

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

September 16-17, 2010

PARIS GIBSON EDUCATION CENTER  
CAFETERIA  
2400 Central Avenue  
Great Falls, MT

**September 16, 2010 - Thursday**  
**8:30 AM**

**CALL TO ORDER**

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

**PUBLIC COMMENT**

**CONSENT AGENDA**

- A. July 15-16, 2010 Minutes
- B. Financials
- C. Annual Agenda Calendar/ 2012-2013 BPE Schedule
- D. Committee Assignments

**ADOPT AGENDA**

**INFORMATION**

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

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

**LONGFELLOW ELEMENTARY SCHOOL DANCERS**

**BOARD OF PUBLIC EDUCATION APPEARANCES**

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

**NASBE ELECTIONS (ACTION)**  
Steve Meloy

**HEALTHY SCHOOLS NETWORK**  
Karin Billings, Bob Vogel and Steve Meloy

❖ **CSPAC LIAISON – Sharon Carroll (Item 3)**

**Item 3**                    **CSPAC REPORT**  
**Peter Donovan**

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

**Item 4**                    **STATE SUPERINTENDENT’S REPORT**  
**State Superintendent Denise Juneau**

**NOMINATION TO THE MONTANA ADVISORY COUNCIL ON INDIAN  
EDUCATION (ACTION)**

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

**Item 6**                    **GOVERNOR’S OFFICE REPORT**  
**Dan Villa**

**Item 7**                    **STUDENT REPRESENTATIVE’S REPORT**  
**Tim Seery**

**DISCUSSION**

❖ **MACIE LIAISON – Cal Gilbert (Items 8-10)**

**Item 8**                    **MACIE REPORT**  
**Norma Bixby**

**Item 9**                    **MONTANA URBAN INDIAN REPORT**  
**Mandy Smoker Broaddus**

**Item 10**                  **ALTERNATIVE EDUCATION AT ITS BEST**  
**Students from Paris Gibson Education Center**

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

**Item 11**                  **CHAPTER 55 JOINT TASK FORCE PROGRESS UPDATE**  
**Patty Myers and Dennis Parman**

❖ **ASSESSMENT COMMITTEE – Sharon Carroll (Item 12)**

**Item 12**                  **ASSESSMENT UPDATE**  
**Judy Snow**

❖ **GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Items 13-14)**

**Item 13**                  **COMMON CORE STANDARDS REPORT**  
**Nancy Coopersmith**

Item 14                    **FEDERAL UPDATE**  
                                 **Nancy Coopersmith**

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

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

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**September 17, 2010 – Friday**  
**8:30 AM**

**ACTION**

**PUBLIC COMMENT**

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

❖ **ACCREDITATION COMMITTEE – John Edwards (Items 16-18)**

Item 16                    **VALLEY CHRISTIAN HIGH SCHOOL ACCREDITATION**  
                                 **Linda Vrooman Peterson**

Item 17                    **ALTERNATIVE TO STANDARDS REQUESTS**  
                                 **Linda Vrooman Peterson**

Item 18                    **RECOMMENDATIONS FOR SCHOOLS IN INTENSIVE ASSISTANCE CYCLE**  
                                 **Linda Vrooman Peterson**

❖ **LICENSURE COMMITTEE – Sharon Carroll (Item 19)**

Item 19                    **RECOMMEND APPROVAL OF STATE ACCREDITATION OF THE**  
                                 **PROFESSIONAL EDUCATION UNIT AT MONTANA STATE UNIVERSITY-**  
                                 **BILLINGS**  
                                 **Linda Vrooman Peterson**

❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 20)**

Item 20                    **ELECTION OF BOARD OFFICERS**  
                                 **Steve Meloy**

**Board of Education – September 23, 2010**  
**Montana Tech University of Montana, Butte, MT**

**PRELIMINARY AGENDA ITEMS – December 2-3, 2010, Helena, MT**

MACIE Annual Report  
Joint MACIE/BPE/OPI meeting  
Assessment Update  
Federal Update  
Alternative Standards Request  
Transportation Report  
Accreditation Report

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*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.*

RECEIVED

AUG 25 2010

BOARD OF PUBLIC EDUCATION

Patty, Steve, and Pete:  
Thank you so much  
for the gracious thoughts  
associated with the  
NA & B recommendation  
letter. I truly am  
touched by your kindness  
in helping me in this  
effort.

As I stated before, it is  
a long shot to get  
appointed. But, it is  
really worth a shot if  
it could help M Fontana  
and M Fontana's kids.

Again, thank you!

Shug Keung



# Board of Public Education

## BOARD MEMBERS

August 20, 2010

## 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

Dr. Mary Crovo, Deputy Executive Director  
National Assessment Governing Board  
800 North Capitol Street, NW  
Suite 825  
Washington, DC 20002

Dear Dr. Crovo:

I am pleased to offer my recommendation for Dr. Douglas Reisig in support of his application for the local school superintendent position on the National Assessment Governing Board. For the past six years, Dr. Reisig has served as the school administrator appointee to the Board of Public Education (BPE), Certification Standards and Practices Advisory Council (CSPAC). The Council is a seven member group comprised of an administrator, school trustee, teacher educator and four teachers. CSPAC conducts research and makes policy recommendations to the BPE on licensure issues, professional practices, and ethical conduct for Montana educators.

During his tenure, Dr. Reisig has served four terms as Chair of CSPAC. He has also chaired two BPE task forces to develop administrative rules for instructors of Braille and for sign language interpreters. Both of these task forces developed policy recommendations that were adopted and implemented by the Board of Public Education.

Dr. Reisig possesses strong leadership and communication skills. During his tenure on CSPAC, he has developed a series of excellent multimedia presentations to inspire conversations on strategies to improve student achievement for all children. His presentations at the 2009 and 2010 Western States Certification Conferences are among the most highly rated sectionals in the 27 year history of the conference.

Dr. Reisig has a passion for education and a collaborative spirit that help to make him a highly effective leader in education. Please feel free to contact me if I may be of further assistance in supporting Dr. Reisig's application for the local school superintendent's position on the National Assessment Governing Board.

Sincerely,

Handwritten signature of Patty Myers in cursive.

Patty Myers, Chair, Montana Board of Public Education

Handwritten signature of Steve Meloy in cursive.

Steve Meloy, Executive Secretary

Handwritten signature of Peter Donovan in cursive.

Peter Donovan, Administrative Officer



## Board of Public Education

August 11, 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

Tim Harris  
Special Education Division Administrator  
Office of Public Instruction  
1300 11<sup>th</sup> Ave  
Helena, MT 59601

Dear Mr. Harris: 

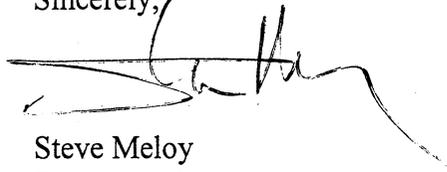
At its July 14, 2010 strategic planning session the Board of Public Education prioritized five separate issue areas to which to direct its attention for the coming year. The first and highest priority area deals with teacher evaluation/professional development. Furthermore, it identified as a high priority addressing the shortage of qualified teachers for hearing and visually impaired students. Steve Gettel, Superintendent of the Montana School for the Deaf and Blind, expressed concerns with many aspects regarding a scarcity of qualified individuals not only at his school but with school districts statewide. He specifically asked the Board of Public Education and the Office of Public Instruction to intercede in an effort to mitigate his concerns. The purpose of this letter to you is to inquire of the feasibility of certain efforts identified by you, Frank Podobnik, Peter Donovan, and Steve Gettel in a meeting attended by each on July 16, 2010. In this regard please advise as to the feasibility or practicality of your office either completing or assisting in the following processes:

- Convene a meeting of select members of the recent Interpreter Standards Task Force to identify priorities, resources, and delegation of assignments to move a project forward to build models for delivering pre-service training and professional development.
- Conduct surveys of practicing interpreters to identify skill profiles that can be used to develop appropriate tracks for group training.
- Conduct a survey of local school districts with interpreters to determine the demographics of those interpreters in the field and to determine the availability of Part B grant monies to support the development of ongoing programming that meets the needs of Montana interpreters.
- Identify research and compile a list of pre-service training programs and sources of funding for inductees into educational fields for hearing and visually impaired students.
- Produce a handbook that would be helpful for building level administrators and teachers along the lines of the 1992 publication, "Methods of Effective Teaching of Hard of Hearing and Deaf Students."

- Develop an informational breakout session regarding the insufficiency of qualified teachers of the hearing and visually impaired students for the MCEL Conference in the fall or subsequent meetings coordinated with the School Administrators of Montana.

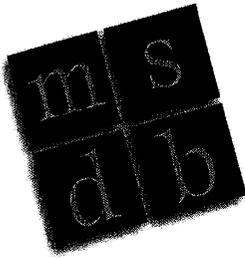
Again, we are requesting the feasibility of your office completing these tasks so that we may report back to the Board of Public Education (as to feasibility) in this regard by its September 16-17, 2010 meeting. Thank you for your assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Meloy", written over a horizontal line.

Steve Meloy  
Executive Secretary

Cc: Steve Gettel, Superintendent, MSDB  
Patty Myers, Chair, BPE  
Pete Donovan, Administrative Officer, CSPAC  
Frank Podobnik, IDEA-B Unit Manager, OPI  
Dennis Parman, Deputy Superintendent, OPI



Montana SCHOOL *for the*  
Deaf & Blind

*giving kids the building blocks to independence*

3911 Central Avenue  
Great Falls, Montana 59405  
406.771.6000 V/TTY  
406.771.6164 FAX  
[www.msdb.mt.gov](http://www.msdb.mt.gov)

August 4, 2010

Steve Meloy, Executive Secretary  
Board of Public Education  
PO Box 200601  
Helena, MT 59620-0601

RECEIVED

AUG 10 2010

BOARD OF PUBLIC EDUCATION

Re: Review of BPE Internal Controls

Dear Steve:

I met with Mrs. Carol Will on June 22, 2010 to review the Board of Public Educations' (BPE) internal control procedures relating to processing accounts payable, payroll processing, and procurement card transactions and reconciliations. I reviewed source documents in all three areas. I also reviewed the board's processes and SABHRS permissions for approval of AP vouchers, HR time entry and approval, and USB procurement card transactions and reconciliations.

Entry and approval authority for time entry and accounts payable is the same as was reviewed in June of 2009. Carol enters time with approval by either Anneliese Warhank or Steve Meloy. Mrs. Will enters AP vouchers with approval by Steve Meloy. Carol also reconciles procurement card transactions on a monthly basis.

I have determined from my review the Board of Public Education is following its documented internal control procedures. I would like to thank Carol Will, Pete Donovan and Anneliese Warhank for taking the time to go over the board's accounting and HR procedures.

Sincerely,



Bill Sykes, Business Manager

cc: Carol Will, Administrative Assistant ✓  
Tori Hunthausen, Legislative Auditor

**Will, Carol**

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**From:** Meloy, Steve  
**Sent:** Wednesday, July 21, 2010 8:54 AM  
**To:** Will, Carol; Bernie Olson; Cal Gilbert; Erin Williams; Gisele Forrest; John Edwards; Juneau, Denise; Patty Myers; Sharon Carroll; Stearns, Sheila; Tim Seery; Villa, Dan  
**Subject:** FW: Great Falls Tribune e-Edition Article

FYI:

Steve

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**From:** No Reply [mailto:noreply@newsmemory.com]  
**Sent:** Wednesday, July 21, 2010 8:05 AM  
**To:** Meloy, Steve  
**Subject:** Great Falls Tribune e-Edition Article

[smeloy@mt.gov](mailto:smeloy@mt.gov) sent you this article.

**Great Falls 07/21/2010, Page A05**

**New common academic standards clearer, more rigorous, analysis says**

**By CHRISTINE ARMARIO Associated Press Writer**

The common academic standards many states will adopt this fall are clearer and more rigorous than those currently used by three-quarters of all states, according to an analysis by the Thomas B. Fordham Institute.

The Washington, D.C.-based think tank analyzed the standards in all 50 states and the District of Columbia and found that only three had superior standards in English, while none were better than the Common Core State Standards in math.

The Common Core standards have already been adopted by 25 states, with a majority expected to sign up in the month ahead. The state-led initiative aims to establish a uniform set of expectations on what students should know by the time they graduate high school. Current standards vary widely from state to state.

The study found the Common Core standards were stronger than 37 states in English and 39 states in math. A handful of states had academic standards in both subjects that were similar to the uniform ones.

“The most compelling argument for national standards is higher standards,” said Michael Petrilli, vice president for national programs and policy at the institute. “And that’s exactly what the Common Core standards would mean for the vast majority of states and the children in their schools.”

The policy organization had content experts examine and award a letter grade to each state. The Common Core standards received a B-plus in English and an A-minus in math. The three As in English went to California,

Indiana and the District of Columbia. All three are scheduled to consider adopting the standards in the coming weeks.

The Indiana Department of Education will recommend using Common Core standards.

“This allows everybody to get on the same playing field so we can all compete and understand how we’re doing, and use everybody’s resources and ideas to make sure we’re creating the best possible systems in each state,” said Todd Huston, chief of staff at the Indiana Department of Education.

Fordham graded states based on two sets of criteria: Content and rigor, and clarity and specificity. The study found that most state standards were “woefully inadequate,” with many English standards not describing the specific content and genres to be studied. Writing standards were also criticized for being too vague.

In math, the study noted that few standards set arithmetic as a top priority.

The correlation between standards alone and student achievement is almost nonexistent, said Chester E. Finn Jr., president of Fordham Institute. In California, for example, students have consistently performed lower than the nationwide average on the National Assessment of Educational Progress. Montana, meanwhile, received an F for its math and English standards, but students there have performed higher on the math and reading portions of NAEP than the national average.

“Standards are extremely important to state education systems and national education systems,” Finn said. “But they don’t get traction unless they’re implemented properly.”

Texas, one of the states that has decided not to adopt the Common Core standards, has comparable English standards and “clearly inferior” math standards, the Fordham Institute study found.

Gail Lowe, chairman of the Texas Board of Education, said the state is scheduled to review its math standards in the coming year.

“Constitutionally the realm of education is left to the states to govern, not the federal government,” Lowe said. “And in Texas, we still believe Texans should write the standards.”

About 40 states are expected to adopt the standards by September, said Chris Minnich, director of standards for the Council of Chief State School Officers, which is leading the Common Core initiative with the National Governors Association. The federal government was not involved in the Common Core standards project, though it has encouraged adopting the expectations and included it as part of scoring in the “Race to the Top” grant competition.

#### **ON THE INTERNET:**

Thomas B. Fordham Institute: [http://edexcellence.net/index.cfm/news\(underscore\)the-state-of-state-standards-and-the-common-core-in-2010](http://edexcellence.net/index.cfm/news(underscore)the-state-of-state-standards-and-the-common-core-in-2010)

“

Constitutionally the realm of education is left to the states to govern, not the federal government. And in Texas, we still believe Texans should write the standards.

— *Gail Lowe, chairman of the Texas Board of Education*

”



# Board of Public Education

July 16, 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

John Harris  
PO Box 246  
Eureka, MT 59917

Dear Mr. Harris:

I am pleased to inform you that the Board of Public Education has selected you to serve as the School Trustee member for the Certification Standards and Practices Advisory Council.

On behalf of the Board, please accept our appreciation for your interest and willingness to serve on the Council. Your experience and commitment to excellence in education are appreciated. We are looking forward to working with you on the challenging issues before the Certification Standards and Practices Advisory Council and the Board of Public Education.

Sincerely,

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

Steve Meloy  
Executive Secretary  
Board of Public Education



# Board of Public Education

**BOARD MEMBERS**

July 16, 2010

**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

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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

Curtis Smeby  
1342 Boulevard Ave  
Havre, MT 59501

Dear Mr. Smeby:

On July 15, at its regular meeting, the Board of Public Education appointed John Harris to fill the vacancy on the Certification Standards and Practices Advisory Council for School Trustee. The Board received 2 applications for this position.

On behalf of the Board, please accept my appreciation for your interest in serving on the Council. Your application will be retained in our files for future reference. I hope that you submit a letter of application to reactivate your file for future CSPAC vacancies as they occur.

Sincerely,

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

Steve Meloy  
Executive Secretary  
Board of Public Education



# Board of Public Education

July 16, 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

Janice Bishop  
532 South Ave E.  
Missoula, MT 59801

Dear Ms. Bishop:

I am pleased to inform you that the Board of Public Education has selected you to serve as the Teacher 9-12 member for the Certification Standards and Practices Advisory Council.

On behalf of the Board, please accept our appreciation for your interest and willingness to serve on the Council. Your experience and commitment to excellence in education are appreciated. We are looking forward to working with you on the challenging issues before the Certification Standards and Practices Advisory Council and the Board of Public Education.

Sincerely,

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

Steve Meloy  
Executive Secretary  
Board of Public Education



# Board of Public Education

**BOARD MEMBERS** July 16, 2010

**APPOINTED MEMBERS:** Steve Gardner  
4416 Palisades Park Drive  
Billings, MT 59106

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

Dear Mr. Gardner:

On July 15, at its regular meeting, the Board of Public Education appointed Janice Bishop to fill the vacancy on the Certification Standards and Practices Advisory Council for Teacher 9-12. The Board received 2 applications for this position.

On behalf of the Board, please accept my appreciation for your interest in serving on the Council. Your application will be retained in our files for future reference. I hope that you submit a letter of application to reactivate your file for future CSPAC vacancies as they occur.

Sincerely,

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

Steve Meloy  
Executive Secretary  
Board of Public Education



# 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

July 9, 2010

Diane Moog  
3405 18<sup>th</sup> Ave S  
Great Falls, MT 59405-6507

Dear Ms. Moog, *Diane*

On behalf of the Board of Public Education, I thank you for your years of public service as you change from the position of Principal of the Montana School for the Deaf and Blind to classroom teacher. Your 23 years of work at MSDB continues to make a significant impact on the quality education of Montana's students.

I extend to you the best wishes for your future and am assured that the lives that you touch are deeply enriched.

Sincerely,

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

Patty Myers  
Chairwoman

CC: Steve Gettel, MSDB Superintendent



# 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

July 9, 2010

Monica Saylor  
5501 4<sup>th</sup> Ave S  
Great Falls, MT 59405-3915

Dear Ms. ~~Saylor~~, *Monica*

On behalf of the Board of Public Education, I congratulate you on your years of public service as you retire from the position of Orientation and Mobility Instructor of the Montana School for the Deaf and Blind. Your 22.5 years of work at MSDB has made a significant impact on the quality education of Montana's students.

I extend to you the best wishes for your future and am assured that the lives that you have touched have been deeply enriched.

Sincerely,

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

Patty Myers  
Chairwoman

CC: Steve Gettel, MSDB Superintendent



# 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

July 9, 2010

Carol Buchel  
2705 Sixth Ave N  
Great Falls, MT 59401-2013

Dear Ms. ~~Buchel~~, *Carol*

On behalf of the Board of Public Education, I congratulate you on your years of public service as you retire from the position of Benefit Specialist of the Montana School for the Deaf and Blind. Your 25 years of work at MSDB has made a significant impact on the quality education of Montana's students.

I extend to you the best wishes for your future and am assured that the lives that you have touched have been deeply enriched.

Sincerely,

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

Patty Myers  
Chairwoman

CC: Steve Gettel, MSDB Superintendent

## Meloy, Steve

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**To:** Elizabeth Ross  
**Cc:** Patty Myers; Sharon Carroll; John Edwards; Erin Williams; Cal Gilbert; Bernie Olson; Gisele Forrest; Tim Seery; Will, Carol  
**Subject:** RE: process of adopting standards in Montana

Dear Elizabeth,

Please find this as a response to your inquiry to Patty Myers' on June 28, 2010 regarding Montana's step-by-step process for adopting standards. I will answer in order of the five questions you asked.

- 1) All amendments or additions to our standards come from recommendations from the State Superintendent or any interested person from an educational entity or member of the public. Board members themselves may request an amendment, but action to do so must be the result of a successful Board motion. If the rule context is deemed to be potentially controversial, the Board requires three separate readings of the proposed language. Normally at three separate meetings. The purpose for this is to allow ample opportunity for transparency. One of the readings can be the actual vote and subsequent discussion associated with the vote to notice for public hearing. Once the Board votes to notice for adoption a process for hearing for adoption, amendment or repeal of any rule follows a statutorily provided for law entitled The Montana Administrators Procedures Act. The act is found in MCA 2-4-302 and is as follows:

**2-4-302. Notice, hearing, and submission of views.** (1) (a) Prior to the adoption, amendment, or repeal of any rule, the agency shall give written notice of its proposed action. The proposal notice must include a statement of either the terms or substance of the intended action or a description of the subjects and issues involved, the reasonable necessity for the proposed action, and the time when, place where, and manner in which interested persons may present their views on the proposed action. The reasonable necessity must be written in plain, easily understood language.

(b) The agency shall state in the proposal notice the date on which and the manner in which contact was made with the primary sponsor as required in subsection (2)(d). If the notification to the primary sponsor was given by mail, the date stated in the proposal notice must be the date on which the notification was mailed by the agency. If the proposal notice fails to state the date on which and the manner in which the primary sponsor was contacted, the filing of the proposal notice under subsection (2)(a) is ineffective for the purposes of this part and for the purposes of the law that the agency cites in the proposal notice as the authority for the proposed action.

(c) If the agency proposes to adopt, increase, or decrease a monetary amount that a person shall pay or will receive, such as a fee, cost, or benefit, the notice must include an estimate, if known, of:

- (i) the cumulative amount for all persons of the proposed increase, decrease, or new amount; and
- (ii) the number of persons affected.

(2) (a) The proposal notice must be filed with the secretary of state for publication in the register, as provided in 2-4-312. Within 3 days of publication, a copy of the published proposal notice must be sent to interested persons who have made timely requests to the agency to be informed of its rulemaking proceedings, and to the office of any professional, trade, or industrial society or organization or member of those entities who has filed a request with the appropriate administrative rule review committee when the request has been forwarded to the agency as provided in subsection (2)(b). Each agency shall create and maintain a list of interested persons and the subject or subjects in which each person on the list is interested. A person who submits a written comment or attends a hearing in regard to proposed agency action under this part must be informed of the list by the agency. An agency complies with this subsection if it includes in the proposal notice an advisement explaining how persons may be placed on

the list of interested persons and if it complies with subsection (7).

(b) The appropriate administrative rule review committee shall forward a list of all organizations or persons who have submitted a request to be informed of agency actions to the agencies that the committee oversees that publish rulemaking notices in the register. The list must be amended by the agency upon request of any person requesting to be added to or deleted from the list.

(c) The proposal notice required by subsection (1) must be published at least 30 days in advance of the agency's proposed action. The agency shall post the proposal notice on a state electronic access system or other electronic communications system available to the public.

(d) (i) When an agency begins to work on the substantive content and the wording of a proposal notice for a rule that initially implements legislation, the agency shall contact, as provided in subsection (8), the legislator who was the primary sponsor of the legislation to:

(A) obtain the legislator's comments;

(B) inform the legislator of the known dates by which each step of the rulemaking process must be completed; and

(C) provide the legislator with information about the time periods during which the legislator may comment on the proposed rules, including the opportunity to provide comment to the appropriate administrative rule review committee.

(ii) If the legislation affected more than one program, the primary sponsor must be contacted pursuant to this subsection (2)(d) each time that a rule is being proposed to initially implement the legislation for a program.

(iii) Within 3 days after a proposal notice covered under subsection (2)(d)(i) has been published as required in subsection (2)(a), a copy of the published notice must be sent to the primary sponsor contacted under this subsection (2)(d).

(3) If a statute provides for a method of publication different from that provided in subsection (2), the affected agency shall comply with the statute in addition to the requirements contained in this section. However, the notice period may not be less than 30 days or more than 6 months.

(4) Prior to the adoption, amendment, or repeal of any rule, the agency shall afford interested persons at least 20 days' notice of a hearing and at least 28 days from the day of the original notice to submit data, views, or arguments, orally or in writing. If an amended or supplemental notice is filed, additional time may be allowed for oral or written submissions. In the case of substantive rules, the notice of proposed rulemaking must state that opportunity for oral hearing must be granted if requested by either 10% or 25, whichever is less, of the persons who will be directly affected by the proposed rule, by a governmental subdivision or agency, by the appropriate administrative rule review committee, or by an association having not less than 25 members who will be directly affected. If the proposed rulemaking involves matters of significant interest to the public, the agency shall schedule an oral hearing.

(5) An agency may continue a hearing date for cause. In the discretion of the agency, contested case procedures need not be followed in hearings held pursuant to this section. If a hearing is otherwise required by statute, nothing in this section alters that requirement.

(6) If an agency fails to publish a notice of adoption within the time required by 2-4-305(7) and the agency again proposes the same rule for adoption, amendment, or repeal, the proposal must be considered a new proposal for purposes of compliance with this chapter.

(7) At the commencement of a hearing on the intended action, the person designated by the agency to preside at the hearing shall:

(a) read aloud the "Notice of Function of Administrative Rule Review Committee" appearing in the register; and

(b) inform the persons at the hearing of the provisions of subsection (2)(a) and provide them an opportunity to place their names on the list.

(8) (a) For purposes of contacting primary sponsors under subsections (2)(a) and (2)(d), a current or former legislator who wishes to receive notice shall keep the current or former legislator's name, address, e-mail address, and telephone number on file with the secretary of state. The secretary of state shall update the contact information whenever the secretary of state receives corrected information from

the legislator. An agency proposing rules shall consult the register when providing sponsor contact.

(b) An agency has complied with the primary bill sponsor contact requirements of this section when the agency has attempted to reach the primary bill sponsor at the legislator's address, e-mail address, and telephone number on file with the secretary of state pursuant to subsection (8)(a).

**History:** En. Sec. 4, Ch. 2, Ex. L. 1971; amd. Sec. 5, Ch. 410, L. 1975; amd. Sec. 1, Ch. 482, L. 1975; amd. Sec. 8, Ch. 285, L. 1977; R.C.M. 1947, 82-4204(part); amd. Sec. 4, Ch. 243, L. 1979; amd. Sec. 1, Ch. 381, L. 1981; amd. Sec. 1, Ch. 429, L. 1983; amd. Sec. 1, Ch. 152, L. 1997; amd. Sec. 1, Ch. 340, L. 1997; amd. Sec. 2, Ch. 489, L. 1997; amd. Sec. 3, Ch. 19, L. 1999; amd. Sec. 1, Ch. 41, L. 1999; amd. Sec. 2, Ch. 210, L. 2001; amd. Sec. 2, Ch. 88, L. 2007; amd. Sec. 1, Ch. 207, L. 2007; amd. Sec. 2, Ch. 394, L. 2007; amd. Sec. 2, Ch. 21, L. 2009.

- 2) The key stakeholders include all of our alphabet soup partners as well as all of the school districts and the public in general.
- 3) The State Board of Public Education does have final authority to adopt standards. The authority is codified by a 1992 district court decision which states: "The Board of Public Education, pursuant to article 10, section 9(3), of the Montana Constitution, is vested with constitutional rule-making authority. This provision is self-executing and independent of any power that is delegated to the board by the legislature. Any other policy making body interference or conflict with the board's rule making power will be found in violation of the separation of powers doctrine of the Montana's Constitution.
- 4) Under normal circumstances the rule-making process can take an average of 104 days or approximately 3 months.
- 5) In 2005 the legislature passed a controversial fiscal accountability rule which is worded as follows: "Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the education and local government interim committee for review. The interim committee shall request a fiscal analysis to be prepared by the legislative fiscal division. The legislative fiscal division shall provide its analysis to the interim committee and to the office of budget and program planning to be used in the preparation of the executive budget. If the fiscal analysis of the proposal is found by the legislative fiscal division to have a substantial fiscal impact, the board may not implement the standard until July 1 following the next regular legislative session and shall request that the same legislature fund implementation of the proposed standard. A substantial fiscal impact is an amount that cannot be readily absorbed in the budget of an existing school district program." As you can see in the case of the Common Core, if the legislative interim committee found a substantial fiscal impact of the Common Core Standards on school districts, we could adopt the language but we could not implement the new language until July 1, 2011. Adding to the complexity of this law, is that if we adopted a rule during a session of the legislature there would be no interim committee for at least 3 months following a session which could subsequently delay implementation even further.

I hope you find this information helpful. If you have any questions in this regard, please do not hesitate to contact me.

Steve

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

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**From:** Elizabeth Ross [mailto:elizabethr@nasbe.org]  
**Sent:** Monday, June 28, 2010 2:24 PM  
**To:** Patty Myers  
**Subject:** process of adopting standards in Montana

Hi Patty,

I am currently surveying states, and collecting information, on their step by step process for adopting standards. This information will be used to gain a better understanding of the process, the general time frame, and how this may impact the implementation of common core standards. Would you be able to provide me with the following information, or point me towards a document that outlines the process?

- 1) What is the step by step process for adopting standards within your state?
- 2) Who are the key stakeholders involved in the process?
- 3) Does the State Board of Education have final authority to adopt the standards?
- 4) How long does this process generally take?
- 5) Are there any policy barriers in place that hinder, or complicate, the adoption of the common core standards?

Any information, or insight into where to find this information, would be very helpful.

I hope that you are doing well,  
Liz Ross

--

Elizabeth Ross  
Project Associate  
National Association of State Boards of Education  
2121 Crystal Drive  
Suite 350  
Arlington, VA 22202  
(703) 684-4000 Ext. 4837  
Direct: (703) 740-4837  
Fax: (703) 836-2313

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## Board of Public Education

June 29, 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

Susan Bailey Anderson  
Office of Public Instruction  
Division of Special Education  
PO Box 202501  
Helena, MT 59620-2501

Dear Susan,

On behalf of the Montana Board of Public Education, please find this letter as one of support for Montana's State Personnel Development Grant proposal, project REAL (Responsive Education for All Learners). The Board of Public Education has been constitutionally mandated to provide general supervision for all K-12 schools impacting not only all of Montana's school aged children, but educational partners who share many of our goals.

The Board of Public Education and the Montana Office of Public Instruction have consistently aligned policy to best practices enveloped in the accreditation standards and have included a Response to Intervention (RtI) and the Montana Behavioral Initiative (MBI) as integral parts imperative to enhanced student achievement. Additionally the Montana Board of Public Education is actively engaged in emphasizing a technological approach to the delivery of support to all activities in the school system statewide.

The Board currently enjoys an excellent working partnership with the Office of Public Instruction and is confident that the awarding of the grant to Montana in this regard will further target not only students with low incident disabilities, but will enhance Montana's entire K-12 learning environment.

Thank you for the opportunity to provide support for this effort on behalf of the Montana Board of Public Education and for the furtherance of its own vision for Montana's educational future.

Sincerely,

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

Steve Meloy  
Executive Secretary

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

July 15 – 16, 2010

MONTANA STATE CAPITOL  
Room # 152  
Helena, MT

**July 15, 2010 - Thursday**  
**8:30 AM**

**CALL TO ORDER**

Chairperson Patty Myers called the meeting to order at 8:37 AM. The Pledge of Allegiance was led by Judie Woodhouse, Chair of the Certification Standards and Practices Advisory Council. Ms. Carol Will and Ms. Anneliese Warhank took roll call; a quorum was noted.

**CONSENT AGENDA**

The consent agenda was approved as presented.

**ADOPT AGENDA**

Ms. Patty Myers removed Item 15 from the agenda.

***Mr. Bernie Olson moved: to adopt the agenda as amended. Mr. John Edwards seconded.***  
***Motion passed unanimously.***

Those in attendance included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Sharon Carroll, Mr. Cal Gilbert, Mr. Bernie Olson, Mr. John Edwards, and Student Representative Mr. Tim Seery. Staff present included: Mr. Steve Meloy, Executive Secretary, Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; Ms. Anneliese Warhank, Administrative Assistant, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ex-officio members present included: Deputy Superintendent Dennis Parman represented State Superintendent Denise Juneau; Dr. Mary Sheehy Moe represented Commissioner Sheila Stearns; and Mr. Dan Villa represented Governor Brian Schweitzer via conference phone. Visitors in attendance included: Ms. Nancy Coopersmith, Assistant Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Ms. Kelly Glass, Accreditation Accountability Specialist, OPI; Mr. Marco Ferro, MEA-MFT; Ms. Jean Howard, Math Curriculum Specialist, OPI; Ms. Pamela Wilson, Director of Clinical and Field Experiences, Montana State University-Northern; Ms. Carol Reifschneider, General Science and Biology, Montana State University-Northern; Ms. Elizabeth Keller, Licensure Specialist, OPI; Mr. Eric Feaver, MEA-MFT; Ms. Sue Mohr, Measurement and Accountability Division Administrator; Mr. Andy Boehm, Data Information Coordinator, OPI; Mr. Bob Vogel, MTSBA; Dr. Jo Swain, Rocky Mountain College; Dr. Stevie Schmitz, Rocky Mountain College; Dr. Mary Susan Fishbaugh, Montana State University-Billings; Ms. Kris Goyins, Communication Arts Curriculum Specialist, OPI; Mr. Rodd Zeiler, Math Teacher, Laurel School District; Ms. Kathy Pfaffinger, Billings Public Schools; Ms. Andrea Johnson, Ophir School District #72; Dr. Barbara Vail, Rocky Mountain College; Ms. Margaret Bowles, Ms. Jerrie Boksich, Whitefish School District; Dr. Cindy O'Dell, Salish Kootenai College; Dr. Jan Clinard, Office of the Commissioner of Higher Education; Ms. Jody Parsons, Hamilton School District; Ms. Kathleen Dent, Hamilton School District; Ms. Rosalyn Templeton, Montana State University-Northern; Ms. Colet Bartow, Library Media Curriculum Specialist, OPI; and Ms. Sue Buswell, Montana Association of School Nurses.

## **BPE/CSPAC JOINT MEETING**

Board of Public Education Chair Ms. Patty Myers extended the chairmanship to Ms. Judie Woodhouse, Certification Standards Practices Advisory Council Chair.

### **Item 1 CSPAC ANNUAL REPORT - Judie Woodhouse**

Ms. Judie Woodhouse spoke about the work CSPAC completed in the past year, as well as the changes in membership due to limits and retirement. She informed the Board of Public Education of the Licensure and Endorsement Committee (which consists of Mr. Jon Runnalls and Ms. Sharon Applegate) reviewing the Code of Ethics. The Council elected a new chair person, Ms. Applegate, and a new vice chair, Mr. Runnalls, as Ms. Woodhouse retired this past spring, making her ineligible to hold the position of Teacher 9-12 on the Council.

### **Item 2 JULY 14, 2010 CSPAC MEETING SUMMARY/CSPAC GOALS - Judie Woodhouse**

Ms. Woodhouse began by reading the 5 main goals the Council is always working to achieve; followed by ways they plan to achieve the goals.

- 1) Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.
  - The Council would like to work closely with OPI and the revision of the PEPPS standards.
  - They would like to encourage more mentoring pathways in the state.
  - As stated earlier, the Council would like to review the Montana Code of Ethics by reviewing code of ethics from other states.
- 2) Study and make recommendations to the Board of Public Education in the areas of pre-certification training and educational requirements and in certification renewal requirements and procedures.
  - The Council would like to continue to work with the Board, OPI, and MSDB to develop ways of providing adequate training for educators and support staff that serve the students with visual and hearing impairments.
  - Ms. Applegate suggested we remove the phrase "As funding permits" from the goal to attend national conference dealing with education prep programs and licensure as a way to emphasize how important attending the conferences really are to the Council.
  - Ms. Woodhouse emphasized how important it is to meet with both the Board and the Council of Deans of Education.
- 3) Study and make recommendations to the Board of Public Education on policies related to the denial, suspension, and revocation of teachers' certificates and the appeals process.
  - The Council heard from Ms. Ann Gilkey of OPI the previous day to learn more about the processes that surround these cases. The Council is glad to have Mr. Donovan work closely with OPI help resolve these issues; however they would like to know they will become involved when necessary.
- 4) Study and make recommendations to the Board of Public Education on the feasibility of establishing standards of professional practices and ethical conduct.
  - Reviewing the Code of Ethics also falls into this goal.
- 5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.
  - The Council is, and will continue the semi-annual review of the Class 8 Dual Credit-Only Post Secondary Faculty License applications.

The Council also announced Ms. Applegate is currently serving on the Chapter 55 Task Force to review the state's school accreditation standards. The Council will follow closely the progress the Task Force is making during the review process. They will also monitor any teacher licensure issues that may emerge from the implementation of distance learning programs such as the Montana Digital Academy. A few

other areas they have worked in over the past year included: Chapter 57; received a presentation from Dr. Messenger about the Montana Virtual Academy; received a presentation from Ms. Elizabeth Keller about licensure denials; attended the opening to the Phyllis Washington School of Education at the University of Montana; received a presentation from former Secretary of State Bob Brown about the Confucius Institute at U of M; and received a presentation from Dr. Jan Clinard about the Montana University System Writing Assessment.

**Item 3 SUMMARY OF BPE STRATEGIC PLANNING SESSION - Steve Meloy**

Mr. Steve Meloy distributed the Summary of Strategic Planning Session, which took place on the afternoon of July 14, 2010. CSPAC was able to attend and participate in the session following the adjournment of its meeting. The Board invited education partners to participate in the session as a way to gain better understanding of where people stand in regards to the main education issues in both the state and the union the moment. These five areas are: 1) Teacher Evaluation/Professional Development; 2) Performance-based Accreditation; 3) School of Promise/Drop Out/Early Childhood; 4) P-20/Strategic Partnership; 5) Common Core Standards. Everyone was asked to identify a strength, weakness, opportunity, and threat in each of these areas. This information was collected and used to compile the Summary of Strategic Planning Session. Ms. Patty Myers was very pleased with the work accomplished at the meeting, stating so much was covered and the conversation was rich. Ms. Woodhouse reiterated if the Board needs the Council to task on any task they are more than willing to do so.

**Item 4 CSPAC APPOINTMENTS (ACTION) - Peter Donovan**

Mr. Peter Donovan presented the Board with candidates for the School Trustee and Teacher 9-12 positions currently open on the Council. Two applicants applied for each position.

***Ms. Sharon Carroll moved: to appoint Ms. Janice Bishop to the Teacher 9-12 position on the Certification Standards and Practices Advisory Council. Mr. Cal Gilbert seconded. Motion passed unanimously.***

***Ms. Sharon Carroll moved: to appoint Mr. John Harris to the School Trustee position on the Certification Standards and Practices Advisory Council. Mr. Bernie Olson seconded.***

Mr. Bernie Olson stated his only reservation about Mr. Harris is the fact he has only one year experience as a school trustee.

***Motion passed unanimously.***

**9:18 AM CSPAC/BPE JOINT MEETING ADJOURNED**

**9:35 AM BOARD OF PUBLIC EDUCATION MEETING RESUMED**

**INFORMATION**

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

- May 17, 2010 MSDB Foundation – Great Falls, MT
- June 4, 2010 Chapter 55 Conference Call
- June 10, 2010 Education & Local Government Interim Committee – Helena, MT
- June 10, 2010 Chapter 55 – Helena, MT
- June 18, 2010 Chapter 55 – Helena, MT
- July 6, 2010 MSDB Committee Meeting Conference Call
- July 13, 2010 SAS Online Data Collection Program – Helena, MT
- July 13, 2010 Licensure Meeting – Helena, MT
- July 13, 2010 Chapter 55 Planning – Helena, MT

- July 14, 2010 CSPAC Meeting – Helena, MT
- July 14, 2010 Governor's Office Meeting – Helena, MT

## **BOARD OF PUBLIC EDUCATION APPEARANCES**

### **Sharon Carroll**

- May 16, 2010 Rural/Frontier Education Task Force Conference Call
- May 24, 2010 Rural/Frontier Education Task Force Conference Call
- June 3, 2010 Rural/Frontier Education Task Force Conference Call
- June 11, 2010 Public Value Partnerships Grant Process – Miles City
- July 13, 2010 Licensure Meeting – Helena, MT
- July 14, 2010 CSPAC Meeting – Helena, MT
- July 14, 2010 Governor's Office Meeting – Helena, MT

### **Bernie Olson**

- June 6, 2010 MSDB Committee Meeting Conference Call

### **John Edwards**

- June 18, 2010 Chapter 55 – Helena, MT

Ms. Patty Myers reported that the Board of Public Education will meet September 16-17, 2010 at the Paris Gibson Education Center in Great Falls, Montana. As it is traditional that the emphasis of the September meeting be Indian education, she will ask that a presentation be given highlighting what is being done throughout the state with regards to urban Indian education. Mr. Cal Gilbert stated that he was pleased that the plight of the urban Indians will be presented to the Board of Public Education. Ms. Patty Myers encouraged the Board to attend the Montana Educator Forum, October 8, 2010.

## **9:45 AM Mr. John Edwards Departed**

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

Senator Kim Gillan invited Mr. Steve Meloy to participate on a panel to discuss Law, Practicalities, and Cost & Policy of Dealing with Bullying and Technology. During the May 2010 Board of Public Education Meeting, State Superintendent Denise Juneau expressed concern about signing the K-12 Shared Policy Goals and Accountability Measures. Mr. Steve Meloy reported that the wording changed and now it is a non-binding agreement with signatures affixed to memorialize the body of work to be accountable to the plan but not specifically to the legislature.

### **Item 3 STATE SUPERINTENDENT'S REPORT - State Superintendent Denise Juneau**

Deputy Superintendent Dennis Parman reported the State Superintendent Denise Juneau was in Minneapolis, MN at the Council of Chief State School Officer's Summer Institute. The Summer Institute will address pertinent issues such as collaborating with higher education in areas of faculty engagement in the adoption of the Common Core State Standards and providing high quality clinical experience for teachers and school leaders; developing state systems for educator support in an era of accountability for effectiveness; measuring teacher effectiveness in multiple ways; and hearing from the assessment consortia on the use of assessment in the learning environment and in the evaluation of teachers.

Notifications of Race to the Top finalists are scheduled in July, the finalists defend their applications in August, and awardees announced in September. In the event that Montana does not receive the RTTT grant, there is an element of moving forward with the following: National Common Core State Standards; school leader and teacher evaluations; Smarter Balance Assessment; Montana Digital Academy; performance-based accreditation; teacher and administrators preparation programs; and the school of improvement grant. The work of Chapter 55 will specifically address school leader and teacher evaluations through a sub-group directed by Mr. Steve York, Assistant Superintendent of Education

Services at the Office of Public Instruction.

Deputy Superintendent Dennis Parman reported that Ms. Madalyn Quinlan continues to work on the statewide longitudinal data system. This project was funded by the US Department of Education in 2009.

The objectives of the grant are to build a data governance system and put into place a data warehouse for K-12 information. The establishment of a data warehouse and the accomplishment of the related objectives will lay the foundation for a longitudinal data system with long-lasting benefits for public education in Montana. The data warehouse is the backbone of a longitudinal data system. Such a system makes it possible to use growth models both for school accountability and for improving instruction of individual students. It will facilitate federal and state reporting and it will allow more individualized tracking, instruction and intervention with students by teachers and administrators. The OPI hired a third party to determine the number of stewards of data and 80 were identified.

The Montana Digital Academy considers iTunes University to supplement its program. iTunes University brings the power of the iTunes Store to education, making it simple to distribute information to students and faculty. With an iTunes University site, the Montana Digital Academy contains a single home for the digital content created or curated by educators which can download easily and viewed on any Mac, PC, iPod, or iPhone. More information concerning the iTunes University will be presented in the future.

#### **NOMINATION TO THE MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION (ACTION)**

**Mr. Cal Gilbert moved: to appoint Dawn Bishop-Moore to the Montana Advisory Council on Indian Education as recommended by the State Superintendent of Public Instruction.**

**Ms. Sharon Carroll seconded. Motion passed unanimously.** Mr. John Edwards was absent from the vote.

#### **Public Comment**

Mr. Eric Feaver reported that MEA-MFT worked closely with the Office of Public Instruction in regard to the Title I School Improvement Grant to turn around the state's lowest performing schools. The following districts in Frazer, Lame Deer, Pryor, and Lodge Grass are identified as "Schools of Promise." Hays Lodge Pole may be eligible to apply for the grant too. The school districts act as partners with the Office of Public Instruction to determine the best plan to increase student achievement. Mr. Eric Feaver stated that MEA-MFT moved forward with this venture not without risk when teachers may be rated on a student performance scale, but the union cannot support ineffective teaching. Another risk is the outsourcing opportunity of the Montana Digital Academy, but it is MEA-MFT's hope that local bargaining units address that issue. Both the Schools of Promise and the Montana Digital Academy are enormously innovative. The Montana Board of Public Education, State of Montana, and the MEA-MFT members understand that though it is risky, this work needs to be completed whether or not Montana obtains the Race to the Top Grant.

#### **Item 4 COMMISSIONER OF HIGHER EDUCATION'S REPORT - Deputy Commissioner for Two-Year Education Dr. Mary Sheehy Moe**

Dr. Mary Sheehy Moe presented to the Board of Public Education the Montana University System Operational Guidelines (Draft) for Dual Enrollment and other Opportunities for High School Students to Earn College Credit. Two dual enrollment delivery models include concurrent enrollment and early college. Montana's two-year degree campuses – the community colleges, the colleges of technology, Montana State University-Northern and the University of Montana-Western, as well as tribal colleges choosing to participate – have been designated the lead campuses for dual enrollment. Each lead campus will work with high schools in its area to establish interlocal agreements for dual enrollment in order to provide dual enrollment opportunities for regional high school students; thus, the two-year campus functions as the "regional Hub" for dual enrollment opportunities. If the "hub" campus (a) does not offer a course that another campus does, or (b) does not offer the course through the more accessible models of online delivery or concurrent enrollment when another campus does, then the "hub"

campus will assist interested school district(s) in making connections with the offerings of other campuses; including, when necessary and appropriate, four-year campuses. Four year college and universities in the Montana University System will offer dual enrollment opportunities only when they are unavailable through the lead campuses. Other areas covered in the operational guidelines included: Curriculum for dual enrollment courses; assessment of learning; faculty; students' eligibility; academic and student services; administrative issues; and fiscal issues. The models of college-credit high school courses are: Advanced Placement; Career Technical STATEwide ARTiculation (C/T START); and the International Baccalaureate Diploma Programme.

Mr. Eric Feaver expressed that this is a happy outcome from years of dispute in regard to dual enrollment and the surrounding issues. MEA-MFT will support these guidelines to the Board of Regents.

**Item 5 GOVERNOR'S OFFICE REPORT - Dan Villa**

Mr. Dan Villa presented the Governor's Office Report via teleconference. He reported that the Governor's Office has been focusing on the budget for the next biennium and what policy changes should occur. The focus continues to be on the three R's of Rigor, Retention, and Relevance. There is the fourth R of limited Resources while attempting to make substantive changes in policy. Governor Schweitzer continues to promote the \$5 million pledge in House Bill 2 for curriculum and physical facilities in high school districts across the state. Montana submitted its Early Learning Grant to the sum of \$500,000 per year for 3 years for the Best Beginnings STARS to Quality Program. It is a voluntary quality rating improvement system that aligns quality indicators with support and incentives for early childhood programs and early childhood professionals. Mr. Dan Villa was in Bozeman to assist in the integration of collaborating between K-12 and the university system concerning the Science, Technology, Engineering, and Mathematics (STEM) curriculum of renewable energy. Companies are interested in relocating to Montana and partnering with Montana's schools to assist in creating a workforce. Montana's relative economic strength and stability has enabled Montana to be more competitive. In conclusion, Mr. Dan Villa invited the Board of Public Education to attend the "Governor's Forum on Adult Credentialing: Attracting and Retaining Adults with the Credentials to Propel Montana's Economy in the 21<sup>st</sup> Century on August 12, 2010 in Kalispell, Montana.

**Item 6 STUDENT REPRESENTATIVE'S REPORT - Tim Seery**

Mr. Tim Seery attended a digital journalism workshop in Reno, Nevada. With the advent of social media, communication conveniences, and a changing journalistic marketplace a print publication will no longer be the sole product of high school journalism programs. Newsrooms must expand to use Twitter and Facebook to collect story ideas from the readership. When print coverage is not appropriate or effective for a given event, it can be covered via twitter updates, Facebook notices, or other forms of digital journalism. Many high schools across the United States are updating their newsrooms, their staffs, and their philosophies, so that they will be training students for a digital marketplace in the journalism industry. Montana is fortunate to have a strong tradition of high school journalism from the Polson *Salishian* and the Flathead *Arrow*, to the Great Falls High *Iniwa*, the Sentinel High *Konah*, and Capital High *Paw Print*. Despite the changes in journalism, Mr. Tim Seery stated that the newspaper is not dead; it is simply not the main product.

**DISCUSSION**

**Item 7 SPOTLIGHT ON OPI MEASUREMENT AND ACCOUNTABILITY DIVISION - Sue Mohr**

An overview of reports and information was provided by the Measurement and Accountability Division. The Measurement and Accountability Division is responsible for the coordination of non-fiscal data collections to assure coordinated application of policy, appropriate interpretation of reporting requirements, comparability of data, and communication of data analysis to school districts, OPI management and staff, the legislature and the public. Some non-fiscal data include: Achievement in Montana (AIM) Statewide Student Information System; enrollment data; facts about Montana;

private/nonpublic schools; school district boundary maps; Montana's No Child Left Behind Report Card (NCLB); Adequate Yearly Progress (AYP); National Assessment of Education Progress (NAEP); and standards for data management. Discussion ensued about teacher mobility. Ms. Sue Mohr reported that the school staffing project will help the Office of Public Instruction to determine why teachers move, where they go, and what they are doing once they leave a teaching position within the state.

**Item 8 GRADUATION AND DROPOUT REPORT 2008-2009 - Andy Boehm**

The Montana School Accreditation Standards (Administrative Rules of Montana 10.55.603) require schools to do follow-up studies of graduates and students no longer in attendance. The overview of this report provided information on students who graduated or dropped out of Montana public, state-funded and nonpublic, accredited schools during the 2008-09 school year. Mr. Andy Boehm reported that this is the second year of a fully functioning student information system, Achievement in Montana (AIM). According to the new data collection system dropouts (grades 7-12) decreased from 2,540 to 2,423 in the last year and dropouts (grades 9-12) decreased from 2,475 to 2,353 in the last year. This is a decrease from 5.2% to 5.1%. In 2008-2009, peak dropout rates were observed in the 12<sup>th</sup> grade. For American Indian Students peak dropout rates were observed in the 10<sup>th</sup> grade. Males drop out of school at a higher rate than females. The AYP Graduation Rate decreased from 82.6% to 80.7% in the last year. To make AYP a public high school must have a graduation rate of 80% or show improvement towards this goal. The AYP Graduation Rate for American Indian students went from 62.5% to 60.8% in the last year. Since the overall AYP graduation rate is required to be 80%, the American Indian rate is twenty percentage points from making AYP. In conclusion, fewer students are graduating from high school; student level data from schools and increased quality control measured by OPI, results in more accurate data; and much of this year's data is in flux from last year's baseline although there is improvement in the overall dropout numbers which decreased slightly from the year before. Data collected for subsequent years will determine needs and trends. Deputy Superintendent Dennis Parman stated that he is not surprised by this data, but acknowledged that the dropout rates are unacceptable. State Superintendent Denise Juneau is proposing a state plan based on Graduation Matters Missoula, which local Superintendent Alex Apostle started. It is a partnership among the mayor, local businesses and schools to emphasize the importance of high school graduation. More information will be coming soon. Further discussion ensued about breaking the data down further by high schools. Mr. Andy Boehm stated that this information was not provided due to security reasons, but the Board of Public Education is welcome to contact the Office of Public Instruction to obtain this data.

**Item 10 ANNUAL SPECIAL EDUCATION REPORT - Tim Harris**

The report covered the number of students with disabilities served through public education in Montana, the types of disabilities served, and the number of students per category. The report also compared the funding sources, trends of participation of the funding sources over a number of years, and concluded with a description of the 20 performance indicators the Office of Special Education Programs in the U.S. Department of Education requires the states to address each year. This data is compiled by the five Comprehensive System of Personnel Development Regions. Mr. Tim Harris reported that public schools must make available special education and related services to all IDEA-eligible (Individuals with Disabilities Education Act) students with disabilities beginning at age three and through age 18. Services to students, ages 19, 20, and 21, are permissive. That means the decision to serve 19, 20, and 21 year old students is determined by the policies of the school district board of trustees, Montana Code Annotated (MCA), and Administrative Rules of Montana. Analysis of the October 5, 2009, Child Count data shows there was a decrease of 432 students from the previous year with the most significant decreases occurring in the speech-language impairment and learning disabilities categories. Analysis of the data also showed a significant decrease in the count of students reported in the disability category of emotional disturbance. Factors affecting the decrease include the implementation of positive behavioral supports in general education and the positive effects of implementation of over 100 Comprehensive School and Community Treatment Services (CSCT) programs in schools across the state. Students are not required to be eligible for special education services to receive CSCT services. Discussion continued about the collaborative efforts intended to expand Medicaid support of certain medical services provided

by schools, establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT). Revenue to school districts increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.

### **1:30 PM Mr. John Edwards Returned**

#### **Item 9 ANNUAL GED REPORT - Margaret Bowles**

The 2009 Montana General Education Development (GED) Statistical and Demographic Reports and the proposed GED Initiative were presented. The 2009 Montana GED Statistical and Demographic Reports were used to provide an overview of the GED testing program in Montana and to identify current trends occurring in the state. The yearly status report of GED included information on the proposed Youth Council GED Initiative. A history of the initiative, the current status, and the proposed next steps were covered. Ms. Margaret Bowles reported that there is a slight increase in the number of people who take the GED, but not at the rate of the number of dropouts. Since the number of dropouts is increasing there is a need to identify where they are going and why they are not flocking to the GED prep programs and testing centers to obtain credentials to assist them in post-secondary, the military, or getting a job. The Youth Council, an ad hoc committee from the State Workforce Investment Board, shared a vision to assist these at-risk youth by building a core team comprised of representatives from Adult Education, GED, Incarcerated Youth, Workforce Investment Act (WIA) Youth, and Job Corp to design a framework. This group began with some asset mapping and determined that the common thread was the need of education. The Shared Youth Vision for this core team is determined to find ways to increase the number of GED graduates. The first task was to collect compelling data. For instance, there is a \$5,500 earning differential in Montana between people obtaining a GED or high school diploma compared to a high school dropout. In 2009, the Montana's unemployment rate for high school dropouts was 12% compared to 6% for those who obtained a GED or high school diploma. This is an untapped labor pool that needs to be educated. Once the data was collected, the core team completed a survey of the GED graduates, asked different agencies to be partners who shared this vision, and develop an aggressive and dramatic outreach. The Youth Council called this vision the GED Initiative. The GED Initiative began with a social media campaign where GED graduates could post their stories on YouTube or Facebook and make a competition. The group wanted visuals to promote the social media campaign with items such as placemats, coasters, brochures, business cards etc... They went to a graphic artist to develop the visual packets and a logo, introduced the packet to the Youth Council, created an online survey to vote on the desired packet while collecting data of age, gender, and ethnicity. The winning social media campaign is "Get forGED". The target launch is scheduled for January 2011. There is a dramatic and aggressive outreach plan to bust the myth that it is a lesser credential.

Mr. Cal Gilbert recommended working with Headstart to determine the number of parents who do not have a GED or a high school diploma.

#### **Item 11 COMMON CORE STANDARDS REPORT - Jean Howard and Kris Goyins**

This presentation provided the Board of Public Education with information on the Common Core State Standards (CCSS) for English/Language Arts and Mathematics. A panel of Montana educators addressed the CCSS as it relates to their positions within their K-12 district: Cliff Bara, Andrea Johnson, Kathy Pfaffinger, Brooks Phillips, Richard Seitz, and Rodd Zeiler. The panel discussed strengths of the CCSS, student knowledge and skills that are not included in the CCSS, and what would be needed for their district to implement the standards. The standards can be accessed online: <http://www.corestandards.org/>. A printed copy of the document was provided during the presentation. Ms. Nancy Coopersmith reported that a team is reviewing the alignment of the Nation Common Core Standards with the Montana State Standards. The alignment study should be complete this summer with a recommendation to be presented to the Board of Public Education in September 2010. Approximately

20 states have adopted them to date.

Ms. Kathy Pfaffinger reported that the language arts portion of the National Common Core Standards contain annotated explanations and include interdisciplinary subject areas. Ms. Pfaffinger added that she appreciates the scaffolding, the rigor, and believes she could use them effectively in her classroom. She is concerned that there is a limitation of narrative, poetry, and other creative types of writing. Ms. Pfaffinger stressed that there needs to be time for professional development.

Ms. Andrea Johnson reported that the revised math portion of the National Common Core Standards is in strong alignment with the Montana State Standards. Ms. Johnson added that there should be further alignment vertically between the grade levels because grade 8 becomes the culminating event. Ms. Johnson stressed that there needs to be professional development for teachers to properly assess these standards. In regard to the language arts portion of the National Common Core Standards, Ms. Johnson stated that there is a strong connection to other disciplinary areas, is assessment driven, and professional development needs to be provided for teachers.

Mr. Richard Seitz reported that he is excited about the National Common Core Standards because they provide high quality and high expectation standards. Mr. Seitz stressed the need for an assessment process to determine if students are able to learn this amount of material well. He believes that the Board of Public Education should adopt the National Common Core Standards. His only concern is that there needs to be time and money for professional development to ensure success.

Ms. Jerrie Boksich reported that the National Common Core Standards are broken down into further strands in language arts compared to Montana's State Standards. The standards are aligned vertically and are provided for each grade level. Ms. Boksich stated that they need to include Indian education, the writing standards are heavily non-fiction, poetry is not addressed as a form of writing, and time and money needs to be implemented for professional development.

Mr. Rodd Zeiler reported that the Montana State Standards in mathematics are in line with the National Common Core. The final version has depth and consistency, but it needs to address Indian Education for All. Mr. Zeiler questioned how professional development was going to be provided when some districts may not have a curriculum coordinator and how implementing the National Common Core Standards will affect local control.

Ms. Brooks Phillips was not able to attend, but submitted a statement that the National Common Core Standards are aligned with clear language and a grade by grade progression. Ms. Phillips believes that the only addition is to include Indian Education for All.

Mr. Dennis Parman stressed that if the Board of Public Education chooses to adopt the National Common Core Standards they must be adopted word for word, the calculation of the additional 15% needs to be clarified, assessment needs to be addressed, and professional development needs to be ensured.

Continued discussion ensued about the process of adopting these standards, implementation costs, 15% variable, assessment, professional development, instructional materials, proficiency levels, fine arts, developmental appropriateness, curriculum, graduation requirements, fiscal responsibilities, college preparation, college ready vs. career ready, Indian Education for All, formatting, and how the National Common Core Standards relate to SB152. In conclusion, Ms. Nancy Coopersmith requested that the Board of Public Education refer to the questions that were asked at the March 11-12, 2010 BPE meeting:

1. Which standards in Montana's current standards are not addressed in the common standards?
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?
3. If it is decided to adopt the common core standards, what would be the adoption process and

timeline?

4. What funding would be needed to adopt and assess the common core standards?
5. What process would be needed to adopt and assess the additional standards not included in the common core?
6. What resources would be needed to provide professional development needed for Montana educators to implement the common core standards?

**Item 12 FEDERAL UPDATE - Nancy Coopersmith**

This report included an overview of the Montana application for the Race to the Top competitive grant process administered by the U.S. Department of Education. The application contains Montana's plan for the use of \$75 million if funded. The proposed Adequate Yearly Progress (AYP) reports, required by the Elementary and Secondary Education Act, were mailed to authorized representatives of all Montana schools and districts on June 18, 2010. The timeline for the AYP process and the process for appeals was discussed. Ms. Nancy Coopersmith reported that the proposed determinations were mailed out earlier than ever; the Leadership Squadron will meet July 23, 2010 to make policy decisions and recommendations to the State Superintendent; approximately 25 appeals have occurred; final determinations will be made July 28, 2010; and statewide media release is August 6, 2010. The Department of Education approved the accountability workbook, which is the application for funding. The Federal Government insisted that the State of Montana change the graduation goal from 80% to 85% which will effect the AYP results. The accountability workbook stated that a district needed to meet the 80% graduation rate or make progress toward. The Federal Government insisted that it be changed to each district makes a 2% flat improvement. Districts are upset because they did not know that changed goal. Also noted was that according to No Child Left Behind schools are to be at 100% proficient during the 2013-2014 school year. This is determined by the Annual Measurable Objectives that increase every three years. Ms. Nancy Coopersmith predicts that the State of Montana will find more schools not meeting AYP based on academic scores.

**Item 13 EDUCATOR PREPARATION REPORT  
Linda Vrooman Peterson**

- a. **Follow-up Visit, Rocky Mountain College** - The Accreditation Review Team conducted a follow-up visit on April 6-7, 2010, of the Professional Education Program at Rocky Mountain College. Team members included: Nancy Coleman, Superintendent, Harlem Public Schools; Jerry Vandersloot, Principal Havre High School; and Jerry Guay, ABLE Program Director, Hardin Public Education (BPE) concluded these results of the follow-up visit. The team recommended to the State Superintendent full approval of the three new programs added to the Professional Education Unit curriculum: Master's in Educational Leadership, English Education Minor, and Reading Specialist K-12. The Exit Report, including the narrative summaries, was attached. Dr. Linda Vrooman Peterson reported that all programs met the approval of the team and the State Superintendent recommends full approval. The Board of Public Education will consider action on July 16, 2010. Dr. Barbara Vail and Dr. Stevie Schmitz stated that Rocky Mountain College is committed to preparing highly qualified teachers, will make Indian Education for All more implicit in its programs, and take the recommendations seriously.
- b. **NCATE/Montana Accreditation Review, MSU-Billings** – In April 2010, the Office of Public Instruction conducted an Accreditation Review of the Professional Education Unit at Montana State University – Billings. This was a joint Montana/NCATE visit. The NCATE team consisted of two members plus the chair. The state team consisted of four members plus the chair. The review followed the established state protocol. The Montana on-site review specifically examined the teaching areas program standards as established by the Board of Public Education. It was the consensus of the state team that overall the unit has strong programs that meet the standards. The joint team examined the NCATE Unit Standards. Montana's PEPPS incorporate NCATE Unit Standards. The joint team found all unit standards were met for both initial and advanced programs. The final report will be reviewed by the NCATE Board of Examiners in October 2010. The attached report provided the BPE with the results of the review. This item will

be presented for action to the BPE in September 2010. Dr. Mary Susan Fishbaugh stated that she is proud of her unit and humbled by the praise received.

- c. **Follow-up Visit, Salish Kootenai College** - The Office of Public Instruction conducted a follow-up visit on June 1-3, 2010, of the Professional Education unit at the Salish Kootenai College in Pablo, Montana. The purpose of this June visit was to complete the review of SKC's assessment system and Elementary Education program data reflecting SKC's conceptual framework and candidate knowledge, skills and dispositions. At the previous regular accreditation review conducted April 10-12, 2007, all standards were met. Because the program was seeking initial accreditation the Elementary Education Program was recommended for provisional accreditation status until SKC put its planned assessment system in place and populated it with SKC data. In addition, the team conducted an on-site review of two new programs SKC proposes to add to the education curriculum: Broadfield Science Secondary teaching Major and an Area of Permissive Specialized Competency in Early Childhood. Team members included: Audrey Peterson, Team Chairperson; Peter Donovan; and Linda Vrooman Peterson. The report provided the results of the follow-up visit to the Board of Public Education. The team recommends to the State Superintendent full approval of the three programs Elementary Education, Broadfield Science, and APSC in Early Childhood. The Exit Report, including the narrative summaries was attached. Dr. Cindy O'Dell presented the Board of Public Education with SKC pens and concurred with the results.

#### **ACTION**

#### **PUBLIC COMMENT**

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

**4:10 PM Meeting Closed**

**Item 14 MATERIAL AND NON-PERFORMANCE CASE #2010-01 (CLOSED) - Steve Meloy**

**4:20 PM Meeting Opened**

**Item 14 MATERIAL AND NON-PERFORMANCE CASE #2010-01 (CLOSED) - Steve Meloy**

***Ms. Sharon Carroll moved: to place a letter of reprimand in the file of the licensee in regard to BPE Case #2010-01. Mr. Bernie Olson seconded. Motion passed unanimously.***

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**July 16, 2010 – Friday**

**7:45 AM Meeting Reconvened in Closed Session**

**Item 23 EXECUTIVE SECRETARY PERFORMANCE EVALUATION (CLOSED) - Patty Myers**

**Item 24 ESTABLISH EXECUTIVE STAFF SALARIES (CLOSED) - Patty Myers**

**8:40 AM Meeting Opened**

**Governor's Office Not Represented**

**Item 23 EXECUTIVE SECRETARY PERFORMANCE EVALUATION (CLOSED) – Patty Myers**

***Mr. John Edwards moved: to renew the Executive Secretary's contract to a new term of three years beginning July 1, 2010 through June 30, 2013. Ms. Sharon Carroll seconded.***

***Motion passed unanimously.***

Ms. Patty Myers noted that the evaluation was very positive and the Board of Public Education is pleased with Mr. Steve Meloy's performance.

**Item 24 ESTABLISH EXECUTIVE STAFF SALARIES (CLOSED) – Patty Myers**

***Mr. John Edwards moved: to compensate the Executive Secretary at the same rate as the previous year. Ms. Sharon Carroll seconded. Motion passed unanimously.***

Ms. Patty Myers regrets that the Board of Public Education recommends no salary increase in order to fall in line with other state employees.

**DISCUSSION**

**8:45 AM Mr. John Edwards Departed**

**Item 16 ASSESSMENT UPDATE - Judy Snow**

Ms. Judy Snow reported that during the 2009-10 school year, the Office of Public Instruction and the Board of Public Education began an examination of online writing programs for formative assessment. Four online programs were examined by approximately 500 students in grades 5-9 and their teachers. The purpose of the pilot program was to determine essential attributes for an online writing program for formative assessment. Comments were presented from participating teachers and students in a memorandum from Ms. Judy Snow. The application to participate in phase 2 of the Pilot Online Formative Assessment Writing Program was included. The purpose of phase 2 of this pilot is to gain further experience with the recommended product to inform future decisions on what functions and features of online writing assessment products and services are most beneficial to Montana educators. Ms. Kathleen Dent and Ms. Jody Parsons participated in the writing projects and shared their experiences. Ms. Dent and Ms. Parsons supported the online writing program titled My Access from Vantage Learning.

**9:05 AM Mr. John Edwards Returned**

The July 2010 JUMP Newsletter reported the 2010-2011 testing window:

- |                                  |  |
|----------------------------------|--|
| • October 18 – November 19, 2010 | English Language Proficiency Test, Grades K-12                                       |
| • January 20-21, 2011            | OPI Assessment Conference, Billings  |
| • January 25 – February 28, 2011 | NAEP, Grades 4-8, Reading and Math   |
| • February 9 – March 24, 2011    | CRT-Alternative, Grades 3-8 and 10, Reading and Math;<br>Grades 4,8, and 10, Science |
| • March 1 – March 24, 2011       | CRT, Grades 3-8 and 10, Reading and Math; Grades 4,<br>8, and 10, Science            |

**Item 17 2010 MONTANA UNIVERSITY ASSESSMENT RESULTS AND TEN-YEAR TRENDS  
Dr. Jan Clinard**

**9:25 AM Mr. John Edwards Departed**

Dr. Jan Clinard provided the following documents to the Board of Public Education: *Read to Understand the World... Write to Have the World Understand You; The Montana University System Writing Assessment; and the Writing Proficiency in the Montana University System's July 2010 Newsletter 33.* A PowerPoint was presented that contained some of the following assessment results and ten-year trends from the Montana University System's Writing Assessment:

- 7,581 students tested in 135 high schools in February
- 369 teachers, college instructors, ABE instructors, and pre-service teachers attended Writing

- Assessment Workshops at 8 regional sites in March
- 28 schools averaged 4.2 and above
- Scores reported to schools April 21, 2010, only 16 working days after last test was scored
- 81% of students have college plans
- 66% plan to attend public university
- Girls earn higher scores
- Percent of proficient essays increasing among Indian students

In conclusion, Dr. Jan Clinard expressed the purposes of the Montana University State Writing Assessment (MUSWA) to be:

- Define college readiness in writing
- Provide high school students with information about placement into college-level or developmental courses
- Provide teachers and administrators with feedback on curriculum and instruction
- Establish a forum for K-12/Higher Education collaboration
- Provide ongoing professional development in writing
- Give students & high schools an avenue for celebrating achievement in writing

### **9:35 AM Mr. John Edwards Returned**

#### **Item 18            CHAPTER 55 JOINT TASK FORCE PROGRESS UPDATE - Patty Myers and Dennis Parman**

On Friday, June 18, 2010, the Board of Public Education (BPE) and the Office of Public Instruction (OPI) facilitated the second meeting of the Chapter 55 Joint Task Force. The agenda for the work session was attached. Here is the link to access the Chapter 55 Joint Task Force information: [http://www.opi.mt.gov/Programs/SchoolPrograms/index.html#gpm1\\_3](http://www.opi.mt.gov/Programs/SchoolPrograms/index.html#gpm1_3). The next Chapter 55 meeting is scheduled for July 19-20, 2010 at the Red Lion Colonial Hotel in Helena, MT. Ms. Kelly Glass recommended going to the Chapter 55 web page to make comments, collect information, and review work completed. Mr. Dennis Parman reported that subcommittees are being developed to review teacher and administrator evaluations and other in-depth topics. Everything is up for discussion because we are looking for a blend between a performance-based model and an input-based model.

#### **Item 19            PROVISIONAL ACCREDITATION STATUS REPORT, VALLEY CHRISTIAN SCHOOL Linda Vrooman Peterson**

The Office of Public Instruction (OPI) provided to the Board of Public Education (BPE) a report and recommendation for next steps for Valley Christian High School's progress to move from provisional accreditation to regular accreditation status. At the May 2010 BPE meeting the OPI reported Valley Christian High School agreed to align the school's curriculum to the state standards. The OPI received the Language Arts Curriculum from Superintendent Martineau of Valley Christian Schools. By August 20, 2010, the superintendent will provide to the OPI the remaining curricular documents for each program area as required by Administrative Rules of Montana 10.55.601 and 10.55.603. Following the review of these documents, the State Superintendent will provide recommendation to the BPE regarding Valley Christian High School's accreditation status.

### **ACTION**

#### **Item 21            EDUCATOR PREPARATION RECOMMENDATIONS – Linda Vrooman Peterson**

##### **a. RECOMMEND APPROVAL OF PROVISIONAL ACCREDITATION STATUS OF THE PROFESSIONAL EDUCATION UNIT – MONTANA STATE UNIVERSITY-NORTHERN**

At the May 2010 Board of Public Education meeting, Dr. Joseph Callahan, Provost, Pamela Wilson, Field Placement Director, and Carol Reifschneider, Chairperson of the College of Education, Arts and Sciences, and Nursing, reported to the BPE to describe MSU-Northern's plan and progress on meeting the standards that are marked with "Met with Weakness" and "Not Met." The MSU-Northern plan was

attached. The State Superintendent recommended to the BPE provisional approval of the Professional Education Unit at MSU-Northern. 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 Qualification (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 MSU-Northern’s progress and a follow-up visit will be scheduled within 18 months. Ms. Pamela Wilson, Ms. Carol Reifschneider, and Dr. Rosalyn Templeton presented oral reports to the Board of Public Education on behalf of Montana State University-Northern. Dr. Linda Vrooman Peterson recommended approval of the provisional accreditation status for Professional Education Unit at Montana State University-Northern on behalf of State Superintendent Denise Juneau.

**Ms. Sharon Carroll moved: to approve provisional accreditation status for the Professional Education Unit at Montana State University-Northern as recommended by the State Superintendent and the Office of Public Instruction will follow-up with an onsite review. Mr. Cal Gilbert seconded. Motion passed unanimously.**

**b. RECOMMEND APPROVAL OF FOLLOW-UP VISIT REPORT-ROCKY MOUNTAIN COLLEGE**

The State Superintendent of Public Instruction recommends full approval of the three new programs added to the Professional Education Unit curriculum: Master’s in Educational Leadership, English Education Minor, and Reading Specialist K-12. The exit report, including the narrative summaries, was included.

**Ms. Sharon Carroll moved: full approval of the Master’s in Educational Leadership, English Education Minor, and Reading Specialist K-12 at Rocky Mountain College as recommended by the State Superintendent. Mr. Bernie Olson seconded. Motion passed unanimously.**

**c. RECOMMEND APPROVAL OF THE FOLLOW-UP VISIT REPORT SALISH-KOOTENAI COLLEGE**

The State Superintendent of Public Instruction recommends full approval of the three programs of the Professional Education Unit at the Salish Kootenai College: Elementary Education, Broadfield Science, and APSC in Early Childhood.

**Ms. Sharon Carroll moved: full approval of the Elementary Education, Broadfield Science, and Area of Permissive Specialized Competency in Early Childhood Education at Salish Kootenai College. Mr. John Edwards seconded. Motion passed unanimously.**

**Item 24 ESTABLISH EXECUTIVE STAFF SALARIES (CLOSED) – Patty Myers**

**Mr. John Edwards moved: to compensate the Superintendent of the Montana School for the Deaf and Blind at the same rate as the previous year. Mr. Bernie Olson seconded. Motion passed unanimously.**

Ms. Patty Myers regrets that the Board of Public Education recommends no salary increase in order to fall in line with other state employees.

## INFORMATION

### **Item 22 MSDB COMMITTEE MEETING REPORT - Steve Gettel**

The Montana School for the Deaf and Blind's Annual Report to the Board of Public Education provided a summary and review of the School's program indicators, financial status and status of legislative audits, status of the school improvement process including agency strategic plan, 5-year comprehensive educational and status of academic performance and accreditations, safety report, and status of facilities. Mr. Steve Gettel provided an update on the MAP assessment data that demonstrated individual growth targets met for students in the 4<sup>th</sup> and 7<sup>th</sup> grades however, individual targets for students in the 1<sup>st</sup>, 2<sup>nd</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades were not met. Other areas addressed included: Human resources, professional development, MSDB Foundation updates, finance and facilities, school calendar of events, and student news. Mr. Steve Gettel thanked the Board of Public Education for involving him in the Board's strategic planning process. Ms. Sharon Carroll acknowledged Ms. Steve Gettel's sincere advocacy for the hearing and visually impaired students, but sensed his frustration with the Board of Public Education. Ms. Carroll stated that the Board genuinely wants to help, but does not have a clear solution. Mr. Steve Gettel stated that the Board of Public Education needs to write accreditation rules to ensure educators are properly trained to serve outreach students. In the meantime, an intermediate step is to provide training for educators who are working with the hearing and visually impaired students. A meeting will occur on July 16, 2010 to devise a plan with Tim Harris from the Office of Public Instruction, Peter Donovan from the Certification Standards and Practices Advisory Council, and Steve Gettel from the Montana School for the Deaf and Blind.

### **11:10 AM Ms. Sharon Carroll Departed**

### **Item 20 ACCREDITATION REPORT AND RECOMMENDATIONS – Kelly Glass**

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.

#### **a. ALTERNATIVE TO STANDARD REQUESTS**

The following initial alternative standard requests were received and evaluated in accordance with 10.55.604, ARM.

1. St Ignatius Middle School –The librarian also serves as the technology teacher for grades 3-4-5. While the tech lab is part of the library, the additional teaching assignment takes the librarian away from the library duties and from collaboration time with staff. The librarian also monitors two 3<sup>rd</sup> grade math labs times in the library. There is no formative or summative assessment developed or proposed to measure the effectiveness of the program. The State Superintendent recommended disapproval of the alternative standard request because the proposed alternative does not meet or exceeds the standard.
2. Bonner 7-8 School – Both the librarian and staff interviewed indicated the lack of collaboration time was a concern. The librarian indicated a lack of adequate planning time. There is no formative or summative assessment developed or proposed to measure the effectiveness of the program. The superintendent sent a letter to the Office of Public Instruction stating that by August 30, 2010 a paraprofessional will be hired to assist the librarian in meeting the intent of the Alternative Standard. The State Superintendent initially recommended disapproval of the alternative standard request because the proposed alternative does not meet or exceeds the standard, but the State Superintendent amended the recommendation to approval of the alternative standard request.
3. Darby 7-8 – Program delivery not evident for student 7-12. Librarian spends 60% of time preparing and delivering K-6 library skills. There is no evidence of Information Literacy curriculum/implementation of content standards. There is little evidence of collaboration with other teachers to plan instruction and assessment of students. Currently the librarian retrieves the books as needed by teachers. The 7-8 grade students use the library in the high school

building while the 7-8 grades are housed in the elementary building. There are no formative or summative assessments developed or proposed to measure the effectiveness of the program (circulation statistics, collection analysis, assessment data, needs assessment, and usage statistics). The State Superintendent recommended disapproval of the alternative standard request because the proposed alternative does not meet or exceeds the standard.

4. Forsyth Public Schools – (Renewal) – The library continues to function well for Forsyth 7-8 and Forsyth High School. Teachers rely on the skills of the librarian to complement their daily teaching and student learning. The library aide continues to assist in the daily operations of the library ensuring that the library is open during the school day. The librarian implemented the suggestions of the Library Media Specialist regarding the gathering of data, the use of a curriculum document and tracking library usage. The State Superintendent recommended approval of the alternative standard renewal request because the schools continue to meet or exceeds the standard.

***Mr. John Edwards moved: to approve the State Superintendent's recommendations as amended for the Alternative Standard Requests. Mr. Bernie Olson seconded. Motion passed unanimously.***

**b. REPORT AND RECOMMENDATION OF PROVISIONAL ACCREDITATION FIRST YEAR-LONE PEAK HIGH SCHOOL**

This presentation provided to the Board of Public Education a progress report and recommendations for Lone Peak High School located in Ophir/Big Sky that is currently in provisional accreditation status. During provisional status the Office of Public Instruction works with the school to insure they are continuing to meet the basic accreditation standards. Each year involves a visit to the school as well as on-going communication and technical assistance as may be needed. Based upon the yearly review the State Superintendent will recommend any needed corrective actions by the school and/or district. Schools are in provisional status for three years. After completion of the three-year Provisional Accreditation, the State Superintendent may recommend Regular Accreditation status to the BPE. The State Superintendent recommends provisional status without any recommendations for corrective action for Lone Peak High School.

***Mr. John Edwards moved: to approve the State Superintendent's recommendation for continued provisional status for Lone Peak High School. Mr. Cal Gilbert seconded. Motion passed unanimously.***

**c. ADDENDUM FOR THE 2009-2010 MONTANA ACCREDITATION STATUS RECOMMENDATIONS**

This presentation provided to the Board of Public Education 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 after the accreditation determinations were acted on during the March 2010 BPE meeting and the districts were notified of those determinations. The report was included. Ms. Kelly Glass reported on Lodge Grass and Centerville School Districts. Both districts received notice of non-compliance from the EPA regarding asbestos removal. The OPI recommends that the accreditation status be moved from advice to deficiency status for Lodge Grass 7-8, Lodge Grass High School, Big Stone School, Centerville 7-8, and Centerville High School. Since this information was submitted both Centerville and Lodge Grass School Districts are taking steps to comply with the EPA. The OPI is waiting for final notification from EPA to determine if the requirements are met.

Grass Range High School was recommended to move from Advice to Regular with Deficiency. Grass Range High had a teacher in an internship program that was not noted accurately on the ADC that demonstrated a misassigned teacher.

Swan River, LaMotte, Rocky Boy, and Nashua School Districts were recommended to move from

Regular to Advice for failure to report the Five-Year Comprehensive Education Plan even with technical assistance support from the Office of Public Instruction.

Lambert High School was recommended to move from Regular with Deficiency to Regular because the Office of Public Instruction noted an error in review of determining the sufficient Principal FTE.

**Mr. John Edwards moved: to approve the State Superintendent's recommendations to amend the 2009-2010 Accreditation Status recommendations. Mr. Cal Gilbert seconded.**

Ms. Patty Myers questioned whether or not the schools are safe for students since they are not in compliance with the United States Environment Protection Agency. Ms. Kelly Glass assured the Board that the students in Centerville and Lodge Grass are safe with the steps that have been taken to comply with the standards. Discussion continued as to the reasons why school districts did not complete the Five-Year Comprehensive Education Plan.

***Motion passed unanimously.***

**d. PROGRESS REPORT AND RECOMMENDATIONS FOR SCHOOLS IN AN INTENSIVE ASSISTANCE CYCLE DUE TO CONTINUING OR SERIOUS DEVIATIONS-WHITEFISH PUBLIC SCHOOLS**

This presentation provided to the Board of Public Education a progress report and recommendations for schools that have been identified for the 2010 intensive assistance cycle due to continuing or serious deviations. A report was included in regard to Whitefish Public Schools. The School District was moved to intensive assistance due to the lack of FTE in the area of library and principal in Whitefish Central 5-6 and Central 7-8 and they failed to submit an acceptable corrective plan. After further review it was found that the administrative staffing had been added as planned. The superintendent failed to notify the Office of Public Instruction as to the coding and placement of the additional FTE in the ADC. To address the deviation with the library FTE in Whitefish Central 5-6 and Whitefish Central 7-8, the district by board action reorganized the two schools in to one school – Whitefish Middle School. They are in fact located in the same building and are essentially sharing a common program and middle school approach. Once that reorganization took place the current staffing for library FTE was adequate given the current enrollment. The State Superintendent recommends approval of the plan to resolve the issue and continue to monitor.

**Mr. John Edwards moved: to approve the State Superintendent's recommendation to approve the Whitefish Public School's plan to correct its deviation for intensive assistance. Mr. Bernie Olson seconded. Motion passed unanimously.**

**PUBLIC COMMENT**

Ms. Sue Buswell, President of the Montana Association of School Nurses, reiterated that this organization is working hard to present to the Board of Public Education with the standard that would create a school nurse ratio of 1:750 students in Montana. Ms. Buswell expressed her desire to present what is new to the Board of Public Education at a future meeting and to the Chapter 55 Task Force. There is new information in regard to obesity rates, increase in diabetes, and the increase in the special education population. Ms. Buswell would also like to include the results of the influenza epidemic and what was learned. Ms. Buswell has been working diligently on the healthy enhancement curriculum to appease everyone and meet the needs of the students.

**PRELIMINARY AGENDA ITEMS – SEPTEMBER 16-17, 2010, Great Falls, MT**

Set Annual Agenda Calendar  
Election of Board Officers  
Committee Appointments

Superintendent Goals  
BPE Goal Review  
Assessment Update  
Federal Update  
MACIE Update

**BOARD OF EDUCATION IS SCHEDULED ON SEPTEMBER 23, 2010 AT THE MONTANA TECH OF THE UNIVERSITY OF MONTANA IN BUTTE, MT**

***Mr. Bernie Olson moved: to adjourn the Board of Public Education Meeting. Mr. Cal Gilbert seconded. Motion passed unanimously.***

**11:52 AM BPE Meeting Adjourned**

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*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.*



REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: JULY 2011

STATE OF MONTANA

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

PAGE NO. 1  
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ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	8%
						CURR+PRIOR	
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
61101 Regular	01100	5,675.67	5,675.67			5,675.67	
61401 FICA	01100	412.74	412.74			412.74	
61402 Retirement - Other	01100	96.90	96.90			96.90	
61403 Group Insurance	01100	645.05	645.05			645.05	
61404 Workers Compensation Insur	01100	75.85	75.85			75.85	
61410 State Unemployment Tax	01100	19.86	19.86			19.86	
61411 Teachers Retirement	01100	425.94	425.94			425.94	
TOTAL 61400 Employee Benefits		1,676.34	1,676.34			1,676.34	
TOTAL 61000 Personal Services		7,352.01	7,352.01			7,352.01	
69301 Principal - Leases	01100	148.48	148.48			148.48	
TOTAL FUND 01100 General Fund		7,500.49	7,500.49			7,500.49	
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		7,500.49	7,500.49			7,500.49	

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
PART-B BUDGET EXPENSE ACCOUNT SUMMARY								
61000 Personal Services	01100	2011	235H1	163,936.00		7,352.01	156,583.99	4
62000 Operating Expenses	01100	2011	235H1	53,414.00			53,414.00	
62000 Operating Expenses	01100	2011	235X2	7,412.00			7,412.00	
TOTAL 62000 Operating Expenses				60,826.00			60,826.00	
69000 Debt Service	01100	2011	235H1	891.00		148.48	742.52	17
TOTAL SUB-CLS 235H1 ADMINISTRATION				218,241.00		7,500.49	210,740.51	3
TOTAL SUB-CLS 235X2 GOVERNOR'S REDUCTIONS BASE				7,412.00			7,412.00	
TOTAL FUND 01100 General Fund				225,653.00		7,500.49	218,152.51	3
TOTAL PROGRAM 2011				225,653.00		7,500.49	218,152.51	3
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				225,653.00		7,500.49	218,152.51	3

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2035661	07/13/2010	000003	PPE 7/2/2010 JN1 FY2011	945.94		
61101	PAY2059240	07/27/2010	000003	PPE 7/16/10 J01 ON-CYCLE	4,729.73		
TOTAL 61101 Regular					5,675.67		
61401	PAY2035661	07/13/2010	000005	PPE 7/2/2010 JN1 FY2011	68.79		
61401	PAY2059240	07/27/2010	000005	PPE 7/16/10 J01 ON-CYCLE	343.95		
TOTAL 61401 FICA					412.74		
61402	PAY2035661	07/13/2010	000007	PPE 7/2/2010 JN1 FY2011	16.15		



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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61410	PAY2035661	07/13/2010	000011	PPE 7/2/2010 JN1 FY2011	3.31		
61410	PAY2059240	07/27/2010	000013	PPE 7/16/10 J01 ON-CYCLE	16.55		
TOTAL	61410	State Unemployment Tax			19.86		
61411	PAY2035661	07/13/2010	000013	PPE 7/2/2010 JN1 FY2011	70.99		
61411	PAY2059240	07/27/2010	000015	PPE 7/16/10 J01 ON-CYCLE	354.95		
TOTAL	61411	Teachers Retirement			425.94		
69301	ACC2030751	07/01/2010	000013	July Copier Lease	74.24	00002313	LYON FINANCIAL SERVICES INC
69301	ACC2060273	07/28/2010	000013	Aug Copier Lease/Yrly Prop Tax	74.24	00002331	LYON FINANCIAL SERVICES INC
TOTAL	69301	Principal - Leases			148.48		
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				7,500.49		



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

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	8% CURR+PRIOR
<b>PART-A ACTUAL EXPENSE ACCOUNT SUMMARY</b>							
61101 Regular	02122	4,032.09	4,032.09				
61401 FICA	02122	295.92	295.92				4,032.09
61402 Retirement - Other	02122	76.32	76.32				295.92
61403 Group Insurance	02122	679.00	679.00				76.32
61404 Workers Compensation Insur	02122	73.63	73.63				679.00
61410 State Unemployment Tax	02122	14.11	14.11				73.63
61411 Teachers Retirement	02122	292.32	292.32				14.11
TOTAL 61400 Employee Benefits		1,431.30	1,431.30				292.32
TOTAL 61000 Personal Services		5,463.39	5,463.39				1,431.30
TOTAL FUND 02122 Advisory Council		5,463.39	5,463.39				5,463.39
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		5,463.39	5,463.39				5,463.39

ACCOUNT	FUND	PROG	SUB	CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
<b>PART-B BUDGET EXPENSE ACCOUNT SUMMARY</b>									
61000 Personal Services	01100	2011	235H1		1,936.00		5,463.39	1,936.00	5
61000 Personal Services	02122	2011	235H1		110,632.00		5,463.39	105,168.61	5
TOTAL 61000 Personal Services					112,568.00		5,463.39	107,104.61	5
TOTAL SUB-CLS 235H1 ADMINISTRATION					1,936.00		5,463.39	1,936.00	5
TOTAL FUND 01100 General Fund					1,936.00		5,463.39	1,936.00	5
TOTAL SUB-CLS 235H1 ADMINISTRATION					110,632.00		5,463.39	105,168.61	5
TOTAL FUND 02122 Advisory Council					110,632.00		5,463.39	105,168.61	5
TOTAL PROGRAM 2011					112,568.00		5,463.39	107,104.61	5
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY					112,568.00		5,463.39	107,104.61	5

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
<b>PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS</b>							
61101	PAY2035660	07/13/2010	000002	PPE 7/2/2010 JN1 FY2011	672.01		
61101	PAY2059239	07/27/2010	000002	PPE 7/16/10 JO1 ON-CYCLE	3,360.08		
TOTAL 61101 Regular					4,032.09		
61401	PAY2035660	07/13/2010	000003	PPE 7/2/2010 JN1 FY2011	49.33		
61401	PAY2059239	07/27/2010	000003	PPE 7/16/10 JO1 ON-CYCLE	246.59		
TOTAL 61401 FICA					295.92		
61402	PAY2035660	07/13/2010	000004	PPE 7/2/2010 JN1 FY2011	12.72		
61402	PAY2059239	07/27/2010	000004	PPE 7/16/10 JO1 ON-CYCLE	63.60		



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ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
61410	PAY2035660	07/13/2010	000006	PPE 7/2/2010 JN1 FY2011	2.35		
61410	PAY2059239	07/27/2010	000007	PPE 7/16/10 JOI ON-CYCLE	11.76		
TOTAL	61410	State Unemployment Tax			14.11		
61411	PAY2035660	07/13/2010	000007	PPE 7/2/2010 JN1 FY2011	48.72		
61411	PAY2059239	07/27/2010	000008	PPE 7/16/10 JOI ON-CYCLE	243.60		
TOTAL	61411	Teachers Retirement			292.32		
TOTAL	PART-C	CURR MONTH DETAIL EXPENSE TRANSACTIONS			5,463.39		



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 MGR NAME: MELOY,STEPHEN

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ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	CURR+PRIOR
<b>PART-A ACTUAL EXPENSE ACCOUNT SUMMARY</b>							
61101 Regular	02219	150.16	150.16			8%	150.16
61301 Per Diem	02219	500.00	500.00				500.00
61401 FICA	02219	10.17	10.17				10.17
61402 Retirement - Other	02219	10.76	10.76				10.76
61403 Group Insurance	02219	33.95	33.95				33.95
61404 Workers Compensation Insur	02219	2.74	2.74				2.74
61410 State Unemployment Tax	02219	0.53	0.53				0.53
TOTAL 61400 Employee Benefits		58.15	58.15				58.15
TOTAL 61000 Personal Services		708.31	708.31				708.31

62104 Insurance & Bonds	02219	599.00	599.00				599.00
62148 SABHRS Administrative Costs	02219	536.09	536.09				536.09
TOTAL 62100 Other Services		1,135.09	1,135.09				1,135.09
62212 Photo & Reproduction	02219	20.26	20.26				20.26
62280 Program Expense	02219	183.84	183.84				183.84
TOTAL 62200 Supplies & Materials		204.10	204.10				204.10
62304 Postage & Mailing	02219	1,112.02	1,112.02				1,112.02
62489 Non-Employee In State Mileage	02219	1,824.00	1,824.00				1,824.00
62490 Non-Employee In State Meals	02219	455.00	455.00				455.00
62497 Non-Employee In-State Lodging	02219	1,578.06	1,578.06				1,578.06
TOTAL 62400 Travel		3,857.06	3,857.06				3,857.06

62528 Rent-Non Dept of Admin	02219	1,088.77	1,088.77				1,088.77
62768 Property Management Expenses	02219	158.99	158.99				158.99
62801 Dues	02219	11,397.50	11,397.50				11,397.50
62878 Parking Fees	02219	448.00	448.00				448.00
TOTAL 62800 Other Expenses		11,845.50	11,845.50				11,845.50
TOTAL 62000 Operating Expenses		19,401.53	19,401.53				19,401.53
69301 Principal - Leases	02219	148.46	148.46				148.46
TOTAL FUND 02219 Research Fund		20,258.30	20,258.30				20,258.30

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
<b>PART-B BUDGET EXPENSE ACCOUNT SUMMARY</b>								
61000 Personal Services	02219	2011	235H1	22,425.00		708.31	21,716.69	3
62000 Operating Expenses	02219	2011	235H1	51,684.00		19,401.53	32,282.47	38
69000 Debt Service	02219	2011	235H1	891.00		148.46	742.54	17

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ACCNT	PART-C	CURR	MONTH	DETAIL	EXPENSE	TRANSACTIONS	JRNL-DATE	JRNL-DESCRIPTION	AMOUNT	VCNR-ID	VENDOR NAME
61101	PAY2035661	07/13/2010	000004	PPE	7/2/2010	JN1 FY2011			25.03		
61101	PAY2059240	07/27/2010	000004	PPE	7/16/10	J01 ON-CYCLE			125.13		
TOTAL	61101	Regular							150.16		
61301	ACC2041544	07/19/2010	000033	Per Diem					150.00	00002325	PATTY MYERS
61301	ACC2041544	07/19/2010	000034	Per Diem					150.00	00002327	BERNIE OLSON
61301	ACC2041544	07/19/2010	000035	Per Diem					100.00	00002329	JOHN EDWARDS
61301	ACC2041544	07/19/2010	000036	Per Diem					100.00	00002323	JUDIE WOODHOUSE
TOTAL	61301	Per Diem							500.00		
61401	PAY2035661	07/13/2010	000006	PPE	7/2/2010	JN1 FY2011			1.69		
61401	PAY2059240	07/27/2010	000006	PPE	7/16/10	J01 ON-CYCLE			8.48		
TOTAL	61401	FICA							10.17		
61402	PAY2035661	07/13/2010	000008	PPE	7/2/2010	JN1 FY2011			1.79		
61402	PAY2059240	07/27/2010	000008	PPE	7/16/10	J01 ON-CYCLE			8.97		
TOTAL	61402	Retirement - Other							10.76		
61403	PAY2059240	07/27/2010	000010	PPE	7/16/10	J01 ON-CYCLE			33.95		
61404	PAY2035661	07/13/2010	000010	PPE	7/2/2010	JN1 FY2011			0.46		
61404	PAY2059240	07/27/2010	000012	PPE	7/16/10	J01 ON-CYCLE			2.28		
TOTAL	61404	Workers Compensation Insur							2.74		
61410	PAY2035661	07/13/2010	000012	PPE	7/2/2010	JN1 FY2011			0.09		
61410	PAY2059240	07/27/2010	000014	PPE	7/16/10	J01 ON-CYCLE			0.44		
TOTAL	61410	State Unemployment Tax							0.53		
62104	0002040907	07/19/2010	000001	Insurance & Bonds					599.00		
62148	0002040900	07/19/2010	000001	SABHRS Administrative Costs					536.09		
62212	ACC2060273	07/28/2010	000008	Aug Copier Lease/Yrly Prop Tax					20.26	00002331	LYON FINANCIAL SERVICES INC
62280	ACC2030751	07/01/2010	000008	July Copier Lease					20.26	00002313	LYON FINANCIAL SERVICES INC
62280	ACC2030751	07/01/2010	000009	July Cable					65.44	00002314	BRESNAN COMMUNICATIONS LLC
62280	ACC2060273	07/28/2010	000009	August Cable					65.44	00002333	BRESNAN COMMUNICATIONS LLC
62280	ACC2060273	07/28/2010	000010	July Water Charges					32.70	00002330	LEHRKINDS INC
TOTAL	62280	Program Expense							183.84		
62304	0002059876	07/28/2010	000001	Postage & Mailing					1,112.02		
62489	ACC2041544	07/19/2010	000037	Mileage, Meals					270.00	00002324	CAL GILBERT



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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS  
 ACCNT JRNLI-ID DATE JRNLI-IN DESCRIPTION  
 TOTAL 62489 Non-Employee In State Mileage

AMOUNT VCHR-ID VENDOR NAME

62490	ACC2041544	07/19/2010	000046	Lodging, Meals	40.00	00002323	JUDIE WOODHOUSE
62490	ACC2041544	07/19/2010	000047	Mileage, Meals	18.00	00002324	CAL GILBERT
62490	ACC2041544	07/19/2010	000048	Mileage, Lodging, Meals	75.00	00002325	PATTY MYERS
62490	ACC2041544	07/19/2010	000049	Mileage, Lodging, Meals	87.00	00002326	SHARON CARROLL
62490	ACC2041544	07/19/2010	000050	Mileage, Lodging, Meals	46.00	00002327	BERNIE OLSON
62490	ACC2041544	07/19/2010	000051	Mileage, Lodging, Meals	52.00	00002328	TIMOTHY SEERY
62490	ACC2041544	07/19/2010	000052	Mileage, Lodging, Meals	34.00	00002329	JOHN EDWARDS
62490	ACC2041544	07/19/2010	000053	Mileage, Lodging, Meals	23.00	00002320	TAMMY LACEY
62490	ACC2041544	07/19/2010	000054	Mileage, Lodging, Meals	40.00	00002321	PATTY MUIR
62490	ACC2041544	07/19/2010	000055	Mileage, Lodging, Meals	40.00	00002322	SHARON APPELEGATE
TOTAL	62490	Non-Employee In State Meals			455.00		

62497	ACC2041544	07/19/2010	000056	Mileage, Lodging, Meals	263.01	00002325	PATTY MYERS
62497	ACC2041544	07/19/2010	000057	Mileage, Lodging, Meals	263.01	00002326	SHARON CARROLL
62497	ACC2041544	07/19/2010	000058	Mileage, Lodging, Meals	175.34	00002327	BERNIE OLSON
62497	ACC2041544	07/19/2010	000059	Mileage, Lodging, Meals	175.34	00002328	TIMOTHY SEERY
62497	ACC2041544	07/19/2010	000060	Mileage, Lodging, Meals	87.67	00002329	JOHN EDWARDS
62497	ACC2041544	07/19/2010	000061	Mileage, Lodging, Meals	87.67	00002320	TAMMY LACEY
62497	ACC2041544	07/19/2010	000062	Mileage, Lodging, Meals	175.34	00002321	PATTY MUIR
62497	ACC2041544	07/19/2010	000063	Mileage, Lodging, Meals	175.34	00002322	SHARON APPELEGATE
62497	ACC2041544	07/19/2010	000064	Lodging, Meals	175.34	00002323	JUDIE WOODHOUSE
TOTAL	62497	Non-Employee In-State Lodging			1,578.06		

62528	ACC2030751	07/01/2010	000010	July 2010 Rent	1,088.77	00002312	SEB LLP
62768	ACC2060273	07/28/2010	000011	Aug Copier Lease/Yrly Prop Tax	158.99	00002331	LYON FINANCIAL SERVICES INC

62801	ACC2030751	07/01/2010	000011	NASDTEC Annual Dues	400.00	00002311	NATIONAL ASSOCIATION OF STATE DIRECTORS
62801	ACC2030751	07/01/2010	000012	Remaining 2010 NASBE Dues	10,997.50	00002315	NATIONAL ASSOC OF STATE BOARDS OF
TOTAL	62801	Dues			11,397.50		

62878	ACC2031311	07/02/2010	000002	July Parking	224.00	00002316	HELENA CITY OF TREASURER
62878	ACC2060273	07/28/2010	000012	August Parking	224.00	00002332	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			448.00		

69301	ACC2030751	07/01/2010	000014	July Copier Lease	74.23	00002313	LYON FINANCIAL SERVICES INC
69301	ACC2060273	07/28/2010	000014	Aug Copier Lease/Yrly Prop Tax	74.23	00002331	LYON FINANCIAL SERVICES INC
TOTAL	69301	Principal - Leases			148.46		

TOTAL	PART-C	CURR MONTH DETAIL EXPENSE TRANSACTIONS			20,258.30		
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Revised 08/30/2010

**BOARD OF PUBLIC EDUCATION**  
**ANNUAL AGENDA CALENDAR September 2010 – November 2011**  
(Proposed Items from OPI are in italics)

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**SEPTEMBER 16-17, 2010**      **GREAT FALLS**

Set Annual Agenda Calendar  
Election of Board Officers  
Committee Appointments  
BPE Goal Review  
MACIE Update  
*Superintendent Goals*  
*Assessment Update*  
*Federal Update*  
*MACIE Renewal (Even Years)*  
*Youth Risk Behavior Survey Update (Odd Years)*  
*Accreditation Report*

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**JULY 13-15, 2011**      **HELENA**

Strategic Mtg.–Review Bylaws & Operational Rules  
*CSPAC/BPE Joint meeting*  
Annual CSPAC Report  
MACIE Update  
*Annual GED Report*  
*Special Education Report*  
*Assessment Update*  
*Federal Update*  
*Continuous School Improvement Plan Report*  
*Accreditation Report*

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**DECEMBER 2-3, 2010**      **HELENA**

MACIE Annual Report  
Joint MACIE/BPE/OPI Meeting  
*Assessment Update*  
*Federal Update*  
*Alternative Standards Request*  
*Transportation Report*  
*Accreditation Report*

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**SEPTEMBER 8-9, 2011**      **TBD**

Set Annual Agenda Calendar  
Election of Board Officers  
Committee Appointments  
BPE Goal Review  
MACIE Update  
*Superintendent Goals*  
*Assessment Update*  
*Federal Update*  
*MACIE Renewal (Even Years)*  
*Youth Risk Behavior Survey Update (Odd Years)*  
*Accreditation Report*

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**FEBRUARY 17-18, 2011**      **HELENA**

*Exiting Board Member-Last Meeting*  
MACIE Update  
*Annual School Food Services Report*  
*Assessment Update*  
*Federal Update*  
*Alternative Standards Requests & Renewals*  
*Accreditation Status Recommendations- Conference*  
*Call - (If Necessary)*  
*Accreditation Report*

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**NOVEMBER 3-4, 2011**      **HELENA**

MACIE Annual Report  
Joint MACIE/BPE/OPI Meeting  
*Assessment Update*  
*Federal Update*  
*Alternative Standards Request*  
*Accreditation Report*

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**MAY 12-13, 2011**      **GREAT FALLS**

CSPAC Appointments  
*BASE Aid Payment Schedule*  
*Assessment Update*  
*Alternative Standards Request & Renewals*  
MACIE Update  
*Federal Update*  
*Educator Preparation Program Report*  
*Accreditation Report*  
**Executive Secretary Performance Evaluation &**  
**Contract Extension Discussion**  
**MSDB Superintendent Performance Evaluation &**  
**Contract Extension Discussion**  
**Establish Executive Staff Salaries**

**BOARD OF PUBLIC EDUCATION**

**PROPOSED**

**2012-2013 SCHEDULE**

**2012**

<b>January 19-20, 2012</b>	<b>Helena</b>
<b>March 8-9, 2012</b>	<b>Helena</b>
<b>May 10-11, 2012</b>	<b>Great Falls</b>
<b>July 11-13, 2012</b>	<b>Helena</b>
<b>September 13-14, 2012</b>	<b>TBD</b>
<b>November 8-9, 2012</b>	<b>Helena</b>

**2013**

<b>January 17-18, 2013</b>	<b>Helena</b>
<b>March 14-15, 2013</b>	<b>Helena</b>
<b>May 9-10, 2013</b>	<b>Great Falls</b>
<b>July 10-12, 2013</b>	<b>Helena</b>
<b>September 12-13, 2013</b>	<b>TBD</b>
<b>November 14-15, 2013</b>	<b>Helena</b>

**Board of Public Education**  
**Committee Assignments**  
2010 - 2011

**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  
Steve Meloy

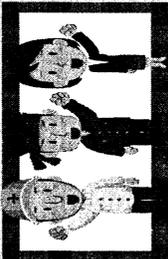
# July 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	July 13, 2010 - SAS Online Data Collection Program -	July 14, 2010 - Meeting with Dan Villa - Helena - <b>Patty and Sharon</b>				
	5	MSDB Committee Mtg Conference Call - <b>Steve, Patty, Bernie</b>	7	8	9	10
11	12	Chapter 55 Planning Mtg - Helena - <b>Steve, Pete, Patty</b> Licensure Meeting - Helena - <b>Sharon, Pete, Steve, Patty</b>	14	15	Low Incidence Disabilities Mtg - <b>Pete,</b> BPE Meeting Cont.	17
18	19	Chapter 55 Task Force - <b>Steve, Patty, Pete</b>	21	22	23	24
25	26		28	29	30	31

# August 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	<p>Math and Science Initiative - <b>Pete</b></p> <p>Auditor Meeting - <b>Steve/Carol</b></p>	3	4	5	6	7
8	9	<p>Preliminary Budget Discussion - OPI - <b>Steve</b></p>	11	<p>Glacier High School Governor's Forum on Adult Credentialing - Kalispell - <b>Steve/Bernie</b></p>	13	14
15	16	17	18	19	20	21
22	<p>Welcomed MSDB Staff - Great Falls - <b>Patty</b></p>	<p>ELGIC - Helena <b>Steve/Patty</b></p> <p>SAS Meeting - OPI- Helena - <b>Patty</b></p> <p>Chapter 55 Meeting w/ Sue Buswell - Helena- <b>Patty</b></p>	<p>Exit Conference with Legislative Auditors - <b>Steve/Carol</b></p>	<p>Digital Learning Kick-off - Missoula - <b>Erin, Gisele, Steve, Patty</b></p>	27	28
29	30	31	<p>August 24 Health and Human Services Interim Committee - Obesity - <b>Steve</b></p>	<p>August 24-26 NASDTEC Planning Meeting - Sacramento, CA - <b>Pete</b></p>		

# September 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:		1	2	3	4	
5		MSDB Committee Meeting - Conference Call - <b>Patty, Steve, Bernie, Cal</b>	8	10	Superintendent's Group Budget Meeting - <b>Steve</b>	
12	MSDB Foundation - Great Falls - <b>Patty</b>	14	16	17	18	
19	Montana's Challenge Rethinking Education for the 21st Century - Great Northern - <b>Helena - Pete, Steve</b>	15	Board of Public Education Meeting - Great Falls	24	25	
26	27	28	29	30	Notes:	
		Legislative Audit Committee Meeting - <b>Steve</b>	Chapter 55 - Gateway Center - <b>Helena - Patty, Steve, John, Pete</b>		Board of Regents Meeting - Butte - <b>Steve</b> Board of Education - Montana Tech - <b>Butte</b> School Counselor Meeting - <b>Steve</b>	

## **Executive Secretary's Report**

Thursday, September 16, 2010

By: Steve Meloy/Executive Secretary

Summer is passing quickly and we are already deep into the budget cycle process for the coming biennium and prospects do not look bright for even maintaining current operating costs. However we are in the same boat as K-12 funding and general funding for all of state government.

We have now reached the point of the Superintendent of Public Instruction delivering to the Board of Public Education a recommendation on the National Common Core Standards. To date, 34 states and the District of Columbia have adopted the standards. California and Colorado adopted on the same deadline for their RTTT application. The states holding out are still voicing concern about the role of the federal government in state's public education.

The work of the Chapter 55 Task Force is delayed a bit due to the cancellation of a scheduled meeting. The next meeting is tentatively scheduled for September 29<sup>th</sup> and 30<sup>th</sup> at the Gateway Center in Helena.

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. The official celebration of a September 7<sup>th</sup> launch date was held at the University of Montana campus on August 26<sup>th</sup>. At that time there were already 500 students signed up to take classes from over 64 Montana teachers. 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.

I have met with the Interim Committee on Education and Local Government on the implementation of HJR 4 and HJR 6 of the 2009 Legislative Session 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 initially reviewed by the Interim Committee on March 11, 2010. We finalized the document and Patty signed along with Denise.

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.

I appeared before the Interim Committee on Health and Human Services to visit with them on wellness issues with which the BPE is involved. The work is the result of SJR35 of the '09 session. I was joined by the OPI as presenters.

We continue to work on monitoring the implementation of the Class 8 license. CSPAC continues to review applications and approved thirty-nine applicants at a meeting held on July 22, 2009. CSPAC will review more applications at its January 2011 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. I have contacted Tim Harris at OPI to talk about recruiting, competencies and professional development strategies for the sight and hearing impaired students statewide. CSPAC will be involved with this issue and is considering an area of specialized competency for teaching of sensory impaired children.

We are currently working with the Legislative Auditors as they finish up their financial and program audit of our office.

Work continues with legislative oversight committees. 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 National 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. On July 13th we hosted an informational meeting on licensure to look at the many issues surrounding the processes involved with denial, suspension and revocation. No substantial changes to the process were contemplated.

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. 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.

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; National 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; strategic planning meeting; school safety issues; monitoring 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 the National Common Core requirements; monitoring of the implementation of Chapter 57 work in the 2010 license cycle; 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 and RTTT implications on future reauthorization of ESEA; work of the Montana Digital Academy and its future and preparation for next session; 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 the OCHE and the 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 and obesity; 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
- Finalized the K-12 and K-20 strategic planning goals and the accountable measures with the Education and Local Government
- Attended the celebration launching the Montana Digital Academy
- Met with the LFD and the OPI regarding protocol for fiscal reporting
- Attended all meetings of the Chapter 55 Task Force
- Testified before the Interim Health and Human Services Committee on obesity
- Participated in exit conference of the Legislative Audit Committee
- Attended the Governor's Forum on Education in Kalispell
- Attended the State Superintendents preliminary budget meeting
- Planned NCCSBE Conference
- Met with MSDB Committee
- Attended July 19 and 20 Chapter 55 Task Force meeting
- Attended August 4<sup>th</sup> Team Asthma meeting
- Attended August meeting of the Healthy Schools Network

The work before the Board continues with a high level of importance, including; Working with two interim committees of the legislature; the National Common Core concept; Race to the Top implications on ESEA funding; longitudinal data systems; implementing dual enrollment/credit with emphasis on the Class 8 licensing phase; Counselor Leadership Initiative; the shared policy goals with the legislature; 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, and the OCHE and all of our educational partners through vigilant participation in Ed Forum.

June 3, 2010

Nominating Committee  
NASBE  
2121 Crystal Drive  
Suite 350  
Arlington, VA 22202

**RE: Western Area Director**

I would be pleased to have the committee consider my name for the open position of Western Area Director.

I am interested in serving, and believe strongly in the Mission Statement of the organization: *The National Association of Schools Boards of Education exists to strength State Boards as the preeminent education policy making bodies for students and citizens.*

I can think of no more challenging or exciting time to be part of the conversation about education at both the state and national level. The financial challenges seem overwhelming. But the discussions surrounding the Common Core Standards, Race to the Top and Assessment Consortiums have generated an amount of positive energy not apparent for many years. At a time when there would be many good reasons to simply hold on for dear life, the education community has looked for energy and opportunity to move forward. Good for us.

I will be anxious to speak with you, hear your ideas, share my thoughts, and see if we all think I could be a good fit on your board as a Western Area Director.

Thank you for your time.



Carol Murphy  
Member, District 12  
Utah State Board of Education

Home: 463 West 140 North  
Midway, Utah 84049

Phone: (435) 729-0941

E-mail: [camurf@hotmail.com](mailto:camurf@hotmail.com)

Carol Murphy-BIO  
(resume also enclosed)

I work as a special education attorney at the Disability Law Center (DLC) in Salt Lake. I have worked at the DLC for nine years, representing families who have concerns about special education services for their children with disabilities. Although my office is in Salt Lake, I have clients around the state and travel statewide meeting with families and doing presentations on special education issues.

I am the Managing Attorney for all of our agency in-take operations, and the supervising attorney for the DLC Education Team and PABSS Employment Team. I also work with the Media Workgroup and the Legislative and Public Policy Workgroup.

I was elected to the Utah State Board of Education in 2008 and serve as a member of the Law and Policy Subcommittee. I was appointed to the Board of Regents for the Utah System of Higher Education in 2009. Earlier in my public service career, I was an elected member of the Park City Board of Education for more than a decade, overseeing what at that time was the fastest growing school district in the State of Utah. During that time I also served on the governing and executive board of the Utah School Boards Association (USBA), the USBA Legislative and Policy Committee, was elected president of USBA (2004-2005), and served on the Pacific Region Advisory Board of the National School Boards Association.

I was born and raised in Wisconsin, attended school there, and moved to Utah in 1977.

My husband, Larry Warren and I have three grown children. We are always proud to say all three attended public schools in Utah (in the same school district) from their first day of kindergarten to their last day as high school graduates.



*State of West Virginia*  
*Gayle C. Manchin*  
*First Lady*

Governor's Mansion  
1716 Kanawha Blvd. E.  
Charleston, WV 25305

Telephone: (304) 558-3588  
Fax: (304) 558-0066  
www.wv.gov.org

July 13, 2010

It is my distinct honor to submit my name as a candidate for President-Elect for the National Association of State Boards of Education (NASBE) for 2011.

I currently serve as the chairperson of NASBE's study group on developing the 21<sup>st</sup> century educator and also served on the community involvement study group last year. It has been a tremendous learning experience to meet, network, and study issues with state board members from around the country. It is not really surprising that we share many common concerns within our states regardless of size or population.

After giving much consideration and thought to submitting my name, I made the decision to step forward at this time for a couple of extremely pertinent reasons. Obviously, it would be an honor to serve this group at any time; however, timing is sometimes a key element in decision making. Collaboration at both state and national levels with other groups enhances our visibility, our connectedness, and our ability to share our expertise.

At least through the end of 2012, my husband will be actively involved with the National Governor's Association, the Southern Regional Education Board, and many federal agencies, including the US Department of Education. In my position as First Lady, as well as a state board member, I will have many opportunities to bring issues to a forefront at local, state, and national venues. As I meet with First Spouses throughout the year, the conversation always turns to education, and I have been proud to talk about my affiliation with NASBE and the importance of state boards to educational policy, especially as we talk about significant transformations and innovations in education.

A second consideration for me was the time factor. It is critically important, I believe, for any office holder in NASBE, or any national organization, to be available for meetings outside regularly scheduled events. Joe and I are both in a much more flexible situation being that our children are grown and independent, and I am not obligated to full-time employment (certainly no paid employment!); therefore, traveling and time scheduling are not obstacles. In addition, an added benefit is the opportunities I have to travel abroad on international trade missions, which allows me to personally grow as I always request to visit schools and speak with educational and community leaders.

As aforementioned, I do not take this decision lightly, and submit my name with the complete understanding that I am committing to full-time dedication to this endeavor, to working in full cooperation with the Administration and Staff of NASBE, and to represent with honor and humbleness each member of NASBE wherever I go.

Attached is a copy of my bio containing the pertinent facts about me and my family.

With warmest regards,

Gayle C. Manchin  
First Lady of West Virginia  
Member, West Virginia Board of Education

Gayle Conelly grew up in Beckley, WV, the only child of Carl and Lucille Conelly and graduated with high honors from Woodrow Wilson High School.

She attended West Virginia University, where she attained her Bachelor of Arts in Language Arts and Education and a Master of Arts in Reading. In 1999, she completed a second master's specialization in Educational Technology Leadership from Salem International University.

Joe and Gayle met at WVU and have been married for 43 years. They are the proud parents of Heather Manchin Bresch, Joseph Manchin IV, and Brooke Conelly Manchin. Now they are experiencing all the wonders of being a Nana and Dadoo for their seven beautiful grandchildren; Joey V, Kelsey, Madeline, Sophie, Chloe, Jack, and Carly.

As an educator, Gayle worked in Marion County Schools. She also served on the faculty of Fairmont State University and was the Director of the college's first Community Service Learning Program. In addition, she was actively involved in her children's activities, and community advocacy. She has been integrally involved with AmeriCorps projects and America's Promise for many years.

As West Virginia's First Lady, Gayle serves as the official hostess of the mansion where tours, events, and dinners are held frequently. In addition, the Governor has appointed her to serve as a member of the State Board of Education and as a Commissioner on the West Virginia Commission for National and Community Service. He has also appointed her as the Chair of the Governor's Healthy Lifestyles Coalition, and the West Virginia Citizen's Council on Children and Families, and as a Co-Chair on the Governor's 21<sup>st</sup> Century Jobs Cabinet and the Intellectual Infrastructure of Vision Shared. She is as a partner on the WV Partnership to Promote Community Well Being Commission, serves as the Nominating Chair of The Education Alliance, is a past president of the Vandalia Rotary Club of Charleston, and a member of the National Association of State Boards of Education (NASBE), the Black Diamond Girl Scout Council, the Children's Trust Fund, the Mountaineer Food Bank, and the Clay Center Board.

In her spare time, Gayle loves to read, walk, bicycle, swim and spend quality time with her family. "I am most proud and appreciative of this 'window of opportunity' I have been given to serve as the First Lady of West Virginia for four more years."

# **HEALTHY SCHOOLS NETWORK**

**Karin Billings, Bob Vogel and  
Steve Meloy**

## **Highlights of the July 14, 2010 CSPAC Meeting**

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on July 14, 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 Ms. Judie Woodhouse, Teacher, Polson; Ms. Patty Muir, K-12 Specialist, Laurel; Ms. Sharon Applegate, Teacher, Kalispell; Mr. Jon Runnalls, Teacher, East Helena; Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings (who was not able to attend the meetings); and Ms. Tammy Lacey, School Administrator, Great Falls.

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. Jan Clinard, OCHE; Ms. Patty Myers, Chair, BPE; Ms. Sharron Carroll, Vice Chair, BPE; Mr. Steve Meloy, Executive Secretary, BPE; Mr. Pete Donovan, Administrative Officer, CSPAC; and Ms. Anneliese Warhank, Administrative Assistant, CSPAC.

### **Correspondence**

Mr. Donovan spoke about the memo issued by BPE to all its education partners inviting everyone to its strategic planning session that afternoon. He also spoke about a letter from the Montana Registry of Interpreters for the Deaf (MRID) to OPI, MSDB, and the Educational Interpreter Workgroup Committee (the latter of which former CSPAC member Dr. Doug Reisig chaired) advocating for OPI "to consider creating a new position of an Educational Interpreter Outreach Advisor" to aid in the licensing of Educational Interpreters in the state.

### **Executive Committee**

With Chair Judie Woodhouse retiring this past spring, she will no longer be eligible to hold the position as 9-12 teacher on the Council this fall, requiring the Council to appoint a new chair and vice chair. The Council elected Ms. Sharon Applegate as Chair and Mr. Jon Runnalls as Vice Chair. Mr. Donovan then read a poem to Ms. Woodhouse, and Ms. Applegate presented her a present on behalf of the Council. The Council then spoke about committee appointments. After a bit of discussion, the Council decided to revisit committee appointments at its fall meeting when the two new members are present. The Council set the Calendar for the following year setting dates for its January and March 2011 meetings (January 13 and March 3 respectfully). The joint CSPAC/BPE meeting has been moved permanently to July and will take place on July 13-14, 2011. The joint CSPAC/Council of Deans meeting will coincide with the CoD's October meeting. At the time, CSPAC was waiting to find out the October CoD meeting date and will be notified when the office attains the exact date. The meeting will be held in Missoula, MT. The 2010-2011 goals were then set and approved.

### **Board of Public Education Report**

Mr. Meloy spoke about the current issues the Board will discuss at its strategic planning session including, but not limited to: National Common Core Standards and 21<sup>st</sup> Century Learning. Mr. Meloy then spoke about working with the Chapter 55 group to update the rules, the Legislative Interim Committee to continue work on the Shared Policy Goals, and the K-College workgroup. Mr. Meloy finished by updating the Council of the Board's budget and the Legislative Auditors recommendation to use the research fund before using the general fund.

### **Administrative Officer's Report**

Mr. Donovan provided a list of all the meetings he had attended since the March CSPAC meeting including the NASDTEC Annual Conference and the Praxis Client Conference. Mr. Donovan also participated in the follow-up accreditation review at Salish Kootenai College.

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

Ms. Ann Gilkey, attorney for OPI, came to speak about the licensure hearing process surrounding all licensure denials, letters of reprimand, suspension, and revocations. She spoke about how many of the immoral conduct cases fall into "gray areas" meaning they may not be illegal practices, but still push the boundaries of appropriate behaviors between teachers and students. She is currently reviewing other state's code of ethics and is happy to hear CSPAC will be considering revisions to our own. The Licensure and Endorsement Committee has been assigned the review process and will report back to the Council at the October meeting.

### **Professional Preparation and Continuing Education Committee Report**

Dr. Mary Susan Fishbaugh was unable to attend the meeting due to unforeseeable circumstances.

### **Montana Commission on Teaching Committee Report**

Ms. Patty Muir informed the Council about this year's Teacher Mentor Institute, which will be August 9-11 in Great Falls. Barbra Lawson will present and there will be a panel discussion on the final day. Along with her co-director, Ms. Muir conducted a one day workshop in Sydney. Ms. Allison Mike has invited Ms. Muir to participate in the eMSS (e Mentoring for Student Success) program. Ms. Muir just completed a 3 week online training. Math, science, and special educators can all participate from across the nation in this eMass program.

### **OPI Update**

Dr. Peterson spoke to the Council about the proposed NCATE/TEAC merger. Both entities have developed a unifying committee better known as CAEP, the Council for the Accreditation of Educator Preparation. They have already agreed upon 4 standards to follow, very similar to the standards both entities held prior to the merger. They believe it should take 2 years to complete the unification once the initial planning is all agreed upon by both NCATE and TEAC. Dr. Peterson then spoke about the various options schools will have when choosing which accrediting body will review them prior to the final merge.

### **Plan for Future Conferences**

Ms. Woodhouse reminded everyone this year's MEA-MFT Educator Forum will take place on October 8 in Helena.

### **Future Agenda Items**

The Council briefly reviewed the by-laws and will approve them at the October meeting.

### **The Writing Assessment's Professional Development**

Dr. Jan Clinard came from OCHE to speak about the Montana University System Writing Assessment (MUSWA) and how it pertains to professional development. The MUSWA helps align what is expected of college freshmen composition courses with high school composition courses. In order to score the individuals must be trained through the Writing Assessment Workshop. The last one, held in March, was attended by teachers, college instructors, ABE instructors, and pre-service teachers. These participants filled out evaluations to offer insight into what tools and skills they found most useful when scoring. Since its inception in 1998, the MUSWA scores have steadily increased, while at the same time remediation rates have declined. The MUSWA has fulfilled several purposes including defining college readiness in writing amongst high school seniors, and providing ongoing professional development in writing for teachers who score.

### **Public Comment**

Dovetailing off of Ms. Gilkey's report, Mr. Marco Ferro distributed a pamphlet published by the American Federation of Teachers detailing proper use of technology for both teachers and students. He also handed out pamphlets of the October 8, 2010 Montana Educator Forum.

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

Ms. Woodhouse asked the Council revisit Item 4 in order for Ms. Applegate to report on the progress the Chapter 55 Review team has made. Ms. Applegate informed the Council the work is very close to CSPAC's work and they should follow closely.

### **Joint CSPAC/BPE Meeting July 15, 2010**

The Board of Public Education met with the Council on the morning of July 15<sup>th</sup> for their annual joint meeting. Ms. Woodhouse presented the 2009 CSPAC Annual Report highlighting the work CSPAC has done over the past year. The newly revised and adopted goals were also presented and CSPAC pointed out the various areas they would like to concentrate their time on more in the coming year, including possibly making revisions to the Montana Code of Ethics. The Group then spoke about the Board's Strategic Planning Session, which took place the previous afternoon with many of the Board's education partners participating. The group spoke about the strengths, weaknesses, opportunities, and threats of the 5 main issues the Board is currently facing. Finally, the Board made appointments for the vacant Trustee and Teacher 9-12 positions on CSPAC. John Harris was appointed as the Trustee and Janice Bishop was appointed at the Teacher 9-12.

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.

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

**ITEM 4**

**STATE SUPERINTENDENT’S REPORT**

**State Superintendent Denise Juneau**

**NOMINATION TO THE MONTANA  
ADVISORY COUNCIL ON INDIAN  
EDUCATION (ACTION)**



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

opi.mt.gov

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

To: Montana Board of Public Education

From: Denise Juneau   
State Superintendent

Date: August 2, 2010

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

**RECEIVED**

AUG 09 2010

**BOARD OF PUBLIC EDUCATION**

The Bylaws of the Montana Advisory Council on Indian Education (MACIE) state the following in Article 1, Membership:

“The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where Indian students and adults attend.

The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to MACIE.”

Penny Kipp has been nominated to MACIE by the Confederated Salish & Kootenai Tribes. I concur with the recommendation to accept her as a MACIE member and ask the Board of Public Education to consider and approve her as a member of MACIE.

Thank you.

**ITEM 5**

**COMMISSIONER OF HIGHER  
EDUCATION'S REPORT**

**Commissioner Sheila Stearns**

**ITEM 6**

**GOVERNOR'S OFFICE REPORT**

**Dan Villa**

**ITEM 7**

**STUDENT REPRESENTATIVE'S  
REPORT**

**Tim Seery**

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2010**

**PRESENTATION:** Montana Advisory Council on Indian Education (MACIE) Report

**PRESENTER:** Norma Bixby  
Chair

**OVERVIEW:** MACIE met on July 14-15, 2010, for a quarterly meeting and strategic planning session. The following topics were discussed: Funding for Indian Education for All – Approximately half of the funding allocated from 2007-2009 has been spent by school districts. Indian Education for All Materials – The Blackfeet Tribal History was sent to all school libraries in May. The Crow History will be sent to all schools in August. The Little Shell History will be published in the fall. Four school districts will be participating in the School Improvement Grant – Lodge Grass, Pryor, Lame Deer, and Frazer. Four staff members will be hired through the grant at each site – Full-time are the transformation leaders and instructional leaders; part-time are the Community Liaisons and School Board Coaches. The grant provides an exciting opportunity to improve achievement for students in these districts. The GEAR UP Program will be submitting a proposal for a new five-year grant and requested MACIE's input. The latest Dropout and Graduation Report was disseminated. It is available on the OPI Web site at: [http://www.opi.mt.gov/pdf/Measurement/DropoutReportFY08\\_09.pdf](http://www.opi.mt.gov/pdf/Measurement/DropoutReportFY08_09.pdf). Update on the Common Core State Standards Project was presented. The OPI Indian Education Division has been involved in incorporating Indian Education for All into the standards. A presentation and discussion of the effects of Trauma in Schools and Communities was made by Marilyn Zimmerman. A strategic planning session took place on the second day. There will be further discussion of the strategic plan at the next meeting in October.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** None

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2010**

**PRESENTATION:** Montana Urban School District American Indian Achievement

**PRESENTER:** Mandy Smoker-Broadus  
Administrator, Indian Education Division  
Office of Public Instruction

**OVERVIEW:** This report will include data gathered by the Office of Public Instruction regarding Indian student performance in urban school districts in Montana. The data outlines the current and historic American Indian achievement gap both from a statewide perspective and from an individual urban school district perspective. Attendance and discipline data will also be presented.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

**ITEM 10**

**ALTERNATIVE EDUCATION AT ITS  
BEST**

**Students from Paris Gibson  
Education Center**

**EXECUTIVE SUMMARY**  
**DATE: SEPTEMBER 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 next meeting of the Board of Public Education and the Office of Public Instruction Chapter 55 Joint Task Force will be September 29-30, at the Gateway Center, located at 1710 National Avenue, in Helena. The August meeting of the Task Force was cancelled due to the Education and Local Government Subcommittee of the Legislative Finance Committee meeting on August 16-18. For several Chapter 55 Joint Task Force members, participation in the meetings of the Education and Local Government Subcommittee is essential and, therefore, these members had a conflict with the August 18 Task Force meeting date.

The purpose of the three meetings of the Chapter 55 Joint Task Force has been to establish for each task force member a general understanding of: 1) Standards of Accreditation, Chapter 55; 2) Montana Administrative Procedures Act (MAPA) rulemaking process; and 3) implications to the accreditation process to provide innovation and flexibility while ensuring quality and accountability.

The agenda will be posted on the Chapter 55 Task Force Webpage located at [http://www.opi.mt.gov/Programs/SchoolPrograms/index.html#gpm1\\_3](http://www.opi.mt.gov/Programs/SchoolPrograms/index.html#gpm1_3)

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Information and Discussion

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2010**

**PRESENTATION:** Assessment Update

**PRESENTER:** Judy Snow, State Assessment Director  
Office of Public Instruction

**OVERVIEW:** Summary of 2010 Assessment Results

**REQUESTED DECISION(S):** Information

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2010**

- PRESENTATION:** Common Core State Standards Project
- PRESENTER:** Nancy Coopersmith  
Assistant Superintendent  
Office of Public Instruction
- OVERVIEW:** Current national and state activities concerning the Common Core State Standards Project will be discussed. In addition, information concerning the timeline for a potential recommendation concerning adoption of the standards by the Montana Board of Public Education will be included.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):**

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2010**

**PRESENTATION:** Update on Federal Programs

**PRESENTER:** Nancy Coopersmith  
Assistant Superintendent  
Office of Public Instruction

**OVERVIEW:** This report will include results of the 2010 determinations for Montana schools and districts of Adequate Yearly Progress as required by the Elementary and Secondary Education Act. In addition, information will be presented concerning the federal budget process for funding education programs.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):**



**FOR IMMEDIATE RELEASE**

August 6, 2010

**Media Contact:** Jessica Rhoades 406.444.3160

**Adequate Yearly Progress Report Released on Montana Schools**

***Student Achievement Improving, Majority of Montana Schools Meet Federal Requirements***

(HELENA) Superintendent of Public Instruction Denise Juneau today released the eighth annual Adequate Yearly Progress Report (AYP) to comply with the federal No Child Left Behind Act. A large majority of Montana's public schools met the federal education requirements. Juneau also released data that show consistent improvement in student test scores over time. The report shows 597 (73%) of Montana's 823 public schools currently meet the requirements of the federal law.

"Students and teachers have been working very hard to improve test scores in reading, math and science. Their effort is demonstrated by the progress in our overall academic performances statewide." Juneau stated.

Percentage of Students at or above "proficient" in Reading and Math 2003-2010		
	Reading	Math
2003-2004	62	57
2004-2005	68	59
2005-2006	78	61
2006-2007	81	63
2007-2008	81	63
2008-2009	82	64
2009-2010	84	67

[Source: Montana criterion-referenced test scores, MontCAS]

Juneau said the academic growth is confirmed by the National Assessment of Educational Progress (known as the Nation's Report card), the Education Trust, and the states rising ACT scores. According to 'The Nation's Report Card' in 2009, only two states scored higher than Montana eighth graders in math and reading. In math, only Minnesota outscored Montana, and in reading, only Vermont did. Massachusetts was the only state that outscored Montana in both math and reading in 2009 for Grade 8. Montana has been recognized by the Education Trust for increasing student achievement in reading and math for both American Indian and White students over the past six years. Montana was also one of six states recognized for achieving significant progress toward closing the achievement gap between low-income students and their peers.

The state can point to gaps between low-income students and higher-income students that are among the smallest in the nation, and ACT scores that are higher than the national average. Schools are required to meet 41 benchmarks on the state test to meet AYP under No Child Left Behind. A school's adequate yearly progress is calculated based on test participation, academic achievement, graduation rate and other statistics. But every few years, the percentage of students who must pass state tests increases.

"Rising targets for AYP make it appear that schools are not performing as well when test scores are improving," said Juneau.

Nationwide, millions of children are still a long way from reaching the law's ambitious goal — that every student, 100%, be able to read and do math at their grade level by the year 2014. Montana standards have also gone up. Juneau said that the Office of Public Instruction now requires that 85% of students graduate from each high school in order to make AYP, up from 80% last year. The agency also changed the formula this year to require that more schools participate in the tests. The "Adequate Yearly Progress" status of each Montana school and district is summarized on the Office of Public Instruction's web site at:

[http://opi.mt.gov/Reports&Data/Index.html?gpm=1\\_3](http://opi.mt.gov/Reports&Data/Index.html?gpm=1_3)

###

<b>Montana Office of Public Instruction</b>									
<b>Summary of 2010 Final AYP Determinations</b>									
Current as of July 30, 2010									
	Total	% of Total	% in Each Process	# Tested	% of Total Tested in the State	% of Tested in Process	# Enrolled	% of Total K-12 Enrollment in the State	% of Enrollment in Process
<b>All Schools</b>	<b>823</b>			<b>70,601</b>			<b>139,599</b>		
Made AYP	597	72.5%	---	35,354	50.1%	---	67,417	48.3%	---
Made AYP Not in Improvement	547	66.5%	---	28,045	39.7%	---	53,153	38.1%	---
Holding at Improvement Year 1	39	4.7%	---	6,349	9.0%	---	12,509	9.0%	---
Holding at Improvement Year 2	3	0.4%	---	320	0.5%	---	496	0.4%	---
Holding at Corrective Action Year 1	1	0.1%	---	9	0.0%	---	28	0.0%	---
Holding at Restructuring Year 1	1	0.1%	---	31	0.0%	---	68	0.0%	---
Holding at Restructuring Year 2	3	0.4%	---	300	0.4%	---	807	0.6%	---
Holding at Restructuring Year 4	1	0.1%	---	181	0.3%	---	191	0.1%	---
Holding at Restructuring Year 7	2	0.2%	---	119	0.2%	---	165	0.1%	---
Not Applicable	1	0.1%	---	3	0.0%	---	3	0.0%	---
Did Not Make AYP	225	27.3%	---	35,244	49.9%	---	72,179	51.7%	---
1st Year did not make AYP (Watch List)	98	11.9%	---	10,888	15.4%	---	20,121	14.4%	---
1st Year Identified for Improvement	26	3.2%	---	5,288	7.5%	---	9,415	6.7%	---
2nd Year Identified for Improvement	40	4.9%	---	6,760	9.6%	---	16,382	11.7%	---
3rd Year Identified for Improvement	6	0.7%	---	2,316	3.3%	---	6,008	4.3%	---
4th Year Identified for Improvement	2	0.2%	---	1,686	2.4%	---	1,772	1.3%	---
1st Year Identified for Corrective Action	10	1.2%	---	2,493	3.5%	---	6,520	4.7%	---
1st Year Identified for Restructuring	6	0.7%	---	2,167	3.1%	---	4,801	3.4%	---
2nd Year Identified for Restructuring	3	0.4%	---	634	0.9%	---	1,047	0.8%	---
3rd Year Identified for Restructuring	4	0.5%	---	894	1.3%	---	1,443	1.0%	---
4th Year Identified for Restructuring	2	0.2%	---	445	0.6%	---	789	0.6%	---
7th Year Identified for Restructuring	13	1.6%	---	483	0.7%	---	1,726	1.2%	---
8th Year Identified for Restructuring	15	1.8%	---	1,190	1.7%	---	2,155	1.5%	---
Total Identified for Improvement	177	21.5%	---	31,665	44.9%	---	66,322	47.5%	---
<b>Evaluated using SSAP</b>	<b>347</b>	<b>42.2%</b>		<b>4,489</b>	<b>6.4%</b>		<b>10,631</b>	<b>7.6%</b>	
Made AYP	301	36.6%	86.7%	3,872	5.5%	86.3%	8,864	6.3%	83.4%
Made AYP Not in Improvement	297	36.1%	85.6%	3,833	5.4%	85.4%	8,762	6.3%	82.4%
Holding at Improvement Year 1	1	0.1%	0.3%	16	0.0%	0.4%	23	0.0%	0.2%
Holding at Improvement Year 2	1	0.1%	0.3%	11	0.0%	0.2%	13	0.0%	0.1%
Holding at Corrective Action Year 1	1	0.1%	0.3%	9	0.0%	0.2%	28	0.0%	0.3%
Holding at Restructuring Year 7	1	0.1%	0.3%	3	0.0%	0.1%	38	0.0%	0.4%
Not Applicable	1	0.1%	0.3%	3	0.0%	0.1%	3	0.0%	0.0%
Did Not Make AYP	45	5.5%	13.0%	614	0.9%	13.7%	1,764	1.3%	16.6%
1st Year did not make AYP (Watch List)	25	3.0%	7.2%	269	0.4%	6.0%	689	0.5%	6.5%

Current as of July 30, 2010

1st Year Identified for Improvement	4	0.5%	1.2%	80	0.1%	1.8%	160	0.1%	1.5%
2nd Year Identified for Improvement	3	0.4%	0.9%	72	0.1%	1.6%	301	0.2%	2.8%
1st Year Identified for Restructuring	1	0.1%	0.3%	12	0.0%	0.3%	33	0.0%	0.3%
7th Year Identified for Restructuring	6	0.7%	1.7%	110	0.2%	2.5%	348	0.2%	3.3%
8th Year Identified for Restructuring	6	0.7%	1.7%	71	0.1%	1.6%	233	0.2%	2.2%
Total Identified for Improvement	24	2.9%	6.9%	384	0.5%	8.6%	1,177	0.8%	11.1%
<b>Evaluated using Feeder Schools Process</b>	<b>13</b>	<b>1.6%</b>					<b>2,870</b>	<b>2.1%</b>	
Made AYP	7	0.9%	53.8%	0	0.0%	0.0%	1,333	1.0%	46.4%
Made AYP Not in Improvement	3	0.4%	23.1%	0	0.0%	0.0%	583	0.4%	20.3%
Holding at Improvement Year 1	3	0.4%	23.1%	0	0.0%	0.0%	750	0.5%	26.1%
Holding at Restructuring Year 2	1	0.1%	7.7%	0	0.0%	0.0%	286	0.2%	10.0%
Did Not Make AYP	6	0.7%	46.2%	0	0.0%	0.0%	1,537	1.1%	53.6%
1st Year did not make AYP (Watch List)	1	0.1%	7.7%	0	0.0%	0.0%	415	0.3%	14.5%
1st Year Identified for Improvement	1	0.1%	7.7%	0	0.0%	0.0%	218	0.2%	7.6%
2nd Year Identified for Improvement	2	0.2%	15.4%	0	0.0%	0.0%	552	0.4%	19.2%
7th Year Identified for Restructuring	2	0.2%	15.4%	0	0.0%	0.0%	352	0.3%	12.3%
Total Identified for Improvement	9	1.1%	69.2%	0	0.0%	0.0%	2,158	1.5%	75.2%
<b>Evaluated using Calculated Process</b>	<b>463</b>	<b>56.3%</b>		<b>66,112</b>	<b>93.6%</b>		<b>125,812</b>	<b>90.1%</b>	
Made AYP	289	35.1%	62.4%	31,482	44.6%	47.6%	56,934	40.8%	45.3%
Made AYP Not in Improvement	247	30.0%	53.3%	24,212	34.3%	36.6%	43,808	31.4%	34.8%
Holding at Improvement Year 1	35	4.3%	7.6%	6,333	9.0%	9.6%	11,736	8.4%	9.3%
Holding at Improvement Year 2	2	0.2%	0.4%	309	0.4%	0.5%	483	0.3%	0.4%
Holding at Restructuring Year 1	1	0.1%	0.2%	31	0.0%	0.0%	68	0.0%	0.1%
Holding at Restructuring Year 2	2	0.2%	0.4%	300	0.4%	0.5%	521	0.4%	0.4%
Holding at Restructuring Year 4	1	0.1%	0.2%	181	0.3%	0.3%	191	0.1%	0.2%
Holding at Restructuring Year 7	1	0.1%	0.2%	116	0.2%	0.2%	127	0.1%	0.1%
Did Not Make AYP	174	21.1%	37.6%	34,630	49.1%	52.4%	68,878	49.3%	54.7%
1st Year did not make AYP (Watch List)	72	8.7%	15.6%	10,619	15.0%	16.1%	19,017	13.6%	15.1%
1st Year Identified for Improvement	21	2.6%	4.5%	5,208	7.4%	7.9%	9,037	6.5%	7.2%
2nd Year Identified for Improvement	35	4.3%	7.6%	6,688	9.5%	10.1%	15,529	11.1%	12.3%
3rd Year Identified for Improvement	6	0.7%	1.3%	2,316	3.3%	3.5%	6,008	4.3%	4.8%
4th Year Identified for Improvement	2	0.2%	0.4%	1,686	2.4%	2.6%	1,772	1.3%	1.4%
1st Year Identified for Corrective Action	10	1.2%	2.2%	2,493	3.5%	3.8%	6,520	4.7%	5.2%
1st Year Identified for Restructuring	5	0.6%	1.1%	2,155	3.1%	3.3%	4,768	3.4%	3.8%
2nd Year Identified for Restructuring	3	0.4%	0.6%	634	0.9%	1.0%	1,047	0.8%	0.8%
3rd Year Identified for Restructuring	4	0.5%	0.9%	894	1.3%	1.4%	1,443	1.0%	1.1%
4th Year Identified for Restructuring	2	0.2%	0.4%	445	0.6%	0.7%	789	0.6%	0.6%
7th Year Identified for Restructuring	5	0.6%	1.1%	373	0.5%	0.6%	1,026	0.7%	0.8%
8th Year Identified for Restructuring	9	1.1%	1.9%	1,119	1.6%	1.7%	1,922	1.4%	1.5%
Total Identified for Improvement	144	17.5%	31.1%	31,281	44.3%	47.3%	62,987	45.1%	50.1%

<b>All Districts</b>	<b>418</b>			<b>71,179</b>			<b>139,649</b>		
Made AYP	278	66.5%	---	21,901	31.0%	---	41,795	29.9%	---
Made AYP Not in Improvement	258	61.7%	---	14,625	20.7%	---	27,813	19.9%	---
Holding at Improvement Year 1	13	3.1%	---	3,106	4.4%	---	5,488	3.9%	---
Holding at Improvement Year 2	2	0.5%	---	708	1.0%	---	2,688	1.9%	---
Holding at Corrective Action Year 3	2	0.5%	---	3,034	4.3%	---	5,010	3.6%	---
Holding at Corrective Action Year 4	2	0.5%	---	392	0.6%	---	723	0.5%	---
Holding at Corrective Action Year 7	1	0.2%	---	36	0.1%	---	73	0.1%	---
Not Applicable	1	0.2%	---	3	0.0%	---	3	0.0%	---
Did Not Make AYP	139	33.3%	---	49,275	69.8%	---	97,851	70.1%	---
1st Year did not make AYP (Watch List)	49	11.7%	---	5,976	8.5%	---	11,638	8.3%	---
1st Year Identified for Improvement	11	2.6%	---	2,746	3.9%	---	6,057	4.3%	---
2nd Year Identified for Improvement	33	7.9%	---	10,582	15.0%	---	19,424	13.9%	---
3rd Year Identified for Improvement	2	0.5%	---	280	0.4%	---	909	0.7%	---
1st Year Identified for Corrective Action	8	1.9%	---	2,519	3.6%	---	5,357	3.8%	---
2nd Year Identified for Corrective Action	5	1.2%	---	3,238	4.6%	---	9,084	6.5%	---
3rd Year Identified for Corrective Action	2	0.5%	---	896	1.3%	---	1,673	1.2%	---
4th Year Identified for Corrective Action	8	1.9%	---	19,751	28.0%	---	36,728	26.3%	---
5th Year Identified for Corrective Action	2	0.5%	---	809	1.1%	---	1,654	1.2%	---
8th Year Identified for Corrective Action	9	2.2%	---	790	1.1%	---	1,822	1.3%	---
9th Year Identified for Corrective Action	10	2.4%	---	1,688	2.4%	---	3,505	2.5%	---
Total Identified for Improvement	110	26.3%	---	50,575	71.6%	---	100,195	71.8%	---
<b>Evaluated using SSAP</b>	<b>165</b>	<b>39.5%</b>		<b>1,854</b>	<b>2.6%</b>		<b>5,337</b>	<b>3.8%</b>	
Made AYP	137	32.8%	83.0%	1,495	2.1%	28.0%	4,172	3.0%	78.2%
Made AYP Not in Improvement	137	32.8%	83.0%	1,495	2.1%	28.0%	4,172	3.0%	78.2%
Not Applicable	1	0.2%	0.6%	3	0.0%	0.0%	3	0.0%	0.1%
Did Not Make AYP	27	6.5%	16.4%	356	0.5%	6.7%	1,162	0.8%	21.8%
1st Year did not make AYP (Watch List)	15	3.6%	9.1%	140	0.2%	2.6%	328	0.2%	6.1%
1st Year Identified for Improvement	3	0.7%	1.8%	66	0.1%	1.2%	142	0.1%	2.7%
2nd Year Identified for Improvement	2	0.5%	1.2%	46	0.1%	0.0%	258	0.2%	4.8%
2nd Year Identified for Corrective Action	1	0.2%	0.6%	17	0.0%	0.0%	38	0.0%	0.7%
8th Year Identified for Corrective Action	3	0.7%	1.8%	61	0.1%	1.1%	275	0.2%	5.2%
9th Year Identified for Corrective Action	3	0.7%	1.8%	26	0.0%	0.5%	121	0.1%	2.3%
Total Identified for Improvement	12	2.9%	7.3%	216	0.3%	4.0%	834	0.6%	15.6%
<b>Evaluated using Calculated Process</b>	<b>253</b>	<b>60.5%</b>		<b>69,325</b>	<b>98.2%</b>		<b>134,262</b>	<b>96.2%</b>	
Made AYP	141	33.7%	55.7%	20,406	28.9%	29.4%	37,583	26.9%	28.0%
Made AYP Not in Improvement	121	28.9%	47.8%	13,130	18.6%	18.9%	23,641	16.9%	17.6%
Holding at Improvement Year 1	13	3.1%	5.1%	3,106	4.4%	4.5%	5,448	3.9%	4.1%
Holding at Improvement Year 2	2	0.5%	0.8%	708	1.0%	1.0%	2,688	1.9%	2.0%
Holding at Corrective Action Year 3	2	0.5%	0.8%	3,034	4.3%	4.4%	5,010	3.6%	3.7%
Holding at Corrective Action Year 4	2	0.5%	0.8%	392	0.6%	0.6%	723	0.5%	0.5%

Holding at Corrective Action Year 7	1	0.2%	0.4%	36	0.1%	0.1%	73	0.1%	0.1%
Not Applicable									
Did Not Make AYP	112	26.8%	44.3%	48,919	69.3%	70.6%	96,679	69.3%	72.0%
1st Year did not make AYP (Watch List)	34	8.1%	13.4%	5,836	8.3%	8.4%	11,300	8.1%	8.4%
1st Year Identified for Improvement	8	1.9%	3.2%	2,680	3.8%	3.9%	5,915	4.2%	4.4%
2nd Year Identified for Improvement	31	7.4%	12.3%	10,536	14.9%	15.2%	19,166	13.7%	14.3%
3rd Year Identified for Improvement	2	0.5%	0.8%	280	0.4%	0.4%	909	0.7%	0.7%
1st Year Identified for Corrective Action	8	1.9%	3.2%	2,519	3.6%	3.6%	5,357	3.8%	4.0%
2nd Year Identified for Corrective Action	4	1.0%	1.6%	3,221	4.6%	4.6%	9,046	6.5%	6.7%
3rd Year Identified for Corrective Action	2	0.5%	0.8%	896	1.3%	1.3%	1,673	1.2%	1.2%
4th Year Identified for Corrective Action	8	1.9%	3.2%	19,751	28.0%	28.5%	36,728	26.3%	27.4%
5th Year Identified for Corrective Action	2	0.5%	0.8%	809	1.1%	1.2%	1,654	1.2%	1.2%
8th Year Identified for Corrective Action	6	1.4%	2.4%	729	1.0%	1.1%	1,547	1.1%	1.2%
9th Year Identified for Corrective Action	7	1.7%	2.8%	1,662	2.4%	2.4%	3,384	2.4%	2.5%
Total Identified for Improvement	92	22.0%	36.4%	46,225	65.5%	66.7%	90,900	65.1%	67.7%

**Montana School for the Deaf and the Blind  
Board of Public Education Committee Agenda  
DRAFT  
September 17, 2010**

<u>Item</u>	<u>Presenter</u>	<u>Time</u>
1. Student Enrollment/Evaluation	Gettel	3 min
2. Human Resources - Personnel actions	Gettel	3 min
3. School Improvement - Accreditation Report - Update on Strategic Plan	Gettel	5 min
4. Professional Development Activities - Update on in-service training - Fall conferences	Gettel	5 min
5. MSDB Foundation Activities - Update on activities	Informational	
6. Conferences, meetings and contacts	Informational	
7. Finance and Facilities - Update on budget - Update on 2013 biennial budget process - Update on LFD audits - Update on maintenance projects	Sykes	10 min
8. School Calendar of Events	Informational	
9. Student News	Informational	
10. Public Comment for Non Agenda Items		

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2010**

- PRESENTATION:** Valley Christian High School Accreditation Status
- PRESENTER:** Linda Vrooman Peterson, Administrator, Office of Public Instruction
- OVERVIEW:** At the May Board of Public Education (BPE) meeting, the Office of Public Instruction (OPI) requested to postpone a recommendation to change the accreditation status of Valley Christian High School (VCHS). The VCHS Superintendent and Chairman of the Board of Trustees agreed to the time line to complete the required alignment of the VCHS curricular areas to the Montana State Content Standards. The time line is attached.
- In May 2010, VCHS Superintendent Chris Martineau and teacher, Carol Elsen, worked with OPI specialists on a process to align the Communication Arts Curriculum to the state content standards. The project was successfully completed and Superintendent Martineau agreed to complete the alignment for the other curricular areas following this process.
- In July, OPI received the draft science curriculum for VCHS. Again the OPI content specialist reviewed the science curriculum and provided recommended changes to the document. Superintendent Martineau made the changes to the Science curriculum.
- The OPI received the remaining VCHS curriculum documents prior to the deadline of August 20, 2010. The OPI Accreditation staff completed a review of the materials and identified changes to ensure the VCHS curricula align to the state content standards as required by the Board of Public Education. Attached are two examples of VCHS content area curricula: Health Enhancement and Communication Arts.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Superintendent Juneau recommends to the BPE regular accreditation status for Valley Christian High School.



## 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.



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)

May 12, 2010

### Valley Christian Revised Time Line for Completing Curriculum Alignment

1. **May 13, 2010** - Board of Public Education Meeting – Postpone Status Change
2. No Later Than **June 14, 2010** – Valley Christian will submit a final version of the revised Communication Arts Curriculum that meets all requirements for being properly aligned with the state communication arts content standards and performance descriptors. This component should then be able to serve as the “template” for other curriculum areas as they are revised. OPI accreditation and curriculum specialists will be available to provide appropriate technical assistance as may be requested or needed.
3. **July 15-16, 2010** - Board of Public Education Meeting – A progress report and recommendations for next steps will be provided at this meeting.
4. No later than **August 20, 2010** – Valley Christian will submit to the OPI the final versions of the remaining curriculum areas. OPI accreditation and curriculum specialists will be available to provide appropriate technical assistance as may be requested or needed.
5. **September 16-17, 2010** - Board of Public Education Meeting – The superintendent will provide recommendations regarding Valley Christian’s move to regular accreditation status.

# HEALTH ENHANCEMENT

## **Teaching Health Enhancement at Valley Christian School**

The Physical Education program is a logical and important part of our overall educational program. This is a time for students' development as young men and women of God.

One writer has pointed out that many students "...fail to grasp the whole-man concept of Biblical anthropology and therefore may have to be convinced of the fact that organized physical activity is a valuable aspect of their preparation to serve God as pastors, missionaries, doctors, educators or in some other profession."<sup>1</sup> Our concern for the development of the whole person at Valley Christian must include the physical dimension.

Fostering the physical development of the student results in a more complete Christian education. It should be acknowledged that the goals of a Christian program will be quite different than those of a secular program, even though many of the specific activities will be the same. The Word teaches many things that have a direct bearing on a Physical Education curriculum. These relate primarily to character and attitudes. The nice thing, from a teaching standpoint is the very nature of physical training makes it an ideal teaching area for certain skills, attitudes and disciplines.

Frank Gabelein has built upon Colossians 3:23, when he points out "...the Christian significance of what we do is determined not just by the thing itself; it depends also on the manner of its doing."<sup>2</sup>

## High School Health/PE

### **Health Enhancement Content Standard 1 (10.54.7001)**

#### **Students have the basic knowledge and understanding of concepts that promote comprehensive health. (10.54.7013)**

- Analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury.

#### **Units 6-15 First Aid**

- Bleeding and Shock
- Wounds
- Burns
- Head and Spinal Injuries

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<sup>1</sup>"Physical Education" by Robert G. Soule. In *Toward a Harmony of Faith and Learning*, edited by Kenneth O. Gangel, pp. 230-230.

<sup>2</sup> *The Pattern of God's Truth* by Frank Gaebelein, p. 88.

- Chest, Abdominal and Pelvic Injuries
- Bone, Joint, and Muscle Injuries
- Sudden Illnesses
- Poisoning, Bites, and Stings
- Cold Related Injuries
- Heat Related Injuries
- Explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system.

### **Unit 3 First Aid**

- Human Body
  - Respiratory System
  - Circulatory System
  - Nervous System
  - Skeletal System
  - Muscular System
  - Reproductive System
  - Skin
- Analyze how the environment, public health policies, government regulation, research, and medical advances influence personal and community health.

### **Unit 1 and 2 First Aid**

- Intro to First Aid
  - Legal Considerations
- Action at an Emergency
  - Recognition
  - Decide to Help
  - Scene Survey
  - Universal Precautions
  - Bloodborne Diseases
  - Airborne Diseases
- Develop personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activities, injury/disease prevention, including HIV/AIDS prevention, and stress management.

### **Unit 13 First Aid**

- Ingested Poisons
  - Food
  - Alcohol
  - Drugs
  - Household supplies
  - Carbon monoxide
- Absorbed Poisons
- Advocate for personal, family, and community health.
  - Community Service

- Key Club
- National Honor Society
- Student Leadership
- Volunteer Services

Student Assessment

Teacher made exams, individual practical exams and informal observations and performance.

**Health Enhancement Content Standard 2 (10.54.7020)**

**Students demonstrate competency in a variety of movement forms. (10.54.7023)**

- Demonstrate a variety of physical skills that encompass dance, individual, dual and team sports, and lifetime physical activities.

**Unit 1 PE**

- Presidential Physical Fitness Test
  - One mile run – test of cardiovascular endurance
  - Shuttle run – test of agility
  - Abdominal curl-ups – testing of muscular endurance
  - Flexed arm hang/pull-ups and/or push-ups – testing of muscular strength
  - Sit and reach – testing of flexibility

**Unit 2-10 PE**

- Volleyball
- Badminton
- Basketball
- Track and field
- Tennis
- Soccer
- Softball
- Circuit weight training
- Fitness training

**Unit 11 PE**

- Dance
  - Classic 2-step
  - Classic Waltz
  - Folk Dance
  - Square Dance

Student Assessment

Presidential Physical Fitness Test

Student Assessment

Teacher made exams, individual practical exams and informal observations and performance.

### Health Enhancement Content Standard 3 (10.54.7030)

#### **Students apply movement concepts and principles while learning and developing motor skills. (10.54.7033)**

- Identify the characteristics of technically correct performance in a variety of movement forms.
- Apply rules and advanced strategies to a variety of physical activities.
- Know and understand scientifically based information regarding movement performance.

#### **Units 2-8 PE**

- Volleyball
  - Understand the skill and be able to perform an overhead set
  - Understand the skill and be able to perform a forearm pass
  - Understand the skill and be able to perform a block
  - Understand the skill and be able to perform how to serve
  - Introduce the mechanics and attempt a dive and roll
  - Understand the skill and be able to perform a spike
  - Understand the rules and objectives of the game of volleyball
- Badminton
  - Understand the skill and be able to perform a serve
  - Understand the skill and be able to return a serve
  - Understand the skill and be able to perform a double or single game
  - Understand the rules and objectives of badminton
- Basketball
  - Understand the skill and be able to perform a dribble
  - Understand the skill and be able to perform a chest pass
  - Understand the skill and be able to perform an overhead pass
  - Understand the skill and be able to perform a bounce pass
  - Understand the skill and be able to perform a jump shot
  - Understand the skill and be able to perform a free throw
  - Understand the skill and be able to perform a lay-up
  - Understand the skill and be able to perform a pick and roll
  - Understand the skill and be able to perform a rebound
  - Understand the rules and objectives of the game of basketball
- Track and Field
  - Understand the skill and be able to throw a javelin
  - Understand the skill and be able to throw a shot put
  - Understand the skill and be able to high discus
  - Understand the skill and be able to high jump
  - Understand the skill and be able to long jump
  - Understand the skill and be able to triple jump
  - Understand the skill and be able to hurdle

- Understand the skill of good sprinting technique
- Understand the skill and be able to do a relay exchange
- Understand the skill good distance training techniques
- Understand the rules and safety issues surrounding track and field events
- Tennis
  - Understand the skill and be able to perform a serve
  - Understand the skill of a forearm and backhand to return a serve
  - Understand the skill and be able to perform a double or single game
  - Understand the rules and objectives of the game of tennis
- Soccer
  - Understand the skill and be able to perform a dribble
  - Understand the skill and be able to perform a ground pass and air pass
  - Understand the skill and be able to perform a trap
  - Understand the skill and be able to perform a head hit
  - Understand the rules and objectives of the game of soccer
- Softball
  - Understand the skill and be able to perform proper throwing technique
  - Understand the skill and be able to perform proper pitching technique
  - Understand the skill and be able to ground balls
  - Understand the skill and be able to catch fly balls
  - Understand the skill and be able to swing a bat making contact with the ball
  - Understand the skill and be able to perform good base running
  - Understand the rules and objectives of the game of softball

### Student Assessment

Teacher made exams, individual practical exams and informal observations and performance.

### **Health Enhancement Content Standard 4 (10.54.7040)**

#### **Students achieve and maintain a challenging level of health-related physical fitness. (10.54.7043)**

- Participate in a variety of fitness activities involving each component of health-related physical fitness.
- Demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs.
- Design a personal fitness program
- Demonstrate individual progress toward each component of health-related physical fitness.

### **Units 8-10 PE**

- Circuit Weight Training
- Fitness Training
- Fitness for Life

#### **Health Enhancement Content Standard 5 (10.54.7050)**

#### **Students demonstrate the ability to use critical thinking and decision making to enhance health. (10.54.7053)**

- Utilize various problem-solving strategies when making health decisions related to needs and risks of young adults.
- Predict immediate and long-term impacts of health decisions on the individual, family and community.
- Implement a plan for achieving personal health goals.
- Evaluate progress toward attaining personal health goals
- Formulate an effective plan for lifelong health.
- Locate, evaluate, and utilize credible health information.

### **Unit 10 PE**

- Fitness for Life
  - Goals
    - Diet
    - Weight
    - Cardio schedule
    - Activity education
    - Overall health
  - Nutrition
  - Journal of sports/activities
  - Diseases
  - Daily fitness plans/journal

#### Student Assessment

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Teacher made exams, individual practical exams and informal observations and performance.

#### **Health Enhancement Content Standard 6 (10.54.7060)**

#### **Students demonstrate interpersonal communication skills to enhance health. (10.54.7063)**

- Demonstrate skills for communicating effectively with family, peers, and others.
- Demonstrate ways to communicate care, consideration, and respect of self and others.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others.
- Analyze how interpersonal communication affects relationships.
- Analyze the possible causes of conflict and demonstrate strategies to manage conflict.

#### Student Assessment

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Informal observations and performance.

**Health Enhancement Content Standard 7 (10.54.7070)**

**Students demonstrate health-enhancing behaviors. (10.54.7073)**

- Regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis
- Experience enjoyment from physical activity and a healthy lifestyle.
- Participate in activities that promote community well being.
- Initiate independent and responsible health-enhancing personal behavior.
- Demonstrate strategies to improve or maintain personal, family, and community health.
  - o Community Service
  - o Key Club
  - o National Honor Society
  - o Student Leadership
  - o Volunteer Services

*Student Assessment*

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Informal observations and performance.

**GRADES 9 & 10 HEALTH ENHANCEMENT**  
*Alignment to MT Standard and Benchmarks*  
*(Adapted from the Missoula Area Curriculum Consortium)*

**Course Overview:**

The Health Enhancement program is a combination of health education and physical education. The two content areas should complement each other. The focus of the program is health-related behaviors, not just knowledge.

**Unifying Concepts of Health Literacy**

**The three unifying concepts of health literacy are an integral part of the elementary health enhancement curriculum. Students who apply these principles throughout their daily lives can protect against the risk factors identified by the Centers for Disease Control and can achieve a lifetime of health and fitness.**

***Accepts personal responsibility for lifelong health. Health-literate individuals take personal responsibility for their lifelong health and fitness.***

	<b>Standard</b>	<b>Benchmark</b>
Understand and use decision making and problem solving skills.	5	1, 6
Examine self concept in relationship to maintaining or improving health.	1 5 7	1, 5 5 4, 5

Understand the importance of self-assessment and develop strategies to improve health.	3 5 7	3, 4, 5 4, 5
Develop and implement action plans to set and achieve goals to improve health	5 7	3, 4, 5 4, 5

<b><i>Respects and advocates for health of self and others. Health-literate individuals understand and acknowledge the effects of personal behavior on the health and well-being of others and of themselves.</i></b>		
	<b>Standard</b>	<b>Benchmark</b>
Use effective communication skills including peer mediation, refusal skills and nonverbal and verbal conflict management (sexual behavior, violence prevention, drug abstinence).	6 7	1, 4 4, 5
Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette.	6	1, 2

<b><i>Uses health-related information. Health-literate individuals use available health-related information carefully and wisely. They think critically and make decisions based on medically and scientifically accurate information.</i></b>		
	<b>Standard</b>	<b>Benchmark</b>
Demonstrate when, where and how to seek credible information for solving problems and making decisions. Include the use of technology.	5	1, 6
Examine and analyze media influences on health of self and others.	1 5	3 2

## Healthy Dietary Habits

<b>Nutrition and Disease *</b>	<b>Standard</b>	<b>Benchmark</b>
Know the difference between LDL and HDL cholesterol.	1	1, 4
Understand the relationship between diet and disease, obesity, heart, high blood pressure, diabetes, cholesterol, cancer, osteoporosis, eating disorders, allergies, hypoglycemia, fad diets.	1	2, 4

<b>Eating Disorders *</b>	<b>Standard</b>	<b>Benchmark</b>
Determine causes, symptoms and treatments of eating disorders	1	1, 2

<b>Dietary Guidelines *</b>	<b>Standard</b>	<b>Benchmark</b>
Review the dietary guidelines and how they relate to wellness.	1	4

Review the functions and resources of the six nutrients.	1	2
Know the American Heart Association guidelines.	1	3
Know Recommended Daily Allowances,	1	1, 2, 3
Review correct serving sizes in relation to the food pyramid.	1	2, 3
Understand food labels.	1	2, 3
Analyze personal diet, perform an intervention based on recommended daily allowances, dietary guidelines, and guidelines for carbohydrates, fat, proteins	5	1, 3, 4
Analyze food labels in order to make healthier food choices	5	1, 4
Analyze fast food choices in relationship to recommended dietary allowances.	1	1, 6
Be able to express to family and friends the importance of healthy eating	6	1, 5

<b>Weight Management *</b>	<b>Standard</b>	<b>Benchmark</b>
Discuss the relationship between body composition and weight control.	1	1, 4
Know healthy ways to lose or gain weight.	1	4
Know the energy equation of caloric consumption and expenditures.	1	1, 2, 4

<b>Nutrition and Activity</b>	<b>Standard</b>	<b>Benchmark</b>
Understand the relationship between nutrition and activity.	1	4

### **Mental, Emotional and Social Health**

<b>Suicide *</b>	<b>Standard</b>	<b>Benchmark</b>
Identify warning signs and characteristics that a teen may be considering suicide.	1	2, 4, 5
Identify resources that help people through life crises.	1	3, 4, 5
Identify causes.	6	6
Recall the concept of resiliency and list ways a young adult can improve his/her own resiliency and that of the community.	1	3, 5

<b>Stress *</b>	<b>Standard</b>	<b>Benchmark</b>
Define the types of stress and its link to behavior and health.	1	1, 2, 4
List ways one would personalize a stress reduction plan.	1	4, 5

<b>Mental Disorders *</b>	<b>Standard</b>	<b>Benchmark</b>
Recall definition of mental illness and expand definition to include mental disorders.	1	1
List types, causes, intervention, and treatment of mental illnesses/disorders (including Depression, Bipolar, and Schizophrenia).	1	2

<b>Coping Skills</b>	<b>Standard</b>	<b>Benchmark</b>
Identify coping skills to deal with loss and life crisis	1	2, 4
Develop effective coping skills for dealing with problems.	6	3, 6

### **Physical Growth and Development**

<b>Relationships *</b>	<b>Standard</b>	<b>Benchmark</b>
Explain ways to initiate and maintain healthy relationships	1	1, 4
Summarize strategies for preventing and reporting sexual harassment, sexual assault, rape, physical abuse, emotional abuse, and sexual abuse	1 5 6	4 1, 2 4, 5, 6
Understand the difference between emotional and physical intimacy.	1 5	1, 4 1, 2
Outline what to do in an unhealthy/harmful relationship.	1	1, 4, 5
Identify personal responsibilities when dating.	5	1

<b>Birth Control *</b>	<b>Standard</b>	<b>Benchmark</b>
Explain the uses, advantages, disadvantages, and effectiveness of abstinence/contraceptives)	1 5	2, 4 1, 2
<b>Personal Beliefs *</b>	<b>Standard</b>	<b>Benchmark</b>
Identify and evaluate personal beliefs regarding sexuality.	5 1	1, 2 2, 4, 5
Evaluate pro's and con's of sexual abstinence.	5 6 1	2 1, 2, 3 1, 2, 4, 5
Discuss diverse community views toward controversial topics (i.e., abortion, homosexuality, premarital sex, etc.).	1	3

<b>Pregnancy Options *</b>	<b>Standard</b>	<b>Benchmark</b>
Identify difficulties facing teenage parents.	1 5	1 5

<b>Communicable Diseases *</b>	<b>Standard</b>	<b>Benchmark</b>
Review and understand the prevention, infection, transmission and testing	1	1, 2, 4
Expand on social, economic, and legal implications	1 5	3 1, 2
Relate abstinence to HIV/STI	5	1, 2
Examine personal strategies in dealing with risky behaviors resulting in HIV, STI, or unplanned pregnancy.	5	1, 2

<b>Non-communicable Diseases (testicular, ovarian, breast, prostate cancers) *</b>	<b>Standard</b>	<b>Benchmark</b>
Identify and understand these diseases	1	2, 3

### **Safety and Injury Prevention**

<b>Harassment *</b>	<b>Standard</b>	<b>Benchmark</b>
Recognize sexual harassment/discrimination and ways to prevent and how to report all forms of harassment/discrimination (including gender equity, aging, race, religion, etc.)	1	3
Describe implications of sexual harassment for both the abuser and the victim.	1	1,2
Identify ways to avoid discriminatory behavior.	1	1, 5

<b>Violence *</b>	<b>Standard</b>	<b>Benchmark</b>
Identify ways to deal with conflict in a variety of settings.	1	1, 4
Recall conflict and anger management skills.	1	1, 4
Know when to apply conflict resolution skills	6	4, 6
Discuss warning signs of abusive relationships.	1	1

<b>Personal Safety</b>	<b>Standard</b>	<b>Benchmark</b>
Know/review safety guidelines to reduce the risk of unintentional injuries	1 7	1 4
Discuss ways traumatic injury can lead to changes in behavior, cognitive, and physical abilities.	1	1, 3, 4, 5

### **Substance Abuse Prevention**

<b>Abuse, Addiction, Treatment, and Prevention (alcohol, tobacco, drugs) *</b>	<b>Standard</b>	<b>Benchmark</b>
Identify the consequences of drug use, misuse and abuse.	1 5	3 2

Recognize the signs of addiction and assess its impact on family members.	5	2
Identify and expand on ways drugs enter the body.	1,	1, 2
Recognize and describe the characteristics of chemical dependence.	1	1, 2
Explain why combining drugs is dangerous.	1	1, 2
Know how to respond to a drug overdose.	7	4

<b>Physical Effects *</b>	<b>Standard</b>	<b>Benchmark</b>
Review the impact of first and secondhand smoke.	1	2
Describe the effects of drugs on the body (stimulants, depressants, hallucinogens, tobacco products, alcohol, inhalants).	1	2

## **GRADES 9 & 10 PHYSICAL EDUCATION**

*Alignment to MT Standards and Benchmarks  
(Adapted from Missoula Area Curriculum Consortium)*

### **Unifying Concepts of Health Literacy:**

These competencies need to be incorporated in each of the content areas. To pursue a lifetime of health and fitness an educated person incorporates these competencies throughout all content areas identified as risk factors by the Centers for Disease Control.

1. Practice safety factors while participating in physical activity. (Standard 3, Benchmarks )
2. Participate in a variety of health enhancing physical activities in both school and non-school settings. (Standard 4, Benchmark 1)
3. Recognize the value of a positive social environment while participating in activities with others of diversity. (Standard 6, Benchmark 5)
4. Participate daily in physical activities that contribute to the attainment of personal goals. (Standard 7, Benchmark 1)
5. Pursue health-enhancing activities in the community. (Standard 7, Benchmarks 1, 2, 4)
6. Demonstrate self-discipline and responsible behavior, function independently and positively influence the behavior of others in activities during class. (Standard 6, Benchmark )

<b>Personal Fitness</b>	<b>Standard</b>	<b>Benchmark</b>
Develop, design, and refine a personal fitness program based on an accurately assessed fitness profile, training principles, individual target heart rate, and the (FITT) formula.	4	3, 4

Compare and contrast aerobic and anaerobic activity and its relationship to intensity and heart rate.	4	1, 2
Determine current health related physical fitness level through the use of Fitness gram.	7	
Become familiar with a variety of aerobic forms.	4	1
Sustain an aerobic workout for a minimum of 30 minutes.	4	1

<b>Active Lifestyles</b>	<b>Standard</b>	<b>Benchmark</b>
Combine skills competently to participate in each of the following: team and dual sports, individual sports, strength and conditioning, outdoor pursuits, and rhythms.	2	1
Keep the importance of winning and losing in perspective to other established goals of participation.	6	2
Integrate discipline specific knowledge to learn, self-assess, and improve movement skills based on scientific knowledge.	3	1, 3
Understand and apply movement concepts, principles, and game strategies.	3	1, 2

**\* Important critical elements**

## *Physical Education*

<b>Personal Fitness</b>	<b>Standard</b>	<b>Benchmark</b>
Demonstrate the ability to properly and safely participate in strength training and conditioning programs.	2	1
Identify the muscles of the body as they relate to weight training and functional training.	2	1
Identify and implement a variety of lifts for specific muscle groups.	2	1
Demonstrate how to train to develop muscle strength, muscle endurance, power, quickness and speed.	2	1
Understand the difference between training for muscle strength and muscle endurance.	3	3
Design and implement an individual training program based on their goals.	4	3

<b>Active Lifestyles</b>	<b>Standard</b>	<b>Benchmark</b>
Exhibit respect and support for others while participating in learning activities.	6	
Respect the physical limitations of self and others.	6	
Practice pursuing life-long fitness and wellness through strength training and conditioning.	7	1
Use scientifically based information to choose health-enhancing products and services.	7	1, 2

<b>Lifetime Activities</b>	<b>Standard</b>	<b>Benchmark</b>
Understand the most current nutritional information as it relates to weight training.	1	1
Understand how weight training can enhance performance, reduce injury risk and increase self-confidence.	5	2, 3
Be able to dispel myths about weight training and especially weight training for females.	5	

**\*Important critical elements**

## **WEIGHT TRAINING AND CONDITIONING**

### **Overarching Competencies:**

These competencies need to be incorporated in each of the content areas. To pursue a lifetime of health and fitness an educated person incorporates these competencies throughout all content areas identified as risk factors by the Centers for Disease Control.

3. Practice safety factors while participating in physical activity. (Standard 3, Benchmarks )
4. Participate in a variety of health enhancing physical activities in both school and non-school settings. (Standard 4, Benchmark 1)
3. Recognize the value of a positive social environment while participating in activities with others of diversity. (Standard 6, Benchmark 5)
4. Participate daily in physical activities that contribute to the attainment of personal goals. (Standard 7, Benchmark 1)
5. Pursue health-enhancing activities in the community. (Standard 7, Benchmarks 1, 2, 4)
6. Demonstrate self-discipline and responsible behavior, function independently and positively influence the behavior of others in activities during class. (Standard 6, Benchmark )

# MATHEMATICS DEPARTMENT

## **Teaching Mathematics at Valley Christian School**

*“The world of mathematical precision is God’s world, and it is His in a unique identify.”*

Mathematics is an important discipline in the Christian school. For in mathematics, we get a glimpse of the orderliness, the perfection, and the unchangeableness of God.

To be sure, mathematics requires the acquisition of certain skills, but if we limit our teaching of math to those skills, we do a real disservice to our students. Students need to acquire basic mathematical skills, but they should also see that mathematical truth is a reflection of God.

Scripture, although not a math textbook, does not ignore mathematics and numbers. It treats these subjects with purpose, consistency and design.

A Christian teacher should approach the field of mathematics in a manner that reflects those purposes Scriptures place on numbers. We can divide those purposes naturally into two areas:

1. How numbers are used.
2. The results produced in us.

### **How Numbers are Used**

In Scripture, numbers are used to count, to measure, to build, to understand the universe (science), and to handle finances. These very practical applications of mathematics have numerous Biblical teachings associated with them. The Christian math teacher needs to see that such teachings are an integral part of the math program.

### **The Results produced in Us**

A study of mathematics gives the teacher a number of opportunities to teach to character traits and heart attitudes expressed in the Word. This includes topics such as the following:

1. A better understanding of who God is. (Ps. 147:4, 1 Cor. 14:33)
2. Better thinking skills. (1 Cor. 13:11)
3. Self-discipline
4. Orderliness
5. Diligence
6. Attentiveness
7. Honesty
8. Patience
9. Efficient use of time
10. Contentedness
11. Pursuit of excellence
12. Problem solving approaches

*Department Goals*

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Mathematically, the goal is to help students acquire the technical skills to solve various types of math problems. But much more important is the development of the student as a living testimony to the power and wisdom of God through his or her life.

The study of mathematics – dealing with real life applications, ethical decisions, and the development of character traits is a great tool for disciplining students in their walk with the Lord.

# Algebra 1

## Course Description

This course is designed to teach the foundation skills of algebra while showing the relationship between numeric, algebraic, and graphic concepts.

## Course Goals

1. Equations: use basic operations, exponents and radicals to solve equations with a variable on one or both sides of the equal/inequality sign
2. Draw the connection between the numeric, algebraic, and graphing concepts of math
3. Understand the connections of algebra with chemistry and physics
4. Use data analysis, probability, and statistics to problem solve.

## Resource Materials

**Textbook: Algebra 1 Structure and Method. McDougal, Littell/ Houghton, Mifflin**

## MT Content Standard #1: Students engage in the mathematical processes of problem solving and reasoning, estimation, communication, connections and applications, and using appropriate technology

**Competencies: students will...**

### **1. Big Ideas:**

- a. define and solve problems
  - b. reason logically
  - c. estimate, communicate, and model their thinking and understanding
  - d. connect mathematical ideas within mathematics and to other subject areas
  - e. use appropriate technology
  - f. know and use appropriate math vocabulary
2. use estimation to solve problems related to everyday life; include inductive and deductive reasoning and size of angles
  3. solve and graph inequalities; use estimation as a check
  4. provide answers to non-routine and multi-step problems in a variety of formats to include numbers and graphs
  5. use basic technology such as scientific calculators and to solve problems involving square roots
  6. apply the four steps of problem solving and several problem strategies such as solving a simpler problem first, using graphs and diagrams, and making and using models and logic in solving real world problems
    - a. solve percent decrease and increase
    - b. solve problems involving absolute value
    - c. apply the concept of significant digits in problem solving
  7. use mental math and estimation to solve rational number and percent problems
  8. estimate and calculate square roots of numbers

## MT Content Standard 2: Students demonstrate understanding of and an ability to use numbers and operations.

**Vocabulary:** integers, irrational numbers, natural numbers, rational numbers, real numbers, whole numbers

**Big Ideas: rational numbers, proportions, polynomials and scientific notation**

**Competencies: Students will...**

1. solve problems using integers
2. simplify expressions and solve equations containing exponents
3. calculate answers to scientific notation problems using the four basic operations
4. calculate answers to integer problems using the four basic operations
5. solve problems involving rational numbers and expressions:
  - a. convert between fractions, decimals, and percents
  - b. find, use and define factors and multiples
  - c. solve proportions and apply them to real-world situations
  - d. solve problems involving complex fractions
6. use cross multiplication to solve equations
7. solve rational number and percent problems using the four basic operations
8. explore radical expressions and equations
9. calculate answers to polynomials using the four basic operations, special products, and factoring

**MT Content Standard #3 and #7: Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.**

**Vocabulary:** function, slope, system of equations, system of inequalities

**Big Ideas: Algebraic Equations and Expressions; Rational Numbers, Patterns, Functions**

**Competencies: Students will...**

1. use order of operations to simplify numerical or algebraic expressions
2. solve equations and evaluate expressions that contain variables
3. solve and graph linear equations
4. describe, represent, and apply the concepts of patterns, variables, expressions, functions, and equations
5. translate verbal expressions (words) and charts into numerical or algebraic expressions
6. solve quadratic equations by graphing, using the quadratic formula, and completing the square
7. solve and graph inequalities, including the four basic operations, multi-step and combined inequalities
8. recognize and use the general properties of operations to simplify and solve expressions and multi-step equations--including distributive, commutative, associative, identity, equality, and inequality properties
9. solve systems of equations graphically and algebraically
10. factor, graph, and find zeros of polynomial equations
11. graph lines on the coordinate grid and express the relationships using tables and equations
  - a. solve real-world problems using linear functions

12. solve rational number and percent problems using the four basic operations; explore complex fractions
13. analyze graphs of quadratic functions
14. determine in a mathematical or real-life situation involving a constant or variable rate of change how a change in one variable affects the other variable

**MT Content Standard #4: Students demonstrate understanding of shape and an ability to use geometry .**

**Vocabulary:** slope, system of equations, system of inequalities

**Big Ideas: Geometric Figures, Linear Equations**

**Competencies: Students will...**

1. identify perpendicular and parallel lines
2. determine line and point symmetry
3. solve problems involving area, perimeter, and volume of geometric figures
4. use the Pythagorean theorem to solve problems
5. graph ordered pairs on the coordinate grid and use a table to graph linear equations
6. analyze linear equations using slope, point-slope, slope-intercept and standard form, as well as parallel/perpendicular lines
7. solve systems by graphing, substitution, and elimination
8. explore graphing inequalities

**MT Content Standard #5: Students demonstrate understanding of measurable attributes and an ability to use measurement processes.**

**Vocabulary:** correlate

**Big Ideas: Direct and Indirect Measurement; Systems of Measurement**

**Competencies: Students will...**

1. estimate measurements of objects using both standard (English) and metric systems
2. use formulas to calculate perimeter, circumference, area, and volume of geometric figures and use those concepts in describing and solving real-world problems

**MT Content Standard #6: Students demonstrate an understanding of an ability to use data analysis, probability, and statistics.**

**Vocabulary:** correlate

**Big Ideas: Probability, Statistics, Measures of Central Tendency**

**Competencies: Students will...**

1. calculate mean median, mode, range, and data sets and use those measurements of central tendency to describe the data set
2. make decisions and predictions based on experimental and theoretical probabilities, including compound events
3. explore compound events

# Geometry

## Course Description

Geometry is a one-year math program that presents the properties and characteristics of basic shapes, points, lines, planes, etc.

## Course Goals

Students will study the relationships, properties, and measurements of angles, points, lines, surfaces, and solids.

## Resource Materials

Geometry: Applications and Connections. Glencoe/McGraw-Hill

## **MT Content Standard #1: Students engage in the mathematical processes of problem solving and reasoning, estimation, communication, connections and applications, and using appropriate technology**

**Competencies: students will...**

### **1. Big Ideas:**

- a. define and solve problems
  - b. reason logically
  - c. estimate, communicate, and model their thinking and understanding
  - d. connect mathematical ideas within mathematics and to other subject areas
  - e. use appropriate technology
  - f. know and use appropriate math vocabulary
2. use estimation to solve problems; estimate size of angles and lengths of sides of triangles
  3. use estimation and inequalities when comparing the sum of the lengths of two sides to the length of the third side of a triangle
  4. provide answers to non-routine and multi-step problems in a variety of formats to include numbers, short answer, proofs, diagrams and graphs
  5. use technology such as scientific calculators to solve problems
  6. solve problems involving square roots
  7. apply the four steps of problem solving; use several problem strategies (solving a simpler problem first, using graphs and diagrams, eliminating possibilities, looking for a pattern and making and using models and logic, etc.) in solving real-world problems
  8. solve problems using similar figures and ratios of similitude
  9. solve problems using integers
  10. solve problems using absolute value

## **MT Content Standard #2: Students demonstrate understanding of and an ability to use numbers and operations.**

**Big Ideas: Computational Fluency, Four Basic Operations, Order of Operations**

**Competencies: Students will...**

1. simplify expressions and solve equations containing exponents
2. calculate answers to integer problems using the four basic operations

3. solve problems involving rational numbers/expressions, ratios and proportions
4. solve proportions and apply them to real-world situations
5. use cross multiplication to solve problems
6. use proportional parts of triangles to solve problems
7. use mental math and estimation to solve problems
8. estimate and calculate square roots of numbers
9. use radical expressions and equations

**MT Content Standard #3 and #7: Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.**

**Big Ideas: Algebraic Equations and Expressions; Rational Numbers, Patterns, Functions**

**Competencies: Students will...**

1. use order of operations to simplify numerical or algebraic expressions
2. solve equations and evaluate expressions that contain variables
3. solve and graph linear equations
4. describe, represent, and apply the concepts of patterns, variables, expressions, functions, and equations
5. translate verbal expressions (words) and charts into numerical or algebraic expressions
6. solve quadratic equations by using the quadratic formula
7. solve and graph inequalities, including the four basic operations, multi-step and compound inequalities
8. recognize and use the general properties of operations to simplify and solve expressions and multi-step equations--including distributive, commutative, associative, identity, equality, and inequality properties
9. solve systems of equations in two unknowns
10. use formulas to find the distance between two points and to find the midpoint of a line segment in the coordinate plane
11. graph lines on the coordinate grid and express the relationships using tables and equations
12. solve real-world problems using linear functions
13. explore functions and relations
14. recognize and describe characteristics of fractals

**MT Content Standard #4: Students demonstrate understanding of shape and an ability to use geometry.**

**Big Ideas: Geometric Figures**

**Competencies: Students will...**

1. understand and apply geometric properties, concepts, and relationships (Reflexive, Symmetric and Transitive properties)
2. measure, sketch, draw, construct, and classify segments and angles; use the relationships that exist among them
3. demonstrate an understanding of and an ability to show congruence and similarity of polygons; use the properties of similar figures to solve problems

4. use slope to identify parallel and perpendicular line; use the properties of perpendicular and parallel lines to solve problems
5. recognize and define parallelogram, rhombi, rectangles, squares, and trapezoids and use their properties to solve problems
6. find the measures of interior and exterior angles of polygons
7. rotate, translate, reflect and dilate two-dimensional figures on the coordinate plane
8. determine line symmetry and point symmetry
9. classify and use properties of triangles
10. classify triangles by their parts
11. apply the Angle Sum and Exterior Angle Theorems and use properties of triangles
12. use CPCTC, HL, SSS, SAS, ASA, and AAS to test triangle congruence
13. identify and use the special segments in triangles and recognize and apply relationships between the sides and angles in a triangle
14. use the properties of 30, 60, 90, and 45, 45, 90 degree triangles and trigonometry to solve problems
15. use properties of isosceles and equilateral triangles
16. solve problems involving area, perimeter, volume, lateral and surface area of two- and three-dimensional geometric figures
17. use the Pythagorean theorem and its converse; midpoint formula, and distance formula to solve problems
18. find maximum and minimum values for a given perimeter
19. apply distance relationships among points, lines, and planes
20. identify and model points, lines, and planes in space and on a coordinate plane
21. identify collinear points and coplanar points and lines
22. write, graph, and analyze linear equations using slope, slope-intercept, parallel/perpendicular lines and midpoint
23. solve systems by graphing, substitution, and elimination; explore graphing inequalities
24. find the distance between two points in the coordinate plane and find the midpoint of a line segment in the coordinate plane
25. write algebraic proofs and proofs involving segment and angle theorems
26. make conjectures and use the laws of logic to make conclusions
27. prove lines parallel and right triangles congruent
28. explore fractals and tessellations
29. analyze, graph, and write equations of circles
30. find the degree and linear measures of arcs
31. find the measures of angles in circles
32. use properties of chords, tangents and secants to solve problems
33. analyze, construct, interpret, and draw three-dimensional figures
34. describe and draw cross sections and other slices of three dimensional figures
35. make two-dimensional nets for three-dimensional solids

**MT Content Standard #5: Students demonstrate understanding of measurable attributes and an ability to use measurement processes.**

*No competencies for this Standard.*

**MT Content Standard #6: Students demonstrate an understanding of an ability to use data analysis, probability, and statistics.**

*No competencies for this Standard.*

# Algebra II

## Course Description

Algebra 2 is a review and extension of the concepts mastered in Algebra 1, with the addition of Trigonometry. This course builds the basic foundation necessary, in mathematics, for a college education.

## Course Goals

1. The student will know how to solve different forms of equations: one variable, system, quadratic, proportions, exponential and logarithmic.
2. The student will know the proper order of operations and how to use them to simplify an expression.
3. The student will know how to work with inequalities.
4. The student will be able to recognize the graph of various equations and how to graph them (lines, systems, parabolas, circles, ellipse, hyperbolas and trig functions).
5. The student will know to work with exponents and roots (logarithms and  $\frac{1}{2}$ -life).
6. The student will know how to use trig to solve triangles.

## Resource Materials

**Textbook: Algebra 2 Structure and Method. McDougal, Littell/ Houghton, Mifflin**

## **MT Content Standard #1: Students engage in the mathematical processes of problem solving and reasoning, estimation, communication, connections and applications, and using appropriate technology**

**Competencies: students will...**

### **1. Big Ideas:**

- a. define and solve problems
  - b. reason logically
  - c. estimate, communicate, and model their thinking and understanding
  - d. connect mathematical ideas within mathematics and to other subject areas
  - e. use appropriate technology
  - f. know and use appropriate math vocabulary
2. use estimation when finding the focal point of parabolas and ellipses
  3. solve and graph inequalities; use estimation as a check
  4. provide answers to non-routine and multi-step problems in a variety of formats to include numbers, short answer, proofs, and graphs
  5. use technology such as scientific calculators and graphing calculators to solve problems
  6. solve problems involving square roots
  7. apply the four steps of problem solving; use several problem strategies (solving a simpler problem first, using graphs and diagrams, achieving sub goals, and making and using models and logic, etc.) in solving real-world problems
  8. solve a complex problem using a simpler problem and linear programming techniques

9. solve problems involving absolute value
10. solve problems using exponential growth and decay
11. apply the concept of significant digits in problem solving

**MT Content Standard #2: Students demonstrate understanding of and an ability to use numbers and operations.**

**Big Ideas: Computational Fluency, Four Basic Operations, Order of Operations**

**Competencies: Students will...**

1. simplify and evaluate expressions containing rational exponents, polynomials, radicals, and complex numbers
2. calculate answers to problems involving real numbers using the four basic operations
3. use the law of sine/cosine to solve problems
4. use proportions to solve real-world problems
5. solve complex fraction problems involving the four basic operations
6. use mental math and estimation to solve problems
7. estimate, calculate, and simplify square roots of numbers
8. use radical expressions and equations
9. calculate answers to polynomials using the four basic operations, special products, and factoring
10. calculate answers to problems involving real and complex numbers using the four basic operations
11. solve problems involving complex fractions

**MT Content Standard #3 and #7: Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.**

**Big Ideas: Algebraic Equations and Expressions; Rational Numbers, Patterns, Functions**

**Competencies: Students will...**

1. use order of operations to simplify numerical, rational, algebraic, radical, and complex expressions
2. solve and/or evaluate expressions and equations that contain one or more variables
3. solve and graph linear equations
4. describe, represent, and apply the concepts of patterns, variables, expressions, functions, and equations
5. translate verbal expressions (words) and charts into numerical or algebraic expressions and/or equations
6. solve quadratic equations by graphing, factoring, using the quadratic formula, and completing the square
7. solve radical, exponential, polynomial, and trigonometric equations
8. solve and graph inequalities, including the four basic operations, multi-step and compound inequalities
9. recognize and use the general properties of operations to simplify and solve expressions and multi-step equations, and systems

10. solve systems of equations and inequalities in two or three variables
  - a. solve by graphing
  - b. solve by elimination
  - c. solve by substitution
  - d. solve by using matrices
11. explore matrices
12. create matrices to represent data and solve problems by using matrix logic
13. use formulas to find the distance between two points and to find the midpoint of a line segment in the coordinate plane
14. graph, find factors, find zeros and approximate real zeros of polynomial functions
15. explore complex numbers
16. explore logarithms
17. write exponential equations in logarithmic form and vice versa and solve equations with variable exponents by using logarithms
18. find common and natural logarithms and antilogarithms
19. find the next number in a sequence by looking for a pattern
20. find the terms in arithmetic and geometric sequences
21. graph lines on the coordinate grid and express the relationships using tables and equations
22. solve real-world problems using linear functions
23. graph a relation and determine if it is a function
24. find values of functions for given elements of the domain
25. utilize function notation
26. analyze graphs of quadratic functions and inequalities
27. find the composition of functions
28. determine inverses of functions or relations
29. work backward to solve problems
30. solve problems involving direct, inverse, and joint variations
31. find sums of arithmetic and geometric series

**MT Content Standard #4: Students demonstrate understanding of shape and an ability to use geometry.**

**Big Ideas: Geometric Figures**

**Competencies: Students will...**

1. understand and apply geometric properties, concepts, and relationships
2. identify perpendicular and parallel lines
3. solve problems involving area, perimeter, volume, lateral and surface area of geometric figures
4. use the Pythagorean theorem to solve problems
5. graph ordered pairs on the coordinate grid and use a table to graph linear equations
6. analyze and graph linear equations using slope, point-slope, slope-intercept and standard form, as well as scatterplots, parallel/perpendicular lines and midpoint

7. find the distance between two points in the coordinate plane and find the midpoint of a line segment in the coordinate plane
8. use the laws of sine and/or cosine to solve triangles
9. prove lines parallel or perpendicular
10. graph conic sections and write equations of conic sections having certain properties

**MT Content Standard #5: Students demonstrate understanding of measurable attributes and an ability to use measurement processes.**

**Big Ideas: Direct and Indirect Measurement; Systems and Tools of Measurement**

**Competencies: Students will...**

1. estimate measurements of objects using both standard (English) and metric systems
2. find the measure of angles and sides using indirect methods (i.e. trigonometric ratio)
3. use formulas and geometric concepts in describing and solving real world problems

**MT Content Standard #6: Students demonstrate an understanding of an ability to use data analysis, probability, and statistics.**

**Big Ideas: Data Analysis, Probability, and Statistics**

**Competencies: Students will...**

1. solve problems by organizing data
2. use scatter plots, stem-and-leaf plots, box-and-whisker graphs, and line plots to draw conclusions from the describe the data
3. model real-world data
4. calculate mean, median, mode, and range of data sets and use those measurements of central tendency to describe the data set

## Advanced Math

### Course Description

Advanced Math is a college prep course. This course is a continuation of Algebra 2 with an introduction to probability, statistics and calculus. Students will develop the understandings and computational skills that will allow them to excel in a college calculus course.

### Course Goals

1. The student will be provided with as many opportunities, examples and illustrations as possible to show the relationship between math and the creation.
2. The student will be prepared for college-level calculus.
3. The student will know how to solve different forms of equations: linear, quadratic, exponential, logarithmic, and higher degree.
4. The student will know how to graph polynomial functions.
5. The student will know how to work with logarithms and some applications.
6. The student will know how to change from rectangular to polar coordinates and how to use them.
7. The student will know how to work with vectors, parametric equations and some applications.
8. The student will know how to find combinatorics and determine probabilities.
9. The student will know basic statistics and how to apply them
10. The student will know how to find the limit of a function.
11. The student will know how to find the derivative of a function and some applications.

### Resource Materials

Advanced Mathematics: Pre-calculus with Discrete Mathematics and Data Analysis.  
Richard G. Brown. Houghton-Mifflin, 2000.

### **MT Content Standard #1: Students engage in the mathematical processes of problem solving and reasoning, estimation, communication, connections and applications, and using appropriate technology**

**Competencies: students will...**

#### **1. Big Ideas:**

- a. define and solve problems
- b. reason logically
- c. estimate, communicate, and model their thinking and understanding
- d. connect mathematical ideas within mathematics and to other subject areas
- e. use appropriate technology
- f. know and use appropriate math vocabulary
- g. use comprehension strategies

### **MT Content Standard #2: Students demonstrate understanding of and an ability to use numbers and operations.**

**Competencies: Students will...**

1. Vectors
  - a. Apply addition, subtraction, multiplication by a scalar and dot product
  - b. Apply to real-world problems
2. Parametric Equation
  - a. Convert between rectangular and parametric form
  - b. Product graphs

**MT Content Standard #3 and #7: Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.**

**Competencies: Students will...**

1. Functions
  - a. use notation
  - b. combine functions
  - c. produce inverse functions
  - d. recognize parent functions and their transformations
  - e. deduce domains and ranges
  - f. graph a relation and determine if it is a function
  - g. find values of functions for given elements of the domain
2. Trigonometric Functions
  - a. memorize unit circles
  - b. apply law of sines and cosines
  - c. utilize sum and difference formulas
  - d. solve trigonometric equations
  - e. model and graph data
  - f. explore and graph circular and polar functions
3. Exponential and Logarithmic Functions
  - a. Solve equations
  - b. Model and graph data
4. Rational Functions
  - a. identify essential and removable discontinuity
  - b. investigate end behavior
  - c. determine oblique asymptote
  - d. create graphs
5. Polynomial Functions
  - a. locate roots
    - i. Perform synthetic division
    - ii. Factor Expressions
    - iii. Graph
  - b. Solve inequalities
  - c. Sketch curves
  - d. Assess complex roots
6. Sequences and Series
  - a. Evaluate arithmetic and geometric
  - b. Construct graphs
  - c. Prove using math induction

7. Introduction to Calculus
  - a. Verify limits of rational functions
    - i. approaching infinity
    - ii. at a point
  
  - b. evaluate derivatives
    - i. definition
    - ii. rules
      1. power
      2. product
    - iii. notation

**MT Content Standard #4: Students demonstrate understanding of shape and an ability to use geometry.**

*Does not apply to this course.*

**MT Content Standard #5: Students demonstrate understanding of measurable attributes and an ability to use measurement processes.**

*Does not apply to this course*

**MT Content Standard #6: Students demonstrate an understanding of an ability to use data analysis, probability, and statistics.**

**Competencies: Students will...**

1. solve counting and probability problems
2. expand binomials using the Binomial Theorem
3. apply permutations and combinations

## Calculus

### Course description:

Calculus is a college prep course. It will prepare students to enter either Calculus or test out of the first semester of Calculus.

### Course Goals:

- The students will be provided with as many opportunities, examples, and illustrations as possible to show the relationship between math and the creation.
- Students should understand the meaning of the derivative in the terms of rate of change and local linear approximations.
- Students should be able to work with functions represented graphically, numerically, analytically, or verbally, and should understand the connections among these representations.
- Students should understand the meaning of the definite integral both as a limit of Riemann sums and as a net accumulation of a rate of change.
- Students should be able to model problem situations with functions, differential equations, or integrals.
- Students should be able to represent differential equations with slope fields, solve separable differential equations analytically, and solve differential equations using numerical techniques such as Euler's method.
- Students should be able to interpret convergence and divergence of series using technology. They should be able to represent functions with series and find the Lagrange error bound for Taylor polynomials.

### Resource Materials:

Calculus: Graphical, Numerical, Algebraic. Finney, Demana, Waits, Kennedy  
Copyright 2003 by Pearson Education, Inc., publishing as Prentice Hall, Upper Saddle River, New Jersey 007458

### **Foundation Standard**

#### **Competencies: students will...**

1. define and solve problems
2. reason logically
3. estimate, communicate, and model their thinking and understanding
4. connect mathematical ideas within mathematics and to other subject areas
5. use appropriate technology
6. know and use appropriate math vocabulary
7. use comprehension strategies

## **Content Standards**

### **Functions, Graphs, and Limits**

1. Analyze graphs; use calculus to predict and explain the observed local and global behavior of a function
2. find limits of functions
3. investigate asymptotic and unbounded behavior of functions
4. understand continuity as a property of functions
5. apply the Intermediate Value Theorem and Extreme Value Theorem

### **Derivatives**

1. understand the concept of the derivative
2. evaluate the derivative at a point
3. interpret the derivative as a function
4. calculate second and higher order derivatives
5. apply derivatives to physical models
6. compute derivatives of basic functions:
  - a. using sum, product, and quotient rules
  - b. using the chain rule
  - c. using implicit differentiation

### **Integrals**

1. interpret definite integrals and apply the basic properties.
2. apply appropriate integrals to model physical, biological, and economic situations
3. understand the Fundamental Theorem of Calculus
4. demonstrate techniques of antidifferentiation
5. find specific antiderivatives using initial conditions
  - a. solving separable differential equations
6. find numerical approximations to definite integrals:
  - a. using Riemann sums with left, right, and midpoint evaluation points
  - b. using trapezoidal sums

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2010**

- PRESENTATION:** Alternative Standard Requests - Recommendations
- PRESENTER:** Linda Peterson  
Accreditation Division Administrator  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education for consideration of Initial Alternative Standard Alternative Standard Requests recommended either for approval or for disapproval by state Superintendent Denise Juneau. The report is attached.
- REQUESTED DECISION(S):** Approve Superintendent Denise Juneau's recommendations for Alternative Standard requests.
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Action



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## OFFICE OF PUBLIC INSTRUCTION

PO BOX 202501  
HELENA MT 59620-2501  
www.opi.mt.gov  
(406) 444-3095  
888-231-9393  
(406) 444-0169 (TTY)

Denise Juneau  
Superintendent

### Alternative Standard Requests – Recommendations

September 17, 2010

#### I. Review of Montana Small Schools Alliance (MSSA) Plan for Alternative Standard Collaboration.

- Small rural member districts will contract with MSSA for the services provided under this model to meet one or both of two accreditation standards 10.55.709 – Library Media Services and 10.55.710 – Counseling Services.
- The model consists of workshops for rural teachers each year to address the applicable content and performance standards in Library Media and the program area standards in Counseling.
- MSSA licensed and endorsed staff will provide workshops and serve as consultants to teachers and programs during the school year. One librarian and one counselor will serve the eastern part of the state with the workshop to be held in Miles City in August and one librarian and one counselor will serve the western part of the state with the workshop to be held in Helena in September.
- Each year the workshop will present one of the four library media content and performance standards and corresponding benchmarks. In the counseling area the emphasis will be on academics, careers and personal social development utilizing the MSSA guidance curriculum. In addition, for the counseling area, the workshop will also instruct on the health enhancement curriculum standard five (critical thinking), standard six (interpersonal relationships) and standard seven (group skills). Assessment instruments are provided for each area covered.
- MSSA staff will be available five times throughout the year to respond to questions concerning the implementation of the standards and workshop goals.

#### II. The following 3 initial alternative standard requests representing 3 districts and 33 schools have been received and evaluated in accordance with 10.55.604, ARM.

##### Carter County

Alzada Schools

Alzada Elementary

K-6

Current Enrollment: 2

Staffing: 1.0 Licensed FTE

Standard: 10.55.709 – Library Media Services

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 with electronic cataloguing at the school, students will visit the local community library which is a satellite of the Belle Fourche Public Library four times per year.

**The proposal meets or exceeds current standard.**

**Recommend approval of the alternative standard request.**

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

Standard: 10.55.710 – School Counseling Services

The district will be using the Montana Small Schools Alliance model for the component of the alternative standard having to do with the school counseling program standards. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district will be using the Big Country Educational Cooperative to provide for the crisis intervention counseling component of the alternative. A letter from the cooperative stating those services are available as needed was provided. The district also has provided the necessary mission statement, description of the alternative and summative measure to be used.

**The proposal meets or exceeds current standard.  
Recommend approval of the alternative standard request.**

**Lewis & Clark County**

**Helena Public Schools**

Broadwater School	K-5	Current Enrollment:	268
Bryant School	K-5	Current Enrollment:	259
Central School	K-5	Current Enrollment:	273
Four Georgians	K-5	Current Enrollment:	510
Hawthorne School	K-5	Current Enrollment:	247
Jefferson School	K-5	Current Enrollment:	231
Jim Darcy School	K-5	Current Enrollment:	263
Kessler School	K-5	Current Enrollment:	215
Rossiter School	K-5	Current Enrollment:	438
Smith School	K-5	Current Enrollment:	292
Warren School	K-5	Current Enrollment:	254

2009-2010 Data and Information:

1. Dedicated staff working very diligently for the children of Helena.
2. The ASCA program audit was completed to make meaningful changes within the counseling program.
3. The team observed K-2 programming (as indicated by the district administrative offices with 3-6 programming being implemented next school year) of social skills.
4. The team did not observe a career counseling program being offered to the upper grades.
5. Group student assistance is infrequent if at all due to the very busy schedules of the social services coordinators.
6. The schools rely on outside counseling services for students who require extensive assistance.
7. Teachers stated that they handle issues themselves because the coordinators are so busy (the teachers have adjusted but the student and staff needs are not being met.).
8. Teachers are concerned about the level of assistance they receive but are doubly concerned about the new teachers and the support and help they receive.
9. Teachers believe the coordinators are spread thin (RtI committee, MBI work, District committees, Special Education teams as well as all other meetings, mentoring and community outreach).

**The proposal does not meet or exceed current standard.  
Recommend disapproval of the alternative standard request.**

2007-2008 Data and Information:

Standard: 10.55.710 – School Counseling Services

1. The district has a mission statement for their proposed alternative standard.
2. The school's counseling program addresses the School Counseling Program Area Standards. The developmental component is accomplished through the use of Second Step, bullying and other safety programs during classroom instruction by the counselors. Group and individual counseling and the use of outreach programs are utilized for crisis intervention. Good lines of communication enhance collaboration between staff and counselors.
3. The schools utilize a combination of psychologists, school counselors, and social workers (all carry the title of social service coordinator) in their areas of expertise to provide a more comprehensive approach to support students in the K-5 setting. The service coordinators indicated that 80% of their time is spent on counseling and 20% of their time is spent on psychology or social worker duties depending on the individual. The district indicated that this split will continue.
4. Social workers bring a deep knowledge of family systems, root and effect of poverty and skills and strategies for integration in the larger community. The psychologists combine their assessment background with a strong grounding in positive behavior supports and have a working knowledge of the elementary classroom curriculum. The social service coordinators provide individual, group, or classroom lessons that focus on topics such as bullying, social skills, respect for others, problem solving, life skills, and drug and alcohol abuse prevention.
5. The program utilizes AWARE (Anaconda Work And Residential Enterprises Inc.) and Intermountain for sustained therapeutic and mental health counseling.
6. Many of the schools have high school students who tutor and some of the schools make use of Big Brothers/Sisters program.
7. New social service coordinators are paired with a mentor for extensive orientation to the social services coordinator model. A concerted effort is to hire new social service coordinators who hold both the psychology and the counseling endorsements.
8. The Montana Behavioral Initiative is a strong component of the program. All paraprofessionals and other support staff receive training.
9. We believe the district needs to develop a comprehensive process to assess and evaluate the program. They have agreed to do so and we will review this component as part of the required on-site visit during the second year (2009-2010) of this initial application process.
10. Please refer to the chart that illustrates the FTE summary for the Helena Elementary Counseling Program. – Attachment A

**Yellowstone County**

Billings Public Schools

Alkali Creek	K-6	Current Enrollment: 388
Arrowhead School	K-6	Current Enrollment: 480
Beartooth School	K-6	Current Enrollment: 398
Bench School	K-6	Current Enrollment: 333
Big Sky Elementary	K-6	Current Enrollment: 424
Bitterroot School	K-6	Current Enrollment: 342
Boulder School	K-6	Current Enrollment: 421
Broadwater School	K-6	Current Enrollment: 369
Burlington School	K-6	Current Enrollment: 312
Central Heights School	K-6	Current Enrollment: 322
Eagle Cliff Elementary	K-6	Current Enrollment: 407
Highland School	K-6	Current Enrollment: 307
McKinley School	K-6	Current Enrollment: 303

Meadowlark School	K-6	Current Enrollment: 453
Miles Avenue School	K-6	Current Enrollment: 337
Newman School	K-6	Current Enrollment: 279
Orchard School	K-6	Current Enrollment: 425
Poly Drive School	K-6	Current Enrollment: 315
Ponderosa School	K-6	Current Enrollment: 372
Rose Park School	K-6	Current Enrollment: 266
Sandstone School	K-6	Current Enrollment: 461
Washington School	K-6	Current Enrollment: 315

Standard: 10.55.710 – School Counseling Services

Staffing: 19 FTE

1. A team from the Office of Public Instruction and one counselor from Bozeman School District reviewed and completed an on-site visit to the Billings School District.
2. The team observed programming offered in the area of social skills as well as a required bullying curriculum being offered to students. All other counseling program standards are not being met.
3. The team did not observe a career counseling program being offered to the students.
4. Group student assistance is infrequent if at all due to the very busy schedules of the counselors.
5. The schools rely on outside counseling services for students who require extensive assistance.
6. Teachers stated that they handle issues themselves because the counselors are so busy and often not available. Counselors in buildings 3-4 times per week with one school having a different counselor every day of the week.
7. The district does have a Crisis Team that responds to critical issues within a school.

**The proposal does not meet or exceed current standard.  
Recommend disapproval of the alternative standard request.**

Standard: 10.55.709 – Library Media

Staffing: 20.5 FTE

1. A team from the Office of Public Instruction and one librarian from the Bozeman School District reviewed and completed an on-site visit to the Billings School District.
2. Documentation from librarians show lack of use of the library by the students and teachers.
3. Due to the scheduling of librarians, collaboration and flexibility of scheduling classes into the library is not evident.
4. Libraries are used for other classes such as music and therefore not available for student or teacher use.
5. It was evident that learning is not assessed in the library program for students.
6. The team observed students being rushed out of the library due to scheduling.

**The proposal does not meet or exceed current standard.  
Recommend disapproval of the alternative standard request.**

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2010**

- PRESENTATION:** Report and Recommendations for Schools Identified for the 2010 Intensive Assistance Cycle Due to Continuing or Serious Deviations
- PRESENTER:** Linda Peterson  
Accreditation Division Administrator  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education a progress report and recommendations for schools that have been identified for the 2010 Intensive Assistance Cycle due to continuing or serious deviations. See attached report on Billings Public Schools.
- REQUESTED DECISION(S):** Approve Superintendent Denise Juneau's recommendations.
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Action

Billings School District has failed to submit an acceptable corrective plan to address increasing Class Size, School Counseling, and Library deficiencies. Recommendation – Billings Public Schools is placed in Step 1, Intensive Assistance Cycle.

## **YELLOWSTONE COUNTY**

### **Billings Schools:**

#### **Alkali Creek School – SY 2008-2009 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.712 Class Size Elementary. One class is over the required class size. First Occurrence.

#### **SY 2009-2010 Regular with Deficiency Status**

10.55.712 Class Size Elementary. Three classes are over the required class size. Second Occurrence.

#### **Arrowhead School – SY 2008-2009 Regular with Deviation Status**

10.55.710 Assignment of Counseling Staff: Needs 1.13 FTE for enrollment of 452. First Occurrence.

#### **SY 2009-2010 Advice Status**

10.55.710 Assignment of Counseling Staff: Needs 1.2 FTE for enrollment of 480. Second Occurrence.

10.55.712 Class Size Elementary. Four classes are over the required class size. Second Occurrence.

#### **Beartooth School – SY 2009-2010 Regular with Deficiency Status**

10.55.712 Class Size Elementary. Three classes are over the required class size. First Occurrence.

#### **Bench School – SY 2008-2009 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license.

#### **Big Sky Elementary – SY 2008-2009 Regular with Deviation Status**

10.55.712 Class Size Elementary. Two classes are over the required class size. First Occurrence.

#### **SY 2009-2010 Regular with Deficiency Status**

10.55.710 Assignment of School Counseling Staff. Lacking required FTE. First Occurrence.

10.55.712 Class Size Elementary. Three classes are over the required class size. Second Occurrence.

#### **Billings Senior High School – SY 2008-2009 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license. Note: teacher was granted a Class 5 license 1/21/2009.

**Billings West High School –  
SY 2006-07 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license. Note: It is acknowledged that an emergency license was issued December 8, 2005.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Eight classes have 31 students each.

**SY 2007-08 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license. First occurrence.

10.55.710 Counselor does not have a counseling endorsement. First occurrence.

**SY 2009-2010 Regular with Deficiency Status**

10.55.712 (c) Class Size – High School – One class is over the required class size. First Occurrence.

**Bitterroot School –  
SY 2009-2010 Deficiency Status**

10.55.707 Teacher does not have a valid Montana teaching license. Note: teacher was issued a license on 1/15/2010.

10.55.709.1(a) Bitterroot School does not provide 1.0 FTE licensed librarians for a student population of 342 students. First Occurrence.

10.55.712 Class Size Elementary. Four classes are over the required class size. First Occurrence.

**Boulder School –  
SY 2007-08 Deficiency Status**

10.55.710.1 Boulder School does not provide school counseling services at the elementary level. Third occurrence.

**SY 2008-2009 Regular with Deviation Status**

10.55.710.1 Assignment of School Counseling Staff. Lacking required FTE. First Occurrence.

10.55.712 Class Size Elementary. Seven classes are over the required class size. First Occurrence.

**SY 2009-2010 Advice Status**

10.55.710.1 Assignment of School Counseling Staff. Lacking required FTE. Second Occurrence.

10.55.712 Class Size Elementary. Six classes are over the required class size. Some classes are overloaded by 5 more students. An overload of 5 or more is considered excessive. Second Occurrence.

**Broadwater –  
SY 2009-2010 Regular with Deficiency Status**

10.55.712 Class Size Elementary. Three classes are over the required class size. First Occurrence.

**Burlington –  
SY 2009-2010 Regular with Deficiency Status**

10.55.712 Class Size Elementary. Three classes are over the required class size. First Occurrence.

**Central Heights School –  
SY 2008-2009 Regular with Deviation Status**

10.55.712 Class Size Elementary. Two classes are over the required class size. Some classes are overloaded by 5 more students. An overload of 5 or more is considered excessive. First Occurrence.

**SY 2009-2010 Regular with Deficiency Status**

10.55.709.1(a) Central Heights School does not provide 1.0 FTE licensed librarians for a student population of 322 students. First Occurrence.

**Highland School -  
SY 2006-07 Advice Status**

10.55.710.2 Highland School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .740 FTE for 296 students. Second Occurrence.

**SY 2007-08 Deficiency Status**

10.55.710.2 Highland School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.72 FTE for 289 students. Third occurrence.

**SY 2008-2009 Deficiency Status**

10.55.710.2 Highland School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.745 FTE for 298 students. Fourth Occurrence.

**SY 2009-2010 Deficiency Status**

10.55.709.1(a) Highland School does not provide 1.0 FTE licensed librarians for a student population of 307 students. First Occurrence.

10.55.710.2 Highland School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.77 FTE for 307 students. Fifth Occurrence.

10.55.712 Class Size Elementary. Four classes are over the required class size. First Occurrence.

**McKinley School –  
SY 2008-2009 Regular with Deficiency Status**

10.55.709.1(a) McKinley School does not provide 1.0 FTE licensed librarians for a student population of 303 students. First Occurrence.

10.55.712 Class Size Elementary. Two classes are over the required class size. Some classes are overloaded by 5 more students. An overload of 5 or more is considered excessive. First Occurrence.

**SY 2009-2010 Advice Status**

10.55.709.1(a) McKinley School does not provide 1.0 FTE licensed librarians for a student population of 303 students. Second Occurrence.

10.55.712 Class Size Elementary. Five classes are over the required class size. Second Occurrence.

**Meadowlark School –  
SY 2006-07 Advice Status**

10.55.709.1(a) Meadowlark School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. First Occurrence

10.55.710.2 Meadowlark School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.293 FTE for 517 students. Second Occurrence

**SY 2007-08 Deficiency Status**

10.55.710.2 Meadowlark School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.98 FTE for 392 students. Third occurrence.

**SY 2008-2009 Deficiency Status**

10.55.709.1(a) Meadowlark School does not provide 1.5 FTE licensed librarians for a student population of 542 students. Second Occurrence

10.55.710.2 Meadowlark School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.36 FTE for 542 students. Fourth Occurrence

10.55.712 Class Size Elementary. One class is over the required class size. First Occurrence.

**SY 2009-2010 Deficiency Status**

10.55.708 Teaching Assignments – misassigned teacher. Second for teacher/Second for position

10.55.710.2 Meadowlark School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.1 FTE for 453 students. Fifth Occurrence.

**Miles Avenue School –  
SY 2009-2010 Regular with Deficiency Status**

10.55.712 Class Size Elementary. Two classes are over the required class size. First Occurrence.

**Newman School -  
SY 2008-2009 Regular with Deviation Status**

10.55.709.1(a) Newman School does not provide 1.0 FTE licensed librarians for a student population of 277 students. First Occurrence.

**SY 2009-2010 Advice Status**

10.55.709.1(a) Newman School does not provide 1.0 FTE licensed librarians for a student population of 279 students. Second Occurrence.

10.55.712 Class Size Elementary. Three classes are over the required class size. First Occurrence.

**Orchard School –  
SY 2008-2009 Advice Status**

10.55.708.1 Misassigned teacher. First Occurrence for teacher and position.

**SY 2009-2010 Regular with Deficiency Status**

10.55.710.2 Orchard School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.1 FTE for 425 students. First Occurrence.

10.55.712 Class Size Elementary. Six classes are over the required class size. First Occurrence.

**Poly Drive School –  
SY 2006-07 Advice Status**

10.55.710.2 Poly Drive School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .775 FTE for 310 students. 2<sup>nd</sup> yr.

**SY 2007-08 Deficiency Status**

10.55.710.2 Poly Drive School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.75 FTE for 300 students. Third occurrence.

**SY 2008-2009 Deficiency Status**

10.55.709.1(a) Poly School does not provide 1.0 FTE licensed librarians for a student population of 298 students. First Occurrence.

10.55.710.2 Poly Drive School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.745 FTE for 298 students. Fourth Occurrence.

10.55.712.1 Class Size Elementary. Eight classes are over the required class size. First Occurrence.

**SY 2009-2010 Deficiency Status**

10.55.709.1(a) Poly School does not provide 1.0 FTE licensed librarians for a student population of 315 students. Second Occurrence.

10.55.710.2 Poly Drive School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.79 FTE for 315 students. Fifth Occurrence.

**Ponderosa School –  
SY 2008-2009 Deficiency Status**

10.55.707 Teacher does not have a valid Montana teaching license. Note: It is acknowledge that the teacher was granted a license on 12/9/2008. First Occurrence.

**SY 2009-2010 Regular with Deficiency Status**

10.55.712 Class Size Elementary. Eight classes are over the required class size. Some classes are overloaded by 5 more students. An overload of 5 or more is considered excessive. First Occurrence.

**Rose Park School –  
SY 2006-07 Advice Status**

10.55.710.2 Rose Park School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .685 FTE for 274 students. 2<sup>nd</sup> yr.

**SY 2008-2009 Regular with Deviation Status**

10.55.709.1(a) School does not provide 1.0 FTE licensed librarians for a student population of 273 students. First Occurrence.

10.55.712 Class Size Elementary. Six classes are over the required class size. First Occurrence.

**SY 2009-2010 Advice Status**

10.55.709.1(a) School does not provide 1.0 FTE licensed librarians for a student population of 266 students. Second Occurrence.

**Sandstone School –  
SY 2009-2010 Regular with Deficiency Status**

10.55.710.2 Sandstone School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.1 FTE for 461 students. First Occurrence.

10.55.712 Class Size Elementary. Two classes are over the required class size. First Occurrence.

**Washington School –  
SY 2008-2009 Advice Status**

10.55.709.1(a) School does not provide 1.0 FTE licensed librarians for a student population of 289 students. Second Occurrence.

10.55.712 Class Size Elementary. Six classes are over the required class size. Second Occurrence.

**SY 2009-2010 Advice Status**

10.55.712 Class Size Elementary. Six classes are over the required class size. Some classes are overloaded by 5 more students. An overload of 5 or more is considered excessive. Third Occurrence.

**Castle Rock 7-8 –  
SY 2008-2009 Advice Status**

10.55.709.1(a) School does not provide 1.5 FTE licensed librarians for a student population of 727 students. Second Occurrence.

**SY 2009-2010 Deficiency Status**

10.55.708 Teaching Assignments – misassigned teacher. First for teacher/First for position

10.55.709.1(a) School does not provide 1.5 FTE licensed librarians for a student population of 735 students. Third Occurrence.

**Lewis and Clark 7-8 –  
SY 2008-2009 Advice Status**

10.55.709.1(a) School does not provide 1.5 FTE licensed librarians for a student population of 591 students. Second Occurrence.

**SY 2009-2010 Deficiency Status**

10.55.709.1(a) School does not provide 1.5 FTE licensed librarians for a student population of 569 students. Third Occurrence.

**Riverside 7-8 –  
SY 2008-2009 Advice Status**

10.55.709.1(a) School does not provide 1.5 FTE licensed librarians for a student population of 506 students. Second Occurrence.

**SY 2009-2010 Deficiency Status**

10.55.709.1(a) School does not provide 1.5 FTE licensed librarians for a student population of 529 students. Third Occurrence.

10.55.712 (c) Class Size – Middle Grades – Three classes are over the required class size. First Occurrence.

**Will James 7-8 –  
SY 2008-2009 Advice Status**

10.55.709.1(a) School does not provide 1.5 FTE licensed librarians for a student population of 544 students. Second Occurrence.

**SY 2009-2010 Deficiency Status**

10.55.709.1(a) School does not provide 1.5 FTE licensed librarians for a student population of 518 students. Third Occurrence.

**OPI Review/Recommendation – 2/09 –**

Dale Kimmert and Al Mc Milin met with Kathy Olson, Director of Elementary Education, at the Lincoln Center to discuss the disapproval of the district's improvement plan for Highland, Poly Drive, Boulder and Meadowlark elementary schools due to insufficient counseling FTE. This is the fourth year that all four schools have had this deviation. Superintendent Jack Copps had intended to be present but was unable to attend.

The following points were stressed with Ms. Olson:

1. With the denial of the elementary counseling alternative standard in 2005, it was expected that the district would gradually add FTE to bring all schools up to the required level of counseling FTE required. While the district had been moving in that direction the current improvement plan made the statement that continued addition of FTE would be contingent on additional/available state funding.
2. Ms. Olson was reminded that correcting deviations from the minimum standards in a timely manner cannot be based upon "funding."
3. The purpose of the visit was work with the district to develop an acceptable improvement plan to address the deficiencies.
4. In addition, the increasing deviations in class overloads and library FTE was noted with Ms. Olson.

The district's basic points:

1. The district stands behind the improvement plan as submitted.
2. The district still believes that the renewal of the counseling alternative standard that was denied by the Board of Public Education in July of 2005 should have been approved.
3. The district believes that they need to provide the necessary counseling FTE using the elementary population as a whole not by school. Once that threshold is met then they must determine the best use of that counseling FTE at each school. (They have a total of 29 FTE for elementary counseling for the reported 10,201 student enrollment. At a 1 to 400 ratio they do meet their threshold.)
4. The district also employs some social worker FTE in support of the counselors. Ms. Olson also noted that some of the elementary principals also hold counseling endorsements.
5. The district has an effective, highly prescriptive and student-centered counseling program.

6. They have been and remain committed to the staffing counseling FTE based upon need. In some schools this has meant having more FTE than the minimum.

7. The district believes that the three schools in question have a much lower need based upon the higher socio-economic demographics of their respective areas.

8. The district is facing the prospect of additional FTE cuts for next year. Ms. Olson believes some of those cuts will come in the counseling area.

Recommended Next Steps:

As noted, it has been the practice to allow the large districts three to five years to accomplish the needed addition of FTE when alternative standard such as this one comes to an end. This is the fourth year for Billings in such a cycle.

They have added total counseling FTE as follows:

2005-2006	24.4 FTE
2006-2007	25.6 FTE
2007-2008	26 FTE
2008-2009	29 FTE

The issue still remains of the schools in question and adding additional FTE being based on available funding.

It is recommended that the OPI accreditation specialist set up another meeting in March with Superintendent Copps and at that meeting stress the requirements that need to be met and again, offer any technical assistance in developing a new improvement plan. In addition, discuss with him the process outlined under Accreditation Response Options for Continuing Deviations protocol. The Accreditation team will provide an update report in May.

**OPI Review/Recommendation – 4/09 – Scheduled to meet with Superintendent Copps on April 27 – will report at the July BPE meeting.**



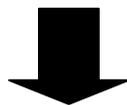
Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

**opi.mt.gov**

## **INTENSIVE ASSISTANCE 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.

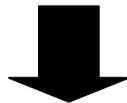


**STEP 2** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

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.

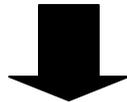
**STEP 3** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

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**

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2010**

**PRESENTATION:** Joint NCATE/Montana Review Report, Montana State University - Billings

**PRESENTER:** Linda Vrooman Peterson, Administrator, Office of Public Instruction

**OVERVIEW:** At the July meeting of the Board of Public Education (BPE), the Office of Public Instruction (OPI) provided the report on the Accreditation Review of the Professional Education Unit at Montana State University – Billings. This joint Montana/National Council for the Accreditation of Teacher Education (NCATE) visit followed the established state and NCATE/Montana protocol.

The on-site review specifically examined the teaching areas program standards as established by the BPE. It was the consensus of the state team that overall the unit has strong programs that meet the standards.

The joint team examined the NCATE Unit Standards. Montana's PEPPS incorporate NCATE Unit Standards. The joint team found all unit standards were met for both initial and advanced programs.

Superintendent Juneau recommends to the BPE full state approval of the accreditation status of the Professional Education Unit at Montana State University – Billings .

**REQUESTED DECISION(S):** Action

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Superintendent Juneau recommends to the BPE state approval for full accreditation status of the Professional Education Unit at Montana State University – Billings.

**Montana State University – Billings Professional Education Unit  
State Review Exit Report  
April 10-14, 2010**

Barbara Ridgway, Chairperson

From April 10-14, 2010, a six-person team worked on the campus at MSU Billings in the review of MSU Billings Professional Education Unit (Unit). The purpose of the On-Site Team's visit was to verify the Unit's Institutional Report (IR) as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards. Team members read documents, visited field placement sites, and interviewed staff, faculty, administrators, and current and graduated candidates. The purpose of this document is to summarize the results of the team's findings.

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

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.501	General Requirements	MET	1
10.58.503	Art K-12	MET	2
10.58.507	Theatre	MET	3
10.58.508	Elementary	MET	4
10.58.509	English/Language Arts	MET	5
10.58.510	Students with Disabilities	MET	6-7
10.58.511	World Languages	MET	8
10.58.513	Health	MET	9
10.58.520	Physical Education	MET	9
10.58.518	Mathematics	MET	10
10.58.519	Music K-12	MET	11
10.58.521	Reading Specialists K-12	MET	12
10.58.522	Science	MET	13
10.58.523	Social Studies	MET	14
10.58.524	Communication	MET	15
10.58.527	Areas of Permissive Special Competency – Early Childhood	MET	16

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

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.512	School Counseling K-12	MET	20



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

<b>ARM</b>	<b>TITLE</b>	<b>STATUS</b>	<b>NARRATIVE REPORT Page Number</b>
10.58.601	Program Planning and Development	MET	17
10.58.602	Teaching Areas: Advanced Programs	MET	18
10.58.603	Assessment of Advanced Programs	MET	19

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

<b>ARM</b>	<b>TITLE</b>	<b>STATUS</b>	<b>NARRATIVE REPORT Page Number</b>
10.58.705	School Principals, Superintendents, Supervisors and Curriculum Directors	MET	21

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**Commendations:**

- Across all programs the upper level coursework and assessments provide candidates with varied opportunities to demonstrate knowledge regarding the standards;
- Programs offered at MSUB provide candidates with breadth and depth of content knowledge, pedagogical skills, and disposition;
- MSUB College of Education consistently created a seamless system of standards-based education that aligns standards, learning expectations, curriculum, instruction, and common assessments. These elements are described throughout the COE documents and data are gathered, evaluated and used to make decisions for candidate and program improvement;
- Undergraduate inquiry-based research is encouraged and available to secondary science majors;
- The Advanced Conceptual Framework Outcomes provide candidates an understanding of the relationship of coursework to the degree program; and
- The COE and College of Arts and Sciences (CAS) Deans, department chairs, and faculty are committed to ensuring that MSUB candidates are well-prepared for the classroom and meeting PreK-12 student learning needs.

**Improvements:**

- Candidates would benefit from additional practical experiences relating to current state and federal regulations and authentic goal setting and writing of Individual Education Plans;
  - Arts and Science faculty would find it helpful to be involved in the review of the data from field experiences and student teaching to better assess and evaluate content instruction;
  - Geography as a secondary teaching major or minor is only included within the ARM 10.58.523 Social Studies. The IR has been corrected; and
  - Theatre minor endorsement program requirements need to be consistently described in all MSUB documents.
- 

Team members thank the MSUB administration and faculty for the warm welcome and the comfortable work and lodging environments. From the first evening, when the team members were introduced to MSU-Billings Professional Education Unit during a reception and poster session, to the conclusion of our visit, staff, faculty, and students welcomed the team and complied with its requests. A special thank you is extended to 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 accurately, which greatly facilitated the team's access to information and working efficiency.

Thank you all for a job well-done.

❖ **EXECUTIVE COMMITTEE**  
**Patty Myers (Item 20)**

**ITEM 20**

**ELECTION OF BOARD OFFICERS**

**Steve Meloy**

**BOARD OF EDUCATION**  
**SEPTEMBER 23, 2010**

**Montana Tech University of Montana**  
**Butte, MT**

**PRELIMINARY AGENDA ITEMS**  
**December 2 - 3, 2010**  
**Helena, MT**

- MACIE Annual Report
- Joint MACIE/BPE/OPI Meeting
- Assessment Update
- Federal Update
- Alternative Standards Request
- Transportation Report
- Accreditation Report