

**Board of Public Education Meeting  
Montana School for the Deaf and Blind  
3911 Central AVE  
Great Falls, MT 59401**

**May 9-10, 2019**

***BOARD OF PUBLIC EDUCATION***

# AGENDA

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

May 9-10, 2019  
Montana School for the Deaf and Blind  
3911 Central Ave  
Great Falls, MT 59401

**Thursday May 9, 2019**  
**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. March 14-15, 2019 Meeting Minutes
- B. Financials

**ADOPT AGENDA**

**INFORMATION ITEMS**

❖ **REPORTS – Dr. Darlene Schottle (Items 1-6)**

- Item 1                   **CHAIRPERSON'S REPORT – 10 minutes**  
Dr. Darlene Schottle
  - Update of MSDB Exiting Intensive Assistance
- Item 2                   **EXECUTIVE DIRECTOR REPORT (ACTION) – 15 minutes**  
Pete Donovan
  - CSPAC Appointment:
    - Rob Watson
- Item 3                   **STATE SUPERINTENDENT'S REPORT – 15 minutes**  
State Superintendent Elsie Arntzen
- Item 4                   **COMMISSIONER OF HIGHER EDUCATION'S REPORT – 15 minutes**  
Angela McLean

- Item 5**                    **GOVERNOR’S OFFICE REPORT – 15 minutes**  
Siri Smillie
- Future Ready Cabinet Resolution
- Item 6**                    **STUDENT REPRESENTATIVE’S REPORT – 15 minutes**  
Paris Becker
- ❖ **MSDB LIAISON - Mary Jo Bremner (Item 7)**
- Item 7**                    **MSDB REPORT (ACTION) – 30 minutes**  
Donna Sorensen
- Approve Golden Triangle Cooperative Agreement
  - Approve MSDB School Calendar
  - Approve Out of State Travel Requests
  - Approve Human Resource Hires
- Presentation of new Prodigy Machines by MSDB Students and Staff**
- ❖ **MACIE LIAISON – Mary Jo Bremner (Item 8)**
- Item 8**                    **MACIE REPORT (INFORMATION ONLY) – 15 minutes**  
MACIE Chair
- ❖ **EXECUTIVE COMMITTEE – Dr. Darlene Schottle (Items 9-10)**
- Item 9**                    **FEDERAL REPORT (INFORMATION ONLY) – 15 minutes**  
Susie Hedalen
- Item 10**                  **APPROVE K-12 SCHOOLS PAYMENT SCHEDULE (ACTION) – 15 minutes**  
Kara Flath
- ❖ **LICENSURE COMMITTEE – Tammy Lacey (Items 11-12)**
- Item 11**                  **LICENSURE COMMITTEE REPORT (INFORMATION ONLY) – 15 minutes**  
Tammy Lacey
- Item 12**                  **DISCONTINUATION OF SELECTED ENDORSEMENT PROGRAMS IN THE  
TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF PROVIDENCE  
(INFORMATION ONLY) -15 minutes**  
Dr. Linda Vrooman Peterson  
Dr. Matt Redinger, Provost at the University of Providence
- ❖ **ACCREDITATION COMMITTEE – Jesse Barnhart (Items 13-20)**
- Item 13**                  **UPDATE OF LOCKWOOD HIGH SCHOOL INTENT TO ACCREDIT PROCESS  
(INFORMATION ONLY) – 10 minutes**  
Patty Muir  
Tobin Novasio, Superintendent, Lockwood K-12 Schools

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

Item 14 RECOMMEND APPROVAL OF THE 2018-2019 CORRECTIVE PLANS AND TIMELINES OF ACCREDITED SCHOOLS IN STEP 2 OF THE INTENSIVE ASSISTANCE PROCESS (ACTION) – 60 minutes

Patty Muir

- Medicine Lake K-12 Schools
- Vaughn Elementary School
- Box Elder Schools
- Huntley Project Schools
- Plevna K-12 Schools

Item 15 RECOMMEND APPROVAL OF THE 2018-2019 CORRECTIVE PLANS AND TIMELINES OF ACCREDITED SCHOOLS IN ONGOING ASSISTANCE OF THE INTENSIVE ASSISTANCE PROCESS (ACTION) – 15 minutes

Patty Muir

Item 16 RECOMMEND APPROVAL OF THE ADDENDUM(S) TO THE 2018-2019 ANNUAL ACCREDITATION STATUS REPORT OF ALL SCHOOLS (ACTION) – 15 minutes

Patty Muir

Item 17 RECOMMEND APPROVAL OF THE 2018-2019 INITIAL AND RENEWAL VARIANCE TO STANDARDS APPLICATIONS (ACTION) – 15 minutes

Patty Muir

Item 18 RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING FOR HAZARD AND EMERGENCY PLANS (ACTION) – 15 minutes

Dr. Linda Vrooman Peterson

Item 19 RECOMMEND APPROVAL OF THE ECONOMIC IMPACT STATEMENT REPORT AND THE NEGOTIATED RULEMAKING COMMITTEE’S FINAL REPORT PERTAINING TO ARM 10.55.606 ACCREDITATION PROCESS (ACTION) – 15 minutes

Dr. Linda Vrooman Peterson

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**Friday May 10, 2019**

**8:00 AM**

❖ **ASSESSMENT COMMITTEE – Anne Keith (Items 20-21)**

Item 20 **ASSESSMENT REPORT (INFORMATION ONLY) -15 minutes**

Ashley McGrath

Item 21 **RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING FOR ASSESMENT, ARM TITLE 10, CHAPTER 56 (ACTION) – 15 minutes**

Ashley McGrath

❖ EXECUTIVE COMMITTEE – Dr. Darlene Schottle (Items 22-23)

Item 22 OPI STAFFING REPORT (INFORMATION ONLY) – 15 minutes  
Jule Walker

Item 23 UPDATE ON EDUCATOR SHORTAGE REPORT (INFORMATION ONLY) 15  
minutes  
Jule Walker

❖ LICENSURE COMMITTEE – Tammy Lacey (Items 24-30)

Item 24 RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING FOR  
REVISIONS TO ARM 10.57, EDUCATOR LICENSURE (ACTION) – 15 minutes  
Kris Thatcher

Item 25 REQUEST FOR ADDITIONAL YEAR OF INTERNSHIP FOR DOUGLAS  
GLENNY (ACTION) – 15 minutes  
Kris Thatcher

Item 26 RECOMMEND APPROVAL OF A NEW CURRICULAR PROGRAM IN  
COMPUTER SCIENCE – COLLEGE OF EDUCATION AND HEALTH AND  
HUMAN DEVELOPMENT AT MSU – BOZEMAN (ACTION) – 15 minutes  
Dr. Linda Vrooman Peterson  
Dr. Nick Lux, Associate Professor of Education, MSU

Item 27 CARROLL COLLEGE GOOD CAUSE EXTENSION PROPOSAL  
(INFORMATION ONLY) – 15 minutes  
Dr. Linda Vrooman Peterson  
Dr. Robert Stansberry, Director of Teacher Education, Carroll College

\*\*\*\*\*TIME CERTAIN AT 10:00 AM\*\*\*\*\*

Item 28 INITIAL INVESTIGATION OF BPE CASE #2019-07, TURCOTTE  
(INFORMATION ONLY)- 10 minutes  
Rob Stutz, Agency Legal Services

Item 29 APPEAL OF LICENSURE DENIAL, BPE CASE #2019-08, MURPHY (ACTION)  
– 30 minutes  
Rob Stutz, Agency Legal Services

Item 30 APPEAL OF LICENSURE DENIAL, BPE CASE #2019-06, BEALE (ACTION) -  
30 minutes  
Rob Stutz, Agency Legal Services

❖ EXECUTIVE COMMITTEE – Dr. Darlene Schottle (Item 31)

\*\*\*\*\*EXECUTIVE SESSION -CLOSED\*\*\*\*\*

Item 31 EXECUTIVE DIRECTOR PERFORMANCE EVALUATION  
Dr. Darlene Schottle

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## **FUTURE AGENDA ITEMS July 11-12, 2019**

Strategic Planning Meeting

CSPAC/BPE Joint Meeting

CSPAC Annual Report

Approve MSDB/Golden Triangle Co-op

*Annual HiSET Report*

*Annual Special Education Report*

*Assessment Update*

*Federal Update*

*Educator Preparation Program Report*

*Accreditation Report*

## **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. March 14-15, 2019 Meeting Minutes**
- B. Financials**

# CONSENT AGENDA

## MINUTES

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

**March 14-15, 2019**  
**Montana School Board Association Conference Room**  
**863 Great Northern Blvd, 4<sup>th</sup> Floor**  
**Helena, MT**

**Thursday, March 14, 2019**  
**10:00 AM**

**CALL TO ORDER**

Chair Schottle called the meeting to order at 10:00 AM. The Board said the Pledge of Allegiance and the Chair read the Statement of Public Participation and welcomed guests. Ms. Stockton took roll call.

Board members present: Dr. Darlene Schottle, Chair; Ms. Tammy Lacey, Vice Chair; Ms. Mary Jo Bremner; Mr. Scott Stearns; Ms. Madalyn Quinlan; Ms. Anne Keith; Mr. Jesse Barnhart; Ms. Paris Becker, Student Rep. Ex-Officio Members: Ms. Angela McLean, Commissioner of Higher Education's Office; Ms. Siri Smillie, Governor Bullock's Office; Superintendent of Public Instruction Elsie Arntzen. Staff members present: Mr. Pete Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Guests present: Mr. Rob Stutz, Counsel, Agency Legal Services; Dr. Linda Peterson, OPI; Ms. Patty Muir, OPI; Mr. Nathan Miller, OPI; Ashley McGrath, OPI; Kyle Moen, Chief Legal Counsel, OPI; Kristine Thatcher, OPI; Chris Emerson, OPI; Colet Bartow, OPI; Ron Whitmoyer, Superintendent East Helena Public Schools; Donna Sorensen, Superintendent Montana School for the Deaf and Blind; Susie Hedalen, OPI; Michelle Mitchell, OPI; Ms. Nancy Hall, Governor's Budget Office; Mr. Ron Whitmoyer, Superintendent, East Helena Public Schools; Mr. Randy Hiatt, Billings; Mr. Marco Ferro, MFPE.

**PUBLIC COMMENT**

No public comment.

**ADOPT AGENDA**

**Mr. Scott Stearns moved to approve the agenda as presented. Motion seconded by Mr. Jesse Barnhart.**

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

**CONSENT AGENDA**

**Ms. Mary Jo Bremner moved to approve the consent agenda as presented. Motion seconded by Ms. Tammy Lacey.**

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

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

## INFORMATION ITEMS

### ❖ REPORTS – Dr. Darlene Schottle (Items 1-6)

#### **Item 1                           CHAIRPERSON’S REPORT** **Dr. Darlene Schottle**

Chair Schottle thanked the Board staff for their work during the legislative session, taking particular note of the Governor and Superintendent’s bill regarding Computer Science. Chair Schottle also noted a recent tour of the Missoula schools which are under construction and remodel, noting the hard work underway in that community. Appreciation was extended by the Chair to Ms. Lacey and Ms. Keith for their work since the last meeting on the Licensure Committee and Assessment Committee respectively. Chair Schottle also noted that Ms. Bremner is active on the MSDB Committee between meetings.

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

Mr. Donovan thanked Chair Schottle for the work she does for the Board. Mr. Donovan noted the Board confirmation hearings for SR 19 for Board members Barhnhart, Stearns, and Quinlan scheduled for Friday March 15 at 3:00 PM. Mr. Donovan updated the Board on the status of the 2018 Legislative Audit, and a review of HB 351 and HB 387 pertaining to the Board. Ms. Lacey suggested creating a new Board committee regarding Innovative Learning should these two bills pass and be funded.

- **BPE Legal Update**

Mr. Donovan turned the report over to Mr. Stutz to update the Board on a lawsuit filed that could have implications for the Board regarding the Board’s decision on the Oelkers case in January 2019. Mr. Stutz reviewed the issue at hand, answered Board member questions, and clarified that should the case move forward, and the Board become involved, the Board would need to retain outside counsel.

#### **Item 3                           STATE SUPERINTENDENT’S REPORT** **State Superintendent Elsie Arntzen**

Superintendent Arntzen notified the Board of a letter the OPI received from ACT regarding an information breach of 8,000+ Montana students. The Superintendent continued with her report updating the Board on different bills the office is following or has requested, regarding students and education in Montana. The Superintendent answered Board member questions.

#### **Item 4                           COMMISSIONER OF HIGHER EDUCATION’S REPORT** **Angela McLean**

Ms. McLean discussed legislation tracked by OCHE, mainly the Governor’s budget request including a request for a tuition freeze, increasing need-based aid, a request to refund the Quality Educator Loan Repayment program, and a ‘grow your own’ teacher program to support rural communities. Ms. McLean also discussed a new online course of Indian Education for All in Montana for MUS faculty and staff to take as a professional development course.

#### **Item 5                           GOVERNOR’S OFFICE REPORT** **Siri Smillie**

Ms. Siri Smillie updated the Board on the Governor’s budget request for education funding specifically Special Education, Preschool, and the Quality Educator Loan Repayment program. Ms. Smillie then updated the Board on the draft recommendation from the Future Ready MT Cabinet to the Governor. Ms. Smillie noted that this report is open for comment and encouraged Board members to review the report and contact her with any suggestions. Once the report is complete the Governor will request approval from the Board.

**Item 6****STUDENT REPRESENTATIVE'S REPORT****Paris Becker**

Ms. Becker reported on issues in Fairfield and surrounding communities, specifically concerns surrounding e-cigarettes, vaping, and educating students on the dangers. Fairfield is participating in a Graduation Matters walk, the ACT for juniors will be held in this spring, and Ms. Becker discussed preparation assistance the school is providing to students prior to the test. Ms. Becker noted that Fairfield was chosen by ACT as a site to offer the Pre-ACT. Ms. Becker noted the upcoming State Student Council Conference and some realignment going on with districts to encourage more schools to actively participate. Ms. Becker discussed probable changes to how the State Student Council President is selected which would change the process from an appointment process to an election process. The National Student Conference will be held in July in Pittsburgh and a representation of 15 students from Montana will attend, including Ms. Becker.

❖ **MSDB LIAISON - Mary Jo Bremner (Item 7)****Item 7****MSDB REPORT (ACTION)****Donna Sorensen**

Ms. Sorensen presented the MSDB report to the Board, announcing that 1 new student was accepted yesterday. Ms. Sorensen reviewed the Listening Sessions she holds at the school with faculty and staff, an IT training the IT Administrator at the MSDB took and noted that he realized that the training is not ADA compliant so not all staff can take the training. The school is working with State ITSD regarding ADA accessibility. Ms. Sorensen noted a recommendation from a recent AdvancedED audit requiring the school to keep their governing Board informed and that she will be discussing it at the next MSDB Committee meeting. Ms. Sorensen reviewed student activities, Academic Bowl Competition, Student Life happenings, audit review, budgeting, and upcoming school celebrations.

- **Approve Out of State Travel Requests**

**Ms. Mary Jo Bremner moved to approve the Out of State Travel request for a Student Life Behavioral Counselor to attend the Residential Child and Youth Care Professional Training April 29-May 3, 2019 in Cleveland, Ohio. Motion seconded by Mr. Scott Stearns.**

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

- **Superintendent Leave Report**

**Ms. Mary Jo Bremner moved to approve the Superintendent Leave Report for Annual Leave Days to be taken March 29, 2019, May 3, 2019, and May 31, 2019. Ms. Tammy Lacey seconded the motion.**

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

- **Human Resource hirings**

**Ms. Mary Jo Bremner moved to approve the Human Resource Hirings at the MSDB for: Louie (Lou) Collins, Cottage Life Counselor, Boys Cottage, and Erin Faulkner, Cottage Life Attendant, Girls Cottage. Ms. Tammy Lacey seconded the motion.**

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

Board members asked questions of Ms. Sorensen regarding the AdvancedEd accreditation process, legislative issues, which were answered by Ms. Sorensen.



Mr. Hiatt made closing remarks to the Board and thanked the Board for their time.

**Ms. Tammy Lacey moved to deny the appeal of the licensure denial of Mr. Hiatt. Motion seconded by Ms. Madalyn Quinlan.**

Mr. Stearns noted that he will vote against the motion.

Ms. Lacey noted as Chair of the Licensure Committee that there are specific rules for specific reasons, set forth in good faith, and that to grant a license would not be following the Administrative Rules of Montana that the Board is required to uphold.

Ms. Bremner noted that OPI has often come forward with a request for Special Circumstance, and although she has always voted against those requests, she questions why OPI did not do so in this matter.

Chair Lacey noted previous reasons for Special Circumstance in prior cases the Board has heard.

Mr. Stearns also commented regarding Special Circumstance, and that a future discussion may need to be held regarding how and when Special Circumstances are used.

Mr. Stutz noted the ARM for Special Circumstance under 10.57.109 in which the rule states that the Special Circumstances must come before the Board "upon a recommendation from the Superintendent of Public Instruction".

***Roll call vote: Yes: Chair Schottle, Tammy Lacey, Mary Jo Bremner, Anne Keith, Madalyn Quinlan. No: Scott Stearns, Jesse Barnhart.***

***Motion passes 5-2.***

❖ **EXECUTIVE COMMITTEE - Dr. Darlene Schottle (Item 8)**

Mr. Stearns noted that this will be the last Board meeting for Chief Legal Counsel at OPI Kyle Moen as he will be joining a private firm in Billings practicing educational law.

**Item 8 FEDERAL REPORT (INFORMATION ONLY)  
Susie Hedalen**

Ms. Susie Hedalen presented the Federal Report to the Board, speaking first about the preliminary allocations presented in the President's budget. No Montana Congressional members are on the education subcommittee, though both Senators Tester and Daines are on the full committee, and Ms. Hedalen and Ms. Walker will be in communication with both Senators regarding education funding for Montana. Ms. Hedalen noted that Title IV funding will hopefully remain the same as Montana uses their Title IV funding consistently, specifically mentioning the #letstalk app Ms. Lacey referred to in an earlier report and noted that is a specific app to Montana developed in Great Falls and in collaboration with the OPI Title IV Administrator. Ms. Hedalen noted the OPI staff numbers have gone from 188 to 163. A review of the After-School Programs was given and the 21<sup>st</sup> Century Grants in which schools can apply for to run their After-School Programs. Applications will be open in the coming weeks. Ms. Hedalen updated the Board on the progress of the report card, which should be available by the end of April 2019. Only information required by Federal Law will be included on the report card for this year. Schools will be notified 1 week prior to the media being notified of the report card being released so schools have time to analyze the data prior to receiving questions about the data for their school.





Ms. Lacey thanked the Assessment Committee for their work on the revisions. Ms. Bremner noted her thanks to the committee for adding clarification to the rule. Ms. Quinlan commended the OPI for the work they have done, and that she was impressed with the Negotiated Rulemaking report.

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

Chair Schottle noted that the process worked the way it was designed to work.

❖ **ACCREDITATION COMMITTEE – Jesse Barnhart (Items 17-22)**

**Item 17                    RECOMMEND APPROVAL OF THE 2018-2019 ACCREDITATION STATUS OF ALL SCHOOLS (ACTION)  
Patty Muir, Nathan Miller**

Ms. Patty Muir presented the embargoed copy of the 2018-2019 Annual Accreditation Report to the Board noting that both she and Mr. Nathan Miller will co present the report to the Board. Ms. Muir thanked the BPE Accreditation Committee for meeting with OPI earlier this week to discuss the report and answer any questions and address any concerns the Board had. Ms. Muir and Mr. Miller presented the report to the Board highlighting changes from last year's report. Ms. Muir and Mr. Miller answered Board member questions. Mr. Stearns extended his appreciation for the report being mailed to Board members in advance of the meeting for proper preparation. Ms. Muir recommended the approval of the report.

**Mr. Jesse Barnhart moved to approve the 2018-2019 Accreditation Status of All Schools as recommended by the Superintendent of Public Instruction. Motion seconded by Ms. Anne Keith.**

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

**Item 18                    RECOMMEND APPROVAL OF THE 2018 – 19 REPORT OF SCHOOLS TO EXIT INTENSIVE ASSISTANCE; SCHOOLS TO ENTER INTENSIVE ASSISTANCE; SCHOOLS TO MOVE TO STEP 2 OF INTENSIVE ASSISTANCE; SCHOOLS TO REMAIN IN STEP 2 OF INTENSIVE ASSISTANCE. (ACTION)  
Patty Muir**

Ms. Muir presented the item to the Board and discussed how schools move into and out Step 2 of Intensive Assistance. Ms. Bremner thanked Ms. Muir and Mr. Miller for all the travels they make across the state to visit these schools.

**Mr. Jesse Barnhart moved to approve the Exit of 10 schools from Intensive Assistance as presented. Motion seconded by Ms. Tammy Lacey.**

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

**Mr. Jesse Barnhart moved to approve the Superintendent's recommendation to move 20 schools in to Intensive Assistance as presented. Motion seconded by Ms. Anne Keith.**

***Clarification questions from Mr. Stearns and Ms. Lacey. Motion passed unanimously.***

**Mr. Jesse Barnhart moved to approve the Superintendent's recommendation for 13 schools to move to Step 2 of the Intensive**

**Assistance process as presented. Motion seconded by Ms. Mary Jo Bremner.**

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

**Mr. Jesse Barnhart moved to approve the Superintendent's recommendation for seven schools to remain in Step 2 with ongoing assistance as presented. Motion seconded by Ms. Madalyn Quinlan.**

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

**Item 21**

**ACCREDITATION EAST HELENA AND LOCKWOOD HIGH SCHOOL (INFORMATION ONLY) – 15 minutes**

**Patty Muir; Mr. Ron Whitmoyer, Superintendent, East Helena Schools**

Ms. Muir updated the Board on the status for Lockwood High. Groundbreaking has taken place and the school is expecting approximately 100 students to begin attending Fall 2019. Job postings are open currently, and the Superintendent hopes to present to the BPE at the May meeting in Great Falls.

Superintendent Ron Whitmoyer presented the plan for the East Helena High School to the Board. Mr. Whitmoyer reviewed the process of how the district and community made the decision to create a new high school.

Mr. Whitmoyer invited the Board to meet in September at the new Prickly Pear Elementary School in September 2019, or at the new East Helena High School in September 2020. Mr. Whitmoyer also noted that groundbreaking for the new High School is Monday, March 18.

**Item 19**

**RECOMMEND ACCEPTANCE OF THE NEGOTIATED RULEMAKING COMMITTEE FOR HAZARD AND EMERGENCY PLANS AND ECONOMIC IMPACT STATEMENT (ACTION) – 15 minutes**

**Dr. Linda Peterson**

Dr. Peterson presented the item to the Board, reviewing the rulemaking process going forward for the Board to adopt the proposed plan. Dr. Peterson walked through the Final Report and the Economic Impact Statement with the Board and answered questions.

**Mr. Jesse Barnhart moved to accept the Economic Impact Statement Report recommended by the State Superintendent, direct the Office of Public Instruction to prepare the Notice of Public Hearing and Timeline for Hazard and Emergency Plans pertaining to the proposed rule changes to ARM 10.55.701 and related new rule. Motion seconded by Ms. Madalyn Quinlan.**

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

**Item 20**

**UPDATE ON PROGRESS OF THE NEGOTIATED RULEMAKING PROCESS TO AMEND ARM 10.55.606 – (INFORMATION ONLY) – 15 minutes**

**Dr. Linda Peterson**

Dr. Peterson presented the item to the Board and reviewed the proposed revisions the Office of Public Instruction is requesting.

**Item 22**

**CONTENT STANDARDS REVISION TIMELINE AND OVERVIEW OF ACTIVITIES - (INFORMATION ONLY) – 15 minutes**

**Colet Bartow**

Ms. Colet Bartow briefly reviewed the timeline for Content Standards review and discussed the timeline with the Board and answered questions.

❖ **EXECUTIVE COMMITTEE – Dr. Darlene Schottle (Item 23)**

**Item 23**                      **SCHOOL NUTRITION PROGRAMS 2018 ANNUAL REPORT (INFORMATION ONLY) – 15 minutes**  
**Christine Emerson**

Ms. Christine Emerson presented the Annual School Nutrition Report to the Board. Ms. Emerson reviewed the report, how the division at OPI supports schools across the state, reviewed the two USDA grants that help administer the program, and highlighted areas of the report for Board members.

**FUTURE AGENDA ITEMS May 9-10, 2019**

CSPAC Appointments

Student Representative Last Meeting & Recognition

*Approve K-12 Schools Payment Schedule*

*Assessment Update*

*Accreditation Report*

*Variance to Standards Requests & Renewals*

*Federal Update*

*MACIE Update*

Approve MSDB School Calendar

**Executive Director Performance Evaluation**

Mr. Donovan discussed a proposed rule amendment to Chapter 57 to create a one-year Class 5 license for individuals seeking license in Montana who need to take the PRAXIS test to complete certification but are unable to complete the test timely fashion due to scheduling. The proposed revisions would allow educators to be granted a Class 5 license for one year pending completion of the PRAXIS test, when they could receive a Class 1 or Class 2 license. The proposed language will be presented to CSPAC on April 17, and if approved, will forward to the Board for the May meeting to approve the Notice of Public Hearing. Possible adoption of the new rule would be in July.

Ms. Lacy requested for an OPI staffing report from May 2017 to May 2019, by division, and what impact those staffing changes have had on students and districts. The report should also include additions to FTE or new positions created due to legislation or policy changes. Chair Schottle asked for information on whether positions are state or federally funded.

**PUBLIC COMMENT**

**ADJOURN at 12:27 PM**

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DRAFT

# CONSENT AGENDA

## FINANCIALS

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

Data Selected for Month/FY: 01 (Jul)/2019 through 10 (Apr)/2019

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
<b>01 K-12 EDUCATION</b>					<b>377,143.03</b>	<b>263,173.13</b>	<b>0.00</b>	<b>113,969.90</b>
	<b>01100</b>	<b>General Fund</b>			<b>155,808.28</b>	<b>128,663.82</b>	<b>0.00</b>	<b>27,144.46</b>
		<b>235H1 ADMINISTRATION</b>			<b>133,108.00</b>	<b>109,816.84</b>	<b>0.00</b>	<b>23,291.16</b>
			<b>1</b>	<b>BOARD OF PUBLIC EDUCATION</b>	<b>133,108.00</b>	<b>109,816.84</b>	<b>0.00</b>	<b>23,291.16</b>
				61000 Personal Services	111,013.00	109,082.96	0.00	1,930.04
				62000 Operating Expenses	22,095.00	733.88	0.00	21,361.12
			<b>ALL</b>	<b>All Organization Rollup</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				{(blank)}	0.00	0.00	0.00	0.00
		<b>235H2 AUDIT (RST/BIEN)</b>			<b>14,293.28</b>	<b>10,949.62</b>	<b>0.00</b>	<b>3,343.66</b>
			<b>1</b>	<b>BOARD OF PUBLIC EDUCATION</b>	<b>14,293.28</b>	<b>10,949.62</b>	<b>0.00</b>	<b>3,343.66</b>
				62000 Operating Expenses	14,293.28	10,949.62	0.00	3,343.66
			<b>ALL</b>	<b>All Organization Rollup</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				{(blank)}	0.00	0.00	0.00	0.00
		<b>235H4 STATE ITSD/RST</b>			<b>8,378.00</b>	<b>7,897.36</b>	<b>0.00</b>	<b>480.64</b>
			<b>1</b>	<b>BOARD OF PUBLIC EDUCATION</b>	<b>8,378.00</b>	<b>7,897.36</b>	<b>0.00</b>	<b>480.64</b>
				62000 Operating Expenses	8,378.00	7,897.36	0.00	480.64
			<b>ALL</b>	<b>All Organization Rollup</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				{(blank)}	0.00	0.00	0.00	0.00
		<b>235X1 GOVERNOR'S REDUCTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
			<b>1</b>	<b>BOARD OF PUBLIC EDUCATION</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				62000 Operating Expenses	0.00	0.00	0.00	0.00
			<b>ALL</b>	<b>All Organization Rollup</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				{(blank)}	0.00	0.00	0.00	0.00

OBPP Program	Fund	Subclass	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATI	01100 General F	<b>235Z1 WORKERS</b>	<b>COMP. REDUCTION</b>		<b>29.00</b>	<b>0.00</b>	<b>0.00</b>	<b>29.00</b>
		<b>1 BOARD OF PUBLIC EDUCATION</b>			<b>29.00</b>	<b>0.00</b>	<b>0.00</b>	<b>29.00</b>
				61000 Personal Services	29.00	0.00	0.00	29.00
		<b>ALL All Organization Rollup</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				(blank)	0.00	0.00	0.00	0.00
		<b>02122 Advisory Council</b>			<b>143,907.00</b>	<b>76,350.62</b>	<b>0.00</b>	<b>67,556.38</b>
		<b>235H1 ADMINISTRATION</b>			<b>134,877.00</b>	<b>76,350.62</b>	<b>0.00</b>	<b>58,526.38</b>
		<b>30 Advisory Council Program 01</b>			<b>134,877.00</b>	<b>76,350.62</b>	<b>0.00</b>	<b>58,526.38</b>
				61000 Personal Services	134,877.00	76,350.62	0.00	58,526.38
		<b>ALL All Organization Rollup</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				(blank)	0.00	0.00	0.00	0.00
		<b>235H3 LEGAL EXPENSES (RST/OTO)</b>			<b>9,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>9,000.00</b>
		<b>30 Advisory Council Program 01</b>			<b>9,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>9,000.00</b>
				62000 Operating Expenses	9,000.00	0.00	0.00	9,000.00
		<b>ALL All Organization Rollup</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				(blank)	0.00	0.00	0.00	0.00
		<b>235Z1 WORKERS COMP. REDUCTION</b>			<b>30.00</b>	<b>0.00</b>	<b>0.00</b>	<b>30.00</b>
		<b>30 Advisory Council Program 01</b>			<b>30.00</b>	<b>0.00</b>	<b>0.00</b>	<b>30.00</b>
				61000 Personal Services	30.00	0.00	0.00	30.00
		<b>ALL All Organization Rollup</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				(blank)	0.00	0.00	0.00	0.00
		<b>02219 Research Fund</b>			<b>77,427.75</b>	<b>58,158.69</b>	<b>0.00</b>	<b>19,269.06</b>
		<b>235H1 ADMINISTRATION</b>			<b>56,427.75</b>	<b>43,052.00</b>	<b>0.00</b>	<b>13,375.75</b>
		<b>50 Research Program 01</b>			<b>56,427.75</b>	<b>43,052.00</b>	<b>0.00</b>	<b>13,375.75</b>
				62000 Operating Expenses	56,427.75	43,052.00	0.00	13,375.75
		<b>ALL All Organization Rollup</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				(blank)	0.00	0.00	0.00	0.00
		<b>235H3 LEGAL EXPENSES (RST/OTO)</b>			<b>21,000.00</b>	<b>15,106.69</b>	<b>0.00</b>	<b>5,893.31</b>
		<b>50 Research Program 01</b>			<b>21,000.00</b>	<b>15,106.69</b>	<b>0.00</b>	<b>5,893.31</b>
				62000 Operating Expenses	21,000.00	15,106.69	0.00	5,893.31
		<b>ALL All Organization Rollup</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
				(blank)	0.00	0.00	0.00	0.00
<b>Grand Total</b>					<b>377,143.03</b>	<b>263,173.13</b>	<b>0.00</b>	<b>113,969.90</b>


# CALENDARS




# March 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
					BPE Meeting - Helena	
17	18	19	20	21	22	23
		Education Advocate's Meeting - Pete Computer Science Workgroup - Pete	Dyslexia Task Force - Pete		Negotiated Rulemaking - Pete	
24	25	26	27	28	29	30
	House Education Committee - Pete				MFPE Hall of Fame Dinner - Pete	

# April 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Accreditation Process: Neg Reg - Pete	2	3 Variance to Standards Board - Pete	4 Negotiated Rulemaking - Assessment - Pete	5	6
7	8	9	10	11	12	13
14 MSDB Spring Dinner	15	16 Education Advocate's Meeting - Pete Dyslexia Task Force - Pete	17 CSPAC Meeting	18 MSDB Committee Call - Pete, Mary Jo, Darlene	19	20
21 	22	23 Negotiated Rulemaking Agency Meeting - Pete	24	25 Negotiated Rulemaking: Assessment - Pete	26	27

# May 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:			1	2 MPA Prgoram Meeting UM - Pete	3	4
5	6	7 Dyslexia Task Force Meeting - Pete	8	9 BPE Meeting - Great Falls	10	11
12 Mother's Day	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27  <i>Memorial Day</i>	28	29	30	31	

# **INFORMATION**

## **❖ REPORTS – Dr. Darlene Schottle (Items 1-6)**

### **ITEM 1**

#### **CHAIRPERSON’S REPORT**

**Dr. Darlene Schottle**

Elsie Arntzen, Superintendent

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

OFFICE OF PUBLIC INSTRUCTION  
STATE OF MONTANA

Putting Montana Students First **A+**



April 1, 2019

Darlene Schottle, Board Chairperson  
Montana School for the Deaf and Blind  
3911 Central Avenue  
Great Falls, MT 59401

Dear Board Chairperson Schottle:

In 2017, the Board of Public Education (BPE) placed Montana School for the Deaf and Blind – Elementary and the Montana School for the Deaf and Blind – High School in the Intensive Assistance Process due to serious and continuing deviations from the Standards of Accreditation for Montana schools. Since that time, Montana School for the Deaf and Blind – Elementary and High School have had REGULAR accreditation for school years 2017-18 and 2018-19.

Because of this improvement in accreditation status, the BPE voted at the March meeting to remove Montana School for the Deaf and Blind – Elementary and High School from the Intensive Assistance Process. Your leadership over the past two years in correcting accreditation issues deserves our congratulations. You have demonstrated diligence in meeting the Standards of Accreditation for Montana schools.

If the Accreditation staff of the Montana Office of Public Instruction can be of service to the Montana School for the Deaf and Blind's staff, please call on us.

Sincerely,

Linda Peterson  
Administrator  
Division of Accreditation and Educator Preparation  
Montana Office of Public Instruction

cc: Donna Sorenson, Superintendent

## **ITEM 2**

### **EXECUTIVE DIRECTOR REPORT**

- **CSPAC Appointment – Rob Watson**

**Peter Donovan**

## *Meetings Attended by Peter Donovan*

*03/15/2019 – 05/09/2019*

### **March**

1. Board of Public Education Meeting 03/14,15/2019
2. Education Advocate's Meeting 03/19/2019
3. Computer Science Workgroup 03/19/2019
4. Negotiated Rulemaking 03/22/2019
5. House Education Committee 03/25/2019
6. MFPE Hall of Fame Dinner 03/29/2019

### **April**

7. Accreditation Process – Negotiated Rulemaking 04/01/2019
8. Variances to Standards Board 04/03/2019
9. Negotiated Rulemaking Committee – Assessment 04/04/2019
10. Check in w/Siri Smillie 04/11/2019
11. MSDB Spring Dinner 04/14/2019
12. Education Advocate's Meeting 04/16/2019
13. Dyslexia Task Force 04/16/2019
14. Computer Science Workgroup 04/16/2019
15. CSPAC April Meeting 04/17/2019
16. MSDB Committee Conference Call 04/18/2019
17. Agency Meeting 04/23/2019
18. Negotiated Rulemaking Committee Meeting 04/25/2019

- |     |   |            |
|-----|---|------------|
| 19. | Governor's Future Ready Cabinet Meeting | 04/29/2019 |
| 20. | OPI Conference Call                     | 04/30/2019 |
| 21. | Exit Interview Audit                    | 04/30/2019 |

**May**

- |     |                                   |               |
|-----|-----------------------------------|---------------|
| 22. | MPA Program Meeting at UM         | 05/02/2019    |
| 23. | Dyslexia Task Force Meeting       | 05/07/2019    |
| 24. | Board of Public Education Meeting | 05/09,10/2019 |





AN ACT REVISING EDUCATION LAWS TO SUPPORT TRANSFORMATIONAL LEARNING; PROVIDING INCENTIVES FOR SCHOOL DISTRICTS TO IMPLEMENT TRANSFORMATIONAL LEARNING; SPECIFYING A QUALIFYING PROCESS FOR TRANSFORMATIONAL LEARNING PLANS; PROVIDING DEFINITIONS; PROVIDING LIMITED LEVY AND TRANSFER AUTHORITY TO DISTRICTS IMPLEMENTING A QUALIFIED TRANSFORMATIONAL LEARNING PLAN; ENSURING TAXPAYER TRANSPARENCY IN IMPOSITION OF LEVY INCREASES; PROVIDING RULEMAKING AUTHORITY; PROVIDING AN APPROPRIATION; AMENDING SECTION 20-9-116; AND PROVIDING AN IMMEDIATE EFFECTIVE DATE AND A TERMINATION DATE.

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

**Section 1. Transformational learning -- legislative intent.** The legislature finds and declares pursuant to Article X, section 1, of the 1972 Montana constitution that transformational learning is an appropriate means of fulfilling the people's goal of developing the full educational potential of each person. The provision of and participation in transformational learning under [sections 1 and 2] and in compliance with accreditation standards of the board of public education is constitutionally compliant and protected. The legislature declares that any public or private regulation that discriminates against a district or pupil participating in transformational learning is inconsistent with constitutional goals and guarantees under Article X of the Montana constitution.

**Section 2. Incentives for creation of transformational learning programs.** (1) (a) A school district as defined in 20-6-101 that satisfies the conditions of subsection (2) and is qualified by the board of public education pursuant to subsection (3) is eligible for a 4-consecutive-year provision of the transitional funding and flexibilities in subsections (4) and (5).

(b) A school district may be qualified by the board of public education for no more than one 4-consecutive-year provision of transitional funding and flexibilities in any 8-year period.

(2) To qualify for the transitional funding and flexibilities in subsections (4) and (5), the board of trustees of a district shall submit an application that has been approved by motion of the board of trustees and signed by

the presiding officer to the board of public education for approval of a transformational learning program on a form provided by the superintendent of public instruction. The school board's application must:

(a) identify the number of full-time equivalent educators meeting the criteria of 20-9-327(3) who will participate in the district's transformational learning program, with full-time equivalence calculated and reported by the district based on the planned portion of each qualifying educator's full-time equivalent assignment that is dedicated to the district's transformational learning program;

(b) include the district's definition of proficiency within the meaning of that term as used in 20-9-311(4)(d). The definition must not require seat time as a condition or other element of determining proficiency. The definition must be incorporated in the district's policies and must be used for purposes of determining content and course mastery and other progress, promotion from grade to grade, grades, and graduation for pupils enrolled in the district's transformational learning program.

(c) include a strategic plan with appropriate planning horizons for implementation, measurable objectives to ensure accountability, and planned strategies to:

(i) develop a transformational learning plan for each participating pupil that honors individual interests, passions, strengths, needs, and culture, and that is rooted in relationships with teachers, family, peers, and community members;

(ii) embed community-based, experiential, online, and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections;

(iii) provide effective professional development to assist employees in transitioning to a transformational learning model; and

(iv) ensure equality of educational opportunity to participate by all pupils of the district.

(3) On an annual basis, the board of public education shall:

(a) establish by rule the opening and closing dates for receipt of applications and annual reports;

(b) qualify districts that submit an application meeting the requirements of subsection (2) for the funding in subsection (4) and the flexibilities in subsection (5) until the annual appropriation is exhausted, after which further applications, including first-time applications and annual reports requesting an expansion of a previously approved plan, are to be deferred for consideration in a subsequent year, in the order of date received, if and when additional funds become available for distribution;

(c) require each participating school district to submit an annual report demonstrating continued

qualification for funding under this section and including a report of progress toward measurable objectives under the school district's transformational learning plan. The school district shall include any decrease or requested increase in the number of participating full-time equivalent educators under subsection (2)(a) for adjustments to its funding. Any increase in funding based on requested increased levels of participation under subsection (2)(a) must be determined in the order of date received among all first-time applications and annual reports requesting an expansion of a previously approved plan and must be contingent on the availability of funds within any appropriation of the legislature. An application deferred for consideration in a subsequent year due to lack of funding must be annually updated each year after more than 1 full fiscal year has passed from the date of original submission of the application in order for the application to retain its priority by original date received.

(d) on or before September 15 of even-numbered years, report to the education interim committee on the progress made by districts operating under approved transformational learning plans.

(4) (a) Except as provided in subsection (4)(d), for a period of 4 consecutive fiscal years following the fiscal year in which a district is qualified by the board of public education and contingent on continued compliance with annual reporting requirements under subsection (3), the superintendent of public instruction shall provide a transformational learning aid payment to the district equivalent to 50% of the quality educator payment defined in 20-9-306 from the immediate prior fiscal year multiplied by the number of the district's full-time equivalent educators reported under subsection (2)(a) of this section.

(b) The payment under this subsection (4) must be distributed directly to the school district's flexibility fund established under 20-9-543 no later than June 30 of fiscal year 2020 and by October 1 of each year beginning fiscal year 2021 by the superintendent of public instruction. The money must be expended by the district only for the purposes set forth in the district's approved transformational learning program.

(c) For fiscal years 2020 and 2021, a school district may not receive more than 25% of the total amount of payments made under this subsection.

(d) Applications qualified by the board of public education in fiscal year 2020 must be funded beginning in fiscal year 2020.

(5) During each year that a school district remains qualified for funding under subsection (4), the district's trustees may:

(a) if the obligations of transparency set forth in 20-9-116 are met, levy an annual permissive property tax not to exceed 100% of any funds distributed to the district under subsection (4). Proceeds of the levy must

be deposited in the district's flexibility fund established under 20-9-543 and must be expended by the district only for the purposes of the district's approved transformational learning plan.

(b) transfer state or local revenue from any budgeted or nonbudgeted fund, other than the debt service fund or retirement fund, to the district's flexibility fund.

(6) (a) Any funds transferred pursuant to subsection (5)(b) may be expended by the district solely for the purposes of implementing the district's approved transformational learning plan. Any transfers of funds are not considered expenditures to be applied against budget authority.

(b) Any transfers that are not expended for the purposes of implementing the district's approved transformational learning plan within 2 full school fiscal years after the funds are transferred must be transferred back to the originating fund from which the revenue was transferred.

(c) The intent of subsection (5)(b) and this subsection (6) is to increase the flexibility and efficiency of school districts without an increase in local taxes. In furtherance of this intent, if transfers of funds are made from any school district fund supported by a nonvoted levy, the district may not increase its nonvoted levy for the purpose of restoring the amount of funds transferred.

(7) The present law base calculated for K-12 local assistance under Title 17, chapter 7, part 1, must include transformational learning aid as defined in subsection (8).

(8) For the purposes of this title, the following definitions apply:

(a) "Transformational learning" means a flexible system of pupil-centered learning that is designed to develop the full educational potential of each pupil that:

- (i) is customized to address each pupil's strengths, needs, and interests;
- (ii) includes continued focus on each pupil's proficiency over content; and
- (iii) actively engages each pupil in determining what, how, when, and where each pupil learns.

(b) "Transformational learning aid" means 50% of the quality educator payment defined in 20-9-306 multiplied by:

(i) for fiscal year 2020, 5% of the statewide number of full-time equivalent educators from fiscal year 2019 calculated as provided in 20-9-327;

(ii) for fiscal year 2021, 7.5% of the statewide number of full-time equivalent educators from fiscal year 2020 calculated as provided in 20-9-327; and

(iii) for fiscal year 2022 and subsequent fiscal years, 10% of the statewide number of full-time equivalent

educators from the fiscal year immediately preceding the year to which distribution of transformational aid applies calculated as provided in 20-9-327.

**Section 3.** Section 20-9-116, MCA, is amended to read:

**"20-9-116. Resolution of intent to increase nonvoted levy -- notice.** (1) The trustees of a school district shall adopt a resolution ~~no later than June 1 in fiscal year 2017 only and no later than March 31 of in fiscal year 2018 and subsequent fiscal years~~ each fiscal year and provide notice pursuant to subsection (2) whenever the trustees intend to impose an increase in a nonvoted levy in the ensuing school fiscal year for the purposes of funding any of the funds listed below:

- (a) the tuition fund under 20-5-324;
- (b) the adult education fund under 20-7-705;
- (c) the building reserve fund under 20-9-502 and 20-9-503;
- (d) the transportation fund under 20-10-143 and 20-10-144; ~~and~~
- (e) the bus depreciation reserve fund under 20-10-147; and
- (f) the flexibility fund established in 20-9-543 for the purposes in [section 2].

(2) The trustees shall provide notice of intent to impose an increase in a nonvoted levy for the ensuing school fiscal year by:

(a) adopting a resolution of intent to impose an increase in a nonvoted levy that includes, at a minimum, the estimated number of increased or decreased mills to be imposed and the estimated increased or decreased revenue to be raised compared to nonvoted levies under (1)(a) through ~~(1)(e)~~ (1)(f) imposed in the current school fiscal year and, based on the district's taxable valuation most recently certified by the department of revenue under 15-10-202, the estimated impacts of the increase or decrease on a home valued at \$100,000 and a home valued at \$200,000; and

(b) publishing a copy of the resolution in a newspaper that will give notice to the largest number of people of the district as determined by the trustees and posting a copy of the resolution to the school district's website."

**Section 4. Appropriation.** There is appropriated \$2.6 million from the general fund to the office of public instruction for the biennium beginning July 1, 2019, for distributions of transformational learning aid to districts pursuant to [section 2(4)]. The superintendent shall allocate a sufficient portion of the appropriation for

distributions in fiscal year 2020 and fiscal year 2021 that are estimated to allow for levels of district participation within this biennial appropriation and pursuant to the definition of "transformational learning aid" in [section 2(8)].

**Section 5. Codification instruction.** [Sections 1 and 2] are intended to be codified as an integral part of Title 20, chapter 7, and the provisions of Title 20, chapter 7, apply to [sections 1 and 2].

**Section 6. Effective date.** [This act] is effective on passage and approval.

**Section 7. Termination.** [This act] terminates June 30, 2027.

- END -

I hereby certify that the within bill,  
HB 0351, originated in the House.

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Speaker of the House

Signed this \_\_\_\_\_ day  
of \_\_\_\_\_, 2019.

---

Chief Clerk of the House

---

President of the Senate

Signed this \_\_\_\_\_ day  
of \_\_\_\_\_, 2019.

HOUSE BILL NO. 351

INTRODUCED BY W. MCKAMEY, F. ANDERSON, B. BEARD, D. BEDEY, M. BLASDEL, K. BOGNER,  
S. FITZPATRICK, M. FUNK, B. GRUBBS, G. HERTZ, L. JONES, J. KASSMIER, D. LOGE, S. MORIGEAU,  
T. RUNNINGWOLF, D. SALOMON, S. VINTON, P. WEBB

AN ACT REVISING EDUCATION LAWS TO SUPPORT TRANSFORMATIONAL LEARNING; PROVIDING INCENTIVES FOR SCHOOL DISTRICTS TO IMPLEMENT TRANSFORMATIONAL LEARNING; SPECIFYING A QUALIFYING PROCESS FOR TRANSFORMATIONAL LEARNING PLANS; PROVIDING DEFINITIONS; PROVIDING LIMITED LEVY AND TRANSFER AUTHORITY TO DISTRICTS IMPLEMENTING A QUALIFIED TRANSFORMATIONAL LEARNING PLAN; ENSURING TAXPAYER TRANSPARENCY IN IMPOSITION OF LEVY INCREASES; PROVIDING RULEMAKING AUTHORITY; PROVIDING AN APPROPRIATION; AMENDING SECTION 20-9-116; AND PROVIDING AN IMMEDIATE EFFECTIVE DATE AND A TERMINATION DATE.





AN ACT CREATING THE MONTANA ADVANCED OPPORTUNITY ACT; PROVIDING DEFINITIONS; EXPANDING PERSONALIZED OPPORTUNITIES FOR STUDENTS TO ACCELERATE THEIR CAREER AND COLLEGE READINESS AND REDUCE OUT-OF-POCKET COSTS FOR FAMILIES; EMPOWERING STUDENTS TO ACTIVELY ENGAGE IN FORMING SUCCESSFUL POSTSECONDARY PATHWAYS; PROVIDING EXPANDED FLEXIBILITY AND ADVANCED OPPORTUNITY AID TO DISTRICTS IN SUPPORTING EACH STUDENT'S PATHWAY; AUTHORIZING DISTRICTS TO UTILIZE LIMITED FUNDING IN THE ADULT EDUCATION FUND TO SUPPORT ADVANCED OPPORTUNITIES; PROVIDING RULEMAKING AUTHORITY; PROVIDING AN APPROPRIATION; AMENDING SECTION 20-7-701, MCA; AND PROVIDING AN EFFECTIVE DATE.

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

**Section 1. Short title.** [Sections 1 through 4] may be cited as the "Montana Advanced Opportunity Act".

**Section 2. Purpose -- intent.** (1) The purposes of [sections 1 through 4] are to:

- (a) expand personalized career and technical education opportunities for middle school and high school pupils;
- (b) reduce out-of-pocket costs for pupils and families in support of a pupil's postsecondary success;
- (c) empower pupils to actively engage in forming their postsecondary success path; and
- (d) provide expanded flexibility to districts in supporting each pupil's postsecondary success path to align with each pupil's individual interests, passions, strengths, needs, and culture.

(2) The legislature intends to fulfill the purposes under subsection (1) by authorizing elected boards of school districts to develop initiatives using advanced opportunity aid that makes a prudent long-term investment in Montana youth by providing state funding for advanced educational opportunities and individualized pathways for career and postsecondary opportunities for pupils through career and technical education that allow pupils to accelerate and self-direct their learning.

**Section 3. Definitions.** As used in [sections 1 through 4], the following definitions apply:

(1) "Advanced opportunity" means any course, exam, experiential, online, or other learning opportunity that is incorporated in a district's advanced opportunity plan and that is designed to advance each qualifying pupil's opportunity for postsecondary career and educational success.

(2) "Advanced opportunity aid" means, for fiscal years 2021 and beyond:

(a) for an elementary district, 3% of the district's total quality educator payment defined in 20-9-306 in the prior year;

(b) for a high school district, 20% of the district's total quality educator payment defined in 20-9-306 in the prior year; and

(c) for a K-12 district, 8.5% of the district's total quality educator payment defined in 20-9-306 in the prior year.

(3) "Advanced opportunity plan" means a plan adopted by a board of trustees of a district that provides advanced opportunities for the pupils of the district.

(4) "District" means a school district as defined in 20-6-101.

(5) "Qualifying pupil" means a pupil, as defined in 20-1-101, that is enrolled and admitted by a district qualified for advanced opportunity aid under [section 4(3)] who is in grades 6 through 12.

**Section 4. Incentives for creation of advanced opportunity programs.** (1) A district that satisfies the conditions of subsection (2) and is qualified by the board of public education pursuant to subsection (3) is eligible for the funding and flexibilities in subsections (4) and (5).

(2) (a) To qualify for the funding and flexibilities in subsections (4) and (5), the board of trustees of a district shall submit an application that has been approved by motion of the board and signed by the presiding officer to the board of public education for approval of an advanced opportunity program on a form provided by the superintendent of public instruction.

(b) The school board's application must include a strategic plan with appropriate planning horizons for implementation, measurable objectives to ensure accountability, and planned strategies to:

(i) develop an advanced opportunity plan for each participating pupil from grades 6 through 12 that fosters individualized pathways for career and postsecondary educational opportunities and that honors individual

interests, passions, strengths, needs, and culture and is supported through relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders;

(ii) embed community-based, experiential, online, and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections; and

(iii) ensure equality of educational opportunity to participate by all qualifying pupils of the district.

(3) The board of public education shall:

(a) establish by rule the opening and closing dates for receipt of applications and annual reports;

(b) no later than January 31, qualify for the subsequent school year nonparticipating districts that submit an application meeting the requirements of subsection (2) for the funding in subsection (4) and the flexibilities in subsection (5);

(c) no later than January 31, requalify for the subsequent school year participating districts that submit an annual report demonstrating continued qualification for funding under this section and including a report of progress toward measurable objectives under the district's advanced opportunity plan and any updates to the plan;

(d) limit the districts qualified under subsections (3)(b) and (3)(c) based on the appropriation available in the subsequent year and on the order of date received, after which further applications are to be deferred for consideration in a subsequent year, in the order of date received. An application deferred for consideration in a subsequent year due to lack of funding must be annually updated each year after more than 1 full fiscal year has passed from the date of original submission of the application in order for the application to retain its priority by original date received.

(e) on or before September 15 of even-numbered years, report to the education interim committee pursuant to 5-11-210 on the progress made by districts operating under approved advanced opportunity plans. The report must address, at a minimum:

(i) the number of pupils benefiting from advanced opportunity aid;

(ii) the number and type of credits and certifications or credentials earned by pupils that have been paid for by the program;

(iii) projected growth in the program and funding needs for the next biennium; and

(iv) any issues with the program reported by pupils, parents, districts, postsecondary institutions, or examination administrators and how these issues are being addressed and whether the issues require legislative

action.

(4) Beginning in fiscal year 2021, the superintendent of public instruction shall provide advanced opportunity aid to each district qualified by the board of public education under subsection (3) by October 1. The aid under this section must be distributed directly to the school district's flexibility fund under 20-9-543.

(5) Advanced opportunity aid may be expended on any qualifying pupil by the district subject to the following conditions:

(a) at least 60% of a district's annual distribution of advanced opportunity aid must be spent or encumbered to address out-of-pocket costs that would otherwise, in the absence of such expenditure, be assumed by a qualifying pupil or the pupil's family as a result of participation in an advanced opportunity. The trustees have full discretion to allocate expenditures among all pupils of the district or any select group of pupils, using any reasonable method they consider appropriate in their full discretion to meet the individual needs of each pupil who pursues an advanced opportunity. The trustees may create free district initiatives of their own that satisfy the conditions of this subsection (5)(a). Permissible expenditures include:

(i) dual credit tuition at any institution under authority of the board of regents;

(ii) exam fees used for postsecondary advancement, placement, or credit, including but not limited to exam fees associated with the ACT, SAT, CLEP, career advancement, international baccalaureate, and advanced placement;

(iii) fees charged by and any out-of-pocket costs of any business providing work-based learning opportunities to a qualifying pupil of the district, including the cost of workers' compensation insurance for work-based learning opportunities;

(iv) exam and other fees of any industry-recognized credential or license for which a qualifying pupil is eligible as a result of participation in an advanced opportunity; and

(v) the costs of participation for qualifying pupils that are identified as necessary, in the discretion of the district and upon request of a qualifying pupil, to maximize the benefit of an advanced opportunity for a qualifying pupil;

(b) advanced opportunity aid remaining that is not expended or carried forward for the purposes of subsection (5)(a) may be spent by the district to provide any K-12 career and vocational/technical education course offered by the district.

(6) A district qualified for funding under subsection (3) may supplement state funding of advanced

opportunity aid with matched expenditures from its adopted adult education budget, not to exceed 25% of the district's advanced opportunity aid. The conditions under subsection (5) apply to any matched expenditures funded under this subsection (6).

(7) The present law base calculated for K-12 local assistance under Title 17, chapter 7, part 1, must include advanced opportunity aid as follows:

(a) for fiscal year 2022, an amount sufficient to provide advanced opportunity aid as defined in [section 3] to:

- (i) 50% of all elementary districts;
- (ii) 50% of all high school districts; and
- (iii) 50% of all K-12 districts;

(b) for fiscal year 2023, an amount sufficient to provide advanced opportunity aid as defined in [section 3] to:

- (i) 75% of all elementary districts;
- (ii) 75% of all high school districts; and
- (iii) 75% of all K-12 districts;

(c) for fiscal year 2024 and subsequent fiscal years, an amount sufficient to provide advanced opportunity aid as defined in [section 3] to:

- (i) 100% of all elementary districts;
- (ii) 100% of all high school districts; and
- (iii) 100% of all K-12 districts.

**Section 5.** Section 20-7-701, MCA, is amended to read:

**"20-7-701. Definition of adult basic education and adult education.** As used in this title, unless the context clearly indicates otherwise, the following definitions apply:

(1) "Adult basic education" means instruction in basic skills, such as reading, writing, arithmetic, and other skills required to function in society, offered to persons 16 years of age or older who are not regularly enrolled, full-time pupils for the purposes of ANB computation. Adult basic education may include any subject normally offered in the basic curricula of an accredited elementary or secondary school in the state.

(2) "Adult education" means the instruction of persons 16 years of age or older who are not regularly

enrolled, full-time pupils for the purposes of ANB computation and the provision of advanced opportunities to qualified pupils pursuant to [sections 1 through 4]."

**Section 6. Appropriation.** There is appropriated \$750,000 from the general fund to the office of public instruction for fiscal year 2021, for distributions of advanced opportunity aid to districts pursuant to [sections 1 through 4].

**Section 7. Codification instruction.** [Sections 1 through 4] are intended to be codified as an integral part of Title 20, chapter 7, and the provisions of Title 20, chapter 7, apply to [sections 1 through 4].

**Section 8. Effective date.** [This act] is effective July 1, 2019.

- END -

I hereby certify that the within bill,  
HB 0387, originated in the House.

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Speaker of the House

Signed this \_\_\_\_\_ day  
of \_\_\_\_\_, 2019.

---

Chief Clerk of the House

---

President of the Senate

Signed this \_\_\_\_\_ day  
of \_\_\_\_\_, 2019.

HOUSE BILL NO. 387

INTRODUCED BY L. JONES, N. BALLANCE, D. BEDEY, S. BERGLEE, M. BLASDEL, K. BOGNER,  
K. DUDIK, W. GALT, F. GARNER, B. HAMLETT, G. HERTZ, E. MCCLAFFERTY, W. MCKAMEY,  
F. MOORE, D. SALOMON, R. SHAW, F. THOMAS, B. TSCHIDA, S. WEBBER, T. WELCH, T. WOODS

AN ACT CREATING THE MONTANA ADVANCED OPPORTUNITY ACT; PROVIDING DEFINITIONS;  
EXPANDING PERSONALIZED OPPORTUNITIES FOR STUDENTS TO ACCELERATE THEIR CAREER AND  
COLLEGE READINESS AND REDUCE OUT-OF-POCKET COSTS FOR FAMILIES; EMPOWERING  
STUDENTS TO ACTIVELY ENGAGE IN FORMING SUCCESSFUL POSTSECONDARY PATHWAYS;  
PROVIDING EXPANDED FLEXIBILITY AND ADVANCED OPPORTUNITY AID TO DISTRICTS IN  
SUPPORTING EACH STUDENT'S PATHWAY; AUTHORIZING DISTRICTS TO UTILIZE LIMITED FUNDING  
IN THE ADULT EDUCATION FUND TO SUPPORT ADVANCED OPPORTUNITIES; PROVIDING RULEMAKING  
AUTHORITY; PROVIDING AN APPROPRIATION; AMENDING SECTION 20-7-701, MCA; AND PROVIDING  
AN EFFECTIVE DATE.





Bozeman Public Schools  
404 West Main, P.O. Box 520  
Bozeman, MT 59771-0520  
www.bsd7.org

Robert J. Watson, Ed.D.  
Superintendent

Phone: (406) 522-6001  
Fax: (406) 522-6065  
robert.watson@bsd7.org

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April 3, 2019

Peter Donovan, Executive Director, Montana Board of Public Education

Dear Mr. Donovan,

I am writing today to express my desire for a reappointment for a second 3-year term on the Certification Standards and Practices Advisory Council. I learned so much in my first term and I believe I contributed to the discussion and process in advising the Board of Public Education. I look forward to continuing my contributions and sharing my perspectives from the field.

Thank you for your consideration.

Rob Watson  
Superintendent  
Bozeman School District

**ITEM 3**

**STATE SUPERINTENDENT'S REPORT**

**Superintendent of Public Instruction  
Elsie Arntzen**

# Montana Board of Public Education Executive Summary

**Date:** January 5, 2019

<b>Presentation</b>	Superintendent's Update
<b>Presenter</b>	Elsie Arntzen
<b>Position Title</b>	State Superintendent
<b>Overview</b>	<ul style="list-style-type: none"><li>• Recap of the 66<sup>th</sup> Legislative Session and overview of the OPI's Legislative Wrap-Up Document<ul style="list-style-type: none"><li>○ See attachment</li></ul></li></ul>
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)

# 66<sup>th</sup> Montana Legislature

## Session Wrap-Up

April 15, 2019



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

**Montana**

**Office of Public Instruction**

**Elsie Arntzen, Superintendent**

## 66<sup>th</sup> Legislative Session Wrap-Up From the Office of Public Instruction

Thank you, Montana Legislators, for your service this session and your continued service to students and families in your community during the Interim. As a teacher of 23 years and Legislator for 12 years, I appreciate your commitment to funding schools and protecting students this session.

As Montana's Superintendent of Public Instruction, it has been an honor to work alongside you. During the Interim, my office looks forward to continued collaboration with you and we are always available should you have questions or requests.

This session, the OPI made student safety and restoration of education funding our top priorities. In this document, you will find updates on education related legislation, legislative activities hosted by the OPI, general information about education in Montana, and an update on the activities of your Montana Land Board.

**Thank you for putting Montana students first this legislative session!**



Elsie Arntzen  
State Superintendent

### **CONTACTS:**

#### For inquiries related to legislation:

John Perkins  
Legislative Liaison  
[john.perkins@mt.gov](mailto:john.perkins@mt.gov)  
406-444-5658

#### Media inquiries:

Dylan Klapmeier  
Director of Communications  
[dylan.klapmeier@mt.gov](mailto:dylan.klapmeier@mt.gov)  
406-444-3559

## Education in Montana:

For a full overview of education in Montana, visit the [OPI's website](#).

- A quality public education system is a value that is enshrined in Article X of Montana's Constitution.
- Funding for education is the single largest appropriation from Montana's general fund.
- Montana has over 800 schools and over 400 school districts.
- A plurality (39%) of Montana schools have less than 50 students.
- Montana has roughly 147,000 public students and about 14,000 non-public students.
- 41% of Montana students qualify for federal free and reduced-price lunch.
- The largest demographics of Montana students are white (79%), American Indian (11%), and Hispanic (4.5%)
- In 2018, Montana had the highest statewide graduation rate in recent history: 86.4%.
- Montana has roughly 15,000 licensed K-12 educators.
- The average student to teacher ratio in Montana is 14 to 1.
- The average ACT (Montana's state assessment for high school) score in Montana is 20. The requirement of the Montana University System is a 22.
- State Trust Lands produced nearly \$42 million for Montana schools last year, down from previous years.
- The OPI has 3 campuses on the state-complex (down from 4).
- The OPI has 163 regular employees, down from 188 in 2016.

## **The OPI's Capitol Connections:**

### **Education Caucus Meetings**

The bipartisan education caucus meetings were an opportunity for legislators, education organizations, and the OPI to discuss legislation and coordinate opportunities for Montana students. The meetings occurred every other Thursday morning at 7:00am in room 335 of the Capitol.

### **Tribal Education Caucus Meetings**

Tribal Education Caucuses occurred every Thursday at 4:00pm in room 350 of the Capitol. These meetings were an opportunity for tribal legislators, education organizations, and the OPI to discuss how to improve opportunities for Montana's American Indian students and schools.

### **Weekly Meetings with Legislative Pages**

Each Thursday OPI leadership met with the Legislative Pages to discuss education in Montana, education-related topics, legislation, and answer questions.

### **Additional Capitol Events:**

- January 7<sup>th</sup> [the OPI hosted](#) a school safety panel for legislators
- January 18<sup>th</sup> [the OPI hosted](#) the biennial Indian Education for All Rotunda Day
- February 11<sup>th</sup> Superintendent Arntzen delivered the [State of Education Address](#)
- February 28<sup>th</sup> Superintendent Arntzen [hosted](#) a women leadership in government luncheon to celebrate Montana's elected women leaders with legislators and our women supreme court justices.
- April 1<sup>st</sup> the OPI hosted a Military Children [Event](#)
- April 3<sup>rd</sup> the hosted a [Montana Ready](#) Rotunda Day with industry partners and career and technical student organizations

## Superintendent Arntzen's Initiatives to Make Montana Proud:



- Family, student, and community engagement
- Safety, mental health, and suicide prevention



- Celebrating teacher excellence and extending leadership opportunities
- Teacher retention and recruitment



- Closing achievement gaps
- Improving math and reading with a focus on middle school



- STEM, CTE, and workforce development emphasis beginning in middle school
- Expanding industry, military, and post-secondary partnerships



## Images from the Session:



*Superintendent Arntzen and Montana Chamber CEO Todd O'Hair Kickoff "Montana Ready Day"*



*Superintendent Arntzen and Rep. Buttrey Celebrate "Month of the Military Child"*



*Superintendent Arntzen Recognizes Montana's Women Leaders in Government with Legislators and Supreme Court Justices*



*Superintendent Arntzen Delivers the State Of Education Address to the Legislature*

## Tribal Education Caucus:



From Left to Right:

1<sup>st</sup> Row: Rep. Sharon Stewart-Peregoy (Crow Agency), Rep. Jonathan Windy Boy (Box Elder), Rep. Jade Bahr (Billings), Rep. Shane Morigeau (Missoula), Rep. Rae Peppers (Lame Deer), Rep. Barbara Bessette (Great Falls)

2<sup>nd</sup> Row: Sen. Jason Small (Busby), Rep. Bridget Smith (Wolf Point), Sen. Frank Smith (Poplar), Rep. Susan Webber (Browning), Rep. Tyson Runningwolf (Browning), Rep. Marvin Weatherwax (Browning)

## Superintendent's Awards for Educational Influence:



Sen. Dan Salomon  
Ronan

Sen. Keith Regier  
Kalispell

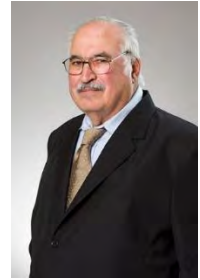
Rep. Geraldine Custer  
Forsyth

Rep. Shane Morigeau  
Missoula

## Montana Hope Awards:



Sen. Cary Smith  
Billings



Sen. Frank Smith  
Poplar

## Montana Teach Awards:



Rep. John Fuller  
Kalispell



Rep. Moffie Funk  
Helena

## Montana Learn Awards:



Rep. Wendy McKamey  
Great Falls



Rep. Daniel Zolnikov  
Billings

## Montana Ready Awards:



Rep. David Bedey  
Hamilton



Sen. Jeffrey Welborn  
Dillon

## Overview of Budget and Policy Priorities:

### **SB 132: Student Safety Accountability Act (?)**

This OPI requested legislation recognizes that students are a protected class and that school officials are in a position of trust over them, therefore, students should not be able to consent to sexual contact with school officials. Further, it criminalizes those in a school setting who aid an individual in gaining employment if they have probable cause to believe that said individual has engaged in sexual misconduct with a student.

This legislation has important exemptions so that student-to-student relationships and relationships between recent graduates are not criminalized.

### **HB 61: Revise Student Data Privacy Laws (signed into law)**

The OPI and the Montana University System have requested a change to statute to allow for sharing of student ACT scores (if the student consents) to provide better post-secondary opportunities for Montana students.

### **HB 127: Generally Revise Laws Related to School Payments (signed into law)**

The OPI has requested that the state payment schedule to schools be revised to better align with state treasury receipts. This will prevent school payments from being used as political capital during tight budget periods.

### **HB 601: Transfer Funds Within OPI for School Safety Professional Development Grants (?)**

The OPI made a promise to Montana students to increase school safety training. This piece of legislation allows school districts to apply for school safety professional development grants that give teachers, administrators, and other school district personnel skills to combat mental and physical threats to students.

### **Education Budgets**

The OPI sought restoration of cuts that were made to education programs in the 2017 Regular and Special Sessions while also providing an inflationary increase to special education along with the largest inflationary increase to general education funding in Montana history. A detailed budget overview can be found on the next page.

## General Fund Budget Overview

### The OPI's General Fund Budget Status:

#### Program 6: Personal services and operating expenses of the agency.

	<u>FY 2020</u>	<u>FY 2021</u>	<u>Total</u>
Starting Point	10,389,999	10,389,999	20,779,998
Statewide Present Law Adjustments	377,922	383,841	761,763
Restore Montana Digital Academy OTO	842,500	842,500	1,685,000
Other adjustments	<u>(894,600)</u>	<u>(518,000)</u>	<u>(1,412,600)</u>
Total Appropriation	10,715,821	10,722,118	21,437,939
Cat and Dog Bills	<u>0</u>	<u>0</u>	<u>0</u>
Total General Fund Appropriation	21,105,820	21,112,117	42,217,937

The Subcommittee reduced general fund FTE by 1.0 and reduced operating expenses.

#### Program 9: Funds distributed to school districts.

	<u>FY 2020</u>	<u>FY 2021</u>	<u>Total</u>
Starting Point	788,289,411	788,289,411	1,576,578,822
K-12 BASE Aid Inflationary Increase	24,572,480	46,158,348	70,730,828
NRD Major Maintenance Aid	4,783,000	5,391,000	10,174,000
Restore Data for Achievement Payment	3,209,999	3,272,947	6,482,946
Restore Transportation Payment	1,900,000	1,900,000	3,800,000
Special Education Inflation	460,080	1,400,139	1,860,219
Restore SB 261 Reductions	805,956	805,956	1,611,912
School Safety Professional Development	500,000	500,000	1,000,000
National Board Certification Stipends	107,000	174,500	281,500
At Risk Inflation	49,721	150,620	200,341
Guarantee Account Adjustment	<u>118,567</u>	<u>(222,392)</u>	<u>(103,825)</u>
Total Requests	36,506,803	59,531,118	96,037,921
Increased Guarantee Account Forecast	(4,000,000)	(4,000,000)	(8,000,000)
Subcommittee Executive Action	<u>(759,560)</u>	<u>(1,699,615)</u>	<u>(2,459,175)</u>
HB 2 for OPI after Subcommittee	820,036,654	842,120,914	1,662,157,568

The Legislature has approved BASE Aid inflation, restored SB261 and special session reductions, added funding for School Safety, Professional Development, the Cultural Integrity Commitment Act and Gifted and Talented.

# LEGISLATION

Sort by passed-numerical order

Sort by not passed- numerical order

Appendix by topic

## Land Board:

During the 2018 year, the Land Board has dutifully exercised its oversight responsibilities with regards to the management of the varied Trust properties.

The Land Board oversees DNRC's management of Trust Land Resources

- 5.2 Million Surface Acres
- 6.2 Million Mineral Acres

### 2018:

Active Timber Sales	40
Current Oil & Gas Leases	1,486
Current Coal Leases	35
Current Ag/Grazing Leases	8,935
Active Residential Leases	587
Active Commercial Leases	137
Cabin Sites Sold	22
Rights of Way Processed	440
Active Land Use Licenses	764
Land Banking Sites Sold	4
Tree Seedlings Planted	191,026
Timber Harvested (MMBF)	61.2

Revenues – Common Schools :

- Leases, Bonuses & Timber Sales - \$38,098,000 (approx.)
- Mineral Royalties & Right of Way - \$18,205,000 (approx.)

**ITEM 4**

**COMMISSIONER OF HIGHER EDUCATION**  
**REPORT**

**Angela McLean**



## **ITEM 5**

### **GOVERNOR'S OFFICE REPORT**

- **Future Ready Cabinet Resolution**

**Siri Smillie**

**RESOLUTION OF THE MONTANA BOARD OF PUBLIC EDUCATION  
AFFIRMING COMMITMENT TO A FUTURE READY MONTANA**

**RESOLUTION**

**WHEREAS**, Montana's strong and growing economy means that more Montanans are working now than ever before, household income growth in Montana has grown faster than any other state in the country over the past five years, and Montanans continue to lead the way in innovation and entrepreneurship;

**WHEREAS**, Montana is also facing a demographic challenge with 6.5% of our workforce over the age of 65 and another 96,000 workers between the ages of 55-64;

**WHEREAS**, over the last five years through the Main Street Montana Project, we have built robust partnerships across education, labor, the private sector and both state and local partners to strengthen Montana's talent pipeline and ensure that Montana workers have clear pathways to good-paying jobs;

**WHEREAS**, apprenticeships have nearly doubled since 2011 and we are expanding this time-honored training model into non-traditional fields like healthcare, IT, accounting and advanced manufacturing;

**WHEREAS**, communities across the state are developing relevant, high-quality work-based learning experiences for high school students;

**WHEREAS**, two-year colleges in the Montana University System are partnering with employers and the Registered Apprenticeship Program to develop customized apprenticeships connected to academic credit, so students can earn while they learn;

**WHEREAS**, we have connected education and labor market data to better understand labor market and wage outcomes for students in the Montana University System and plan for future workforce demand;

**WHEREAS**, Montana has set a goal that 60 percent of adults have a post-secondary degree or credential;

**WHEREAS**, Title 20, Chapter 2, Part 1 of Montana Code charges the Board of Education with long-range planning and for coordinating and evaluating policies and programs for the public educational systems of the state;

**WHEREAS**, the Future Ready Cabinet has met over the last ten months to determine strategies to meet Montana's postsecondary attainment goal; and

**WHEREAS**, by working together, we can ensure that Montana's workers are Future Ready.

**THEREFORE**, be it resolved that, the Montana Board of Public Education supports and commits to implementing the strategies recommended by the Future Ready Cabinet.

**ITEM 6**

**STUDENT REPRESENTATIVE'S REPORT**

**Paris Becker**

## ACTION

### ❖ MSDB LIAISON – (Item 7)

Mary Jo Bremner

## ITEM 7

### MSDB REPORT

- **Approve Golden Triangle Cooperative Agreement**
  - **Approve MSDB School Calendar**
- **Approve Out of State Travel Requests**
  - **Approve Human Resources Hires**

Donna Sorensen

Board of Public Education – MSDB Report: May 9-10, 2019

D/HH=Deaf or Hard of Hearing, B/VI=Blind or Visually Impaired, DB=Deafblind

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

Agenda Item	Report																																																		
Numbers	<p><b><u>EDUCATION NUMBERS</u></b></p> <p><i>Blind/Low Vision Department</i></p> <table border="0" style="width: 100%;"> <tr> <td></td> <td align="center"><i>M</i></td> <td align="center"><i>F</i></td> <td></td> </tr> <tr> <td>Preschool</td> <td align="center">2</td> <td align="center">0</td> <td></td> </tr> <tr> <td>Elementary (K-6)</td> <td align="center">4</td> <td align="center">3</td> <td></td> </tr> <tr> <td>Middle School (7-8)</td> <td align="center">1</td> <td align="center">1</td> <td></td> </tr> <tr> <td>High School (9-12)</td> <td align="center">6</td> <td align="center">4</td> <td></td> </tr> <tr> <td align="right"><b>Total</b></td> <td align="center"><b>13</b></td> <td align="center"><b>8 (21)</b></td> <td></td> </tr> </table> <p><i>Deaf/Hard of Hearing Department</i></p> <table border="0" style="width: 100%;"> <tr> <td></td> <td align="center"><i>M</i></td> <td align="center"><i>F</i></td> <td></td> </tr> <tr> <td>Preschool</td> <td align="center">0</td> <td align="center">4</td> <td></td> </tr> <tr> <td>Elementary (K-6)</td> <td align="center">3</td> <td align="center">4</td> <td></td> </tr> <tr> <td>Middle School (7-8)</td> <td align="center">2</td> <td align="center">2</td> <td></td> </tr> <tr> <td>High School (9-12)</td> <td align="center">5</td> <td align="center">5</td> <td></td> </tr> <tr> <td align="right"><b>Total</b></td> <td align="center"><b>10</b></td> <td align="center"><b>15 (25)</b></td> <td></td> </tr> </table> <p><b><u>CAMPUS VISITS</u></b></p> <ul style="list-style-type: none"> <li>*College student interested to pursue Interpreter career</li> <li>*Community Volunteer at Eagle Mount</li> <li>*High school student job shadow</li> </ul>				<i>M</i>	<i>F</i>		Preschool	2	0		Elementary (K-6)	4	3		Middle School (7-8)	1	1		High School (9-12)	6	4		<b>Total</b>	<b>13</b>	<b>8 (21)</b>			<i>M</i>	<i>F</i>		Preschool	0	4		Elementary (K-6)	3	4		Middle School (7-8)	2	2		High School (9-12)	5	5		<b>Total</b>	<b>10</b>	<b>15 (25)</b>	
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<b>Total</b>	<b>10</b>	<b>15 (25)</b>																																																	
	<p><b><u>CAMPUS</u></b></p> <p><b><u>10-day Observations</u></b></p> <p>Three in progress: DHH female, 2 VI males</p> <ul style="list-style-type: none"> <li>*Total placement requests: 13 (VI-8, DHH-5, DB-0)</li> <li>*Total Placement recommended: 6 (VI-3, DHH-3, DB-0)</li> <li>*Placement req. changed by Family: 3</li> <li>*Placement not recommended: 2</li> <li>*Not meet state criteria: 2</li> </ul> <p><b><u>COTTAGE: 17 total students</u></b></p> <p>9 DHH, 8 VI 4 Boys, 13 Girls</p> <p><b><u>OUTREACH</u></b></p> <p><u>Data as of (4/2/19)</u></p> <p>1795 *Family Contacts D/HH 2939 *School Contacts D/HH 1203 *Other Contacts D/HH</p> <p>1485 *Family Contacts B/VI 1976 *School Contacts B/VI 650 *Other Contacts B/VI</p> <p><u>Data as of</u> 49/564 *Prof Dev In-services / *Number in Attendance</p>																																																		
Administration	<p><b><u>Legislative Updates</u></b></p> <p>HB 2 passed both the House and the Senate very early in the session. MSDB does not have any additional legislation being presented.</p> <p><b><u>Listening Sessions</u></b></p> <p>At staff's request, administrators agreed to conduct monthly Listening Sessions. In March and April, no staff members attended. We are canceling the May session. The Labor Management Committee can re-evaluate in the fall to see if staff would like to continue these sessions.</p> <p><b><u>Human Resources</u></b></p> <p>We have hired Thyra Wood, alum of MSDB as our ASL Mentor. She will start in the fall. We have hired Trevor Morse, an alum of MSDB as CLA-Boys and are awaiting his background check results. We have hired Rueben Ulibarri as part-time Maintenance. We hired Jennifer Lawrence (not the actress) as full-time Interpreter. We hired Andrea Downard as Lifeguard.</p>																																																		
Supt. Leave	None to report.																																																		
Union Items	<p><b><u>MFPE (MEA-MFT)</u></b></p> <p>We have received and intent to bargain. Donna Sorensen is working with Christian Mackay to set up some dates to meet.</p> <p><b><u>UFCW</u></b></p> <p>No updates.</p>																																																		

Education	<p><u>AdvancEd Accreditation</u> A team of 33 began to answer tough questions that will prepare us for the full accreditation visit next year. This group has met twice with 6 more meetings scheduled for the rest of this school year. During the first meeting, the school improvement process and final desired outcome were explained to the team. Currently, the team is working on what is the current reality at MSDB. During the second meeting, the large group was divided into 3 different groups. Each group was asked to present what the current reality was in their mind. That was followed by the groups adding what data sets were available to affirm that reality. If data did not exist, the team was provided a list of survey's that could be used to collect that information.</p> <p><u>OPI Accreditation</u> For the 2<sup>nd</sup> year, MSDB received Normal Accreditation via OPI. This is a credit to the recruitment efforts of the administration team. During the accreditation process, we decided that we would like to offer more electives to our students this year. We will be asking the kids whether they would like art, cooking, or music next year.</p> <p><u>ASL Programming</u> Our new ASL teacher has done a great job transitioning into our school. She has been team teaching sign language class with Brenda L. and recently took the class over herself. She will be assessing all of our student's sign language skills. We will adding more sections to our classes next year, including one class that will be done virtually to students throughout the state.</p> <p><u>Pre ACT and ACT Test</u> Our school chose to administer both the Pre ACT and ACT test. We had 4 sophomores take the Pre-ACT and they all scored higher than we thought they would score. This is encouraging and telling us we are on the right track in many ways. This week we completed the last of the tests. Our kids enjoyed the experience. The data will give us some baseline data to begin making some decisions.</p> <p><u>Office of Civil Rights Report</u> The CRDC report has been submitted with zero errors.</p> <p><u>Spring Program</u> We had a great spring program last week. Hopefully you were able to watch via Facebook. Many people said it was one of the best programs they had ever seen!</p> <p><u>Special Education Monitoring</u> We had our special education monitoring in February. Overall, we had a very good review. Our biggest weakness pertained to secondary transition services. As the review team put it, we need to give ourselves credit for our great work. We have completed all IEP corrections and will finish the 2 Evaluation Plans after spring break.</p>
Student Life	<ul style="list-style-type: none"> <li>• Since the last report the students in the cottage have been busy with their school work, attending the various clubs and activities and hanging out with friends.</li> <li>• Our cottage students have participated in the Visually Impaired Enrichment Weekend (March 29<sup>th</sup> and March 30<sup>th</sup>). The "Seeing Eye" outfit was on campus and worked with many students on the do's and don'ts and the process to obtain a guide dog. The students had fun with this activity.</li> <li>• On April 5<sup>th</sup> the Expressions of Silence had their annual spring fundraiser performance. There was a great turnout!</li> <li>• As part of their weekend activities the students in the cottage spent some time picking up trash on campus. After they finished clean-up they had a small BBQ in the activity room.</li> </ul>

	<ul style="list-style-type: none"> <li>• On Sunday, April 7<sup>th</sup> our student Nurse (McKenna) did a presentation with the Geyser cottage (girls who are blind or low vision). The focus of the presentation was on personal hygiene. The girls seemed to enjoy McKenna and the presentation!</li> <li>• Our Deaf Enrichment Weekend (April 12-13) will focus on summer type activities. With our pool being operation the students will enjoy a night of swimming. Cottage students enjoy the opportunity to meet new friends and participate in different activities.</li> <li>• The Easter Formal dinner will held on Sunday, April 14<sup>th</sup>. Our cooks do a great job with these events. The students make the table decorations and assist with set-up and clean-up. These dinners are a big deal for our students and the staff. This is the last formal dinner for the school year.</li> <li>• Our students then traveled home for the Easter/Spring break on April 18<sup>th</sup> and will return on April 23<sup>rd</sup> with school resuming on the 24<sup>th</sup>.</li> <li>• On April 28<sup>th</sup> almost all of the cottage students will participate in the 38<sup>th</sup> Annual Ice Breaker Fun Run. Great thanks to Cheri Turner (cottage counselor) for coordinating the event and the Foundation for their support of the Ice Breaker fees for staff.</li> <li>• Students will travel home for Mother's Day weekend leaving on Friday, May 10<sup>th</sup> and returning Monday, May 13<sup>th</sup>.</li> <li>• MSDB will host their 5<sup>th</sup> Annual American Red Cross blood drive on Thursday, May 16<sup>th</sup> from noon until 4:15 PM. The Cottage Student Council will prepare some snacks for the donors to eat after they give blood. This event will be held in the Mustang Center Lobby.</li> <li>• Students will have their high school Prom on Friday, May 17<sup>th</sup>. While our high school numbers are small, the students always have a great time and dance the night away!</li> <li>• The Cottage Student Council will go to Museum of the Rockies. This is planned for May 19<sup>th</sup>. The group is still working out all the details on this all day outing.</li> <li>• Graduation will be Friday, May 24<sup>th</sup> at 2:00 PM held in the Mustang Center. This year we will have three students graduating.</li> <li>• The end of the school year is coming soon. Students and staff will be gearing up for wrapping up the school year and getting their areas ready for the summer events. Each cottage wing will have an "end of the year party" with the Foundation funds being used to support these parties.</li> <li>• The last day of school will be Friday, May 31<sup>st</sup> and our first summer event begins at 4:00 PM on that same day!</li> </ul>
Outreach	<ul style="list-style-type: none"> <li>• We are preparing for our Cochlear Implant workshop happening April 5<sup>th</sup> in Great Falls where we have confirmation from over 30 professionals from around the state who are wanting to learn about CI uses in students.</li> <li>• Continuing monthly Untangling the Dots workshops which are online support to public educators learning braille.</li> <li>• Continuing monthly Listening under the Big Sky which is an online training focused on listen and spoken language.</li> <li>• Continuing Online ASL classes as well as community sign classes through our grant.</li> <li>• We are preparing for VIEW and DEW enrichment weekends in March and April. Outreach has been setting up Deaf Mentors.</li> <li>• Working with school to prepare for student transitions between grades and prepping materials and placing orders for needed APH materials with public schools for low vision and blind students.</li> <li>• Preparing in-service trainings with school districts for summer in-services.</li> </ul>
Business	<ul style="list-style-type: none"> <li>• Legislative Audit – We did have some findings in this audit. The findings were regarding the A-Accruals and B-Accruals done at fiscal year-end. In regards to the A-Accruals, the findings were that we accrued some purchase orders that should not have been accrued, and that we didn't accrue some purchase orders that they felt should have been accrued. My misunderstanding was in regards to quotes for work to be done that I accrued and shouldn't have been. When a vendor sent me a quote, I would write a purchase order and send the vendor a signed purchase order as my approval and agreement for the vendor to</li> </ul>

	<p>do the work. I was mistaken, the quote also needed to be signed. I will make sure that is done in the future. And in regards to the purchase orders that I should have accrued as A-Accruals, at the end of the fiscal year if we have a purchase order that was created before June 30<sup>th</sup>, and an item arrived on July 1<sup>st</sup>. I paid the invoice with a date of June 30<sup>th</sup> since the fiscal year was not closed yet. At fiscal year-end state accounting leaves the fiscal year open until around July 15<sup>th</sup> for agencies to pay state June invoices, such as print &amp; mail and ITSD. I thought we could enter invoices during those 15 days into July with a June date. I was informed this was only for state interagency invoices, not other vendors. I now know not to do this in the future. When I was processing the B-Accruals I made a math error. In the future I will always have someone check my math.</p> <ul style="list-style-type: none"> <li>• Preparing for fiscal year end – In my calculations for fiscal year I anticipate that we will need to ask the Governor’s office for approximately \$150,000 in supplemental funds. I anticipate not having enough funds in our agency due to the wage increases given to the education staff on July 1<sup>st</sup> 2018.</li> </ul>
Maintenance and Facilities	<ul style="list-style-type: none"> <li>• Architecture &amp; Engineering has started on the project to re-roof the cottage buildings. The architecture firm has been on site and did an inspection and started specifics for the request for bids. The tentative schedule is:</li> </ul> <p style="padding-left: 40px;">April 15 &amp; 16 – Site Survey (on roof and inside areas of leakage)  April 24 – Meeting to review design progress  May 1 – Construction Documents complete &amp; meeting to review (Online meeting?)  May 5 – Reroof Advertisement to Bid #1  May 12 – Reroof Advertisement to Bid #2  May 14 – Pre-Bid Conference on site (9:00 AM)  May 19 – Reroof Advertisement to Bid #3  May 22 – Bid Opening</p>
Foundation	<p><u>Executive Assistant</u>  The MSDB Foundation met on Monday, April 15, 2019. Bonnie DeNoma is retiring as Executive Assistant to the Foundation. The Foundation is conducting interviews the last week in April for this position.</p> <p><u>Prodigi Connect 12s</u>  We have exceeded our fundraising efforts to purchase 100 machines for students who have low vision across the state of Montana. We began discussing other options for students who are blind and use braille. The Development Committee will work with the Lion’s Club to determine how to appropriately use any remaining funds and how to inform donors of the expansion of this work.</p>
Calendar Items	<ul style="list-style-type: none"> <li>* May 3-4, 2019 – VI Games</li> <li>* May 10, 2019 – Travel Home</li> <li>* May 13, 2019 – Travel Return – School in Session</li> <li>* May 14, 2019 – Listening Session</li> <li>* May 17, 2019 – Prom</li> <li>* May 17-18, 2019 – Signing Saturday</li> <li>* May 24, 2019 – Graduation at 2:00pm</li> <li>* May 27, 2019 – Memorial Day – Cottages Open</li> <li>* May 31, 2019 – Awards Day and Last Day of School</li> <li>* May 31-June 2, 2019 – Family Learning Weekend – Deaf and Hard of Hearing</li> <li>* June 7-9, 2019 – Family Learning Weekend – Visually Impaired</li> <li>* June 16-22, 2019 – Deaf Camp</li> <li>* July 14-20, 2019 – Summer Skills Camp (VI)</li> </ul>
<b>Action Item:</b> GTCC	Approval of the Cooperative Agreement with the Golden Triangle Cooperative for the 2019-2020 School year.



<p><b><u>Action Item:</u></b> Calendar</p>	<p>The Board establishes as policy that the administration of the Montana School for the Deaf and the Blind shall:</p> <ol style="list-style-type: none"> <li>1. Develop and submit for Board approval a yearly school calendar having not less than 180 or more than 186 instructional days.</li> <li>2. Such yearly calendar may be adjusted to coincide with the school calendar adopted by Great Falls School District #1.</li> <li>3. Require that all children residing in the school cottages go to their respective homes or to other destinations specified by their parents or guardians for all residential closings during the year.</li> </ol> <p><u>Policy History:</u> Adopted on: 10-14-92</p>
<p><b><u>Action Item:</u></b> Out-of-State Travel Requests</p>	<p><i>These requests are incredibly important for us to remain current in our fields, to interact with our like-colleagues across the country, and to reward and celebrate student accomplishments.</i></p> <ul style="list-style-type: none"> <li>• Up to 5 Educational Interpreters and 1 Outreach Consultant to attend the <b>National Conference on Interpreting in Education</b> conference held at the University of Northern Colorado in Greeley, CO from June 20-23, 2019. Total approximate costs of \$2700 paid for by State funds as Foundation funds have been exhausted.</li> <li>• The ASL Teacher to attend the <b>American Sign Language Teacher Association Conference</b> in San Diego, CA from June 30-July 3, 2019. Total approximate costs of \$2500 paid for by the State as this conference is considered a requirement for her teaching position.</li> <li>• The Superintendent to attend the <b>COSB Summer Board meeting</b> in North Dakota from July 9-10, 2019. Total approximate costs of \$600 paid for by State funds.</li> <li>• Denise Rutledge, TVI, to attend the <b>Experience Programming in Quorum 2019</b> conference in Vancouver, WA from July 15-19, 2019. Total approximate costs of \$2500 paid for using a \$500 scholarship secured by Denise and Foundation funds.</li> <li>• The Superintendent to attend the <b>Western Deaf Superintendents' meeting</b> in Salt Lake City, UT from July 18-19, 2019. Total approximate cost of \$600 paid for using State funds.</li> <li>• Up to 4 Outreach Consultants to attend the <b>Western Regional Early Intervention Conference</b> in Broomfield, CO from September 11-13, 2019. Early bird registration is due by May 31, 2019. Total approximate costs of \$5800 paid using some State funds (registration due this fiscal year) and some Foundation funds (any remaining costs in the next fiscal year).</li> <li>• Up to 6 Teachers and/or Outreach Consultants to attend the <b>Getting in Touch with Literacy</b> (braille focus) conference in Seattle, WA from November 13-16, 2019. Total approximate costs of \$8000 paid using State funds for registration costs that are due in this fiscal year. Remaining costs would be paid by Foundation funds.</li> </ul>
<p><b><u>Action Item:</u></b> Human Resources</p>	<p><u>Retiring</u></p> <ul style="list-style-type: none"> <li>• CJ Oakland, Office Assistant (former Interpreter), 27 years</li> </ul> <p><u>Hired</u></p> <ul style="list-style-type: none"> <li>• Jennifer Lawrence, ASL Interpreter</li> <li>• Trevor Morse, Student Life Staff – Boys, background check in progress</li> <li>• Thyra Wood, ASL Mentor, starting in the Fall, background check in progress</li> <li>• Andrea Downard, Lifeguard</li> <li>• Rueben Ulibarri, Part-time Maintenance, background check in progress</li> </ul> <p><u>Leaving MSDB</u></p> <ul style="list-style-type: none"> <li>• Erica Peterson, Paraeducator in the Visually Impaired Department, is resigning from her position at the end of the year.</li> </ul>

# Golden Triangle Cooperative

1010 Oilfield Ave.  
Shelby, MT 59474

RECEIVED

APR 1 2019

MONTANA SCHOOL  
FOR THE DEAF & BLIND

Phone: (406) 434-2745

Fax: (406) 434-2751

E-Mail: [diana@gccmt.org](mailto:diana@gccmt.org)

Website: [www.gccmt.org](http://www.gccmt.org)

## COOPERATIVE AGREEMENT

2019 – 2020 School Year

SUBMITTED

4/18/2019

DSO

- A. The Board of Trustees of Montana School for the Deaf and the Blind, LEA #9258 (Elementary/High School, Cascade County, in a meeting held \_\_\_\_\_ 2019, authorize by resolution \_\_\_\_\_, District Principal, Authorized Representative, to file an application for the district(s) to make representations and to make commitments on behalf of the district(s) under the provisions of this Agreement.
- B. The Board of Trustees further agrees that the persons named in Item C be designated the administrators for the project and are authorized to receive and expend for the conduct of this project, funds belonging to the above district(s).
- C. The designated administrators for the project are the Superintendent and the Director of Curriculum, Shelby Public Schools.
- D. The designated fiscal agent for the project is the District Clerk, Shelby Public Schools, 1010 Oilfield Avenue, Shelby, MT 59474.
- E. Annual membership dues are \$3,025.00 plus \$10.00 per student based on Spring 2019 Student Count (combined K-12) enrollment figures for the district.
- F. The Board of Trustees of Montana School for the Deaf and the Blind, LEA# 9258 has reviewed all information and data contained in this Cooperative Agreement and agrees to pay the host District Three Thousand Three Hundred Eighty-Five and 00/100 dollars (\$3,385.00) as itemized on the attached statement no later than October 1, 2019.
- G. The original of this Cooperative Agreement must be filed with the administrators of the Project.

\_\_\_\_\_  
Signature/Chairperson of the Board of Trustees

\_\_\_\_\_  
Date

# Golden Triangle Cooperative

1010 Oilfield Ave.  
Shelby, MT 59474

Phone: (406) 434-2745  
Fax: (406) 434-2751  
E-Mail: [diana@gtccmt.org](mailto:diana@gtccmt.org)  
Website: [www.gtccmt.org](http://www.gtccmt.org)

## STATEMENT

2019-2020 Membership Dues

For Fiscal Year July 1, 2019 through June 30, 2020

(Payable by October 1, 2019)

TO: **Montana School for the Deaf and Blind**

**Annual Membership Dues:** \$3,025.00

**Professional Development Dues:** \$ 360.00

TOTAL AMOUNT DUE: \$3,385.00

PLEASE REMIT PAYMENT TO:

**Golden Triangle Cooperative  
c/o Brianna Hansen  
869 Tumbleweed Lane  
Deer Lodge, MT 59722**



# MONTANA SCHOOL FOR THE DEAF AND THE BLIND 2019-20 Draft #2

1083 Hours

PIR ORIENTATION  
 19-22 Orientation  
 25 Students Return  
 26 First Day of School  
**\*\*ALL TRAVEL HOME  
 SCHOOL IS IN SESSION and  
 DISMISSED AT 12:45 PM  
 except on the last day and  
 will be dismissed at noon.**

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

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

2 Labor Day – No School  
 (Cottages Open)  
 20 Travel Home \*\*  
 23 Travel Return  
 School in Session

16 Travel Home \*\*  
 17-18 Teacher Convention  
 20 Travel Return  
 21 Classes Resume  
 25-26 Enrichment Wkd (D/HH)  
 30 End of 1<sup>st</sup> Quarter (45 Days)

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

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

8-9 Focus/Goalball Enrich. (VI)  
 26 Travel Home\*\*  
 Thanksgiving Vacation  
 (November 27-December 1)  
 No School

1 Travel Return  
 2 Classes Resume  
 10 Gallaudet Day  
 18 Dress Rehearsal 9:00 AM  
 19 Christmas Program 1:00PM  
 Christmas Tea to follow  
 20 Travel Home\*\*  
 Christmas Vacation  
 (December 21-January 2)  
 No School

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

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

2 Travel Return  
 School in Session  
 16 End of 2<sup>nd</sup> Quarter (45 Days)  
 17 Travel Home \*\*  
 20 Travel Return No School  
 21 Classes Resume

14 Travel Home \*\*  
 17 Travel Return No School  
 18 Classes Resume

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

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

12 Travel Home \*\*  
 13 No School  
 15 Travel Return  
 16 Classes Resume  
 24 End of 3<sup>rd</sup> Quarter (45 Days)  
 27-28 Enrichment Wkd (VI)

21<sup>st</sup> Arbor Day and Music  
 Program 1:00 PM  
 17-18-22-23 Enrichment Wkd (D/HH)  
 3 Travel Home\*\*  
 Spring/Easter Vacation  
 April 4-April 12  
 13 Travel Return No School  
 14 School in Session  
 24 EOS Fundraiser

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

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

1-2 Games for the VI  
 8 Travel Home \*\*  
 11 Travel Return  
 School in Session  
 15 Prom  
 29 Graduation 2:00 PM  
 25 Memorial Day – No School  
 (Cottages Open)  
 June 4 Last Day of School  
 Awards Assembly 10:30 AM  
 Dismissed at noon  
 End of 4<sup>th</sup> Quarter (45 Days)  
 Teacher Check-out

1<sup>st</sup> Quarter: October 30, 2019  
 2<sup>nd</sup> Quarter: January 16, 2020  
 3<sup>rd</sup> Quarter: March 24, 2020  
 4<sup>th</sup> Quarter: June 4, 2020  
[www.msdb.mt.gov](http://www.msdb.mt.gov)  
 1 800 882-MSDB  
 3911 Central Avenue  
 Great Falls, MT 59405-1967

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

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

**IMPORTANT PHONE NUMBERS**  
 Administration 406 771-6000  
 Education 406 771-6030  
 ER/IEP Information 406 771-6060  
 Cottage Office 406 771-6120  
 Health Services 406 771-6104  
 FAX 406 771-6164  
 Videophone 406 205-0016  
 Approved:  
 Board of Public Education: 00/00/2019  
 Updated: 10/22/2018

SUBMITTED  
4/18/2019 DSO

STATE OF MONTANA

REQUEST AND JUSTIFICATION  
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name Montana School for the Deaf and the Blind		2) Division Education	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Educational Interpreters, Outreach Consultant		

5) Justification

National Conference on Interpreting in Education at the University of Northern Colorado, Greeley, CO on June 20-23, 2019

This conference supports Educational Interpreters in developing best practices in interpreting for students in mainstream classes.

6) Itinerary

Destination: Greeley, CO

Travel Dates: June 19 - June 24, 2019 (includes two travel days)

7) Estimated Costs

Transportation \$ 200      Meals \$ 55 x 6      Lodging \$ 52 x 3 x 5      Other \$ 230 x 6

Total estimated cost \$ 2700

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Approximate total is \$2700. Foundation funds have been spent. This will be paid for using State funds. State car/s will be used for transportation.

8) Submitted By	Title	Date
<i>Donna E Sorensen</i> ✓	MSDB Superintendent	4.18.2019

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

STATE OF MONTANA

**SUBMITTED**  
4/18/2019 *OSO*

**REQUEST AND JUSTIFICATION  
 FOR OUT-OF-STATE TRAVEL**

<b>1) Agency Number/Name</b> Montana School for the Deaf and the Blind		<b>2) Division</b> Education	
<b>3) Org Number</b>	<b>4) Name of Person(s) Traveling/Employee ID#</b> ASL Teacher		

**5) Justification**

American Sign Language Teacher Association Conference in San Diego, CA June 30 - July 3, 2019 (Sun - Wed).

This conference impacts ASL Teachers of all levels of teaching to foster best practices to help students succeed in the classroom.

**6) Itinerary**

**Destination:** San Diego, CA

**Travel Dates:** June 29 - July 4, 2019 (includes two travel days)

**7) Estimated Costs**


Transportation \$ 450      Meals \$ 71 x 6      Lodging \$ 174 x 5      Other \$ 550

Total estimated cost \$ 2500

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Approximate total is \$2500. Foundation funds have been spent. This will be paid for using State funds.

<b>8) Submitted By</b>	<b>Title</b>	<b>Date</b>
<i>Donna E Sorensen</i> 	MSDB Superintendent	4.4.2019

**Approval of Authorized Agency Personnel per Department Policy**

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

**NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.**

**SUBMITTED**  
4/18/2019 DSO

STATE OF MONTANA

**REQUEST AND JUSTIFICATION  
FOR OUT-OF-STATE TRAVEL**

<b>1) Agency Number/Name</b> Montana School for the Deaf and the Blind		<b>2) Division</b> Administration	
<b>3) Org Number</b>	<b>4) Name of Person(s) Traveling/Employee ID#</b> Superintendent		

**5) Justification**

COSB Summer Board Meeting (in person) in North Dakota July 9-10, 2019 (Tues - Wed).

This Board meeting is for the Council of Schools and Services for the Blind (COSB). Every summer, there is an in-person Board meeting for 1.5 days. As President-Elect and co-leader of the Leadership Institute planning, I need to attend.

**6) Itinerary**

**Destination:** North Dakota

**Travel Dates:** July 8-11, 2019 (includes two travel days)


**7) Estimated Costs**

Transportation \$ 100      Meals \$ 55 x 4      Lodging \$ 94 x 3      Other \$ 0

Total estimated cost \$ 600

Provide details to support estimated costs:  
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Approximate total is \$600. This will be paid for using State funds.

<b>8) Submitted By</b>	<b>Title</b>	<b>Date</b>
<i>Donna E Sorensen</i> 	MSDB Superintendent	4.4.2019

**Approval of Authorized Agency Personnel per Department Policy**

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

**NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.**

**SUBMITTED**  
4/18/2019 *DSO*

STATE OF MONTANA

**REQUEST AND JUSTIFICATION  
FOR OUT-OF-STATE TRAVEL**

<b>1) Agency Number/Name</b> Montana School for the Deaf and the Blind		<b>2) Division</b> Education	
<b>3) Org Number</b>	<b>4) Name of Person(s) Traveling/Employee ID#</b> Denise Rutledge, TVI		

**5) Justification**  
Experience Programming in Quorum 2019 in Vancouver, WA on July 15-19, 2019.  
  
This conference supports teachers learning about modern programming in K-12. This conference happens on the campus of the Washington State School for the Blind.  
  
Denise has secured a scholarship of \$500 towards the total cost of this professional development opportunity.

**6) Itinerary**  
Destination: Vancouver, WA  
  
Travel Dates: July 14- 20, 2019 (includes two travel days)

**7) Estimated Costs**

Transportation \$ 450	Meals \$ 66 x 7	Lodging \$ 184 x 6	Other \$ 450
Total estimated cost \$ 2500			

Provide details to support estimated costs:  
(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)  
  
Approximate total is \$2500. This will be paid using Foundation Funds. Also, Denise has secured a \$500 scholarship so the total is closer to \$2000. This total includes air fares so using a state car could reduce the total further.

<b>8) Submitted By</b>	<b>Title</b>	<b>Date</b>
<i>Donna E Sorensen</i> ✓	MSDB Superintendent	4.18.2019

**Approval of Authorized Agency Personnel per Department Policy**

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

**NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.**



**SUBMITTED**  
4/18/2019 OSO

STATE OF MONTANA

**REQUEST AND JUSTIFICATION  
FOR OUT-OF-STATE TRAVEL**

<b>1) Agency Number/Name</b> Montana School for the Deaf and the Blind		<b>2) Division</b> Administration	
<b>3) Org Number</b>	<b>4) Name of Person(s) Traveling/Employee ID#</b> Superintendent		

**5) Justification**

Western Deaf Superintendent's Meeting (in person) in Salt Lake City, UT July 18-19, 2019 (Thurs-Fri).

This meeting is a chance to meet with other Superintendents of Deaf Schools in the Western region and discuss challenges facing our schools individually and as a whole.

**6) Itinerary**

**Destination:** Salt Lake City, UT

**Travel Dates:** July 17-20, 2019 (includes two travel days)

**7) Estimated Costs**

Transportation \$ 100      Meals \$ 56 x 4      Lodging \$ 125 x 3      Other \$ 0

Total estimated cost \$ 600

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Approximate total is \$600. This will be paid for using State funds. State car used for transportation.

<b>8) Submitted By</b>	<b>Title</b>	<b>Date</b>
<i>Donna E Sorensen</i> ✓	MSDB Superintendent	4.4.2019

**Approval of Authorized Agency Personnel per Department Policy**

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

**NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.**

STATE OF MONTANA

**SUBMITTED**  
4/18/2019 **DSO**

**REQUEST AND JUSTIFICATION  
 FOR OUT-OF-STATE TRAVEL**

1) Agency Number/Name Montana School for the Deaf and the Blind		2) Division Education	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# 4 Outreach Consultants		

5) Justification

Western Regional Early Intervention Conference is held in Broomfield, CO on September 11-13, 2019.

This conference supports professionals working with families of children who are deaf, hard of hearing, blind, visually impaired, or deafblind and ages birth to five years old.

Early Registration ends May 31, 2019. \$60 pre-conference, \$215 conference

6) Itinerary

Destination: Broomfield, CO

Travel Dates: September 10-14, 2019 (includes two travel days)

7) Estimated Costs


Transportation \$ 550 x 4      Meals \$ 55 x 6 x 4      Lodging \$ 131 x 2 x 4      Other \$ 300 x 4

Total estimated cost \$ 5800

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Approximate total is \$5800. Some will be paid by the State as the Foundation funds have been exhausted for this year and registration will need to be done in this fiscal year. Remaining funds will be paid for by the Foundation. This total includes air fares so using a state car could reduce the total.

8) Submitted By	Title	Date
<i>Donna E Sorensen</i> 	MSDB Superintendent	4.18.2019

**Approval of Authorized Agency Personnel per Department Policy**

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

**NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.**

**SUBMITTED**

STATE OF MONTANA

**REQUEST AND JUSTIFICATION  
FOR OUT-OF-STATE TRAVEL**

<b>1) Agency Number/Name</b> Montana School for the Deaf and the Blind	<b>2) Division</b> Education
<b>3) Org Number</b>	<b>4) Name of Person(s) Traveling/Employee ID#</b> Teachers, Outreach Consultants, Administrators

**5) Justification**

Getting in Touch with Literacy (braille) Conference in Seattle, WA from November 13-16, 2019.

This conference happens every other year. This conference supports teachers learning about print, braille, auditory, tactile graphics comprehension as well as learning about assistive technology.

**6) Itinerary**

**Destination:** Seattle, WA

**Travel Dates:** November 12-17, 2019 (includes two travel days)

**7) Estimated Costs**

Transportation \$ 450      Meals \$ 76 x 6 x 6      Lodging \$ 257 x 3 x 5      Other \$ 200 x 6

Total estimated cost \$ 8000

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Approximate total is \$8000. The early bird registration ends May 31, 2019. The registration costs (\$1200) would be paid for by State funds as Foundation funds have been exhausted. Remaining fees would be covered by Foundation in the next fiscal year. State cars would be used so more people can attend.

<b>8) Submitted By</b>	<b>Title</b>	<b>Date</b>
<i>Donna E Sorensen</i>	MSDB Superintendent	4.18.2019

**Approval of Authorized Agency Personnel per Department Policy**

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

**NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.**

MSDB

2019 - Detail Budget Tracking Sheet

AS OF: 4/17/19

	TOTAL BUDGET		TOTAL EXPENDITURES		BALANCE
ADMINISTRATION	\$ 539,873.16	\$	415,955.32	\$	123,917.84
MAINTENANCE	\$ 486,174.89		399,802.41	\$	86,372.48
COTTAGE	\$ 1,710,853.19		1,135,269.31	\$	575,583.88
EDUCATION	\$ 4,800,056.92		3,618,247.89	\$	1,181,809.03
	\$ 7,536,958.16	\$	5,569,274.93	\$	1,967,683.23

Balance Remaining PS -vs- EXP

PS	\$ 1,467,472.62	75%
Exp	\$ 500,210.61	25%
	<u>\$ 1,967,683.23</u>	

MONTANA SCHOOL FOR THE DEAF AND THE BLIND  
 APPROPRIATIONS - VS - EXPENDITURES  
 FISCAL YEAR 2019

AS OF: 4/17/19

YEAR TO DATE

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	TOTAL	PERCENT YEAR TO DATE FY 2019 4/17/2019	PERCENT YEAR TO DATE FY 18 4/13/2018
ADMINISTRATION PROGRAM BUDGET (01)	536,886.16	2,987.00	0.00	539,873.16		
EXPENDITURES YEAR TO DATE	415,955.32	0.00	0.00	415,955.32	77.05%	68.62%
UNSPENT ALLOCATED BUDGET:	120,930.84	2,987.00	0.00	123,917.84	22.95%	31.38%
GENERAL SERVICES PROGRAM BUDGET (02)	486,174.89	0.00	0.00	486,174.89		
EXPENDITURES YEAR TO DATE	399,802.41	0.00	0.00	399,802.41	82.23%	81.82%
UNSPENT ALLOCATED BUDGET:	86,372.48	0.00	0.00	86,372.48	17.77%	18.18%
STUDENT SERVICES BUDGET (03)	1,657,688.19	30,000.00	23,165.00	1,710,853.19		
EXPENDITURES YEAR TO DATE	1,086,864.10	30,000.00	18,405.21	1,135,269.31	66.36%	67.75%
UNSPENT ALLOCATED BUDGET:	570,824.09	0.00	4,759.79	575,583.88	33.64%	32.25%
EDUCATIONAL PROGRAM BUDGET (04)	4,227,630.92	377,427.00	194,999.00	4,800,056.92		
EXPENDITURES YEAR TO DATE	3,457,692.05	104,997.16	55,558.68	3,618,247.89	75.38%	66.00%
UNSPENT ALLOCATED BUDGET:	769,938.87	272,429.84	139,440.32	1,181,809.03	24.62%	34.00%
ALLOCATED TOTALS:	6,908,380.16	410,414.00	218,164.00	7,536,958.16		
TOTAL EXPENDITURE TO DATE:	5,360,313.88	134,997.16	73,963.89	5,569,274.93	73.89%	67.63%
UNSPENT ALLOCATED BUDGET:	1,548,066.28	275,416.84	144,200.11	1,967,683.23	26.11%	32.37%

# **INFORMATION**

## **❖ MACIE LIAISON – (Item 8)**

**Mary Jo Bremner**

### **ITEM 8**

### **MACIE REPORT**

**MACIE Chair**



**MACIE Update for the Board of Public Education  
American Indian Student Achievement Unit Director, Michelle Mitchell  
for MACIE Chairperson, Georgie Gourneau  
April 17, 2019**

Upcoming Schedule of Meetings:

- May 8, 2019, Great Falls, Coincides with BOPE meeting (will be voting on Nov meeting date at May meeting)
- Nov 7 or 8, 2019, Helena, Coincides with BOPE meeting (will be voting on which date at March meeting)

MACIE held a retreat the day before Montana Indian Education Association's Annual Conference begins to evaluate, edit and revise the constitution and by-laws as well as identifying key issues regarding American Indian Student Achievement and areas they want to focus on. Michelle Mitchell was the day's facilitator.

Retreat Agenda and Notes included.

John Salois stepped down from MACIE because he is no longer a member of SAM. There are also currently three vacant seats designated for SAM, the Crow and Fort Belknap tribes. Letters were sent to encourage nominations which have not happened yet.

Election of officers

Jennifer Smith nominated Georgie Gourneau to continue as chairperson and Dawn Bishop-Moore seconded the motion. Passed by all

Norma Bixby nominated Jennifer Smith as vice-chairperson and Harold Dusty Bull seconded the motion. Passed by all

Harold Dusty Bull nominated Dawn Bishop-Moore as secretary and Jennifer Smith seconded the nomination. Passed by all.

Next meeting

Through consensus, it was decided to have the next MACIE meeting on May 8 in Great Falls, right before the next Board of Public Education meeting.

**Current Membership as of April 2019**

**VOTING MEMBERS**

<b>TRIBE/ORGANIZATION</b>	<b>NAME</b>	<b>CONTACT</b>
<b>Blackfeet</b>	<b>Harold Dusty Bull</b> Blackfeet Tribe PO Box 850 Browning, MT 59417	(406) 338-7538 Office <a href="mailto:hdustybull@hotmail.com">hdustybull@hotmail.com</a>
<b>Chippewa Cree</b>	<b>Voyd St. Pierre</b> Rocky Boy Schools 81 Mission Taylor Road Box Elder, MT 59521	(406) 395-4291 Office <a href="mailto:voydsp@rockyboy.k12.mt.us">voydsp@rockyboy.k12.mt.us</a>
<b>Confederated Salish &amp; Kootenai Tribes</b>	<b>Charmel Gillin</b> CSKT Tribal Council PO Box 278 Pablo, MT 59855	(406) 675-2700 Office <a href="mailto:charmel.gillin@cskt.org">charmel.gillin@cskt.org</a>
<b>Crow</b>	<b>Vacant</b>	
<b>Fort Belknap</b>	<b>Vacant</b>	
<b>Fort Peck</b>	<b>Kaci Walette</b> Fort Peck Assiniboine and Sioux Tribes PO Box 1027 Poplar MT 59255	(406) 768-2300 Office <a href="mailto:kwalette@fortpecktribes.net">kwalette@fortpecktribes.net</a>
<b>Little Shell</b>	<b>Gerald Gray</b> 8415 Black marlin Drive Billings MT 59106	(406) 690-9757 <a href="mailto:ggray@gng.net">ggray@gng.net</a>
<b>Northern Cheyenne</b>	<b>Norma Bixby</b> Northern Cheyenne Tribal Education Department PO Box 307 Lame Deer, MT 59043	(406) 477-6602 Office <a href="mailto:Norma.bixby@cheyennenation.com">Norma.bixby@cheyennenation.com</a>
<b>Class 7</b>	<b>Jason Cummins</b> 914 Blue Sage Court Hardin, MT 59034	(406) 850-8887 <a href="mailto:Jason.d.cummins@gmail.com">Jason.d.cummins@gmail.com</a>
<b>Indian Impact Schools of Montana</b>	<b>Dawn Bishop-Moore</b> PO Box 345 Hays, MT 59527	(406) 390-1950 Office <a href="mailto:dawn_hayspm@yahoo.com">dawn_hayspm@yahoo.com</a>

<b>TRIBE/ORGANIZATION</b>	<b>NAME</b>	<b>CONTACT</b>
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<b>MEA-MFT</b>	<b>Georgie Gourneau</b> Box 772 Poplar, MT 59255	(406) 650-6372 <a href="mailto:gourneaug@poplar.k12.mt.us">gourneaug@poplar.k12.mt.us</a>
<b>Montana Indian Education Association (MIEA)</b>	<b>Joe Arrowtop</b> PO Box 1 Heart Butte, MT 59448	(406) 470-1683 <a href="mailto:jarrowtop@hotmail.com">jarrowtop@hotmail.com</a>
<b>Montana School Boards Association (MTSBA)</b>	<b>Yancey Beston</b> PO Box 488 Frazer, MT 59225	(406) 439-2809 Cell <a href="mailto:ybeston@mt.gov">ybeston@mt.gov</a>
<b>School Administrators of Montana (SAM)</b>	<b>Vacant</b>	
<b>Urban - Billings</b>	<b>Jennifer Smith</b> Billings Public Schools 415 North 30th Street Billings, MT 59101	(406) 281-5071 Office <a href="mailto:smithj@billingsschools.org">smithj@billingsschools.org</a>
<b>Urban – Great Falls</b>	<b>Marcy Cobell-Gilbert</b> Great Falls Public Schools PO Box 249 Great Falls, MT 59403	(406) 268-6003 Office <a href="mailto:marcy_cobell@gfps.k12.mt.us">marcy_cobell@gfps.k12.mt.us</a>
<b>Urban – Missoula</b>	<b>Melissa Hammett</b> 2707 Westminster Drive Missoula, MT 59808	(406) 529-1007 Cell <a href="mailto:mshammett@mcps.k12.mt.us">mshammett@mcps.k12.mt.us</a>

**EX-OFFICIO MEMBERS**

<b>TRIBE/ORGANIZATION</b>	<b>NAME</b>	<b>CONTACT</b>
<b>Board of Public Education (BPE)</b>	<b>Mary Jo Bremner</b> PO Box 193 Browning, MT 59417	(406) 338-7183 <a href="mailto:mjo.bremner@gmail.com">mjo.bremner@gmail.com</a>
<b>Bureau of Indian Education (BIE)</b>	<b>Teresa McMakin</b> Northern Cheyenne Tribal Schools Busby, MT 59016	(406)592-3646 <a href="mailto:teresamcmakin@nctsk12.com">teresamcmakin@nctsk12.com</a>
<b>Montana University System (MUS)</b>	<b>Angela Mclean</b> PO Box 2023201 Helena, MT 59620	(406) 444-0332 Office <a href="mailto:amclean@montana.edu">amclean@montana.edu</a>
<b>Office of Public Instruction (OPI)</b>	<b>Michelle Mitchell</b> American Indian Student Achievement Unit Director PO Box 202501 Helena, MT 59620-2501	(406) 444-3013 Office <a href="mailto:michelle.mitchell@mt.gov">michelle.mitchell@mt.gov</a>

<b>Tribal Colleges</b>	<b>Dr. Richard Little Bear</b> Chief Dull Knife College PO Box 98 Lame Deer, MT 59043	(406) 477-6215 Office <a href="mailto:rlbear@cdkc.edu">rlbear@cdkc.edu</a>
<b>Tribal Head Start</b>	<b>Viola Wood</b> Fort Peck Tribes Head Start PO Box 1027 Poplar, MT 59255	(406) 768-2503 <a href="mailto:headstrt@nemontel.net">headstrt@nemontel.net</a>

Elsie Arntzen, Superintendent

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

OFFICE OF PUBLIC INSTRUCTION  
STATE OF MONTANA

Putting Montana Students First **A+**



April 17, 2019

Kirk Miller  
School Administrators of Montana  
900 North Montana Ave, Ste A-4  
Helena MT 59601

RE: Montana Advisory Council on Indian Education  
Member Nomination for School Administrators of Montana

Dear Mr. Miller:

The Montana Advisory Council on Indian Education (MACIE) was established in 1984 by the Office of Public Instruction and the Board of Public Education to act in an advisory role in matters related to Indian Education in Montana.

Membership in the council consists of representatives of Indian education in the state of Montana selected in consultation with tribes, Indian organizations, and major education organizations in which Indians participate. I value the input and expertise MACIE contributes to education in Montana. The council meets on a regular basis, usually in Helena. Travel expenses for members are reimbursed by my office.

John Salois was your most recent representative to this council. However, as he will no longer be a member of SAM after June, we are requesting a nomination for a member to this council.

Please complete the attached form by April 30, to designate a representative. If you have any questions, please do not hesitate to contact Joan Franke at (406) 444-3694 or [jfranke@mt.gov](mailto:jfranke@mt.gov).

The next MACIE meeting is scheduled for May 8, 2019, at the Paris Gibson Education Center, 2400 Central Ave., Room 120, Great Falls.

Sincerely,

Elsie Arntzen  
Superintendent

Please fill out this form and return to:  
Joan Franke  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501  
(406) 444-3924 (fax)  
jfranke@mt.gov

\_\_\_\_\_ Yes, our tribe/organization wishes to appoint the person listed below as our representative to Montana Advisory Council on Indian Education.

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, ZIP \_\_\_\_\_  
Phone/Fax: \_\_\_\_\_  
Email: \_\_\_\_\_

\_\_\_\_\_ **Yes, I have contacted our nominee and he/she has agreed to represent our tribe/organization.**

\_\_\_\_\_ No, our tribe/organization does not wish to be represented on the Montana Advisory Council on Indian Education.

Organization: \_\_\_\_\_

President/Chairperson signature: \_\_\_\_\_

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

# **INFORMATION**

## ❖ **EXECUTIVE COMMITTEE – (Items 9-10)**

**Dr. Darlene Schottle**

### **ITEM 9**

#### **FEDERAL REPORT**

**Susie Hedalen**

# Montana Board of Public Education Executive Summary

**Date:** April 26, 2019

<b>Presentation</b>	Federal Update
<b>Presenter</b>	Susie Hedalen
<b>Position Title</b>	Deputy Superintendent for Education Services
<b>Overview</b>	<ul style="list-style-type: none"><li>• Deputy Hedalen will give an overview of the state, district, and local ESSA Report Cards, answer any questions that Board members have, and solicit feedback.<ul style="list-style-type: none"><li>○ See attachments</li></ul></li></ul>
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)

Elsie Arntzen, Superintendent

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

OFFICE OF PUBLIC INSTRUCTION  
STATE OF MONTANA

Putting Montana Students First **A+**



## FOR IMMEDIATE RELEASE

### Montana's New School, District, and State Report Cards Now Available

April 22, 2019

HELENA— The Montana Office of Public Instruction announced today that report cards for Montana schools, districts, and the state are now publicly available. The federal Every Student Succeeds Act (ESSA) requires state, district, and school-level data to be displayed on report cards in a concise, understandable, and accessible manner for families and communities.

The report cards can be viewed along with additional information on the OPI's new [report card webpage](#). Report cards showcase student achievement data, college and career readiness, school finances, and school climate data.

"Montana's report cards reflect extensive input from families, communities, and educators across the state," **State Superintendent Elsie Arntzen said Monday**. "This new educational tool will allow further family and community engagement with schools to create better outcomes for students."

Feedback on Montana's report cards can be sent to [ESSAInput@mt.gov](mailto:ESSAInput@mt.gov).

###

CONTACT: Dylan Klapmeier  
Director of Communications, Montana Office of Public Instruction  
[dylan.klapmeier@mt.gov](mailto:dylan.klapmeier@mt.gov)  
406-444-3559

# 2017-18 State Report Card

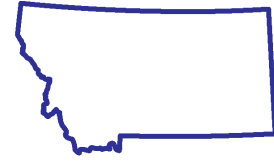


Licensed K-12 Staff & Paraprofessionals: 15,273

Public School Districts: 409

Public Schools: 822

Student Enrollment: 146,772



## Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- Comprehensive Support & Improvement (CSI) Schools
- Targeted Support & Improvement (TSI) Schools
- Universal Support Schools

Due to rounding, percentages on each page may not add up to 100%.

An asterisk ( \* ) indicates that number has been suppressed for student privacy and security reasons (Privacy & Security Details).

[Report Card Definitions & Methodology](#)

[Click here for more detail about Accountability](#)

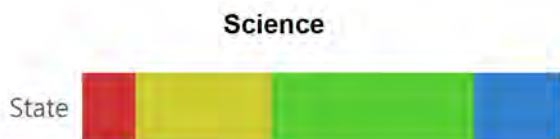
## Student Achievement Scores



	Novice	Nearing Proficient	Proficient	Advanced
State	29%	30%	24%	17%



	Novice	Nearing Proficient	Proficient	Advanced
State	26%	24%	31%	19%



	Novice	Nearing Proficient	Proficient	Advanced
State	11%	28%	42%	18%

Due to rounding, percentages on each page may not add up to 100%.

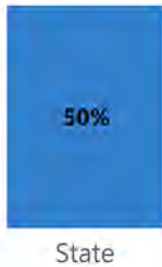
An asterisk ( \* ) indicates that number has been suppressed for student privacy and security reasons (Privacy & Security Details).



[Click here for more detail about Student Achievement](#)

## Student Achievement Progress Scores

% of students showing progress in Reading



% of students showing progress in Mathematics



% of English Learners showing progress toward English proficiency



% of students graduating high school in four years



[Click for more information](#)

% of students who are college or career ready



[Click for more information](#)

## English Learners

# English Learners	<b>3,111</b>
% Achieved Proficiency	<b>2 %</b>
% Students Showing Progress on the EL Assessment	<b>35 %</b>

## School Attendance

% of students with at least 95% attendance for the entire school year



## Educator Qualifications

[Click here for details on Educator Qualifications \(inexperienced educators, emergency provisional licenses, educators working out of field\)](#)

**Due to rounding, percentages on each page may not add up to 100%.**  
**An asterisk ( \* ) indicates that number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).**

## School Quality, Climate, and Safety

[Click here for details on Montana Civil Rights Data Collection](#)

## School Finance

Data on school level expenditures will be available later in 2019

## School Improvement Funds

Comprehensive Support & Improvement Schools receive funding to support academic and systems change. As part of the schools' continuous improvement cycle, improvement strategies are tailored to the specific needs of the students, schools, and community. The ESSA Plan requires that these schools identify the specific strategies for which funds were used. Comprehensive Schools receiving school improvement funds were identified in 2018. Funds were used to implement strategies in 2018-2019.

District	School	Funding	Strategies
<a href="#">Pryor Elem</a>	<a href="#">Arrow Creek Elem School</a>	\$22,000	Instructional Consultant monthly on-site support
			On-site Math Consultant Training
			Purchase interventions with strong to moderate evidence
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
	<a href="#">Pryor 7-8</a>	\$22,000	Instructional Consultant monthly on-site support
			On-site Math Consultant Training
			Purchase interventions with strong to moderate evidence
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
<a href="#">Hardin Elem</a>	<a href="#">Crow Agency School</a>	\$54,000	Instructional Consultant monthly on-site support
			Reading Mastery Intervention
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
<a href="#">Lodge Grass Elem</a>	<a href="#">Lodge Grass School</a>	\$36,000	Instructional Consultant monthly on-site support
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			Substitutes for professional development during the contract day
			Summer school materials and trips
			Supplies and materials for professional development
	<a href="#">Lodge Grass 7-8</a>	\$36,000	Instructional Consultant monthly on-site support
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			School Administrators of Montana Leaders Professional Learning Program
			Substitutes for professional development during the contract day
			Summer school materials and trips
			Supplies and materials for professional development

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<u>Lodge Grass Elem</u>	<u>Lodge Grass 7-8</u>	\$36,000	Title I conference travel
<u>Wyola Elem</u>	<u>Wyola School</u>	\$39,500	Attend math professional development conference
			Instructional Consultant monthly on-site support
			Purchase local assessment for progress monitoring
			Purchase math intervention with strong to moderate evidence
			Purchase professional development for Go Math!
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			Supplies for a community literacy night
	<u>Wyola 7-8</u>	\$39,500	Attend math professional development conference
			Instructional Consultant monthly on-site support
			Purchase local assessment for progress monitoring
			Purchase math intervention with strong to moderate evidence
			Purchase professional development for Go Math!
			Reimbursement of travel to application workshop
Reimbursement of travel to Fall and Spring School Leadership Team Trainings			
School Administrators of Montana Leaders Professional Learning Program			
<u>Browning Elem</u>	<u>Babb School</u>	\$12,550	Instructional Consultant monthly on-site support
			Math Consultant for monthly on-site support
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			Stipends for professional development outside the contract day and Saturdays
			Supplies and resources for professional development
	<u>KW-VC Elementary</u>	\$12,550	Instructional Consultant monthly on-site support
			Math Consultant for monthly on-site support
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			Stipends for professional development outside the contract day and Saturdays
			Supplies and resources for professional development
<u>Napi School</u>	\$12,550	Instructional Consultant monthly on-site support	
		Math Consultant for monthly on-site support	
		Reimbursement of travel to application workshop	
		Reimbursement of travel to Fall and Spring School Leadership Team Trainings	
		Stipends for professional development outside the contract day and Saturdays	
		Supplies and resources for professional development	
<u>Browning Middle School</u>	\$12,550	Instructional Consultant monthly on-site support	
		Math Consultant for monthly on-site support	
		Reimbursement of travel to application workshop	
		Reimbursement of travel to Fall and Spring School Leadership Team Trainings	
		Stipends for professional development outside the contract day and Saturdays	
		Supplies and resources for professional development	

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<u>Browning Elem</u>	<u>Browning Middle School</u>	\$12,550	Supplies and resources for professional development
	<u>Browning Elementary</u>	\$12,550	Instructional Consultant monthly on-site support Math Consultant for monthly on-site support Reimbursement of travel to application workshop Reimbursement of travel to Fall and Spring School Leadership Team Trainings Stipends for professional development outside the contract day and Saturdays Supplies and resources for professional development
<u>Browning H S</u>	<u>Browning High School</u>	\$34,550	Instructional Consultant monthly on-site support
			Math Consultant for monthly on-site support
			Purchase intervention with strong to moderate
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
<u>Dupuyer Elem</u>	<u>Dupuyer School</u>	\$34,000	Instructional Consultant monthly on-site support
			On-site Math Consultant Training
			Purchase interventions with strong to moderate evidence
			Purchase iReady professional development
			Purchase technology
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
Stipends for professional development outside the contract day			
<u>Victor K-12 Schools</u>	<u>Victor School</u>	\$49,000	Instructional Consultant monthly on-site support
			Materials and supplies for professional development
			Milepost Student Achievement
			Purchase interventions with strong to moderate evidence
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			STAR 360
			Substitutes for administering SBAC Interim
<u>Poplar Elem</u>	<u>Poplar 5-6 School</u>	\$24,000	Instructional Consultant monthly on-site support
			Purchase books
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			Substitutes for professional development outside the contract day
	<u>Poplar School</u>	\$26,500	Instructional Consultant monthly on-site support
			Purchase books
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
	<u>Poplar 7-8</u>	\$24,000	Instructional Consultant monthly on-site support
			Purchase books
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings

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<u>Poplar Elem</u>	<u>Poplar 7-8</u>	\$24,000	Substitutes for professional development outside the contract day	
<u>Poplar H S</u>	<u>Poplar High School</u>	\$39,500	AdvancEd improvement services	
			Instructional Consultant monthly on-site support	
			Reimbursement of travel to application workshop	
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings	
			School Administrators of Montana Leaders Professional Learning Program	
			Stipends for professional development outside the contract day	
<u>Wolf Point H S</u>	<u>Wolf Point High School</u>	\$54,000	ACT Aspire	
			ACT Bootcamp	
			EPI Yellowstone Credit Recovery	
			Instructional Consultant monthly on-site support	
			Reimbursement of travel to application workshop	
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings	
			Tutor for lunch and after school	
<u>Brockton Elem</u>	<u>Barbara Gilligan School</u>	\$14,750	Instructional Consultant monthly on-site support	
			Purchase of intervention with strong to moderate evidence	
			Reimbursement of travel to application workshop	
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings	
			Stipends for professional development outside the contract day	
				Substitutes for professional development during the contract day
		<u>Barbara Gilligan 7-8</u>	\$14,750	Instructional Consultant monthly on-site support
				Purchase of intervention with strong to moderate evidence
				Reimbursement of travel to application workshop
				Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			Stipends for professional development outside the contract day	
			Substitutes for professional development during the contract day	
<u>Brockton H S</u>	<u>Brockton High School</u>	\$27,000	Instructional Consultant monthly on-site support	
			On-site Math Consultant Training	
			Purchase of intervention with strong to moderate evidence	
			Reimbursement of travel to application workshop	
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings	
			School Administrators of Montana Leaders Professional Learning Program	
			Substitutes for professional development during the contract day	
<u>Lame Deer Elem</u>	<u>Lame Deer School</u>	\$28,500	Instructional Consultant monthly on-site support	
			Purchase Saxon Math curriculum	
			Reimbursement of travel to application workshop	
				Reimbursement of travel to Fall and Spring School Leadership Team Trainings
		<u>Lame Deer 7-8</u>	\$28,500	Instructional Consultant monthly on-site support
			Purchase Saxon Math curriculum	
			Reimbursement of travel to application workshop	
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings	
<u>Ashland Elem</u>	<u>Ashland School</u>	\$43,250	Instructional Consultant monthly on-site support	

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<u>Ashland Elem</u>	<u>Ashland School</u>	\$43,250	Purchase interventions with strong to moderate evidence
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			Substitutes for professional development outside the contract day
			Supplies and materials
<u>Ashland 7-8</u>	\$42,000	Instructional Consultant monthly on-site support	
		Purchase interventions with strong to moderate evidence	
		Reimbursement of travel to application workshop	
		Reimbursement of travel to Fall and Spring School Leadership Team Trainings	
		Substitutes for professional development outside the contract day	
<u>Absarokee H S</u>	<u>Absarokee High School</u>	\$31,500	Additional Teacher Aide
			Instructional Consultant monthly on-site support
			Professional development supplies and materials
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
<u>Frazer H S</u>	<u>Frazer High School</u>	\$44,000	ACT Online Support
			Instructional Consultant monthly on-site support
			Math Curriculum
			On-site Math Consultant Training
			Reimbursement of travel to application workshop
<u>Lodge Grass H S</u>	<u>Lodge Grass High School</u>	\$52,000	Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			Substitutes for professional development during the contract day
			Supplies and materials for professional development
			Reimbursement of travel to application workshop
			On-site Math Consultant Training
<u>Yellowstone Academy Elem</u>	<u>Yellowstone Academy 7-8</u>	\$34,000	Instructional Consultant monthly on-site support
			On-site Math Consultant Training
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			Substitutes for professional development during the contract day
<u>Rocky Boy Elem</u>	<u>Rocky Boy School</u>	\$23,500	Instructional Consultant monthly on-site support
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			Substitutes for professional development during the contract day
			<u>Rocky Boy 7-8</u>
Reimbursement of travel to application workshop			
Reimbursement of travel to Fall and Spring School Leadership Team Trainings			

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<u>Rocky Boy Elem</u>	<u>Rocky Boy 7-8</u>	\$23,500	Substitutes for professional development during the contract day
<u>Hays-Lodge Pole K-12 Schls</u>	<u>Lodge Pole School</u>	\$23,000	Instructional Consultant monthly on-site support
			On-site Math Consultant Training
			Professional development on direct instruction
			Purchase local assessments for progress monitoring
			Purchase materials and supplies for professional development
			Reimbursement of travel to application workshop
	<u>Hays-Lodge Pole High Sch</u>	\$23,000	Instructional Consultant monthly on-site support
			On-site Math Consultant Training
			Professional development on direct instruction
<u>Hays-Lodge Pole 7-8</u>	\$23,000	Purchase local assessments for progress monitoring	
		Purchase materials and supplies for professional development	
		Reimbursement of travel to application workshop	
		Reimbursement of travel to Fall and Spring School Leadership Team Trainings	
		Instructional Consultant monthly on-site support	
		On-site Math Consultant Training	
<u>Plenty Coups H S</u>	<u>Plenty Coups High School</u>	\$37,000	Professional development on direct instruction
			Purchase local assessments for progress monitoring
			Purchase materials and supplies for professional development
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
<u>Heart Butte K-12 Schools</u>	<u>Heart Butte Elementary</u>	\$20,500	School Administrators of Montana Leaders Professional Learning Program
			Substitutes for professional development outside the contract day
			Instructional Consultant monthly on-site support
			On-site Math Consultant Training
	<u>Heart Butte High School</u>	\$20,500	Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			School Administrators of Montana Leaders Professional Learning Program
			Substitutes for professional development outside the contract day
			Instructional Consultant monthly on-site support
<u>Heart Butte 6-8</u>	\$18,000	On-site Math Consultant Training	
		Reimbursement of travel to application workshop	
		Instructional Consultant monthly on-site support	

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<u>Heart Butte K-12 Schools</u>	<u>Heart Butte 6-8</u>	\$18,000	Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			Substitutes for professional development outside the contract day
<u>Rocky Boy H S</u>	<u>Rocky Boy High School</u>	\$58,500	Instructional Consultant monthly on-site support
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			School Administrators of Montana Leaders Professional Learning Program
			Substitutes for professional development during the contract day
<u>Lame Deer H S</u>	<u>Lame Deer High School</u>	\$69,500	Instructional Consultant monthly on-site support
			On-site Math Consultant Training
			Reimbursement of travel to application workshop
			Reimbursement of travel to Fall and Spring School Leadership Team Trainings
			School Administrators of Montana Leaders Professional Learning Program

### National Assessment of Educational Progress (NAEP)

			Below Basic	Basic	Proficient	Advanced	
<b>All Students</b>							
All Students	Math Grade 4	Montana	17%	42%	35%	6%	
		National	21%	39%	32%	8%	
	Math Grade 8	Montana	24%	39%	29%	8%	
		National	31%	36%	24%	10%	
	Reading Grade 4	Montana	30%	32%	30%	8%	
		National	33%	31%	27%	9%	
	Reading Grade 8	Montana	21%	44%	32%	3%	
		National	25%	41%	31%	4%	
	<b>Race/Ethnicity</b>						
	Hispanic	Math Grade 4	Montana	25%	50%	23%	2%
			National	30%	44%	23%	3%
		Math Grade 8	Montana	37%	40%	20%	3%
National			43%	37%	16%	3%	
Reading Grade 4		Montana	30%	33%	28%	8%	
		National	46%	32%	18%	4%	
Reading Grade 8		Montana	28%	47%	24%	1%	
		National	34%	44%	21%	1%	
American Indian or Alaskan Native		Math Grade 4	Montana	43%	44%	12%	0%
			National	31%	44%	22%	3%
	Math Grade 8	Montana	52%	34%	13%	1%	
		National	43%	38%	15%	4%	
	Reading Grade 4	Montana	58%	29%	10%	3%	
		National	51%	28%	18%	3%	

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American Indian or Alaskan Native	Reading Grade 8	Montana	43%	43%	14%	0%
		National	37%	42%	20%	1%
Asian	Math Grade 4	Montana	0%	0%	0%	0%
		National	8%	25%	41%	26%
	Math Grade 8	Montana	0%	0%	0%	0%
		National	12%	24%	32%	32%
	Reading Grade 4	Montana	0%	0%	0%	0%
		National	16%	25%	36%	22%
	Reading Grade 8	Montana	0%	0%	0%	0%
		National	13%	30%	45%	12%
Black or African American	Math Grade 4	Montana	0%	0%	0%	0%
		National	37%	44%	17%	2%
	Math Grade 8	Montana	0%	0%	0%	0%
		National	53%	34%	11%	2%
	Reading Grade 4	Montana	0%	0%	0%	0%
		National	50%	31%	16%	3%
	Reading Grade 8	Montana	0%	0%	0%	0%
		National	41%	42%	16%	1%
Native Hawaiian or Other Pacific Islander	Math Grade 4	Montana	0%	0%	0%	0%
		National	30%	43%	23%	4%
	Math Grade 8	Montana	0%	0%	0%	0%
		National	38%	39%	18%	5%
	Reading Grade 4	Montana	0%	0%	0%	0%
		National	44%	30%	22%	4%
	Reading Grade 8	Montana	0%	0%	0%	0%
		National	36%	41%	21%	2%
White	Math Grade 4	Montana	13%	41%	40%	7%
		National	12%	37%	40%	11%
	Math Grade 8	Montana	19%	39%	33%	9%
		National	20%	37%	30%	13%
	Reading Grade 4	Montana	26%	33%	33%	9%
		National	22%	32%	34%	12%
	Reading Grade 8	Montana	17%	44%	35%	3%
		National	17%	40%	39%	5%
Multi-Racial	Math Grade 4	Montana	18%	45%	31%	6%
		National	16%	39%	34%	10%
	Math Grade 8	Montana	40%	39%	18%	4%

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Multi-Racial	Math Grade 8	National	28%	36%	24%	12%	
	Reading Grade 4	Montana	36%	29%	30%	5%	
		National	28%	32%	29%	11%	
	Reading Grade 8	Montana	26%	47%	25%	2%	
		National	20%	41%	35%	5%	
<b>Gender</b>							
Female	Math Grade 4	Montana	17%	43%	35%	5%	
		National	21%	42%	31%	7%	
	Math Grade 8	Montana	24%	39%	29%	7%	
		National	31%	37%	24%	9%	
	Reading Grade 4	Montana	29%	32%	30%	9%	
		National	30%	32%	28%	10%	
	Reading Grade 8	Montana	15%	42%	38%	5%	
		National	20%	40%	35%	5%	
	Male	Math Grade 4	Montana	17%	40%	36%	7%
			National	21%	37%	32%	9%
Math Grade 8		Montana	24%	38%	30%	8%	
		National	31%	34%	23%	11%	
Reading Grade 4		Montana	32%	32%	29%	7%	
		National	36%	30%	25%	8%	
Reading Grade 8		Montana	26%	46%	27%	1%	
		National	29%	41%	27%	3%	
<b>English Learner</b>							
Yes		Math Grade 4	Montana	59%	37%	4%	0%
	National		47%	39%	13%	2%	
	Math Grade 8	Montana	0%	0%	0%	0%	
		National	71%	23%	5%	1%	
	Reading Grade 4	Montana	79%	14%	7%	0%	
		National	68%	23%	8%	1%	
	Reading Grade 8	Montana	0%	0%	0%	0%	
		National	68%	27%	5%	0%	
No	Math Grade 4	Montana	16%	42%	36%	6%	
		National	18%	39%	34%	9%	
	Math Grade 8	Montana	23%	39%	30%	8%	
		National	28%	36%	25%	10%	
	Reading Grade 4	Montana	29%	33%	30%	8%	
		National	29%	32%	29%	10%	

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No	Reading Grade 8	Montana	20%	44%	33%	3%	
		National	22%	41%	33%	4%	
<b>Students With Disability</b>							
Yes	Math Grade 4	Montana	51%	37%	11%	1%	
		National	55%	31%	12%	2%	
	Math Grade 8	Montana	72%	22%	5%	1%	
		National	74%	20%	5%	1%	
	Reading Grade 4	Montana	77%	14%	8%	1%	
		National	71%	18%	9%	2%	
	Reading Grade 8	Montana	64%	32%	4%	0%	
		National	66%	27%	7%	0%	
	No	Math Grade 4	Montana	13%	42%	39%	7%
			National	16%	41%	34%	9%
Math Grade 8		Montana	18%	41%	33%	9%	
		National	26%	37%	26%	11%	
Reading Grade 4		Montana	24%	34%	33%	9%	
		National	28%	33%	29%	10%	
Reading Grade 8		Montana	15%	46%	36%	3%	
		National	20%	42%	34%	4%	
<b>Economic Disadvantage</b>							
Yes		Math Grade 4	Montana	25%	45%	27%	3%
	National		31%	44%	22%	3%	
	Math Grade 8	Montana	16%	38%	35%	11%	
		National	45%	37%	15%	3%	
	Reading Grade 4	Montana	43%	32%	21%	5%	
		National	46%	32%	18%	3%	
	Reading Grade 8	Montana	29%	46%	24%	1%	
		National	36%	43%	20%	1%	
	No	Math Grade 4	Montana	9%	38%	44%	9%
			National	9%	33%	43%	14%
Math Grade 8		Montana	35%	40%	21%	4%	
		National	17%	34%	32%	16%	
Reading Grade 4		Montana	18%	32%	38%	11%	
		National	18%	30%	37%	15%	
Reading Grade 8		Montana	15%	42%	39%	4%	
		National	14%	38%	42%	7%	

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**ACTION**

**ITEM 10**

**APPROVE K-12 SCHOOL PAYMENT  
SCHEDULE**

**Kara Flath**

# Montana Board of Public Education Executive Summary

**Date:** May 9 – 10, 2019

<b>Presentation</b>	K-12 Schools Payment Schedule for Fiscal Year 2019-2020
<b>Presenter</b>	Kara Flath
<b>Position Title</b>	School Finance Administrator
<b>Overview</b>	As required by 20-9-344, MCA, the Board of Public Education must approve the distribution of K-12 BASE aid for public education.
<b>Requested Decision(s)</b>	Approval of Dates.
<b>Related Issue(s)</b>	None.
<b>Recommendation(s)</b>	Approval of Schedule.



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)

## **PROPOSED PAYMENT SCHEDULE - FISCAL YEAR 2020**

The following distribution dates for FY 2020 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 as amended.

**August 30** Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, Technology, and Transportation Prepayment

**September 27** Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

**October 25** Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

**November 29** Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, State Coal Mitigation Block Grant, and Indian Language Immersion Payment

**December 20** Guaranteed Tax Base Aid for General Fund, State Lands Block Grant, and County Retirement

**January 31** Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

**February 28** Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

**March 27** Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Transportation

**April 24** Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, and Special Education

**May 29** Guaranteed Tax Base Aid, State Coal Mitigation Block Grant, and Education Improvement Payment

**June 19** Direct State Aid, Quality Educator Component, At Risk Component, Indian Education for All, Student Achievement Gap, Data for Achievement, Special Education, and Transportation

# INFORMATION

## ❖ LICENSURE COMMITTEE – (Items 11-12)

Tammy Lacey

### ITEM 11

## LICENSURE COMMITTEE REPORT

Tammy Lacey

Name	Case #	Reason	Results	Reason for Unusual Case Request
<b>YEAR - 2019</b>				
Bruce Guthrie	2019-01	Suspension, Class 2	hearing at May 2019 meeting	
Thomas Mattingly	2019-02	Revocation, Class 1	surrender	
Jeanne Cooper	2019-03	Appeal, Class 3	appeal dropped	
Steven Riccio	2019-04	Appeal, Class 1	appeal dropped	
Morgan Pett	2019-05	Surrender, Class 2		
Andrea Beale	2019-06	Denial, Class 3	hearing at May 2019 meeting	
<b>YEAR - 2018</b>				
Spencer Johnson	2018-01	Denial, Class 3	appeal dropped	
Genevieve Thomas	2018-02	Denial, Class 3	denial upheld	
Colter Bethurem	2018-03	Denial Class 1	appeal dropped, applied for wrong license	
Jerri Russell	2018-04	Denial, Class 6	license granted Unusual Case	counselor and granted a Class 5 to obtain required coursework at MSU Billings necessary to apply for Class 6 license.
Sally King	2018-05	Denial, Class 5 extension	OPI requested Unusual Case, license not granted	One year extension granted previously
Zachary C R Rowan	2018-06	Revocation, Class 2	license revoked	
Troy Bashor	2018-07	Surrender		
Colter Bethurem	2018-08	Denial, Class 3	OPI requested Unusual Case, license not granted	teaching experience all in the Catholic School Elementary School system which is not state accredited.
Randy Hiatt	2018-09	Denial, Class 1	denial upheld	
Christina McGill	2018-10	Denial, Class 3	hearing at May 2019 meeting	
Levi Johnson	2018-11	Revocation, Class 2	surrender	
Hayley Oelkers	2018-12	Revocation, Class 2	not moved to hearing	



<b>YEAR - 2017</b>				
John E Bach, Jr	2017-01	Denial, Class 3	license granted Unusual Case	experience all at BIA schools, which are recognized by the Federal Government as a "state accredited entity".
Debra Hayes	2017-02	Denial, Class 3	denial upheld	
Thomas McLaren	2017-03	Revocation Request Class 2	surrender	
Bryan Lamm	2017-04	Revocation Request	surrender	
Michaella Westfall	2017-05	Material Non-Performance	district chose not to pursue	
Jennifer Painter	2017-06	Material Non-Performance	district chose not to pursue	
Karissa Gordon	2017-07	Material Non-Performance	district chose not to pursue	
Genevieve Thomas	2017-08	Denial, Class 3	license granted Unusual Case	Unusual Cases request granted as experience all in California which does not "state accredit" their schools
Phillip VanDenBrink	2017-09	Denial, Class 5	license granted Unusual Case	licensed administrator in Michigan with over 14 years teaching experience in overseas boarding schools. Request for license granted on the condition that the educator complete required MT school law w/special education coursework and provide proof before license issued.
Nikki Kaup	2017-10	Denial, Class 2	license granted Unusual Case	year of student teaching experience in Kalispell to be included in the "5 years of experience" requirement in 10.57.410. Educator had 4 years of experience out of state.

**INFORMATION**

**ITEM 12**

**DISCONTINUATION OF SELECTED  
ENDORSMENT PROGRAMS IN THE  
TEACHER EDUCATION PROGRAM AT THE  
UNIVERSITY OF PROVIDENCE**

**Dr. Linda Vrooman Peterson  
Dr. Matt Redinger, Provost, University of  
Providence**

# Montana Board of Public Education Executive Summary

**Date:** May 9-10, 2019

<b>Presentation</b>	Discontinuation of the Selected Endorsement Programs in Teacher Education Program at the University of Providence
<b>Presenter</b>	Linda Vrooman Peterson Office of Public Instruction
<b>Position Title</b>	Administrator Accreditation and Educator Preparation Division
<b>Overview</b>	Dr. Matt Redinger, Provost at the University of Providence (UP), announces the decision of the UP Board of Trustees to discontinue selected endorsement programs within UP's Teacher Education Program. Dr. Redinger will present the UP plan to teach-out current students enrolled in the discontinued programs.
<b>Requested Decision(s)</b>	Recognition of the UP Board of Trustees' decision to discontinue selected endorsement programs.
<b>Related Issue(s)</b>	
<b>Recommendation(s)</b>	Recognition of the decision of the University of Providence Board of Trustees to discontinuation of selected endorsement programs at UP, effective immediately. The UP will provide annual reports on the progress of the teach-out transition plan to the Office of Public Instruction and the Board of Public Education.



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)



April 26, 2019

Elsie Arntzen, Superintendent of Public Instruction  
P.O. Box 202501  
Helena, MT 59620-2501

Dear Superintendent Arntzen,

This letter is to formally notify the Office of Public Instruction of a decision by the Board of Trustees at the University of Providence, at their February 14, 2019 Board Meeting. The Board voted on and approved a recommendation from the university leadership to begin the process of closing some degree programs within our Teacher Education Program, our education preparation provider program due to declining enrollment. The following Teacher Education Program degree programs will be sunsetted in an orderly and organized fashion, effective the end of this academic year on May 15, 2019:

- Art (K-12)
- Secondary Education, including
  - Biology for Secondary Education (major and minor)
  - Language Arts (major and minor)
  - History (major and minor)
  - Mathematics (major and minor)
  - Political Science (minor)
  - Psychology (minor)
  - Science Broadfield
  - Social Studies Broadfield
  - Sociology (minor)
- Special Education (K-12)
- Physical Education and Health (K-12, major and minor)

The decision to discontinue these programs was communicated to campus faculty and staff using a variety of methods. University leadership hosted open forums for students, faculty, and staff in the weeks of February 4 and February 25; emails and letters were sent to parents and students in February and March; and press releases and interviews have appeared in area newspapers since the Board's decision was announced.

The university has determined that teaching out the students currently enrolled in these programs is a top priority for UP. As such, the university leadership has committed to employing sufficient faculty and staff to assure smooth progress for our Education students until they graduate from the university. A teach-out plan for these Education programs is attached.

Please let me know if you have any questions at this time.

Sincerely,

A handwritten signature in black ink that reads 'Matthew A. Redinger'.

Matthew A. Redinger,  
Provost/Vice President for Academic Affairs  
1301 20<sup>th</sup> Street S.  
Great Falls, MT 59405  
Office: 406-791-5303  
[matthew.redinger@uprovidence.edu](mailto:matthew.redinger@uprovidence.edu)

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

## University of Providence Discontinuance and Teach Out of Selected Teacher Education Programs

Discontinued Program	# of Students	Teach out plan
Art K-12	1	1 student should complete licensure SP19
Biology for Secondary Education - Major	0	N/A
Biology for Secondary Education - Minor	0	N/A
English Language Arts Major	1	1 student will graduate SP21
English Language Arts Minor	1	1 student will graduate SP21
History Major	2	1 student will graduate FA20 1 student will graduate FA21
History Minor	0	N/A
Mathematics Major	1	1 student will graduate SP22
Mathematics Minor	1	1 student will graduate SP19
Physical Education & Health K-12 Major	5	1 student will graduate SP20 1 student will graduate SP21 1 student will graduate FA21 1 student will graduate SP22 1 student will graduate FA22
Physical Education & Health K-12 Minor	0	N/A
Political Science Minor	0	
Psychology Minor	0	
Science Broadfield	3	2 will graduate SP19 1 will graduate FA21
Secondary Education	15	These students have been identified in the secondary majors they are completing.
Social Studies Broadfield	3	1 student will graduate FA20 1 student will graduate FA21 1 student changed to another major
Sociology Minor	0	N/A
Special Education K-12	3	1 student graduates SP21 1 student graduates FA22 1 student graduates FA23

## Policy 6.02 Substantive Changes (CAEP Accreditation Policy 20180418, pgs. 21-24)

(Note: Language is quoted from U.S. Department of Education Regulations)

CAEP, in accordance with Federal regulation (34 CFR Part 602 Subpart B (§602.22)), requires an EPP to inform CAEP of any changes to the educational mission, program, or programs of the EPP which may adversely affect the capacity of the EPP to continue to meet CAEP's standards. These changes must be communicated as part of the Annual Report or in a separate communication to the CAEP President, addressed to [president@caepnet.org](mailto:president@caepnet.org) or the current mailing address for the organization.

CAEP has the responsibility to determine what effect, if any, substantive changes would have on an EPP's accreditation. Per the U.S. Department of Education Regulations (**quoted below**), CAEP minimally requires notification in case of the following substantive changes:

1. Any change in the established mission or objectives of the EPP.
2. Any change in the legal status, form of control, or ownership of the EPP.
3. Addition of courses or programs that represent a significant departure from the existing offerings of educational programs, or method of delivery, from those that were offered when CAEP last evaluated EPP.
4. A contract with other providers for direct instructional services, including any teach-out agreements.
5. The addition of programs of study at a degree or credential level different from that which is included in the EPP's current accreditation or pre-accreditation.
6. A change from clock hours to credit hours.
7. A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
8. If CAEP's accreditation of an institution enables the institution to seek eligibility to participate in title IV, HEA programs, the entering into a contract under which an institution or organization not certified to participate in the title IV, HEA programs offers more than 25 percent of one or more of the accredited institution's educational programs.

(A) If the agency's accreditation of an institution enables it to seek eligibility to participate in title IV, HEA programs, the establishment of an additional location at which the institution offers at least 50 percent of an educational program. The addition of such a location must be approved by the agency in accordance with paragraph (c) of this section unless the accrediting agency determines, and issues a written determination stating that the institution has—

- a. Successfully completed at least one cycle of accreditation of maximum length offered by the agency and one renewal, or has been accredited for at least ten years;
- b. At least three additional locations that the agency has approved; and
- c. Met criteria established by the agency indicating sufficient capacity to add additional locations without individual prior approvals, including at a minimum satisfactory evidence of a system to ensure quality across a distributed enterprise that includes—
  - i. Clearly identified academic control;
  - ii. Regular evaluation of the locations;
  - iii. Adequate faculty, facilities, resources, and academic and student support systems;
  - iv. Financial stability; and
  - v. Long-range planning for expansion.

(B) The agency's procedures for approval of an additional location, pursuant to paragraph (a)(2)(viii)(A) of this section, must require timely reporting to the agency of every additional location established under this approval.

(C) Each agency determination or redetermination to preapprove an institution's addition of locations under paragraph (a)(2)(viii)(A) of this section may not exceed five years.

(D) The agency may not preapprove an institution's addition of locations under paragraph (a)(2)(viii)(A) of this section after the institution undergoes a change in ownership resulting in a change in control as defined in 34 CFR 600.31 until the institution demonstrates that it meets the conditions for the agency to preapprove additional locations described in this paragraph.

(E) The agency must have an effective mechanism for conducting, at reasonable intervals, visits to a representative sample of additional locations approved under paragraph (a)(2)(viii)(A) of this section.

- i. The acquisition of any other institution or any program or location of another institution.
  - ii. The addition of a permanent location at a site at which the institution is conducting a teach-out for students of another institution that has ceased operating before all students have completed their program of study.
9. Any change that means the EPP no longer meets CAEP Standards or adheres to CAEP policies.

## Policy 6.06 Good Cause Extension

CAEP reserves the right to approve or deny requests for Good Cause Extension. The EPP must provide sufficient justification to demonstrate need for an extension. CAEP reserves the right to adjust the length of the extension based on the nature of the request.

### a) Request for a Good Cause Extension

An EPP may submit a request in-full for an extension of the term of its accreditation no earlier than 24 months and no later than 12 months prior to the EPP's site visit semester.

An EPP may request an extension from CAEP from the term of its accreditation (and delay a site visit) for good cause for a period of up to one (1) semester; or up to two (2) years in consultation with the state/country partner. Extensions may not exceed two (2) years. Any extension request for longer than a period of one (1) year must be approved by the Annual Report Monitoring (ARM) Committee and the Accreditation Council.

An administrative fee will be applied to all good cause extension applications. The fee will be to cover the administrative costs associated with the extension.

Decisions regarding requests for good cause extension of an accreditation term will be based on one or more of the following factors. The EPP must provide evidence of the factor(s) preventing accreditation-related activities.

(A) State or federal standards or legislation requiring significant programmatic change.

(B) Substantive changes – see Policy 6.02: Substantive Changes.

(C) Other extenuating circumstances such as, an Act of God, natural disaster, or civil unrest.

As a general rule, requests for more than one (1) extension within an accreditation cycle will be denied. In extenuating circumstances, CAEP will consider such requests on a case-by-case basis.

If a Good Cause Extension is granted, the term of accreditation granted through the subsequent review will be reduced by the length of the extension. For example, upon the expiration of a one-year (1) extension, the EPP's next term of accreditation will be shortened by one (1) year.

### (b) Good Standing

An EPP in good standing may request an extension under the factors described in Policy 6.06(a). An EPP not in good standing may only apply for an extension under factors described in Policy 6.06(a)3. An EPP with an unresolved stipulation is considered not in good standing. Accreditation Policy Updated 4/18/2018 24

### (c) Impact to Site Visit

The EPP will be charged for any expense already incurred by CAEP (including but not limited to site team travel) at the time a good cause extension is requested and granted.

### (d) State or Country Agreement

The state/country must concur with the EPP's request for Good Cause Extension. If the state/country does not concur, the extension will not be granted. Documentation of state/country support must be submitted with the request for an extension.

(e) **Public Information**

Extensions granted to EPPs will be published in accordance with Section VIII - Consumer information, Public Disclosure, and Transparency.



# INFORMATION

## ❖ ACCREDITATION COMMITTEE – (Items 13-20)

### ITEM 13

#### UPDATE OF LOCKWOOD HIGH SCHOOL INTENET TO ACCREDIT PROCESS

**Patty Muir**  
**Tobin Novasio, Superintendent, Lockwood K-  
12 Schools**

# Montana Board of Public Education Executive Summary

**Date:** May 9-10, 2019

<b>Presentation</b>	Accreditation of Lockwood High School
<b>Presenter</b>	Patty Muir, M.Ed. Tobin Novasio, Superintendent, Lockwood K-12 Schools Gordon Klasna, Principal, Lockwood Middle School Tim Sather, Lockwood Board Chair
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides an update on the accrediting and progress of Lockwood High School.
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Information



# ACTION

## ITEM 14

### RECOMMEND APPROVAL OF THE 2018-2019 CORRECTIVE PLANS AND TIMELINES OF ACCREDITED SCHOOLS IN STEP 2 OF THE INTENSIVE ASSISTANCE PROCESS

- Medicine Lake K-12 Schools
- Vaughn Elementary Schools
  - Box Elder Schools
- Huntley Project Schools
  - Plevna K-12 Schools

Patty Muir

# Montana Board of Public Education Executive Summary

**Date:** May 9, 2019

<b>Presentation</b>	Recommend Approval of the 2018-2019 Corrective Plans and Timelines of Accredited Schools in Step 2 of the Intensive Assistance Process
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides the Board of Public Education the 2018-19 Corrective Plans and Timelines for schools moving into Step 2 of the Intensive Assistance Process. District Board of Trustee Chairs and Superintendents will be presenting.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Action One: Recommend APPROVAL of the 2018-2019 Corrective Plan and Timeline for Vaughn 7-8.  Action Two: Recommend APPROVAL of the 2018-2019 Corrective Plan and Timeline for Medicine Lake High School.



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
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Action Three: Recommend APPROVAL of the 2018-2019 Corrective Plan and Timeline for Box Elder 7-8.

Action Four: Recommend APPROVAL of the 2018-2019 Corrective Plan and Timeline for Plevna 7-8 and Plevna High School.

Action Five: Recommend APPROVAL of the 2018 – 2019 Corrective Plan and Timeline for Huntley Project High School.

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## Corrective Plan Presentations for Schools **MOVING** to **STEP 2** Intensive Assistance

(May Board of Public Education Appearance)

### Vaughn Elementary

- Vaughn 7-8

### Plevna K-12 Schools

- Plevna 7-8
- Plevna High School

### Box Elder Public Schools

- Box Elder 7-8

### Medicine Lake K-12 Schools

- Medicine Lake High School

### Huntley Project K-12 Schools

- Huntley Project High School

Corrective Plan Presentations for Schools **MOVING** to **STEP 2** Intensive Assistance  
(May Board of Public Education Appearance)

**Vaughn Elementary**

<b>Vaughn 7-8</b>				
<b>Year</b>	<b>Accreditation Status</b>	<b>Assurance Level</b>	<b>Performance Level</b>	<b>Assurance Deviations (Years of Occurrence)</b>
2018-2019	<b>DEFICIENCY</b>	Deficiency	Regular	Nonlicensed Teacher (3) Library Media Specialist Not Endorsed (2)
2017-2018	<b>DEFICIENCY</b>	Deficiency	Regular	Nonlicensed Teacher (2) Library Media Specialist Not Endorsed
2016-2017	<b>DEFICIENCY</b>	Deficiency	Regular	Nonlicensed Teacher
2015-2016	<b>REGULAR</b>	Regular	Regular	
2014-2015	<b>REGULAR MD</b>	Regular MD	Regular MD	No Superintendent FTE

**Plevna K-12 Schools**

<b>Plevna 7-8</b>				
<b>Year</b>	<b>Accreditation Status</b>	<b>Assurance Level</b>	<b>Performance Level</b>	<b>Assurance Deviations (Years of Occurrence)</b>
2018-2019	<b>DEFICIENCY</b>	Deficiency	Regular	Nonlicensed Teacher (3)
2017-2018	<b>DEFICIENCY</b>	Deficiency	Regular	Nonlicensed Teacher (2)
2016-2017	<b>DEFICIENCY</b>	Deficiency	NA	Nonlicensed Teacher
2015-2016	<b>REGULAR</b>	Regular	NA	
2014-2015	<b>DEFICIENCY</b>	Deficiency	NA	Nonlicensed Teacher

<b>Plevna High School</b>				
<b>Year</b>	<b>Accreditation Status</b>	<b>Assurance Level</b>	<b>Performance Level</b>	<b>Assurance Deviations (Years of Occurrence)</b>
2018-2019	<b>DEFICIENCY</b>	Deficiency	NA	Nonlicensed Teacher (3)
2017-2018	<b>DEFICIENCY</b>	Deficiency	Regular	Nonlicensed Teacher (2)
2016-2017	<b>DEFICIENCY</b>	Deficiency	NA	Nonlicensed Teacher
2015-2016	<b>REGULAR</b>	Regular	NA	
2014-2015	<b>DEFICIENCY</b>	Deficiency	NA	Nonlicensed Teacher

Corrective Plan Presentations for Schools **MOVING** to **STEP 2** Intensive Assistance  
(May Board of Public Education Appearance)

**Box Elder Public Schools**

<b>Box Elder 7-8</b>				
Year	Accreditation Status	Assurance Level	Performance Level	Assurance Deviations (Years of Occurrence)
2018-2019	<b>DEFICIENCY</b>	Deficiency	Deficiency	Nonlicensed Teacher
2017-2018	<b>DEFICIENCY</b>	Regular	Deficiency	
2016-2017	<b>DEFICIENCY</b>	Deficiency	Regular MD	No Curriculum Coordinator FTE Principal Not Endorsed
2015-2016	<b>REGULAR</b>	Regular	Regular MD	
2014-2015	<b>REGULAR</b>	Regular	Regular MD	

**Medicine Lake K-12 Schools**

<b>Medicine Lake High School</b>				
Year	Accreditation Status	Assurance Level	Performance Level	Assurance Deviations (Years of Occurrence)
2018-2019	<b>DEFICIENCY</b>	Deficiency	NA	Nonlicensed Teacher No School Counselor FTE
2017-2018	<b>DEFICIENCY</b>	Deficiency	Regular	Misassigned Teacher (3)
2016-2017	<b>DEFICIENCY</b>	Deficiency	NA	Misassigned Teacher (2) Nonlicensed Teacher
2015-2016	<b>ADVICE</b>	Advice	Regular	Misassigned Teacher
2014-2015	<b>REGULAR</b>	Regular	Regular	

**Huntley Project K-12 Schools**

<b>Huntley Project High School</b>				
Year	Accreditation Status	Assurance Level	Performance Level	Assurance Deviations (Years of Occurrence)
2018-2019	<b>DEFICIENCY</b>	Deficiency	Regular	Insufficient Library Media Specialist FTE (4)
2017-2018	<b>DEFICIENCY</b>	Deficiency	Regular	Insufficient Library Media Specialist FTE (3) Misassigned Teacher
2016-2017	<b>DEFICIENCY</b>	Deficiency	Regular	Advice Status For Two Years Insufficient Library Media Specialist FTE (2)
2015-2016	<b>ADVICE</b>	Advice	Regular	Misassigned Teacher Insufficient Library Media Specialist FTE
2014-2015	<b>REGULAR</b>	Regular	Regular MD	





**Dr. J Lail, Ed.D.  
Superintendent**

Medicine Lake School District  
311 Young St.  
Medicine Lake, MT 59247

### 2018-2019 Corrective Plan Form

A separate Corrective Plan must be completed for EACH school that has an accreditation status of ADVICE or DEFICIENCY for the 2018-

Submit date: **Mar 29, 2019**

2019 school year.

<b>Please select the county, district and school for which you are submitting a plan.</b>	
CoName	<b>Sheridan</b>
LE	<b>Medicine Lake K-12 Schools, LE0822</b>
School	<b>Medicine Lake 7-8, SC1662</b>

**All assurance and student performance deviations on the Final Accreditation Report must be addressed.**

**D1. Select the assurance or student performance area where the school received a deviation.**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="radio"/> 10.55.601 – School Did Not Complete CSIP Report</li> <li><input type="radio"/> 10.55.701(2)(e-q) – School Does Not Have Required Policy</li> <li><input type="radio"/> 10.55.702 – Superintendent is Nonlicensed</li> <li><input type="radio"/> 10.55.702 - Superintendent is not properly endorsed</li> <li><input type="radio"/> 10.55.703 – Principal is Nonlicensed</li> <li><input type="radio"/> 10.55.703 - Principal is not properly endorsed</li> <li><input type="radio"/> 10.55.704(1)(a-e) – No Superintendent FTE</li> <li><input type="radio"/> 10.55.704(1)(a-e) – Insufficient Superintendent FTE</li> <li><input type="radio"/> 10.55.704(2) – No Curriculum Coordinator FTE</li> <li><input type="radio"/> 10.55.704(2) – Insufficient Curriculum Coordinator FTE</li> <li><input type="radio"/> 10.55.704(2) Curriculum Coordinator is Nonlicensed</li> <li><input type="radio"/> 10.55.704(2) Curriculum Coordinator is not properly endorsed</li> <li><input type="radio"/> 10.55.705(2)(a-g) – No Principal FTE</li> <li><input type="radio"/> 10.55.705(2)(a-g) – Insufficient Principal FTE</li> <li><input type="radio"/> 10.55.707(1) – Library Media Specialist Nonlicensed</li> <li><input checked="" type="radio"/> 10.55.707 – Nonlicensed Teacher</li> <li><input type="radio"/> 10.55.707(1) - Activities/Athletic Director Nonlicensed</li> <li><input type="radio"/> 10.55.701(1) - Dean of Students Nonlicensed</li> <li><input type="radio"/> 10.55.707(4) – School Counselor Nonlicensed</li> <li><input type="radio"/> 10.55.704(4) – School Counselor Not Endorsed</li> <li><input type="radio"/> 10.55.708 – Misassigned Teacher</li> <li><input type="radio"/> 10.55.708 – Library Media Specialist Not Endorsed</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> 10.55.709(1)(a-f) – No Library Media Specialist FTE</li> <li><input type="radio"/> 10.55.709(1)(a-f) – Insufficient Library Media Specialist FTE</li> <li><input type="radio"/> 10.55.710 – No School Counselor FTE</li> <li><input type="radio"/> 10.55.710 – Insufficient School Counselor FTE</li> <li><input type="radio"/> 10.55.712 – Class Size: Elementary</li> <li><input type="radio"/> 10.55.713 – Class Size: Middle Grades and High School</li> <li><input type="radio"/> 10.55.714(2) - School does not have the minimum of three PIR days devoted to professional development</li> <li><input type="radio"/> 10.55.716(1)(b) – Long-Term Substitute Nonlicensed</li> <li><input type="radio"/> 10.55.902(2) – Basic Education Program Area Not Offered at Middle Grades School</li> <li><input type="radio"/> 10.55.902(4) – Basic Education Program Area Not Offered at Junior High or 7-8</li> <li><input type="radio"/> 10.55.902(4)(d) – Basic Education Program Area Does Not Meet Required Minutes at Middle Grades School</li> <li><input type="radio"/> 10.55.904(3) – Basic Education Program Area Not Offered at High School</li> <li><input type="radio"/> 10.55.906(1)(a) – Basic Education Program Area Does Not Meet Required Minutes at High School</li> <li><input type="radio"/> 20-1-301 (2), MCA – Required aggregate hours not met</li> <li><input type="radio"/> Student Performance – Graduation Rate</li> <li><input type="radio"/> Student Performance – Mathematics</li> <li><input type="radio"/> Student Performance – Reading</li> <li><input type="radio"/> Student Performance – Science</li> </ul> |
|---|---|

**D1. Indicate the school's plan to remedy the deviation selected above:**

Non-licensed teacher has been removed from the employ of the district. Students were placed in an online program (Odyssey) for the remainder of the year to complete English work. The position for English teacher has been posted. Administration will continue recruitment efforts to find certified, qualified teacher for this role.

**Do you have another deviation to address for this school?**

- Yes
- No

**D2. Select the assurance or student performance area where the school received a deviation.**

- |   |   |
|---|---|
| <input type="radio"/> 10.55.601 – School Did Not Complete CSIP Report                 | <input type="radio"/> 10.55.709(1) – No Library Media Specialist FTE  |
| <input type="radio"/> 10.55.701(2)(e-q) – School Does Not Have Required Policy        | <input type="radio"/> 10.55.709(1)(a-f) – Insufficient Library Media Specialist FTE   |
| <input type="radio"/> 10.55.702 – Superintendent Not Endorsed                         | <input type="radio"/> 10.55.710 – No School Counselor FTE   |
| <input type="radio"/> 10.55.703 – Principal Not Endorsed                              | <input type="radio"/> 10.55.710 – Insufficient School Counselor FTE   |
| <input type="radio"/> 10.55.704(1) – No Superintendent FTE                            | <input type="radio"/> 10.55.712 – Class Size: Elementary  |
| <input type="radio"/> 10.55.704(1)(a-e) – Insufficient Superintendent FTE             | <input type="radio"/> 10.55.713 – Class Size: Middle Grades and High School   |
| <input type="radio"/> 10.55.704(2) – No Curriculum Coordinator FTE                    | <input type="radio"/> 10.55.714 – No Professional Development Advisory Committee  |
| <input type="radio"/> 10.55.704(2) – Insufficient Curriculum Coordinator FTE          | <input type="radio"/> 10.55.716 – Long-Term Substitute Nonlicensed  |
| <input type="radio"/> 10.55.705(2) – No Principal FTE                                 | <input type="radio"/> 10.55.902(2) – Basic Education Program Area Not Offered at Middle Grades School                       |
| <input type="radio"/> 10.55.705(2)(a-g) – Insufficient Principal FTE                  | <input type="radio"/> 10.55.902(4)(d) – Basic Education Program Area Does Not Meet Required Minutes at Middle Grades School |
| <input type="radio"/> 10.55.707 – Nonlicensed Teacher                                 | <input type="radio"/> 10.55.904(3) – Basic Education Program Area Not Offered at High School                                |
| <input type="radio"/> 10.55.707(1) – Library Media Specialist Nonlicensed             | <input type="radio"/> 10.55.906(1)(a) – Basic Education Program Area Does Not Meet Required Minutes at High School          |
| <input type="radio"/> 10.55.707(4) – School Counselor Nonlicensed                     | <input type="radio"/> 20-1-301, MCA – Pupil Instruction Hours Not Met   |
| <input type="radio"/> 10.55.704(4) – School Counselor Not Endorsed                    | <input type="radio"/> Student Performance – Graduation Rate   |
| <input checked="" type="radio"/> 10.55.708 – Misassigned Teacher/School Administrator | <input type="radio"/> Student Performance – Mathematics   |
| <input type="radio"/> 10.55.708 – Library Media Specialist Not Endorsed               | <input type="radio"/> Student Performance – Reading   |
|   | <input type="radio"/> Student Performance – Science   |

**D2. Indicate the school's plan to remedy the deviation selected above:**

A certified music teacher was hired in January 2019. At this time, this teacher plans to continue to teach into the 2019-2020 school year.

**Do you have another deviation to address for this school?**

- Yes  
 No

**D3. Select the assurance or student performance area where the school received a deviation.**

- |  |   |
|--|---|
| <input type="radio"/> 10.55.601 – School Did Not Complete CSIP Report          | <input type="radio"/> 10.55.709(1) – No Library Media Specialist FTE  |
| <input type="radio"/> 10.55.701(2)(e-q) – School Does Not Have Required Policy | <input type="radio"/> 10.55.709(1)(a-f) – Insufficient Library Media Specialist FTE   |
| <input type="radio"/> 10.55.702 – Superintendent Not Endorsed                  | <input checked="" type="radio"/> 10.55.710 – No School Counselor FTE  |
| <input type="radio"/> 10.55.703 – Principal Not Endorsed                       | <input type="radio"/> 10.55.710 – Insufficient School Counselor FTE   |
| <input type="radio"/> 10.55.704(1) – No Superintendent FTE                     | <input type="radio"/> 10.55.712 – Class Size: Elementary  |
| <input type="radio"/> 10.55.704(1)(a-e) – Insufficient Superintendent FTE      | <input type="radio"/> 10.55.713 – Class Size: Middle Grades and High School   |
| <input type="radio"/> 10.55.704(2) – No Curriculum Coordinator FTE             | <input type="radio"/> 10.55.714 – No Professional Development Advisory Committee  |
| <input type="radio"/> 10.55.704(2) – Insufficient Curriculum Coordinator FTE   | <input type="radio"/> 10.55.716 – Long-Term Substitute Nonlicensed  |
| <input type="radio"/> 10.55.705(2) – No Principal FTE                          | <input type="radio"/> 10.55.902(2) – Basic Education Program Area Not Offered at Middle Grades School                       |
| <input type="radio"/> 10.55.705(2)(a-g) – Insufficient Principal FTE           | <input type="radio"/> 10.55.902(4)(d) – Basic Education Program Area Does Not Meet Required Minutes at Middle Grades School |
| <input type="radio"/> 10.55.707 – Nonlicensed Teacher                          | <input type="radio"/> 10.55.904(3) – Basic Education Program Area Not Offered at High School                                |
| <input type="radio"/> 10.55.707(1) – Library Media Specialist Nonlicensed      | <input type="radio"/> 10.55.906(1)(a) – Basic Education Program Area Does Not Meet Required Minutes at High School          |
| <input type="radio"/> 10.55.707(4) – School Counselor Nonlicensed              | <input type="radio"/> 20-1-301, MCA – Pupil Instruction Hours Not Met   |
| <input type="radio"/> 10.55.704(4) – School Counselor Not Endorsed             | <input type="radio"/> Student Performance – Graduation Rate   |
| <input type="radio"/> 10.55.708 – Misassigned Teacher/School Administrator     | <input type="radio"/> Student Performance – Mathematics   |
| <input type="radio"/> 10.55.708 – Library Media Specialist Not Endorsed        | <input type="radio"/> Student Performance – Reading   |
|  | <input type="radio"/> Student Performance – Science   |

**D3. Indicate the school's plan to remedy the deviation selected above:**

The certified teacher who was misassigned as a music teacher has been moved to the counselor role and we are utilizing the Montana Small School Alliance to offer her support in performance of this role until she can complete her certification in this area.

**Do you have another deviation to address for this school?**

- Yes  
 No

# 2018-2019 Corrective Plan Form

A separate Corrective Plan must be completed for EACH school that has an accreditation status of ADVICE or DEFICIENCY for the 2018-2019 school year.

Submit date: Mar 29, 2019

Please select the county, district and school for which you are submitting a plan.

CoName	Sheridan
LE	Medicine Lake K-12 Schools, LE0822
School	Medicine Lake High School, SC1065

All assurance and student performance deviations on the Final Accreditation Report must be addressed.

D1. Select the assurance or student performance area where the school received a deviation.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li><input type="radio"/> 10.55.601 – School Did Not Complete CSIP Report</li><li><input type="radio"/> 10.55.701(2)(e-q) – School Does Not Have Required Policy</li><li><input type="radio"/> 10.55.702 – Superintendent is Nonlicensed</li><li><input type="radio"/> 10.55.702 - Superintendent is not properly endorsed</li><li><input type="radio"/> 10.55.703 – Principal is Nonlicensed</li><li><input type="radio"/> 10.55.703 - Principal is not properly endorsed</li><li><input type="radio"/> 10.55.704(1)(a-e) – No Superintendent FTE</li><li><input type="radio"/> 10.55.704(1)(a-e) – Insufficient Superintendent FTE</li><li><input type="radio"/> 10.55.704(2) – No Curriculum Coordinator FTE</li><li><input type="radio"/> 10.55.704(2) – Insufficient Curriculum Coordinator FTE</li><li><input type="radio"/> 10.55.704(2) Curriculum Coordinator is Nonlicensed</li><li><input type="radio"/> 10.55.704(2) Curriculum Coordinator is not properly endorsed</li><li><input type="radio"/> 10.55.705(2)(a-g) – No Principal FTE</li><li><input type="radio"/> 10.55.705(2)(a-g) – Insufficient Principal FTE</li><li><input type="radio"/> 10.55.707(1) – Library Media Specialist Nonlicensed</li><li><input checked="" type="radio"/> 10.55.707 – Nonlicensed Teacher</li><li><input type="radio"/> 10.55.707(1) - Activities/Athletic Director Nonlicensed</li><li><input type="radio"/> 10.55.701(1) - Dean of Students Nonlicensed</li><li><input type="radio"/> 10.55.707(4) – School Counselor Nonlicensed</li><li><input type="radio"/> 10.55.704(4) – School Counselor Not Endorsed</li><li><input type="radio"/> 10.55.708 – Misassigned Teacher</li><li><input type="radio"/> 10.55.708 – Library Media Specialist Not Endorsed</li></ul> | <ul style="list-style-type: none"><li><input type="radio"/> 10.55.709(1)(a-f) – No Library Media Specialist FTE</li><li><input type="radio"/> 10.55.709(1)(a-f) – Insufficient Library Media Specialist FTE</li><li><input type="radio"/> 10.55.710 – No School Counselor FTE</li><li><input type="radio"/> 10.55.710 – Insufficient School Counselor FTE</li><li><input type="radio"/> 10.55.712 – Class Size: Elementary</li><li><input type="radio"/> 10.55.713 – Class Size: Middle Grades and High School</li><li><input type="radio"/> 10.55.714(2) - School does not have the minimum of three PIR days devoted to professional development</li><li><input type="radio"/> 10.55.716(1)(b) – Long-Term Substitute Nonlicensed</li><li><input type="radio"/> 10.55.902(2) – Basic Education Program Area Not Offered at Middle Grades School</li><li><input type="radio"/> 10.55.902(4) – Basic Education Program Area Not Offered at Junior High or 7-8</li><li><input type="radio"/> 10.55.902(4)(d) – Basic Education Program Area Does Not Meet Required Minutes at Middle Grades School</li><li><input type="radio"/> 10.55.904(3) – Basic Education Program Area Not Offered at High School</li><li><input type="radio"/> 10.55.906(1)(a) – Basic Education Program Area Does Not Meet Required Minutes at High School</li><li><input type="radio"/> 20-1-301 (2), MCA – Required aggregate hours not met</li><li><input type="radio"/> Student Performance – Graduation Rate</li><li><input type="radio"/> Student Performance – Mathematics</li><li><input type="radio"/> Student Performance – Reading</li><li><input type="radio"/> Student Performance – Science</li></ul> |
|--|--|

D1. Indicate the school's plan to remedy the deviation selected above:

Non-licensed teacher has been removed from the employ of the district. Students were placed in an online program (Odyssey) for the remainder of the year to complete English work. The position for English teacher has been posted. Administration will continue recruitment efforts to find certified, qualified teacher for this role.

Do you have another deviation to address for this school?

- Yes
- No

**D2. Select the assurance or student performance area where the school received a deviation.**

- |  |   |
|--|---|
| <input type="radio"/> 10.55.601 – School Did Not Complete CSIP Report          | <input type="radio"/> 10.55.709(1) – No Library Media Specialist FTE  |
| <input type="radio"/> 10.55.701(2)(e-q) – School Does Not Have Required Policy | <input type="radio"/> 10.55.709(1)(a-f) – Insufficient Library Media Specialist FTE   |
| <input type="radio"/> 10.55.702 – Superintendent Not Endorsed                  | <input checked="" type="radio"/> 10.55.710 – No School Counselor FTE  |
| <input type="radio"/> 10.55.703 – Principal Not Endorsed                       | <input type="radio"/> 10.55.710 – Insufficient School Counselor FTE   |
| <input type="radio"/> 10.55.704(1) – No Superintendent FTE                     | <input type="radio"/> 10.55.712 – Class Size: Elementary  |
| <input type="radio"/> 10.55.704(1)(a-e) – Insufficient Superintendent FTE      | <input type="radio"/> 10.55.713 – Class Size: Middle Grades and High School   |
| <input type="radio"/> 10.55.704(2) – No Curriculum Coordinator FTE             | <input type="radio"/> 10.55.714 – No Professional Development Advisory Committee  |
| <input type="radio"/> 10.55.704(2) – Insufficient Curriculum Coordinator FTE   | <input type="radio"/> 10.55.716 – Long-Term Substitute Nonlicensed  |
| <input type="radio"/> 10.55.705(2) – No Principal FTE                          | <input type="radio"/> 10.55.902(2) – Basic Education Program Area Not Offered at Middle Grades School                       |
| <input type="radio"/> 10.55.705(2)(a-g) – Insufficient Principal FTE           | <input type="radio"/> 10.55.902(4)(d) – Basic Education Program Area Does Not Meet Required Minutes at Middle Grades School |
| <input type="radio"/> 10.55.707 – Nonlicensed Teacher                          | <input type="radio"/> 10.55.904(3) – Basic Education Program Area Not Offered at High School                                |
| <input type="radio"/> 10.55.707(1) – Library Media Specialist Nonlicensed      | <input type="radio"/> 10.55.906(1)(a) – Basic Education Program Area Does Not Meet Required Minutes at High School          |
| <input type="radio"/> 10.55.707(4) – School Counselor Nonlicensed              | <input type="radio"/> 20-1-301, MCA – Pupil Instruction Hours Not Met   |
| <input type="radio"/> 10.55.704(4) – School Counselor Not Endorsed             | <input type="radio"/> Student Performance – Graduation Rate   |
| <input type="radio"/> 10.55.708 – Misassigned Teacher/School Administrator     | <input type="radio"/> Student Performance – Mathematics   |
| <input type="radio"/> 10.55.708 – Library Media Specialist Not Endorsed        | <input type="radio"/> Student Performance – Reading   |
|  | <input type="radio"/> Student Performance – Science   |

**D2. Indicate the school's plan to remedy the deviation selected above:**

The certified teacher who was misassigned as a music teacher has been moved to the counselor role and we are utilizing the Montana Small School Alliance to offer her support in performance of this role until she can complete her certification in this area.

**Do you have another deviation to address for this school?**

- Yes  
 No

## 2018-2019 Corrective Plan Form

A separate Corrective Plan must be completed for EACH school that has an accreditation status of ADVICE or DEFICIENCY for the 2018-2019 school year.

Submit date: **Mar 29, 2019**

<b>Please select the county, district and school for which you are submitting a plan.</b>	
CoName	<b>Sheridan</b>
LE	<b>Medicine Lake K-12 Schools, LE0822</b>
School	<b>Medicine Lake School, SC1064</b>

### All assurance and student performance deviations on the Final Accreditation Report must be addressed.

**D1. Select the assurance or student performance area where the school received a deviation.**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="radio"/> 10.55.601 – School Did Not Complete CSIP Report</li> <li><input type="radio"/> 10.55.701(2)(e-q) – School Does Not Have Required Policy</li> <li><input type="radio"/> 10.55.702 – Superintendent is Nonlicensed</li> <li><input type="radio"/> 10.55.702 - Superintendent is not properly endorsed</li> <li><input type="radio"/> 10.55.703 – Principal is Nonlicensed</li> <li><input type="radio"/> 10.55.703 - Principal is not properly endorsed</li> <li><input type="radio"/> 10.55.704(1)(a-e) – No Superintendent FTE</li> <li><input type="radio"/> 10.55.704(1)(a-e) – Insufficient Superintendent FTE</li> <li><input type="radio"/> 10.55.704(2) – No Curriculum Coordinator FTE</li> <li><input type="radio"/> 10.55.704(2) – Insufficient Curriculum Coordinator FTE</li> <li><input type="radio"/> 10.55.704(2) Curriculum Coordinator is Nonlicensed</li> <li><input type="radio"/> 10.55.704(2) Curriculum Coordinator is not properly endorsed</li> <li><input type="radio"/> 10.55.705(2)(a-g) – No Principal FTE</li> <li><input type="radio"/> 10.55.705(2)(a-g) – Insufficient Principal FTE</li> <li><input type="radio"/> 10.55.707(1) – Library Media Specialist Nonlicensed</li> <li><input type="radio"/> 10.55.707 – Nonlicensed Teacher</li> <li><input type="radio"/> 10.55.707(1) - Activities/Athletic Director Nonlicensed</li> <li><input type="radio"/> 10.55.701(1) - Dean of Students Nonlicensed</li> <li><input type="radio"/> 10.55.707(4) – School Counselor Nonlicensed</li> <li><input type="radio"/> 10.55.704(4) – School Counselor Not Endorsed</li> <li><input type="radio"/> 10.55.708 – Misassigned Teacher</li> <li><input type="radio"/> 10.55.708 – Library Media Specialist Not Endorsed</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> 10.55.709(1)(a-f) – No Library Media Specialist FTE</li> <li><input type="radio"/> 10.55.709(1)(a-f) – Insufficient Library Media Specialist FTE</li> <li><input type="radio"/> 10.55.710 – No School Counselor FTE</li> <li><input type="radio"/> 10.55.710 – Insufficient School Counselor FTE</li> <li><input type="radio"/> 10.55.712 – Class Size: Elementary</li> <li><input type="radio"/> 10.55.713 – Class Size: Middle Grades and High School</li> <li><input type="radio"/> 10.55.714(2) – School does not have the minimum of three PIR days devoted to professional development</li> <li><input type="radio"/> 10.55.716(1)(b) – Long-Term Substitute Nonlicensed</li> <li><input type="radio"/> 10.55.902(2) – Basic Education Program Area Not Offered at Middle Grades School</li> <li><input type="radio"/> 10.55.902(4) – Basic Education Program Area Not Offered at Junior High or 7-8</li> <li><input type="radio"/> 10.55.902(4)(d) – Basic Education Program Area Does Not Meet Required Minutes at Middle Grades School</li> <li><input type="radio"/> 10.55.904(3) – Basic Education Program Area Not Offered at High School</li> <li><input type="radio"/> 10.55.906(1)(a) – Basic Education Program Area Does Not Meet Required Minutes at High School</li> <li><input checked="" type="radio"/> 20-1-301 (2), MCA – Required aggregate hours not met</li> <li><input type="radio"/> Student Performance – Graduation Rate</li> <li><input type="radio"/> Student Performance – Mathematics</li> <li><input type="radio"/> Student Performance – Reading</li> <li><input type="radio"/> Student Performance – Science</li> </ul> |
|--|--|

**D1. Indicate the school's plan to remedy the deviation selected above:**

The master schedule is undergoing revision to provide fewer minutes of recess and more minutes of instruction, per 20-1-301(2)(c), MCA.

**Do you have another deviation to address for this school?**

- Yes
- No

Elementary (2 additional missing deficiencies)

10.55.708 Misassigned Teacher/ **District continued the search for a Montana-endorsed music teacher and did hire one in January of 2019. This deviation is remedied, provided the teacher decides to stay for subsequent school years.**

10.55.710(3) No School Counselor/ **The certified teacher who was misassigned as a music teacher has been moved to the counselor role and we are utilizing the Montana Small School Alliance to offer her support in performance of this role until she can complete her certification in this area.**



## Vaughn Public School

*"Home of the Wildcats"*

P.O. Box 279  
Vaughn MT 59487  
406 965-2231  
www.vaughnschool.com

Jan Cahill, Superintendent  
Liz Thibert, Business Manager  
jcahill@vaughnschool.com  
lthibert@vaughnschool.com

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April 9, 2019

Patty Muir  
Accreditation Program Director  
Montana Office of Public Education  
PO Box 20251  
Helena, MT 59620-2501

Dear Ms. Muir:

This letter is in response to action by the Board of Public Education on March 15, 2019, that resulted in the placement of the Hillcrest Colony Elementary School and Vaughn School in the Intensive Assistance Process due to continuing deviations from the Standards of Accreditation for Montana schools. This letter is also in response to moving Vaughn 7-8 to Step 2 of the Intensive Assistance Process.

The following is the corrective plan for Hillcrest Colony Elementary School, Vaughn School and Vaughn 7-8:

- (1) Jennifer Henning is now fully certified by the Montana Office of Public Instruction SEID 74106*
- (2) Tamera Buley is now fully certified by the Montana Office of Public Instruction SEID 136243*
- (3) Ricky Anderson will not be returning to the Vaughn School for the 2019-2020 school year*
- (4) A contract has been offered to a fully certified music teacher for the 2019-2020 school year*

A fully certified ELA teacher will be hired by the Vaughn School for the 2019-2020 school year. That position was posted on the OPI job website on Tuesday, April 9, 2019. Please note this position is subject to transfer by current certified staff pursuant to the Collective Bargaining Agreement.

In the event the music teacher rejects the offer of employment, Vaughn School will continue to advertise the position. In the event the District does not receive any additional applications or determines an applicant does not meet the criteria for the music position, the District may need to request emergency authorization (Rule 10.57.107).

Sincerely,

Jan Cahill  
Superintendent  
Vaughn School  
965-2231 (office) 89  
9-1988 (cell)

# BOX ELDER PUBLIC SCHOOLS

District no. 13-G, Hill County  
Box Elder, Montana 59521

April 29, 2019

Montana Board of Education  
Office of Public Instruction

## RE: Box Elder Schools Deficiencies 2018-19

Dear Board of Education:

Box Elder School District 13&G received a number of deficiencies on our Final Accreditation Status for the 2018-19 school year.

In School 0570 Box Elder School we had deficiencies for Teacher, Specialist, and Professional Licensure and Licensure and Duties of School Principal. The following educators, Terra Bremner, Jacob Eldridge, and Raelynn Genereux were listed as nonlicensed. Ms. Bremner was a new teacher and now has a current license. Mrs. Genereux is a veteran teacher and has since updated her license and is currently licensed. Mr. Eldridge is working with Kristine Thatcher from OPI and Darlene Sellers from MSU-Northern to obtain a provisional license. He has informed me he has submitted all required documents from a letter dated 4/4/19 from OPI to obtain his provisional license. Our principal, Julie MacDonald completed the Internship program through the University of Montana, submitted required documents to OPI and currently is a licensed principal.

School 1710 Box Elder 7-8 received deficiencies for Teacher, Specialist, and Professional Licensure and Student Performance Standards Level. The license issue was regarding Mr. Eldridge and details about correcting the situation are included in the above paragraph. To address our student performance we are updating our Science Curriculum to better meet the Next Generation Science Standards. We also have professional development planned for staff and administrators and will be analyzing and evaluating our performance scores over the summer to determine new efforts to improve our scores.

School 0571 Box Elder High School received deficiencies for Teacher, Specialist, and Professional Licensure and Student Performance Standards Level. Mr. Eldridge license is being addressed as stated previously. To increase our ACT Math scores we are planning to devote an elective class for juniors in the Fall of 2019 to ACT and implement a new curriculum, Eureka Math for our high school. We have just hired a Junior High/High School Principal who was previously a math teacher and we have added a new math teacher who brings many years of experience to the District.

Box Elder's Board of Trustees and Administration are addressing the deficiencies for the 2018-19 year to the best of our abilities. Traditionally test scores have been below state averages and we plan to make improvements in this area. We will be implementing additional checks on paperwork in our personnel department to ensure licenses are current and we avoid any additional deficiencies for Teacher, Specialist, and Professional Licensure in the future.

Sincerely,



Jeremy MacDonald  
Superintendent  
Box Elder Schools  
(406) 352-4195





# Huntley Project Public Schools

## DREAM-BELIEVE-ACHIEVE

### District/Central Office

Mark Wandle - Superintendent  
Rita Huek - Business Manager  
Marlene Krum - Act/Lunch Clerk  
Tim Bastian - Activities Director  
Clint Croy - Curriculum Director/Transp.  
Candi Buck - Admin. Secretary

### Building Principals/Secretaries

Ben Lambert- Elementary  
Frank Hollowell -Junior High  
Sam Bruner -High School  
Barb Reichert- HS Secretary  
Julie Dandrea - JH Secretary  
Karen Simpson-Elementary Secretary

### Board of Trustees

Clint Johannes- Chair  
Tim Ley - Vice Chair  
Steve Erb - Trustee  
Brooke Logan - Trustee  
Corinne Hammond - Trustee

April 24, 2019

Montana Board of Public Education,

The Huntley Project School District recognizes that the high school has been placed in the Intensive Assistance Process on a level 2 status. We have discussed various options and have asserted the following plan of action to take place. These action plans are based on the monetary and enrollment standards that we currently have in place.

- 1) We currently have an enrollment projection of 244 for the 2019-2020 school year. This would be under the 250 student level and would put us in the library media services MEET THE STANDARD category.

The issue may be our enrollment increasing due to fall time enrollments. Last year we were at 256 in the Fall of 2018. If this happens our plans may include:

- 1) Apply for a Variance in December for the next school year. This, I believe, is the most factual thing I would do. This would allow me to utilize the funds that would be required to hire a ½ time librarian in a more representative fashion for the needs of the Huntley Project School District.
- 2) I will hire a paraprofessional to help for a couple classes to address extra support staff needed.
- 3) We could transition a teacher on staff from our English department but the impact would be losing some electives as our 7-12 English department has 3 staff members. The inclusion of Honors classes is an impact to this person's schedule. To make up for the loss of 3 English courses we would adjust by dropping our Newspaper class and find a way to expand the numbers in the English courses. We try to keep our course numbers under 20 for our English classes at this time.
- 4) Hiring a ½ time librarian but the cost effectiveness of this is a concern as we have more special education needs. I have visited with our librarians and the concern at the 9-12 level is the reshelving of books. We are doing more interactive lessons to utilize the research component.

### Concerns of the Standards

1. The limitation of recruiting librarians may be a focus point as the standards make it difficult to meet licensing standards.

Respectfully,

  
Mark Wandle

Huntley Project School District Superintendent

School District # 24 – Yellowstone County – 1477 Ash Street – Worden, MT 59088  
Phone (406) 967-2540 / Central Office FAX: 967-3059 / H.S. and Activity Fax 967-2589

# Plevna School District #55



327 North Main, Plevna, MT 59344

Business Office: (406) 772-5666

Nick Schumacher, Superintendent

Website: [www.plevna.k12.mt.us](http://www.plevna.k12.mt.us)

During the accreditation period of the SY 2018-19 school year, Plevna 7-8 School and the Plevna High School have been assigned a Deficiency Status for a Non-Licensed Teacher. SY2018-19 was the fourth Deficiency in accreditation in the past five school years. Clearly, the approach of the district to employ fully licensed educators has been ineffective.

First, the non-licensed teacher for the 2018-19 school year received his full Broadfield Social Studies Endorsement on 04 December 2018. The date required for licensure for accreditation is 01 December. We have remedied the SY2018-19 Deficiency.

Secondly. Two or more of our schools have been awarded a deficiency in four of our last five school years. As a district, a more proactive approach to teacher recruitment and licensure is required moving forward. Outlined below is the corrective plan for Plevna School District #55 Accreditation Deficiency:

- The district will recruit quality educators fully endorsed in their area of service. Full endorsement implies that candidates will possess a current State of Montana Teaching License with the proper endorsement in an area of need.
  - When quality “in-state” applicants are not available, the District will recruit quality educators from outside of Montana. Candidates will be fully licensed in their home state and required to procure a Montana Teaching License with the appropriate endorsement(s) within 60 calendar days after the candidate begins to perform services in the district.
- The District will work with the County Superintendent to adhere to Montana Code Annotated 20-4-202.
  - Teachers employed by the district shall register their Montana Teaching License with the county superintendent in order to validate employment status and permit payment under the employment contract.
  - Teachers employed by the district must register their Montana Teaching License with the county superintendent within (Sixty) 60 calendar days after the teacher begins to perform services.

- If a teacher employed by the district fails to register their Montana Teaching License with the county superintendent, the teacher is not eligible to receive any further compensation under the contract of employment until the teacher has registered his/her License.
  - Teachers failing to register their Montana Teaching License with county superintendent may be retained in the capacity of a substitute teacher.
  - The district will apply for and register an emergency authorization of employment. Such authorization will enable to teacher to return to the performance of services and receive compensation as agreed under the contract of employment.
  - Should a teacher prove ineligible for an emergency authorization or otherwise have an emergency authorization revoked, The teacher will not be eligible to receive further compensation under the contract of employment.

Sincerely,

Nick Schumacher  
Superintendent

**ACTION**

**ITEM 15**

**RECOMMEND APPROVAL OF THE 2018-  
2019 CORRECTIVE PLANS AND  
TIMELINES OF ACCREDITED SCHOOLS  
IN ONGOING ASSISTANCE OF THE  
INTENSIVE ASSISTANCE PROCESS**

**Patty Muir**

# Montana Board of Public Education Executive Summary

**Date:** May 9, 2019

<b>Presentation</b>	Recommend Approval of the 2018-2019 Corrective Plans and Timelines of Accredited Schools in Ongoing Assistance of the Intensive Assistance Process.
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides the Board of Public Education the 2018-19 Corrective Plans and Timelines for schools in Ongoing Assistance of the Intensive Assistance Process.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	None



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)

**Recommendation(s)**

Action One: Recommend APPROVAL of the 2018-2019 Corrective Plan and Timeline for Northern Cheyenne Tribal Elementary.

Action Two: Recommend APPROVAL of the 2018-2019 Corrective Plan and Timeline for Northern Cheyenne Tribal 7-8.

Action Three: Recommend APPROVAL of the 2018-2019 Corrective Plan and Timeline for Northern Cheyenne Tribal High School.

Action Four: Recommend APPROVAL of the 2018-2019 Corrective Plan and Timeline for Helena High School.

Action Five: Recommend APPROVAL of the 2018-2019 Corrective Plan and Timeline for Lustre School.

Action Six: Recommend APPROVAL of the 2018-2019 Corrective Plan and Timeline for Wolf Point 7-8.

Action Seven: Recommend APPROVAL of the 2018-2019 Corrective Plan and Timeline for Box Elder High School.

## Corrective Plan Presentations for Schools in **Ongoing Assistance** Intensive Assistance

### **1st Year in Ongoing Assistance**

#### Northern Cheyenne Tribal Schools

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

#### Helena Public Schools

- Helena High School

#### Lustre Elementary

- Lustre School

### **3rd Year in Ongoing Assistance**

#### Wolf Point Public Schools

- Wolf Point 7-8

### **4th Year in Ongoing Assistance**

#### Box Elder Public Schools

- Box Elder High School

Corrective Plan Presentations for Schools in **Ongoing Assistance** Intensive Assistance

**1st Year in Ongoing Assistance**

**Northern Cheyenne Tribal Schools**

Northern Cheyenne Tribal Elementary				
Year	Accreditation Status	Assurance Level	Performance Level	Assurance Deviations (Years of Occurrence)
2018-2019	DEFICIENCY	Regular	Deficiency	
2017-2018	DEFICIENCY	Regular	Deficiency	
2016-2017	DEFICIENCY	Deficiency	Regular MD	Nonlicensed Teacher
2015-2016	REGULAR	Regular	Regular MD	
2014-2015	DEFICIENCY	Deficiency	Advice	Nonlicensed Teacher (2)
				Nonlicensed School Counselor
				No Curriculum Coordinator FTE (2)
				Dean of Students Not Endorsed
				Principal Not Endorsed

Northern Cheyenne Tribal 7-8				
Year	Accreditation Status	Assurance Level	Performance Level	Assurance Deviations (Years of Occurrence)
2018-2019	DEFICIENCY	Regular	Deficiency	
2017-2018	DEFICIENCY	Regular	Deficiency	
2016-2017	ADVICE	Advice	Regular MD	Basic Education Program Misassigned Teacher
2015-2016	DEFICIENCY	Deficiency	Advice	Nonlicensed Teacher
2014-2015	DEFICIENCY	Deficiency	Advice	No School Counselor FTE (2)
				No Curriculum Coordinator FTE (2)
				Dean of Students Not Endorsed

Northern Cheyenne Tribal High School				
Year	Accreditation Status	Assurance Level	Performance Level	Assurance Deviations (Years of Occurrence)
2018-2019	DEFICIENCY	Regular	Deficiency	
2017-2018	DEFICIENCY	Deficiency	Deficiency	Nonlicensed Teacher
2016-2017	ADVICE	Advice	Advice	Basic Education Program Misassigned Teacher
2015-2016	DEFICIENCY	Deficiency	Deficiency	Nonlicensed Teacher (3)
2014-2015	DEFICIENCY	Deficiency	Deficiency	Nonlicensed Teacher (2)
				Dean of Students Not Endorsed (2)
				Nonlicensed School Counselor
				No Curriculum Coordinator FTE (2)
				Principal Not Endorsed



Corrective Plan Presentations for Schools in **Ongoing Assistance** Intensive Assistance

**Helena Public Schools**

Helena High School				
Year	Accreditation Status	Assurance Level	Performance Level	Assurance Deviations (Years of Occurrence)
2018-2019	<b>DEFICIENCY</b>	Deficiency	Regular MD	Nonlicensed Superintendent
2017-2018	<b>DEFICIENCY</b>	Deficiency	Regular	Nonlicensed Athletic Director Misassigned Teacher
2016-2017	<b>REGULAR</b>	Regular	Regular MD	
2015-2016	<b>DEFICIENCY</b>	Deficiency	Regular	Class Size (8)
2014-2015	<b>DEFICIENCY</b>	Deficiency	Regular	Class Size (7) Nonlicensed Teacher (2) Board of Trustees Policies

**Lustre Elementary**

Lustre School				
Year	Accreditation Status	Assurance Level	Performance Level	Assurance Deviations (Years of Occurrence)
2018-2019	<b>DEFICIENCY</b>	Deficiency	Regular	Nonlicensed Teacher (2)
2017-2018	<b>DEFICIENCY</b>	Deficiency	Regular	Nonlicensed Teacher
2016-2017	<b>REGULAR</b>	Regular	Regular	
2015-2016	<b>DEFICIENCY</b>	Deficiency	Regular	Misassigned Teacher (6)
2014-2015	<b>DEFICIENCY</b>	Deficiency	Regular	Misassigned Teacher (5)

Corrective Plan Presentations for Schools in **Ongoing Assistance** Intensive Assistance

**3rd Year in Ongoing Assistance**

**Wolf Point Public Schools**

Wolf Point 7-8				
Year	Accreditation Status	Assurance Level	Performance Level	Assurance Deviations (Years of Occurrence)
2018-2019	<b>DEFICIENCY</b>	Deficiency	Deficiency	Misassigned Teacher (4) Nonlicensed Library Media Specialist
2017-2018	<b>DEFICIENCY</b>	Deficiency	Deficiency	Misassigned Teacher (3) No Library Media Specialist FTE Nonlicensed Long-Term Substitute Nonlicensed Teacher
2016-2017	<b>DEFICIENCY</b>	Deficiency	Regular MD	Misassigned Teacher (2) Basic Education Program
2015-2016	<b>DEFICIENCY</b>	Deficiency	Regular MD	No Library Media Specialist FTE Nonlicensed Teacher Misassigned Teacher
2014-2015	<b>DEFICIENCY</b>	Deficiency	Regular MD	CSIP Not Completed Basic Education Program Insufficient Library media Specialist FTE

**4th Year in Ongoing Assistance**

**Box Elder Public Schools**

Box Elder High School				
Year	Accreditation Status	Assurance Level	Performance Level	Assurance Deviations (Years of Occurrence)
2018-2019	<b>DEFICIENCY</b>	Deficiency	Deficiency	Nonlicensed Teacher
2017-2018	<b>DEFICIENCY</b>	Regular	Deficiency	
2016-2017	<b>DEFICIENCY</b>	Deficiency	Regular MD	No Curriculum Coordinator FTE Principal Not Endorsed
2015-2016	<b>DEFICIENCY</b>	Deficiency	Advice	Nonlicensed Teacher (3)
2014-2015	<b>DEFICIENCY</b>	Deficiency	Deficiency	Nonlicensed Teacher (2) Basic Education Program

# WOLF POINT PUBLIC SCHOOLS

SCHOOL DISTRICT #45-45A, WOLF POINT, MONTANA 59201-1538



District Office  
213 6th Ave. South  
406-653-2361  
Fax 406-653-1881

High School/Junior High  
213 6th Ave. South  
406-653-1200  
Fax 406-653-3104

Northside School  
710 4th Ave. North  
406-653-1653  
Fax 406-653-2368

Southside School  
415 4th Ave. South  
406-653-1480  
Fax 406-653-1483

## Corrective Plan for Wolf Point Schools Wolf Point 7-8

Dear Ms. Muir:

The Wolf Point Corrective Action Plan for Wolf Point 7-8 are as listed:

The school is using one Misassigned Teacher. The class is American Indian Language and we have requested from the Tribal Board to assist us so that teacher is properly endorsed with a Class 7. Next year, I believe that we need to do the necessary paperwork for a provisional in this area if possible or possibly employ the individual that assist this teacher.

The other deviation is a Non-licensed Library Media Specialist. The individual currently in this area is taking classes and is in the process of getting an endorsement.

If you have any questions please contact me at (406) 653-5540.

Respectfully,

A handwritten signature in blue ink that reads "Rob".

Robert D Osborne  
District Superintendent

# Lustre Elementary School

6 Lustre Grade Ln  
Frazer, Montana 59225

Office 406-392-5725  
Fax 406-392-5780  
District #23  
Email [lustreelem@nemont.net](mailto:lustreelem@nemont.net)



Chairman	Landon Olfert
Trustee	Brant Unrau
Trustee	Brandon Reddig
Clerk	Shelley Keller
Administrator	Wes Young

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4/24/19

Patti Muir,

Miss Davis could not be certified in Montana until she completed the IFFA certification. It was completed sometime in November 2018. Her licensure did not make the December deadline. Miss Davis is a certified Montana Teacher as of December 2018.

Sincerely,

*Wes Young*



Board of Public Education  
46 North Last Chance Gulch, Suite 2B  
Helena MT 59601

SUBJECT: Accreditation Intensive Corrective Plan

The Helena Public Schools has engaged the Office of Public Instruction to address accreditation deviations for 2018-2019. Two deficiencies noted were 1) Employing an Athletic Director without appropriate licensure and 2) Employing a Superintendent without proper endorsement.

The District has taken the following action to resolve these deficiencies;

- 1) Hired a property licensed Athletic Director effective July 1, 2018, and
- 2) Tyler Ream, Superintendent will enroll in the University of Montana, Internship Program for his Superintendent Endorsement beginning in the Summer of 2019.

We appreciate the opportunity to resolve these issues and work with the Board and the Office of Public Instruction.

Sincerely,

Tyler Ream, Superintendent  
Helena Public Schools

# BOX ELDER PUBLIC SCHOOLS

District no. 13-G, Hill County  
Box Elder, Montana 59521

April 29, 2019

Montana Board of Education  
Office of Public Instruction

## RE: Box Elder Schools Deficiencies 2018-19

Dear Board of Education:

Box Elder School District 13&G received a number of deficiencies on our Final Accreditation Status for the 2018-19 school year.

In School 0570 Box Elder School we had deficiencies for Teacher, Specialist, and Professional Licensure and Licensure and Duties of School Principal. The following educators, Terra Bremner, Jacob Eldridge, and Raelynn Genereux were listed as nonlicensed. Ms. Bremner was a new teacher and now has a current license. Mrs. Genereux is a veteran teacher and has since updated her license and is currently licensed. Mr. Eldridge is working with Kristine Thatcher from OPI and Darlene Sellers from MSU-Northern to obtain a provisional license. He has informed me he has submitted all required documents from a letter dated 4/4/19 from OPI to obtain his provisional license. Our principal, Julie MacDonald completed the Internship program through the University of Montana, submitted required documents to OPI and currently is a licensed principal.

School 1710 Box Elder 7-8 received deficiencies for Teacher, Specialist, and Professional Licensure and Student Performance Standards Level. The license issue was regarding Mr. Eldridge and details about correcting the situation are included in the above paragraph. To address our student performance we are updating our Science Curriculum to better meet the Next Generation Science Standards. We also have professional development planned for staff and administrators and will be analyzing and evaluating our performance scores over the summer to determine new efforts to improve our scores.

School 0571 Box Elder High School received deficiencies for Teacher, Specialist, and Professional Licensure and Student Performance Standards Level. Mr. Eldridge license is being addressed as stated previously. To increase our ACT Math scores we are planning to devote an elective class for juniors in the Fall of 2019 to ACT and implement a new curriculum, Eureka Math for our high school. We have just hired a Junior High/High School Principal who was previously a math teacher and we have added a new math teacher who brings many years of experience to the District.

Box Elder's Board of Trustees and Administration are addressing the deficiencies for the 2018-19 year to the best of our abilities. Traditionally test scores have been below state averages and we plan to make improvements in this area. We will be implementing additional checks on paperwork in our personnel department to ensure licenses are current and we avoid any additional deficiencies for Teacher, Specialist, and Professional Licensure in the future.

Sincerely,



Jeremy MacDonald  
Superintendent  
Box Elder Schools  
(406) 352-4195

# Northern Cheyenne Tribal Schools

#1 Campus Drive • P.O. Box 150 • Busby, Montana 59016-0150

Superintendent • Business Manager • Administrative Assistant • Phone# (406) 592-3646 • Fax# (406) 592-3645

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Montana Board of Education,

April, 2019

As Principal Cook and I are consistent in our efforts. Time to build is definitely a factor when it comes to the success of our students. We have started with the Saxon Math curriculum and are seeing results. Although they seem small we are moving in the right direction. Again, we will face the challenges of replace teachers for one reason or another. This becomes an added load to us in such a rural area. Nevertheless, maintaining the increase the fidelity and integrity of our school we will move forward in a positive action. Again we will continue with Academic Tutoring Coach which will to indicate the improvement and success for each individual student. Assist in assessments as well as attend all PLC meetings with K-6 to help teachers with resources and computer programming that will aid in the improvement for tutoring student. We have implemented portfolio's for each individual student. Also, we have provided Academic Tutoring Coach and in class coaching and modeling of instructional strategies to teachers Analyze student performance data and communicate results to teachers, administration, parents and school board. Again, create teacher profiles of strengths and weaknesses. Also, the Academic Tutoring Coach will provide Professional Development based on patterns of practice from Observations. We will continue to have professional development for staff to allow them to have all the tools they need to have a successful classroom. We are in the process of having a chrome book for every student K-12 to broaden our horizons within the technological areas. This will help us utilize programs such as con academy and various other programs to reinforce learning within the classroom.

- Working with the new Headstart Director on early childhood.
- Continue to develop a new evaluation system to increase accountability for teachers.
- Continue to align with criteria for highly effective teachers and student performance.

1. New instructional materials for language arts, math, science, or social studies.
2. Supplemental curriculum materials for math, English, language arts for multi-tier support and RTI.
3. Funding for a summer staff development initiative for teachers and support staff.

Grant monies obtained by our Enhancement Grant fund for developing after school instructional and tutoring programs. All teachers in grades K – 6 use approved core curriculum materials of Everyday math and reading street. Tutors will use Lesson plans that are suitable for the identified group of students that will be receiving services. Instruction begins during

# Northern Cheyenne Tribal Schools

#1 Campus Drive • P.O. Box 150 • Busby, Montana 59016-0150

Superintendent • Business Manager • Administrative Assistant • Phone# (406) 592-3646 • Fax# (406) 592-3645

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immediately following after school snack. Hence, the instruction will begin 10 minutes after snack which will be 3:40pm. minute of math tutoring and reading student engagement continues through 4:20pm. After 4:20pm- 4:35pm students will be permitted to utilize learning games of their choice which will be computer based.

Finally, Teachers will use a variety of instructional methods/techniques including collaborative learning, pairing, fluency drills, board work, movement from centers, technology, positive reinforcement at 3:1 ratio over negative redirections, choral responses, cold calling, etc. Instruction uses a brisk pace, with little to no down time. Procedures practiced until student have quick transitions Math and Reading programs taught with fidelity (the way they were designed) Teachers check for understanding after every objective. We are looking forward to change for the betterment of the students.

Sincerely,



Teresa McMakin

Northern Cheyenne School Superintendent



**ACTION**

**ITEM 16**

**RECOMMEND APPROVAL OF THE  
ADDENDUM(S) TO THE 2018-2019 ANNUAL  
ACCREDITATION STATUS REPORT OF ALL  
SCHOOLS**

**Patty Muir**

# Montana Board of Public Education Executive Summary

**Date:** May 9, 2019

<b>Presentation</b>	Addendum (s) 2018-19 Annual Accreditation Status Report of All Schools
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides an update to the Board of Public Education on any addendums to the Annual Montana Accreditation Report. There are no addendums to the 2018-19 Annual Accreditation Status Report.
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Information



**ACTION**

**ITEM 17**

**RECOMMEND APPROVAL OF THE 2018-2019  
INITIAL AND RENEWAL VARIANCE TO  
STANDARDS APPLICATIONS**

**Patty Muir**

# Montana Board of Public Education Executive Summary

**Date:** May 9, 2019

<b>Presentation</b>	Recommend Approval of 2019 Initial and Renewal Variances to Standards
<b>Presenter</b>	Patty Muir, M.Ed.
<b>Position Title</b>	Accreditation Program Director Office of Public Instruction
<b>Overview</b>	This presentation provides to the Board of Public Education (BPE) recommendations from the state superintendent to approve Initial and Renewal of Variances to Standards. The summary report of the recommendations from the state superintendent is attached.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	
<b>Recommendation(s)</b>	Action One: Approve the recommendation of State Superintendent Arntzen of the three requests for Initial Variances to Standards.  Action Two: Approve the recommendation of State Superintendent Arntzen of the three requests for Renewal of Variances to Standards.



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Montana Board of Public Education  
May 9, 2019

Superintendent's Recommendations on the Applications for a Variances to Standards  
(ARM 10.55.604) Submitted by Schools, March 2019 for Implementation  
First Semester of the 2019-2020 School Year

## Initial Applications

### Application 1

Ronan Middle School - variance to ARM 10.55.709. The superintendent recommends approval of the initial request for the variance as submitted in this application.

### Application 2

Whitehall Elementary, Whitehall Middle School, Whitehall High School - variance to ARM 10.55.709. The superintendent recommends approval of the initial request for the variance as submitted in this application.

### Application 3

Libby Middle School, Libby High School - variance to ARM 10.55.709. The superintendent recommends approval of the initial request for the variance as submitted in this application.

## Renewal Applications

### Application 4

Independent Elementary - variance to ARM 10.55.704 and 10.55.705. The superintendent recommends approval of the renewal request for the variance as submitted in this application.

### Application 5

Loring Colony School, Malta K-5, Malta 6-7-8, Malta High School - variance to ARM 10.55.709. The superintendent recommends approval of the renewal request for the variance as submitted in this application.

### Application 6

Fort Smith Elementary - variance to ARM 10.55.709. The superintendent recommends approval of the renewal request for the variance as submitted in this application.

## VARIANCES TO STANDARDS APPLICATION

### Initial Application (two years)

**Purpose:** ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

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#### DUE DATES (check one)

- First semester implementation; first Monday in March  
 Second semester implementation; first Monday in July
- 

**COUNTY:** Lake

**DISTRICT:** Ronan School District No. 30

#### LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Ronan Middle School

1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55.709: Library Media Services - 1.5 FTE for schools with 501-1000 students

10.55.1801: Library Media Program Delivery Standards

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed variance. Community stakeholder groups include parents, community members, and students as applicable.**

The sign-in sheet for the November 12, 2018 meeting of the Ronan School District Board of Trustees will be submitted with this application. The agenda and draft minutes for the meeting, including approval of this application, are attached. The official minutes will follow upon approval of the Board.

- 3. Provide evidence that local school stakeholders were involved in the consideration and development of the proposed variance. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

The sign-in sheet for the November 12, 2018 meeting of the Ronan School District Board of Trustees will be submitted with this application.

- 4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting.**

This will be attached with the variance

- 5. Describe the variance requested.**

Ronan Middle School Library fulfills the Library/Media Program Delivery Standards which include the essential functions of a teacher-librarian; information technology instruction, reading advocacy, and information management. The teacher librarian also performs in a leadership role as a teacher, instructional partner and program administrator.

At the present time, Ronan Middle School's enrollment is 507 students. The accreditation Standard in ARM 10.55.709 states that schools with 501-1000 students will have 1.5 librarians. At the present time, we have one librarian for 507 students.

Ronan Middle School has a para-professional who works 7 hours per day or 35 hours per week. We would like to use that para-professional for one additional hour each day to serve as a librarian aide.

- 6. Provide a statement of the mission and goals of this proposed variance.**

**The mission and goals of the Ronan Middle School library is for all students to become life-long readers who appreciate literature and are responsible digital citizens who access and use information efficiently.**

With this variance, the para-professional will be able to assist the librarian by shelving books, checking out books, and help with the day to day operational duties of the Ronan Middle School librarian. This additional help will allow the librarian continue to focus on essential duties of a librarian rather than focusing on housekeeping type activities.

- 7. List specific measurable objectives that demonstrate the proposed variance will meet or exceed the results under the current standard(s).**

At the present time, we are over seven students. This is 1.4% over the one librarian for 500 students. By putting a para-professional in the library for 5 hours per week, we are increasing the adult time in the library by 12.5% (5/40) which should sufficiently cover the seven over students.

**8. What data or evidence will be gathered to document progress toward meeting the measurable objectives?**

The current enrollment at Ronan Middle School is: 8<sup>th</sup> grade 116, 7<sup>th</sup> grade 122, 6<sup>th</sup> grade 138, 5<sup>th</sup> grade 131. The 4<sup>th</sup> grade currently has 92 students. If this is the case next year, we will only have 484 students in the middle school, which will put us under the 500 student count, and one librarian would meet the standard. Unfortunately, enrollments do fluctuate, and as a District, we need to be prepared by having this variance in place to meet the OPI Accreditation Standards for a library/media specialist.

**9. In what way does this variance meet the specific needs of the students in the school(s)?**

If needed, this variance would ensure the students of Ronan Middle School are having their library needs met at a proficient level. A para-professional available for an additional hour per day would mitigate the burden of those additional 7 students and the additional workload that accompanies these students. The RMS librarian would be able to focus on her professional library duties involved with curating her library collection with relief from those lower level housekeeping duties such as checking in/out materials and shelving books.

**10. Describe how and why the proposed variance would be:**

**a. Workable.**

The variance would be a workable solution because we have the para-professional hired for 7 hours, and the employee would love the opportunity to get the additional hour. This para professional already works at Ronan Middle School and has both a relationship with the students and the librarian. This would make an easy transition.

**b. Educationally sound.**

Currently we have a librarian who has made the RMS library a relevant space for our students. Getting the additional para-professional support will give her additional time needed to continue working on curating her library collection, providing library instruction to students on how to appropriately use the library and continue her development of makerspaces.

**c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**



During the 2017-18 school year, Ronan School District No 30 reviewed the library curriculum of our K-12 libraries. During this process, the librarians at each of the four schools in our district looked at the delivery standards in 10.55.1801 and ensured they are incorporated within their library. Our middle school librarian selects and manages the print collection and electronic resources, long range planning and program development, communication and cooperation with local and regional libraries and staffs, and participation in school-wide and district level committees. Our libraries have also spent grant money and their school's budgets on Indian Education for All materials as stated in 10.55.1101.

**d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

As stated previously, during the 2017-18 school year Ronan School District No. 30 has a process in place where we review and revise on a recurring schedule as outlined in ARM 10.53.104. To satisfy the requirements of information literacy/library media content standard 4, our librarians develop units for students to use information safely, ethically, and legally as stated in ARM 10.54.6540.

**Required school district signatures:**

Board Chair Name: W. Robert Caswell II

Board Chair Signature: W. Robert Caswell II Date: 11/12/18

Superintendent Name: Mark J. Johnston

Superintendent Signature: Mark J. Johnston Date 11/12/18

**Mail the signed form to:**

**Accreditation and Educator Preparation Division  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501**

**OPI USE ONLY**

Superintendent of Public Instruction: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_ Approve \_\_\_\_ Disapprove

Board of Public Education Chair *Robert Hill* Date *11/12/18*

Approve \_\_\_\_ Disapprove



Ronan School District No. 30  
AGENDA

Regular Meeting  
KWH Multipurpose Room

November 12, 2018  
7:00 p.m.

\*\*\*\*\*

Item		Ref. #
1. Call Meeting to Order/Flag Salute		
2. Approve/Revise/Amend Agenda	Action	
3. Approve Minutes:Regular Meeting 10-8-18	Action	1
Executive Session 10-8-18	Action	
4. Staff/Student Presentation		
5. Public Comment		
6. Consent Agenda		
a. Claims Approval for October 2018	Action	2
b. Extra-Curricular Hiring for 2018-2019	Action	3
Justin Mock - Assistant Softball Coach, RHS		
Dan "Happy" Cheff - Wrestling Coordinator, RMS		
7. Correspondence		
a. Personnel Resignation/Retirement		
Elizabeth Sherman - Secretary, KWH		4
8. Reports		
a. Ronan-Pablo Education Association		
b. Indian Education Committee		
c. Board Legislative Contact/Committee Reports		
d. Administration		5
e. Business Manager/Clerk - Budget		6
f. Superintendent		7
9. Old Business - N/A		
10. New Business		
a. Personnel Hiring 2018-2019		
Substitute Hiring, List Attached	Action	8
Merideth Tobol - Math/Reading Paraprofessional, PES	Action	9
b. Extra-Curricular Hiring 2018-2019		
Angele Popyk - Drama Assistant, RHS	Action	10
Tom Linse - Assistant Wrestling Coach, RMS	Action	11
c. First Reading Policies and Procedures		
7231 - Federal Impact Aid	Action	12
7332 - Advertising and Schools/Revenue Enhancement	Action	13

<b>d. Variance to Standards Application Request</b>	<b>Action</b>	<b>14</b>
<b>e. Overnight/Out of State Field Trip Request to CA (April) Jazz Band</b>	<b>Action</b>	<b>15</b>
<b>f. Overnight Field Trip Request to Bozeman (January) Robotics</b>	<b>Action</b>	<b>16</b>
<b>g. Overnight Field Trip Request to Bozeman (March) FCCLA (Family Career and Community Leaders of America)</b>	<b>Action</b>	<b>17</b>
<b>h. Overnight Field Trip Request to Billings (Dec) IEFA (Indian Education for All)</b>	<b>Action</b>	<b>18</b>
<b>10. Adjournment</b>	<b>Action</b>	

**RONAN SCHOOL DISTRICT NO. 30**  
**REGULAR MEETING**  
**November 12, 2018**

The Board of Trustees of School District No. 30 met in regular session on November 12, 2018 at the K. William Harvey Multi-Purpose Room at 7:00 pm.

Trustees Present:        Bob Cornwell, Chairman  
                              Tom Anderson, Vice-Chairman  
                              Dan Decker  
                              Kevin Detwiler  
                              Rich Janssen  
                              Jesse Lytton

Trustees Not Present: Jack Duffey

Others Present:        Mark Johnston, Superintendent  
                              TJ Harold-Marmon, Business Manager/Clerk  
                              A list of other attendees is available upon request.

1. **Call Meeting to Order/Flag Salute**: Chairman Cornwell called the meeting to order and led the pledge of allegiance at 7:00 pm.
2. **Approve/Revise/Amend Agenda**: Motion to approve the agenda by Trustee Lytton. Motion seconded by Vice-Chairman Anderson. Motion passed by trustees 6-0.
3. **Approve Minutes, Regular Meeting minutes and Executive Session minutes from 10/08/2018**: Motion to approve the minutes from the Regular Board meeting held October 8, 2018 by Trustee Detwiler. Motion seconded by Vice-Chairman Anderson. Motion passed by trustees 6-0. Motion to approve the minutes from the Executive Session meetings held October 8, 2018 by Trustee Janssen. Motion seconded by Trustee Decker. Motion passed by trustees 6-0.
4. **Staff/Student Presentation**: Ms. Charla Lake and three of her students: Olivia Cheff, Charles Hakes, and Sara Templer gave a presentation to the board. First, they presented a slide show of their class's field trip to Glacier National Park. Next, they exhibited and spoke about their project on indigenous tribes of North America. Last, they shared their science project of the human neurology system, digestive system, and respiratory system.

would like to go, to ride with them. He anticipated it should be for only a couple of hours on December 5<sup>th</sup>.

- d) Administration: In attendance: Mr. Fisher, Mr. Madden, Mr. Ellis, Ms. Beal, Mr. Illig, Mr. Kenelty, Mr. Jobe, Mrs. Cheff, and Mr. Larson. Mrs. Graham was not present.

Mr. Fisher thanked STEP from Tribal Education for coming last month and helping with Bingo for Books night. Also for helping with Parent Teacher Conferences this month and providing snacks and goodies. The Lady Bison basketball team came and had breakfast with the Pablo students. Pablo will try to get the boys basketball team from SKC to come next. Mr. Fisher stated it is nice to have those resources from the college as they do not have access to the high school teams like K. William Harvey. The preschool playground fence is going up and should be completed soon. (Provided for by the STARS preschool grant.) The Parent/Teacher conferences had an 84% attendance. Mr. Fisher will provide Ms. Johnson with the demographic breakdown for her Title VI report.

Mr. Madden stated that they too are installing the preschool playground fence. Maples Bars with Moms is tomorrow morning. Mr. Madden said that they are losing Mrs. Sherman and it is going to be struggle for a bit as she knows everyone. However, they have good candidate and things should be fine.

Trustee Janssen quickly asked Mr. Fisher about the crosswalks that are being installed near the Pablo Elementary. Mr. Fisher stated that Superintendent Johnston spoke to a gentleman, who is supplying the equipment, to get an updated bid for another lighting option. Mr. Fisher said that as soon as we have the equipment, Mr. John Matt will drop the pole in and install everything. He remarked that the time change helps. Drivers are able to see the kids now. Mr. Fisher stated that he is also getting bids for additional lighting for the back of school.

Mr. Ellis shared that he feels the same as Mr. Madden in regards to Mrs. Sherman leaving. He remarked that the custodians and groundskeeper have done a good job with snow removal and getting salt out to keep things safe for staff and students. He then thanked Valley Bank for providing attendance incentives. K. William Harvey had forty one students with perfect attendance during the first quarter. Valley Bank provides Pizza once a month for those with perfect attendance. There are usually eighty to ninety students who qualify each month. Attendance is on the rise.

Ms. Beal shared that about two weeks ago, Yvonne Fields from OPI came to the Middle School. Ms. Fields is the assessment director at OPI. She brought with her a Math specialist and English specialist to talk to the Math and English staff about the interim assessment blocks and the interim comprehensive tests. These are practice tests to allow the students to familiarize themselves with the SBAC. The Middle School will start going through the interim and comprehensive blocks between now and March periodically. The plan is to do one test every two months so as not to overwhelm, but allow them to get used to the tools on the SBAC application. The staff learned a lot, and the trainers plan to come back in January for a follow up.

ran down the hallway giving everyone high fives before they got on the bus, and then returned home with a gold medal and a police escort on the way home. The kids were very excited about their accomplishment. There were new kids on team who are also new to the school district and the state. Mrs. Cheff stated that their parents were very impressed and excited about our Special Olympics program.

Ms. Johnson stated that the district is wrapping up Native Strong week. She thanked all the teachers, administration, and CSKT guests who opened up their doors or gave up their time to come in. There were close to forty different people in and out of the building last week. The kids got to do a lot of different activities and things are still going on. Ms. Johnson is gearing up for Empower MT community night on Wednesday. She stated that some of the high school kids will help plan some of the workshop sessions. The Tribal Education STEP program will also help with the trainings and provide snacks.

Mr. Larson informed the board that basketball and wrestling starts next Monday. Speech & Debate and Cheer are currently underway. Mr. Larson invited everyone to attend the Orange and Black Scrimmage on November 29<sup>th</sup>. It is the fundraiser for the district's winter sports. There will be a silent auction. (Parents, coaches, and athletes help out a lot.) The dinner this year is fry bread and will be from 6:00 pm to 7:30 pm in the Commons. Middle school basketball is going well. Mr. Larson thanked all the Veterans for their service.

- e) Business Manager/Clerk – Budgets: Mrs. Harold-Marmon stated that the budget expenditures are about where they should be this time of year. Any deviations are accounted for. She then stated that cash flow is looking very well for this time of year. The district is actually in a better position this year than last year. She stated she would let Superintendent Johnston explain why the cash flows are good. She noted that though cash flows are good, that does not change the budgets; they are what they are. It just means that we have received our cash earlier than expected.

Next, she informed the board that in the spirit of transparency and because of questions, she will now be providing a summary report of Student Activities Revenue and Expenditures. She stated that if anyone has any questions, please contact the district office.

- f) Superintendent Johnston stated the program at Flathead Valley is at the Arts and Technology building from 9:00 am to 10:00 or 10:30 am, room 139.

He expressed that he does not know what's going to happen with Impact Aid. The coalition that supports Impact Aid lost some seats during the election, and Superintendent Johnston stated that he is not sure what is going to happen now. We should know more in January. Superintendent Johnston informed the board that he had spoken with Chairman Cornwell and Vice-Chairman Anderson and they recommend the trustees attend NAFIS on a rotational schedule. Perhaps a 2, 2, 3, rotation instead all going one year and only a couple another year. He asked what the trustees thought. Chairman Cornwell stated that this would ensure that there would always be representatives from Ronan every year.



students who may not have access to food during the holiday break. Mrs. Wartick checked with her staff and she immediately had four or five staff members volunteer to work. A side benefit of the program would be that classified staff who work during the holiday feeding program would get paid during the holiday vacation when they normally would not. Mrs. Wartick anticipates it would cost approximately \$3 per student for a lunch meal. Superintendent Johnston stated that Mrs. Wartick said she could feed the kids pizza, peanut butter and jelly crustables, fruit, milk, juice, etc.; things that are easy and the kids would eat and not go to waste. Superintendent Johnston stated he would like the trustees' thoughts on running the program.

Mrs. Wartick stated the Summer Feeding program is funded by the USDA through OPI. However, there is currently no funding for a Holiday Feeding program. Mrs. Wartick estimates the district would pay 2 staff members for 4 hours per day for a total of \$110 per day. To feed the kids, she estimates she could produce the meals for \$1.50 per kid. If we feed 50 kids, that would cost the district \$150 per day. The district may not be able to get any milk during the holidays, but we may be able to use what is left over from the food service inventory. At most, she anticipates a total of \$1,500 for the program; depending if the district opts to run the program on Christmas Eve or New Year's Day. Superintendent Johnston stated that without Christmas Eve and New Year's Day, the program would be open to feed kids for six days and he feels it would be a valuable service to the community. Mrs. Wartick stated that Pablo needs it most, but they normally do not feed as many kids there. Mrs. Wartick stated she had five Ronan staff members volunteer for the Ronan location. She has not approached the Pablo staff because she did not know if the district wanted to run the program in Pablo as well. Superintendent Johnston asked Mr. Fisher what he thought of running the program in Pablo. Mr. Fisher stated that the need is always there. He stated that his MBI (Montana Behavioral Initiative) team is already looking for ways to provide food during the holidays. Mrs. Wartick noted that holidays fall at the end of the month; the hardest time of the month and year for these families in need. Trustee Janssen believes the program to be a great idea and it has his vote. He feels that anytime we can get food into students' bellies it's a good thing, and even better if it does not cost the district that much and we have staff willing to work. Mrs. Wartick stated that she fed over 11K meals over the summer. Chairman Cornwell stated that since the cost is under the Superintendent's discretionary spending limit, it is up to Superintendent Johnston's discretion as to whether the program will be implemented.

Superintendent Johnston stated he would like to discuss substitute pay wages. Currently the district pays \$90/day (\$12.68/hr.) for a certified substitute, and \$75/day (\$10.56/hr.) for a non-certified substitute. The district is having an issue because other districts around us are paying more. Superintendent Johnston would like to increase the wage and would bring it before the board next month for a vote. Superintendent Johnston believes the district could increase the wages two different ways. One option would be to pay a higher wage for a substitute filling in for a teacher than a substitute filling in for a paraprofessional position. This would encourage substitutes to take the teacher position over the paraprofessional position. The second option would be to simply increase the pay overall. Superintendent Johnston asked for any questions or thoughts from the trustees. Trustee Janssen asked if we knew what the other local schools are paying. Superintendent Johnston stated that we did and he would present that information at the next board meeting. Trustee Janssen

it is difficult to implement. The After School Club is available for students if they fail and it is helping. Mr. Kenelty stated that the middle school is also putting in the Math and English labs for those that have lower scores. The district should start seeing the results in the next Freshman class. Chairman Cornwell said that the district can also look at the strategic plan, and something that was discussed at MCEL and supported by MTSBA, was increasing the age at which a student can still be counted and funded. It is something the district can look at and discuss. There are a lot of pros and cons. The biggest pro Chairman Cornwell sees is the ability to hold a student back and legally keep them in the school longer. Currently, a student can turn 19 after September 10<sup>th</sup>, and still attend. Mr. Kenelty stated he currently has two students who are in their fifth year of high school because of this regulation. The district tends to see one or two each year. Mr. Kenelty stated that if they choose to come back on their own, they are usually very successful. If they are forced, the results are usually not good. Special needs students are held to the same age restriction.

8. **Old Business:** - N/A

9. **New Business:**

a) **Personnel Hiring 2018-2019:**

- **Substitute Hiring, List Attached:** Motion to hire the listed substitutes by Vice-Chairman Anderson. Motion seconded by Trustee Janssen. Motion passed by trustees 6-0.
- **Merideth Tobol – Math/Reading Paraprofessional, PES:** Motion to hire Mrs. Tobol by Trustee Janssen. Motion seconded by Trustee Decker. Mrs. Tobol is currently student teaching in Pablo. Motion passed by trustees 6-0. Mrs. Tobol was not present.

b) **Extra – Curricular Hiring 2018-2019:**

- **Angele Popyk – Drama Assist:** Motion to hire Ms. Popyk by Trustee Detwiler. Motion seconded by Anderson. Motion passed by trustees 6-0. Ms. Popyk was present.
- **Tom Linse – Assistant Wrestling Coach, RMS:** Motion to hire Mr. Linse by Trustee Janssen. Motion seconded by Lytton. Trustee Decker stated that Mr. Linse came in last year and worked with the third through fifth graders and middle school group and did a great job. Motion passed by trustees 6-0. Mr. Linse was not present.

c) **First Reading Policies and Procedures:**

- **7231 – Federal Impact Aid:** Motion to move to a second reading of the 7231 Federal Impact Aid policy by Trustee Lytton. Motion seconded by Vice-Chairman Anderson. Superintendent Johnston stated that he and Ms. Johnson met with two parents from the Title VI committee. They received some feedback. What has been requested is just some minor changes from the Tribe. Ms. Johnson said that they are trying to align the report with the Tribal Ed. Report so only one report is submitted to the Tribe. She has been talking with Julie Cajune and adding things to the report that are needed. Trustee Janssen asked again about the extra – curricular activities and the student demographics from the start of the season to the end. Ms. Johnson stated that the coaches are already reporting the numbers, and they should be in the mid-term report. Chairman Cornwell stated that the 1<sup>st</sup> paragraph seemed written a little funny.

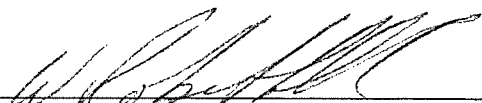
Youngren added that he is down kids from last year; only four 7<sup>th</sup> graders this year. However, there are number of 5<sup>th</sup> and 6<sup>th</sup> graders who are really excited about the program. Trustee Detwiler asked if this is one project or separate projects. (Referring to the program on the agenda.) Mr. Youngren answered that it is all one program. The students have a project, a robot, and then they have a team activity. Mr. Youngren further explained that he never knows what the team exercise is until after they have completed it, and the students do not know what they will be doing until the start of the activity. The kids show off the robot, they show off their teamwork, and they are questioned on core values. Finally, they have three rounds with their robot. The club currently has a volunteer from Jore helping; Dan Schaner. Mr. Youngren says he is a great guy and it doing things with kids that he is not able to do. The kids have gotten a lot further this year than in the past. Motion passed by trustees 6-0.

g) Overnight Field Trip Request to Bozeman (March) FCCLA (Family Career and Community Leaders of America): Motion to approve the overnight field trip request to Bozeman for FCCLA by Vice-Chairman Anderson. Motion seconded by Trustee Lytton. Mr. Kenelty informed the board that this is FCCLA's state competition. It also has trainings for Ms. Umbriaco. Motion passed by trustees 6-0.

h) Overnight Field Trip Request to Billings (December) IEFA (Indian Education for All): Mr. Kenelty stated that the trip has been cancelled; OPI has denied the funding. However, there is one in the spring in Polson that they may be able to attend. Chairman Cornwell called for a motion to table the overnight field trip request. Motion to table the overnight field trip request for IEFA by Vice-Chairman Anderson. Motion seconded by Trustee Lytton. Motion passed by 6-0.

10. **Adjournment**: Motion to adjourn by Vice-Chairman Anderson. Motion seconded by Trustee Janssen. Motion passed by trustees 6-0. Meeting adjourned at 8:33 pm.

\*Pending Fingerprint Background Check

  
\_\_\_\_\_  
Presiding Officer

ATTEST:

  
\_\_\_\_\_  
District Clerk

12/12/2018  
\_\_\_\_\_  
Date

## VARIANCES TO STANDARDS APPLICATION

### Initial Application (two years)

**Purpose:** ARM 10.55.604(1) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

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#### DUE DATES (check one)

- First semester implementation; first Monday in March  
 Second semester implementation; first Monday in July
- 

**COUNTY:** Jefferson

**DISTRICT:** Whitehall School District 4, 47, & 2

#### LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

Whitehall Elementary School, Whitehall Middle School, Whitehall High School

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**

10.55.709 Library Media Services, K-12

- 2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed variance. Community stakeholder groups include parents, community members, and students as applicable.**

The proposed variance was noted in the elementary newsletter sent home to parents on 1/25/19 and 2/1/19. (See attached newsletter).

We also have had contact with the Whitehall Public Library. We gathered input from the town librarian and she volunteered to help provide the .1 FTE we needed but she is not certified to do so per OPI Standards.

- 3. Provide evidence that local school stakeholders were involved in the consideration and development of the proposed variance. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

The proposed variance was reviewed and discussed numerous times; it was discussed at the Whitehall School Board meetings on 11/5/18 and 2/6/19. (See attached superintendent reports). It was discussed at various administrator meeting on 9/17/2018, 1/22/2019, and 1/28/2019. (See attached admin. meeting docs) It was discussed at the Whitehall School District Strategic Planning Committee meetings in 2018. (See attached strategic plan email). It was discussed at K-12 staff meetings that follow school board meetings and in Friday Updates sent by superintendent. (See attached Friday Update). It was discussed with the current librarian in 2109 as we review his schedule. (See attached schedule)

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting.**
5. **Describe the variance requested.**

Whitehall School District (WSD) requests a variance to Montana School Accreditation Standard 10.55.709. The WSD operates its library as a K-12 library with all schools on one campus. The variance is in regard to 10.55.709, 1(A) - .5 FTE for school with 126-250 students. Our enrollment in the high school has fluctuated between 120-140 students from 2014-2019. Our projected enrollments are near the 126 cutoff. We currently employ a full-time librarian for our elementary (K-5), middle school (6-8), and high school (9-12). Our middle school enrollment has been 85-110 from 2014-2019. Thus, we are required to have services in that school with partial FTE. We have found it difficult to find that partial FTE certified employee. Our current librarian was our only applicant for our library opening in 2018. We adhere to the .5 FTE for elementary library position and .5 FTE for the high school library position although there has been years when our high school enrollment has dropped below 126 and .001 FTE was needed. It is impossible to hire a Library Media Specialist for only .001 FTE without the option or ability to offer additional teaching assignments to the individual if they are even endorsed in other areas. With the additional

6. **Provide a statement of the mission and goals of this proposed variance.**

Our goal is to continue to provide a learning environment which creates independent learners who are efficient consumers and producers of information. Our K-5 students will continue to have scheduled library time each week and our 6-12 students will have opportunities to visit the library through curriculum offerings and scheduling. Our library will continue to have flexible hours and our librarian will have a flexible schedule to meet the needs of our school district.

**7. List specific measurable objectives that demonstrate the proposed variance will meet or exceed the results under the current standard(s).**

1. Continue to allow flexible scheduling to ensure that the library responds to information needs, fostering intellectual curiosity, and supporting learning. Measured by schedule and student contact time.
2. Continue to collaborate with teachers to gain understanding of content standards and will use Lexile levels, corresponding AR levels, and grade level content to enhance students reading and comprehension.
3. MAP reading data will be utilized to develop and purchase materials suitable for student body. These scores will also be utilized for long range planning to manage the human, financial, and physical resources needed for a successful library.
4. MTSS data will be utilized in the same manner as the MAP data.
5. Teacher Evaluation documents with measurable objectives will be utilized to ensure that the teacher is delivering the desired curriculum based on the Library Media program standards.

**8. What data or evidence will be gathered to document progress toward meeting the measurable objectives?**

Evidence gathered will be similar to what is stated in questions 7, data will be gathered from MAP scores, Lexile scores, AR scores, and teacher evaluation rubric scores. Classroom data will also be shared in regard to student comprehension and learning in our Walk-To-Read program and student grade level placement according to success in that program. A sampling of library lesson plans, along with student assessment of the lesson, will be gathered in order to document that students are receiving the curriculum based on the Library Media Standards.

**9. Describe how and why the proposed variance would be:**

**a. Workable.**

1. We are a single campus with the elementary and middle school physically connected by buildings. The high school is within 10 yards of the middle school building. All students can easily access all areas of all three buildings. Currently the K-12 Library is in the middle school.
2. We are projecting a similar pattern to our enrollment over the last 5 years. (See attached enrollment figures)
3. We currently operate as a K-12 Library setting and our students and staff are comfortable with this format.
4. Schools and school districts face many financial burdens, to operate with one library and one full-time librarian is fiscally responsible to the taxpayers of our district.

**b. Educationally sound.**

We have a certified librarian who serves our K-5 and 9-12 at this time. We employ a paraprofessional who has assisted our librarian in the past to help students who enter the library and need guidance. Literacy remains our top educational priority for this district. All students receive between 60-90 minutes per day of literacy instruction. Opportunities for students to access the library have been scheduled. Achievement data shows that current literacy goals are being met with the structure in place.



- c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

As mentioned above, our curriculum and program is aligned with 10.55.1801 - Library/Media

- d. **Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

Our current library program does meet each benchmark for grades 4, 8, and 12. All students in grades K-5 have scheduled library time in which our librarian adheres to those benchmarks and standards. Our 6-8 grades have opportunities throughout the curriculums to meet these benchmarks and some our scheduled in the library for study sessions which allows the librarian to teach these skills. All these students are versed on the inquiry process and how to retrieve information, they have ample time to seek out individual needs and questions with our librarian, we have a library with both print and electronic sources that they can utilize, and through their various curriculums they learn to navigate through relevant sources. By graduation our students are comfortable using the library and can create authentic, new products and are able to critique student made or published publications.

**Required school district signatures:**

Board Chair Name: Gina Castello  
Board Chair Signature: *Gina Castello* Date: 2/15/19  
Superintendent Name: John T. Sullivan  
Superintendent Signature: *John T. Sullivan* Date: 2/15/19

**Mail the signed form to:**

**Accreditation and Educator Preparation Division  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501**

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**OPI USE ONLY**

Superintendent of Public Instruction: \_\_\_\_\_ Date \_\_\_\_\_  
 Approve  Deny

Board of Public Education Chair \_\_\_\_\_ Date \_\_\_\_\_  
 Approve  Deny

## LIBRARY MEDIA: PROGRAM

*The school library media program is essential in creating independent learners who are efficient consumers and producers of information. By using a variety of information formats, focusing on the learning process and collaborating with other disciplines, school libraries provide the entire school community with opportunities to acquire the information skills they need to interact responsibly in a global society.*

*An ongoing desire to know, a love for reading and a respect for information will transform a student into a lifelong independent learner. The role of libraries in a democratic society is to embrace the social responsibility of learning.*

### **10.55.1801 Library Media Program Delivery Standards**

(1) In general, a basic program in library media shall:

(a) meet the following conditions:

- (i) establish flexible scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;
- (ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;
- (iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and

(iv) advise the board of trustees on policy and rule pertaining to:

(A) developing and maintaining a library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;

(B) engaging in comprehensive long range planning to administer and manage, in a secure area, the human, financial, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged; and

(C) implementing a viable collection development policy which includes the following components:

- (I) materials selection and de-selection;
- (II) challenged materials procedure;
- (III) intellectual/academic freedom statement;
- (IV) confidentiality assurance;
- (V) copyright guidelines; and
- (VI) gifts and donations.

(b) include the following practices:

- (i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;
- (ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;
- (iii) encourage partnerships with information centers that use electronic information systems;

and

(iv) participate in school-wide technology and telecommunications planning and promote its integration into all instructional programs. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2001 MAR p. 953, Eff. 6/8/01.)

**Admin. Meeting**  
**Tuesday, January 22, 2019**

Items:

1. Schedules – here all week except Monday. Thursday at Three Forks ~~Hannah going?~~
2. Variance to Standards request – may ask for some help or ideas. Complete this week.
3. Bus is back and running; school truck is out for a few days – water pump.
4. MHSA Meeting – review what took place, proposals.
5. Spring ANB count – Feb. 4 – be smart with enrollment numbers – withdraws.
6. Chromebook Request – 10 more of these – Marcy. Any other technology requests coming up? REAP Funds – possibly utilize.
7. End of Semester- fall out, grades, schedule changes? Jim has a Sped student for an hour here and there?? Seniors on track to graduate?
8. Down the road schedules – Hannah gone to Districts, Divisional, State? Dates?
9. Building Issues? Safety Concerns – walk building for issues?
10. Other:

# Admin. Meeting

## Monday, September 17, 2018

### Items:

1. Schedules – games Thursday and Friday. JV football tonight, middle school volleyball tomorrow. Pep Rally? Bon Fire? Wednesday not good weather!  
↳ Friday    ↳ Tuesday
2. TEAMS next week? Email from OPI for Kurtis to acquire login.
3. Field Preparation – I will check that out this week. Game tonight we can check out. I will get with Jim.
4. Friday Supervision – if students are in class preparing I would use Jeff Vial and Robyn Smith for supervision and walking around.
5. Parade – emergency personnel have been notified. Tell Harlow's plan with kindergarteners.
6. CPR/1<sup>st</sup> Aide Offering – Thursday, October 18<sup>th</sup>, 8-noon. Will give OPI renewal and count if for a full day.
7. Curriculums – are we in them and working our way through them – should have solid grades all around by now.
8. School Operations – building needs or issues – walk your buildings weekly for any issues or needs. PA system should be in this week.
9. Other:
  - ↳ Cleanup + Use of Supplies - monitor, plm to help.
  - ↳ Fire Drill / Earthquake Drill
  - ↳ Oct. 2<sup>nd</sup> - Board Training - 5:00 pm - might be good to hear
  - ↳ Library - Teams - Accreditation

**Whitehall School District 4, 47, & 2  
November School Board Meeting  
Superintendent Report**

Items:

1. **OPI Compliance/State Compliance** – we have submitted our TEAMS report to OPI, we have two deviations with our library in the middle school and 2 of our K-5 PE classes. We will discuss our remedies at the meeting. We have met the vaccination requirements that come out this time of year also.

- Apply for waiver

2. **Speech/Debate Program** – we trying to keep this program going, we have had student interest meetings, hired a coach, had a practice or two, and as I am writing this we only have 3 students – all seniors. If we get to 5 we will probably keep it going for one more year but with very few underclassmen interested this will be the last year and we will no longer budget for this program. The cost this year is minimal for activities – about \$4000.00 but still \$4000.00.

3. **Power Outages** – with our recent power outage we have had a few issues, mainly with our boiler system. We have taken some measures to “soft” power down our computer systems as we anticipate these outages will occur again. I did attend the town meeting as a representative of the school and will share more details on this issue at the meeting.

50-100 line  
- Review with  
line

4. **End of 1<sup>st</sup> Quarter** – I will give a quick review of the first quarter – school improvements, curriculums, teachers/staff, athletics, etc.

Restroom carpet  
Tweak up print

← All in place - used to please - working hard would like to see better numbers

5. **Other:**

⇒ Lunch Numbers - Refer to Sheet Ms. Foley - 5<sup>th</sup> grade presentation on token Aoles

Thank you

⇒ Shop - Welding Racers - Thank Casey & his father  
- Grant

⇒ 1<sup>st</sup> Qtr - MR. Koenig - Good Start - Done Everything we have asked

→ Hannah has been a great mentor

## John Sullivan

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**From:** John Sullivan  
**Sent:** Tuesday, March 27, 2018 9:27 AM  
**To:** Hannah Nieskens; Britt McLean; 'Sue Pullman'; Melissa Robbins; Kristen Wirth; Robyn Smith; 'ginaossello@msn.com'; Holly Harper; Michelle Hoover; Kathy Coughlin; Marcy Lamb  
**Subject:** Strategic Plan - Follow-Up From Meeting

After meeting yesterday and discussing our Strategic Plan, we concluded that there are still a few goals that remain, we have decided to reach out for input from our committee on how we can conclude and reach the goals of our current 3-Year Plan which ends next Spring and start to build on new goals and strategies for 2019-20, 2020-21, and 2020-22. Here is a brief synopsis of where we are at with each objective and who was part of that objective:

High School Curriculum – we believe we have met most of the objectives that were originally stated in this area. Accreditation in the area of Library is one of our only remaining concerns. Also, Mrs. Nieskens discussed that we are adding new textbooks and curriculum to the Social Sciences this year which was not part of the original plan. The MTSS planning and implementation has been beneficial to this curriculum and a plan is in place to move forward with that. Members of this objective area were Hannah Nieskens, Britt McLean, Sue Pullman, Melissa Robbins, and John Sullivan.

K-8 Curriculum – we believe we have met most of the objectives that were originally stated in regard to this area. Reading and Math curriculum updates were the major objectives in this area and a writing curriculum has also been established. MAPS testing and other assessments have been added to evaluate our strengths and weaknesses in curriculum areas and the MTSS has gotten started in this area. The MTSS will be a future concern and plans are being discussed to continue with this program. Members of this objective were Britt McLean, Hannah Nieskens, Melissa Robbins, Kristen Wirth, John Sullivan, Robyn Smith, Gina Ossello, Michelle Hoover, and Holly Harper.

Facilities and Maintenance – there were 24 areas of improvements that were identified by the committee, of the 24, 13 of the objectives have been reached. Remaining objectives include: Replace or Clean Ceiling Tiles in Varsity Gym, Expansion of Elementary Playground, Remodel Outside Concession Stand, Motion Sensor Lighting in Middle School, Automatic Sprinkler on Football Practice Field (discussion took place that this may fall on the list), Replace MS Windows, Resolve Hot Water Issue in Middle School, Replace Carpet in Elementary School, Replace Shower Heads in Tia Locker Rooms, and Replace Marquee Sign to Digital by Town Pump. Additions to this plan that were discussed last night are: Possibly Reseal Varsity Parking Lot, Replace Crow's Nest on Football Field, and Ventilate High School

## John Sullivan

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**From:** John Sullivan  
**Sent:** Friday, January 19, 2018 8:09 AM  
**To:** 6-12 Staff; 6-12 Teachers; K-5 staff; K-5 Teachers  
**Subject:** Friday Update

Hello! One semester down; it's all downhill from here! I believe we had a great 1<sup>st</sup> semester; our students have made some huge gains academically and our students have had some success representing our school in extra-curricular activities; all of these achievements are indicative of our hard-working staff and dedication of our staff and students – thank you! Now on to the good stuff:

- Heaters – we continue to tweak all of our systems so that we can operate in a more efficient manner, we ask for your patience. We are going to go “digital” in the elementary; this will happen this summer so hopefully that entire system will become more efficient and self-controlled.
- Curriculums and Textbooks – I have visited with Hannah and Britt about curriculums and needed textbooks for the upcoming year. I have learned that some of our high school texts in some classes are over 10 years old, this is ridiculous. We will be looking to upgrade these textbooks to align more with the standards and what should be taught. If you have some concerns please share those with me or your building principals.
- MTSS – I have had a few discussions, read a few emails, and have gained some additional knowledge about our MTSS programs. I know this has been a lot of work for a lot of our staff but I also know that we have made some huge gains thanks to implementing this program. We do have some challenges in our K-5 program and we will need to create a plan as to how we are going to make our programs successful. Holly has done a great job with facilitating both these programs (6-12 and K-5) but she cannot do both and fulfill her obligation to our district as our librarian and Language Arts teacher; believe it or not we do need to have a librarian; more so than an MTSS facilitator; we need both but we can lose accreditation if we don't fulfill our librarian needs. With that said, unfortunately we cannot clone her and put another of her in the K-5, so we are looking at who that can be that has the skills and ability to do that and be able to deal with the tough conversations that need to take place to move us forward; perhaps it's a combination of people. I have reached out to our Prickly Pear coop and other area MTSS schools for input; some schools operate as we do with a staff member and principal leading the way, a few have done away with Title and hire a “Reading and Math Intervention Specialist”, and others just have their administration handle it the best they can. Two of the main factors are time and funding; meaning



# Monday - Thursday

Updated Dec. 2018

1st Period		2nd Period		Third Period		Fourth Period		High School Lunch	Fifth Period		Sixth Period		Seventh Period								
8:14-9:11		9:15-10:07		10:11-11:03		11:07-11:59		12:00-12:35	12:36-1:28		1:32-2:24		2:28-3:20								
	8:25-9:55	9:55-10:15	10:20-10:45	10:45-11:00	11:00-11:25	11:30-11:55	11:30-11:55	11:55-12:25	12:25-12:50	12:50-1:15	1:15-1:40	1:40-1:55	2:00-2:25	2:25-2:50	2:50-3:15						
(Kinder) Moen	Morning Announcements		Walk to Read K-5		Recess		Music (W)	Art (M)	Library (TU)												
(Kinder) Johnson							Music (M)	Art (W)	Library (TH)						PE (Tu, Th)						
(1st) Hoover							Art (TU)		Music (M)		1 lunch	1 recess	Library (W)				PE (Tu, Th)				
(1st) Kidwell									Art (W)		1 lunch	1 recess	Library (Th)				PE (M, W)				
(2nd) K. Mclean							Music (TU)	Art (TH)			2 lunch	2 recess	Library (TU)					PE (M, W)			
(2nd) Foley							Music (TH)				2 lunch	2 recess	Library (M)					PE (Tu, Th)			
3rd VanAusdol							Recess (10:20 - 10:40)		Art (TH)	Music (TU)				3 lunch	3 recess	PE (M,W,F) 12:30-1:00				Library (TH)	
3rd C. McLean									Music (TH)						3 lunch	3 recess	PE (M,W,F) 12:30-1:00				Library (Tu)
4th Farrand							-10:40		Art (TU)	Library (TH)	Music (W)			4 lunch	4 recess					PE (M,W,F) 2:25-3:05	

**John Sullivan**

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**From:** Muir, Patty <PMuir@mt.gov>  
**Sent:** Wednesday, May 9, 2018 8:15 AM  
**To:** John Sullivan  
**Subject:** Corrective Plan due June 1, 2018

Superintendent Sullivan,  
Categories of Accreditation in ARM 10.55.605 (6) states that a school on advice or in deficiency status, shall submit a corrective plan, including a systematic procedure and timeline for resolving the deviations noted. This plan is due to OPI by June 1, 2018.

To date, the Whitehall High School has not submitted a corrective plan to address current deviations.

Click [HERE](#) and you will be linked to the Corrective Plan application.  
If you need assistance, please don't hesitate to contact me.



**Patty Muir**  
Accreditation Program Director  
Montana Office of Public Instruction

- Phone: 406-444-4317
- TTY: 406-444-0235
- Website: <http://opi.mt.gov/>
- Email: [pmuir@mt.gov](mailto:pmuir@mt.gov)

→ HS → Spanish Endowed - course title for next year - ??  
→ Library Media - ? Apply for

JAN. 2019 }>

VARIOUS to standards  
due to enrollment  
fluctuation

Collected  
& Submitted  
5/9/18

→ Due March 1<sup>st</sup>  
- 2 YRS in good  
standing.

Feb. 8, 2019

## K-5 News

### **IMPORTANT INFORMATION ABOUT THE 2018-19 YEARBOOK**

The Whitehall Elementary and Middle School Yearbook is now under the auspices of the PTSA. They are currently gathering photos from parents and staff to tell the story of this year. If you have photos of students in K-8 doing awesome school-related activities, please note the advertisement on back.

#### VERY IMPORTANT

The PTSA and Whitehall Schools will never publish a picture or any other information about your child if that is not your wish. A form has been sent home to all parents regarding the publication of your child's picture. This form allows you to "opt out" of having your child's photo (or other information) published electronically or in the yearbook. A similar form was sent out at the beginning of the school year. Since the PTSA is in charge of the yearbook this year, the Whitehall School District's form does not apply to the yearbook. Therefore, IF YOU DO NOT WISH TO HAVE YOUR CHILD'S PICTURE (OR OTHER INFORMATION) PUBLISHED IN THE YEARBOOK, YOU MUST COMPLETE AND RETURN THIS FORM.

The Yearbook for the Elementary and Middle School (K-8) is in need of your photographs. Pictures can be directly uploaded to the Lifetouch site.

Sales will begin soon! Look for the sales fliers which will be sent home with your child. Yearbooks will cost \$15.

Help us **get more smiles** in the yearbook!



Upload your photos of school events to **community.lifetouch.com**

Enter your school's code:



## Whitehall Schools Library

Whitehall Schools library has operated as K-12 library for many years. Currently Jeff Vial serves as our K-12 librarian and his schedule is built to assist with all the needs of our K-12 students. According to the Montana Standards our school system is required to hire another certified librarian for 1 hour of the day; we feel that this standard is ridiculous and that the needs of our students are being met. We also have placed paraprofessionals in the library from time to time to assist Mr. Vial. According to ARM 10.55.604(1), "a local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or section of standards...." The Whitehall School District will be applying for such a variance in March. If you have any concerns in regard to this variance please call John Sullivan at 406-287-3455.

# TROJAN TIMES



Visit us on Facebook

"THE MORE THAT YOU READ, THE MORE THINGS YOU WILL KNOW. THE MORE THAT YOU LEARN, THE MORE PLACES YOU'LL GO."

--DR. SEUSS

## Upcoming Events

EARLY RELEASE Wednesday

Valentine's Day Thursday

Music Field Trip for 3<sup>rd</sup>-5<sup>th</sup> on Friday

District Basketball Thursday-Saturday

Trojan Athletics

District Basketball will take place in Belgrade Thursday – Saturday.

Good Luck Trojans!

IF YOU NEED TO REACH MR. KOENIG

I find it informative and gratifying to chat with parents and community members. Please do not hesitate to reach out to me if you have a question, concern, or suggestion.

I will respond to emails very quickly: [kkoenig@whitehallmt.org](mailto:kkoenig@whitehallmt.org)

Or you can always call me at 287-3882

Whitehall Public School  
P.O. Box 1109  
Whitehall, MT 59759  
Phone: 406-287-3455 or Fax: 406-287-3843

Vision: T.E.A.M.  
**Togetherness \* Excellence \* Achievement \* Motivation**

**Agenda**

February School Board Meeting  
Wednesday, February 6, 2019 - 7:00 PM – Library

- A. Call to Order
- B. Pledge of Allegiance
- C. Approval of Agenda (**Action**)
- D. Public Comments on Non-Agenda Items
- E. Approval of Minutes (**Action**)
- F. Senior Parents – Senior Trip Presentation/Request (**Action**)
- G. Reports:
  - 1. Kurtis Koenig – Elementary Principal – K-5 Report
  - 2. Hannah Nieskens – High School Principal – 6-12 Report
  - 3. John Sullivan – Superintendent – District Report
- H. Old Business
  - 1. Strategic Plan Update
- I. New Business
  - 1. Variance to Standards Application – Library Change (**Action**)
  - 2. Budget Review
  - 3. Staff Hire – Paraprofessional – Janine Burrows (**Action**)
  - 4. Substitute Staff – Sadie Gooch, Todd Breitenfeldt (**Action**)
  - 5. Claims and Accounts – (**Action**)
- J. Adjournment (**Action**)

**Disclaimer:** All or portions of this meeting may be televised by Telesystems Services. Televised or recorded media of the meetings by Telesystems are not the official record of the meeting. The official record of the Whitehall School Board meeting is the written record approved by the school board and signed by the board chair person and school clerk.

**Senior Parents**

Marci Whitehurst was present at the meeting to inform the board about the Senior trip and ask the boards permission to take the students out of state. The seniors will meet at the bus barn at 11:00 pm on Sunday May 26<sup>th</sup>, 2019, from there they will go into Butte to the Escapology. At 2:00 am they will board the bus and drive to Lagoon in Salt Lake City, UT where they will spend the day at the amusement and water park and then return to Whitehall that evening.

James Reiff made a high school motion to approve the senior trip. Paul Shaw seconded the motion.

In Favor: Gina Ossello, Jeff Briggs, Scott Prevost, James Reiff, Paul Shaw, Bill Whitehurst

Opposed: None

Motion carried

**REPORTS:**

**Elementary Principal**

(See attached)

**High School Principal**

(See attached)

**Superintendent**

(See attached) Mr. Sullivan wished all the teams good luck this weekend. He also thanked Jen and Scott Prevost for running the concession stand this year, Whitehall Rotary for taking tickets, Joy Smith for everything she does around the school and for the students, Jim Reinschmidt for all the work he is doing around the school and Dan Lacey for getting everything ready for the games, he is always there. He also thanked the paraprofessionals for everything they do.

**OLD BUSINESS**

**Strategic Plan Update**

There have been two meetings held to develop a new three-year strategic plan. Mr. Sullivan was asked to put together a report of what has been accomplished from the previous strategic plan. He presented the report that was put together by him and the committee chairs. The report listed the strategies accomplished and additional items that were accomplished but were not on the plan, in each of the following areas: Communication Objective, Facilities and Maintenance Objective, Finance Objective, School Health and Safety Objective, School Leadership Objective, Teacher/Staff Growth and Development, High School Curriculum, K-5 Curriculum, Communication and Technology. The next meeting will be Wednesday, February 20, 2019, they will meet in March and bring the final plan to the board in April. (See attached report.)

**NEW BUSINESS**

**Variance to Standards Application –  
Library Change**

The library is the only place that the District receives a deviation on our accreditation. Based on enrollment, to meet the standards requirement in the library, we need a 1.1 librarian. We would like to apply to OPI for a variance for our middle school and operate as a K-12 Library. We need the board to approve the application for a variance.

James Reiff made a joint motion to approve the application for the variance.

Scott Prevost seconded the motion.

In Favor: Gina Ossello, Jeff Briggs, Scott Prevost, James Reiff, Paul Shaw, Bill Whitehurst

Opposed: None

Motion carried

**Budget Review**

Mr. Sullivan briefly went over the general budget in both districts. The budget looks good. He explained that each classroom receives \$500 for classroom supplies and we will be ordering those supplies for next year in the next couple of months.

**Staff Hire**

Mr. Sullivan asked the board to approve the hiring of Janine Burrows as a paraprofessional. She will be replacing a paraprofessional that had to resign unexpectedly.

Scott Prevost made a joint motion to hire Janine Burrows.

James Reiff seconded the motion.

In Favor: Gina Ossello, Jeff Briggs, Scott Prevost, James Reiff, Paul Shaw, Bill Whitehurst

Opposed: None

Motion carried

**Substitute Staff**

Mr. Sullivan asked the board to approve the hiring of Sadie Gooch and Todd Breitenfeldt as substitutes.

James Reiff made a joint motion to hire Sadie Gooch and Todd Breitenfeldt.

Jeff Briggs seconded the motion.

In Favor: Gina Ossello, Jeff Briggs, Scott Prevost, James Reiff, Paul Shaw, Bill Whitehurst

Opposed: None

Motion carried

**Claims and Accounts**

Claims approval list was presented to the board.

Paul Shaw made a high school motion to approve payment of the high school claims for February as submitted.

James Reiff seconded the motion.

In Favor: Gina Ossello, Jeff Briggs, Scott Prevost, James Reiff, Paul Shaw, Bill Whitehurst

Opposed: None

Motion carried

Jeff Briggs made an elementary motion to approve payment of the elementary claims for February as submitted.

James Reiff seconded the motion.

In Favor: Gina Ossello, Jeff Briggs, Scott Prevost, James Reiff

Opposed: None

Motion carried

**Meeting**

The next meeting was set for Wednesday, March 6<sup>th</sup> at 7:00 pm.

**ADJOURNMENT:**

Jeff Briggs made a joint motion to adjourn the meeting.

## VARIANCES TO STANDARDS APPLICATION

### Initial Application (two years)

**Purpose:** [ARM 10.55.604\(1\)](#) "A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction."

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#### DUE DATES (check one)

- First semester implementation; first Monday in March
- Second semester implementation; first Monday in July
- 

**COUNTY:** Lincoln County

**DISTRICT:** Libby Public School District #4

**LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:**

Libby Middle School and Libby High School

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1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

Libby Middle and High Schools request a variance for 10.55.709, Library Media Services, 7-12

objective is to provide 1.0 FTE fully licensed School Library Media Specialist to serve the needs of both our High School and Middle School. LMHS feels confident that we can continue to meet our school goals with one Library Media Specialist for both schools using the common Library. Student use of technology is an important aspect of our school, not only do our students receive technology instruction in the library they also receive instruction in the classrooms, there are 14 Chromebook carts throughout the school for staff to utilize with their classrooms. Many teachers utilize Google Apps for Teachers, Google Classroom, formative assessment apps, and interactive e-beams for interactive boards. In addition to the Library computer Lab, LMHS has 4 other computer labs; two staffed by technology teachers who teach specific technology/media classes 9 periods a day. All classrooms have document cameras and projectors for teacher and student use.

7. List specific measurable objectives that demonstrate the proposed variance will meet or exceed the results under the current standard(s).

Our current librarian will continue to: 1) collaborate with classroom teachers and provide lessons, 2) establish flexible scheduling to foster learning, 3) model and support the ethical use of information, 4) develop and maintain a collection that is current and balanced, 5) implement a viable collection development policy, and 6) participate in school wide technology and telecommunications planning. The current librarian will continue to effectively pursue these objectives as required to ensure the LHMS meets or exceeds the Library/Media Information standards as set forth in the Montana Content Standards.

#### Specific Goals

1. All students will receive an annual orientation scheduled by the English teachers working in conjunction with the librarian at the beginning of the school year; evidenced by logs. The librarian will collaborate with classroom teachers to ensure that all students are provided with the information necessary to successfully conduct research activities, complete research projects utilizing the library collection and other resources.
  2. Since 2015 Libby Literacy rates have increased over 10% and surpass both the state average score of 50% as well as the state's growth rate. Libby's ACT results for 2017-2018 in reading proficiency was 40% while the state percent was only 38%. While state data cannot be directly linked to library use, we know there is a correlation to the amount a student reads for pleasure and their reading level. Libby will continue to collect SBAC and ACT data to look for increases.
  3. Overall perception of the library will increase by 20%. A survey will be conducted at the beginning and end of the school year of the students to determine the student perception of the library. This will allow us to ensure that the library is being used in the most effective efficient manner and is able to service all the students and teachers that visit.
8. What data or evidence will be gathered to document progress toward meeting the measurable objectives?



Reading ACT scores will be tracked annually to watch for trend data for high school students. Middle School SBAC data will be tracked to show annual increases in literacy. Grade level lesson plans will be maintained during the variance to ensure that student's needs are being met. Library visitor logs and class sign-up sheets will track classroom visits to determine if the library use is maintaining or increasing. Circulation data will be tracked annually to determine if library usage for non-fiction is increasing annually.

**9. Describe how and why the proposed variance would be:**

**The LMHS library will continue to provide the facilities, skills, and resources necessary to support our students and staff whether for recreational reading or research/projects as required by their classes. The library will continue to maintain a leveled library reading collection, research center, and computer lab to provide for all of our students and staff. This variance will allow us to continue these services without the concern of not meeting the accreditation standard/s as set by the Office of Public Instruction.**

**a. Workable.**

Libby Middle and High School has sufficient district and school resources available to continue to maintain an efficient, well- equipped library facility. There is 1 FTE Library Media Specialist for Grades 7- 12 and utilizes student library assistance to assist with the check out procedure

**b. Educationally sound.**

Literacy is the overall goal for our school; Roots and Wings, the district's common instructional document and writing plan addendum are utilized in all classrooms for our literacy plan implementation. The school has a leadership team consisting of each department head and administration that meets monthly to guide the school action plan.

**c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

This variance will allow our schools to continue to meet the library standards set forth in 10.55.1801. Working as a team, our library media specialist, teachers, technology instruction and student assistants will be able to continue to provide efficient effective library services to our students and classrooms.

**d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

Our current Library and media arts standards are aligned with the Montana Content standards. Our Library Media Specialist provides support to all classes in the implementation and enrichment of the Library Media standards. The Specialist provides services to all content areas as required ensuring that these standards are incorporated in all content areas.



**Required school district signatures:**

Board Chair Name: Ellen Johnston

Board Chair Signature: Ellen Johnston Date: 2.19.19

Superintendent Name: Craig Barringer

Superintendent Signature: Craig Barringer Date 2.19.19

**Mail the signed form to:**

**Accreditation and Educator Preparation Division  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501**

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**OPI USE ONLY**

Superintendent of Public Instruction: \_\_\_\_\_ Date \_\_\_\_\_

Approve  Deny

Board of Public Education Chair \_\_\_\_\_ Date \_\_\_\_\_

Approve  Deny

## VARIANCES TO STANDARDS APPLICATION

### Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

---

**DUE DATE:**

First Monday in March

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**COUNTY:** YELLOWSTONE

**DISTRICT:** INDEPENDENT SCHOOL DISTRICT 52

**LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:** INDEPENDENT ELEMENTARY

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1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.704 and 10.55.705

2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

This is a renewal of a variance that was previously approved. The initial process started with a determination that the district budget could not support the additional administrative requirement. The situation was described in newsletters during the lead up to the original application. Teachers, parents, and Trustees all were invited to provide input, but the bottom line remains the same, state funding does not provide for the required administrative FTE, especially when other needs are factored in, like class size and special education needs. NOTE: For the 2018-2019 school year, the district had to add an additional Special Education teacher.

See attached Board minutes. No public comment was received.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

See attached Board Minutes and Newsletters. No public comment was received.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

5. **Reflection upon initial variance:**

- a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

The initial objectives are listed below. The reality is the district chose not to implement the variance. The district was able to contract with the previous administration at a significantly reduced amount to perform the duties of Superintendent at .5 FTE. However, it is doubtful this situation can sustain itself as the individual wants to retire. Therefore, an extension of the variance is desired by the district.

"The most critical objective of this variance request is to reduce the cost of school administration. The current Standard requires 1.5 FTE administrators is estimated, for FY 2020, to cost \$143,000 assuming the district could find someone who would actually want to work the .5 FTE. Under the variance of 1.0 FTE for FY 2020, the cost of district administration would be \$92,000. Thereby saving the district of \$51,000. In addition, there are numerous performance objectives that can be cited which can be carried out by one administrator.

A few of those are listed below.

1. The Superintendent/Principal shall attend 100% of School Board meetings serving the role of advisor as prescribed in School Board policy.
2. The Superintendent/Principal shall conduct at least one formal observation of each of the 18.5 FTE certified staff on an annual basis.
3. The Superintendent/Principal shall complete all reports required by the Office of Public Instruction.
4. The Superintendent/Principal shall monitor student behavior.
5. The Superintendent/Principal shall publish a periodic newsletter.
6. The Superintendent/Principal shall carryout all duties assigned by the Board of Trustees and the State of Montana. "

- b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**

As stated above, the variance was not implemented, however, the principal data point of cost savings on unnecessary administration is still in play. This variance was requested in order to allow the district to provide a cost effective, bureaucratically efficient, and educationally sound administrative model. The goals of the variance were as follows (1) provide cost effective administration, (2) reduce unnecessary bureaucracy, and (3) provide an educationally sound administrative model.

To that end, the district will save approximately \$51,000 in unnecessary administrative costs.

- c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

None.

- 6. Provide a statement of the mission and goals of this proposed renewal variance.**

Mission and goals are the same as the initial variance.

- 7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

Measurable objects are the same as the initial variance.

- 8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

Data or evidence gathered in the same manner as the initial variance.

- 9. In what way does this variance meet the specific needs of the students in the school(s)?**

The renewal variance will meet the specific needs of the students in the same manner as the initial variance.

- 10. Describe how and why the proposed variance would be:**

- a. Workable**

Renewal variance is the same as the initial variance.

**b. Educationally sound.**

Renewal variance is the same as the initial variance.

**c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

Renewal variance is the same as the initial variance.

**d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

Renewal variance is the same as the initial variance.

**Required school district signatures:**

Board Chair Name: Renae Scott

Board Chair Signature: *Renae Scott* Date: 1/17/19

Superintendent Name: William Laurent

Superintendent Signature: *William Laurent* Date 1-16-2019

**Mail the signed form to:**

**Accreditation and Educator Preparation Division  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501**

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**OPI USE ONLY**

Superintendent of Public Instruction: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_ Approve \_\_\_\_ Disapprove

Board of Public Education Chair \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_ Approve \_\_\_\_ Disapprove

**INDEPENDENT SCHOOL BOARD MEETING  
NOVEMBER 26, 2018**

A regular meeting of the Board of Trustees, Independent School District #52, Yellowstone County, Montana was held in the library. The meeting was called to order by Chair Renae Scott at 7:29 p.m.

Members present: Renae Scott, Jake Detling, Joe Lierow, David Nedrow and Jamee Wilson. Also present were Superintendent Bill Laurent, Principal Sheila Chouinard and District Clerk Debi Orelup.

**APPROVAL OF MINUTES**

***A motion was made to approve the minutes of the October 22, 2018 meeting as presented.  
Motion – Joe Lierow / Second – David Nedrow Unanimous vote***

**COMMUNICATIONS**

**Building Use Requests**

Michelle Reiter requests approval to use the gym beginning now through February 28, 2019 on two nights per week for 5<sup>th</sup> grade girls traveling basketball practice. ***A motion was made to approve the request pending receipt of their insurance certificate and with the days and times of use to be determined by school administration. Rental fee is \$10 per hour.***

***Motion – David Nedrow / Second – Joe Lierow Unanimous vote***

**PRINCIPAL REPORT**

- Teaching staff are taking part in a book study of Fostering Resilient Learners by Kristin Souers.
- Request additional Special Education Instructional Aide for student requiring one-on-one support.
- Annual evaluation of teaching staff has begun.

**OLD BUSINESS**

**Review Policy 305, Sexual Harassment & Sexual Misconduct**

Bill submitted the policy to MTSBA for review. MTSBA's recommendation is to drop the clause referring to the obligation to investigate which is on page 5 under section 305.12 Reporting Procedure. ***A motion was made to strike the clause as recommended by MTSBA and approve the final reading and adopt Policy 305 as presented.***

***Motion – David Nedrow / Second – Joe Lierow Unanimous vote***

**Superintendent Evaluation**

Renae stated she is waiting for one more trustee to turn in the evaluation form. She can then prepare a summary of the evaluations and meet with Bill to review and discuss it.

**Long Range Facility Planning**

Bill received information from the District's insurance provider that they will cover hail damage only to the slopes of the shingled roof with damage, not the entire roof. The dollar amount is unknown at this time. Bill recommends the Board form a committee to review the insurance appraisal and determine follow up action to proceed with repairs. Dave and Jake volunteered to be members of the committee. ***A motion was made to appoint Dave and Jake to a committee to review the roof inspection, insurance appraisal and start the required process to call for bids, select a contractor, etc. to initiate the necessary roof repairs.***

***Motion – Joe Lierow / Second – Jamee Wilson Unanimous vote***

**SUPERINTENDENT REPORT**

Current enrollment is 311 students.



**NEW BUSINESS**

**Hire Special Education Instructional Aide**

Sheila is requesting approval to hire an additional Special Education Instructional Aide for a student who needs one-on-one support. **A motion was made to approve hiring an additional Special Education Instructional Aide.**

**Motion – David Nedrow / Second – Jamee Wilson Unanimous vote**

**Renewal of Accreditation Standards Variance**

The current Accreditation Standards Variance expires June 2019. Bill recommends the District reapply for the variance which would allow one individual to serve as the Superintendent/Principal should it be necessary. **A motion was made to direct the administration to pursue the renewal of the Accreditation Standards Variance.**

**Motion – David Nedrow / Second – Jamee Wilson Unanimous vote**

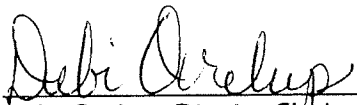
**OLD BUSINESS**

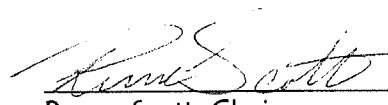
**Long Range Facility Planning**

Dave stated Tim Nesson contacted him regarding a property for sale in the District which he thought the Board may be interested in considering for future growth. The property is located north of the school and west of Hidden Lake subdivision. The Sierra Heights subdivision which the Oaklands are developing is in the area where there is the most growth potential and probable enrollment increase making it the more logical area to consider for a future school location. Also this area already has water and sewer services. Joe suggested the Board form a committee to explore acquiring property to prepare for future growth and increased enrollment. Dave explained the Board did just that a few years ago but the levy which would have provided funding for the planning stage expenses failed. Joe asked that the information collected by that committee be shared with the newer trustees for future reference. Debi stated the information from previous board meetings, emails, etc. can be collected and distributed to the current board members.

The next regular School Board meeting is scheduled for 7:30 p.m. on Monday, January 7, 2019. Payroll checks 81512-81535 and warrants 28494-28545 were approved for payment as presented.

Meeting was adjourned at 8:32 p.m.

  
Debi Orelup, District Clerk

  
Renae Scott, Chair

# SKYHAWK TALK

It is with Skyhawk Pride, Respect, and Cooperation that We Achieve.

## Board Again Requests Accreditation Variance

Previously, the School Board requested and received an accreditation variance from the State. This variance gives permission for Independent School to have one administrator cover two positions: principal and superintendent. Although the variance was in place, Mr. Laurent has served as the part-time superintendent while Ms. Chouinard has served as the principal.

It is now time to renew the variance. If the School Board or Mr. Laurent chose to change the current situation, this variance will provide an option to allow Ms. Chouinard to act as both the principal and superintendent if needed.

Individuals interested in commenting on this process are directed to contact either Mr. Laurent or Ms. Chouinard, or submit, in writing, comment to the Board of Trustees.

## The Board Reports...

The Independent School Board of Trustees met in regular session on Monday, November 26 at 7:30PM in the school library.

The items addressed included:

- Approved gym building use request by Ms. Reiter.
- Discussed Superintendent Evaluation.
- Approved required Policy 305 Sexual Harassment/Sexual Misconduct.
- Approved hiring of Special Education Instructional Aide.
- Approved reapplication for Accreditation Variance.

The next Board Meeting will be held **January 7, 2019, at 7:30 PM** in the school library.

### AMAZON SHOPPERS SUPPORT PTA

When you shop at AmazonSmile, Amazon donates 0.5% of the purchase price to 32423 Independent Elementary PTA. Bookmark the link below and support us every time you shop. Remember to use the AmazonSmile link every time you shop Amazon and all eligible purchases will benefit our school.

### MUSIC CALENDAR 2018-2019

- Mon, Dec. 17 • Grade 3-4 Music Program 6:30PM
- Tues, Dec. 18 • Grade K-2 Music Program 6:30PM
- Wed, Dec. 19 • Grade 5-6 Music Program 6:30PM
- Fri, Dec. 21 • Band, Honor Choir, and Boys Choir 9AM

### CALENDAR

- Thur, Nov 29 •BoysBBall vs. BlueCreek 4:15/5:15
- Mon, Dec 3 •Boys BBall @ Trinity 4:15/5:15
- Mon, Dec 3 – Fri, Dec 7 • Hour of Code Week
- Thur, Dec 6 • AuthorVisit Michelle Nelson-Schmidt
- Thur, Dec 6 •Boys BBall vs. Lockwood 4:15/5:15
- Mon, Dec 10 •Boys BBall vs. ElderGrove 4:15/5:15
- Thur, Dec 13 • PTA's Holiday Luncheon
- Thur, Dec 13 • PTA Meeting 7:15PM**
- Thur, Dec 13 •Boys BBall @ Elysian 4:15/5:15
- Mon, Dec 17 •Boys BBall @ St. Francis 4:15/5:15
- Mon, Dec 24-Tues, Jan 1 • Holiday Break

### BOYS' BASKETBALL FANS

For the safety of our students, student basketball fans may watch basketball games **ONLY** if their parents are at the game! Fans are to stay in the gym to watch the game and are not allowed to roam the school building or play in the cafeteria. Thank you for your help in maintaining a safe school for our students.

**Parents: Please take the time to label your child's items. Lunch boxes, coats, sweatshirts and jackets are lost daily. Help us return items to their owner by labeling your child's items.**

# SKYHAWK TALK

It is with Skyhawk Pride, Respect, and Cooperation that We Achieve.

## Make a Difference for a Child: Become a CASA Volunteer

The success of our future depends on the wellbeing of our children, but in Montana they are among the most vulnerable. Statewide, the number of children entering foster care due to abuse or neglect in recent years has skyrocketed. In Yellowstone County, the number of children removed from their home has increased drastically from 182 in 2014 to 574 in 2017, resulting in more than 800 children currently in foster care. You could be the voice for one of these children by becoming a volunteer Court Appointed Special Advocate, with CASA of Yellowstone County. Our next set of training classes begins in January. Give Ben McKee a call at 259-1233 or visit our website at [yellowstonecasa.org](http://yellowstonecasa.org) to learn more about our upcoming information sessions and how you can make a difference in the life of a child.

## Board Again Requests Accreditation Variance

Two years ago, the School Board requested and received an accreditation variance from the State. This variance gives permission for Independent School to have one administrator cover two positions: principal and superintendent. Although the variance was in place, Mr. Laurent has served as the part-time superintendent while Ms. Chouinard has served as the principal.

It is now time to renew the variance. If the School Board or Mr. Laurent chose to change the current situation, this variance will provide an option to allow Ms. Chouinard to act as both the principal and superintendent if needed.

Individuals interested in commenting on this process are directed to contact either Mr. Laurent or Ms. Chouinard, or submit, in writing, comment to the Board of Trustees.

## CALENDAR

Mon, Dec 10 • Boys BBall vs. ElderGrove 4:15/5:15

Thur, Dec 13 • PTA's Holiday Luncheon

**Thur, Dec 13 • PTA Meeting 7:15PM**

Thur, Dec 13 • Boys BBall @ Elysian 4:15/5:15

Mon, Dec 17 • Boys BBall @ St. Francis 4:15/5:15

Mon, Dec 24-Tues, Jan 1 • Holiday Break

## AMAZON SHOPPERS SUPPORT PTA

For those of you who love online shopping on Amazon, you can support our Independent PTA with each purchase you make. When you shop at AmazonSmile, Amazon donates 0.5% of the purchase price to **32423 Independent Elementary PTA**. Remember to use the AmazonSmile every time you shop Amazon. All eligible purchases will benefit our school. Happy shopping!

## MUSIC CALENDAR 2018-2019

Mon, Dec. 17 • Grade 3-4 Music Program 6:30PM

Tues, Dec. 18 • Grade K-2 Music Program 6:30PM

Wed, Dec. 19 • Grade 5-6 Music Program 6:30PM

Fri, Dec. 21 • Band and Honor Choir 9AM

## BOYS' BASKETBALL FANS

For the safety of our students, student basketball fans may watch basketball games **ONLY** if their parents are at the game! Fans are to stay in the gym to watch the game and are not allowed to roam the school building or play in the cafeteria. Thank you for your help in maintaining a safe school for our students.

## Anyone Missing a Jacket?! Gloves?!

Please take the time to check the **Lost and Found** outside the main office for missing jackets, winter coats, hats, gloves, clothing and other items. It is easier to return lost items if there is name in it! **LABEL ITEMS!**

Variance to Standards Request to Renew  
Addendum

To: Variance to Standards Review Committee

Fr: Bill Laurent, Superintendent

Re: Additional Information

Honorable Committee Members,

I have submitted on behalf of the district a renewal application for a Variance to Standards. Upon reflection, I realized some additional information might be helpful to the committee. I have included below that additional information.

**Item #1: Questions that may need up-to-date information.**

7. List at least one specific measurable objective(s) that demonstrates that the proposed variance will meet or exceed the results under the current standard(s).

The most critical objective of this variance request is to reduce the cost of school administration. The current Standard requires 1.5 FTE administrators and is estimated to cost, at a minimum \$143,000. This assumes the district would employ a full time person who would serve as .5 FTE Superintendent/.5 FTE Principal and another person who would serve as .5 FTE principal. **The cost under the current standard would be estimated at \$143,000. The cost with approval of the variance would be \$92,000, or a savings of \$51,000.**

In addition, there are numerous performance objectives that can be cited which can be carried out by one administrator. A few of those are listed below.

1. The Superintendent/Principal shall attend 100% of School Board meetings serving the role of adviser as prescribed in School Board policy.
2. The Superintendent/Principal shall conduct at least one formal observation of each of the **19.7 FTE certified staff** on an annual basis.
3. The Superintendent/Principal shall complete all reports required by the Office of Public Instruction.
4. The S/P shall monitor student behavior.
5. The S/P shall publish a periodic newsletter.
6. The S/P shall carryout all duties assigned by the Board of Trustees and the State of Montana.

Note: A copy of the job description is attached (See initial application.)

Variance to Standards Request to Renew  
Addendum

**b. Educationally sound. (Applicant has relied on sound research as a rationale for the variance.)**

Educational research is generally positive when it comes to small schools. The concept of one district, one school, and one administrator is an example that reflects the small school model. Specifically, the District has been unable to find any research on the assignment of administrators, superintendents or principals, to K-6 independent elementary districts. The district requests as much data as OPI can provide as to the development of the numbers that guided the creation of the current standard.

**Enrollment Information**

2016-2017 301  
2017-2018 292  
2018-2019 315

The district is growing at a rate of 2% over the last ten years.

**Achievement Data**

The district uses the AIMSWEB reading comprehension and number sense fluency data to monitor student achievement.

2016-2017 Grades 2-6 students at benchmark: 90% reading, 92.5% math  
2017-2018 Grades 2-6 students at benchmark: 89% reading, 89% math

Note: 17% of students are identified as special education.

**FTE Data**

2018-2019 21.2 Certified FTE

This figure includes a 1.0 FTE Principal and a .5 FTE Superintendent. It would obviously be reduced by the approval of the variance.

Variance to Standards Request to Renew  
Addendum

**SPIRIT OF ADVENTURE**

My child wants to do their best at school: 98%

**LEADERSHIP & RESPONSIBILITY**

I encourage my child to make decisions: 100%

**CONFIDENCE TO TAKE ACTION**

I believe my child can be successful: 100%

**Summary**

As noted in the initial variance request, the district asks to be allowed to operate with one administrator. The school size, both certified FTE and student enrollment, falls on the cusp of both administrator requirements. The current certified FTE of 21.2 is at the lower end of the required (18-30) for a .5 FTE Superintendent and the student enrollment of 315 is at the lower end required (250-549) for a full time principal. The data reveal the school is on solid academic and social ground. Going forward there is no reason to believe this will not continue with one person serving as administrator.

Submitted by



Bill Laurent, District Superintendent

**VARIANCES TO STANDARDS APPLICATION**  
**Renewal Application (three years)**

**Purpose:** ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

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**DUE DATE:**

**First Monday in March**

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**COUNTY:** Phillips

**DISTRICT:** Malta Public School District 14A

**LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:**

Malta High School, Malta Middle School, Malta Elementary School, Loring Colony School

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1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.1801

- 2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

An informal meeting of the Partner's in Education group was held on February 6, 2019, and with interested middle school and high school parents later that same day to review and take comment on the proposed variance to standards. Having no negative complaints, the community and school stakeholders plan to present the variance to standards to the Malta School District Board of Trustees at the February 13, 2019 School Board Meeting.

- 3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

The school stakeholders included

Librarian: Kalli Rummell

Principal(s): Scott King, Shawn Bleth, Cadance Wipplinger

Teachers(s):

Elementary: Barb Buechler, Julie Henry, Kendra Veit.

Middle School: Shyla Claussen.

High School: Ashley Pankratz.

Title I Teacher: Karmen Kuehn

A meeting of the school stakeholders was held in the Malta High School Library on January 30, 2019.



**4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

**5. Reflection upon initial variance:**

**a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

The stakeholders developed and we have strictly adhered to the following schedule:

	Times of Day	Days per Week
Malta Elementary	8:00-9:55, 1:30-4:00	5
Malta Middle School	9:55-1:30	5
Malta High School	9:55-1:30	5
Loring Colony School	As Needed	As Needed

**b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**

	Times of Day	Days per Week
Malta Elementary	8:00-9:55, 1:30-4:00	5
Malta Middle School	9:55-1:30	5
Malta High School	9:55-1:30	5
Loring Colony School	As Needed	As Needed

- c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

None.

- 6. Provide a statement of the mission and goals of this proposed renewal variance.**

Mission and goals are the same as the initial variance.

- 7. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

Measurable objectives are the same as the initial variance.

**8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

Data or evidence is gathered in the same manner as the initial variance.

**9. In what way does this variance meet the specific needs of the students in the school(s)?**

The renewal variance will meet the specific needs of the students in the same manner as the initial variance.

**10. Describe how and why the proposed variance would be:**

**a. Workable**

The renewal variance is the same as the initial variance.

**b. Educationally sound.**

The renewal variance is the same as the initial variance.

- c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

The renewal variance is the same as the initial variance.

- d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.**

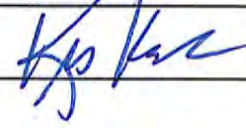
The renewal variance is the same as the initial variance.

**Required school district signatures:**

Board Chair Name: Mark Knudsen

Board Chair Signature:  Date: 2-14-19

Superintendent Name: Kris Kuehn

Superintendent Signature:  Date 2-14-19

**Mail the signed form to:**

**Accreditation and Educator Preparation Division  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501**

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**OPI USE ONLY**

Superintendent of Public Instruction: \_\_\_\_\_ Date \_\_\_\_\_

Approve  Deny

Board of Public Education Chair \_\_\_\_\_ Date \_\_\_\_\_

Approve  Deny

February 13, 2019  
Regular Meeting Minutes

Chairman Mark Knudsen called the regular meeting to order in the Board room of the Malta Middle/Senior High School at 7:00 PM. Board members present were Mark Knudsen, Greg Skiff, Kevin Koss and Levi Tatafu. Carter Clausen was present via telephone. Others present were Superintendent Kris Kuehn and Business Manager Jane Knudsen.

Call to Order

Visitors present: Elementary Principal Cadance Wipplinger, Middle School Principal Shawn Bleth, Mark Hebert, Shonna Smith, Thayne Mackey, Robert Twiggs, Kelly McCann, and Travis Sommerfeld.

Visitor List

Public input: None.

Public Input

**Consent Agenda**

This consists of approving the minutes from the January 9, 2019 regular meeting; approve the agenda, approve the current month's bills and approve the substitute list. **Greg made a motion to approve the consent agenda; seconded by Levi. The motion passed 5-0 with all members present voting AYE.**

Approve Agenda,  
Minutes, Bills

Administrative Reports:

Elementary Principal Cadance Wipplinger covered upcoming events for the elementary school. Middle School Principal Shawn Bleth went over events for the middle school. Superintendent Kris Kuehn reported on high school events and activities.

Administrative  
Reports

Back Pack Program: Thayne Mackey discussed the benefits of starting a back pack program and food pantry in the school.

Back Pack  
Program

Action Items: The first action item is Negotiated Resignation Agreement. The agreement with HS Principal Scott King is \$600 per month either cash or health insurance for three years. **Kevin made a motion to accept and approve the Negotiated Resignation Agreement; seconded by Greg. The motion passed 5-0 with all members present voting AYE.**

Action Items:  
Negotiated  
Resignation  
Agreement

The second action item is Leave of Absence Request. Mary Mangis has requested a leave of absence for the rest of the school year due to family health issues. **Carter made a motion to approve the leave of absence request; seconded by Levi.** Due to nepotism (son in law/mother in law) Greg will abstain from this vote. **The motion passed 4-0 with Mark, Carter, Kevin and Levi voting AYE. Greg abstained.**

Leave of Absence  
Request

The third action item is Approve 2018-2019 Contracts. Kris presented the following: MS Wrestling Coaches – Ryan LaBrie and Nick Oxarart; MS Track and Field Coaches – Shyla Clausen, Sue Gilkerson, Kevin Ebert and Kori Kindle; MS Academic Olympics – Shyla Clausen; HS Academic Olympics – Ashley Pankratz; MS Science Fair – Robert Twiggs; and HS Play – Anna LaBrie. **Greg made a motion approve the list with the exception of Shyla Clausen; seconded by Carter. The motion passed 5-0 with all members present voting AYE. Levi made a motion to approve Shyla Clausen for MS Academic Olympics and MS Track; seconded by Greg.** Due to nepotism (husband/wife) Carter will abstain from this vote. **The motion passed 4-0 with Mark, Greg, Kevin and Levi voting AYE. Carter abstained.**

2018-2019  
Contracts

The fourth action item is Resolution to Call for School Election. Supt. Kuehn presented the Trustee Resolution Calling for an Election. This allows for the trustee, general levy, and building reserve levy election scheduled for May 7, 2019, reserving the right to cancel any portion. **Kevin made a motion to pass the Resolution as presented; seconded by Levi. The motion passed 5-0 with all members present voting AYE.**

Resolution  
Calling For  
School Election

The fifth action item is Second Reading Policy Update 8210. **Greg made a motion to approve Policy Update 8210; seconded by Kevin. The motion passed 5-0 with all members present voting AYE.**

Second Reading  
Policy Update

The sixth action item is Library Variance. This variance allows the District to have one librarian for all schools for a three-year period. **Kevin made a motion to approve the Library Variance; seconded by Levi. The motion passed 5-0 with all members present voting AYE.**

Library Variance

The seventh action item is to adopt the 2019-2020 School Calendar. Kris presented the proposed calendar for approval. **Greg made a motion to adopt the proposed 2019-2020 school calendar; seconded by Levi. The motion passed 5-0 with all members present voting AYE.**

2019-2020 School  
Calendar

The eighth and final action item is Out of State Travel Request: Close Up. Mr. Somerfeld will be taking eight students in the Close-Up program to Washington DC from March 30, 2019 to April 5, 2019 and would like permission to travel out of state. **Kevin made a motion to approve the out of state travel request to Washington DC; seconded by Levi. The motion passed 5-0 with all members present voting AYE.**

Out of State  
Travel Request:  
Close Up

Superintendent's Report: Superintendent Kuehn gave his report to the Board.

Superintendent's Report

The regular board meeting is set for Wednesday, March 13, 2019 at 7:00 PM in the work room of the Malta High School.

Set next board meeting

Final Comments: None.

Final Comments

**Greg moved to adjourn; seconded by Levi. The motion carried with all members present voting AYE. Meeting adjourned at 7:55 PM.**

Adjournment

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Mark Knudsen,  
Chairman of the Board

---

Jane M Knudsen,  
Clerk of the Board



**VARIANCES TO STANDARDS APPLICATION**  
**Renewal Application (three years)**

**Purpose:** ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

---

**DUE DATE:**

First Monday in March

---

**COUNTY:** Big Horn

**DISTRICT:** Hardin Elementary

**LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:**

**Fort Smith Elementary**

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1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.

10.55.709

- 2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**

The PTO at Ft Smith Elementary School has always been a constant and positive support for the students. This committee helped to write and implement the River of Knowledge grant for the school library. This grant allowed the library to update it's reading materials and it's technology. The PTO continues to support the library with donations of books or funds to purchase books.

A meeting of the PTO took place on Monday the 7th of January. At this meeting the data from the report and the request for the renewal of the Library variance was shared with the parents.

- 3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

The PTO was informed of the Variance renewal process on Monday, Jan. 7th. A letter of support is attached.

The staff met multiple times to determine what data would best represent the students growth in reading. We then gathered the data and added it to our report.

The student data and the renewal plan was then presented to the Hardin School Board on Feb. 12th. Board Minutes for this meeting with approval of the renewal are attached.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**
  
5. **Reflection upon initial variance:**
  - a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**
    - 1) **Maintain a .5 Library Aide that provides weekly services for our students.**  
The schedule will consist of two 45 minute classes per week for each classroom.
    - 2) **Ft Smith's Library Aide will continue to meet with District Librarians for training as needed.**
  
  - b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**
    - 1) **Maintain a .5 Library Aide -**  
-2018/2019 Library Schedule Attached  
-Class structure continues for one class dedicated to exploration of literature through read alouds and selection of books for checkout. The second class will be for skill building activities in research, with 4th and 5th graders completing a research project. All students are encouraged to check out 3-5 books per week and many of the students check out additional books to AR reading challenges that are set for each quarter.
    - 2) **Mrs. Miller attends all meetings with the District Librarians which have included training in the new version of Alexandria software.**
    - 3) **Looking at academic data for our students, we chose three to demonstrate student growth in reading. Data Attached**  
-ISIP Reading Percentile Rank - this data shows that students making yearly improvements in reading and they are making growth in their percentile ranking overall.  
-ISIP Lexile scores, showing yearly growth.  
-Average AR points attained yearly

- c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

At this time we see no adjustments that need to be made to this variance. Mrs. Miller is doing an excellent job maintaining the Library. She has attended training on the newer version of software used for check out and she consults frequently with the district Librarians on issues that arise. We have made a renewed effort to update books in the Library and with a focus on informational texts and chapter books that appeal to our 4th and 5th grade boys.

Mrs. Miller still works as a .5 Library aide with 2 classes weekly for each classroom. She develops lessons that are in alignment with the MT Standards and collaborates with classroom teachers to support other curricular areas.

6. **Provide a statement of the mission and goals of this proposed renewal variance.**

The goal of the renewal variance is to continue to provide high quality Library services and materials for the students of Ft. Smith.

7. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

- 1) The Library will continue with a yearly schedule that meets the requirements in the variance.
- 2) The Library aide will continue to attend all meetings with the District Librarians.
- 3) We will continue to monitor the academic data that has been identified for student growth in reading.

-ISIP Reading Percentile Rank - this data shows that students making yearly improvements in reading and they are making growth in their percentile ranking overall.

-ISIP Lexile scores, showing yearly growth in reading levels.

-AR Points, showing student reading of materials checked out.

**8. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

- 1) Yearly Library schedule will be kept.
- 2) The Librarian will keep notes from meetings attended with district Librarians.
- 3) We will continue to collect data in the academic areas that have been identified for showing student growth in reading.
  - ISIP Reading Percentile Rank
  - ISIP Lexile scores
  - AR points

**9. In what way does this variance meet the specific needs of the students in the school(s)?**

This variance will allow Ft Smith to maintain it's Library and to continue to provide all services for students that are required by the state. With only 35 students and the remote location, Ft Smith is not able to hire a certified Librarian due to availability and cost. By maintaining an open Library with a .5 Library aide we are providing our students with a classroom and resources that are beneficial for their education.

**10. Describe how and why the proposed variance would be:**

**a. Workable**

This variance is workable because the district is committed to supporting this small school with the necessary staff to support all areas of instruction. The position of the Library aide is given a .5 time slot to fulfill the requirements as needed.

Full time positions are desirable in this location so by dedicating .5 of a full time aide position to the Library we are able to keep it staffed with an employee that has experience in the school, in the Library and in the community.

**b. Educationally sound.**

Ft Smith will continue to provide library services to our students. With this plan we guarantee that the students will continue to receive instruction that meets and exceeds the state accreditation standards.

- c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

Mrs. Miller collaborates with our classroom teachers to identify resources that are needed in the library. The classroom teachers have the background and instructional knowledge of all the elementary educational standards set for their grade levels. Information is shared with Mrs. Miller on what resources are needed and if additional resources are needed to supplement the current collections. These would include curriculum specific and Montana American Indian primary sources.

- d. **Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

Our current library and media classes are focused on collaboration with classroom teachers to help deliver educational lessons and materials that support all content standards in grades K-5.

**Required school district signatures:**

Board Chair Name: Jodeen K Marston

Board Chair Signature: Jodeen K Marston Date: 1-22-19

Superintendent Name: Eldon C. Johnson

Superintendent Signature: Eldon C Johnson Date 1-22-19

**Mail the signed form to:**

**Accreditation and Educator Preparation Division  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501**

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**OPI USE ONLY**

Superintendent of Public Instruction: \_\_\_\_\_ Date \_\_\_\_\_  
 Approve  Deny

Board of Public Education Chair \_\_\_\_\_ Date \_\_\_\_\_  
 Approve  Deny

Library Schedule	Monday	Tuesday	Wednesday	Thursday	Friday	
18-19	Library Prep 11:45-12:05	Library Prep 11:45-12:05	Library Prep 11:45-12:05	Library Prep 11:45-12:05	Library Prep . 1:00-2:00	
	Library Prep 1:00 - 1:15	Library Prep 1:00 - 1:15	Library Prep 1:00 - 1:15	Library Prep 1:00 - 1:15		
	4th Grade 1:15-2:00	K-1 Grades 1:15-2:00	4th Grade 1:15-2:00	K-1 Grades 1:15-2:00		
	5th Grade 2:30-3:15	2-3 Grades 2:15 - 3:00	5th Grade 2:30-3:15	2-3 Grades 2:15 - 3:00		



Average Lexile score from beginning of year to end of year.						
Year	1st Grade Standard Lexile Score 25-350	2nd Grade Standard Lexile Score 350-550	3rd Grade Standard Lexile Score 550-700	4th Grade Standard Lexile Score 700-800	5th Grade Standard Lexile Score 800-900	
16-17	BR400 - 500	BR305 - 240	BR30 - 380	740 - 1030	950 - 1100	
17-18	BR395 - 230	325 - 705	170 - 600	600 - 770	990 - 1145	
18-19 Aug-Dec	BR400 - BR185	245 - 475	740 - 945	590 - 725	675 - 785	
Average Percentile Rank in ISIP from beginning to end of year.						
Year	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
16-17	33% - 45%	40% - 75%	13% - 42%	9% - 30%	61% - 76%	76% - 84%
17-18	4% - 11%	28% - 56%	55% - 80%	19% - 44%	25% - 28%	90% - 90%
18-19 Aug - Dec	44% - 72%	6% - 40%	62% - 64%	75% - 80%	23% - 29%	30% - 39%
Average Points Earned in Accelerated Reader						
Year	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
16-17	Data not available					
17-18		50.3	54.6	47.4	43.3	55.7
18-19 Aug - Dec			28.45	39.7	28.1	29.4
Library Schedule						
	Monday	Tuesday	Wednesday	Thursday	Friday	

January 29, 2019

Hardin School District and School Board,

On behalf of Fort Smith PTO, we have discussed the Library variance needs and requirements of our school. We all feel that Mrs. Miller is doing a fabulous job for our school and is providing an enriching library environment for our students. We would very much like things to continue and grow in the proceeding school year to come. At this time you have all of our PTO support.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Herman". The signature is fluid and cursive, with the first name being more prominent.

Jennifer Herman

Fort Smith PTO President

- Demi Pitsch, Paraprofessional I (Special Education) – Hardin Primary School
- McKenna Rivera, Paraprofessional I (Special Education) – Hardin Primary School
- Angela Ramirez, Assistant Cook – School Nutrition Department

**CLASSIFIED Resignation:**

- Bailey Nedens, Paraprofessional II – Hardin Intermediate School

**ATHLETICS / ACTIVITIES:**

- Jake Krum, Coach – Middle School Boys' Basketball
- Ardis Bott, Activity Bus Driver

**VOLUNTEERS** (*Criminal Background Report Completed*):

Yvon Little Light – Crow Agency Public School      Vicky Jane Carlson, Hardin Primary School  
 Ashley Quanbeck, Hardin Primary School      Shane Morse, Hardin Middle School

Mr. Wells made a motion, seconded by Mrs. Watson, to approve the staffing changes as recommended. The motion passed unanimously.

Overtime for pay period 12/30/18-1/12/19, paid on 1/18/19, was reviewed with the Board. Overtime in Hardin Middle School (HMS) was the result of custodial turnover which should be eliminated with the current hiring.

Mr. Old Crow, Jr. reviewed claims in the amount of \$335,166.30 and with the exception of one claim for \$5,000 he was unable to locate, he recommended approval. Business Manager Judy Arnold determined the claim had been pulled from the pile earlier so Superintendent Johnson could sign it and it was not returned to the stack. Chairman Marston asked if there was any objection to approving the claims; there being no objection, the claims were approved.

**BUILDING ISSUES**

Christy Kepp-Morse and Amy Stops, advisors for what has been known as the HMS Media Club, provided information and a presentation of what the club is about and the reason to request the name change to 'Make a Difference Club'. The Club is supported by GEARUP and is for students grades 6-8. The students are encouraged to get to know different type of kids and accept them for who they are and as they are. Mrs. Stops spoke about the next project, 'Kindness Rocks', where students write sentiments on rocks and then they are put together and displayed such as a walkway or trail. Students who are part of the Club also volunteer to work the HMS concession stands which teaches them skills on handling money and counting back change as well as working with the public.

Mrs. Morse stated that in order to make the necessary change to the bank account, the Board needs to approve changing the name from HMS Media Club to HMS Make a Difference Club. Mrs. Watson made a motion, seconded by Mrs. Uffelman, to approve the club name change as requested. The motion passed unanimously. Mr. Wells thanked Mrs. Morse and Mrs. Stops for their contributions.

The Fort Smith Elementary School (FSES) Variances to Standards Renewal Application for Library Media Services was presented to the Board for approval. The application must be renewed every three years and is due by the first Monday in March. Mrs. Francis reviewed the application. Mr. Wells made a motion, seconded by Mr. Straley, to approve the FSES Variances to Standards Renewal Application for Library Media Services as presented. The motion passed unanimously.

Distributed in the packets to Board was the Impact Aid Program Indian Policies and Procedures (IPP) for FY2020. This was updated twice last year, with this being the most recent version which was approved in May 2018. Mrs. Kern reported that Federal Programs Director, Beth Howe-Yarlott, stated the only changes to this IPP is where it reads 'FY20' and the date of approval. Mr. Wells made a motion, seconded by Mr. Old Crow, Jr., to approve the Impact Aid Program Indian Policies and Procedures for FY2020. The motion passed unanimously.

**BUDGETING ISSUES**

The High School Budget Amendment Resolution was postponed until 2/12/19.

**TRANSPORTATION ISSUES**

There were no transportation issues to report.

Distributed in the packets to Board was the 2018-19 Weather-Related Protocol for Hardin School District 17H & 1. Superintendent Johnson created the guidelines to provide uniformity and consistency throughout the District for parents and staff. This information will be on the Districts' website and will also appear in the newspaper.

**PAC / PTO / COMMUNITY MEMBERS**

Mark Schoen stated that the day before the Christmas break the Army National Guard from Billings brought equipment to Hardin High School for students to check out. He wanted thank them for taking the time to bring this equipment to the students.

**EXECUTIVE SESSION – SUPERINTENDENT EVALUATION**

At 6:47 p.m., Chairman Marston called the meeting to executive session because the matter to come before the Board is the Superintendent evaluation, and individual privacy in this matter clearly exceeds the merits of public disclosure.


At 7:45 p.m., Chairman Marston reconvened the meeting to open session.

**OTHER**

A Special meeting will be held on Tuesday, January 29, 2019, beginning at 5:30 p.m., at the District Administration Office, 401 Park Rd, Hardin, MT, for the purpose of reviewing existing plans, options and costs associated with the High School Track and Football Field Renovation Projects.

The next regular meeting will be held on Tuesday, January 22, 2019, beginning at 5:30 p.m., at the District Administration Office, 401 Park Rd, Hardin, MT.

With no further business to come before the Board, Chairman Marston adjourned the meeting at 7:46 p.m.

  
Jodeen K. Marston, Board Chairman

ATTEST:

  
Kym Kern, District Clerk

## **REGULAR MEETING – January 22, 2019**

The Board of Trustees of the County of Big Horn Big Horn Co School District 17H & 1 met in regular session at the District Administration Office, 401 Park Road, Hardin, Montana, on Tuesday, January 22, 2019.

With a quorum present, Chairman Marston called the meeting to order at 5:30 p.m.

The following were present: Board Chair Jodeen Marston, Trustee Crystal Uffelman, Trustee Newton Old Crow, Jr., Trustee Jordan Straley, Trustee Cori Watson, Vice Chair Jon Wells, Superintendent E. Chad Johnson and District Clerk Kym Kern.

Also in attendance: Melvin Ware, Chad Guptill, Kenny Kepp, Karla Clark, Teri Wagner, Mark Schoen, Sandra Francis, Judy Arnold, Christy Kepp-Morse, Scott Brokaw, Georgia Forney and Amy Stops.

Chairman Marston asked if there was any objection to approving the minutes of the January 8, 2019, regular meeting, without being read. There being no objection the minutes were approved.

Mr. Old Crow, Jr. was still reviewing claims and would make his recommendation upon completion.

### **SUPERINTENDENT'S REPORT**

Enclosed in the Superintendent's packet was a letter from John Small, recently elected Big Horn County Superintendent of Schools, introducing himself and providing contact information.

Superintendent Johnson stated he would be in Helena on Friday attending the Legislative session regarding preschool and safety.

A letter dated January 12, 2019, from the Montana Office of Public Instruction (OPI) was distributed in the packet from the Superintendent. The letter stated OPI "has designated Hardin Public Schools as a "high risk" subgrantee for grant and audit monitoring purposes." Superintendent Johnson stated this information is based on an audit from FY2016-2017 and questioned why we are just now receiving this notice. He reported having left a message for Susie Hedalen, Assistant Superintendent, and if he does not hear back from her he will find her in Helena when he is there on Friday. He will keep the Board informed of what he finds out.

Superintendent Johnson stated that he is planning to attend the National Association of Federally Impacted Schools (NAFIS) Spring Conference which is March 16-19 in Washington, DC, unless the government is still shutdown.

Based on information provided by Mr. Hankins, Hardin High School graduation rate is up to eighty-one percent (81%). Discussion followed. Information was shared regarding the upcoming PIR day on Monday, January 28, and trainings being offered to staff.

Superintendent Johnson reported the High School Budget Amendment Resolution is removed from the agenda this evening. The Petition for Permission which was sent to OPI has been approved and the Resolution will be placed on the 2/12/19 agenda.

A sample agenda was distributed for the intended special meeting to be held on 1/29/19 and Superintendent Johnson received approval from the Board to proceed with the meeting.

Superintendent Johnson provided a brief update of the Annual Montana High School Association meeting, stating eight (8) proposals were presented. He said Mike Erickson will come in to provide more details from the meeting which was held on 1/21/19.

Superintendent Johnson reported he has not received any additional information on the Hardin Community Activity Center (HCAC); however, we need to start presenting what information we do have such as expenditures and revenue. He said he wants it known there have not been any decisions made as to what will happen with, or to, the Hardin Community Activity Center.

### **STAFFING ISSUES**

Superintendent Johnson presented the following staffing changes and recommended approval:

CLASSIFIED New Hires:

- Crecensio Walksesealey, Custodian – Hardin Middle School

- 2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed variance. Community stakeholder groups include parents, community members, and students as applicable.**

The trustees of the school board meet January 14, 2019 to review a proposal to complete a variance to Standard application; minutes from the Board Meeting January 14, 2019 are attached. Libby Middle High School introduced the variance to the Parent Council in January; the variance request was explained to the parents and those participating were in agreement with the proposed request. Administrative leadership team reviewed the variance to standard on January 29<sup>th</sup>, Libby High School Staff reviewed the variance on January 30, 2019. The information was also presented and explained to Student Council in the February meeting.

- 3. Provide evidence that local school stakeholders were involved in the consideration and development of the proposed variance. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

Variance has been discussed and considered by administrators of the school, certified and classified staff. The variance has been reviewed by the Leadership and Administrative teams of the school on January 29, 2019. Our team is committed to meeting the requirements of this variance without any disruption of student services.

- 4. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting.**

Minutes from Board Meeting January 14, 2019

- 5. Describe the variance requested.**

Libby Middle and High schools share the same facility, administration, teaching staff and classified staff. The Library Media requirement for high school is 1.0 FTE and .5 for the middle school. The population of both schools is 508: 317 in grades 9-12 and 191 in grades 7 -8. The overall enrollment of the high school has been declining for the past several years. The two schools function as one school and share a common Library. The current Librarian has been a member of our teaching staff for 14 years, having taught English for 12 years, then acting as the assistant librarian for five years before becoming the full time librarian two years ago. For many years the current librarian worked alongside a master teacher librarian. The Library Media Services 1.0 FTE is currently divided equally between the two schools; the library is in operation 5 days a week for the entire school day. Classes who utilize the library attend with their classroom teacher for support of the librarian, and student aides also assist with book check out and media concern.

The Libby Library provides exceptional library media services to our staff and students. Our Library offers a very large, up-to-date and diverse collection of fiction and nonfiction books and materials; it also provides a full computer lab for classroom teacher use, a large area for classroom projects to be worked on as well as two maker space areas. During the 2017-2018 school year 252

English classes visited the library for “checkouts” with 6519 books being checked out by students and staff, 431 classes visited the computer lab in the library, and 303 classes visited the library project area. Looking at the numbers from August – December of this year we are on track to maintain the same level of use.

Information literacy is a part of many classroom projects; the Library Media Specialist assists in the process with the classroom teachers. The Information Literacy-Library Media standards are covered in all grade levels in both the middle and high school. The table below shows where the instruction is focused. As examples, Content Standards 1 and 2 are focused on in 7<sup>th</sup> grade during the cross curricular Festival of Nations research project, where students identify their county of interest, determine and locate resources, and present findings at our community Festival of Nations events where the school and community come to see students projects, research papers as well as enjoy seeing traditional costumes and eating typical ethnic foods. In 8<sup>th</sup> grade students complete a research project around a literary theme of their choice. In 9<sup>th</sup> grade students complete a cross curricular writing project between Social Studies and English that evaluates multiple sources and creates an argumentative paper. In 10<sup>th</sup> grade students complete a cross curricular writing project between Science and English where they also evaluate multiple types resources and follow informational literacy. Juniors and Seniors have several class specific projects where they are able to research more of their interests and create projects that express their individual learning and creativity. All projects have a self-evaluative portion for students to reflect on their learning and process.

	7	8	9	10	11	12
CS 1 Identify task, determine resource	X	X				
CS 2 Locate source, analyze & present	X	X				
CS 3 Evaluate product and process			X	X	X	X
CS 4 Utilization of Info			X	X	X	X
CS 5 Interest and creativity					X	X

**6. Provide a statement of the mission and goals of this proposed variance.**

**Libby Middle High School Mission Statement:**

We are a community providing educational opportunities, motivating learners, nurturing dreamers, building character.

**Libby Middle High School Vision:**

The schools, community, and family should work cooperatively to provide students with the necessary skills to function successfully in a changing world. The goal is to develop life-long learners who understand the world around them and who can creatively participate in a changing environment.

The mission of this variance is to fully comply with Montana School Accreditation Standards and Procedures in a variance to the standard that is still an appropriate interpretation of the library curriculum needs of our students. An additional mission of this variance to standard request is to continue to complement our core classroom instruction with library, leveled resources and instruction, media arts, and technology that meet the needs of our students. The goal of the

**ACTION**

**ITEM 18**

**RECOMMEND APPROVAL OF THE NOTICE  
OF PUBLIC HEARING FOR HAZARD AND  
EMERGENCY PLANS**

**Dr. Linda Vrooman Peterson**



# Montana Board of Public Education

## Executive Summary

Date: May 9-10, 2019

<b>Presentation</b>	<b>Recommend Approval of the Notice of Public Hearing and Timeline pertaining to Hazard and Emergency Plans Rule Changes.</b>
<b>Presenter</b>	Linda Vrooman Peterson
<b>Position Title</b>	Administrator Accreditation and Educator Preparation Division Office of Public Instruction
<b>Overview</b>	This is an action item. At the March meeting, the BPE approved the State Superintendent Arntzen's recommendation for the OPI to develop the Notice of Public Hearing pertaining to Hazard and Emergency Plans. The Office of Public Instruction presents the Notice of Public Hearing and proposed timeline amending Administrative Rules of Montana 10.55.701 Board of Trustees pertaining to Hazard and Emergency Plans. The Notice and Timeline are attached.
<b>Requested Decision(s)</b>	Action.
<b>Related Issue(s)</b>	
<b>Recommendation(s)</b>	<b>Recommend Approval of the Notice of Public Hearing and Timeline amending Administrative Rules of Montana 10.55.701 Board of Trustees pertaining to Hazard and Emergency Plans.</b>



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of New Rule I and the amendment of ARM 10.55.701 pertaining to hazard and emergency plans ) NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION AND AMENDMENT )

TO: All Concerned Persons

1. On June 26, 2019 at 10:00 a.m., the Board of Public Education will hold a public hearing in the Superintendent’s Conference room at 1227 11th Avenue, Helena, Montana, to consider the proposed adoption and amendment of the above-stated rules.

2. The Board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on June 19, 2019, to advise us of the nature of the accommodation that you need. Please contact Pete Donovan, Executive Director, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail [pdonovan@mt.gov](mailto:pdonovan@mt.gov).

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

NEW RULE I HAZARD AND EMERGENCY PLANS (1) A local board of trustees shall adopt a policy addressing a school safety plan or emergency operations plan. The plan required by this rule shall be periodically reviewed and updated as determined necessary by the trustees based on changing circumstances pertaining to school safety.

(2) The plan shall include:

- (a) Identification and assessment of the risks posed by potential local hazards within the boundaries of its school district;
- (b) Designing and incorporating regularly-conducted disaster drills to address the hazards identified pursuant to 1(a);
- (c) Prevention, mitigation, response, and recovery (before, during, and after) an event; and
- (d) Training.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, MCA

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

10.55.701 BOARD OF TRUSTEES (1) through (2)(p) remain the same.

(q) a policy addressing hazard and emergency plans as outlined in NEW  
RULE I;

(q) and (r) remain the same but are renumbered (r) and (s).  
(3) through (5) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, MCA

5. REASON: The Board of Public Education proposes to adopt and amend rules pertaining to hazard and emergency plans requiring Montana school district trustees adopt a school safety plan or emergency operations plan. School district trustees are required to certify to the OPI that a school safety plan or emergency operations plan has been adopted. Adopting and amending ARM 10.55.701 is the result of Legislative action amending § 20-1-401, MCA, Disaster Drills. Based on legislative action, the process for amending the standards of accreditation ensures every Montana school district board of trustees will meet the legislative intent by adopting, periodically reviewing, and updating the plan.

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: Pete Donovan, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail pdonovan@mt.gov, and must be received no later than 5:00 p.m., June 26, 2019.

7. Pete Donovan, Executive Director, 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 this agency. 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 2 above or may be made by completing a request form at any rules hearing held by the board.

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.

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Pete Donovan  
Rule Reviewer

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Darlene Schottle  
Chair

Board of Public Education

Certified to the Secretary of State May 14, 2019.

# Proposed Timeline for Hazard and Emergency Plans

## Updated August of 2018

- |   |                   |
|---|-------------------|
| • File Notice of Negotiated Rule Making (NRM) with SOS  | April 17, 2018    |
| • Publish Notice of NRM in MAR  | April 27, 2018    |
| • Initial presentation to BPE for introduction of proposed Negotiated Rulemaking process                                      | May 10-11, 2018   |
| • Final Date to receive nominations/appointments for NRM Committee  | May 25, 2018      |
| • OPI appoints NRM Committee  | June 15, 2018     |
| • Initial presentation to BPE for introduction of proposed rule   | July 13, 2018     |
| • First meeting of NRM Committee  | August 14, 2018   |
| • Economic impact survey to districts and compile responses   | October 29, 2018  |
| • Superintendent's review of proposed language for proposed rules from NR Committee   | November 30, 2019 |
| • Second NRM committee meeting  | December 4, 2018  |
| • Recommendations of economic impact state report to BPE  | March 14-15, 2019 |
| • Notice of proposed hearing with rule language as approved by the Superintendent submitted to BPE for vote to publish notice | May 9-10, 2019    |
| • File Notice of Public Hearing   | May 14, 2019      |
| • Notice of Public Hearing is published   | May 24, 2019      |
| • Proposed rule amendment and economic impact statement submitted to Education Interim Committee                              | June, 2019        |
| • Public Hearing  | June 26, 2019     |
| • Final Date for Public comments  | June 26, 2019     |
| • BPE review Notice of Amendment/Adoption and vote to amend/adopt rules   | July 11-12, 2019  |
| • File Notice of Amendment/Adoption   | July 30, 2019     |
| • Publication date of Notice of Amendment/Adoption  | August 9, 2019    |
| • Effective Date of rules   | August 9, 2019    |

\*Committee meeting dates not determined at this time.

**ACTION**

**ITEM 19**

**RECOMMEND APPROVAL OF THE  
ECONOMIC IMPACT STATEMENT REPORT  
AND THE NEGOTIATED RULEMAKING  
COMMITTEE'S FINAL REPORT PERTAINING  
TO ARM 10.55.606, ACCREDITATION  
PROCESS**

**Dr. Linda Peterson**

# Montana Board of Public Education Executive Summary

**Date:** May 9-10, 2019

<b>Presentation</b>	Recommend Approval of the Economic Impact Statement Report pertaining to the Amendments of ARM 10.55.606 Accreditation Process.
<b>Presenter</b>	Linda Vrooman Peterson
<b>Position Title</b>	Division Administrator Montana Office of Public Instruction
<b>Overview</b>	This is an action item. The Office of Public Instruction (OPI) presents to the Board of Public Education (BPE) the Economic Impact Statement Report and the proposed rule changes amending ARM 10.55.606(3)-(9) Accreditation Process recommended by State Superintendent Arntzen. In addition, the State Superintendent presents the Final Report of the Negotiated Rulemaking Committee for Accreditation Process ARM 10.55.606. The Committee reached consensus on proposed rule changes to the accreditation process pertaining to student performance standards and on the Economic Impact Statement Report's conclusions. Reports are attached.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	The BPE will present the proposed accreditation rule changes and the Economic Impact Statement Report to the Education Interim Committee and



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)

	will likely move forward with its formal rulemaking notices and hearings in July and September of 2019.
<b>Recommendation(s)</b>	Approve the Economic Impact Statement Report recommended by the State Superintendent. Request the OPI prepare the Notice of Public Hearing and Timeline to amend ARM 10.55.606(3)-(9) Accreditation Process pertaining to student performance standards.





**Board of Public Education  
Standards of Accreditation, Chapter 55  
Draft Proposed Rule Change for ARM 10.55.606**

Current Rule Language	Draft Proposed Rule Change
<u>10.55.606 ACCREDITATION PROCESS</u> (1) The categories of accreditation of a school shall be determined by using two sets of standards:	Remains as is
(a) Assurance standards; and (b) Student performance standards.	Remains as is
(2) Assurance standards are comprised of the following subchapters in ARM Title 10, chapter 55:  (a) Subchapter 6, General Provisions, ARM 10.55.601 through 1.55.607;  (b) Subchapter 7, School Leadership, ARM 10.55.701 through 10.55.719;  (c) Subchapter 8, Academic Requirements, ARM 10.55.801 through 10.55.805;  (d) Subchapter 9, Educational Opportunity, ARM 10.55.901 through 10.55.910; and  (e) Subchapter 10, Program Area Standards, ARM 10.55.1001 through 10.55.1003.	Remains as is



**Board of Public Education  
Standards of Accreditation, Chapter 55  
Draft Proposed Rule Change for ARM 10.55.606**

<p>(3) Student performance standards are <del>comprised of student performance measures for each grade as follows:</del></p> <p>(a) <del>Math and reading average scale score range for all students grades 3-8 and 10 and science average scale score range for all students grades 4, 8, and 10:</del></p> <p>(i) <del>Level 1 = 300-250;</del>  (ii) <del>Level 2 = 249-220;</del>  (iii) <del>Level 3 = 219-210;</del>  (iv) <del>Level 4 = 209-200; and</del></p> <p>(b) <del>For high schools, graduate rate range:</del></p> <p>(i) <del>Level 1 = 100.0%-75.0%;</del>  (ii) <del>Level 2 = 74.9%-60.0%;</del>  (iii) <del>Level 3 = 59.9%-55.0%;</del>  (iv) <del>Level 4 = 54.9%-0.0%</del></p>	<p>(3) Student performance standards are <u>described in Chapter 56 Assessment and defined in the state accountability system as recommended by the state superintendent and approved by the Board of Public Education (BPE).</u></p> <p>(a) <u>BPE shall establish the minimum statistical threshold for reporting valid and reliable student group results and to protect student privacy based on the recommendation of the Office of Public Instruction.</u></p> <p>(b) <u>Modifications to the accreditation determination procedures shall be made in writing by the state superintendent for consideration and approval by BPE.</u>  <u>(i) Modifications shall be submitted after consultation with representative stakeholders.</u></p>
<p>(4) For schools with <del>any</del> combination of grades <del>only</del> K-2, only the assurance standards <del>will</del> be used to determine accreditation status.</p>	<p>(4) For schools with <u>only</u> combinations of grades <u>PK-2</u>, only the assurance standards <u>shall</u> be used to determine accreditation status.</p>
<p>(5) There shall be four <del>levels</del> for assurance standards and student performance standards used to determine accreditation status, <del>as described in the Accreditation Status Criteria Reference Guide, a copy of which may be found at: <a href="http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf">http://www.opi.mt.gov/pdf/Accred/Ch55/Appendices.pdf</a>.</del>  <del>The highest level is 1 and the lowest level is 4.</del></p>	<p>(5) There shall be four <u>categories</u> of assurance standards and student performance standards used to determine accreditation status, <u>pursuant to ARM 10.55.605 Categories of Accreditation.</u></p>



**Board of Public Education**  
**Standards of Accreditation, Chapter 55**  
**Draft Proposed Rule Change for ARM 10.55.606**

<p>(6) A school shall be <del>classified as regularly accredited</del> by using the combined results of the assurance standards and student performance standards as follows:</p> <p>(a) <del>level 1</del> for all assurance standards and <del>level 1 or 2</del> for student performance standards; or</p> <p>(b) <del>level 1 or 2</del> for all assurance standards and <del>level 1</del> for student performance standards.</p>	<p>(6) A school shall be <u>designated with Regular accreditation status</u> by using the combined results of the assurance standards and student performance standards as follows:</p> <p>(a) <u>Regular status</u> for assurance standards and <u>Regular status</u> for student performance standards;</p> <p>(b) <u>Regular status</u> for assurance standards and <u>Regular with Minor Deviations</u> for student performance standards; or</p> <p>(c) <u>Regular with Minor Deviations</u> for assurance standards and <u>Regular status</u> for student performance standards.</p>
<p>(7) A school shall be <del>classified as regularly accredited</del> with minor deviation by using the combined results of the assurance standards and student performance standards with <del>level 2 in any category</del> in both sets of standards.</p>	<p>(7) A school shall be designated with <u>Regular with Minor Deviations accreditation status</u> by using the combined results of <del>both</del> assurance standards and student performance standards with <u>Regular with Minor Deviations</u>.</p>
<p>(8) A school shall be <del>classified as accredited</del> with advice by using the combined results of the assurance standards and student performance standards with <del>level 3 in any category</del> in either set of standards.</p>	<p>(8) A school shall be <u>designated with Advice accreditation status</u> by using the combined results of the assurance standards and student performance standards with <u>Advice status</u> in either set of standards, <u>or as stated in ARM 10.55.605</u>.</p>
<p>(9) A school shall be <del>classified as accredited</del> with deficiency by using the combined results of the assurance standards and student performance standards with <del>level 4 in any category in either set of standards</del>.</p>	<p>(9) A school shall be <u>designated with Deficiency accreditation status</u> by using the combined results of the assurance standards and student performance standards with <u>Deficiency status</u> in either set of standards, <u>or as stated in ARM 10.55.605</u>.</p>
<p>History: 20-2-114, MCA; <u>IMP</u>, 20-2-121, MCA; <u>NEW</u>, 2000 MAR p. 3340, Eff. 12/8/00; <u>AMD</u>, 2012 MAR p. 2042, Eff. 7/1/13.)</p>	



**Board of Public Education  
Standards of Accreditation, Chapter 55  
Draft Proposed Rule Change for ARM 10.55.606**

**References**

**ARM 10.55.602 Definitions**

(41) "Student performance standards" means minimal standards of a quality education, which measures student performance on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

**ARM 10.55.601 Accreditation Standards: Procedures**

(3)(iv) a description of strategies for assessing student progress toward meeting all content standards, pursuant to the requirements of ARM 10.55.603 and ARM 10.56.101;

**ARM 10.55.603 Curriculum and Assessment**

(3) School districts shall assess the progress of all students toward achieving content standards and content-specific grade-level learning progressions in each program area. The district shall use assessment results, including state-level achievement information obtained by administration of assessments pursuant to ARM 10.56.101 to examine the educational program and measure its effectiveness.

(5)(b) School districts shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student progress in achieving content standards and content-specific grade-level learning progressions in all program areas.

**Board of Public Education**  
**Standards of Accreditation, Chapter 55**  
**Draft Proposed Rule Change for ARM 10.55.606**

**ARM 10.56.101 Statewide 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.

(1) (2) The Board of Public Education (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.

(2)(3) The obligation for funding the assessments is the responsibility of the state. This chapter 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.

(3)(4) The Superintendent of Public Instruction shall recommend in writing to the Board any modifications to the single system of state level assessment as set forth in (1)(2). The Board may consider recommended modifications as an information item on an agenda at a board meeting. At that meeting, the Board may vote to list the recommendations as an action item on the agenda of a subsequent Board meeting. Unless approved by the Board, no recommended modifications are effective and no accredited schools may implement the recommended modifications.

(4)(5) When developing a recommendation to the Board for adopting statewide assessments the Superintendent of Public Instruction will include implications including alignment to content standards.

(5) The Superintendent of Public Instruction shall:

- (a) ensure Montana educators participate in the process;
- (b) ensure that all statewide test items are field tested before being used to determine proficiency; and
- (b) (c) request approval from the Board to allow for census field testing before determining proficiencies.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, MC

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA



**Board of Public Education**  
**Standards of Accreditation, Chapter 55**  
**Draft Proposed Rule Change for ARM 10.55.606**

NEW RULE I PARTICIPATION (1) By the authority of §20-2-121(11) and ARM 10.55.603, the Board of Public of Education (Board) adopts rules for statewide assessment in all public and accredited nonpublic schools.

(2) Statewide assessments approved by the Board shall be administered in all public and accredited nonpublic schools.

(3) School districts shall annually administer statewide assessments to all students

(a) in accordance with state and federal laws and regulations that meet or exceed the specifications below:

(i) The English language arts and mathematics assessments shall be aligned to Montana content standards in English language arts and mathematics and administered in grades 3-8 and 11;

(ii) The science assessments shall be aligned to Montana content standards for science and administered in grades 5, 8, and 11; and

(iii) The assessments shall be 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) The Board of Public Education may approve alternative grade levels and timelines for the administration of statewide assessments due to the availability of assessments and other academic factors.

(4) School districts shall use guidance provided by the Office of Public Instruction to inform parents/guardians about statewide assessments, including:

(a) the purpose;

(b) the source of the requirement;

(c) when the information about student performance is provided to teachers and parents;

(d) how teachers, principals, and district officials use the information about student performance; and

(e) how parents can use that information to help their child.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, MC

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA



**Board of Public Education**  
**Standards of Accreditation, Chapter 55**  
**Draft Proposed Rule Change for ARM 10.55.606**

NEW RULE II TEST SECURITY (1) The Office of Public Instruction has the responsibility to audit test administration activities to monitor adherence to test security and best practices without undue disruption to schools.

(2) All statewide assessments must be administered to students only by school district employees who have been trained and are familiar with standardized testing procedures.

(3) Suspected violations of test security must immediately be reported to the Office of Public Instruction.

(4) Failure to comply with the test administration and security requirements may result in the Office Public Instruction making a recommendation for consequences up to reporting findings to the Board of Public Education for further action within the limits of its authority.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, MC

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

NEW RULE III ACCESSIBILITY AND ACCOMMODATIONS (1) Schools shall administer statewide assessments with or without accommodations based on individual student needs consistent with all state and federal laws and regulations.

(2) The Individualized Education Program (IEP) team for a student shall determine if the student meets the eligibility criteria for the statewide alternate assessment based on the alternate achievement standards.

(3) Schools shall use the guidance from the Superintendent of Public Instruction to identify English Learners (EL) and annually monitor individual progress in acquiring academic English consistent with all state and federal laws and regulations.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, MC

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA



**Board of Public Education**  
**Standards of Accreditation, Chapter 55**  
**Draft Proposed Rule Change for ARM 10.55.606**

- NEW RULE IV REPORTING (1) The Superintendent of Public Instruction shall provide a report of the annual state assessment results to the Legislature and Board of Public Education.
- (2) The Superintendent of Public Instruction shall make available student assessment data in compliance with confidentiality requirements of federal and state law (§ 20-7-104, MCA). To facilitate transparency, the statewide assessment results released to the public shall be accompanied by a clear statement of the purpose, subject areas assessed, description of proficiency levels, and the percent of students who participated in the assessments.
- (3) Statewide assessment results are a part of each student's permanent record as described in compliance with § 20-1-213 and § 20-7-104, MCA.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, MC

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA





# OPI Announces the Selection of the Negotiated Rulemaking Committee Members for Amending ARM 10.55.606(3)-(9) Accreditation Process

Thursday, April 4, 2019/Categories: [Office of Public Instruction](#)/Tags: [Office of Public Instruction](#), [OPI](#), [Administrative Rules of Montana](#), [negotiated rulemaking](#), [Board of Public Education](#), [ARM](#), [school accreditation](#)

## Office of Public Instruction Announces the Selection of the Negotiated Rulemaking Committee Members for Amending Administrative Rules of Montana (ARM) 10.55.606(3)-(9) Accreditation Process

April 4, 2019

HELENA—The Office of Public Instruction has selected 18 members to serve on the negotiated rulemaking committee to amend the ARM 10.55.606(3)-(9) Accreditation Process and consult on the preparation of an economic impact survey questionnaire. The purpose of this survey is to estimate what the impact of these proposed rule changes will be to local school district budgets. The negotiated rulemaking process is required by §20-7-101, Montana Code Annotated (MCA). The Negotiated Rulemaking Committee will provide a recommendation to the State Superintendent on the rule changes to ARM 10.55.606(3)-(9) pertaining to the student performance procedures used by the OPI during the accreditation process.

Committee members represent a diverse group of Montanans who are experts in education, school accreditation, statewide assessment, culturally relevant practices, and school finance.

### *Negotiated Rulemaking Facilitator:*

- Kirsten Madsen, MT Department of Justice, Legal Services Bureau Assistant Attorney General

### *Negotiated Rulemaking Committee Members include:*

- Norah Barney, Anaconda Public Schools, Principal
- Craig Barringer, Libby K-12, Superintendent
- Sandra Beal, Ronan Public Schools, Principal
- Bob Connors, Glasgow K-12, Superintendent
- Scott Dubbs, Lewistown Public Schools, Curriculum Director
- Mark Halgren, Belgrade Public Schools, Curriculum Director
- Annette Hart, Rapelje Public Schools, Superintendent
- Matthew Lewis, Lewistown Public Schools, Principal

- Erin Lipkind, Missoula County Superintendent
- KT Northington, Bainville K-12 Schools, Business Manager
- David Pafford, Noxon Public Schools, School Board Trustee
- Michele Paine, Kalispell Public Schools, Principal
- Lynne Peterson, Laurel Public Schools, Principal
- Stephen Schreibeis, Glendive Public Schools, Superintendent
- Karlona Sheppard, East Glacier Park Elementary, Superintendent
- Ruth Uecker, Great Falls Public Schools, Assistant Superintendent
- Dee Hensley-Maclean, Montana PTA Advocacy Chair
- Jeremy MacDonald, Box Elder Public Schools, Superintendent

Once the Committee finishes its work and makes a recommendation to the state superintendent, the next step is for the Board of Public Education to consider the recommended amendment, present the economic impact statement report to the Education Interim Committee, and begin the Montana Administrative Procedures Act rulemaking process.

Additional Resources:

Board of Public Education School Accreditation Standards and Procedures Manual:

[http://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/Standards%20of%20Accreditation/AccreditationStandards\\_Ch55.pdf](http://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/Standards%20of%20Accreditation/AccreditationStandards_Ch55.pdf)

Office of Public Instruction Administrative Rules Notice Page:

<http://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation/Montana-Accreditation-Process-Negotiated-Rulemaking-Committee>

Board of Public Education Home Page: <http://bpe.mt.gov/>

Office of Public Instruction website of the Negotiated Rulemaking Committee for Accreditation Process:

<http://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation>

# Proposed Draft Timeline for Accreditation Process

## ARM 10.55.606

### OPI NEGOTIATED RULEMAKING BEGINS

- File Notice of Negotiated Rulemaking (NR) with SOS January 15, 2019
- Initial presentation to BPE for introduction of proposed NR timeline January 18, 2019
- Publish Notice of NR in MAR January 25, 2019
- File Notice of NR Amendment in MAR January 29, 2019
- Publish Notice of NR Amendment in MAR February 8, 2019
- Final Date to receive nominations/applications for Negotiated Rulemaking Committee (NRC) March 12, 2019
- NR Proposed Timeline Presentation to BPE March 14-15, 2019
- OPI appoints NRC March 27, 2019
- First meeting of NRC April 4, 2019
- Economic impact survey to districts and compile responses April 15, 2019
- Second meeting of NRC April 25, 2019
- Proposed rule change and proposed economic impact statement from NRC reviewed by State Superintendent April 26, 2019
- Proposed rule change and economic impact statement to BPE May 9-10, 2019
- Proposed rule change and economic impact statement submitted by BPE to Education Interim Committee (EIC)  
\*EIC meetings not confirmed at this time. \*One month prior to EIC
- Proposed rule change and economic impact statement presented to Education Interim Committee June 2019\*

### BPE MAPA PROCESS BEGINS

- Notice of proposed hearing with rule language as approved by the Superintendent and submitted to BPE for vote to publish notice July 11-12, 2019
- File Notice of Public Hearing July 2019
- Notice of Public Hearing is published August 2019
- Public Hearing August or Sept. 2019
- Final Date for Public comments September 2019
- BPE review Notice of Amendment/Adoption and vote to amend/adopt rules November 7-8, 2019
- File Notice of Amendment/Adoption November, 2019
- Publication date of Notice of Amendment/Adoption November, 2019
- Effective Date of rules December, 2019

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# ECONOMIC IMPACT STATEMENT REPORT

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Prepared by the Office of Public Instruction April 2019



**Economic Impact Statement for Accreditation Process Student  
Performance Standards**

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## **Economic Impact Statement for Accreditation Process Student Performance Standards**

### **Executive Summary**

State Superintendent Elsie Arntzen selected 18 individuals to serve on the negotiated rulemaking committee to amend the ARM 10.55.606(3)-(9) accreditation process and consult on the preparation of an economic impact survey questionnaire. The purpose of this survey is to estimate the impact of these proposed rule changes to local school district operations and budgets. The negotiated rulemaking process is required by §20-7-101, Montana Code Annotated (MCA). The Negotiated Rulemaking Committee (Committee) will provide a recommendation to Superintendent Arntzen on the rule changes to ARM 10.55.606(3)-(9) pertaining to the student performance procedures used by the OPI during the accreditation process.

The Committee met on April 4 and April 25, 2019 and reached consensus on language for proposed changes to the accreditation standards amending Administrative Rules of Montana (ARM) 10.55.606 (3)-(9) Accreditation process Student performance standards. In consultation with the negotiated rulemaking committee, the Office of Public Instruction (OPI) developed an Economic Impact Statement pursuant to § 2-4-405, MCA relating to proposed accreditation standard changes as required.

The survey data show no indication that the proposed rule changes would create a significant economic impact for districts and their schools. It is important to note the proposed rule changes are specific to OPI outlining the accreditation process and procedures to meet the statutory requirements pursuant to § 20-3-106, MCA, Supervision of schools – powers and duties to determine and report to the BPE the accreditation status of every accredited school in Montana. The rule changes do not include required action by local school district trustees.

Based on the analysis of the survey results after consultation with the Negotiated Rulemaking Committee, the agency estimates there appears to be no impact of these proposed rule changes to local school district operations and budgets.

## Economic Impact Statement for Accreditation Process Student Performance Standards

### Introduction

The Montana Superintendent of Public Instruction initiated the negotiated rulemaking process to amend the standards of accreditation. Results of amended standards of accreditation proposed by a negotiated rulemaking process are considered for adoption by the Board of Public Education based upon the recommendation of the Superintendent of Public Instruction. Proposed changes to the accreditation standards require that the Superintendent establish an independent negotiated rulemaking committee (Committee) under [§ 20-7-101, MCA](#). Superintendent Arntzen selected 18 members to serve on the Committee. See [Attachment C](#).

The Committee completed its work and reached consensus on proposed rule changes for amending the standards of accreditation Administrative Rules of Montana (ARM) 10.55.606. A copy of the proposed rule changes is attached. See [Attachment A](#).

### Economic Impact Statement Required Elements

As required by § 20-7-101(1), MCA, the Montana Superintendent of Public Instruction has prepared in consultation with the Negotiated Rulemaking Committee this economic impact statement under the provisions of § 2-4-405, MCA. Each of the elements required to be addressed in the economic impact statement are outlined below.

#### Affected Classes of Persons

*Describe the classes of persons who will be affected by the proposed rule including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule. Refer to § 2-4-405 (2)(a), MCA.*

The *classes of persons* affected by the rule changes include individuals from the following groups: school district trustees, K-12 school administrators, K-12 teachers and counselors, school clerks/business officials, parents, and taxpayers. Members of the rulemaking Committee were selected based on the following criteria: cultural diversity, geographic distribution, accreditation knowledge and experience, statewide assessment knowledge and experience, district and school size, and grade levels served.

Costs associated with the rule changes are the responsibility of the Office of Public Instruction. The beneficiaries of the rule changes are trustees, administrators, teachers, and students of local school districts as well as Montana communities served by accredited schools.

#### Economic Impact

*Describe the probable economic impact of the proposed rule upon affected classes of persons including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact. Refer to § 2-4-405 (2)(b), MCA.*

OPI developed and distributed a questionnaire after consultation with the Negotiated Rulemaking Committee to determine the probable economic impact of the proposed rule changes to a local school

## **Economic Impact Statement for Accreditation Process Student Performance Standards**

district budget. The questionnaire was emailed to school district trustees, administrators, county superintendents, curriculum directors, school clerks, and Montana K-12 education stakeholders between April 9, 2019, and April 23, 2019. The questionnaire was emailed to 1,490 recipients through the OPI bulk email system. Sixteen responses were received.

Respondents indicated school district budgets would not be impacted by the implementation of the rule changes of ARM 10.55.606(3) – (9).

One respondent expressed an interest in giving more weight to student performance standards than to assurance standards. The purpose of the work of this negotiated rulemaking process is to amend the student performance measures parallel to Chapter 56 Assessment and the statewide accountability system.

Sixteen respondents completed the questionnaire. OPI staff did call individuals to encourage respondents. The agency believes there were limited responses to the survey because ARM 10.55.606 outlines the accreditation process and procedures used by the OPI Accreditation team. The proposed rule changes do not include required action by local school district trustees.

### **Cost to State Agencies**

*Describe and estimate the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue. Refer to § 2-4-405 (2)(c), MCA*

The Office of Public Instruction (OPI), in accordance with § 20-7-101, MCA, has incurred minimal costs associated with the negotiated rulemaking process, including contracting with a facilitator and convening the rulemaking committee. Total cost to the OPI for the negotiated rulemaking process is approximately \$5,000.

OPI does not anticipate additional costs associated with the implementation of the proposed rule changes pertaining to amending the student performance measures of ARM 10.55.606 (3) through (9). OPI's Accreditation Unit will complete the accreditation review process and procedures determining accreditation status of every Montana accredited school.

The Board of Public Education is responsible for filing fees of notices of public hearing of proposed rule changes and publication fees of notices of adoption and amendments with the Secretary of State at \$60 per page. The costs associated with board member attendance at public hearings will be paid within the existing budget of the Board of Public Education.

### **Costs and Benefits of the Proposed Rule**

*Analyze and compare the costs and benefits of the proposed rule to the costs and benefits of inaction. Refer to § 2-4-405 (2)(d), MCA.*

Based on legislative action, the State Superintendent initiated the process for amending the standards of accreditation. The proposed rule changes will help assure school district trustees of the reliable and valid student performance measures used to determine accreditation status is also consistent data implemented for federal and other state programs.



## **Economic Impact Statement for Accreditation Process Student Performance Standards**

The agency did not undertake analysis of the costs and benefits of “inaction.”

The Summary of Survey Responses, [Attachment B](#), addresses personnel expenses, available resources, and professional development budgetary areas of possible economic impact on school district operations and budgets.

### **Less Costly or Less Intrusive Methods**

*Are there less costly or less intrusive methods for achieving the purpose of the proposed rule? Refer to § 2-4-405 (2)(e), MCA.*

As indicated above, the purpose of the proposed rule Because the language of the rule changes reflects § 20-1-401, MCA, there is no less costly or less intrusive method for achieving the purpose of the proposed rule changes.

It appears there is little to no economic impact to school district operations and budgets because the focus of the rule changes relates to OPI’s process and procedures in determining accreditation status of accredited schools in Montana.

### **Selection of Proposed Rule**

*Analyze any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule. Refer to § 2-4-405 (2)(f), MCA.*

The agency considered alternative methods for achieving the purpose of the proposed rule. Because the purpose of the rule changes is to implement process and procedures used by the OPI staff to determine accreditation status, the agency concentrated on rule implementation.

### **Efficient Allocation of Public and Private Resources**

*Does the proposed rule represent an efficient allocation of public and private resources? Refer to § 2-4-405 (2)(g), MCA.*

The proposed rule changes address the process and procedures of the agency to complete its statutory requirement of determining the accreditation status of accredited Montana schools. Efficient allocation of public and private resources does not apply.

### **Data Gathering and Analysis**

*Quantify or describe the data upon which the economic impact statement was based and an explanation of how the data was gathered. Refer to § 2-4-405(2)(h), MCA.*

[Attachment B](#) is the summary of the economic impact survey results.

## **Economic Impact Statement for Accreditation Process Student Performance Standards**

Between April 9 and April 23, 2019, the OPI distributed a questionnaire to survey school personnel and stakeholders about the probable economic impact of the rule changes. The survey questionnaire was individually emailed to approximately 1,460 recipients through the OPI bulk email system.

Sixteen questionnaires were completed, and Attachment B provides a summary of the data received in those responses.

The survey data show no indication that the proposed rule changes would create a significant economic impact for districts and their schools. It is important to note the proposed rule changes are specific to OPI outlining the accreditation process to better align student performance standards with the Statewide Assessment system. The proposed rule changes do not include required action by local school district trustees.

### **Montana Code Annotated Reference**

**§ 2-4-405, MCA. Economic impact statement.** (1) Upon written request of the appropriate administrative rule review committee based upon the affirmative request of most of the members of the committee at an open meeting, an agency shall prepare a statement of the economic impact of the adoption, amendment, or repeal of a rule as proposed. The agency shall also prepare a statement upon receipt by the agency or the committee of a written request for a statement made by at least 15 legislators. If the request is received by the committee, the committee shall give the agency a copy of the request, and if the request is received by the agency, the agency shall give the committee a copy of the request. As an alternative, the committee may, by contract, prepare the estimate.

(2) Except to the extent that the request expressly waives any one or more of the following, the requested statement must include, and the statement prepared by the committee may include:

(a) a description of the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule;

(b) a description of the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact;

(c) the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue;

(d) an analysis comparing the costs and benefits of the proposed rule to the costs and benefits of inaction;

(e) an analysis that determines whether there are less costly or less intrusive methods for achieving the purpose of the proposed rule;

(f) an analysis of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule;

(g) a determination as to whether the proposed rule represents an efficient allocation of public and private resources; and

(h) a quantification or description of the data upon which subsections (2)(a) through (2)(g) are based and an explanation of how the data was gathered.

(3) A request to an agency for a statement or a decision to contract for the preparation of a

## **Economic Impact Statement for Accreditation Process Student Performance Standards**

statement must be made prior to the final agency action on the rule. The statement must be filed with the appropriate administrative rule review committee within 3 months of the request or decision. A request or decision for an economic impact statement may be withdrawn at any time.

(4) Upon receipt of an impact statement, the committee shall determine the sufficiency of the statement. If the committee determines that the statement is insufficient, the committee may return it to the agency or other person who prepared the statement and request that corrections or amendments be made. If the committee determines that the statement is sufficient, a notice, including a summary of the statement and indicating where a copy of the statement may be obtained, must be filed with the secretary of state for publication in the register by the agency preparing the statement or by the committee, if the statement is prepared under contract by the committee, and must be mailed to persons who have registered advance notice of the agency's rulemaking proceedings.

(5) This section does not apply to rulemaking pursuant to § 2-4-303, MCA.

(6) The final adoption, amendment, or repeal of a rule is not subject to challenge in any court because of the inaccuracy or inadequacy of a statement required under this section.

(7) An environmental impact statement prepared pursuant to § 75-1-201 that includes an analysis of the factors listed in this section satisfies the provisions of this section.

**Economic Impact Statement for Accreditation Process Student Performance Standards**

**Attachment A—Proposed Rule Changes**

ARM 10.55.606 Accreditation Process

(3) Student performance standards are described in Chapter 56 Assessment and defined in the state accountability system as recommended by the state superintendent and approved by the Board of Public Education (BPE).

(a) BPE shall establish the minimum statistical threshold for reporting valid and reliable student group results and to protect student privacy based on the recommendation of the Office of Public Instruction.

(b) Modifications to the accreditation determination procedures shall be made in writing by the state superintendent for consideration and approval by BPE.

(i) Modifications shall be submitted after consultation with representative stakeholders.

(4) For schools with only combinations of grades PK-2, only the assurance standards shall be used to determine accreditation status.

(5) There shall be four categories of assurance standards and student performance standards used to determine accreditation status, pursuant to ARM 10.55.605 Categories of Accreditation.

(6) A school shall be designated with Regular accreditation status by using the combined results of the assurance standards and student performance standards as follows:

(a) Regular status for assurance standards and Regular status for student performance standards;

(b) Regular status for assurance standards and Regular with Minor Deviations for student performance standards; or

(c) Regular with Minor Deviations for assurance standards and Regular status for student performance standards.

(7) A school shall be designated with Regular with Minor Deviations accreditation status by using the combined results of both the assurance standards and student performance standards with Regular with Minor Deviations.

(8) A school shall be designated with Advice accreditation status by using the combined results of the assurance standards and student performance standards with Advice status in either set of standards, or as stated in ARM 10.55.605.

(9) A school shall be designated with Deficiency accreditation status by using the combined results of the assurance standards and student performance standards with Deficiency status in either set of standards, or as stated in ARM 10.55.605.

**Economic Impact Statement for Accreditation Process Student Performance Standards**

Attachment B – Summary of Economic Impact Survey Responses

Survey Demographics

Please indicate the size of your school district using the options below:

16 responses

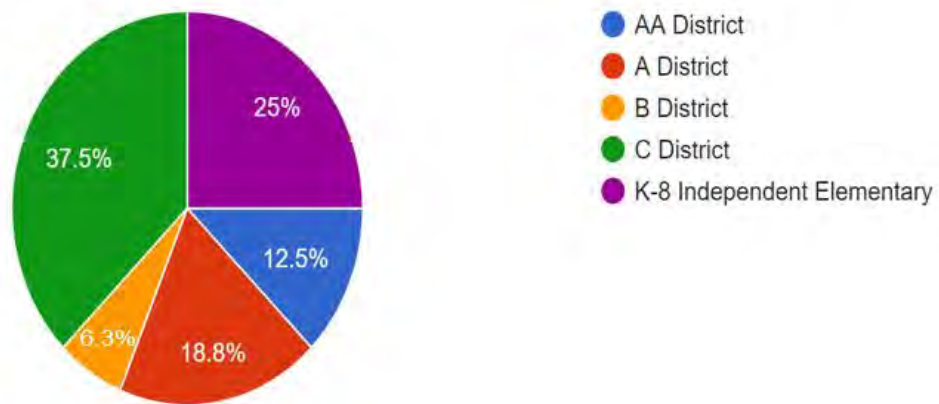


Figure 1

The above information in Figure 1 relates to the survey respondents' school district size from AA to K-8 Elementary school districts. The respondents represent more small schools than larger school districts with over half of those surveyed representing K-8 Elementary and C districts. We also heard from AA, A, and B schools representing less than half of respondents.

Montana Office of Public Instruction  
**Economic Impact Statement for Accreditation Process Student Performance Standards**

Please indicate your CURRENT district role/position.

16 responses

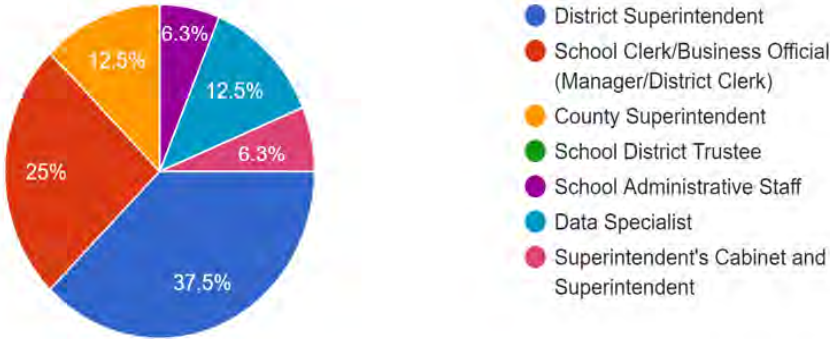


Figure 2

Over half of respondents work as district superintendents and school clerks/business officials in Montana schools. The smallest groups of respondents were school administrative staff and superintendents.

**Personnel Expenses**

Do you believe there will be an economic impact on personnel and budget in your district?

**CURRENT - Personnel Expenses**

16 responses

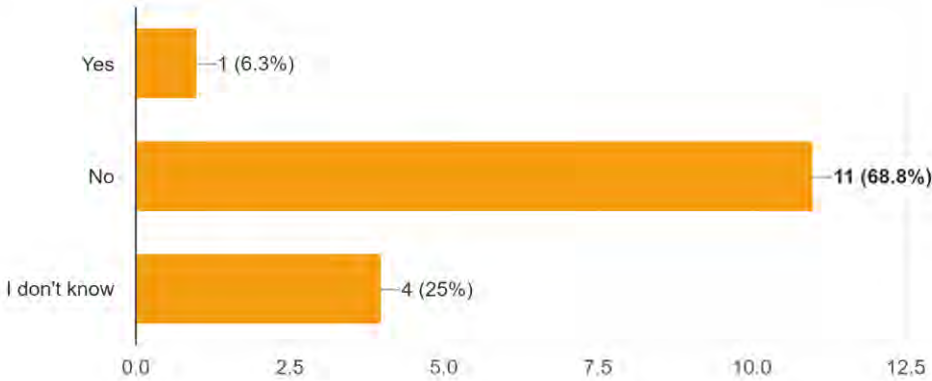


Figure 3

## Economic Impact Statement for Accreditation Process Student Performance Standards

If yes, please explain below:

We struggle to fill some of the required positions to the Board of Public Education's requirements. Positions such as Library are hard to fill and have requirements for filling that do not allow us to place teachers with other endorsements and/or degrees in that position to meet the requirements.

Figure 3 shows the respondents' answers to whether they perceive an impact on a district's *personnel* budget from the proposed rule changes. Eleven respondents perceive no personnel expenditure increases will be necessary. Four did not know whether the new rule will have an impact while one respondent believed there would be additional personnel expenditures.

### Available Resources

#### CURRENT - Available Resources

16 responses

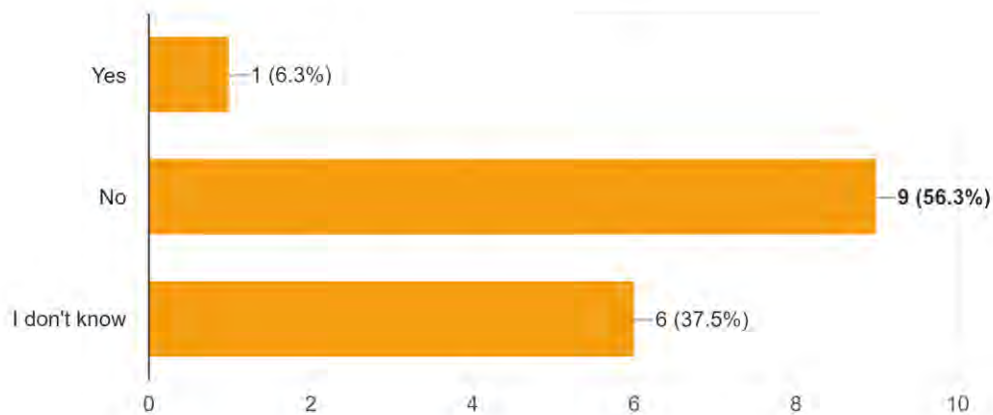


Figure 4

If yes, please explain below:

Some of the BPE's requirements require the district to spend funds in certain areas, despite the needs in other areas that our Board and community believe is important for our students' education.

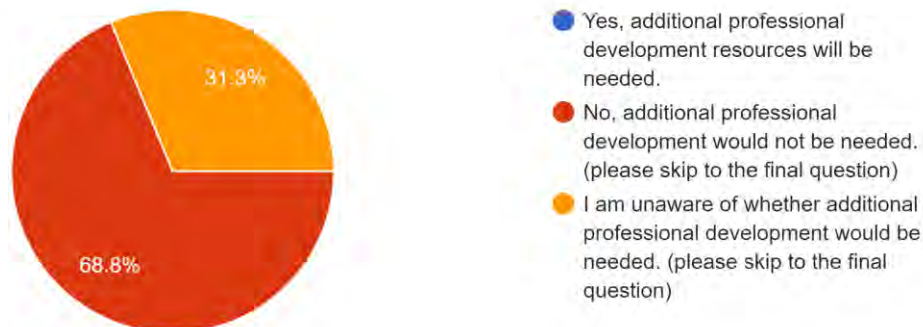
Question 2 addresses the perceived impact the proposed rule changes would have on a district's available resources to support the rule change. The majority of respondents completing this question believed there would either be no economic impact to a districts budget or they did not know whether there would be an impact.

## Economic Impact Statement for Accreditation Process Student Performance Standards

### Professional Development

Would additional professional development be needed to implement the PROPOSED rule?

16 responses



Question 3 addresses the perceived impact the proposed rule changes would have on a district's *professional development* budget. Most respondents believe that additional professional development would not be needed and less than a third were unaware of whether additional professional development would be needed.

### Other Considerations

Your Turn: Is there anything else you believe the Superintendent should consider in determining the fiscal impact for implementing the new student performance accreditation rule?

- OPI Website information and Q & A for new changes.
- Our numbers are low enough none of our groups should be reported, so I am unsure how this will impact our district.
- No
- Each year our district receives fewer and fewer applicants, particularly in hard to find areas such as math, special education, and music. Despite our students' success on measured standards we can still be declared a school in need of assistance, if we cannot find certified people in these areas.
- Thank you for including stakeholders in the current and future discussions.
- I am fairly new to my position and my school. I can't answer this question.



**Economic Impact Statement for Accreditation Process Student  
Performance Standards**

**Conclusion**

The survey data show no indication that the proposed rule changes would create a significant economic impact for districts and their schools. It is important to note the proposed rule changes are specific to OPI outlining the accreditation process to better align student performance standards with the Statewide Assessment system. The proposed rule changes do not include required action by local school district trustees.

## **Economic Impact Statement for Accreditation Process Student Performance Standards**

### **Attachment C—Negotiated Rulemaking Committee Members**

- Norah Barney, Anaconda Public Schools, Principal
- Craig Barringer, Libby K-12, Superintendent
- Sandra Beal, Ronan Public Schools, Principal
- Bob Connors, Glasgow K-12, Superintendent
- Scott Dubbs, Lewistown Public Schools, Curriculum Director
- Mark Halgren, Belgrade Public Schools, Curriculum Director
- Annette Hart, Rapelje Public Schools, Superintendent
- Matthew Lewis, Lewistown Public Schools, Principal
- Erin Lipkind, Missoula County Superintendent
- Kt Northington, Bainville K-12 Schools, Business Manager
- David Pafford, Noxon Public Schools, School Board Trustee
- Michele Paine, Kalispell Public Schools, Principal
- Lynne Peterson, Laurel Public Schools, Principal
- Stephen Schreibeis, Glendive Public Schools Superintendent
- Karlona Sheppard, East Glacier Park Elementary, Superintendent
- Ruth Uecker, Great Falls Public Schools, Assistant Superintendent
- Dee Hensley-Maclean, Montana PTA Advocacy Chair
- Jeremy MacDonald, Box Elder Public Schools, Superintendent

### **Negotiated Rulemaking Committee Facilitator**

Kirsten Madsen, Assistant Attorney General, Agency Legal Services Bureau

**Economic Impact Statement for Accreditation Process Student  
Performance Standards**

Attachment D—Survey Questionnaire

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<b>1</b>	<b>Do you believe there will be an economic impact on personnel and budget in your district?</b>
<b>1a</b>	If yes, please explain below
<b>2</b>	<b>Do you believe there will be an economic impact on available resources in your district?</b>
<b>2a</b>	If yes, please explain below
<b>3</b>	<b>Would additional professional development be needed to implement the PROPOSED rule?</b>
<b>3a</b>	If yes, please explain below
<b>4</b>	<b>Your Turn: Is there anything else you believe the Superintendent should consider in determining the fiscal impact for implementing the new student performance accreditation rule?</b>

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# Negotiated Rulemaking Committee

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## Final Report Accreditation Process

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April 2019

Dear Superintendent Arntzen:

This *Final Report* is submitted to you in accordance with § 20-7-101(2), Montana Code Annotated (MCA), and § 2-5-108(4), MCA. The Negotiated Rulemaking Committee (Committee) reached consensus on proposed rule changes to the accreditation process pertaining to student performance procedures of Administrative Rules of Montana (ARM) 10.55.606. The rule changes are attached as Exhibit A.

### ***A. Background***

The Legislature of Montana requires Standards of Accreditation rule changes be recommended by the State Superintendent to the Board of Public Education (BPE) and these recommendations be developed through the negotiated rulemaking processes of the Montana Administrative Procedures Act (MAPA) pursuant to § 20-7-101(1) and (2), MCA.

Using the negotiated rulemaking process, you developed recommendations for changes in accreditation standards pertaining to the amendment of ARM 10.55.606 Accreditation Process Student Performance measures.

Under your advisement, the *Notice of Negotiated Rulemaking* was published in the Montana Administrative Register (2019 Issue No. 3, February 8, 2019, 10-1-31), in accordance with § 20-7-101(2), MCA, seeking applications from individuals who were likely to be significantly affected by the proposed rule changes. Members of the Committee were selected based on the affected groups of individuals and the following criteria: cultural diversity, K-12 accreditation process knowledge, K-12 statewide assessment knowledge, geographic distribution, district and school size, and grade levels served. A copy of the Committee roster is attached as Exhibit B.

In accordance with § 2-5-109, MCA, the services of a facilitator were secured by your office to assist the Committee in performing its work.

# Negotiated Rulemaking Committee

## *B. The Committee Meetings*

The Committee met twice in Helena, on April 4, 2019, and April 25, 2019, for the purposes of (1) reaching consensus on the revised proposed accreditation rule changes and (2) completing the Committee's role in consulting with OPI staff in the preparation of the final Economic Impact Statement (EIS) report as determined by § 20-7-101(1), MCA.

### **1. April 4, 2019 Meeting**

The key purpose of the April 4 meeting was to attempt to reach consensus on the proposed accreditation standard language and to initially review the agency's proposed survey questionnaire for gathering the information necessary for the Committee to consult with the OPI in preparing the EIS report required under § 20-7-101, MCA.

#### Call to Order

The meeting was called to order at 10:07 a.m. by Office of Public Instruction (OPI) Deputy Superintendent Jule Walker.

#### Committee Introductions

Committee members, OPI staff, and facilitator Kirsten Madsen introduced themselves and discussed how their experiences, expertise, and representation contributes to the Committee's work. Board of Public of Education Executive Director Peter Donovan thanked the Committee for their work. Ms. Madsen announced that OPI Accreditation and Educator Preparation Division Administrator Linda Vrooman Peterson would be the person voting for OPI.

#### Confirm Facilitator

The Committee voted unanimously to confirm Kirsten Madsen as facilitator of the negotiated rulemaking process. After she was confirmed as facilitator, Ms. Madsen reviewed the meeting agenda.

#### Committee Membership

Facilitator Madsen asked Committee members to verify their intent to be part of the Committee. Committee members present, in-person and virtually, confirmed their membership on the Committee. (Lewistown Superintendent Matthew Lewis was not present at the meeting.) The Committee confirmed its membership of represented groups who would be most impacted by the rule changes with no need to expand its membership under § 2-5-107, MCA.

#### Establish Committee's Consensus Definition

Facilitator Madsen led the discussion with the Committee on what consensus means. The Committee agreed that a thumbs-up meant they understood and agreed with the proposal; a thumb-sideways meant they did not understand the proposal; and a thumbs-down meant they understood the proposal and did not agree with it.

# Negotiated Rulemaking Committee

## Review Negotiated Rulemaking Roles, Responsibilities, and Process

Facilitator Madsen provided the Committee an overview of its specific role and how this role is the first step in a multi-step process involving both:

- (1) Your recommendation to the BPE of the proposed accreditation standard language.
- (2) The BPE's engaging the Montana Administrative Procedures Act (MAPA) rulemaking process, i.e., notice, comment, and public hearing before proposed accreditation standard language would be formally adopted.

The Committee was advised that, as part of your and the efforts of the BPE in adopting the new accreditation standards, both the proposed language and the accompanying EIS report would be presented to the Legislature's Education Interim Committee for its review and comment.

Facilitator Madsen reminded everyone as a public meeting the proceedings of the committee meeting were being recorded.

## OPI's Background and Context behind Rule Recommendations

Agency staff shared how Administrative Rules of Montana (ARM) 10.56 Assessment; Accountability under Every Student Succeeds Act (ESSA), and the state accountability system guided the proposed rule changes to ARM 10.55.606 Accreditation Process (1)(b) Student performance standards.

Ashley McGrath, OPI Director of Assessment, provided an overview of the assessment process, changes to the assessment of student learning in the state, and the status of the recent negotiated rulemaking process for Chapter 56. These revisions to Student Assessment Rules to prepare for present and future transitions to new assessments. The rule changes of Chapter 56 Assessment provide guidance to the needed changes of ARM 10.55.606 student performance standards.

Jack O'Connor, OPI State Title I Director, gave an overview of the changes in accountability regarding the No Child Left Behind Act and ESEA. There was a discussion about the differences between the accountability models for the No Child Left Behind Act and ESEA.

Scott Furois, OPI Measurement and Accountability Assessment Analyst, gave an overview of the four main indicators of the state accountability system: the graduation rate, assessment proficiency, growth in assessment for reading and math, and English learners proficiency improvement. Mr. Furois discussed the fifth indicator's elements: attendance rates, college and career readiness measures, and science proficiency were reviewed.

Dr. Linda Vrooman Peterson discussed OPI's background and context behind the rule recommendation. ARM 10.55.606 Accreditation Process Student Performance Standards was adopted by the BPE as part of the revision of Chapter 55 Standards of Accreditation, effective July 1, 2013. The rule outlines the accreditation process and procedures for using both the assurance standards and the student performance standards to determine the accreditation status for every accredited school in Montana. *"Student performance standards" means minimal standards of a quality education, which measures student performance on annual state level summative assessments and graduation rates used to determine the accreditation status of a school, as stated in ARM 10.55.602(1)(41).* Definitions. The state accountability system and Chapter 56 Assessment for student performance no

# Negotiated Rulemaking Committee

longer use the average scale score range for all students in the tested grades for math, reading, and science. The state student performance standards as proposed will be parallel to Chapter 56 Assessment and the state accountability system to ensure consistent data across state and federal programs.

The proposed rule changes focus solely on ARM 10.55.606(1)(a) and (3)-(9), Accreditation Process Student Performance Standards. The proposed rule changes are generalized to help ensure flexibility to adapt to changes in student assessment and the state accountability system at the state and federal levels.

Patty Muir, OPI Accreditation Program Director, explained the procedures she and OPI Accreditation Data Specialist Nathan Miller follow to make recommendations to the State Superintendent and the BPE relating to the accreditation status of every accredited school in Montana. Ms. Muir reviewed the accreditation process and procedures and the various statuses of accreditation based on the assurance standards listed in Chapter 55. The accreditation process uses both assurance standards and student performance standards data to determine accreditation status.

Nathan Miller, OPI Data Specialist, reviewed the current and proposed student performance measures and final accreditation statuses for the Committee. There was a discussion about the changes to the high school graduation rates across the board and its potential impact on smaller high schools. The committee also discussed the weight given to the indicators that make up a school's accreditation status, and the role the BPE plays in the setting of the statistical thresholds that make up the indicators. It was agreed to continue the discussion about the weight given to indicators at another time.

## Rule Discussion

Facilitator Madsen led the discussion on the proposed rule changes, reviewing the agency proposal section by section. The Committee started its review with section 3 of ARM 10.55.606, since there were no recommended changes to sections 1 and 2.

## Proposed Section 3

The Committee read and discussed the proposed changes to 15.55.606(3). The Committee voiced concerns about the removal of the negotiated rulemaking process from the section. BPE Executive Director, Peter Donovan, explained the Board's process for reviewing rule changes. The committee discussed adding a work group or task force language to the proposed language so future changes will have input from stakeholders.

The committee revised proposed Section 3 from:

“(3) Student performance standards are described in Chapter 56 Student Statewide Assessment and defined in the state accountability system as recommended by the state superintendent and approved by the Board of Public Education.

(a) The Board shall establish the minimum statistical threshold for reporting valid and reliable student group results and to protect student privacy based on the recommendation of the Office of Public Instruction.

# Negotiated Rulemaking Committee

(b) Modifications to the accreditation determination procedures shall be made in writing by the State Superintendent for consideration and approval by the Board.”

to:

“(3) Student performance standards are described in Chapter 56 Assessment and defined in the state accountability system as recommended by the state superintendent and approved by the Board of Public Education.

(a) The Board shall establish the minimum statistical threshold for reporting valid and reliable student group results and to protect student privacy based on the recommendation of the Office of Public Instruction.

(b) Modifications to the accreditation determination procedures shall be made in writing by the State Superintendent for consideration and approval by the Board.

(i) Modifications shall be submitted after consultation with representative stakeholders.

After reviewing the revised Section 3, the committee reached a consensus and approved proposed Section 3 as revised.

## Proposed Section 4

The committee reviewed the proposed changes to 10.55.606(4). There was a discussion about what defines a preschool and how it is reported to OPI. The committee discussed how the proposed rule could be potentially interpreted by school districts, and how these grades are not currently subject to statewide testing requirements.

The committee revised proposed Section 4 from:

“(4) For schools with combinations of grades PK-2, only the assurance standards shall be used to determine accreditation status.”

to:

“(4) For schools with only combinations of grades PK-2, only the assurance standards shall be used to determine accreditation status.”

After reviewing the revised Section 4, the committee reached a consensus and approved proposed Section 4 as revised.

## Proposed Section 5

The committee reviewed the proposed changes to 10.55.606(5). The committee made minor revisions to proposed language to make consistent with language in ARM 10.55.605.

The committee revised the proposed Section 5 from:

“(5) There shall be four categories for assurance standards and student performance standards used to determine accreditation status, pursuant to the ARM 10.55.605 Accreditation Categories.”

to:



# Negotiated Rulemaking Committee

“(5) There shall be four categories of assurance standards and student performance standards used to determine accreditation status, pursuant to the ARM 10.55.605 Categories of Accreditation.”

After reviewing the revised Section 5, the committee reached a consensus and approved proposed Section 5 as revised.

## Proposed Section 6

The committee reviewed the proposed changes to 10.55.606(6). There was a discussion about the clarity of the language, and how the wording matches ARM 10.55.605. The committee revised the language to include all three categories of Regular accreditation status.

The language was changed from:

“(6) A school shall be designated with regular accreditation status by using the combined results of the assurance standards and student performance standards as follows:

- (a) Regular status for assurance standards and regular or regular with minor deviations for student performance standards;
- (b) Regular status or regular with minor deviations or for assurance standards and regular status for student performance standards.”

to:

“(6) A school shall be designated with regular accreditation status by using the combined results of the assurance standards and student performance standards as follows:

- (a) Regular status for assurance standards and Regular status for student performance standards;
- (b) Regular status for assurance standards and Regular with Minor Deviations for student performance standards; or
- (c) Regular with Minor Deviations for assurance standards and Regular status for student performance standards.”

After reviewing the revised Section 6, the committee reached a consensus and approved proposed Section 6 as revised.

## Proposed Section 7

The committee reviewed the proposed changes to 10.55.606(7). The committee discussed changes to the language.

The language was changed from:

“(7) A school shall be designated with regular with minor deviation accreditation status by using the combined results of the assurance standards and student performance standards with regular with minor deviation in both sets of standards.”

to:

# Negotiated Rulemaking Committee

“(7) A school shall be designated with Regular with Minor Deviation accreditation status by using the combined results of the assurance standards and student performance standards with Regular with Minor Deviation.”

After reviewing the revised Section 7, the committee reached a consensus and approved proposed Section 7 as revised.

## Proposed Section 8

The committee reviewed the proposed changes to 10.55.606(8). The committee discussed changes to the language.

The language was changed from:

“(8) A school shall be designated with advice accreditation status by using the combined results of the assurance standards and student performance standards with advice status in either set of standards.”

to:

“(8) A school shall be designated with Advice accreditation status by using the combined results of the assurance standards and student performance standards with Advice status in either set of standards, or as stated in ARM 10.55.605.”

After reviewing the revised Section 8, the committee reached a consensus and approved proposed Section 8 as revised.

## Proposed Section 9

The committee reviewed the proposed changes to 10.55.606(9). The committee discussed changes to the language.

The language was changed from:

“(9) A school shall be designated with deficiency accreditation status by using the combined results of the assurance standards and student performance standards with deficiency status in either set of standards.”

to:

“(9) A school shall be designated with Deficiency accreditation status by using the combined results of the assurance standards and student performance standards with Deficiency status in either set of standards, or as stated in ARM 10.55.605.”

After reviewing the revised Section 9, the committee reached a consensus and approved proposed Section 9 as revised.

## Economic Impact Statement

# Negotiated Rulemaking Committee

Facilitator Madsen led the review of the draft Economic Impact Statement survey questionnaire. Committee member Erin Lipkind said she appreciated the inclusion of county superintendents as part of the survey. The Committee believed there would be no economic impact of school district budgets because ARM 10.55.606 is a rule to guide the OPI process and procedures in determining accreditation status. Therefore, the Committee discussed and suggested streamlining the questionnaire by condensing the Personnel section (questions 6-9), Available Resources section (questions 10-15), and Professional Development section (16-19) to include a “if yes to the question, then what or why?” open-ended answer area.

The committee voted on the changes to the Economic Impact Statement survey questionnaire, and consensus was reached on the changes.

## Public Comment and Adjournment

Facilitator Madsen reviewed where the committee was in the negotiated rule making process. The next meeting date was announced as Thursday, April 25, 2019. Facilitator Madsen thanked the committee for its work.

Facilitator Madsen asked for public comment about the committee’s work and the day’s proceedings. Finding none, the meeting was adjourned at 3:30 pm.

# Negotiated Rulemaking Committee

## 2. April 25, 2019 Meeting

The Committee held its second meeting on April 25, 2019, for the purposes of both (1) reaching consensus on the revised proposed accreditation rule changes and (2) completing the Committee's role in consulting with the OPI staff in the preparation of the final EIS report as determined by § 20-7-101(1), MCA.

### Call to Order

The meeting was called to order at 10:13 a.m. by Facilitator Kirsten Madsen. Housekeeping items, such as internet connectivity and speakerphones, were discussed.

### Committee Introductions

Committee members, OPI staff, and facilitator Kirsten Madsen, introduced themselves since there were new people to the committee. Lewistown Public Schools Curriculum Director Scott Dubbs, Rapelje Public Schools Superintendent Annette Hart, Montana PTA Advocacy Chair Dee Hensley-Maclean, and Laurel Public Schools Principal Lynne Peterson were not present at the meeting.

### Confirmation of Committee's Consensus Definition

Facilitator Madsen confirmed the definition of consensus the committee agreed to at the last committee meeting. The Committee agreed that a thumbs-up meant they understood and agreed with the proposal; a thumb-sideways meant they did not understand the proposal; and a thumbs-down meant they understood the proposal and did not agree with it.

### Review Negotiated Rulemaking Process and Meeting Agenda

Facilitator Madsen reviewed where the committee was in the negotiated rulemaking process, and the agenda for the meeting.

### Rule Revision Review and Discussion

Facilitator Madsen led the rule revision review and discussion. It was explained that some of the revisions were made to clarify some of the terms in the revised rules. The term "board" was clarified to mean the Board of Public Education in Section 3 of ARM 10.55.606. The word both was added back to Section 7 of the ARM to clarify what constitutes a Regular with Minor Deviations accreditation status.

After reviewing the revisions, the committee reached a consensus and approved the revisions as presented.

# Negotiated Rulemaking Committee

## Economic Impact Survey Results and Report

Facilitator Madsen turned the meeting over to OPI Accreditation and Educator Preparation Division Administrator Linda Vrooman Peterson to discuss the economic impact survey results. Dr. Peterson introduced OPI Accreditation Data Technician Harlan Reidmohr. Mr. Reidmohr reviewed the process and results of the economic impact survey for the committee.

Facilitator Madsen led the review of the draft economic impact survey report section by section. The committee made minor corrections to the report. There was a discussion as to why the responses to the survey were so low. Dr. Peterson stated that the low response rate was typical for a non-contentious issue and that if the issue were contentious, OPI would receive an outpouring of responses. The Committee reached a consensus and approved the report as corrected.

## Draft Final Report to the Superintendent

Facilitator Madsen led the review of the draft final report to the Superintendent section by section. The committee made minor corrections to the report. There was a discussion whether to include a definition of the term “representative stakeholders.” The committee reached a consensus to include a definition.

After continuing to review the draft final report, the committee reached a consensus and approved the draft final report as corrected.

The Committee questioned the meaning of “representative” stakeholders. Following discussion, the Committee approved requesting the OPI to define “representative stakeholders.” The Committee believed the OPI should be afforded flexibility when seeking and selecting stakeholders to review modifications to the rules. Using the term “representative stakeholders” the agency is able consult with stakeholders who have experience and knowledge applicable to each proposed modifications.

## Committee Accomplishments

Facilitator Madsen reviewed the accomplishments of the committee, and what happens next in the negotiated rulemaking process.

The Committee agreed that a thumbs-up meant they understood and agreed with the proposal; a thumb-sideways meant they did not understand the proposal; and a thumbs-down meant they understood the proposal and did not agree with it.

## Public Comment and Adjournment

Facilitator Madsen asked for public comment about the committee’s work and the day’s proceedings. Finding none, the meeting was adjourned at 11:02 a.m. Facilitator Madsen thanked the committee for its work.

# Negotiated Rulemaking Committee

## Exhibit A

### FINAL NR COMMITTEE RECOMMENDATION OF PROPOSED RULE CHANGES

April 25, 2019

#### ARM 10.55.606 Accreditation Process

3) Student performance standards are described in Chapter 56 Assessment and defined in the state accountability system as recommended by the state superintendent and approved by the Board of Public Education (BPE).

(a) BPE shall establish the minimum statistical threshold for reporting valid and reliable student group results and to protect student privacy based on the recommendation of the Office of Public Instruction.

(b) Modifications to the accreditation determination procedures shall be made in writing by the state superintendent for consideration and approval by BPE.

(i) Modifications shall be submitted after consultation with representative stakeholders.

(4) For schools with only combinations of grades PK-2, only the assurance standards shall be used to determine accreditation status.

(5) There shall be four categories of assurance standards and student performance standards used to determine accreditation status, pursuant to ARM 10.55.605 Categories of Accreditation.

(6) A school shall be designated with Regular accreditation status by using the combined results of the assurance standards and student performance standards as follows:

(a) Regular status for assurance standards and Regular status for student performance standards;

(b) Regular status for assurance standards and Regular with Minor Deviations for student performance standards; or

(c) Regular with Minor Deviations for assurance standards and Regular status for student performance standards.

(7) A school shall be designated with Regular with Minor Deviations accreditation status by using the combined results of both the assurance standards and student performance standards with Regular with Minor Deviations.

(8) A school shall be designated with Advice accreditation status by using the combined results of the assurance standards and student performance standards with Advice status in either set of standards, or as stated in ARM 10.55.605.

(9) A school shall be designated with Deficiency accreditation status by using the combined results of the assurance standards and student performance standards with Deficiency status in either set of standards, or as stated in ARM 10.55.605.

# Negotiated Rulemaking Committee

## DRAFT FINAL COMMITTEE RECOMMENDATION OF PROPOSED RULE CHANGES April 4, 2019

### ARM 10.55.606 Accreditation Process

(3) Student performance standards are described in Chapter 56 Assessment and defined in the state accountability system as recommended by the state superintendent and approved by the Board of Public Education.

(a) The Board shall establish the minimum statistical threshold for reporting valid and reliable student group results and to protect student privacy based on the recommendation of the Office of Public Instruction.

(b) Modifications to the accreditation determination procedures shall be made in writing by the State Superintendent for consideration and approval by the Board.

(i) Modifications shall be submitted after consultation with representative stakeholders.

(4) For schools with only combinations of grades PK-2, only the assurance standards shall be used to determine accreditation status.

(5) There shall be four categories of assurance standards and student performance standards used to determine accreditation status, pursuant to ARM 10.55.605 Categories of Accreditation.

(6) A school shall be designated with regular accreditation status by using the combined results of the assurance standards and student performance standards as follows:

(a) Regular status for assurance standards and Regular status for student performance standards;

(b) Regular status for assurance standards and Regular with Minor Deviations for student performance standards; or

(c) Regular with Minor Deviations for assurance standards and Regular status for student performance standards.

(7) A school shall be designated with Regular with minor deviation accreditation status by using the combined results of the assurance standards and student performance standards with Regular with minor deviation.

(8) A school shall be designated with Advice accreditation status by using the combined results of the assurance standards and student performance standards with Advice status in either set of standards, or as stated in ARM 10.55.605.

(9) A school shall be designated with Deficiency accreditation status by using the combined results of the assurance standards and student performance standards with Deficiency status in either set of standards, or as stated in ARM 10.55.605.

# Negotiated Rulemaking Committee

## Exhibit B.

### **Negotiated Rulemaking Process**

**Facilitator: Kirsten Madsen, Assistant Attorney General, Agency Legal Services Bureau**

### **Negotiated Rulemaking Committee (Committee):**

- Norah Barney, Anaconda Public Schools, Principal
- Craig Barringer, Libby K-12, Superintendent
- Sandra Beal, Ronan Public Schools, Principal
- Bob Connors, Glasgow K-12, Superintendent
- Scott Dubbs, Lewistown Public Schools, Curriculum Director
- Mark Halgren, Belgrade Public Schools, Curriculum Director
- Annette Hart, Rapelje Public Schools, Superintendent
- Matthew Lewis, Lewistown Public Schools, Principal
- Erin Lipkind, Missoula County Superintendent
- Kt Northington, Bainville K-12 Schools, Business Manager
- David Pafford, Noxon Public Schools, School Board Trustee
- Michele Paine, Kalispell Public Schools, Principal
- Lynne Peterson, Laurel Public Schools, Principal
- Stephen Schreibeis, Glendive Public Schools Superintendent
- Karlona Sheppard, East Glacier Park Elementary, Superintendent
- Ruth Uecker, Great Falls Public Schools, Assistant Superintendent
- Dee Hensley-Maclean, Montana PTA Advocacy Chair
- Jeremy MacDonald, Box Elder Public Schools, Superintendent

### **Agency Team Members:**

- Peter Donovan, Board of Public Education (BPE) Executive Director
- Jule Walker, Office of Public Instruction (OPI) Deputy Superintendent\*
- Kyle Moen, OPI Chief Legal Counsel
- Ashley McGrath, OPI State Assessment Director\*
- Siri Smillie, Policy Advisor on Education, Office of the Governor
- Linda Vrooman Peterson, OPI Accreditation and Educator Preparation Administrator\*
- Patty Muir, OPI Accreditation Program Director\*
- Nathan Miller, OPI Accreditation Data Specialist\*
- Jack O' Connor, OPI State Title I Director\*
- Bev Marlow, OPI Legal Division Paralegal
- Kathi Tiefenthaler, OPI Title I School Support Unit Director\*
- Frank Podobnik, OPI Special Education Division Administrator
- Michelle Mitchell, OPI Director of American Indian Student Achievement
- Donnie Wetzal, OPI American Indian Youth Development Coordinator\*
- Colet Bartow, OPI Content Standards and Instruction Division Administrator
- Scott Furois, Assessment Analyst, OPI Measurement and Accountability\*

*\* Indicates Agency Team Members also representing state agencies on the Committee*



# **INFORMATION**

## **❖ ASSESSMENT COMMITTEE – (Items 20-21)**

**Anne Keith**

### **ITEM 20**

## **ASSESSMENT REPORT**

**Ashley McGrath**

# Montana Board of Public Education Executive Summary

**Date:** May 2019

<b>Presentation</b>	Assessment Update
<b>Presenter</b>	Ashley McGrath
<b>Position Title</b>	State Assessment Director Assessment Department Office of Public Instruction
<b>Overview</b>	The Office of Public Instruction (OPI) will present an update for the Montana Comprehensive Assessment System (MontCAS) including the anticipated state data access dates, updates with the competitive bid process, and plans for summer projects.
<b>Requested Decision(s)</b>	Information Item
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)

# OPI Assessment Update Board of Public Education

May 2019



Ashley McGrath, Assessment Director

**Note:** slides were prepared on 4/24/2019.



# Presentation Overview

- 2019 School Testing Windows
- Anticipated State Results Access Dates
- Science Enhanced Assessment Grant Update
- RFP Update
- ACT Data Release Update
- Summer Projects



# 2019 School Testing Windows

Grade	ACCESS for ELLs (English Language Proficiency)	CRT Science (Alternate)	CRT Science (General)	MSAA (Alternate)	Smarter Balanced (General)	ACT with Writing (General)
Test Window	Dec 5 – Jan 30	Feb 19 – Mar 26	Feb 28 – Mar 26	Mar 18 – May 3	Mar 20 – May 24	Initial: Apr 2 Make-up: Apr 24 Emergency: May 7
Required Subjects	ELP	Science	Science	Math & ELA	Math & ELA	Math & ELA
Grades Tested	Grades K–12	Grades 4, 8 & 10	Grades 4, 8 & 10	Grades 3–8 & 11	Grades 3–8	Grade 11

**Note:** NAEP will be administered to a sample of schools in Grades 4, 8, and 12 during the NAEP six-week test window (i.e., January 28 – March 8, 2019).



# Anticipated State Results Access Dates

- This slide indicates the anticipated dates the test delivery vendor will provide the OPI with access to the initial result data files.

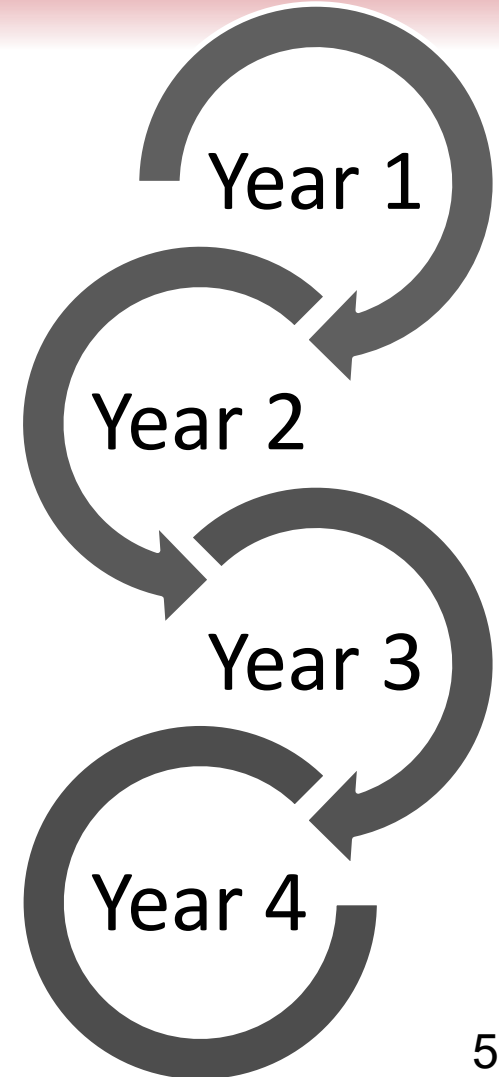
Grade	ACCESS for ELLs (English Language Proficiency)	CRT Science (Alternate)	CRT Science (General)	MSAA (Alternate)	Smarter Balanced (General)	ACT with Writing (General)
Anticipated Dates	June 7, 2019	May 20, 2019	May 20, 2019	June 28, 2019	July 3, 2019	June 28, 2019
Required Subjects	ELP	Science	Science	Math & ELA	Math & ELA	Math & ELA
Grades Tested	Grades K-12	Grades 4, 8 & 10	Grades 4, 8 & 10	Grades 3-8 & 11	Grades 3-8	Grade 11

\*NAEP: likely November/December 2019



# Science Enhanced Assessment Grant Update

- **Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS) Project**
- **Nebraska, Montana, Wyoming**
- **Year 3 of Project (2019)**
- **MT Educator Meeting in August**
  - Recruitment
  - Classroom-based tasks





# RFP Update

## General Overview:

- All bids are in and are under evaluation
- Bids requested for SBAC, General Science, Alternate Science

## Montana Team:

- Seven Evaluators for MT Team
- Five Subject Matter Experts
- Two Support Specialists
- State decision submitted to WA by May 7<sup>th</sup>

## All-State Team:

- WA, HI, DE, MT, USVI
- Consensus Meeting on May 13<sup>th</sup>





# ACT Data Release Update

- **For future administrations, OCHE has requested:**
  - Unique supplemental for Montana with only approved non-test questions
  - Reformed processes including masking unauthorized non-test questions
  - Organization definition list for entities with access to the ACT Enroll System
- **ACT will not issue a letter to impacted students or families.**
- **Prior to testing, OPI notified Montana Test Coordinators:**
  - Clarification on the list of OPI/OCHE-approved non-test questions
  - Description of the release from ACT
  - Memo on ACT including masking from OCHE/OPI
- **March 15: District Superintendents were notified of the unauthorized release under the period of April 2016 – February 2019.**



# Summer Projects

- **ACT, SBAC, MSAA Peer Review Action Plan**
  - Test Security and Integrity Plan 2020
- **Science Transition Plan**
- **Website Refresh**
- **WIDA Peer Review Submission**

# Questions?

**Ashley McGrath**

State Assessment Director

Montana Office of Public Instruction

Phone: 406.444.3656

E-mail: [amcgrath@mt.gov](mailto:amcgrath@mt.gov)

**ACTION**

**ITEM 21**

**RECOMMEND APPROVAL OF THE NOTICE  
OF PUBLIC HEARING FOR ASSESSMENT,  
ARM 10.56.101**

**Ashley McGrath**

# Montana Board of Public Education Executive Summary

**Date:** May 2019

<b>Presentation</b>	Negotiated Rulemaking for Chapter 56
<b>Presenter</b>	Ashley McGrath
<b>Position Title</b>	State Assessment Director Assessment Department Office of Public Instruction
<b>Overview</b>	On behalf of the Superintendent of Public Instruction, the Office of Public Instruction (OPI) will present the proposed adoption and amendments for Administrative Rules for Montana (ARM) Chapter 56: Assessment along with a statement of reasonable necessity and revised timeline including the hearing date.
<b>Requested Decision(s)</b>	Action Item Notice of proposed amendment with rule language as approved by the Superintendent and submitted to the Board of Public Education for vote to publish notice.
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	Title: Chapter 56 Assessment Subchapters: <ul style="list-style-type: none"><li>• 10.56.101 Statewide Assessment</li><li>• 10.56.102 Participation</li><li>• 10.56.103 Test Security</li><li>• 10.56.104 Accessibility and Accommodations</li><li>• 10.56.105 Reporting</li></ul>



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of New Rules I through IV and the amendment of ARM 10.56.101 pertaining to student assessment ) NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION AND AMENDMENT )

TO: All Concerned Persons

1. On June 26, 2019, at 10:15 a.m., the Board of Public Education will hold a public hearing in the Superintendent's Conference room at 1227 11th Avenue, Helena, Montana, to consider the proposed adoption and amendment of the above-stated rules.

2. The Board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on June 19, 2019, to advise us of the nature of the accommodation that you need. Please contact Pete Donovan, Executive Director, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail [pdonovan@mt.gov](mailto:pdonovan@mt.gov).

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

NEW RULE I PARTICIPATION (1) By the authority of §20-2-121(11) and ARM 10.55.603, the Board of Public of Education (Board) adopts rules for statewide assessment in all public and accredited nonpublic schools.

(2) Statewide assessments approved by the Board shall be administered in all public and accredited nonpublic schools.

(3) School districts shall annually administer statewide assessments to all students in accordance with state and federal laws and regulations that meet or exceed the following specifications:

(a) English language arts and mathematics assessments shall be aligned to Montana content standards in English language arts and mathematics and administered in grades 3-8 and 11;

(b) Science assessments shall be aligned to Montana content standards for science and administered in grades 5, 8, and 11; and

(c) Assessments shall be administered in the spring of each year.

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

(5) The Board of Public Education may approve alternative grade levels and timelines for the administration of statewide assessments due to the availability of assessments and other academic factors.

(6) School districts shall use guidance provided by the Office of Public Instruction to inform parents/guardians about statewide assessments, including:

- (a) the purpose;
- (b) the source of the requirement;
- (c) when the information about student performance is provided to teachers and parents;
- (d) how teachers, principals, and district officials use the information about student performance; and
- (e) how parents can use that information to help their child.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, MC

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

NEW RULE II TEST SECURITY (1) The Office of Public Instruction has the responsibility to audit test administration activities to monitor adherence to test security and best practices without undue disruption to schools.

(2) All statewide assessments must be administered to students only by school district employees who have been trained and are familiar with standardized testing procedures.

(3) Suspected violations of test security must immediately be reported to the Office of Public Instruction.

(4) Failure to comply with the test administration and security requirements may result in the Office of Public Instruction making a recommendation for consequences to the Board of Public Education for further action within the limits of its authority.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, MC

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

NEW RULE III ACCESSIBILITY AND ACCOMMODATIONS (1) Schools shall administer statewide assessments with or without accommodations based on individual student needs consistent with all state and federal laws and regulations.

(2) The Individualized Education Program (IEP) team for a student shall determine if the student meets the eligibility criteria for the statewide alternate assessment based on the alternate achievement standards.

(3) Schools shall use the guidance from the Superintendent of Public Instruction to identify English Learners (EL) and annually monitor individual progress in acquiring academic English consistent with all state and federal laws and regulations.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, MC

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

NEW RULE IV REPORTING (1) The Superintendent of Public Instruction shall provide a report of the annual state assessment results to the Legislature and Board of Public Education.

(2) The Superintendent of Public Instruction shall make available student assessment data in compliance with confidentiality requirements of federal and state law (§ 20-7-104, MCA). To facilitate transparency, the statewide assessment results

released to the public shall be accompanied by a clear statement of the purpose, subject areas assessed, description of proficiency levels, and the percent of students who participated in the assessments.

(3) Statewide assessment results are a part of each student's permanent record as described in compliance with § 20-1-213 and § 20-7-104, MCA.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, MC

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

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

10.56.101 STUDENT STATEWIDE 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 shall be administered to all students as specified below:~~

~~(i) The English language arts and mathematics assessments shall be aligned to Montana content standards in English language arts and mathematics and administered in grades 3-8 and 11;~~

~~(ii) The science assessments shall be aligned to Montana content standards for science and administered in grades 4, 8, and 10; and~~

~~(iii) The assessments shall be 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) The obligation for funding the assessments identified in (a) and (b) 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 Legislature and annually to the board.~~



~~(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.~~

~~(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.~~

~~(9) The Superintendent of Public Instruction shall recommend in writing to the board any modifications to the single system of state-level assessment as set forth in (3)(a)(i) through (iii). The board may consider recommended modifications as an information item on an agenda at a board meeting. At that meeting, the board may vote to list the recommendations as an action item on the agenda of a subsequent board meeting. Unless approved by the board, no recommended modifications are effective and no accredited schools may implement the recommended modifications.~~

(2) The Board of Public Education (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) The obligation for funding the assessments is the responsibility of the state. This chapter 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) The Superintendent of Public Instruction shall recommend in writing to the Board any modifications to the single system of state level assessment as set forth in (2). The Board may consider recommended modifications as an information item on an agenda at a board meeting. At that meeting, the Board may vote to list the recommendations as an action item on the agenda of a subsequent Board meeting. Unless approved by the Board, no recommended modifications are effective and no accredited schools may implement the recommended modifications.

(5) When developing a recommendation to the Board for adopting statewide assessments the Superintendent of Public Instruction will include implications including alignment to content standards.

(5) The Superintendent of Public Instruction shall:

(a) ensure Montana educators participate in the process;

(b) ensure that all statewide test items are field tested before being used to determine proficiency; and

(c) request approval from the Board to allow for census field testing before determining proficiencies.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, MC

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

5. REASON: Using the negotiated rulemaking process involving independent stakeholder groups, Superintendent of Public Instruction, Elsie Arntzen has developed recommendations for the revision of Chapter 56 Assessment to reflect several major developments in statewide assessments including the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA), the 2016 adoption of new science standards, the 2017 U.S. Department of Education peer review for three single statewide summative assessments, and the 2018 U.S. Department of Education's approval of Montana's State ESEA Plan.

The Board of Public Education has determined it is reasonable and necessary to adopt and amend rules relating to student assessment pursuant to ARM 10.56.101 to stay consistent with the 2015 reauthorization of the ESEA and with meeting the required peer review under the U.S. Department of Education. The amendments were determined to be representative of federal changes since 2015 including the reauthorization of ESEA, state adoption and implementation of science

standards (ARM 10.53.801-810), and issues with the technical aspects of the Montana assessment system including peer review and test security under Title I.

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: Pete Donovan, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail pdonovan@mt.gov, and must be received no later than 5:00 p.m., June 26, 2019

7. Pete Donovan, Executive Director, 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 this agency. 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 2 above or may be made by completing a request form at any rules hearing held by the board.

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.

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Pete Donovan  
Rule Reviewer

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Darlene Schottle  
Chair  
Board of Public Education

Certified to the Secretary of State May 14, 2019.

# Proposed Timeline for Assessment Rules

## Updated April, 2019

- File Notice of Negotiated Rulemaking (NR) with SOS May 15, 2018
- Publish Notice of NR in MAR May 25, 2018
- Final Date to receive nominations/appointments for Negotiated Rulemaking Committee (NRC) June 30, 2018
- Initial presentation to BPE for introduction of proposed NR timeline July, 2018 meeting
- OPI appoints NRC July 13, 2018
- First meeting of NRC August 6, 2018
- Second meeting of NRC October 1, 2018
- Economic impact survey to districts and compile responses October 3, 2018
- Third NRC committee meeting- send proposed amendments and proposed economic impact statement to Superintendent November 5, 2018
- Superintendent's review of proposed language for proposed rules from NRC January 1-11, 2019
- Introduction of Superintendent's rule change Recommendations (with proposed timeline and economic Impact statement report) to BPE January 18, 2019
- Proposed amendments and timeline to BPE for approval March 14-15, 2019
- Notice of proposed amendment with rule language as approved by the Superintendent submitted to BPE for vote to publish notice May 9-10, 2019
- File Notice of Public Hearing with SOS May 14, 2019
- Notice of Public Hearing is published May 24, 2019
- Public Hearing June 26, 2019
- Final Date for Public comments June 26, 2019
- BPE review Notice of Amendment/Adoption and vote to amend/adopt rules July 10-12, 2019
- File Notice of Amendment/Adoption July 30, 2019
- Publication date of Notice of Amendment/Adoption August 9, 2019
- Effective Date of rules July 1, 2021

# INFORMATION

## ❖ EXECUTIVE COMMITTEE – (Items 22-23)

### ITEM 22

### OPI STAFFING REPORT

**Jule Walker**

# Montana Board of Public Education Executive Summary

**Date:** April 30, 2019

<b>Presentation</b>	RE: Request for OPI FTE Report
<b>Presenter</b>	Elsie Arntzen/Jule Walker
<b>Position Title</b>	Superintendent/Deputy Superintendent
<b>Overview</b>	The attached spreadsheet and narrative show an FTE report of the OPI in the current biennium, as well as the projected FTE levels in the coming biennium, per the Board's request.
<b>Requested Decision(s)</b>	None
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)

**Office of Public Instruction  
Staffing History  
May 2019**

The below chart gives an overview of staffing levels at the Office of Public Instruction. The OPI currently has 131 FTE with 156 positions authorized by the the Legislature, leaving 25 FTE vacant. The Legislature authorized the reduction of 4 FTE which goes into effect on July 1. The OPI will begin the 2020 Fiscal Year with a projected 131 FTE out of 152 allowable, leaving 21 FTE vacant. In addition to capturing the normal turnover of positions due to resignations and retirements, the reported vacancies represent several strategic decisions that the OPI made over the last biennium to avoid a RIF of employees and ensure services were maintained through the state's budget challenges, while also better organizing the agency.

Division		Jan-17	Jul-17	Jan-18	Jul-18	Jan-19	Projected Jul-19
AGENCY TOTAL	GF	64.00	60.80	60.80	60.80	62.06	62.06
	FED	93.40	93.40	94.34	94.34	92.25	88.22
	SS	2.29	2.29	1.35	1.35	1.99	1.99
	<b>Authorized by Legislature</b>	<b>159.69</b>	<b>156.49</b>	<b>156.49</b>	<b>156.49</b>	<b>156.30</b>	<b>152.27</b>
	<b>Net</b>	<b>145.49</b>	<b>138.99</b>	<b>137.99</b>	<b>134.29</b>	<b>131.24</b>	<b>131.21</b>
EDUCATOR LICENSURE	GF	3.00	3.00	3.00	3.00	3.00	3.00
	Vacant						
	<b>Net</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>
ACCREDITATION	GF	4.39	4.39	4.35	4.35	4.35	4.35
	FED	2.61	2.61	2.65	2.65	2.65	2.65
	Vacant			2.00	2.00	2.00	2.00
	<b>Net</b>	<b>7.00</b>	<b>7.00</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>
STUDENT SUPPORT SERVICES	GF	0.05	0.05	0.01	0.01	0.00	0.00
	FED	20.50	20.50	20.54	20.54	20.55	20.55
	Vacant		1.00	1.00	2.00	2.00	1.00
	<b>Net</b>	<b>20.55</b>	<b>19.55</b>	<b>19.55</b>	<b>18.55</b>	<b>18.55</b>	<b>19.55</b>
HEALTH ENHANCEMENT AND SAFETY	GF	0.00	0.00	0.00	0.00	0.00	0.00
	FED	15.85	15.85	16.79	16.79	16.15	16.15
	SS	2.29	2.29	1.35	1.35	1.99	1.99
	Vacant	1.00			1.00	3.00	4.00
	<b>Net</b>	<b>17.14</b>	<b>18.14</b>	<b>18.14</b>	<b>17.14</b>	<b>15.14</b>	<b>14.14</b>
EDUCATIONAL OPPORTUNITY AND EQUITY	GF	0.75	0.75	0.40	0.40	0.00	0.00
	FED	16.00	16.00	15.60	15.60	15.00	15.00
	Vacant	5.00	8.00	6.00	5.00	7.00	3.00
	<b>Net</b>	<b>11.75</b>	<b>8.75</b>	<b>10.00</b>	<b>11.00</b>	<b>8.00</b>	<b>12.00</b>
INDIAN EDUCATION FOR ALL & INDIAN EDUCATION ACHIEVEMENT	GF	6.00	6.00	5.97	5.97	5.77	5.77
	FED	11.76	11.76	12.04	12.04	11.24	10.24
	Vacant		1.00	1.00	2.00	1.00	
	<b>Net</b>	<b>17.76</b>	<b>16.76</b>	<b>17.01</b>	<b>16.01</b>	<b>16.01</b>	<b>16.01</b>
CAREER TECHNICAL EDUCATION	GF	3.57	3.57	3.07	3.07	3.32	3.32
	FED	8.43	8.43	8.93	8.93	9.68	8.68
	Vacant	2.00	2.00	3.00	1.00	1.00	3.00
	<b>Net</b>	<b>10.00</b>	<b>10.00</b>	<b>9.00</b>	<b>11.00</b>	<b>12.00</b>	<b>9.00</b>
MEASUREMENT & ACCOUNTABILITY	GF	9.00	9.00	11.10	11.10	9.00	9.00
	FED	8.00	8.00	7.90	7.90	8.00	7.00
	Vacant	2.00	2.50	1.50	4.50	4.50	3.50
	<b>Net</b>	<b>15.00</b>	<b>14.50</b>	<b>17.50</b>	<b>14.50</b>	<b>12.50</b>	<b>12.50</b>
CONTENT STANDARDS & INSTRUCTION	GF	5.00	4.00	4.00	4.00	5.00	5.00
	FED	3.02	3.02	3.02	3.02	2.02	2.00
	Vacant	1.00					
	<b>Net</b>	<b>7.02</b>	<b>7.02</b>	<b>7.02</b>	<b>7.02</b>	<b>7.02</b>	<b>7.00</b>

**Office of Public Instruction**  
**Staffing History**  
**May 2019**

Division		Jan-17	Jul-17	Jan-18	Jul-18	Jan-19	Projected Jul-19
CENTRALIZED SERVICES	GF	0.00	0.00	0.11	0.11	0.13	0.13
	FED	2.00	2.00	1.89	1.89	1.68	1.68
	Vacant						
	Net	2.00	2.00	2.00	2.00	1.81	1.81
LEGAL	GF	2.01	2.01	2.35	2.35	2.35	2.35
	FED	1.74	1.74	1.65	1.65	1.65	1.65
	Vacant						1.00
	Net	3.75	3.75	4.00	4.00	4.00	3.00
SUPERINTENDENT'S OFFICE	GF	8.03	6.83	6.24	6.24	6.08	6.08
	FED	1.78	1.78	1.32	1.32	2.48	2.48
	Vacant	2.20	2.00	2.00	2.00	1.00	1.00
	Net	7.61	6.61	5.56	5.56	7.56	7.56
INFORMATION TECHNOLOGY	GF	13.20	12.20	11.20	11.20	14.06	14.06
	FED	1.71	1.71	2.01	2.01	1.15	0.14
	Vacant	1.00		1.00	1.70	3.56	2.56
	Net	13.91	13.91	12.21	11.51	11.65	11.64
SCHOOL FINANCE	GF	9.00	9.00	9.00	9.00	9.00	9.00
	Vacant		1.00	1.00	1.00		
	Net	9.00	8.00	8.00	8.00	9.00	9.00

Note: Report excludes positions created by budget amendment and positions funded through the indirect cost pool.



**INFORMATION**

**ITEM 23**

**UPDATE ON QUALITY EDUCATOR  
SHORTAGE REPORT**

**Jule Walker**

# Montana Board of Public Education Executive Summary

**Date:** April 26, 2019

<b>Presentation</b>	Update on Educator Shortage Report
<b>Presenter</b>	Jule Walker
<b>Position Title</b>	Deputy Superintendent Office of Public Instruction
<b>Overview</b>	The Office of Public Instruction (OPI) will present an update on the Educator Shortage Report using 2018 data.
<b>Requested Decision(s)</b>	Information Item
<b>Related Issue(s)</b>	None
<b>Recommendation(s)</b>	None



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)

2018 Endorsement Code	Total FTE Recruitment	Possible to Hire	Difficult to Hire	Unable to Hire	% Difficult or Unable to Recruit	2017 Endorsement Code	Total FTE Recruitment	Possible to Hire	Difficult to Hire	Unable to Hire	% Difficult or Unable to Recruit	Preliminary Weight	Increase in FTE	Increase in % Difficult or unable to hire
00 Elementary	576.05	419.65	144.9	11.5	27%	00 Elementary	517.8	365.1	141.7	11.0	29%	153	58.2	-2%
01 English	63.8	40.25	20.67	2.88	37%	01 English	84.9	50.4	29.6	5.0	41%	35	-21.1	-4%
02 Math	72.3	29.8	40.5	2	59%	02 Math	70.7	25.2	37.0	8.5	64%	46	1.6	-6%
03 Science	64.27	35.37	26.9	2	45%	03 Science	45.0	15.1	27.4	2.5	66%	30	19.3	-21%
04 Social Studies/ History	58.32	39.9	16.42	2	32%	04 Social Studies/ History	55.1	37.6	15.5	2.0	32%	18	3.2	0%
05 Art / Music	78.99	32.8	37.96	8.23	58%	05 Art / Music	82.3	27.4	45.6	9.2	67%	55	-3.3	-8%
06 World Languages	16.91	4.95	8.96	3	71%	06 World Languages	20.8	6.5	9.3	4.9	69%	14	-3.8	2%
08 Health/ PE	36.33	17.8	13.78	4.75	51%	08 Health/ Physical Enhancement	37.9	28.6	9.1	0.3	25%	9	-1.6	26%
12 - 23 CTE	50.36	16.04	26.32	8	68%	12 - 23 CTE	41.5	7.0	23.5	11.0	83%	34	8.9	-15%
30 Principal	38.5	29	9.5	0	25%	30 Principal	73.7	52.4	20.0	1.3	29%	21	-35.2	-4%
31 Counselor	25.86	8.55	14.25	3.06	67%	31 Counselor	29.3	15.6	9.2	4.5	47%	14	-3.4	20%
32 Special Education Teacher	128.76	20.1	103.66	5	84%	32 Special Education Teacher	152.6	56.7	88.4	7.5	63%	96	-23.8	22%
Speech-Language Pathologist	32.2	1	24.2	7	97%	Speech-Language Pathologist	33.2	5.0	25.2	3.0	85%	28	-1.0	12%
	1242.65						1244.62							

increase in Elementary Education recruitment of 58 FTE (roughly 10% increase in FTE hired from 2017)  
Increase in Science recruitment FTE of 19 FTE (roughly 25% increase from 2017)  
Decrease in Principal FTE recruitment FTE from 2017 of 35 FTE (roughly half the FTE recruited in 2017)  
Decrease in Special Education teacher FTE recruitment of 23.8 FTE (roughly 15% change from 2017)  
Decrease in English FTE recruitment of 21 FTE (roughly 25% decrease from 2017)

Science Recruitment FTE Percentage difficult to hire decreased by 21% (66% in 2017, 45% in 2018)  
Health and Physical Enhancement FTE percentage difficult to hire **increased** from 25% in 2017 to 51% in 2018, would qualify as a shortage area for the first time  
Counselor, Special Education FTE Percentage difficult to hire increased by roughly 20% from 2017 to 2018

No change in source data from TEAMS since 9/27; if we'd used 2018 data this is the same data we would have used.

There is still an erroneous data entry for Basin Elementary district recruitment of 1920 FTE for Elementary Education endorsement area.

**ACTION**

❖ **LICENSURE COMMITTEE – (Items 24-31)**

**Tammy Lacey**

**ITEM 24**

**RECOMMEND APPROVAL OF THE NOTICE  
OF PUBLIC HEARING FOR REVISIONS TO  
ARM 10.57, EDUCATOR LICENSURE**

**Kris Thatcher**

# Montana Board of Public Education Executive Summary

**Date:** May 2019

<b>Presentation</b>	Proposed Notice of Public Hearing for Licensure rule amendments to: <ul style="list-style-type: none"><li>• ARM 10.57.410 Class 2 Standard Teacher's License;</li><li>• ARM 10.57.411 Class 1 Professional Teacher's License; and,</li><li>• ARM 10.57.424 Class 5 Provisional License</li></ul>
<b>Presenter</b>	Kristine Thatcher
<b>Position Title</b>	Educator Licensure, Program Manager
<b>Overview</b>	<p>The Office of Public Instruction presents to the Board of Public Education the Notice of Public Hearing for the proposed amendments of Administrative Rules of Montana: 10.57.410, 10.57.411 and 10.57.424.</p> <p>Notice of Public Hearing is attached.</p>
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	None



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**Recommendation(s)**

Approval of Proposed Notice of Public Hearing for proposed amendments of:

- ARM 10.57.410 Class 2 Standard Teacher's License;
  - ARM 10.57.411 Class 1 Professional Teacher's License; and,
  - ARM 10.57.424 Class 5 Provisional License
- 



BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of New Rule I and the amendment of ARM 10.57.410, 10.57.411 and 10.57.424 pertaining to educator licensure ) NOTICE OF PUBLIC HEARING ON PROPOSED AMENDMENT ) ) )

TO: All Concerned Persons

1. On June 26, 2019 at 10:30 a.m., the Board of Public Education will hold a public hearing in the Superintendent’s Conference room at 1227 11th Avenue, Helena, Montana, to consider the proposed adoption and amendment of the above-stated rules.

2. The Board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on June 19, 2019, to advise us of the nature of the accommodation that you need. Please contact Pete Donovan, Executive Director, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail [pdonovan@mt.gov](mailto:pdonovan@mt.gov).

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

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE (1) through (4) remain the same.

(a) proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and

(b) through (6) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-121, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE (1) remains the same.

(2) To obtain a Class 1 professional teacher's license an applicant must submit verification of all of the following:

(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410, including proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement ~~and "An Introduction to Indian~~

Education for All in Montana" online course if the educator preparation program competed by the applicant is not in Montana; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in this same area;

(b) completion of "An introduction to Indian Education for All in Montana;"

(b) and (c) remain the same but are renumbered (c) and (d).

(3) and (4) remain the same.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec 9, 20-4-106, 20-4-108, MCA

10.57.424 CLASS 5 PROVISIONAL LICENSE (1) There are two types of Class 5 licenses:

(a) A Class 5 provisional license that is valid for three years; and

(b) A Class 5A provisional license that is valid for one year.

(1) and (2) remain the same but are renumbered (2) and (3).

~~(3)~~ (4) An applicant for a Class 5 provisional license who has graduated from an educator preparation program outside of Montana must provide proof of:

(a) a minimum passing score on the Praxis Subject Assessment applicable to the requested endorsement and a current Montana address or job offer from an accredited or state-funded P-12 school in Montana; or hold current certification from the National Board for Professional Teaching Standards in an area approved for endorsement in Montana, and apply for endorsement in the same area; and

(b) have a current Montana address or job offer from an accredited or state-funded P-12 school in Montana.

(5) An applicant for a Class 5 provisional license must provide verified completion of the online course "An Introduction to Indian Education for All in Montana".

(4) remains the same but is renumbered (6).

(7) A Class 5A provisional license will be issued to those individuals seeking their initial Montana educator license that meet all licensure requirements except for successful completion of the Montana required Praxis test. This license is valid for one year and is non-renewable.

AUTH: Mont. Const. Art. X, sec. 9, 20-4-102, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-4-106, 20-4-108, MCA

4. REASON: The Board of Public Education proposes to amend these rules for the following reasons:

New Class 5A: Montana licenses approximately 1500 new (first MT license) educators each year. As a quality assurance measure, the Content Knowledge Praxis test is required for the requested endorsements. Successful completion of the specific Praxis test is required prior to licensure. While the value of this requirement speaks for itself, completion of the test(s) prior to licensing has proven to be problematic for many. This is due to the multiple demands and obligations on both personal and professional levels that are associated with relocating.

MAR Notice No. 10-57-287



Additionally, School Districts have found themselves struggling with new hires that were anticipated to have completed their licensure process by the start of the school year. This occurs, on occasion, because the new employee has not yet completed their Praxis test(s).

Praxis Exemption: Providing for a waiver of the Praxis test recognizes that the National Board for Professional Teaching Standards (NBPTS) is a highly respected K-12 certification program. Acceptance into NBPTS requires: a) a bachelor's degree from an accredited institution, b) completion of three years of successful teaching in one or more early childhood, elementary, middle or secondary school, c) hold a valid state teaching license for each of the three years of verified teaching, d) if registering as a World Languages candidate, provide required certified ratings from the American Council on the Teaching of Foreign Languages.

The rigors of obtaining this certification require that teachers demonstrate standards-based evidence of the powerful impact they have on student learning. They must show an integral understanding of: their students; content knowledge; use of data and assessments; and, teaching practice. Additionally, they must participate in learning communities and provide evidence of ongoing reflection and continuous learning.

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: Pete Donovan, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail pdonovan@mt.gov, and must be received no later than 5:00 p.m., June 26, 2019.

6. Pete Donovan, Executive Director, 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 this agency. 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 2 above or may be made by completing a request form at any rules hearing held by the board.

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

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

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Pete Donovan  
Rule Reviewer

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Darlene Schottle  
Chair  
Board of Public Education

Certified to the Secretary of State May 14, 2019.

**ACTION**

**ITEM 25**

**REQUEST FOR ADDITIONAL YEAR OF  
INTERNSHIP FOR DOUGLAS GLENNY**

**Kris Thatcher**

# Montana Board of Public Education Executive Summary

**Date:** May 2019

<b>Presentation</b>	Request for Additional Year of Internship for Douglas Glenny
<b>Presenter</b>	Kristine Thatcher
<b>Position Title</b>	Educator Licensure, Program Manager
<b>Overview</b>	<p>Per Administrative Rule 10.57.109 Unusual Cases, it is acknowledged that licensure rules cannot cover all special circumstances that may arise. The Board of Public Education has authority to exercise judgment based upon recommendation by the Superintendent of Public Instruction. Therefore, the Superintendent brings forward a request for an additional year of internship for Douglas Glenny.</p> <p>Mr. Glenny has been employed with Jeannette Rankin Elementary School in Missoula since 2016. He holds a Class 2, Elementary Education endorsed license, and has been working on completing a Special Education PK-12 program with the University of Montana since the fall of 2016.</p> <p>Mr. Glenny has held three consecutive internships for the purpose of obtaining the Special Education</p>



	<p>endorsement. Per ARM 10.55.607, the Internship rule, an intern may be considered appropriately assigned for up to three years while enrolled in and making progress toward program completion.</p> <p>Mr. Glenny had made satisfactory progress each year of his internship and was on track to complete his program this spring, May of 2019.</p> <p>Unfortunately, Mr. Glenny suffered a severe fall on the ice the end of November in 2018. This fall prohibited him from working and also from being able to take his final courses for program completion this spring.</p> <p>Mr. Glenny has provided an explanation of his circumstances. He has also provided letters of support from his school principal, from the district’s Human Resources Department, from the district’s Special Education Coordinator and from the University of Montana.</p> <p>All letters provided emphasize Mr. Glenny’s dedication and talent as a Special Education teacher.</p> <p>Therefore, the Superintendent is requesting Mr. Glenny be granted approval for a fourth year of internship.</p>
<p><b>Requested Decision(s)</b></p>	<p>Approval for Douglas Glenny to receive one more year of internship.</p>
<p><b>Related Issue(s)</b></p>	<p>None</p>

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**Recommendation(s)**

It is the Superintendent's recommendation that due to the extenuating circumstances surrounding Mr. Glenny, the Board of Public Education authorize Mr. Glenny to receive one more year of internship for completion of his Special Education endorsement with the University of Montana.

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**ACTION**

**ITEM 26**

**RECOMMEND APPROVAL OF A NEW  
CURRICULAR PROGRAM IN COMPUTER  
SCIENCE – COLLEGE OF EDUCATION AND  
HEALTH AND HUMAN DEVELOPMENT AT  
MSU – BOZEMAN**

**Dr. Linda Vrooman Peterson  
Dr. Nick Lux, Associate Professor of  
Education, MSU**

# Montana Board of Public Education Executive Summary

**Date:** May 9-10, 2019

<b>Presentation</b>	Recommend Approval a New Curriculum Program in Computer Science in the College of Education, Health and Human Development at Montana State University Bozeman.
<b>Presenter</b>	Linda Vrooman Peterson
<b>Position Title</b>	Administrator Accreditation and Educator Preparation Division Office of Public Instruction
<b>Overview</b>	<p>This presentation to the Board of Public Education (BPE) confirms the alignment of MSU Bozeman's computer science teaching minor to the Professional Educator Preparation Program Standards (PEPPS). Dr. Nicholas Lux provided relevant materials for the off-site review to verify need, ongoing available resources, and alignment to the PEPPS. The OPI reviewed the materials based on the Administrative Rules of Montana (ARM) 10.58.528 Computer Science and ARM 10.58.802 Approval of New Curricular Programs.</p> <p>Dr. Lux will provide highlights of the computer science minor and be available to respond to questions from members of the BPE.</p> <p>The State Superintendent recommends approval of the new curricular program offered at MSU</p>





	Bozeman in a computer science teaching minor as an endorsement option in secondary education.
<b>Requested Decision(s)</b>	Action
<b>Related Issue(s)</b>	Once approved by the BPE, the College of Education, Health and Human Development may immediately enroll candidates in the computer science teaching minor program.
<b>Recommendation(s)</b>	Approve the Computer Science teaching minor as an endorsement option in the bachelor's degree Teacher Education Program in the College of Education, Health and Human Development at Montana State University Bozeman.







College of  
EDUCATION, HEALTH &  
HUMAN DEVELOPMENT

MEMORANDUM

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

FROM: Dr. Alison Harmon, Dean   
College of Education, Health & Human Development

Dr. Tricia Seifert, Head   
Department of Education

RE: Computer Science teaching minor (endorsement option)

DATE: October 19, 2018

Montana State University is seeking Board of Public Education approval to offer a computer science teaching minor as an endorsement option in the bachelor's degree Teacher Education Program. The 25-credit minor draws from coursework in Computer Science and Education and has been developed with close collaboration between the two departments to meet the standards set forth in ARM 10.58.528. Required coursework is attached.

Computer science teachers are in demand in this state and beyond. Because schools are required to hire teachers considered qualified to teach within specific subject areas, preparing new teachers with endorsements is a necessary step toward supporting robust computer science instruction in 5-12 instruction in Montana. The focus of this program is to prepare teachers with the pedagogical, content, and technological understandings related to computer science education in 5-12 contexts. The minor makes use of courses already offered as part of the curriculum and will address the foundational computer science and computational thinking-relevant content, coupled with the instructional planning, delivery, and assessment strategies, needed to be an effective computer science teacher.

As a result of creating this new teaching minor and endorsement option, MSU-Bozeman provides a pathway for highly prepared educators to teach computer science in middle and high schools across the state.

Office of the Dean  
Alison Harmon  
250 Reid Hall  
PO Box 172940  
Bozeman, MT 59717-2940

Tel (406) 994-4133  
Fax (406) 994-1854

## Computer Science Teaching Minor coursework

### Computer Science Courses

<a href="#">CSCI 107</a>	Joy and Beauty of Computing	3
<a href="#">CSCI 127</a>	Joy and Beauty of Data	4
<a href="#">CSCI 132</a>	Basic Data Structures and Algorithms	4
<a href="#">CSCI 232</a>	Data Structures and Algorithms	4

Computer Science Elective 3

### Education Courses

<a href="#">EDU 370</a>	Integrating Tech into Educ	2
<a href="#">EDU 498</a>	Internship	2
<a href="#">EDU 497</a>	Methods	3
or <a href="#">EDU 497R</a>	Methods: 5-8 Mathematics	

Total Credits 25



Office of Public Instruction  
P.O. Box 202501  
Helena, MT 59620-2501  
406.444.3095

## MEMORANDUM

To: Montana Board of Public Education

From: Linda Vrooman Peterson, Administrator  
Accreditation and Educator Preparation

Cc: Elsie Arntzen, State Superintendent  
Jule Walker, Deputy Superintendent

Date: March 14-15, 2019

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

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

Dr. Nick Lux, Associate Professor, Department of Education, and Dr. John Paxton, Professor, Computer Science Department at MSU, provided program materials to the OPI for review. These materials included course descriptions, course syllabi, and plan of study, and the need for the professional expectations. The OPI staff examined the computer science endorsement program of study teaching option with the requirements of the PEPPS: 10.58.528 Computer Science and 10.58.802 Approval of New Curricular Programs.

### Initial Off-Site Review Findings:

- Computer Science minor program of study requirements and corresponding course syllabi align to the PEPPS 10.58.528.
- Verification and rationale for the development of the proposed Computer Science Minor align to the PEPPS 10.58.802 Approval of New Curricular Programs.

Attached are examples of the material submitted by College of Education, Health and Human Development at Montana State University Bozeman.

**EDU 370**  
**Integrating Technology Into Education**  
**Spring 2019**

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**Instructor Contact Info: See D2L**

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**Course Description**

This course provides pre-service teachers with a foundation for the skills needed to effectively integrate technology into teaching in order to enhance student learning.

**Learning Outcomes**

- Students will produce a wide array of digital learning tools for integration in K-12 learning situations.
- Students will evaluate when and where technology can most effectively be used to motivate and engage students, and deliver effective instruction.
- Students will critique the process of integrating technology as applied to specific learning situations.
- Students will apply digital learning tools to instructional planning in order to address content standards and specified learning objectives.
- Students will analyze specific strategies and create plans for the integration of digital learning tools intended to maximize student learning.
- Students will compose a technology integration rationale that justifies the use of digital learning tools intended to meet stated learning objectives and pedagogical needs.

**Class Days and Times**

All sections of EDU 370 meet for one 110 minute lecture each week for 16 weeks. Additionally, there will be a required online component for this class. You will be expected to check in to D2L just about every other day, if not more frequently. Sometimes, you may only check in quickly and read a short message and be logging out after 5-10 minutes. Video screencasts, supplemental online discussion, and important course updates are all shared online via D2L. The assignments and this information will be critical to your success in this course - this is not the type of class in which you will succeed if you log in once a week.

**Attendance Policy**

Two unexcused absences will result in your final grade being dropped by one 10%. In other words, you have one free absence. The second absence will result in your final grade being lowered by 10%. The third unexcused absence will result in lowering of your course grade by 20%. The fourth unexcused absence will result in lowering of your course grade 30%, and so forth. Extenuating circumstances will be reviewed on a case-by-case basis. It is your responsibility to check in with your instructor on a regular basis to confirm that the official class attendance record aligns with your own personal records.

Additionally, please note that this “one free absence” may not be applied to the “Final Exam Meeting”. Please see the section below titled “Final Examination Meeting”.

You are allowed to make-up a missed class by attending one of the other EDU 370 sections. However, you must obtain the permission of that instructor, and notify them of your intent to make up a missing class by attending another. Again, it is YOUR job to communicate this intent to the instructor, and make sure that your instructor records the attendance at the alternative section.

EDU 370 lecture courses are offered on the following days/times:

- EDU 370-001 - Thursday, 10:50 AM - 12:40 PM (Cusker)
- EDU 370-002 - Wednesday, 11:00 AM – 12:50 PM (Lux)
- EDU 370-003 - Wednesday, 2:10 - 4 PM (Lux)
- EDU 370-004 - Wednesday, 5:10 - 7 PM (McGeehan)

**Required Lab Registration**

A major course component of EDU 370 is a field experience in which you will design and deliver technology-rich instruction in a Bozeman elementary after school program. This course requirement will be explained in depth during the first week of lecture, but it is important that everyone recognizes that the lab time for which you registered (EDU 370-006: Tuesday, 3:30-5:30 PM; or EDU 370-007: Thursday 3:30-5:30 PM) is reserved for that field placement.

**Required Texts and other materials**

There is no required text for EDU 370 – all necessary course material will be provided via D2L. This, of course, does not account for the necessary technology students need to complete the course. No special software is required, but students will need a computer with a high-speed Internet connection.

**Communication**

All class communications will take place through Desire2Learn and your MSU email address. **It is your responsibility to check your D2L email and your MSU account frequently. It is suggested that you consider forwarding your D2L email to an email address you check frequently.**

## Final Exam

EDU 370 relies on a take-home final exam in the form of the Final Paper and Technology Rationale. This paper will be due during finals week. Please check the schedule below and D2L for details on the due date/time and specifics of the assignment.

## Professional Expectations for the ASP (After School Partnership) Tech Club Field Placement

Students must remember that they are *guests* in our community schools! If, at any time, you are asked to leave and not carry on with your duties, you will not receive credit for this component of the lab course. You must remember – it is the success of children in our local district that are at stake. You will be asked to present yourself the upmost professional manner consistent with which is expected of a teacher or paraprofessional working in our local schools. This applies to your dress, hair, your timeliness, and communications with school personnel, etc.

Once again, if for any reason you are asked to **not** return to your duties and work in the after-school program, you will not receive any of the points possible for this project. Since this is a major component of the course and account for over 50% of the total possible points, this means that you will not pass the lab component of EDU 370.

*In preparation for your participation in the field experience, you will be asked to:*

- Participate in an orientation with MSU faculty, staff, and Bozeman School District administration.
- Follow all Office of Field Placement and Licensure background checks, including getting finger printed:
  - <http://www.montana.edu/fieldplacement/FingerprintingInstruction.shtml>
- Thoroughly review the Professional Expectations document on the MSU Field Placement and Licensure website:
  - [http://www.montana.edu/fieldplacement/PDFs/Professional\\_Expectations\\_Fall\\_10.pdf](http://www.montana.edu/fieldplacement/PDFs/Professional_Expectations_Fall_10.pdf)

## Cohorts

Students will be split into two cohorts. Because of several university holidays, as well as Bozeman School District PIR days, it is critical that we adhere to this schedule. Also, please note that there is an overlap week in which Cohort #1 and #2 are in the schools at the same time.

**Week of January 28, 2019:** Cohort 1 Begins

**Week of March 4, 2019:** Overlap Week (Cohort 1 Ends/Cohort 2 Begins)

**Week of April 15, 2019:** Cohort 2 Ends

**Week of April 22, 2019:** Make Up Week

*Overlap Week:* The week of October 23 is an overlap week; it will be Cohort 1's last visit, and serve as Cohort 2's first visit (observation only).

*Make-up Week:* In the event you are unable to attend a Tech Club visit, it is YOUR RESPONSIBILITY to communicate with your partner and ASP site coordinator, as well as make up the visit during the 4/22 make-up week.

For most placements, MSU teacher candidates will be expected to spend a **minimum** of **SIX** afternoons working at a Bozeman school with students in an after-school setting. This requirement might be adjusted depending on your placement, but your instructor, the ASP Director, and your field supervisor will make you aware of these adjustments. All students are expected to ultimately meet the time requirement expectations as outlined by your instructors.

**FAILURE TO COMPLETE ALL REQUIRED VISITS FOR YOUR PLACEMENT WILL RESULT IN A FORFEITURE OF THE 150 POSSIBLE POINTS FOR THIS PROJECT AND A FAILING GRADE FOR THE ENTIRE COURSE.**

## Kick Off Meeting

**For students place in Belgrade:** Tuesday, January 22<sup>nd</sup> 2:15PM-4:00PM Holiday Inn Express-Belgrade (Conference Room)

**For students placed in Bozeman:** Tuesday, January 22<sup>nd</sup> 5:15PM-7:00PM Bozeman High School Library (Upstairs)

**Other Locations:** TBA

**CRITICAL SCHEDULING INFO:** Because placements will not be firmed up until the second week of classes, all students should students should set aside 2:00 PM – 7:00PM on Tuesday, January 22<sup>nd</sup> until they know their actual placement. This meeting will serve a critical introduction between you and the ASP program coordinators and school principals from the school at which you will be placed.

**Considering this is a mandatory/required meeting, students should make necessary accommodations early for work and other obligations.**

## Background Check & Orientations

*In preparation for your participation in the field experience, you will be asked to:*

1. Participate in an orientation with MSU faculty, staff, and Bozeman School District administration.
2. Follow all Office of Field Placement and Licensure background checks, including getting finger printed\*:  
[http://www.montana.edu/fieldplacement/Practicum\\_Student.html](http://www.montana.edu/fieldplacement/Practicum_Student.html)

3. Thoroughly review the Professional Expectations document on the MSU Field Placement and Licensure website:  
[http://www.montana.edu/fieldplacement/On-Line-Packets/Professional\\_ExpectationsFall10.pdf](http://www.montana.edu/fieldplacement/On-Line-Packets/Professional_ExpectationsFall10.pdf)

\*NOTE: Students must have a completed background check on file with the MSU Field Placement and Licensure Office. Background checks completed through other organizations or institutions do not suffice. All students enrolled in MSU teacher education courses complete a background check upon beginning the first teacher education program courses (EDCI 222 or EDCI 223: Educational Psychology). This background check is good until you formally enter the MSU Teacher Education Program (TEP) at the start of student teaching. At that time, you will complete a new background check.

However, ALL students are expected to self-disclose any changes in their background status to the Field Placement and Licensure Office. Failure to do so jeopardizes your status in the MSU Teacher Education Program.

#### Accountability

In terms of accountability, your work in the field will be tracked through two mechanisms:

1. Field Experience Log with required signatures
2. Completed ASP First Day Checklist
3. Written reflection following each visit (see below for specific details)

#### Academic Expectations

Students enrolled in EDU 370 are expected to adhere to the policies set forth in the MSU "Conduct Guidelines and Grievance Procedures for Students". Violation of these conduct guidelines will jeopardize your success in the course.

These guidelines can be found at [www2.montana.edu/policy/student\\_conduct/cg600.html](http://www2.montana.edu/policy/student_conduct/cg600.html). Please review these guidelines carefully, and contact your instructor if you have any questions.

#### Additional Expectations: Late Work, and Participation

- **Class participation points cannot be made up.** You will earn class participation points by the quality and depth of your contributions to class conversations (both small group and large group), as well as the viewing of all screencasts. D2L provides the instructor a mechanism to check the frequency of screencast viewings, so you want to ensure you save enough time each week to watch ALL screencasts for that week's work.
- **Late assignments will be accepted only during the week following the due date and will lose one letter grade for being LATE.** Late assignments will not be accepted after that time interval unless prior arrangements have been made with your instructor. Talk to your instructor if you are having problems getting work done on time.
- All written assignments must be done using a word processor unless instructed differently. Papers received that are not typed will be given back and, upon resubmission, will receive late point deduction.
- The Education Department faculty feels strongly that a teacher should have competent writing skills. **Any assignment exhibiting more than three spelling, grammar, or punctuation errors will automatically drop one letter grade or be given back to you for correction and may receive late point deduction.**

#### APA Style Reminder

All work you submit should follow APA format, and be **double-spaced** with 12 pt. text. Remember – it is YOUR RESPONSIBILITY to cite any and all sources of information in your work.

If you have any questions about proper APA formatting, your instructor will be glad to help point in the right direction of useful resources for formatting help. NOTE: If the discipline in which you are studying typically uses MLA format, make sure that you adhere to the conventions on that format.

#### Course Overview

All assignments listed below are due before the start of class during the week for which they are listed. For example, the items listed for Week 2 are due before class begins Week 2. NOTE: ADB refers to the "Assignment Drop Box" in D2L.

CLASS	TOPICS	IN-CLASS ACTIVITIES	ASSIGNMENTS DUE
<b>Week #1:</b> 1/9 or 1/10	Course Introduction	<ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Tech Club Introduction</li> <li>• Digital Learning Portfolio Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Course Agreement Checklist in D2L (Due Friday, 1/11)</li> <li>• Tech Club Information Form Submission (Due Friday, 1/11): <a href="http://bit.ly/1esII47">http://bit.ly/1esII47</a></li> </ul>
<b>Week #2:</b> 1/16 or 1/17	Instructional Planning with Technology; Storytelling with Google Tours	<ul style="list-style-type: none"> <li>• Meet with ASP faculty for Tech Club Expectations</li> <li>• Build: Google Tours</li> <li>• UDL Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Read Technology Integration Articles in D2L</li> <li>• Three ASP Activity Ideas (Submit to Dropbox and bring to class)</li> </ul>

			Bring to class signed BSD Volunteer Form AND Non-Staff Acceptable Use Agreement <ul style="list-style-type: none"> <li>View ASP Tech Club Intro Screencast</li> </ul>
<b>1/22</b>	ASP Introduction Meeting	DETAILS TBA: Time varies depending on placement—for now, students should set aside 2:00 PM – 7:00 PM until they know their actual placement. See above for details.	
<b>Week #3: 1/23 or 1/24</b>	Integrating the Web & Digital Citizenship,	<ul style="list-style-type: none"> <li>Information Literacy and Critical Web Evaluation</li> <li>Commonsensemedia.org</li> <li>Review Tech Club Reflection process</li> </ul>	<ul style="list-style-type: none"> <li>Week 2 Google Tour (Submit Share URL to Dropbox)</li> <li>Complete Field Placement Confirmation Form</li> <li>Review ASP Handbook and ASP Professional Development Video</li> </ul>
<b>Week #4: 1/30 or 1/31</b>	Tools for Student Creativity	<ul style="list-style-type: none"> <li>Google Apps, Pt. 1</li> <li>Other tools that support student creativity</li> </ul>	<ul style="list-style-type: none"> <li>Final ASP Activity Plans (Submit to Dropbox and bring to class)</li> <li>COHORT #1 BEGINS THIS WEEK</li> <li>Begin Field Placement Reflection in Journal (if in cohort #1)</li> </ul>
<b>Week #5: 2/6 or 2/7</b>	Google Apps	<ul style="list-style-type: none"> <li>Google Apps, Pt. 2</li> <li>Wikis (Setting up your Digital Learning Portfolio)</li> </ul>	
<b>Week #6: 2/13 or 2/14</b>	Mobile Learning Debate	<ul style="list-style-type: none"> <li>Mobile learning review &amp; in-class activity</li> <li>Terms of Service (ToS) Assignment Introduction</li> </ul>	
<b>Week #7: 2/20 or 2/21</b>	Digital Storytelling, Pt. 1	<ul style="list-style-type: none"> <li>Digital Storytelling</li> </ul>	
<b>Week #8: 2/27 or 2/28</b>	Digital Storytelling, Pt. 2	<ul style="list-style-type: none"> <li>Digital Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Terms of Service (ToS) Submission</li> </ul>
<b>Week #9: 3/6 or 3/7</b>	Digital Storytelling, Pt. 3	<ul style="list-style-type: none"> <li>Digital Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Digital Story – completed and submitted in class</li> <li>COHORT #2 BEGINS THIS WEEK</li> <li>Begin Field Placement Reflection in Journal (if in cohort #2)</li> </ul>
<b>Week #10: 3/13 or 3/14</b>	IEFA eBook Informational Text Project, Pt. 1	<ul style="list-style-type: none"> <li>Project introduction</li> <li>Whiteboard and Screencast Apps</li> </ul>	
<b>Week #11: 3/20 or 3/21</b>	<b>** NO CLASS – SPRING BREAK **</b>		
<b>Week #12: 3/27 or 3/28</b>	IEFA eBook Informational Text Project, Pt. 2	<ul style="list-style-type: none"> <li>Illustration and Content Writing</li> <li>Sketchbook</li> </ul>	
<b>Week #13: 4/3 or 4/4</b>	IEFA eBook Informational Text Project, Pt. 3	<ul style="list-style-type: none"> <li>IEFA eBook Informational Text Creation – Book Creator</li> <li>Illustration and Content Writing</li> </ul>	<ul style="list-style-type: none"> <li>Completed IEFA eBook Informational Text Project – completed and submitted in class</li> <li>Educational Technology in Practice Reflection Paper</li> </ul>
<b>Week #14: 4/10 or 4/11</b>	Technology and Assessment, Part 1	<ul style="list-style-type: none"> <li>Using technology to support classroom assessment</li> </ul>	
<b>Week #15: 4/17 or 4/18</b>	Technology and Assessment, Part 2 Online Teaching and Learning;	<ul style="list-style-type: none"> <li>Data-driven instructional decisions</li> <li>Online course design</li> <li>Online course design activity</li> </ul>	
<b>Week #16: 4/24 or 4/25</b>	Final Exam Prep Workshop	<ul style="list-style-type: none"> <li>Course Review: UDL, Technology and Scaffolding, Digital Citizenship, Digital Literacy, Deliberate/Purposeful Integration, &amp; Tech-based Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Final Tech Club Presentation – Due Fri., 4/26, 11:59 PM</li> <li>Submit final presentation to D2L</li> </ul>
<b>FINAL EXAM 4/29 at 12 PM (Noon)</b>	TAKE HOME FINAL: FINAL PAPER AND TECHNOLOGY RATIONALE	There is no final exam for EDU 370. Instead, you will complete a take-home final. This take-home final is the Final Paper and Technology Rationale. It is due on Monday, 4/29 by 12:00 PM (NOON). Submit to D2L.	



### Key Assignment Due Dates

Please use the following to guide your completion of the course assignments. **Please note that each assignment is due at the start of your class that week. For example, if you are in a Wednesday section, your three ASP activity ideas are due on 1/16 if you are in a Wednesday section or 1/17 if you are in a Thursday section.**

**In-Class vs. At-Home Assignments:** In addition, please note what is included in the column titled “In-Class or At-Home”. Several of the assignments we do in EDU 370 are completed entirely in-class. In other words, those assignments designated as “In Class” are expected to NOT be completed at home, but instead using class time given to you by your instructor. Those assignments designated as “At Home” are expected to be completed entirely in your own time at home. Use this key to determine if an activity is an “In-Class” or “At-Home” activity. Plan and use your time accordingly.

Lastly, please note that these due dates are subject to

KEY COURSE ASSIGNMENTS	DUE DATE
Syllabus Checklist in D2L & Tech Club Confirmation Form	Week #1: Friday, 1/11
Three ASP Activity Ideas (Submit to D2L and bring to class)	Week #2: 1/16 or 1/17
Google Tour (submitted to D2L)	Week #3: 1/23 or 1/24
Final ASP Activity Plan (Submit to D2L and bring to class)	Week #4: 1/30 or 1/31
Terms of Service Assignment (Submit to online database)	Week #8: 2/27 or 2/28
Digital Story (submitted in-class)	Week #9: 3/6 or 3/7
IEFA Interactive Informational Text Project (submitted in-class)	Week #12: 4/3 or 4/4
Educational Technology in Practice Reflection Paper (submitted to D2L)	Week #12: 4/3 or 4/4
Tech Club Final Presentation (submitted to D2L)	Friday, 4/26 at 11:59 PM
Take Home Final: Final Paper and Tech. Rationale	Monday, 4/29 at 12 PM

### Point Breakdown for Assignments

Lecture Assignments	Possible Points
Three ASP Activity Plan Ideas	10
Final ASP Activity Plan	25
Google Tour	10
Terms of Service Assignment	20
Digital Story	20
Terms of Service Assignment	10
IEFA eBook Informational Text Project	20
Educational Technology in Practice Reflection Paper	75
Field Experience Log and Reflection	150
Final Paper and Technology Integration Rationale (TEPP Sig. Assignment)	100
Final Presentation on ASP Experience	25

### Grading Breakdown for both Lab and Lecture

Percentage	Letter Grade
94% and above	A
90%	A-
87%	B+
83%	B
80%	B-
77%	C+
73%	C
70%	C-
67%	D+
63%	D
60%	D-
Below 60%	F

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<b><u>ARM 10.58.528 Computer Science</u></b>	<b>TO BE COMPLETED BY THE EPP</b>	
	Courses and Outcomes	Assessments
(1) The program requires that successful candidates:	Courses listed here represent examples of the many opportunities students have throughout the minor.  OCHE course outcomes available at: <a href="https://ccn.mus.edu/search/">https://ccn.mus.edu/search/</a> .	Assessments listed here represent examples of the many opportunities students have throughout the minor.
(a) demonstrate knowledge of computer science content, models, important principles, and concepts through:		
(i) knowledge of, and proficiency in, the use of primitive data types;	CSCI 107: Joy and Beauty of Computing CSCI 127: Joy and Beauty of Data	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(ii) understanding of data representation;	CSCI 127: Joy and Beauty of Data	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(iii) knowledge of, and proficiency in, the use of static and dynamic data structures;	CSCI 132: Basic Data Structures and Algorithms in Java CSCI 232: Data Structures and Algorithms	Linked List Project Balanced Binary Tree Project
(iv) knowledge of, and proficiency in, the use of common data abstraction mechanisms (e.g., abstract and generic classes such as stacks, trees, etc.); and	CSCI 132: Basic Data Structures and Algorithms in Java	Stacks and Queues Assignment

## Educator Preparation Provider Report

(v) effective use, manipulation, and explanation of external data stores – various types (text, images, sound) and various locations (local, server, cloud);	CSCI 127: Joy and Beauty of Data	Python Data Library Assignment
(b) demonstrate knowledge of algorithm design, analysis, and implementation in an object-oriented programming language using data structures and abstract data types covering:		
(i) algorithm problem solving techniques and strategies and design methodologies;	CSCI 127: Joy and Beauty of Data CSCI 232: Data Structures and Algorithms	Graph Algorithm Assignment
(ii) algorithm verification;	CSCI 232: Data Structures and Algorithms	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(iii) algorithm complexity and efficiency; and	CSCI 232: Data Structures and Algorithms	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(iv) knowledge of at least one of the programming languages, C++, Java, C#, or Ada, and one other current programming language and current programming language trends;	CSCI 107: Joy and Beauty of Computing CSCI 127: Joy and Beauty of Data CSCI 132: Basic Data Structures and Algorithms in Java CSCI 232: Data Structures and Algorithms	Python Assignment
(c) demonstrate effective design, development, and testing of programs by:		

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<p>(i) using a modern high-level programming language; constructing correctly functioning programs involving simple and structured data types; using compound Boolean expressions; and sequential, conditional, iterative, and recursive control structures;</p>	<p>CSCI 107: Joy and Beauty of Computing            CSCI 127: Joy and Beauty of Data            CSCI 132: Basic Data Structures and Algorithms in Java            CSCI 232: Data Structures and Algorithms</p>	<p>Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.</p>
<p>(ii) designing and testing programming solutions to problems in different contexts (i.e., textual, symbolic, numeric, graphic) using advanced data structures;</p>	<p>CSCI 127: Joy and Beauty of Data            CSCI 132: Basic Data Structures and Algorithms in Java            CSCI 232: Data Structures and Algorithms</p>	<p>Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.</p>
<p>(iii) demonstrating knowledge of and skills regarding the syntax and semantics of two high-level programming languages other than those covered in (b)(iv), their control structures, and their basic data representation;</p>	<p>CSCI 132: Basic Data Structures and Algorithms in Java            CSCI 232: Data Structures and Algorithms</p>	<p>Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.</p>
<p>(iv) demonstrating knowledge of and skill regarding program correctness issues and practices (i.e., testing, test data design, and proofs of correctness);</p>	<p>CSCI 132: Basic Data Structures and Algorithms in Java            CSCI 232: D Data Structures and Algorithms</p>	<p>Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.</p>
<p>(v) demonstrating knowledge of and skill regarding at least three different program development environments in widespread use;</p>	<p>CSCI 107: Joy and Beauty of Computing            CSCI 127: Joy and Beauty of Data            CSCI 132: Basic Data Structures and Algorithms in Java            CSCI 232: Data Structures and Algorithms</p>	<p>Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.</p>

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<p>(vi) demonstrating knowledge of and the ability to construct multi-threaded client-server applications;</p>	<p><i>This content and skills are addressed in 300-level courses and beyond and are beyond the scope of any CS content that would be taught in a K-12 context. Stakeholders involved in this proposal and process encourage this particular standard be revisited and revised/removed to be more developmentally appropriate for a K-12 context.</i></p>	
<p>(vii) demonstrating knowledge of and the ability to construct web sites that utilize complex data bases;</p>	<p><i>This content and skills are addressed in 300-level courses and beyond and are beyond the scope of any CS content that would be taught in a K-12 context. Stakeholders involved in this proposal and process encourage this particular standard be revisited and revised/removed to be more developmentally appropriate for a K-12 context.</i></p>	
<p>(viii) demonstrating knowledge of and the ability to construct artificial intelligence and robotic applications; and</p>	<p><i>This content and skills are addressed in 300-level courses and beyond and are beyond the scope of any CS content that would be taught in a K-12 context. Stakeholders involved in this proposal and process encourage this particular standard be revisited and revised/removed to be more developmentally appropriate for a K-12 context.</i></p>	
<p>(ix) demonstrating knowledge of the principles of usability and human computer interaction and be able to apply</p>	<p><i>This content and skills are addressed in 300-level courses and beyond and are beyond the scope of any CS content that</i></p>	

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these principles to the design and implementation of human-computer interfaces;	<i>would be taught in a K-12 context. Stakeholders involved in this proposal and process encourage this particular standard be revisited and revised/removed to be more developmentally appropriate for a K-12 context.</i>	
(d) demonstrate knowledge of computer systems and networks and be able to:		
(i) describe the operation of a computer system, CPU and instruction cycle, peripherals, network components, and applications, indicating their purposes and interactions among them;	EDU 370: Integrating Technology into Education EDU 498: Internship	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(ii) demonstrate an understanding of operating systems;	EDU 370: Integrating Technology into Education EDU 498: Internship	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(iii) demonstrate an understanding of computer networks; and	EDU 370: Integrating Technology into Education EDU 498: Internship	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(iv) demonstrate an understanding of the issues involved in building and fielding mobile services;	CSCI 215: Social and Ethical Issues in Computer Science	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.

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(e) demonstrate an understanding of software engineering and be able to demonstrate an understanding of:		
(i) the difference between computer science and software engineering;	EDU 498: Internship	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(ii) software development methodologies and the software development life cycle; and	EDU 498: Internship	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(iii) the purpose and contents of the software engineering body of knowledge;	EDU 498: Internship	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(f) demonstrate an understanding of the key concepts of computer/information security and be able to:		
(i) demonstrate an understanding of the concept of "attack surface" and the various methods used to minimize an attack surface;	CSCI 215: Social and Ethical Issues in Computer Science EDU 498: Internship	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(ii) demonstrate an understanding of the importance of maintaining logs of all system activity related to security; and	EDU 498: Internship	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to

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		engage with and apply their knowledge of this standard.
(iii) demonstrate an understanding of the purpose and general functionality of a firewall;	EDU 498: Internship	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(g) demonstrate an understanding of the role computer science and software engineering plays in the modern world and be able to demonstrate an understanding of:		
(i) significant historical events relative to computers and information systems;	CSCI 215: Social and Ethical Issues in Computer Science	Recitation Research Assignment
(ii) the social, ethical, and legal issues and impacts of computing and information systems;	CSCI 215: Social and Ethical Issues in Computer Science	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(iii) the contributions that computer and information science and software engineering make to science, the humanities, the arts, commerce, and entertainment;	CSCI 215: Social and Ethical Issues in Computer Science CSCI 107: Joy and Beauty of Computing	Multiple in-class discussions, lab assignments, and homework activities provide students with an opportunity to engage with and apply their knowledge of this standard.
(iv) and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security,	CSCI 215: Social and Ethical Issues in Computer Science	Recitation Writing Assignment



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privacy, intellectual property, equitable access to technology resources, gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change; and		
(v) the many different careers that are closely related to the development and use of computer and information systems;	CSCI 215: Social and Ethical Issues in Computer Science	Careers Assignment
(h) demonstrate effective content pedagogical strategies that make the discipline comprehensible to students and:	EDU 370: Integrating Technology into Education EDU 497: Methods EDU 498: Internship	Internship CS Unit and Observations
(i) design projects that require students to effectively describe computing artifacts and communicate results using multiple forms of media;	EDU 370: Integrating Technology into Education EDU 497: Methods EDU 498: Internship	Internship CS Unit and Observations
(ii) identify problematic concepts and constructs in computer science and appropriate strategies to address them; and	EDU 370: Integrating Technology into Education EDU 497: Methods EDU 498: Internship	Internship CS Unit and Observations
(iii) promote and model the safe, effective, and ethical use of computer hardware, software, peripherals, and networks and develop digital citizenship.	EDU 370: Integrating Technology into Education EDU 497: Methods EDU 498: Internship CSCI 215: Social and Ethical Issues in Computer Science	Internship CS Unit and Observations

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History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1991 MAR p. 300, Eff. 3/15/91; AMD, 1992 MAR p. 1475, Eff. 7/17/92; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07; AMD, 2014 MAR p. 2936, Eff. 7/1/15.) Rules 10.58.529 and 10.58.530 are reserved.

## EPP Report – Approval of New Curricular Programs Administrative Rules of Montana (ARM) 10.58.802

<b><u>ARM 10.58.802 Approval of New Curricular Programs</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	
	Description	Verification
<p>(1) The provider may request the approval of a new curricular program by describing the purpose, need, and objectives of the program and the impact on P-12 education.</p>	<p>The Computer Science Teaching Minor is intended for those undergraduate students interested in preparing to be computer science teachers in Montana, with the necessary licensure for such. Computer science teachers are in demand in this state and beyond. Because schools are required to hire teachers considered qualified to teach within specific subject areas, preparing new teachers with endorsements is a necessary step toward supporting computer science instruction in 5-12 instruction in Montana. The focus of this program is to prepare teachers with the pedagogical, content, and technological understandings related to computer science education in 5-12 contexts. The minor will address the foundational computer science and computational thinking-relevant content, coupled with the instructional planning, delivery, and assessment strategies, needed to be an effective computer science teacher.</p>	<p>This process has been verified through collaboration with statewide partners. Further, the computer science teaching minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as Northwest Commission on Colleges and Universities (NWCCU).</p>

## EPP Report – Approval of New Curricular Programs Administrative Rules of Montana (ARM) 10.58.802

<b><u>ARM 10.58.802 Approval of New Curricular Programs</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	
	Description	Verification
<p>(2) The provider:</p> <p>(a) ensures that the program of study is based on current research, proven practice, and emerging trends in this field of P-12 school curriculum;</p>	<p>Computer science has historically been marginalized in K-12 classroom in favor of other STEM disciplines. However, computer science-related careers are projected to grow significantly over the next several decades (United States Bureau of Labor Statistics, 2012). Further, computer science enrollment projections in higher education suggest that the number of graduates will not be sufficient to address industry needs (CSTA, 2015). In response to this growing need, K-12 educators have begun to recognize the critical role computer science plays in driving innovation and supporting the US economy, and considerable efforts are underway to better support interest in computer science. As a result, a considerable shift is afoot across the nation to make computer science a central component of core academic work in K-12 contexts. Computer science teachers are in demand in Montana, yet the state is currently facing a shortage of the mechanisms needed to adequately train educators to teach computer science. Preparing new teachers to teach computer</p>	<p>This process has been verified through collaboration with statewide partners. Further, the computer science teaching minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as Northwest Commission on Colleges and Universities (NWCCU).</p>

## EPP Report – Approval of New Curricular Programs Administrative Rules of Montana (ARM) 10.58.802

<b><u>ARM 10.58.802 Approval of New Curricular Programs</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	
	Description	Verification
	<p>science means more computer science courses can be taught in schools across Montana, encouraging diversity within the field, and support K-12 interest in and instruction in one of the fastest growing disciplines in STEM. Ultimately, this means more opportunities for K-12 learners to be exposed to computer science, strengthening the pathways to a career in computer science.</p>	
<p>(b) works cooperatively with accredited school districts, education organizations, agencies, and P-20 stakeholders to design the program;</p>	<p>Planning for the Computer Science Teaching Minor has been underway since Summer 2016. Department of Education and School of Computing faculty and administrators have met routinely to better understand the need for the program, discuss the role the minor will play in preparing Montana educators to teach Computer Science, and build the cross-college interdisciplinary curriculum. The proposal was then approved by the relevant curriculum committee within each academic unit before being submitted to the Board of Regents as a Level I proposal.</p>	<p>This process has been verified through collaboration with statewide partners. Further, the computer science teaching minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as Northwest Commission on Colleges and Universities (NWCCU).</p>
<p>(c) implements, assesses, and evaluates the program's impact on the identified P-12 needs;</p>	<p>Success of the program will make of the already well-established MSU Teacher Education Program Performance</p>	<p>This process has been verified through collaboration with statewide partners. Further, the computer science teaching</p>

## EPP Report – Approval of New Curricular Programs Administrative Rules of Montana (ARM) 10.58.802

<u>ARM 10.58.802 Approval of New Curricular Programs</u>	TO BE COMPLETED BY THE INSTITUTION	
	Description	Verification
	<p>Assessment System (PAS). The PAS is used to collect and analyze data relevant to all current teaching majors and minors. Data sources are far reaching, and include multiple sources relevant to student performance, as well as stakeholder input. This same system would provide the primary mechanism for measurement of the proposed Computer Science Teaching Minor. If success is not met, data-driven remedial action regarding program curriculum and implementation would be take place, guided by those data collected through the PAS.</p>	<p>minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as Northwest Commission on Colleges and Universities (NWCCU).</p>
<p>(d) submits regular and systematic reports of the program's impact on P-12 education to the state superintendent and the Board of Public Education; and</p>	<p>Data collected for the Teacher Education Program Performance Assessment System (PAS) will be provided to the state superintendent and the Board of Public Education as required. Those data comprise both knowledge-based assessments, as well as performance-based assessments. Specific knowledge-based measures include academic performance in required course work (course grades and scores on Signature Assignments), PRAXIS II scores specific to the content area of the teaching license,</p>	<p>This process has been verified through collaboration with statewide partners. Further, the computer science teaching minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as Northwest Commission on Colleges and Universities (NWCCU).</p>

## EPP Report – Approval of New Curricular Programs Administrative Rules of Montana (ARM) 10.58.802

<u>ARM 10.58.802 Approval of New Curricular Programs</u>	TO BE COMPLETED BY THE INSTITUTION	
	Description	Verification
	and the Teacher Work Sample (TWS). The TWS is a research-focused product all student teachers must complete during both practicum and student teaching and is an analytical reflection of a five-lesson sequence. Performance based assessments include both a midterm and final Performance Assessment that is aligned to the Danielson Framework for Teaching.	
(e) updates and maintains program information on its Web page.	Once approved, the program information will be added to the appropriate Department of Education web resources.	This will be verified during the department's systematic web content checks and updates.
(3) The provider:  (a) articulates initial or advanced candidates' learning expectations pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7;	The adopted Administrative Rules of Montana 10.58.528 Computer Science teaching specific standards, were used as the foundation for the computer science teaching minor intended learning outcomes. Those standards have been adapted to demonstrate what students will know, be able to do, and value or	This process has been verified through collaboration with statewide partners. Further, the computer science teaching minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as Northwest Commission on Colleges and Universities (NWCCU).

## EPP Report – Approval of New Curricular Programs Administrative Rules of Montana (ARM) 10.58.802

<u>ARM 10.58.802 Approval of New Curricular Programs</u>	TO BE COMPLETED BY THE INSTITUTION	
	Description	Verification
	appreciate because of completing the program.	
<p>(b) aligns learning expectations and outcome assessments to the program objectives;</p> <p>(c) describes the professional learning process, plan, and timeline to prepare personnel;</p>	<p>The minor will rely on the already-established Teacher Education Program Performance Assessment System (PAS). The PAS is an electronic database system composed of a set of assessments maintained by our Assessment Coordinator, and serves as the basis for our annual cycle of continuous improvement by providing sound data for decision-making regarding areas of program development. Over the course of the academic year, the PAS is used to systematically collect, aggregate, and analyze data regarding the qualifications, knowledge, and performance of our Pre-Education Students and Teacher Candidates as well as program outcomes.</p>	<p>This process has been verified through collaboration with statewide partners. Further, the computer science teaching minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as Northwest Commission on Colleges and Universities (NWCCU).</p>
<p>(d) establishes assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidate's progress in the program;</p>	<p>The minor will rely on the already-established Teacher Education Program Performance Assessment System (PAS). The PAS is an electronic database system composed of a set of assessments maintained by our Assessment Coordinator, and serves as the basis for</p>	<p>This process has been verified through collaboration with statewide partners. Further, the computer science teaching minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as</p>



## EPP Report – Approval of New Curricular Programs Administrative Rules of Montana (ARM) 10.58.802

<u>ARM 10.58.802 Approval of New Curricular Programs</u>	TO BE COMPLETED BY THE INSTITUTION	
	Description	Verification
	our annual cycle of continuous improvement by providing sound data for decision-making regarding areas of program development. Over the course of the academic year, the PAS is used to systematically collect, aggregate, and analyze data regarding the qualifications, knowledge, and performance of our Pre-Education Students and Teacher Candidates as well as program outcomes.	Northwest Commission on Colleges and Universities (NWCCU).
(e) ensures that the program is supported by identifiable human and physical resources available to the program and resources not under the control of the institution shall be outlined and confirmed by the Board of Public Education;	Current Department of Education and Gianforte School of Computing facilities, equipment, space, laboratory space, and computers are sufficient for the successful implementation of the Computer Science Teaching Minor. Students who work toward the Computer Science Teaching Minor will already be education majors, and required to complete Education courses like EDU 370 and EDU 397 regardless of their minor in Computer Science. Therefore, the Department of Education’s current space and computers, like the Educational Technology learning laboratory in Reid Hall 425, will accommodate the increased need. If there is an increased use of those facilities due to the increase in	This process has been verified through collaboration with statewide partners. Further, the computer science teaching minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as Northwest Commission on Colleges and Universities (NWCCU).

## EPP Report – Approval of New Curricular Programs Administrative Rules of Montana (ARM) 10.58.802

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	<p>students enrolled in the Computer Science Teaching Minor, the Gianforte School of Computing and the Department of Education will apply for Equipment Fee Allocation Committee (EFAC) and Computer Fee Allocation Committee (CFAC) funds to support the purchase of the needed teaching resources.</p> <p>There are minimal new personnel needs to support the Computer Science Teaching Minor. Because students who enroll in the minor will already be from the Department of Education, and the Department of Education courses that are required for the minor are already part of the required coursework for all Education majors, there will be no impact on Education resources. For the Computer Science courses, there is enough capacity for the additional 15 students we might enroll by Year 3 in CSCI 127, CSCI 132, and CSCI 232. For CSCI 107, the extra 15 students would require a roughly .25 GTA and a bigger room would be needed to accommodate the extra 15 students. For the CSCI electives (e.g. CSCI 215), a .5 FTE GTA would be needed. If</p>	

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	the new teaching minor does result in significant student growth, additional personnel to handle that growth will be acquired using the standard mechanisms that Montana State University has in place to respond to growth.	
<p>(f) creates a timetable that includes:</p> <p>(i) the program's proposed implementation date;</p> <p>(ii) the sequence of activities that will occur;</p> <p>(iii) selection and schedules of regular and systematic intervals of candidate and program evaluations; and</p> <p>(iv) the approximate date for submitting the program plan, timeline, and reports for program approval to the appropriate institutional officials and to the Superintendent of Public Instruction; and</p>	<p>Fall 2019: Students begin formally enrolling in the CS teaching minor in the Fall 2019.</p> <p><i>Annual Assessment Process - TEP</i></p> <ul style="list-style-type: none"> <li>• Data is collected each semester from faculty in identified courses by the Teacher Education Program's Assessment Coordinator and housed in the Program Assessment System database.</li> <li>• Annually an assessment data team consisting of faculty aided by graduate student assistants requests both raw data for all students in the identified courses and aggregated statistics by program from the Assessment Coordinator for that year's analysis. The data team may choose to modify or refine their requests as needed each year.</li> </ul>	<p>This process has been verified through collaboration with statewide partners. Further, the computer science teaching minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as Northwest Commission on Colleges and Universities (NWCCU).</p>

## EPP Report – Approval of New Curricular Programs Administrative Rules of Montana (ARM) 10.58.802

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	<ul style="list-style-type: none"> <li>• The data team analyzes data for validity and reliability. Areas where established performance thresholds have not been met are highlighted.</li> <li>• The team provides reports for each of the programs in the Department of Education, as well as other licensure areas in the Teacher Education Program housed in other departments.</li> <li>• Faculty in each program review the assessment results and make decisions, in coordination with other faculty and administration, on how to respond. If performance thresholds have not been met, possible responses include but are not limited to:               <ul style="list-style-type: none"> <li>&gt;Gather additional data next year to verify or refute the result.</li> <li>&gt;Identify and modify some aspect of the curriculum to fix the problem.</li> <li>&gt;Modify the acceptable performance threshold if it is found to have been inappropriate.</li> <li>&gt;Select or create a better assignment to assess the outcome.</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>• Faculty may choose to respond to assessment results even if the acceptable performance threshold has been met.</li> <li>• A summary of the year's assessment activities and faculty decisions will be developed.</li> </ul>	
<p>(g) ensures that program evaluations have definite provisions for performance criteria and follow-up at specified intervals and the evaluations:</p> <p>(i) align to initial or advanced standards pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; and</p> <p>(ii) ensure continuous program improvement by using data to inform decisions that provide positive impact on candidates' professional growth and on program development.</p>	<p>The minor will rely on the already-established Teacher Education Program Performance Assessment System (PAS). The PAS is an electronic database system composed of a set of assessments maintained by our Assessment Coordinator, and serves as the basis for our annual cycle of continuous improvement by providing sound data for decision-making regarding areas of program development. Over the course of the academic year, the PAS is used to systematically collect, aggregate, and analyze data regarding the qualifications, knowledge, and performance of our Pre-Education Students and Teacher Candidates as well as program outcomes.</p>	<p>This process has been verified through collaboration with statewide partners. Further, the computer science teaching minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as Northwest Commission on Colleges and Universities (NWCCU).</p>
<p>(4) The provider shall establish and administer the program and designate the</p>	<p>The minor will be administered through the Department of Education in collaboration</p>	<p>This process has been verified through collaboration with statewide partners.</p>

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<b><u>ARM 10.58.802 Approval of New Curricular Programs</u></b>	<b>TO BE COMPLETED BY THE INSTITUTION</b>	
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appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies.	with the School of Computing per general institutional policies.	Further, the computer science teaching minor has the support from departmental, college, and university leadership as verified by Montana Board of Regents approval as well as Northwest Commission on Colleges and Universities (NWCCU).
(History: 20-2-114, MCA; IMP, 20-2-121 MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07; AMD, 2014 MAR p. 2936, Eff. 7/1/15.)		

EDU 497-40

COURSE INFORMATION

Fall 2018

Methods of Teaching Senior High Math

MW, 3:10 – 4:25 p.m.

Wilson Hall 1-133

Paraprofessional field experience (lab section)

Dr. Megan Wickstrom

Office: Wilson 2-235

Phone: 994-5026

Email: [megan.wickstrom@montana.edu](mailto:megan.wickstrom@montana.edu)

**OFFICE HOURS:** Wednesday 1-3, Thursday 2-3 or by appointment.

**PRE-REQUISITES:** EDU 382, twenty or more credits in subject area, and good standing in the Teacher Education Program.

**CATALOG DESCRIPTION:** Effective techniques in presenting materials and planning class activities (including lesson/unit). Methods of teaching and evaluating algebra, geometry, trigonometry, probability/statistics; application of current mathematics education research and reading in the content area of mathematics. Includes practicum experience.

**REQUIRED TEXT(S):**

- Brahier, Daniel J. (2016, 5<sup>th</sup> ed.); Teaching Secondary and Middle School Mathematics; Pearson Education.
- Smith, Margaret S. & Stein, Mary Kay (2011); 5 Practices for Orchestrating Productive Mathematics Discussions
- (2014) Principles to Actions: Ensuring Mathematical Success for All

**SUPPLEMENTS:** Supplementary activities and readings will be posted to D2L/Brightspace, accessible on the Web, or provided by the instructor. Some sources we may use:

- Common Core State Standards for Mathematics (original format and Montana’s adaptation)
  - *Inside Mathematics* at <http://www.insidemathematics.org/>
  - *Illustrative Mathematics* at <https://www.illustrativemathematics.org/>
- National Council of Teachers of Mathematics:
  - *Principles and Standards for School Mathematics (2000)*
  - NCTM journals *The Mathematics Teacher*, *Mathematics Teaching in the Middle School*

**PROFESSIONAL OPPORTUNITIES:**

- 1) I encourage you to join NCTM now at the student rate of \$47.00. You may apply online at <http://www.nctm.org/Membership/Membership-Options-for-Individuals/>.
- 2) The annual meeting of the Montana Council of Teachers of Mathematics is in Billings, October 18-19. We'll discuss travel arrangements and how attendance might apply to this course.

**GOALS AND OBJECTIVES:** The overarching goal of this course is to advance your journey toward becoming an exemplary mathematics teacher. In this course you will acquire a deeper understanding of what it means to “do” mathematics both as teacher and as learner; develop effective practices in the “art” of mathematics teaching; and situate yourself in the profession of mathematics teaching. Specifically you will:

- 1) engage in tasks of teaching such as identifying worthwhile content, designing meaningful lessons, using appropriate assessment, applying research-based instructional strategies, and attending to standards for teaching and learning mathematics;
- 2) interact with traditional and contemporary teaching materials and resources;

- 3) explore traditional and contemporary perspectives on mathematics education;
- 4) become acquainted with the broader mathematics education community; and
- 5) develop, assess, and reflect upon your own teaching skills.

**ASSIGNMENTS** will vary in their purpose and complexity and include day-to-day formative tasks, standards-related projects, explorations in teaching, and summative assessments.

**Formative tasks** (30 pts) may be in-class or online, and are used to assess progress, guide instruction, and encourage steady attendance, participation, and effort. They may include:

- *Warm-ups* such as math exercises or reading summaries
- *Quizzes* over mathematics content, text readings, and other assignments
- *Homework assignments* based on in-class mathematics activities or other current work

**Standards-related projects** include:

- *One online tasks* exploring CCSS and Web-based resources (15 pts)
- *Three praxis papers* based on rich problems and instructional scenarios (45 pts)
- *Two classroom research projects* based on your practicum experience (30 pts)

**Explorations in teaching** are related to "real life" professional experiences. These include:

- Three-day lesson plan (30 pts)
- Three-day lesson assessment (20 pts)
- Modeling lesson plan and analysis (40 pts)

**Summative assessments** allow you to showcase your accumulated knowledge. They include:

- Writing a *professional paper* outlining your views on important mathematics content, best teaching practices in mathematics, and your role as a mathematics educator (30 pts)
- Writing a *SCK paper* on one mathematical topic (20 pts)
- Completing a *mathematical menu* as a final exam (30 pts)

**COURSE ASSESSMENT:** Assignments will generally be evaluated on a rubric-based point system. Course performance will be weighted as follows:

Formative tasks	30 points	(10%)
Standards-related projects	90 points	(30%)
Explorations in teaching	90 points	(30%)
Summative assessments	<u>90</u> points	(30%)
TOTAL	300	

Course grades will be assigned as follows: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%. Plus and minus grades are assigned at the instructor's discretion within two percentage points of cutoff.

**FINAL THOUGHTS:** Your enthusiastic participation is highly valued! Please come ready to share and discuss what you've read, written, observed, and experienced each day. I sincerely hope this course will strengthen and broaden your skill set for teaching and affirm your choice to pursue mathematics education. The art of teaching and the nature of mathematics are constantly changing; therefore, view your years of teacher preparation not as a finite experience so much as the first leg of a continuous journey. Enjoy the trip!

**Additional Notes: Attendance, Active Participation, and Professionalism**



**Attendance.** Attendance is mandatory and essential for your success in this course. Even one absence impacts your opportunity to learn and **three or more absences is considered excessive. Excessive absences may result in your instructor filing a Student Consultation Form with the Department of Education.** All exams are to be taken when scheduled and assignments are due when indicated. Exceptions must be arranged and discussed with your instructor in advance. I also expect that you notify me of absences in advance whenever possible.

Although we understand that there are legitimate reasons for absences, not all legitimate reasons will be considered “excused.” Think of what will be expected of you as a teacher after graduation. Your school must be able to depend on you to report to class on time every day. As a future teacher, we want you to have a similar attitude about your learning and to exhibit the traits of a good teacher. Reasons for an absence being “excused” would be similar to reasons for a teacher to be absent that do not lead to a loss of pay. One certainly would be excused if illness makes it inappropriate to attend class (e.g. your physician tells you not to go to class) but excessive absence because of illness is frowned upon both at work and in the classroom. Similarly, attending a professional meeting or working at the district office on curriculum issues would be excused as will missing class to participate in a school activity whose schedule is set by MSU (e.g. intercollegiate athletics). **Note that make-up work may be required even when absences are excused.** These reasons are different from a situation where, for example, your car breaks down on the way to campus. We would consider that an understandable reason for being absent – after all, life happens – but it would not constitute an “excused” absence. Missing class to attend a family social function would be understandable, but not excused. If you have any questions about whether a possible absence is excused, please discuss it with me.

**Active Participation.** The ability to actively contribute to learning environments is a critical component of the professional, behavioral, and social competencies you need to develop as prospective teachers. Active participation is important because class discussions and activities are an essential part of the learning process in this course. Your mathematical ideas are important and contribute to your own and to your classmates’ learning. **Active participation is expected and includes attending class on time, regularly presenting material, asking questions both of your instructor and your peers, and staying on task and contributing to both whole class and small group discussions.**

In support of a productive learning environment, we ask that you:

- Arrive on time
- Complete all assignments to the best of your ability **prior to the start** of class
- Ask individual questions of instructors during office hours or via email
- Use class time efficiently, both when participating in small group discussions and class discussions
- Participate actively by regularly taking your turn presenting material to your peers
- Participate actively by asking questions of both your instructor and your peers
- Be respectful of others who are taking a risk by presenting material to the class
- Ask for help when you need help

In support of a productive learning environment, we ask that you do not:

- Text or use phones during class. If you *must* make or receive a call or text, please step into the hall.
- Work on homework or activities from other courses
- Engage in side conversations during instruction or when your colleagues are sharing their ideas

- Arrive late or leave early (except when prearranged with the instructor)

Thank you, in advance, for adhering to these guidelines. Please don't hesitate to contact your course instructor with any questions or concerns. We look forward to a great semester!

## Communication & Other Information

### Email/D2L Policy

I expect that you will check your D2L every **weekday** for class announcements, new items, emails, etc.

**Americans with Disabilities Act.** If you have a documented disability and would like to discuss academic accommodations, please contact me before the third week of class.

### Behavioral Expectations

Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For more information about university conduct guidelines, see the Code of Student Conduct.

[http://www.montana.edu/policy/student\\_conduct/student\\_conduct\\_update/index.html - studentrespon](http://www.montana.edu/policy/student_conduct/student_conduct_update/index.html-studentrespon)

### Professional Expectations for Prospective Teachers

The mathematics department takes the preparation of teachers very seriously and expect students to do the same. We expect all students to demonstrate communication, intellectual, professional, behavioral, and social competencies as outlined in the document, "Professional Expectations for Prospective Teachers." **If we feel that you are not meeting expectations as outlined in the document, we will ask you to meet with us to discuss and file a Student Consultation Form with the Department of Education.** For a complete description of these expectations, see this syllabus or to the webpage below.

<http://www.montana.edu/education/documents/advising/grievance/Professional-ExpectationsFall10.pdf>

### Testing Center Hours (In the case of a make-up test or Redo)

M-TH from 9:00 AM – 3:00 PM in Wilson Hall and closed on Friday

You must have an ID with you and will not be allowed to use your cell phone as a calculator

### Disaster Preparedness

Our Rally Point is the corner of 8th and Cleveland, by the parking lot.

- **Earthquake:** Duck, cover, and hold until the shaking stops. Then head to Rally Point.
- **Fire Alarm:** Evacuate whether there is smoke and/or fire or not. Head to Rally Point.
- **Gunshots/Criminal Activity:** If at all possible, get out and get away. Don't linger at Rally Point. If you absolutely can't get out, lock the door and shelter in place.

## Academic Integrity

## **Collaboration**

Students are expected to collaborate on work in this class, but all work turned in must be completed by the individual receiving a grade. You should discuss your ideas, discuss mathematical questions, and exchange completed problems for feedback with classmates. You must not copy solutions from classmates or others or use mathematical work that is not your own. If you are unsure about the degree of collaboration that is acceptable, please ask the professor for clarification. Cheating will not be tolerated. Academic misconduct will result in a minimum penalty of a grade of F on the assignment.

## **Plagiarism**

Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

## **Academic Misconduct**

Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others' misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

## **Academic Expectations**

Section 310.00 in the MSU Conduct Guidelines states that students must:

- A. be prompt and regular in attending classes;
- B. be well prepared for classes;
- C. submit required assignments in a timely manner;
- D. take exams when scheduled;
- E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
- F. make and keep appointments when necessary to meet with the instructor.

*In addition to the above items, students are expected to keep a positive attitude toward learning, to ask questions if they are struggling, and to behave as professional teachers in training.*

## **Disposition Expectations**

The mathematics department takes the preparation of teachers very seriously. As such, we expect pre-service teachers to treat their preparation with the same level of seriousness. We expect the following dispositions toward teaching and learning within the classroom. If we feel that you have not met expectations as outlined in the professional expectations document, we reserve the right to file a concern form with the education department.

- **Collaboration:** The ability to work together, especially in joint intellectual effort.
- **Honesty/Integrity:** The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence and trustworthiness.
- **Respect:** The ability to honor, value, and demonstrate consideration and regard for oneself and others.
- **Reverence for Learning:** Respect the seriousness of the intent to acquire knowledge.
- **Emotional Maturity:** The ability to adjust one's emotional state to a suitable level of intensity in order to remain engaged with one's surroundings.
- **Reflection:** The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future.

- **Flexibility:** The ability to adapt and change.
- **Responsibility:** The ability to act independently, demonstrating accountability, reliability, and sound judgment.

## EDDU 497

### Middle & Secondary Science Teaching Methods

**Instructor:** Michael J. Brody  
**office:** 138 Reid Hall  
**phone:** 994-5951  
**email:** [brody@montana.edu](mailto:brody@montana.edu)

**Class Meeting:** M & W 12:10 – 1:30

#### Dr. Brody's Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9					
10	EDCI 506	EDCI 506	EDCI 506	EDCI 506	EDCI 506
11	EDCI 506	Office Hour	EDCI 506	Office Hour	EDCI 506
12		EDSD 497		EDSD 497	
1		EDSD 497		EDSD 497	
2	EDCI 575	Office Hour	EDCI 575	Office Hour	EDCI 575
3	EDCI 575	Dept. Meet	EDCI 575	Office Hour	EDCI 575

#### **Important Books in AJM 121:**

A Sourcebook for the Biological Sciences  
 Earth Science Curriculum Activities Kit  
 Hands-On Earth Science Activities  
 Invitations to Science Inquiry  
 Hands on Physics Activities  
 Chemical Demonstrations vol. 1  
 Chemical Demonstrations vol. 2  
 Idea Bank Collation vol. 1

## Content of EDU 497 Secondary Science Teaching

The course is made up of sections, each of which requires a variable amount of time. Some parts of these are individual study, others are more structured and formal. Several major themes such as constructivism, learning theory, science process skills, structure of scientific disciplines, assessment, lab safety and computer applications will be presented throughout the course. These will help form linkages between the various units and assignments. As an advanced learner you will be given a great deal of independence in your learning about science teaching.

If there was one thing to make very clear it would be that in this class we are going to try and help you learn the importance of moving from a dogmatic, teacher centered, information transfer approach to teaching science to a student centered approach emphasizing the role of the student in constructing knowledge and negotiating new science meaning with other learners and the teacher. This approach is based on the inherent inquiry processes upon which all science is built. This is the logical outgrowth of our college's emphasis on constructivism as the foundation of teaching and learning. This is a formidable task since most of our science background is based in old behaviorist paradigms and we have only one course in your entire career to affect the desired change. We will try to help you understand the importance of this transition. Please be open to new ways of thinking and critical of your science education training. We hope to help you become an effective teacher for what most educators believe is an exciting but different future career in education.

Second, we will emphasize reflective teaching as a way for you to constantly improve your education practices through out your career. The class is designed for you to learn skills and grow into a perspective that empowers you to make intelligent decisions about teaching and learning. This approach should inevitably lead to self-reliance and confidence in your ability to continually improve as a teacher. Along with it comes the anxiety of having to make decisions on your own, accepting the fact that nobody is perfect and be able to give and take constructive criticism will help you become a better teacher.

## STANDARDS IN SCIENCE FOR BEGINNING TEACHER LICENSING AND DEVELOPMENT

The teacher of science understands the central ideas, tools of inquiry, applications, structure of science and of the science disciplines he or she teaches and can create learning activities that make these aspects of content meaningful to students.

The teacher of science understands how students learn and develop and can provide learning opportunities that support students' intellectual, social, and personal development.

The teacher of science understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

The teacher of science understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

The teacher of science uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

The teacher of science uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The teacher of science plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The teacher of science understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the student.

The teacher of science is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

The teacher of science fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

## Major Assignments

### Unit 1. An Overview of Science Education, Professional Literature and Giving a Lecture

This section is designed as a starter in the course, during it you will be introduced to educational techniques such as concept mapping and writing in the subject area. Specific objectives and requirements will be provided through handouts and discussion. An introductory library assignment will be completed. Students will give a lecture/demo in class and construct a concept map in their subject area.

The teacher of science understands the central ideas, tools of inquiry, applications, structure of science and of the science disciplines he or she teaches and can create learning activities that make these aspects of content meaningful to students.

### Unit 2. Inquiry-Based Learning & The Science Learning Laboratory

In this section we will review scientific inquiry, laboratory procedures and science process skills. Practical laboratory safety skills will be emphasized. A laboratory file, Vee analysis, materials inventory and safety check will be made. In addition, you will participate as a member of a small group and conduct a mini laboratory for the class.

The teacher of science understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Teachers of science understand that the nature of science, how students develop and learn, and the variety of experiences and interests that students bring to class all drive the selection of science activities that focus on understanding important ideas, inquiry and application. Teachers strive to create a balance between a variety of instructional approaches. Teachers of science know that whether reading a text, studying a research article, designing an investigation, organizing data on a computer, defending an idea or presenting conclusions during an exhibition, students can focus on science understanding, inquiry and application.

### Unit 3. Organization and Design of Curriculum for Science Instruction

This section will include the design of lesson unit plans for middle level and high school science teaching. The instructional format is primarily independent study. Please be advised that this is very time consuming and must be started early in the course. Several class periods will be provided to assist in the completion of curriculum units. New approaches to science teaching are encouraged.

The teacher of science plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### Unit 4. Microteaching

You will microteach a self-contained lesson exhibiting specific teaching skills. These may include: visual aids, handouts, questioning, demonstrations or computer applications. Self evaluation and peer evaluation of your microteaching are an important part of this unit.



## Selected Learning Outcomes

1. develop inquiry strategies as learners and teachers of science,
2. understand science in the context of secondary curriculum; scope, sequence, content and terminology,
3. understand how science integrates with other disciplines,
4. examine, compare and critique textbooks, curriculum, resource materials and trade books for use in the classroom,
5. learn science content particularly as it relates to content integration,
6. become aware of personal knowledge, skills and attitudes in relation to science teaching,
7. understand the nature of science and especially science process skills,
8. learn and practice laboratory safety skills,
9. appreciate how social and cultural influences (including gender) affect our understanding of science
10. learn new skills such as performance assessment, concept mapping, Vee diagram and cooperative learning strategies and
11. be actively involved in the transition from student learning to teacher thinking and acting.
12. apply Native American concepts and examples to Science instruction

### Inclusion

Montana State University considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. MSU expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socioeconomic status, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Disability Services or the Office of Institutional Equity

Throughout the course the following topics will be developed:

#### Teaching Strategies

Within the science classroom, or any classroom, there is the opportunity to use a number of different teaching strategies. Most strategies chosen by teachers are based on their preferred teaching/learning styles. The emphasis throughout the course is to make the student more familiar with some of the teaching options available in the science classroom.

#### Field Experiences

The purpose of the practicum is to enhance your methods course. It allows you to work with a middle or high school teacher in your content area while studying methods of science instruction. It is the real life experience that is essential for your learning. The practicum is designed to help you transition to student teaching.

## Grading Policy

Your work will be evaluated using point values:

1)	Content & Overview (I)	10
2)	Inquiry & Laboratory (II)	20
3)	Organization of Curriculum (III)	30
4)	Microteaching (IV)	10
5)	self evaluation of performance	5

7) Twenty five points are assigned by instructor for class attendance and class participation including being on time for class, cooperation and positive contributions to classroom activities.

If you choose to turn in late assignments, point value will be lost unless there are prior excused extenuating circumstances.

## Major Themes of EDU 497

**Constructivism**, the active construction of knowledge by the learner, guides the process of science teaching and learning.

**Science Knowledge** is constructed by people based on the accepted science **content** (concepts, principles, theories and philosophies of various science disciplines) and science **process** skills (questioning, observation, data collection, etc.) within the specific scientific domain.

**Science Learning** depends on the existing knowledge of the student (which is influenced by gender, culture, society, etc.), individual learning style and developmental level.

Accepted **Science Standards**, from national to local, guide curriculum, teaching, learning and assessment.

**Science Teaching** should be based on constructivist principles including: the active engagement of the learner, interdisciplinary approaches, positive attitudes of mind and relevance to the learner. This includes emphasis on **Laboratory Safety**.

**Science Teaching Strategies** should actively engage the learner in the construction of new knowledge that is based on the integration of new knowledge with existing knowledge and relevant application in the real world. These strategies include both individual and group work and student centered approaches with the teacher acting as a facilitator.

Effective science teaching is based on **Intelligent Planning**. This includes annual, semester, unit and daily planning.

**Assessment** is a routine part of every lesson and is integral to teacher and student learning. This includes both traditional and alternative assessment approaches.

**EDU 498 (1-Credit)  
Digital Learning Internship  
Spring 2020**

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**Instructor:** Dr. Nicholas Lux  
Email: [nicholas.lux@montana.edu](mailto:nicholas.lux@montana.edu)  
Office Hours: TBA (and by appointment)

Ph: 994-6581  
Office: Reid 209

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**COURSE DESCRIPTION**

The Digital Learning Internship is a course focused on supporting pre-service teachers' conceptualization, design, and implementation of digital learning with specific focus on computer science and computational thinking concepts and instruction. A secondary intent of the course is to consider how the use of digital tools can enhance teaching and learning at various levels of integration. A third focus of this is on the integration of computer science content into students' practicum experience.

During the internship, students will develop a computer science/computational thinking unit in which they will specifically contend with integrating CS concepts across a unit relevant to their practicum experience. In addition, students will consider how technology might be used to address in that balanced literacy unit the principles of universal design for learning to give all individuals equal opportunities to learn.

**LEARNING OUTCOMES**

- Students will develop effective and practical strategies for the meaningful integration of computer science and computational thinking to support the instructional process
- Students will develop effective and practical strategies for the meaningful integration of computer science and computational thinking to promote and model the safe, effective, and ethical use of computer hardware, software, peripherals, and networks
- Students will purposefully and deliberately integrate technology within the accompanying computer science/computational thinking unit
- Students will use technology within computer science/computational thinking unit to specifically target digital literacy through the lens of their specific major (e.g. math or science education)
- Students will integrate technology to address the core principles of universal design for learning and to address key digital citizenship concepts

**CLASS MEETING TIME:**

Online

**REQUIRED RESOURCES**

Supplemental readings, videos, and resources will be provided via D2L as needed.

**ACADEMIC EXPECTATIONS**

Students in this course are expected to adhere to the conduct guidelines as presented in the MSU Student Conduct Code. The full conduct code can be found at:

[www2.montana.edu/policy/student\\_conduct/cg600.html](http://www2.montana.edu/policy/student_conduct/cg600.html)

**OVERVIEW OF MAJOR ASSIGNMENTS**

Over the course of the semester, students will engage in the following assignments:

- 1) Technology Integration Project: Balanced Literacy Unit (50 points)
- 2) Final Reflection (50 points)

**COURSE ASSIGNMENTS**

<b>Requirements</b>	<b>Points Possible</b>
Technology Integration Project: computer science/computational thinking Unit	50
Final Reflection	50
<b>TOTAL POINTS POSSIBLE</b>	<b>100</b>

## COURSE SCHEDULE

Due to the dynamic nature of the collaborative cohort model at Hyalite, EDU 498 students must remember that this schedule itself must remain flexible and dynamic. Therefore, we ask for your understanding as it is adjusted over the course of the semester.

ASSIGNMENT	DUE DATE
Computer science/computational thinking unit	TBD
Final Reflection	TBD

## SPECIFIC ASSIGNMENT DETAILS

Although a considerable amount of the work you complete for the 1-credit technology internship will be rooted in practical application of the theories and tools we explore when we periodically meet, several assignments will be used to document your learning as you put those ideas into practice.

### 1) **TECHNOLOGY INTEGRATION PROJECT: COMPUTER SCIENCE/COMPUTATIONAL THINKING UNIT (100 POINTS)**

The primary focus of your work for the EDU 498 Technology Internship will focus on building in purposeful, deliberate, and intentional technology into the computer science/computational thinking unit you will be completing for the accompanying methods course. In other words, your efforts will focus on considering how you might use computer science/computational thinking in a targeted manner within that unit.

This work will include four primary additions to the computer science/computational thinking unit:

- 1) General Technology Integration Overview
- 2) Computer science/computational thinking concepts to be addressed
- 3) Technology Integration/UDL in four of the lessons you will develop for the unit
- 4) Purposeful Use of Technology Reflection

In addition, your instructor will provide a series of screencast videos that should be watched. These screencasts will provide you with an overview of the assignment, as well as considerations that should be made when building in the technology components into the computer science/computational thinking unit.

Assignment specifics can be found in D2L.

### 2) **FINAL REFLECTION PROJECT**

**Length: Less than 5 pages (Double-spaced)**

The intent of the final paper is to encourage a critical reflection about how you see technology supporting teaching and learning, and in particular, supporting your computer science/computational thinking instruction. To that end, your response paper should be clear and substantive, and articulate when, where, and why you think technology should be integrated to support teaching and learning in computer science/computational thinking.

Assignment specifics can be found in D2L.

# CSCI 107: The Joy and Beauty of Computing

Fall 2018

Date	Python Topic	Computing Topic	Graded Events
08.27 <a href="#">08.29</a> <a href="#">08.31</a>	Course Introduction <a href="#">Python Introduction</a> <a href="#">Python Introduction</a>	<a href="#">Anyone Can Learn Video</a> <a href="#">Growth Mindset</a> <a href="#">Computer Science Demographics</a> (p. 19)	
09.03 <a href="#">09.05</a> <a href="#">09.07</a>	Labor Day - No Classes! <a href="#">Python Introduction</a> <a href="#">Simple Python Data</a>	<a href="#">Stereotype Threat</a> <a href="#">Unconscious Bias</a>	<a href="#">Assignment 1</a>
<a href="#">09.10</a> <a href="#">09.12</a> <a href="#">09.14</a>	<a href="#">Simple Python Data</a> <a href="#">Simple Python Data</a> <a href="#">Turtle Graphics</a>	<a href="#">Brotopia</a>  <a href="#">Fortnite</a>	<a href="#">Assignment 2</a>
<a href="#">09.17</a> <a href="#">09.19</a> 09.21	<a href="#">Turtle Graphics</a> <a href="#">Turtle Graphics</a> <a href="#">Turtle Graphics</a>	<a href="#">Twitch</a>  <a href="#">Donna Dubinsky, CEO of Numenta</a>	<a href="#">Assignment 3</a>
09.24 <a href="#">09.26</a> 09.28	<a href="#">Practice Practicum</a> Practice Practicum Solutions Take Practicum	<a href="#">College of Engineering ePals</a> <a href="#">Grace Hopper Conference</a>	Practicum 1
<a href="#">10.01</a> <a href="#">10.03</a> <a href="#">10.05</a>	<a href="#">Course Survey, Functions</a> Return Practicum <a href="#">Functions</a>	<a href="#">Laws of Technology</a>  <a href="#">Software Developer Scarcity</a>	<a href="#">Assignment 4</a>
<a href="#">10.08</a> <a href="#">10.10</a> 10.12	<a href="#">Functions</a> <a href="#">Modules</a> <a href="#">Modules</a>	<a href="#">5G Networks</a>  <a href="#">Laura Orvidas, CEO of onX</a>	<a href="#">Assignment 5</a>
<a href="#">10.15</a> <a href="#">10.17</a> <a href="#">10.19</a>	<a href="#">Debugging Interlude</a> <a href="#">Selection</a> <a href="#">Selection</a>	<a href="#">Social Media Disinformation</a>  <a href="#">MSU Computer Science Degrees</a>	<a href="#">Assignment 6</a>
10.22 <a href="#">10.24</a> 10.26	<a href="#">Practice Practicum</a> Practice Practicum Solutions Take Practicum	<a href="#">Spring Registration</a>	Practicum 2
<a href="#">10.29</a> <a href="#">10.31</a> 11.02	Return Practicum <a href="#">More About Iteration</a> , Assignment 7 <a href="#">More About Iteration</a>	<a href="#">NSF Big Ideas Video</a>  <a href="#">Chris Nelson, CEO of Zoot Enterprises</a>	<a href="#">Assignment 7</a>
<a href="#">11.05</a> <a href="#">11.07</a> <a href="#">11.09</a>	<a href="#">More About Iteration</a> <a href="#">More About Iteration</a> <a href="#">Recursion</a>	<a href="#">Civility</a>  <a href="#">Nobel Prize Winner Uses Python</a>	
11.12 <a href="#">11.14</a> 11.16	Veteran's Day - No Classes! <a href="#">Recursion</a> Work on Assignment 8	<a href="#">oSTEM Conference</a>	<a href="#">Assignment 8</a>
<a href="#">11.19</a> 11.21 11.23	<a href="#">Recursion</a> Thanksgiving - No Classes! Thanksgiving - No Classes!	<a href="#">Atlas Robot, Drywall Robot</a>	
<a href="#">11.26</a> <a href="#">11.28</a> <a href="#">11.30</a>	<a href="#">Strings</a> <a href="#">Strings, Survey</a> <a href="#">Strings</a>	<a href="#">ACM Code of Ethics</a>  <a href="#">AI Code of Ethics</a>	<a href="#">Assignment 9</a>
<a href="#">12.03</a> 12.05 <a href="#">12.07</a>	Assignment 9, Assignment 10 <a href="#">Practice Practicum</a> Practice Practicum Solutions	<a href="#">Uber ATG</a>	<a href="#">Assignment 10</a>
12.11	Take Practicum	8:00 a.m. - 9:50 a.m. in Linfield 301	Practicum 3

## Meeting Times

- Monday, Wednesday, Friday from 2:10 p.m. - 3:00 p.m. in Linfield 301.

## Instructor

- [John Paxton](#)
  - Office Hours: Monday, Friday from 3:10 p.m. to 4:00 p.m., Wednesday from 10:00 a.m. to 10:50 a.m. and by appointment.
  - Office: Barnard Hall 353
  - E-Mail: john DOT paxton AT montana DOT edu

## Course Assistants

- Brendan Kristiansen
  - Availability for Assistance: Monday from 4:10 p.m. until 5:00 p.m., Thursday from 2:10 p.m. until 4:00 p.m. and by appointment.
  - Location: Barnard Hall 259
  - E-Mail: brendan DOT kristiansen AT ecat1 DOT montana DOT edu
- Christian Marquardt (Wednesday and Friday lectures)
  - Availability for Assistance: Wednesday from 9:00 a.m. until 9:50 a.m. and by appointment.
  - Location: Barnard Hall 259
  - E-Mail: christian AT marquardt AT ecat1 DOT montana DOT edu
- Justin McGowen (Monday and Wednesday lectures)
  - Availability for Assistance: Thursday from 1:30 p.m. until 3:00 p.m. and by appointment.
  - Location: Barnard Hall 259
  - E-Mail: justin DOT mcgowen AT ecat1 DOT montana DOT edu
- Kyle Webster (Monday and Friday lectures)
  - Availability for Assistance: Tuesday from 10:00 a.m. until 10:50 a.m. and by appointment.
  - Location: Barnard Hall 259
  - E-Mail: kyle DOT webster AT ecat1 DOT montana DOT edu

## Other Help

- [Computer Science Success Center](#)
- [Smarty Cats Tutoring](#)

## [Additional Course Information](#)

*Last modified: December 7, 2018.*

# CSCI 127: The Joy and Beauty of Data

Spring Semester 2019

## Syllabus

Date	Lecture Topic	Computing Topic
Wednesday, January 9 ( <a href="https://montana.techsmithrelay.com/uft0">https://montana.techsmithrelay.com/uft0</a> )	Data Types (lectures/Intro/SimpleData/)	
Thursday, January 10	Turtle Graphics	Gamifying Work ( <a href="https://www.fastcompany.com/90260703/the-side-of-gamifying-work">https://www.fastcompany.com/90260703/the-side-of-gamifying-work</a> )
Friday, January 11 (materials/jan11.py)	(lectures/Intro/TurtleGraphics/)	
Monday, January 14 ( <a href="https://montana.techsmithrelay.com/ZuLC">https://montana.techsmithrelay.com/ZuLC</a> )	Turtle Graphics Events (lectures/Intro/TurtleGraphics/events.html)	
Wednesday, January 16 ( <a href="https://montana.techsmithrelay.com/qCDq">https://montana.techsmithrelay.com/qCDq</a> )	Functions (lectures/Intro/Functions/)	Donald Knuth
Thursday, January 17	Selection (lectures/Intro/Selection/)	( <a href="https://www.nytimes.com/2018/12/17/science/donald-knuth-computers-algorithms-programming.html?action=click&amp;module=Top%20Stories&amp;pgtype=Homepage">https://www.nytimes.com/2018/12/17/science/donald-knuth-computers-algorithms-programming.html?action=click&amp;module=Top%20Stories&amp;pgtype=Homepage</a> )
Friday, January 18 ( <a href="https://montana.techsmithrelay.com/Nk7E">https://montana.techsmithrelay.com/Nk7E</a> )		
Monday, January 21	Martin Luther King Day - No Class!	
Wednesday, January 23 ( <a href="https://montana.techsmithrelay.com/mWht">https://montana.techsmithrelay.com/mWht</a> )	Iteration (lectures/Intro/Iteration/)	
Thursday, January 24	Modules (lectures/Intro/Modules/)	CRISPR ( <a href="https://spectrum.ieee.org/biomedical/diagnostics/sc-helps-gene-editing-tool-crispr-live-up-to-its-hype">https://spectrum.ieee.org/biomedical/diagnostics/sc-helps-gene-editing-tool-crispr-live-up-to-its-hype</a> )
Friday, January 25 ( <a href="https://montana.techsmithrelay.com/jgeq">https://montana.techsmithrelay.com/jgeq</a> )		
Monday, January 28 ( <a href="https://montana.techsmithrelay.com/xRqc">https://montana.techsmithrelay.com/xRqc</a> )	Strings (lectures/Intro/Strings/)	
Wednesday, January 30 ( <a href="https://montana.techsmithrelay.com/lnZ2">https://montana.techsmithrelay.com/lnZ2</a> )	Recursion (lectures/Intro/Recursion/)	
Thursday, January 31	Lists (lectures/Lists/lists-1.html)	Deep Learning
Friday, February 1 ( <a href="https://montana.techsmithrelay.com/E5GB">https://montana.techsmithrelay.com/E5GB</a> )		( <a href="https://www.forbes.com/sites/bernardmarr/2018/10/01/what-deep-learning-ai-a-simple-guide-with-8-practical-examples/#23c3d1a58d4b">https://www.forbes.com/sites/bernardmarr/2018/10/01/what-deep-learning-ai-a-simple-guide-with-8-practical-examples/#23c3d1a58d4b</a> )
Monday, February 4 ( <a href="https://montana.techsmithrelay.com/1dUb">https://montana.techsmithrelay.com/1dUb</a> )	Lists (lectures/Lists/lists-2.html)	
Wednesday, February 6 ( <a href="https://montana.techsmithrelay.com/qDM6">https://montana.techsmithrelay.com/qDM6</a> )	Lists (lectures/Lists/lists-3.html)	
Thursday, February 7	Review (lectures/Practicums/P1/)	DeepMind AlphaStar
Friday, February 8 ( <a href="https://montana.techsmithrelay.com/uNP8">https://montana.techsmithrelay.com/uNP8</a> )		( <a href="https://www.engadget.com/2019/01/24/deepmind-ai-starcraft-demonstration-tlo-mana/">https://www.engadget.com/2019/01/24/deepmind-ai-starcraft-demonstration-tlo-mana/</a> )
Monday, February 11	Practicum 1	
Wednesday, February 13 ( <a href="https://montana.techsmithrelay.com/agv7">https://montana.techsmithrelay.com/agv7</a> )	Practicum Solution	
Thursday, February 14	Files (lectures/Files/files-1.html)	How Bitcoin Works ( <a href="https://www.youtube.com/watch?v=bBCnXj3Ng4">https://www.youtube.com/watch?v=bBCnXj3Ng4</a> )
Friday, February 15 ( <a href="https://montana.techsmithrelay.com/wK19">https://montana.techsmithrelay.com/wK19</a> )		
Monday, February 18	President's Day - No Class!	
Wednesday, February 20 ( <a href="https://montana.techsmithrelay.com/6O5H">https://montana.techsmithrelay.com/6O5H</a> )	Files (lectures/Files/files-2.html)	
Thursday, February 21	Files (lectures/Files/files-3.html)	Smart Stores
Friday, February 22 ( <a href="https://montana.techsmithrelay.com/mrJh">https://montana.techsmithrelay.com/mrJh</a> )		( <a href="https://www.theatlantic.com/technology/archive/2019/01/wa-tests-new-smart-coolers/581248/">https://www.theatlantic.com/technology/archive/2019/01/wa-tests-new-smart-coolers/581248/</a> )



Date	Lecture Topic	Computing Topic
Monday, February 25 ( <a href="https://montana.techsmithrelay.com/3Bc6">https://montana.techsmithrelay.com/3Bc6</a> ) Wednesday, February 27 [1] ( <a href="https://montana.techsmithrelay.com/Kjut">https://montana.techsmithrelay.com/Kjut</a> ), [2] ( <a href="https://montana.techsmithrelay.com/KnR9">https://montana.techsmithrelay.com/KnR9</a> ) Thursday, February 28 Friday, March 1	Dictionaries (lectures/Dictionaries/day-1.html) Dictionaries (lectures/Dictionaries/day-2.html) Dictionaries (lectures/Dictionaries/day-3.html)	Microsoft Culture ( <a href="https://qz.com/work/1539071/how-microsatya-nadella-rebuilt-the-company-culture/">https://qz.com/work/1539071/how-microsatya-nadella-rebuilt-the-company-culture/</a> )
Monday, March 4 Wednesday, March 6 Thursday, March 7 Friday, March 8	Object Oriented Basics (lectures/OOP/day-1.html) Object Oriented Basics (lectures/OOP/day-2.html)  Object Oriented Basics (lectures/OOP/day-3.html)	Computational Thinking ( <a href="https://www.seattletimes.com/educ/lab/student-voices-why-all-kids-need-to-learn-computer-science">https://www.seattletimes.com/educ:lab/student-voices-why-all-kids-need-to-learn-computer-scie</a> )
Monday, March 11 Wednesday, March 13 Thursday, March 14 Friday, March 15	More Object Orientation (lectures/OOP-2/day-1.html) More Object Orientation (lectures/OOP-2/day-2.html)  More Object Orientation (lectures/OOP-2/day-3.html)	Chinese Romance Video Games ( <a href="https://www.wired.co.uk/article/china-love-games">https://www.wired.co.uk/article/china-love-games</a> )
Monday, March 18 Wednesday, March 20 Thursday, March 21 Friday, March 22	Spring Break - No Class! Spring Break - No Class! Spring Break - No Class! Spring Break - No Class!	
Monday, March 25 Wednesday, March 27 Thursday, March 28 Friday, March 29	Review (lectures/Practicums/P2/ Practicum 2  Practicum Solution	TBA
Monday, April 1 Wednesday, April 3 Thursday, April 4 Friday, April 5	NumPy Module (lectures/Numeric/day1.html) NumPy Module (lectures/Numeric/day2.html)  NumPy Module (lectures/Numeric/day3.html)	TBA
Monday, April 8 Wednesday, April 10 Thursday, April 11 Friday, April 12	matplotlib Module (lectures/Plot/day1.html) matplotlib Module (lectures/Plot/day2.html)  matplotlib Module (lectures/Plot/day3.html)	TBA
Monday, April 15 Wednesday, April 17 Thursday, April 18 Friday, April 19	pandas Module (lectures/pandas/day1.html) pandas Module (lectures/pandas/day2.html)  University Day - No Class!	

<b>Date</b>	<b>Lecture Topic</b>	<b>Computing Topic</b>
Monday, April 22	pandas Module	
Wednesday, April 24	(lectures/pandas/day3.html)	
Thursday, April 25	scikit-learn Module	
Friday, April 26	(lectures/Learning/day1.html)	TBA
	Review (lectures/Practicums/P3/)	
Friday, May 3	Final Practicum, 8:00 a.m. - 9:50 a.m.	

## Additional Information (more.html)

Last modified: February 27, 2019.

# CSCI 132 : More Information

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## Resources

### [Syllabus](#)

Textbook :  
Data Structures and Algorithms in Java  
6th edition, Goodrich, Tamassia, Goldwasser  
Available at the MSU Bookstore

Java API (Oracle):  
<http://www.oracle.com/technetwork/java/api-141528.html>

D2L (aka Brightspace) — tracks assignments, grading, notes, etc.  
<https://ecat1.montana.edu/>

## Downloads

**Java JDK**  
<http://www.oracle.com/technetwork/java/javase/downloads/index.html>

*Please use one of the following IDEs for your labs and projects:*

**Eclipse:**  
<https://www.eclipse.org/downloads/>

**Netbeans:**  
<http://www.oracle.com/technetwork/java/javase/downloads/jdk-netbeans-jsp-142931.html>

## [Catalog Information](#)

**CSCI 132. Basic Data Structures and Algorithms. 4 Credits.** (3 Lec, 1 Lab)  
PREREQUISITE: [CSCI 111](#) or [CSCI 127](#) and [M 151Q](#). An examination of advanced Java and basic data structures and their application in problem solving. Data structures include stacks, queues and lists. An introduction to algorithms employing the data structures to solve various problems including

searching and sorting, and recursion. Understanding and using Java class libraries. The laboratory uses Java. Introduces Big-O Notation.

## Course Outcomes

By the end of this course, students should be able to:

- Design and implement a class in Java
- Explain the concept of an ADT
- Implement linked lists, stacks, queues, and deques
- Apply consistent documentation and program style standards in Java
- Be able to determine the time complexity of simple algorithms

## Graded Items

15% Exam 1

15% Exam 2

20% Final Exam; The final will not be given early.

25% Labs (the "in-lab" assignments are generally one or two hour programming exercises. They take place during time assigned by section, and proctored by TAs)

25% Projects (out-of-lab programming assignments that take longer than inlabs)

**IMPORTANT:** To pass the course, you must average a score of at least 50% on the exams. It is not possible to pass the course with an average of 49% on the exams and 100% on all the labs.

## Policies

### Grading

At the end of the semester, grades will be determined (after any curving takes place) based on your class average as follows:

- 93+: A
- 90+: A-
- 87+: B+
- 83+: B
- 80+: B-
- 77+: C+

- 73+: C
- 70+: C-
- 67+: D+
- 63: D
- 60: D-

## **Lateness**

Assignment with due dates attached to them are due at the assigned time, and will not be accepted late for credit. You may speak with the TA/grader for your section regarding exceptional cases, but the policy is that the work must be done by the time assigned.

A really good idea is to regard the due date for an assignment as a hard extreme, and set your own "soft" due date a day or two earlier.

## **Collaboration**

For the lab portion of this course, you may talk together with other students about approaches or specific details of a class or method. However, you are to do your own design, implementation, and coding of the labs and projects unless expressly told otherwise. Students in violation of this policy are subject to charges of academic dishonesty, an "F" for the course and being reported to the Dean of Students.

## **Conduct Guidelines and Grievance Procedures for Students:**

[http://www2.montana.edu/policy/student\\_conduct](http://www2.montana.edu/policy/student_conduct)

## **MSU Policy and Procedures Manual**

<http://www2.montana.edu/policy>

*Last modified: January 3, 2019*

# CSCI 215: Social and Ethical Issues in Computer Science

Spring 2019

## Meeting Times

- Lecture: Tues-Thurs, 3:05:3:55 pm, Gaines 243
- Recitations: varies based on your section

## Instructor

- Dr. Mary Ann Cummings
  - E-mail: mary.cummings1@montana.edu
  - Phone: (406) 994-3547
  - Office Hours: Monday thru Friday 11:00-12:00pm, or by appointment.
    - Location: NORM 253C

## TA Information

- Amy Peerlinck, Office hour: Wed, 12-1pm, email: amy.peerlinck@student.montana.edu

## Course Description

The first part of this course is to explain what a career as a computer scientist is like. It will introduce you to issues you will/may encounter as you work. The second part of this course is to go over ethical issues in computer science that exist today. We will use current news to frame our discussions.

To determine if you are understanding these concepts, you will be writing papers that show you can apply or think through the concepts we are learning. This course is very much about discussion and getting you to think through issues. Think about this as a fun course that you will remember for the rest of your career.

## Books used

- **Optional:** *Ethics in a Computing Culture*, by Bo Brinkman and Alton Sanders
- **Optional:** *Brotopia*, by Emily Chang
- **Optional:** *Sticking Points* by Haydn Shaw

## Course Outcomes

At the end of this course, you should be able to:

- Describe what it means to have a career in computer science
- Describe what it is like to work in a multi-generational work environment
- Describe issues with being a woman computer scientist
- Describe current ethical issues in computer science
- Describe examples of current ethical issues in computer science

## Things to Know

If you get sick and cannot make it to recitation or get your assignment in on time, you must contact me before recitation to discuss your options. In order to have options, you must provide a note from a doctor/clinic. Those who are participating in school sanctioned events also need to contact me before recitation or the assignment is due to discuss your options (will need a note from the school for this).

Be respectful of your fellow students and me. Do not talk to your class mates during class. Do not use your phone during class.

I will ask you to get in groups often to answer a question I pose.

Changes from last semester:

- I will look for up to 3 volunteers in class to discuss what they are to do in recitation. If you are picked, you will not have to go to recitation that week.
- The papers are now 2 pages long and will have a grading rubric that includes content, organization, and presentation (grammar counts).
- You will need to discuss your recitation topic for 3 minutes (vice 2 minutes).
- We will do a lot of group discussion and then have the groups provide the results of their talks.

## Inclusive Learning Environment

This classroom is a place where you will be treated with respect. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of this class.

## Grading

- Participation/Attendance → 40% - you need to attend recitation and you need to talk
- 7 assignments → 40%
- Final (group presentation) -> 20%

Each assignment is worth 100 points.

Each week in recitation is worth 8 points. You will receive 4 points for attending the recitation and 4 points for talking in class about the recitation item listed above for over 2 minutes. If you talk for less than 2 minutes, you will (instead) receive 2 points.

Each week, I will ask for up to 3 volunteers in class to talk about what you would have talked about in recitation. If you are picked, then you don't have to go to recitation that week.

If you miss recitation, you must let me know ahead of time. If you provide me a doctor's note or a letter showing that you are away because of a MSU sponsored event, you get 4 points. To get the other 4 points, I will ask you to write a 2 page paper on what you would have said in recitation.

At the end of the semester, final grades will be determined as follows:

- 93+: A
- 90+: A-
- 87+: B+
- 83+: B
- 80+: B-
- 77+: C+
- 73+: C
- 70+: C-
- 67+: D+
- 63: D
- 60: D-
- 

## Late Policy

Assignments will be submitted through BrightSpace, and no late assignment is accepted. Exception will only be given to extreme cases, like a student being sick with a dr's note. In this case, the student must contact me before the due date/time in order to get a delay in the assignment.

## Collaboration Policy



You must write your paper alone – no group participation.

You will have a group project as the final project in the class.

You *may* (unless otherwise noted)

- Discuss your ideas with other people, but still have to write your solution by yourself.
- Use Internet resources, provided that a reference is given.

Failure to abide by these rules will result in everyone involved being reported to the Dean of Students and receiving an F for the course.

## Assignments

All papers are be 2 pages in length. You will be graded on technical content, organization, and presentation.

Week/Date	Lecture Topic	Assignment
1 10 January	Course Overview, computer science jobs/careers No recitations	Assignment 1 (due 1/15)
2 15 Jan 17 Jan	Myers Briggs and your personality type 30 year plan Conflicts in views of what your job represents Security concerns Recitations: describe your Myers Briggs type and how you fit the MY/CS paper	Assignment 2 (due 1/22)
3 22 Jan 24 Jan	Brotopia Resumes Recitations: 30 year plan	Assignment 3 (due 1/29)
4 29 Jan 31 Jan	Multi-generational work environment: Recitations: read an article on Brotopia book and discuss an issue you found from the article	Assignment 4 (due 2/5)
5 5 Feb 7 Feb	CS Issue: False Missile Alert Teaming/Agile development Recitations: generational discussions	Assignment 5 (due 2/14)
6 12 Feb 14 Feb	Definition of ethical/moral and what it means in a society Recitations: research an agile software development process and describe something	

	(issue, benefit) that you might see occurring in this type of environment	
7 19 Feb 21 Feb	Ethical Issue - Intellectual and Intangible property Recitations: research the False Missile Alert beyond what we discussed in class and talk about that	
8 26 Feb 28 Feb	Ethical Issue - artificial intelligence, autonomous systems, drones Recitations: discuss an example of an ethical issue with intellectual and intangible property	
9 5 Mar 7 Mar	Ethical Issues - privacy, censorship, freedom of speech and freedom of the press Recitations: discuss an example of an ethical issue with artificial intelligence, autonomous systems, drones	
10 12 Mar 14 Mar	Ethical Issues – cyber bullying, social media Recitations: discuss an example of an ethical issue caused by technology regarding privacy, censorship, freedom of speech and freedom of the press	
11 26 Mar 28 Mar	Ethical Issues – vulnerable groups, group discussions Recitations: discuss an example of with cyber bullying or ethical issue with social media	Assignment 6 (due 4/2)
12 2 Apr 4 Apr	Ethical Issues – Trust, safety, and reliability Recitations: discuss an example of ethical issues with vulnerable groups and computer technology	Assignment 7 (due 4/16) Double points
13 9 Apr 11 Apr	Ethical Issues – Hacking, cyber attacks Recitations: discuss an example of a trust, safety and reliability issue that has occurred recently with software	
14 16 Apr 18 Apr	Teleworking Computer scientists vs engineers No recitations: prepare for group presentation	
15 23 Apr 25 Apr	group presentations No recitations	
30 Apr	NO FINAL – will meet to continue group projects	

2pm- 3:50pm		
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Schedule, assignments and grade weights subject to change.

# CSCI 232: Data Structures and Algorithms

## Spring 2019 Syllabus

**Instructor:** Dr. Brendan Mumey  
Email: [brendan.mumey@montana.edu](mailto:brendan.mumey@montana.edu)  
Office hours: Tue: 12:20 pm - 1:00 pm,  
Thu: 8:30 am - 10:20 am  
Barnard Hall 364

**TAs:** Peter Ottsen  
Email: [peter.k.ottsen@gmail.com](mailto:peter.k.ottsen@gmail.com)  
Office hours: Mon: 9:00 am - 11:00 am (Barnard Hall 259)

Mirpouya Mirmozaffari  
Email: [m.mirmozaffari@gmail.com](mailto:m.mirmozaffari@gmail.com)  
Office hours: Wed: 11:00 am - 1:00 pm (Barnard Hall 259)

**Lectures:** Tue/Thu: 10:50 am - 12:05 pm, Reid Hall 108

**Labs:** Fridays in Roberts Hall 111

### Resources

*Ecat (Brightspace):* Used for class announcements and lab/hw submission, grades:

<https://ecat.montana.edu>

*Google drive:* Course documents such as the lecture schedule and homework will be stored in this google drive folder:

<https://drive.google.com/open?id=1sM-ha-Ythswthcft-o8jXkKutzL2Tlp2>

### Textbook

Sedgewick and Wayne, Algorithms, Fourth Edition  
Textbook website: <https://algs4.cs.princeton.edu/home/>

### Course Outline

The purpose of this course is to provide the students with solid foundations in the basic concepts of programming: data structures and algorithms. Students will learn how to select and design data structures and algorithms that are appropriate for computational problems. This course is also about comparing algorithms and studying their

performance and computational complexity. It offers students a mixture of theoretical knowledge and practical experience using Java.

After the completion of this course students will have:

- An understanding of different data structures that are suitable for specific problems.
- An understanding of the design of algorithms based on different data structures.
- An understanding of algorithm complexity.
- The ability to implement data structures and algorithms.
- An understanding of paradigms for computational problem solving.
- An understanding of how common computational problems can be solved efficiently.

Topics covered include:

- Analysis of algorithms
- Priority queues and heaps
- Search trees
- Hash tables
- Graphs
- Minimum spanning trees

## Lab Assignments

There will be 4 lab assignments. You may work in groups of up to three students. You may submit your solution directly to the TA in lab or using ecat; if using ecat, only one person should submit, but the files should include the names of each group member.

## Homework Assignments

There will be 3 homework assignments that must be done individually. Solutions must be submitted through ecat, i.e. email submissions are NOT acceptable.

The deadline of each assignment (homework or lab) will always be **11pm** on the due date. Late assignments will receive a grade of zero.

## Extensions

If you have a documented illness preventing you from completing your assignments, you may request an extension prior to the deadline by sending email to Dr. Mumey. Extension is not automatic.

## Additional Resources

CS Student Success Center (Barnard 254):

<http://www.cs.montana.edu/student-success-center.html>

## **Grading Scheme**

Midterm	10%
Final	20%
Homework	30%
Labs	40%

Final course grades may be curved.

## **Attendance Policy**

- Class attendance is not required, but it is strongly encouraged.
- Lab attendance is not required, but it is strongly encouraged.
- When a class/lab is missed, it is the student's responsibility to obtain assignments and notes from classmates.

## **Special Accommodations**

A student in need of special accommodations must bring that need to my attention within the first two weeks of class. The need must be properly documented.

## **Academic Misconduct**

You are expected to complete your own work in this class. Cheating on exams or lab exercises is not fair to students who are honestly studying. Penalties for academic misconduct may include receiving a zero on an assignment or failing the course.

**ACTION**

**ITEM 27**

**CARROLL COLLEGE GOOD CAUSE  
EXTENSION PROPOSAL**

**Dr. Linda Vrooman Peterson  
Dr. Robert Stansberry, Director of Teacher  
Education, Carroll College**

# Montana Board of Public Education Executive Summary

**Date:** May 9-10, 2019

<b>Presentation</b>	Carroll College Proposal Requests a Two-year Good Cause Extension
<b>Presenter</b>	Linda Vrooman Peterson Office of Public Instruction
<b>Position Title</b>	Administrator Accreditation and Educator Preparation Division
<b>Overview</b>	<p>This is a discussion item.</p> <p>This presentation by Dr. Robert Stansberry, Director of the Teacher Education Program (TEP) at Carroll College requests the BPE to consider a two-year Good Cause Extension of TEP's site visit. The recent program prioritization of the education program and the final decisions recommended by the Carroll College President John Cech and approved the Board of Directors require significant curricular changes to the TEP. Dr. Stansberry outlines the TEP changes and future directions for Carroll College TEP including a teach-out plan for candidates who are enrolled in discontinued programs.</p> <p>Carroll College requests a two-year extension of the scheduled site visit in 2019 to 2021.</p>
<b>Requested Decision(s)</b>	Discussion
<b>Related Issue(s)</b>	The Montana Board of Public Education and State Superintendent of Public Instruction maintain a



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)



	seven-year accreditation cycle. For example, the rescheduled visit will be based on the original Scheduled Visit. If the scheduled visit were to occur in 2019, then the next scheduled visit will occur in five years or in 2026.
<b>Recommendation(s)</b>	Discussion



March 21, 2019

TO: Linda Vrooman Peterson, Division Administrator, Educator Preparation  
FROM: Robert Stansberry, Director of Teacher Education and Department Chair  
RE: Good Cause Extension Request

The Educator Preparation Program (EPP) at Carroll College is seeking a two-year extension for our term of accreditation. Specifically, we request an extension of the scheduled site visit in spring 2019 until spring 2021.

In accordance with CAEP Policy 6.06 and 6.02, the basis for this request includes substantive changes at Carroll College and in the EPP.

**Substantive Changes:**

1. Program Prioritization

Beginning fall, 2018, Carroll College embarked on a wide-ranging review and evaluation of all academic and administrative programs throughout the college campus. Data was used to generate reports from each academic and administrative program and submitted throughout the month of November. Over 170 Program reports were submitted to two task force groups (academic and administration) for review during December and January. Recommendations to maintain programs, to provide support and/or restructure programs in need, and to eliminate programs was presented to the Board of Trustees on February 22, 2019 for action. This review process has resulted in some significant changes in the educator licensure programs offered by Carroll College and altered the course of our accreditation work the remainder of this school year, as well as, the 2019-20 school year. Recommendations endorsed by the Board of Trustees in regard to the Teacher Education Program are as follows:

<b>Education Restructure:</b>	<b>Effective Start Date</b>
Discontinue the following Secondary Education Majors/Minors to be restructured as Broadfield Majors:	
<ul style="list-style-type: none"><li>• <b>Integrate this program into the English Secondary Education Major:</b> English Literature Secondary Education Major (Discontinued)</li></ul>	Fall 2019
<ul style="list-style-type: none"><li>• <b>Integrate these programs into a Broadfield Science Secondary Education Major:</b> Biology Secondary Education Major &amp; Minor (Discontinued); Chemistry Secondary Education Major &amp; Minor (Discontinued); Physics Secondary Education Minor (Discontinued)</li></ul>	Fall 2019

- **Integrate these programs into the Broadfield Social Studies Secondary Education Major:** History Secondary Education Major & Minor (Discontinued); History, Political Science, and Social Studies Secondary Education Major (Discontinued); History, Political Science Secondary Education Major (Discontinued); Political Science Secondary Education Major (Discontinued); Psychology Secondary Education Minor (Discontinued) Fall 2019

2. Changes in the General Education Requirements (Core):

After several years of work by the Core Committee, a proposal for a significant revision to the General Education Requirements (Core) was presented to the Faculty Assembly in September, 2018. After the faculty deliberated on the proposal during the fall, the new Core requirements were presented to the Board of Trustees for review and approval. Those new requirements were approved at the February 22, 2019 meeting. The new Core requirements will be implemented with the incoming freshman class in fall, 2019. Core requirements directly relate to the content knowledge required by Elementary Education majors. These changes will impact our accreditation work through the implementation of the new Core in the 2019-20 school year.

3. Changes in Personnel

In summer, 2017, the long-time administrator of the EPP retired and a new administrator was hired to begin in fall, 2017. The transition from a program administrator who had worked at Carroll for 30+ years has created a steep learning curve for the new administrator as the EPP works toward the accreditation visit. In addition, the overall staffing of the EPP has been reduced by one faculty member since the 2012 accreditation visit.

4. Revision of Program

With the change of administrators, the EPP is also revising the manner in which data is collected and analyzed. Beginning in the fall, 2018, the EPP will be revising evaluations and collecting data in an online format. Postponing the accreditation visit to spring, 2021 will allow the EPP to fully refine the data collection system and have 5 full semesters of data from this evaluation system for review and analysis.



## Good Cause Extension Request Form

Completed by Educator Preparation Provider (EPP)

<b>EPP:</b>	
<b>Requested By (Name and Title):</b>	<b>Contact Information (e-mail):</b>
<b>Scheduled Visit Semester:</b>	<b>Scheduled Visit Type</b> (e.g. Continued, First):
<b>Requested New Visit Semester:</b>	<b>Requested Length of Extension:</b> <input type="checkbox"/> one semester <input type="checkbox"/> one year <input type="checkbox"/> two years

The Montana Board of Public Education and State Superintendent of Public Instruction maintain a 7-year accreditation cycle. The semester of the visit following a rescheduled visit will be based on the original Scheduled Visit Semester, e.g., Scheduled visit, spring, 2019.

*Programs selecting the Special Professional Association (SPA) review option with National Recognition will be scheduled to submit the initial SPA review reports three years prior to the final approved site visit date. See the CAEP Accreditation Handbook for details.*

**Basis for Requesting a Good Cause Extension\*:**

- State or federal standards or legislation requiring significant programmatic change.
- Substantive changes –see [CAEP Accreditation Policy 6.02: Substantive Changes](http://caepnet.org/~media/Files/caep/accreditation-resources/accreditation-policy.pdf?la=en) link below.  
<http://caepnet.org/~media/Files/caep/accreditation-resources/accreditation-policy.pdf?la=en>
- Other extenuating circumstances such as, an Act of God, natural disaster, or civil unrest, please explain.

*\*The Superintendent of Public Instruction reserves the right to approve or deny requests for Good Cause Extension. The EPP must provide sufficient justification to demonstrate need for an extension. The OPI reserves the right to adjust the length of the extension based on the nature of the request.*

Submit this completed form along with:

**EPP Rationale:** The EPP leadership explaining the basis for the request.

Submit GCE documentation via email to:  
 lvpeterson@mt.gov

**ACTION**

**ITEM 28**

**INITIAL INVESTIGATION OF BPE CASE**  
**#2019-07, TURCOTTE**

**Rob Stutz, Agency Legal Services**

**ACTION**

**ITEM 29**

**APPEAL OF LICENSURE DENIAL, BPE CASE**  
**#2019-08, MURPHY**

**Rob Stutz, Agency Legal Services**

**ACTION**

**ITEM 30**

**APPEAL OF LICENSURE DENIAL, BPE CASE**  
**#2019-06, BEALE**

**Rob Stutz, Agency Legal Services**

**EXECUTIVE SESSION – CLOSED**

**ITEM 31**

**EXECUTIVE DIRECTOR PERFORMANCE  
EVALUATION**

**Dr. Darlene Schottle**



# FUTURE AGENDA ITEMS

**July 11-12, 2019**

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