

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

NOVEMBER 8-9, 2007

**CAPITAL HIGH SCHOOL
LIBRARY CONFERENCE ROOM
100 Valley Drive
Helena, MT 59602**

November 8, 2007 - Thursday
8:30 a.m.

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 8:30 a.m. on Thursday, November 8, 2007. Ms. Katie Wood led the Board in the Pledge of Allegiance. Ms. Carol Will took roll call; a quorum was noted.

Those in attendance at the meeting included the following Board members: Chairperson Ms. Patty Myers, Vice Chairperson Ms. Angela McLean, Mr. Cal Gilbert, Ms. Sharon Carroll, Dr. Kirk Miller, Mr. John Fuller, and Ms. Katie Wood. Staff present at the meeting included: Mr. Steve Meloy, Executive Secretary of the Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ex-officio Board Member Commissioner Sheila Stearns was present. Mr. Bud Williams, Deputy Superintendent, represented ex-officio Board Member State Superintendent Linda McCulloch. Ms. Jan Lombardi, Governor's Education Advisor, represented ex-officio Board Member Governor Brian Schweitzer. Visitors in attendance at the meeting included: Ms. Anneliese Warhank, CSPAC Administrative Assistant; Ms. Nancy Hall, OBPP Fiscal Analyst; Ms. Jan Clinard, OCHE; Ms. Elizabeth Keller, OPI Licensure Specialist; Ms. Colet Bartow, Library Media Curriculum Specialist; Mr. Marco Ferro, MEA-MFT; Mr. Erik Burke, MEA-MFT; Dr. Joanne Erickson, MSU Program Leader; Dr. Linda Vrooman Peterson, OPI; Ms. Linda Brandon Kjos, OPI; Mr. Bob Vogel, MTSBA; Ms. Nancy Coopersmith, OPI Assistant Superintendent; Dr. Jo Swain, RMC; Dr. Stevie Schmitz, RMC; Dr. Barbara Vail, RMC; Mr. Anthony Piltz, RMC; Ms. Kris Wilkinson, LFD; Ms. Madalyn Quinlan, OPI; Ms. Beck McLaughlin, MT Arts Council; Mr. Al McMilin, OPI; Mr. Joe Anderson, Indian Education Coach, Helena Public Schools; and Mr. Joe Lamson, OPI.

PUBLIC COMMENT

Mr. Joe Anderson, Indian Education Coach for the Helena Public Schools invited the Board of Public Education to attend the Urban Indian Education Forum to be held at the Holiday Inn Grand Montana, Billings, Montana on December 6-7, 2007. The forum is titled: *Indian Education for All and Academic Achievement "Making the Connection"*. Mr. Joe Anderson also extended an invitation to the Montana Indian Education Association (MIEA) to be held in Missoula, Montana on April 24-26, 2008. On behalf of the MIEA's Board, Mr. Joe Anderson expressed the MIEA Board's opposition to the Board of Regents' revisions to policy 301.15, mathematics proficiency admissions standards for four-year programs, to set a proficiency standard that allows for provisional admissions.

CONSENT AGENDA

MOTION: Ms. Angela McLean moved to accept the consent agenda as presented. Mr. John Fuller seconded. Motion passed unanimously. Mr. Storrs Bishop was absent for the vote.

Items are presented in the order in which they appeared.

INFORMATION ITEMS

8:45 a.m. Commissioner Sheila Stearns arrived.

Item 1 CHAIRPERSON'S REPORT - Patty Myers

- MEA-MFT Conference
 - Panel discussion on communication arts curriculum
 - Teacher-of-the-Year reception
- September, October, November 2007 calendar of Board appearances
- Congratulations to Ms. Corri Smith, Indian Education Coordinator for Great Falls Public School who was recently appointed to the Northwest Regional Educational Laboratory (NWREL) Board
- Congratulations were extended to Ms. Angela McLean from the Board of Public Education for being honored as a recipient of the Milken Educator Award
- Ms. Patty Myers presented the Governor's Office with handmade ornaments from her 2nd graders from Lewis and Clark Elementary School, Great Falls, MT for the Capitol Christmas trees
- Ms. Patty Myers distributed a copy of the fall 2007 Volume 5, Number 1 Montana's Agenda: Issues Shaping Our State titled "A Day (Half or Full?) In the Life of a Kindergartner," written by Susan Harper-Whalen
- Need to add an action item on Friday's agenda to address the potential change of the BPE meeting in January to coincide with the Board of Education meeting scheduled for January 10, 2008

KINDERGARTEN TO COLLEGE WORKGROUP

Ms. Patty Myers attended the Board of Education's Kindergarten to College Workgroup on behalf of the Board, since Mr. Steve Meloy was unable to attend due to his commitment at the National Association of State Boards of Education (NASBE) in Philadelphia, PA. The Kindergarten to College Workgroup was held from 1:00 – 4:00 p.m. at the Governor's Budget Office Conference Room in Helena, Montana on October 10, 2007. Ms. Patty Myers reported to the Board of Public Education on the Governor's homework assignment: Workforce Ready and College Ready Data. The presentations of the workgroup were: Labor Day Report, Department of Labor, Mr. Keith Kelly; High School Dropout/Graduation, OPI, State Superintendent Linda McCulloch; and First Year College, OCHE, Association Commissioner Tyler Trevor. Mr. Tyler Trevor presented the same information under Item 11 of the November 2007 BPE meeting. Ms. Patty Myers included the draft agenda.

EDUCATION AND LOCAL GOVERNMENT INTERIM COMMITTEE

Ms. Patty Myers and Dr. Kirk Miller attended the K-12 Subcommittee of the Education and Local Government Interim Committee on September 25, 2007 in Helena, Montana at the State Capitol. Ms. Patty Myers included the agenda that contained some of the following items:

- Question of ex-officio member voting status
- Rural funding challenges
- Effects of teacher licensure requirements on ability to recruit in certain areas

BOARD OF PUBLIC EDUCATION APPEARANCES

Ms. Angela McLean

- 9/15/2007 Facilitator for National Board Certified Candidates – Helena, MT
- 9/29/2007 Educator Forum – Helena, MT
- 10/1-2/2007 Montana Behavioral Initiative - Butte, MT
- 10/17-19/2007 Professional Practices Conference – Orlando, FL
- 10/25/2007 Distance Learning Phase II – Helena, MT
- 10/27-28/2007 NACEP Conference – Salt Lake City, UT
- 11/5/2007 Montana Behavioral Initiative – Butte, MT

Ms. Sharon Carroll

- 9/19/2007 Board of Regents Meeting – Billings, MT
- 10/18-19/2007 MEA-MFT Educators' Conference – Belgrade, MT

Dr. Kirk Miller

- 9/18/2007 Learning First Alliance Meeting – Billings, MT
- 10/16/2007 MCEL Candidate Forum – Great Falls, MT
- 10/25/2007 Distance Learning Phase II – Helena, MT

National Alliance of Concurrent Enrollment Partnerships

Ms. Angela McLean and Ms. Patty Myers attended the *Solving the Concurrent Enrollment Puzzle* Conference, sponsored by the National Alliance of Concurrent Enrollment Partnerships (NACEP) on October 27-29, 2007 in Salt Lake City, Utah. Mr. Scott Hess was the Keynote Speaker who addressed the following issues:

- Remediation rates and cost
- Cost of indecision
- Dropout rates
- Secondary/post secondary disconnect
- “Wasted” senior year
- Vocational technical education – “all students...all careers”

Miscellaneous points that were addressed during the Board’s discussion:

- Minnesota legislature provided money for Concurrent Enrollment Partnerships, but schools have to belong to NACEP
- Limited amount of K-12 representation
- Texas and New York colleges pay schools a stipend to high school teachers equivalent to what they would pay adjunct faculty
- Some colleges pay anywhere from \$500 - \$1500 for high school teachers teaching classes during the day for college credit
- Class fee schedules are not consistent throughout the states
- Utah students pay a \$35 admission fee, apply for Century 21 scholarships, and can earn associates degree
- Possible resources could come through grants and legislation
- Students can study in tandem: earning a high school degree while taking college courses
- There was expressed concern about “double dipping.” It seems that both the public schools and the university are receiving monies from the state. Commissioner Sheila Stearns stressed that it shouldn’t be called “double dipping”, but viewed as a head start investment for the student
- Ms. Angela McLean and Ms. Patty Myers suggested that the Board of Public Education, Office of Public Instruction, Office of the Commissioner of Higher Education, Governor’s Budget Office, and their educational partners should meet to discuss the low income aspect of concurrent enrollment and other pertinent issues
- Ms. Angela McLean distributed an article written by Mr. Bill Zlatos that was published on December 30, 2006 in the Pittsburgh Tribune-Review titled, “State Pays for More High School Students Taking College Classes.” The article stated that “the ‘dual enrollment’ program lets high school students take classes for high school and college credit. Students who meet the academic requirements can take the college classes for free as long as they keep their grades up”

9:12 a.m. Sharon Carroll arrived

Learning First Alliance

Dr. Kirk Miller attended the Learning First Alliance Meeting held September 18, 2007. A facilitator is needed to assist with the organization. The next meeting may occur in February 2008. The overview and goals of this alliance are to:

- Ensure high academic expectations are held for all students
- Ensure a safe and supportive place for learning for all students
- Engage parents and other community member in helping students achieve high academic

expectations

Reasons addressed to form an alliance:

1. Carry a common message
2. Collaborate on a shared vision for public schools
3. Focus on the big, worthwhile goals
4. Move organizations to larger purposes
5. Broaden the conversation and raise rich dialogue about education
6. Draw expertise and involvement from state and national organizations
7. Allow discussions to expand beyond the political matters of funding and focus on teaching and learning
8. Establish one voice

Some concerns addressed about organizing an alliance:

- Difficult to hold alliance together
- Difficult to establish common goals with so many diverse groups
- Each member of the alliance needs to be clear on what they believe

Board of Regents' September 2007 Meeting

Ms. Sharon Carroll attended the Board of Regents' meeting on September 19, 2007 to address the Academic and Student Affairs Committee concerning the mathematics proficiency proposed changes to policy 301.15. Policy 301.15, Mathematics Proficiency Admissions Standards for Four-Year Programs, adopted in 2003, did not include the concept of provisional admission, setting an admission threshold of 18 on the ACT in mathematics, which generally places students into remedial mathematics courses on both two-year and four-year campuses. The Regents stated that the current policy sends a deceptive message to high school students, the Mathematics Proficiency Steering Committee revised the policy to set a "full" admission standard at the college-ready level for the four-year programs and to allow provisional admission for students who are likely to need only one remedial math course. Provisionally-admitted students must earn a higher test score or complete the remedial mathematics course within three semesters of 32 credits after enrolling in the institution in order to be fully admitted. Ms. Sharon Carroll stressed that many rural schools are struggling to meet the requirements as they are presently written and the proposed policy will exceed the capacity of many high schools across Montana. Mr. Steve Meloy requested direction from the Board in regard to its belief in the required essential core courses for all high school students as proposed by the K-12 Workgroup from the Board of Education. Ms. Patty Myers, Dr. Kirk Miller, and Mr. Steve Meloy will be presenting on *College Preparedness and Remedial Courses: Issues and Recommendations* at the joint meeting of K-12 and PEPB subcommittees on December 13, 2007.

Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy

- Attended the National Association of State Boards of Education in Philadelphia, PA
- Mr. Steve Meloy was elected President-elect of the National Council State Boards of Education Executives (NCSBEE) for 2008 and will serve as President in 2009
- Coordinated efforts with OPI to begin the Distance Learning Task Force Phase II
- BPE conducted two forums at the *2007 MEA-MFT Educators' Conference* October 18-19, 2007 in Belgrade, MT on Communication Arts and Science
- Participated in the process of MSDB's legislative audit
- Contracted with Ms. Beda Lovitt to serve as administrative law judge for pending legal cases
- Appreciation extended to Ms. Nancy Hall for her work with the Board of Public Education's agency in regard to the goals and objectives requested by the Legislative Fiscal Division
- Commissioner Sheila Stearns extended an invitation to the Board to have a BPE member attend each Board of Regents' meeting
- Discussion ensued about the exceptional quality of Mr. Steve Meloy's work in representing the Board of Public Education in regard to the distance learning rule

ONLINE BPE AGENDA REPORT - Carol Will, BPE Administrative Assistant

Ms. Carol Will presented to the Board of Public Education the recommended requirements and desired purchases to proceed toward electronic meetings. Presently the Board's agendas and agenda packets are available on-line through a link on the BPE's website found at www.bpe.montana.edu. Commissioner Sheila Stearns provided some insightful experiences that the Board of Regents has undergone in this quest. Due to the expense of transitioning to electronic meetings, Ms. Carol Will suggested to add this as a budget request for the next legislative session.

Some points of discussion were:

- Handouts need to be kept to a minimum
- Taking notes on a PDF document
- Meeting at places where there is no wireless connection
- Downloading PDF files
- Dream Weaver Training
- Configuring a wireless access point

Item 3 CSPAC REPORT - Peter Donovan

Mr. Peter Donovan presented the highlights of the October 10-11, 2007 Certification Standards and Practices Advisory Council (CSPAC) and joint Council of Deans Meeting. During the joint meeting they discussed the current goals for each respective group as well as strategies for enhancing communication and collaboration of K-12 and Higher Education stakeholders. Other topics discussed included: An update of the ongoing review of educator licensure rules in Chapter 57 of the Administrative Rules of Montana; a review of a report by the National Council for Teacher Quality; a summary of an American Association for Colleges of Teacher Education (AACTE) Accreditation Forum in Washington, D.C; and an overview of proposed changes to federal laws contained in the ESEA Reauthorization Bill that is in Congress. The next Chapter 57 meeting will be held in Helena, MT on December 11, 2007 to continue the important review and modification process along with the licensure department from the Office of Public Instruction.

NASDTEC 11th PROFESSIONAL PRACTICES INSTITUTE - Angela McLean and Peter Donovan (Elizabeth Keller was invited to the presenters table by CSPAC Liaison Angela McLean)

Ms. Elizabeth Keller provided the Board of Public Education with some insights on the role of the National Association of State Directors of Teacher Education & Certification (NASDTEC). The November 2007 NASDTEC Communicator and the agenda for the NASDTEC Professional Practices Institute was provided. The theme of the institute was *Navigating the Changing Landscape of Professional Practices*. There is a growing need on being proactive to keep students safe. Ms. Elizabeth Keller stated that the key is having confidence in the administrators. Ms. Angela McLean recommended that the Board of Public Education take the lead to initiate a letter of invitation to its educational partners to be proactive in determining what are threshold behaviors and how these behaviors should be addressed. An outline was presented that addressed some of the following key points:

- Letter of reprimand
 - Consider whether to add reprimands to NASTDEC database (beyond suspensions and revocations)
 - Need to increase efforts within Montana to heighten scrutiny of those who have received letters of reprimand
 - Training to ensure that all administration and education professionals know how to use the database
- Need for courses in ethics on what is appropriate/inappropriate behavior in and out of the classroom
 - Teachers who have received letters of reprimand in other states are required to take such a course

- Incoming/new teachers in some states are required to take course during teacher training and/or at district level
- Montana Code Annotated §20-4-110 requires that administrators/boards report to OPI when an educator is fired or resigns under circumstances which could lead to suspension or revocation of license
 - Inappropriate behavior and those responsible aren't reported until several schools and several victims later
 - Often districts stop investigating when a teacher/administrator quit
 - District need to complete investigation AND report to OPI, regardless of confidentiality agreements (as is the requirement under statute)
- Discussion on pros and cons of fingerprinting teachers as they renew license

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

- Ms. Colet Bartow was introduced to the Board of Public Education as the Library Media Curriculum Specialist at the Office of Public Instruction
- September 28, 2007, at the *Montana Educator Forum*, State Superintendent Linda McCulloch honored the following four teachers for achieving professional certification from the National Board of Professional Teaching Standards in December 2006: Ms. Robin Byford, Billings Elementary; Roberta Fuller, Billings Elementary; Vicky Michels, Havre Elementary; and Karen Rounds, Butte Elementary
- State Superintendent Linda McCulloch and 10 staff took the 14th Yellow School Bus Tour to North Star Public Schools, Chester-Joplin-Inverness Public Schools and Conrad Public Schools on October 2-4, 2007
- The Heritage Award, one of the highest awards in special education, was recently presented to Mr. Bob Runkel at the National Association of State Directors of Special Education (NASDSE) Conference
- The window for completing the Five-Year Comprehensive Education Plan (5YCEP) Effectiveness Reporting will be open from November 9, 2007 through March 14, 2008. The online scoring rubric will be available for viewing on the OPI website under Accreditation

INDIAN EDUCATION FOR ALL REPORT

During a commemoration of American Indian Heritage Day on September 28, 2007, the new streaming video production on Indian Education for All was made available at <http://www.opi.mt.gov/streamer/ihd/Index.html>. It is an excellent resource for professional development for teachers. The *Story of the Bitterroot* on DVD and a corresponding study guide will be sent to school librarians. The MEA-MFT Educators' Conference focused on over 50 sectionals on Indian Education for All and an all-day institute on Thursday, October 18, 2007.

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

- Commissioner Sheila Stearns distributed an explanation of the Quality Educator Loan Assistance Program that included the new Board of Regents' policy 940.14
- The Office of the Commissioner of Higher Education (OCHE) is conducting a search for the Deputy Commissioner of Academic and Student Affairs, the position is presently held by Dr. Roger Barber who will be retiring. Mr. Steve Meloy was asked to participate on the search committee
- Commissioner Sheila Stearns informed the Board of Public Education that the referendum to continue the 6-mill levy for support of the Montana University System is an approaching ballot issue. Mr. Marco Ferro from MEA-MFT will be on the committee along with Mr. Larry Simkins, President and CEO of Washington Corporation and Ms. Sherry Cladouhos, CEO of Blue Cross/Blue Shield of Montana, as co-chairs. The 2007 Legislature approved Legislative Referendum 118 to ask the electorate to continue support for the university system through the 6-mill levy. The levy is projected to generate \$26.33 million during the 2009 biennium for the general academic operation of the Montana University System
- The National Association for System Heads (NASH) had a national press conference announcing an initiative called *Access to Success*. Five of the main issues of the *Access to Success Initiatives* are:
 1. Maximizing financial aid for low-income students

2. Developmental education in math, reading, and writing
3. Cross management for student success
4. Quality assurance for college prep courses
5. Transferability of credits

Commissioner Sheila Stearns provided the Board with a small portion of the initiative that outlines the following issues and corresponding strategies:

- ❖ Issue area two: Maximizing financial aid for low-income students
 - Strategy 1: Institutional Aid
 - Strategy 2: State Aid
 - Strategy 3-4: Federal Aid
- ❖ Issue area three: Improving undergraduate opportunities and results
 - Strategies 1-2: Tackling obstacles that impede student success and interfere with “momentum” toward the degree.
 - Strategy 3: Comprehensive Strategies for Student Supports
 - Strategy 4: Assessment
 - Strategy 5: Community College Transfers

It is Commissioner Sheila Stearns' hope that the Board of Public Education goes to the NASH website to review the *Access to Success Initiative* in its entirety.

- Included in the Commissioner's report were the *Admissions, Placement, and Remediation*, prepared by Ms. Jan Clinard that addressed issues regarding the composition placement policy; mathematics proficiency admissions standard revisions; and the developmental education policy draft. Attached to this document were the *2010 Montana University System Admission Policies*. The Montana University System's website of <http://mus.edu/admission.asp> has the complete policy. Commissioner Sheila Stearns stressed the main reason the Board of Regents would like to align these admissions, placement, and remediation policies is to ensure that “Students who can demonstrate proficiency in math or writing should be placed into credit-bearing courses, regardless of the MUS campus they attend.” This can be done through an improved system of efficiency, consistency, and through effective advising. Discussion ensued on provisional admissions for students who do not meet the writing and/or mathematics proficiency standards. Ms. Katie Wood stressed that approximately only the top 10 students of her class actually know what is expected of them in regard to college admissions. The remaining students just want to take what they need to get by and get through college to get to the real world. The Governor's Office requested that Ms. Katie Wood help determine the best way to assist the Board of Public Education and the Board of Regents to get the message to her cohorts the significance of this discussion.

Item 6 GOVERNOR'S OFFICE REPORT - Jan Lombardi

- Ms. Jan Lombardi reported that Governor Brian Schweitzer continues to travel around the state setting up geological road signs
- The geological map of Montana has been updated and can be found on the mt.gov website
- The millennial generation is the group of people born from around 1977 to 1995. They are viewed as the transformers that are shifting from the concept of “me” to “Be all we can be”
- Ms. Jan Lombardi attended the *Solving the Concurrent Enrollment Puzzle* Conference, sponsored by the National Alliance of Concurrent Enrollment Partnerships (NACEP)
- Governor Brian Schweitzer has been attending all day kindergarten classrooms around the state
- Ms. Jan Lombardi passed around the book written by Ms. Jessica Solberg and illustrated by Mr. Robert Rath, *First Dog: Unleashed in the Montana Capitol*. It was “pawdigraphed” by Jag. The proceeds of the book go to the Ronald McDonald's House
- The Best & Brightest Annual Report was passed around for the Board to review
- School readiness task force teams are established around the state of Montana

Item 7 STUDENT REPRESENTATIVE'S REPORT - Katie Wood

- Ms. Katie Wood attended the *Montana Association of Student Council (MASC)* conference in

Glasgow, MT on October 21-24, 2007. There were three resolutions that were presented during the business session of the MASC conference. Resolutions 1 and 3 listed below were passed by the Council

1. Dual credit program written by Ms. Taisha McWilliams from Fairfield High School. The final statement reads, "Therefore, be it resolved that the Montana Association of Student Council go on record as being opposed to the revision of this rule affecting dual credit courses online and encourage the Board of [Public] Education to exempt faculty in the Montana University System teaching dual credit courses, so that all Montana high school students have access to the benefits of dual credit programs"
 2. Community Service required in high schools for graduation written by State President, Ms. Kyla Wall from Glasgow High School. The final statement reads, "Therefore, let it be resolved that the Montana Association of Student Council supports the idea of high schools requiring community service of students for graduation." Ms. Katie Wood stated that the word "requiring" was changed to "optional", but the resolution failed
 3. State required endorsement for distance learning providers written by Chinook's High School Student Council. The final statement reads, "Therefore, be it resolved that MASC oppose and or seek additional flexibility in the Board of [Public] Education's rule which requires that all distance learning providers have a Montana Teaching Certificate with an endorsement in the content area of the courses offered"
- Ms. Katie Wood presented the MASC survey to over 400 attendees at the conference. She has worked with Ms. Linda Gardner to put the results on the Office of Public Instruction's website at www.opi.mt.gov/MASC/. Results will be presented at the January BPE meeting. The 2007 MASC Survey was included in the agenda packet
 - The final report on the NASBE/MetLife Grant written by Ms. Jenny Tiskus with graphs identifying grade by percentage and respondents by race were included. Ms. Jenny Tiskus noted that in the 2006 MASC survey, Caucasian respondents made up 97% of all respondents. In the online survey, they made of 89.9%. A greater percentage of respondents to the online survey had a GPA below 3.5 +, unweighted were from a class C schools and an area self identified as rural
 - Ms. Katie Wood agreed to continue efforts to increase the Board of Public Education's desire to collect information on student opinions with special attention to previously underrepresented groups including ethnic minorities, low income students, rural students, students in small schools, and students not affiliated with the MASC

Item 8 ONSITE VISIT TO SUMMIT PREPARATORY SCHOOL - AI McMilin

- Summit Preparatory School, a therapeutic boarding school in Kalispell, MT, was granted initial accreditation in July 2005. School year 2006-07 represented the third year for the school under provisional accreditation status

1:25 p.m. Fire alarm – Capital High School evacuated

1:45 p.m. Meeting reconvened

- On-site accreditation team for the October 16, 2007 visit: Mr. AI McMilin, OPI Accreditation Division, Team Leader; Ms. Nikki Sandve, OPI Special Education Division, School Improvement/Monitoring Specialist; Ms. Colet Bartow, OPI Accreditation Division, Library Media Specialist; and Mr. Jerry Pauli, Superintendent, Thompson Falls Schools
- The team found the school in full compliance with Montana Accreditation Standards. There was one question as to the necessity of the school completing certain special education paperwork. The school staff was under the impression they did not have to complete some of the forms when a special education student transferred in to the school as the school is a private school. Ms. Nikki Sandve checked and subsequently responded that because the school is seeking official state accreditation status the paperwork needs to be completed. The education director had no issues with adhering to that requirement and will correct existing files as required and insure all new files are appropriately structured

- The review team will be recommending to the State Superintendent Linda McCulloch that at the Board of Public Education's March meeting the school receive Regular Accreditation and will no longer be considered on provisional status. This will be an action item at the BPE's March 2008 meeting if the State Superintendent Linda McCulloch approves the recommendation

Item 9 ROCKY MOUNTAIN COLLEGE PLAN FOR EDUCATION LEADERSHIP MASTERS PROGRAM - Linda Vrooman Peterson and Barbara Vail

Dr. Barbara Vail, Associate Dean, Rocky Mountain College (RMC) introduced Dr. Jo Swain, RMC; Dr. Stevie Schmitz, RMC; and Mr. Anthony Piltz, RMC. In September the Office of Public Instruction presented to the Board of Public Education information regarding an initial proposal to develop a Masters of Educational Leadership Program in the Professional Unit at Rocky Mountain College in Billings, MT. The Professional Education Unit of Rocky Mountain College will discuss the continued work towards its goal to launch the Masters in Educational Leadership Program. Dr. Barbara Vail will provide to the BPE additional information related to the program development including the final decision by the Rocky faculty.

Rationale:

- RMC is located in an educational rich environment allowing professional staff in the area to serve as professional instructional staff and mentors
- RMC currently has several agreements with neighboring tribal colleges bringing education degrees to local students via Vision Net and WEBCT
- RMC would assist in providing pre-service administrators located at the far reaches of eastern Montana an opportunity to complete a master of educational leadership degree through distance education and some residential coursework

The course rubric and title: EDL560 – Organizational Change was provided to the Board. Page three of this document outlines the ISLLC Standard and the PEPPS standards. RMC understands that the standards are in the process of being revised, but RMC will adjust as necessary to meet these standards because there is a need to provide a Master in Educational Leadership Program in the Eastern Montana.

Dr. Joanne Erickson, MSU Program Leader, presented a letter to the Board of Public Education in opposition to the proposal from RMC to deliver a Masters Program in Educational Leadership, written by her in addition to the following: Dr. Larry J. Baker, Dean; Dr. Roberta Evans, Dean; and Dr. William McCaw, Program Leader. It is their position that "such proliferation of academic programs is duplicative and unnecessary based on current and projected need. According to data from the Office of Public Instruction for 2005-2006, there are 722 principals and 106 superintendents for a total of 828 administrative positions for the state. [They] contend that there is no shortage in licensed administrators available to the state." The question was raised by the Board of Public Education and the Office of Public Instruction whether it is the province of the Board to consider the proposal on the issue of its need, or if its review and approval should be restricted to the issue of quality assurance. The BPE leaned toward the belief that its job was not to decide based on need, but rather restrict its judgment based on quality.

**Item 11 MONTANA HIGH SCHOOL FOLLOW-UP REPORT – FIRST YEAR OF COLLEGE
Tyler Trevor, Associate Commissioner for Research, Technology & Communication**

Mr. Tyler Trevor expressed higher education's desire to partner with K-12 to maintain a state-wide data base to track students throughout Montana's educational system. Montana's high school graduates are the target to look at continuation rates, remediation rates, and retention rates. The first goal of the Board of Regents is to increase college continuation rates. Montana's college continuation rates are above regional averages. On the average, 35% of recent high school graduates enter the Montana University System (MUS), 5% enroll in tribal or private colleges in Montana, while 15% choose to enroll out-of-state.

The capture rates are determined by what percent of students are "captured" in the university system in the fall semester immediately following graduation. Of the 35% of students previously mentioned, excluding students who attend the three community colleges of Dawson, Miles, and Flathead Valley, one-third immediately attended the Montana University System after graduation. This percentage has

remained consistent since 2003.

Of those captured students, 33.3% to 36.9% needs to be enrolled in remedial math or English in the fall semester immediately following graduation. This group of students makes up the one-third of the one-third. The national remediation rates are 43% of freshmen entering public two-year institutions enrolled in at least one remedial course, compared to 20% of freshmen entering public four-year institutions. Montana is following the path of its peers with a 32% remediation rate in a four-year institution to a 64% remediation rate in a two-year institution in the 2005-2006 high school graduates.

Mr. Steve Meloy questioned if the revised mathematics policy 301.15 would affect the remediation rate for two-year institutions? Mr. Tyler Trevor responded by saying that it probably wouldn't affect the remediation rate because not every student attending a two-year institution needs to take a remedial math course. He went on to explain that the Board of Regents is attempting to normalize the ACT math scores to make them more consistent between higher education institutions by expecting current high school sophomores to obtain a 22 or higher to enter in college level math courses.

Retention rates are determined by the percent of recent Montana high school graduates returning for a second year of enrollment at an MUS institution. When all students were tracked, including those who have taken remediation courses, 74.5% have returned for a second year. There is a difference in retention rates from fall to fall in the subsequent semester for those remedial enrollees returning at 69% to non-remedial enrollees returning at 78%. This difference does continue to grow throughout the following semesters and ultimately affects the overall college graduation rate.

There were 59% of Montana students who took the ACT with an average composite score of 21.9. 75% of these students were deemed ready for College English Composition (equivalent to a score of 18) and 50% were deemed ready for College Algebra (equivalent to a score of 22) in the fall of 2007. Mr. Tyler Trevor stressed that just because other states have a higher ACT rate does not mean that they have a lesser need of remediation. Remediation rates are influenced by the fact that Montana has a higher number of students who take the ACT test compared to many other states. Many students who score really well on the ACT often go to out-of-state institutions.

This data can be found for every Montana University System institution at http://mus.edu/data/HS_follow-up.asp. The data can also be provided confidentially for every high school at the county level and district level if requested. Contact Mr. Tyler Trevor at ttrevor@montana.edu or (406)444-0307. The information can be refined at a variety of levels and will have the capability of linking with the K-12 data base. A hurdle that needs to be addressed is the unique identifier as established by the K-12 system. If this number were to be printed on the students' transcripts when they appear in the MUS, the information can then be linked directly from the courses they took in high school to their college success with the collaboration of the Office of Public Instruction. This is the short-term plan of the K to College Workgroup. The long-term plan is to use the electronic transfer of transcripts to determine the course taking patterns along with the No Child Left Behind identifiers. The ultimate goal is to link high school; to college; to jobs for the students in the state of Montana.

Extensive discussion continued on the following issues: Setting high standards and having students obtain them; students who are finding ways to get by within the system; success of communication to parents and students in the K-12 system; and the present proposal of changing higher education's policies for mathematics, composition placement, and developmental education. Dr. Kirk Miller shared a personal story of a student who took a remedial math course from one MUS institution and didn't pass. This student took the course through distance learning during the summer and passed the course. Then the student transferred to another MUS institution and the course was not accepted. The concern that Dr. Kirk Miller expressed with this individual example and others like this demonstrate that if this particular student went to a high school that had a dual credit offering of this course, he may have already received college credit for this course and would not have been put through the process. Dual credit does involve itself with the whole remedial situation. Dr. Kirk Miller asks how the Board of Public Education and the

Board of Regents ensures the quality of education through dual credit. All of this data is excellent information, but the personal aspect of freshman living away from home or just real life continues to play a role in college success.

Item 10 NO CHILD LEFT BEHIND UPDATE - Nancy Coopersmith

- Ms. Nancy Coopersmith expressed that there is no appropriation approved at this point in time. The education bill left the house on November 7, 2007 with an approval, but not a veto approval. Ms. Nancy Coopersmith provided the Board of Public Education with a portion of the *FY 2008 Labor-HHS-Education Conference Report* and spoke directly of the Reading First program with the potential changes in funding that may occur through the House and Senate conferees for Title I and special education programs. The numbers that are presented in this report are not firm, not approved, nor are there any appropriations to date; even though by law this should have been completed by September 30, 2007
- There is no news to date on the reauthorization of Elementary and Secondary Education Act (ESEA)
- The Statewide System of Support document prepared by Ms. Nancy Coleman, the Title I School Support Systems Specialist, was presented to the Board. Federal funding has been provided to the Office of Public Instruction to work with schools and districts to improve student learning. Title I schools that have not met Adequate Yearly Progress (AYP) for four or more consecutive school years will receive a Scholastic Review and be provided a School Coach to guide school improvement
- Discussion ensued that even though there may be no reauthorization of ESEA, there has been some excellent sources of accountability that have transpired because of this Act. The state of Montana should continue to focus on the good work of the state and its educational programs through comprehensive education plans

Item 12 DISTANCE LEARNING TASK FORCE PHASE II - Bud Williams and Dr. Kirk Miller

The first meeting of the Distance Learning Task Force Phase II was held on October 25, 2007 at the Montana School Board Association's Conference Room. Dr. Kirk Miller stated that the purpose of this task force is to review and resolve K-12 education issues related to teacher qualifications/dual credit; supplement, not supplant; and funding. The guiding principle of the task force is to oversee that the Montana K-12 education serves the student learning needs of the present and future providing flexibility and ensuring quality. The charge of the task force shall provide to the Board of Public Education and the education community recommendations for implementing a dual credit system which maintains the quality of standards for learning and teaching. The task force remained the same from phase I with the exception of Mr. Jules Waber replacing Dr. Claudette Morton from the Montana Smalls Schools Alliance and Mr. Dick Clark being added to the task force representing the Governor's Office.

The task force will focus on three work topics with the following purpose:

1. Teacher Qualifications/Dual Credit – Clarifying standards of licensure and endorsement in relation to K-12 distance learning and dual credit
2. Supplement, Not Supplant – Clarifying basic education program offerings at the high school and situations for individual students
3. Fiscal Issues – Clarifying fiscal responsibilities that related to the new rule, including dual credit

The next meeting will occur on January 15, 2008 at the Montana School Board Association's Conference Room from 10:00 a.m. – 4:00 p.m.

Mr. John Fuller expressed the growing concern that the Montana University System's instructors and professors are distressed that the distance learning rule will not allow them to instruct high school students without being properly licensed by the state of Montana's K-12 licensure system. No one seems too concerned about the high school teacher teaching an Advanced Placement (AP) course because they have been through the AP training, approved by a college board, and the high school students are required to obtain a particular score on an accepted AP exam in order to earn college credit. Mr. John Fuller asked if the MUS have criterion-referenced tests to determine whether the student taking a dual-

credit course has completed that class meeting the college standards in order to obtain college credit. Wouldn't the MUS expect the same assurance of quality? Dr. Sheila Stearns expressed the need that higher education does need to be better in evaluating the outcomes of the students to support the MUS transferability initiative. Commissioner Sheila Stearns wasn't clear how outcome-based assessment relates to dual-enrollment as written in the distance learning rule. However, she continued to state that the outcome of any dual enrollment course is important to the MUS college faculty to have the student be able to demonstrate mastery. Mr. John Fuller described this issue as a "double-edged sword", meaning that the MUS should be just as concerned as the K-12 system about the quality of the teacher instructing a dual-credit course without assurance that the student has demonstrated mastery of the content according to performance standards.

Item 13 QUALITY EDUCATOR LOAN ASSISTANCE PROGRAM (SB 2) - Madalyn Quinlan

The Montana Legislature established a student loan repayment assistance program for K-12 educators teaching in areas identified by geographic location and endorsement as areas of educator shortage in Montana. The program is codified in Montana law at § 20-4-501, et seq. Montana Code Annotated (MCA). Under the program, qualified educators working in shortage areas are eligible for student loan repayment assistance, up to a total of \$12,000 over a four-year period.

The statute assigned to the Commissioner of Higher Education the administration of the program. The Montana Guaranteed Student Loan Program (MGSLP) will handle the administration of this program for the Commissioner as part of MGSLP's assigned student financial-aid related activities. The Commissioner's Office currently administers the Montana Rural Physician Incentive Program and several scholarship programs.

Under this program, the Board of Public Education will identify and rank the shortage areas and supply the list to MGSLP on or before February 1 of each year in order that the program selections may be made. Section 20-4-503, MCA directs the Board of Public Education, in consultation with the Office of Public Instruction, to identify:

- a. Specific schools that are impacted by critical quality educator shortages; and
- b. Within the schools identified in a., the specific quality educator licensure or endorsement areas that are impacted by critical quality educator shortages

The Board of Public Education is required to publish an annual report listing the schools and the licensure or endorsement areas identified as impacted by critical quality educator shortages, explaining the reasons that specific schools and licensure or endorsement areas have been identified and providing information regarding any success in retention.

Senate Bill 2 of the May 2007 special legislative session authorized a Quality Educator Loan Assistance Program administered by the Board of Regents through the Office of the Commissioner of Higher Education. The program provides for the direct repayment of educational loans of eligible quality educators for up to 4 years. The total annual loan repayment assistance may not exceed \$3,000. Educational loans are loans made by a federal loan program, excluding federal Parents loans for Undergraduate Students (PLUS) loans.

Ms. Madalyn Quinlan, Chief of Staff at the Office of Public Instruction, provided a report to the Board of Public Education titled, *Critical Quality Educator Shortages: Identification of Schools and Licensure and Endorsement Areas Impacted by Critical Quality Educator Shortages*. The working group developed a rubric for scoring the needs to schools based on three factors: Rural isolation, economic disadvantage, and student achievement. This report included a recommendation for weighing these three factors to set a threshold for identifying schools as "impacted schools."

To measure the rural isolation, economic disadvantage, and low student achievement, the OPI developed a 24-point rubric based on locale code, the percentage of students eligible for free and reduced price

meals, and the improvement status of schools under No Child Left Behind. Schools are listed as impacted schools if they are more rural, have a higher percentage of economically disadvantaged students, and/or have greater challenges in closing the achievement gap.

Discussion ensued the presentation in length of the implementation and a variety of scenarios that may occur. The Board of Public Education, Board of Regents, and the Office of Public Instruction will continue to collaborate as needed to ensure the success of this program.

4:05 p.m. Dr. Kirk Miller departed

Item 14 ASSESSMENT UPDATE - Judy Snow

Ms. Judy Snow presented the final report of the Iowa Test of Basic Skills/Iowa Test of Educational Development (ITBS/ITED) for Montana. The embargoed report until November 9, 2007 on the *2007 Statewide ITBS/ITED Report for grades 4, 8, and 11 in Reading, Language Arts, Mathematics, Social Studies, and Science* was reviewed.

In 2007, as in 2001-2006, Montana students demonstrated high achievement on the Iowa Test. Science continues to be the subject in which students in all grades and most subgroups score highest. Grades four and eleven scores continue to be slightly higher than grade eight scores. In addition, the results are relatively stable for the seven-year testing period across the state and within subgroups. The number and range of increases and decreases in the National Percentile Rank (NPR) for grades, subjects, and subgroups are small as are the increases and decreases in differences between subgroups.

The snapshots of the 2007 National Percentile Rank (NPE) are as follows:

- The All Montana Student group in grade 4 scored 66% or above in all subjects. The highest score, 71%, was in Science; the lowest score, 66%, was in Language Arts
- The All Montana Student group in grade 8 scored 56% or above in all subjects. The highest score, 62%, was in Science; the lowest score, 56%, was in Language Arts
- The All Montana Student group in grade 11 scored 59% or above in all subjects. The highest score, 68%, was in Science; the lowest score, 59%, was in Language Arts

***November 9, 2007 – Friday
8:30 a.m.***

PUBLIC COMMENT

Ms. Nancy Coopersmith expressed her apologies on behalf of the Office of Public Instruction that the Youth Risk Behavior Survey Update should have been presented at this November 2007 meeting; however, when the work occurred to organize the November 2007 meeting the Office of Public Instruction received word from the math contractor that the information wouldn't be available on time. After all, the contractor was able to meet the deadline and the report has been completed. It will be presented at the January 2008 Board of Public Education meeting.

INFORMATION ITEM

Item 15 TEACHER-OF-THE-YEAR REPORT - Gary Carmichael

Mr. Gary Carmichael was not able to attend as scheduled.

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

ACTION ITEMS

Item 16 ALTERNATIVE STANDARDS REQUESTS - AI McMilin

This presentation provided the Board of Public Education with the Initial Alternative Standard and Five-Year Renewal Standard Requests recommended for approval by State Superintendent Linda McCulloch.

The following 15 initial alternative standard requests representing 9 districts and 9 schools have been received and evaluated in accordance with ARM 10.55.604:

- **Garfield County**

1. Big Dry Elementary	Standard 10.55.709	Library Media Services
	Standard 10.55.710	School Counseling Services
2. Kester Elementary	Standard 10.55.709	Library Media Services
	Standard 10.55.710	School Counseling Services
3. Pine Grove Elementary	Standard 10.55.709	Library Media Services
	Standard 10.55.710	School Counseling Services
4. Sand Springs Elementary	Standard 10.55.709	Library Media Services
	Standard 10.55.710	School Counseling Services
5. Cohagen	Standard 10.55.709	Library Media Services
	Standard 10.55.710	School Counseling Services

- **Park County**

6. Springdale Elementary	Standard 10.55.709	Library Media Services
	Standard 10.55.710	School Counseling Services

- **Sweetgrass County**

7. Greycliff Elementary	Standard 10.55.710	School Counseling Services
8. Melville Elementary	Standard 10.55.710	School Counseling Services
9. McLeod Elementary	Standard 10.55.710	School Counseling Services

MOTION: Dr. Kirk Miller moved to approve the initial alternative standard requests as recommended by State Superintendent Linda McCulloch. Mr. John Fuller seconded. Motion carried unanimously. Mr. Storrs Bishop was absent for the vote.

Item 17 QUALITY EDUCATOR LOAN ASSISTANCE PROGRAM - Madalyn Quinlan

Senate Bill 2, approved during the Special Session of the 60th Montana Legislature, contains provisions for a quality educator loan assistance program. This presentation included a recommendation from the Office of Public Instruction regarding the schools and licensure and endorsement areas impacted by critical quality teacher shortages.

According to Section 20-5-503, MCA requires the Board of Public Education to publish an annual report listing the critical quality educator shortage areas, explaining the reasons that specific schools and licensure or endorsement areas have been identified and provide information regarding any success in retention. Based on information provided to the Office of Public Instruction through the Annual Data Collection in October 2007, the Office of Public Instruction will be able to bring a recommendation to the Board for the 2008-2009 school year in March 2008.

The education fields impacted by critical quality educator shortages in 2006-2007 are:

1. Music
2. Mathematics
3. Special Education
4. Science
5. Speech/Language Pathologist
6. World Languages
7. School Counselor
8. Library Media
9. Business and related

Mr. Steve Meloy asked how the use of unlicensed personnel factored into the three indicators: rural isolation, economic disadvantage, and student achievement. Ms. Nancy Coopersmith responded that because this category changes rapidly, internship programs are not a viable target but is considered. Emergency authorizations are only valid for one school fiscal year. The data on emergency authorizations issued since July 1, 2002 validates the critical quality educator shortage areas that are listed in this report. Of the 99 emergency authorizations issued for school fiscal years 2003 through 2007, 69 (70%) were to individuals who taught in one of the nine critical shortage areas. The personnel assignment information reported by school districts for 2006-2007 through the Annual Data Collection (ADC) also validated the selection of these nine education fields. Of the 62.67 FTE positions that were filled by individuals who did not hold a valid educator license or were misassigned in 2006-2007, 29.9 (48%) of these FTE were teaching in one of the nine education fields listed in this report. The data does not include special education cooperatives, which also experience difficulty hiring educators in the nine identified education fields.

Some problematic implications that were addressed:

1. How does the Board of Regents choose among eligible applicants
2. What happens if a teacher has teaching assignments in both an impacted and non-impacted school
3. What if a teacher teaches in a school that makes the list one year, but does not make the list the following year
4. Would a teacher be able to transfer to a school that is on the list be eligible
5. Someone is teaching with an emergency authorization, are they eligible

As more questions surface, the Board of Public Education and the Office of Public Instruction will collect the questions and refer them to the Board of Regents.

MOTION: Dr. Kirk Miller moved to adopt the list of impacted schools prepared by the Office of Public Instruction. Ms. Angela McLean seconded. Motion carried unanimously. Mr. Storrs Bishop was absent for the vote.

Item 17a BOARD OF PUBLIC EDUCATION'S JANUARY MEETING DATE – Patty Myers

The Board of Education is scheduled to meet in Helena, MT on January 10, 2008. The Board of Public Education is scheduled to meet January 3-4, 2008 in Helena, MT. Ms. Patty Myers recommended that the Board of Public Education's meeting be changed to begin after the Board of Education meeting on Thursday, January 10, 2008 and continue through Friday, January 11, 2008. The Board felt that it makes sense financially for less travel and professionally for less time away from students. It was noted that Mr. Peter Donovan and Dr. Linda Vrooman Peterson will not be in attendance due to the Western States Certification Conference.

MOTION: Ms. Angela McLean moved to change the Board of Public Education meeting from January 3-4, 2008 to January 10-11, 2008 to coincide with the Board of Education meeting on January 10, 2008. Mr. Cal Gilbert seconded. Motion carried unanimously. Mr. Storrs Bishop was absent for the vote.

INFORMATION ITEM

Item 18 MSDB COMMITTEE MEETING REPORT - Steve Gettel

1. Student Enrollment/Evaluation
2. Human Resources
 - Personnel actions

Mr. Steve Gettel began this portion of the report with the following questions: "What are the standards of preparation for the teachers who serve the deaf and blind students? What does the general public understand about the needs of these kids if the teaching profession

doesn't understand the needs of deaf and blind students?" Mr. Steve Gettel raised these questions because the vacancies that the Montana School for the Deaf and the Blind have available are not having qualified applicants apply for the positions. These issues will not go away until the Board of Public Education addresses the standards and preparation for the personnel who instruct low incidence disability students. Mr. Steve Gettel stressed that this issue is no different than the instructors who teach distance learning classes

- Update on negotiations with MEA-MFT
3. School Improvement
 - Update on accreditation
 - The misassignment results from placing general education teachers in special education classrooms. The on-going issue for MSDB is that there are no training programs for teachers of the deaf or blind within the state or Montana University System, there is no financial support from the Office of Public Instruction or legislature for teachers who are interested in becoming trained teachers in these areas

 - Mr. Bud Williams recommended that the Certification Standards and Practices Advisory Council (CSPAC) conduct a study about what it would entail to implement an effective system to train the personnel to instruct deaf or blind students in similar demographical regions. Mr. Peter Donovan mentioned that CSPAC developed standards for instructors of Braille. CSPAC will work on similar standards for interpreters with guidance and direction from MSDB. Mr. Steve Gettel feels that this is a good start, but the focus also needs to be on teacher preparation. He continued to stress that there is no standard to measure teacher preparation for deaf education except the general standards for special education endorsement programs, and they do not address the needs of communication and literacy development for the students of MSDB. Mr. Bud Williams believes that this is the work of the Board of Public Education and not the legislature
 - Update on strategic planning process
 - Mr. Steve Gettel stressed the need to have participation from the Board of Public Education, the Office of Public Instruction, the Governor's Budget Office, and its constituents involved in the strategic planning of MSDB
 - Update on strategies for increasing educational opportunities for students
 - Update on other program issues
 4. Professional Development Activities
 - Update on in-service training
 5. MSDB Foundation Activities
 - Update on activities
 6. Conferences, meetings, and contacts
 7. Finance and Facilities
 - Update on budget and maintenance projects
 8. School Calendar of Events
 9. Student News and School Events

MOTION: Mr. John Fuller moved to adjourn the Board of Public Education meeting. Ms. Angela McLean seconded. Motion carried unanimously. Mr. Storrs Bishop was absent for the vote.

Meeting adjourned at 11:30 a.m.

PRELIMINARY AGENDA ITEMS BPE MEETING– January 10-11, 2008

MACIE Update
Youth Risk Behavior Survey Update
Distance Learning Task Force Phase II
Assessment Update

NCLB Update
5 YCEP Process Update
Exiting Board Member – Last Meeting
Transportation Report
Report on Teacher Education Program
Rocky Mountain College Plan for Education Leadership Masters Program – Action
Anaconda Student - Friday

APPROVED