these fields along with several new specially designed courses. The planned start date for the degree is fall 2015.

Individuals pursuing this degree will meet established requirements for admission to the Teacher Education Program at Montana Western. They will participate in a rigorous assessment system, ensuring that they meet program standards. Candidate data will be aggregated and analyzed at least twice yearly and program changes will be made based upon the results.

University of Montana Western

Credit Summary ECE: P-3

Course Rubric and Number	Credits	Course Name
General education includes EDEC 247-248	32	Child & Adolescent Development included
EDEC 210-211	3	Meeting the Needs of the Family and lab
EDEC 220-221	3	Creating an Environment for Learning and lab
EDEC 230	4	Positive Guidance and Management
EDEC 265-266	3	Leadership and Professionalism in EC and lab
EDEC 381-382	3	Early Childhood Curriculum and Methods and lab
EDEC 385-386	3	Integrated Curriculum in Early Childhood and lab
EDEC 340	3	Practicing Inclusion
EDEC 405	3	Assessment in Early Childhood
EDEC 430	3	Social/Emotional Development in Young Children
HEE 340 or EDEC 291	3	Health Methods Course
EDU 201	4	Intro to Education
EDU 222	4	Ed Psych and Child Development
EDU 233	4	Lit, Language and Texts
EDU 234	4	Reading-Writing Connections
EDU 311 or EDEC 291	4	Diversity Course
EDU 334	4	Children & Young Adult Lit
EDU 352	4	Field Experience
EDEC 3XX	2	Integrating Tech in ECE Classrooms

EDU 382	4	Assessment, Curriculum & Instruction
EDED 3XX	4	Mathematics for Early Childhood (K-3)
EDU 397A or EDEC 345	4	Arts Methods
EDEC 3XX	4	Science & Social Studies for Early Childhood (K-3)
EDEC 353	1	Fostering Movement in Young Children
EDU 438	4	Literacy, Assess, Diag & Instruction
EDU 495	12	Student Teaching
Total	126	



Salish Kootenai College

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



April 1, 2015

Dr. Sandra E. Elman
Executive Director, NWCCU
8060 165th Avenue NE, Suite 100
Redmond, WA 98052-3981

RE: Request for Addition of an Associate of Arts and Bachelor of Science in Early Childhood Education to meet P-3 (Preschool – 3rd Grade) Endorsement in Montana

Dear Dr. Elman:

This letter is to notify the Northwest Commission on Colleges and Universities (NWCCU) of the proposed addition of an Associate of Arts and a Bachelor of Science in Early Childhood Education: P-3 at Salish Kootenai College. SKC requests inclusion of the degrees to the list of degree programs included under the College's accreditation.

Montana has recently revised the teacher licensure system to include an Early Childhood Education Preschool-Grade 3 Endorsement (ECE: P-3). The new endorsement will create additional career pathways for early childhood educators, particularly for those educators who wish to teach in Montana's public schools. The ECE: P-3 endorsement will be required for candidates to be considered as highly qualified to teach in public school preschools. In addition to the new licensure status, the Montana Office of Public Instruction developed the Professional Educator Preparation Program Standards (PEPPS) for post-secondary institutions to guide the development and accreditation of such programs. These new standards were approved by the Montana Board of Public Education and will be effective July 2015.

In response to these new standards, post-secondary institutions in Montana that offer a bachelor degree in early childhood have been meeting to discuss and plan for the revisions to existing ECE programs. Therefore, the current Bachelor of Science program in Early Childhood Education at Salish Kootenai College will be revised in order to meet the Professional Educator Preparation Program Standards (PEPPS) as reflected in Montana's administrative rule. The new program builds upon our existing Associate of Art degree program in Early Childhood Education and Bachelor of Science in Early Childhood Education, both of which are housed in the Education Division at SKC. SKC also currently offers Associate of Science and Bachelor of Science degrees in Elementary Education.

The College wishes to implement the new bachelor degree in fall 2015. SKC will continue to offer the current Associate of Arts and Bachelor of Science Degrees in Early Childhood Education for students currently enrolled and making academic progress in their degree program. After two years, the College will evaluate the need for continuing both programs and may phase out the Early Childhood



Salish Kootenai College

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



Education (preschool) degree. The College will continue to apprise NWCCU of any proposed changes in degree programs.

The proposed Associate of Arts and Bachelor of Science Degrees in Early Childhood Education P-3 were approved by the Salish Kootenai College Curriculum Committee on March 6, 2015 and by the Salish Kootenai College Board of Directors on March 11, 2015.

The attached materials provide a program description, learning outcomes, the approved curriculum, and course descriptions for new courses. Four new courses are required to meet the learning outcomes expected for Preschool-Grade 3 Endorsement. These courses are included in red, bold font in the attached curriculum plan. Courses in blue in the attached curriculum plan meet the college general education requirements.

Because SKC already offers both the Early Childhood Education and the Elementary Education degree, the addition of the Bachelor of Science in Early Childhood Education: P-3 degree will not require any significant changes in institutional organization, budgets, information/library resources, or facilities. The curriculum design for the new program is a hybrid of both pre-existing programs. Current faculty members have the credentials necessary to teach the new courses and monitor student practica.

The College appreciates the Commission's consideration of this request. If you need additional information to render your determination, or have any questions, please contact Dr. Cindy O'Dell, Dean of the Division of Education, at (406) 275-4752, or Dr. Stacey Sherwin, Accreditation Liaison Officer, at (406) 275-4931.

Thank you for your time and attention.

Sincerely,

Sandra Boham, Ed.D.
Vice President for Academic Affairs
Salish Kootenai College

EARLY CHILDHOOD EDUCATION: P-3
Associate of Arts Degree (A.A.) (106 credits)
Bachelor of Science Degree (B.S.) (106 + 93 = 199 credits total)

Program Description

The function of the Early Childhood Education: P-3 Program is to prepare and graduate teacher candidates who demonstrate professional competencies in teaching Preschool to Grade 3 students. This program was developed to meet the critical need for Highly Qualified Teachers who are licensed to teach in the early grades (age 3 to grade 3). The program's design and framework are built upon the standards from the National Association for the Education of Young Children, the InTASC Model Core Teaching Standards for teacher preparation, and the Montana Professional Preparation Program Standards (PEPPS, 2015). Key features of the program include an emphasis on culturally responsive education and multiple opportunities for practicum experiences in which teacher candidates participate in observing, teaching, and reflecting upon these experiences with young students. Graduates will be able to demonstrate knowledge of the content required for teaching early grades, as well as a strong foundation in child development and family/community engagement.

Career Opportunities

Candidates who graduate with an Associate Degree in Early Childhood Education: P-3, are qualified to teach as paraprofessionals in public school districts and in early childhood programs, including Head Start, childcare centers, and family childcare homes. A.A. graduates often continue in their program to earn a Bachelor of Science Degree in ECE: P-3. Completion of this degree, with the successful completion of the licensure process for teaching P-3, qualifies one to teach in Pre-K to Grade 3 classrooms. See the Education Division Student Handbook for a detailed description of program and licensure requirements. Graduation with a bachelor degree in ECE: P-3 is not a guarantee of licensure.

Associate of Arts Degree
Early Childhood Education: P-3

Fall (First Year)

ECED 100 Introduction to Early Childhood Education	2
ELECTIVE NAS – OPEN	3
HPED 125 First Aid and CPR	1
**EDUC 193 Writing Essentials in Education	2
EDUC 240 Human Growth and Development	4
ENGL 101 English Composition I	3
HUM-INTRO (HMNT 100, PHIL 100 or ENGL 210)	3
Total	18

Winter (First Year)

ECED 103 Positive Guidance and Discipline	3
ECED 104 Positive Guidance and Discipline Lab	3
ECED 117 Creating a Learning Environment	2
**MUSC 101 Music Fundamentals	3
SPCH 100 Basic Communication	3
ENGL 202 English Composition II	3
Total	17

Spring (First Year)	
ELECTIVE SS-INTRO (List C)	5
NASD 101 History of Indians	3
ECED 261 Social Science Content for Early Learning	3
EDUC 202 Elements of Expression	3
**EDUC 115 Computers in Education	3
Total	17

Fall (Second Year)	
ECED 112 Early Childhood Curriculum I	3
SCID 210 Science for Ed. I	4
MATH 132 Mathematics for K-8 Teachers I	5
ELECTIVE NAS- FAH or NAS-LANG (List A)	3
ECED 315 Literacy and Language in the Early Child Classroom	3
Total	18

Winter (Second Year)	
ECED 209 Meeting the Needs of Families	3
SCID 211 Science for Ed. II	4
ECED 113 Early Childhood Curriculum II	3
ECED 106 Early Childhood Lab (embed service learning)	3
MATH 133 Mathematics for K-8 Teachers II	5
Total	18

Spring (Second Year)	
ECED 299 Early Childhood Practicum	4
ECED 265 Leadership and Professionalism in ECED	4
MATH 134 Mathematics for K-8 Teachers III	5
EDUC 203 Foundations in Education	5
Total	18

Total Credits (A.A.) 106

**Bachelor of Science Degree
Early Childhood Education: P-3**

Fall (Third Year)	
EDUC 250 Educational Psychology	3
ECED 330 Partnerships and Collaboration	3
EDUC 307 Curriculum, Planning, and Assessment	4
ELECTIVE OPEN	3
ECED 375 Fostering Physical Development in Young Children	2
Total	15

Winter (Third Year)	
ECED 340 Social-Emotional Growth and Socialization of Young Children	5
EDUC 337 Introduction to Special Education	5
EDUC 235 Introduction to Indian Education	3
ECED 335 Technology and Early Childhood Education	3
Total	16

Spring (Third Year)

EDUC 311 Cultures, Diversity and Ed Ethics	3
EDUC 312 Diversity in Education	1
EDUC 321 Research Writing in Education	3
EDUC 340 Intro to Lit Assessment and Instruction	4
EDUC 341 Intro to Lit Assessment Practicum	1
EDUC 207 Health, Safety and Drug Awareness in Ed	3
Total	15

Fall (Fourth Year)

ECED 420 Observation, Documentation and Assessment of Young Children	5
EDUC 372 Teaching Math in the Early Grades	3
ECED 421 Curriculum Integration & Application in ECE I	3
ECED 321 Teaching Reading & Comm. Arts in the Early Grades	4
HPED 125 First Aide/CPR	1
Total	16

Winter (Fourth Year)

EDUC 390 Teaching Science in the Elementary Classroom	4
ECED 360 Creativity and Young Children	4
ECED 305 Social Studies and Young Children	3
EDUC 471 Action Research in Education	3
ECED 451 Curriculum Integration and Application in ECE II	3
Total	17

Spring (Fourth Year)

EDUC 490 Student Teaching	12
EDUC 495 Reflective Practice & Research in Education	2
Total	14

Total credits: 199
B.S. (106 from AA + 93)

**This course may be challenged by passing a competency exam

**Course Descriptions for New Courses Required to Teach Competencies
for Early Childhood Education P-3 Endorsement**

ECED 261 3 cr (S)

Social Science Content for Early Learning provides early childhood teacher candidates with the knowledge, understanding, and use of the major concepts and modes of inquiry from the social sciences: the integrated study of history, government/civics, economics, geography, and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world.

Prereq: None

Coreq: None

ECED 321 4 cr (F)

Teaching Reading and Communication Arts in the Early Grades provides early childhood teacher candidates with foundational knowledge of the development, processes, and components of early reading, writing, speaking, and listening (PreK-3rd Grade). Further, teacher candidates will be exposed to a variety of instructional approaches and materials that support student learning at varying abilities and developmental stages through an integrated, balanced literacy curriculum. This course includes the selection and use of quality literature, particularly Native American literature for young students; understanding of major theories and research that describe the cognitive, linguistic, motivational, and sociocultural foundations of early reading and writing; and the role of reading and communication arts in the development and teaching of content areas, such as math, science, and social studies.

Prereq: EDUC 307; ECED 315

Coreq: ECED 421

ECED 421 3 cr (F)

Curriculum Integration and Application in the Early Grades I supports early childhood teacher candidates in applying knowledge and skills acquired throughout their content and methods coursework. Teacher candidates will be provided the opportunity to build, implement, and evaluate meaningful curriculum through the integration of content and child development knowledge in a structured field experience with PreK-3rd grade students. Coursework will support the critical reflection of teacher candidates' current practice and knowledge base regarding lesson and unit development, teaching strategies, and implementation of developmentally appropriate, culturally responsive, and constructivist approaches and theories.

Prereq: EDUC 307

Coreq: ECED 321

ECED 451 3 cr (W)

Curriculum Integration and Application in the Early Grades II builds upon the knowledge and skills gained from Curriculum Integration and Application in the Early Grades I and is designed to support teacher candidates in applying knowledge and skills relative to their current teaching methods courses. Teacher candidates will be provided the opportunity to build, implement, and evaluate meaningful curriculum through the integration of content and child development knowledge in a structured field experience with PreK-3rd grade students. Coursework will support the critical reflection of teacher candidates' current practice and knowledge base regarding lesson and unit development, teaching strategies, and implementation of developmentally appropriate, culturally responsive, and constructivist approaches and theories.

Prereq: ECED 421

Coreq: EDUC 471

ITEM 13

NEW CURRICULAR PROGRAM IN
THEATRE EDUCATION MINOR
ENDORSEMENT – UNIVERSITY OF
MONTANA -MISSOULA

Dr. Linda Peterson

EXECUTIVE SUMMARY

DATE: MAY 2015

- PRESENTATION:** New Curricular Program Proposal: Theatre Education Minor Endorsement at the Phyllis J. Washington College of Education and Human Sciences at the University of Montana
- PRESENTER:** Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation
Office of Public Instruction (OPI)
- Kristi Murphy
Assessment and Licensure Manager, the PJW College of Education and Human Sciences
The University of Montana
- OVERVIEW:** The Montana Office of Public Instruction provides to the Board of Public Education the proposal from the Educator Preparation Provider at the PJW College of Education and Human Sciences to add a minor in theatre education. Kristi Murphy, assessment and licensure manager, will provide an overview of the proposed theatre education program.
- REQUESTED DECISION(s):** None
- OUTLYING ISSUE(s):** None
- RECOMMENDATION(s):** Information and Discussion Item



MEMORANDUM

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

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

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

SUBJECT: THEATRE EDUCATION MINOR ENDORSEMENT

DATE: MARCH 26, 2015

The University of Montana is currently state-approved to offer a theatre endorsement via a theatre education major. UM is now seeking Board of Public Education approval to offer a theatre endorsement based on a theatre education minor. The School of Theatre & Dance at UM requested and received approval to add a minor in theatre education through UM Faculty Senate and is pending approval from the Montana Board of Regents. The Board of Regents will make a final determination on approval of the theatre education minor at the May 21, 2015 meeting. Individuals seeking this endorsement at the minor level would also need to complete a teaching major in a second endorsable content area and UM's educator preparation program.

The School of Theatre & Dance was motivated to add the theatre education minor for three primary reasons: 1) Currently only theatre majors can obtain an endorsement to teach theatre and they are required to obtain second major or minor in another field of higher demand. The double major or major/minor requirement often takes students longer than a traditional 4-year degree. The minor in theatre education will allow more students the opportunity to be endorsed to teach theatre without significantly extending the time required to earn a degree and obtain licensure; 2) Teacher candidates with more than one endorsement area are more marketable for jobs; and 3) There are limited programs in the state offering licensure in theatre.

No new courses or faculty resources are necessary for the creation of this minor and the proposed curriculum aligns with the strategic goals of UM. Individuals pursuing this minor will seek admission to and complete the Teacher Education Program in the Department of Curriculum and Instruction according to established criteria. The Department gathers data related to educator preparation programs at UM and will work in connection with the School of Theatre and Dance to review and evaluate program-specific data on an annual basis. Additionally, the School of Theatre & Dance is accredited by the National Association of Schools of Theatre (NAST) which will also review and evaluate this minor.

Theatre Teaching Requirements (Grades 5-12) *PROPOSAL PENDING*
University of Montana

Name:
Student ID:

For an endorsement in the minor teaching field of theatre, a student must complete the requirements for the minor in Theatre Education (see the School of Theatre & Dance and below) below or demonstrate course equivalency. NOTE: Teaching minors require completion of a teaching major in another field.

Theatre Teaching *MINOR* Requirements

Course Titles	Cr.	Term.	Grade	Approved Substitute	Institution	Credits	Grade
THTR 106A (DRAM 106A) Theatre Prod I: Run Crew	1						
THTR 202 (DRAM 202) Stagecraft I	3						
THTR 220 (DRAM 214) Acting I	3						
THTR 235L (DRAM 220L) Dramatic Literature I	3						
THTR 330H (DRAM 320H) Theatre History I	3						
THTR 370 (DRAM 371) Stage Management I	2						
THTR 375 (DRAM 379) Directing I	3						
THTR 439 (DRAM 402) Methods of Teaching Theatre	3						
Total Credits	21						

 Department Advisor Signature

 Date

 Minor GPA

ACTION

❖ **ACCREDITATION COMMITTEE (Items 14-17)**

Erin Williams

ITEM 14

**RECOMMEND APPROVAL OF THE
ADDENDUM OF THE 2014-15 FINAL
ACCREDITATION OF ALL SCHOOLS**

Dr. Linda Peterson

EXECUTIVE SUMMARY
DATE: MAY 2015

- PRESENTATION:** Recommend Approval of the Addendum to the 2014-2015 Final Accreditation Status of All Schools
- PRESENTER:** Linda Vrooman Peterson
Administrator
Accreditation and Educator Preparation Division
Office of Public Instruction (OPI)
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) for consideration the addendum to the 2014-2015 accreditation determinations for all schools as approved by the BPE. These changes are due to errors identified by the OPI and school district personnel after the accreditation determinations were approved at the BPE meeting in March. The state superintendent recommends approval of the addendum as presented. The report is attached.
- REQUESTED DECISION(s):** Action
- OUTLYING ISSUE(s):** None
- RECOMMENDATION(s):** Approve the addendum to the 2014-2015 final accreditation status of all schools

Addendum to the 2014-2015 Annual Montana Accreditation Report
May 2015

<i>County</i>	<i>District</i>	<i>School</i>	Reported Accreditation Status	Recommended Accreditation Status Revision	Change	Reason
<i>Blaine</i>	Chinook Elementary	Meadowlark School	REGULARMD	REGULAR	Correct Student Performance Level to Level 1	TEAMS error calculating student performance level
<i>Carter</i>	Hawks Home Elementary	Hawks Home School	DEFICIENCY	REGULAR	Remove Level 4 Deviation – 20-1-301, MCA – Aggregate Hours	Data entry error at school
<i>Gallatin</i>	Manhattan Public Schools	Manhattan High School	DEFICIENCY	REGULAR	Remove Level 4 Deviation - 10.55.601(3) – Continuous School Improvement Plan	TEAMS failure to recognize approved Variance to Standard
<i>Roosevelt</i>	Bainville K-12 Schools	Bainville School	REGULAR	REGULAR	Change insufficient FTE deviation from 10.55.709 - Library Media Specialist to 10.55.710 - School Counselor	TEAMS issued deviation for incorrect rule
		Bainville 7-8	REGULAR	REGULAR	Change insufficient FTE deviation from 10.55.709 - Library Media Specialist to 10.55.710 - School Counselor	TEAMS issued deviation for incorrect rule
		Bainville High	REGULARMD	REGULARMD	Change insufficient FTE deviation from 10.55.709 - Library Media Specialist to 10.55.710 - School Counselor	TEAMS issued deviation for incorrect rule

ITEM 15

RECOMMEND APPROVAL OF THE 2014-15
REPORT OF SCHOOLS TO EXIT
INTENSIVE ASSISTANCE AND SCHOOLS
TO ENTER INTENSIVE ASSISTANCE
PROCESS

Dr. Linda Peterson

EXECUTIVE SUMMARY

DATE: MAY 2015

- PRESENTATION:** Recommend Approval of the 2014-2015 Report of Schools to EXIT Intensive Assistance; and Schools to ENTER Intensive Assistance
- PRESENTER:** Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation
Office of Public Instruction (OPI)
- OVERVIEW:** This annual presentation provides to the Board of Public Education recommendations from the state superintendent to allow 30 schools to EXIT intensive assistance, and 19 schools to ENTER intensive assistance. The presentation will also include a review of the intensive assistance process. The reports are attached.
- REQUESTED DECISION(s):** Action
- OUTLYING ISSUE(s):** None
- RECOMMENDATION(s):** Action One: Approve Superintendent Juneau's recommendation to EXIT 30 schools from intensive assistance as presented.
Action Two: Approve Superintendent Juneau's recommendation for 19 schools to ENTER intensive assistance as presented.

Recommendation of Schools to **EXIT** Intensive Assistance

Lewistown Public Schools:

- Garfield School
- Highland Park School
- Lewis & Clark School

Billings Public Schools:

- Arrowhead School
- Big Sky Elementary
- Bitterroot School
- Boulder School
- Broadwater School
- Burlington School
- Castle Rock 7-8
- Central Heights School
- Highland School
- Miles Avenue School
- Newman School
- Orchard School
- Riverside Middle School
- Sandstone School
- Skyview High School

Whitefish Public Schools: L A Muldown School

Independent Elementary: Independent School

Helena Public Schools:

- Broadwater School
- C R Anderson Middle School
- Four Georgians Schools
- Hawthorne School
- Helena Middle School
- Jim Darcy School
- Kessler Elementary School
- Rossiter School
- Smith School
- Warren School

Recommendation of Schools to **EXIT** Intensive Assistance

Lewistown Public Schools

Placed in Step 2 of Intensive Assistance in 2009-2010 school year

Garfield School		
Year	Status	Reason(s)
2009-2010	DEFICIENCY	Insufficient Library Media Specialist FTE
2010-2011	DEFICIENCY	Insufficient Library Media Specialist FTE
2011-2012	DEFICIENCY	Insufficient Supt FTE; Insufficient Library Media Specialist FTE
2012-2013	REGULAR	
2013-2014	REGULAR	
2014-2015	REGULAR	

Highland Park School		
Year	Status	Reason(s)
2009-2010	DEFICIENCY	Insufficient Library Media Specialist FTE
2010-2011	REGULAR	
2011-2012	REGULARMD	Insufficient Supt FTE
2012-2013	REGULAR	
2013-2014	REGULAR	
2014-2015	REGULAR	

Lewis & Clark School		
Year	Status	Reason(s)
2009-2010	DEFICIENCY	Insufficient Library Media Specialist FTE; Misassigned Teacher
2010-2011	DEFICIENCY	Insufficient Library Media Specialist FTE
2011-2012	DEFICIENCY	Insufficient Supt FTE; Insufficient Library Media Specialist FTE
2012-2013	REGULAR	
2013-2014	REGULAR	
2014-2015	REGULAR	

Recommendation of Schools to **EXIT** Intensive Assistance

Billings Public Schools

Placed in Intensive Assistance 2009-2010 school year

Arrowhead School		
Year	Status	Reason(s)
2009-2010	ADVICE	Insufficient School Counselor FTE; Class Size
2010-2011	ADVICE	Class Size
2011-2012	DEFICIENCY	Insufficient Library Media Specialist FTE; Insufficient School Counselor FTE; Class Size
2012-2013	DEFICIENCY	Insufficient School Counselor FTE; Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Big Sky Elementary		
Year	Status	Reason(s)
2009-2010	REGULARMD	Insufficient School Counselor FTE; Class Size
2010-2011	REGULARMD	Class Size
2011-2012	REGULARMD	Misassigned Teacher; Insufficient School Counselor FTE; Class Size
2012-2013	ADVICE	Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Bitterroot School		
Year	Status	Reason(s)
2009-2010	DEFICIENCY	Unlicensed Teacher; Insufficient Library Media Specialist FTE; Class Size
2010-2011	DEFICIENCY	No Library Media Specialist FTE
2011-2012	REGULARMD	Class Size
2012-2013	REGULARMD	Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Boulder School		
Year	Status	Reason(s)
2009-2010	ADVICE	Insufficient School Counselor FTE; Class Size
2010-2011	ADVICE	Insufficient School Counselor FTE; Class Size
2011-2012	DEFICIENCY	Insufficient School Counselor FTE
2012-2013	DEFICIENCY	Insufficient School Counselor FTE; Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Broadwater School		
Year	Status	Reason(s)
2009-2010	REGULARMD	Class Size
2010-2011	REGULARMD	Class Size
2011-2012	REGULAR	
2012-2013	REGULARMD	Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Burlington School		
Year	Status	Reason(s)
2009-2010	REGULARMD	Class Size
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	REGULARMD	Insufficient School Counselor FTE
2013-2014	REGULAR	
2014-2015	REGULAR	

Recommendation of Schools to **EXIT** Intensive Assistance

Billings Public Schools (continued)

Castle Rock 7-8		
Year	Status	Reason(s)
2009-2010	DEFICIENCY	Misassigned Teacher; Insufficient Library Media Specialist FTE
2010-2011	DEFICIENCY	Insufficient Library Media Specialist FTE
2011-2012	REGULAR	
2012-2013	REGULARMD	Insufficient Library Media Specialist FTE; Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Central Heights School		
Year	Status	Reason(s)
2009-2010	REGULARMD	Insufficient Library Media Specialist FTE
2010-2011	ADVICE	Insufficient Library Media Specialist FTE; Class Size
2011-2012	REGULARMD	Class Size
2012-2013	ADVICE	Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Highland School		
Year	Status	Reason(s)
2009-2010	DEFICIENCY	Insufficient Library Media Specialist FTE; Insufficient School Counselor FTE; Class Size
2010-2011	DEFICIENCY	Insufficient Library Media Specialist FTE; Insufficient School Counselor FTE; Class Size
2011-2012	DEFICIENCY	Insufficient Library Media Specialist FTE; Insufficient School Counselor FTE; Class Size
2012-2013	DEFICIENCY	Insufficient School Counselor FTE
2013-2014	REGULAR	
2014-2015	REGULAR	

Miles Avenue School		
Year	Status	Reason(s)
2009-2010	REGULARMD	Class Size
2010-2011	REGULARMD	Class Size
2011-2012	ADVICE	Insufficient Library Media Specialist FTE; Class Size
2012-2013	DEFICIENCY	Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Recommendation of Schools to **EXIT** Intensive Assistance

Billings Public Schools (continued)

Newman School		
Year	Status	Reason(s)
2009-2010	ADVICE	Insufficient Library Media Specialist FTE; Class Size
2010-2011	ADVICE	Insufficient Library Media Specialist FTE
2011-2012	DEFICIENCY	Insufficient Library Media Specialist FTE; Class Size
2012-2013	DEFICIENCY	Insufficient Library Media Specialist FTE; Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Orchard School		
Year	Status	Reason(s)
2009-2010	REGULARMD	Insufficient School Counselor FTE; Class Size
2010-2011	REGULARMD	Class Size
2011-2012	ADVICE	Insufficient School Counselor FTE; Class Size
2012-2013	DEFICIENCY	Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Riverside Middle School		
Year	Status	Reason(s)
2009-2010	DEFICIENCY	Insufficient Library Media Specialist FTE; Class Size
2010-2011	REGULAR	
2011-2012	REGULARMD	Insufficient Library Media Specialist FTE; Class Size
2012-2013	ADVICE	Insufficient Library Media Specialist FTE
2013-2014	REGULAR	
2014-2015	REGULAR	

Sandstone School		
Year	Status	Reason(s)
2009-2010	REGULARMD	Insufficient School Counselor FTE; Class Size
2010-2011	ADVICE	Insufficient School Counselor FTE; Class Size
2011-2012	DEFICIENCY	Insufficient School Counselor FTE; Class Size
2012-2013	DEFICIENCY	Insufficient School Counselor FTE; Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Skyview High School		
Year	Status	Reason(s)
2009-2010	REGULAR	
2010-2011	REGULAR	
2011-2012	DEFICIENCY	Unlicensed Teacher; Misassigned Teacher
2012-2013	REGULARMD	Misassigned Teacher
2013-2014	REGULAR	
2014-2015	REGULAR	

Recommendation of Schools to **EXIT** Intensive Assistance

Whitefish Public Schools

Placed in Intensive Assistance 2010-2011 school year

L A Muldown		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Insufficient Principal FTE
2011-2012	ADVICE	Insufficient Principal FTE; Insufficient Library Media Specialist FTE
2012-2013	REGULAR	
2013-2014	REGULAR	
2014-2015	REGULAR	

Independent Elementary

Placed in Intensive Assistance 2010-2011 school year

Independent School		
Year	Status	Reason(s)
2010-2011	ADVICE	Insufficient Supt FTE; Insufficient School Counselor FTE; Class Size
2011-2012	REGULAR	
2012-2013	REGULARMD	Insufficient School Counselor FTE
2013-2014	REGULAR	
2014-2015	REGULAR	

Helena Public Schools

Placed in Intensive Assistance 2010-2011 school year

Helena Middle School		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	CSIP Report
2011-2012	REGULARMD	Insufficient Library Media Specialist FTE
2012-2013	REGULAR	
2013-2014	REGULAR	
2014-2015	REGULAR	

Broadwater School		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Class Size; CSIP Report
2011-2012	ADVICE	Class Size
2012-2013	DEFICIENCY	No School Counselor FTE; Class Size
2013-2014	REGULAR	
2014-2015	REGULAR	

Recommendation of Schools to **EXIT** Intensive Assistance

Helena Public Schools (continued)

C R Anderson Middle School		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	CSIP Report
2011-2012	REGULAR	
2012-2013	REGULARMD	Insufficient Library Media Specialist FTE
2013-2014	REGULAR	
2014-2015	REGULAR	

Four Georgians School		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Class Size; CSIP Report
2011-2012	DEFICIENCY	Class Size
2012-2013	REGULARMD	Insufficient School Counselor FTE
2013-2014	REGULAR	
2014-2015	REGULAR	

Hawthorne School		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Insufficient Library Media Specialist FTE; Class Size; CSIP Report
2011-2012	REGULAR	
2012-2013	ADVICE	No Counseling Services
2013-2014	REGULAR	
2014-2015	REGULAR	

Jim Darcy School		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Class Size; CSIP Report
2011-2012	DEFICIENCY	Class Size
2012-2013	ADVICE	No School Counselor FTE
2013-2014	REGULAR	
2014-2015	REGULAR	

Kessler Elementary School		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Insufficient Library Media Specialist FTE; Class Size; CSIP Report
2011-2012	DEFICIENCY	Class Size
2012-2013	REGULARMD	Insufficient School Counselor FTE
2013-2014	REGULAR	
2014-2015	REGULAR	

Rossiter School		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Class Size; CSIP Report
2011-2012	DEFICIENCY	Class Size
2012-2013	ADVICE	No School Counselor FTE
2013-2014	REGULAR	
2014-2015	REGULAR	

Smith School		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Class Size; CSIP Report
2011-2012	REGULAR	
2012-2013	ADVICE	No School Counselor FTE
2013-2014	REGULAR	
2014-2015	REGULAR	

Warren School		
Year	Status	Reason(s)
2010-2011	DEFICIENCY	Class Size; CSIP Report
2011-2012	REGULAR	
2012-2013	ADVICE	No School Counselor FTE
2013-2014	REGULAR	
2014-2015	REGULAR	

Recommendation of Schools to **ENTER** Intensive Assistance

Lustre Elementary: Lustre School

Poplar Public Schools: Poplar High School

Galata Elementary: Galata School

Scobey K-12 Schools:

- Scobey 7-8
- Scobey High School

Lavina K-12 Schools: Lavina High School

Hall Elementary: Hall School

Box Elder Public Schools: Box Elder High School

Conrad Public Schools: Conrad High School

Fairview Public Schools: Fairview High School

Lame Deer Public Schools:

- Lame Deer School
- Lame Deer 7-8
- Lame Deer High School

Frazer Public Schools:

- Frazer Elementary
- Frazer 7-8
- Frazer High School

Northern Cheyenne Tribal Schools:

- Northern Cheyenne Tribal Elementary
- Northern Cheyenne Tribal 7-8
- Northern Cheyenne Tribal High School

Recommendation of Schools to **ENTER** Intensive Assistance

Lustre Elem

Lustre School		
Year	Status	Reason(s)
2009-2010	REGULAR	
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	DEFICIENCY	Teaching Misassignment
2012-2013	DEFICIENCY	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment

Poplar Public Schools

Poplar High School		
Year	Status	Reason(s)
2009-2010	REGULAR	
2010-2011	REGULAR	
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	DEFICIENCY	Supt Endorsement; Nonlicensed Teacher; Teaching Misassignment
2013-2014	DEFICIENCY	Nonlicensed Principal; No Curriculum Coordinator FTE; Student Performance Level
2014-2015	DEFICIENCY	Nonlicensed Teacher; Student Performance Level

Recommendation of Schools to **ENTER** Intensive Assistance

Galata Elementary

Galata School		
Year	Status	Reason(s)
2009-2010	REGULAR	
2010-2011	ADVICE	No Library Media Specialist FTE
2011-2012	REGULAR	
2012-2013	DEFICIENCY	No CSIP
2013-2014	DEFICIENCY	No CSIP
2014-2015	DEFICIENCY	No CSIP

Scobey K-12 Schools

Scobey 7-8 School		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	REGULARMD	Library Media Specialist Not Endorsed
2013-2014	DEFICIENCY	Library Media Specialist Not Endorsed; School Counselor Not Endorsed
2014-2015	DEFICIENCY	School Counselor Not Endorsed

Scobey High School		
Year	Status	Reason(s)
2010-2011	REGULAR	
2011-2012	REGULAR	
2012-2013	REGULARMD	Library Media Specialist Not Endorsed
2013-2014	DEFICIENCY	Library Media Specialist Not Endorsed; School Counselor Not Endorsed
2014-2015	DEFICIENCY	School Counselor Not Endorsed

Recommendation of Schools to **ENTER** Intensive Assistance

Lavina K-12 Schools

Lavina High School		
Year	Status	Reason(s)
2009-2010	REGULAR	
2010-2011	REGULAR	
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	REGULARMD	Teaching Misassignment; Library Media Specialist Not Endorsed
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment

Hall Elementary

Hall School		
Year	Status	Reason(s)
2011-2012	REGULAR	
2012-2013	REGULAR	
2013-2014	DEFICIENCY	No CSIP Report
2014-2015	DEFICIENCY	No CSIP Report

Box Elder Public Schools

Box Elder High School		
Year	Status	Reason(s)
2009-2010	REGULARMD	Insufficient Supt FTE
2010-2011	REGULAR	
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Nonlicensed Principal; Nonlicensed Teacher; Student Performance Level
2014-2015	DEFICIENCY	Nonlicensed Teacher; Basic Education Program; Student Performance Level

Recommendation of Schools to **ENTER** Intensive Assistance

Conrad Public Schools

Conrad High School		
Year	Status	Reason(s)
2009-2010	REGULARMD	Teaching Misassignment
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	REGULAR	
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment

Fairview Public Schools

Fairview High School		
Year	Status	Reason(s)
2009-2010	DEFICIENCY	Nonlicensed Teacher
2010-2011	DEFICIENCY	Nonlicensed Teacher
2011-2012	REGULAR	
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Nonlicensed Teacher

Recommendation of Schools to **ENTER** Intensive Assistance

Lame Deer Public Schools

Lame Deer School		
Year	Status	Reason(s)
2009-2010	REGULAR	
2010-2011	ADVICE	Principal Not Endorsed
2011-2012	REGULAR	
2012-2013	DEFICIENCY	Nonlicensed Teacher
2013-2014	ADVICE	No Library Media Specialist FTE
2014-2015	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE

Lame Deer 7-8		
Year	Status	Reason(s)
2009-2010	REGULAR	
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	REGULARMD	Teaching Misassignment; Library Media Specialist Not Endorsed
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment
2014-2015	DEFICIENCY	Teaching Misassignment; No Library Media Specialist FTE

Lame Deer High School		
Year	Status	Reason(s)
2009-2010	REGULAR	
2010-2011	REGULARMD	Teaching Misassignment
2011-2012	REGULARMD	Library Media Specialist Not Endorsed
2012-2013	REGULAR	
2013-2014	DEFICIENCY	Teaching Misassignment; Student Performance
2014-2015	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; Student Performance

Recommendation of Schools to **ENTER** Intensive Assistance

Frazer Public Schools

Frazer Elementary		
Year	Status	Reason(s)
2009-2010	REGULARMD	Teaching Misassignment; Library Media Specialist Not Endorsed
2010-2011	ADVICE	Library Media Specialist Not Endorsed
2011-2012	DEFICIENCY	Library Media Specialist Not Endorsed
2012-2013	REGULAR	
2013-2014	DEFICIENCY	Nonlicensed Teacher; Library Media Specialist Not Endorsed
2014-2015	DEFICIENCY	No CSIP Report; Library Media Specialist Not Endorsed

Frazer 7-8		
Year	Status	Reason(s)
2009-2010	REGULARMD	Library Media Specialist Not Endorsed
2010-2011	ADVICE	Library Media Specialist Not Endorsed
2011-2012	DEFICIENCY	Library Media Specialist Not Endorsed
2012-2013	REGULAR	
2013-2014	DEFICIENCY	Nonlicensed Teacher
2014-2015	DEFICIENCY	No CSIP Report

Frazer High School		
Year	Status	Reason(s)
2009-2010	REGULARMD	Library Media Specialist Not Endorsed
2010-2011	ADVICE	Library Media Specialist Not Endorsed
2011-2012	DEFICIENCY	Library Media Specialist Not Endorsed
2012-2013	REGULAR	
2013-2014	DEFICIENCY	Nonlicensed Teacher; Teaching Misassignment; Nonlicensed Long-Term Substitute; Student Performance
2014-2015	DEFICIENCY	No CSIP Report; Basic Education Program; Student Performance

Recommendation of Schools to **ENTER** Intensive Assistance

Northern Cheyenne Tribal Schools

Northern Cheyenne Tribal Elementary		
Year	Status	Reason(s)
2009-2010	DEFICIENCY	Nonlicensed Teacher; Library Media Specialist Not Endorsed; Class Size
2010-2011	DEFICIENCY	No CSIP Report; Nonlicensed Teacher; Teaching Misassignment
2011-2012	REGULAR	
2012-2013	REGULARMD	Insufficient Library Media Specialist FTE
2013-2014	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; No School Counselor FTE
2014-2015	DEFICIENCY	Principal Not Endorsed; No Curriculum Coordinator FTE; Nonlicensed Teacher; Teaching Misassignment; Nonlicensed School Counselor

Northern Cheyenne Tribal 7-8		
Year	Status	Reason(s)
2009-2010	REGULARMD	Library Media Specialist Not Endorsed; Class Size
2010-2011	DEFICIENCY	No CSIP Report; Nonlicensed Teacher
2011-2012	REGULAR	
2012-2013	REGULAR	
2013-2014	DEFICIENCY	Nonlicensed Teacher; No Library Media Specialist FTE; No School Counselor FTE
2014-2015	DEFICIENCY	No Curriculum Coordinator FTE; Teaching Misassignment; No Library Media Specialist FTE; No School Counselor FTE

Recommendation of Schools to **ENTER** Intensive Assistance

Northern Cheyenne Tribal Schools (continued)

Northern Cheyenne Tribal High School		
Year	Status	Reason(s)
2009-2010	REGULARMD	Teaching Misassignment; Library Media Specialist Not Endorsed
2010-2011	DEFICIENCY	No CSIP Report; Nonlicensed Teacher; Teaching Misassignment
2011-2012	REGULARMD	Teaching Misassignment
2012-2013	REGULARMD	Teaching Misassignment
2013-2014	DEFICIENCY	Teaching Misassignment; No Library Media Specialist FTE; No School Counselor FTE
2014-2015	DEFICIENCY	Principal Not Endorsed, No Curriculum Coordinator FTE; Nonlicensed Teacher; Teaching Misassignment; Nonlicensed School Counselor

ITEM 16

**RECOMMEND APPROVAL OF THE
VAIRANCES TO STANDARDS REQUESTS
BASED ON THE CONCLUSION'S OF THE
SUPERINTENDENT**

Dennis Parman

EXECUTIVE SUMMARY

DATE: MAY 2015

- PRESENTATION:** Request for approval of Superintendent Juneau's recommendations of Variance to Standards applications.
- PRESENTER:** Dennis Parman
Deputy Superintendent
Office of Public Instruction
- OVERVIEW:** As per ARM 10.55.604 Variance to Standards, the Variance to Standards Review Board (VSRB) met Tuesday, March 31, in Helena to consider seven applications for a Variance to Standards. The VSRB made a recommendation to Superintendent Juneau as per rule and Superintendent Juneau has concurred with all of the recommendations of the VSRB.
- REQUESTED DECISION(S):** Approve the recommendations of Superintendent Juneau.
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Approve the recommendations of Superintendent Juneau.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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

To: State Superintendent Denise Juneau
From: Variances to Standards Review Board
CC: Dennis Parman, Deputy Superintendent
Date: April 1, 2015

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

Application 1

Beaverhead County High School applied for a variance to standards to replace the Continuous School Improvement process in ARM 10.55.601(3) with the AdvancED school improvement process in which the school currently engaged.

This application is an Initial Request (two years).

Recommendation: The VSRB recommends to approve the application for a variance to ARM 10.55.601(3) from Beaverhead County High School. The VSRB recommends approval of the request to use the AdvancED/NWAC school improvement process in lieu of the Continuous School Improvement Plan.

Vote: 6 – 0 to approve

Application 2

Troy 7-8 School, Troy Public Schools applied for a variance to standard ARM 10.55.709 Library Media Services, K-12.

This application is an Initial Request (two years).

Recommendation: The RSVB recommends to approve the application for a variance to ARM 10.55.709 Library Media Services, K-12 from Troy 7-8 School.

Vote: 6 – 0 to approve

Application 3

Thompson Falls 7-8 School, Thompson Falls Public Schools applied for a variance to ARM 10.55.709 Library Media Services, K-12.

This application is an Initial Request (two years).

Recommendation: The VSRB recommends to conditionally approve the application for a variance to ARM 10.55.709 Library Media Services, K-12 from Thompson Falls 7-8 School upon receipt of written information detailing how the community was involved in the Variances to Standards application process, how the proposed variance is workable and is aligned with ARM 10.55.1801 Library Media Program Delivery Standards.

Vote: 6 – 0 to approve

Application 4

Bigfork 7-8 School, Bigfork Public Schools applied for a variance to ARM 10.55.709 Library Media Services, K-12.

This application is an Initial Request (two years).

Recommendation: The VSRB recommends to conditionally approve the application for a variance to ARM 10.55.709 Library Media Services, K-12 from Thompson Falls 7-8 School upon receipt of written information detailing how the community was involved in the Variances to Standards application process, how the proposed variance is workable and aligned with ARM 10.55.1801 Library Media Program Delivery Standards.

Vote: 6 – 0 to approve

Application 5

Edna Thomas School and Corvallis 7-8 School, Corvallis Public Schools applied for a variance to ARM 10.55.710 Assignment of School Counseling Staff.

This application is an Initial Request (two years).

Edna Thomas and Corvallis 7-8 Schools have an approved Alternative to Standard for ARM 10.55.710 Assignment of School Counseling Staff that expires on June 30, 2015.

Recommendation: The VSRB recommends to conditionally approve the application for a variance to ARM 10.55.710 Assignment of School Counseling Staff from Edna Thomas and Corvallis 7-8 Schools upon receipt of written information detailing how the community was involved in the Variances to Standards application process.

Vote: 6 – 0 to approve

Application 6

Cayuse Prairie 7-8 School, Cayuse Prairie Elementary applied for a variance to ARM 10.55.705 Administrative Personnel: Assignment of School Administrators/Principals.

This application is an Initial Request (two years).

Recommendation: The VSRB recommends to conditionally approve the application for a variance to ARM 10.55.705 Administrative Personnel: Assignment of School Administrators/Principals from Cayuse Prairie 7-8 School upon receipt of written information detailing how the community was involved in the Variances to Standards application process.

Vote: 6 – 0 to approve

Application 7

Canyon Creek 7-8 School, Canyon Creek Elementary applied for a variance to ARM 10.55.705 Administrative Personnel: Assignment of School Administrators/Principals.

This application is an Initial Request (two years).

Recommendation: The VSRB recommends to conditionally approve the application for a variance to ARM 10.55.705 Administrative Personnel: Assignment of School Administrators/Principals from Canyon Creek 7-8 School upon receipt of written information detailing how the community was involved in the Variances to Standards application process.

Vote: 6 – 0 to approve



Distributed by:
Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Current Status of Approved Variances to Standards

Schools

Thirty-seven schools already have an approved variance

Eight schools have variance applications pending approval of the BPE

Forty-five total schools will have an approved variance

Schools Systems

Thirteen school systems already have an approved variance

Five new school systems have variance applications pending approval of the BPE (2 of the pending applications are from systems that already have a variance in place)

Eighteen total school systems will have an approved variance

April 9, 2015

March 2015 Variances to Standards
Summary of Pending Applications

1. Beaverhead County High
 - a. 10.55.601(3) - CSIP Reporting
 - i. Application requests to use AdvanceEd in place of the CSIP application
 - ii. This is an initial request for two years.

2. Troy
 - a. 10.55.709 – Library Media Specialist FTE
 - i. Required FTE for W F Morrison School, Troy 7-8, Troy HS is 1.001
 - ii. Application requests 1.0 FTE, allowing 0.00 FTE instead of 0.001 FTE at the 7-8 school
 - iii. This is an initial request for two years.

School	2013-14 Student Enrollment	2014-15 Student Enrollment	2014-15 Required Library Media Specialist FTE
W F Morrison School	213	187	0.5
Troy 7-8	62	69	0.001
Troy High School	131	137	0.5

Troy has two libraries:

- One in the elementary school
- One in the high school
 - The 7-8 school and the high school are housed in the same building.

3. Thompson Falls
 - a. 10.55.709 – Library Media Specialist FTE
 - i. Required FTE for elementary, 7-8, HS is 1.001
 - ii. Application requests 1.0 FTE, allowing 0.00 FTE instead of 0.001 FTE at the 7-8 school
 - iii. This is an initial request for two years.

School	2013-14 Student Enrollment	2014-15 Student Enrollment	2014-15 Required Library Media Specialist FTE
Thompson Falls Elem	214	202	0.5
Thompson Falls 7-8	72	62	.001
Thompson Falls HS	174	171	0.5

Thompson Falls has three libraries, one in each school. The schools are 100 yards apart.

March 2015 Variances to Standards
Summary of Pending Applications

4. Big Fork

- a. 10.55.709 – Library Media Specialist FTE
- i. Required FTE for elementary, 7-8, HS is 2.5
 - ii. Application requests 1.0 FTE, allowing 0.00 FTE instead of 0.5 FTE at the middle school
 - iii. This is an initial request for two years.

School	2013-14 Student Enrollment	2014-15 Student Enrollment	2014-15 Required Library Media Specialist FTE
Bigfork Elem	418	422	1.0
Bigfork 7-8	123	134	0.5
Bigfork High	280	289	1.0

Bigfork has two libraries:

- One in elementary school (available to 7-8 as they are in the same building)
- One in high school (available to 7-8 because the level of books is more appropriate)

5. Corvallis (Edna Thomas School and Corvallis 7-8)

- a. 10.55.710 – Assignment of School Counseling Staff
- i. Required FTE for Edna Thomas School and Corvallis 7-8 is 0.97
 - ii. Application requests 0.9 FTE school counselor and hire a 0.5 FTE academic dean to support the counseling program
 - iii. This is an initial request for two years.
 - iv. These schools have an approved alternative to standard for 10.55.710 (for FTE; not using an academic dean) that expires 6/30/2015.

As written, this application is a variance for endorsement, which is excluded from consideration per 10.55.604(1).

School	2013-14 Student Enrollment	2014-15 Student Enrollment	2014-15 Required School Counselor FTE
Edna Thomas School	199	185	0.47
Corvallis 7-8	195	200	0.5

March 2015 Variances to Standards
Summary of Pending Applications

6. Cayuse Prairie

- a. 10.55.705 – Assignment of Principal
 - i. Required principal FTE for all schools is 0.6
 - ii. Application requests 0.5 FTE, allowing 0.00 FTE instead of 0.1 FTE at the 7-8 school
 - iii. This is an initial request for two years.

School	2013-14 Student Enrollment	2014-15 Student Enrollment	Required Principal FTE
Cayuse Prairie Elem	180	185	0.5
Cayuse Prairie 7-8	32	37	0.1

School Configuration: Both schools are housed in one building.

7. Canyon Creek

- a. 10.55.704 – Assignment of Superintendent; *(after reading the application, they are really asking for a variance to rule 10.55.705 – Assignment of Principal)*
 - i. Required principal FTE for all schools is 0.6
 - ii. Application requests 0.5 FTE, allowing 0.00 FTE instead of 0.1 FTE at the 7-8 school
 - iii. This is an initial request for two years.

School	2013-14 Student Enrollment	2014-15 Student Enrollment	Required Principal FTE
Canyon Creek School	194	183	0.5
Canyon Creek 7-8	41	32	0.1

School Configuration: Both schools are housed in one building.

ITEM 17

**RECOMMEND APPROVAL OF THE
PUBLICATION OF THE NOTICE OF
PUBLIC HEARING TO AMEND ARM TITLE
10, CHAPTER 63**

Dennis Parman

EXECUTIVE SUMMARY

DATE: MAY 2015

- PRESENTATION:** Request for approval of promulgation of amendment of ARM 10.63.106 Aggregate Hours, set a hearing date, and authorize publication of Notice of Public Hearing on the amendment.
- PRESENTER:** Dennis Parman
Deputy Superintendent
Office of Public Instruction
- OVERVIEW:** At the Board of Public Education's regular meeting on March 13, 2015, the Montana Office of Public Instruction (OPI) provided an initial overview of the proposed amendments to ARM Title 10, Chapter 63. The proposed Notice of Public Hearing is attached.
- REQUESTED DECISION(S):** Approve the promulgation of the amendments of rules as set forth on the attached Notice of Public Hearing, set a hearing date, and authorize the OPI to publish notice of public hearing.
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Approval of Notice of Public Hearing and authorize publication in the Montana Administrative Register.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of) NOTICE OF PUBLIC HEARING ON
ARM 10.63.108 pertaining to) PROPOSED AMENDMENT
preschool hours)

TO: All Concerned Persons

1. On June 24, 2015, at 10:30 a.m., the Board of Public Education will hold a public hearing in the Office of Public Instruction second floor 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 of Public Education no later than 5:00 p.m. on June 23, 2015, 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 material underlined, deleted material interlined:

10.63.108 AGGREGATE HOURS (1) Trustees may designate the preschool program as either a half-time or full-time program with a minimum of ~~720~~ 540 hours. Outdoor play, snack, and meal time are included in the aggregate hours. Nap time and daily transportation to and from the classroom do not count as part of the ~~720~~ 540 hour preschool program hours.

(2) The trustees of a school district shall set the number of days in the school term, the length of the school day, and the number of school days in a week.

AUTH: 20-7-101, MCA

IMP: 20-7-117, MCA

4. Statement of Reasonable Necessity: The Board of Public Education finds that it is reasonable and necessary to amend this rule because the reference to 720 was an error. The correct number of hours is 540 hours which is half time.

5. The effective date of these rules is July 29, 2015.

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., June 29, 2015.

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

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

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

Peter Donovan
Rule Reviewer

Sharon Carroll
Board Chair
Board of Public Education

Certified to the Secretary of State _____.

❖ **LICENSURE COMMITTEE (Item 18-20)**

John Edwards

ITEM 18

**RECOMMEND APPROVAL OF THE
PUBLICATION OF THE NOTICE OF
PUBLIC HEARING TO AMEND ARM TITLE
10, CHAPTER 57**

Shannon Koenig

EXECUTIVE SUMMARY

DATE: MAY 2015

- PRESENTATION:** Request for approval of promulgation of amendment of ARM 10.57.102, 10.57.216; 10.57.410 through 10.57.417; 10.57.424 through 10.57.426; 10.57.428 through 10.57.430; 10.57.433 and 10.57.437, set a hearing date, and authorize publication of Notice of Public Hearing on the amendment.
- PRESENTER:** Shannon Koenig
Licensure Unit Manager
Office of Public Instruction
- OVERVIEW:** At the Board of Public Education's regular meeting on March 13, 2015, the Montana Office of Public Instruction (OPI) provided an initial overview of the proposed amendments to ARM Title 10, Chapter 57. In addition to the rule amendments discussed in March, there are four additional proposed amendments: an amendment to 10.57.412(4), (5) and (6) is proposed because the OPI discovered the omission of student teacher waiver language; a correction to 10.57.410(3) is proposed to clarify the OPI as the appropriate entity to determine proof of a passing PRAXIS score; and amendments to 10.57.425(a) and 10.57.426(a) are proposed to correct omissions of required regional accreditation. The proposed Notice of Public Hearing is attached.
- REQUESTED DECISION(S):** Approve the promulgation of the amendments of rules as set forth on the attached Notice of Public Hearing, set a hearing date, and authorize the OPI to publish notice of public hearing.
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Approval of Notice of Public Hearing and authorize publication in the Montana Administrative Register.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of) NOTICE OF PUBLIC HEARING ON
ARM 10.57.102, 10.57.216,) PROPOSED AMENDMENT
10.57.410 through 10.57.417,)
10.57.424 through 10.57.426,)
10.57.428 through 10.57.430,)
10.57.433, and 10.57.437 pertaining)
to educator licensure

TO: All Concerned Persons

1. On June 24, 2015, at 10:00 a.m., the Board of Public Education will hold a public hearing in the Superintendent's conference room at the Office of Public Instruction, 1227 11th Avenue, Helena, Montana, to consider the proposed amendment of the above-stated rule.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on June 23, 2015, 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:

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) through (8)(d) remain the same.

(e) K-12 (~~content-specific~~ as delineated in 10.57.412); and

(f) through (12) remain the same.

(13) "Year of administrative experience" means employment at any level within a state accredited ~~K~~ P-12 school system, or in an educational institution specified in 20-9-707, MCA, as a licensed administrator of at least .5 full-time employee (FTE) for at least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days. Experience gained prior to eligibility for initial licensure is not considered. Experience as a County Superintendent may be considered as "administrative" experience with evidence of the following:

(a) and (b) remain the same.

(14) "Year of teaching experience" means employment at any level within a state accredited ~~K~~ P-12 school system, or in an educational institution specified in 20-9-707, MCA, as licensed instructional staff of at least .5 FTE during a school fiscal year for at least 1080 hours or 180 school days or a 1.0 FTE for at least 540

hours or 90 school days. Experience gained prior to eligibility for initial licensure is not considered.

AUTH: 20-4-102, MCA

IMP: 20-4-106, MCA

10.57.216 APPROVED RENEWAL ACTIVITY (1) Organizations wishing to offer professional development activities for the award of renewal units must receive approval from the Superintendent of Public Instruction prior to offering activities. Status as a an approved provider will be renewed July 1 of each year continue as long as the provider is in compliance with (2).

(2) through (b) remain the same.

(c) annually report the activities offered to the Superintendent of Public Instruction;

~~(d) be prepared to submit to an audit of records conducted by the Superintendent of Public Instruction, including:~~

(i) and (ii) remain the same.

(iii) program schedule, name, and number of participants; and

(e) maintain records of all professional development activities for which renewal unit awards are made for ~~one~~ five years following the date of completion of the annual reporting requirement.

(3) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-108, MCA

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE (1) through (2)(a) remains the same.

(b) completion of an accredited professional educator preparation program ~~which included~~ including appropriate supervised teaching experience as the terms are defined in ARM 10.57.102; and

(c) remains the same.

(3) If the educator preparation program completed by the applicant is not in Montana, upon initial application of a Class 1, Class 2 or Class 3, the applicant must provide proof of a passing score on the PRAXIS II applicable to the requested endorsement as required by the Office of Public Instruction.

(3) remains the same but is renumbered (4).

(4 5) A lapsed Class 2 standard teacher's license may be reinstated by earning 60 renewal units during the five-year period preceding the ~~validation~~ date of application of the new license.

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE (1) through (3) remain the same.

(4) A lapsed Class 1 professional teacher's license may be reinstated by earning 60 renewal units during the five-year period preceding the ~~validation~~ date of application for the new license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) remains the same.

(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business and information technology education, chemistry, communication, computer science K-12, early childhood (age 3 to grade 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health enhancement K-12, history, industrial trades and technology education, journalism, library K-12, marketing, mathematics, middle grades (4-8), music K-12, ~~physical education K-12~~, political science, physics, psychology, reading K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, theater, ~~trades and industry~~, traffic education ~~K-12~~, and world languages K-12.

(3) remains the same.

(4) To obtain an elementary (K-8), early childhood (age 3 to grade 3), or middle grades (4-8) endorsement, an applicant must provide verification of completion of an accredited teacher education program in those areas to include student teaching, ~~or supervised teaching experience~~, or a college or university waiver.

(5) remains the same.

(a) completion of an NCATE or CAEP accredited professional educator preparation program at the grade level(s) identified by the program, including student teaching, supervised teaching experience, or a college or university waiver; and or

(b) and (i) remain the same.

(ii) 40 semester credits in an extended major; and

(iii) supervised teaching experience.

(6) and (6) (a) remain the same.

(b) completion of an accredited special education P-12 program which includes student teaching, ~~or supervised teaching experience~~ or a college or university waiver.

(7) through (9) remain the same.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) through (4) remain the same.

(5) A lapsed Class 3 administrative license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the ~~validation~~ date of application for the new license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT (1) through (d) remain the same.

- (e) licensure and endorsement as a P-12 principal (P-12); and
- (f) and (2) remain the same.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) through (c) remain the same.

- (d) completion of three semester credits of college ~~coursework~~ courses in both Montana school law and special education law; and
- (e) remains the same.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) through (c) remain the same.

- (d) completion of three semester credits of college ~~coursework in~~ college courses in both Montana school and special education law; and
- (e) remains the same.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINCIPAL ENDORSEMENT (1) through (c) remain the same.

- (d) completion of three semester credits of ~~college coursework in~~ college courses in both Montana school and special education law; and
- (e) remains the same.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.424 CLASS 5 PROVISIONAL LICENSE (1) and (2) remain the same.

(3) An applicant for a Class 5 provisional license who has graduated from an educator preparation program outside of Montana and does not meet the testing requirements of 10.57.410(3), must provide a current Montana address or job offer from an accredited or state-funded P-12 school in Montana.

- (3) and (4) remain the same but are renumbered (4) and (5).

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.425 CLASS 5 PROVISIONAL LICENSE – ELEMENTARY LEVEL

- (1) remains the same.
- (a) a bachelor's degree from a regionally accredited college or university; and
- (b) through (ii) remain the same.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.426 CLASS 5 PROVISIONAL LICENSE – SECONDARY, K-12, and P-12 SPECIAL EDUCATION LEVELS (1) remains the same.

- (a) a bachelor's degree from a regionally accredited college or university; and
- (b) through (ii) remain the same.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.428 CLASS 5 PROVISIONAL LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) through (1)(d)(ii) remain the same.

(2) Applicants required to complete coursework other than Montana school law and special education law must also submit written evidence of enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement ~~and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.607.~~

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.429 CLASS 5 PROVISIONAL LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) through (1)(d)(ii) remain the same.

(2) Applicants required to complete coursework other than Montana school law and special education law must also submit written evidence of enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement ~~and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.607.~~

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.430 CLASS 5 PROVISIONAL LICENSE – K-12 PRINCIPAL ENDORSEMENT (1) through (1)(d)(ii) remain the same.

(2) Applicants required to complete coursework other than Montana school law and special education law must also submit written evidence of enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement ~~and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.607.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.433 CLASS 6 SPECIALIST LICENSE (1) through (4) remains the same.

(5) A lapsed Class 6 specialist license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the ~~validation~~ date of application for the new license.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.437 CLASS 8 DUAL CREDIT POSTSECONDARY FACULTY LICENSE (1) A faculty member of a college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 and properly endorsed, whenever a faculty member is teaching a dual credit course at the college or university for which one or more students will earn both high school and college credit.

(2) through (4) remain the same.

(5) A Class 8 dual credit postsecondary faculty license ~~shall be renewed pursuant to the requirements of ARM 10.57.215.~~ may be consecutively reissued upon submission and approval of an application for renewal. An educator with a lapsed Class 8 license must submit a new application.

(6) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

4. Statement of Reasonable Necessity: Title 10, chapter 57 rules were comprehensively amended in December 2014. There were errors and omissions in those amendments discovered during initial implementation of the amended rules which are addressed in these amendments: clarifications are necessary in the definitions in 102 of "Endorsement," "Year of administrative experience" and "Year of teaching experience." In 216, the requirements for renewal activity providers will be made consistent with current practice, and assist with documentation of renewal activity attendance. The Class 2 license requirements of 410 and 424 are amended to reflect the persistent problem of out-of-state applicants having no requirement to pass any content knowledge tests prior to obtaining a recommendation from the applicant's recommendation for licensure from Montana. Several sections (410, 411, 413, and 433) are amended to clarify the relevant date for renewing lapsed licenses so as to not unnecessarily hinder the appropriate licensure of educators. Several inadvertently omitted endorsement areas are included in 412. The student teaching requirement and waiver by an educator preparation program in 412 was mistakenly deleted in the prior amendments. Sections 415, 416, 417, 428, 429 and 430 are amended to make the requirement for principals to have a course in special education law consistent with the requirement in ARM Title 10, chapter 58 that educator preparation programs include this course in principal preparation programs. Sections 425 and 426 clarify that educators must obtain a bachelor's degree from a

regionally accredited college or university. Section 437 on Class 8 dual credit licenses is amended to clarify that those teachers must teach at the post-secondary school, and provides for the correct renewal process for Class 8 licenses.

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., June 29, 2015.

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

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

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.

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

Peter Donovan
Rule Reviewer

Sharon Carroll
Board Chair
Board of Public Education

Certified to the Secretary of State _____.

ITEM 19

**DISMISSAL OF BPE CASE #2012-03 SUA
SPONTE**

Rob Stutz

ITEM 20

CONTINUATION OF BPE CASE #2014-06

Rob Stutz

❖ **EXECUTIVE COMMITTEE – (Items 21-22)**

Sharon Carroll

ITEM 21

**EVALUATION OF SUPERINTENDENT OF
MONTANA SCHOOL FOR THE DEAF AND
BLIND**

Sharon Carroll

ITEM 22

**EVALUATION OF EXECUTIVE DIRECTOR
OF THE BOARD OF PUBLIC EDUCATION**

Sharon Carroll

FUTURE AGENDA ITEMS

July 16-17th, 2015

Strategic Planning meeting

CSPAC/BPE Joint Meeting

Annual CSPAC Report

MACIE Update

Annual HiSET Update

Special Education report

Assessment Update

Federal Update