

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

May 13-14, 2010

MONTANA SCHOOL FOR THE DEAF AND BLIND  
3911 Central Avenue  
Great Falls, MT

**May 13, 2010 - Thursday**  
**8:30 AM**

**CALL TO ORDER**

- A. Pledge of Allegiance in the Computer Lab with the Preschool Students led by Preschool Teacher, Gail Bechard
- B. Demonstration in the Computer Lab of Edmark Reading Program – Kim Schwabe, Elementary Teacher
- C. Welcome New Board Members
  - Erin Williams
  - Gisele Forrest
- D. Welcome Visitors
- E. Roll Call
- F. Statement of Public Participation

**PUBLIC COMMENT**

**CONSENT AGENDA**

(Items may be pulled from Consent Agenda if requested)

- A. March 11-12, 2010 Minutes
- B. Financials
- C. Executive Secretary's Report

**ADOPT AGENDA**

**INFORMATION ITEMS**

❖ **REPORTS – Patty Myers (Item 1)**

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

**COMMITTEE APPOINTMENTS (ACTION)**

**BOARD OF PUBLIC EDUCATION APPEARANCES**

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

**Item 2**                    **CSPAC REPORT**

**CSPAC APPOINTMENTS (ACTION)**  
Peter Donovan

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

- Item 3                    **STATE SUPERINTENDENT’S REPORT**  
State Superintendent Denise Juneau
- Item 4                    **COMMISSIONER OF HIGHER EDUCATION’S REPORT**  
Deputy Commissioner Academic & Student Affairs - Dr. Sylvia Moore or  
Deputy Commissioner for Two-Year Education – Dr. Mary Sheehy Moe
- Item 5                    **GOVERNOR’S OFFICE REPORT**  
Dan Villa
- Item 6                    **STUDENT REPRESENTATIVE’S REPORT**  
Tim Seery

❖ **MACIE LIAISON – Cal Gilbert (Item 7)**

- Item 7                    **MACIE UPDATE**  
Norma Bixby

**DISCUSSION ITEMS**

❖ **LICENSURE COMMITTEE – Sharon Carroll (Item 8)**

- Item 8                    **REPORT OF THE ACCREDITATION ON-SITE REVIEW OF THE  
PROFESSIONAL EDUCATION UNIT AT MONTANA STATE UNIVERSITY -  
NORTHERN**  
Dr. Linda Vrooman Peterson, Audrey Peterson, and Joseph Callahan

❖ **GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Item 9)**

- Item 9                    **RACE TO THE TOP**  
Dennis Parman and Dan Villa

❖ **ACCREDITATION COMMITTEE – John Edwards (Items 10-13)**

- Item 10                    **CHAPTER 55 JOINT TASK FORCE PROGRESS UPDATE**  
Dennis Parman and Patty Myers

**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**

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

Item 12                    **ADDENDUM FOR THE 2009-2010 MONTANA ACCREDITATION STATUS  
RECOMMENDATIONS**  
AI McMilin

Item 13                    **RECOMMEND APPROVAL OF THE 2008-2009 RESUBMITTED CORRECTIVE  
PLANS**  
AI McMilin

**INFORMATION ITEMS**

❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 14)**

Item 14                    **INDEPENDENT LIFE SKILLS PROGRAM (Presentation to be held in the  
Geyser Cottage along with Dinner)  
Visually Impaired High School Students  
Monica Sayler, Orientation and Mobility Specialist  
Richard Aguon, Lead Cottage Life Attendant  
Dorothy Nutter, Obsidian Lead Attendant**

---

**May 14, 2010 – Friday**  
**8:30 AM**

❖ **MSDB LIAISON – Patty Myers (Item 15)**

Item 15                    **MSDB COMMITTEE MEETING REPORT**  
Steve Gettel

**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**

❖ **LICENSURE COMMITTEE – Sharon Carroll (Items 16-17)**

Item 16                    **MATERIAL AND NON-PERFORMANCE HEARING CASE #2010-01 (CLOSED)**  
Peter Donovan

Item 17                    **MATERIAL AND NON-PERFORMANCE HEARING CASE #2010-03 (CLOSED)**  
Peter Donovan

❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 18)**

Item 18                    **MSDB SUPERINTENDENT PERFORMANCE EVALUATION (CLOSED)**  
Patty Myers

**PRELIMINARY AGENDA ITEMS – July 14-16, 2010**

Strategic Planning Meeting – July 14, 2010 PM

CSPAC/BPE Joint Meeting – July 15, 2010 AM

Assessment Update

Federal Update

MACIE Update

Annual GED Report

Special Education Report

Executive Secretary Performance Evaluation & Establish Salary

MSDB Superintendent – Establish Salary

Graduation and Dropout Report 2008-2009

---

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

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

March 11-12, 2010

MONTANA STATE CAPITOL  
Room 172

**March 11, 2010 - Thursday**  
**1:00 PM**

**CALL TO ORDER**

Chairperson Patty Myers called the meeting to order at 1:05 PM. The Pledge of Allegiance was led by Mr. John Edwards. Ms. Carol Will took roll call; a quorum was noted.

**CONSENT AGENDA**

The consent agenda was approved as presented.

**ADOPT AGENDA**

Ms. Patty Myers noted that items 13, 20, and 21 will be pulled from the agenda. Item 10 will be moved to Friday after Item 16. Item 22 will contain an action item and will be presented by Ms. Patty Myers.

***Ms. Sharon Carroll moved: to adopt the agenda as revised. Mr. Cal Gilbert seconded.***  
***Motion passed unanimously.***

Those in attendance at the meeting included the following Board members: Chair Ms. Patty Myers, Ms. Sharon Carroll, Mr. Cal Gilbert, and Mr. John Edwards. Staff present at the meeting included: Mr. Steve Meloy, Executive Secretary, 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. Ex-officio members present included: State Superintendent Denise Juneau; Dr. Sylvia Moore represented Commissioner Sheila Stearns; and Mr. Dan Villa and Ms. Anna Green represented Governor Brian Schweitzer. Visitors in attendance included: Ms. Nancy Coopersmith, Assistant Superintendent, OPI; Mr. Dennis Parman, Deputy Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Ms. Kris Wilkinson, Legislative Fiscal Analyst, LFD; Ms. Beck McLaughlin, Education & Web Services Director, Montana Arts Council; Mr. Al McMilin, Accreditation Unit Manager, OPI; Ms. Stacey Howell, Field Representative, Office of Senator Max Baucus; Mr. Eric Feaver, President, MEA-MFT; Ms. Ann Gilkey, Chief Legal Counsel, OPI; Ms. Elizabeth Keller, Licensure Specialist, OPI; Ms. Norma Bixby, MACIE; Ms. Chris Emerson, School Nutrition Programs Director, OPI; Ms. Cindy O'Dell, Chairperson, Education Department, Salish Kootenai College; Ms. Regina Sievert, SKC; Dr. Larry Baker, Dean, College of Education, Health and Human Development, MSU-Bozeman; Dr. Joanne Erickson, Interim Department Head, College of Education, MSU-Bozeman; Ms. Sue Buswell, President, Montana Association of School Nurses; Mr. Steve York, Assistant Superintendent, OPI; Mr. Pat Schlaugh, SAF & MHSAC; Ms. Lynn Kelting-Gibson, MSU-Bozeman; Ms. Jayne Downey, MSU-Bozeman, Mr. Bryce Carpenter, MSU-Bozeman; Ms. Joyce Silverthorne, P-20 Policy Advisor, OPI; Ms. Kelly Glass, Accreditation Accountability Specialist, OPI; and Ms. Deb Halliday, Community Learning Partnerships Policy Advisor, OPI.

**INFORMATION ITEMS**

**Item 1**

**CHAIRPERSON'S REPORT - Patty Myers**

- January 11, 2010 MSDB Foundation Meeting – Great Falls, MT
- January 15, 2010 Chapter 55 Meeting – Helena, MT
- January 15, 2010 Race to the Top Meeting – Helena, MT
- January 20, 2010 Finance/Executive Committee Conference Call
- January 26, 2010 Race to the Top Meeting – Helena, MT

- February 1-2, 2010 NASBE's Common Core Standards Regional Meeting – Las Vegas, NV
- February 16, 2010 Race to the Top Meeting – Helena, MT
- February 22, 2010 Streamline BPE Meetings – Helena, MT
- February 25, 2010 Great Falls Administration concerning PIR Days – Great Falls, MT
- March 2, 2010 MSDB Committee Meeting Conference Call

**1:22 PM Mr. Dan Villa arrived**

Ms. Patty Myers reported that the Board of Public Education will be working with the Office of Public Instruction to make some revisions to the Annual Agenda Calendar of the Board of Public Education to streamline the meeting.

**A. VICE-CHAIR ELECTION (ACTION)**

**Mr. John Edwards moved: to elect Ms. Sharon Carroll as vice-chair to the Board of Public Education. Mr. Cal Gilbert seconded. Motion passed unanimously.**

**B. COMMITTEE APPOINTMENTS (ACTION)**

This item was pulled from the agenda and will take action in May when the entire Board is present.

**C. FINANCIALS**

Ms. Carol Will reported to the Board of Public Education that the Executive Committee met via a conference call on January 20, 2010 to review options of proposed budget reductions to comply with reducing the general fund expenditures by 5% in anticipation that an ending fund balance "deficit" for the 2011 biennium is projected to exist, as provided in § 17-7-140, MCA. The Board of Public Education proposes to reduce operating expenses by \$3,967 in FY 2010 and \$7,412 in FY 2011. These reductions will include ITSD web hosting costs for both years at \$1,800 per year; cancellation of the January 2011 BPE meeting saving approximately \$4,500 in FY 2011; reducing travel expenditures, supplies, and postage by \$1,039 in FY 2011; fixed cost reductions in FY 2011 of \$73; and reverting all FY 2009 carry forward appropriation of FY 2010 of \$2,167. Total reductions for the biennium will be \$11,379 if requested to comply with § 17-7-140, MCA. Ms. Carol Will also presented the proposed calendar changes. Ms. Nancy Coopersmith expressed the concern about the Office of Public Instruction not being able to present the Annual Montana Accreditation Report in February if the meeting dates are changed. Ms. Patty Myers noted that some action items may need to be conducted via conference call meetings. State Superintendent Denise Juneau suggested using a webinar for the Annual Montana Accreditation Report.

**D. CALENDARS (ACTION)**

Proposed amendments to the 2010-2011 Board of Public Education schedule were presented in the event of budget reductions. In addition the proposed 2012-2013 Board of Public Education schedule was presented. Ms. Sharon Carroll expressed her concern in regard to handling licensure issues in a timely manner if a Board of Public Education meeting is eliminated in 2011. The BPE agreed that some action items may need to be dealt with via conference call meetings.

**Ms. Sharon Carroll moved: to accept the proposed calendars for 2010, 2011, 2012, and 2013 as presented. Mr. John Edwards seconded. Motion passed unanimously.**

**BOARD OF PUBLIC EDUCATION APPEARANCES**

**Sharon Carroll**

- January 28-29, 2010 Assessment Conference – Helena, MT
- March 10, 2010 MASS Meeting – Miles City, MT

**Bernie Olson**

- February 3, 2010 MASS Meeting – Kalispell, MT
- March 2, 2010 MSDB Committee Meeting Conference Call

**Cal Gilbert**

- March 2, 2010 MSDB Committee Meeting Conference Call

**Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy**

Mr. Steve Meloy reported to the Board of Public Education the following proposed objectives concerning the K-12 shared policy goals according to House Joint Resolution 6:

- Goal 1: Prepare students with the knowledge and skills necessary for success in the 21<sup>st</sup> century global society.
  - Objective 1.1: Increase Montana's high school graduation rate.
  - Objective 1.2: Review the ARM Rules that govern accreditation, certification, and professional educator preparation programs on a regular cycle.
- Goal 2: Improve teaching and student learning by promotion data-driven policy decisions and increasing access to educational information.
  - Objective 2.1: Develop a statewide longitudinal data system to collect and report reliable and timely data on Montana K-12 students.
  - Objective 2.2: Improve access to K-12 education data by educators, policymakers and the public.
- Goal 3: Improve student achievement in struggling schools.
  - Objective 3.1: Provide learning support and promote greater community engagement to increase greater student achievement in schools identified as struggling.
- Goal 4: Increase public awareness of and engagement in the K-12 educational system recognizing the roles and responsibilities of the state and local educational agencies and the legislature.
  - Objective 4.1: Promote coordination and collaboration among the legislature and K-12 education agencies recognizing the constitutional roles of the Board of Public Education, Montana Legislature and local school districts.
  - Objective 4.2: Increase accessibility and transparency of information and reporting to improve community awareness of K-12 education.

**1:47 PM Mr. Dan Villa departed**

Dr. Sylvia Moore reported to the Board of Public Education the following proposed objectives concerning the K-20 shared policy goals according to House Joint Resolution 8:

- Goal 1: Align high school outcomes with college readiness expectations to facilitate the transition from high school to college.
  - Objective: Decrease remediation rates of entering freshman from Montana public high schools.
- Goal 2: Increase college participation of Montana high school graduates.
  - Objective: Increase the percentage of MT high school graduates who participate in accredited postsecondary education.
- Goal 3: Expand distance learning opportunities.
  - Objective: Create easy access to distance learning opportunities through the development of a virtual academy and through improvements to current virtual college capabilities.
- Goal 4: Utilize K-20 data to improve student access and achievement.
  - Objective: Link K-12 and Higher Education data systems.

Mr. Steve Meloy reported that these proposed goals and objectives will be presented to the Education & Local Government Interim Committee on March 11, 2010. Other issues presented were: Counselorship Initiative; Montana Digital Academy; Healthy Schools Network; and streamlining the BPE meetings.

**2:02 PM Mr. Dan Villa arrived**

**2:04 PM Mr. Dan Villa departed and Ms. Anna Green represented Governor Brian Schweitzer**

**Item 3 CSPAC REPORT - Peter Donovan**

Mr. Peter Donovan reported that the Certification Standards and Practices Advisory Council met on March 10, 2010. The terms have expired for Dr. Douglas Reisig, Chair, school administrator and Ms. Tonia Bloom, trustee. CSPAC will be seeking applications to bring before the Board of Public Education at its May 2010 meeting to consider action for the recommended appointments. Mr. Peter Donovan also presented a list of meetings attended from January 11, 2010 to March 12, 2010.

**2:07 PM Ms. Anna Green departed**

**Item 4 STATE SUPERINTENDENT'S REPORT - State Superintendent Denise Juneau**

State Superintendent Denise Juneau introduced Mr. Steve York, Assistant Superintendent at the Office of Public Instruction.

**2:11 PM Ms. Anna Green arrived**

Students in grades 3-8 and 10 were tested during March 1-24, 2010 in reading, math, and science. Montana will be participating in the National Assessment of Education Progress (NAEP) in science. A teacher survey is being sent out in March to determine what evaluation tools and systems are currently being used as part of the state fiscal stabilization funds. They were sent out to the MASS regions and OPI will collect them in the fall with the Annual Data Collection (ADC). There are a record number of students participating in Advanced Placement (AP) exams this year. Nearly 17% of Montana's seniors are taking an AP exam. The Office of Public Instruction received a \$25,000 grant to assist low income families with the cost of taking AP exams. The due date of the Chapter 55 survey is April 2, 2010. The Assessment Conference was January 28-29, 2010 and attended by Board Member Sharon Carroll. March 18-19, 2010 was the Effective Schools Conference, Missoula, MT. April 8-11, 2010 MACIE will be conducting a listening session to which the Board has been invited. The US Census deadline is April 1, 2010 and the Office of Public Instruction has been working closely with the schools to ensure that all of Montana's students are counted.

Ms. Denise Ulberg, School Finance Administrator from the Office of Public Instruction, responded to Mr. John Edwards' concern about the training requirements of bus drivers that was raised during the January 2010 BPE meeting. Ms. Ulberg reported that school bus driver requirements are listed in MCA 20-10-103 and 20-10-111. School bus drivers receive 10 hours of training each year that is not specifically listed in either statute. The Board of Public Education has put the 10 hour requirements in the accreditation standards for school buses. In order for a school district to receive state and county reimbursements for their bus routes the bus must be driven by a qualified driver. If the school districts operate the transportation program then the bus driver is an employee of the school district. If the school district chooses to contract with a private bus contractor, then those drivers are employed by that private contractor. Regardless of who the employer is the driver is subject to MCA 20-10-103 and 20-10-111 and the ARM rules set by the Board of Public Education. Ms. Ulberg stated that there really is no difference in the training requirements. Ms. Maxine Mougeot reported in January that drivers who are employed by a private party are subject to the Federal Motor Carrier Safety Administration Regulations. This is where the difference in qualification occurs. MCA Title 20 Chapter 10 does not apply to activity drivers of school buses.

In conclusion, State Superintendent Denise Juneau reported that the Office of Public Instruction received high marks from the Legislative Audit Division for the security of the Student Information System. Discussion continued about the increased communication with the Office of Public Instruction and the Board of Public Education, bussing safeguards, and the appreciation for the work from the Office of Public Instruction in regard to the census.

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

Dr. Sylvia Moore reported that the Board of Regents met at the University of Montana Western in Dillon. The Kindergarten to College focus was on teacher education in which the Deans presented. All

accredited teacher programs were represented and an effective discussion occurred.

### **2:30 PM Ms. Anna Green departed**

Dr. Sylvia Moore continued to report on the following:

- More than 1,000 students participated in Montana's College Goal Sunday
- Montana GEAR UP (*Gaining Early Awareness & Readiness for Undergraduate Programs*) believes that postsecondary education is possible for all Montana students, regardless of economic background, and strives to empower them to realize that ambition. There are funds available for post secondary education and 364 achievement grants were recently distributed to 11<sup>th</sup> graders throughout the state for students who meet the criteria
- The second annual Extended Learning Institute (Xli2010) was offered free at the University of Montana. It provided an excellent opportunity to exchange knowledge, effective practices, and research relative to online teaching and learning as well as support services for online students. This is a paradigm shift for educators and special attention needs to be addressed concerning how much of the budget needs to go to online learning

### **2:45 PM Mr. Steve Meloy departed to attend an Education Interim Committee Meeting**

- Dr. Sylvia Moore has a new title: Deputy Commissioner for Academics Research and Student Affairs
- Kassandra Murphy-Brazil is the new Director of American Indian/Minority Achievement at the Office of the Commissioner of Higher Education
- During the Access to Success meeting Mr. Wayne Stein and Mr. Walter Flemming spoke about how to use the Native American Studies Program as a leverage for increasing services to Native American students
- Mr. Paul Bogumill, Director of Benefits at the Office of the Commissioner of Higher Education has been instrumental in the successful rolling out of the URX program for the State of Montana. It is the hope to see significant savings and therefore not see an increased cost in insurance rates

### **3:05 PM Ms. Anna Green arrived**

#### **Item 6 GOVERNOR'S OFFICE REPORT - Dan Villa**

Ms. Anna Green provided a few updates on the Governor and First Lady's Math and Science Initiative. Awards were presented at the Serve Montana Symposium for the AmeriCorps and Vista volunteers. The First Lady gave out three awards which included a business, an individual, and a community or non-profit organization. The Governor's Office is looking for nominations in regard to who needs to be recognized for the call to action in math and science education. In addition, Ms. Anna Green attended a conference in Baltimore, MD, with Ms. Jean Howard, Math Curriculum Specialist, OPI and Ms. Katherine Burke, Science Curriculum Specialist, OPI, hosted by the National Governor's Association concerning state's plans for Race to the Top applications and the advancement of STEM Education.

#### **Item 7 MACIE UPDATE AND ANNUAL REPORT - Norma Bixby**

A presentation of annual activities to date and a summary of principle issues discussed at the January 2010 MACIE Meeting: Report on Youth Risk Behavior Survey, assessment activities, OPI Indian Education Division professional development and curriculum materials, and Montana-Wyoming Tribal Leaders Council suicide prevention program. Election of executive officers for MACIE took place in February of 2010. Ms. Norma Bixby reported that MACIE met in April and September of 2009. MACIE will be re-authorized by the Board of Public Education in September 2010. The Board was invited to the Montana Indian Education Listening Session scheduled April 10, 2010 in Billings, Montana to address the high dropout rates and achievement gap for American Indian students.

#### **Item 8 ANNUAL SCHOOL NUTRITION PROGRAMS REPORT - Chris Emerson**

The presentation included information about the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, USDA Donated Foods Program, Cooperative Purchase Program, Team Nutrition Program, and Fresh Fruit and Vegetable Program for the 2008-09 school year. The presentation showed changes in program participation and funding over five

school years. It also covered nutrition education activities for schools, parents and the community to improve nutritional value and acceptability of school meals, and promote the health and education of children. Some facts that were noted over the past year included:

- Decrease of 25,085 lunches served
- Increase of 132,176 breakfast meals served
- Increase of 45,137 snacks served
- Decrease of 15,168 half-pints of milk served
- Increase of 16 sponsors and 16 sites
- In Montana, of the 145,802 students enrolled in schools participating in the School Nutrition Programs; 40,476 were eligible for free meals, 14,215 were eligible for reduced-price meals, and 91,111 were eligible for paid meals

Discussion ensued about offering special privileges for homeless families and the cost of an average school lunch.

**Item 9                   REQUEST FOR NEW PROGRAMS-SALISH KOOTENAI COLLEGE EDUCATION DEPARTMENT - Dr. Linda Vrooman Peterson and Cindy O'Dell**

The Office of Public Instruction provided to the Board of Public Education a proposal from Salish Kootenai College (SKC) to add a Broadfield Science Secondary Teaching Major and an Area of Permissive Specialized Competency in Early Childhood to its education curriculum. Ms. Cindy O'Dell, Education Department Chairperson, and Ms. Regina Sievert, Science Education, presented descriptive information about the proposed new programs.

In April 2010, an on-site team will review the materials relating to the new programs as proposed by SKC. The SKC Education Department will provide for review the descriptions of the proposed programs, course syllabi, and a completed institutional report relating to the specific standards of Administrative Rules of Montana (ARM) Chapter 58 – Professional Educator Preparation Program Standards: ARM 10.58.522 Science; ARM 10.58.527(4) Early Childhood; and ARM 10.58.802 Standards for Approval. The team will provide recommendations to the State Superintendent. The full report and the State Superintendent's recommendations will be presented for discussion to the Board of Public Education at the July 2010 BPE Meeting.

**3:50 PM Ms. Anna Green departed**

A packet was provided that contained the program descriptions, objectives, standards, principles, requirements, and courses for each respective program. Discussion ensued about the PEPPS standards, interest in the programs, number of Native American Indians who teach science on reservations, funding, curriculum, cultural competencies, and the research obtained from the Big Sky Partnership.

---

**March 12, 2010 – Friday**

**8:00 AM**

**8:07 AM Meeting reconvened**

There was no representation from the Office of the Governor or from the Office of the Commissioner of Higher Education.

**INFORMATION ITEM**

**8:10 AM Meeting closed**

**Item 12                   NOTICE OF EDUCATOR LICENSE SURRENDER CASE #2010-04 (CLOSED) - Ann Gilkey**

Ms. Ann Gilkey reported the surrender case #2010-04 to the Board of Public Education.

**ACTION ITEMS**

**Item 13 DENIAL HEARING CASE #2009-05 (CLOSED) – Penelope Strong, Ann Gilkey, and Steve Meloy**

Item 13 was pulled from the agenda.

**Item 14 DENIAL HEARING CASE #2010-02 (CLOSED) - Ann Gilkey and Steve Meloy**

**8:30 AM Meeting opened**

***Ms. Sharon Carroll moved: to uphold the decision of the State Superintendent in the denial of Case #2010-02 BPE. Mr. John Edwards seconded. Motion passed unanimously.***

**INFORMATION ITEM**

**Item 11 OVERVIEW OF ACADEMIC DENIALS AND APPLICANTS FROM OTHER STATES WITH ACADEMIC DEFICIENCIES FOR LICENSURE - Elizabeth Keller**

During the January 2010 Board of Public Education Meeting, the Board heard an appeal from an applicant denied by the Office of Public Instruction because the applicant's academic record did not demonstrate meeting or exceeding the licensure requirements of Administrative Rules of Montana Chapter 57, even though the applicant is licensed in another state. The Board requested a presentation for information on other denials and applicants who were licensed in another state yet did not meet Montana's requirements.

Ms. Elizabeth Keller from OPI presented to the Board an overview of academic denials and applicants from other states with academic deficiencies for licensure. The OPI has denied seventy-four license applications since 2004. The top denials come from Texas. Twenty-three of these seventy-four were licensed in other states. Many of these denials are a result of the individual either not completing the NCATE accredited program, or they went through a non-NCATE accredited program that provided them a license in their respective states. Montana does not grant licenses to those who do not complete a program either accredited by NCATE or their state. Discussion ensued about people who switch careers, people who are lightly prepared in content, states that allow tests to demonstrate content knowledge versus coursework, people with early childhood degrees may not be prepared to teach up through 8<sup>th</sup> grade, some states are looking for a warm body to teach, states have different licensure rules, economy changes, and alternative paths to licensure. In conclusion, the Board commended Ms. Elizabeth Keller and the Licensure Division at the Office of Public Instruction for being consistent in implementing the licensure rules established by the Board of Public Education.

**DISCUSSION ITEMS**

**Item 15 FEDERAL UPDATE - Nancy Coopersmith**

The information presented included an update on the reauthorization of the Elementary and Secondary Education Action (ESEA) and the Race to the Top funds from the U.S. Department of Education. The Board of Public Education was provided with an article dated February 2010 from the Center on Education Policy titled *Better Federal Policies: Leading to Better Schools*. Ms. Nancy Coopersmith reported that on February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The ARRA provides \$4.35 billion for the Race to the Top Funds, a competitive grant program designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and

- Turning around our lowest-achieving schools.

The timing for the grant applications occur in two phases with the following timeline:

Notices Published:	November 2009
Technical Assistance:	
Informational Conference Calls:	November and December 2009
Technical Assistance Workshops:	December 3 and December 10, 2009
Other Events	TBD
Applications:	
Phase 1 Applications Due:	January 19, 2010
Phase 1 Awards Announced:	April 2010
Phase 2 Applications Due:	June 1, 2010
Phase 2 Awards Announced:	September 2010

As noted during the March 2010 Board of Education meeting, Montana will be applying for the second phase and will go to Washington DC to present and defend the application. Mr. Dennis Parman has established a leadership team and the Office of Public Instruction is ready to move forward with completing the application in a way that reflects Montana's values, local control, and quality of instruction.

State Superintendent Denise Juneau stated that the Board of Public Education's role is to adopt the Common Core Standards and the evaluation system.

**Item 16            NATIONAL COMMON CORE STATE STANDARDS INITIATIVE - Nancy Coopersmith**

This informational presentation included the following: 1) A regional conference conducted by the National Association of State Boards of Education (NASBE). The team that represented Montana at this conference included Patty Myers, Chair, Montana Board of Public Education; Steve Meloy, Executive Secretary, Montana Board of Public Education; and Nancy Coopersmith, Assistant Superintendent, Montana Office of Public Instruction; and 2) The Montana Response to the February 9, 2010, draft of K-12 English Language Arts and Mathematics Standards.

Ms. Nancy Coopersmith provided an overview of the NASBE Western Regional Conference that included the following topics: Process used to develop the standards and the vetting process by content experts; timeline for adoption; importance of aligning communication; adoption and implementation actions; explored and discussed challenges, resources required for a transparent and straightforward adoption and implementation process; and funds for professional development. It was clarified at the NASBE Western Regional Conference by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO) that states must approve the entire Common Core Standards verbatim. States may choose to add 15 percent of their own material, but how that 15 percent would be measured remains an open question. The first official public draft of the K-12 Common Core State Standards became available for comment on March 10, 2010. The standards are expected to be finalized in early spring. For more information, visit [www.corestandards.org](http://www.corestandards.org).

In a letter dated February 19, 2010 to Mr. Gene Wilhoit, Executive Director, CCSSO; State Superintendent Denise Juneau stated that a "panel of dedicated, well respected elementary, middle, and secondary educators, along with university professors, continue to give of their time and expertise to thoroughly review the K-12 Common Core draft standards. Once the state receives the final standards document, we will conduct an alignment study of the Common Core Standards and the Montana Content Standards." Some issues addressed in this letter included: Cultural relevant content be implemented; questions to be considered; appreciations; concerns; and recommendations. State Superintendent Denise Juneau said, "If we are going to look at student performance based on achievement, we better be looking beyond math and reading."

The Office of Public Instruction requested that the Board of Public Education consider the following questions surrounding the National Common Core Standards if they were to be adopted:

1. Which standards in Montana's current standards are not addressed in the Common Core Standards? The Office of Public Instruction has reserved funding and has contracts in place to do an alignment review the moments the final drafts are available.

2. Would adoption by the Montana Board of Public Education of the Common Core Standards better serve Montana students than the current Montana content standards and performance descriptors? The Office of Public Instruction will examine this question and bring the Board some thoughts, but this will need to be answered directly by the Board of Public Education.
3. If it is decided to adopt the Common Core Standards, what would be the adoption process and timeline? The Office of Public Instruction made the recommendation to the Board of Public Education that it follows its regular adoption process. Race to the Top (RTTT) requires that evidence must be submitted that the Common Core Standards will be implemented. An application of RTTT might be approved according to its application, but that state will not receive funding until the Common Core Standards are adopted. Mr. Steve Meloy addressed the fact that if the Legislative Fiscal Division determines the costs of implementation are exorbitant there may be a delay of implementation.
4. What funding would be needed to adopt and assess the Common Core Standards? The state of Montana currently has a statewide assessment with MONTCAS in reading and mathematics as required by ESEA. There is talk about recommendations to lessen the testing requirement and to look at student level data. If Montana adopts the Common Core Standards we need to know how we are going to assess them and how will we fund the development of the assessment of the additional standards. Perhaps there will be some private, federal, and RTTT funding available. Montana cannot adopt the Common Core Standards if it cannot afford to assess them.
5. What process would be needed to adopt and assess the additional standards not included in the Common Core Standards?
6. What resources would be needed to provide professional development needed for Montana educators to implement the Common Core Standards? There is a current use of local, state, and federal funds available for professional development. These funds could be redirected.

These questions need to be answered if the State Superintendent decides to recommend that the Board adopt the Common Core Standards and if the Board of Public Education decides to adopt them. Discussion ensued about the loss of local control, national assessments, Indian Education for All, lack of input from minority groups, transparency, subjects still being left out, text books, curriculum, economics, and revision of standards. Ms. Nancy Coopersmith stressed that national is not synonymous with federal. State Superintendent Denise Juneau stated that these are going to become federal standards and there will be a national assessment and Montana needs to decide how it should respond.

## **ACTION ITEM**

### **Item 10 RECOMMEND APPROVAL OF PROVISIONAL ACCREDITATION OF THE COLLEGE OF EDUCATION, MONTANA STATE UNIVERSITY BOZEMAN – EXIT REPORT PROPOSED CORRECTIVE ACTION PLAN - Dr. Linda Vrooman Peterson, Dr. Lynette Zuroff, Dr. Larry Baker, and Dr. Joanne Erickson**

A four-member team visited Montana State University in Bozeman on November 9-10, 2009, for a focused review of six standards. The purpose of the visit was to examine the Professional Education Unit's (Unit) progress in meeting the six specific standards that were found to be either "Not Met" or "Met with Weakness" during the October 5-8, 2008 on-site visit. Dr. Lynette Zuroff, Director of Teacher Education at Carroll College in Helena, served as chairperson of the focused review. The attached exit report and narrative provided to the Board of Public Education showed the results of the review. The team recommended provisional accreditation approval of the standards marked with "Met with Weakness." Provisional accreditation requires continued action by the unit at MSU-Bozeman. The Dean, or designee, of the College of Education, Health, and Human Development met with the BPE in 2010 and described the plan and progress on meeting the standards that are marked with "Met with Weakness." Since the report to the BPE indicated that the unit is making progress toward meeting the standards, the BPE approved provisional accreditation and required the unit to complete a written annual progress report by September 2010. The Office of Public Instruction will continue to monitor the unit's progress and provide an update to the Board of Public Education at the November 2010 meeting.

The following introductions were made: Dr. Larry J. Baker, Dr. Joanne Erickson, Ms. Lynn Kelting-Gibson, Dr. Jayne Downey, and Mr. Bryce Carpenter. The following documents were provided to the Board of Public Education: Memorandum to Dr. Larry Baker dated December 11, 2009; Montana State University-Bozeman Professional Education Unit Focused Review Exit Report dated November 9-10,

2009; College of Education, Montana State University-Bozeman On-Site Focused Review dated November 9-10, 2009; and a memorandum to the Board of Public Education and Dr. Linda Vrooman Peterson dated February 15, 2010.

Dr. Joanne Erickson reported the Montana State University made substantial progress in the way they think and it is reflected by the commitment of the faculty. Dr. Erickson believes that the team has been very generous to allow two years to implement the corrective plan, but MSU does not need, nor does it want two years. MSU does not feel comfortable with provisional accreditation because it wants to be recognized as being fully accredited by the Board of Public Education. Dr. Joanne Erickson requested that the College of Education, Health, and Human Development at MSU-Bozeman receive its focused site visit of the Professional Education Unit in the fall of 2010 and not wait until the fall of 2011.

Dr. Larry Baker stated that Montana State University will have in place a fully implemented assessment system that is aligned to the conceptual framework providing robust, usable data for decision-making that will result in program improvement that is valid and reliable. Dr. Baker continued to acknowledge the successful and productive meeting of the Council of Deans at the Board of Regents meeting in March 2010.

Dr. Linda Vrooman Peterson and State Superintendent Denise Juneau appreciated MSU's aggressive timeline to face the challenges that the Board of Public Education put in front of the Teacher Preparation Unit and will work with MSU to meet this timeline.

Ms. Patty Myers noted that normally she would recuse herself from this particular vote since she is a university supervisor for pre-service teachers at Montana State University. If Ms. Myers does not vote then there will not be a quorum to take action. Ms. Myers will vote on this particular issue and if anyone challenges her vote, then it can be reviewed in May 2010.

**Ms. Sharon Carroll moved: to approve the State Superintendent's recommendation of provisional accreditation of the Professional Education Unit of the College of Education at MSU-Bozeman. Mr. John Edwards seconded. Motion passed unanimously.**

## **ACTION ITEMS**

### **Item 17 RECOMMEND APPROVAL OF CHAPTER 55 JOINT TASK FORCE CONFIGURATION AND SCOPE OF RESEARCH - Dr. Linda Vrooman Peterson and Al McMilin**

In January of 2010, the Board of Public Education approved the Superintendent of Public Instruction's recommendations for 1) the general purpose and process of the Chapter 55 review; and 2) the nomination and selection criteria and procedures to appoint members to the Chapter 55 Joint Task Force.

During that January meeting, the BPE discussed the need for additional considerations and recommended changes to the approved procedures. The Office of Public Instruction staff, in consultation with the BPE Chair, revised the task force configuration and selection procedures. These revisions were presented to the Board of Public Education. The revised Chapter 55 Joint Task Force configuration and selection procedures are recommended by the Superintendent to the BPE for approval. This presentation also included a brief report on the scope of the research guiding the Chapter 55 review.

The task force leadership consists of the following: Ms. Patty Myers, Board of Public Education Chair (Task Force Co-Chair); Mr. John Edwards, Board of Public Education Accreditation Committee Chair; Mr. Dennis Parman, Office of Public Instruction Deputy Superintendent (Task Force Co-Chair); and Ms. Nancy Coopersmith, Office of Public Instruction Assistant Superintendent.

The task force membership will include the following with a suggested number of seats represented in parenthesis:

1. **Organization: School Administrators of Montana (1)** Nominees from Organization's Leadership Team
2. **Superintendents (5)** Open nominations from the field
3. **High School Principals (2)** Open nominations from the field
4. **Middle School/7-8 Principal (1)** Open nominations from the field

5. **Elementary Principals (2)** Open nominations from the field
6. **Organization: MEA-MFT (1)** Nominees from Organization's Leadership Team
7. **Elementary Teachers (2)** Open nominations from the field
8. **Middle School/7-8 Teacher (1)** Open nominations from the field
9. **High School Teachers (2)** Open nominations from the field
10. **Organization: Montana School Boards Associations (1)** Nominees from Organization's Leadership Team
11. **Trustees (2)** Open nominations from the field
12. **Organization: Montana Association of County Superintendents (1)** Nominees from Organization's Leadership Team
13. **County Superintendent (1)** Open nominations from the field
14. **Organization: Montana Rural Education Association (1)** Nominees from Organization's Leadership Team
15. **Organization: Montana Small School Alliance (1)** Nominees from Organization's Leadership Team
16. **Organization: Montana Indian Education Alliance (1)** Nominees from Organization's Leadership Team
17. **Organization: Montana PTA (1)** Nominees from Organization's Leadership Team
18. **Certifications Standards and Practices Advisory Council (1)** Nomination of a teacher from the council
19. **Postsecondary – Montana Council of Deans (1)** Nomination of a Dean from the council
20. **Montana Virtual Academy (1)** Nomination from the MTVA Leadership Team

Final selection will occur by March 26, 2010. Some are concerned that the group is too large. Discussion on the general parameters and primary focus for the task force will occur on March 30, 2010. The following is the general process time line:

- **April – November 2010:** Task Force Meetings
- **April 16, 2010:** Proposed first meeting date
- **January 2011:** Initiate consideration of task force recommendations by the Board of Public Education
- **February – March 2011:** Outreach for public comment
- **May – November 2011:** Rule making process completed

Ms. Sue Buswell, President of the Montana Association of School Nurses, came before the Board of Public Education to express her concern and disappointment that school nurses are not represented on the Chapter 55 Task Force. Counselors, nurses, and librarians are small groups with not much representation, but they need to be involved in this process. Ms. Buswell hopes that these small groups will have an opportunity to present to the task force and assist in writing the standards. Ms. Buswell requested to receive all of the information that the Chapter 55 Task Force receives. She reiterated that in 2008, the Montana Association of School Nurses (MASN) began a campaign to establish a ratio of one registered, professional school nurse to every 750 students in Montana. MASN met with the Board of Public Education in January 2009, the Board requested current demographics related to school nursing practice in Montana so MASN embarked on a historic, in depth study of school health services in the state. The findings of MASN were presented to the Board in March 2009. The Board expressed its intention at the March 2009 meeting to move forward by identifying concerns; raising issues surrounding the standards; examining the ability of districts to meet such a standard; raising awareness with state officials, federal officials, and local communities; and ultimately considering the best way to promote and implement the forthcoming standard and/or resolution. Ms. Sue Buswell requested to present again to the Board of Public Education since there are new Board members since her last presentation. An updated handout in regard to the student-to-school nurse ratios for 2009 was distributed and Montana is ranked 44<sup>th</sup>.

Ms. Patty Myers and Mr. John Edwards assured Ms. Sue Buswell that the nurses, librarians, and counselors will be included in the process and kept informed. They added that many of the materials will be available online through the Office of Public Instruction's website.

***Mr. John Edwards moved: to approve the State Superintendent's recommendation to***

**approve the Chapter 55 Joint Task Force configuration and selection procedures with the membership not to exceed 34 people. Mr. Cal Gilbert seconded. Motion passed unanimously.**

**Item 18           ALTERNATIVE TO STANDARD REQUESTS - Al McMilin**

This presentation provided to the Board of Public Education for consideration of Initial Alternative Standard and/or Five-Year Renewal Alternative Standard Requests recommended either for approval or for disapproval by State Superintendent Denise Juneau. The report was attached. In addition, Mr. Al McMilin provided a brief overview and history of the alternative to the standard rule prior to the action items as well as the Variance Update report.

Mr. Al McMilin reported the following 3 initial alternative standard requests representing 3 districts and 4 schools have been received and evaluated in accordance with ARM 10.55.604:

**Missoula County** (Standard: 10.55.709 – Library Media Services)

- Swan Valley School
- Swan Valley 7-8

The district will be using the Montana Small Schools Alliance (MSSA) model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives corresponding formative assessment. The district also has provided the necessary mission statement, description of the alternative and summative measure to be used. In addition to maintaining a small library with electronic cataloguing at the school, students will visit the local community library which is a satellite of the Missoula Public Library two times per year. The State Superintendent recommended approval of the alternative standard request.

**Sanders County** (Standard: 10.55.709 Library Media Services)

- Paradise Elementary School

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district also has provided the necessary mission statement, description of the alternative and summative measure to be used. In addition to maintaining a small library on-site, students will visit the Plains school Library three times per year. The State Superintendent recommended approval of the alternative standard request.

**Yellowstone County** (Standard: 10.55.705 1 (b) (ii) – Administrative Personnel: Assignment of School Administrators/Principals)

- Independent Elementary

This rule states that when a school has either 18-29 FTE licensed staff or 250-550 students the school needs to have a full-time principal. In addition, the Independent School District would be required to have at least a part-time superintendent as well. Currently the Independent District/School is served by one administrator who serves both as the superintendent and as the principal.

The current staffing met the standards while the school remained below the 18 FTE and 250 student enrollment thresholds. This alternative standard is in response to the required corrective plan as the school was in Advice status last year for this deviation.

The district wants to be allowed to continue to use the 1 FTE administrator staffing, citing that both staffing and enrollment are so close and that the current model is working. The State Superintendent recommended disapproval of the alternative standard request.

**Mr. John Edwards moved: to approve the State Superintendent's recommendations as presented. Ms. Sharon Carroll seconded. Motion passed unanimously.**

**Item 19           2009-2010 MONTANA ACCREDITATION STATUS RECOMMENDATIONS FOR ALL**

## SCHOOLS (EMBARGOED) - Al McMilin and Kelly Glass

This presentation provided to the Board of Public Education for consideration the final 2009-2010 accreditation determinations for all schools as recommended by State Superintendent Denise Juneau. The following documents were included in support of this item: Annual Montana Accreditation Report, presentation PowerPoint handout, Annual Accreditation Process Calendar, and Montana Regional Service Areas Map. Replacement pages were provided to the Board of Public Education with corrections.

Ms. Kelly Glass reviewed some highlighted districts and schools from the Annual Montana Accreditation Report that contains the following:

- Accreditation history graphs
- Accreditation status recommendations
- Deviation summary by accreditations status
- Advice status summary
- Library and counseling summary
- Misassignment summary
- Non-licensed teacher summary

Mr. Al McMilin introduced Ms. Colleen Hamer, Accreditation Unit Program Officer, from the Office of Public Instruction. He stated that this report continues to improve because of her efforts. Mr. Al McMilin reported that in 2009-10 the All Schools chart represents an 8% increase in regular accreditation, a 2% decrease in regular accreditation with deviations, a 2% decrease in advice, and a 4% decrease in deficiency. This data is reflected with only one less school in 2009-10. The following chart in regard to student enrollment by accreditation status as of February 5, 2010 was reviewed:

	Regular	Regular w/ Deviations	Advice	Deficiency
<b>Total Count of Schools (822)</b>	570	134	41	77
<b>Category Count % of Total</b>	69%	16%	5%	10%
<b>Total Enrollment (141,420)</b>	90,906	28,200	8,128	14,186
<b>Category Enrollment % of Total</b>	64%	20%	6%	10%

Mr. Al McMilin reported that of 161 schools in Advice or Deficiency in 2008-09, 77 or 48% moved to Regular or Regular with Deviations in 2009-10. Discussion ensued about misassigned teachers; misassigned and non-licensed teachers by regions; submission of corrective plans; intensive assistance cycle; and class size deviations.

***Mr. John Edwards moved: to approve the State Superintendent's 2009-2010 final accreditation recommendations for all schools as presented. Mr. Cal Gilbert seconded. Motion passed unanimously.***

## PUBLIC COMMENT

Ms. Kris Wilkinson, Legislative Fiscal Division, distributed to the Board of Public Education a handout that was provided by the LFD to the Education and Local Government Interim Committee in regard to state and local partnerships; including property taxes, entitlements, K-12 education funding from the state, K-12 education at the district level, and pensions. The purpose of this document was to provide the interim committee with a perspective of what a 10% structural balance in government expenditure means. The report contains some of the following information:

- Over 82% of K-12 educational funding is appropriated as part of BASE Aid
- To effect a reduction of 10% in K-12 education may necessitate changes in school funding methodology due the significance of BASE Aid

- Equal reductions of general fund without changing BASE Aid is equivalent to reducing 87% of general fund support in the 2013 biennium for all other components listed
- As many of the programs use general fund support for maintenance of effort for federal funds, reductions in general fund may result in federal special revenues reductions
- A 10% reduction in general fund spending in BASE Aid (82%) in the 2013 biennium, requires a larger percentage reduction, 12.2%
- Reductions to the state components of BASE Aid can result in increases in property taxes within local school districts
- In FY 2010 the state contributed 65.7% of the average district's general fund budget. This was lower than usual because of federal stabilization dollars supplanting state dollars
- Districts may respond to state cuts by cutting back spending. Under the State Constitution, the supervision and control of schools in each school district is vested in a board of trustees. It is this body that will make decisions regarding the type of cuts in school spending or property tax increases if the legislature reduces state support for school districts

**Item 20 EXECUTIVE SECRETARY EVALUATION (CLOSED) - Patty Myers and Steve Meloy**

This item was pulled from the agenda.

**Item 21 MSDB SUPERINTENDENT EVALUATION (CLOSED) - Patty Myers and Steve Gettel**

This item was pulled from the agenda.

**INFORMATION ITEM**

**Item 22 MSDB COMMITTEE MEETING REPORT - Steve Gettel  
(Action – Legal agreement – Handout)**

Ms. Patty Myers reported on behalf of Mr. Steve Gettel. The Legislative Audit Division is currently on campus conducting the biannual audit of the school's budget. The School for the Deaf and Blind is exempt from the mandatory spending reductions required of the Executive under MCA 17-7-140, the Office of the Governor of Budget and Program Planning asked MSDB to consider joining the Executive in implementing voluntary reductions. MSDB submitted a proposal to reduce spending the operating budgets of the four program areas by \$64,675 in FY 2010. MSDB will submit a request to the Request to Long Range Building program for the 2011 legislature for consideration of repair or replacement of the roof on the cottage complex. Ms. Patty Myers reported about the personnel search for a new principal, outreach surveys being sent out, Arbor Day and Music Program, MSDB graduation, and the strategic plan.

The interagency agreement between MSDB and the Great Falls Public School (GFPS) was distributed. The GFPS Board approved it on Monday, March 8, 2010. Ms. Patty Myers noted the following amendments to the agreement:

1. **DURATION.**  
~~This agreement shall run such time as one or both parties terminates the agreement.~~  
The term of this agreement shall be five (5) years or until such time as one or both parties terminate the agreement.
3. **PURPOSE.**  
~~and appropriately meets the needs of students as identified in their Individual Education Plans.~~
7. **INDEMNITY AND LIABILITY.**  
Each party agrees to be responsible and assume all liability for its own wrongful or negligent acts, omissions, breach of student confidentiality, or other misconduct and those of its officers, agent and employees and to hold the other harmless therefore and shall defend and indemnify the other for any and all liability arising from such conduct. This holds harmless and indemnification shall survive any termination of this agreement.
8. **TERMINATION.**  
~~This agreement will be terminated by mutual agreement or by one party providing 30~~ 180 days written notice to the other party that it no longer intends to participate in the agreement.

***Mr. Cal Gilbert moved: to approve the agreement between the Montana School for the Deaf and Blind and the Great Falls Public School with amendments. Ms. Sharon Carroll seconded. Motion passed unanimously.***

**PRELIMINARY AGENDA ITEMS – May 13-14, 2010**

Student Representative Survey Report  
CSPAC Appointments  
BASE Aid Payment Schedule  
Assessment Update  
Alternative Standards Request & Renewals  
MACIE Update  
Federal Update  
Establish Executive Salaries  
Material and Non-Performance Case  
Race to the Top

***Mr. John Edwards moved: to adjourn the Board of Public Education Meeting. Ms. Sharon Carroll seconded. Motion passed unanimously.***

**12:10 PM Meeting adjourned**

---

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



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Cal Gilbert  
Great Falls

Bernie Olson  
Lakeside

John Edwards  
Billings

Gisele Forrest  
Missoula

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

April 23, 2010

Peggy Chappuis  
Eastgate School  
4010 Gradestake  
East Helena, MT 59635

Dear Ms. Chappuis,

On behalf of the Board of Public Education, I would like to congratulate you on being named the Northwest District Elementary School Physical Education Teacher of the Year by the National Association for Sports and Physical Education. Your continued commitment to East Helena Schools and the East Helena community is very much appreciated.

Thank you for your dedication to education and the health and wellbeing of the students of East Helena.

Sincerely,

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

Patty Myers  
Chair



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Cal Gilbert  
Great Falls

Bernie Olson  
Lakeside

John Edwards  
Billings

Gisele Forrest  
Missoula

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

April 23, 2010

Jason Neiffer  
Capital High School  
100 Valley Drive  
Helena, MT 59601

Dear Mr. Neiffer,

On behalf of the Board of Public Education, I would like to congratulate you on being awarded the Making It Happen award by the Northwest Council for Computers in Education. Your continued commitment to your school and the Helena community is very much appreciated.

The Board is happy to know the Montana Digital Academy has a very dedicated and knowledgeable curriculum director. Thank you for your devotion to education, technology, and the digital students of Montana.

Sincerely,

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

Patty Myers  
Chair

## Will, Carol

---

**From:** Meloy, Steve  
**Sent:** Friday, April 23, 2010 9:21 AM  
**To:** Parman, Dennis  
**Cc:** Will, Carol  
**Subject:** RE: Constitutional Authority of the BPE  
**Attachments:** image001.jpg

Dennis:

A 1992 District Court decision reaffirmed Article X, section 9(3) of the Montana Constitution respective to the rule making authority of the Board of Public Education when it said: " The Board of Public Education, pursuant to Article X, section 9(3), of the Montana Constitution, is vested with constitutional rulemaking authority. This provision is self-executing and independent of any power that is delegated to the Board by the Legislature". Further, the decision implies that any attempt to interfere or conflict with this authority by the legislature is in violation of the separation of powers doctrine of Article III, section of the Montana Constitution.

This 1992 ruling has the force of law as it was never appealed. Hope this helps.

Steve

---

**From:** Parman, Dennis  
**Sent:** Thursday, April 22, 2010 1:34 PM  
**To:** Meloy, Steve  
**Cc:** Annie Glover (AnnieG@strategies360.com)  
**Subject:** Constitutional Authority of the BPE

Steve,

I am working with our RTTT grant writer and she is wanting to be able to describe the Constitutional authority of the Montana Board of Public Education in our application. We are needing this to make our case for what the BPE has done to date and their authority to do other work in the future like consider adoption or alignment of the Common Core Standards.

Can you help? Thanks



**Dennis J. Parman**  
Deputy Superintendent  
(406) 444-5643 Fax: (406) 444-9299  
PO Box 202501  
Helena, MT 59620-2501  
**Montana Office of Public Instruction**  
**Denise Juneau, Superintendent**

## Montana School for the Deaf and the Blind

### Signs of spring

**LEFT:** Jessie Taylor signs "I love you" to the audience at the conclusion of The Montana School for the Deaf and the Blind's spring program, "Remember the Time," Wednesday afternoon.

**BELOW:** Expressions of Silence members, from left, Isaac Jones, Thyra Wood and Justin Farrington perform, Michael Jackson's "Man in the Mirror." The group will hold a fundraiser for the school from 7-9 p.m. Saturday at the school. Call 771-6143.



TRIBUNE PHOTOS/RION SANDERS



OFFICE OF THE GOVERNOR  
STATE OF MONTANA

BRIAN SCHWEITZER  
GOVERNOR



JOHN BOHLINGER  
LT. GOVERNOR

April 14, 2010

The Honorable Linda McCulloch  
Secretary of State  
State Capitol  
Helena, Montana 59620

**RECEIVED**  
APR 15 2010  
BOARD OF PUBLIC EDUCATION

Dear Secretary of State McCulloch:

Please be informed that effective immediately, I have appointed the following to the Board of Public Education, in accordance with 2-15-1508, Montana Code Annotated.

- Ms. Gisele Forrest, 1906 S 3rd W #51, Missoula, MT 59801, is to serve a term ending February 1, 2013 and fulfills the qualifications for being a resident of District 1. Gisele Forrest succeeds Angela McLean. She identifies herself as a Democrat.

If you need additional information, please call Patti Keebler, Board and Commission Advisor, at extension 3862.

Sincerely,

  
BRIAN SCHWEITZER  
Governor

Copy to: Board of Public Education



## Board of Public Education

April 15, 2010

### BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Cal Gilbert  
Great Falls

Bernie Olson  
Lakeside

John Edwards  
Billings

Gisele Forrest  
Missoula

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

Gisele Forrest  
1906 S 3<sup>rd</sup> W #51  
Missoula, MT 59801

Dear Gisele,

On behalf of the Montana Board of Public Education I would like to congratulate you on your appointment and welcome you as the newest member of our agency.

The Board is made up of dynamic and forward thinking individuals with the best interest of our state's K-12 system at heart. With your background and apparent enthusiasm, as well as recognition from our Governor, I am confident that you will bring to the Board a rich and relevant perspective.

The next Board of Public Education meeting will be held at the Montana School for the Deaf and Blind, 3911 Central Avenue, Great Falls, MT on May 13-14, 2010 beginning at 8:30 AM. A hotel room has been reserved for you at the Hilton Garden Inn, 2520 14<sup>th</sup> Street SW, Great Falls, MT for the nights of Wednesday, May 12 and Thursday, May 13, 2010. Your confirmation number is 3379906560. Please call the Hilton Garden Inn at (406)452-1000 to confirm/disconfirm your room with your own credit card upon receipt of this letter. The Board will reimburse you for mileage, lodging, and meals. An orientation manual is included for you to peruse at your convenience that may answer and foster some questions. You will be receiving an electronic agenda packet at the end of April for the upcoming meeting. Please feel free to contact me with any questions you may have before this first meeting.

Again, congratulations and thank you for taking on this challenging and rewarding role. I am looking forward to introducing you to the rest of the Board members and working with you.

Sincerely,

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

Steve Meloy  
Executive Secretary

Cc: Governor Brian Schweitzer  
Patty Myers, BPE Chair

## **Bozeman High freshman to speak at science conference**

BOZEMAN (AP) — A freshman at Bozeman High School who was recently named the country's top young scientist has been selected as the keynote speaker for a conference designed to introduce middle school-aged girls to careers in science and math.

Marina Dimitrov was invited to speak at the 2010 Expanding Your Horizons conference set for April 17 at Montana State University.

Dimitrov was named America's 2009 Top Young Scientist when she won the Discovery Education 3M Young Scientist Challenge in New York City in October. The contest is for girls in grades 5 through 8 and, at the time, Dimitrov was a student at Sacajawea Middle School. The top prize was \$50,000 in U.S. Savings Bonds and a trip to visit 3M's global headquarters to meet with some of the world's best scientists.

Powered by TECNAVIA

Copyright (c)2010 Great Falls Tribune 04/13/2010

201706, Helena, MT 59602-1706; by email to rweiss@mt.gov; or by fax to 406-444-3036.

Contact Rachel Weiss at 406-444-5367 or rweiss@mt.gov for more information on the commission.

## Education, Local Govt. Subcommittee Reviews Education Policy Goals

An education subcommittee of the Education and Local Government Interim Committee has been reviewing shared policy goals of K-12 education (HJR 6), K-20 education (SJR 8), and postsecondary education. In March, three panels presented draft shared policy goals for public education in Montana.

### K-12 Goals

Joyce Silverthorne, Office of Public Instruction, and Steve Meloy, Board of Public Education, discussed draft shared policy goals and objectives for K-12 education:

**Goal 1:** Prepare students with the knowledge and skills necessary for success in the 21st century global society.

Objective: Increase Montana's high school graduation rate.

Objective: Review the administrative rules that govern accreditation, certification, and professional educator preparation programs on a regular basis.

**Goal 2:** Improve teaching and student learning by promoting data-driven policy decisions and increasing access to educational information.

Objective: Develop a statewide longitudinal data system to collect and report reliable and timely data on Montana K-12 students.

Objective: Improve access to K-12 education data by educators, policymakers, and the public.

**Goal 3:** Improve student achievement in struggling schools.

Objective: Provide support for learning and promote greater community engagement to increase student achievement in schools identified as struggling.

**Goal 4:** Increase public awareness of and engagement in the K-12 educational system recognizing the roles and

responsibilities of the state and local educational agencies and the Legislature.

Objective: Promote coordination and collaboration among the Legislature and K-12 education agencies recognizing the constitutional roles of the Board of Public Education, Legislature, and local school districts.

Objective: Increase accessibility and transparency of information and reporting to improve community awareness of K-12 education.

### K-20 Goals

Silverthorne and Meloy, as well as Sheila Stearns and Tyler Trevor from the Office of the Commissioner of Higher Education, presented the following draft shared policy goals and supporting objectives for K-20 education:

**Goal 1:** Align high school outcomes with college readiness expectations to facilitate the transition from high school to college.

Objective: Decrease remediation rates of entering freshman from Montana public high schools.

**Goal 2:** Increase college participation of Montana high school graduates.

Objective: Increase the percentage of Montana high school graduates who participate in accredited postsecondary education.

**Goal 3:** Expand distance learning opportunities.

Objective: Create easy access to distance learning opportunities through the development of a virtual academy and through improvements to current virtual college capabilities.

**Goal 4:** Utilize K-20 data to improve student access and achievement.

Objective: Link K-12 and Higher Education data systems.

Stearns and Trevor reviewed the shared policy goals and supporting objectives in the Board of Regents Strategic Plan.

The subcommittee voted to approve the K-12 and K-20 draft shared policy goals for presentation to the full Education and Local Government Interim Committee.



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Cal Gilbert  
Great Falls

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

April 13, 2010

Lydia Mild  
Dupuyer Elementary  
PO Box 149  
Dupuyer, MT 59432-0149

Dear Ms. Mild,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as this year's Montana Rural Education Association's Rural School Teacher of the Year. Your continued commitment to your school and the Dupuyer community is very much appreciated.

Thank you for your dedication to rural education and to the students of your school.

Sincerely,

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

Patty Myers  
Chairwoman

OFFICE OF THE GOVERNOR  
STATE OF MONTANA

BRIAN SCHWEITZER  
GOVERNOR



PO Box 200801  
HELENA, MONTANA 59620-0801

TO: Agency Directors and Centralized Services Administrators

FROM: Brian Schweitzer, Governor

DATE: April 5, 2010

RE: **Implementation of Agency Budget Reductions for 2011 Biennium**

In accordance with 17-7-140(1)(b), MCA, I am directing state agencies to manage their budgets in order to reduce general fund expenditures. At the same time, I am gratefully accepting the voluntary reduction plans submitted by the Legislative and Judicial branches of government and the Montana School for the Deaf & Blind.

The total of mandatory and voluntary spending reductions will total \$41.1 million. I very much appreciate the efforts that the OBPP staff, agency directors, and state employees and citizens invested in developing this reduction plan.

Instructions will be forthcoming from the Office of Budget and Program Planning regarding the technical details of implementing the reductions, which I am implementing effective immediately. Appropriations will be reduced by the amounts shown on the schedule. My reduction plan accompanies this memo.

## SUMMARY

The table below shows the final reduction levels by agency required by Governor Schweitzer in accordance with 17-7-140, MCA. In addition, attached to this document is a summary of individual decision packages that make up the agency level reductions. Voluntary reductions made by the Legislative Branch, Judicial Branch, and the Montana School for the Deaf & Blind are also included.

 <b>Spending Reduction Summary</b>		
Agency	% Reduction	2011 Biennium Reduction
<b>Required Reductions</b>		
Governor's Office	5.00%	(307,102)
Comm of Political Practices	5.00%	(23,044)
Board of Crime Control	5.00%	(119,719)
Board of Public Education	5.00%	(11,379)
Montana Arts Council	5.00%	(23,010)
Montana State Library	5.00%	(138,958)
Montana Historical Society	5.00%	(136,901)
Dept of Environmental Quality	6.42%	(369,781)
Dept of Transportation	10.00%	(260,000)
Dept of Livestock	5.00%	(69,048)
Dept of Natural Resources & Conservation	5.00%	(1,133,834)
Dept of Revenue*	0.28%	(261,452)
Dept of Administration*	4.01%	(313,384)
Office of Public Defender	0.00%	0
Dept of Agriculture	5.00%	(67,704)
Dept of Corrections	3.98%	(6,877,882)
Dept of Commerce	10.00%	(481,400)
Dept of Labor and Industry	8.29%	(216,659)
Dept of Military Affairs	5.00%	(291,258)
Dept of Public Health & Human Services	4.39%	(16,781,025)
<b>Average Percentage Reduction</b>	<b>5.12%</b>	<b>(\$27,883,540)</b>
<b>Other Required Reductions</b>		
Office of Public Instruction		(3,938,206)
Dept of Justice		(1,197,250)
Commissioner of Higher Education		(6,824,435)
<b>Voluntary Reductions</b>		
Legislative Branch		(586,086)
Judicial Branch		(594,523)
Montana School for the Deaf & Blind		(64,675)
<b>Total Reductions</b>		<b>(\$41,088,715)</b>

\* Reductions in Liquor and Lottery are included in reduction total but not in average percentage calculation

## SUMMARY

Governor Schweitzer has implemented the reductions as recommended by the Budget Director on February 16, 2010, with the exceptions noted below in the Department of Public Health and Human Services, the Office of Public Defender, the Department of Corrections, and the Montana Historical Society.

### **Section B – Public Health and Human Services**

#### Department of Public Health and Human Services

##### *Program 10 – Disability Services Division:*

DP 10001 – Program Efficiency: The reduction of \$459,455 to the Disability Services Division will not be taken allowing the funding to be used to serve individuals with developmental disabilities in their communities who are currently on a waiting list.

DP 10003 – Program Efficiency - Eliminate Adaptive Equipment: This reduction of \$93,484 to the budget for providing adaptive equipment to people with developmental disabilities will not be made.

DP 10006 – Program Efficiency – Reduce funding for older individuals with blindness - This \$5,300 reduction will not be taken.

DP 10007 – Reduce funding for Independent Living centers - This \$46,800 reduction will not be taken.

### **Section D - Judicial Branch, Law Enforcement, and Justice**

#### Office of Public Defender

DP 2 – Travel Reduction and DP 3 Fixed Cost Reduction – While the agency will still make these reductions, rather than the funds being reduced from the agency budget the funds will be used to offset the agency's supplemental appropriation request.

#### Department of Corrections

##### *Community Corrections Division:*

DP 202 – Reduce Elkhorn Meth Treatment Beds 20% - This reduction is renamed to Reduce Women's Treatment Beds. The \$365,000 will be spread across the providers that provide treatment services to women in the correctional system. The reduction is targeted toward women offenders as there is available capacity at the Montana Women's Prison in Billings to provide services to these offenders.

### **Section E – Education**

#### Montana Historical Society

Reductions were shuffled among programs in the agency so that the reduction to the Administration program is \$67,673 over the biennium, there will be no reductions made in the Research Center or the Education program, and a Personal Services reduction of \$58,228 in FY 2011 will be taken in the Museum program.

## SUMMARY

The table that follows shows current projections for the state's ending fund balance on June 30, 2011. The table includes the Governor's 17-7-140, MCA, budget reductions, voluntary reductions, other proposed reductions (requiring legislation in the 2011 legislative session), and additional revenue adjustments.

<b>2011 Biennium General Fund Balance Sheet</b>		
	<b>FY 2010</b>	<b>FY 2011</b>
<b>Beginning Fund Balance</b>	392.53	186.99
<b>OBPP Revenue Estimate</b>	1651.79	1675.56
<b>Total Funds Available</b>	2044.31	1862.55
<b>Disbursements - Ongoing</b>		
HB 2	1475.72	1546.07
Statutory Appropriations	179.14	181.01
Non-Budgeted Transfers	8.68	12.88
Feed Bill	1.83	7.63
Reversions	(5.27)	(5.27)
Other Appropriations	0.06	0.08
<b>Subtotal</b>	1660.15	1742.40
<b>Disbursements - One-Time-Only</b>		
HB 2	23.21	19.25
Non-Budgeted Transfers	79.25	38.21
HB 645	75.31	57.05
Other Appropriations	19.40	0.05
<b>Subtotal</b>	197.17	114.56
<b>Total Disbursements</b>	1857.33	1856.96
<b>Ending Fund Balance Before Adjustment</b>	<b>186.99</b>	<b>5.59</b>
<b>17-7-140 Enacted Reductions</b>		(39.80)
<b>17-7-140 Voluntary Reductions</b>		(1.25)
<b>Governor's Other Proposed Reductions</b>		
MSH Receiving Hospital - Elimination*		(4.50)
Food Service Building at MSP*		(1.19)
Great Falls Youth Transitions Center*		(1.25)
Wolf Point OPA*		(2.23)
Statewide Facilities Planning*		(0.40)
Infrastructure Repairs - State Capitol*		(0.50)
Auto Tech Center - MSU-Northern*		(0.61)
MACWIS*		(10.27)
<b>Subtotal</b>		(20.96)
<b>Other Adjustments</b>		
FMAP Tier 3 Unemployment Enhancement**		(19.26)
FMAP Tier 3 Increased Revenue**		3.88
ARRA Clawback Credit***		(8.36)
<b>Ending Fund Balance After Adjustments</b>		<b>99.09</b>

\*Requires Legislation

\*\*These represent estimated general fund abated in FY 10 and FY 11 due to the upgrade to tier 3 of ARRA FMAP unemployment enhancement and additional revenue attributable to the hospital utilization fee and institutional reimbursements

\*\*\*This represents the estimated Clawback credit attributable to ARRA for FY 09 - FY 11

Summary of 2011 Biennium Governor's Reductions

Department	FY 2010 Reduction Amount	FY 2011 Reduction Amount
<b>3101 - Governor's Office</b>	<b>(147,756)</b>	<b>(159,346)</b>
PL -1: Out of State Travel Reduction	(21,866)	(21,866)
PL -2: Non-budgeted funds transfer to GF	(11,335)	0
PL -3: Revert FY08 Carryforward	(10,580)	0
PL -4: Benefits Savings	(5,170)	(5,170)
PL -5: General Operating Reduction	(40,369)	(36,536)
PL -6: Personal Services Vacancies	(58,436)	(89,858)
PL -7: Fixed Cost Reduction	0	(5,916)
<b>3202 - Commissioner of Political Practices</b>	<b>(19,782)</b>	<b>(3,262)</b>
PL -3201: Carry Forward Reversion	(19,313)	0
PL -3202: Additional 5% Reductions	(469)	(3,262)
<b>3501 - Office of Public Instruction</b>	<b>(1,650,000)</b>	<b>(2,288,206)</b>
PL -35101: OPI Program 06 Reduction	(150,000)	(988,206)
PL -35109: OPI Program 09 Reduction	(1,500,000)	(1,300,000)
<b>4107 - Board of Crime Control</b>	<b>(49,699)</b>	<b>(70,020)</b>
PL -101: Gen Fund OTO and Admin 5%	(15,320)	(25,294)
PL -102: Carryforward 5% Reduction	(34,379)	0
PL -103: Juvenile Detention 5% Reduction	0	(44,323)
PL -104: Fixed Costs 5% Reduction	0	(403)
<b>4110 - Dept of Justice</b>	<b>(844,870)</b>	<b>(352,380)</b>
PL -11: Major Litigation Carry-Forward	(660,763)	0
PL -181: Meth Watch Program	0	(200,000)
PL -21: OCP Settlement Distribution funds	(174,107)	(136,731)
PL -281: Consumer Education Settlement Carry-Forward	(10,000)	0
PL -291: Fixed costs reductions	0	(15,649)
<b>5101 - Board of Public Education</b>	<b>(3,967)</b>	<b>(7,412)</b>
PL -51101: BPE Reduction	(3,967)	(7,412)
<b>5102 - Commissioner of Higher Education</b>	<b>(1,453,361)</b>	<b>(5,371,074)</b>
PL -104: Administration Program Reduction	0	(466,985)
PL -1102: Tribal College Assistance Reduction	0	(71,280)
PL -1301: Board of Regents Administration Reduction	0	(4,027)
PL -202: Student Assistance Program Reduction	0	(1,077,908)
PL -401: Community College Assistance Reductions	(113,404)	(113,404)
PL -601: Educational Outreach & Diversity Reduction	0	(5,692)
PL -801: Workforce Development Program Reduction	0	(7,205)
PL -901: Ed Units Approp Distribution Reductions	(1,339,957)	(1,352,240)
PL -908: Appropriation Distribution Reduction	0	(2,272,333)
<b>5114 - Montana Arts Council</b>	<b>(22,703)</b>	<b>(307)</b>
PL -51141: Arts Budget Reduction	(22,703)	(307)
<b>5115 - Montana State Library</b>	<b>(100,071)</b>	<b>(38,887)</b>
PL -51501: MSL Project Reduction	(70,071)	0
PL -51502: MSL Operations Reduction	(30,000)	(30,000)
PL -51503: MSL Fixed Cost Reduction	0	(8,887)
<b>5117 - Montana Historical Society</b>	<b>(10,238)</b>	<b>(126,663)</b>
PL -51701: Administration Program Reduction	(10,238)	(57,735)
PL -51702: Research Center Reduction	0	0
PL -51705: Education Program Reduction	0	0
PL -51706: Historic Preservation Reduction	0	(10,700)
PL -51703: Personal Services Reduction	0	(58,228)
<b>5301 - Dept of Environmental Quality</b>	<b>(369,781)</b>	<b>0</b>
PL -5017: General Fund Reduction from HB 645 January 2010	(369,781)	0
<b>5401 - Dept of Transportation</b>	<b>(260,000)</b>	<b>0</b>
PL -1003: Reduction "Surface Transportation Litigation"	(260,000)	0
<b>5603 - Dept of Livestock</b>	<b>(69,048)</b>	<b>0</b>
PL -3001: 5% General Fund Reduction Diagnostic Lab	(9,238)	0
PL -4001: HB3 Supplemental Brucellosis- 5% GF Reduction	(59,810)	0
<b>5706 - Dept of Natural Resources &amp; Conservation</b>	<b>(402,054)</b>	<b>(731,780)</b>

Department	FY 2010 Reduction Amount	FY 2011 Reduction Amount
PL -2101: Centralized Services Reduction	(100,000)	(25,397)
PL -2302: ARRA Administration Reduction HB645	(44,264)	(44,264)
PL -2401: Water Resources Personal Services Reduction	0	(123,760)
PL -2402: State Water Plan Reduction	(103,915)	(152,085)
PL -2403: Crown Managers' Partnership Adjustment	0	(5,000)
PL -2404: Columbia River Hydro System Adjust	(5,000)	(10,000)
PL -2501: RWRCC Vacancy Savings Reductions	(25,819)	0
PL -3501: Forestry Operating Reductions	(120,000)	(371,274)
PL -3520: TLMD Non-Trust Land Inventory Reduction	(3,056)	0
<b>5801 - Dept of Revenue</b>	<b>(452,239)</b>	<b>190,790</b>
PL -101: Reduce appropriation for TIF districts - SA	(39,773)	(5,153)
PL -102: Reduce appropriation for collections - SA	(100,000)	0
PL -103: Reduction in Directors Office	(21,940)	(30,281)
PL -201: Reduction in Information Technology & Processing	(487,587)	(272,441)
PL -301: Reduction in Liquor Control Division	0	(116,523)
PL -501: Reduction in Citizen Services & Resource Mgmt	(87,693)	(90,561)
PL -701: Reduction in Tax Administration	(31,411)	(49,099)
PL -702: Redirection of Cost Savings to BIT	340,000	855,138
PL -801: Reduction in Property Assessment Division	(23,835)	(100,290)
<b>6101 - Dept of Administration</b>	<b>(35,195)</b>	<b>(199,221)</b>
PL -101: Reduce HB 13 RST OTO 17-70140 (1)(b),MCA	(1,515)	0
PL -1501: Reduce operating expenditures FY2010 & FY2011.	(31,111)	(31,111)
PL -2302: Allocate Fixed Cost Rate Reductions	0	(1,841)
PL -2303: Reduce HB13A (RST/OTO) general fund	(1,469)	0
PL -301: Funding Switch frm GF to LGS Enterprise Fnd 1 FTE	0	(78,968)
PL -302: Funding switch to LGS Enterprise fund 1.00 FTE	0	78,968
PL -303: Allocate Fixed Cost Rate Reductions	0	(983)
PL -3701: Reduce HB 13 RST OTO 17-70140(1)(b),MCA	(1,100)	0
PL -3702: Allocate Fixed Cost Rate Reductions	0	(637)
PL -601: Reduce Capitol Complex parking lot repairs FY2011.	0	(84,844)
PL -602: Allocate Fixed Cost Rate Reductions	0	(52,512)
PL -701: Reduce local govt interoperability contracted svcs	0	(26,903)
PL -702: Allocate Fixed Cost Rate Reductions	0	(390)
<b>6108 - Office of Public Defender</b>	<b>0</b>	<b>0</b>
PL -2: Travel Reduction- Public Defender Commission	0	0
PL -3: 5 % Plan-Fixed Cost Reduction	0	0
<b>6201 - Dept of Agriculture</b>	<b>(39,204)</b>	<b>(28,500)</b>
PL -1507: 5% Reduction Proposal	(7,000)	(7,000)
PL -5011: 5% Reduction Proposal MKTG	(19,000)	(19,000)
PL -5012: 5% Reduction Proposal HB583	(2,500)	(2,500)
PL -5013: 5% Reduction Proposal (15-35-108)	(10,704)	0
<b>6401 - Dept of Corrections</b>	<b>(2,640,332)</b>	<b>(4,237,550)</b>
PL -101: Board of Pardons and Parole Contract Reduction	(5,000)	(7,500)
PL -102: Training Budget Reduction	0	(7,447)
PL -103: HR/Training Leadership Training Reduction	(15,000)	(15,000)
PL -104: Outside Medical Reduction	(100,000)	(100,000)
PL -105: IT Replacements Reduction	0	(200,000)
PL -106: Advisory Councils Reduction	(8,348)	(10,190)
PL -107: Personal Services Offset Collections	(100,000)	(100,000)
PL -108: Fixed Costs Budget Reduction	0	(23,238)
PL -201: PRC Per Diem 1%/Year	0	(187,147)
PL -202: Reduce Women's Treatment Beds	0	(365,000)
PL -203: Treatment Per Diem 1% FY 2011	0	(140,036)
PL -204: Norhtwest Prerelease Center	(1,226,984)	(1,226,984)
PL -205: P&P Leased Vehicle Return	(70,000)	(160,000)
PL -206: Personal Services Offset with Supervision Fees	(500,000)	(500,000)
PL -207: Hold MASC Per Diem at FY 2010 Level	0	(65,441)
PL -301: Decrease MSP Operating Budget	(165,000)	(165,000)
PL -302: CCA Per Diem Rate Reduction	0	(215,348)

Department	FY 2010 Reduction Amount	FY 2011 Reduction Amount
PL -303: Hold Per Diem Rate for Regional Prisons at FY 2010	0	(199,219)
PL -401: License Plate OTO Appropriation Reduction	(100,000)	0
PL -501: Juvenile Delinquency Incentive Programs Reduction	0	(300,000)
PL -502: Personal Services Offset Parental Contributions	(350,000)	(250,000)
<b>6501 - Dept of Commerce</b>	<b>(449,299)</b>	<b>(32,101)</b>
PL -5102: General Fund Fixed Cost Reduction - HB 2	0	(617)
PL -5103: New Worker Training -HB 2	(31,361)	(31,361)
PL -5104: Distribution to Tribal Governments	(417,938)	0
PL -5501: General Fund Fixed Cost Reduction - HB 2	0	(59)
PL -6001: General Fund Fixed Cost Reduction - HB 2	0	(64)
<b>6602 - Dept of Labor and Industry</b>	<b>(216,126)</b>	<b>(533)</b>
PL -66211: Reduction Community College Student Growth Account	(208,537)	0
PL -66212: Reduction Fixed Cost	0	(533)
PL -66231: Travel Reduction	(7,589)	0
<b>6701 - Dept of Military Affairs</b>	<b>(2,585)</b>	<b>(288,673)</b>
PL -101: 5% Budget Reduction	(2,585)	(991)
PL -1201: 5% Budget Reduction	0	(258,781)
PL -2101: 5% Budget Reduction	0	(11,901)
PL -3101: 5% budget reduction	0	(17,000)
<b>6901 - Dept of Public Health &amp; Human Services</b>	<b>(2,003,036)</b>	<b>(14,777,989)</b>
PL -10001: DSD - Program Efficiency	0	0
PL -10002: DSD - Eliminate FY 2011 Provider Rate Increase	0	(1,133,820)
PL -10003: DSD - Program Efficiency - Eliminate adaptive equipment	0	0
PL -10004: DSD - Operations Efficiency	0	(98,584)
PL -10005: DSD - Program Efficiency - Optimize Section 110 program	(21,600)	(64,800)
PL -10006: DSD - Reduce funding for older individuals w/ blindness	0	0
PL -10007: DSD - Reduce funding for Independent Living centers.	0	0
PL -11001: HRD - Operations Efficiency	(29,211)	(79,118)
PL -11002: HRD - Eliminate FY 2011 Provider Rate Increase - HB645	0	(1,145,536)
PL -11003: HRD - Program Efficiency - SMAC	0	(1,268,960)
PL -11004: HRD - Program Efficiency - Capping Big Sky	(900,000)	(900,000)
PL -11005: HRD - Eliminate FY 2011 Provider Rate Increase - HB2	0	(817,751)
PL -11006: HRD - Eliminate FY 2011 PR Increase - CMH - HB 645	0	(374,113)
PL -11007: HRD - Program Efficiency - CMH	0	(333,500)
PL -2001: HCSD - Operations Efficiency	(54,345)	(121,873)
PL -2002: HCSD - Program Efficiency - Homeless Prevention	(34,500)	(259,240)
PL -2003: HCSD - Program Efficiency - Eliminate Funds-MTCCRRN	0	(75,000)
PL -2004: HCSD - Program Efficiency - Centralize Call Center	0	(150,000)
PL -2005: HCSD - Program Efficiency: Restructure Resource&Referral	0	(150,000)
PL -2006: HCSD - Program Efficiency-Revise Categorical Eligibility	0	(200,000)
PL -2007: HCSD - Eliminate Provider Rate Increase	0	(230,358)
PL -2008: HCSD - Program Efficiency - Consumer Ed	0	(50,000)
PL -2009: HCSD - Increase Vacancy Savings	(12,500)	(25,000)
PL -2010: HCSD - Program Efficiency - Invoices and Payments	(7,200)	(7,200)
PL -22001: SLTCD - Eliminate FY 2011 Provider Rate - HB645	0	(1,827,604)
PL -22002: SLTCD - Increase Vacancy Savings	(55,470)	(132,297)
PL -22003: SLTCD - Program Efficiency - HCBS	(408,890)	(873,270)
PL -22004: SLTCD - Operations Efficiency	0	(33,982)
PL -3001: CFSD - Eliminate Provider Rate Increase	0	(237,144)
PL -3002: CFSD - Operations Efficiency	(56,163)	(56,163)
PL -33001: AMDD - Eliminate FY 2011 Provider Rate Increase	0	(660,757)
PL -33002: AMDD - Operations Efficiency	0	(57,407)
PL -33003: AMDD- Workers Comp & Related Efficiencies -MMHNCC	0	(300,000)
PL -33004: AMDD - Workers Comp & Related Efficiencies - MSH	0	(975,663)
PL -33005: AMDD - Program Efficiency - Eliminate expansion of HCBS	0	(356,208)
PL -33006: AMDD - Program Efficiency - HB 130, HB 131, HB 132 HB645	0	(458,228)
PL -33007: AMDD - Program Efficiency - HB 130, HB 131, HB 132 - HB2	0	(619,468)
PL -4001: Director's Office - Operations Efficiency	(9,302)	(36,811)
PL -4002: Director's Office - Increase Vacancy Savings	(101,100)	(116,063)

<b>Department</b>	<b>FY 2010 Reduction Amount</b>	<b>FY 2011 Reduction Amount</b>
PL -5001: CSED - Operations Efficiency	(119,492)	(94,458)
PL -6001: BFSD - Operations Efficiency	0	(43,581)
PL -6002: BFSD - Increased Vacancy Savings	0	(29,641)
PL -6003: BFSD - Operations Reduction	0	(49,604)
PL -7001: PHSD - Program Efficiencies - HB173	(25,000)	(25,000)
PL -7002: PHSD - Increase Vacancy Savings	(4,000)	(4,000)
PL -7003: Optimize federal funding for BRFS	(18,000)	(21,212)
PL -7004: PHSD - Optimize poison control federal funding	0	(39,384)
PL -7005: PHSD - Operations Efficiency	(7,800)	(12,747)
PL -8001: QAD - Operations Efficiency	(10,983)	(60,754)
PL -8002: QAD - Increase Vacancy Savings	0	(7,862)
PL -9001: TSD - Operations Efficiency	(6,324)	(23,842)
PL -9003: TSD - Systems Efficiencies: Maintain/Enhance	(61,669)	(102,037)
PL -9004: TSD - Systems Efficiencies - HIT	(50,000)	0
PL -9005: TSD - Systems Efficiencies - EBT Ports	(9,487)	(37,949)
<b>Grand Total</b>	<b>(11,241,346)</b>	<b>(28,523,114)</b>

## Will, Carol

---

**From:** Meloy, Steve  
**Sent:** Monday, April 05, 2010 2:59 PM  
**To:** Will, Carol  
**Subject:** FW: question on Governor's Assn. Common Core Standards

---

**From:** Tom and Marilyn Wessel [mailto:tomandmarilynwessel@yahoo.com]  
**Sent:** Monday, April 05, 2010 11:29 AM  
**To:** Meloy, Steve  
**Subject:** RE: question on Governor's Assn. Common Core Standards

Steve: Many thanks. Yours is by far the most comprehensive explanation of this process as far as Montana is concerned that I've been able to get. And the timing of your comments is excellent. The Wheeler Board meets tomorrow to consider topics for later in 2010. The board will short list several possibilities and then leave it to Wheeler Center staff to follow up. We'll definitely be back in touch.

Again, my thanks

Marilyn

Marilyn Wessel  
TomandMarilynWessel@yahoo.com  
406-587-1768

--- On **Mon, 4/5/10, Meloy, Steve** <SMeloy@mt.gov> wrote:

From: Meloy, Steve <SMeloy@mt.gov>  
Subject: RE: question on Governor's Assn. Common Core Standards  
To: "'Tom and Marilyn Wessel'" <tomandmarilynwessel@yahoo.com>  
Cc: "Will, Carol" <CWill@mt.gov>, "Moe, Mary Sheeny" <mmoe@montana.edu>  
Date: Monday, April 5, 2010, 10:20 AM

Dear Marilyn,

Thanks for your e-mail and phone call.

Here is some of what I know about the work of the National Common Core State Standards/Internationally Benchmarked Standards and from our perspective.

- The Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA) released a memorandum of agreement for states to sign on to a process of developing Common Core Standards in English language arts and mathematics for grades K-12. Once the standards have been

developed states will have an opportunity to adopt the standards or align them into their current content standards. This agreement was signed May 14, 2009.

- A year later it appears as if the final release of the Common Core draft language is slated for the end of May 2010.
- If Montana participates it will, through its regularly established process with the Board of Public Education, align or adopt the work of the Common Core as suggested by CCSSO and NGA. Our process of adopting rules normally takes three separate meetings to properly gain all of the necessary input from our educational partners and to conform to open meeting transparency. This process usually takes about six months, which includes rule making under the Montana Administrators Procedure Act.
- Under MCA 20-7-101 if the legislature determines that our new rules have substantial fiscal impact on a school district, we are prohibited from implementing any new rule until July 1 following the next legislative session. A substantial fiscal impact is an amount determined that cannot be readily absorbed in the budget of an existing school district program.
- Once the final draft is released the Board of Public Education intends to address the following issues:
  - ✓ Which standards in Montana's current standards are not addressed in the Common Core Standards?
  - ✓ Would adoption by the Montana Board of Public Education of the Common Core Standards better serve our students than the current standards and performance descriptors?
  - ✓ If it is decided to adopt the Common Core Standards we would need to adopt a process and timeline.
  - ✓ What funding would be needed to adopt the Common Core Standards?
  - ✓ What process would be needed to adopt and assess the additional standards not included in the Common Core Standards?
  - ✓ What resources would be needed to provide professional development necessary for Montana educators to implement the Common Core Standards?
  - ✓ What assessments would be needed to assess the Common Core Standards and at what cost?
  - ✓ Will the Common Core Standards be sensitive to our constitutionally guaranteed needs of our American Indian students?

As you can see there is much to be considered after we receive the final draft which should come this month. To complicate this decision making, the \$4.35B competitive Race to the Top grant (federal stimulus) is tied to states' willingness to adopt the Common Core Standards. Also we are hearing that future release of federal dollars under ESEA and the Obama Administration may require tenets of the Common Core Standards, as well as other federally suggested school reform ideas.

I believe this would be a great conference discussion because of the many contingent issues and possible high stakes. I hope this information helps. If you have any further questions, please get back to me.

Sincerely,

Steve

---

**From:** Tom and Marilyn Wessel [mailto:tomandmarilynwessel@yahoo.com]  
**Sent:** Wednesday, March 31, 2010 5:56 PM  
**To:** Meloy, Steve  
**Cc:** jhitch@montana.edu  
**Subject:** question on Governor's Assn. Common Core Standards

Hello Steve: Mary Moe has suggested I contact you. I am a volunteer on the board of the Burton K. Wheeler Center at MSU. We are a public policy discussion center now considering topics for our upcoming fall conference. Senator Bob Hawks has talked with us about the possibility of fostering public discussion on the Common Core Standards soon to be issued in final form from the National Governor's Assn. In speaking with Mary, she thought you would be the one to tell me what process Montana may use to adopt (or not) these standards and what the timing might be.

The Wheeler Center is not an advocacy group, but we do try to approach topics when they are timely. The Core standards and their potential for Montana as well as their impact on a history of local control of school curricula may well make a good conference topic, but at present we are seeking perspectives and would very much value yours. I'd be pleased with an e-mail response or, if you prefer, I could call one day soon and discuss your reactions.

I have done some preliminary research on the subject, but hardly consider myself an expert. And, although there has been some national coverage, I've not seen much written here in Montana. Perhaps I've missed it, or maybe this is a non-starter. I'd appreciate your thoughts.

Best wishes

Marilyn Wessel  
Marilyn Wessel  
TomandMarilynWessel@yahoo.com  
406-587-1768

## Will, Carol

---

**From:** Gettel, Steve [sgettel@msdb.mt.gov]  
**Sent:** Friday, March 26, 2010 4:44 PM  
**To:** Staff; amclean89@hotmail.com; Warhank, Anneliese; bernard003@centurytel.net; cal\_gilbert@gfps.k12.mt.us; Will, Carol; Villa, Dan; John.Edwards@edwardslawfirm.org; Juneau, Denise; Wilkinson, Kris; Hall, Nancy; pmyersbpe@bresnan.net; Donovan, Pete; sbwillow@3rivers.net; scarroll@midrivers.com; Stearns, Sheila; Meloy, Steve  
**Subject:** Principal Selection at MSDB

On behalf of the selection committee I want to give you an update on the selection process for the position of principal here at MSDB. I want to thank the members of the committee for their time and dedication to the process. Committee members included Bill Sykes, Jim Kelly, Dennis Slonaker, Tiffany Harding, Carol Clayton-Bye, Julie Dee Alt, Jan Nelson, Chris Gutschenritter, Betty Cook, and parents Carmen Turnbow, and Anita Jones.

Applicants for the position were Dirk Albrecht from Maryland, and Steve Sangwin and Kim Schwabe. The committee wants to thank Steve and Kim for their dedication to the school and our students expressed through their interest and application for the position.

Through a very considerate and deliberate process the committee selected Kim Schwabe and an offer was made to her for the position. It is a pleasure to announce that this afternoon Kim accepted the offer and will begin as Principal at the Montana School for the Deaf and the Blind in July.

Kim has the full support of the committee and myself. She has the broad technical skills and experience required as Principal and clearly articulated the vision and a commitment to the continuous school improvement process. I am confident that together with our dedicated staff, the new leadership/supervisory team will continue to focus on improving educational outcomes for our students and make MSDB an even better place for deaf and blind children to attend school.

I ask that you welcome Kim to this new position and give her your full support as well as the rest of the administrative team.

Steve Gettel

Steve Gettel  
Superintendent  
Montana School for the Deaf and the Blind

**Will, Carol**

---

**From:** Meloy, Steve  
**Sent:** Thursday, March 25, 2010 2:15 PM  
**To:** 'Bernie Olson'; 'Cal Gilbert'; 'Erin Williams'; 'John Edwards'; Juneau, Denise; 'Patty Myers'; 'Sharon Carroll'; Stearns, Sheila; 'Tim Seery'; Villa, Dan  
**Cc:** Will, Carol  
**Subject:** MAPA

Dear Board,

At our March meeting Patty asked me to research whether or not the Board of Public Education is required by law to follow the Montana Administrative Procedures Act as it goes about promulgating rules. To follow is my analysis based on researching the Montana Code Annotated as it relates to MAPA which establishes standards for the adopting and review of agency rules 2-4-101.

For purposes of MAPA "agency" is defined as any board, bureau, commission, department, etc... as found in 2-3-102. Further, under this citation there are certain government entities excepted from the MAPA requirement. These exceptions specifically mention the Board of Regents and the Montana University System. This law does not provide any exception for the Board of Public Education. In addition, the Board has been considered an executive branch agency and I have been designated as the rule reviewer for the Board 2-4-110. For all intents and purposes the law seems to include the Board under the requirements of MAPA. However.....

It may be a stretch, but pursuant to 2-4-107, nothing in the law shall be considered to limit requirements imposed by statute or otherwise recognized law. "Otherwise recognized law" in our case could refer to constitutional law under which our rule making authority resides. The stretch part is to argue that the non-appropriated or high budgeted costs of promulgating rules through MAPA could limit the Board's ability to adopt rules in a timely fashion. If the Board wishes me to pursue this further, I would seek legal clarification of the applicability of 2-4-107.

If anyone has any questions in this regard, please do not hesitate to e-mail or call me.

Thanks,  
Steve

**Steve Meloy**  
**Executive Secretary**  
**Board of Public Education**  
**(406)444-6576**  
**smeloy@mt.gov**

**Will, Carol**

---

**From:** efeaver@mea-mft.org  
**Sent:** Wednesday, March 24, 2010 7:28 AM  
**To:** Will, Carol  
**Subject:** RTTT lottery application

Just a small story among much bigger ones.

Bottom line: We support our governor, superintendent, and board of public education as they work WITH us to make sense of things that do not immediately make sense. We are definitely NOT going to position ourselves outside the construct of any application Montana might make in the Race to the Top Lottery however odd and uncompromising the rules.

Stay tuned.

ef

---

## **About-face: Montana to join Race to the Top, seek millions for schools**

By GAIL SCHONTZLER, Bozeman Daily Chronicle, March 24, 2010

After months of turning their backs on President Barack Obama's \$4 billion Race to the Top school reform money, Montana's education leaders have made a 180-degree turn.

Gov. Brian Schweitzer, state Superintendent of Schools Denise Juneau and the Montana Board of Public Education announced earlier this month that -- after not even applying for the first round of Race to the Top money -- Montana will compete with other states in the second round.

Schweitzer stressed that Montana would develop a "Montana plan" that "addresses our unique set of Montana challenges."

Last fall virtually every education leader in Montana was critical of the Obama administration reform plan.

In January, Montana was one of only 10 states not to apply for Race to the Top. Juneau said last fall that Montana schools were doing well and shouldn't conform to "one-size-fits-all" federal reforms.

Now, with state revenues shrinking and school districts facing a grim budget outlook, it appears the chance to apply for \$20 million to \$75 million in one-time federal money has proven irresistible.

Juneau, meeting with federal officials in Washington, D.C., Tuesday, said some low-performing Montana schools truly need reform, and Race to the Top could help Montana educators, working as partners, to find solutions.

"We want to do it with educators, not to them," Juneau said.

Last July, Juneau wrote to Obama's education secretary, Arne Duncan, urging major changes in the Race to the Top rules. Her letter was signed by the heads of every major education group in the state -- school boards, school administrators, rural schools, the teachers' union and higher education.

Race to the Top originally stressed that states must allow charter schools, but now it calls for "innovative" schools, Juneau said, adding Montana has many innovative schools.

Montana has a chance of winning money in the second round, Juneau said. In the first round, 15 states were finalists and only one, Colorado, was from the West. She said she hopes the Obama administration will "balance that out."

Eric Feaver, president of the MEA-MFT teachers' union, was Montana's sharpest critic of Race to the Top last fall, calling it "devastating and irrational" and vowing to "do everything in our power" to keep the state from applying, unless the rules were changed.

Now Feaver said he'll help write the state's application. He said he wants to make sure Montana doesn't "surrender core values" like local control, keeping schools public, collective bargaining and requiring that teachers be licensed.

Also doing an about-face are the Montana School Boards Association, School Administrators of Montana and Montana Rural Education Association. Their leaders issued a statement March 11 of "cautious optimism" and said they were willing to work on the state's application.

School districts expect to start the next two-year budget cycle "\$42 million in the red," they wrote.

"Montana is in difficulties in financial resources and it's probably not wise simply to thumb our nose at the federal government and say, 'No way, Jose,'" Feaver said. "It's one-time money, but we've been funding a lot of things with one-time-only money. When times are really tight, you'll take your revenue streams wherever you can find them."

Dan Villa, the governor's education policy advisor, said Tuesday that Schweitzer has supported Race to the Top "all along," but to apply for the federal funds he must have signatures from Juneau and the Board of Public Education.

The governor sees it as a "once in a lifetime opportunity" to promote "real education reform," Villa said.

As soon as the Montana plan is pieced together in Helena, state officials will present it to school districts around the state for their ideas. School districts must sign on to apply for the funds, Juneau said. Bozeman schools should be eligible, Villa said.

If Montana applies by the June 1 deadline, it will find out in September if it's successful. If so, half the money would go to Helena to promote reform and half would go to school districts, Villa said.

Gail Schontzler can be reached at [gails@dailychronicle.com](mailto:gails@dailychronicle.com) or 582-2633.

\*\*\*\*\*

Only the individual sender is responsible for the content of the message, and the message does not necessarily reflect the position or policy of the National Education Association or its affiliates.

---

You are currently subscribed to mea-mft as: [cwill@mt.gov](mailto:cwill@mt.gov).

To unsubscribe click here:

<https://listserv.nea.org/u?id=807019.ccf5ce71c896cca71b214e113f4cb6bc&n=T&l=mea-mft&o=28170>

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to [leave-28170-807019.ccf5ce71c896cca71b214e113f4cb6bc@list.nea.org](mailto:leave-28170-807019.ccf5ce71c896cca71b214e113f4cb6bc@list.nea.org)

**Will, Carol**

---

**From:** Meloy, Steve  
**Sent:** Tuesday, March 23, 2010 4:24 PM  
**To:** Will, Carol; Donovan, Pete; Warhank, Anneliese  
**Subject:** FW: Superintendent Juneau Makes Our Case With Secretary Duncan Today

---

**From:** Parman, Dennis  
**Sent:** Tuesday, March 23, 2010 3:25 PM  
**To:** 'efeaver@mea-mft.org'; Meloy, Steve; 'Lance Melton'; 'Darrell Rud'; Dave Puyear (dpuyear@mrea-mt.org); Patty Myers (pmyersbpe@bresnan.net); Claudette Morton (cmorton@metnet.mt.gov); Mark Lambrecht (marklambrecht@bresnan.net); Marco Ferro (mferro@mea-mft.org); Erik Burke (eburke@mea-mft.org)  
**Subject:** Superintendent Juneau Makes Our Case With Secretary Duncan Today

FYI. Below is an excerpt from Ed Week today. Link to full article at the bottom.

## EDUCATION WEEK—

### **Chiefs Press Education Secretary on ESEA Issues**

**By Lesli A. Maxwell**

.....

"Among the topics: the \$4 billion Race to the Top competition, states' momentum toward adoption of common academic standards, and the challenges for rural states in turning around their lowest-performing schools through methods mandated as a condition of receiving billions of dollars in Title I school improvement grants.

The needs of rural states prompted especially lively discussion. "The frontier is really where we are," said Denise Juneau, Montana's state superintendent. "We are more rural than rural."

Ms. Juneau emphasized that even the so-called transformation model, which is less drastic than the three other turnaround models that the U.S. Department of Education has said are acceptable, won't work in her state because the approach requires the principals to be replaced. The five schools that Montana has identified as the lowest-performing are all located on isolated American Indian reservations she said.

Even if those districts could find strong principals to replace the existing ones, Ms. Juneau said, there are more fundamental challenges, such as where they would stay.

"We lack housing," she told the secretary. "If we want to get a turnaround specialist in these places, we may not even be able to buy a double-wide trailer for them."

But Mr. Duncan would not concede that rural states can't use the transformation model successfully, telling Ms. Juneau that Montana and others were selling themselves "a little bit short."

He said the Education Department is trying to help by giving rural states a competitive advantage in applying for some of the \$650 million in Investing in Innovation, or i3, stimulus grants, and stressed that "we are going to fund, not where there's a capacity to write a grant, but where there's a capacity to help kids."

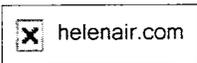
The secretary also said that Montana would be receiving roughly \$10 million in school improvement money for the five schools it identified as low-performing. "Think about the resources you will have for those five schools," he said."

Full article:

<http://www.edweek.org/ew/articles/2010/03/23/27chiefs.h29.html?tkn=UZVF5emsPA59IEJZtGa3cOMVCyxeHEhLPPSd&cmp=clp-edweek>



**Dennis J. Parman**  
Deputy Superintendent  
(406) 444-5643 Fax: (406) 444-9299  
PO Box 202501  
Helena, MT 59620-2501  
**Montana Office of Public Instruction**  
**Denise Juneau, Superintendent**



## State plans for fed's Race to the Top program

By **ROB ROGERS** Billings Gazette | Posted: Friday, March 19, 2010 12:00 am

**BILLINGS** — Montana education officials are creating a plan to compete for federal stimulus dollars reserved for academically high-performing states.

It's part of the federal Race to the Top program, and the state could earn between \$20 million and \$80 million if it meets all the requirements, which include having state laws that support charter schools and creating teacher and principal evaluations that are based in part on student performance.

Hopes aren't exactly high, however.

"I don't know anybody in education that is optimistic that Montana is going to be able to qualify for this money," said Billings School District 2 Superintendent Jack Cops.

Race to the Top, he said, was designed more to aid and reform ailing urban and inner-city school districts, not rural ones.

Still, the state has to try, said Darrell Rud, executive director of School Administrators of Montana.

"If we don't apply for it, there's not a lot of (other) possibilities for revenue," he said. "Schools are hurting and it's only getting worse."

Montana school districts will be in the hole approximately \$42 million as they start the next school year, he said.

Rud would be less supportive of competing in Race to the Top if there were other funds the state could go after.

"There's just a couple of pieces there that make portions of (Race to the Top) pretty nonpalatable," he said.

For example, one provision requires states to remove principals from chronically underperforming schools. Rud, a past principal who was once transferred from a high-performing school to a low-performing school within his district, said too many factors in the student's life — economics, home life and health — are out of a principal's control. Simply removing a principal isn't going to fix a problem, he said.

Still, he's pleased with the state's decision to compete and said it has a responsibility to go after whatever funding it can get.

Denise Juneau, the state superintendent of schools, thinks the application the state has put together justifies Montana's inclusion in the funding competition.

"We should be competitive," she said. But "we need to do it our way."

Race to the Top requires that states have laws that facilitate the creation of charter schools. Montana has no such laws.

Instead, Juneau said, the Montana Board of Education has a provision that allows educators to petition the board to start a charter school. Until now, no one has done it, she said. She sees that as a good thing and believes it shows the state is flexible enough to allow its schools to experiment.

As an example, she pointed to SD2's Career Center, a high-school facility that provides job training, advanced curriculum and core education classes to 800 full- and part-time students from Billings' three high schools.

The other controversial provision — requiring principal and teacher evaluations to be based 50 percent on students' academic performance — can be worked around, she said.

"I think there's another way to do that," she said.

The state needs to work with educators to create a master list of requirements that would be included in evaluations. Individual districts could then tailor the components to fit their needs on a local level, she said.

In other words, the state would provide the model for evaluations and the districts would choose to use it, she said.

However, key to making any move in reforming education on a state level is to ensure the State Office of Public Instruction "is doing it with educators," Juneau said, "not to them."

Reporter Rob Rogers: 406-657-1231 or [rrogers@billingsgazette.com](mailto:rrogers@billingsgazette.com).



## Board of Public Education

### BOARD MEMBERS

#### APPOINTED MEMBERS:

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Cal Gilbert  
Great Falls

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

#### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

#### EXECUTIVE SECRETARY:

Steve Meloy

March 22, 2010

Sue Buswell, President  
Montana Association of School Nurses  
1425 Illinois Ave  
Helena, MT 59601

Dear Ms. Buswell,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as this year's Montana School Nurse of the Year by the Montana Association of School Nurses. Your continued commitment to your profession and the health and wellbeing of Montana's children is greatly appreciated.

Thank you for your dedication to nursing, education, and to the students of Montana public schools.

Sincerely,

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

Patty Myers  
Chair

**Will, Carol**

---

**From:** Meloy, Steve  
**Sent:** Friday, March 12, 2010 1:14 PM  
**To:** Will, Carol  
**Subject:** FW: MTSBA, SAM and MREA Issue Joint Press Release on Race to the Top

---

**From:** MTSBA, SAM and MREA [mailto:noreply@boardsolutions.com]  
**Sent:** Thursday, March 11, 2010 2:08 PM  
**To:** Meloy, Steve  
**Subject:** MTSBA, SAM and MREA Issue Joint Press Release on Race to the Top

Dear Steve:

Below is a joint press release of the Montana School Boards Association, School Administrators of Montana and Montana Rural Education Association issued today in response to the announcement of state officials that Montana will be applying for federal Race to the Top Funds.

Please direct any questions to any of the following:

- Lance Melton, Executive Director, Montana School Boards Association ([lmelton@mtsba.org](mailto:lmelton@mtsba.org))
- Darrell Rud, Executive Director, School Administrators of Montana ([samdr@sammt.org](mailto:samdr@sammt.org))
- Dave Puyear, Executive Director, Montana Rural Education Association ([dpuyear@mrea-mt.org](mailto:dpuyear@mrea-mt.org))

## **Major School Groups Express Caution, Willingness to Work with State Policymakers on Race to the Top Application**

March 11, 2010

The Montana School Boards Association (MTSBA), School Administrators of Montana (SAM) and Montana Rural Education Association (MREA), key representatives of elected school boards and administrative leaders throughout the state, reacted with cautious optimism to the announcement of the Governor, Superintendent of Public Instruction and Board of Public Education today that the state will pursue Race to the Top funding. The Governor, Superintendent of Public Instruction and Board of Public Education made the announcement at the Board of Education meeting in Helena earlier this morning. The Race to the Top program is a key cog in the Obama Administration's plans for increasing federal control over the nation's public schools in an effort to improve underperforming schools. Until today's announcement, Montana was one of ten states that had chosen not to participate in the first round of applications for the money.

The three organizations issued a joint statement indicating that they are cautiously optimistic about Montana applying for Race to the Top Funds given the following positive comments of Governor Schweitzer and Superintendent Juneau in explaining their plans:

**Governor Schweitzer:** *"Montana is not Chicago. One size doesn't fit all when it comes to education. The challenges our schools face may be more difficult or they may be less than those in other parts of the country. All we know is that they are different. That's why we will spend the next few months developing a Montana plan to apply for Race to the Top funds that addresses our unique set of Montana challenges."*

**Superintendent Juneau:** *This application will reflect the diversity of Montana. It will fit the needs of our frontier, rural, and urban schools while maintaining our long-held traditions of local control, collective bargaining, and working together. Finally, these proposals and initiatives will be developed with the collaboration, support, and expertise of our statewide partners and the PreK-20 education community.*

The organizations also expressed a commitment to work with state policymakers to ensure that Montana's application articulates the improvements already underway in the state, and articulate the value of community control of schools and initiative of elected school board members in the process of applying for Race to the Top funds.

MTSBA, SAM and MREA also urged that Race to the Top funding not be considered as a replacement funding source for the upcoming biennium. "Race to the Top is limited to Title I schools and that means that several school districts around the state will not qualify for any funds under this program" offered Lance Melton, Executive Director of the Montana School Boards Association. Added Darrell Rud, Executive Director of the School Administrators of Montana "the federal government estimates that a state of Montana's size could expect between \$20 million and \$80 million in one-time only funds if its application were granted. That seems like a lot until you realize that school districts are expected to start out approximately \$42 million in the red in ongoing funds in the upcoming biennium. One time only earmarked federal funds are not a replacement for the ongoing state and local investments needed to help Montana's public schools maintain their high standards and improve their levels of achievement."

MTSBA, SAM and MREA expressed an interest and willingness to participate in crafting the application. "We hope that the state policymakers will include us in the planning for this important application" stated Dave Puyear, Executive Director of MREA. Added Rud "There are several specific initiatives called for in Race to the Top that are neither needed nor wise for any of Montana's schools and we want to ensure that we don't offer to dismantle the good things working in Montana in pursuit of one time federal funds conditioned on the U.S. Department of Education's vision of what a successful school looks like." Added Puyear "The Department of Education's plan may work fine in large urban communities like Chicago, but there is a lot left to be desired in what it would require of Montana schools, many of which have and will continue to far exceed the performance of the urban centers that have inspired the call for improvement under Race to the Top and other evolving federal programs. We need to find a way to capture the Montana model of success in a way that garners recognition from the federal government."

Montana's application will be part of the Phase 2 process of Race to the Top. In Phase 1, only one western state, Colorado, made the list of finalists for Phase I grants. Phase 2 applications are due on June 1, 2010 and awards will be made by September of 2010.

MTSBA, SAM and MREA are the three primary organizations in Montana that represent elected school board members, superintendents, principals and other administrative leaders.

**Will, Carol**

---

**From:** efeaver@mea-mft.org  
**Sent:** Thursday, March 11, 2010 3:39 PM  
**To:** Will, Carol  
**Subject:** FW: Montana to Submit Race to the Top Application  
**Attachments:** Attach0.html

As we stated today before the board of education, MEA-MFT will work with the governor, superintendent, and board of public education to ensure so far as we are able that our state's RTTT application receives favorable attention in the U.S. Department of Education.

But we cautioned:

We are not Chicago, and

We are not Central Falls!

We will not surrender certain core values.

Montana is a local control, unionized, "frontier" state.

Over time, sometimes at great tax payer cost and political pain, Montana has already developed demanding student, school, and teacher expectations.

I do not believe for a nanosecond that Montana education and political leaders are ready to surrender governance and control of our public schools to the federal government that carries only about 10% of the school funding freight . . . and with RTTT has decided that it will dole out some of that freight on a competitive and one-time-only basis.

So, our objective throughout will be to help the governor, superintendent, and board of public education prepare and submit an RTTT application that underscores our strengths as we identify our weaknesses and outline how we will address those weaknesses - in a Montana context, from a Montana frame of mind.

ef

---

**From:** Official\_Email@metnet.mt.gov [mailto:Official\_Email@metnet.mt.gov]  
**Sent:** Thu 3/11/2010 4:03 PM  
**To:** Feaver, Eric [MT]  
**Subject:** Montana to Submit Race to the Top Application

Contributed by Denis Parman <[dparman@mt.gov](mailto:dparman@mt.gov)>, Internet:

Please Direct This Message To: School officials and personnel

Governor Brian Schweitzer, Superintendent of Public Instruction Denise Juneau, and the Montana Board of Education announced today that Montana plans to submit a Round II application for federal Race to the Top funding to the U.S. Department of Education.

We want to use a high level of collaboration to help all Montana students reach higher levels of academic achievement, reduce gaps in student academic performance, and ensure more students are career and college ready.

Montana's Race to the Top proposal will target resources to schools based on their locally-identified needs. If funded, these resources will be available to:

Support continuous improvement and innovation in high performing schools,  
Build capacity in schools to increase academic achievement of students, and  
Support reform for those schools that have been unable to find their way to success to date.

Funding awarded to Montana would be used for education proposals primarily in four areas, including:

- Adopting or aligning standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction
- Transforming our lowest-achieving schools, and
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most

This application will reflect the diversity of Montana. It will fit the needs of our frontier, rural, and urban schools while maintaining our long-held traditions of local control, collective bargaining, and working together.

Finally, these proposals and initiatives will be developed with the collaboration, support, and expertise of our statewide partners and the PreK-20 education community.

\*\*\*\*\*

Only the individual sender is responsible for the content of the message, and the message does not necessarily reflect the position or policy of the National Education Association or its affiliates.

---

You are currently subscribed to mea-mft as: [cwill@mt.gov](mailto:cwill@mt.gov).

To unsubscribe click here:

<https://listserv.nea.org/u?id=807019.ccf5ce71c896cca71b214e113f4cb6bc&n=T&l=mea-mft&o=26544>

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to [leave-26544-807019.ccf5ce71c896cca71b214e113f4cb6bc@list.nea.org](mailto:leave-26544-807019.ccf5ce71c896cca71b214e113f4cb6bc@list.nea.org)

**Will, Carol**

---

**From:** NASBE [boards=nasbe.org@mcsv168.net] on behalf of NASBE [boards@nasbe.org]  
**Sent:** Wednesday, March 10, 2010 7:19 AM  
**To:** Will, Carol  
**Subject:** NASBE Applauds Release of Common Core Standards for K-12 Education



**For Immediate Release**

**Contact: Steve Berlin**

March 10, 2010

703-684-4000

## **NASBE APPLAUDS RELEASE OF COMMON CORE STATE STANDARDS FOR K-12 EDUCATION**

**Arlington, Va.** — The National Association of State Boards of Education (NASBE) commends the National Governor’s Association (NGA) and the Council of Chief State School Officers (CCSSO) for their combined efforts to draft a set of common core standards in math and English language arts for K-12 education. The work of these organizations to build and engage a broad coalition to support this work is a laudable achievement in its own right. NASBE is pleased to be a member of the Advisory Board that has assisted in this effort as the work progressed.

As the draft standards are open for public comment for the next several weeks, it is critical to keep in mind that this is a state-led initiative focused on a national imperative to ensure that every student in every district is taught to a clear set of standards that will prepare them for a successful future. Although there may be concerns in some quarters about the shift from state-by-state standards to common standards, NASBE’s leadership is confident that the authors of the standards listened to the many representatives from education and the policy fields as they strived to address the issues of all those concerned.

“This is just the beginning of a process, not the end,” said NASBE Executive Director Brenda Welburn. “I hope people will be thoughtful and use this comment period to strengthen these common standards rather simply look for a reason not to support this important initiative. We need to work as a nation to ensure all students receive a high-quality education that prepares them for a greater future. The Common Core Standards is a vital component to that work.”

NASBE also recognizes that the needs of English language learners and special needs students are explicitly addressed in these standards as yet another sign that the perspectives of a broad range of groups were considered.

Since the NGA and CCSSO started their work to create standards in these subject areas, the discussion alone has spurred the consideration of common standards in science, the arts and social studies among the disciplinary groups, as policymakers and educators have come to realize that the basic educational needs of students do not differ from one state to the next.

NASBE's final regional meetings on the standards will be in St. Louis March 29-30. [Podcasts](#) from our Southern, Western, and Northeast area meetings are available by following [this link](#).

\*\*\*

The National Association of State Boards of Education represents America's state and territorial boards of education. NASBE exists to strengthen State Boards as the preeminent educational policymaking bodies for citizens and students. For more, visit [www.nasbe.org](http://www.nasbe.org).

Our mailing address is:  
NASBE  
2121 Crystal Drive  
Suite 350  
Arlington, VA 22202

Copyright (C) 2009 NASBE All rights reserved.

Sent to [cwill@mt.gov](mailto:cwill@mt.gov). [Unsubscribe](#) | [Update Profile](#) | [Forward to a Friend](#)



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

Vice Chair

Erin Williams  
Missoula

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

March 1, 2010

Kelly Chapman, Vice President  
Chief of Foundation Activities  
Student Assistance Foundation  
2500 Broadway  
Helena, MT 59602

Dear Ms. Chapman:

I am very pleased to provide this letter of support for the Student Assistance Foundation appropriations request.

Over the years, Student Assistance Foundation has been a valued partner in providing students and families with the knowledge, tools, and resources to pursue postsecondary goals. This is an organization that has put its money where its vision is, making a profound difference for Montana students. Through innovative programs like Access Grants, outreach offices on eight Montana campuses, and delivery of the Montana Career Information System throughout the state, Student Assistance Foundation has proven its commitment to helping students succeed.

This commitment is needed now, more than ever. While Montana's colleges and universities are successfully transitioning their technical systems to provide access to Federal Direct Student Loans, concerns remain about how best to communicate and support this change for students and parents. We believe the outreach services provided through Student Assistance Foundation will be imperative in our efforts to help students and their families understand and negotiate the transition. With offices located on eight campuses throughout Montana and the potential to add two additional offices, students throughout Montana will receive the professional assistance they've come to rely upon from Student Assistance Foundation.

I'm equally pleased to support the efforts of the Student Assistance Foundation to enhance electronic delivery of college access services and to improve student financial literacy through implementation of the Grad Ready suite of products. As a trusted partner among college access and success programs, Student Assistance Foundation is an appropriate and necessary leader in these efforts.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Meloy", is written over a horizontal line. The signature is stylized and extends to the right, ending in a long, thin tail.

Steve Meloy  
Executive Secretary  
Montana Board of Public Education



REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: MARCH 2010

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

PAGE NO. 1  
 RUN DATE: 04/01/2010  
 RUN TIME: 01:33:21

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	75% CURR+PRIOR
583300	Inception of Lease-NONBUDGETED 01100				3,118.00		3,118.00
TOTAL	FUND 01100 General Fund	9,459.46	87,918.39		3,118.00		3,118.00
TOTAL	PART-A ACTUAL REVENUE ACCOUNT SUMMARY	9,459.46	88,368.39		3,118.00		3,118.00

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	75% CURR+PRIOR
61101	Regular		87,918.39		3,118.00		87,918.39
61112	Differential Pay		450.00		3,118.00		450.00
TOTAL	61100 Salaries	9,459.46	88,368.39		3,118.00		88,368.39
61301	Per Diem		1,550.00				1,550.00
61401	FICA		6,479.76				6,479.76
61402	Retirement - Other		1,515.73				1,515.73
61403	Group Insurance		9,948.93				9,948.93
61404	Workers Compensation Insur		1,228.13				1,228.13
61404A	State Fund Dividend-NONBUDG		13.68-				13.68-
61410	State Unemployment Tax		308.83				308.83
61411	Teachers Retirement		6,629.77				6,629.77
TOTAL	61400 Employee Benefits	3,014.19	26,097.47				26,097.47
TOTAL	61000 Personal Services	12,473.65	116,015.86				116,015.86

62102	Consult & Prof Services		10.00				10.00
62104	Insurance & Bonds		309.00				309.00
62108	Legal Fees & Court Costs		2,562.00				2,562.00
62113	Warrant Writing Services		37.84				37.84
62114	HRIS Service Fees		372.50				372.50
62114A	Workers' Comp Program Fees		51.00				51.00
62148	SABHRS Administrative Costs		849.75				849.75
62190	Printing/Pub & Graphics		302.30				302.30
62199	General		3,490.00				3,490.00
621B5	ITSD Email		64.18				64.18
621B8	ITSD Operational Support		21.49				21.49
621C1	ITSD Installation		45.00				45.00
621C5	ITSD Enterprise Services		510.44				510.44
TOTAL	62100 Other Services		8,625.50				8,625.50

62212	Photo & Reproduction		210.74				210.74
62225	Books & Reference Materials		16.50				16.50
62236	Ofc Supplies/Central Stores		102.85				102.85
62241	Office Sup/Minor Equip-NonStat		657.03				657.03
62249	Minor Software		106.00				106.00
62280	Program Expense		495.82				495.82
TOTAL	62200	30.27-	495.82				495.82



REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: MARCH 2010

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

PAGE NO. 2  
 RUN DATE: 04/01/2010  
 RUN TIME: 01:33:21

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	CURR+PRIOR
TOTAL	62300	1.64	1,974.22			75%	1,974.22

62401	In-State Personal Car Mileage	01100	265.10			265.10	
62402	In-State Commercial Transport	01100	50.00			50.00	
62404	In-State State Motor Pool	01100	325.22			325.22	
62407	In-State Meals	01100	85.00			85.00	
62408	In-State Lodging	01100	799.94			799.94	
62410	In-State Meals Overnight	01100	18.00			18.00	
62412	Out-Of-State Commercial Trans	01100	648.90			648.90	
62417	Out-Of-State Meals	01100	86.00			86.00	
62418	Out-Of-State Lodging	01100	587.12			587.12	
62427	Commuter Allowance	01100	62.00			62.00	
62485	NonEmployOutstateCommerc/Trans	01100	117.70			117.70	
62486	NonEmployInStateCommerc/Trans	01100	517.30			517.30	
62489	Non-Employee In State Mileage	01100	6,411.85			6,411.85	
62490	Non-Employee In State Meals	01100	1,414.00			1,414.00	
62497	Non-Employee In-State Lodging	01100	4,861.08			4,861.08	
TOTAL	62400	Travel	16,249.21			16,249.21	

62528	Rent-Non Dept of Admin	01100	4,899.51			4,899.51	
62801	Dues	01100	21,995.00			21,995.00	
62802	Subscriptions	01100	94.62			94.62	
62817	Meetings/Conference Costs	01100	695.00			695.00	
62878	Parking Fees	01100	952.00			952.00	
62888	Statewide Indirect Costs	01100	56.00			56.00	
TOTAL	62800	Other Expenses	23,792.62			23,792.62	

TOTAL	62000	Operating Expenses	57,480.00			57,480.00	
63302	Office Equip-Cap Lease-Nonbud	01100			3,118.00	3,118.00	
69301	Principal - Leases	01100	74.24			74.24	
TOTAL	FUND 01100	General Fund	174,238.26		3,118.00	177,356.26	
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		174,238.26		3,118.00	177,356.26	

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
PART-B BUDGET EXPENSE ACCOUNT SUMMARY								
62000	Operating Expenses	01100	2009 235HI		2,220.64	2,220.64		
TOTAL	SUB-CLS 235HI ADMINISTRATION				2,220.64	2,220.64		
TOTAL	FUND 01100	General Fund			2,220.64	2,220.64		
TOTAL	PROGRAM 2009				2,220.64	2,220.64		

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

PAGE NO. 3  
 RUN DATE: 04/01/2010  
 RUN TIME: 01:33:21

REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: MARCH 2010

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	ELAPSED TIME YTD:	%
TOTAL FUND	01100	General Fund		222,321.00		174,251.94	BALANCE	78
TOTAL PROGRAM	2010			222,321.00		174,251.94		78
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				222,321.00	2,220.64-	176,472.58		78

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-IN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY1986100	03/09/2010	000003	PPE 02/26/10 JEL1 ON-CYCLE	4,729.73		
61101	PAY1991338	03/23/2010	000003	PPE 03/12/10 JF1 ON-CYCLE	4,729.73		
TOTAL	61101	Regular			9,459.46		
61401	PAY1986100	03/09/2010	000005	PPE 02/26/10 JEL1 ON-CYCLE	344.01		
61401	PAY1991338	03/23/2010	000005	PPE 03/12/10 JF1 ON-CYCLE	344.02		
TOTAL	61401	FICA			688.03		
61402	PAY1986100	03/09/2010	000007	PPE 02/26/10 JEL1 ON-CYCLE	80.75		
61402	PAY1991338	03/23/2010	000007	PPE 03/12/10 JF1 ON-CYCLE	80.75		
TOTAL	61402	Retirement - Other			161.50		
61403	PAY1986100	03/09/2010	000009	PPE 02/26/10 JEL1 ON-CYCLE	645.05		
61403	PAY1991338	03/23/2010	000009	PPE 03/12/10 JF1 ON-CYCLE	645.05		
TOTAL	61403	Group Insurance			1,290.10		
61404	PAY1986100	03/09/2010	000011	PPE 02/26/10 JEL1 ON-CYCLE	65.78		
61404	PAY1991338	03/23/2010	000011	PPE 03/12/10 JF1 ON-CYCLE	65.78		
TOTAL	61404	Workers Compensation Insur			131.56		
61410	PAY1986100	03/09/2010	000013	PPE 02/26/10 JEL1 ON-CYCLE	16.55		
61410	PAY1991338	03/23/2010	000013	PPE 03/12/10 JF1 ON-CYCLE	16.55		
TOTAL	61410	State Unemployment Tax			33.10		
61411	PAY1986100	03/09/2010	000015	PPE 02/26/10 JEL1 ON-CYCLE	354.95		
61411	PAY1991338	03/23/2010	000015	PPE 03/12/10 JF1 ON-CYCLE	354.95		
TOTAL	61411	Teachers Retirement			709.90		
62241	ACC1983988	03/03/2010	000010	Staples	42.88	00002262	STRINGER BUSINESS SYSTEMS
62280	ACC1983988	03/03/2010	000014	Water - February	12.90	00002263	LEHRKINDS INC
62280	ACC1983988	03/03/2010	000016	Cable - March	32.72	00002261	BRESNAN COMMUNICATIONS LLC
62280	ARD1984927	03/04/2010	000001	1033	75.89-		
TOTAL	62280	Program Expense			30.27-		
623B4	0001979965	03/01/2010	000003	ITSD Long Distance	1.64		
62489	ACC1988896	03/16/2010	000047	Mileage, Lodging, Meals	90.00	00002273	PATTY MYERS
62489	ACC1988896	03/16/2010	000048	Mileage, Melas	180.00	00002274	CAL GILBERT
TOTAL	62489	Non-Employee In State Mileage			270.00		
62490	ACC1988896	03/16/2010	000056	Mileage, Lodging, Meals	34.00	00002273	PATTY MYERS
62490	ACC1988896	03/16/2010	000057	Mileage, Melas	12.00	00002274	CAL GILBERT

REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: MARCH 2010  
 STATE OF MONTANA  
 ORGANIZATION DETAIL REPORT  
 ORG: 1 - BOARD OF PUBLIC EDUCATION  
 MGR NAME: MELOY, STEVE  
 PAGE NO. 4  
 RUN DATE: 04/01/2010  
 RUN TIME: 01:33:21

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:
TOTAL	62490		Non-Employee	In State Meals	87.00	00002275	JOHN EDWARDS	75%
	62497	03/16/2010	000065	Mileage, Lodging, Meals	175.34	00002273	PATTY MYERS	
	62497	03/16/2010	000066	Air, Lodging, Meals	2.37	00002275	JOHN EDWARDS	
TOTAL	62497		Non-Employee	In-State Lodging	177.71			
	62878	03/03/2010	000017	Parking-March	112.00	00002264	HELENA CITY OF TREASURER	
	69301	03/26/2010	000007	April Lease	74.24	00002278	LYON FINANCIAL SERVICES INC	

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 13,208.85

REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: MARCH 2010

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

PAGE NO. 1  
 RUN DATE: 04/01/2010  
 RUN TIME: 01:33:21

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	75%
						CURR+PRIOR	
<b>PART-A ACTUAL EXPENSE ACCOUNT SUMMARY</b>							
61101 Regular	01100	6,720.16	432.44			432.44	
61101 Regular	02122	6,720.16	61,885.47			61,885.47	
TOTAL 61101 Regular		6,720.16	62,317.91			62,317.91	
61112 Differential Pay	01100	6,720.16	450.00			450.00	
TOTAL 61100 Salaries		6,720.16	62,767.91			62,767.91	
61401 FICA	01100	494.40	35.60			35.60	
61401 FICA	02122	494.40	4,656.08			4,656.08	
TOTAL 61401 FICA		494.40	4,691.68			4,691.68	
61402 Retirement - Other	01100	127.20	35.88			35.88	
61402 Retirement - Other	02122	127.20	1,217.79			1,217.79	
TOTAL 61402 Retirement - Other		127.20	1,253.67			1,253.67	
61403 Group Insurance	01100	1,358.00	125.20			125.20	
61403 Group Insurance	02122	1,358.00	10,496.19			10,496.19	
TOTAL 61403 Group Insurance		1,358.00	10,621.39			10,621.39	
61404 Workers Compensation Insur	01100	122.72	9.12			9.12	
61404 Workers Compensation Insur	02122	122.72	1,139.14			1,139.14	
TOTAL 61404 Workers Compensation Insur		122.72	1,148.26			1,148.26	
61410 State Unemployment Tax	01100	23.52	1.76			1.76	
61410 State Unemployment Tax	02122	23.52	218.32			218.32	
TOTAL 61410 State Unemployment Tax		23.52	220.08			220.08	
61411 Teachers Retirement	02122	487.20	4,487.03			4,487.03	
TOTAL 61400 Employee Benefits		2,613.04	22,422.11			22,422.11	
TOTAL 61000 Personal Services		9,333.20	85,190.02			85,190.02	
TOTAL FUND 01100 General Fund		9,333.20	1,090.00			1,090.00	
TOTAL FUND 02122 Advisory Council		9,333.20	84,100.02			84,100.02	
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		9,333.20	85,190.02			85,190.02	
<b>PART-B BUDGET EXPENSE ACCOUNT SUMMARY</b>							
61000 Personal Services	FUND	PROG	SUB-CLS	BUDGET	EXPENDED	BALANCE	%
61000 Personal Services	01100	2010	235H1	640.00	640.00	100	
61000 Personal Services	01100	2010	235H2	510.00	450.00	60.00	88
61000 Personal Services	02122	2010	235H1	111,049.00	84,100.02	26,948.98	76
TOTAL 61000 Personal Services				112,199.00	85,190.02	27,008.98	76
TOTAL SUB-CLS 235H1 ADMINISTRATION				640.00	640.00	100	
TOTAL SUB-CLS 235H2 HB 13 OTO PAYMENT				510.00	450.00	60.00	88
TOTAL FUND 01100 General Fund				1,150.00	1,090.00	60.00	95
TOTAL SUB-CLS 235H1 ADMINISTRATION				111,049.00	84,100.02	26,948.98	76
TOTAL FUND 02122 Advisory Council				111,049.00	84,100.02	26,948.98	76

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

PAGE NO. 2  
 RUN DATE: 04/01/2010  
 RUN TIME: 01:33:21

REPORT ID: MTGL0106-0  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: MARCH 2010

ELAPSED TIME YTD: 75%  
 BALANCE %  
 27,008.98 76

EXPENDED  
 85,190.02

VENDOR NAME

ENCUMBERED

BUDGET  
 112,199.00

FUND PROG SUB-CLS

TOTAL PROGRAM 2010

TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY

112,199.00

27,008.98 76

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY1986099	03/09/2010	000002	PPE 02/26/10 JEL1 ON-CYCLE	3,360.08		
61101	PAY1991337	03/23/2010	000002	PPE 03/12/10 JF1 ON-CYCLE	3,360.08		
TOTAL	61101	Regular			6,720.16		
61401	PAY1986099	03/09/2010	000003	PPE 02/26/10 JEL1 ON-CYCLE	247.20		
61401	PAY1991337	03/23/2010	000003	PPE 03/12/10 JF1 ON-CYCLE	247.20		
TOTAL	61401	FICA			494.40		
61402	PAY1986099	03/09/2010	000004	PPE 02/26/10 JEL1 ON-CYCLE	63.60		
61402	PAY1991337	03/23/2010	000004	PPE 03/12/10 JF1 ON-CYCLE	63.60		
TOTAL	61402	Retirement - Other			127.20		
61403	PAY1986099	03/09/2010	000005	PPE 02/26/10 JEL1 ON-CYCLE	679.00		
61403	PAY1991337	03/23/2010	000005	PPE 03/12/10 JF1 ON-CYCLE	679.00		
TOTAL	61403	Group Insurance			1,358.00		
61404	PAY1986099	03/09/2010	000006	PPE 02/26/10 JEL1 ON-CYCLE	61.36		
61404	PAY1991337	03/23/2010	000006	PPE 03/12/10 JF1 ON-CYCLE	61.36		
TOTAL	61404	Workers Compensation Insur			122.72		
61410	PAY1986099	03/09/2010	000007	PPE 02/26/10 JEL1 ON-CYCLE	11.76		
61410	PAY1991337	03/23/2010	000007	PPE 03/12/10 JF1 ON-CYCLE	11.76		
TOTAL	61410	State Unemployment Tax			23.52		
61411	PAY1986099	03/09/2010	000008	PPE 02/26/10 JEL1 ON-CYCLE	243.60		
61411	PAY1991337	03/23/2010	000008	PPE 03/12/10 JF1 ON-CYCLE	243.60		
TOTAL	61411	Teachers Retirement			487.20		
TOTAL	PART-C	CURR MONTH DETAIL EXPENSE TRANSACTIONS			9,333.20		

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

REPORT ID: MTGL0106-0  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: MARCH 2010

PAGE NO. 1  
 RUN DATE: 04/01/2010  
 RUN TIME: 01:33:21

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	75% CURR+PRIOR
<b>PART-A ACTUAL REVENUE ACCOUNT SUMMARY</b>							
583300	Inception of Lease-NONBUDGETED				3,118.00		3,118.00
TOTAL	FUND 02219 Research Fund				3,118.00		3,118.00
<b>TOTAL PART-A ACTUAL REVENUE ACCOUNT SUMMARY</b>							
<b>PART-A ACTUAL EXPENSE ACCOUNT SUMMARY</b>							
61101	Regular	250.26	1,501.56		1,501.56		1,501.56
61301	Per Diem	250.00	800.00		800.00		800.00
61401	FICA	16.96	105.37		105.37		105.37
61402	Retirement - Other	17.94	107.64		107.64		107.64
61403	Group Insurance	67.90	1,243.68		1,243.68		1,243.68
61404	Workers Compensation Insur	4.56	27.36		27.36		27.36
61404A	State Fund Dividend-NONBUDG		13.68-		13.68-		13.68-
61410	State Unemployment Tax	0.88	5.28		5.28		5.28
TOTAL	61400 Employee Benefits	108.24	1,475.65		1,475.65		1,475.65
TOTAL	61000 Personal Services	608.50	3,777.21		3,777.21		3,777.21
62102	Consult & Prof Services		10.00		10.00		10.00
62104	Insurance & Bonds		309.00		309.00		309.00
62113	Warrant Writing Services		41.52		41.52		41.52
62114	HRIS Service Fees	3.73	372.50		372.50		372.50
62114A	Workers' Comp Program Fees		51.00		51.00		51.00
62148	SABHRS Administrative Costs		849.75		849.75		849.75
62190	Printing/Pub & Graphics		97.47		97.47		97.47
62199	General		90.00		90.00		90.00
621B5	ITSD Email	18.33	82.45		82.45		82.45
621B8	ITSD Operational Support	6.14	27.63		27.63		27.63
621C1	ITSD Installation		45.00		45.00		45.00
621C5	ITSD Enterprise Services	145.83	656.21		656.21		656.21
TOTAL	62100 Other Services	174.03	2,632.53		2,632.53		2,632.53
62212	Photo & Reproduction	20.26	230.98		230.98		230.98
62225	Books & Reference Materials		16.50		16.50		16.50
62236	Ofc Supplies/Central Stores		63.03		63.03		63.03
62241	Office Sup/Minor Equip-NonStat	177.88	261.65		261.65		261.65
62249	Minor Software.		53.00		53.00		53.00
62280	Program Expense	25.00	25.00		25.00		25.00
62280	Program Expense	35.98	562.04		562.04		562.04
TOTAL	62280 Program Expense	60.98	587.04		587.04		587.04
622B1	ITSD Asset Broker	100.00	450.00		450.00		450.00
TOTAL	62200 Supplies & Materials	359.12	1,662.20		1,662.20		1,662.20
62304	Postage & Mailing	111.75	1,054.07		1,054.07		1,054.07
62319	Cellular Phones	58.76	58.76		58.76		58.76
623B0	ITSD Voice Services	88.11	432.95		432.95		432.95
623B2	ITSD Network Services	45.92	206.64		206.64		206.64
623B4	ITSD Long Distance	6.40	11.90		11.90		11.90
TOTAL	62300 Communications	310.94	1,764.32		1,764.32		1,764.32

STATE OF MONTANA  
 ORGANIZATION DETAIL REPORT  
 REPORT ID: MTGL0106-0  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: MARCH 2010  
 PAGE NO. 2  
 RUN DATE: 04/01/2010  
 RUN TIME: 01:33:21  
 ORG: 50 - Research Program 01  
 MGR NAME: MELOY, STEPHEN

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 75%
ACCOUNT	FUND					CURR+PRIOR
62404	In-State State Motor Pool	02219	178.82			178.82
62407	In-State Meals	02219	22.00			22.00
62408	In-State Lodging	02219	435.42			435.42
62410	In-State Meals Overnight	02219	72.00			72.00
62486	NonEmployInStateCommerc/Trans	02219	133.90			133.90
62489	Non-Employee In State Mileage	02219	1,204.00			4,302.50
62490	Non-Employee In State Meals	02219	208.00			632.00
62497	Non-Employee In-State Lodging	02219	687.22			2,382.40
TOTAL	62400 Travel		2,233.12			8,159.04
62528	Rent-Non Dept of Admin	02219	1,088.77			5,988.19
62801	Dues	02219	400.00			400.00
62802	Subscriptions	02219	94.62			94.62
62878	Parking Fees	02219	336.00			1,176.00
62888	Statewide Indirect Costs	02219	56.00			112.00
TOTAL	62800 Other Expenses		392.00			1,782.62
TOTAL	62000 Operating Expenses		4,557.98			21,988.90
63302	Office Equip-Cap Lease-Nonbud	02219			3,118.00	3,118.00
69301	Principal - Leases	02219	74.23			742.34
TOTAL	FUND 02122 Advisory Council		25.00			25.00
TOTAL	FUND 02219 Research Fund		5,215.71		3,118.00	29,601.45
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		5,240.71		3,118.00	29,626.45

PART-B BUDGET EXPENSE ACCOUNT SUMMARY		FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
ACCOUNT									
62000	Operating Expenses	02219	2009	235H5		2,220.64-	2,220.64		
TOTAL	SUB-CLS 235H5 RESEARCH					2,220.64-	2,220.64		
TOTAL	FUND 02219 Research Fund					2,220.64-	2,220.64		
TOTAL	PROGRAM 2009					2,220.64-	2,220.64		
61000	Personal Services	02219	2010	235H1	22,957.00		3,790.89	19,166.11	17
62000	Operating Expenses	01100	2010	235F9	2,167.00			2,167.00	
62000	Operating Expenses	02122	2010	235F9	25.00		25.00		100
62000	Operating Expenses	02219	2010	235F9	1,473.00		1,473.00		100
62000	Operating Expenses	02219	2010	235H1	51,152.00		20,490.90	30,661.10	40
TOTAL	62000 Operating Expenses				54,817.00		21,988.90	32,828.10	40
69000	Debt Service	02219	2010	235H1	891.00		742.34	148.66	83
TOTAL	SUB-CLS 235F9 FY2009 CARRYFORWARD				2,167.00			2,167.00	
TOTAL	FUND 01100 General Fund				2,167.00			2,167.00	
TOTAL	SUB-CLS 235F9 FY2009 CARRYFORWARD				25.00		25.00		100
TOTAL	FUND 02122 Advisory Council				25.00		25.00		100
TOTAL	SUB-CLS 235F9 FY2009 CARRYFORWARD				1,473.00		1,473.00		100
TOTAL	SUB-CLS 235H1 ADMINISTRATION				75,000.00		25,024.13	49,975.87	33
TOTAL	FUND 02219 Research Fund				76,473.00		26,497.13	49,975.87	35

STATE OF MONTANA  
 ORGANIZATION DETAIL REPORT  
 REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: MARCH 2010  
 FUND: 50 - Research Program 01  
 MGR NAME: MELOY, STEPHEN  
 PAGE NO. 3  
 RUN DATE: 04/01/2010  
 RUN TIME: 01:33:21

PART-B BUDGET EXPENSE ACCOUNT SUMMARY  
 ACCOUNT TOTAL PROGRAM 2010  
 FUND PROG SUB-CLS BUDGET ENCUMBERED VCHR-ID VENDOR NAME  
 78,665.00 78,665.00 2,220.64- 26,522.13 28,742.77  
 ELAPSED TIME YTD: 75%  
 BALANCE %  
 52,142.87 34

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
61101	PAY1986100	03/09/2010	000004	PPE 02/26/10 JEL ON-CYCLE	125.13		
61101	PAY1991338	03/23/2010	000004	PPE 03/12/10 JFI ON-CYCLE	125.13		
TOTAL	61101	Regular			250.26		
61301	ACC1988896	03/16/2010	000035	Per Diem	50.00	00002269	TONIA BLOOM
61301	ACC1988896	03/16/2010	000036	Per Diem	100.00	00002273	PATTY MYERS
61301	ACC1988896	03/16/2010	000037	Per Diem	100.00	00002275	JOHN EDWARDS
TOTAL	61301	Per Diem			250.00		
61401	PAY1986100	03/09/2010	000006	PPE 02/26/10 JEL ON-CYCLE	8.48		
61401	PAY1991338	03/23/2010	000006	PPE 03/12/10 JFI ON-CYCLE	8.48		
TOTAL	61401	FICA			16.96		
61402	PAY1986100	03/09/2010	000008	PPE 02/26/10 JEL ON-CYCLE	8.97		
61402	PAY1991338	03/23/2010	000008	PPE 03/12/10 JFI ON-CYCLE	8.97		
TOTAL	61402	Retirement - Other			17.94		
61403	PAY1986100	03/09/2010	000010	PPE 02/26/10 JEL ON-CYCLE	33.95		
61403	PAY1991338	03/23/2010	000010	PPE 03/12/10 JFI ON-CYCLE	33.95		
TOTAL	61403	Group Insurance			67.90		
61404	PAY1986100	03/09/2010	000012	PPE 02/26/10 JEL ON-CYCLE	2.28		
61404	PAY1991338	03/23/2010	000012	PPE 03/12/10 JFI ON-CYCLE	2.28		
TOTAL	61404	Workers Compensation Insur			4.56		
61410	PAY1986100	03/09/2010	000014	PPE 02/26/10 JEL ON-CYCLE	0.44		
61410	PAY1991338	03/23/2010	000014	PPE 03/12/10 JFI ON-CYCLE	0.44		
TOTAL	61410	State Unemployment Tax			0.88		
62113	0001988567	03/15/2010	000001	Warrant Writing Services	3.73		
621B5	0001988565	03/15/2010	000002	ITSD Email	18.33		
621B8	0001988565	03/15/2010	000004	ITSD Operational Support	6.14		
621C5	0001988565	03/15/2010	000003	ITSD Enterprise Services	145.83		
62212	ACC1993453	03/26/2010	000005	April Lease	20.26	00002278	LYON FINANCIAL SERVICES INC
62241	ACC1983988	03/03/2010	000011	Staples	42.88	00002262	STRINGER BUSINESS SYSTEMS
62241	ACC1988896	03/16/2010	000038	Gavel,Clock, Keepsake Box	135.00	00002266	PAUL FORAN
TOTAL	62241	Office Sup/Minor Equip-NonStat			177.88		
62280	ACC1983988	03/03/2010	000012	Cable - March	25.00	00002261	BRESNAN COMMUNICATIONS LLC
62280	ACC1983988	03/03/2010	000013	Cable - March	7.72	00002261	BRESNAN COMMUNICATIONS LLC

STATE OF MONTANA  
 ORGANIZATION DETAIL REPORT  
 REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: MARCH 2010  
 PAGE NO. 4  
 RUN DATE: 04/01/2010  
 RUN TIME: 01:33:21  
 ORG: 50 - Research Program 01  
 MGR NAME: MELOY,STEPHEN

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:	75%
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS									
62280	ACC1983988	03/03/2010	000015	Water - February	12.90	00002263	LEHRKINDS INC		
62280	ACC1994332	03/31/2010	000003	March Water	25.80	00002279	LEHRKINDS INC		
62280	ACC1994332	03/31/2010	000004	Cable-April	65.44	00002280	BRESNAN COMMUNICATIONS LLC		
62280	ARD1984927	03/04/2010	000002	1033	75.88-				
TOTAL	62280	Program Expense			60.98				
622B1	0001988565	03/15/2010	000001	ITSD Asset Broker	100.00				
62304	0001992997	03/26/2010	000002	Postage & Mailing	111.75				
62319	ACC1988896	03/16/2010	000039	Cell Phone	58.76	00002265	VERIZON WIRELESS SERVICES LLC		
623B0	0001988598	03/15/2010	000001	ITSD Voice Services	88.11				
623B2	0001988598	03/15/2010	000002	ITSD Network Services	45.92				
623B4	0001988598	03/15/2010	000003	ITSD Long Distance	6.40				
62486	ACC1988896	03/16/2010	000040	Air, Lodging, Meals	133.90	00002275	JOHN EDWARDS		
62489	ACC1988896	03/16/2010	000041	Mileage, Lodging, Meals	241.00	00002267	MARY SUSAN E FISHBAUGH		
62489	ACC1988896	03/16/2010	000042	Mileage, Lodging, Meals	224.00	00002268	PATTY MUIR		
62489	ACC1988896	03/16/2010	000043	Mileage & Meals	75.37	00002269	TONIA BLOOM		
62489	ACC1988896	03/16/2010	000044	Mileage & Meals	90.63	00002269	TONIA BLOOM		
62489	ACC1988896	03/16/2010	000045	Mileage, Lodging, Meals	116.00	00002270	DOUGLAS REISIG		
62489	ACC1988896	03/16/2010	000046	Mileage, Lodging, Meals	197.00	00002272	SHARON APPELEGATE		
62489	ACC1988896	03/16/2010	000049	Mileage, Lodging, Meals	260.00	00002276	SHARON CARROLL		
TOTAL	62489	Non-Employee In State Mileage			1,204.00				
62490	ACC1988896	03/16/2010	000050	Mileage, Lodging, Meals	35.00	00002267	MARY SUSAN E FISHBAUGH		
62490	ACC1988896	03/16/2010	000051	Mileage, Lodging, Meals	23.00	00002268	PATTY MUIR		
62490	ACC1988896	03/16/2010	000052	Mileage & Meals	11.00	00002269	TONIA BLOOM		
62490	ACC1988896	03/16/2010	000053	Mileage, Lodging, Meals	23.00	00002270	DOUGLAS REISIG		
62490	ACC1988896	03/16/2010	000054	Lodging, Meals	23.00	00002271	JUDIE WOODHOUSE		
62490	ACC1988896	03/16/2010	000055	Mileage, Lodging, Meals	35.00	00002272	SHARON APPELEGATE		
62490	ACC1988896	03/16/2010	000059	Mileage, Lodging, Meals	58.00	00002276	SHARON CARROLL		
TOTAL	62490	Non-Employee In State Meals			208.00				
62497	ACC1988896	03/16/2010	000060	Mileage, Lodging, Meals	87.67	00002267	MARY SUSAN E FISHBAUGH		
62497	ACC1988896	03/16/2010	000061	Mileage, Lodging, Meals	87.67	00002268	PATTY MUIR		
62497	ACC1988896	03/16/2010	000062	Mileage, Lodging, Meals	87.67	00002270	DOUGLAS REISIG		
62497	ACC1988896	03/16/2010	000063	Lodging, Meals	87.67	00002271	JUDIE WOODHOUSE		
62497	ACC1988896	03/16/2010	000064	Mileage, Lodging, Meals	87.67	00002272	SHARON APPELEGATE		
62497	ACC1988896	03/16/2010	000067	Air, Lodging, Meals	85.30	00002275	JOHN EDWARDS		
62497	ACC1988896	03/16/2010	000068	Mileage, Lodging, Meals	163.57	00002276	SHARON CARROLL		
TOTAL	62497	Non-Employee In-State Lodging			687.22				
62528	ACC1994965	03/31/2010	000002	April Rent	1,088.77	00002281	SEB LLP		
62878	ACC1983988	03/03/2010	000018	Parking-March	112.00	00002264	HELENA CITY OF TREASURER		
62878	ACC1993453	03/26/2010	000006	Parking	224.00	00002277	HELENA CITY OF TREASURER		

STATE OF MONTANA  
 ORGANIZATION DETAIL REPORT  
 REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: MARCH 2010  
 ORG: 50 - Research Program 01  
 MGR NAME: MELOY,STEPHEN  
 PAGE NO. 5  
 RUN DATE: 04/01/2010  
 RUN TIME: 01:33:21

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS  
 ACCNT JRNL-ID DATE JRNL-IN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME ELAPSED TIME YTD: 75%  
 TOTAL 62878 Parking Fees 336.00  
 62888 0001988566 03/15/2010 000001 Statewide Indirect Costs 56.00  
 69301 ACC1993453 03/26/2010 000008 April Lease 74.23 00002278 LYON FINANCIAL SERVICES INC  
 TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 5,240.71

## **Executive Secretary's Report**

Thursday, May 13, 2010

By: Steve Meloy/Executive Secretary

Common Core and Race to the Top (RTTT) continue to have an elevated level of importance as we examine deadlines for the application for federal stimulus dollars and a potential future tie-in with the reauthorization of ESEA. We have participated in a number of state and national meetings to discuss these issues and the role of the Board of Public Education with the same. As of this writing, Common Core draft language will come in early May with a "final" draft due out at the end of May. Obviously, this timeline does not mesh well with the June 1, 2010 deadline for the RTTT phase 2 application. Also a contractor has been hired by the Governor's office to write the grant with a large supporting cast from OPI. The grant text will have a reference to the strong constitutional role and responsibility of the Board.

Specifically, the work surrounding the development of uniform Common Core Standards in both math and language arts continue to raise more questions than there are answers, however the most recent iterations of the standards give us indication that an alignment with what we have particularly in math is not that far out of line with what is being proposed. NASBE (through Gates Foundation) sponsored 3 members from Montana to attend a regional symposium on the Common Core Standards which was held in Las Vegas in early February of 2010. This work has been handed down to states by ACHIEVE, College Board, and ACT through the US Department of Education. The concept remains for Montana and 46 other states to adopt the internationally benchmarked Common Core Standards which are designed to increase rigor and create international commonality. It is still proposed that each state must adopt 100% verbatim of the Common Core with a 15% state crafted addendum in order to be successful in a Race to the Top stimulus grant to the states. Our Chair, Patty Myers, had previously attended a national meeting for states in Chicago on Thursday, October 22<sup>nd</sup>.

The work of the Chapter 55 Task Force is off and running with a near perfect attendance at our first meeting on April 16. The meeting was co-chaired by Patty and Dennis Parman. It was introductory in nature with the handing out of some homework assignments for the next meeting to be held over two days in June.

The work of the Montana Digital Learning Academy is well underway and it is our expectation that this project will address a myriad of questions regarding on-line learning as it relates to our standards. Bob Currie is a representative to our Chapter 55 work and he has assured us that he will examine the connectivity of his work and the Board's policy work as he proceeds. The academy hopes to have offerings ready by this fall.

I have met with the Interim Committee on Education and Local Government on the implementation of HJR 4 and HJR 6 which calls for shared goals among the OPI, the BPE and the Interim Committee. In partnership with OPI and OCHE we have created a set of goals for both K-12 and K-20 which were reviewed by the Interim Committee on

March 11, 2010. We will try to finalize the document and ready it for signatures in the month of June.

I continue to work with the LFD and the OPI to refine a process to deal with the reporting requirements associated with the law that requires the BPE to have its rules analyzed for fiscal impact on school districts and have discussed both of these projects at length with the Interim Committee. We have on file a letter of concern that the Board has over an assertion made by an attorney for the ELG regarding the Board's adherence to existing law.

We continue to work on the implementation of the new Class 8 license. CSPAC continues to review applications and approved thirty-nine applicants at a meeting held on the July 22, 2009. CSPAC will review more applications at its July 2010 meeting. To date, OPI has issued 42 Class 8 licenses. For purposes of enhancement the Board of Public Education adopted an amendment to the Class 8 rule in November that allows for greater flexibility for the Superintendent of Public Instruction to award Class 8 licensure to individuals who have rich academic preparation in areas that we do not currently offer as endorsements on standard Montana teacher licenses. We continue our strategic planning work formulated in July and continue to work on measurements for the coming year. I have made sure that our strategic planning goals with the Education and Local Government match up nicely with our strategic plan as well as the policy goals of the Superintendent of Public Instruction.

The Learning First Alliance continues to explore the idea of a common group leadership in the area of early childhood educational development, which will consider learning from birth through age three. The alliance adopted bylaws at its meeting in October and is looking for members to pay \$200.00 in dues. We have not signed on as an official member but Pete and I continue to monitor the work of the group by attending each meeting.

We continue to be engaged in work to address the teacher shortage at MSDB. CSPAC will be involved with this issue and is considering an area of specialized competency for teaching of sensory impaired children.

Work continues with legislative oversight committees. Our planning work was evaluated by the Legislative Appropriations Sub-Committee on Education in the first part of the 2009 Session. I reported out to the sub-committee and advised them of the difficulties that we face to unilaterally guarantee 100% compliance with our standards each year. The interest of the committee is for the Board to demonstrate the status of those schools in deficiency accreditation status in a given school year, and whether or not the deficiency has been corrected or abated. I wrote an earlier correspondence to Senator Wanzenreid and copied the whole committee on a position in this regard. The Board was released from three of its original goals as we have completed them. Also, I convinced the committee to broaden the 4<sup>th</sup> goal so that we will "work toward" districts being 100% in compliance rather than "ensure". The Education and Local Government Committee remains engaged in a process with our partners at OCHE about college

preparedness and how to reduce remediation rates on campus. They envision that a paper be prepared to articulate shared goals in this regard. The paper is to be prepared during this interim. This work spills over into the “leaky pipeline” and post-secondary readiness work of the Kindergarten to College Workgroup.

Work continues in the coordination with the OPI on an assessment working group to continue identifying appropriate and meaningful assessments for all of our students. A new wrinkle with which to contend are proposed “high quality” assessments which will be coordinated with the Common Core Standards if they become a reality for the state. An Assessment Task Force was appointed and has been meeting. The OPI curriculum specialists will be involved with assessment, which should be helpful even though recruiting for these positions continues to be difficult. We continue to work with our attorney and outside legal counsel in processing revocations and appeals of license denials brought before the Board. We have experienced a slight increase in our “material and substantial non-performance “ cases which come directly to the BPE.

The case, which has been appealed to the First Judicial District for judicial review, has yet to be litigated and is still pending. We continue to advise the OBPP of our potential budgetary shortfalls for the coming two years and have complied with an executive order to reduce our FY 10 expenses by 5%. I also have visited with the LFD about possible cuts for the next biennium. Specifically they inquired about the amount of dues we pay to belong to NASBE. The Board received a 2% cut to its budget for the current biennium and was asked by the Governor for an additional 5% reduction. The Governor’s office is instructing agencies to incorporate FY 10 cuts into their planning for the next biennium.

Board work continues to include but is not limited to: review with possible amendments to Chapter 55; work with the Interim Legislative Committee and the LFD; Common Core Standards; Race to the Top; federal grant money to develop a longitudinal data system; Learning First Alliance; Montana Association of School Nurses; implementation of the new rule for post-secondary faculty and the development of an intake document for licensure; strategic planning meeting; school safety issues; wrap-up of the Distance Learning Phase II Task Force; work with the Interim Committee on Legislative Finance; design performance measures to the satisfaction of the LFD; implementation of the BPE’s five-year planning process; future of assessments in the absence of the NRT, as well as future assessments to inform instruction; future assessments associated with common core requirements; monitoring of the implementation of Chapter 57 work in the 2010 license cycle; Kindergarten to College Workgroup and its future viability; 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 and their efforts; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB implications and future reauthorization of ESEA; work of the Montana Digital Academy and its future; meetings of the Ed Forums; Special Purpose Schools Task Force; Chapter 55 review process with a focused look at alternative standards; PEPPS Review Advisory Panel; involvement with planning for NASBE’s annual meeting to be held in SLC in 2010; monitoring of the writing assessment consortia project; writing implementation committee work; monitor the

Indian Education for All efforts; High School Improvement Initiative; results of the Legislative interest of the high school drop-out rate in Montana and data alignment between OCHE and OPI; performance-based budgeting proposals expectations for the 2011 legislative session; Board responsibilities with the implementation of the teacher loan repayment plan found in SB 2; issues revolving around “alternative to our standards” requests; ongoing questions related to the bullying and related accreditation issues; financial education curricular concerns; school nutrition and physical education; civic education; NASBE grant follow-up on student leadership; license discipline processes-particularly related to suspensions and revocations; 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 legislature on fiscal responsibility processes for SB 152
- Development of K-12 and K-20 strategic planning goals and the accountable measures with the Education and Local Government
- Coordination of efforts and monitoring of the Montana Digital Academy work
- Met with the LFD and the OPI regarding protocol for fiscal reporting
- Attended first meeting of the Chapter 55 task force
- Attended the March 16 Ed Forum
- Attended the Montana School Counselors Spring Institute in Bozeman
- Participated in statewide Counselor Leadership meeting
- Met with Dennis Parman and Steve York on RTTT progress
- Met with “Team Asthma”
- Met with MSDB Committee
- Met by phone with Erin Williams
- Lunch meeting with Patty Myers
- Met with the state ITSD regarding finalizing our costs for purposes of the EPP
- Monitored work of the Montana Digital Academy
- Met with Legislative staff on formulating SPG’s
- Preparation for my NASBE Executive Board meeting in June

The work before the Board continues with a high level of importance, including; Working with two interim committees of the legislature; the Common Core concept; Race to the Top; longitudinal data systems; implementing dual enrollment/credit with emphasis on the Class 8 licensing phase; Counselor Leadership Initiative; The Healthy Schools Network (Team Asthma) and the Learning First Alliance. There is a great deal of interest from the legislature to expand our state’s distance learning offerings and the work of the Montana Digital Academy will certainly lend to this effort. Other areas include assessment, strategic planning, and relation building with the OPI, the Board of Regents, the Governor’s office, the legislature, the OCHE, and the Kindergarten to College Workgroup and all of our educational partners through vigilant participation in Ed Forum which is currently on sabbatical.

# March 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	1 TEAC Audit MSU- Bozeman Day 2 - <b>Pete</b> RTTT - <b>Steve</b>	2 MSDB Committee Meeting - <b>Patty,</b> <b>Steve, Bernie, Cal</b>	3 Southeast Administrators' Meeting - <b>Sharon</b> CSPAC - <b>Pete/Steve/Anneliese</b>	5 School Staffing - <b>Pete</b> Legislative Finance Committee - <b>Steve</b>	6	
7	8 Healthy Schools Network - <b>Steve</b> MT High School Association - <b>Pete/Steve</b>	31 Conf. Call Meeting w/ Erin Williams - <b>Steve</b> 	11 BOE/BPE Meetings - <b>Helena</b> ELG Subcommittee Meeting - <b>Steve</b>	12 Legislative Finance Committee - <b>Steve</b>	13	
14	15 School Staffing - <b>Pete</b>	23 Special Permissive Competency/Dance - Ed Forum - <b>Pete/Steve</b>	18	19	20	
21	29 School Staffing - <b>Pete</b> Conference Call Meeting -Chapter 55 - <b>Patty, John, Steve</b>	30 Chapter 55 - <b>Patty,</b> <b>Steve, John</b> (via conf. call)	24 MMSTI Meeting - <b>Pete/Patty</b>	25	26	27
28	29	31	Notes:			

# April 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:				1	2	3
4	5 ITSD Budget Process FY12 - FY13 Steve/Carol	6 School Staffing - Pete Shared Policy Goals - Steve	7	8 School Staffing - Pete	9	10
11	12	13 Learning First Alliance Steve	14 MSDB Spring Program Patty	15 Chapter 55 Conference Call - John, Pete, Steve	16 Chapter 55 Task Force - Helena - Patty, Pete, Steve	17
18	19 School Staffing - Pete	20 K-12 Shared Goal	21	22 2010 MSCA Spring Institute - Bozeman (Counselor) - Steve/Pete	23	24
25	26 Licensing of Foreign Language Instructors - Pete	27 ETS - Princeton, NJ - Pete	28	29 Ed Forum - Steve	30 Shared Policy Goals - Steve	Notes:

# May 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31	Notes:					

Notes:

MSDB Committee -  
Patty, Bernie, Steve,  
Cal

School Staffing - Pete

BPE Meeting - Great Falls

Annual MSDB End-of-  
Year  
Retirement/Dinner -  
Patty



**Board of Public Education**  
**Proposed Committee Assignments**  
2010

**STANDING COMMITTEES**

**Executive Committee**

Patty Myers, Chair  
Sharon Carroll, Vice Chair  
Steve Meloy, Secretary (ex-officio)

**Accreditation Committee**

John Edwards, Chair  
Bernie Olson, Member  
Erin Williams, Member  
Tim Seery, Member

**Licensure Committee**

Sharon Carroll, Chair  
Gisele Forrest, Member

**MSDB Committee**

Patty Myers, Chair  
Cal Gilbert, Member  
Bernie Olson, Member

**Government Affairs Committee**

**(NASBE Delegate)**

Patty Myers, Chair

**Legislative Committee**

Bernie Olson, Chair  
John Edwards, Member  
Tim Seery, Member

**Assessment Committee**

Sharon Carroll, Chair  
Cal Gilbert, Member

**ADVISORY GROUP LIAISONS**

Sharon Carroll, CSPAC  
Cal Gilbert, MACIE  
Patty Myers, MSDB Foundation

**TASK FORCE**

**Chapter 55**

John Edwards  
Patty Myers

**Indian Education for All**

Cal Gilbert, Chair  
Gisele Forrest, Member

**Distance Learning/Montana Digital Academy**

Patty Myers, Chair

**STATE BOARD OF EDUCATION**

**Kindergarten to College Workgroup**

Steve Meloy  
Bernie Olson  
Erin Williams

**LEGISLATIVE COMMITTEE**

**Education and Local Government**

**Interim K-12 Subcommittee**

Patty Myers  
Sharon Carroll

*Meetings Attended by Peter Donovan*  
*03/15/10 to 05/13/10*

- |   |              |
|---|--------------|
| 1. School Staffing Project Leadership Team                    | 03/15/10     |
| 2. Education Forum  | 03/16/10     |
| 3. Video conference/Possibility of ASPC for Dance             | 03/16/10     |
| 4. School Staffing Project Leadership Team                    | 03/22/10     |
| 5. Montana Math and Science Initiative                        | 03/24/10     |
| 6. School Staffing Project/Personnel Assignment Subcommittee  | 04/06/10     |
| 7. School Staffing Project Leadership Team                    | 04/08/10     |
| 8. Learning First Alliance                                    | 04/13/10     |
| 9. Planning for Chapter 55 Review                             | 04/15/10     |
| 10. Chapter 55 Review Task Force Meeting                      | 04/16/10     |
| 11. School Staffing Project Leadership Team                   | 04/19/10     |
| 12. Transforming School Counseling in MT Conference           | 04/22/10     |
| 13. Video Conference – Licensure of Chinese/Arabic Teachers   | 04/26/10     |
| 14. School Staffing Project Leadership Team                   | 04/26/10     |
| 15. Praxis Client Meeting, Princeton                          | 04/27-30/10  |
| 16. School Staffing Project Leadership Team                   | 05/03/10     |
| 17. School Staffing Project/Personnel Assignment Subcommittee | 05/04/10     |
| 18. School Staffing Project Leadership Team                   | 05/12/10     |
| 19. Board of Public Education, Great Falls                    | 05/13, 14/10 |

## Highlights of the March 10, 2010 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on March 10, 2010 at the Montana State Capitol in Helena, MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Judie Woodhouse, Teacher, Polson; Ms. Patty Muir, K-12 Specialist, Laurel; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Sharon Applegate, Teacher, Kalispell; Mr. Jon Runnalls, Teacher, East Helena; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings.

Meeting attendees included: Dr. Linda Peterson, OPI; Mr. Dennis Parman, OPI; Ms. Elizabeth Keller, OPI; Ms. Ann Gilkey, OPI; Mr. Marco Ferro, MEA-MFT; Dr. Bruce Messenger, MTVA; Ms. Nancy Coopersmith, OPI; Mr. Steve Meloy, Executive Secretary, BPE; Mr. Pete Donovan, Administrative Officer, CSPAC; and Ms. Anneliese Warhank, Administrative Assistant, CSPAC.

### Correspondence

Mr. Donovan discussed a couple documents including an announcement for the ETS Praxis Client Conference, a letter from the Office Public Instruction inviting CSPAC to nominate a member for the Chapter 55 Joint Task Force (Ms. Applegate will represent CSPAC), an article Ms. Bloom sent out from the New York Times entitled Building a Better Teacher, and an article from the Montana School for the Deaf and Blind discussing the newly adopted Sign Language Interpreter Standards.

### Executive Committee

The CSPAC By-laws were reviewed. Ms. Woodhouse asked about the term limits. The Council then reviewed the 2008 Annual Report to prepare for the 2009 Annual Report. Dr. Fishbaugh asked the term "higher education" be changed to "post-secondary education". The Short Term Goals were then reviewed. Dr. Reisig presented 18 items of potential discussion and it was decided the goals would be reviewed again at the July 2010 meeting. Dr. Reisig then gave a brief and concise summary of the meeting he, Mr. Donovan, and Mr. Meloy attended the day prior at the Montana High School Association.

### Administrative Officer's Report

Mr. Donovan spoke about the meetings he has attended since the January 14, 2010 CSPAC meeting. Mr. Donovan also mentioned a recent radio advertisement from the Helena Education Foundation praising Council member Mr. Runnalls for his work as a local educator. Mr. Donovan also stated Dr. Reisig was selected as the keynote speaker at the next NASDTEC Professional Practices Institute Conference, the title of this year's conference is "Doing More with Less". Mr. Donovan also spoke about work he has done with the Council of Deans, Board of Regents, and OPI. He has played an active role in the OPI School Staffing Project.

### Executive Secretary's Report

Mr. Meloy spoke about various meetings he has attended since January including a NASBE trip to Las Vegas to discuss the federal Common Core Standards. Mr. Meloy traveled with Board Chair Ms. Patty Myers and Ms. Nancy Coopersmith from OPI. Mr. Meloy spoke about the standards and the concerns many in Montana have about them. Mr. Meloy then spoke about other projects he and the Board are involved in including the K-College Workgroups work with school counselor, the Montana Virtual (Digital) Academy, and the Montana University System Writing Assessment.

### Professional Preparation and Continuing Education Committee Report

Dr. Fishbaugh spoke about the Council of Deans of Education presentation made to the Board of Regents about which each of the 9 teacher preparation programs in the state has to offer, an international educator forum in Ireland where she plans to speak about Indian Ed for All, and a speech made by the Secretary of Department of Education Mr. Arne Duncan at an American Association of Colleges for Teacher Education conference where he blasted teacher preparation programs based on what he had seen in large urban schools.

### Montana Commission on Teaching Committee Report

Ms. Woodhouse reported she has been working with other states to attain model language for mentor standards. Ms. Muir will conduct a mentor workshop in Sydney, MT where they have 14 mentors for the upcoming school year. Dr. Fishbaugh added she has been in contact with Ms. Nikki Sandve from OPI and Dr. Jayne Downey from MSU Bozeman about mentor courses they would like to add to universities across the state to help prepare people for an Area of Permissive Specialized Competency for Mentor Teachers.

### **Licensure and Endorsement Committee Report**

Ms. Elizabeth Keller from OPI presented to the Council an overview of academic denials and applicants from other states with academic deficiencies for licensure. The OPI has denied 74 license applications since 2004. Many of these denials are a result of the individual either not completing an NCATE accredited program, or they went through a non NCATE accredited program that provided them a license in their respective states. Montana does not grant licenses to those who do not complete a program either accredited by NCATE or their state.

### **OPI Update**

Mr. Parman stood in for Dr. Peterson to present the OPI Update. Ms. Madalyn Quinlan from OPI completed the 2009 Critical Teacher Shortage Report which revealed music teachers are the second most severe in shortages. To help increase the number of music teachers, both Mr. Parman and Dr. Peterson are looking at ways to amend the requirements. Ms. Joyce Silverthorne from OPI continues her work with P-20. The OPI has become very involved with both Facebook and iTunes University in hopes of reaching out to those who wouldn't necessarily visit their website. Chapter 55 work begins soon. Ms. Applegate will represent CSPAC as a K-8 school teacher.

### **Plan for Future Conferences**

The NASDTEC Annual Conference is scheduled for June 13-16, 2010 in Indianapolis, IN. Due to current fiscal situations, Mr. Donovan is unsure whether he'll be able to attend the conference.

### **Future Agenda Items**

Ms. Warhank restated that the July meeting dates have been moved to July 14-15, 2010. The Joint BPE meeting will take place on the morning of July 15, 2010.

### **Montana Virtual Academy Overview**

Dr. Bruce Messenger, Helena School District Superintendent and chair to the Montana Digital Academy, came before the Council to speak after the Council raised a number of questions about the Academy at their January 14, 2010 meeting. Dr. Messenger stated that due to the fact an outside party had previously purchased the rights to the domain name Montana Virtual Academy, the group was forced to rename itself the Montana Digital Academy. Dr. Messenger spoke about MTDA's creation, the hiring of Robert Curry as its director, the planned launch date of online course delivery, and the number of courses amongst other facts. The Council had a few questions for Dr. Messenger including if students need to be on campus to take the courses, if MTDA need to provide the Legislature with benchmarks to show the progress the Academy is making, and who will grant the credit to the student.

### **Common Core Standards Overview**

Ms. Nancy Coopersmith from OPI came to speak to the Council about the Common Core Standards for English Language Arts and Mathematics Standards. The Council requested more information about Common Core at their January 14, 2010 meeting. Ms. Coopersmith spoke about the regional NASBE conference she attended with Mr. Meloy and Ms. Myers, as well as Montana's response to the February 9, 2010 draft of K-12 standards. The OPI is following the draft national standards very closely to see how similar they are to current Montana standards. Between now and April 2, 2010, the public can view draft standards online and make comment. The Council asked a few questions about these and possible standards development in other school subjects, they also questioned federal funding, Race to the Top, and teacher prep costs.

### **Point of Personal Privilege**

Ms. Woodhouse made a special presentation to honor two Council members whose second terms both end this June. Ms. Woodhouse presented Ms. Bloom with an oversized thank you card filled with pictures of Council members, BPE staff, and other education partners the Council works with. Mr. Donovan prepared a poem for her entitled *They Do it for Free* and read it to everyone. Ms. Woodhouse then presented a PowerPoint she prepared for Dr. Reisig with the help of Mr. Donovan who once again composed and read out loud a poem entitled *When Nice Guys Finish in First Place*. Both Ms. Bloom and Dr. Reisig thanked everyone they worked with over the years while serving on the Council. Both individuals also received gifts from the Board as a token of its appreciation.

### **Public Comment**

There was no public comment.

Please contact the CSPAC office to request copies of the Highlights from previous CSPAC meetings:  
CSPAC, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601.

**Teresa A. Burson**

**Robert J. Watson, Ed.D.**

**Todd Fiske**

**Paul Furthmyre**

**Tammy L. Lacey**

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

**ITEM 3**

**STATE SUPERINTENDENT'S REPORT**

**State Superintendent Denise Juneau**

**ITEM 4**

**COMMISSIONER OF HIGHER  
EDUCATION'S REPORT**

**Deputy Commissioner Academic &  
Student Affairs – Dr. Sylvia Moore**

**or**

**Deputy Commissioner for Two-Year  
Education – Dr. Mary Sheehy Moe**

**ITEM 5**

**GOVERNOR'S OFFICE REPORT**

**Dan Villa**

**ITEM 6**

**STUDENT REPRESENTATIVE'S  
REPORT**

**Tim Seery**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2010**

**PRESENTATION:** MACIE Report

**PRESENTER:** Norma Bixby  
MACIE Chairperson  
Office of Public Instruction

**OVERVIEW:** The MACIE Report will be presented on the April 8, 2010, meeting.

**REQUESTED DECISION(S):** Information

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** None

# EXECUTIVE SUMMARY

DATE: MAY 2010

**PRESENTATION:** Report on the Accreditation On-Site Review of the Professional Education Unit at the Montana State University-Northern (MSU-Northern)

**PRESENTER:** Linda Vrooman Peterson, Administrator, Office of Public Instruction  
Audrey Peterson, Team Chairperson  
Joseph Callahan, Provost, Montana State University-Northern

**OVERVIEW:** From November 15-18, 2009, a seven-person team conducted an on-site accreditation review of the Professional Education Unit (Unit) at MSU-Northern. The purpose of the on-site team's visit was to verify the Unit's Institutional Report as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards (PEPPS).

Audrey Peterson served as chairperson of the regularly scheduled review. The attached exit report and narrative provide to the Board of Public Education (BPE) the results of the review.

The team recommends provisional approval of the Unit at MSU-Northern. Provisional approval requires action by the Professional Education Unit at MSU-Northern. The Provost, or a designee, shall meet with the Board of Public Education in May 2010, to describe the plan and progress on meeting the standards that are marked with "Met with Weakness" and "Not Met." The BPE will take action on the MSU-Northern plan at the July meeting. The standards listed below were determined by the team as "Met with Weakness" and "Not Met."

10.58.210	Conceptual Framework (Met with Weakness)
10.58.305	Assessment System and Unit Evaluation (Not Met)
10.58.308	Faculty Qualifications (Met with Weakness)
10.58.512	School Counseling (Met with Weakness)
10.58.521	Reading Specialist K-12 (Met with Weakness)
10.58.601	Program Planning (Met with Weakness)
10.58.602	Teaching Areas – Advanced (Met with Weakness)
10.58.603	Assessment – Advanced (Met with Weakness)
10.58.705	School Principals, Superintendents, Supervisors and Curriculum Directors (Not Met)

The Office of Public Instruction will continue to monitor the Unit's progress.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Discussion

**BPE PRESENTATION**



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

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

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

## MEMORANDUM

January 4, 2010

**TO:** Dr. Joseph Callahan, Provost  
College of Education, Arts and Sciences and Nursing  
Montana State University Northern

**FROM:** Dr. Linda Vrooman Peterson, Administrator  
Accreditation – Educator Preparation

**RE:** Accreditation On-Site Review Exit Report

The Accreditation Review Team has completed the Exit Report for the November 15-18, 2009, on-site accreditation visit of the Professional Education Unit (Unit) at the Montana State University Northern (MSU-Northern). The Exit Report is attached.

The Unit will review and correct errors and omissions to the Exit Report. These corrections are due to the Office of Public Instruction (OPI) by Friday, February 12, 2010.

The team recommends to the Superintendent of Public Instruction provisional accreditation status for the Unit. Provisional accreditation requires continued action by the Professional Education Unit at MSU-Northern. Required action includes:

- 1) In May 2010, the Dean, or a designee, of the College of Education, Arts and Sciences, and Nursing, will describe to the Board of Public Education (BPE) the Unit's plan and the progress that has been made on meeting the "Met with Weakness" and "Not Met" standards.
- 2) If the report to the BPE indicates that the Unit is making progress toward meeting the standards, the BPE will approve provisional accreditation for the Unit.
- 3) By September 2010, the Unit will complete a written annual progress report.
- 4) In November 2010, the annual progress report will be presented to the BPE by the team chairperson and the Dean, or a designee, of the College of Education, Arts and Science, and Nursing.
- 5) If the BPE acknowledges that progress is continuing to be made in each of the standards, the team chairperson and appropriate team members will conduct a focused site visit of the Professional Education Unit at MSU-Bozeman in October 2011.

For more information, contact Linda Vrooman Peterson, (406) 444-5726, or, [lvpeterson@mt.gov](mailto:lvpeterson@mt.gov).

cc: Dr. Darlene Sellers  
Dr. Fred Smiley  
Nancy Coopersmith, Assistant Superintendent

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

**Montana State University – Northern Professional Education Unit  
State Review Exit Report  
November 15-18, 2009**

Audrey Peterson, Chairperson

From November 15-18, 2009, a seven-person team worked on the campus at MSU-Northern in the review of MSU-Northern's Professional Education Unit (Unit). The purpose of the On-Site Team's visit was to verify the Unit's Institutional Report as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards. Team members read documents, toured the campus and field placement sites, and interviewed staff, faculty, administrators, and current and graduated students. The purpose of this document is to summarize the results of the team's findings.

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

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.210	Conceptual Framework	MET w/Weakness	1 - 2

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

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.304	Candidate Knowledge, Skills, and Dispositions	MET w/Notation	3 - 4
10.58.305	Assessment System and Unit Evaluation	NOT MET	5 - 6
10.58.306	Field Experiences and Clinical Practices	MET w/Notation	7 - 8
10.58.307	Diversity	MET w/Notation	9 - 11
10.58.308	Faculty Qualifications, Performance, and Development	MET w/Weakness	12 - 13
10.58.309	Unit Governance and Resources	MET w/Notation	14 - 15



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

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.501	General Requirements	MET	16 - 18
10.58.503	Art K-12	MET w/Notation	19 - 20
10.58.508	Elementary	MET	21
10.58.509	English/Language Arts	MET w/Notation	22 - 23
10.58.515	Industrial/Technology Education	MET w/Notation	26
10.58.518	Mathematics	MET	27
10.58.520	Physical Education	MET	28
10.58.521	Reading Specialists K-12	MET w/Weakness	29
10.58.522	Science	MET w/Notation 10.58.522(7) (a) met with weakness	30
10.58.523	Social Studies	MET w/Notation	31
10.58.526	Traffic Education	MET w/Notation	32

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

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.512	School Counseling K-12	MET w/Weakness	24 - 25

**Sub-Chapter 6 – Curriculum Principles and Standards: Advanced Programs**

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.601	Program Planning and Development	MET w/Weakness	33
10.58.602	Teaching Areas: Advanced Programs	MET w/Weakness	34
10.58.603	Assessment of Advanced Programs	MET w/Weakness	35

**Sub-Chapter 7 – Specializations: Supervisory and Administrative Programs**

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.705	School Principals, Superintendents, Supervisors and Curriculum Directors	NOT MET	36



The team recommends provisional approval of the Standards listed above that are marked with "Met with weakness" and "Not Met." Provisional approval requires action by the Professional Education Unit at MSU-Northern. The Provost, or a designee, shall meet with the Board of Public Education in May 2010, to describe the plan and progress on meeting the standards that are marked with "Met with weakness" and "Not Met." If the report to the BPE indicates that the Professional Education Unit is making progress toward meeting the standards, the team chairperson and appropriate team members will conduct a focused site visit of the Professional Education Unit at MSU - Northern in November 2010. The purpose of the focused site visit will be to verify that the provisionally approved standards are met. At that time the team chairperson will recommend to the BPE either full approval or non-approval of the following standards:

- 10.58.210 Conceptual Framework (Met with Weakness)
- 10.58.305 Assessment System and Unit Evaluation (Not Met)
- 10.58.308 Faculty Qualifications (Met with Weakness)
- 10.58.512 School Counseling (Met with Weakness)
- 10.58.521 Reading Specialist K-12 (Met with Weakness)
- 10.58.601 Program Planning (Met with Weakness)
- 10.58.602 Teaching Areas – Advanced (Met with Weakness)
- 10.58.603 Assessment – Advanced (Met with Weakness)
- 10.58.705 School Principals, Superintendents, Supervisors and Curriculum Directors (Not Met)

---

### **Commendations**

Faculty and staff know individual candidates and are invested in their professional success.

Faculty and staff bring high levels of commitment, dedication and energy to their campus, programs, and candidates.

Field placements offer candidates a wide diversity of K-12 student populations with whom both initial and advanced candidates may work.



The Unit has excellent working arrangements with placement sites and a notably close relationship of mutual respect with local school districts.

### **Recommendations**

Establish, implement and maintain a systematic ongoing process of continual reflective analysis of programs and their efficacy within the Unit. In order to achieve program coherence and assure that assessments measure candidate performance on the conceptual framework program goals, the student teaching outcomes and other key assessments should be explicitly tied to or grouped under the major program themes articulated in the conceptual framework. These data need to be regularly and systematically compiled, summarized, shared and analyzed by the unit and then used to evaluate and improve the efficacy of courses, programs and clinical experiences.

The first pass at compiling candidate performance data suggests that simplification of goals, outcomes, forms and resulting data is in order. Data should be usable and manageable; rubrics could be streamlined to emphasize and clarify goals, eliminate redundancy, and reduce the collection of unnecessary and unused information.

MSU-Northern needs stable leadership that is dedicated to and focused on the education unit so all may move forward in the same direction. The team recognizes that there is an uneasy truce between two views of the conceptual framework that is obvious and that is hindering forward progress. Because people are currently at the table and are willing to work together to achieve program coherence, it would be a good use of resources to involve an outside consultant to help the group find commonalities and direction.

---

Team members enjoyed the comfortable work and lodging environments. From the first evening, when the team members were introduced to MSU-Northern's Professional Education Unit through a poster session, to the conclusion of our visit, staff, faculty, and students welcomed the team and complied with its requests. In particular we wish to commend the planners and providers of electronic resources, including the development and operation of the web site reports and exhibits, the access to computers and the internet at the hotel and on campus, and the speedy and competent response of those we called for technical help. Clearly care was taken to assure that all systems operated logically, quickly, and flawlessly, which greatly facilitated the team's access to information and working efficiency.

**Montana State University-Northern  
Professional Education Unit Accreditation On-Site Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.210 CONCEPTUAL FRAMEWORK

**Validating Statement:** During the on-site visit, reviewers verified that the Professional Education Unit (Unit) has a conceptual framework that was developed and adopted in 2001 and guides both the initial and advanced programs. Organized around the theme *Community of Learners*, the conceptual framework is a comprehensive document articulating core beliefs supported by conceptual, theoretical, and practical evidence. Reviewers were not able to determine the involvement of the professional community in the development of the original conceptual framework; however, the Unit is in the process of reviewing the document and revising it for clarity and focus. The current conceptual framework is widely disseminated among candidates in the Unit on all initial level course syllabi. The availability of the conceptual framework to other members of the professional community is unclear.

At the advanced level, the conceptual framework clearly articulates candidate dispositions, skills, traits, habits and performance expectations. Candidates are made aware of the conceptual framework at the beginning of their program when they meet with an academic advisor. Evidence supports the role of the conceptual framework in providing the basis for coherence throughout the advanced programs. The conceptual framework is not evident in all syllabi within the advanced programs, specifically in courses taught by adjunct faculty.

**Sources of Evidence:** MSU–Northern Institutional Unit Accreditation Summary Report, Institutional Report, Montana State University-Northern 2009-2010 Catalog, Course Syllabi, Interviews, and Exhibits

**Assessment Aligned to Standard:** At the initial level, reviewers could not find a clear articulation of the alignment between the conceptual framework and assessments being used. At the advanced level, the program outcomes and candidate performances are aligned with the Montana PEPP Standards and the International Society for Technology in Education (ISTE) National Educational Technology (NET) Standards.

**Evaluation:** The conceptual framework is complicated and complex. Its five principles, five beliefs, and 20 student outcomes create confusion about the Unit's purposes and priorities, and individuals interviewed were generally unable to explain the framework, other than to say that it is in the process of being revised. At the initial level, unit programs have generally reduced the conceptual framework to a collection of checklists that don't clearly connect to the framework or each other, and the data collected do not appear logically or systematically to align with the conceptual framework. Although the conceptual framework is included in all syllabi at the initial level, the current format is so complex and wordy that it tends to confuse the reader rather than to communicate purposes or make clear connections to the course objectives.



opi.mt.gov

It appears that the conceptual framework has been allowed to “drift” since its original inception; most of the knowledge base listed as foundational to the framework was published prior to 2000. A process of re-evaluation may be both helpful and overdue in regaining focus and coherence for the programs and assessments. Such a process would also provide an opportunity to converse with the professional community about program philosophy, priorities and assessments.

**Commendations:** Three of the conceptual framework tenets—importance of diversity, constructivist approach to technology, and emphases on candidate knowledge, skills and dispositions—correspond to priorities stated in the MSU-Northern mission statement, anchoring the identity of the education programs to the purposes of the University as a whole.

**Improvements:** Align the conceptual framework with outcomes, standards, and key assessments.

Simplify the conceptual framework for clear communication of purposes, program coherence, and a manageable set of outcomes for data gathering and reporting.

As part of the streamlining process, consider adopting a single conceptual framework with differentiated outcomes for the initial and advanced levels.

Review the initial compilation of candidate performance data to ascertain current alignment of outcomes and assessments with the conceptual framework. Use this information to inform the evolution of the conceptual framework.

At the advanced level, efforts need to be made to ensure that all course syllabi reflect the conceptual framework and articulate a direct link to the course outcomes and assessments.

## **Accreditation Recommendation**

### **Standard Met with Weakness**



**Montana State University-Northern  
Professional Education Unit Accreditation On-Site Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.304 CANDIDATE KNOWLEDGE, SKILLS AND DISPOSITIONS

**Validating Statement:** During the on-site visit, primarily through interviews with students, university and community-based faculty and field-based observations, reviewers were able to verify that teacher candidates and candidates for other school roles are conversant with the content they will teach and the standards they must meet in their own practice. They demonstrate knowledge of instructional and other pedagogical strategies, including use of technology, and are able to apply their content and pedagogical knowledge in diverse contexts. The elementary education program has articulated the knowledge, skills and dispositions expected of their candidates. Since 2006 candidates for initial licensure have passed the state-required tests at a rate of over 90 percent.

The advanced Learning Development and Counseling programs have articulated the knowledge, skills and dispositions expected of their candidates. Based on interviews and review of materials, advanced candidates appear to be made aware of the knowledge, skills and dispositions expected of them as professional educators through a variety of means including personal meetings and written course materials. Reviewers were unable to locate collated program data that verified advanced candidates' performance on the stated outcomes.

**Sources of Evidence**

MSU-Northern Institutional Report; Electronic Exhibits; On-site Exhibits; Interviews with faculty and students; Demonstration by MSU-Northern Assessment Coordinator Charles Pollington; Off-site visit to Rocky Boy Reservation

**Assessment Aligned to Standard:** Other than the pass rate for state-required tests since 2006, the Unit has yet to identify key assessments that are or will be tracked to verify candidates' performance regarding content knowledge, pedagogical knowledge, dispositions, or the learning of their K-12 students. While assessment of learners is taught in the Elementary Education program, how this information is used by candidates to demonstrate the impact on learners is questionable as there are no clear data demonstrating candidates' impact on learners.

**Evaluation:** The size and personality of the Unit affords a learning environment where individual candidates and their capabilities are known personally by their professors and clinical faculty, who are thus able to verify candidate competencies through their individual assessments. Through interviews and observations reviewers were able to verify the competence of candidates at both initial and advanced levels. However, assessment data are needed for verification that the Unit is producing candidates who are meeting program and Unit outcomes for knowledge, skills and dispositions. To assure program coherence and provide feedback about the degree to which the Unit is achieving its goals, these data must



opi.mt.gov

be collated on a common set of key assessments that address agreed-upon outcomes that are aligned with the conceptual framework and professional and state standards.

**Commendations:** The faculty are to be commended for ensuring candidates are well prepared in content and pedagogy.

**Improvements:** Aggregated assessment data are necessary to document the knowledge, skills and dispositions of candidates in both the initial and advanced programs.

Disposition assessments must include fairness and the belief that all students can learn.

The Unit must clearly show evidence of candidates' impact on learners.

## **Accreditation Recommendation**

### **Standard Met with Notation**



**Montana State University - Northern**  
**Professional Education Unit Accreditation On-Site Review**  
**November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION

**Validating Statement:** During the on-site visit, reviewers verified that there is a lack of performance documentation and accountability at the program and unit levels because data are not yet routinely collated, analyzed, and shared with members of the Professional Education Unit (Unit) for improvements in unit operations and program quality at either the initial or the advanced levels.

**Sources of Evidence:** MSU-Northern Institutional Report; Electronic Exhibits; On-site Exhibits; Interviews with faculty and students; Demonstration by MSU-Northern Assessment Coordinator Charles Pollington; Off-site visit to Rocky Boy Reservation

**Assessment Aligned to Standard:** The Assessment System plans do not provide for or necessarily reflect alignment with candidate performance outcomes from the conceptual framework. Unit assessment practices do include all elements of the “rigorous state test” for recommendation of candidates for initial licensure.

**Evaluation:** The Unit has evidence of “parts” of an assessment system. The Unit collects data on applicant qualifications and on candidate and graduate performance, but has not developed a system to manage data and disseminate findings for continuous improvement. The Unit has a plan of action for design and implementation of a complete Assessment System with dates for implementation beginning with this fall 2009 semester. In July 2009 an Assessment Coordinator was appointed for the Unit, and an Ad hoc Assessment Committee has been reinstated on campus, providing much needed oversight of the comprehensive Assessment Plan. Data based upon the 2002 conceptual framework have been entered into an electronic database and have been shared with faculty. As yet, there has been little opportunity for faculty analysis or discussion regarding the data. Reviewers did not find survey data from program graduates or from employers. This standard is ***not met*** because the planned system has not been implemented, is not directly reflective of the conceptual framework, and data have not been analyzed by the faculty to inform program content and process.

**Commendations**

- The Elementary Education program demonstrates an understanding of the importance of assessing impact on learners.
  
- The Unit has taken a giant step with the aggregation of currently available data in the undergraduate, initial program.



opi.mt.gov

- The appointment of an assessment coordinator and the aggregation of currently available data are essential actions for the Unit's moving forward with recording, aggregating, and analyzing data for program content and process improvement.

### **Improvements**

- Simplify the proposed Assessment System so that only essential candidate outcomes at critical benchmarks are the foci.
- Connect key assessments to the conceptual framework.
- Move to a 3 or 4-point scale and clearly articulate a rubric description for each rating.
- Use current data to help redesign assessment instruments and rubrics.
- Redesign evaluation forms so they address and align with elements of the conceptual framework.
- Continue the work begun to simplify the initial conceptual framework. This will facilitate the linking of key assessments to the conceptual framework.
- Consider reviewing the advanced conceptual framework to similarly simplify.

### **Accreditation Recommendation**

#### **Standard Not Met**



**Montana State University - Northern**  
**Professional Education Unit Accreditation On-Site Review**  
**November 15-18, 2009**

**Number and Name of Standard:** ARM 10:58.306 FIELD EXPERIENCES AND CLINICAL PRACTICES

**Validating Statement:** Supporting materials were reviewed and interviews conducted with students, faculty, and the professional community. Reviewers were able to verify that the field experiences and clinical practices of candidates are positive for the candidates as well as for the field sites in which they are placed. The Havre Public School District views the partnerships as positive, recognizing the candidates' contributions to the school environments. Similarly, students return from the field to the university classroom with feedback for analysis and discussion. The field placements available to MSU-Northern candidates offer a wide diversity of K-12 student populations, making it possible for MSU-Northern to assure diversity settings for their candidates.

**Sources of Evidence:** MSU-Northern 2009-2010 General Bulletin and Catalog; Course Syllabi; Candidate Portfolio; Interviews with department faculty, students, and cooperating teachers

**Assessment Aligned to Standard:** At the initial level, the student teaching assessments are not clearly aligned to the Conceptual Framework.

At the advanced level, field experiences and clinical practices are guided by the program's conceptual framework and are organized to provide a comprehensive experience for the candidate.

At both initial and advanced levels, assignments and assessments need to be developed to document candidates' impact on P-12 student learning.

**Evaluation:** For the most part, field experiences and clinical placements are strengths of the MSU-Northern programs preparing education professionals. Both MSU-Northern faculty and the professional community have put forth effort to provide mutually beneficial clinical placements. The Unit policies and practices for placing candidates in field settings are generally well managed, although it appears that some tweaking might improve communication. Reviewers learned of concerns in the professional community about receiving timely, consistent, and reasonable communication, and heard from advanced students in Great Falls that better coordination is needed. Cooperating teachers, especially secondary, need to know their obligations to the candidates, and some MSU-Northern faculty in secondary programs would like more input as to where their prospective student teachers are placed.

**Commendations:** There is as an excellent relationship between the Unit and the local school districts, which allow for a variety of candidate placements.



opi.mt.gov

The counseling program field experience is well planned and organized, and counseling candidates state that they are appropriately supervised and supported.

### **Improvements**

- Improve the coordination and communication between the Great Falls campus and the Havre campus.
- At the Great Falls Campus appoint one local contact person ensuring that Great Falls candidates receive, in a timely manner, the necessary information relating to program requirements and any changes to those requirements.
- Provide avenues of communication with and involvement by the Information Technology (IT) faculty in field experience and clinical practice placements of IT candidates.
- Align student teaching assessments to outcomes in the conceptual framework.
- Provided opportunities for both initial and advanced candidates to demonstrate their impact on P-12 student learning.
- Aggregate, analyze, and use candidate performance assessment data from initial and advanced field experience and clinical practice to inform programmatic decisions to enhance the candidate's experience and to improve the programs.

### **Accreditation Recommendation**

#### **Standard Met with Notation**



**Montana State University Northern  
Professional Education Unit On-Site Accreditation Review  
November 15-18, 2009**

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

**Validating Statement:** During the on-site visit, reviewers verified that the Professional Education Unit (Unit) designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**Sources of Evidence:** Exhibits: MSU-Northern Institutional Report, October 30, 2009; MSU-Northern 2009-2010 Catalog; Student Teacher Candidate Formal Evaluation: Final; Teacher Education Program Questionnaire; General Education requirements; Elementary Education program requirements and syllabi; Secondary Education Core requirements; PACT: Professional Applied Course Text; Exhibits 307.1 through 307.9

Interviews: Student Education Association members, Stacey Dolezal and Barb Zuck, Co-Chairs of the Campus Cultural Development Committee and of the Campus Diversity Committee; Charles Pollington, Assessment Coordinator; Darlene Sellers, Accreditation Coordinator; Stacey Dolezal, Vaughn Rundquist, Jamie Underwood and Vicky Hayes, Diversity Standard Working Committee

**Assessment Aligned to Standard:** The conceptual framework states that candidates will “demonstrate an understanding of the importance of diversity and the impact diversity has in living rich, full lives.” Assessment of candidates’ ability to integrate knowledge of history, culture and contemporary status of Montana’s American Indian tribes would help document whether candidates have met the desired outcome. Other assessments that align with the diversity standard include candidate knowledge of multiple pedagogical strategies for instruction and demonstrated dispositions of fairness and a belief that all students can learn. Reviewers could not find collated data of candidate performance on these measures. Data are collected about candidates’ attitudes about diversity and demonstration of sensitivity in the classroom, but they are not tied to an assessment of diversity as a conceptual framework theme, collated, shared or used to guide program improvements.

**Evaluation:** Commitment to Diversity is a central theme of the conceptual framework guiding the programs. This focus on the importance of diversity in educational settings along with the implementation of Indian Education for All (IEFA) have resulted in curriculum and field experiences directed at preparing candidates for work with Native populations as well as with groups representing other types of diversity: socioeconomic, geographic, exceptionality, gender.

As an educational hub in the area north of the Missouri River and east of the Rocky Mountains, MSU-Northern has the largest percentage of Native American students of any school in the Montana University System. The unit has excellent partnerships with nearby reservations, and the 2+2 programs with Fort Belknap, Fort Peck and Rocky Boy are working



opi.mt.gov

well to encourage Native American students to complete teacher licensure programs. Students at MSU-Northern also are older (average age of 26.25) and demonstrate high levels of need for financial support. The faculty on campus is primarily white, but the opportunities for professional education candidates to work with field-based faculty provide them with more diversity in the faculty with whom they work. Meanwhile MSU-Northern continues to employ recruitment practices designed to encourage and attract applications from individuals representing diversity for this campus. MSU-Northern provides regular and significant events that join culture and diversity through both the Cultural Development Committee and the Diversity Committee activities on campus.

The geographic diversity in the area, including the presence of the Rocky Boy and Fort Belknap reservations, Hutterite colonies, and a predominantly rural culture, provides for teacher candidates to interact with P-12 students with exceptionalities, students from different racial and ethnic groups and gender, students with English as a second language, socio-economic, and religious groups. Candidates are required to complete field placements in classrooms with special needs and high-risk students in classrooms. In discussing their preparation, initial elementary candidates interviewed were aware of education issues experienced by Native populations and thoughtful and insightful about their roles in implementing IEFA and assuring that all students can learn. A review of required core courses indicates that diversity course work requirements are uneven between elementary and secondary licensure programs.

In the advanced programs, diversity is one of the core beliefs woven through the programs, and candidates are assessed using diversity criteria. Candidates experience exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups in their clinical settings, and report that they are aware of and comfortable with diversity issues.

### **Commendations**

- MSU-Northern provides an excellent campus environment in support of diversity awareness.
- Faculty have developed outstanding one-on-one rapport with students across all program areas.

### **Improvements**

- Provide evidence that Montana American Indians are addressed within the context of relevant advanced and secondary course syllabi.
- Continue to revise and develop new assessment rubrics assessing candidate knowledge, skills and dispositions regarding diversity and including Montana American Indians.
- Include demonstration of fairness and the belief that all students can learn into the assessment of candidate disposition.

- Provide elementary and secondary education candidates equal access to course work addressing Indian Education for All and other diversity issues.

**Accreditation Recommendation**

**Standard Met with Notation**



**Montana State University - Northern**  
**Professional Education Unit Accreditation On-Site Review**  
**November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT

**Validating Statement:** Supporting materials were reviewed and interviews were conducted with students and faculty. It is apparent from interviews and review of materials that the Professional Education Unit (Unit) has a dedicated faculty interested in producing well prepared educators to serve all Montana P-12 students. It also must be noted that the use of adjunct faculty is putting the Unit and its programs at risk.

**Sources of Evidence:** General bulletin and catalog, course, syllabi, candidate portfolio, exhibits, interviews with department faculty, students, cooperating teachers, and administrators

**Assessment Aligned to Standard:** The assessment in this area appears to align to the standard.

The Unit systematically evaluates faculty performance.

**Evaluation:** Within the elementary education, Health and Physical Education and graduate programs, all tenure-track faculty members have advanced degrees and professional expertise. Faculty resignations/retirements combined with declining budgets have caused faculty lines to remain open, necessitating the increased use of temporary, part-time faculty and adjuncts. Adjunct faculty are screened/selected by the chair and provost/acting dean of the College of Education, Arts and Sciences, and Nursing. In graduate programs, the program faculty recommend recruitment and retention of all adjuncts to the Provost. Evidence of the qualifications of active adjunct faculty was not found. Currently there is minimal support for faculty professional development. There is no existing plan for regular upgrades of technology for the Unit or professors.

The use of adjunct faculty on a more or less permanent basis is a problem. There is loss of coherence and lack of consistency when an overwhelming majority of courses in a program are taught by adjunct instructors. For example, the core methods courses in the Elementary program are taught by an adjunct instructor who does not hold a master's degree. Similarly, there is a loss of program credibility when the qualifications for adjunct faculty are below the minimum required for normal tenure-track faculty status.

The majority of core faculty in the Learning Development and Counseling advanced programs have terminal degrees in their respective fields. Students of the advanced programs report that their instructors are very knowledgeable and that the instructors' experience and expertise make the content more realistic.



opi.mt.gov

### **Commendations**

- It is evident that faculty members are committed to the program and their students. Faculty are dedicated, student-centered and enthusiastic in their work, and are willing to engage in professional dialogue to improve the programs.
- The budgetary line item for professional development is an important addition to maintain and improve faculty performance and development.
- Students appreciate the one-on-one rapport they have with faculty.

### **Improvements**

- Provide evidence of faculty qualifications for all tenure-track faculty and adjuncts teaching in the initial and advanced programs. Review the report from the recruitment/retention policy evaluation of professional education faculty qualifications as compared to adjunct faculty qualifications. Ensure equity, integrity, and quality of hiring practices.
- Supplement, not supplant the recruitment and retention of terminal degreed faculty by the judicious appointment of adjunct faculty.
- Consider pursuing opportunities for faculty professional development through applied research with school partners.

### **Accreditation Recommendation**

#### **Standard Met with Weakness**



**Montana State University-Northern  
Professional Education Unit On-Site Technical Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.309 UNIT GOVERNANCE AND RESOURCES

**Validating Statement:** During the on-site visit, reviewers verified that the Professional Education Unit (Unit) has leadership and authority structure to allow planning, delivering and operating coherent programs of study. However, there is a lack of the use of such structure to implement the programs of study. Specifically, the lack of a Dean or Department Head is detrimental to the overall effectiveness of the Unit.

**Sources of Evidence:** MSU–Northern Institutional Unit Accreditation Summary Report, Institutional Report, MSU-Northern 2009-2010 Catalog, Course Syllabi, Interviews, and Exhibits

**Evaluation:** Due to the size and character of the MSU-Northern campus, the university faculty, administration, staff, and students maintain informal networks of communication. Such informality illustrates the very heart of the MSU-Northern community: everyone knows one another well. However, this same informality appears to interfere with the Unit leadership and authority structure as described in the institutional report. The governance structure, in practice, is not clearly implemented. In addition, declining enrollment and related budgetary cuts create a climate of scarcity, which results in a disequilibrium across programs and across campus. Faculty resignations/retirements, combined with declining budgets, have caused faculty lines to remain open, necessitating the increased use of temporary, part-time faculty and adjuncts. Current faculty take on additional duties to maintain the program, which leads to faculty overloads to meet the needs of the enrolled candidates. In spite of a very limited budget, the Unit faculty and staff are committed to preparing future educators and seem to attend to that work with vigor and dedication.

The Unit's faculty are teaching full loads and are responsible for additional duties, which may be detrimental to the Unit's overall quality of teaching and learning.

It was difficult to determine if the Unit receives budgetary allocations proportional to other campus units. The budgetary process for the Unit is based on the prior year's budget then adjusted.

The unit's recruiting and admission practices are clearly organized; advising and counseling are available to candidates at all stages of their education; and the Unit collaborates with other programs on the campus in preparing professional educators.

Evaluation of the Unit and its programs lacks supporting data. There is little or no data showing the coordination of programs allowing the candidates to meet the standard. The assessment plan is missing in places and does not provide used data in others.



The information technology resources are adequate but somewhat limited. The faculty hardware must not be allowed to become dated.

Library resources are sufficient.

### **Commendations**

- Appointment of an assessment coordinator
- Re-establishment of Governance protocols
- Re-emergence of Professional Education Unit (PEU) and its governing committee structure
- The administration of the Unit and MSU-Northern, while both small, are truly interested in the success of the education candidates.

### **Improvements**

- Resources, although limited, need to be targeted toward the collection, analysis, and dissemination of useable data for decision making and program and unit improvements. To achieve this recommendation requires strong, directed leadership from the Provost or Dean, Unit Head, and the Education Chair.
- Resources are needed to support the assessment coordinator position.
- A sufficient budget is necessary to implement an adequate, ongoing professional development plan of its faculty as well as fund a plan for the continuous upgrade and/or replacement of technology to support faculty teaching, scholarship and service productivity.
- A sufficient budget is necessary to support recruitment and retention of qualified tenure-track faculty and adjunct faculty.

### **Accreditation Recommendation**

#### **Standard Met with Notation**

**Montana State University-Northern  
Professional Education Unit On-Site Technical Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.501 GENERAL REQUIREMENTS

**Validating Statement:** Supporting materials were reviewed and interviews conducted with students, faculty, and the professional community.

**Sources of Evidence:** MSU-Northern Institutional Report; State Preliminary Report; Interviews with faculty, administrators, student teachers; School visit

**Evaluation: (a) ... integrate knowledge of the history, cultural heritage and contemporary status of American Indians**

MSU-Northern works with at least three American Indian Reservations in North Central Montana. These cooperative working relationships provide candidate opportunity to experience American Indian environments, Tribal College candidates and elementary/secondary learners. The program can improve purposeful preparation of both faculty and candidates for Indian Education for All.

**(b) ... central concepts, tools of inquiry and structure of the discipline(s) he or she teaches and creates learning experiences**

MSU-Northern's educator preparation program syllabi include best practices and tools of inquiry to prepare candidates in understanding of what to teach and how to teach meaningful subject matter.

**(c) ... understanding of how students learn and develop**

MSU-Northern's educator preparation program purposely prepares elementary education candidates to consider the needs of individual learners. Practica provide settings for candidates to apply what they have practiced using student cases in methods class. Secondary education majors and cooperating teachers report the need for more information regarding student development at the middle school and secondary levels.

**(d) ... demonstrate knowledge of how students ... differ in their approaches to learning**

MSU-Northern's educator preparation program purposely prepares elementary education candidates to consider the needs of individual learners. Practica provide settings for candidates to apply what they have practiced using student cases in methods class. Secondary education majors and cooperating teachers report the need for more information regarding student development at the middle school and secondary levels.

**(e) ... understanding of personal, cultural and socioeconomic biases**



opi.mt.gov

MSU-Northern's professional education faculty and candidates engage in reflective practice to develop self-understanding of personal biases and the effect on teaching.

**(f) ... utilize variety of instructional strategies**

Elementary education faculty attest to valuing and professing a variety of pedagogical models. However, there is no directed effort to model different philosophies and theories of teaching for candidates to experience or use.

**(g) ... understanding of individual and group motivation ... to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation**

Candidates report to experiences with collaborative learning in classes that allow them to use cooperative learning in their elementary or secondary classrooms with learners.

**(h) ... effective communication techniques**

Students whom I interviewed spoke well. The student teacher whom I observed wrote on the SMART Board without error.

**(i) ... instruction based on knowledge of subject matter, students, the community, curriculum goals ... and technologies**

Candidates align lesson plans with state standards and district curricular goals. They know the Havre/High Line community. They have the opportunity to learn about and experience American Indian reservation communities. While faculty profess to make assignments related to technology and candidates report the same, school personnel report that candidates do not know how to use technologies commonly used in schools.

**(j) ... assessment strategies ... to evaluate effective instruction**

Candidates know, understand and apply curricular-based assessments during practica and student teaching.

**(k) ... continued growth in knowledge related to a particular subject**

The Elementary Education faculty have made content knowledge an essential element of the revised initial Conceptual Framework.

**(l) ... strategies to build relationships with school colleagues, families and agencies in the larger community**

MSU-Northern has excellent relationships with the local schools and Havre community. Teachers welcome candidates into their classrooms. Students also are welcomed into schools within reasonable commutes all along the High Line.



**(m) ... foster contextual and experiential learning and build connections between academic learning and the skills required in the present and future workforce**

Not observed.

**Commendations:** The relationship between the educator preparation program and the Havre schools is exemplary.

**Improvements:** Given the value placed on diversity of teaching theories and philosophies, faculty should provide purposeful opportunities for candidates to experience these differences.

### **Accreditation Recommendation**

#### **Standard Met**



**opi.mt.gov**

**Montana State University-Northern  
Professional Education Unit Accreditation Review  
November 15-18, 2009**

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

**Validating Statement:** Supporting materials were reviewed and interviews conducted with students, faculty, and the professional community.

**Sources of Evidence:** Institutional Report; Course syllabi; Student work samples, electronic portfolios, and other Exhibits; MSU-Northern 2009-2010 Catalog; Interviews with faculty

**Assessment Aligned to Standard:** The assessments do not clearly align to the standards. Student electronic portfolios, methods notebooks, and student work samples of each art form, and exams provide evidence of candidate assessment. The key assignments and corresponding assessments are not articulated as an Art K-12 program; rather the assessments are specific to the requirements of each course, singularly. Therefore, the collection, analysis, and dissemination of useable data are not evident.

**Evaluation:** The MSU-Northern Institutional Report information confirmed that the Minor in Arts K-12 program meets the standard. However, the course syllabi across the program are inconsistent and do not directly nor explicitly align to the standards.

It is unclear to the reviewers as to the consistency of performance rubrics and expectations to meet the acceptable range of the standard. Assessment of candidate knowledge, skills, and dispositions within the program are not identified nor uniformly applied to all candidates.

The creation of EDUC 430 Integrating IEFA Across the Curriculum promises to provide candidates the knowledge and skills to meet the requirements of *10.58.503(1) (a) (ii) art history and heritage through developing the ability to understand and appreciate works of art from different cultures, places and times, to include Montana American Indians*. This course was submitted for approval in the fall of 2009.

**Recommendations**

- Align program syllabi to the PEPP Standards
- Identify the key program learning expectations – knowledge, skills and dispositions
- Identify key assignments to measure key program learning expectations
- Develop common, uniform assessments with corresponding rubrics
- Collect, analyze, and disseminate data to improve candidate and program performance



opi.mt.gov

**Accreditation Recommendation**

**Standard Met with Notation**



**opi.mt.gov**

**Montana State University-Northern  
Professional Education Unit Accreditation On-Site Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.508 ELEMENTARY EDUCATION (1) (a) THROUGH (d)

**Validating Statement:** Supporting materials were reviewed and interviews conducted with students, faculty, and the professional community.

**Sources of Evidence:** MSU-Northern Institutional Report; Elementary Education three-ring binders; Raw program data and initial three-year data reports; Interviews with faculty, students, and off-campus partners

**Assessment Aligned to Standard:** 10.58.508 (1) (d)—How candidate performance in related field experiences is aggregated, reviewed and analyzed for program content and process improvement is not clear. The essential dispositions of “fairness” and the “belief that all students can learn” are not addressed with the disposition instruments in use.

**Evaluation:** The required course work, field experiences and clinical practice are appropriate for meeting the Elementary Education PEPPS requirements. Individual course assessment processes are appropriate. Level I, II and III benchmark requirements assure individual progress through the program. All candidate requirements are clearly explained through printed handbooks. Program exit criteria include the three-prong Montana "rigorous state test" of content knowledge.

**Commendations**

- The Elementary Education program has placed emphasis on the importance of assessment in elementary schools. Assessment applies to both learners and school effectiveness. This awareness and knowledge are essential in the current educational environment.

**Improvements**

- Field experience and clinical practice candidate assessment should include impact on elementary student learner outcomes.
- The rubric for assessing learner outcomes focuses on candidate planning, knowledge, presentation and assessment, rather than P-8 learner performance.

**Accreditation Recommendation**

**Standard Met**



opi.mt.gov

**Montana State University-Northern  
Professional Education Unit Accreditation Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.509 ENGLISH

**Validating Statement:** Supporting materials were reviewed and interviews were conducted with faculty and students. The interviews and supporting documents confirm that the Standard is met with notation.

**Sources of Evidence:** MSU-Northern Institutional Report; MSU-Northern 2009-2010 Catalog; Course Syllabi; Corresponding Sample Assessments; Interviews with faculty and students

**Assessment Aligned to Standard:** The assessments do not clearly align to the standards. The key assignments and corresponding assessments are not articulated as an English 5-12 program; rather the assessments are specific to the requirements of each course, singularly. Therefore, the collection, analysis, and dissemination of useable data are not possible.

**Evaluation:** The MSU-Northern Institutional Report information confirmed that the Minor and Major in English 5-12 program meet the standard. However, the course syllabi across the program are inconsistent and do not directly nor explicitly align to the standards. It is unclear to the reviewers as to the consistency of performance rubrics and expectations to meet the acceptable range of the standard. Assessment of candidate knowledge, skills, and dispositions within the program are not identified nor uniformly applied to all candidates.

Evidence was not provided to verify the "knowledge of and skills in the use of reading processes," (e.g., phonemic awareness, word identification and phonics, fluency, and comprehension strategies). The combining of ENGL 337 and 380 (grammar and linguistics) may take care of this issue, if the single course addresses explicitly the reading processes as denoted above. The current English program syllabi include "vocabulary and background knowledge" and "motivation" elements of the reading processes.

**Commendations:** The English 5-12 Minor and Major programs thoroughly create an inclusive and supportive learning environment in which all students engage in learning and demonstrate the implementation of instruction and assessment that assists students in developing skills and habits in critical thinking, ARM 10.58.509(1)(b) & (c).

**Improvements**

- Ensure that all candidates demonstrate the knowledge of and skills in the use of reading processes ARM 10.58.509(2)(c)
- Align program syllabi to the PEPP Standards
- Identify the key program learning expectations – knowledge, skills and dispositions



- Identify key assignments to measure key program learning expectations
- Develop common assessments with uniform rubrics
- Collect, analyze, and disseminate data to improve candidate and program performance.

## **Accreditation Recommendation**

### **Standard Met with Notation**



**Montana State University-Northern  
Professional Education Unit Accreditation On-Site Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.512 SCHOOL COUNSELING K-12

**Validating Statement:** Supporting materials were reviewed and interviews were conducted with students and faculty. These interviews were conducted face to face and over interactive TV. Generally, course syllabi do not clearly describe the link between the course objectives, standards, critical assignments, and assessments. Aggregated assessment data were not provided.

**Sources of Evidence:** MSU–Northern Institutional Unit Accreditation Summary Report, Institutional Report, Course Syllabi, Program Documents, Interviews, and Exhibits including student portfolios

**Assessment Aligned to Standard:** Generally there is no direct link between the standard and the assessment of individual candidate competencies or a link between the standard and any programmatic assessment.

**Evaluation:** The School Counseling Program has an articulated and sequenced set of courses. Evidence was lacking for a majority of substandards and, therefore, these sub standards were not met. The reviewers were unable to find documentation for meeting standard (1) (a), (1) (b), 1(c), (1) (d), (1) (e), (1) (f), (1) (g), (1) (h), and (1) (i), as data were not provided demonstrating the requirements of the substandards. Furthermore, it should be noted that in standard (1) (d), educational philosophies were not addressed; (1) (e), knowledge of the role of ethnic and cultural heritage of Montana American Indians was not addressed. Evidence did support the meeting of substandard (1)(j) regarding the successful completion of the supervised counseling practicum and internship experience, which include observation and practice of counseling and other professional skills related to professional school counseling.

**Commendations:** Faculty and students report a positive experience and speak highly of the program.

It was very evident that the School Counseling Program benefits from Dr. Darlene Seller's expertise and desire for a high-quality school counseling experience for the MSU-Northern candidates.

**Improvements:** An articulated connection between specific standards, course objectives, course assignments, and course assessments is needed.

Aggregated data from key assessments need to be collected to inform instructional and programmatic decisions.



opi.mt.gov

**Accreditation Recommendation**

**Standard Met with Weakness**



**opi.mt.gov**

**Montana State University-Northern  
Professional Education Unit Accreditation Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.515 INDUSTRIAL TECHNOLOGY

**Validating Statement:** Supporting materials were reviewed and interviews were conducted with students and faculty. This review indicates the standard is met.

**Sources of Evidence:** MSU-Northern Institutional Report; MSU-Northern 2009-2010 Catalog; Course Syllabi; Interviews with faculty and students

**Assessment Aligned to Standard:** Assessments are not clearly aligned to the standards.

**Evaluation:** The Industrial Arts program is complex with several pathways from which educator candidates may choose. The education core course work consistently provides each candidate with the tools to plan, deliver, and assess student learning. The syllabi across the program are inconsistent with limited alignment to the PEPP Standard. In addition, the assessments are not articulated within each course or across the program.

**Improvements**

- Align program syllabi to the PEPP Standards
- Identify the key program learning expectations – knowledge, skills and dispositions
- Identify key assignments to measure key program learning expectations
- Develop common, uniform assessments with corresponding rubrics
- Collect, analyze, and disseminate data to improve candidate and program performance.

**Accreditation Recommendation**

**Standard Met with Notation**



**Montana State University-Northern  
Professional Education Unit Accreditation On-Site Review  
November 15-18, 2009**

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

**Validating Statement:** Supporting materials were reviewed. Interviews were conducted with faculty and students (Bob Johnke, Assistant Professor of Mathematics; Heather Haney and Ericka Johnson, math students). The interviews and supporting documents confirm that the Standard is met.

**Sources of Evidence:** College catalog, course syllabi, candidate portfolios and interviews with department faculty and students

**Assessment Aligned to Standard:** The off-site reviewer stated and the on-site reviewer confirmed that the mathematics program assessments are aligned to the standard. The Department of Mathematics refers consistently to MSU-Northern conceptual framework.

**Evaluation:** The Institutional Report information has been confirmed and the mathematics program meets the standard.

**Commendations:** The mathematics department has dedicated faculty interested in producing excellent math teachers.

The mathematics faculty collaborates among themselves and with the education department on a variety of issues.

**Improvements:** As the mathematics teaching program was recently reinstated, it is imperative that MSU-Northern continue to vigorously recruit mathematics candidates to ensure a viable program.

**Accreditation Recommendation**

**Standard Met**



opi.mt.gov

**Montana State University-Northern  
Professional Education Unit Accreditation On-Site Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10:58:520 PHYSICAL EDUCATION

**Validating Statement:** Supporting materials were reviewed by the off-site and on-site reviewers. Interviews were conducted with faculty and students (Janet Tretheway, Professor of Education and Ryan Nelson, Health and Physical Education (HPE) student). The interviews and supporting documents confirm that the standard is met.

**Sources of Evidence:** Evidence was gathered from the college catalog, course syllabi, candidate portfolios and interviews with department faculty and students.

**Assessment Aligned to Standard:** The off-site reviewer stated and the on-site reviewer confirmed that the HPE program assessments are aligned to the standard. The HPE department refers consistently to the MSU-Northern conceptual framework.

**Evaluation:** The Institutional Report information has been confirmed and the HPE program meets the standard.

**Commendations:** The HPE department has dedicated faculty interested in producing excellent physical education teachers.

The HPE faculty collaborates among themselves and with the education department on a variety of issues.

The HPE department has a large load to carry with limited staff, and does an excellent job.

**Improvements:** The use of adjunct faculty increases the workload on tenured faculty. The unfilled HPE position needs to be filled.

**Accreditation Recommendation**

**Standard Met**



opi.mt.gov

**Montana State University-Northern  
Professional Education Unit Accreditation Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.521 READING SPECIALIST K-12

**Validating Statement:** Supporting materials were reviewed and interviews were conducted with students, faculty, and the professional community. The standard is met with weakness.

**Sources of Evidence:** MSU-Northern Institutional Report; Course Syllabi; Student Work Samples, and other Exhibits; MSU-Northern 2009-2010 Catalog; and Interviews with faculty and students

**Assessment Aligned to Standard:** Assessments are partially aligned to standards.

**Evaluation:** The Professional Education Unit faculty are currently revising the Reading Specialist Minor. A thorough review of the program revealed gaps in knowledge, skills and dispositions necessary for candidates to be well prepared to step into a K-12 Reading Specialist program. The former Reading Specialist Minor program of study focused primarily at the elementary level (K-5) to the exclusion of the adolescent learner. The former program did not address phonics or the specific research-based elements of reading processes (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation).

The Reading Specialist Minor revised program of study includes the addition of three courses: Exploring Writing in Elementary Education – 3 credits; The Adolescent Reader – 3 credits; and Phonics and Word Identification – 3 credits. The revisions are proposed program changes for the 2010-2011 MSU-Northern Catalog.

**Commendations:** Conducting a thorough review and revision of the K-12 Reading Specialist Minor addressing research-based reading processes.

### **Improvements**

- Ensure that all elements of the research-based reading processes are explicitly articulated in the Reading Specialist Minor
- Collect, analyze, and disseminate data to improve candidate and program performance
- Consider adding course work to change the Minor to the K-12 Reading Specialist Major

### **Accreditation Recommendation**

#### **Standard Met with Weakness**



opi.mt.gov

**Montana State University-Northern  
Professional Education Unit Accreditation On-Site Review  
November 15-18, 2009**

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

**Validating Statement:** Supporting materials were reviewed by the off-site and on-site reviewers. Interviews were conducted with faculty and students (Vaughn Rundquist, Professor of Biology, and Kaylee Shaw, secondary education science student). The interviews and supporting documents confirm that the standard is met with notation.

**Sources of Evidence:** College catalog, course syllabi, candidate portfolios and interviews with department faculty and students

**Assessment Aligned to Standard:** The off-site reviewer stated and the on-site reviewer confirmed that the Science program assessments are aligned to the standard. The Science department refers consistently to the MSU-Northern conceptual framework.

**Evaluation:** Most of the required courses and aligned assessments provided in the Institutional Report meet the standard. The reviewers found insufficient evidence to support that substandard 10.58.522(7) (a) is met, particularly with reference to candidates' conceptual understanding of evolution.

**Commendations:** The science department has dedicated faculty interested in producing excellent science teachers.

**Improvements:** The topic of evolution must be addressed as the unifying concept for all biology.

Students should be counseled that the broadfield science endorsement is desirable in small Montana schools. The larger school systems usually require a major in the endorsed science area.

**Accreditation Recommendation**

**Standard Met with Notation 10.58.522(7) (a) met with weakness**



**Montana State University-Northern  
Professional Education Unit Accreditation Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.523 SOCIAL STUDIES - BROADFIELD

**Validating Statement:** Supporting materials were reviewed and interviews were conducted with students and faculty. This review indicates the standard is met.

**Sources of Evidence:** MSU-Northern Institutional Report; MSU-Northern 2009-2010 Catalog; Course Syllabi; Interviews with faculty and students

**Assessment Aligned to Standard:** Assessments are not clearly aligned to the standards.

**Evaluation:** The MSU-Northern Social Studies Broadfield endorsement program for Grades 5-12 requires a concentration from the professional education core, history and political science, and an additional selective academic discipline drawn from Economics, Sociology, or Psychology. The Social Studies Broadfield program is designed to develop and assess the candidates' mastery of pedagogical skills, content knowledge, and professional dispositions. The education core coursework including social studies teaching methods consistently provide candidates with the tools to plan, deliver, and assess student learning. The syllabi across the program are inconsistent with limited alignment to the PEPP Standards. In addition, the assessments are not articulated within each course or across the program.

**Improvements:**

- Align program syllabi to the PEPP Standards
- Identify the key program learning expectations – knowledge, skills and dispositions
- Identify key assignments to measure key program learning expectations
- Develop common, uniform assessments with corresponding rubrics
- Collect, analyze, and disseminate data to improve candidate and program performance

**Accreditation Recommendation**

**Standard Met with Notation**



**Montana State University-Northern  
Professional Education Unit Accreditation Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.526 TRAFFIC EDUCATION

**Validating Statement:** Supporting materials were reviewed and interviews were conducted with students and faculty. This review indicates the standard is met.

**Sources of Evidence:** MSU-Northern Institutional Report; MSU-Northern 2009-2010 Catalog; Sample Assessments; Course Syllabi; Interviews with faculty and students

**Assessment Aligned to Standard:** For the most part, candidate learning outcomes and corresponding assessments are aligned. The alignment to the PEPP Standards is less clear.

**Evaluation:** The Traffic Education Minor is a targeted endorsement program with well articulated learner outcomes and corresponding assessments. The education core course work consistently provides each candidate with the tools to plan, deliver, and assess student learning. The syllabi across the program are quite consistent. The alignment to the PEPP Standards could be strengthened. The assessments are articulated within each course but the overall, final assessments are recall and basic knowledge “tests” and do not address the critical thinking nature of “drivers’ education.”

**Improvements**

- Align program syllabi to the PEPP Standards
  
- Improve summative assessment to include critical thinking and judgment constructed items
  
- Collect, analyze, and disseminate data to improve candidate and program performance

**Accreditation Recommendation**

**Standard Met with Notation**



**Montana State University–Northern  
Professional Education Unit Accreditation On-Site Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.601 PROGRAM PLANNING AND DEVELOPMENT

**Validating Statement:** The Program Planning and Development evaluation for advanced programs is negatively impacted by the K-12 Principal Endorsement Program that lacks faculty ownership, coherence of courses, and evidence of course content linked to standards. The majority of the required course syllabi for the K-12 Principal Endorsement Program were not available nor were there any assessment data.

**Sources of Evidence:** MSU–Northern Institutional Unit Accreditation Summary Report, Institutional Report, Program Documents, Interviews, and Exhibits

**Assessment Aligned to Standard:** Program evaluation data and decisions informed by those data were not provided or found by the reviewers.

**Evaluation:** Taken in totality, many of the Program Planning and Development standards and substandards are met. Advanced programs are overseen by an appropriate governance structure. The School Counselor K-12 and Learning Development Programs provided evidence of a coherent program consisting of sequenced courses and, by themselves, these programs meet the majority of standards. Candidates receive practical experiences through field experiences.

No evidence was found for meeting substandards(1)(d) and (1)(e), no evidence of program evaluation; (5)(b) and 5(c), majority of required course syllabi not provided for K-12 Principal Endorsement Program; (5)(f), no evidence provided; (6)(a) (iii), no evidence provided, (6)(d), program evaluation procedures not provided; (6)(f), no evidence for the K-12 Principal Endorsement Program. The advanced program's governing body must consider either (1) recreating the K-12 Principal Endorsement program to meet the standards or assigning qualified full-time faculty to teach the majority of the courses or (2) discontinue the K-12 Principal Endorsement Program. In its current form, the K-12 Principal Endorsement Program negatively skews the evaluation of the Program Planning and Development Standards for the advanced programs.

**Improvements:** Program evaluation, based upon aggregated and disaggregated data needs to become an ongoing process for continuous improvement.

**Accreditation Recommendation**

**Standard Met with Weakness**



opi.mt.gov

**Montana State University–Northern  
Professional Education Unit Accreditation On-Site Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.602 TEACHING AREAS: ADVANCED PROGRAMS

**Validating Statement:** During the on-site visit, supporting materials were reviewed and interviews were conducted. Published documents inform prospective candidates of the specific program requirements for admittance to and eventual completion of graduate programs. The School Counseling K-12 and Learning Development Programs have articulated a sequence of courses that attempt to address state standards.

**Sources of Evidence:** MSU–Northern Institutional Unit Accreditation Summary Report, Institutional Report, Program Documents, Course Syllabi, Interviews, and Exhibits

**Assessment Aligned to Standard:** There is no evidence of an assessment for 10.58.602 Teaching Areas: Advanced Programs

**Evaluation:** Substandards (1) and (2) are met by the advanced programs. Substandard (3) is not met. Specifically the reviewers did not find evidence supporting substandards (3)(a), course content objectives are not clearly tied to standards, Conceptual Framework, critical assignments, or assessments; (3)(b), not all course syllabi provided; (3)(c), the use of research and new developments is not explicitly evident in the course syllabi or supporting documentation.

**Improvements:** Course content objectives need to be clearly tied to standards, Conceptual Framework, critical assignments, and assessments.

The K-12 Principal Endorsement Program needs to be addressed at a variety of levels. Special attention needs to be given ensuring that the program is designed so that its courses provide a coherent program.

### **Accreditation Recommendation**

#### **Standard Met with Weakness**



opi.mt.gov

**Montana State University–Northern  
Professional Education Unit Accreditation On-Site Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.603 ASSESSMENT OF ADVANCED PROGRAMS

**Validating Statement:** Assessments for all advanced programs were either missing or designed only at the student level for those courses whose syllabi were provided. Numerous substandards contained within 10.58.603 Assessment of Advanced Programs were met by the School Counselor K-12 and Learning Development Programs, but not by the K-12 Principal Endorsement Program.

**Sources of Evidence:** MSU–Northern Institutional Unit Accreditation Summary Report, Institutional Report, Program Documents, Course Syllabi, Interviews, and Exhibits

**Assessment Aligned to Standard:** No program assessments provided.

**Evaluation:** All standards and substandards for 10.58.603 Assessment of Advanced Programs were not met.

**Commendations:** There is anecdotal evidence that core graduate faculty understand assessment and the necessary components of a comprehensive assessment system.

**Improvements:** A comprehensive assessment system must be developed that is driven by the standards requiring the collection and analysis of individual, course, and program evaluation data. These data must then be used to inform decisions at each level on a consistent basis.

**Accreditation Recommendation**

**Standard Met with Weakness**



**Montana State University–Northern  
Professional Education Unit Accreditation On-Site Review  
November 15-18, 2009**

**Number and Name of Standard:** ARM 10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS

**Validating Statement:** The K-12 Principal Endorsement Program appears to be in disarray with no evidence of a coherent program of study addressing the standards. There is a lack of consistency with an overwhelming majority of courses being taught by adjunct instructors. Of the 24 credits comprising the program, only three credits (one course) is taught by a full-time MSU-Northern faculty member in Education. Half of the required course syllabi were not provided. An examination of those course syllabi provided revealed a lack of linkage to any state standard or evidence of program coherence.

**Sources of Evidence:** MSU–Northern Institutional Unit Accreditation Summary Report, Institutional Report, Course Syllabi, Program Documents, Interviews, and Exhibits

**Assessment Aligned to Standard:** There were no assessments aligned to the standard.

**Evaluation:** Due to the lack of information provided, the vast majority of the substandards were not met. Evidence was provided to meet two substandards addressing the social, economic, and legal context (1) (f), and substandard (1) (g) addressing the internship/field experience.

**Commendations:** Successful partnerships have been established with area schools to provide school-based internships to candidates in this program.

**Improvements:** The K-12 Principal Endorsement Program needs to be addressed at a variety of levels. Special attention needs to be given ensuring that the program is designed so that its courses provide a coherent program with specific objectives and assessments linked to the standards. Consistency of qualified faculty teaching the courses should be established.

### **Accreditation Recommendation**

#### **Standard Not Met**



opi.mt.gov

## EXECUTIVE SUMMARY

DATE: MAY 2010

- PRESENTATION:** Race to the Top
- PRESENTER:** Dan Villa, Governor's Education Policy Advisor  
Dennis Parman, Deputy Superintendent  
Office of Public Instruction
- OVERVIEW:** This presentation will include information concerning the following:
1. Montana's application process for federal funding includes a grant writer, a leadership team, and communication with Montana stakeholders;
  2. School district superintendents, boards of trustees chairpersons and union presidents will be asked to sign a Memorandum of Understanding as part of the application process;
  3. Office of Public Instruction Curriculum Specialists Kristine Goyins and Jean Howard will review the content of the latest draft document of the National Common Core State Standards Project. They will provide a comparison of the common core K-12 Mathematics and English/language arts draft standards to the Board of Public Education Content and Performance Standards in Mathematics and Communication Arts; and
  4. The Montana Plan for a teacher and principal evaluation system will be presented.
- REQUESTED DECISION(S):** None are requested.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None



**Montana Will Apply For Race to the Top Funds**

4/21/2010

Frequently Asked Questions

**Why did Montana decide to apply for the second round of grants?**

We believe that we can submit a competitive plan that could bring as much as \$50 to \$75 million to Montana school districts. School districts can choose to participate or not, it is completely voluntary. After a great deal of self examination based on RTTT criteria and a review of plans submitted by other states it became clear that the right thing to do was to make application for Phase II. Also, we already know that RTTT is a major roadmap for the administration's plans for the reauthorization of ESEA. Having a Montana RTTT plan will only help us be prepared to respond to whatever comes from that Congressional effort and would benefit our congressional delegation in their support of us in that process.

**Will Montana be establishing Charter Schools?**

No. Montana already has administrative rule that speaks to Charter Schools (10.55.604 (2) (a-e)). We have no intention of pursuing any changes to this language or introducing legislation on this issue.

**If Montana does receive RTTT funding will LEAs be required to submit an application and if so, will these be awarded based on a competitive process?**

No. The requirements of RTTT are such that at least half of the allocation awarded to a SEA must go to participating LEA's and is not to be a competitive process. Our hope is to produce a state plan that is attractive and flexible for all school systems and that they can find a way to use the funds in a meaningful manner to enact innovation and/or implement reform as they see fit within the context of the state plan.

**Will collective bargaining agreements have to be changed to meet the requirements of the grant?**

No. This has been one of the most contentious issues around the nation regarding RTTT. We are committed to developing a plan that will NOT require a local CBA to be opened for any reason regarding teacher evaluation.

**Will local school districts have to adopt the Common Core Standards?**

No. The role of the BPE is to make decisions regarding adopting, aligning with, or ignoring the Common Core Standards (CCS). The implications for local school systems will be to continue to align their local curricula with state standards set by the BPE.



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

opi.mt.gov

**If the Montana RTTT application is funded, with this require another layer of reporting for local school systems?**

We are making every effort to not require any additional reporting or data collection as a result of this application process. We believe that we are already collecting all of the data we will need to write a competitive application.

**Will the Board of Public Education need to change any existing rule or create any new rule before the application is completed?**

No. We are committed to not changing the normal course of doing business in Montana regarding changing or creating rule that should allow for adequate public input and engagement in the process.

**Will any BPE rule need to be changed as a result of writing a RTTT application?**

Yes. In particular we will be exploring ways to increase the size of the teacher application pool across the state by finding ways to be more flexible in licensing teachers and administrators and still maintaining the quality we currently enjoy. Also, we will be looking at a rule change that will be intended to bring greater consistency and expectation to the evaluation of teachers and principals. There will be no statewide evaluation tool or process pursued, only a rule that outlines the broader elements of meaningful and effective evaluation.

**Has the 'Montana Plan' for a RTTT application already been written?**

Not Entirely. Although the Governor's Office, the Office of Public Instruction, and the Board of Public Education have discussed their respective interests and positions relative to most of the issues relative to RTTT and future of public education for Montana, the details of a 'Montana Plan' will be put into writing in the coming weeks. This will occur with input from our education partners and stakeholders.

**When is the RTTT Grant Application Due?**

June 1, 2010. The completed application is due at the Department of Education on this date. Local districts that choose to participate in the RTTT program will need to remit a completed Memorandum of Understanding (MOU) sometime around mid-May so that the application can be completed in order to meet the June 1 deadline.

**VI. SIGNATURES**

**LEA Superintendent** (or equivalent authorized representative) – (required):

---

Signature/Date

---

Print Name/Title

**President of Local School Board of Trustees:** (required):

---

Signature/Date

---

Print Name/Title

**Local Teachers' Union Leader** (required, if applicable):

---

Signature/Date

---

Print Name/Title

**EXHIBIT I – PRELIMINARY SCOPE OF WORK**

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Innovation and Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
<b>1. Standards and Assessments</b>		
Support the transition to enhanced standards and high-quality assessments through alignment to accreditation standards.		
<b>2. Data Systems to Support Instruction, Using data to improve instruction</b>		
Use local data driven instructional improvement processes		
Provide professional development on use of data to improve instruction		
<b>3. Great Teachers and Leaders, Improving teacher and principal effectiveness based on performance:</b>		
Implement evaluation systems that are aligned with state standards		
Conduct regular evaluations		
<b>4. Providing effective support to teachers and principals:</b>		
Provide quality and purposeful professional development		
Measure effectiveness of professional development		



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

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

## **Montana Race to the Top State Plan Overview**

### **Montana's Plan for Race to the Top**

Montana will be requesting between \$50,000,000 and \$75,000,000 in funding from Race to the Top where at least half of the award will go to participating LEAs. If funded, the portion of the award going to the SEA will primarily be used to assist schools and districts in carrying local plans and the state plan.

### **Response to RTTT Assurance Areas**

The Secretary of Education has centered the RTTT initiatives on four priority assurance areas:

1. Standards and assessments
2. Data systems to support instruction
3. Great teachers and leaders
4. Turning around the lowest-achieving schools.



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

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

- The **standards and assessments** assurance includes the consideration of the adoption of internationally benchmarked standards and assessments that prepare students for success in college and the workplace.

The OPI has been engaged in the Common Core State Standards Initiative lead by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). We have convened instructional leaders from around the state to review the draft releases of both the Career and College Ready Standards and the K-12 English/Language Arts and Mathematics Standards. We have conducted state-level alignment processes along the way and have found that the present Learner Standards in Montana already meet or exceed the Common Core Standards for both Career and College Ready and K-12 English/Language Arts and Mathematics Standards. The process of bringing these standards into Montana classrooms will make its way into the structure of our Board of Public Education decision making process, which embraces public participation and provides meaningful leadership along the way.

Montana has also been an active participant in the RTTT Assessment Program, the guidelines for this program were recently released by the ED, is committed to participating in this program as it is clearly tied to the Common Core Standards work and will be critical to measuring our progress and success along the way as these changes occur in Montana.

In order to provide a rich and complete set of course offerings to all corners of a large and sparsely populated state like Montana distance learning, dual credit, dual enrollment, and concurrent enrollment can play a huge role in providing greater access to opportunity for all students.

The OPI is working toward developing a three-tier system to assist schools and districts through a statewide system of support, based on their individual needs as determined by a multifaceted, data-driven process. One tier will be those schools and districts that are leaders in education in Montana. Another will be those that need assistance in specialized areas or help leveraging their limited resources to attend to a goal or need. The final tier will be those schools and districts that are persistently low-achieving.



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

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

- The **data systems** assurance includes building a longitudinal data system that measures student success and informs teachers and principals how they can improve their practices in concert with analyzing student data.

Montana is planning to write a proposal to build a data system that will allow for the tracking of student assessment data over time. If funded, data in this system will be available for local use by teachers and leaders to use toward directing instruction as they deem appropriate in their setting.



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

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

- The **great teachers and leaders** assurance includes recruiting, developing, retaining and rewarding effective teachers and principals. Additionally, it calls for changes in teacher and principal preparation and training programs.

There are many researched based models available to local school systems as they work with their teachers collaboratively on this topic, but what is missing is a clear Montana direction around this issue. A recommendation, to the Montana Board of Public Education, will be developed, with input from all stakeholders that will provide a clear direction that all school systems in Montana will use to ensure that there is a minimum of consistency and expectation in the performance of those who lead and teach in our schools. It should be noted that Montana is a collective bargaining state. As such, both the LEA and its bargaining units have the authority to deliberate and decide equally on any issues like evaluation systems and procedures.

Teacher and Administrator preparation in Montana should parallel the needs and directions of the future of education in Montana schools to ensure that future and practicing teachers and leaders have the skills to make this come to fruition where they live and work. We will be seeking support from all teacher and administrator preparation programs across the state.



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

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

The **lowest-achieving schools** assurance calls for action to be taken in turning around persistently underperforming schools.

Greater authority is needed to assist and direct schools and districts that are persistently low-achieving in Montana. There must be a balance found and maintained to protect the interests of local control, but when local control has not worked for too long there must be a path that will allow others outside the local community to temporarily intervene, provide assistance, and give responsibility and authority back to the community once the learning and supporting environments are back in place.

Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to potentially maximize student achievement. It is imperative that resources necessary to implement the RTI across the state of Montana be made accessible in order to ensure that meaningful interventions take place where and when they are necessary to maximize the local resources and time constraints in serving Montana public school students.



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

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

- **Optional Application Priority**

Effective STEM education programs at all levels including K-12, undergraduate, graduate, continuing education, and vocational is a priority for an energy-resource rich state like Montana. We will accomplish this by supporting new and innovative initiatives that will help improve the content knowledge skills and professional development of the K-12 teacher workforce and informal educators and improve the resources available in classrooms and other learning environments.



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

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

## RTTT Funding For LEAs

Criteria To Receive Funding – A Participating LEA, Title I eligible, and signed MOU.

Participating means that all three signatories have signed the MOU. LEAs that are not Title I eligible can still participate and receive funding. It will come through the SEAs portion of the grant.

The Title I allocations for all LEAs that meet the criteria noted above are totaled and the percentage of that total for each LEA is determined. That becomes the percentage of the total state award that all participating LEAs would receive.

Based on current Title I allocations the total Title I state allocation is just over \$40 million. If all Title I eligible LEAs participated the largest percentage is 6.51% and the smallest percentage is .0034%.

The grant period is 4 years, so of a total state award of \$75,000,000 (maximum allowable award for Montana in Phase II), at least \$37,500,000 (a minimum of half according to the RTTT guidelines) would go directly to participating Title I eligible LEAs to carry out the Scope of Work over the 4 years.

If all 338 Title I eligible LEAs participated, the largest annual allocation would be about \$610,200, the smallest would be \$318, the median would be \$9,260, and the mean would be \$27,740.

If 20% of the Title I eligible LEAs did not participate (large, medium, and small alike), the largest annual allocation would be about \$762,800, the smallest would be \$2,100, the median would be \$12,000, and the mean would be \$34,850. With the exception of the smallest estimated allocation, these allocations represent about a 25% to 30% increase over the allocations in the previous example.



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

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

We would hope that when the MOU is released, that you are ready to hold the conversation with the stakeholders around whether or not your school system will participate in the RTTT program and State Plan.

Please remember that 3 signatures will be required on the MOU in order for your school system to be considered 'participating'. These 3 signatures are those of the Authorized Representative, the Chair of the School Board, and the President of the local Teachers Union if there is one.

Also, Exhibit I must be completed to the satisfaction of all 3 signatories.

We are hoping that the MOU will be available no later than Friday, April 23 and will be due no later than Wednesday, May 19. These dates are our best estimates at this time.

Time for your questions.

# K-12 National Common Core Standards

## English/Language Arts

**Reading Standards for Literature 6-CCR**  
 Following are the standards progressions for grades 6-CCR, which relate to their College- and Career-Ready counterparts by number. These progressions offer a focus for instruction each year and help ensure students gain adequate exposure to a range of texts. The progression for grade 6 is also informed by the requirement that students read increasingly complex texts through the grades.

Grade 6 students are able to:	Grade 7 students are able to:	Grade 8 students are able to:
<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>Cite specific textual evidence to support analysis of what the text says explicitly as well as to draw inferences from the text.</li> <li>Articulate how a theme or central idea develops over the course of a text.</li> <li>Describe how the plot constructs a series of episodes that delineates a problem to be solved and how the problem requires characters to change, revise plans, or face challenges as they move toward a resolution.</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>Interpret words and phrases as they are used in the text, including figurative language, and analyze how an author's choice of specific words in a text contributes to understanding events, characters, and ideas.</li> <li>Compare a poem with a conventional expository, such as a sonnet, to a free verse poem, considering such factors as meter and rhyme scheme.</li> <li>Compare and contrast the viewpoints or perspectives of different characters in a narrative or drama.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>Analyze how illustrations, diagrams, or multimedia elements contribute to the meaning of print and digital texts, including graphic novels or multimedia presentations of fiction.</li> <li>Describe the reasoning and rhetoric one character uses to persuade another.</li> <li>Compare similar ideas and themes (e.g., opposition of dark and light, the struggle for justice) as well as character types and patterns of events in myth, creation stories, and other traditional literature from different cultures.</li> </ol> <p><b>Range and Level of Complex Texts</b></p> <ol style="list-style-type: none"> <li>Demonstrate the capacity to read literature independently in the grades 6-8 text complexity band, read texts at the high end of the range with scaffolding as needed.</li> </ol>	<ol style="list-style-type: none"> <li>Cite several sources of textual evidence to support analysis of what the text says explicitly as well as to draw inferences from the text.</li> <li>Articulate how a theme or central idea is stated in a text and provide the evidence. Such these inferences are based.</li> <li>Describe how the plot constructs a series of episodes that delineates a problem to be solved and how the problem requires characters to change, revise plans, or face challenges as they move toward a resolution.</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>Interpret words and phrases as they are used in the text, including connotative meanings, and describe in detail the impact of specific word choices on the meaning and tone of the text.</li> <li>Analyze how any given chapter, scene, or stanza fits into the overall structure of a narrative, drama, or poem and contributes to development of the plot or ideas presented.</li> <li>Compare and contrast the viewpoints or perspectives of different characters in a narrative or drama.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>Examine the tools used to produce video, film, or theater (e.g., lighting, sound, pacing, color, camera angles) by comparing a written text to its staged or multimedia version.</li> <li>Analyze how authors present different and sometimes conflicting viewpoints through characters and their interactions.</li> <li>Examine specific cases in which modern fiction draws on patterns of story or character from traditional narratives (e.g., the hero and companion, the quest).</li> </ol> <p><b>Range and Level of Complex Texts</b></p> <ol style="list-style-type: none"> <li>Demonstrate the capacity to read literature independently in the grades 6-8 text complexity band, read "stretch" texts in the grades 8-10 text complexity band with scaffolding as needed.</li> </ol>	<ol style="list-style-type: none"> <li>Cite several sources of textual evidence to support analysis of what the text says explicitly as well as to draw inferences from the text.</li> <li>Analyze how motifs, such as recurring images or symbols, contribute to the development of themes or messages in a poem, drama, or narrative.</li> <li>Describe how particular lines of dialogue or specific incidents in a drama or narrative propel the action, reveal aspects of a character, or provide a decision.</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>Explain how an author makes thoughtful choices about what to include and what to exclude from a text and analyze how these choices contribute to the meaning and tone of a text.</li> <li>Explain the order in which an author organizes events in a novel or play, including when events are out of chronological order (e.g., flashbacks and foreshadowing).</li> <li>Explain how dramatic irony, created by different between what an audience (or reader) knows and what characters know in a drama or narrative, produces tension, anxiety, or humor.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>Analyze how the production of a drama or narrative (e.g., lighting, sound, pacing, color, camera angles) means of examining a written text to its staged or multimedia version.</li> <li>Analyze when characters' perspectives or viewpoints impact on the plot, such as a sense that someone is lying because of how a character responds to a situation or is told.</li> <li>Analyze how authors draw upon historical and contemporary events to create fictional events or characters whose actions or interactions reflect upon and comment on the issues or experiences of the time, place, and historical events that have been emphasized or challenged in literature.</li> </ol> <p><b>Range and Level of Complex Texts</b></p> <ol style="list-style-type: none"> <li>Demonstrate the capacity to read literature independently in the grades 6-8 text complexity band, gain additional practice with "stretch" texts in the grades 9-10 text complexity band with scaffolding as needed.</li> </ol>

Strand

Topics

Standard Statement

**Texts Illustrating the Complexity, Quality, and Range of Student Reading K-5**

Grade Band	Literature: Stories, Drama, Poetry	Informational Text: Literary Nonfiction, History/Social Studies, Science/Technical Texts
K <sup>1</sup>	<ul style="list-style-type: none"> <li><i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967)</li> <li><i>Pancakes for Breakfast</i> by Tomie DePaola (1978)</li> <li><i>"Over in the Meadow"</i> by John Langstaff (traditional) (c1800)*</li> <li><i>Lon Po Lo: A Red-Riding Hood Story from China</i> by Ed Young (1989)*</li> <li><i>Kitten's First Full Moon</i> by Kevin Henkes (2004)*</li> </ul>	<ul style="list-style-type: none"> <li><i>Truck</i> by Donald Crews</li> <li><i>I Read Signs</i> by Tama Healy</li> <li><i>My First</i></li> <li><i>Amazing</i></li> <li><i>The Year</i></li> </ul>
1 <sup>1</sup>	<ul style="list-style-type: none"> <li><i>Green Eggs and Ham</i> by Dr. Seuss (1960)**</li> <li><i>Frog and Toad Together</i> by Arnold Lobel (1971)**</li> <li><i>"Mix a Pancake"</i> by Christina G. Rossetti (1893)**</li> <li><i>Hi! Fly Guy</i> by Todd Arnold (2006)</li> <li><i>Ms. Pepper's Penguins</i> by Richard Atwater (1958)*</li> </ul>	<ul style="list-style-type: none"> <li><i>It's a Plant</i> by Clyde Robert Bulla, illustrated by Stacy Schmitt (1960)**</li> <li><i>Let's Find Out</i> by Alida (1965)**</li> <li><i>Let's Find Out</i> by Mary Ebeltoft Reid, illustrated by Mary Ebeltoft Reid (1996)**</li> <li><i>Water, Water Everywhere</i> by Cynthia Overbeck Bix (1994)*</li> <li><i>Planting the Y</i></li> </ul>
2-4	<ul style="list-style-type: none"> <li><i>The Stories Julian Tells</i> by Ann Cameron (1961)</li> <li><i>Taps and Rottens</i> by Janet Stevens (1995)</li> <li><i>Henry and Mudge: The First Book of Their Adventures</i> by Cynthia Rylant, illustrated by Sue Stevenson (1987)</li> <li><i>"Weather"</i> by Eve Merriman (1969)</li> <li><i>Charlotte's Web</i> by E.B. White (1952)*</li> <li><i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865)</li> <li><i>"Casey at the Bat"</i> by Ernest Lawrence Thayer (1888)</li> <li><i>The Black Stallion</i> by Walter Farley (1941)</li> <li><i>"Zlata the Goat"</i> by Isaac Bashevis Singer (1984)</li> <li><i>Red, Not Buddy</i> by Christopher Paul Curtis (1999)</li> <li><i>The Birchbark House</i> by Louise Erdrich (1999)</li> <li><i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)</li> </ul>	<ul style="list-style-type: none"> <li><i>From Seed to Plant</i></li> <li><i>Art Around the World</i></li> <li><i>Martin Luther King, Jr. and the March on Washington</i> by Frances E. Watkins (2000)</li> <li><i>The Flight of Apollo 11</i> by Brian Floca (2009)</li> <li><i>The World of Robert Coles</i> by Robert Coles (1995)*</li> <li><i>If the World</i></li> <li><i>About the World's People</i> by David J. Smith (2002)*</li> </ul>
4-5	<ul style="list-style-type: none"> <li><i>Dino</i></li> <li><i>Hunt</i></li> <li><i>A Hi</i></li> <li><i>How</i></li> <li><i>Quest</i></li> <li><i>Mem</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Example Text to Illustrate Complexity</i></li> </ul>

Grade Bands

## Mathematics K-8

Ratios and Proportional Relationships 6-8P

**Domain (Topic)** **Grade Level**

**Ratios**

- Understand the concept of a ratio: Two quantities are said to be in a ratio of  $a$  to  $b$  when for every  $a$  units of the first quantity there are  $b$  units of the second. For example, in a flock of birds, the ratio of wings to beaks might be 2 to 1; this ratio is also written 2:1. In Grade 6, limit to ratios of whole numbers.
- Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the table, and plot the pairs of values on the coordinate plane.
- Solve for an unknown quantity in a problem involving two equal ratios.
- Describe categorical data sets using ratios (e.g., for every vote candidate A received, candidate B received 3 votes; the ratio of type O blood donors to type B blood donors was 9:2).

**Standard**

**Unit rates**

- Understand that for a ratio  $a:b$ , the corresponding unit rate is  $a/b$ . If there are  $a$  units of the first quantity for every  $b$  units of the second, where  $b \neq 0$ , then there are  $a/b$  units of the first quantity for 1 unit of the second. For example, if a recipe has a ratio of 3 cups of flour to 4 cups of sugar, then there is  $3/4$  cup of flour for each cup of sugar.
- Solve unit rate problems involving unit rates, including reasoning with the equations  $d = rt$ ,  $t = d/r$ , and  $r = d/t$ .

**Algebra Symbol** **Cluster**

## Mathematics 9-12

Seeing Structure in Expressions A-SSE

**“Cluster”** **Code**

- Understand that different forms of an expression can reveal different properties of the function it defines. For example, the standard form of a quadratic expression  $ax^2 + bx + c$  reveals the direction of opening and the y-intercept; the vertex form  $a(x-h)^2 + k$  reveals the vertex of the parabola defined by the expression, and putting the expression in vertex form reveals its maximum or minimum value; the expression  $1.15^t$  can be rewritten as  $(1.15^{1/12})^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
- Understand that complicated expressions can be interpreted by viewing one or more of their parts as single entities.
- Interpret an expression that represents a quantity in terms of the context. Include interpreting parts of an expression, such as terms, factors and coefficients.\*
- Factor, expand, and complete the square in quadratic expressions.
- See expressions in different ways that suggest ways of transforming them. For example, see  $x^2 - y^2$  as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .
- Rewrite expressions using the laws of exponents. For example,  $(x^{1/2})^3 = x^{3/2}$  and  $1/x = x^{-1}$ .
- Use the laws of exponents to interpret expressions for exponential functions, recognizing positive rational exponents as indicating roots of the base and negative exponents as indicating the reciprocal of a power. For example, identify the per unit percentage change in functions such as  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)^{12t}$ ,  $y = (1.2)^{t/10}$ , and conclude whether it represents exponential growth or decay. Recognize that any nonzero number raised to the zero power is 1, for example,  $12(1.05)^0 = 12$ . Avoid common errors such as confusing  $6(1.05)^t$  with  $(6 \cdot 1.05)^t$  and  $5(0.03)^t$  with  $5(1.03)^t$ .
- STEM Prove the formula for the sum of a geometric series, and use the formula to solve problems.

**Standard**

**STEM Symbol**

A stylized graphic featuring a yellow sun with rays at the top, and two pink mountain peaks below it. The sun's rays are thin and radiate from a central point. The mountain peaks are solid pink and have a simple, rounded shape.

# Montana K-12 Communication Arts Content Standards Framework

**Adopted by the Montana Board of Public Education  
January 2010**

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

This publication is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: Montana Office of Public Instruction. Accreditation Division, Curriculum and Instruction Unit. *Communication Arts\_Content Standards Framework*. Helena, MT, 2010.

 <p><b>Montana Office of Public Instruction</b> Denise Juneau, State Superintendent</p> <p><a href="http://opi.mt.gov">opi.mt.gov</a></p>	<p><b>Montana K-12 Communication Arts Content Standards Framework</b></p>
--	---

Introduction.....pg 4

Preface to the Communication Arts Content Standards.....pg 6

Communication Arts Speaking and Listening Content Standard 1.....pg 7

Communication Arts Reading Content Standard 2.....pg 9

Communication Arts Literature Content Standard 3.....pg 12

Communication Arts Media Literacy Content Standard 4 .....pg 14

Communication Arts Writing Content Standard 5.....pg 16

Communication Arts Performance Descriptors.....pg 18

Works Cited.....pg 24

## Introduction

In 2005 the Montana Board of Public Education initiated the Standards Revision Project to assure Montana citizens that its public schools are providing **all** children of our great state with challenging academic expectations. The Montana Board of Public Education is charged with the responsibility of leading a process of standards revision that meets the following guiding principles.

Revised learning standards which are academic in focus, rigorous but attainable, readily understandable, and designed to measure the progress of students toward meeting them, will lead to the improvement of Montana's schools and a brighter future for our people.

Revised standards must clearly and consistently identify what students should know, understand and be able to do. Parents, educators, and the greater Montana community must be involved in the revision process. Revised standards will provide a framework to help guide local curriculum and instruction, encouraging school districts and teachers to place emphasis on critical areas of learning. In addition, standards should be measured and made known to the Montana public.

With the vital purpose of improving Montana's schools as our goal, the Montana Board of Public Education sets forth the following criteria to guide Standards Revision:

1. Standards will be academic in nature and content specific.
2. Standards will be challenging and rigorous.
3. Standards will be clear, understandable and free of jargon.
4. Standards will be measurable.
5. Standards will address diversity specifically fulfilling the commitment to implementing MCA 20-1-501, Indian Education for All.

With the purpose of developing a successful and useful product, the Montana Board of Public Education sets forth the following process to guide the Montana Standards Revision:

1. Use the existing Montana Standards Framework – current accreditation program delivery and foundation standards, content and performance standards and benchmarks, and existing structure (4<sup>th</sup>, 8<sup>th</sup>, and upon graduation);
2. Use proven practices from Montana classrooms;
3. Consider international, national and other states' standards;
4. Consider entrance expectations for workplace and postsecondary education;
5. Consider achievement and other related data;
6. Consider other research e.g., Education Northwest, School Redesign Network, National Study of School Evaluation, etc.;
7. Consider comments from professional education associations;
8. Consider comments from tribal and school district educators;
9. Consider recommendations from the Montana Advisory Council for Indian Education; and
10. Involve the Montana public.

**Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.**

## Components of the Communication Arts Content Standards Framework

The Communication Arts Content Standards Framework is a set of agreements, rationales, and rules that provides the foundation for standard-based communication arts education in Montana. This framework is the blueprint for further development of key components, such as Essential Learning Expectations, Performance Rubrics, and curriculum. The content standards framework contains:

- K-12 content standards,
- rationale for each content standard,
- benchmarks at the end of grade 4, end of grade 8, and upon graduation,
- performance descriptors at the levels of novice, nearing proficiency, proficient and advanced, and
- works cited.

In order to use this framework effectively, it is essential to understand the distinctions between and intended purpose of its various components.

**Content Standards:** The five communication arts content standards indicate what all students should know, understand, and be able to do in communication arts. Their purpose is to guide the communication arts curriculum and to communicate the breadth of the skills to be taught to all students. A district's curriculum should be designed so that learning encompasses all five standards.

**Rationales:** Outlines the fundamental reasons for each of the content standards and provides the basis for the knowledge and skills included in the benchmarks.

**Benchmarks:** The benchmarks define expectations for students' scientific knowledge and skills along a developmental continuum. They define expectations for proficient students at the end of grade 4, end of grade 8, and upon graduation. Their purpose is to state clearly and specifically what the students should know and be able to do within each content standard. A district's curriculum should include the entire progression of knowledge contained in the benchmarks.

**Performance Descriptors:** Performance descriptors define how well students apply the knowledge and skills they have acquired. They gauge the level to which benchmarks have been attained in terms of range, frequency, facility, depth, creativity and quality. Achievement of curricular goals is assessed by the performance descriptors.

## Preface to the Communication Arts Content Standards

**The Communication Arts Standards are foundational to success.** Language is what sets humankind apart from other species, so it is no surprise that mastery of language skills in the broadest sense opens the door to understanding our past, our current condition, and our future. The Communication Arts offer us tools for thinking, communicating, learning, experiencing, exploring, remembering, collaborating, imagining, and fully participating in life. Mastery in Communication Arts is essential to school, careers, and a rich life.

**Communication Arts are developmental and recursive.** Most students come to school with literacy skills already emerging. The Communication Arts Standards are designed to acknowledge those emergent skills and introduce more sophisticated strategies and increasingly complex materials, gradually building students' independence and confidence as communicators. The same skills that appear in this standards document, as part of the expectations in the primary grades, will appear as part of the expectations upon graduation. The increasing levels of sophistication in the higher grades may very well come in depth, independence, or complexity of materials rather than in distinctly different skills or strategies.

**Communication Arts are interdependent.** While the Communication Arts Standards address discrete skills, strategies, and tasks in five distinct areas of communication (speaking and listening, reading, writing, media, and literature) it is important for parents, teachers and students to understand that the strands of Communication Arts are deeply intertwined. None of the strands should be viewed in isolation as each depends on the other for successful mastery. For example, when children learn to read, speaking and listening skills must be properly utilized for success to be achieved. Likewise, to appreciate and understand literature requires the skills of reading and often writing, discussing with others, and viewing media representations of the written texts. Students cannot communicate in writing if they cannot read. Media literacy requires many of the same skills that are required to access, understand and evaluate traditional print. Clearly, communication requires more than the discrete skills of any one of the Communication Arts strands; it requires the dynamic interaction of all strands working together to create meaning.

**Communication Arts are interdisciplinary.** Because learning is dependent on one or more of the Communication Arts Standards, all subject areas in school *work with* enhancing the strategies and skills that students use to successfully master the content of those subjects. In essence, all teachers are teachers of Communication Arts; all students are always engaged in practicing the skills of the Communication Arts. Likewise, the materials used in the Communication Arts classroom will explore the topics of all other curricular areas. It is important for students to recognize that the skills and strategies of Communication Arts must be applied in all classes and beyond the school walls in daily life.

**Communication Arts are evolving.** In the 21<sup>st</sup> century the technologies used in our daily lives, and the changing nature of communication, make the Communication Arts Standards even more important as a major part of our curriculum. Skills that were once acquired through the experiences of daily life must now be explicitly addressed in our classrooms. Rather than reinforcing the rules of formal standard written and spoken English, the English of our students' daily lives often offers alternative spellings, new rules of grammar, and shortcuts in punctuation or capitalization. Similarly, the dominating influence of the media, in its many forms, introduces new challenges for our students. The Communication Arts curriculum must help students bridge the gap between the formal and the informal, the old and the new. Language and images have power and that power must be understood and used wisely. Critically, the Communication Arts must address the safe, ethical and responsible use of communication if our democratic ideals are to be preserved.

## **Communication Arts Speaking and Listening Content Standard 1**

Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.

### **Rationale**

The National Communication Association defines speaking as the “uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language” while listening is the “process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.”

Talking and hearing for most people are natural physiological processes; by contrast, speaking and listening are learned (National Communication Association). Oral communication is inherently collaborative in nature, and in a digital age it is imperative that students master the oral communication skills and strategies needed for success in personal, social and professional relations. To participate successfully in a global society, students must be prepared to communicate effectively and ethically with individuals from a wide variety of cultures and backgrounds.

### **Benchmarks**

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>1.1</b> identify and describe the components of the communication process (sender/speaker, receiver/listener, message, medium/channel, feedback, interference/noise)	<b>1.1</b> analyze and explain how the components of the communication process affect communication	<b>1.1</b> analyze the complex relationship of the components of the communication process and evaluate their impact on effectiveness
<b>1.2</b> identify and use verbal and nonverbal techniques to deliver oral messages	<b>1.2</b> apply verbal and nonverbal delivery techniques to communicate effectively	<b>1.2</b> adapt verbal and nonverbal delivery techniques to effectively enhance messages of varying lengths and formats

**Communication Arts Speaking and Listening Content Standard 1**

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>1.3</b> identify and use effective listening strategies	<b>1.3</b> apply effective listening strategies to fit the purpose, situation, and setting of the communication	<b>1.3</b> apply and evaluate effective listening strategies to fit the purpose, situation, and setting of the communication
<b>1.4</b> choose topics and organize information to present effective oral messages	<b>1.4</b> select and narrow topics for specific occasions and develop an appropriate introduction, body and conclusion to deliver speeches	<b>1.4</b> select, test and refine topics for specific purposes and occasions, choose credible sources for supporting materials, effectively organize and deliver speeches
<b>1.5</b> adapt communication to a variety of audiences, settings and purposes	<b>1.5</b> adapt communication to a variety of formal and informal audiences, settings and purposes	<b>1.5</b> adapt communication to a variety of public, group and interpersonal audiences, settings and purposes
<b>1.6</b> use feedback to monitor speaking and listening effectiveness	<b>1.6</b> use feedback to monitor and adjust speaking and listening effectiveness	<b>1.6</b> use feedback to monitor, adjust, and evaluate speaking and listening effectiveness
<b>1.7</b> use appropriate strategies to listen and respond to stories from the oral traditions of different cultures, including Montana American Indians	<b>1.7</b> compare and contrast the verbal and nonverbal aspects of storytellers, the behaviors of audiences, and the settings and purposes of stories in the oral traditions of different cultures, including Montana American Indians	<b>1.7</b> use appropriate strategies to listen to stories from different cultures; analyze how oral traditions, including Montana American Indian oral traditions, shape culture and influence individuals
<b>1.8</b> display respectful behavior when speaking and listening	<b>1.8</b> explain the importance of communicating ethically, including effectively referencing sources and displaying respectful communication to individuals and groups	<b>1.8</b> analyze the legal and ethical issues associated with responsible communication

---

## **Communication Arts Reading Content Standard 2**

---

Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

### **Rationale**

Reading is essential to learning in all content areas; therefore, all teachers are teachers of reading!

Reading involves both the application of foundational skills of decoding text and the construction of meaning from text. Key skills in decoding, phonemic awareness and phonics, are primarily developed in kindergarten through third grade, while fluency, vocabulary and comprehension, keys to constructing meaning, extend beyond the early grades.

Reading is a strategic problem solving process in which readers gain personal meaning as they interact with media forms in a culturally diverse society. Readers systematically inquire, assess, analyze, synthesize, and critically evaluate information. Constructing meaning from text is first accomplished with teacher guidance, moving students to become proficient and independent readers. During the reading process proficient readers continuously monitor their own reading as they select and apply the strategies most appropriate to the text and purpose of the task before them. Readers must be sensitive to diversity in language use, cultural patterns and dialects. Readers must also be aware of the influences of geography, social groupings and ethnicity, especially that of Montana American Indians.

### **Benchmarks**

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>2.1</b> decode unknown words combining the elements of phonics, use of word parts, and context clues	<b>2.1</b> apply knowledge of word and sentence structure, analysis of word parts and context to decode unknown words	<b>2.1</b> select and apply knowledge of syntax clues, word origins, roots and affixes, and context to decode unknown words
<b>2.2</b> develop and apply general and content specific vocabulary through the use of context clues, analysis of word parts, and reference sources	<b>2.2</b> expand and apply general and specialized vocabulary through the use of context clues, analysis of word parts, and reference sources	<b>2.2</b> expand and utilize general and specialized vocabulary through the use of context clues, analysis of word origins, and reference sources

**Communication Arts Reading Content Standard 2**

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>2.3</b> read sight words and materials fluently, applying word accuracy, phrasing, rate and expression	<b>2.3</b> adjust fluency based on purpose and content	<b>2.3</b> adjust fluency based on purpose, complexity, and technical content
<b>2.4</b> use appropriate strategies (reread, read ahead, use decoding and context clues, recognize media features) to monitor comprehension and self correct when comprehension breaks down	<b>2.4</b> identify when comprehension breaks down, analyze causes and self correct using effective strategies	<b>2.4</b> recognize when comprehension breaks down, select strategy to self correct and evaluate effectiveness of the selected strategy
<b>2.5</b> activate prior knowledge to make connections to text	<b>2.5</b> activate prior knowledge to connect text to self, text to text, and text to world	<b>2.5</b> recognize the need for background knowledge and research to enhance comprehension
<b>2.6</b> make and revise predictions	<b>2.6</b> make, revise, and explain predictions	<b>2.6</b> make, revise, and justify predictions
<b>2.7</b> generate and answer questions to clarify meaning by locating specific information in text	<b>2.7</b> generate and answer literal, inferential, critical, and interpretive questions	<b>2.7</b> generate and answer complex literal, inferential, evaluative, and interpretive questions
<b>2.8</b> recall and explain a series of events or the sequence of information	<b>2.8</b> recall and explain a series of events or the sequence of information to draw conclusions	<b>2.8</b> recall and explain a series of events or the sequence of information to hypothesize and/or justify conclusions
<b>2.9</b> identify main ideas and supporting details	<b>2.9</b> summarize by stating main ideas and supporting details	<b>2.9</b> summarize text by determining main idea and analyzing essential and non-essential supporting details
<b>2.10</b> make inferences based on context clues and/or background knowledge	<b>2.10</b> make and justify inferences based on context clues and/or background knowledge	<b>2.10</b> make and justify complex inferences within and among multiple texts and/or forms of media
<b>2.11</b> identify and use text features to enhance comprehension	<b>2.11</b> analyze text features to enhance comprehension	<b>2.11</b> analyze and evaluate relevant text features of multiple forms of media to enhance comprehension

---

**Communication Arts Reading Content Standard 2**

---

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>2.12</b> identify the organizational structure of a selection, including sequential, problem-solution and cause-effect	<b>2.12</b> identify and explain the impact of the organizational structure of a selection, including order of importance, spatial, problem-solution, and cause-effect	<b>2.12</b> evaluate and compare the effectiveness of organizational structures within and across complex texts
<b>2.13</b> compare and contrast information to explain and explore relationships within and across texts	<b>2.13</b> compare and contrast information to explain relationships and draw conclusions within and/or across texts	<b>2.13</b> compare and contrast information, draw conclusions and synthesize ideas within and across texts to synthesize information and draw conclusions
<b>2.14</b> recognize author's purpose, point of view, and language use in culturally diverse texts, including those by and about Montana American Indians	<b>2.14</b> analyze author's purpose, point of view, language use, and credibility in culturally diverse texts, including those by and about Montana American Indians	<b>2.14</b> critique author's purpose, point of view, bias, language use, and credibility to deepen understanding within and across culturally diverse texts, including those by and about Montana American Indians
<b>2.15</b> set goals for reading progress	<b>2.15</b> set and monitor goals and reading progress	<b>2.15</b> set goals and evaluate reading progress

---

## Communication Arts Literature Content Standard 3

---

Students select, interpret, and respond to a range of literature.

### **Rationale**

Broadly defined, literature is artistically developed writing that makes careful use of language and captures the individual and/or collective experiences of a people. Literature, as considered in this standard, includes poetry, prose fiction, drama, literary non-fiction, and literature on film. It includes works that have stood the test of time as well as works recently published, works of our own culture, and works of cultures that learners may never experience in any other way. Literature provides us with a way of connecting with the past and dreaming about the future. Through the study of literature, students develop aesthetic insight into broad human perspectives and experiences. Literature allows us to consider universal issues of the human condition which transcend time, place and culture and connect us to humanity as a whole. To experience literature fully, it is essential that students learn to read literature both critically and reflectively with an awareness of the literary techniques and language devices that authors use to engage their readers and convey their messages. In understanding the elements of literature as well as the language of literature, students become life-long participants in the literary conversations that connect us to each other and allow us to more deeply understand our own human experiences.

### **Benchmarks**

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
<b>3.1</b> identify basic literary elements (setting, plot, problem/solution, character)	<b>3.1</b> compare and contrast the literary elements (setting, plot, character, conflict, resolution, point of view, mood) across texts	<b>3.1</b> analyze the ways in which authors develop literary elements (setting, plot, character, conflict, point of view, mood, tone, theme) to impact works and readers
<b>3.2</b> explain how authors' choices of language and use of devices contribute to the meaning of literary works	<b>3.2</b> analyze how authors' choices of words, uses of figurative language and stylistic devices contribute to the meaning of literary works	<b>3.2</b> evaluate how diction, figurative language, imagery, detail, organization, and style shape meaning and impact works and readers
<b>3.3</b> identify the characteristics of select literary genres	<b>3.3</b> understand and define the characteristics of literary genres	<b>3.3</b> analyze and define the characteristics of literary genres and evaluate the effect of genres on readers

---

**Communication Arts Literature Content Standard 3**

---

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>3.4</b> identify how culture and history are represented in literary works, including works of Montana American Indians	<b>3.4</b> interpret how literature influences societies and, conversely, how factors such as history and culture influence literature, including works of Montana American Indians	<b>3.4</b> evaluate how literature reflects a society, including literature by and about Montana American Indians
<b>3.5</b> identify similarities and differences between personal experiences and literary works, including the works of Montana American Indians	<b>3.5</b> compare and contrast a variety of perspectives among culturally diverse literary works, including the works of Montana American Indians	<b>3.5</b> analyze diverse literature to compare common human experiences among time periods, literary movements, places, and cultures, including Montana American Indians
<b>3.6</b> express and justify personal responses to literature	<b>3.6</b> express personal ideas and feelings generated as a result of engaging with literature and offer justification	<b>3.6</b> create and support critical and emotive responses to ideas and feelings generated as a result of engaging with literature

---

## **Communication Arts Media Literacy Content Standard 4**

---

Students effectively evaluate and create media messages.

### **Rationale**

Media Literacy is the ability to recognize, evaluate, and apply the techniques and technologies (Media Awareness Network) of the “media forms of the day.” (Ohler) This involves skills in “critically analyzing media messages, recognizing the role that audience plays in making meaning from those messages” and creating media messages for an audience. (Media Awareness Network) “Media form influences media content.” (Center for Media Literacy) Each medium has different characteristics, strengths, and a unique “language” of construction. (National Association for Media Literacy Education) In order for students to be effective consumers of media messages, they need to have a practical understanding of the advantages and limitations inherent in the techniques and technologies involved in creating those messages.

Students need a comprehensive understanding of digital citizenship and its ramifications in order to communicate effectively and securely in a multicultural, networked world. (Ohler). “Media Literacy takes as its field all media including but not limited to—TV, radio, film, print, music, the Internet, video games and even less obvious forms like fashion, children's toys and dolls, or T-Shirts.”(Media Awareness Network) Media literate people can both individually and collaboratively create effective media messages, demonstrating an understanding as to the strengths and limitations of each medium. Through the processes of designing, producing, and publishing articulate, meaningful, navigable media, students become better producers and consumers of media messages. (Ohler)

### **Benchmarks**

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>4.1</b> recognize that media messages are constructed using specific techniques for specific purposes (e.g., entertain, persuade, inform)	<b>4.1</b> interpret and differentiate how techniques and technologies impact media messages	<b>4.1</b> evaluate how techniques and technologies influence the meaning and effectiveness of the media messages
<b>4.2</b> identify the sources of media messages	<b>4.2</b> analyze the credibility of the sources of media messages	<b>4.2</b> evaluate the credibility of the sources of media messages
<b>4.3</b> identify fact, fiction and opinion in various media messages, including messages about Montana American Indians	<b>4.3</b> analyze the purpose of and recognize the effects of fact, fiction, opinion, bias and stereotypes in media messages on diverse groups of people, including Montana American Indians	<b>4.3</b> evaluate the impact of fact, opinion, bias and stereotypes in media messages about diverse groups of people, including Montana American Indians

---

**Communication Arts Media Literacy Content Standard 4**

---

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>4.4</b> recognize the norms, rules, laws and etiquette that govern the use and creation of media messages	<b>4.4</b> apply appropriate norms, rules, laws and etiquette in the use and creation of media messages	<b>4.4</b> apply knowledge and evaluate the impact of norms, rules, laws and etiquette in the use and creation of media messages
<b>4.5</b> recognize consequences to self and others when using and creating media messages	<b>4.5</b> analyze the inherent consequences to self and others in the use and creation of media messages	<b>4.5</b> evaluate the inherent consequences to individuals and societies in the use and creation of media messages
<b>4.6</b> create a media message for specific audiences and purposes (e.g., inform, entertain, or persuade)	<b>4.6</b> create and analyze media messages for specific audiences and purposes	<b>4.6</b> create and evaluate media messages for a variety of audiences and purposes
<b>4.7</b> recognize that media messages embed values and influences individuals, cultures and societies	<b>4.7</b> identify how media messages embed values and influence individuals, cultures and societies	<b>4.7</b> analyze the embedded values and evaluate media's role in shaping perceptions of reality for individuals, cultures, and societies

---

## **Communication Arts Writing Content Standard 5**

---

Students will write to communicate effectively for a variety of purposes and audiences.

### **Rationale**

Never have writers been more in evidence in daily life than they are now. Whether it is in the form of cell phone text messages, instant messages, blogs, e-mails, personal network postings or any of the more traditional forms of writing, there is evidence readily available to show that we are taking ample advantage of our impulses to write. As the forms of writing and methods of publication increase rapidly in our digital world, the skills of writing take on new value.

Practice with many different forms and styles of writing using a variety of media to communicate in writing is essential for students to become proficient writers. Successful writers choose and adapt strategies to best fit the topic, purpose and audience of the writing task. Effective writers are adept at knowing when to collaborate and seek feedback to polish and clarify their written communication during the writing process. Proficient writers also understand the ethical and legal issues of using information gained from others in their writing. They follow the protocols of the medium and write in safe and responsible ways.

### **Benchmarks**

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>5.1</b> identify and demonstrate the steps used in the writing process: prewriting, planning, drafting, revising, editing, publishing	<b>5.1</b> apply the steps of the writing process in a variety of written work	<b>5.1</b> apply the steps of the writing process to develop, evaluate, and refine writing
<b>5.2</b> select appropriate topics and generate topic sentences that indicate the writer's purpose for writing	<b>5.2</b> select appropriate topics and generate thesis statements that indicate the writer's purpose for writing	<b>5.2</b> independently select topics and generate complex thesis statements that indicate the writer's purpose for writing
<b>5.3</b> generate and develop main ideas using supporting details	<b>5.3</b> generate and develop main ideas using a variety of relevant supporting details	<b>5.3</b> generate, develop and elaborate upon main ideas using relevant and specific supporting details
<b>5.4</b> organize writing using a logical progression of ideas	<b>5.4</b> organize writing using transitions and a logical progression of ideas	<b>5.4</b> organize writing using a logical progression of ideas and transitions to effectively convey the relationships among them

---

**Communication Arts Writing Content Standard 5**

---

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>5.5</b> demonstrate awareness of language choices and their impact on writing through use of voice, sentence fluency, and word choice when writing	<b>5.5</b> demonstrate knowledge of language choices and their impact on writing through control of voice, strong sentence fluency, and effective word choice	<b>5.5</b> demonstrate knowledge of language choices and their impact on writing by showing purposeful control of voice, sentence fluency, and word choice
<b>5.6</b> identify and practice conventions of standard written English (e.g., usage, punctuation, spelling) appropriate purpose, audience, and form	<b>5.6</b> apply conventions of standard written English (e.g., usage, punctuation, spelling) appropriate for purpose, audience, and form	<b>5.6</b> apply conventions of standard written English (e.g., usage, punctuation, spelling) appropriate for purpose, audience, and form
<b>5.7</b> identify the purpose, audience, and format in one's own writing	<b>5.7</b> identify and describe the purpose, audience, format, and tone in one's own writing	<b>5.7</b> articulate and evaluate the purpose and audience, and select and use appropriate format, and tone in one's own writing
<b>5.8</b> identify and write using different writing forms and genres	<b>5.8</b> analyze the characteristics of different writing forms and genres and write in a variety of forms and genres	<b>5.8</b> write using a variety of forms and genres and evaluate one's own and others' writing for effectiveness of form and genre
<b>5.9</b> demonstrate ability to maintain topical focus throughout written work	<b>5.9</b> compose written works demonstrating ability to sustain focus throughout a variety of forms and genres	<b>5.9</b> compose a variety of written works utilizing complex ideas and detailed support that demonstrate the ability to maintain a sustained focus



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

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

**Montana K-12  
 Communication Arts  
 Performance Descriptors  
 A Profile of Four Levels**

The Communication Arts Performance Descriptors define how well students' perform at four performance levels: advanced, proficient, nearing proficiency, and novice. These profiles describe students as they apply the knowledge and skills defined in the benchmarks for End of Grade 4, End of Grade 8, and Upon Graduation.

Advanced	Proficient	Nearing Proficiency	Novice
<p>A student at the advanced level in Communication Arts demonstrates superior performance. He/She demonstrates highly developed knowledge and skills that reflect a coherent understanding of the subject. He/she can transfer learning to other situations, can apply knowledge to question, reason, and solve problems, and employs metacognitive skills in the following grade-level benchmarks.</p>	<p>A student at the proficient level in Communication Arts demonstrates solid academic performance by consistently meeting grade level expectations. He/she demonstrates the knowledge and skills required to be successful in the following grade-level benchmarks.</p>	<p>A student at the nearing proficiency level in Communication Arts demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she has some of the required foundational skills and, at low level of complexity and difficulty, is able to demonstrate the following grade-level benchmarks.</p>	<p>A student at the novice level in Communication Arts is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency. He/she demonstrates a low level of understanding and with teacher guidance is beginning to attain a foundation in the following grade-level benchmarks.</p>

	<p><b>Montana Office of Public Instruction</b> Denise Juneau, State Superintendent</p>	<p><b>Montana K-12 Communication Arts Performance Descriptors Benchmarks At-A-Glance</b></p>
---	--	--

<b>Montana K-12 Speaking and Listening Performance Descriptors</b>		
<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
1.1 understands components of the communication process;	1.1 analyzes components of the communication process;	1.1 evaluates the impact of components of the communication;
1.2 uses elements of effective speaking;	1.2 applies elements of effective speaking;	1.2 evaluates elements of effective speaking;
1.3 uses elements of effective listening;	1.3 applies elements of effective listening;	1.3 evaluates elements of effective listening;
1.4 selects topics and organizes information;	1.4 selects specific topic, develops introduction, body, and conclusion;	1.4 refines topic, uses credible sources, and proper organization;
1.5 adapts to audience, setting and purpose;	1.5 adapts to formal and informal audiences, settings and purposes;	1.5 adapts to public, group and interpersonal audiences, settings and purposes;
1.6 uses feedback to self-monitor;	1.6 uses feedback to monitor and adjust;	1.6 uses feedback to monitor, adjust, and evaluate;
1.7 listens and responds to cultural stories;	1.7 compares and contrasts speaking and listening; strategies in cultural stories;	1.7 analyzes the influence of oral traditions in various cultures;
1.8 displays respect in speaking and listening.	1.8 displays respectful communication and orally references sources.	1.8 analyzes and evaluates the impact of ethical and responsible communication.

Montana K-12 Communication Arts Content Standards Framework

<b>Montana K-12 Reading Performance Descriptors</b>		
<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
2.1 decodes words;	2.1 decodes words;	2.1 decodes words;
2.2 develops vocabulary;	2.2 expands general and specialized vocabulary;	2.2 expands and utilizes general and specialized vocabulary;
2.3 reads sight words;	2.3 adjusts fluency;	2.3 adjusts fluency;
2.4 uses strategies to self-correct;	2.4 identifies when comprehension breaks down, self-correct;	2.4 recognizes when comprehension breaks down, self-correct;
2.5 makes connections to text;	2.5 connects text to self, text to text, text to world;	2.5 recognizes background knowledge increases comprehension;
2.6 makes predictions;	2.6 revises and explains predictions;	2.6 justifies predictions;
2.7 generates and answers questions;	2.7 generates and answers literal and higher-order questions;	2.7 generates and answers complex literal and higher level questions;
2.8 explains a series of events;	2.8 explains a series of events to draw conclusions;	2.8 explains a series of events to hypothesize/justify conclusions;
2.9 identifies main ideas and supporting details;	2.9 summarizes main ideas and details;	2.9 summarizes by distinguishing main ideas;
2.10 makes inferences;	2.10 makes and justifies inferences;	2.10 makes and justifies complex inferences;
2.11 identifies and uses text features;	2.11 analyzes text features;	2.11 analyzes and evaluates relevant text features;
2.12 compares and contrasts information;	2.12 compares and contrasts information to draw a conclusion;	2.12 compares and contrasts across multiple texts;
2.13 identifies cause and effect;	2.13 explains cause and effect;	2.13 explains cause and effect across multiple texts;
2.14 recognizes author's purpose, point of view and language;	2.14 analyzes author's purpose and credibility and language use;	2.14 critiques author's purpose, points of view, language use and credibility;
2.15 sets goals.	2.15 sets and monitors goal	2.15 sets and evaluates goals.

Montana K-12 Communication Arts Content Standards Framework

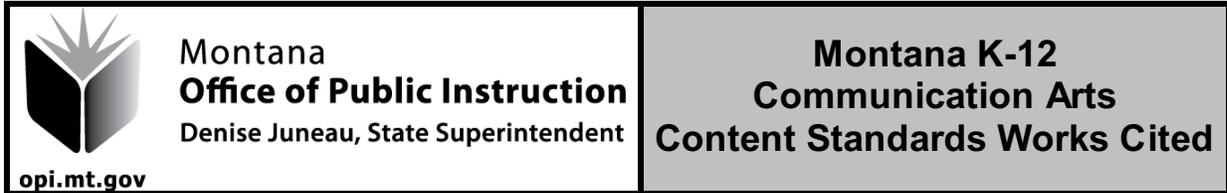
<b>Montana K-12 Literature Performance Descriptors</b>		
<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
3.1 identifies literary elements;	3.1 compares and contrasts literary elements;	3.1 analyzes literary elements;
3.2 explains language use and literary devices;	3.2 analyzes language use and literary devices;	3.2 evaluates language use and literary devices;
3.3 identifies characteristics of genre;	3.3 defines characteristics of genre;	3.3 analyzes and evaluates characteristics of genre;
3.4 identifies culture and history;	3.4 interprets influences of culture, history, and literature;	3.4 evaluates influence of culture, history, and literature;
3.5 compares personal experiences with literature;	3.5 compares a variety of perspectives in literature;	3.5 analyzes human experience in literature;
3.6 justifies personal responses to literature.	3.6 justifies personal ideas and feelings in response to literature.	3.6 supports critical and emotive responses to literature.

Montana K-12 Communication Arts Content Standards Framework

<b>Montana K-12 Media Literacy Performance Descriptors</b>		
<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
4.1 recognizes techniques and purposes used in media messages;	4.1 differentiates how techniques and technologies impact media messages;	4.1 evaluates techniques and technologies impact on meaning and effectiveness of media messages;
4.2 identifies sources of media messages;	4.2 analyzes credibility of media message sources;	4.2 evaluates credibility of media message sources;
4.3 identifies fact, fiction and opinion in media messages;	4.3 analyzes purpose of fact, fiction, opinion, bias and stereotypes in media messages;	4.3 evaluates impact of fact, fiction, opinion, bias and stereotypes in media messages;
4.4 recognizes proper use and creation of media messages;	4.4 applies proper use and creation of media messages;	4.4 applies and evaluates impact of proper use and creation of media messages;
4.5 recognizes guidelines for using and creating media messages;	4.5 applies guidelines for using and creating media messages;	4.5 applies and evaluates effect of guidelines when using and creating media messages;
4.6 recognizes consequences when using and creating media messages;	4.6 analyzes consequences when using and creating media messages;	4.6 evaluates consequences when using and creating media messages;
4.7 creates media messages;	4.7 creates and analyzes media messages;	4.7 creates and evaluates media messages;
4.8 recognizes that media embeds values and influences.	4.8 identifies how media embeds values and influences.	4.8 analyzes and evaluates how media embeds values and shapes perceptions.

Montana K-12 Communication Arts Content Standards Framework

<b>Montana K-12 Writing Performance Descriptors</b>		
<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
5.1 identifies and uses the steps of the writing process;	5.1 applies the steps of the writing process;	5.1 applies the steps of the writing process, evaluates and refines writing;
5.2 selects topic and generates topic sentences;	5.2 selects topics and generates thesis;	5.2 selects topics and generates complex thesis;
5.3 develops main idea;	5.3 develops main idea using a variety of details;	5.3 develops and elaborates upon main idea using a variety of details;
5.4 organizes writing;	5.4 organizes writing using a progression of ideas;	5.4 organizes writing using transitions and a progression of ideas;
5.5 identifies language choice and its impact;	5.5 demonstrates knowledge of language choice and its impact;	5.5 demonstrates control of language choice;
5.6 identifies and practices conventions;	5.6 applies conventions;	5.6 applies conventions;
5.7 identify purpose, audience, and format;	5.7 identify and describe purpose, audience, format, style, and tone;	5.7 evaluate the purpose and audience; select and use format, style, and tone;
5.8 identifies writing forms and genres;	5.8 analyzes characteristics of writing forms and genres;	5.8 uses a variety of forms and genres and evaluate effectiveness of form and genre;
5.9 maintains focus of topic in writing;	5.9 sustains focus of topic in writing;	5.9 maintains focus of topic in written work with complex ideas;
5.10 uses information problem-solving process;	5.10 uses information problem-solving process;	5.10 conducts research using information problem-solving process;
5.11 uses information legally;	5.11 uses information legally;	5.11 follows copyright laws;
5.12 sets goals for writing;	5.12 sets goals and monitors writing;	5.12 set goals and evaluates writing;
5.13 recognizes and uses writing to think and reflect.	5.13 uses writing to think and learn.	5.13 selects and uses writing to think and learn.



"Definitions." *National Association for Media Literacy Education*. 18 Jan 2009  
<<http://namle.net/media-literacy/definitions>>.

*K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements*.  
National Communication Association. Washington, D.C., 1998.

Ohler, Jason. "Orchestrating the Media Collage." *Educational Leadership*. March 2009: 8-13. <[http://www.ascd.org/publications/educational\\_leadership/mar09/vol66/num06/Orchestrating\\_the\\_Media\\_Collage.aspx](http://www.ascd.org/publications/educational_leadership/mar09/vol66/num06/Orchestrating_the_Media_Collage.aspx)>.

Thoman, Elizabeth, and Tessa Jolls. *Literacy for the 21<sup>st</sup> Century: An Overview & Orientation Guide To Media Literacy Education*. Los Angeles, CA: Center for Media Literacy. <<http://www.medialit.org/pdf/mlf/01/MLKorientation.pdf>>.

Walsh, Bill. "Expanding the Definition of Media Literacy ." *Media Awareness Network*. <[http://www.mediaawareness.ca/english/resources/educational/teaching\\_backgrounders/media\\_literacy/expanding\\_definition.cfm](http://www.mediaawareness.ca/english/resources/educational/teaching_backgrounders/media_literacy/expanding_definition.cfm)>.

A stylized graphic featuring a yellow sun with rays at the top, and two pink mountain peaks below it. The sun's rays are thin and radiate outwards. The mountain peaks are solid pink and have a simple, rounded shape.

# Montana K-12 Mathematics Content Standards Framework

**Adopted by the Montana Board of Public Education  
September 2009**

**opi.mt.gov**

This publication is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: Montana Office of Public Instruction. Accreditation Division, Curriculum and Instruction Unit. *Mathematics Content Standards Framework*. Helena, MT, 2010.

 <p>Montana <b>Office of Public Instruction</b> Denise Juneau, State Superintendent <a href="http://opi.mt.gov">opi.mt.gov</a></p>	<p><b>Montana K-12 Mathematics Content Standards Framework</b></p>
---	--

## Table of Contents

Introduction .....pg 2

Preface to Mathematics Content Standards .....pg 6

Number Sense and Operation Content Standard 1 (ARM 10.54.4010-4013) .....pg 10

Data Analysis Content Standard 2 (ARM 10.54.4020-4023) .....pg 12

Geometric Reasoning Content Standard 3 (ARM 10.54.4030-4033) .....pg 14

Algebraic and Functional Reasoning Content Standard 4 (ARM 10.54.4040-4043)  
.....pg 16

Performance Descriptors “A Profile of Four Levels” (ARM 10.54.4087-4098) ...pg 18

Performance Descriptors “Benchmarks At-A Glance” .....pg 20

Works Cited .....pg 21

## Introduction

In 2005 the Montana Board of Public Education initiated the Standards Revision Project to assure Montana citizens that its public schools are providing **all** children of our great state with challenging academic expectations. The Montana Board of Public Education is charged with the responsibility of leading a process of standards revision that meets the following guiding principles.

Revised learning standards which are academic in focus, rigorous but attainable, readily understandable, and designed to measure the progress of students toward meeting them, will lead to the improvement of Montana's schools and a brighter future for our people.

Revised standards must clearly and consistently identify what students should know, understand and be able to do. Parents, educators, and the greater Montana community must be involved in the revision process. Revised standards will provide a framework to help guide local curriculum and instruction, encouraging school districts and teachers to place emphasis on critical areas of learning. In addition, standards should be measured and made known to the Montana public.

With the vital purpose of improving Montana's schools as our goal, the Montana Board of Public Education sets forth the following criteria to guide Standards Revision:

1. Standards will be academic in nature and content specific.
2. Standards will be challenging and rigorous.
3. Standards will be clear, understandable and free of jargon.
4. Standards will be measurable.
5. Standards will address diversity specifically fulfilling the commitment to implementing MCA 20-1-501, Indian Education for All.

With the purpose of developing a successful and useful product, the Montana Board of Public Education sets forth the following process to guide the Montana Standards Revision:

1. Use the existing Montana Standards Framework – current accreditation program delivery and foundation standards, content and performance standards and benchmarks, and existing structure (4<sup>th</sup>, 8<sup>th</sup>, and upon graduation);
2. Use proven practices from Montana classrooms;
3. Consider international, national and other states' standards;
4. Consider entrance expectations for workplace and postsecondary education;
5. Consider achievement and other related data;
6. Consider other research e.g., Education Northwest, School Redesign Network, National Study of School Evaluation, etc.;
7. Consider comments from professional education associations;
8. Consider comments from tribal and school district educators;
9. Consider recommendations from the Montana Advisory Council for Indian Education; and
10. Involve the Montana public.

**Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.**

## Components of the Mathematics Content Standards Framework

The Mathematics Content Standards Framework is a set of agreements, rationales, and rules that provides the foundation for standards-based Mathematics education in Montana. This framework is the blueprint for further development of key components, such as Essential Learning Expectations, Performance Rubrics, and curriculum. The content standards framework contains:

- K-12 content standards;
- rationale for each content standard;
- benchmarks at end of grade 4, end of grade 8, and upon graduation;
- performance descriptors at the levels of novice, nearing proficiency, proficient and advanced; and
- works cited.

In order to use this framework effectively, it is essential to understand the distinctions between and intended purpose of its various components.

**Content Standards:** The four mathematics content standards indicate what all students should know, understand, and be able to do in Mathematics. Their purpose is to guide the mathematics curriculum and to communicate the breadth of the mathematics to be taught to all students. A district's mathematics curriculum should be designed so that learning encompasses all four standards.

**Rationales:** Outlines the fundamental reasons for each of the content standards and provides the basis for the knowledge and skills included in the benchmarks.

**Benchmarks:** The benchmarks define expectations for students' scientific knowledge and skills along a developmental continuum. They define expectations for proficient students at the end of grade 4, end of grade 8, and upon graduation. Their purpose is to state clearly and specifically what the students should know and be able to do within each content standard. A district's curriculum should include the entire progression of knowledge contained in the benchmarks.

**Performance Descriptors:** Performance descriptors define how well students apply the knowledge and skills they have acquired. They gauge the level to which benchmarks have been attained in terms of range, frequency, facility, depth, creativity and quality. Achievement of curricular goals is assessed by the performance descriptors.



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

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

## Preface to Mathematics Content Standards

The world as we know it is changing at an ever increasing pace. The teaching of mathematics in Montana's public schools needs to be flexible enough to deliver rigorous material that continues to be relevant to the changing lives of our students. In that vein, Montana teachers are challenged to envision the world not as we know it today, but the world our students will be living in tomorrow.

Envision a classroom where instruction is focused on the *big* ideas of mathematics. On a daily basis, students are expected to engage, interact, collaborate, explain and excel. Envision the powerful students such an atmosphere will create—students who are active, excited, curious, and confident; students who *learn*. In this classroom, mathematics is more than just content to be studied; it is an activity to be enjoyed.

There are many aspects of our students' school experience that are outside of our control. However, we do have influence over the mathematics we teach and how we teach it. Montana's mathematics teachers are first class. They are innovators. The standards set forth in this document are of the same quality. To bring them to life requires that Montana educators do what they do best: innovate, challenge and achieve.

---

**Mathematical rigor** is an elusive term with multiple meanings. To a pure mathematician, rigor is a mark of excellence. To a K-12 educator, "rigorous" often means "difficult," as in "AP calculus is rigorous." In the Montana Mathematics Content Standards, *rigor* is a process where students:

- approach mathematics with a disposition to accept challenge and apply effort;
  - engage in mathematical work that promotes deep knowledge of content, analytical reasoning, and use of appropriate tools; and
  - emerge fluent in the language of mathematics, proficient with the tools of mathematics, and empowered as mathematical thinkers.
- 

### The Mathematics Standards Development Process

The first efforts to develop and formalize state-level academic content standards were carried out by K-12 educators and largely dependent on intuition and experience. Since then, standards revision processes have evolved as the age of accountability has increased the need for research-based, clearly delineated content standards. Most academic standards now include rationales and incorporate findings from formal research studies and other sources to lend strength and validity to the resulting documents.

In the past, large-scale assessments were primarily used to evaluate the scope and depth of knowledge acquired by students. Today's assessments are also used to determine the effectiveness of curriculum and to hold districts, schools, and teachers accountable for their role in the educational process. Data collected through standardized assessments are used to measure Adequate Yearly Progress (AYP), which can have significant consequences in the life of a school. With this in mind, the 2008-09 Montana Mathematics Content Standards Revision Team worked to develop a clear, concise document, free of jargon, that plainly lays out what is expected of the proficient mathematics student at the end of grade 4, end of grade 8, and upon graduation.

## Montana K-12 Mathematics Content Standards Framework

### **Support for the Montana Mathematics Content Standards: Trends and Philosophies**

Students need to be able to enter *tomorrow's* technology-driven global society equipped with the requisite mathematical knowledge and skills essential for success. For some students, this means adequate preparation to pursue higher education; for others, it means the foundation needed to enter a competitive global market with a steep learning curve and limited time for on-the-job training. Regardless of their future trajectory, all Montana students must possess *quantitative literacy* to ensure success in their endeavors.

Quantitative literacy is defined as “the level of mathematical knowledge and skills required of all citizens” (Dossey qtd. in “Why Numbers Count”). Effective mathematics teachers recognize quantitative literacy as a moving target and adapt to the subjective and shifting factors that influence how mathematics is learned and applied. The following discussion addresses these factors, embodied as mathematical processes, mathematical proficiencies, and principles for mathematics education. These fundamental elements interweave with the Montana Mathematics Content Standards like a mathematical knot with no beginning and no end.

### **Mathematical Processes**

The National Council of Teachers of Mathematics [Principles and Standards for School Mathematics](#) recognizes five processes that complement and enhance the learning of mathematical content: connections, communication, representation, problem solving, and reasoning. The Office of Public Instruction (OPI) advocates the importance of viewing mathematics through these five lenses because:

- **Mathematics does not exist in isolation.** Learning takes place when students see connections within mathematics and apply their mathematical knowledge to other disciplines and authentic contexts;
- **Mathematics does not follow a single fixed path.** Learning takes place through multiple routes as students visualize, represent, interpret, and construct mathematical ideas in a variety of ways;
- **Mathematics is not a private enterprise.** Learning takes place when students express their mathematical ideas both verbally and in writing, engage in discourse, and work together to build concepts;
- **Mathematics is not free of context.** Learning takes place when students use mathematics to explore ideas, model situations, solve problems, and question and comprehend the world around them; and
- **Mathematics is about doing, not simply knowing.** Learning takes place when students reason, conjecture, reflect, predict, and justify their thinking to themselves and others.

For deep, successful, and lasting learning to take place, all five of these mathematical processes must be embraced and incorporated into the teaching of mathematics. In particular, the OPI values reasoning as a fundamental “habit of mind” for making sense of mathematics. The Montana Mathematics Content Standards reflect this view in the references to reasoning and sense making, emphasizing “doing” mathematics over simply knowing facts, skills and procedures.

## Montana K-12 Mathematics Content Standards Framework

### Mathematical Proficiency

The National Research Council has identified five research-based building blocks for mathematical proficiency. These are:

- **Conceptual understanding**—comprehension of mathematical concepts, operations, and relations;
- **Procedural fluency**—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately;
- **Strategic competence**—ability to formulate, represent, and solve mathematical problems;
- **Adaptive reasoning**—capacity for logical thought, reflection, explanation, and justification; and
- **Productive disposition**—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy. (National Research Council: 116)

**What does mathematical proficiency mean for Montana?** Performance in mathematics is measured both by accuracy and by conceptual understanding. Students know how to recognize a problem, choose appropriate procedures, seek the solution with persistence, and judge their results. Students not only possess a set of mathematical tools, they know what each tool can do and when to use it. Montana students must do mathematics themselves, not simply acknowledge the mathematics done by others. Finally, the study of mathematics must be approached in a way that allows students both to appreciate the value of mathematical competency and to believe they can achieve it themselves.

### Principles of Montana Mathematics

The Montana Mathematics Content Standards were conceived and developed under a set of guiding principles agreed upon by all stakeholders in the process. Through high-quality professional development, teachers must embrace these principles and embed them into curriculum planning, instruction, and assessment of mathematics.

- **All students can successfully learn mathematics.** Adopting this view requires teachers to hold high expectations for all their students and to create mathematical experiences that enable success for all.
- **Mathematical processes are fundamental companions to content.** The five processes described earlier are essential to creating an environment where students can acquire, apply, and make meaning of mathematics.
- **Mathematics is a human endeavor with scientific, social, and cultural relevance.** Relevant context creates an opportunity for student ownership of the study of mathematics. In Montana, the Constitution pursuant to Article X Sect 1(2) and statutes §20-1-501 and §20-9-309 2(c) MCA, calls for mathematics instruction that incorporates the distinct and unique cultural heritage of Montana American Indians.
- **Technology is integral to learning mathematics.** Today’s students are fluent in the language of digital media and technology. Montana educators must maximize technology’s potential for enhancing mathematics learning.
- **Mathematics education is for the future, not for today.** To paraphrase a now-famous quote from Karl Fisch (qtd. in [Shift Happens](#)) today’s students are preparing for jobs that do not yet exist, using technologies that are yet to be invented, to solve problems yet to be identified. Mathematics must be viewed not only through the lens of past experience, but also through a lens that will steer our students through the 21<sup>st</sup> century.

### **Implementing the Vision**

The Montana Mathematics Content Standards and Performance Descriptors are not about mandating curriculum or recommending specific courses in Montana's schools. Instead, they are about preparing students to work and live successfully in a society that is increasingly technical, global and multicultural. The Board of Public Education has set high expectations for the performance of Montana students at all levels; it is the responsibility of local communities and districts to determine the path for their students to achieve the goals set out in this document.

## Number Sense and Operation Content Standard 1

A student, applying reasoning and problem solving, will use number sense and operations to represent numbers in multiple ways, understand relationships among numbers and number systems, make reasonable estimates, and compute fluently within a variety of relevant cultural contexts, including those of Montana American Indians.

### Rationale

Number sense and computational fluency are the foundation for school mathematics and life in a multicultural and quantitative society. Students who have a sense of quantity are fluent with basic facts, perform mental computations, understand that knowing the properties of operations help them solve problems determine the reasonableness of solutions, and use number to describe their world. The foundation of number sense and operations supports the other content standards.

### Benchmarks

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
<p><b>1.1 Whole Number Relationships:</b> Demonstrate relationships among whole numbers; identify place value up to 100,000 and compare numbers (e.g., greater than, less than, and equal to).</p>	<p><b>1.1 Rational Number Relationships:</b> Recognize, model, and compare different forms of integers and rational numbers including percents, fractions, decimals, and numbers using exponents and scientific notation.</p>	<p><b>1.1 Quantification:</b> Use multiple notations to perform and interpret the effects of operations on very large and very small numbers with and without technology.</p>
<p><b>1.2 Estimation and Operations:</b> Estimate sums, differences, products, and quotients when solving problems. Add, subtract, multiply (three-digit by two-digit factors), and divide (two-digit dividends by one-digit divisors) to solve problems. Demonstrate fluency with basic facts.</p>	<p><b>1.2 Estimation and Reasonableness:</b> Select and apply appropriate estimation strategies to judge the reasonableness of solutions to problems including those computed on a calculator. Demonstrate correct use of order of operations.</p>	<p><b>1.2 Estimation and Accuracy:</b> Identify situations where estimation is appropriate and determine the degree of accuracy needed for a given problem situation (and the appropriate precision in which to report answers).</p>

## Number Sense and Operation Content Standard 1

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
<p><b>1.3 Whole Number Concepts:</b> Develop multiplication and division concepts, apply number and operation models and strategies, and reason and justify using properties of operations.</p>	<p><b>1.3 Number Theory:</b> Use number theory concepts such as prime factorization, greatest common factor, and least common multiple in problem situations.</p>	<p><b>1.3 Equivalence with Multiple Notation:</b> Given a representation of a number or expression, find equivalent representations using multiple notations (e.g., <math>x^{1/2}</math> vs. <math>\sqrt{x}</math> and visual representation of multiplying binomials).</p>
<p><b>1.4 Common Fractions and Decimals:</b> Identify and model common fractions such as, tenths, fourths, thirds, and halves; and decimals such as money and place value to 0.001; and recognize and compare equivalent representations.</p>	<p><b>1.4 Rational Number Operations:</b> Compute fluently and solve multi-step problems using integers, fractions, decimals, and numbers in exponential form.</p>	<p><b>1.4 Properties of Numbers and Number Systems:</b> Analyze and apply the properties of numbers and number systems.</p>
<p><b>1.5 Length, Time, and Temperature:</b> Select and apply appropriate standard units and tools to measure length, time, and temperature within relevant scientific and cultural situations, including those of Montana American Indians.</p>	<p><b>1.5 Metric and Standard Measurement:</b> Use metric and standard units of measurement in relevant scientific and cultural situations, including those of Montana American Indians, compare and convert within systems, and use appropriate technology.</p>	<p><b>1.5 Modeling Relationships and Change:</b> Identify givens and unknowns in familiar and unfamiliar situations (e.g., finance, culture, including Montana American Indians, and nature) and describe relationships between variables.</p>
	<p><b>1.6 Proportional Reasoning:</b> Understand and apply proportional relationships to model real world situations and to solve problems involving rates, ratios, proportions, percents, and direct variation.</p>	

---

## **Data Analysis Content Standard 2**

---

A student, applying reasoning and problem solving, will use data representation and analysis, simulations, probability, statistics, and statistical methods to evaluate information and make informed decisions within a variety of relevant cultural contexts, including those of Montana American Indians.

### **Rationale**

Data analysis and statistical literacy pertain to all aspects of daily life within multiple cultures. As consumers of information, students who analyze data to make decisions and predictions are better prepared to be responsible citizens. Students who understand and apply basic concepts of probability and make connections to data analysis build strong quantitative reasoning for productive personal and professional lives.

### **Benchmarks**

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<p><b>2.1 Representing Data:</b> Collect, represent, and organize data in tables, dot plots, bar graphs, pictographs, and stem-and-leaf plots using technology when appropriate.</p>	<p><b>2.1 Representing and Comparing Data:</b> Collect data from a variety of contexts (e.g., science, history, and culture, including Montana American Indians). Organize and represent data in box plots, scatter plots, histograms, and circle graphs using technology when appropriate.</p>	<p><b>2.1 Representing and Analyzing Data:</b> Select, create, and compare graphical or numerical representations of data sets using technology when appropriate. Reason about distributions using measures of central tendency and spread (e.g., percentiles, quartiles, inter-quartile range, and standard deviation).</p>
<p><b>2.2 Evaluating Data:</b> Solve problems and make decisions using data descriptors such as minimum, maximum, median, and mode within scientific and cultural contexts, including those of Montana American Indians.</p>	<p><b>2.2 Evaluating Data and Making Conjectures:</b> Interpret, analyze, and evaluate data using mean, median, range, and quartiles to identify trends and make decisions and predictions about data within scientific and cultural contexts, including those of Montana American Indians.</p>	<p><b>2.2 Evaluating Validity:</b> Evaluate the validity of reports based on collected and/or published data by considering the source of the data, the design of the study, and the way data are displayed, analyzed, and interpreted.</p>

---

**Data Analysis Mathematics Content Standard 2**

---

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
<p><b>2.3 Likelihood of Events:</b> Describe events from multicultural contexts, including those of Montana American Indians, as likely or unlikely and discuss the degree of likelihood using words such as certain, equally likely, and impossible.</p>	<p><b>2.3 Finding Probability and Predicting:</b> Create sample spaces and simulations from events found in different cultures, including those of Montana American Indians, determine experimental and theoretical probabilities, and use probability to make predictions.</p>	<p><b>2.3 Rules of Probability and Expected Value:</b> Make, evaluate, and justify decisions based on probabilities in multicultural situations, including those of Montana American Indians (e.g., finding expected value and using rules of probability).</p>
		<p><b>2.4 Counting Methods:</b> Use technology as needed to determine the possible number of outcomes for an event or compound event using the fundamental counting principle, permutations, combinations, and other systematic counting methods.</p>
		<p><b>2.5 Curve Fitting:</b> Model two-variable data using curve fitting with and without technology. Write an equation for a given model and decide when or if predictions based on this equation are valid.</p>

## Geometric Reasoning Content Standard 3

A student, applying reasoning and problem solving, will understand geometric properties, spatial relationships, and transformation of shapes, and will use spatial reasoning and geometric models to analyze mathematical situations within a variety of relevant cultural contexts, including those of Montana American Indians.

### Rationale

Geometric reasoning complements the study of number, operations, and probability models. Students who have a sense of space analyze two- and three-dimensional shapes and their properties and relationships, and can make connections within mathematics. Geometric reasoning helps students appreciate and value mathematics and make connections to their world through multiple cultural contexts.

### Benchmarks

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
<p><b>3.1 Two-Dimensional Attributes:</b> Describe, compare, and analyze attributes of two-dimensional shapes.</p>	<p><b>3.1 Properties of Solids and Figures:</b> Define, classify and compare properties of solids and plane figures, including lines and angles.</p>	<p><b>3.1 Conjectures and Inductive Reasoning:</b> Formulate and evaluate conjectures about geometric objects and their properties, with and without technology, applying inductive reasoning when appropriate.</p>
<p><b>3.2 Three-Dimensional Attributes:</b> Describe attributes of three-dimensional shapes such as cubes and other rectangular prisms, pyramids, cylinders, cones, and spheres.</p>	<p><b>3.2 Congruence and Similarity:</b> Use spatial reasoning to determine congruence, similarity, and symmetry of objects in mathematics, art, science, and culture, including Montana American Indians.</p>	<p><b>3.2 Applications of Geometric Models:</b> Use spatial reasoning and geometric models to solve problems with and without technology in the contexts of art, science, and culture, including Montana American Indians.</p>
<p><b>3.3 Basic Transformations:</b> Use spatial reasoning to identify slides and flips of congruent figures within artistic and cultural contexts, including those of Montana American Indians.</p>	<p><b>3.3 Transformations including Dilations:</b> Define, identify, and execute transformations including translations, rotations, reflections, and dilations with appropriate technology.</p>	<p><b>3.3 Multiple Geometric Approaches:</b> Identify, analyze, and use transformational, coordinate, and synthetic geometric approaches to solve problems.</p>

---

### Geometric Reasoning Content Standard 3

---

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
<p><b>3.4 Linear Measurement:</b> Estimate and measure linear attributes of objects in metric units such as centimeters and meters and customary units such as inch, foot, and yard.</p>	<p><b>3.4 Angles, Surface Area, and Volume:</b> Measure and compute angles, perimeter, area, surface area, and volume including the use of formulas and choosing appropriate units.</p>	<p><b>3.4 Indirect Measurement:</b> Determine measures of two- and three-dimensional objects and their elements using trigonometric ratios, proportionality, the Pythagorean Theorem, and angle relationships.</p>
<p><b>3.5 Area and Perimeter:</b> Define and determine area and perimeter of common polygons using concrete tools such as grid paper, objects, or technology and justify the strategy used.</p>	<p><b>3.5 Justifying Relationships:</b> Develop informal arguments to verify geometric relationships and solve problems such as an informal justification of the Pythagorean Theorem in a variety of contexts.</p>	<p><b>3.5 Methods of Proof:</b> Establish the validity of geometric conjectures using deductive reasoning, indirect proof, and counterexamples, and critique arguments made by others.</p>

## **Algebraic and Functional Reasoning Content Standard 4**

A student, applying reasoning and problem solving, will use algebraic concepts and procedures to understand processes involving number, operation, and variables and will use procedures and function concepts to model the quantitative and functional relationships that describe change within a variety of relevant cultural contexts, including those of Montana American Indians.

### **Rationale**

The study of algebra and functions opens doors and expands opportunities in numerous 21<sup>st</sup> century careers throughout many cultures. Students who generalize patterns and represent relationships in multiple ways develop significant understandings of mathematics and the use of quantitative reasoning in other disciplines. Algebra and functions are powerful tools for modeling real world relationships and making informed decisions.

### **Benchmarks**

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<p><b>4.1 Patterns and Relations:</b> Describe, extend, and make generalizations about geometric or numeric patterns.</p>	<p><b>4.1 Representing and Generalizing Patterns:</b> Create and use tables, graphs or diagrams, symbolic expressions, and verbal descriptions to represent, analyze, and generalize a variety of patterns involving numbers and operations.</p>	<p><b>4.1 Representing Functions:</b> Represent functions in a variety of ways including tables, graphs or diagrams, verbal descriptions, and symbolic expressions in recursive and explicit form. Justify the choice of an appropriate form for solving a given problem.</p>
<p><b>4.2 Symbols and Expressions:</b> Use letters, boxes, or symbols to represent numbers in simple expressions or equations to demonstrate a basic understanding of variables.</p>	<p><b>4.2 Linear Functions:</b> Identify linear and non-linear functional relationships and contrast their properties using tables, graphs, or equations with appropriate technology.</p>	<p><b>4.2 Variables and Parameters:</b> Determine the appropriate symbolic representation of a given contextual situation (e.g., variables and parameters in equations, inequalities, functions, and matrices).</p>

## Algebraic and Functional Reasoning Content Standard 4

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
<p><b>4.3 Properties of Number and Operation:</b> Use number patterns to investigate properties of numbers such as even or odd and properties of operations such as commutative, associative, distributive, and the multiplicative and additive identities.</p>	<p><b>4.3 Multi-step equations and inequalities:</b> Use number properties and inverse operations to solve multi-step equations and inequalities involving a single variable.</p>	<p><b>4.3 Solving Systems of Equations and Inequalities:</b> Solve a variety of equations, inequalities and systems of equations and inequalities, justify the solution process, and interpret the solution in context.</p>
<p><b>4.4 Equivalent Expressions:</b> Develop an understanding of equivalence by expressing numbers, measures, and numerical expressions involving operations in a variety of ways.</p>	<p><b>4.4 Equivalent Algebraic Expressions:</b> Recognize, simplify, and generate equivalent forms of algebraic expressions, justifying each step with properties of operations.</p>	<p><b>4.4 Families of Functions and Transformations:</b> Analyze the effects of transformations on families of functions and recognize their characteristics. Represent and use functions in equivalent forms to identify and perform transformations.</p>
<p><b>4.5 Numerical Modeling with Manipulatives:</b> Model problem situations with manipulatives or technology and use multiple representations such as words, pictures, tables, or graphs to draw conclusions using cultural contexts, including those of Montana American Indians.</p>	<p><b>4.5 Linear Modeling:</b> Identify and compute rate of change/slope and intercepts from equations, graphs, and tables; model and solve contextual problems involving linear proportions or direct variation using cultural contexts, including those of Montana American Indians.</p>	<p><b>4.5 Analyzing and Conjecturing with Models:</b> Given data or a problem situation, select and use an appropriate function model to analyze results or make a prediction with and without technology using cultural contexts, including those of Montana American Indians.</p>

 <p><b>Montana Office of Public Instruction</b> Denise Juneau, State Superintendent</p> <p><a href="http://opi.mt.gov">opi.mt.gov</a></p>	<p><b>Montana K-12 Mathematics Performance Descriptors A Profile of Four Levels</b></p>
--	---

The Mathematics Performance Descriptors define how well students perform at four performance levels: advanced, proficient, nearing proficiency, and novice. These profiles describe students as they apply the knowledge and skills defined in the benchmarks and found in the "Benchmarks At-A-Glance" document for End of Grade 4, End of Grade 8, and Upon Graduation.

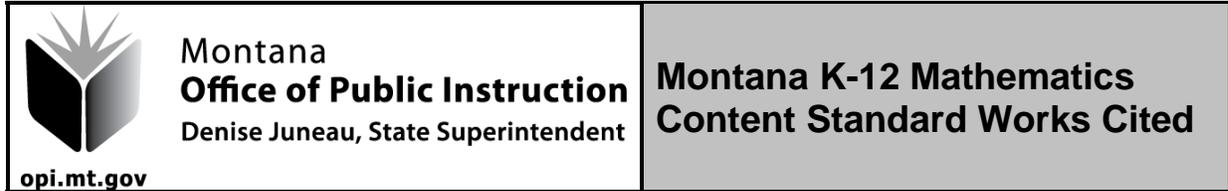
Advanced	Proficient	Nearing Proficiency	Novice
<p>A student at the advanced level in mathematics demonstrates superior performance. He/she:</p>	<p>A student at the proficient level in mathematics demonstrates solid academic performance. He/she:</p>	<p>A student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she:</p>	<p>A student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental for proficiency. He/she</p>
<p>gives responses that exhibit advanced understanding of the problem or situation presented</p>	<p>gives responses that exhibit clear understanding of the problem or situation presented</p>	<p>gives responses that exhibit some understanding of the problem or situation presented</p>	<p>gives responses that exhibit significant difficulty in understanding basic concepts, reasoning, implementing problem solving strategies, and making connections</p>
<p>consistently demonstrates advanced conceptualization</p>	<p>makes connections within the mathematical and/or real world</p>	<p>makes rudimentary connections between the mathematical and/or real world</p>	<p>severely lacks basic skills, representation, structure, and process development</p>

Montana K-12 Mathematics Content Standards Framework

Advanced	Proficient	Nearing Proficiency	Novice
makes connections within and between the mathematical and real world	determines a process and sufficiently communicates correct problem solving strategies through relevant representations	struggles to communicate effectively	attempts to solve problems
applies more than one process and uses multiple representations to determine solutions accurately	has occasional errors but these do not interfere with appropriate strategies	uses limited evidence of representations to show understanding	has substantial errors
clearly communicates and justifies reasoning and structure of solutions	has reasonable and well-supported solutions	has some basic reasoning skills that are apparent but uses insufficient computational skills and problem solving strategies	lacks communication skills that hinder student's progress
<p><b>These profiles apply to the "Benchmarks At-A-Glance" document for End of Grade 4, End of Grade 8, and Upon Graduation.</b></p>		has frequent errors and lack of structure that detract from mathematical knowledge and skills	

Montana K-12 Mathematics Content Standards Framework

 <b>Montana Office of Public Instruction</b> Denise Juneau, State Superintendent opi.mt.gov		<b>Montana K-12 Mathematics Performance Descriptors</b> <b>Benchmarks At-A-Glance</b>	
End of Grade 4		End of Grade 8	
1.1 whole number relationships 1.2 estimation and operations 1.3 whole number concepts; 1.4 common fractions and decimals 1.5 length, time, and temperature	1.1 rational number relationships 1.2 estimation and reasonableness 1.3 number theory 1.4 rational number operations 1.5 metric and standard measurement 1.6 proportional reasoning	Upon Graduation 1.1 quantification 1.2 estimation and accuracy 1.3 equivalence with multiple notation 1.4 properties of numbers and number systems 1.5 modeling relationships and change	
2.1 representing data 2.2 evaluating data 2.3 likelihood of events	2.1 representing and comparing data 2.2 evaluating data and making conjectures 2.3 finding probability and predicting	2.1 representing and analyzing data sets 2.2 evaluating validity 2.3 rules of probability and expected value 2.4 counting methods 2.5 curve fitting	
3.1 two-dimensional attributes 3.2 three-dimensional attributes 3.3 basic transformations 3.4 linear measurement 3.5 area and perimeter	3.1 properties of solids and figures 3.2 congruence and similarity 3.3 transformations including dilations 3.4 angles, surface area, and volume 3.5 justifying relationships	3.1 conjectures and inductive reasoning 3.2 applications of geometric models 3.3 multiple geometric approaches 3.4 indirect measurement 3.5 methods of proof	
4.1 patterns and relations 4.2 symbols and expressions 4.3 properties of number and operation 4.4 equivalent expressions 4.5 numerical modeling with manipulatives	4.1 representing and generalizing patterns 4.2 linear functions 4.3 multi-step equations and inequalities 4.4 equivalent algebraic expressions 4.5 linear modeling	4.1 representing functions 4.2 variables and parameters 4.3 solving systems of equations and inequalities 4.4 families of functions and transformations 4.5 analyzing and conjecturing with models	



Fisch, Karl. *Shift Happens*. [www.youtube.com](http://www.youtube.com). Feb. 2007. 19 Apr. 2009.

National Council of Teachers of Mathematics. *Principles and Standards for School Mathematics*. Reston: National Council of Teachers of Mathematics, 2000.

Kilpatrick, Jeremy, et al. *Adding it Up: Helping Children Learn Mathematics*. Washington, DC: National Academy Press, 2001.

Steen, Lynn Arthur, ed.. *Why Numbers Count: Quantitative Literacy for Tomorrow's America*. New York: College Board, 1997.

## **EXECUTIVE SUMMARY**

**DATE: MAY 2010**

**PRESENTATION:** Chapter 55 Joint Task Force Progress Update

**PRESENTER:** Patty Myers, Chairperson  
Board of Public Education  
Dennis Parman, Deputy Superintendent  
Office of Public Instruction

**OVERVIEW:** The first meeting of the Chapter 55 Board of Public Education and Office of Public Instruction Joint Task Force was conducted in Helena on April 16, 2010. Information will be presented concerning the task force membership, meeting schedule, and the vision for the task force work. In addition, the agenda for the first meeting, as well as assigned homework, will be reviewed.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

**Board of Public Education and Office of Public Instruction  
Chapter 55 Joint Task Force**

April 16, 2010

10:00 a.m. – 3:30 p.m.

Wingate Hotel, Helena

10:00 – 10:15	Welcome and Introductions
10:15 – 10:30	Guiding Vision for Montana Accreditation
10:30 – 10:45	Chapter 55 Joint Task Force - Purpose and Charge
10:45 – 11:00	Ground Rules Consensus Process Public Comment Parking Lot
11:00 – 11:30	Chapter 55 - Basic Information
11:30 – 12:00	Current Accreditation Process
12:00 – 12:15	Individual Activity When I think about the current accreditation process, I'm concerned about ...  When I think about the current accreditation process, I want to maintain ...
12:15 – 1:00	Lunch
1:00 – 1:15	Public Comment
1:15 – 1:45	General Research – Survey of States Common elements of results-driven accreditation

- |             |   |
|-------------|---|
| 1:45 – 2:30 | Road Map for Change   |
| 2:30 – 2:45 | Individual Activity<br>When I think about results-driven accreditation,<br>I'm concerned about ...<br><br>When I think about results-driven accreditation,<br>I'm excited about ... |
| 2:45 – 3:00 | Web-site Resources  |
| 3:00 – 3:15 | Public Comment  |
| 3:15 – 3:30 | Homework Assignment <ul style="list-style-type: none"><li>• Useful for Montana</li><li>• Doesn't fit Montana</li><li>• Interesting</li></ul>  |

**Next Task Force Meetings**

June – Two-day Meeting

July – One-day meeting

August – Two-day meeting

# **Board of Public Education and Office of Public Instruction**

## **Chapter 55 Standards of Accreditation Joint Task Force**

### **April 16, 2010**

---

#### **Vision/Mission**

The Montana Constitution created and empowered the **Board of Public Education** (BPE) to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools. The board exists to promote high academic achievement for all Montana students.

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

#### **Guiding Principle**

Standards of Accreditation serve the learning needs of all present and future Montana PK-12 students providing innovation, flexibility and ensuring quality education.

#### **Purpose**

To review and revise Administrative Rules of Montana (ARM) 10.55 Standards of Accreditation to align standards with current innovative practice providing flexibility and ensuring quality education and accountability.

#### **Charge**

The Chapter **55** Joint Task Force shall provide to the Superintendent and the BPE recommendations for amendments to ARM **10.55**. Recommended amendments to ARM will comply with MAPA rules for public hearing.

#### **Task Force Co-Chairs**

Patty Myers – Board of Public Education  
Dennis Parman – Office of Public Instruction

#### **Task Force BPE and OPI Representatives**

John Edwards – Board of Public Education  
Nancy Coopersmith – Office of Public Instruction

#### **Staff**

##### **Board of Public Education**

Steve Meloy  
Peter Donovan  
Carol Will

##### **Office of Public Instruction**

Linda Peterson  
Al McMilin  
Kelly Glass  
Elizabeth Keller  
Colleen Hamer  
Donna Waters

**Board of Public Education and Office of Public Instruction  
Chapter 55 Joint Task Force**

April 16, 2010

**Proposed Next Steps  
June – September 2010**

---

- |           |  |
|-----------|--|
| April 16  | Getting Started <ul style="list-style-type: none"><li>• Background Information</li><li>• Road Map for Change</li></ul>   |
| June      | Two-day Meeting <ul style="list-style-type: none"><li>• Review Colorado and Kansas Models</li><li>• Determine Elements of Montana's Innovative, Accountable Accreditation System</li><li>• Identify Recommendations to Amend ARM</li></ul> |
| July      | One-day Meeting <ul style="list-style-type: none"><li>• Develop Montana's Model</li></ul>  |
| August    | Two-day Meeting <ul style="list-style-type: none"><li>• Refine Montana's Model</li><li>• Refine Recommendations to Amend ARM</li></ul>   |
| September | Make presentation to the BPE <ul style="list-style-type: none"><li>• Montana's Model</li><li>• Recommendations to Amend ARM</li></ul>  |

**Board of Public Education/Office of Public Instruction  
Chapter 55 Joint Task Force**

<b>Name</b>	<b>Position</b>	<b>City</b>
Patty Myers, Co-Chair	BPE - Chairperson	Great Falls
Dennis Parman, Co-Chair	OPI Deputy Superintendent	Helena
Sharon Applegate	CSPAC Team Member	Kalispell
Holly Bailey	Elementary Principal	Colstrip
Sue Brown	High School Teacher	Kalispell
Nancy Coopersmith	OPI Asst. Superintendent, Education Services	Helena
Bob Currie	MT Digital Academy	Missoula
John Edwards	BPE - Member	Billings
Marco Ferro	MEA-MFT Public Policy Director	Helena
Mary Ellen Fitzgerald	Gallatin County Superintendent of Schools	Bozeman
Jim Germann	Superintendent of Schools	Glendive
Orville Getz	Superintendent of Schools	Victor
Dee Hensley-Maclean	Montana PTA	Hamilton
Callie Langohr	High School Principal	Kalispell
Erin Lipkind	Elementary Teacher	Missoula
Bill McCaw	MT Council of Deans Rep.	Missoula
Lance Melton	MT School Boards Assn.	Helena
Claudette Morton	MT Small Schools Alliance	Helena
Dave Puyear	MT Rural Education Assn.	Helena
Joe Rapkoch	Elementary Principal	Shelby
Christina Rehbein	Elementary Teacher	Lambert
Linda Reksten	Superintendent of Schools	Butte
Mike Reynolds	Superintendent of Schools	Absarokee
Mary Ruby	School Trustee	Kalispell
Darrell Rud	School Administrators of MT	Helena
Corri Smith	MT Indian Education Assn.	Great Falls
Lorrie Tatsey	High School Teacher	Browning
Ruth Uecker	Asst. Superintendent	Great Falls
Tena Versland	Middle School Principal	Livingston
Leslie Weldon	School Trustee	Billings

**Chapter 55 Joint Task Force  
Staff**

<b>Name</b>	<b>Position</b>	<b>City</b>
Pete Donovan	BPE CSPAC Administrative Officer	Helena
Kelly Glass	OPI Accreditation Accountability Specialist	Helena
Colleen Hamer	OPI Accreditation Unit Program Officer	Helena
Elizabeth Keller	OPI Program Manager, Educator Licensure	Helena
Al Mc Milin	OPI Accreditation Unit Manager	Helena
Steve Meloy	BPE Executive Secretary	Helena
Linda Peterson	OPI Division Administrator, Accreditation	Helena
Donna Waters	OPI Administrative Specialist	Helena
Carol Will	BPE Administrative Specialist	Helena



## **EXECUTIVE SUMMARY**

**DATE: MAY 2010**

**PRESENTATION:** K-12 Schools Payment Schedule for Fiscal Year 2010-2011

**PRESENTER:** NANCY COOPERSMITH  
Assistant Superintendent  
Office of Public Instruction

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

**REQUESTED DECISION(S):** Approval of dates

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Approval



Denise Juneau, Superintendent  
 Montana Office of Public Instruction  
 P.O. Box 202501  
 Helena, Montana 59620-2501  
 In-State Toll-Free 1-888-231-9393, Local (406) 444-3095  
 www.opi.mt.gov

**PROPOSED PAYMENT SCHEDULE - FISCAL YEAR 2010-11**

The following distribution dates for fiscal year 2010-11 BASE aid payments to K-12 schools are *proposed* for Board approval. Other payment types will be included as noted.

<b>2010</b>	<b>August 25</b>	<b>DSA-QEC- IEA-SAG- SPED-TECHF</b>
	<b>September 24</b>	<b>DSA-QEC-IEA-SAG- SPED</b>
	<b>October 22</b>	<b>DSA-QEC- IEA-SAG- SPED</b>
	<b>November 19</b>	<b>GTB/SBG</b>
	<b>December 17</b>	<b>DSA-QEC- IEA-SAG- SPED</b>
<b>2011</b>	<b>January 21</b>	<b>DSA-QEC-IEA-SAG- SPED</b>
	<b>February 25</b>	<b>DSA-QEC-IEA-SAG- SPED</b>
	<b>March 25</b>	<b>DSA-QEC-IEA-SAG- SPED-TRAN</b>
	<b>April 22</b>	<b>DSA-QEC-IEA-SAG- SPED</b>
	<b>May 25</b>	<b>GTB/FAC REIM/SBG</b>
	<b>June 24</b>	<b>DSA-QEC-IEA-SAG- SPED-TRAN</b>

- DSA - Direct State Aid (Basic and Per-ANB Entitlements)
- QEC - Quality Educator Component Payment
- ARC - [At Risk Student Component Payment](#) No funding
- IEA - Indian Education for All
- SAG - American Indian Student Achievement
- SPED - State Special Education Entitlements
- TUIGF - Tuition General Fund
- TUITR - Tuition Transportation
- FAC REIM - Facility Reimbursements
- GTB - Guaranteed Tax Base Aid
- TECHF - Technology Acquisition Grants (funded by income produced from the annual timber harvest on common school trust lands)
- SBG - State Block Grant
- TRAN - Transportation Regular Payments

Transportation Regular Payments (TRAN) are projected to be paid with the March 25th and June 24th payments.

Tuition (TUIGF; TUITR) are projected to be paid monthly as submitted by districts.

## **EXECUTIVE SUMMARY**

**DATE: MAY 2010**

- PRESENTATION:** Addendum to 2009-10 Accreditation Status Recommendations
- PRESENTER:** Al Mc Milin  
Accreditation Unit Manager  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) for consideration an addendum to the 2009-10 accreditation determinations for all schools as recommended by state Superintendent Denise Juneau. These changes are due to errors or needed changes identified by the Office of Public Instruction (OPI) after the accreditation determinations were acted on during the March BPE meeting and the districts were notified of those determinations. The report is attached.
- REQUESTED DECISION(S):** Approve state superintendent's recommendations.
- OUTLYING ISSUE(S):** Please note that Valley Christian High School is being moved to advice status. They are currently in the last year of provisional accreditation status. Attached are the protocols and procedures under Initial Accreditation Application Procedure. Since 2007, the OPI has been working with the school to insure the curriculum is aligned to the standards. The school has failed to accomplish that alignment and has stated that due to the school's values and mission no further changes are possible. In accordance with the procedures if the school falls to advice or deficiency status during the provisional period the school will lose accreditation status. The Superintendent's recommendations on next steps will be outlined for the Board at the May meeting.
- RECOMMENDATION(S):** Action

# BOARD OF PUBLIC EDUCATION – ACCREDITATION ADDENDUM

2009 – 2010

Board of Public Education Meeting – May 13–14, 2010



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

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

2009-2010 Accreditation Addendum

County	School	Accreditation Status Change From:	Accreditation Status Change To:	Reason:
Cascade	Meadow Lark School	Advice	Advice	Data review error; Counselor FTE not Library FTE deficiency
Gallatin	Heck/Quaw Elementary	Advice	Advice	Data review error; class overload deficiency
Gallatin	Monforton 7-8	Regular with Deficiency	Regular	Data input error regarding misassigned teacher
Golden Valley	Ryegate School	Advice	Regular	Data input error regarding principal assignments
Golden Valley	Ryegate 7-8	Advice	Regular	Data input error regarding principal assignments
Golden Valley	Ryegate H S	Advice	Regular with Deficiency	Data input error regarding principal assignments; data input error: add misassignment
Lewis & Clark	Jefferson School	Regular	Regular with Deficiency	Data review error; class overload deficiency
Lewis & Clark	Central School	Regular	Regular with Deficiency	Data review error; class overload deficiency
Lewis & Clark	Broadwater School	Regular	Regular with Deficiency	Data review error; class overload deficiency
Lewis & Clark	Hawthorne School	Advice	Advice	Data review error; class overload deficiency
Lewis & Clark	Kessler Elementary School	Regular	Regular with Deficiency	Data review error; class overload deficiency
Lewis & Clark	Warren School	Regular	Regular with Deficiency	Data review error; class overload deficiency
Lewis & Clark	Jim Darcy School	Regular	Regular with Deficiency	Data review error; class overload deficiency
Lewis & Clark	Rossiter School	Regular	Regular with Deficiency	Data review error; class overload deficiency
Lewis & Clark	Four Georgians School	Deficiency	Deficiency	Data review error; class overload deficiency
Missoula	Lolo Elementary	Regular with Deficiency	Regular	Data review error; no class overload deficiency
Ravalli	Victor M S	Regular with Deficiency	Regular	Data review error; no class overload deficiency
Nonpublic	Lustre Christian H S	Deficiency	Deficiency	Failure to provide required report (Five Year Comprehensive Education Plan)
Nonpublic	Valley Christian H S	Regular	Advice	Basic Education Plan not met; curriculum not aligned with standards

2009-2010 Accreditation Addendum  
 Accreditation Status Recap

School Type	Status	All Schools	Elementary Schools	Middle Grade Schools	High Schools
<b>Public</b>	Regular	570	328	145	97
	Regular with	134	50	36	48
	Advice	41	26	8	7
	Deficiency	77	37	24	16
	<b>Total</b>	<b>822</b>	<b>441</b>	<b>213</b>	<b>168</b>
<b>State Funded</b>	Regular	4	2	0	2
	Regular with	0	1	0	
	Advice	2	0	0	1
	Deficiency	0	0	0	
	<b>Total</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>Private</b>	Regular	6	0	0	7
	Regular with	3	0	1	3
	Advice	0	0	0	
	Deficiency	5	1	0	2
	<b>Total</b>	<b>14</b>	<b>1</b>	<b>1</b>	<b>12</b>



## INITIAL ACCREDITATION APPLICATION PROCEDURE

**The procedures below represent the steps and general timeline for the accreditation process.**

- Prospective applicant submits letter of intent to the OPI
- School personnel meets with the OPI
  - Accreditation Manual reviewed (School must meet all standards)
  - School must submit course schedule(s), administrative schedule(s) with folio numbers, and teacher schedule(s) with folio numbers
- First on-site visit with OPI team may include, but not limited to:
  - An OPI Accreditation Staff Member
  - A District Superintendent
  - A School Principal
  - A Curriculum Coordinator
  - A Special Education Representative
- Follow-up report to school personnel from OPI team
- First progress report to the BPE
  - Public Comment
- Second on-site visit with same OPI team
- Follow-up report to school personnel from OPI team
- Second progress report to the BPE
  - Public Comment
- Third progress report to the BPE
  - Recommendation for Provisional Accreditation status from the OPI
    - ✓ Provisional Accreditation status has a three-year probationary period.
    - ✓ Any accreditation deviations resulting in Advice or Deficiency status during this period will result in the loss of Provisional Accreditation.
  - Public Comment
- BPE approval of Provisional Accreditation
- Annual OPI on-site follow-up visit each year for three years.
- After completion of three-year Provisional Accreditation, the OPI may recommend Regular Accreditation status to the BPE.

## **EXECUTIVE SUMMARY**

**DATE: MAY 2010**

**PRESENTATION:** Recommendations for 2008-09 Resubmitted Corrective Plans

**PRESENTER:** Al Mc Milin  
Accreditation Unit Manager  
Office of Public Instruction

**OVERVIEW:** This presentation provides to the Board of Public Education (BPE) recommendations for resubmitted 2008-09 corrective plans for schools receiving Advice or Deficiency Status. The original plans were disapproved at the January BPE meeting. The report is attached. In addition please find attached a copy of the protocols and procedures under Response Options for Continuing or Serious Deviations.

**REQUESTED DECISION(S):** Approve state superintendent's recommendations.

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action

# BOARD OF PUBLIC EDUCATION – RESUBMITTED CORRECTIVE PLANS

2009 – 2010

Board of Public Education Meeting – May  
13–14, 2010

1) Recommendations for 2008-09 Resubmitted Corrective Plans



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

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

# Summary of Improvement Plans Submitted by Schools Receiving Advice or Deficiency Status

## 2008-09 MAY UPDATE

**Color Key:** Black – General Deviation Comments    **Red – Significant and/or On-going Deviation Issues**  
**Blue – OPI Comment/Recommendations (Previous)**    **Green – OPI Comment/Recommendations (Current)**

### CARTER COUNTY

#### Alzada School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 2 students. First occurrence.

10.55.710.3 School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 2 students. First occurrence.

**2008-09 Response: None received.**

**OPI Review/Response: Teacher is now licensed. Notified the county superintendent/treasurer that a plan is needed for the other two issues. Will be working with her designee to secure one.**

**Revised Response: The district has submitted an alternative standard request for both counseling and library utilizing the services of MSSA. These will be up for approval at the July 2010 BPE meeting.**

**OPI/Review/Response: Recommend approval of corrective plan.**

### FERGUS COUNTY

#### Lewistown Public Schools

##### Garfield School: SY 2006-07 Advice

10.55.709.1(a) Garfield School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 184 students. Third occurrence.

##### Highland Park School SY 2006-07 Advice

10.55.709.1(a) Highland Park School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 279 students. Third occurrence.

##### Lewis & Clark School: SY 2006-07 Advice

10.55.709.1(a) Lewis & Clark School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 198 students. 3<sup>rd</sup> yr.

##### Lewistown 7-8: SY 2006-07 Deficiency

10.55.709.1(a) Lewistown 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 228 students. 3<sup>rd</sup> yr.

**2006-07 Response:** The district plans to hire additional librarians when funding becomes available, hopefully in the "very near future."

**OPI Review/Recommendation – 12/13 – Recommend disapproval of plan.**

**Revised Response:** The district will add the needed 1.0 FTE Librarian for the 2009-2010 school year. In an e-mail submitted later the superintendent reported that the district may be able to add the needed librarian for the 2008-2009 school year.

**OPI Review/Recommendation – 5/08 - Recommend Approval**

**Garfield School: SY 2007-08 Deficiency**

10.55.709.1(a) Garfield School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 214 students. Fourth occurrence.

**Highland Park School SY 2007-08 Deficiency**

10.55.709.1(a) Highland Park School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 279 students. Fourth occurrence.

**Lewis & Clark School: SY 2007-08 Deficiency**

10.55.709.1(a) Lewis & Clark School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 179 students. Fourth occurrence.

**Lewistown 7-8: SY 2007-08 Deficiency**

10.55.709.1(a) Lewistown 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 218 students. Fourth occurrence.

**Fergus High School: SY 2007-08 Deficiency**

10.55.707.1 Teacher does not have a valid Montana teaching license.

**2007-08 Response:** Submitted a plan for library alternative standard (recommended disapproval). District plans to budget for the 2009-10 school year to add at least a half time librarian if not a full time librarian in the elementary schools. Unlicensed teacher no longer employed.

**OPI Review/Recommendation – 12/08 – Did not follow through with the 2006-07 plan to increase library FTE by one (even decreased from 2.039 to 2.000). Recommend disapproval of the current plan and an onsite visit and intensive technical assistance.**

**OPI Review/Recommendation – 2/09 – Will visit in March and report back to the BPE in May**

**Lewistown Elementary Schools On-Site Visit - Date of the visit – April 2, 2009 - Present were: Jason Butcher - Superintendent, Dave Byerly - Board Chair, Mike Waterman - Business Manager, Dale Kimmel - Accreditation Specialist, Colet Bartow - Library/Media Specialist**

**Continued Deviation: Not enough library FTE for all the elementary schools**

- **Discussed the Accreditation Response Options for Continuing Deviations.**
- **Lewistown Elementary employs 1 librarian for 4 schools. The required FTE is 2.5 librarians.**
- **Discussed the possibility of OPI giving the district 3-5 years to incremental increase the FTE.**
- **The Lewistown Board of Trustees will discuss the options and a plan will be sent before April 20, 2009.**

**Revised Response:** The district will add the needed 1.0 FTE Librarian for the 2009-10 school year. In an e-mail submitted later the superintendent reported that the district may be able to add the needed librarian for the 2008-09 school year.

**OPI Review/Recommendation – 5/09 - Recommend Approval**

**OPI Review/Recommendations – 12/9 – Received notice from Lewistown in August stating the district would not be hiring the 1.0 FTE librarian. The district cited the failure of the May elementary levy and the subsequent budget constraints created by that failure. The district will closely examine the 2010-2011 budget and “hopefully if the funds are available” look again at hiring a librarian. A copy of the communication is provided.**

**Recommend disapproval of the most recent plan and move the district to Step 2 of the Response Options for Continuing or Serious Deviations. District notified of BPE request for appearance at May 2010 meeting.**

**Revised Response:** The district will add a .5 FTE librarian for the 2010-2011 school year. The district will add remaining .5 FTE librarian by the 2012-2013 school year.

**OPI Review/Recommendations: Recommend approval of the revised corrective plan. Further recommend that along with the approval notice the district would also be informed that failure to follow through on the plan will result in the district returning directly to Step 2 of the Accreditation Response Options for Continuing or Serious Deviations.**

## **FLATHEAD COUNTY**

### **Helena Flats School: SY 2007-08 Advice Status**

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .468 FTE for 187 students. Third occurrence.

10.55.712.2 Multi-grade classroom exceeds maximum class size. Four combination grades 1-3 exceed 20 students: one by two (2) and three by four (4) each. One combination grade PK-K exceeds 20 students by three (3). Third occurrence.

**2007-08 Response:** Have a .10 FTE school psychologist who helps with counseling Have paraprofessionals in classrooms as required.

**OPI Review/Recommendation – 12/08 – Recommend alternative variance.**

**OPI Review/Recommendation – 2/09 – Have received an alternative standard – will review and make a recommendation at the May BPE meeting.**

**OPI Review/Recommendation – 4/09 – Review of the alternative standard will be conducted May 1 – a recommendation will be made at the July BPE meeting.**

### **Helena Flats School: SY 2008-09 Deficiency Status**

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .423 FTE for 169 students. Fourth occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One grade K exceeds 20 students by five (5) and one grade 4 by nine (9). An overload of five (5) students is considered excessive. Fourth occurrence.

**2008-09 Response: Incomplete.**

**OPI Review/Recommendation – 12/09 - will request additional plan elements for March 2010 BPE meeting.**

**Helena Flats 7-8: SY 2008-09 Advice Status**

10.55.902.4 Basic instructional program is not met. World language is not offered ½ unit each year in grades seven and eight. First year for this deviation.

**2008-09 Response: Incomplete.**

**OPI Review/Recommendation – 12/09 - will request additional plan elements for March 2010 BPE meeting.**

**OPI Review/Recommendations – The above deviations have been corrected. No further action required.**

**West Valley School: SY 2008-09 Advice Status**

10.55.705.1(b)(ii) The school does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.2 and enrollment is 274. This is the first year for this deviation..

10.55.708.1 Teacher is assigned to teach all Title I in grades 3-5 with a secondary license endorsed for Math and Psychology. This is the first year the district has misassigned the teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(b) The school does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 274. This is the second year for this deviation.

**2008-09 Response: There is not sufficient funds to hire additional administrative FTE. Title I teacher was a coding error. There must have been a coding error as well with the librarian as they employ a full-time librarian.**

**OPI Review/Recommendation – 12/09 – Recommend disapproval of administrative FTE plan. Will request an additional plan by the March 2010 BPE meeting.**

**Additional Response: The district continues to hold to the original response above concerning the administrative FTE deviation.**

**OPI Review/Recommendations: Recommend that the district be moved to Step 1 of the Accreditation Response Options for Continuing or Serious Deviations.**

**Swan River 7-8: SY 2008-09 Advice Status**

10.55.708.1 Teacher is assigned to teach Special Education in grades 7-8 with a secondary level license endorsed for Social Studies Broadfield.. This is the second year the district has misassigned the teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.7112.2 Multi-grade classroom exceeds maximum class size. Combination grades 7-8 exceeds 30 by six (6) An overload of five (5) students is considered excessive. This is the first year for this deviation.

10.55.902.4 Basic instructional program is not met. Career Technical Education is not offered ½ unit each year in grades 7-8. This the first year for this deviation.

**2008-09 Response: No plan was received.**

**OPI Review/Recommendation – 12/09 – Will continue to request a plan for the March 2010 BPE meeting.**

**Revised Response: Received corrective plan. Special Education teacher is now properly licensed and endorsed. Overloaded classroom deviation was an ADC entry error. District does offer ½ unit of Career and Technical Education for grades 7-8. Class was left off of the schedule by mistake.**

**OPI Review/Response: No action necessary as the plan was received and all deviations are corrected or were the result of entry error.**

## **LAKE COUNTY**

### **Charlo Elementary School: SY 2008-09 Advice Status**

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 30.0. Second occurrence.

10.55.709 Teacher does not have a library endorsement. Second occurrence.

10.55.709.1(a) The school does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 179 students. First occurrence.

**2008-09 Response: Will be hiring a full time superintendent and properly licensed and endorsed librarian for the 2009-10 school year.**

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

### **Charlo 7-8: SY 2008-09 Advice Status**

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 30.0. Second occurrence.

10.55.709 Teacher does not have a library endorsement. Second occurrence.

**2008-09 Response: Will be hiring a full time superintendent and properly licensed and endorsed librarian for the 2009-10 school year.**

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

### **Charlo High School: SY 2008-09 Advice Status**

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 30.0. Second occurrence.

10.55.708.1 Teacher is teaching Earth Science, Bio/Physiology, and AP Environmental Science in high school with an elementary level license. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709 Teacher does not have a library endorsement. Second occurrence.

10.55.709.1(a) The school does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 127 students. First occurrence.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Two PE classes by two (2) and six (6), respectively. An overload of five (5) students is considered excessive

**2008-09 Response: Will be hiring a full time superintendent and properly licensed and endorsed librarian for the 2009-10 school year. Science teacher is getting a Masters in Science Ed degree. PE teacher is assisted by another certified teacher and an aide.**

**OPI Review/Recommendation – 12/09 – Recommend disapproval of plan due to last two corrective actions. Will request a new plan for the March 2010 BPE meeting.**

**Revised Response:** District submitted additional details on science teacher with sufficient detail and time line showing the teacher will be receiving the science endorsement in an acceptable time frame. The district also acknowledged that the addition of an aide was not sufficient to correct the overload. Any future overload situation will be mitigated by splitting the class.

**OPI Review/Response:** Recommend approval of revised corrective plan.

## PARK COUNTY

### Gardiner 7-8 – SY 2008-09 Advice Status

10.55.902.4 Basic instructional program is not met. World language is not offered ½ unit each year in grades seven and eight. First year for this deviation.

**2008-09 Response:** World language will be offered as required for the 2009-10 school year.

**OPI Review/Recommendation – 12/09 – Plan not accomplished. Will provide update at the March 2010 BPE meeting.**

**Revised Response:** Assurance was given that the required world language offering will be back in the schedule for the 2010-2011 school year.

**OPI Review/Response:** Recommend approval of corrective plan. Further recommend that along with the approval notice the district would also be informed that failure to follow through on the plan will result in the district being moved to Step 1 of the Accreditation Response Options for Continuing or Serious Deviations.

## YELLOWSTONE COUNTY

### Laurel MS: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.1(c) Laurel Middle School does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 589 students. First occurrence.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Four (4) PE classes exceed 30 students: two by one (1) each, one by two (2), and one by three (3). Second occurrence.

**2007-08 Response:** Teacher is currently licensed. The district has adequate amount of library FTE. The district plans to move FTE from the high school to the middle school.

**OPI Review/Recommendation – 12/08 – Recommend approval of the plan**

### Laurel MS: SY 2008-09 Advice Status

10.55.709.1(c) Laurel Middle School does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 574 students. Second occurrence.

**2007-08 Response:** District will not add library FTE but will add an aide at this time.

**OPI Review/Recommendation – 12/09 – Recommend disapproval of plan and request a revised plan be submitted for the March 2010 BPE meeting.**

**Revised Response:** District has added the required additional library FTE.

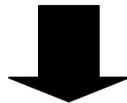
**OPI Review/Recommendation:** No action needed.



## **RESPONSE OPTIONS FOR CONTINUING OR SERIOUS DEVIATIONS**

When a school in Deficiency status has failed to develop and/or implement an approved corrective plan to remedy the deviations that resulted in the Deficiency status, the Superintendent of Public Instruction (the Superintendent) will recommend to the Board of Public Education (Board) that the school be placed in an intensive assistance process. This process provides for a timely, prescriptive technical assistance program for the school to be administered by the Office of Public Instruction (OPI). It is understood that the OPI would have been working with the school and district to resolve the issues without taking this additional step. The OPI will work with the district administrator and local board of trustees to ensure the intensive assistance process is coordinated with, and supported by the district. This process represents the final effort to resolve the significant accreditation issues facing the school and can and will lead to a recommendation by the Superintendent to the Board to move the school to Non-accreditation status and the Board to order the withholding of all state equalization aid or county equalization funds. Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

**STEP 1** - After the Superintendent has recommended and the Board has approved placing the school in the intensive assistance process, the OPI representatives will conduct an on-site visit and as part of the visit, conduct a conference with the chairperson of the local board of trustees and the district administrator to review the history of the school's issues and the steps that make up the intensive assistance process. If the OPI determines that it is necessary or appropriate, the OPI representatives will also make arrangements to attend a meeting of the local board of trustees and address the situation with the trustees directly.

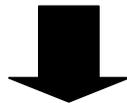


**STEP 2** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will require that the chairperson of the local board of trustees and the district administrator appear before the Board at its next scheduled meeting. At this point, the district will be required to notify the parents of the district of the situation in general and of the required appearance in particular.

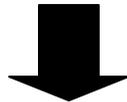
**STEP 3** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will: (1) upon recommendation of the Superintendent consider the placement of the school in Non-accreditation status effective the following July 1; (2) direct the BPE Accreditation Committee working with the OPI to assume general oversight of the process from this point; and (3) direct the OPI representatives to meet with the local board of trustees to review the next steps and the extreme seriousness of those steps. The representatives will continue to offer any applicable and appropriate technical assistance to help the district develop an approvable corrective plan.



**STEP 4** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will consider the Superintendent's recommendation for first consideration of a motion to place the school in Non-accreditation status effective the following July 1. If the Board approves such a motion, the local board of trustees will be notified of its right to a second appearance before the Board.



**STEP 5** - The Board provides the opportunity for a hearing. Following the hearing, the Board will take action on a second consideration of the motion to place the school in Non-Accreditation status effective the following July 1.



**STEP 6** - The Board takes final action on the motion to place the school in Non-accreditation status effective the following July 1.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

**Reviewed by the Board of Public Education  
July 16, 2009**

## INFORMATION ITEMS

### ❖ EXECUTIVE COMMITTEE Patty Myers (Item 14)

#### ITEM 14

### INDEPENDENT LIFE SKILLS PROGRAM (Presentation to be held in the Geyser Cottage along with Dinner)

**Visually Impaired High School Students**

**Monica Sayler, Orientation and Mobility  
Specialist**

**Richard Aguon, Lead Cottage Life  
Attendant**

**Dorothy Nutter, Obsidian Lead  
Attendant**

*Dinner  
in the  
Dark*

**MSDB Dining Room**

**May 13, 2010**

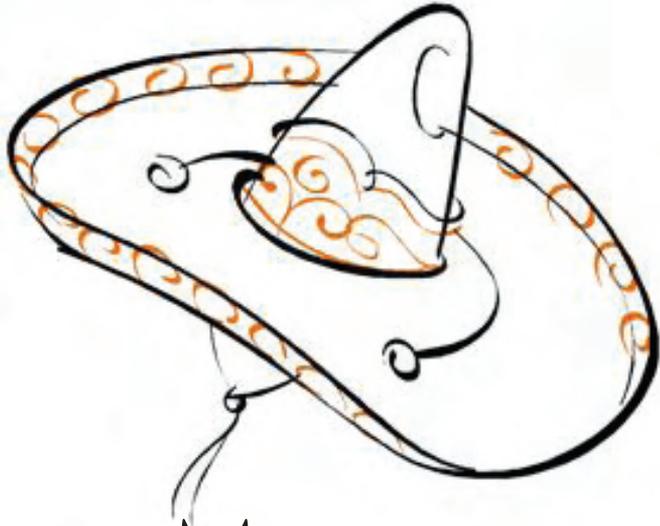
*Please Join Us*

Please Join  
*The Board of Public  
Education*  
for  
*"Dinner in the Dark"*  
hosted by the Students and Staff  
at the  
*Montana School for the Deaf and Blind*  
in the  
MSDB Dining Room  
3911 Central Avenue  
Great Falls, Montana  
on  
**Thursday, May 13, 2010**  
**4:30 PM**

Guests will have the opportunity to visit with students and staff while enjoying a meal prepared by the students. Through the use of visual impairment simulators and blind folds "Dinner in the Dark" allows participants to experience some of the challenges faced by students with visual impairments and to use techniques which promote independence.

*RSVP*

Call Carol Will at (406)444-0302 or e-mail her  
at  
cwill@mt.gov by May 11th



# MENU

SALSA AND CHIPS  
AQUA DE FRESA  
MEXICORN LASAGNA  
CORN BREAD AND HONEY  
SALAD  
MEXICAN  
WEDDING CAKES  
AND  
ICE CREAM FOR DESERT

If you have any special dietary needs please contact

Monica Sayler

at  
[msayler@msdb.mt.gov](mailto:msayler@msdb.mt.gov)

**Montana School for the Deaf and the Blind  
Board of Public Education Committee Agenda  
May 14, 2010 Meeting**

**Spotlight on Programs**

Pledge of Allegiance	Thursday 8:30 AM	Preschool - Gail Bechard	Computer Lab
Demonstration of Edmark Reading Program	Thursday 8:35 AM	Elementary – Kim Schwabe	Computer Lab
Independent Life Skills Program	Thursday 4:30 PM	VI High School Students – Monica Sayler and Richard Aguon	Geyser Cottage

<b><u>Item</u></b>	<b><u>Presenter</u></b>	<b><u>Time</u></b>
1. Student Enrollment/Evaluation	Informational	
2. Human Resources - Update on personnel Actions	Informational	
3. School Improvement - Update on MAP assessment data - Update on annual consumer survey data - Update on Strategic Plan implementation activities	Gettel	15 min
4. Professional Development Activities - Update on in-service training	Informational	
5. MSDB Foundation Activities - Update projects and grants	Informational	
6. Conferences, Meetings and Contacts	Informational	
7. Budget and Finance - Update on budget - Update on LAD fiscal audit - Update 2011 biennial budget process	Sykes	5 min
8. Facilities and Safety - Update on current projects	Sykes	5 min
9. School Calendar of Events	Informational	
10. Student News	Informational	
11. Public Comment for Non Agenda Items		

## ACTION ITEMS

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

- ❖ LICENSURE COMMITTEE  
Sharon Carroll (Items 16-17)

### ITEM 16

MATERIAL AND NON-PERFORMANCE  
HEARING CASE #2010-01 (CLOSED)

Peter Donovan

**ITEM 17**

**MATERIAL AND NON-PERFORMANCE  
HEARING CASE #2010-03 (CLOSED)**

**Peter Donovan**

❖ **EXECUTIVE COMMITTEE**  
**Patty Myers (Item 18)**

**ITEM 18**

**MSDB SUPERINTENDENT**  
**PERFORMANCE EVALUATION**  
**(CLOSED)**

**Patty Myers**

## **PRELIMINARY AGENDA ITEMS**

**July 14-16, 2010**

- Strategic Planning Meeting – July 14, 2010 PM
- CSPAC/BPE Joint Meeting – July 15, 2010 AM
- Assessment Update
- Federal Update
- MACIE Report
- Annual GED Report
- Special Education Report
- Executive Secretary Performance Evaluation & Establish Salary
- MSDB Superintendent – Establish Salary
- Graduation and Dropout Report 2008-2009