

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

JULY 12-13, 2007

FRONT STREET LEARNING CENTER
815 FRONT STREET
HELENA, MT

July 12, 2007 - Thursday
8:30 a.m.

CALL TO ORDER

- a. Pledge of Allegiance
- b. Roll Call
- c. Statement of Public Participation
- d. Welcome Visitors
- e. Adopt Agenda

PUBLIC COMMENT

CONSENT AGENDA

- a. BPE Finance
- b. Approve May 10-11, 2007 Meeting Minutes
- c. Approve June 13, 2007 Conference Call Meeting Minutes

INFORMATION ITEMS

❖ **REPORTS – Patty Myers (Items 1 – 2)**

Item 1 **CHAIRPERSON’S REPORT**
Patty Myers
Board Member Appearances

Item 2 **EXECUTIVE SECRETARY’S REPORT**
Steve Meloy

❖ **CSPAC LIAISON - Angela McLean (Item 3)**

Item 3 **CSPAC REPORT**
Peter Donovan

❖ **REPORTS – Patty Myers (Items 4 – 7)**

Item 4 **STATE SUPERINTENDENT’S REPORT**
INDIAN EDUCATION FOR ALL REPORT
State Superintendent Linda McCulloch

Item 5 **COMMISSIONER OF HIGHER EDUCATION’S REPORT**
Commissioner Sheila Stearns

Item 6 **GOVERNOR’S OFFICE REPORT**
Jan Lombardi

Item 7 **STUDENT REPRESENTATIVE’S REPORT**
Jenny Tiskus
Katie Wood (Introduction)

❖ EXECUTIVE COMMITTEE – Patty Myers (Item 8)

Item 8 BPE’S STRATEGIC PLANNING UPDATE
Steve Meloy

❖ ASSESSMENT TASK FORCE – Sharon Carroll (Items 9-11)

Item 9 ANNUAL GED REPORT
David Strong

Item 10 ASSESSMENT REPORT
Nancy Coopersmith

Item 11 ANNUAL SPECIAL EDUCATION REPORT
Bob Runkel

❖ ACCREDITATION COMMITTEE – Storrs Bishop (Item 12)

Item 12 HIGH SCHOOL GRADUATION REQUIREMENTS
John Fuller

❖ LICENSURE COMMITTEE – Angela McLean (Item 13)

Item 13 REPORT OF SURRENDERS (3)
Cathy Warhank

❖ GOVERNMENT AFFAIRS COMMITTEE – Dr. Kirk Miller (Item 14)

Item 14 NO CHILD LEFT BEHIND REPORT
Nancy Coopersmith

❖ MSDB LIAISON – Patty Myers (Item 15)

Item 15 MSDB COMMITTEE MEETING REPORT
Steve Gettel

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July 13, 2007 – Friday

8:30 a.m.

INFORMATION ITEM

❖ GOVERNMENT AFFAIRS COMMITTEE – Dr. Kirk Miller (Item 16)

Item 16 INFORMATION TECHNOLOGY AND STATE CONNECTIVITY
Dick Clark, Chief Information Officer

PUBLIC COMMENT

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

ACTION ITEMS

❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Items 17-18)**

Item 17 **ACCREDITATION UPDATE – ADDENDUM TO THE 2006-07
RECOMMENDATIONS
AI McMilin**

Item 18 **ALTERNATIVE TO STANDARDS REQUEST
AI McMilin**

❖ **LICENSURE COMMITTEE – Angela McLean (Items 19-22)**

Item 19 **RECOMMEND APPROVAL OF THE ELEMENTARY EDUCATION PROGRAM
PROPOSED BY SALISH KOOTENAI COLLEGE PROFESSIONAL
EDUCATION UNIT
Dr. Linda Vrooman Peterson and Cindy O'Dell**

Item 20 **REQUEST TO PROCEED ON ACADEMIC DENIAL OF LICENSE
Cathy Warhank**

Item 21 **TEACHER LICENSURE**
• **ANGELA HELVEY – Steve Meloy**

CLOSED SESSION

Item 22 **REVOCAION(S) OF LICENSES (3)
Cathy Warhank**

PRELIMINARY AGENDA ITEMS BPE MEETING– SEPTEMBER 13-14, 2007

Set Annual Agenda Calendar
Election of Board Officers
Committee Appointments
Superintendent Goals
BPE Goal Review
Assessment Update
NCLB Update
MACIE Update

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	92%
						CURR+PRIOR	
PART-A ACTUAL REVENUE ACCOUNT SUMMARY							
585125 Misc Revenue-Nonbudgeted	08073		2,000.00			2,000.00	
TOTAL FUND 08073 Student Leadership Initiative			2,000.00			2,000.00	
TOTAL PART-A ACTUAL REVENUE ACCOUNT SUMMARY							
			2,000.00			2,000.00	
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
61101 Regular	01100	8,651.70	100,317.47			100,317.47	
61301 Per Diem	01100		650.00			650.00	
61401 FICA	01100		7,465.10			7,465.10	
61402 Retirement - Other	01100	636.28	1,597.36			1,597.36	
61403 Group Insurance	01100	144.78	10,771.10			10,771.10	
61404 Workers Compensation Insur	01100	1,058.30	1,585.20			1,585.20	
61404A State Fund Divident-NONBUDG	01100	135.80	166.00-			166.00-	
61410 State Unemployment Tax	01100	166.00-	540.18			540.18	
61411 Teachers Retirement	01100	47.58	5,764.33			5,764.33	
TOTAL 61400 Employee Benefits		489.54	27,557.27			27,557.27	
TOTAL 61000 Personal Services		2,346.28	128,524.74			128,524.74	
62102 Consult & Prof Services	01100		3.50			3.50	
62104 Insurance & Bonds	01100		348.00			348.00	
62113 Warrant Writing Services	01100	5.29-	30.38			30.38	
62113 Warrant Writing Services	02219	6.25	10.70			10.70	
TOTAL 62113 Warrant Writing Services		0.96	41.08			41.08	
62114 Payroll Service Fees	01100		48.14			48.14	
62114 Payroll Service Fees	02219		3.86			3.86	
TOTAL 62114 Payroll Service Fees			52.00			52.00	
62122 Audit Fees	01100		2,302.69			2,302.69	
62148 SABHRS Administrative Costs	01100		1,548.27			1,548.27	
62148 SABHRS Administrative Costs	02219	221.16	663.50			663.50	
TOTAL 62148 SABHRS Administrative Costs		221.16	2,211.77			2,211.77	
62168 Read/Write Computer Trans/DOA	01100		0.06			0.06	
62172 Batch CPU Seconds/DOA	01100		0.29			0.29	
62174 Data Network Serv/D Of A	01100	15.00-	105.00			105.00	
62174 Data Network Serv/D Of A	02219	30.00	45.00			45.00	
TOTAL 62174 Data Network Serv/D Of A		15.00	150.00			150.00	
62190 Printing/Pub & Graphics	01100		196.04			196.04	
62190 Printing/Pub & Graphics	02219		97.25			97.25	
TOTAL 62190 Printing/Pub & Graphics			293.29			293.29	
62191 Printing/Other Provider	01100		58.75			58.75	
62199 General	01100		117.00			117.00	
62199 General	02219	50.00	1,000.00			1,000.00	
TOTAL 62199 General		50.00	1,117.00			1,117.00	
TOTAL 62100 Other Services		287.12	6,578.43			6,578.43	

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:
						CURR+PRIOR
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY						
62210	Minor Tools, Instrum., & Equip	43.80-	462.65			462.65
62210	Minor Tools, Instrum., & Equip	87.75	131.14			131.14
TOTAL	62210 Minor Tools, Instrum., & Equip	43.95	593.79			593.79
62212	Photo & Reproduction		1,042.20			1,042.20
62225	Books & Reference Materials		38.00			38.00
62236	Ofc Supplies/Central Stores		311.80			311.80
62236	Ofc Supplies/Central Stores		180.49			180.49
TOTAL	62236 Ofc Supplies/Central Stores		492.29			492.29
62241	Office Sup/Minor Equip-NonStat		1,379.60			1,379.60
62241	Office Sup/Minor Equip-NonStat	122.40	260.69			260.69
TOTAL	62241 Office Sup/Minor Equip-NonStat	122.40	1,640.29			1,640.29
62249	Minor Software.		58.00			58.00
62249	Minor Software.		140.50			140.50
TOTAL	62249 Minor Software.		198.50			198.50
62280	Program Expense		84.25			84.25
62280	Program Expense	16.87	25.12			25.12
TOTAL	62280 Program Expense	16.87	109.37			109.37
TOTAL	62200 Supplies & Materials	183.22	4,114.44			4,114.44
62304	Postage & Mailing		461.17			461.17
62304	Postage & Mailing	34.96-	241.45			241.45
TOTAL	62304 Postage & Mailing	26.87	702.62			702.62
62309	Advertising - Non Recruiting		57.75			57.75
62309	Advertising - Non Recruiting	8.25-	24.75			24.75
TOTAL	62309 Advertising - Non Recruiting	8.25	82.50			82.50
62319	Cellular Phones		110.00			110.00
62370	Telephone Equip Chrg/D Of A		574.00			574.00
62370	Telephone Equip Chrg/D Of A	82.00-	246.00			246.00
TOTAL	62370 Telephone Equip Chrg/D Of A	82.00	820.00			820.00
62385	Long Distance Chrg/D Of A		183.96			183.96
62385	Long Distance Chrg/D Of A	5.93-	98.49			98.49
TOTAL	62385 Long Distance Chrg/D Of A	80.56	282.45			282.45
62389	Telephone Directories		4.00			4.00
TOTAL	62300 Communications	197.68	2,001.57			2,001.57
62401	In-State Personal Car Mileage		3,455.67			3,455.67
62404	In-State State Motor Pool		325.37			325.37
62404	In-State State Motor Pool		38.15			38.15
TOTAL	62404 In-State State Motor Pool		363.52			363.52
62407	In-State Meals		90.00			90.00
62408	In-State Lodging		3,128.88			3,128.88

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 92%
ACCOUNT	FUND					CURR+PRIOR
62408 In-State Lodging	02219	256.80	256.80			256.80
TOTAL 62408 In-State Lodging		256.80	3,385.68			3,385.68
62410 In-State Meals Overnight	01100	102.00	989.00			989.00
62410 In-State Meals Overnight	02219	102.00	102.00			102.00
TOTAL 62410 In-State Meals Overnight		102.00	1,091.00			1,091.00
62412 Out-Of-State Commercial Trans	01100		1,096.71			1,096.71
62417 Out-Of-State Meals	01100		184.00			184.00
62418 Out-Of-State Lodging	01100		1,021.39			1,021.39
62427 Commuter Allowance	01100		64.00			64.00
62486 NonEmployInStateCommerc/Trans	01100		434.71			434.71
62486 NonEmployInStateCommerc/Trans	02219	82.40-	82.40-			82.40-
TOTAL 62486 NonEmployInStateCommerc/Trans		82.40-	352.31			352.31
62489 Non-Employee In State Mileage	01100		4,177.95			4,177.95
62489 Non-Employee In State Mileage	02219	703.26	1,543.32			1,543.32
TOTAL 62489 Non-Employee In State Mileage		703.26	5,721.27			5,721.27
62490 Non-Employee In State Meals	01100		854.00			854.00
62490 Non-Employee In State Meals	02219	177.00	408.00			408.00
TOTAL 62490 Non-Employee In State Meals		177.00	1,262.00			1,262.00
62497 Non-Employee In-State Lodging	01100		2,198.32			2,198.32
62497 Non-Employee In-State Lodging	02219	585.29	1,087.12			1,087.12
TOTAL 62497 Non-Employee In-State Lodging		585.29	3,285.44			3,285.44
TOTAL 62400 Travel		1,741.95	21,372.99			21,372.99
62516 Meeting Rooms	01100		730.00			730.00
62528 Rent-Non Dept of Admin	01100	1.81-	6.00			6.00
62528 Rent-Non Dept of Admin	02219	1.81	3.50			3.50
TOTAL 62528 Rent-Non Dept of Admin			9.50			9.50
TOTAL 62500 Rent			739.50			739.50
62801 Dues	01100		10,174.50			10,174.50
62801 Dues	02219		9,694.00			9,694.00
TOTAL 62801 Dues			19,868.50			19,868.50
62802 Subscriptions	02219		50.00			50.00
62817 Meetings/Conference Costs	01100		2,025.00			2,025.00
62888 Statewide Indirect Costs	01100		99.00			99.00
62888 Statewide Indirect Costs	02219	33.00	33.00			33.00
TOTAL 62888 Statewide Indirect Costs		33.00	132.00			132.00
TOTAL 62800 Other Expenses		33.00	22,075.50			22,075.50
TOTAL 62000 Operating Expenses		2,442.97	56,882.43			56,882.43
TOTAL FUND 01100 General Fund		10,800.94	169,104.74			169,104.74

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	92%
TOTAL	FUND 02219	Research Fund	16,302.43			CURR+PRIOR	16,302.43
TOTAL	PART-A	ACTUAL EXPENSE ACCOUNT SUMMARY	185,407.17				185,407.17
PART-B BUDGET EXPENSE ACCOUNT SUMMARY							
61000 Personal Services	01100 2007 235H1	133,294.00				BALANCE	97
62000 Operating Expenses	01100 2007 235H1	40,580.00				128,690.74	97
62000 Operating Expenses	01100 2007 235H2	2,323.00				38,277.31	94
62000 Operating Expenses	02219 2007 235F2	2,706.00				2,302.69	99
62000 Operating Expenses	02219 2007 235H1	21,388.00				2,706.00	100
TOTAL 62000 Operating Expenses		66,997.00				13,596.43	64
						56,882.43	85
TOTAL SUB-CLS 235H1 ADMINISTRATION		173,874.00				166,968.05	96
TOTAL SUB-CLS 235H2 AUDIT (RST/BIEN)		2,323.00				2,302.69	99
TOTAL FUND 01100 General Fund		176,197.00				169,270.74	96
TOTAL SUB-CLS 235F2 FY2006 CARRYFORWARD		2,706.00				2,706.00	100
TOTAL SUB-CLS 235H1 ADMINISTRATION		21,388.00				13,596.43	64
TOTAL FUND 02219 Research Fund		24,094.00				16,302.43	68
TOTAL PROGRAM 2007		200,291.00				185,573.17	93
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY		200,291.00				185,573.17	93

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	VCHR-ID	VENDOR NAME	AMOUNT
61101	PAY1499572	05/08/2007	000003	PPE 4/27/07 GI1 ON-CYCLE			4,325.85
61101	PAY1503338	05/18/2007	000003	PPE 5/11/07 GJ1 ON-CYCLE			4,325.85
TOTAL	61101	Regular					8,651.70
61401	PAY1499572	05/08/2007	000005	PPE 4/27/07 GI1 ON-CYCLE			318.14
61401	PAY1503338	05/18/2007	000005	PPE 5/11/07 GJ1 ON-CYCLE			318.14
TOTAL	61401	FICA					636.28
61402	PAY1499572	05/08/2007	000007	PPE 4/27/07 GI1 ON-CYCLE			72.39
61402	PAY1503338	05/18/2007	000007	PPE 5/11/07 GJ1 ON-CYCLE			72.39
TOTAL	61402	Retirement - Other					144.78
61403	PAY1499572	05/08/2007	000009	PPE 4/27/07 GI1 ON-CYCLE			529.15
61403	PAY1503338	05/18/2007	000009	PPE 5/11/07 GJ1 ON-CYCLE			529.15
TOTAL	61403	Group Insurance					1,058.30
61404	PAY1499572	05/08/2007	000011	PPE 4/27/07 GI1 ON-CYCLE			67.90
61404	PAY1503338	05/18/2007	000011	PPE 5/11/07 GJ1 ON-CYCLE			67.90
TOTAL	61404	Workers Compensation Insur					135.80
61404A	RETRO5101	05/23/2007	000002	State Fund Dividend-NONBUDG			137.00-
61404A	0001500649	05/10/2007	000002	State Fund Dividend-NONBUDG			29.00-
TOTAL	61404A	State Fund Dividend-NONBUDG					166.00-

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
61410	PAY1499572	05/08/2007	000013	PPE 4/27/07 G11 ON-CYCLE	23.79		
61410	PAY1503338	05/18/2007	000013	PPE 5/11/07 GJ1 ON-CYCLE	23.79		
TOTAL	61410	State Unemployment Tax			47.58		
61411	PAY1499572	05/08/2007	000015	PPE 4/27/07 G11 ON-CYCLE	244.77		
61411	PAY1503338	05/18/2007	000015	PPE 5/11/07 GJ1 ON-CYCLE	244.77		
TOTAL	61411	Teachers Retirement			489.54		
62113	0001501614	05/14/2007	000001	Warrant Writing Services	0.96		
62113	0001503650	05/18/2007	000001	Warrant Writing Services	5.29		
62113	0001503650	05/18/2007	000002	Warrant Writing Services	5.29		
TOTAL	62113	Warrant Writing Services			0.96		
62122	0001507746	05/31/2007	000001	Audit Fees	2,302.69		
62122	0001507746	05/31/2007	000002	Audit Fees	2,302.69		
TOTAL	62122	Audit Fees					
62148	0001501611	05/14/2007	000001	SABHRS Administrative Costs	221.16		
62174	0001503654	05/18/2007	000006	Data Network Serv/D Of A	15.00		
62174	0001503654	05/18/2007	000007	Data Network Serv/D Of A	15.00		
62174	0001506032	05/25/2007	000001	Data Network Serv/D Of A	15.00		
62199	0001495155	05/01/2007	000001	General	50.00		
62199	0001503683	05/18/2007	000001	General	50.00		
62199	0001503683	05/18/2007	000002	General	50.00		
62210	ACC1502460	05/16/2007	000017	Cell Phone	43.95	00001748	VERIZON WIRELESS SERVICES LLC
62210	0001503684	05/18/2007	000001	Minor Tools, Instrum., & Equip	43.80		
62210	0001503684	05/18/2007	000002	Minor Tools, Instrum., & Equip	43.80		
TOTAL	62210	Minor Tools, Instrum., & Equip			43.95		
62241	ACC1507460	05/30/2007	000002	Food	122.40	00001757	ALBERTSONS FOOD CENTER
62280	0001500615	05/10/2007	000003	Program Expense	16.87		
62304	0001503655	05/18/2007	000001	Postage & Mailing	34.96		
62304	0001503655	05/18/2007	000002	Postage & Mailing	34.96		
62304	0001506030	05/25/2007	000001	Postage & Mailing	26.87		
62309	0001503654	05/18/2007	000008	Advertising - Non Recruiting	8.25		
62309	0001503654	05/18/2007	000009	Advertising - Non Recruiting	8.25		
62309	0001506032	05/25/2007	000004	Advertising - Non Recruiting	8.25		
62370	0001503654	05/18/2007	000010	Telephone Equip Chrg/D Of A	82.00		
62370	0001503654	05/18/2007	000011	Telephone Equip Chrg/D Of A	82.00		
62370	0001506032	05/25/2007	000006	Telephone Equip Chrg/D Of A	82.00		
62385	0001503654	05/18/2007	000001	Long Distance Chrg/D Of A	5.93		
62385	0001503654	05/18/2007	000002	Long Distance Chrg/D Of A	5.93		
62385	0001506032	05/25/2007	000008	Long Distance Chrg/D Of A	80.56		

REPORT ID: MTGL0106-0
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: MAY 2007

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

PAGE NO. 6
 RUN DATE: 06/01/2007
 RUN TIME: 01:59:12

ELAPSED TIME YTD: 92%

ACCNT	JRNL-ID	DATE	JRNL-IN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
62408	PRO1506915	05/21/2007	000007	HOLIDAY INNS EXPRESS	128.40	00001749	STEVE MELOY
62408	PRO1506915	05/21/2007	000015	HOLIDAY INNS EXPRESS	128.40	00001750	CAROL WILL
TOTAL	62408	In-State Lodging			256.80	00001751	PETER DONOVAN
62410	ACC1502460	05/16/2007	000018	meals	34.00		
62410	ACC1502460	05/16/2007	000019	meals	34.00		
62410	ACC1502460	05/16/2007	000020	Meals	34.00		
TOTAL	62410	In-State Meals Overnight			102.00		
62486	PRO1506915	05/21/2007	000009	YOUR ADVENTURE TRAVEL	25.00		
62486	PRO1506915	05/21/2007	000011	BIG SKY AIR 3877672182583	25.00		
62486	PRO1506915	05/21/2007	000013	ALASKA AIR T0277663252516	132.40-		
TOTAL	62486	NonEmployInStateCommerc/Trans			82.40-		
62489	ACC1502460	05/16/2007	000021	Meals, Lodging, Mileage	234.74	00001752	JOHN D FULLER
62489	ACC1502460	05/16/2007	000022	Mileage, Lodging, Meals	112.52	00001754	KIRK MILLER
62489	ACC1502460	05/16/2007	000023	Mileage, Lodging, Meals	173.64	00001755	ANGELA MCLEAN
62489	ACC1502460	05/16/2007	000024	mileage, lodging, meals	182.36	00001756	SHARON CARROLL
TOTAL	62489	Non-Employee In State Mileage			703.26		
62490	ACC1502460	05/16/2007	000025	Meals, Lodging, Mileage	46.00	00001752	JOHN D FULLER
62490	ACC1502460	05/16/2007	000026	Mileage, Lodging, Meals	17.00	00001754	KIRK MILLER
62490	ACC1502460	05/16/2007	000027	Mileage, Lodging, Meals	34.00	00001755	ANGELA MCLEAN
62490	ACC1502460	05/16/2007	000028	mileage, lodging, meals	80.00	00001756	SHARON CARROLL
TOTAL	62490	Non-Employee In State Meals			177.00		
62497	ACC1502460	05/16/2007	000029	Meals, Lodging, Mileage	128.40	00001752	JOHN D FULLER
62497	ACC1502460	05/16/2007	000030	Mileage, Lodging, Meals	64.20	00001754	KIRK MILLER
62497	ACC1502460	05/16/2007	000031	Mileage, Lodging, Meals	128.40	00001755	ANGELA MCLEAN
62497	ACC1502460	05/16/2007	000032	mileage, lodging, meals	264.29	00001756	SHARON CARROLL
TOTAL	62497	Non-Employee In-State Lodging			585.29		
62528	0001503651	05/18/2007	000001	Rent-Non Dept of Admin	1.81-		
62528	0001503651	05/18/2007	000002	Rent-Non Dept of Admin	1.81		
TOTAL	62528	Rent-Non Dept of Admin					
62888	0001506029	05/25/2007	000001	Statewide Indirect Costs	33.00		
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				13,440.95		

REPORT ID: MTGL0106-O
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: MAY 2007

STATE OF MONTANA
 ORGANIZATION DETAIL REPORT
 ORG: 10 - Montana Commission on Teaching
 MGR NAME: MELOY, STEVE

PAGE NO. 1
 RUN DATE: 06/01/2007
 RUN TIME: 01:59:12

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		ELAPSED TIME YTD: 92%	
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR
62417	Out-Of-State Meals	137.00	137.00
62418	Out-Of-State Lodging	525.45	525.45
62427	Commuter Allowance	24.00	24.00
TOTAL	62400 Travel	686.45	686.45
TOTAL	FUND 08116 Montana Commission on Teaching	686.45	686.45
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY	686.45	686.45

PRIOR YEAR	CURR+PRIOR
137.00	137.00
525.45	525.45
24.00	24.00
686.45	686.45

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	92%
						CURR+PRIOR	
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
61101	Regular	6,589.90	76,260.18			76,260.18	
61301	Per Diem		150.00			150.00	
61401	FICA	484.15	5,602.83			5,602.83	
61402	Retirement - Other	138.30	1,589.96			1,589.96	
61403	Group Insurance	1,169.70	11,904.90			11,904.90	
61404	Workers Compensation Insur	107.18	1,240.28			1,240.28	
61404A	State Fund Dividend-NONBUDG	165.99-	165.99-			165.99-	
61410	State Unemployment Tax	36.24	419.41			419.41	
61411	Teachers Retirement	342.52	3,975.26			3,975.26	
TOTAL	61400 Employee Benefits	2,112.10	24,566.65			24,566.65	
TOTAL	61000 Personal Services	8,702.00	100,976.83			100,976.83	
62102	Consult & Prof Services		3.50			3.50	
62104	Insurance & Bonds		348.00			348.00	
62113	Warrant Writing Services	0.96	36.61			36.61	
62114	Payroll Service Fees		52.00			52.00	
62148	SABHRS Administrative Costs	221.17	2,211.69			2,211.69	
62168	Read/Write Computer Trans/DOA		0.06			0.06	
62172	Batch CPU Seconds/DOA		0.28			0.28	
62174	Data Network Serv/D Of A	15.00	150.00			150.00	
62190	Printing/Pub & Graphics		260.47			260.47	
62199	General		17.00			17.00	
TOTAL	62100 Other Services	237.13	3,079.61			3,079.61	
62212	Photo & Reproduction		241.40			241.40	
62225	Books & Reference Materials		25.68			25.68	
62236	Ofc Supplies/Central Stores		331.77			331.77	
62241	Office Sup/Minor Equip-NonStat		457.88			457.88	
62249	Minor Software.		198.50			198.50	
62280	Program Expense	16.87	109.37			109.37	
TOTAL	62200 Supplies & Materials	16.87	1,364.60			1,364.60	
62304	Postage & Mailing	26.87	679.23			679.23	
62309	Advertising - Non Recruiting	8.25	82.50			82.50	
62370	Telephone Equip Chrg/D Of A	82.00	820.00			820.00	
62385	Long Distance Chrg/D Of A	7.19	95.04			95.04	
62389	Telephone Directories		4.00			4.00	
TOTAL	62300 Communications	124.31	1,680.77			1,680.77	
62401	In-State Personal Car Mileage		1,663.56			1,663.56	
62404	In-State State Motor Pool		178.00			178.00	
62407	In-State Meals		11.00			11.00	
62408	In-State Lodging		1,690.80			1,690.80	
62410	In-State Meals Overnight		462.00			462.00	
62412	Out-Of-State Commercial Trans		493.20			493.20	
62417	Out-Of-State Meals		226.03			226.03	
62418	Out-Of-State Lodging		392.50			392.50	
62427	Commuter Allowance		50.00			50.00	
62489	Non-Employee In State Mileage		1,548.12			1,548.12	
62490	Non-Employee In State Meals		362.00			362.00	

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	92%
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
62497	Non-Employee In-State Lodging	02122	1,067.86			CURR+PRIOR	1,067.86
TOTAL	62400 Travel		8,145.07				8,145.07
62516	Meeting Rooms	02122	85.00				85.00
62528	Rent-Non Dept of Admin	02122	9.50				9.50
TOTAL	62500 Rent		94.50				94.50
62817	Meetings/Conference Costs	08116	1,050.00				1,050.00
62888	Statewide Indirect Costs	02122	33.00				132.00
TOTAL	62800 Other Expenses		1,083.00				1,182.00
TOTAL	62000 Operating Expenses		1,461.31				15,546.55
TOTAL	FUND 02122 Advisory Council		9,113.31				115,473.38
TOTAL	FUND 08116 Montana Commission on Teac		1,050.00				1,050.00
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		10,163.31				116,523.38

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
PART-B BUDGET EXPENSE ACCOUNT SUMMARY								
61000	Personal Services	02122	2007	240H1	105,559.00	101,142.82	4,416.18	96
62000	Operating Expenses	02122	2007	240F2	2,693.00	2,693.00		100
62000	Operating Expenses	02122	2007	240H1	16,276.00	11,803.55	4,472.45	73
62000	Operating Expenses	02122	2007	240H2	1,711.00	1,711.00		100
TOTAL	62000 Operating Expenses				20,680.00	14,496.55	6,183.45	70
TOTAL	SUB-CLS 240F2 FY2006 CARRYFORWARD				2,693.00	2,693.00		100
TOTAL	SUB-CLS 240H1 ADVISORY COUNCIL				121,835.00	112,946.37	8,888.63	93
TOTAL	SUB-CLS 240H2 AUDIT (RST/BIEN)				1,711.00	1,711.00		100
TOTAL	FUND 02122 Advisory Council				126,239.00	115,639.37	10,599.63	92
TOTAL	PROGRAM 2007				126,239.00	115,639.37	10,599.63	92
TOTAL	PART-B BUDGET EXPENSE ACCOUNT SUMMARY				126,239.00	115,639.37	10,599.63	92

ACCNT	CURR MONTH	DETAIL	EXPENSE	TRANSACTIONS	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS											
61101	PAY1499572	05/08/2007	000004	PPE	4/27/07	G11	ON-CYCLE		116.57		
61101	PAY1499573	05/08/2007	000002	PPE	4/27/07	G11	ON-CYCLE		3,178.38		
61101	PAY1503338	05/18/2007	000004	PPE	5/11/07	GJ1	ON-CYCLE		116.57		
61101	PAY1503339	05/18/2007	000002	PPE	5/11/07	GJ1	ON-CYCLE		3,178.38		
TOTAL	61101 Regular								6,589.90		
61401	PAY1499572	05/08/2007	000006	PPE	4/27/07	G11	ON-CYCLE		8.42		
61401	PAY1499573	05/08/2007	000003	PPE	4/27/07	G11	ON-CYCLE		233.66		
61401	PAY1503338	05/18/2007	000006	PPE	5/11/07	GJ1	ON-CYCLE		8.42		
61401	PAY1503339	05/18/2007	000003	PPE	5/11/07	GJ1	ON-CYCLE		233.65		
TOTAL	61401 FICA								484.15		
61402	PAY1499572	05/08/2007	000008	PPE	4/27/07	G11	ON-CYCLE		8.04		
61402	PAY1499573	05/08/2007	000004	PPE	4/27/07	G11	ON-CYCLE		61.11		

ELAPSED TIME YTD: 92%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	VCHR-ID	VENDOR NAME	AMOUNT
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
61402	PAY1503338	05/18/2007	000008	PPE 5/11/07 GJ1 ON-CYCLE			8.04
61402	PAY1503339	05/18/2007	000004	PPE 5/11/07 GJ1 ON-CYCLE			61.11
TOTAL	61402	Retirement - Other					138.30
61403	PAY1499572	05/08/2007	000010	PPE 4/27/07 GII ON-CYCLE			27.85
61403	PAY1499573	05/08/2007	000005	PPE 4/27/07 GII ON-CYCLE			557.00
61403	PAY1503338	05/18/2007	000010	PPE 5/11/07 GJ1 ON-CYCLE			27.85
61403	PAY1503339	05/18/2007	000005	PPE 5/11/07 GJ1 ON-CYCLE			557.00
TOTAL	61403	Group Insurance					1,169.70
61404	PAY1499572	05/08/2007	000012	PPE 4/27/07 GII ON-CYCLE			1.90
61404	PAY1499573	05/08/2007	000006	PPE 4/27/07 GII ON-CYCLE			51.69
61404	PAY1503338	05/18/2007	000012	PPE 5/11/07 GJ1 ON-CYCLE			1.90
61404	PAY1503339	05/18/2007	000006	PPE 5/11/07 GJ1 ON-CYCLE			51.69
TOTAL	61404	Workers Compensation Insur					107.18
61404A	RETRO5101	05/23/2007	000003	State Fund Dividend-NONBUDG			136.99-
61404A	0001500649	05/10/2007	000003	State Fund Dividend-NONBUDG			29.00-
TOTAL	61404A	State Fund Dividend-NONBUDG					165.99-
61410	PAY1499572	05/08/2007	000014	PPE 4/27/07 GII ON-CYCLE			0.64
61410	PAY1499573	05/08/2007	000007	PPE 4/27/07 GII ON-CYCLE			17.48
61410	PAY1503338	05/18/2007	000014	PPE 5/11/07 GJ1 ON-CYCLE			0.64
61410	PAY1503339	05/18/2007	000007	PPE 5/11/07 GJ1 ON-CYCLE			17.48
TOTAL	61410	State Unemployment Tax					36.24
61411	PAY1499573	05/08/2007	000008	PPE 4/27/07 GII ON-CYCLE			171.26
61411	PAY1503339	05/18/2007	000008	PPE 5/11/07 GJ1 ON-CYCLE			171.26
TOTAL	61411	Teachers Retirement					342.52
62113	0001501614	05/14/2007	000002	Warrant Writing Services			0.96
62148	0001501611	05/14/2007	000002	SABHRS Administrative Costs			221.17
62174	0001506032	05/25/2007	000002	Data Network Serv/D Of A			14.64
62174	0001506032	05/25/2007	000003	Data Network Serv/D Of A			0.36
TOTAL	62174	Data Network Serv/D Of A					15.00
62280	0001500615	05/10/2007	000004	Program Expense			16.87
62304	0001506030	05/25/2007	000002	Postage & Mailing			26.87
62309	0001506032	05/25/2007	000005	Advertising - Non Recruiting			8.25
62370	0001506032	05/25/2007	000007	Telephone Equip Chrg/D Of A			82.00
62385	0001506032	05/25/2007	000009	Long Distance Chrg/D Of A			7.19
62817	PRO1506915	05/21/2007	000001	ORGANIZATIONAL SERVICES I			1,050.00
62888	0001506029	05/25/2007	000002	Statewide Indirect Costs			33.00

REPORT ID: MTGL0106-O
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: MAY 2007

STATE OF MONTANA
ORGANIZATION DETAIL REPORT
ORG: 3 - ADVISORY COUNCIL
MGR NAME: MELOY, STEVE

PAGE NO. 4
RUN DATE: 06/01/2007
RUN TIME: 01:59:12

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION
TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

VCHR-ID VENDOR NAME AMOUNT
10,163.31

ELAPSED TIME YTD: 92%

REPORT ID: MTGL0106-0
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: MAY 2007

STATE OF MONTANA
ORGANIZATION DETAIL REPORT
ORG: 5 - ADVISORY COUNCIL RESEARCH FUND
MGR NAME: MELOY, STEVE

PAGE NO. 2
RUN DATE: 06/01/2007
RUN TIME: 01:59:12

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:
62704	PRO1506915	05/21/2007	000005	B & H PHOTO-VIDEO.COM	687.03			92%

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

2,747.37

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

MAY 10-11, 2007

MONTANA SCHOOL FOR THE DEAF AND BLIND
3911 CENTRAL AVENUE
GREAT FALLS, MT 59401

May 10, 2007 - Thursday
8:30 a.m.

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 8:30 a.m. on Thursday, May 10, 2007. The Pledge of Allegiance was led by the Montana School for the Deaf and Blind Pre-school students and Lewis and Clark Elementary 2nd Grade students. Ms. Patty Myers made introductions of those who assist her in the classroom with the Lewis and Clark Elementary 2nd Grade students and the pre-school instructor for the Deaf and Blind students. Ms. Carol Will took roll call; a quorum was noted. Ms. Patty Myers requested for indulgence of flexibility with the agenda.

MOTION: Ms. Angela McLean moved to accept the agenda with flexibility. Mr. Storrs Bishop seconded. Motion passed unanimously. Dr. Kirk Miller absent for the vote.

Those in attendance at the meeting included the following Board members: Chairperson Ms. Patty Myers, Vice Chairperson Ms. Angela McLean, Mr. Storrs Bishop, Mr. John Fuller, Dr. Kirk Miller, Mr. Cal Gilbert, Ms. Sharon Carroll, and Ms. Jenny Tiskus. Staff present at the meeting included Mr. Steve Meloy, Executive Secretary of the Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ms. Nancy Coopersmith, OPI Assistant Superintendent, represented ex-officio Board Member Ms. Linda McCulloch, State Superintendent. Visitors in attendance at the meeting included: Mr. Eric Feaver, MEA-MFT; Dr. Linda Vrooman Peterson, OPI Accreditation Division Administrator; Ms. Elizabeth Keller, OPI Educator Licensure Unit Manager; Mr. Al McMilin, OPI Accreditation Specialist; Ms. Cathy Warhank, OPI Legal Counsel; Mr. Doug Rhuman, Salish Kootenai College; Ms. Amy Burland, Salish Kootenai College; Ms. Cindy O'Dell, Salish Kootenai College; Ms. Beck McLaughlin, Arts Council; Ms. Patricia Chlouber, United States Department of Education; Ms. Judith Gossnell-Lamb, BSSNC; Ms. Barbara Mansfield, Whitefish High School; Mr. Dan Zorn, Superintendent of Kalispell Public Schools; Mr. Bob Johnke, MSU-Northern; Mr. Charles Pollington, MSU-Northern; Mr. Ron Peebles, parent; Ms. Patricia Peebles, parent; Mr. Brian Patrick, Townsend Public Schools; Mr. Tom Kotynski, Great Falls Public Schools; Mr. Ryan Schrenk, Director of Distance Learning, MSU-Great Falls; Ms. Judy Hay, Assistant Dean, MSU-Great Falls; Mr. Larry Crowder, Culbertson Public Schools; Ms. Cindy Luoma, Fairfield Public Schools; Mr. Les Meyer, Fairfield Public Schools; Dr. Mary Sheehy Moe, Dean, MSU-Great Falls; and Ms. Nancy Gede, teacher.

PUBLIC COMMENT

CONSENT AGENDA

Mr. Steve Meloy addressed the revenue that has been brought to the Board of Public Education from the MetLife Grant that the BPE's Student Representative Jenny Tiskus received on behalf of the Board to enhance peer communication for student leaders.

MOTION: Mr. Storrs Bishop moved to accept the consent agenda. Ms. Angela McLean seconded. Motion passed unanimously. Dr. Kirk Miller absent for the vote.

Items are presented in the order in which they appeared.

INFORMATION ITEMS

Item 1 CHAIRPERSON'S REPORT-Patty Myers

- 3-20-2007 Testimony before Senate Finance Committee
- 4-4-2007 Conference call BPE meeting
- 4-18-2007 Spring Program MSDB
- 4-20-2007 Met with Mr. Steve Gettel concerning the future direction of MSDB
- 4-21-2007 Attended Expressions of Silence performance at MSDB
- 4-27-2007 Testimony on behalf of the National Education Association before the U.S. Senate Committee on Finance, published in the *Congressional Quarterly Researcher*.

Ms. Patty Myers conducted the vote of the Montana Board of Public Education for the 2008 National Association of State Boards of Education Board of Directors election. Information was provided for the following candidates: President-elect, Mr. Kenneth Willard-Kansas; Secretary-Treasurer, Mr. Greg Haws-Utah; and Western Area Director, Mr. Randy DeHoff-Colorado.

MOTION: Mr. Storrs Bishop moved that the Board of Public Education cast their vote for the 2008 NASBE Board of Directors candidates listed on the ballot. Ms. Sharon Carroll seconded. Motion passed unanimously. Dr. Kirk Miller absent for the vote.

BOARD MEMBER APPEARANCES

Sharon Carroll

- 5-9-2007 Western Governors University Scholarship Meeting

Item 2 EXECUTIVE SECRETARY'S REPORT-Steve Meloy

Mr. Steve Meloy stated that all pieces of legislation having an adverse effect on the Board have died. Other issues addressed were: Budget process for the 2009 biennium; appointed program chair for the National Council of State Board of Education Executives (NCSBEE); responded to a request for recommendations for a bullying policy; attended and observed most hearings involving funding and major amendments to educational governance; comments from the field on the future of the NRT and amendments to the BPE distance learning rule; and attended all Ed Forum meetings. In addition, Mr. Steve Meloy addressed the request that the Superintendent of Public Instruction received from the Associated Press under the Montana Open Records Law for information regarding the number of teachers who lost their educator licenses due to misconduct. The request was also for the names and previous districts of employment for those who lost a license due to sexual misconduct. The Associated Press's request and the Montana Office of Public Instruction's response to open records were placed under the correspondence section of this agenda packet.

Item 3 CSPAC REPORT-Peter Donovan

Mr. Peter Donovan distributed the conference agenda for the NASDTEC Conference and the NASDTEC Interstate Mobility Study Project Overview. Learning Point Associates is working with NASDTEC to identify promising policies and practices that facilitate teacher mobility across state lines as well as barriers that prevent teachers from easily transferring their teaching licenses from one state to another.

CSPAC APPOINTMENTS (ACTION)

Dr. Douglas Reisig, Superintendent, Hellgate Elementary School, and Ms. Tonia Bloom, Trustee, Corvallis School District submitted letters of re-appointment to the Montana Certification Standards and Practices Advisory Council.

MOTION: Ms. Angela McLean moved to re-appoint Dr. Douglas Reisig and Ms. Tonia Bloom to the Montana Certification Standards and Practice Advisory Council. Mr. John Fuller seconded. Motion passed unanimously. Dr. Kirk Miller absent for the vote.

Item 4 STATE SUPERINTENDENT'S REPORT-State Superintendent Linda McCulloch

Ms. Nancy Coopersmith, Assistant Superintendent presented Superintendent Linda McCulloch's report to the Board. Topics addressed were: Achievement in Montana (AIM); electronic grants management system (E-grants); outstanding educator requests; 2007 OPI Assessment Conference; CRT science field tests; hiring and licensure tips; AIM data collections; and the 2007 youth risk behavior survey. Ms. Patty Myers asked Ms. Nancy Coopersmith to follow-up with the change in the Board of Education bylaws reflecting when the Board of Education meetings will be held.

INDIAN EDUCATION FOR ALL REPORT

OPI has completed the following for Indian Education for All: Made Indian Education for All materials more accessible by close captioning selected materials; made "Montana Indians: Their History and Location and Connecting Cultures and Classrooms K-12 Curriculum Guide" available in Braille; sent five different reference books to every K-12 school library to ensure that every public school has a common core set of Indian Education for All (IEFA) materials to start the 2007-2008 school year; sent additional DVDs to all school library media centers; partnered with the Montana Historical Society to support the development of an 8th grade Montana History textbook that will be published in January of 2008; provided a two-day institute in May on the implementation of IEFA hosted by MSU's School of Education to bring together representatives from all the university and tribal college teacher training programs; and hosted an Indian Education for All Best Practices conference in Bozeman May 6-8, 2007.

Item 5 COMMISSIONER OF HIGHER EDUCATION'S REPORT-Commissioner Sheila Stearns

No report presented.

Item 6 GOVERNOR'S OFFICE REPORT-Jan Lombardi

No report presented.

Item 7 STUDENT REPRESENTATIVE'S REPORT-Jenny Tiskus

Ms. Jenny Tiskus presented the following information in regard to the NASBE grant: Radio spots started May 2, 2007; letters to all schools; survey fully online at the Office of Public Instruction's website and linked to from the Board of Public Education's website; and new steps to engage more student responses. Included in her report was the press release distributed by the Board of Public Education, the press release distributed by NASBE, a copy of the radio broadcast, and a copy of the student opinion survey. There was follow-up discussion by the Board to provide Ms. Jenny Tiskus with additional ideas to engage more student responses to the student opinion survey.

Item 8 MACIE REPORT-Norma Bixby

Mr. Cal Gilbert presented the MACIE report. A summary of the April 2007 MACIE meeting was presented as follows: Update on legislative action, curriculum materials, tribal history projects, and MACIE goals. MACIE recommended that OPI and BPE consider an appointment of an early childhood representative to MACIE.

10:15 Break – Expressions of Silence video presented during break

Item 9 INITIAL ACCREDITATION OF ELEMENTARY EDUCATION PROGRAM PROPOSED BY SALISH KOOTENAI COLLEGE PROFESSIONAL EDUCATION UNIT-Dr. Linda Vrooman Peterson, OPI; Cindy O'Dell, Chairwoman, Department of Education, Salish Kootenai College; and Audrey Peterson, Team Chair of the On-site Review Team

Dr. Audrey Peterson was not able to attend this meeting. Dr. Linda Vrooman Peterson, Ms. Cindy O'Dell, Ms. Amy Burland, and Mr. Doug Rhuman presented the request for initial accreditation for Salish Kootenai College. On April 10-12, 2007 the Office of Public Instruction conducted an on-site review of the elementary education program at Salish Kootenai College. Dr. Audrey Peterson served as team

chair. Salish Kootenai College requests initial accreditation for its Elementary Education endorsement program. Dr. Linda Vrooman Peterson provided an overview of the on-site visit. Ms. Cindy O'Dell discussed a variety of methods being used to ensure the success of their graduates in communication and writing skills. The college wants student educators to succeed and will support them to become highly qualified teachers. The final report will be presented to the Board at the July 2007 meeting for action.

ACTION ITEMS

Item 16 BASE AID PAYMENT SCHEDULE-Nancy Coopersmith

As required by 20-9-344, MCA, the Board of Public Education must approve the distribution of K-12 BASE aid for public education. The schedule is the same as past years, approximately the 25th of each month, with adjustment for weekends and holidays. It has been reviewed by the Board of Investments. Proposed payment schedule for fiscal year 2008 was provided. The Office of Public Instruction requested the approval of dates.

MOTION: Mr. Storrs Bishop moved to approve the dates of distribution for the K-12 BASE aid payment schedule for the 2008 fiscal year. Mr. Cal Gilbert seconded. Motion passed unanimously. Dr. Kirk Miller absent for the vote.

Item 17 COMMITTEE ASSIGNMENTS-Patty Myers

Ms. Patty Myers requested Ms. Sharon Carroll to be the Chair of the Assessment Committee. After discussion by the Board, it was further recommended that the new Student Representative, Ms. Katie Wood, fulfill the same committee assignments as Ms. Jenny Tiskus. Ms. Jenny Tiskus has been a member of the Accreditation Committee and the Legislative Committee.

MOTION: Mr. John Fuller moved that Ms. Sharon Carroll be the Chair of the Assessment Committee and that Ms. Katie Wood fulfill the same committee assignments as the current student representative. Ms. Angela McLean seconded. Motion passed unanimously. Dr. Kirk Miller absent for the vote.

11:40 a.m. Dr. Kirk Miller arrived

Item 18 DETERMINE LOCATION OF SEPTEMBER 13-14, 2007 BOARD OF PUBLIC EDUCATION AND BOARD OF EDUCATION MEETING-Patty Myers

Ms. Patty Myers stated that the Board of Education's bylaws needs to be changed to reflect the motion that was passed in regard to the Board of Education meetings. The motion that reflects this change in the BOE's bylaws occurred on September 11, 2003 when "Regent Semmens moved that the by-laws be amended to set meeting dates to be concurrent with the January meeting of the Board of Regents and with the September meeting of the Board of Public Education. The motion was seconded by Patty Myers and unanimously carried." Ms. Patty Myers requested that Ms. Carol Will present the possible meeting locations for the Board of Education and the Board of Public Education meeting in September 2007. Ms. Denise Juneau provided Ms. Carol Will with the following options: Lodge Grass Public School, Pryor Public School, and Lame Deer Public School. Ms. Carol Will recommended that the meeting be held at Pryor Public School and commute from Billings, MT. Ms. Cindy O'Dell from Salish Kootenai College invited the Board of Public Education to hold these meetings on the college's campus. Discussion ensued with the desire of the Board to hold this meeting in eastern Montana and take into consideration the commuting distance for hotel accommodations to the meeting site.

MOTION: Mr. John Fuller moved to hold the September Board of Public Education and the Board of Education meetings in the Lame Deer Public School. Mr. Cal Gilbert seconded. Motion passed unanimously.

11:45 Adjourned for lunch

11:45-12:00 p.m. - TECHNOLOGY DEMONSTRATION FROM THE CLASSROOM OF THE VISUALLY IMPAIRED DEPARTMENT

Ms. Carol Clayton-Bye and Mr. Jim Takenaka, teachers for the visually impaired, presented a video of a MSDB student making his first phone call using a Morse code system. In addition, they presented other pieces of equipment used by the visually impaired.

12:00 – 1:15 p.m. LUNCH IN THE MSDB CAFETERIA

1:15 – 1:30 p.m. VIDEO PRODUCTION PRESENTATION IN THE COMPUTER LAB OF THE DEAF DEPARTMENT

Mr. Martin Guhl, Video Production Class Teacher, presented a video of interviews, commercials, a musical, and the use of the green screen for reports produced by MSDB's hearing impaired students from the Video Production Class.

DISCUSSION ITEMS

Item 10 REAUTHORIZATION OF NCLB-Patricia Chlouber, Secretary Regional Representative, US Department of Education Region 8

Ms. Pat Chlouber distributed the following documents:

- *President Bush's Continued Commitment to Education: 2008 Budget Good News for Montana's Children*

Highlights of the President's FY 2008 Budget Proposal

- ❖ More Resources for Schools
 - No Child Left Behind Act (\$24.5 billion) – up 41% since 2001
 - Title I Program (\$13.9 billion) - \$1.2 billion increase – up 59% since 2001
 - Title I School Improvement Grants Program (\$500 million)
 - American Competitiveness Initiative (\$365 million)
- ❖ More Resources for Parents
 - Promise Scholarship (\$250 million) and Opportunity Scholarship (\$50 million)
- ❖ More Resources for Teachers to Close the Achievement Gap
 - Reading First and Early Reading First Programs (\$1.1 billion) and Striving Readers (\$100 million)
- ❖ More Resources for Higher Education
 - Pell Grant Program (\$15.4 billion) – up 76% since 2001
- *A Test of Leadership: Charting the Future of U.S. Higher Education* by Secretary Margaret Spellings, U.S. Department of Education
- Letter from Judith Gosnell-Lamb, Big Sky Special Needs Cooperative
- *Building on Results: A Blueprint for Strengthening The No Child Left Behind Act* by Secretary Margaret Spellings, U.S. Department of Education

Discussion ensued about the need to promote rigor in high school coursework. Ms. Pat Chlouber referred to the *Building on Results: A Blueprint for Strengthening The No Child Left Behind Act* document that states:

“Rigorous coursework in high schools is critical to ensuring that students are learning the skills they need to compete in the global economy. Low-income students who complete a rigorous high school course of study are eligible for an Academic Competitiveness Grant (ACG) to help with college costs. The ACG program provides additional grant aid to low-income first- and second- year college students who complete a rigorous program of study in high school. Through **Building on Results**, we can increase academic rigor and simultaneously increase the number of students who may receive those grants by making Advanced Placement and International Baccalaureate classes available to more students and by training teachers to lead them. To promote student participation in courses required for success in college, states will

report completion rates of these college readiness courses by relevant subgroups.”

Item 11 NASBE GOVERNMENT AFFAIRS COMMITTEE REPORT-Dr. Kirk Miller

Dr. Kirk Miller distributed the following documents in addition to what was included in the agenda packet: Agenda for the NASBE Legislative Conference; 2007 NASBE Legislative Priorities; and Education Secretary Margaret Spellings Speaks to State Board Members about Department’s 2007 Priorities.

Some of the 2007 NASBE legislative priorities include:

No Child Left Behind Act

- New law must include the flexibility to allow nationwide implementation to be tailored to the unique circumstances of individual states and to take into account the challenges of rural areas.
- Better transparency and more disclosure are needed in all dealings, negotiations, and approvals between state and federal education officials.
- Assessments
 - Assessment policies must use multiple indicators of student achievement and school performance to evaluate progress.
 - Report results in formats and language that parents and the public can easily understand, and inform state level policies and programs.
- Accountability
 - Permit states to use English proficiency attainment to hold schools and districts accountable for LEP students (in cases where it would be valid, reliable, and consistent with the student’s educational program).
 - Allow states to count students with a disability who successfully complete their IEP (but do not earn a diploma based on state academic standards) as proficient in AYP calculations.
- Sanctions
 - Not enforce state compliance with federal rules and regulations through threat of or actual withholding of federal funding for unrelated programs.
 - Allow States to set their own professional qualifications for the instructional personnel of supplemental service providers.

Dr. Kirk Miller stated that the accountability of special education, according to No Child Left Behind, does not fit very well in Montana. The 1% or 2% exclusionary rules do not do very well in many communities across the state of Montana. Dr. Kirk Miller asked the U.S. Department of Education Secretary Margaret Spellings about allowing the IEP to drive the assessment accountability of Special Education identified students. Education Secretary Margaret Spellings responded by stating that the Special Education lobby does not want that to happen. Those who are Special Education lobbyists do not want to be swept under the carpet because they need to be part of the entire educational system. Dr. Kirk Miller followed up with the fact that the Department of Education has derived many flexible strategies for English Language Learners (ELL). Dr. Kirk Miller asked if the Department of Education would consider looking at flexible modeling of Special Education where the state could test and see whether the state could use the student’s Individual Education Plan (IEP) and hold Individuals with Disabilities Education Act (IDEA) accountable. He continued to state that Montana would consider being a pilot to implement some flexible modeling.

National Standards

- Given their authority over the development and adoption of state standards, state boards of education must be active participants in the national standards debate.
- There are important details – such as who would set the standards, how the standards would be set, which standards would be developed – that have yet to be worked out before policymakers can begin a serious discussion or give consideration to a national standards initiative.
- The alignment or adoption of state standards with national standards must be made

voluntarily by individual states.

NASBE Legislative Brief *Republican "A-Plus" Bill Would Allow States Out of Most NCLB Provisions* states that the "A-PLUS Act will restore accountability to parents and schools as states advance individually tailored academic policies. . . . Under A-Plus, a state can only opt out of NCLB requirements if two of three state entities give their assent: the governor, state legislature, and/or the 'highest elected education officials of the state, if any.'"

Item 12 NCLB UPDATE-Nancy Coopersmith

The presentation included perspectives from national organizations on the Reauthorization of the Elementary and Secondary Education Act. Information included a joint statement from the National Governors Association, the Council of Chief State School Officers, and the National Association of State Boards of Education, as well as a statement on reauthorization by the National Association of State Directors of Special Education. In addition, the presentation included a timeline for completing and disseminating the Adequate Yearly Progress determinations for the 2006-2007 school year. Ms. Nancy Coopersmith reviewed the following documents:

- *Reauthorization of the Elementary and Secondary Education Act (ESEA) National Association of State Directors of Special Education (NASDSE) Reauthorization Priorities*
- *National Governors Association (NGA), the Council of Chief State School Officers (CCSO,) and the National Association of State Boards of Education (NASBE) No Child Left Behind Recommendations to Congress*
- A letter to Honorable Edward "Ted" M. Kennedy, Honorable George Miller; Honorable Michael B. Enzi; and the Honorable Howard P. "Buck" McKeon. The letter included the following attachments: *Joint Statement on Reauthorization of the No Child Left Behind Act (NCLB); ECW-2 Education Reform; and Recommendations to Reauthorize the Elementary and Secondary Education Act*
- E-Grants NCLB Consolidated Program Application Videoconference Training Schedule

Item 13 NASBE RECOMMENDATIONS - CITIZENS FOR THE 21ST CENTURY-John Fuller

Mr. John Fuller stated that the state of Montana is following most of the recommendations of NASBE on the *Citizens for the 21st Century* quite well despite funding limitations. Mr. Steve Meloy revisited Chief Justice Gray's stress for the need of civics education, *We the People* curriculum and Ms. Jenny Tiskus's question directed to Senator Bob Graham at the NASBE Conference. Mr. Steve Meloy suggested that the Board addresses civic education in its five-year strategic plan that will be revisited in July 2007. Ms. Angela McLean requested that the Board send this document to Chief Justice Gray.

Item 14 FUTURE OF NORM REFERENCED TESTING-Steve Meloy

- Mr. Steve Meloy provided a history of the NRT discussion according to the Board of Public Education's previously written minutes. Some key points that were addressed at the May 2006 BPE meeting were: Assessing social studies and language arts; classroom assessments aligning to the state's standards; assessment should be tied closely to classroom instruction; set a window for testing as far in advance as possible due to the advanced yearly schedule; and the need to look at the Mission Statements for the Montana Assessment System. Some key points that were addressed at the January 2007 BPE meeting were: OPI's assessment budget request for the 2009 biennium that includes \$310,000 for fiscal year 2008 and \$325,000 for fiscal year 2009 for a norm-referenced test in grades 4, 8, and 11; the contract with Riverside Publishing Company that expires June 30, 2007; State Superintendent Linda McCulloch's recommendation to discontinue administering the norm-referenced test (NRT) for a period of time and re-evaluate yearly; data is not being used to make instructional decisions; OPI cannot provide any additional staff for support; there is no continuity of the Iowa test; and criterion-referenced tests are required with No Child Left Behind (NCLB).
- Mr. Steve Meloy stated that 10-56-101 spells out the Board of Public Education's adoption of rules for state-level assessment, but does not mention any assessment in particular. However, 10-55-603 (4) says "in addition to the school-by-school reporting of norm-referenced testing results in accordance with ARM 10-56-101, districts shall annually report to the Office of Public Instruction the school level

results of measures for the standards that are not adequately assess by the norm-referenced test.” Mr. Steve Meloy continued to state that if the Board were to substitute the CRT for the NRT it would simply require amending 10-55-603 (4). He also pointed out that 10-55-603 (3) (a) calls for school districts to use effective and appropriate multiple measures and methods to assess student progress in achieving content and performance standards in all program areas. The Board could consider amending 10-55-603(4) and then bringing OPI, the Board, and its partners together in a task force to determine appropriate assessments in the classroom which effectively inform instruction. Mr. Steve Meloy believes there isn’t any language in the law behind the appropriation for the NRT that binds the Board to utilizing the appropriation for the NRT in the next biennium.

- Correspondence in regard to the NRT was included from Superintendent Jack Copps, Billings Public Schools; Mr. Bill Laurent, Independent School, Billings, MT; Principal Kevin Croff, Meadowlark Elementary, Billings, MT; Mr. William Appleton, Director of Curriculum/Assessment/Federal Programs, Polson School District #23, Polson, MT; and John English, Principal, Bench Elementary, Billings, MT. All correspondence included was in opposition to the continuance of the NRT.
- It was clarified in the discussion that the Board recommends the discontinuance of the state requirement for the use of Norm-Referenced Tests (NRT) and the Iowa Test of Basic Skills (ITBS). This would allow districts to use these assessments, but not be required to report the results to the Office of Public Instruction. Dr. Kirk Miller suggested that the Board add an action item (Item 22b) to the agenda to vote on the action that the Board chooses to take in regard to the NRT. Dr. Kirk Miller recommends that the Board discontinue the requirement of the state to report the ITBS results and that the Board develop with the Office of Public Instruction an assessment task force that would make recommendations as to what type of assessments would be put in place that would inform classroom instruction and make recommendations to the revisions necessary to 10-55-603. Board discussion followed.

Item 15 LEGISLATIVE UPDATE-Steve Meloy and John Fuller

Mr. Steve Meloy stated that all of the bills which would adversely impact the Board directly failed to pass the legislature. The major funding bills of interest died as a result of the failure of the legislature to act on them prior to the end of the session. Some bills included:

- HB 417, which was the bill that the Senate amended to include many of the pieces of SB 152, which was the Governor’s plan. Inflationary increases for K-12 and fulltime kindergarten were included.
- HB 678 was the Republican plan to provide permanent tax relief by increasing direct state aid to schools.
- HB 809 which included the budget for OPI.
- HB 820 funded many state agencies including the BPE and MSDB.

PUBLIC COMMENT

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

ACTION ITEMS

MEETING WAS CLOSED FOR ITEMS 19 - 20

Item 19 MSDB SUPERINTENDENT PERFORMANCE EVALUATION & CONTRACT EXTENSION DISCUSSION-Patty Myers

MOTION: Ms. Angela McLean moved to extend the contract of Montana School for the Deaf and Blind’s Superintendent Steve Gettel, until June 30, 2010. Mr. John Fuller seconded. Motion passed unanimously.

Item 20 EXECUTIVE SECRETARY PERFORMANCE EVALUATION & CONTRACT EXTENSION DISCUSSION-Patty Myers

MOTION: Ms. Angela McLean moved to extend the contract of the Board of Public Education's Executive Secretary Steve Meloy, until June 30, 2010. Mr. John Fuller seconded. Motion passed unanimously.

Item 21 ESTABLISH EXECUTIVE STAFF SALARIES-Patty Myers

Ms. Patty Myers delayed action on establishing executive staff salaries until the contract negotiations as a result of the special legislative session have been settled with the MSDB's staff.

Adjourned at 4:00 p.m.

May 11, 2007 – Friday
8:30 a.m.

Item 22a RECOMMENDATION FOR FINAL ACTION – 10.55.907 DISTANCE, ONLINE, TECHNOLOGY DELIVERED LEARNING; 10.55.602 DEFINITIONS; 10.55.701 BOARD OF TRUSTEES; AND 10.55.705 ADMINISTRATIVE PERSONNEL: AND ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS-Dr. Linda Vrooman Peterson

Ms. Patty Myers welcomed those who came to the Board of Public Education to comment on this particular item and explained to all present how the Board was going to proceed. Dr. Linda Vrooman Peterson provided an overview of the rule on the Distance Learning Task Force, their recommendations to the Board of Public Education and the Superintendent of Public Instruction, and the next phase of the task force. Dr. Kirk Miller reviewed the process, the purpose, and the guiding principle of the Distance Learning Task Force as they completed phase I.

MOTION: Mr. Storrs Bishop moved to adopt the recommendations of the task force regarding 10.55.907 Distance, Online, Technology Delivered Learning; 10.55.602 Definitions; 10.55.701 Board of Trustees; and 10.55.705 Administrative Personnel: Assignment of School Administrators and Principals. Ms. Sharon Carroll seconded.

Dr. Kirk Miller moved to amend the motion:

MOTION: Dr. Kirk Miller moved to delay implementation of 10.55.907 section (3) and (3) (a). Mr. John Fuller seconded.

Dr. Kirk Miller explained that sections 10.55.907 (3) and (3) (a) are the meat of the discussion that surrounds licensed and endorsed teachers in Montana. He supports licensure and endorsement, but is concerned that some school districts may not have the capacity that may involve appropriation to implement the rule in the manner that it was amended by the task force. A study would need to be conducted to determine the capacity of school districts to meet this rule. Dr. Kirk Miller stated that this amendment to the motion would allow school districts some time to effectively implement this rule. Mr. Eric Feaver questioned Dr. Kirk Miller about the parameters of the delay and how a capacity study would be constructed? Discussion ensued about the parameters of the delay and the study of capacity that would be conducted by phase II of the Distance Learning Task Force. Mr. John Fuller offered a friendly amendment that was accepted by Dr. Kirk Miller, the maker of the original motion.

MOTION (as friendly amended): Dr. Kirk Miller moved to delay implementation of Distance, Online, and Technology Delivered Learning 10.55.907 sections (3) and (3) (a) to no later than the school year 2009-2010. Mr. Storrs Bishop seconded. Motion passed unanimously.

There was significant support for the delayed implementation amendment. After the delayed implementation motion was passed the following visitors testified in opposition to the rule: Dr. Mary Sheehy Moe, Dean of MSU-Great Falls College of Technology; Mr. Dan Zorn, Assistant Superintendent

of Kalispell Public Schools; Mr. Brian Patrick, Superintendent of Townsend Public Schools; Ms. Patricia Peebles, concerned parent; Mr. Les Meyers, Fairfield High School; Mr. Ryan Schrenk, Director of Technology for Facilitated Learning, MSU-Great Falls; Ms. Barbara Mansfield, Counselor, Whitefish High School; and Mr. Larry Crowder, Superintendent of Culbertson Public Schools. Some of the issues that were raised in opposition were: the effects that the rule change would have on dual credit, cost of college courses to families, licensure and endorsement of college professors, licensure and endorsement on one side or the other of the facilitated, and limiting opportunities for students. Mr. Eric Feaver, MEA-MFT President, spoke in support of the rule as proposed. Mr. Eric Feaver asked, "What is it about the teaching profession that says that somehow or another if it's expensive or inconvenient or out of the way, teachers don't have to be licensed and endorsed?" Once the visitors had the opportunity to comment, individual members of the Board of Public Education expressed their point of view regarding the rule. Ms. Patty Myers reiterated the motion before the Board:

MOTION RESTATED: To adopt the recommendations of the task force regarding 10.55.907, Distance, Online, and Technology Delivered Learning; 10.55.602 Definitions; 10.55.701 Board of Trustees; and 10.55.705 Administrative Personnel and the Assignment of School Administrators/Principals with a delayed implementation date of no later than July 1, 2009 on 10.55.907 (3) and (3) (a). Motion passed unanimously.

Item 23 ACCREDITATION UPDATE – ADDENDUM TO THE 2006-2007 ACCREDITATION STATUS RECOMMENDATIONS – ALTERNATIVE TO STANDARDS REQUESTS- Al McMillin, Educator Quality Specialist

The Superintendent of Public Instruction made the following recommendations to the Board of Public Education:

- 1) Addendum to the 2006-2007 Accreditation Status Recommendations – Page 6 of the 2006-2007 Montana Accreditation Status Recommendations - Addendum #1 – May 2007 provided a summary of the corrected figures. It was discussed by the Board that the figures were impressive because the districts had support, time, and increased funding to help them comply with the standards. Discussion ensued how the Office of Public Instruction and the Board of Public Education could build evidence for continued support through the legislative process.
- 2) Alternative Standard Requests – Five-Year Renewal Recommendations for Jackson Elementary in Beaverhead County for standard 10.55.709 - Library Media Services and standard 10.55.710 - School Counseling Services.

MOTION: Mr. Storrs Bishop moved to recommend approval of the addendum to the 2006-2007 Accreditation Status. Ms. Angela McLean seconded. Motion passed unanimously.

MOTION: Mr. Storrs Bishop moved to approve the alternative standard requests – five-year recommendations. Mr. Cal Gilbert seconded. Motion passed unanimously.

Item 22b FUTURE OF NORM REFERENCED TESTING – Dr. Kirk Miller

This item directly refers to the discussion of Item 14 on the Board of Public Education's May 10, 2007 agenda. This item was added to the agenda. Dr. Kirk Miller stated that State Superintendent Linda McCulloch recommended to the Board of Public Education in January 2007 to discontinue the requirement of reporting the Norm-Referenced Test. The use of the NRT has been valuable; however, the tools that have become available to assess the needs of Montana's students and to direct instruction are changing. The Board of Public Education believes that it is time to modernize the way that assessment is approached in Montana. An Assessment Task Force will be established by the Board of Public Education and the Office of Public Instruction.

MOTION: Dr. Kirk Miller moved to discontinue the required use of the ITBS/ITED for state reporting purposes and establish with the Office of Public Instruction a task force to: 1) recommend assessments that will inform instruction to be available to all Montana schools; and 2) recommend revisions to Administrative Rule of Montana 10-55-603 to

reflect these assessment recommendations. Ms. Sharon Carroll seconded. Motion passed unanimously.

Item 25 RECOMMENDATION FOR FINAL ACTION – MAJOR IN MATHEMATICS 5-12 TEACHING ENDORSEMENT PROPOSED BY MONTANA STATE UNIVERSITY-NORTHERN PROFESSIONAL EDUCATION UNIT-Dr. Linda Vrooman Peterson and James Longin, Academic Dean, Montana State

University-Northern

The Office of Public Instruction recommended to the Board of Public Education approval of the request by Montana State University – Northern to add a Mathematics Major to the Professional Education Unit's educator endorsement program areas. Mr. Bob Johnke and Mr. Charles Pollington from Montana State University – Northern spoke of the importance to provide the Mathematics Major to the university's Professional Education Unit.

MOTION: Dr. Kirk Miller moved to approve the Major in Mathematics 5-12 teaching endorsement as proposed by Montana State University – Northern Professional Education Unit. Ms. Angela McLean seconded. Motion passed unanimously.

12:15 p.m. Adjourned for lunch

1:00 p.m. Reconvened

Item 24 RECOMMENDATION FOR FINAL ACTION – MINOR IN PHYSICS 5-12 TEACHING ENDORSEMENT PROPOSED BY CARROLL COLLEGE PROFESSIONAL EDUCATION UNIT – Dr. Linda Vrooman Peterson and Lynette Zuroff, Carroll College, Chairwoman, Department of Education

The Office of Public Instruction recommended to the Board of Public Education approval of the request by Carroll College to add a Physics Minor in secondary education to the Professional Education Unit's educator endorsement program areas.

MOTION: Dr. Kirk Miller moved to approve the Physics Minor in secondary education to the Professional Education Unit as proposed at Carroll College. Mr. Storrs Bishop seconded. Motion passed unanimously. Ms. Angela McLean absent for the vote.

Item 27 PROPOSED RESOLUTION TO SUPPORT NASBE'S GUIDING PRINCIPLES FOR NCLB REAUTHORIZATION-Dr. Kirk Miller

Dr. Kirk Miller presented to the Board of Public Education a draft of a resolution to support the National Association of State Boards of Education's (NASBE) Guiding Principles for No Child Left Behind (NCLB) Reauthorization, given the centrality of issues related to standards, assessment accountability and teacher quality. This resolution recognizes the need for flexibility in state assessment requirements, better alignment of state and federal accountability systems, increasing federal investment in state capacity, accommodations in teacher qualifications, and transparency in all dealings between state and federal officials. Overall, the resolution acknowledged that shifting from a law of absolutes to one that recognizes that a one-size-fits-all approach is difficult, if not impossible.

MOTION: Dr. Kirk Miller moved to support the Board of Public Education's resolution to support the National Association of State Boards of Education's (NASBE) Guiding Principles for No Child Left Behind (NCLB) Reauthorization. Mr. Cal Gilbert seconded. Motion passed unanimously. Ms. Angela McLean absent for the vote.

INFORMATION ITEM

Item 28 MSDB COMMITTEE MEETING REPORT-Steve Gettel

- Student Enrollment/Evaluation

- Human Resources
 - Personnel Actions
 - Update on core competencies project
 - Update on status of collective bargaining with MEA-MFT/UFCW
- 2007 Legislative Session
 - Update on final action HB 820, HB 830, and HB 354
- School Improvement
 - Update on school improvement activities
 - Update on implementation of UNHS guidelines for early intervention
- Professional Development Activities
 - Update on in-service training and plans for 07-08
- MSDB Foundation Activities
- Conferences, Meetings, and Contacts
- Finance and Facilities
 - Update on budget and current maintenance projects
- School Calendar of Events
- Student News
- Public Comment for Non Agenda Items

Mr. Steve Gettel requested direction from the Board of Public Education on how to provide services for out-reach students.

ACTION ITEM

Item 26 TEACHER LICENSURE ISSUES-Cathy Warhank NANCY GEDE APPEAL

Mr. Steve Meloy presided over the contested case hearing in the matter of Nancy Gede vs. the Office of Public Instruction, Case No. 2007-01 BPE. This was a case involving the denial of a Montana teacher license and pursuant to the ARM rule 10.57.609. Since the Board of Public Education heard the contested case, the decision about the order of presentation was made by the Board.

MOTION: Dr. Kirk Miller moved to conduct the hearing as outlined by the hearings officer, Mr. Steve Meloy. Ms. Sharon Carroll seconded. Motion passed unanimously. Ms. Angela McLean absent for the vote.

Ms. Nancy Gede appealed the decision of the Office of Public Instruction to deny her a Special Education Endorsement for the state of Montana. She provided the Board of Public Education with transcripts, California and Colorado licenses, resume, letters of recommendation, and certificates of continuing education. Ms. Nancy Gede did not present the evidence that she has met two of the minimum requirements for licensure: 1) 10.57.412 Class 1 and 2 Endorsements: evidence of successful completion of 30 semester credits in an approved major and 20 semester credits in an approved minor, and 2) 10.57.301 (7) (b) (i) and (ii): evidence of completion of an out-of-state, state approved special education program which includes student teaching or university supervised experience.

Ms. Elizabeth Keller, Educator Licensure Manager, OPI and Ms. Cathy Warhank, Chief Legal Counsel, OPI presented documentation of Ms. Nancy Gede's academic preparation and teaching licenses. This document also included what Ms. Nancy Gede as met in regard to: 1) license eligibility of 10.57.201, General Provisions to Issue Licenses; 10.57.102, Definitions; and 10.57.411 (2), To obtain a Class 1 Professional Teacher's License; and 2) endorsement eligibility of 10.57.412 Class 1 and 2 Endorsements. Additional review was also provided, because when an applicant does not qualify for full licensure, OPI also evaluates for Class 5 Alternative License eligibility. Thorough discussion ensued between BPE, OPI, and Ms. Nancy Gede. The final recommendation to Ms. Nancy Gede was to have the university system conduct a transcript review and submit the results to the Office of Public Instruction for further review.

MOTION: Dr. Kirk Miller moved to delay action from the Board of Public Education until July 2007 to provide Ms. Nancy Gede the opportunity to obtain a transcript review from a higher education institution. Mr. Cal Gilbert seconded. Motion passed unanimously. Ms. Angela McLean absent for the vote.

PRELIMINARY AGENDA ITEMS STRATEGIC PLANNING MEETING – July 11, 2007

2-Year Annual Agenda Calendar
BPE Bylaws
Committee Goals and Objectives

PRELIMINARY AGENDA ITEMS BPE MEETING– July 12-13, 2007

Student Representative's Last Meeting
Assessment Update
NCLB Update
MACIE Update
Annual GED Report
Special Education Report
High School Graduation Requirements
Salish Kootenai College's final report – Action Item
Nancy Gede Appeal – Action Item
Assessment Task Force
Distance Learning Task Force

Meeting was adjourned by concurrence of the Board at 3:09 p.m.

DRAFT

BOARD OF PUBLIC EDUCATION
CONFERENCE CALL MEETING MINUTES

June 13, 2007

June 13, 2007
2:00 p.m.

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 2:00 p.m. on Wednesday, June 13, 2007. Carol Will took roll call: a quorum was noted.

Those in attendance at the meeting included the following Board members: Chairperson Patty Myers, Vice Chairperson Angela McLean, Dr. Kirk Miller, and Sharon Carroll. Staff present at the meeting included: Steve Meloy, Executive Secretary, Board of Public Education and Carol Will, Administrative Assistant, Board of Public Education. Visitor in attendance at the meeting was Bill Sykes, Business Manager, Montana School for the Deaf and Blind.

COMMENT

Mr. Steve Meloy commented that this conference call meeting was properly noticed on the Board of Education's web site.

ACTION ITEMS

Item 1 - Establish Executive Staff Salaries

- a. Mr. Steve Gettel, Superintendent, Montana School for the Deaf and Blind's salary request was presented to the Board by Bill Sykes, MSDB's Business Manager, since Mr. Steve Gettel was in Idaho. Mr. Bill Sykes proposed a 5% raise which would bring Mr. Steve Gettel's annual salary to \$80,974.00. Discussion ensued about the significance of the staff and administrators receiving significant raises due to increased funding and the need to be more competitive with other schools. Mr. Bill Sykes was asked specifically about the range of percentage increases to other members of the staff and he responded that they are still negotiating.

MOTION: Ms. Angela McLean moved to accept the proposed salary of the Superintendent of the Montana School for the Deaf and Blind at the annual rate of \$80,974.00 from July 1, 2007 to June 30, 2010. Dr. Kirk Miller seconded. Motion carried unanimously. Mr. Storrs Bishop, Mr. Cal Gilbert, and Mr. John Fuller were absent from the vote.

- b. Mr. Steve Meloy, Executive Secretary, Montana Board of Public Education's salary request was presented before the Board. Mr. Steve Meloy requested a 3% increase in his annual salary.

MOTION: Dr. Kirk Miller moved a 3% increase in the Executive Secretary's annual salary for the Board of Public Education for July 1, 2007 to June 30, 2010. Ms. Sharon Carroll seconded. Motion carried unanimously. Mr. Storrs Bishop, Mr. Cal Gilbert, and Mr. John Fuller were absent from the vote.

Item 2 – 2008 NASBE Board of Directors Vote

During the Board of Public Education's meeting on May 10-11, 2007 the western area ballot for the 2008 NASBE Board of Directors was presented for action. Biographical information was presented for Kenneth Willard, Kansas, President-elect; Greg Haws, Utah, Secretary-Treasurer; and Randy Dehoff, Colorado, Western Area Director. The Board took action to vote for each director on the ballot. Since taking action, some BPE members received an article from the New York Times dated May 19, 2007 titled: *Evolution Opponent Is in Line for Schools Post*, written by Cornelia Dean. The article states that the NASBE's President-elect candidate, Kenneth R. Willard, is "a member of the Kansas school board who supported its efforts against the teaching of evolution." The Board of Public Education considered rescinding its vote, noting that it wouldn't prevent Mr. Kenneth Willard from becoming President-elect but it would state the principle that the Board of Public Education does support the teaching of different theories. Mr. Steve Meloy contacted Ms. Marsha McMullin, NASBE's Director of Special Projects, and stated that the Board could resubmit a new ballot if different action occurred by the Board and it was received at the Association Headquarters by June 29, 2007. On June 12, 2007, the Board of Public Education received a letter from NASBE stating that the Board of Directors have "considered at length all the multiple issues this election raises – everything from [NASBE's] association goals and operating procedures to candidate qualifications and [NASBE's] current level of member engagement." Discussion ensued whether or not the Board of Public Education should resubmit its vote since it was still within the parameters of the deadline and the procedures of NASBE's election process.

MOTION: Ms. Angela McLean moved to send two letters to NASBE: 1) to address the election procedures and make revision recommendations; and 2) to address the Board of Public Education's stance of teaching evolution according to Montana's Science Standards and that the vote of the Board does not endorse Ms. Kenneth Willard's personal opinions specifically relating to the teaching of evolution. Ms. Sharon Carroll seconded. Motion carried unanimously. Mr. Storrs Bishop, Mr. Cal Gilbert, and Mr. John Fuller were absent from the vote.

MOTION: Ms. Angela McLean moved to adjourn the meeting. Dr. Kirk Miller seconded. Motion carried unanimously. Mr. Storrs Bishop, Mr. Cal Gilbert, and Mr. John Fuller were absent from the vote.

2:45 p.m. Meeting Adjourned

June 21, 2007

NASBE
Brenda Welburn, Executive Director
277 S. Washington Street Suite 100
Alexandria, VA 22314

Dear Ms. Welburn,

Thank you for the NASBE Board of Directors' letter dated June 7, 2007 regarding this spring's election for president-elect of NASBE. In the spirit of that letter, the Montana Board of Public Education would like to express its opinion regarding the election of the top officer of this organization.

During a special meeting of the Board on June 13, 2007 and based on discussion regarding NASBE's elections, the Board unanimously decided to express its concerns regarding the election process. Current NASBE bylaws allow one individual to ascend to a three-year term without further consideration or input from NASBE's membership. Montana's Board believes that the bylaws should be amended to require annual elections for each position in order to assure accountability and maintenance to NASBE's goals and visions pertaining to public education.

We appreciate NASBE's historic efforts to welcome and encourage participation of those with different and diverse perspectives. However, we believe that acquiescence to different perspectives should be subject to annual member approval.

Thank you for your opportunity to comment and consideration.

Sincerely,

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

Patty Myers, Chair
Montana Board of Public Education

Cc: Public Education Policies Committee
Lynne Farrell, CT



Board of Public Education

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

June 20, 2007

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Dr. Kirk Miller, Ed.D.
Havre

Storrs Bishop
Ennis

John Fuller
Whitefish

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Jenny Tiskus, Student Rep.
Polson

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

NASBE

Brenda Welburn, Executive Director
277 S. Washington Street Suite 100
Alexandria, VA 22314

Dear Ms. Welburn,

On May 15, 2007 the Montana Board of Public Education submitted its ballot for officers of NASBE in support of Mr. Kenneth R. Willard as President-elect. On June 13, 2007 the Board subsequently revisited its vote after learning, through a *New York Times* article, that Mr. Willard was part of a state of Kansas effort to change that state's science standards to allow inclusion of intelligent design to the exclusion of evolution. The Board's decision was not to rescind its vote prior to the deadline, but rather to express that Montana's vote does not in any way endorse the personal opinions of Mr. Willard, particularly in regard to state science standards.

Though Montana's Science Content and Performance Standards for advanced proficiency embrace questions about the validity of scientific endeavors, the teaching specifically of creationism or intelligent design has no place in public schools. Even though Mr. Willard offers assurances that NASBE doesn't set national curriculum standards, the Montana Board of Public Education has concerns about the possibility of a conservative agenda's impact on NASBE's work.

Montana's Board believes that Mr. Willard is most likely a good man who is dedicated to strong principles related to public education and will not rescind its vote. However, the Board wishes to encourage vigilance by you and your staff to ensure that Mr. Willard's conservative and personal beliefs in regard to creationism and intelligent design do not permeate the fine and progressive work of the National Association of State Boards of Education.

Sincerely,

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

Patty Myers, Chair
Montana Board of Public Education

TO: David Dooley
Provost and Vice President for Academic Affairs
Montana State University-Bozeman

FROM: Roger Barber
Deputy Commissioner for Academic & Student Affairs

RE: Accreditation of Education Programs

DATE: June 19, 2007

Sheila Stearns, the Commissioner of Higher Education for the State of Montana, and I have discussed your institution's plans to seek accreditation from the Teacher Education Accreditation Council (TEAC) for your education programs. We do not think it is necessary for the Montana Board of Regents or this office to mandate programmatic accreditation. We also do not think it is necessary for either entity to mandate programmatic accreditation from a particular accrediting agency.

We believe the issue of programmatic accreditation is primarily an institutional decision, and we trust the judgment of the excellent administrators in the Montana University System to make the best decision for their students and their programs.

Our office recently received a letter, dated May 2, 2007, from the American Council on Education that states our position. That letter said:

We believe that each institution should evaluate whether to seek professional accreditation in teacher education, just as it evaluates the pursuit of professional accreditation in any field. . .

If the decision is to pursue specialized accreditation, . . .the campus should look at both professional accreditations (the National Council of Accreditation of Teacher Education – NCATE or Teacher Education Accreditation Council – TEAC) to determine which would be most appropriate for the campus. . .

We are opposed to efforts which make specialized accreditation a mandatory as opposed to a voluntary process—and especially so if the legislation or regulation specifies a specific accreditation to be required.

If you have any questions, David, I would obviously be happy to answer them.

Cc: Lynn Morrison-Hamilton
Sheila Stearns



Board of Public Education

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

BOARD MEMBERS

APPOINTED MEMBERS:

- Patty Myers – Chair
Great Falls
- Angela McLean – Vice Chair
Anaconda
- Dr. Kirk Miller, Ed.D.
Havre
- Storrs Bishop
Ennis
- John Fuller
Whitefish
- Cal Gilbert
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- Sharon Carroll
Ekalaka
- Jenny Tiskus, Student Rep.
Polson

EX OFFICIO MEMBERS:

- Sheila Stearns, Ed.D.
Commissioner of
Higher Education
- Linda McCulloch,
Superintendent of
Public Instruction
- Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

June 14, 2007

Governor Brian Schweitzer
PO Box 200801
Helena, MT 59620-0801

Dear Governor Schweitzer,

As an ex-officio member to the Board of Public Education, as always you or your representative are invited to attend the Board's strategic planning session. As noted on the annual agenda calendar the strategic planning session will be on Wednesday, July 11, 2007. This year the location will be at the Front Street Learning Center in Helena, MT beginning at 1:00 p.m.

The focus of this session will be to review the vision and goals of the Board's committees and the hopes of what they intend to address in the coming year. The Board appreciates any input that you may have as they complete this process. Attached is a list of the committees and their chairs. Please feel free to attend this session or contact the chair of the appropriate committee to address any issue that is pertinent to the work that needs to be addressed. Thank you for your valued participation as the Board continues to do its work for the education of Montana's students.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve H. Meloy", with a long, sweeping underline that extends to the right.

Steve H. Meloy
Executive Secretary

Cc: Patty Myers
Jan Lombardi



Board of Public Education

PO Box 200601
Helena, Montana 59620-0601
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BOARD MEMBERS

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June 14, 2007

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Polson

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Linda McCulloch
State Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Dear Superintendent McCulloch,

As an ex-officio member to the Board of Public Education, as always you are invited to attend the Board's strategic planning session. As noted on the annual agenda calendar the strategic planning session will be on Wednesday, July 11, 2007. This year the location will be at the Front Street Learning Center in Helena, MT beginning at 1:00 p.m.

The focus of this session will be to review the vision and goals of the Board's committees and the hopes of what they intend to address in the coming year. The Board appreciates any input that you may have as they complete this process. Attached is a list of the committees and their chairs. Please feel free to attend this session or contact the chair of the appropriate committee to address any issue that is pertinent to the work that needs to be addressed. Thank you for your valued participation as the Board continues to do its work for the education of Montana's students.

Sincerely,

Steve H. Meloy
Executive Secretary

Cc: Patty Myers



Board of Public Education

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

BOARD MEMBERS

APPOINTED MEMBERS:

June 14, 2007

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Dr. Kirk Miller, Ed.D.
Havre

Storrs Bishop
Ennis

John Fuller
Whitefish

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Jenny Tiskus, Student Rep.
Polson

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Sheila Stearns
Commissioner of Higher Education
PO Box 203101
Helena, MT 59620-3101

Dear Commissioner Stearns,

As an ex-officio member to the Board of Public Education, as always you are invited to attend the Board's strategic planning session. As noted on the annual agenda calendar the strategic planning session will be on Wednesday, July 11, 2007. This year the location will be at the Front Street Learning Center in Helena, MT beginning at 1:00 p.m.

The focus of this session will be to review the vision and goals of the Board's committees and the hopes of what they intend to address in the coming year. The Board appreciates any input that you may have as they complete this process. Attached is a list of the committees and their chairs. Please feel free to attend this session or contact the chair of the appropriate committee to address any issue that is pertinent to the work that needs to be addressed. Thank you for your valued participation as the Board continues to do its work for the education of Montana's students.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve H. Meloy".

Steve H. Meloy
Executive Secretary

Cc: Patty Myers

Board of Public Education
Committee Assignments
2007 - 2008

STANDING COMMITTEES

Executive Committee

Patty Myers, Chair
Angela McLean, Vice Chair
Steve Meloy, Secretary (ex-officio)

Accreditation Committee

Storrs Bishop, Chair
Jenny Tiskus, Member

Licensure Committee

Angela McLean, Chair

MSDB Committee

Patty Myers, Chair
Cal Gilbert, Member
John Fuller, Member

Government Affairs Committee
(NASBE Delegate)

Kirk Miller, Chair

Legislative Committee

John Fuller, Chair
Jenny Tiskus, Member

ADVISORY GROUP LIAISONS

Angela McLean, CSPAC
Cal Gilbert, MACIE
Patty Myers, MSDB Foundation

TASK FORCE

Quality Schools/ Quality Educators

Kirk Miller, Chair

Indian Education for All

Cal Gilbert, Chair

Distance Learning

Kirk Miller, Chair

Pathways for Learners

Patty Myers, Co-Chair
Angela McLean, Co-Chair

Assessment

Sharon Carroll, Chair

STATE BOARD OF EDUCATION

Kindergarten to College Workgroup

Steve Meloy



— **Montana Office of Public Instruction** —

Linda McCulloch
State Superintendent

RECEIVED

MAY 29 2007

BOARD OF PUBLIC EDUCATION

May 24, 2007

Steve Meloy
Board of Public Education
46 N Last Change Gulch
Helena, MT 59601

Dear Steve:

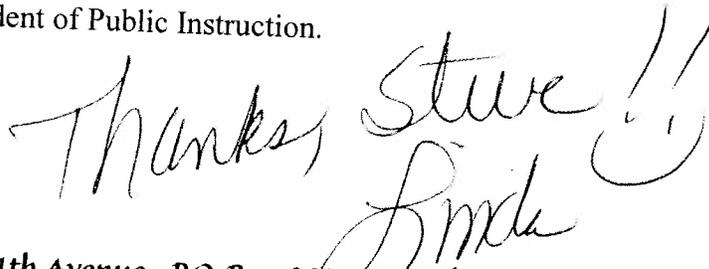
Thank you for testifying on behalf of Full-Time Kindergarten and for your support during the Regular and Special Sessions.

Full-Time Kindergarten is the first statewide education initiative to pass since half-time kindergarten 30 years ago. Providing start-up funds was also an important step in getting schools the resources they need to implement this program. However, it is interesting to note that Montana was a leader in kindergarten when the Legislature established it in 1899.

We know how important it is to give our children the best start to their education. Full-Time Kindergarten is a proven way we can help our kids reach their academic potential. Thank you again for your hard work in getting this important piece of legislation passed. We couldn't have done it without you.

Warm Regards,


Linda McCulloch
State Superintendent of Public Instruction.



RECEIVED

MAY 25 2007

BOARD OF PUBLIC EDUCATION

Robert Hurly
Attorney at Law
P. O. Box 1170
234 5th Street South
Glasgow, Montana 59230

May 21, 2007

(406) 228-2641

RECEIVED

MAY 25 2007

Montana University System

Hi!

I am writing in response to the amazing news that Montana's Board of Education has ruled that all distance learning must be supervised by a teacher certified by Montana as endorsed in the subject being taught. Publicity about this order indicates that it applies to both high school and college courses and it's apparently intended to stop all courses not handled in public schools and colleges where the teacher is not supervised by a Montana certified teacher.

I do not intend to teach any classes, but I'm an attorney who has been in private practice quite a few years, with a Bachelor's Degree in History and a law degree, and years and years of work with the public in such matters as psychology and logic, and a practical application of each in the real world. Many of my fellow attorneys must have similar or even more impressive qualifications.

My son has a degree from a Montana college in computer matters, and so far he has had years of experience in selling, training, maintaining, and installing computers and related equipment. Two son-in-laws have long made their living in computer design, programming, and practical every day computer use.

I doubt that any of us are intending to become teachers, but if we were, this new policy appears to make it illegal for any of us to teach any sort of computer course, and to make it illegal for me to teach any such courses as business law, logic, ethics, etc.

However, my wife and daughters all qualified as teachers with degrees from Montana colleges, and if my memory serves me correctly, one required course to qualify as a teacher was "Theory of Recess", while another involved a detailed analysis and study of the works of Thomas Hardy, an author of a couple hundred years ago, who wrote very little that was of significance then or now.

But under this new policy, neither my son, nor son-in-laws could teach anything about computers, and I couldn't teach anything about subjects I may qualify in from a world of training and

May 21, 2007

Page 2

experience, because we haven't taken some ridiculous courses which Montana thinks qualify us to teach?

Shouldn't all of us pressure the Board of Education (a) to immediately cancel this ridiculous policy, and (b) to review the requirements for qualification for a Board of Montana Teacher Certification, all with the intent of eliminating red tape and chaff, and allowing professionals to pass on their knowledge and experience to students in their respective fields?

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Hurly". The signature is written in a cursive style with a large, looping initial "R".

ROBERT HURLY

RH/dd



Board of Public Education

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

BOARD MEMBERS

May 31, 2007

APPOINTED MEMBERS:

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Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Robert Hurly
Attorney at Law
P.O. Box 1170
234 5th Street South
Glasgow, MT 59230

Dear Mr. Hurly,

Thank you for taking the time to write and comment about the Board's recent action regarding its distance learning rule. As you are aware the portion of the rule that created the most public comment dealt specifically with the Board's requirement that teachers who provide instruction in Montana be licensed and endorsed in Montana. Because of questions like the ones you asked and possible impacts on dual enrollment scenarios across Montana school districts, the Board chose to delay implementation of the license portion of it rule until July 1, 2009.

The Board will reconvene its Distance Learning Task Force to consider dual enrollment/credit, greater flexibility for student instruction, capacity of school districts to offer expanded online opportunities, and state funding. The Board hopes to convene the task force in conjunction with the Office of Public Instruction within the month to begin this important work. Input from you and others will be distributed to the task force members as they progress through their agendas.

Again, thank you for taking the time to comment.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Meloy", with a long horizontal line extending to the right.

Steve Meloy
Executive Secretary

MEMORANDUM

TO: INTERESTED PARTIES
FROM: STEVE MELOY, EXECUTIVE SECRETARY
RE: DISTANCE LEARNING RULE ADOPTION NOTICE
DATE: MAY 17, 2007

Enclosed is the Board of Public Education's accreditation rule adoption notice as it will be published on May 24, 2007. The effective date for these rules is May 25, 2007 with the exception of 10.55.907 (3) and (3)(a) which has a delayed effective date of 7/1/2009.

If you have any questions, please feel free to contact me at (406) 444-6576 or smeloy@montana.edu.

Board's OK of distance-learning rules came after much discussion

By STEVE MELOY

The Board of Public Education is required by the Constitution and state law to establish the accreditation status of every K-12 school in the state. Inherent in this charge is to effect an orderly and uniform system of teacher licensure.

The board accomplishes its mandates through rule making, resulting in statewide rule-making proceedings like the one held on May 12 in Great Falls in which updated rules governing distance, on-line, and technology-delivered learning were promulgated.

The portion of the rule that caused the most public comment dealt specifically with the board's requirement that those teachers who provide instruction through technology-delivered learning be licensed.

The board unanimously agreed that "uniformity" means that if we require teachers who teach on-site in our schools to be

licensed, we should require no less of those who provide instruction online.

Licensure is extremely important to this board as it agrees that licensure is the best way it has to assure competency and quality of those who provide instruction to our children.

Teachers must meet the requirements of the law just as Montanans expect our doctors, nurses, accountants, engineers, etc. to be qualified and licensed.

The action the board took in this regard followed an extensive statewide, transparent and inclusive process over a five-month period.

In conjunction with the Office of Public Instruction, the board created a Distance Learning Task Force which began its work in December.

Members of the task force included more than 20 educational entities that are regarded as constituents of the Board of Public Education. The process was facilitated by the Office of

Public Instruction and all meetings were broadcast through VisionNet or METNET.

The guiding principles of the task force included aligning the board's standards with current best practices while serving student learning needs, present and future, with flexibility and quality.

All recommendations of the task force were arrived at by using a consensus process.

Majority and minority opinions were considered and listed in the final report to the board. The board and the Office of Public Instruction also incurred the cost of an independent contractor to provide research material in order to ensure the board's practices coincided with current best practices as found in other states.

The task force relied on research that identified 26 states as having significant state policies for online learning, but very few with specific policies regarding requirements for online

teacher professional development and licensure.

Because the federal No Child Left Behind Act requires each state to assure that its teachers are highly qualified, the board felt that any relaxation of its standards regarding teacher licensure would be a huge step in the wrong direction and a rebuke of its charge.

The Board of Public Education's national professional affiliation, the National State Boards of Education, expressed, in a policy brief, grave concern that rapid growth of online learning is outstripping state policies and regulations meant to guide education.

The board in its deliberations cannot conceive of anyone, including those who testified against the rule, not believing that teachers have the greatest impact upon the success or failures of this state's K-12 school children. Teacher qualifications are of paramount importance to our system of education and the

board's best determinant of quality is licensure.

Because of the concern of the impact that this rule may have on dual credit/enrollment programs statewide, the Board of Public Education decided to delay the implementation date regarding credentialing until July 1, 2009.

This is a major concession by the board as this delay will allow unlicensed teachers to provide instruction in the K-12 environment.

The board acquiesces to the concerns of the school districts to ensure that their dual credit/enrollment programs will eventually comply with the board's accreditation standards.

The board announced at its May 12 meeting its intent to continue the study of this issue and its impacts upon school districts in a manner like the process previously used. The board also outlined the need to study the capacity of the field to meet online, technology delivered

needs of our Montana students. It is important to note that the much of this work is funded by special revenue which is not directly related to general fund tax dollars.

The Board of Public Education takes seriously its constitutional mandate to exercise general supervision over the public school system. Of prominence in its statutorily mandated powers and duties is the requirement that the board shall effect an orderly and uniform system for teacher licensure.

The board believes that, consistent with its action on May 12 regarding distance learning, school districts that must function under the supervision of the board will find a way to comply. The delayed implementation date should provide assurance that no student's learning needs present and future will be curtailed.

Steve Meloy, Helena, is executive secretary of the Montana Board of Public Education.

Article published May 12, 2007

New rule requires supervision for distance learning

By ERIC NEWHOUSE
Tribune Projects Editor

Over the objections of school administrators and parents, the Montana Board of Public Education on Friday unanimously passed an online-education proposal backed by the teachers' union.

It requires that all distance learning, including college courses, be supervised by a Montana-certified K-12 teacher endorsed in the discipline being taught.

However, the board voted to delay implementation of the rule change to no later than July 1, 2009, to tweak the proposal and give the Legislature time to fund it.

There was no estimate of what it might cost to provide certified teachers in state school districts.

During a 2 1/2-hour public hearing, Montana Education Association/Montana Federation of Teachers President Eric Feaver was the only witness to testify in favor of certification.

"What is it about the teaching profession that if it is too expensive or inconvenient or out of the way, it's OK not to be licensed?" Feaver asked. "That standard isn't acceptable for doctors or lawyers or CPAs."

But school administrators and parents noted that students would be unable to get credit for specialized online classes if their school didn't have a teacher certified in that discipline or if the instructor, usually a college professor, didn't have state high-school certification.

"I'm appalled by this rule and ask that you exempt the distance-learning provisions," said Mary Sheehy Moe, dean of MSU-Great Falls College of Technology.

She noted that MSU-Great Falls offers 17 dual-credit courses online for high-school students, in which they earn high-school and college credits. Courses range from art history to psychology.

"These are college credit courses that reflect the standards of the institutions offering them," she said, adding that high-school officials can refuse to grant credit to courses that they feel don't measure up to standards.

"Requiring facilitators in the high school in the same discipline creates an insurmountable barrier to small rural schools," Sheehy Moe said.

Larry Crowder, superintendent of Culbertson schools, said the rule change would block his students from getting credit for a college course in Swahili.

"We have facilitators available to supervise the class, but none that are certified in Swahili," he said.

Brian Patrick, Townsend schools superintendent, said the rule change would bar courses from institutions outside Montana.

"I'm opposed to this rule because it builds a wall around Montana, although I do agree we need a gatekeeper," he said.

Dan Zorn, school superintendent in Kalispell, said the new rule makes it harder for struggling high-school students to make up classes they need in order to graduate.

"We fear that removing those options would dash their hopes of graduation and increase the dropout rate," Zorn said.

Patrick added that in addition to at-risk students, gifted students benefit from distance learning.

"With our budgets today, we don't have much to offer our gifted students," said Patrick. "Distance learning fills that gap."

Patricia Peebles, a Kalispell parent, said the Running Start program was instrumental in allowing her children to graduate from high school. She asked the board not to limit those opportunities.

"At a time when budget cuts are making headlines, it's unthinkable that the Board of Public Education would consider jeopardizing this program," she said.

She noted that dual-credit courses are crucial to students with limited means.

"The Running Start program, with its reduced tuition and college credits, is imperative," Peebles said. "One person called this a turf war, but it's a turf war that only hurts our students."

Feaver said the issue was simply one of enforcing Montana standards, not those in other states.

"We're not talking about barriers," he insisted. "We're talking about honesty."

In the end, board members praised the discussion, saying they'd learned from it, but voted unanimously to adopt the distance-learning revisions.

Board member Kirk Miller said the delayed implementation would give the 22-member task force time to consider the objections, refine the regulations, determine whether the education system has the capacity to implement the changes and calculate how much more money school districts would need to do so.

"It will require further appropriations, which we have no control over," Miller said. "That's at another table, the legislative table."

After the meeting, Sheehy Moe stood for a moment in the parking lot of the Montana School for the Deaf and the Blind, where the meeting was held.

"You know what they just did?" she asked. "They just required that college professors (teaching high-school students online) have to be Montana high-school certified."

Article published May 11, 2007

Distance-learning certification passes board of education

Over the objections of school administrators and parents, the Montana Board of Public Education unanimously passed an online education proposal Friday pushed by the teachers' union.

It requires that all distance learning, including college courses, be supervised by a Montana-certified K-12 teacher accredited in the discipline being taught.

However, the board voted to delay implementation of the rule change to no later than July 1, 2009, to tweak the proposal and give the Legislature time to fund it.

There was no estimate of what it might cost to provide accredited teachers in state school districts.

During a two-and-a-half hour public hearing, MEA-MFT President Eric Feaver was the only witness to testify in favor of certification. MEA-MFT is the state teachers union.

"What is it about the teaching profession that if it is too expensive or inconvenient or out of the way, it's OK not to be licensed?" Feaver asked. "That standard isn't acceptable for doctors or lawyers or CPAs."

School administrators and parents noted that students would be unable to get credit for specialized online classes if their school didn't have a teacher certified in that discipline or if the instructor, usually a college professor, didn't have state high school certification.

Rule change poses new challenges for online education

By KRISTEN CATES
Tribune Staff Writer

The Montana Board of Public Education is prepared to vote on a rule change on Friday that could impact online courses for students and the instructors who teach and supervise some classes.

Under current rules, the Board of Public Education allows high school students to take distance-learning courses and be supervised by the instructor, usually from a college, as they complete the class.

▼ ADVERTISEMENT ▼ But the board will vote on changing that rule so that those who teach the online courses must be a certified K-12 teacher in Montana. If not, the supervising teacher at the local high school must be certified in the area of study of the online course.

Guidance counselors across the state say they see the rule as a threat to offering courses that normally wouldn't be provided at some high schools.

But Montana Education Association-Montana Federation of Teachers President Eric Feaver said the purpose of the rule change is to ensure that the profession of teaching doesn't get thrown out the window in order to cut corners.

"If anybody can teach — in other words there are no standards that apply — you have no teaching profession," he said.

He compared it to going to a doctor who doesn't have a license to practice medicine.

"If we have a profession then we must maintain those standards," he said. "We have to stop saying we diminish what we do because it costs money."

In a rural school district, such as Choteau or Simms, the distance-learning program allows students to take recovery courses, such as English, online during the summer so that they can stay on track for an on-time graduation.

Diane Stinger, guidance counselor at Simms High School, said students who live in rural areas are often unable to get to town in the summer to take classes, so the district pre-approves an online course that they can take from home.

Stinger's said her understanding is that with the rule change, a teacher would have to work through the summer to supervise that class.

"With budget cuts, it could get very serious," she said.

The other concern is that students who are trying to earn dual college and high school credits through online courses won't be able to do so anymore.

Eva Anseth, guidance counselor at Choteau High School, said she has one student enrolled in an online medical terminology class through Montana State University-Great Falls College of Technology.

"There's no way we could offer it to her," Anseth said.

Anseth said that when a student enrolls in an online course, she helps the student get started and checks grades, but it is up to the student and the instructor to get the job done. She can't recall a time when it has created a problem for the district.

"We haven't seen the downside to it," she said.

Mary Sheehy Moe, dean of MSU-Great Falls, said the college started offering dual-credit courses to students in Great Falls Public Schools four to five years ago, which allows them to take college-level courses at a discounted rate. In recent years, the distance-learning courses have expanded to 13 different schools, Moe said.

Under the new rule, the teachers at MSU-Great Falls, who are already required to have a master's degree in their field, according to the Regents' standards, would have to get licensed as a K-12 teacher. If the change is adopted, Moe said the college will quit offering online courses for high school students.

"It doesn't hurt us," she said. "It hurts the kids."

Feaver said the rule change is not related to dual-credit programs, but Moe said it will inadvertently hurt them.

The Montana Board of Public Education meets today and Friday at the Montana School for the Deaf and the Blind. The distance learning rule change will be voted on at 8:30 a.m. Friday.

Reach Tribune Staff Writer Kristen Cates at 791-1463 or kcates@greatfalls Tribune.com

From: Meloy, Steve

Sent: Thursday, May 03, 2007 9:26 AM

To: Kristi Albertson; Will, Carol; Angela McLean; Cal Gilbert; Jenny Tiskus; John Fuller (fullerj@sd5.k12.mt.us); Kirk Miller (millerk@havre.k12.mt.us); Patty Myers (patty_myers@gfps.k12.mt.us); Patty Myers (pattymyers@sofast.net); Sharon Carroll; Storrs Bishop

Subject: RE: distance learning and dual credit info

Dear Ms. Albertson,

The action before the Board of Public Education on May 11th is to adopt the proposed amendments to its accreditation standards relating to distance learning. Accreditation standards are rules of this agency governing K-12 schools which have the force of law. The Board endeavors to visit all of its rules on a five year review cycle basis. We pay particular attention to those areas which are quickly evolving such as technology delivered instruction. The proposed rule does not mention "Running Start" or "Dual Enrollment". The rule and the Distance Learning Task Force's work and conclusions (which can be found on our web site at www.bpe.mt.gov) begin by defining terms which are mostly house keeping. They further require providers of distance learning to register with the Office of Public Instruction.

The part of the notice rule which is causing the most concern to school districts, administrators, and students around the state is the requirement that teachers of distance, on-line, and technology delivered learning programs shall be licensed and endorsed in Montana in the area of instruction taught. This requirement brings those that teach on-line under the very same requirements of those that teach in our schools. If a teacher does not possess these qualifications there must be a facilitator on the receiving end who is licensed and endorsed in Montana in the area of instruction facilitated.

It is also important to understand that the Running Start program that began with legislation in 2001 provides that higher education may offer courses of instruction in the K-12 environment only to supplement education and potentially earn college credit but not supplant their high school courses of instruction. Also dual enrollment is an issue that is currently being considered by both the Board of Public Education and the Office of the Commissioner of Higher Education. Though it may be impacted by the proposed rule adoption, it is not currently the program being considered on May 11th.

I cannot tell you at this time how the vote will go, but I do know that the Board strongly endorses and defends the profession of teaching through licensure. The Board has consistently thwarted attempts to reduce teacher qualifications and teacher credentials. If you have been following the federally mandated No Child Left Behind you will note that the federal government requires that not only teachers be licensed and endorsed but that they are "highly qualified". I believe that the Board of Public Education concurs with the concept that those who provide instruction to our children, whether in person or electronically, must never be waived from a high standard of quality.

I hope you find this information useful. If you have any further questions, please feel free to contact me.

Sincerely,

Steve Meloy

From: Kristi Albertson [mailto:kalbertson@dailyinterlake.com]

Sent: Wednesday, May 02, 2007 4:57 PM

From: Gray, Karla [kgray@mt.gov]

Sent: Tuesday, May 15, 2007 4:15 PM

To: Meloy, Steve

Cc: Will, Carol; Patty Myers; millerk@havre.k12.mt.us; amclean89@hotmail.com

Subject: RE: Civics

-->

Hi Steve and Friends,

Thanks for the update. I'm delighted to see a bigger picture look that I, as an "outsider" to the education world, can readily understand.

My commitment to the civic mission of schools continues, and I expect to become more active as opportunities present themselves (or are created!!) both while I am still the Chief Justice and thereafter. If I can be of any assistance to the Board, or any particular school district, in moving this mission along, I would be delighted to try to help.

I'd still like to locate a couple of districts which might be willing to pilot the incorporation of all 3 levels of We, the People into their curriculum at no cost for the materials the first year, and relatively low cost and very effective training of the educators who would be utilizing the curriculum. Anaconda and Polson (because of your student Board members comments at the meeting I attended) spring to mind. Kirk, I have no idea what the situation might be in Havre, and--if I read correctly--you're moving on to Bozeman. Sad for Havre, I know, but certainly good for Bozeman, where I believe some of the schools may already use We, the People.

As you would no doubt suspect, I know there are a variety of available curricula on this subject; "We" is the only one I'm familiar with. One of the reasons I like it so much is that there would be many opportunities to include the basics of early American history, Indian Ed for All, citizenship training and current events, and the like into a more comprehensive learning experience. I do realize these are not Board matters and that the Board must necessarily move slowly and deliberatively.

Indeed, I am personally a very process-oriented person. At the same time, my entire career has been in a field where things move at glacial pace and, as I prepare to leave the Court, I hope to start directing more energy toward progress at a bit quicker a pace!

In the meantime, I am speaking at the Freedom Shrine event at Monforton School on June 1, and believe I am on one or two segments of the programs for the fall MEA-MFT conference.

Best of luck with all the important work you do! And thanks for all that work as well!

Karla

Karla M. Gray

Chief Justice

Montana Supreme Court

406-444-5490

kgray@mt.gov



Board of Public Education

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

May 3, 2007

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Dr. Kirk Miller, Ed.D.
Havre

Storrs Bishop
Ennis

John Fuller
Whitefish

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Jenny Tiskus, Student Rep.
Polson

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Travis McAdam
Research Director
Montana Human Rights Network
P.O. Box 1222
Helena, MT 59624

Dear Mr. McAdam:

Please find this letter as a response to your correspondence of April 24, 2007 regarding the Board of Public Education's amendments to 10.55.701, 10.55.801, and 10.55.1003 ARM in the year 2006.

As you are probably aware, the ultimate amending language in the accreditation standards was identical to the language noticed, heard, and ultimately promulgated and adopted by the Board of Public Education to be effective March 10, 2006. As you attended the hearing, you are correct in that the term "sexual orientation" was not included as definitive language in the amendment to the standards. Further, you are accurate in that the Board desired to leave the writing of specific policies up to each local school district because of the Board's commitment to local control.

The information that I consistently gave to those in attendance at the hearing and, subsequently, inquiries from both the public and the press was that the motion asking the Board to go forward in this regard included the list to which you referred to be available to districts as a guide in adopting individual policies. In a phone call to the Office of Public Instruction after I learned of your concern, I was assured that the list was placed on the Office of Public Instruction's website as a link to information under the subject of bullying.

As you are aware, the Office of Public Instruction is attached to the Board of Public Education for administrative purposes. It is their role to carry out initiatives, policy, and directives of the Board of Public Education. I am confident that this matter has been taken care of.

I hope this answers your concerns. If you have any further questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Meloy", with a long horizontal line extending to the right.

Steve Meloy

Cc: Patty Myers



The signs of music / Hearing-impaired choir shows off talent for future teachers

By BETSY COHEN of the Missoulian

With the poise of professional musicians, the choir from the Montana School for the Deaf and Blind commanded the Music Recital Hall stage at the University of Montana and wowed a Thursday morning crowd.

A standing ovation followed the 90-minute show, after which the audience was gifted with an encore by “Expressions of Silence,” whose members are students in the sixth through 12th grades.

Each member of the choir lives with a hearing impairment; some of the students are deaf and some are hard of hearing.

No matter their audio challenges, the youth captivated the audience of UM music students - who are teachers-in-training - with a crisp execution of energetic and engaging choreography.

Although the choir did not “sing” vocally, they “signed” expressively and danced to songs sung by the likes of Stevie Wonder and Alison Krauss. The result was a powerful and joyful concert that was equal parts dance and performance art.

A quick review of the choir's résumé makes it clear why and how the young performers exude such confidence.

Among its lengthy credits, Expressions of Silence has performed for the Montana Legislature, the Montana Council of Exceptional Children, at the Music Educators National Conference - and with the renowned Mormon Tabernacle Choir and the Oak Ridge Boys.

In June, choir members pack their bags for Washington, D.C., where they will perform before the nation's leaders at the National Anthem Project's grand finale.

“We are so thrilled and honored to have this choir perform for us,” said Mary Jane Belz, a UM professor who teaches music education.

“I first came to know about this choir when I read about them in a national journal, and then I was fortunate to see them perform at the Music Educators National Conference in

Salt Lake last year,” Belz said. “I couldn't believe they were from Montana, and I immediately invited them to come to UM to perform and work with my students.”

Each year, Belz invites a wide variety of musical performers who have diverse abilities and come from diverse backgrounds to teach her students about the eclectic talents they will encounter when they become music teachers.

Earlier in the week, Belz's students learned from four American Indian drummers and two dancers, and from Bonner first-graders who showed how they learned the names of every U.S. president - in order - through song.

“My students, when they enter the greater world and become music educators, will teach everyone - they will have all kinds of children,” she said, “and one of my purposes in my methods class is to make my students aware of the diversity they will encounter in a classroom.

“Today, we learned that a choir that doesn't sing makes music in other ways.”

After the Thursday performance, the choir and its directors fielded questions from the audience.

Jennifer Wasson and Dessica Wilson explained that during the performance, one of them keeps the beat and the other dances the routine with the performers, serving as a visual cue very much like a human metronome.

Choir members explained that they could feel the pulsing beat of the bass through their feet.

Tearra Donovan, a senior at the Montana School for the Deaf and Blind, urged the theater full of potential teachers not to ignore or give up on students who can't hear.

Help them learn how to enjoy music, she said, “because we love to perform and it gives a sense of pride.”

From the audience came shouts of praise: “You guys are outstanding! We had a blast!”

Reporter Betsy Cohen can be reached at 523-5253 or at bcohen@missoulian.com

LEGISLATIVE AUDIT DIVISION

Scott A. Seacat, Legislative Auditor
Tori Hunthausen,
Chief Deputy Legislative Auditor



Deputy Legislative Auditors:
James Gillett
Angie Grove

May 2, 2007

Steve Meloy
Executive Secretary
Board of Public Education
46 North Last Chance Gulch
PO Box 200601
Helena, MT 59620

RECEIVED
MAY 03 2007
Montana University System

RECEIVED
MAY 03 2007

Dear Mr. Meloy:

BOARD OF PUBLIC EDUCATION

At the end of the 2005 legislative session the Legislative Audit Committee requested a potential performance audit of the Montana School for the Deaf and Blind. In accordance with this request, we plan to conduct risk assessment work in order to determine whether conducting an audit is reasonable. This work generally includes interviewing program staff and reviewing management information related to program operations. Some areas of interest to the Legislative Audit Committee are delivery of services to the students, administrative oversight, and educational models that are used.

I would appreciate it if you would notify your staff of our upcoming risk assessment activities. A member of our team will be contacting you to discuss and to obtain information regarding the best way to proceed with our risk assessment. Staff members assigned to this risk assessment include Bridget Butler and Mike Wingard. We sent Mr. Gettel at the Montana School for Deaf and Blind this information as well. If you have any questions, I can be reached at 444-3122.

Sincerely,

A handwritten signature in cursive script that reads "Angie Grove".

Angie Grove,
Deputy Performance Audits

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RECEIVED

MAR 15 2007

March 14, 2007

BOARD OF PUBLIC EDUCATION

RECEIVED

MAR 15 2007

Montana University System

Dr. Geoff Gamble, President
Montana State University – Bozeman
President's Office
Bozeman, MT 59717

Dear President Gamble:

In recent months, we have been informed that teacher education programs at MSU-Bozeman and MSU-Northern are considering an effort to end their long-standing relationship with the National Council for the Accreditation of Teacher Education (NCATE).

MEA-MFT believes that such an action would be a regrettable step backwards for teacher education in the state of Montana.

Although NCATE accreditation is not required by the Montana Board of Regents or Board of Public Education, maintaining this nationally recognized accreditation allows MSU campuses to confidently assert that they meet the teaching profession's highest standards of excellence in the preparation and development of educators. This is why nearly 60% of America's teacher education programs seek NCATE accreditation.

MEA-MFT, which represents nearly 12,000 working professionals in Montana's public schools, believes that NCATE accreditation currently serves as, and should remain, an important foundation of our teaching profession in Montana. Accreditation of professional training is an absolute requirement for every other profession in the state of Montana, whether it is nursing, law, or engineering. In every one of these cases, accreditation by a single national accrediting body is the standard. For Montana institutions to help lead an effort to eliminate or erode national accreditation for teacher education would be an embarrassment for our profession and the many professionals we represent in Montana. MEA-MFT believes that if anything, more Montana institutions should work to seek NCATE accreditation, to assure that all of our state's teacher education graduates meet the profession's highest expectations.

For these reasons, MEA-MFT requests that your office work to maintain NCATE accreditation at all of your campuses. While we certainly understand the fiscal and programmatic challenges that NCATE accreditation entails, backing away from this challenge would do a disservice to our state, our schools, and the parents, children and

- Public Schools ▪ Higher Education
- State & County Employees
- Head Start ▪ Health Care

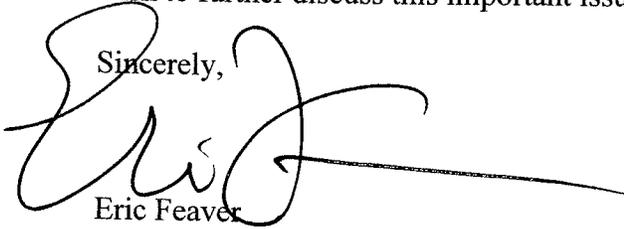
Dr. Geoff Gamble – NCATE

Page 2

families that have come to rely on the quality of your teacher education program graduates.

Thank you for your consideration. Please contact me at your convenience should you wish to further discuss this important issue.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eric Feaver', with a long horizontal line extending to the right.

Eric Feaver
President

cc: Dr. Sheila Stearns, Commissioner of Higher Education
Dr. Alex Capdeville, Chancellor, MSU-Northern
Dr. Ronald Sexton, Chancellor, MSU-Billings
Dr. George Dennison, President, UM-Missoula
MEA-MFT Board of Directors
Montana Council of Deans of Education
Montana Board of Public Education
Montana Board of Regents
Montana Certification Standards and Practices Advisory Council
Superintendent Linda McCulloch, OPI
Jan Lombardi, Governor's Office



April 18, 2007

Mr. Eric Feaver, President
MEA-MFT
1232 East 6th Avenue
Helena, MT 59601

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Montana University System

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APR 24 2007

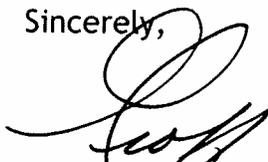
Dear Eric:

BOARD OF PUBLIC EDUCATION

Thank you for taking the time to bring to my attention your concerns about our NCATE accreditation. There is on going discussion of this issue on our campus, and Provost Dooley and Dean Baker are carefully reviewing the situation. Chancellor Capdeville is in the midst of a similar review. I have sent them a copy of your letters to ensure that they are fully aware of your perspective.

I will contact you with more information after I have had a chance to meet with these campus leaders and review their recommendation.

Sincerely,



Geoffrey Gamble
President

GG/sm

cc: Dr. David Dooley, Provost
Dr. Larry Baker, Dean of Education, Health & Human Development
Dr. Sheila Stearns, Commissioner of Higher Education
Dr. Alex Capdeville, Chancellor
Dr. Ronald Sexton, Chancellor
Dr. George Dennison, President
Montana Board of Regents
Montana Board of Public Education
Linda McCulloch, Superintendent
Jan Lombardi, Governor's Policy Advisor

Office of the President

211 Montana Hall
P.O. Box 172420
Bozeman, MT 59717-2420
www.montana.edu

Tel (406) 994-2341
Fax (406) 994-1893

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APR 25 2007

BOARD OF PUBLIC EDUCATION

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APR 25 2007
Montana University System

April 24, 2007

Geoffrey Gamble, President
Montana State University
211 Montana Hall
P.O. Box 172420
Bozeman, MT 59717

Dear Geoff:

Thanks for your letter, April 18. I appreciate knowing that the right folks at MSU/Bozeman and MSU/Northern are seriously engaged in NCATE discussions. I hope eventually they will conclude that NCATE accreditation is a big deal and not to be abandoned. I await further information from your office.

Sincerely,



Eric Feaver, President
MEA-MFT

Cc: Dr. David Dooley, Provost
Dr. Larry Baker, Dean of Education, Health & Human
Development
Dr. Sheila Stearns, Commissioner of Higher Education
Dr. Alex Capdeville, Chancellor
Dr. Ronald Sexton, Chancellor
Dr. George Dennison, President
Montana Board of Regents
Montana Board of Public Education
Linda McCulloch, Superintendent
Jan Lombardi, Governor's Policy Advisor

Executive Secretary Report

Thursday, July 12, 2007

By: Steve Meloy/ Executive Secretary

Summer is here and the Board is involved in many projects. We have met with the Commissioner's office to begin re-examining areas of interest and effort for alignment. We have also preliminarily met to begin Phase 2 of the distance learning work and have begun coordination with OPI on an assessment task force to continue identifying appropriate and meaningful assessments for all our school districts. The K-College Workgroup will meet on July 25, 2007 and a preliminary planning meeting was held on Thursday, June 28. The CSPAC crew is busy working with the licensure folk at OPI to begin the important review and modification process tied with Chapter 57.

Board work continues to include but is not limited to: Implementing various pieces of global legislation from the '07 session; future of the NRT as well as assessments to inform instruction; total review of Chapter 57; K-College Workgroup; Distance Learning Task Force Phase 1 follow-up and beginning Phase 2; Dual Enrollment-Credit work; Counsellorship Initiative; assessment alignment work; MSDB coordination and oversight; MSDB strategic planning; previous Interim Committee work follow-up and monitoring the MQEC; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB implications and future reauthorization of ESEA; work of the Montana Schools E-Learning Consortium and its future; Ed Forum meetings; Special Purpose Schools Task Force; Chapter 55 review process; PEPPS Review Advisory Panel; BPE five-year plan; involvement with planning for NASBE's annual meeting; monitoring the Writing Assessment Consortia Project; writing implementation committee work; monitoring the Indian Education For All efforts; High School Improvement Initiative; results of the Legislative Audit Committee on high school drop-out rates in Montana and data alignment between OCHE and OPI; performance-based budgeting proposals and preparation of a template for the 2009 session; work on issues revolving around "alternative to our standards" requests; ongoing questions related to the bullying issue; financial education curricular concerns; school nutrition and physical education; civic education; site planning for the BPE in the next biennium; NASBE grant in student leadership; special meetings of the BPE; strategy development for the 2009 Legislative session; and the fielding of an increasing number of calls from the public regarding various and current issues before the Board.

Most of the other issues with which I have dealt have been brought to your attention by way of phone and e-mail correspondence. However, I have highlighted the following:

- Continued work with LSD on fiscal responsibility processes for SB 152
- Worked with Megan on modifications to our website
- Attended all meetings of the Ed Forum
- Filed distance learning rule with SOS
- Continued work on the state's broadband system

- Worked with the DOA regarding recruitment and retention
- Work in progress on developing performance evaluation documents for employees
- Attended signing ceremony for full-time kindergarten
- Continued discussions with Commissioner on office location prospects for the future
- Wrote “counterpoint” article for GF Tribune regarding distance learning
- Attended the Montana Educator’s Summit
- Contacted NASBE regarding NASBE’s operational concerns by the BPE
- Worked on a license denial appeal
- Worked on a substantial and material non-performance issue
- Worked on agenda for the National Association of Educational Executives
- Participated with BPE and staff in special conference call meeting
- Conducted 9 interviews for the soon to be vacated CSPAC position

We have received continued comment from the field on two issues before the Board. Those include the future of the NRT and amendments to our distance learning rule. Hopefully these items will be resolved in the near future to enable districts to operationally plan for the coming school year. Strategic planning is of current increased importance given the legislative interest in plans, alignment with OCHE, K-College Workgroup, and planning for the BPE commencement of a new five-year plan beginning in July of 2008.

NASDTEC President's Message
July 2007
Peter Donovan (MT)

The Olympic spirit is alive and well in NASDTEC, as was witnessed at the 79th Annual Conference in Salt Lake City: Who Will Educate Our Children: An Olympic Challenge. The NASDTEC Annual Conference provided a unique opportunity for some of the best and brightest minds from across the nation to assemble and learn from each other in a collaborative environment about ongoing challenges and emerging issues in educator preparation, certification and licensure.

From Governor Huntsman's remarks at the beginning of the conference to the update on the NASDTEC Mobility Study at the conclusion, attendees experienced a variety of speakers and facilitators who led conversations on the "Olympic" challenges faced in teacher preparation and certification/licensure throughout the country. I hope that your memories from the 79th Annual NASDTEC Conference in Salt Lake City in June are as wonderful as mine.

During the business meeting at the conference, the NASDTEC membership adopted the following goals and objectives. The Executive Board is looking forward to working with the NASDTEC membership to achieve these important goals and objectives:

Goal #1: Review the future administrative needs of the organization in light of established goals and objectives.

Objective: To appoint a group of former NASDTEC presidents to review administrative needs and report their findings to the Executive Board by the February board meeting.

Goal #2: Increase the associate membership by 25% by 2010.

Objective: The Executive Board will develop a plan of action for increasing memberships and participation of associate members.

Goal #3: Use information from the Troops to Teachers Mobility Study to determine how the Interstate Agreement might be modified for the 2010-2015 edition, including the possibility of portability of Highly Qualified status among states.

Objective: To assign this project to the Interstate Committee for completion.

Goal #4: Provide national leadership in the areas of on-line teacher preparation, the credentialing of virtual school teachers, and on-line professional development for educators by consulting other national organizations with areas of particular expertise with the goal to develop guidelines and standards to present back to the membership.

Objective: To assign this project to the Professional Preparation and Continuing Development Committee for completion by the 2008 annual conference.

Goal #5: Make the Clearinghouse and Knowledge Base databases even more efficient and effective for NASDTEC members.

Objective: To assign this project to the Technology Committee and Professional Practices for completion by the 2008 annual conference.

Goal #6: Strengthen NASDTEC's relationships and partnerships with other stakeholders interested in quality educator preparation and certification.

Objective: For members of NASDTEC's Executive Board to meet and confer with other organizations such as AACTE, CCSSO and others to establish a relationship to support educator preparation and certification with a report to the 2008 annual conference.

Future NASDTEC conferences: Please mark your calendars and plan to attend these great upcoming NASDTEC conferences. Carolyn Angelo, Chair, and the members of the Professional Practices Committee are busy planning the 11th NASDTEC Professional Practices Institute that is set for October 17-19, 2007 at the Doubletree Castle in Orlando, Florida. Likewise, Kathy DeFelice, our new Vice President, is initiating the planning for the NASDTEC 80th Annual Conference on June 1-4, 2008 at the Providence Westin, in Providence, Rhode Island.

Board of Public Education
Strategic Planning Session Agenda

(Open to Partners and Public)

Front Street Learning Center
815 Front Street
Helena, MT 59601

July 11, 2007 1:00 p.m.

Review Minutes of 2006 Planning Session

Review Legislative Template

2-Year Annual Calendar

Review BPE Bylaws

Committee Work

Assessment Task Force

Distance Learning Task Force Phase 2

Alignment with Board of Regent's Strategic Plan

Develop Performance Measures for 2007-2008

Adjourn

EXECUTIVE SUMMARY

DATE: JULY 2007

- PRESENTATION:** General Education Development (GED) Annual Report
- PRESENTER:** David Strong, GED Administrator
Career, Technical and Adult Education Division
Office of Public Instruction
- OVERVIEW:** The 2006 Montana GED Statistical and Demographic Reports will be presented. Report of status of current fees charged for administration of GED.
- REQUESTED DECISION(S):** Consent for GED fee increase consistent with increased costs
- OUTLYING ISSUE(S):** The 2006 Montana GED Statistical and Demographic Reports will be used to give an overview of the GED testing program in Montana and to identify current trends occurring in the state. The yearly status report of GED fees will also be presented, including rationale for a proposed increase.
- RECOMMENDATION(S):** GED fees be increased from \$48 to \$55

Statistical Worksheet

Start Date: 1/1/2006
End Date: 12/31/2006
Jurisdiction: MT
Center Number:
Addendum:
Report Date: 2/2/2007

[1] Number Tested

Criteria	English	Spanish	French	Audiotape	Braille	Large Print	Unknown	Subtotals
[A] Number of persons who completed the battery for the first time	2337	0	0	3	0	19	0	2359
[B] Number of persons who completed the battery in prior periods and were retested	304	0	0	0	0	7	0	311
[C] Number of persons tested who have not yet taken all tests in the battery	596	0	0	1	1	13	1	612
[D] Subtotals	3237	0	0	4	1	39	1	3282

[2] Number Completed And Number Passed

[A] Completed the entire GED test battery ([1][A] + [1][B])	2670
[B] Achieved scores high enough for a credential in your jurisdiction	1995
[C] Passing Percentage	75 %

[3] Highest Grade Completed

6 or below	23	10	962
	7	11	926
	8	12	164
	9	Unknown	303
		Total	3283

[4] Ages Of Examinees

16	166	21	189	26	72	31	28	36	17	45 - 49	44
17	702	22	130	27	70	32	21	37	23	50 - 54	18
18	534	23	112	28	58	33	25	38	15	55 - 59	13
19	358	24	102	29	44	34	24	39	21	60+	9
20	245	25	88	30	43	35	32	40 - 44	76	Unknown	4
										Total	3283

Statistical Worksheet

[5] Reasons For Testing		[8] Racial / Ethnic Background Of Examinees	
[A] Qualify For Further Education	1432	[A] Hispanic	176
[B] Qualify For Employment	1658	[B] Alaskan Native / American Indian / First Nation / Autochtone	631
[C] Qualify For Military Enlistment	274	[C] Asian / Asiatique	11
		[D] African American / African Canadian / Canadien African	50
[6] Military Personnel		[E] Native Hawaiian / Pacific Islander	20
Number Of Active-Duty Personnel	0	[F] White	2037
		[G] Maxacno	0
[7] Number Of Special Accommodations		[H] Puertorriqueño	0
[A] Requested For SLD And / OR ADHD Only	3	[I] Cubano	0
[B] Approved For SLD And / Or ADHD Only	0	[J] Centroamericano	0
[C] Requested For Physical Or Mental Impairment Only	1	[K] Sudamericano	0
[D] Approved For Physical Or Mental Impairment Only	1	[L] Dominicano	0
[E] Requested For SLD And / Or ADHD And Physical Or Mental Impairment	0	[M] British / Britannique	0
[F] Approved For SLD And / Or ADHD And Physical Or Mental Impairment	0	[N] French / Français	0
*Provided With		[O] Other European / Autre Européen	0
[G] Large Print With Extended Time	0	[P] Other / Otro / Autre	34
[H] Closed Circuit TV	0	[Q] Missing / Unknown	324
[I] Extended Time	1	Total	3283
[J] Audio Cassette	0		
[K] Signed Essay Or Video	0	[9] Gender Of Examinees	
[L] Video Instructions	0	[A] Female	1466
[M] Scribe	1	[B] Male	1779
[N] Calculator	0	[C] Missing / Unknown	38
[O] Private Room	1	Total	3283
[P] Supervised Breaks	0		
[Q] Instruction Intrepreted	0		
[R] Braille	0		
[S] Other	0		

* Accommodations provided are not included in these totals unless they are associated with a specific test date. That is, an accommodation is not included in these totals unless a valid test date is recorded on the Tracking Sheet, even though the accommodation was provided. However, there are two exceptions. An audio cassette or braille accommodation will also be reported as provided if the test format code so indicates.

Statistical Worksheet

[10] Number Of Testing Centers	[12] Number Of Credentials
[A] In Operation During Any Part Of The Year _____	[A] People Tested In Your Jurisdiction 1995
[B] Closed During The Year _____	[B] People Whose Tests Were Scored Through GEDTS 2
[C] Opened During The Year _____	[C] People Who Tested In Other Jurisdictions 4
[D] In Operation On December 31 _____	Total 2001

[11] Number Of Additional Testing Sites	[13] Additional Credentials
[A] Canadian Provinces And Territories _____	[A] Yes _____
[B] United States, U.S. Territories, Insular Areas, And Freely Associated States _____	[B] No _____
	[C] If Yes, How Many _____

[14] Age Of Credential Recipients					
16 118	21 109	26 35	31 14	36 12	45 - 49 24
17 519	22 68	27 40	32 6	37 11	50 - 54 8
18 348	23 58	28 28	33 11	38 8	55 - 59 2
19 238	24 54	29 25	34 15	39 9	60+ 4
20 130	25 54	30 18	35 32	40 - 44 36	Unknown 0
					Total 2001

[15] Racial / Ethnic Background Of Credential Recipients	[16] Gender Of Credential Recipients
[A] Hispanic 107	[A] Female 873
[B] Alaskan Native / American Indian / First Nation / Autochtone 263	[B] Male 1108
[C] Asian / Asiatique 5	[C] Missing / Unknown 20
[D] African American / African Canadian / Canadien African 20	Total 2001
[E] Native Hawaiian / Pacific Islander 9	
[F] White 1418	
[G] Mexacno 0	
[H] Puertorriqueño 0	
[I] Cubano 0	
[J] Centroamericano 0	
[K] Sudamericano 0	
[L] Dominicano 0	
[M] British / Britannique 0	
[N] French / Français 0	
[O] Other European / Autre Eurpoéen 0	
[P] Other / Otro / Autre 19	
[Q] Missing Unknown 160	
Total 2001	

Demographic Statistical Report

<p>[20] Status</p> <p>Employed Part-time 35</p> <p>Employed Full-time 793</p> <p>Seeking Employment 716</p> <p>Permanent Disability 111</p> <p>Unemployed By Choice 231</p> <p>Homemaker, Family Caregiver 386</p> <p>Retired 6</p> <p>Full-time Student 851</p> <p>Part-time Student 157</p>	<p>[21] Total Income</p> <p>\$0 653</p> <p>\$1 to #3,000 976</p> <p>\$3,001 to \$5,000 274</p> <p>\$5,001 to \$7,500 199</p> <p>\$7,5001 to \$10,000 162</p> <p>\$10,001 to \$15,000 172</p> <p>\$15,001 to \$20,000 125</p> <p>\$25,001 to \$30,000 65</p> <p>\$30,001 \$40,000 32</p> <p>More than \$40,000 25</p> <p>No Response 401</p> <p>Double Bubble 1</p> <p>Total 3123</p>	<p>[22] Status</p> <p>Correctional Facility 396</p> <p>Health Facility 332</p> <p>Receiving Public Assistance 411</p> <p>Single Parent 108</p> <p>Emancipated Minor 13</p>
<p>[23] Travel</p> <p>1 to 10 miles 2104</p> <p>11 to 25 miles 350</p> <p>26 to 50 miles 222</p> <p>51 to 100 miles 113</p> <p>More than 100 miles 125</p> <p>No Response 238</p> <p>Double Bubble 0</p> <p>Total 3152</p>	<p>[24] Wait To Test</p> <p>Yes 2021</p> <p>Waited 1 week 235</p> <p>Waited 1 week to 1 month 307</p> <p>Waited longer than 1 month 200</p> <p>No Response 345</p> <p>Double Bubble 1</p> <p>Total 3109</p>	<p>[26] First Learn About The GED Tests</p> <p>Friend, neighbor, or family member 1728</p> <p>Classmate 317</p> <p>School guidance counselor or teacher 868</p> <p>Television 87</p> <p>Radio 42</p> <p>Magazine 25</p> <p>Newspaper 88</p> <p>Brochure, pamphlet, or poster 152</p> <p>Employer 112</p> <p>Employment counselor 47</p> <p>Education agency 133</p> <p>Jail or prison official 185</p> <p>Probation or parole officer 232</p> <p>Military recruiting officer 120</p> <p>Social worker 126</p> <p>Other 712</p>
	<p>[25] Test Preparation Payment</p> <p>Yes 883</p> <p>No 2168</p> <p>No Response 116</p> <p>Double Bubble 1</p> <p>Total 3168</p>	

Demographic Statistical Report

[28] Preparation					[30] Courses						
Public School Adult Education Class	671				Literature	1551					
Community College Adult Education Class	281				English Literature	0					
Television	17				World Literature	282					
Internet/Computer	200				Grammar/Composition	1263					
Distance Learning	10				Spanish	727					
Correspondence School	15				French	0					
Charter School	3				German	119					
Home Study	693				Latin	33					
Homeschooling Instead of K-12	114				English	0					
Official Practice Tests	596				Other	0					
Correctional Facility	333				Biology	1679					
Family Literacy	59				Chemistry	423					
Library	116				Earth Science	1682					
Workplace Literacy Program	13				General Science	1092					
Community Based Organization	88				Genetics	87					
Army "GED Plus"	13				Physical Science	640					
Project Challenge	156										
GED Option	78										
Homeless Program	2										
Military Installation	7										
Church Program (Faith-based)	4										
Migrant Worker/HEP Program	1										
Job Corps	406				[29][A] English Composition						
Private Tutor	38					A	B	C	D	E	
Literacy Volunteer Program	33				One year or less	52	151	280	205	83	
Employment and/or Training Program	67				Two years	58	147	262	96	19	
Self-Taught	542				Three years	35	97	137	51	8	
NONE	267				Four years or more	21	41	44	15	4	
[29][B] English Literature					[29][C] Social Studies						
	A	B	C	D	E	One year or less	63	139	259	177	74
One year or less	46	124	233	146	57	Two years	58	248	314	149	32
Two years	58	207	333	144	33	Three years	70	165	205	71	7
Three years	62	164	299	92	14	Four years or more	42	54	63	20	7
Four years or more	49	66	81	39	7						
[29][D] Science					[29][E] Mathematics						
	A	B	C	D	E	One year or less	59	110	160	157	98
One year or less	55	129	205	179	62	Two years	78	214	278	200	67
Two years	62	252	384	197	51	Three years	63	173	196	125	37
Three years	58	162	173	85	10	Four years or more	44	61	57	39	20
Four years or more	45	59	49	21	7						

Demographic Statistical Report

[31] Reasons For Not Completing

Was needed at home to care for family members	294	Social life was more important than school work	773
Got a job	659	School official told me to leave	267
Needed money to help out at home	313	Wasn't happy in school	1032
Job took too much time	191	Got suspended/expelled	464
Got married	114	Couldn't work and study at the same time	360
Family moved too often	221	Poor teaching	412
Personal/family illness	278	School did not offer the courses I wanted	132
Got pregnant/made someone pregnant	407	Not enough vocational/technical courses	80
Parents did not support my education	245	Teachers did not help me enough	502
Lacked a good place to study at home	251	School work was too easy	221
Didn't have enough money to go to school	72	Could not adjust to school routine	388
Other family members did not complete high school	309	Did not like school	1333
Too old for my grade	220	Was bored	1080
Had emotional Problems	529	Had trouble with math	1016
Had problems with alcohol	494	Had trouble with reading	339
Had problems with drugs	623	Poor grades	963
Did not feel part of the school	667	Poor test scores	587
Did not feel safe at school	118	School work was too hard	260
Did not get along with other students	434	Poor study habits	258
Did not get along with teachers	557	Had trouble understanding the English language	95
Had problems with the law/police	489	Was absent too many times	1323

EXECUTIVE SUMMARY

DATE: JULY 2007

PRESENTATION: Assessment

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: Report on the 2007 Aggregated Iowa Test Results--Embargoed through July 13, 2007

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

EXECUTIVE SUMMARY

DATE: JULY, 2007

PRESENTATION: Special Education Annual Report

PRESENTER: Bob Runkel
Acting Assistant Superintendent
Office of Public Instruction

OVERVIEW: The Annual Special Education Report to the Board of Public Education will be presented. The report includes information on trends in special education child count and student enrollment, special education funding, and an analysis of twenty performance indicators that measure student outcomes.

REQUESTED DECISION(S): None (information only)

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

**SPECIAL EDUCATION REPORT TO THE
BOARD OF PUBLIC EDUCATION**

July 2007



**Linda McCulloch
Superintendent
Office of Public Instruction
OPISupt@mt.gov**

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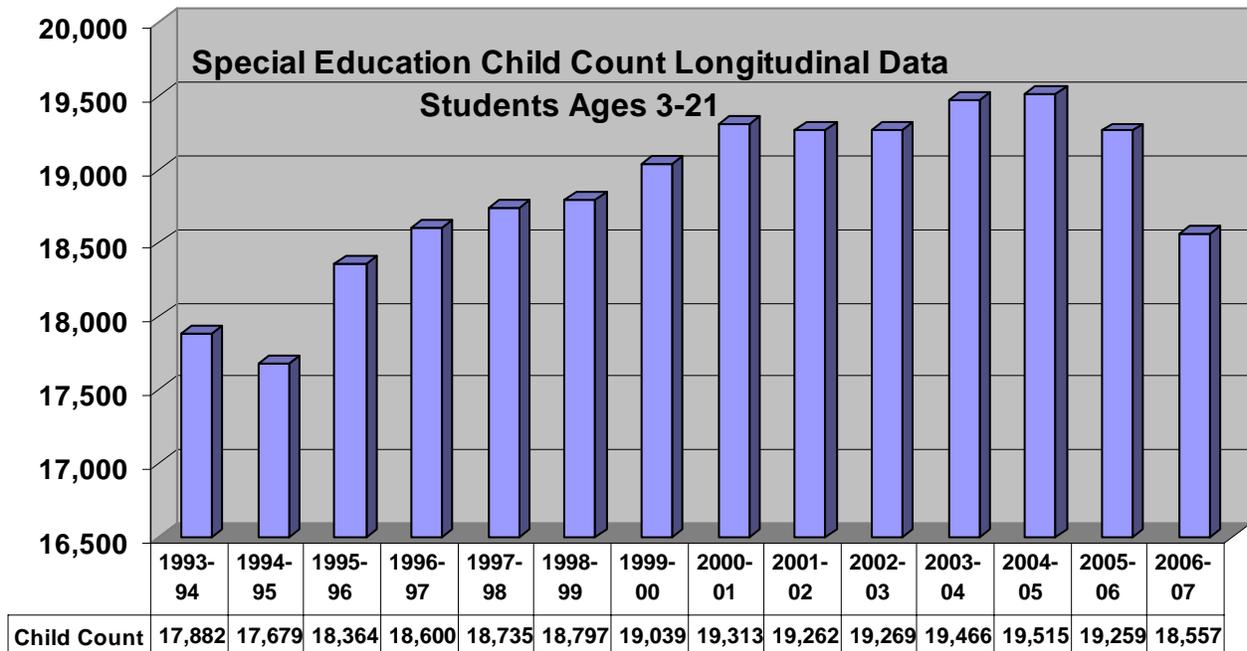
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Part 1- Students Served

Special Education Child Count and Student Enrollment

Public schools must make available special education and related services to all IDEA-eligible (Individuals with Disabilities Education Act) students with disabilities beginning at age three and through age 18. Services to students, ages 19, 20, and 21, are permissive. That is, the decision to serve 19, 20 and 21-year-old students is determined by the policies of the school district board of trustees [20-5-101(3), Montana Code Annotated (MCA), and Administrative Rules of Montana (ARM) 10.16.3122].

Students with disabilities receive a wide range of services, including individualized instruction, assistive technology, and related services such as speech-language therapy, occupational therapy, physical therapy and/or transition services. Both the type and the extent of services a student receives are individually determined based on the educational needs of the student.



This is a count of students with disabilities who have a valid Individualized Education Program (IEP) in accordance with IDEA and are receiving services indicated on the IEP on the first school day in December. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI to provide services to their students who are Montana residents, and students who are in private or home schools and are receiving services from a public school in accordance with a Services Plan.

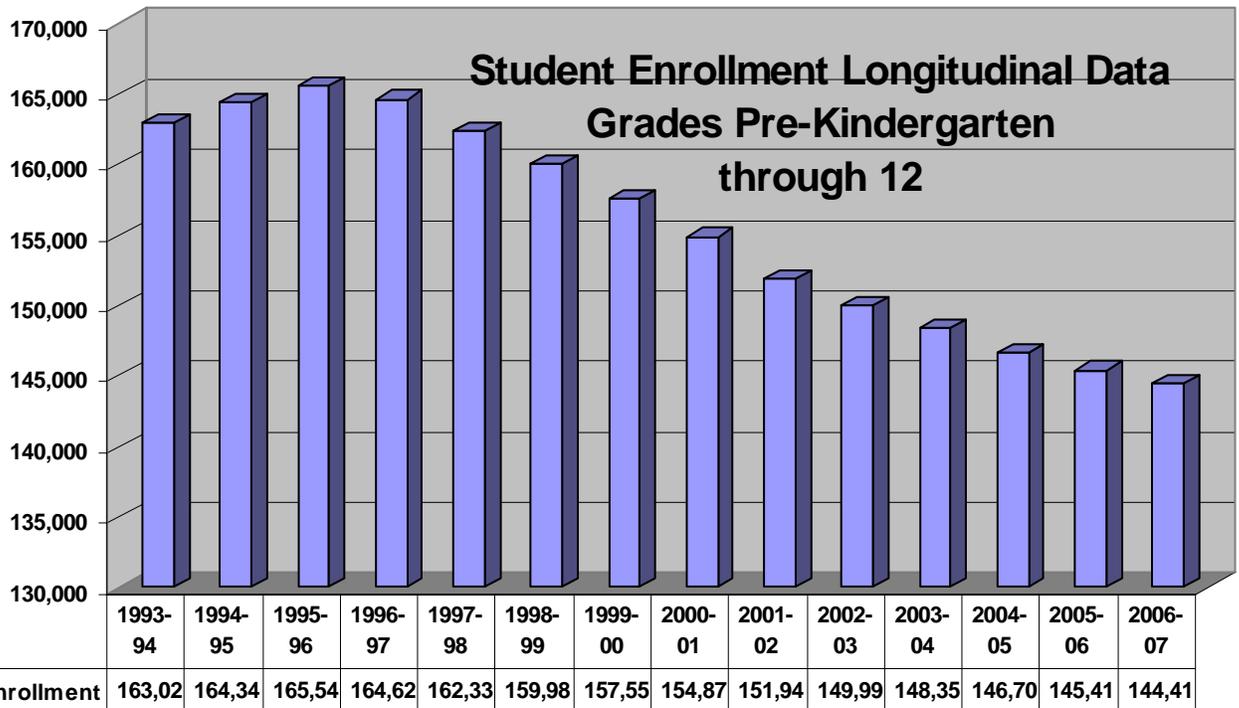
Source: Child Count Data Files ([Op\h\mntprd3\Access\Division\Speical Education\Child Count\ChildCount91-01](#) and [Access\Division\SpecialEducation\SQLCC\tbcc Child Count 2002-2007](#))

Analysis of the December 1, 2006, Child Count data (term used for the collection of student special education data) shows there was a decrease of 702 students from the previous year with the most significant decreases occurring in the speech-language impairment and learning disabilities categories. Thirty-five percent of the decrease occurred in grades K-3. Districts reported the following reasons for the decrease: implementation of interventions in general education resulting in fewer referrals to special education; student progress reviews that identified students no longer in need of special education instruction and so exited from special education services; and decreases in student enrollment. Analysis of the data also showed a significant decrease in the count of students reported in the disability category of emotional disturbance. Factors affecting the decrease include implementation of positive behavioral supports in general education and the positive effects of the implementation of over 100 Comprehensive School and Community Treatment Services (CSCT) programs in schools across the state. Students are not required to be eligible for special education services to receive CSCT services.

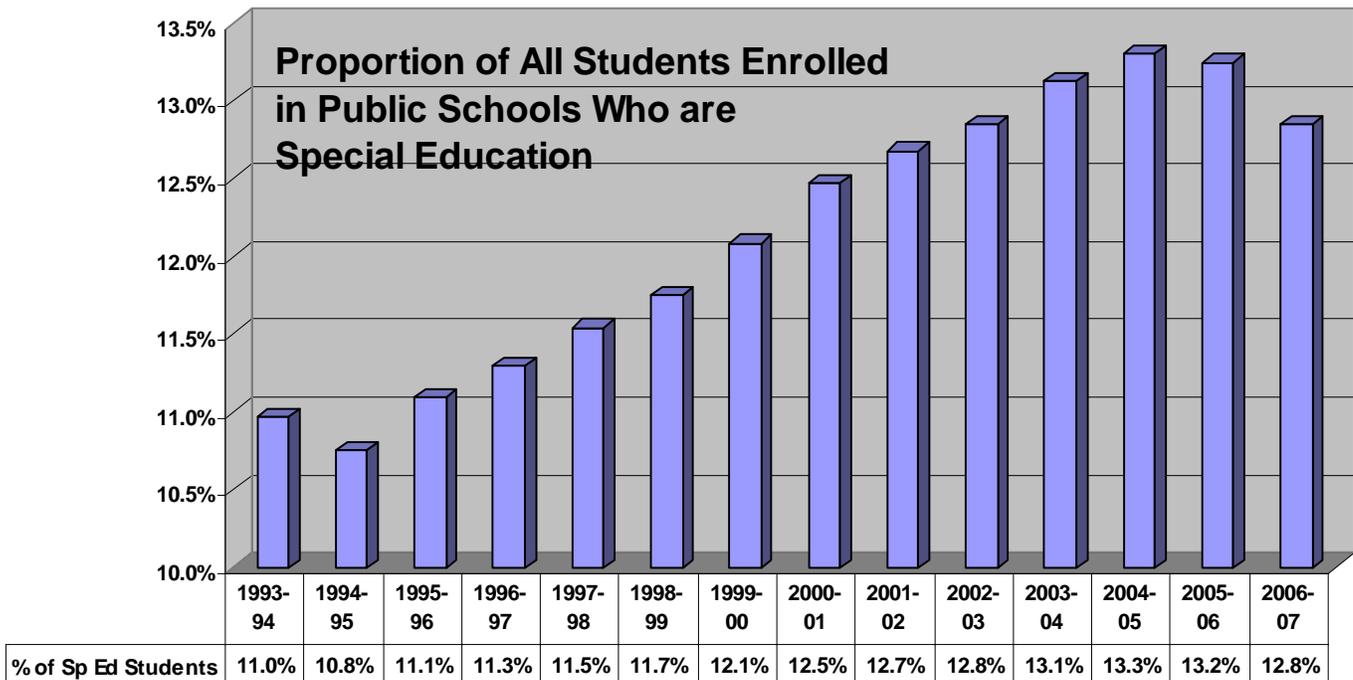
The disability category showing the most significant increase (9.09%) is Autism. This is reflective of what is occurring nationwide. Factors affecting this are the increase in numbers of students previously identified as having Autism and moving into Montana, as well as an increase in knowledge of how to more effectively identify children who meet the criteria for Autism.

Montana's Child Count (term used for the collection of student special education data) grew steadily from 1996 through 2001. From 2001 to present, the count has leveled off.

In contrast, Montana's public school enrollment has shown a steady decline since 1996. Because of declining enrollment at the same time special education Child Count has either grown, or in recent years remained steady, the proportion of students served by special education has increased.

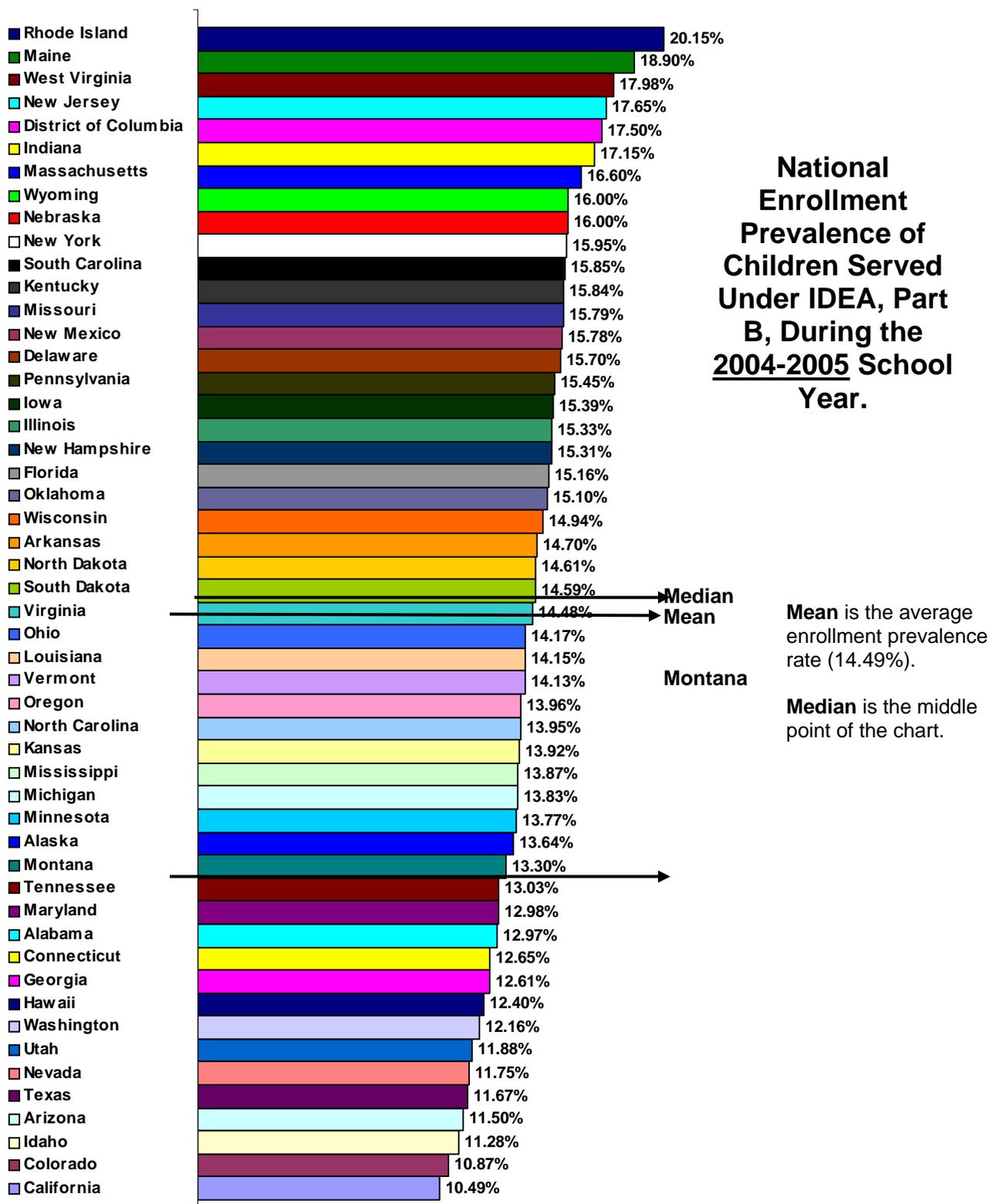


Source: [Montana Public School Enrollment Data](#), (Published yearly by the OPI)



NOTE: Percentage is calculated by dividing the special education student count for the year by the total student enrollment for the same year.

Montana ranks below the mean in the percentage of students served under IDEA according to the Office of Special Education Programs, U.S. Department of Education.



Source: U.S. Office of Special Education Programs (IDEAdata.org) Other Data Products/Part B Trend Data Files/Table B1, Number and Percent of Population Served (Ages 3-21), by State: 1977 through 2005.

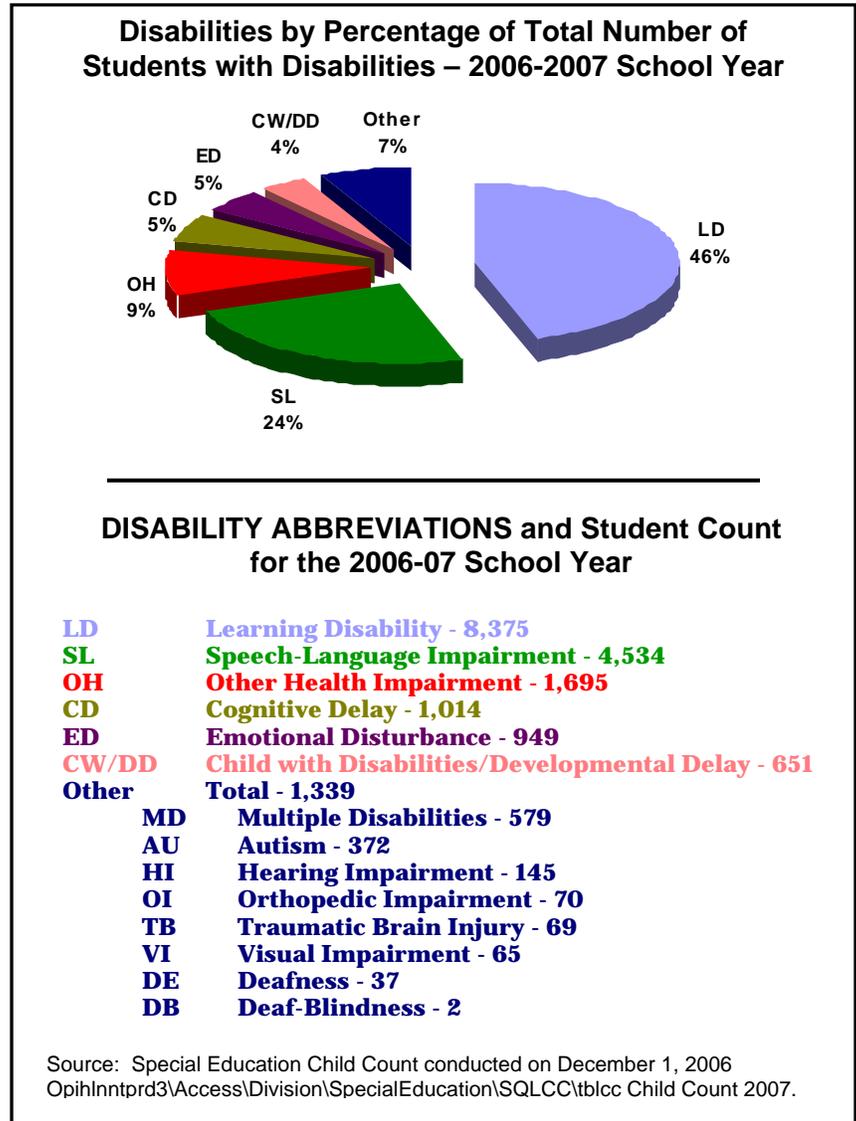
Student Identification by Disability

The categories of Learning Disability and Speech-Language Impairment represent almost three-quarters of all students receiving special education services (LD=46%; SL=24%). The number of students identified under the categories of Learning Disability and Speech-Language Impairment decreased by 471 and 278 respectively. This decrease is the result of several large districts in Montana implementing general education interventions, including scientifically based reading programs, that reduced the number of students referred for special education.

A U.S. Department of Education, Office of Special Education Programs, policy letter issued in the early 1990s and subsequent federal regulations finalized in March of 1999 listing attention deficit disorder/attention deficit hyperactivity disorder in the definition for Other Health Impairment (OH) have resulted in a dramatic increase in this disability category. The number of students in Montana identified as OH grew from 177 students reported in FY '90 to 1,695 students reported in FY '07.

The number of students identified as having Autism (AU) has also increased substantially over the last 10 years. While Autism is considered a low-incidence disability category, the cost to address the needs of a child with Autism is high. In the first year that students were reported under Autism in Montana (FY '92), two students were reported. Subsequent years have seen steady increase with the most recent count (FY '07) at 372 students reported.

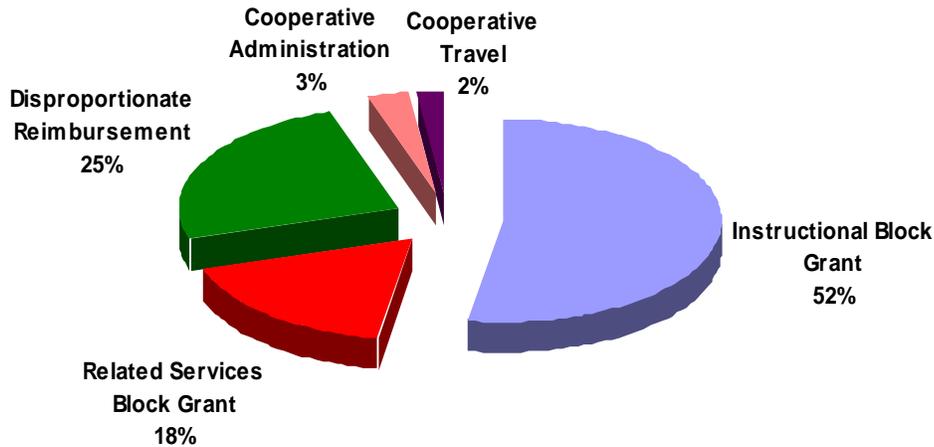
The Montana Administrative Rule that defines the criteria for Child with Disabilities (CW) was revised and renamed to fit the federal criteria for Developmental Delay (DD) and implemented on October 28, 2005. Any student, age 3 through 5, identified with a developmental delay after that date, must be reported under DD. Students previously identified under CW will continue to be reported under that category until they age out (turn 6 years old) or are identified under another disability category by the Child Study Team. Both disability categories (CW and DD) will be combined for reporting purposes.



Part 2 - Funding

State Special Education Appropriation for 2006-2007 School Year

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment (not special education child count) and expenditures. Seventy percent of the appropriation is distributed through block grants (instructional block grants and related services block grants), which are based on enrollment. Twenty-five percent is distributed through reimbursement for disproportionate costs, which is based on expenditures. The remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. For FY '07, the Montana Legislature had increased the state special education appropriation by approximately \$1 million. The following represents the breakouts for FY '07.



State Entitlement for 2006-2007 School Year

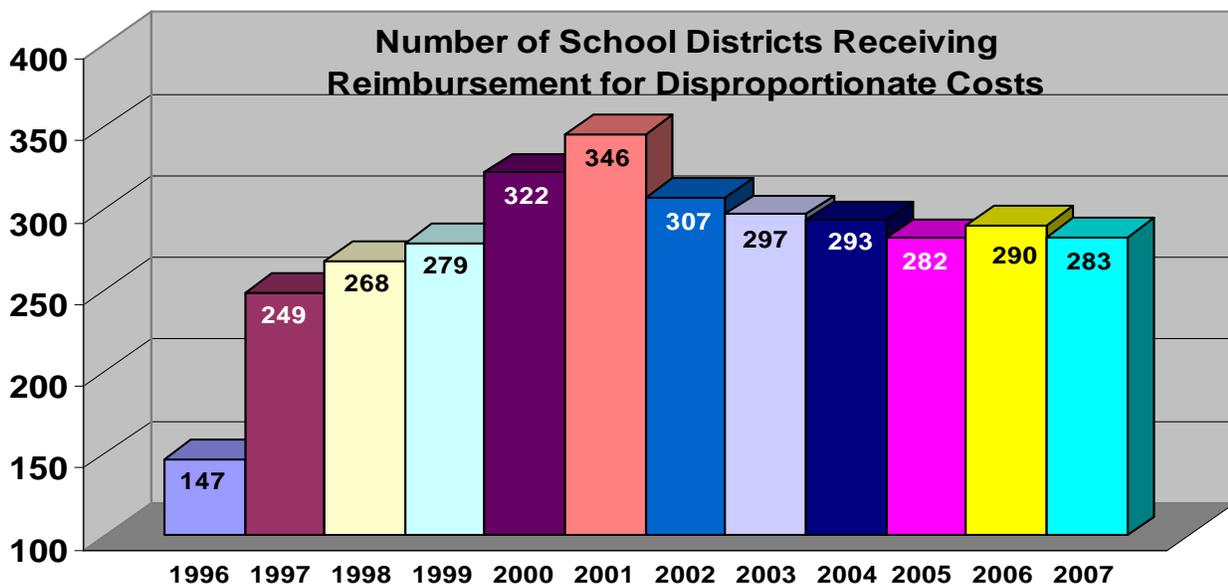
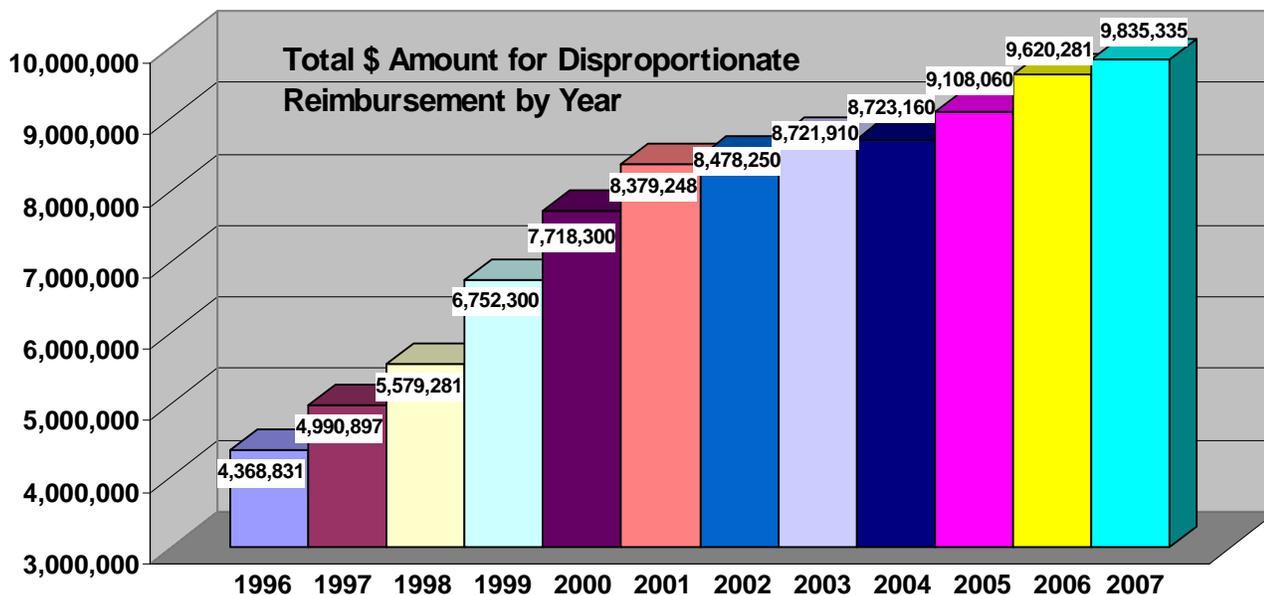
Instructional Block Grant	\$20,664,594
Related Services Block Grant	\$6,887,717
Disproportionate Reimbursement	\$9,835,335
Cooperative Administration	\$1,180,240
Cooperative Travel	\$786,827
TOTAL	\$39,354,713

NOTE: The total payment to schools is less than the total appropriation. A small amount of the appropriation is withheld to compensate for adjustments to ANB.

Source: Special Education Summary FY2006-07 (prd\MAEFAIRS\MAEFAIRS.ade, rptSpecialEducationSummary, dated 7/27/2006)

Growth in Reimbursement of Disproportionate Costs

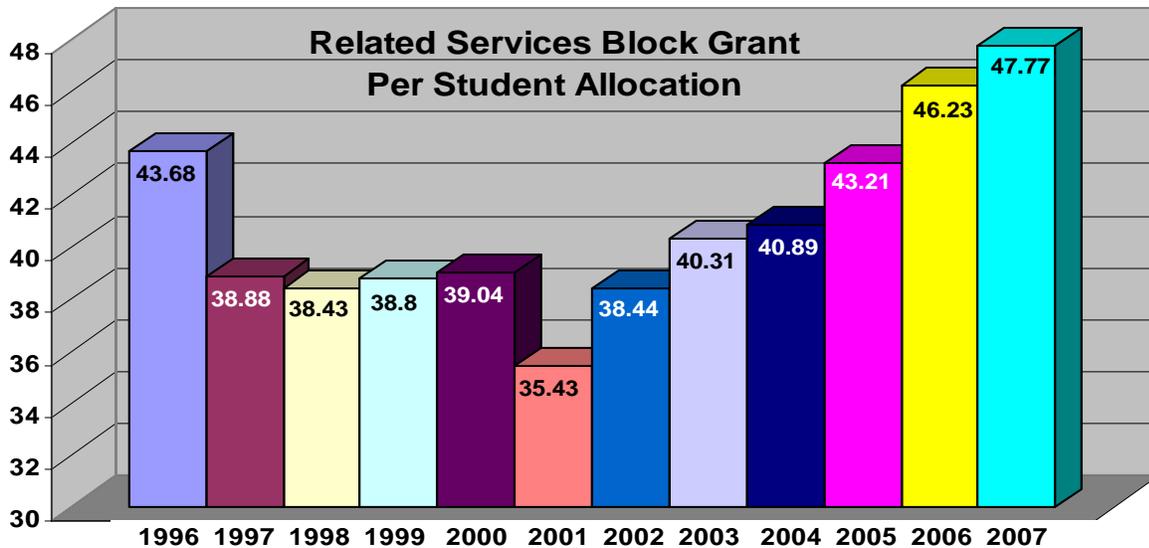
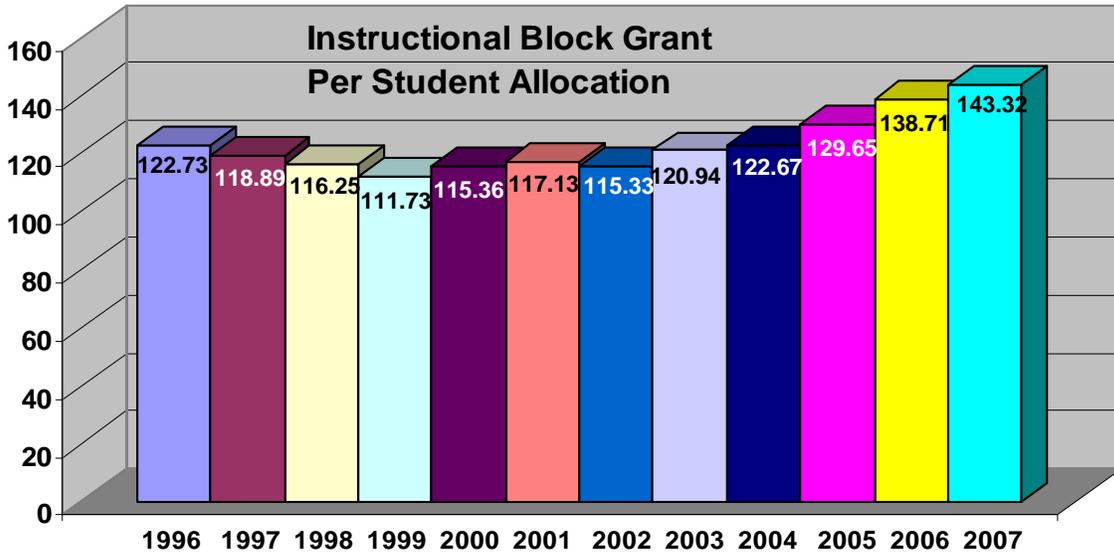
The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs grew both in total dollars and in the number of districts receiving reimbursement for disproportionate costs through FY '01. The funding for disproportionate reimbursement was revised in FY '02 to fix the proportion of funds distributed under reimbursement for disproportionate costs and shift funding back to instructional and related services block grants. Today, any increase in funds distributed for purposes of reimbursement of disproportionate costs is due to an increase in overall appropriations for special education.



Source: Special Education Summary FY2006-07 (prd\MAEFAIRS\MAEFAIRS.ade, rptSpecialEducationSummary, dated 7/27/2006)

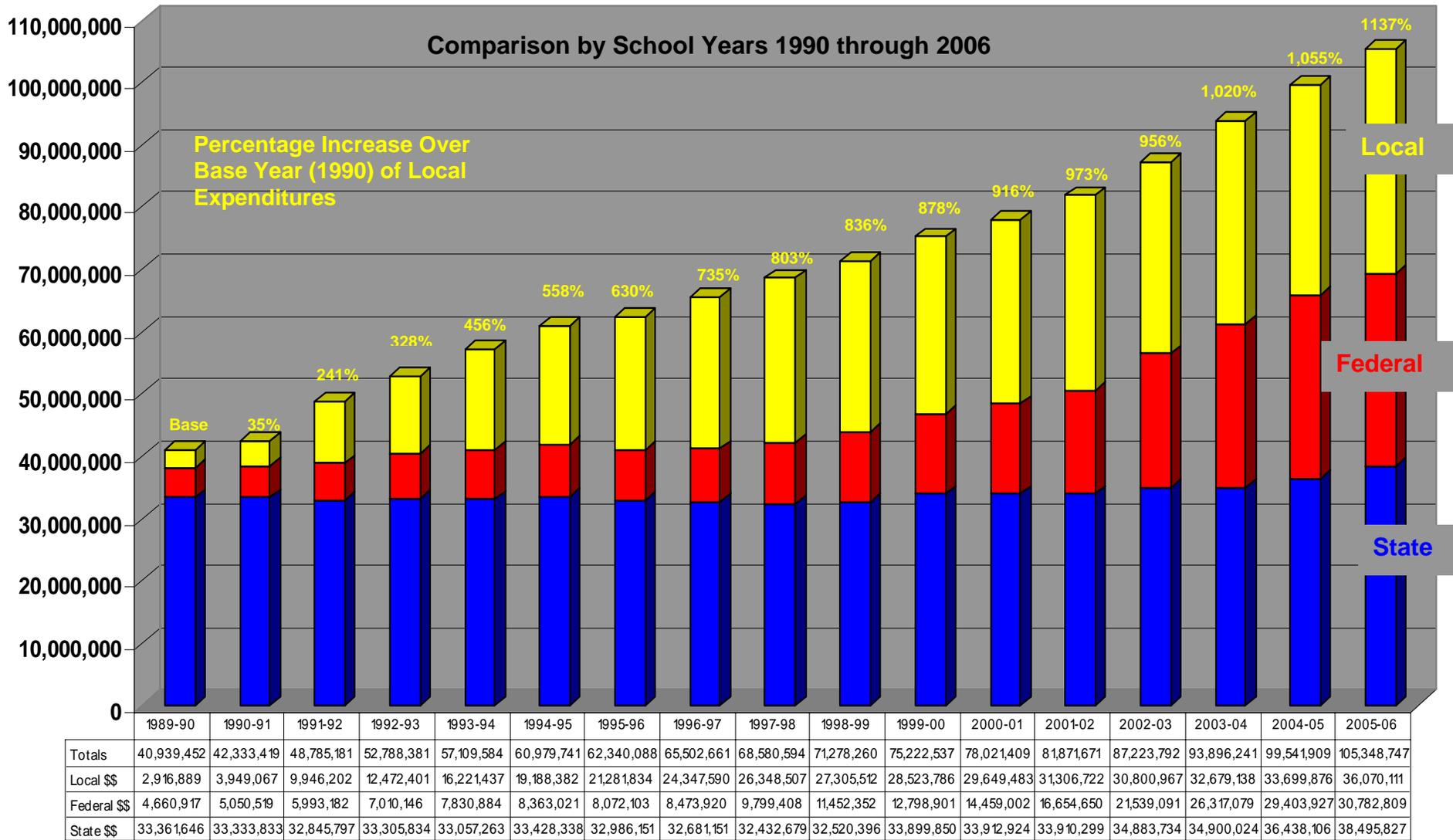
Instructional Block Grants and Related Services Block Grants

With the 25 percent limit on the proportion of funds distributed in the form of reimbursement for disproportionate costs, the block grant rates (per student expenditure) are no longer declining and are instead increasing along with increases in state appropriations. This will benefit both schools and special education cooperatives. State special education cooperatives are significantly affected since they are not eligible for reimbursement for disproportionate costs and the related services block grant is the primary source of funding. This shift is supporting the structure of the funding model's emphasis on block grant distribution of funds.



Source: Special Education Summary FY2006-07 (prd\MAEFAIRS\MAEFAIRS.ade, rptSpecialEducationSummary, dated 7/27/2006)

Expenditures of State, Federal, and Local Funds Comparison by Year



NOTE: This table may differ from previously released versions. Amounts are changed to reflect adjustments to trustees' financial summaries submitted by school districts.

Source: State - Special education payment amount provided by OPI accounting, which does not include reversion; Federal - Expenditures provided by OPI accounting (SABHRS year-end report); Local - Expenditures from board of trustees' financial summaries for special education allowable costs are reduced by the state payment amount to come up with the local amount.

Federal

The growth in expenditures for special education has become an issue of national significance. On a national level, attention has been focused on the proportion of federal support for special education. The most recent information (November 2005) we have on the federal share of special education costs (national average) is 18.6 percent of the national average per pupil expenditure (Senate Democratic Appropriations Committee). Although this is a greater proportion of the national average per pupil expenditure than in the past, the proportion remains less than one-half the 40 percent level promised by Congress when the special education laws were first passed in the mid 1970s. If Congress were to fund special education at 40 percent of the national average per pupil expenditure, the level of funding would cover between 50 and 60 percent of Montana's special education allowable costs. This is due to relatively lower costs for special education in Montana, and the way the national average per pupil expenditure is calculated.

In Montana, approximately \$105.3 million were spent on special education in FY '06. This is a significant increase from FY '90 when approximately \$41 million of state, federal and local funds were spent on special education. Much of this increase can be attributed to inflation and an increase in the number of students served by special education. In FY '06, approximately \$30.8 million of the \$105.3 million Montana spent on special education came from federal revenue sources (approximately 31 percent).

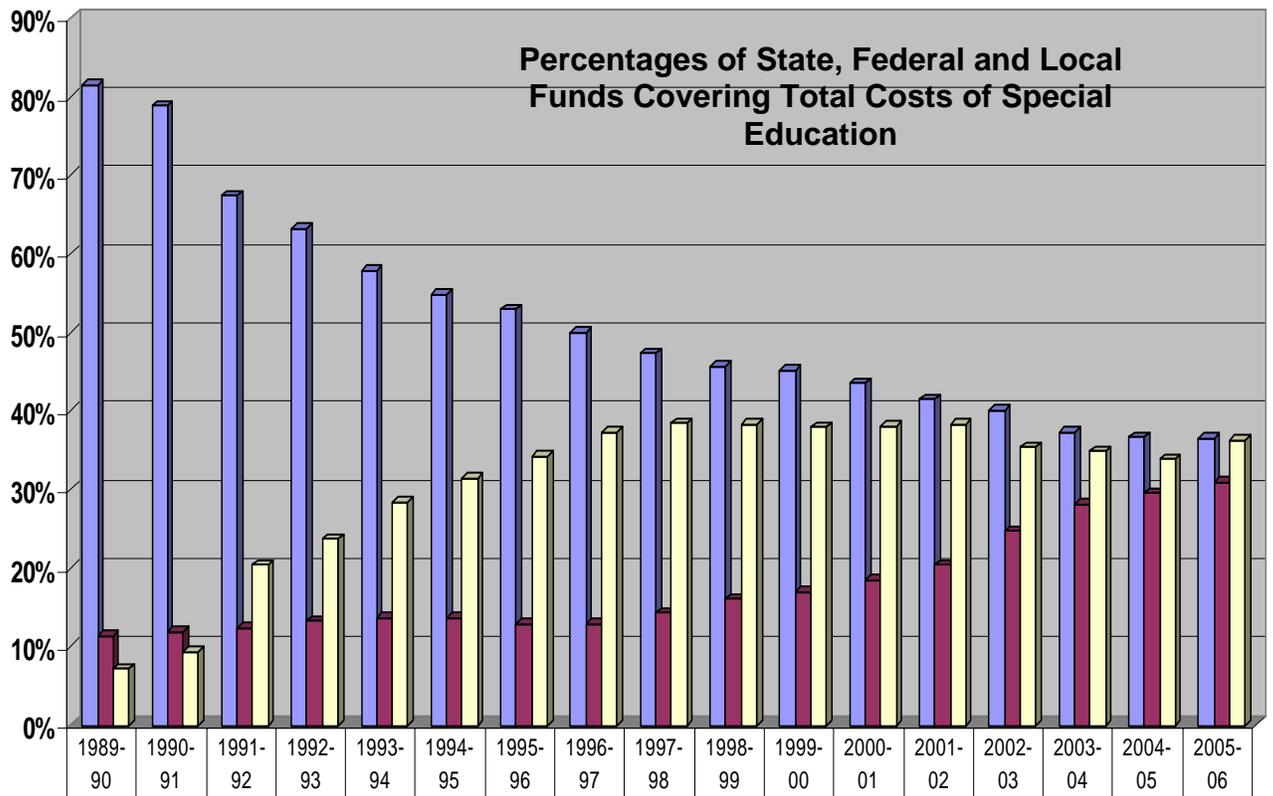
State

State appropriations for special education have fallen far short of the growth in costs. During a period of increased costs, coupled with flat state funding throughout the 1990s, the state share of the total costs of special education has slipped from approximately 81.5 percent in FY '90 to approximately 37 percent in FY '06.

Local

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increase in costs of special education by increasing their contribution from approximately \$3 million in FY '90 to approximately \$36 million for FY '06. This represents an increase of over 1,100 percent in local district contribution for special education. In FY '03, for the first time since FY '90, the local expenditures for special education funding decreased. This likely occurred because state funding increased slightly (3 percent) and federal funding increased by 29 percent. However, in FY '04, state funding leveled off and local expenditures again saw an increase. In FY '05 and FY '06, state funding increased; however, local expenditures also increased with FY '06 seeing an increase of 7 percent.

For purposes of this discussion, "local funds" means special education expenditures from the district general fund that are above the amount specifically earmarked for special education. The revenue source for these "local funds" includes both state base aid and local revenues. These "local funds" are generally perceived as local because they are drawn out of the general fund budget and would have otherwise been available for general education. This shift in the allocation of local funds has been a serious concern for schools and parents and has, for a number of years, created an atmosphere of competition for dollars.



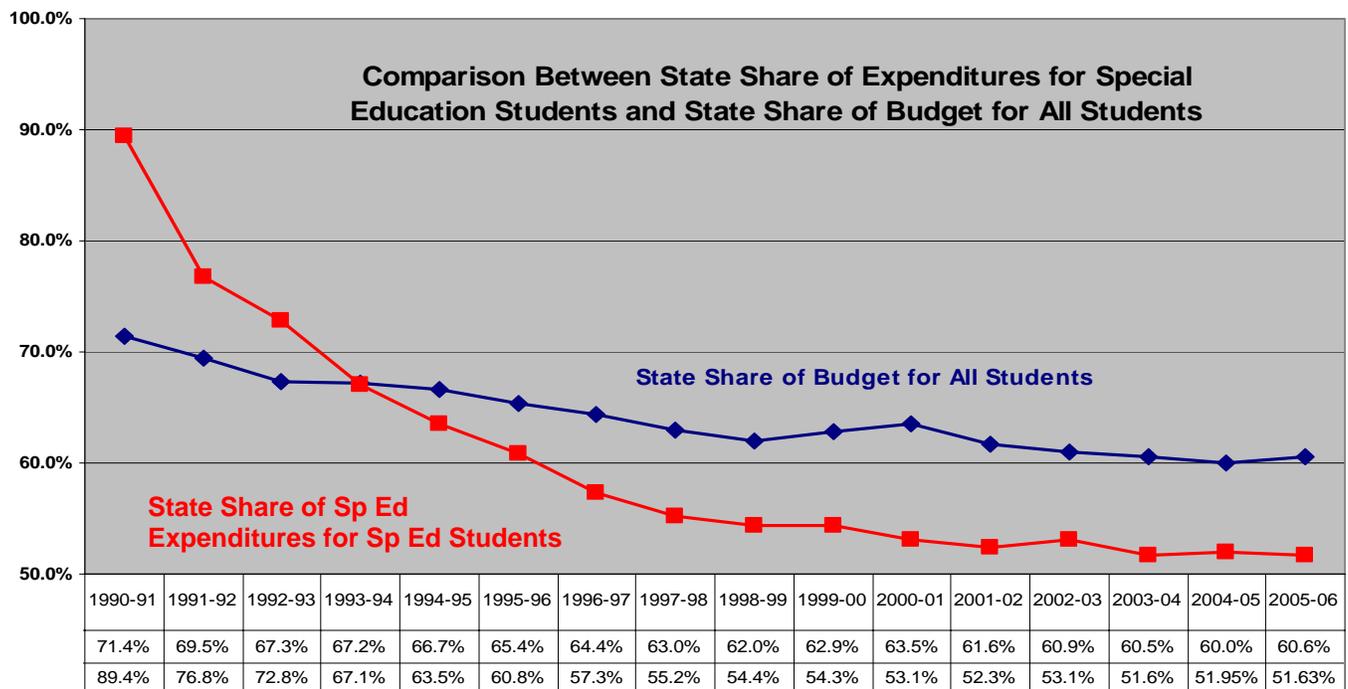
■ State Share	81.49%	78.74%	67.33%	63.09%	57.88%	54.82%	52.91%	49.89%	47.29%	45.62%	45.07%	43.47%	41.42%	39.99%	37.17%	36.61%	36.54%
■ Federal Share	11.38%	11.93%	12.28%	13.28%	13.71%	13.71%	12.95%	12.94%	14.29%	16.07%	17.01%	18.53%	20.34%	24.69%	28.03%	29.54%	30.92%
■ Local Share	7.12%	9.33%	20.39%	23.63%	28.40%	31.47%	34.14%	37.17%	38.42%	38.31%	37.92%	38.00%	38.24%	35.31%	34.80%	33.85%	36.24%

Over the years, the relative proportion of state, federal, and "local" funds covering the costs of special education has changed dramatically. State funding has remained relatively constant. Since FY '90, local districts have provided sizable increases in their contributions from "local funds." Beginning in FY 2000, federal funds have also increased substantially. As a result, by FY '06 the proportion of special education expenditures from state, federal and "local" funds is nearly equal.

The General Fund

Another way to consider the impact of state funding of special education is to compare the percentage of state support for the school district general fund budget with the percentage of special education expenditures from earmarked state special education funds.

The percentage of special education expenditures in the general fund, coming from earmarked funds for special education, has slipped from approximately 89 percent in FY '91 to approximately 52 percent in FY '06. In the meantime, the state support of the general fund budget for all students has slipped from approximately 71 percent in FY '91 to approximately 61 percent in FY '06. At one time, the state share of special education general fund expenditures was 18 percent higher than the state share of the general fund budget for general education. By FY '06, the state share of special education expenditures was 9 percent lower than the state share of the general fund budget for general education.



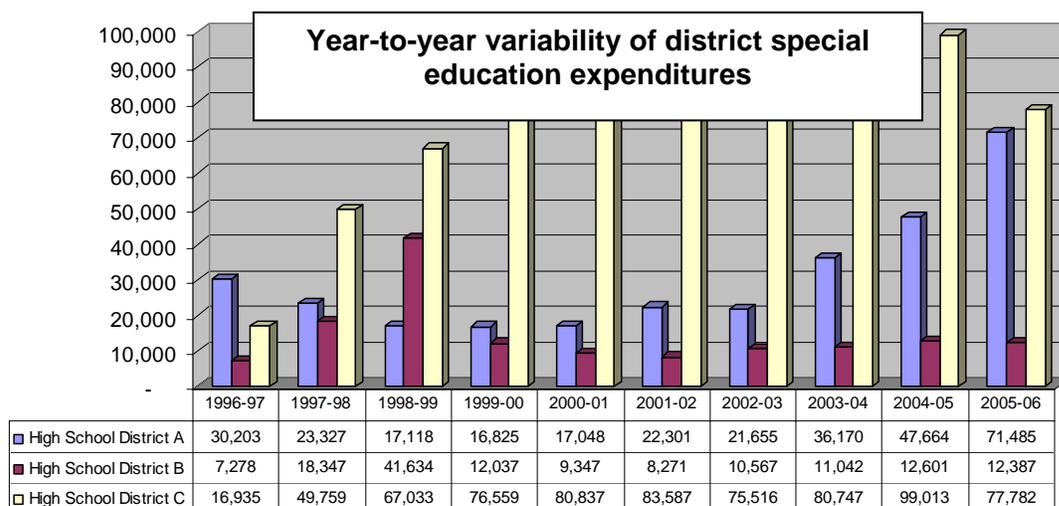
This chart is provided for the purpose of illustration. The comparison is between special education expenditures for special education students and general fund budgets for all students.

The portion of the budget for all students that is not state share is comprised of local revenues (property taxes, non-levy revenues, and reappropriated monies). The portion of the expenditures for special education students refers only to earmarked state appropriations.

Per Student Expenditure Comparisons at the District Level

The need for public school districts to redirect "local funds" to cover the cost of special education presents a significant challenge to districts. However, another dimension of the challenge public schools face when they budget for special education is the relatively unpredictable nature of special education costs, particularly for small districts.

Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year-to-year within the same district. The reasons for this variability are many. Differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in a community, and the costs of serving students with significant educational needs who enroll and later disenroll are some of the primary factors contributing to the variability.



Source: ("Opinion\ntprd3\access\Division\School Budgeting and Accounting\Maefairs", QryPRDexpenditures dated 1/16/07)
 This graph represents federal and non-federal SPED expenditures excluding tuition payments for district residents placed in another district, Miscellaneous Program Fund, Impact Aid Fund, and Major Capital Outlay.

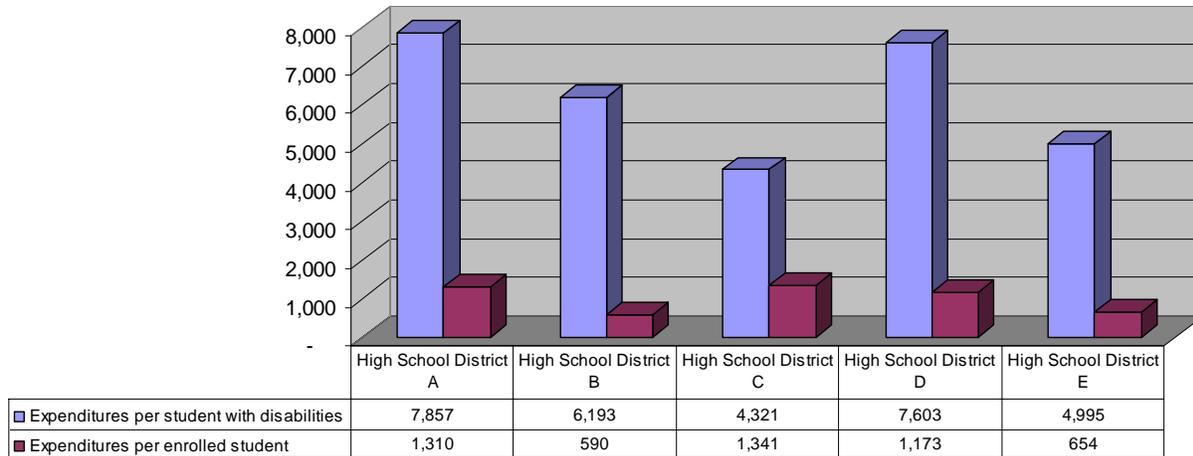
The three high school districts were selected for only purposes of illustration, but are good examples of year-to-year variability in expenditures that some districts face when they try to budget for special education. FY '06 enrollment in the three districts were all below 60 students.

House Bill 2 includes language that allows the Office of Public Instruction to distribute funds from the appropriation for in-state treatment to public school districts for the purpose of providing for educational costs of children with significant behavioral or physical needs. This fund can help to mitigate some of the cost variability. However, in FY '07 the OPI received approximately \$2.5 million in requests for approximately \$.5 million in available funds.

In addition to year-to-year variability, significant differences exist between public school districts in the amount they spend on a per student basis. Variations between districts

in expenditures on a per special education student basis is often caused by differences between districts in the number of students with significant needs, differences in salary due to level of education and experience of staff, and differences in programs and service delivery models.

Special Education Expenditures per Student FY' 2006



Source: ("Op\h\nt\pr\d3\access\Division\School Budgeting and Accounting\Maefairs", QryPRDexpenditures, QryPRDenrollment dated 1/16/07)

This graph represents federal and non-federal SPED expenditures excluding tuition payments for district residents placed in another district per Special Education Enrolled Student and Per Enrolled Student, Miscellaneous Program Fund, Impact Aid Fund, and Major Capital Outlay.

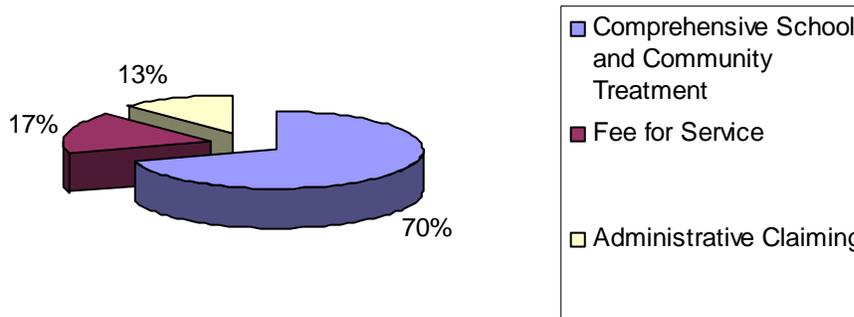
The first three districts are the same districts used as an example of the variability in special education expenditures from year-to-year. Districts D and E are large districts with enrollments in excess of 3,500 students. The above districts were selected for purposes of illustration of the variability between districts and are not typical. However, the selected districts serve as a good example of the difference between districts in their special education expenditures per special education student and the difference between districts in their special education expenditures per enrolled student. For example, in FY '06 District A spent approximately \$3,500 more than District C per special education student. On a per enrolled student basis, District C spent approximately \$750 more than District B.

Medicaid

The Office of Public Instruction (OPI) and the Health Resources Division of the Department of Public Health and Human Services (DPHHS) have collaborated on a number of projects that have increased reimbursement to districts for certain special education costs. Additionally, the collaboration has led to an expansion in school-based Mental Health Services. The collaborative efforts were intended to expand Medicaid support of certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

Revenue to school districts has increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.

FY '06 Medicaid Payments to Schools



Source: DPHHS, Health Resources Division

There are three programs that provide Medicaid reimbursement to districts: 1) Fee-for-service provides reimbursement for special education related services such as speech therapy, occupational therapy, and physical therapy (FY '06 payments to districts totaled \$1,951,279.85); 2) Administrative claiming compensates school districts for some of the costs associated with administration of school-based health services such as helping to identify and assist families in accessing Medicaid Services and seeking appropriate providers and care (FY '06 payments to districts totaled \$1,450,510); and 3) CSCT services (FY '06 payments to districts totaled \$8,159,292). (Source for data on payments: DPHHS, Health Resources Division)

While fee-for-service and administrative claiming generally provided reimbursement for services already being provided by districts, the CSCT program was an expansion of services. The expansion re-established a school-based mental health program to help schools meet the growing need of serving children with serious emotional disturbance. The CSCT is a comprehensive planned course of treatment provided by Community Mental Health Centers in school and community settings. The CSCT services include: behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

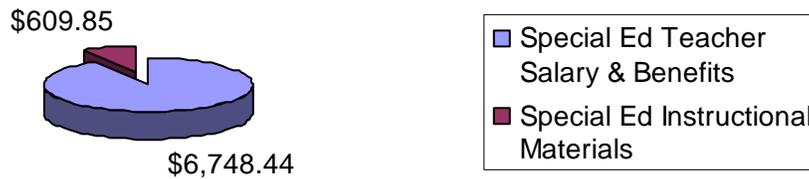
Serious behavioral problems can significantly interfere with a student's education and the education of others. Community Mental Health Centers working in close cooperation with public school districts increase the likelihood that education and mental health programs are better coordinated. Because mental health professionals are present throughout the school day, they are available to intervene and redirect inappropriate behaviors and to teach appropriate behaviors and social skills at each opportunity. This "real-time" intervention in the "natural setting" promises to have a

major impact on improving the effectiveness of children's mental health services and the quality of the educational environment for all children.

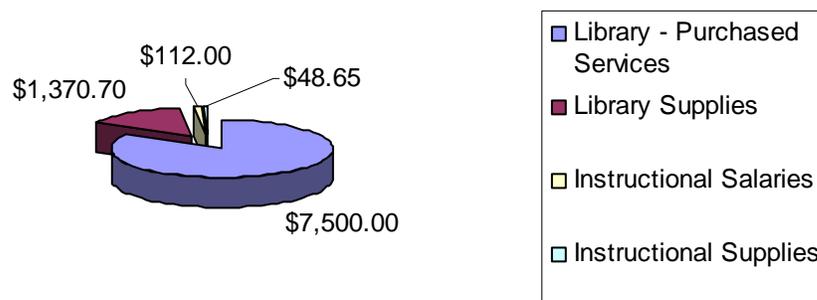
In FY '06 1,448 children received CSCT services from 114 teams of therapists located in approximately 106 schools. (Source for data: DPHHS, Health Resources Division)

Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to Community Mental Health Centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services.

**Expenditures of Medicaid Reimbursements
District F
FY 2006
Total Expenditures: \$7,358.29**



**Expenditures of Medicaid Reimbursements
District G
FY 2006
Total Expenditures: \$9,031.35**



Source: MAEFAIRS Expenditure Data

Medicaid payments are reimbursement for services already provided. District F and District G were selected for purposes of illustration of the variability between districts in how they spend their Medicaid revenue and are not necessarily typical of other districts. In District F, all Medicaid revenue was spent on providing special education services in the form of salaries and instructional materials. In District G, all Medicaid revenue was spent on general education. The flexibility in how Medicaid money is spent allows

districts to choose whether the funds are used to reduce special education expenditures from the districts general fund or used to purchase general education services or materials to partially compensate for "local district" general fund expenditures for special education.

Part 3 - Accountability

Montana's State Performance Plan

Montana's State Performance Plan (SPP) evaluates the state's efforts to implement the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA) and describes how the state will improve outcomes for students with disabilities. It is the foundation of the state's special education accountability system. There are 20 performance indicators established by the U. S. Department of Education that the SPP addresses, along with a six-year timeline (FFY 2005 through FFY 2010) of measurable and rigorous targets and improvement activities for each indicator. New indicators are addressed in future terms. Through stakeholder involvement, Montana has set rigorous and statistically sound standards for its targets in the SPP. The SPP was submitted to the U.S. Secretary of Education on December 1, 2005. In 2006, the SPP was revised to include required information for those indicators described as new by the Office of Special Education Programs (OSEP). To view the SPP in its entirety, go to: <http://www.opi.mt.gov/pdf/speced/SPPFINALDec12005.pdf>

The OPI submitted its revised State Performance Plan and the Annual Performance Report (APR) in February 2007. The Annual Performance Report for state fiscal year 2006 addresses the progress the state has made in meeting its SPP targets for 12 of the required 20 performance indicators. The SPP and APR can be found on the OPI Web page at: http://www.opi.mt.gov/PDF/SpecED/SPPFFY2005_10.pdf and <http://www.opi.mt.gov/PDF/SpecED/07APRSAPR.pdf>.

At this time, Montana does not have an electronic state student information system (SIS) which collects student demographic data in such a manner to ensure the data collection process is valid and reliable. However, the OPI is in the process of working with a vendor in the development of a student information system, data warehouse and special education records and information management system (SERIMS). It is anticipated that this system will be fully operational in the 2008-2009 school year. When in place, the system will allow the OPI to collect student-level data, thereby increasing the reliability, consistency, and validity of longitudinal analysis. The OPI will review performance data with the Special Education Advisory Panel to determine if there is need to re-establish a baseline for those performance indicators that rely on data for establishing targets, if appropriate. The name for the new student information system is Achievement in Montana (AIM).

Following is a brief summary of revisions and updates to each of the 20 federal indicators based on a revised SPP and APR that were submitted in February 2007.

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma.

Currently, Montana conducts two separate graduate data collections - one specifically for students with disabilities and the other is a non-disaggregated count of all students. Montana has adopted the National Center for Education Statistics cohort method as a

practical way to calculate a completion rate. The calculation uses four years of graduate and dropout data to calculate the rate.

The SPP has been amended to add 2004-05 graduation data as the baseline data. This data was not available when the SPP was originally submitted. The table below shows trendline data including the 2004-05 baseline data.

Montana Graduation Rate Comparison by School Year

School Year	Graduate Count for General Education ¹	Completion Rates for General Education	Graduate Cnt for Special Education ²	Completion Rates for Special Education
2001-2002	10554	84.1%	765	73.5%
2002-2003	10657	84.7%	769	71.5%
2003-2004	10500	84.2%	811	69.9%
2004-2005	10335	85.9%	944	74.0%

¹General education graduate counts are reported on October 1st annually through the OPI Annual Data Collection. This count includes students with disabilities and can not be disaggregated.

²Special education graduate counts are reported on June 30th annually as part of the end of year special education data collection.

The data indicates a steady decline of approximately 1.7 percent per year in the graduation rate of students with disabilities with a significant spike at the end of the fourth year. Although the FFY 2004 data suggest an increase in the graduation rate of students with disabilities, the trend-line data suggests that 2004-2005 data is more likely to be an anomaly and Montana will face a significant challenge in turning the trend around and showing continuous improvement. Therefore, stakeholders have indicated that it is reasonable to expect that, for the near term, a downward trend should be expected and caution be used when using 2004-05 data as baseline because this is very likely a one-year spike and, therefore, an anomaly. This is not unlikely in a state with a small student population.

Montana Performance Target Status for 2005-06 School Year

School Year	Graduate Count for Special Education	Completion Rates for Special Education	Confidence Interval - High	Confidence Interval - Low	Spp Performance Target for FFY 2005	State Performance Status
2005-2006	871	70.2%	73.2%	67.1%	69.1%	Met Target

For the 2005-06 school year, the completion rate for students with disabilities is 70.2 percent and the established performance target is 69.1 percent. Given a sample size of a minimum N of 10, the state has met its performance target of 69.1 percent, within a 95 percent confidence interval.

In accordance with recommendations from the Special Education Advisory Panel, performance targets were modified based on analysis of the 2004-05 data. No revisions were made to improvement activities.

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

Currently, Montana conducts two separate dropout data collections. One collection is for students with disabilities and the other data collection is for all students (general education) and includes students with disabilities. The following describes both data collection processes, definitions applied to determine dropouts, and formulas for calculating dropout rates.

The SPP has been amended to add 2004-05 dropout data as the baseline data. This data was not available when the SPP was originally submitted. The table below shows trend-line data including the 2004-05 baseline data.

Montana Dropout Rate Comparison by School Year

School Year	General Education Dropout Count, Grades 7-12 ¹	General Education Enrollment, Grades 7-12 ²	General Education Dropout Rate ³	Special Education Dropout Count, Ages 14-21 ⁴	Special Education Child Count, Ages 14-21 ⁵	Special Education Dropout Rate ⁶
2001-2002	2022	73797	2.7%	321	6159	5.2%
2002-2003	1872	73536	2.5%	325	6294	5.2%
2003-2004	1737	72736	2.4%	332	6341	5.2%
2004-2005	1665	72249	2.3%	455	6484	7.0%

¹General Education Dropout Count, grades 7-12, includes student with disabilities and can not be disaggregated. The count is taken on October 1st annually as part of OPI's Annual Data Collection.

²General Education Enrollment includes all students enrolled, grades 7-12. This includes students with disabilities and can not be disaggregated. Enrollment is reported on October 1st each year.

³General Education dropout rate formula: Total number of general education dropouts divided by the number of students enrolled in grades 7-12.

⁴Special Education Dropout Count, ages 14-21, are reported on June 30th annually as part of OPI's Special Education Exiting Data Collection.

⁵Special Education Child Count includes students with disabilities, ages 14-21, as reported on the December 1st child count.

⁶Special Education dropout rate formula: Total number of special education dropouts divided by the number of students reported on the December 1st child count, ages 14-21.

Trend-line data suggests the special education dropout rate was relatively stable for a three-year period then had a significant spike in 2004-2005. It is strongly felt that the spike shown in 2004-2005 is an anomaly. Extensive analysis was conducted to determine what could be the cause. It was noted that there was a 14 percent increase in the overall exiting count between 2003-2004 and 2004-2005. In a state such as Montana, with a relatively small population of students with disabilities, there is a high probability of significant variations in the data from year to year.

The dropout rates for the general student population have remained consistent over the last five years, while the dropout rates for students with disabilities indicate a sharp increase for 2004-05 school year, then dropping back to a rate consistent with previous years. A change in existing categories for reporting students with disabilities exiting special education suggests that this may be the cause of the increase in the number of students with disabilities reported as dropping out for the 2004-05 school year.

Montana's Performance Target Status for FFY 2005

School Year	Dropout Cnt for Special Education	Dropout Rates for Special Education	Confidence Interval - High	Confidence Interval - Low	Spp Performance Target	State Performance Status
2005-2006	383	5.9%	8.8%	4.0%	5.8%	Met Target

Given a sample size of a minimum N of 10, the state has met its performance target, within a 95 percent confidence interval for the 2005-06 school year.

In accordance with recommendations from the Special Education Advisory Panel, performance targets were modified based on analysis of the 2004-05 data. No revisions were made to improvement activities.

Indicator 3: Participation and performance of children with disabilities on statewide assessments.

This indicator requires the state to provide the percent of districts meeting the state's Adequate Yearly Progress (AYP) objectives for progress for disability subgroups. It also requires that participation rates and proficiency rates are addressed for all children with IEPs.

The state's method of calculating AYP includes the use of a minimum number (N) of 40 (to accommodate the high proportion of small school districts) and multiple other measures such as the quality of a district's Five-Year Comprehensive Plan. This is known as the All Schools Accountability Process (ASAP) and involves the use of multiple weighted factors in the calculation. It is likely that once Montana is able to track students through the AIM, consideration will be given to implementing a "growth model" for NCLB of accountability. A "growth model" uses longitudinal measures of each student's academic progress.

For the 2005-2006 school year, Montana received approval for its revised accountability process including the calculation methodology for determining districts and schools meeting AYP and the addition of grades 3, 5, 6, and 7 to its statewide assessment. These revisions included establishing new cut points for determinations of Novice, Nearing Proficient, Proficient, and Advanced. Additionally, the revisions included establishing new thresholds for the Annual Measurable Objective (AMO) used in determining AYP for schools in the calculated process and the small schools process. Due to the revisions of Montana's Accountability process, it is necessary to establish a new baseline and targets for this indicator. Revised baseline data is below.

Districts Meeting AYP for Disability Subgroup for the 2005-2006 School Year

AYP Objectives	Overall (across Content Areas)	
	#	%
Districts with a disability subgroup meeting Montana's minimum N size	53	
Districts meeting Montana's AYP objectives for progress for students with IEPs	21	39.6%

**Participation Rates of Students with IEPs in Montana Statewide Assessments for All Grades Assessed
for the 2005-2006 School Year**

Participation	Math		Reading		Overall (across Content Areas) ³	
	#	%	#	%	#	%
(a) Number in grades assessed	9753		9753		19506	
(b) Regular assessment (CRT) with no accommodations	3284	33.7%	3193	32.7%		
(c) Regular assessment (CRT) with accommodations ¹	5738	58.8%	5838	59.9%		
(d) Alternate assessment against grade level achievement standards ²	0	0.0%	0	0.0%		
(e) Alternate assessment (CRT-Alt) against alternate achievement standards	625	6.4%	626	6.4%		
Overall rate of participation in statewide assessment for students with IEPs	9647	98.9%	9657	99.0%	19304	99.0%

Source: Montana Statewide Assessment data and ADC Enrollment data.
¹Regular assessment with accommodations include all students who participated with accommodations (both standard and nonstandard).
²Montana does not use an alternate assessment scored against grade level achievement standards at this time.
³Overall Participation Rates is equal to the number of student tests scored proficient or above in Math and Reading divided by the total number of tests taken in Math and Reading.

**Proficiency of Students with IEPs on Montana Statewide Assessments for All Grades Assessed
for the 2005-2006 School Year**

Proficiency	Math		Reading		Overall (across Content Areas) ³	
	#	%	#	%	#	%
(a) Number in grades assessed	9753		9753		19506	
(b) Proficient or above in regular assessment (CRT) with no accommodations	1091	11.2%	1670	17.1%		
(c) Proficient or above in regular assessment (CRT) with accommodations ¹	975	10.0%	1640	16.8%		
(d) Proficient or above in alternate assessment against grade level standards ²	0	0.0%	0	0.0%		
(e) Proficient or above in alternate assessment (CRT-Alt) against alternate achievement standards	390	4.0%	478	4.9%		
Overall rate of proficiency or above for students with IEPs	2456	25.2%	3788	38.8%	6244	32.0%

Source: Montana Statewide Assessment data and ADC Enrollment data.
¹Regular assessment with accommodations include all students who participated with accommodations (both standard and nonstandard).
²Montana does not use an alternate assessment scored against grade level achievement standards at this time.
³Overall Performance Rates is equal to the number of student tests scored proficient or above in Math and Reading divided by the total number of tests taken in Math and Reading.

Beginning with the 2006-07 school year, the targets for schools meeting AYP objectives and proficiency rates of students with disabilities in Montana's statewide assessments have been revised using 2005-06 school year data as the baseline. Because of the recalibration of cut scores and the need to establish new thresholds for calculating the AMO, trend-line data cannot be relied on to establish targets for ensuing years. In the absence of trend-line data, the assumption for AYP is that for the first two years, the percent of districts that have a disability subgroup that meets a minimum N of 40 meeting the state's AYP objectives will remain the same as the baseline. For the next three years, we anticipate that intervention strategies addressing this performance indicator will begin producing results and we will begin to see improved performance. The assumption for Indicator proficiency rates is that for the first three years, the percentage of students tested to be proficient or above will remain the same as the baseline data. For the next three years, we anticipate that intervention strategies addressing this performance indicator will produce results and we anticipate improved performance.

Participation rates for students with disabilities are still aligned with the established performance targets and no revisions were made.

Indicator 4: Rates of suspension and expulsion.

This indicator requires the state to provide the percent of school districts that are identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. A new component of this indicator requires the state to provide the same data by race and ethnicity.

Long-term suspension or expulsion is defined as a suspension or expulsion that results in the removal of a student, out of school, for greater than 10 school days or a student with multiple short-term out-of-school suspensions or expulsions (10 school days or less) that sum to greater than 10 school days during the school year.

The table below provides a new data component of this indicator as required. It presents a comparison of long-term suspension and expulsion rates by race/ethnicity categories between students with disabilities and nondisabled students for the 2005-2006 school year.

Long-Term Suspension and Expulsion Rates by Race/Ethnicity for the 2005-2006 School Year

Race/Ethnicity	Number of Special Education Students with Long-term Suspension or Expulsion ¹	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion ²	Regular Education Long-term Suspension and Expulsion Rates
American Indian/Alaskan Native	49	1.9%	159	1.0%
Asian or Pacific Islander	0	0.0%	1	0.1%
Black or African American	1	0.5%	3	0.2%
Hispanic or Latino	3	0.6%	8	0.2%
White, Non-Hispanic	42	0.3%	201	0.2%

¹Count of students with disabilities who qualify for services under IDEA, with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days during the school year or suspended or expelled once for greater than 10 days during the school year.

²Count of nondisabled students with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days during the school year or suspended or expelled once for greater than 10 days during the school year.

The long-term suspension/expulsion counts for both special education and regular education for LEAs in Montana are extremely small and this is particularly so for racial/ethnic and disability subgroups, especially in small rural schools. Therefore, there is often too small of a sample size to obtain precise and reliable results. Recognizing the problem with validity of small sample sizes, the OPI will use multiple methods in its determination of significant discrepancy in long-term suspension/expulsion rates for students with disabilities by racial/ethnic categories.

Montana's Performance Target Status for FFY 2005

School Year	Number of LEAs	Number of LEAs reporting long-term suspensions and/or expulsions	Number of LEAs reporting long-term suspension and/or expulsions for students with disabilities	Percent of LEAs reporting long-term suspension and/or expulsions for students with disabilities	Percent of LEAs identified with significant discrepancy	Spp Performance Target	State Performance Status
2005-2006	436	104	48	11.0%	0%	0.0%	Met Target

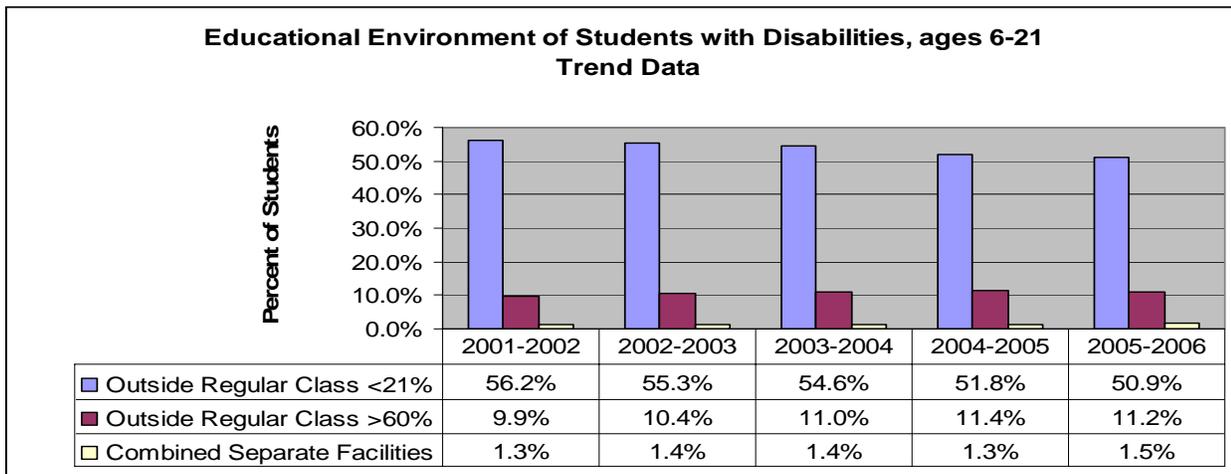
For FFY 2005, 0 percent of the LEAs were identified as having significant discrepancy in the long-term rates of suspensions and expulsions for students with disabilities when compared to the long-term suspension and expulsion rates of nondisabled students. Given a sample size of a minimum N of 10, the state has met its performance target of 0 percent, within a 95 percent confidence interval.

Indicator 5: Percent of children with IEPs, aged 6 through 21, in less restrictive and more restrictive educational environments.

This indicator addresses students with disabilities who receive services in three different settings:

- those removed from the regular class less than 21 percent of the day;
- those removed for greater than 60 percent of the day; and
- those served in public or private separate schools, residential placements, or homebound or hospital placements.

Montana's Educational Placement Trend Data for Students with Disabilities, ages 6-21



Trend data indicate a 1.3 percent average annual decrease over the last four years in the percentage of students removed from regular class less than 21 percent of the day, and a .3 percent average annual increase over the last four years in the percentage of students educated outside the regular classroom for more than 60 percent of the day.

Montana's Performance Target Status for FFY 2005

Spp Indicator Number	Education Environment	Special Education Educational Placement Count	Special Education Educational Placement Percent	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	Spp Performance Target	State Performance Status
Indicator 5A	Removed from Reg Class < 21% of day	8785	50.9%	52.0%	49.9%	50.0%	Met Target
Indicator 5B	Removed from Reg Class >60% of day	1928	11.2%	12.7%	9.8%	12.0%	Met Target
Indicator 5C	Combined Separate Facilities	266	1.5%	3.9%	0.6%	1.8%	Met Target

The data presented in the table above is used to assess the state's progress in meetings its performance target for FFY 2005. The state set a target, based on a minimum N of 10, of 50 percent of students with disabilities removed from regular class

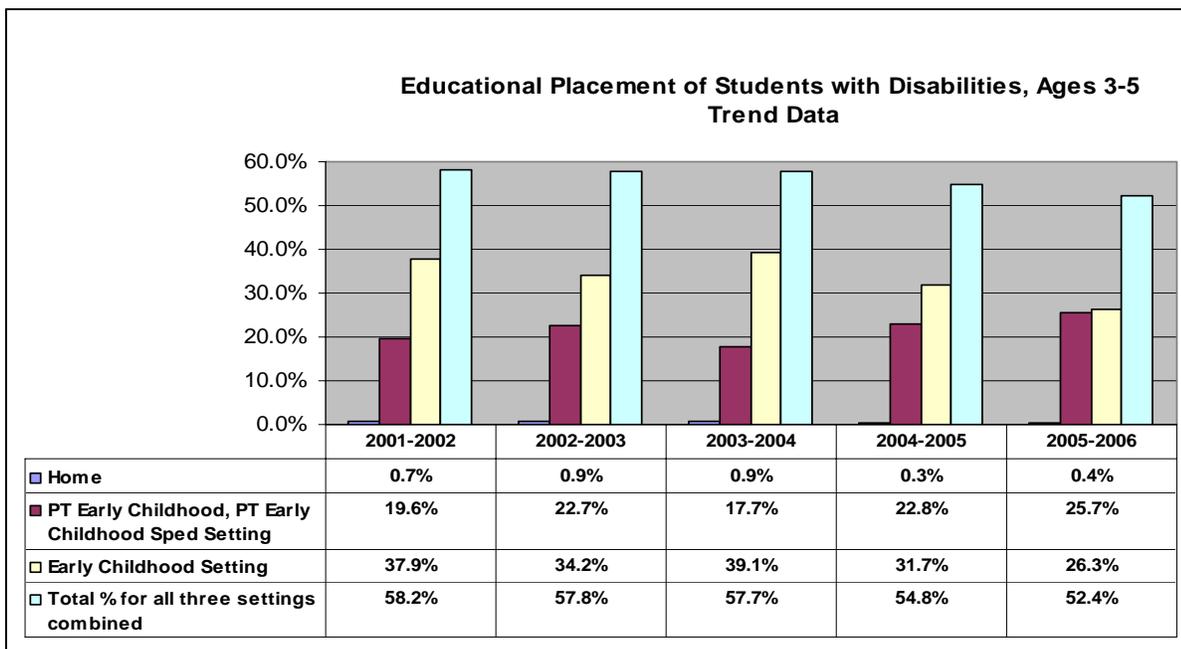
less than 21 percent of the day, 12 percent of students with disabilities removed from regular class for more than 60 percent of the day, and 1.8 percent of students with disabilities served in public or private separate facilities, within a 95 percent confidence interval. The state met its targets in all areas.

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.

Parents of preschool-age children with disabilities face widely differing choices when selecting special education settings, often driven by location and suitability. Not all communities offer the same array of choices, especially in rural areas. Few, if any, public school districts offer general education preschool, but all offer FAPE.

Early Childhood Special Education settings are most likely settings for children, ages 3 and 4, while Early Childhood settings are more likely for 5 year olds. This difference is due to the availability of Kindergarten for 5 year olds in contrast to the absence of regular education alternatives for younger children.

Montana’s Educational Placement Trend Data for Students with Disabilities, Ages 3-5



Trend data show that the percentage of students with disabilities, ages 3-5, who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings) has declined slightly. The overall percentage of the three setting categories varied between years, but ranged from 58.2 percent in FFY 2001 to 52.4 percent in FFY 2005. Further, year-to-year variations in the percentages of students with disabilities, ages 3-5, are evident within each setting.

Montana's Performance Target Status for 2005-06 School Year

Spp Indicator Number	Education Environment ¹	Special Education Educational Placement Count	Special Education Educational Placement Percent	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	Spp Performance Target	State Performance Status
Indicator 6	Education Environment, Ages 3-5	1008	52.4%	55.4%	49.3%	54.8%	Met Target
<small>¹Education Environment includes the following settings with typically developing peers: Early Childhood Setting, Part-time Early Childhood/Part-time Early Childhood Special Education Setting and home.</small>							

The data indicate 52.4 percent of students with disabilities, ages 3-5, received special education and related services in settings with typically developing peers for the 2005-2006 school year. In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the special education educational placement percent and the established performance target. Therefore, given a sample size of a minimum N of 10, the state has met its performance target for this indicator, within a 95 percent confidence interval.

Indicator 7 (New Indicator): Percent of preschool children with IEPs who demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs.

The OPI implemented data collection and reporting procedures during the spring of 2006 to collect entry data for this performance indicator. Entry data were collected for the first time on all children, ages 3, 4, 5 and some 6 year olds, between March 1 and December 1, 2006. Baseline data, targets and improvement activities will be reported in the February 2008 Annual Performance Report and included as revisions to the State Performance Plan.

**Numbers of preschool-age children with disabilities reporting performance data
March 1 – November 30, 2006**

	Initial Number of IEPs	Annual Number of IEPs	Total Number of IEPs	No Data Reported	Response Rate
Three Year-Olds	301	23	324	36	90%
Four Year-Olds	319	256	575	94	86%
Five Year-Olds	281	440	721	191	79%
Total	901	719	1620	321	83%

Percentages of children with an INITIAL IEP rated as functioning comparable to same-age peers or not (N=901).

	% comparable to same-aged peers		% NOT comparable to same-aged peers	
	N	%	N	%
Positive social-emotional skills including social relationships	525	58.3%	376	41.7%
Acquisition and use of knowledge and skills, including early language/ communication and early literacy	101	11.2%	800	88.8%
Use of appropriate behaviors to meet individual needs	576	63.9%	325	36.1%

Percentages of children with an ANNUAL IEP rated as having reached or maintained a level comparable to same-aged peers, improved, but not to a level comparable to same-aged peers, or not improved. (N=719).

	% Reached or maintained a level comparable to same-aged peers		% Improved, but not to a level comparable to same-aged peers		% who did not improve	
	N	%	N	%	N	%
Positive social-emotional skills including social relationships	276	38.4%	418	58.1%	25	3.5%
Acquisition and use of knowledge and skills, including early language/ communication and early literacy	51	7.1%	642	89.3%	26	3.6%
Use of appropriate behaviors to meet individual needs	320	44.5%	375	52.2%	24	3.3%

The OPI will continue to work with the contractor for SERIMS to ensure the system includes all data reporting requirements.

Indicator 8 (New Indicator): Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

In September 2006, for those LEAs who were to be monitored in the 2006-07 school year, all parents of students ages 3-21 receiving special education services during the

2005-06 school year were asked to complete and then mail a survey to Mountain Plains Regional Resource Center (the agency the OPI contracted with to conduct the survey). Parents were assured of anonymity. A total of 3,355 surveys were mailed and 540 were returned for a response rate of 16.1 percent.

Because of the low response rate, a random sample of 50 parents were called and asked five key questions from the Parent Survey. An analysis of the phone responses suggests that the results based on the mail respondents are representative of all parents of students with disabilities.

The data were extensively analyzed and, with recommendations from the Montana Special Education Advisory Panel, it was determined that a 60 percent cut score (representative of a parent who, on average, agrees with each item) represented the most appropriate cut score.

The first year of data collection indicates that the majority of parents believe that the LEAs facilitate their involvement; 65.5 percent of parents state that their child's school facilitated their involvement.

Performance targets were established based on the recommendation and advice of the Special Education Advisory Panel. The Panel felt strongly that it would be difficult to move parents from a category of agree to "strongly agree."

Indicator 9 (New Indicator): Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the *result of inappropriate identification*.

Disproportionate representation is defined as an identification rate that is a statistically significant difference and exists as a result of inappropriate identification practices or procedures, and/or lack of early intervening services and cannot be attributed to unique circumstances (e.g., private school, group home, specialized facilities) which are an underlying factor of the representation.

Beginning with the school year 2005-06, the OPI implemented a procedure of multiple measures to determine whether a school district has disproportionate representation based on inappropriate identification will be reported in the revised State Performance Plan.

Indicator 10 (New Indicator): Percent of districts with disproportionate representation of racial and ethnic groups *in specific disability categories* that is the result of inappropriate identification.

When a school district is identified as having disproportionate representation through a statistical screening process, the procedures for further investigation and analysis are the same as reported under Indicator 9. Baseline data was collected during 2005-06 school year and will be reported in the revised State performance Plan.

Indicator 11 (New Indicator): Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or state-established timeline).

Baseline data was collected during the 2005-06 monitoring cycle and will be reported in the revised State Performance Plan.

Improvement Activities: The OPI will incorporate these new data collection components in its AIM system and continue to provide technical assistance for school personnel on timeline requirements.

Indicator 12: Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

The OPI addresses Early Childhood Transition through an interagency agreement with the Part C lead agency. Training and technical assistance are provided at the local level by both the OPI and the Part C lead agency. Both agencies work with Parents, Let's Unite for Kids (PLUK) to inform and support parents and families experiencing transitions from one program to the other. Additional oversight is accomplished through complaints and due process management system and OPI compliance monitoring.

Number and Percentage of Infants and Toddlers Moving out of Part C

Number and Percentage of Infants and Toddlers July 1, 2003 - June 30, 2004				
Part B Eligible	Not Eligible for Part B, Exit to Other Programs	Not Eligible for Part B, Exit With No Referrals	Part B Eligibility Not Determined	TOTAL
180	43	12	52	287
63%	15%	4%	18%	

Of the 287 children referred by Part C to the Part B program, 63 percent were determined to be eligible for Part B services. Review of data for 2003-04 and 2004-05 reveals no issues arising in this area through compliance monitoring or the complaint/due process management system.

Improvement Activities: The OPI is incorporating this new data element into the AIM system; continues to provide technical assistance and training for school personnel on effective child find practices and transitions from Part C to Part B; and continues to work with the Part C lead agency to collect necessary data.

Indicator 13 (New Indicator): Percent of youth, aged 16 and above, with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.

The OPI collected baseline data as a part of its compliance monitoring procedures during the 2005-2006 school year and the data will be reported in the revised State Performance Plan.

Improvement Activities: The OPI continues to provide technical assistance and professional development to school districts on transition requirements and IEP development; work with other state agencies to engage their involvement in transition planning; work with institutions of higher education to ensure students receive information and training related to transition requirements; and ensure this data requirement is incorporated into the AIM system.

Indicator 14 (New Indicator): Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

Post-school outcome data will be directly reported by school districts through tracking youth who had IEPs and are no longer in secondary school in spring of 2007. Baseline will be reported in the State Performance Plan in February 2008.

Improvement Activities: The OPI is revising its current electronic exiting data collection to include post-school outcomes data and ensure this data requirement is incorporated in the AIM system.

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

The OPI has a comprehensive system of general supervision that includes a review of IDEA Part B applicants' policies and procedures to ensure consistency with IDEA Part B requirements. It also includes procedures for formal complaints and due process hearings and mediation, an Early Assistance Program (EAP) to resolve issues prior to their becoming formal complaints or going to due process. It provides a compliance monitoring process based on a five-year cycle, and a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Analysis of data from the 2005-2006 school year shows that all timelines for due process hearings, mediations and formal complaints have been met 100 percent of the time.

Monitoring data for 2005-2006 is currently being analyzed and will be reported in the Annual Performance Report.

Improvement Activities: The OPI will revise its Focused Intervention activities to better align with State Performance Plan indicators; continue to ensure timelines are addressed; review the status of corrective action plans on a monthly basis; provide follow-up to school districts to ensure they are moving toward completion of corrective action plans; and implement sanctions, as appropriate, to ensure school districts complete required corrective action plans.

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Only four complaints were received in 2005-2006. Of these, two were withdrawn. The remaining two met the required timeline.

Improvement Activities: The OPI will continue to work at reducing the number of complaints by providing timely technical assistance to districts and using part-time seasonal personnel to serve in a technical assistance capacity to resolve conflicts.

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

In 2005-2006 there were no fully adjudicated due process hearing requests.

Improvement Activities: The OPI will continue to provide annual training to hearing officers and track timelines for due process hearings to ensure compliance.

Indicator 18 (New Indicator): Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Districts must convene the 30-day resolution session in a timely manner following the IDEA statute requirements and, if requested, the OPI may provide technical assistance. Baseline data was collected during the 2005-2006 school year and will be reported in the State Performance Plan.

Improvement Activities: The OPI will continue to respond to any requests from school districts for assistance in establishing procedures for successful resolution sessions.

Indicator 19: Percent of mediations held that resulted in mediation agreements.

Established procedures allow either party to request mediation. For mediation to proceed, both parties must agree to the mediation. No mediation requests were received by the OPI in the 2005-06 school year.

Improvement Activities: The OPI will continue to provide training to school districts, parents and parent advocacy groups about the mediation process and make trained mediators available to schools and parents at no cost when requested.

Indicator 20: State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

The OPI has consistently met designated timelines 100 percent of the time over the past five years. Data is reviewed and validation checks performed to ensure accuracy of the submitted data.

Improvement Activities: The OPI will continue to provide technical assistance for data submission and ensure that the AIM system includes all required data elements.

EXECUTIVE SUMMARY

DATE: JULY 2007

- PRESENTATION:** Report of Surrender of Educator Licenses
- PRESENTER:** Catherine Warhank
Chief Legal Counsel
Office of Public Instruction
- OVERVIEW:** This is a report of the surrender of licenses by two individuals who resign from their current teaching positions to avoid termination. Their resignations were reported to the State Superintendent by their respective school districts as required under MCA 20-4-110.
- REQUESTED DECISION(S):** No action is required. This is for the Board's information only.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None

EXECUTIVE SUMMARY

DATE: JULY 2007

- PRESENTATION:** No Child Left Behind Report
- PRESENTER:** Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction
- OVERVIEW:** This presentation will include information about recent No Child Left Behind (NCLB) activities including a federal on-site review of NCLB Title I, electronic applications for NCLB funding, and the federal appropriation for NCLB programs.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None

**Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
July 13, 2006 Meeting - DRAFT**

<u>Item</u>	<u>Presenter</u>	<u>Time</u>
1. MSDB Annual Report	Gettel	10 min
2. Human Resources - Personnel actions - Update on negotiations with MEA-MFT and UFCW	Gettel	3 min
3. Professional Development - Orientation plans for 2007-08	Gettel	3 min
5. 2007 Legislative Session - Review of actions taken	Gettel	3 min
6. MSDB Foundation - Update of activities	Informational	
7. Conferences, Meetings and Contacts	Informational	
8. Finance and Facilities - Update on year end finances and maintenance projects	Sykes	3 min
9. School Calendar of Events	Informational	
10. Student News - Summer Programs	Informational	
11. Public Comment for Non Agenda Items		

EXECUTIVE SUMMARY

DATE: JULY 2007

PRESENTATION: Addendum to the 2006-2007 Accreditation Status Recommendations

PRESENTER: Al McMilin, Educator Quality Specialist
Office of Public Instruction

OVERVIEW: The Superintendent of Public Instruction recommends to the Board approval of the Addendum to the 2006-2007 Accreditation Status as presented at the March 2007 Board of Public Education meeting.

REQUESTED DECISION(S): Recommend approval of the recommendation from the Superintendent of Public Instruction

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action



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Linda McCulloch
Superintendent

June 20, 2007

TO: Linda McCulloch, State Superintendent

CC: Linda Peterson, Division Administrator

FROM: Al McMilin, Educator Quality Program Specialist

SUBJECT: Addendum #2 – 2006-2007 Montana Accreditation Status Recommendations

Since the May Board of Public Education meeting, one additional correction to the accreditation recommendations has come to light.

County: Gallatin

School District/School:

Manhattan Public School
Manhattan 7-8

Status Change: From **Advice (No library services offered)** to **Regular**

Reason: Librarian FTE was not reported correctly by the district. Manhattan 7-8 does provide library services.

Impact of Change on Report's Data Summaries: This change affects the middle grade school summary data as reflected on the bar charts. The percent of middle grade schools in regular status now becomes **eighty-one percent** and the percent of middle grade schools in advice status now becomes **seven percent**. The change is too small to affect the all schools category.

EXECUTIVE SUMMARY

DATE: JULY 2007

- PRESENTATION:** Alternative to Standards Request
- PRESENTER:** Al McMilin, Educator Quality Specialist
Office of Public Instruction
- OVERVIEW:** The Superintendent of Public Instruction recommends to the Board of Public Education approval of the Alternative to Standards Request as presented by Wisdom Elementary District. The attached report contains the details of the request.
- REQUESTED DECISION(S):** Recommend approval of the recommendation from the Superintendent of Public Instruction
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action



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Linda McCulloch
Superintendent

June 20, 2007

TO: Linda McCulloch, State Superintendent
CC: Linda Peterson, Division Administrator
FROM: Al McMilin, Educator Quality Program Specialist
SUBJECT: Alternative Standard Requests – Five-Year Renewal Recommendations

The following alternative standard five-year renewal application representing 1 district and 1 school has been reviewed and evaluated in accordance with 10.55.604, ARM, including an on-site visit when practical and appropriate, and is **recommended for approval** for school year 2007-08 through 2011-12.

Beaverhead County

Wisdom Elementary

K-8 Enrollment: 16

Wisdom School is located in the Big Hole Valley. It is a modern multi-room school. The board supports two teachers for the school which gives each a small number of students to work with in each room. The students go in to Beaverhead County High School in Dillon for high school. Wisdom Elementary serves primarily a rural population.

Standard: 10.55.709 – Library Media Services

1. In addition to the two classrooms, a third classroom has been converted to a library facility. It is well maintained with more than adequate space, shelving and student study areas. The collection is catalogued and maintained electronically. The current collection has over 5000 titles. Budget is provided each year for improving the collection. The district has added over 1000 books to the collection since a major improvement project was initiated in 2003. The school under the direction of the current lead teacher has as its ambitious goal to have the library be a fully functional facility but just on a smaller scale.
2. Students visit the Beaverhead County Library, both located in Dillon. Two visits are planned yearly. In addition, students have cards at the county library and can search for, and checkout books online. One of the teachers then picks them up and brings the books out to the school.
3. The school has Internet capabilities and each classroom has a set of computers reflecting current technology standards. Students are provided instruction and experiences in the required information technology areas.
4. Beginning in school year 2007-08 the school will participate in the Montana Small Schools Alliance (MSSA) alternative standard program for professional development in the library area. Through a contractual arrangement, MSSA provides the following on a yearly basis:

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

EXECUTIVE SUMMARY

DATE: JULY 2007

PRESENTATION: Professional Educator Preparation Program Standards (PEPPS)
Request for Initial Accreditation – Salish Kootenai College

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction
Cindy O'Dell, Chairperson
Professional Education Unit
Salish Kootenai College

OVERVIEW: On April 10-12, 2007, the Office of Public Instruction conducted a State Review of the Professional Education Unit at the Salish Kootenai College (SKC) in Pablo, Montana. The purpose of the review was to validate the Professional Education Unit's Institutional Report (IR) for the Elementary Education Program at the SKC. The review was based on the standards articulated in the Board of Public Education's approved 2007-2013 Professional Educator Preparation Program Standards (PEPPS) and Procedures Manual. SKC requests initial accreditation for its Elementary Education program.

Professor Audrey Peterson, the University of Montana-Missoula, served as chairperson of the review. Peter Donovan, Bonnie Klein, and Linda Vrooman Peterson served as members of the State Verification Team.

The review found that the standards, as established by the Board of Public Education, were met. The State Verification Team recommends initial accreditation for the Elementary Education program in the Professional Education Unit at the Salish Kootenai College, with a follow-up visit to be scheduled in 2009 to review the assessment system and the Salish Kootenai College Elementary Education program data regarding student knowledge, skills and dispositions.

The state superintendent recommends to the Board of Public Education approval of the initial accreditation of the Elementary Education program in the Professional Education Unit at the Salish Kootenai College.

REQUESTED DECISION(S): Recommend approval

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

**Salish Kootenai College Professional Education Unit
State Review
April 10-12, 2007
Exit Report**

Professor Audrey Peterson, Chairperson

On April 10-12, 2007, the Office of Public Instruction conducted a State Review of the Professional Education Unit at the Salish Kootenai College (SKC) in Pablo, Montana. The purpose of the review was to validate the Professional Education Unit's Institutional Report (IR) for the Elementary Education Program at the SKC. The review was based on the standards articulated in the Board of Public Education's approved 2007-2013 Professional Educator Preparation Program Standards (PEPPS) and Procedures Manual. SKC requests initial accreditation for its Elementary Education program.

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Sub-Chapter 2 – Organization and Administration of Teacher Education

10.58.210	CONCEPTUAL FRAMEWORK	MET
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Sub-Chapter 3 – Curriculum Principles and Standards: Basic Program

10.580304	CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS	MET w/notation
10.58.305	ASSESSMENT SYSTEM AND UNIT EVALUATION	MET w/notation
10.58.306	FIELD EXPERIENCES AND CLINICAL PRACTICES	MET

10.58.307	DIVERSITY	MET
10.58.308	FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT	MET
10.58.309	UNIT GOVERNANCE AND RESOURCES	MET

Sub-Chapter 5 – Teaching Areas: Specific Standards

10.58.501	GENERAL REQUIREMENTS	MET
10.58.508	ELEMENTARY EDUCATION	MET

COMMENDATIONS

- The Salish Kootenai College Community is strong, focused and committed to the vision and mission of the College. This education community knows who it is, who it serves and where it is going.
- The Professional Education Unit continues to do whatever it takes to create a culturally relevant and exemplary education program to meet learner needs.
- The Education Unit at Salish Kootenai College is highly regarded by the SKC administration and the entire SKC community.
- The unit faculty members receive strong, ongoing support from the Salish Kootenai College Administration, other SKC departments and the regional education community.
- The unit faculty members are committed to the success of all candidates in the program. The faculty members are responsive to expressed problems and issues with the program and candidates' experiences.
- The unit faculty members are seen as leaders both across campus and in the region.
- The SKC Board of Directors and Administration see the Professional Education Unit as a realization of a long-standing dream to provide an educator preparation program that will increase the number of Native teachers for the people in the region.
- Faculty, administration and candidates were able to clearly and consistently articulate the elements of the conceptual framework.
- The institution has a strong commitment to provide professional development monies to faculty.

- The SKC faculty from Arts and Science closely align the content curriculum with the education curriculum.
- The Professional Education Unit works collaboratively and collegially with the entire campus.
- The unit faculty developed a program that is standards-based, culturally relevant and student-learning centered. The commitment and dedication of the education faculty in designing, developing and delivering a collaborative elementary education program is exemplary.
- The positive attitude of the faculty and administration is commendable.
- Technology is integrated across curriculum and across departments.
- The SKC maintains and continually improves a strong and dedicated support services program to enhance recruitment and retention. These programs include: career counseling, student services, financial aid and registration. This program will go the extra mile to help each student reach his/her learning goal.

RECOMMENDATIONS

- The Salish Kootenai College is encouraged to evaluate the writing component for students in the Elementary Education program to ensure that candidates are prepared to write as needed in their professional contexts, and are confident about their ability to teach students to write accurately and effectively.
- The Professional Education Unit is encouraged to add a fourth assessment stage to the assessment system, at which employed graduates of the program would be asked to provide feedback about their preparation, and would be assessed by their employers for their performance in their professional positions.
- Education unit faculty are encouraged to rethink their planned assessment system such that the standards can be addressed by fewer assessments, thereby streamlining and simplifying the data necessary to be collected, recorded, analyzed and reported.
- The Education Unit is encouraged to provide routine seminars for clinical faculty who will be cooperating teachers and supervisors for candidates during their field experiences and student teaching.
- Based on commentary from clinical faculty and students, Salish Kootenai College is encouraged to monitor Elementary Education program enrollments as well as clinical and assessment demands to ensure that there is an appropriate work load and administrative support level for faculty in the program.

The State Verification On-Site Team expresses its appreciation for the warm hospitality and the open and forthcoming discussions with faculty, staff, external partners and candidates.

**Professional Education Unit
Salish Kootenai College
Program Review Report Form
April 2007**

Number and Name of Standard: Sub-Chapter 2, 10.58.210 – Conceptual Framework

Validating Statement

The Conceptual Framework document accurately reflects the content and development of the Conceptual Framework as confirmed through interviews with students, faculty, administration, and members of the Board of Directors, to include especially Dr. Joseph McDonald, Dr. Alice Chumrau, Patty Stevens, Vernon Finley, and Frank Sucha. All individuals interviewed in several different meetings articulated an understanding of the conceptual framework of the Professional Education Unit's Elementary Education program that was consistent between groups and with the written document.

Sources of Evidence

- Conceptual Framework document
- Course syllabi
- Candidate portfolios
- Interviews with department faculty, Salish Kootenai College curriculum committee, cooperating teachers, principals, administration and SKC Board of Directors

Evaluation

The description of the conceptual framework is long, convoluted and complex. However, faculty (including faculty outside the unit), candidates, administrators and members of the Board of Directors are able to clearly articulate its essence and describe how the conceptual framework drives the program and the assessments.

Recommendation MET with Notation

- Professional Education Unit faculty should revisit the components of the conceptual framework and reduce the complexity to match the focus that was consistently communicated by the program participants and constituents. Important efficiencies will result from clarifying the essence of the program, allowing reduction and consolidation of the number of indicators and therefore, the number of assessments required.

**Professional Education Unit
Salish Kootenai College
Program Review Report Form
April 2007**

Number and Name of Standard: Sub-Chapter 3, 10.58.304 Candidate Knowledge, Skills, and Dispositions

Validating Statement

The Elementary Education program in the Professional Education Unit at the Salish Kootenai College exhibits culturally-relevant content, research-based pedagogy, and emphasis on professional dispositions. The knowledge, skills and dispositions expected of candidates reflect the vision and mission of the College and are aligned with the conceptual framework. The importance of elementary education candidates' competence is widely understood by the Salish Kootenai College (SKC) community. This statement is based on review of supporting materials and interviews conducted with President Joe McDonald, Academic Vice President Alice Chumrau, Vice President of Business Affairs Lon Whitaker, the SKC Board of Directors, elementary education students and faculty.

Sources of Evidence

- Interviews with candidates
- Interviews with Education Department faculty
- Interviews with Curriculum Committee and content area faculty
- Interview with cooperating teachers and district administrators
- Salish Kootenai College Education Department Student Handbook
- General bulletin and catalog
- Course syllabi
- Candidate portfolios
- Classroom observations

Evaluation

The Elementary Education program in the Professional Education Unit at Salish Kootenai College (SKC) has grown from a 2 + 2 program in partnership with University of Montana-Western (UMW) to a stand alone professional education unit requesting initial accreditation from the Board of Public Education. Evidence of this 10-year journey was articulated by faculty, staff and students during interviews and in student performance documentation reviewed by the on-site team. Current student performance data reflect UMW's program goals. However, the SKC Education unit faculty has developed the necessary infrastructure with corresponding assessment rubrics and matrices to measure candidates' content knowledge, skills and dispositions in the context of their own conceptual framework. These measurement tools will provide the data necessary to confirm that teacher candidates meet or exceed the standard. A follow-up on-site visit

will examine two years of data as evidence of candidate competence in their knowledge, skills and dispositions.

Commendation

- The SKC faculty from Arts and Science closely align the content curriculum with the education curriculum.
- The Education unit faculty developed a program that is standards-based, culturally relevant and student learning centered.
- The Education unit faculty plans a summer institute to help candidates practice expected professional dispositions and demeanors.

Recommendation MET with Notation

- Salish Kootenai College is encouraged to evaluate the writing component for students in the Professional Education Unit to ensure that candidates are prepared to write as needed in their professional contexts, and are confident about their ability to teach students to write accurately and effectively.

**Professional Education Unit
Salish Kootenai College
Program Review Report Form
April 2007**

Number and Name of Standard: Sub-Chapter 3, 10.58.305 Assessment System and Unit Evaluation

Validating Statement

The Professional Education Unit has developed an assessment system with its professional community that reflects the conceptual framework and professional and state standards. The system includes an integrated set of evaluation measures that provide evidence of candidate knowledge, skills and dispositions. Decisions about candidates' progress are based on multiple performance measures made at three stages: admission to the program, admission to student teaching, and program completion. This statement is validated particularly by review of assessment goals and rubrics, current candidate portfolios and work samples, and discussions with program faculty.

Sources of Evidence

- Conceptual Framework document
- Course syllabi
- Class observations
- Candidate portfolios and work samples
- Student files
- Interviews with department faculty, Salish Kootenai College curriculum committee, cooperating teachers, principals, College administration

Evaluation

The assessment system infrastructure appears to be in place; when approved as a teacher licensure program, the Professional Education Unit is positioned to populate the system with data in order to provide regular and comprehensive information on applicant qualifications, candidate proficiencies and program quality. Because of its relationship with UMW, the SKC program does not have access to regularly maintained, systematically compiled, summarized, analyzed and shared assessments. However, because of the small size of the program, faculty members know their students and are well versed on their candidates' performance individually and collectively.

Recommendation MET with Notation

- Education unit faculty are encouraged to rethink their planned assessment system such that the standards can be addressed by fewer assessments, thereby streamlining and simplifying the data necessary to be collected, recorded, analyzed and reported.
- The Education unit faculty are encouraged to add a fourth stage to the assessment system, at which employed graduates of the program would be asked to provide feed back on their preparation, and would be assessed by their employers for their performance in their professional positions.

**Professional Education Unit
Salish Kootenai College
Program Review Report Form
April 2007**

Number and Name of Standard: Sub-Chapter 3, 10.58.306 Field Experience and Clinical Practices

Validating Statement

The SKC mission is reflected in the work of the Professional Education Unit and specifically in the relationships that have been created and fostered between the Education Unit and the schools in the region.

Supporting materials were reviewed and interviews conducted with students and faculty. Interviews with SKC Professional Education Unit instructors, SKC administration, the SKC Board of Directors and cooperating teachers were conducted for this report. Classes that were observed were "Elements of Language" and "Introduction to Education."

Sources of Evidence

- Interviews with cooperating teachers, university supervisors, student teachers
- Student teacher lesson plans
- Student teacher portfolios
- K-12 student work samples
- SKC Student Teaching Handbook
- Course syllabi
- SKC general bulletin and catalog
- Institutional report
- Conceptual Framework
- Description of the SKC Elementary Education Program
- Textbooks and instructional materials

Evaluation

The Salish Kootenai College in consultation with its school partners has developed field experiences and clinical practice to ensure teacher candidates are equipped with necessary knowledge, skills and interpersonal traits to be successful in classrooms working with students and other professionals. Evaluation of field experiences and clinical practice are completed by the K-12 teacher and the SKC Education faculty.

The clinical practice and field experience integrate the use of technology to support teaching and learning. Each candidate experiences a wide range of field-based opportunities to include working with students with disabilities and students from diverse ethnic, racial and socioeconomic groups.

Commendation

- The SKC is clear about its mission and purpose, who it serves and its future direction and effectively communicated its identity to its stakeholders

Recommendation MET

- The Professional Education Unit is encouraged to provide routine seminars for clinical faculty who will be cooperating teachers and supervisors for candidates during their field experiences and student teaching.

**Professional Education Unit
Salish Kootenai College
Program Review Report Form
April 2007**

Number and Name of Standard: Sub-Chapter 3, 10.58.307 Diversity

Validating Statement

The mission of SKC is to provide quality postsecondary educational opportunities for Native Americans locally and from throughout the United States. While SKC encourages diversity, its primary purpose is to serve the needs of the Native American people, specifically to serve descendants of the Salish, Kootenai and Pend d'Oreille tribes. Supporting materials were reviewed and interviews were conducted with students and faculty members of the Professional Education Unit. Interviews were also conducted with SKC administration, the SKC Board of Directors and cooperating teachers and principal.

Sources of Evidence

- Interviews
- Elementary Education meeting records
- Student Teaching Handbook
- Course syllabi
- Description of the SKC Elementary Education program
- Conceptual Framework
- Examples of student work

Evaluation

The SKC Professional Education Unit adopted a vision of equity and inclusion, implementing the vision through a culturally responsive curriculum. The Education faculty provides instructional strategies, pedagogical skills, rigorous content and culturally sensitive dispositions to specifically teach Native American children and partner with Native American families in the region as well as all other students. In addition, candidates have an opportunity to work in a variety of field experiences and clinical practices to ensure an understanding and respect for others.

The Education Unit is committed to implementing Indian Education for All. The Unit has incorporated the Essential Understandings Regarding Montana Indians into the curriculum and specific courses.

Recommendation MET

**Professional Education Unit
Salish Kootenai College
Program Review Report Form
April 2007**

Number and Name of Standard: Sub-Chapter 3, 10.58.308 Faculty Qualifications

Validating Statement

Faculty qualifications were validated by a review of supporting materials and interviews with SKC students, administrators and faculty.

Sources of Evidence

- Faculty Vitae
- SKC general bulletin and catalog
- Course syllabi
- Interviews with department faculty, students, administrators and SKC Board of Directors

Evaluation

All education faculty members hold a minimum of a master's degree in the content areas they teach. Two faculty members are enrolled in doctoral programs. Education faculty members have worked and taught in local K-8 schools; all SKC education faculty members hold current K-8 licensure in Montana. Faculty evaluations are conducted in accordance with the procedures outlined in SKC policy 236. Faculty also provided evidence of significant amounts of community service within the reservation, as well as presenting at regional and national seminars on culturally competent instruction, and teaching and learning for minority-serving institutions.

Commendation

- The Elementary Education faculty members are committed to the success of all candidates in the program. The faculty members are responsive to expressed problems and issues with the program and candidates' experiences.
- The Elementary Education faculty members are seen as leaders both across campus and in the region.
- The Elementary Education faculty members consistently do whatever it takes to create a culturally-relevant education program that meets learner needs and assures learner success.

Recommendation MET

- Faculty workload is a concern. Based on commentary from clinical faculty and students, Salish Kootenai College is encouraged to monitor the Professional Education Unit enrollments as well as clinical and assessment demands to ensure that there is an appropriate work load and administrative support level for faculty in the program.

**Professional Education Unit
Salish Kootenai College
Program Review Report Form
April 2007**

Number and Name of Standard: Sub-Chapter 3, 10.58.309 Unit Governance and Resources

Validating Statement

The status of unit governance and resources was validated with a review of supporting materials and interviews conducted with students, faculty, student support staff, administrators and SKC Board of Directors.

Sources of Evidence

- General bulletin and catalog
- Institutional report
- Interviews with department faculty, students, support services personnel, librarian, administration and the SKC Board of Directors

Evaluation

The Salish Kootenai College has a clearly defined administrative structure and adequate facilities and resources to support the education program. Education faculty and program leadership expressed that they receive consistent support from the SKC administration to provide the resources necessary to deliver the education programs at SKC. SKC staff and administration stated that there is an "open door policy" between staff and administration in regard to communication on budget and resource issues. Library and information technology infrastructure available to students and faculty are adequate to support the program.

Commendation

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- SKC has a strong network of highly personalized, culturally sensitive and well integrated support services to assist with the recruitment and retention of students. These include: Student Services, Career Services, Financial Aid, Enrollment Services and Registrar
 - Technology is integrated across curriculum and across departments.
 - The institution has a strong commitment to provide professional development monies to faculty.

Recommendation MET

**Professional Education Unit
Salish Kootenai College
Program Review Report Form
April 2007**

Number and Name of Standard: Sub-Chapter 5, 10.58.501 General Requirements

Validating Statement

The Institutional Report and supporting materials were reviewed and interviews conducted with students and faculty. The Professional Education Unit has based its curriculum planning and assessments on the Interstate New Teachers Assessment and Support Consortium (INTASC) Standards.

Sources of Evidence

- Interview with candidates
- Interviews with Professional Education Unit Faculty
- Interviews with Curriculum Committee and content area faculty
- Interview with cooperating teachers and district administrators
- Conceptual Framework and related materials
- Course syllabi
- Candidate portfolios
- Classroom observations

Evaluation

The Education unit faculty members have incorporated the INTASC Standards throughout the curriculum and assessments. The general requirements delineated in Montana's Professional Educator Preparation Program Standard 10.58.501 are derived from the INTASC Standards; thus, the SKC Elementary Education program carefully addresses each of these.

Recommendation MET

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- Because standard 10.58.501 adds specific Montana relevance to these general INTASC Standards, the SKC Education unit faculty members are encouraged to highlight the PEPPS 10.58.501 sub standards throughout the curriculum as well.

**Professional Education Unit
Salish Kootenai College
Program Review Report Form
April 2007**

Number and Name of Standard: Sub-Chapter 5, 10.58.508 Elementary Education

Validating Statement

The Institutional Report and supporting materials were reviewed and interviews conducted with students and faculty. The Professional Education Unit enjoys broad support from the education community and prepares competent and caring teacher candidates to serve the area schools.

Sources of Evidence

- Interview with candidates
- Interviews with Professional Education Unit faculty
- Interviews with Curriculum Committee and content area faculty
- Interview with cooperating teachers and district administrators
- Conceptual Framework and related materials
- Course syllabi
- Candidate portfolios
- Classroom observations

Evaluation

The Professional Education Unit is well respected by the SKC community and the surrounding communities. This respect has come from a commitment by the education faculty to engage the college community and the surrounding communities in the development of the education program. The comprehensive, culturally relevant elementary program includes all the required substandards.

Recommendation MET

EXECUTIVE SUMMARY

DATE: JULY 2007

- PRESENTATION:** Recommendation for Revocation of Educator Licenses
- PRESENTER:** Catherine Warhank
Chief Legal Counsel
Office of Public Instruction
- OVERVIEW:** After initial investigation, the State Superintendent has found that sufficient grounds exist to recommend revocation of educator licenses held by three individuals.
- REQUESTED DECISION(S):** Revocation of Educator Licenses
- OUTLYING ISSUE(S):** To be presented in Closed Session
- RECOMMENDATION(S):** The Superintendent believes the the right to privacy of the individuals involved exceeds the public's right to know in these instances and requests a closed session.

ARM 10.57.801

In the law (20-4-110 MCA), the Board of Public Education may issue a letter of reprimand or may suspend or revoke a teacher for breaking a contract in violation of the same. This breach is referred to as “substantial and material non-performance of the employment contract.”

Pursuant to 10.57.801 of the Board’s rules, a certified staff member commits a violation of law if, after signing a binding contract of employment with a Montana school district, the certified staff member substantially and materially breaches such contract without good cause. “Good cause” shall be determined by the Board on a case-by-case basis. The rule gives examples of good cause which include: (a) substantial hardship to the certified staff members family due to a change in employment of the spouse of the certified staff member that necessitates a move; (b) illness of a family member of the certified staff member that necessitates a move for purposes of providing for, caring for, or tending to the ill family member; (c) intolerable working conditions judged on the same basis as constructive discharge under Montana law.